

DOCUMENT RESUME

ED 423 791

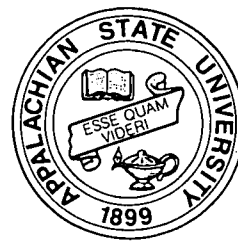
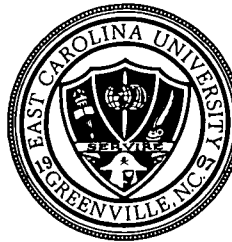
HE 031 639

TITLE Long-Range Planning: 1998-2003.
 INSTITUTION North Carolina Univ., Chapel Hill. Board of Governors.
 PUB DATE 1998-01-09
 NOTE 140p.
 AVAILABLE FROM University of North Carolina, General Administration, P.O.
 Box 2688, Chapel Hill, NC 27515-2688.
 PUB TYPE Reports - Descriptive (141)
 EDRS PRICE MF01/PC06 Plus Postage.
 DESCRIPTORS Degrees (Academic); Enrollment Projections; Higher
 Education; Institutional Mission; *Long Range Planning;
 Mission Statements; *State Universities; *Strategic Planning
 IDENTIFIERS *University of North Carolina

ABSTRACT

This document presents the five-year (1998-2003) plan for the University of North Carolina that was approved by the institution's Board of Governors. Following a letter of transmittal to the state's executive and legislative leaders, Part 1, an introduction, explains the plan's development and lists and locates the state's 74 public and 45 private postsecondary institutions. Part 2 presents an overview of the demographic, economic, and educational context within which the university operates, including enrollment projections through fall 2006. Part 3 identifies planning assumptions and summarizes the six interrelated strategic directions needed to fulfill the university's mission; also addressed is progress achieved in addressing strategic directions of the previous long-range plan. Part 4 sets forth the overall mission for the University of North Carolina and notes relevant constitutional and statutory mandates. Part 5 presents the general academic mission for each of the 16 constituent institutions, including educational mission, descriptive classification, all currently authorized degree programs, all new programs authorized under the 1998-2003 plan, and an organization chart. Part 6 outlines the schedule for future planning. Nine appendices provide enrollment figures by discipline, an inventory of degree programs, a summary of programs to be established and discontinued, and institutional research institutes and public services units. (DB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *



James E. Shepard, Founder

NORTH CAROLINA
SCHOOL OF THE ARTS



LONG-RANGE PLANNING 1998-2003



THE UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS

1998



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

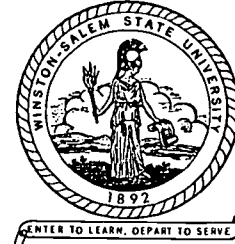
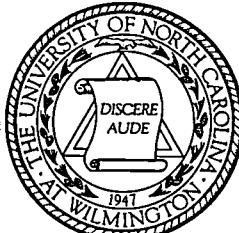
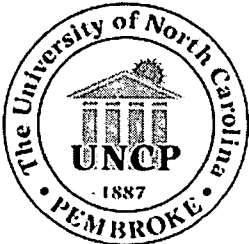
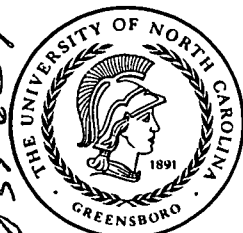
University of N.C.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

031639



MEMBERS OF THE BOARD OF GOVERNORS
THE UNIVERSITY OF NORTH CAROLINA

C. Clifford Cameron, Charlotte
Chairman

Benjamin S. Ruffin, Winston-Salem
Vice Chairman

Bradley T. Adcock
Durham

G. Irvin Aldridge
Manteo

Lois G. Britt
Mount Olive

F. Edward Broadwell, Jr.
Asheville

Robert J. Brown
High Point

William T. Brown
Fayetteville

Bert Collins
Durham

Orville D. Coward, Sr.
Sylva

Terry Eaton**
Charlotte

Ray S. Farris
Charlotte

John C. Fennebresque
Charlotte

H. Frank Grainger
Cary

James E. Holshouser, Jr.*
Southern Pines

Larnie G. Horton, Sr.
Raleigh

C. Ralph Kinsey, Jr.
Charlotte

Helen Rhyne Marvin
Gastonia

John F. A. V. Cecil, Asheville
Secretary

Timothy Keith Moore
Shelby

W. Kenneth Morgan, Sr.
Jacksonville

Maxine H. O'Kelley
Burlington

Cary C. Owen
Asheville

Barbara S. Perry
Kinston

D. Wayne Peterson
Pinehurst

Earl N. Phillips, Jr.
High Point

Jim W. Phillips, Jr.
Greensboro

Samuel H. Poole*
Raleigh

Marshall A. Rauch
Gastonia

Paul J. Rizzo
Chapel Hill

J. Craig Souza
Raleigh

Joseph E. Thomas
New Bern

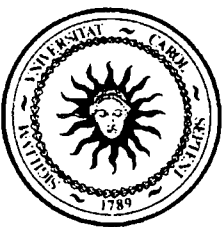
Robert F. Warwick
Wilmington

James Bradley Wilson
Durham

**LONG-RANGE PLANNING
1998-2003**

**THE UNIVERSITY OF NORTH CAROLINA
BOARD OF GOVERNORS**

ADOPTED, January 9, 1998



The University of North Carolina

BOARD OF GOVERNORS

C. C. CAMERON, *Chairman*
1970 Two First Union Center
Charlotte, NC 28288-0016

Appalachian State
University

January 9, 1998

East Carolina
University

The Governor of North Carolina
The Lieutenant Governor of North Carolina
The President Pro Tempore of the Senate
The Speaker of the House of Representatives
The Members of the Advisory Budget Commission

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

Ladies and Gentlemen:

I 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 programmatic priorities for the University and its constituent institutions.

In Part II of the plan you will find a survey of the demographic, economic, and educational context within which the University operates. This context provides the background upon which the plan is based. Part II also contains enrollment projections for the University through the fall of 2006.

Part III identifies planning assumptions and summarizes six interrelated strategic directions which the Board of Governors will pursue in the fulfillment of the University's mission during this planning period. It also reviews the progress made in addressing strategic directions adopted in the previous long-range plan.

Part IV sets forth a statement of overall mission for the University and notes the constitutional and statutory mandates which help to shape that mission.

Specific institutional mission statements and proposed academic program changes, as well as the general principles and priorities which have guided and will continue to guide our decisions on program development, are contained in Part VI.

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 which they have so generously and consistently provided to the University.

Respectfully yours,


C. Clifford Cameron
Chairman

BEST COPY AVAILABLE

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

1. That the document entitled *Long-Range Planning, 1998-2003* is approved; and
2. 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 it printed and distributed.

ADOPTED, January 9, 1998.

Table of Contents

	<u>Page</u>
Letter of Transmittal, Chairman to Governor, <u>et.al</u>	i
Resolution of Board of Governors	ii
Table of Contents	iii
List of Maps, Tables and Figures	iv
I Introduction	
A. Preparation of the Plan.....	1
B. The Scope and Content of the Plan.....	1
II The Context	
A. North Carolina's Population.....	6
B. North Carolina's Economy.....	9
C. Health and Well-being of North Carolina's Citizens	12
D. Education in North Carolina	14
III Strategic Directions	
A. Planning Assumptions	19
B. Progress on Strategic Directions of Previous Long-Range Plan	20
C. Strategic Directions for the Planning Period 1998-2003	25
IV. The Mission	
A. General Mission of the University of North Carolina	29
V. General Academic Missions of the Constituent Institutions	
A. Institutional Classification	32
B. Academic Program Development.....	33
Appalachian State University	35
East Carolina University	39
Elizabeth City State University	43
Fayetteville State University	46
North Carolina Agricultural and Technical State University	49
North Carolina Central University	53
North Carolina School of the Arts.....	56
North Carolina State University at Raleigh.....	58
The University of North Carolina at Asheville	63
The University of North Carolina at Chapel Hill	66
The University of North Carolina at Charlotte	73
The University of North Carolina at Greensboro	77
The University of North Carolina at Pembroke	82
The University of North Carolina at Wilmington	85
Western Carolina University	88
Winston-Salem State University	92

VI. Schedule for Future Planning

A. Revision of the Long-Range Plan.....95
B. Planning and Establishing New Programs, Centers and Institutions95
C. Conclusion95

List of Maps, Tables and Figures

Map/Tables/Figures Title Page

Map

North Carolina Post-Secondary Institutions 1997-98.....3

Tables

1 Recentered SAT Score Trends 14
2 Higher Education in North Carolina 15

Figures

1 Population Growth Rates: 1991-1996..... 6
2 Population Change by Region: 1990-1996 6
3 N.C. Population Growth: 1990-1996 6
4 Percent of Urban Population: 1900-1990..... 7
5 Composition of N. C. and U.S. Populations: 1994 7
6 Percent of N. C. Population by Age: 1995-2025..... 7
7 Projected N. C. Dependency Ratio: 1995-2025 8
8 Population Change 1990-95 in N.C.'s Seven Economic Regions 8
9 The Changing Composition of the N.C. Workforce: 1973-2003..... 9
10 N.C. Industry Wages: 1977-94 9
11 Leading N.C. Exports: 1996 10
12 Per Capita Personal Income: 1996 10
13 Changing Workplace Demands 11
14 Economic Growth by Region: 1994-1995 11
15 Poverty and Unemployment Rates: 1991-1996 12
16 Trends in N.C. Poverty Rates by Age Group: 1991-1996 12
17 U.S. and N.C. Mortality Rates per 100,000 13
18 Growth in Medicaid and Uninsured..... 13
19 Annual Earnings by Education Level: 1975-1994 13
20 Educational Attainment of Persons 25 and Older 14

21	Fall Enrollment in N.C. Colleges and Universities (Percent Minority).....	15
22	Fall Enrollment in N.C. Colleges and Universities (Percent Women).....	15
23	Fall Enrollment in N.C. Colleges and Universities (Percent 25 & Older).....	16
24	Fall Enrollment in N.C. Colleges and Universities (Percent Part-Time).....	16
25	Fall Enrollment in N.C. Colleges and Universities (Percent Out-of-State).....	16
26	Fall Enrollment in N.C. Senior Colleges and Universities (Percent Grad/FP)	16
27	Pools of Potential In-State Students (Actual and Projected).....	17
28	UNC Going Rate of N.C. High School Graduates: 1987-1997.....	17
29	Total UNC Headcount Enrollments (Actual and Projected): 1986-2006	18

Appendix

A-2-1	Upper-Division Undergraduate and Graduate Headcount Enrollment by Discipline in the University of North Carolina, Fall 1986-Fall 1996.....	99
A-5-1	Inventory of Postsecondary Certificate and Associate Degree Programs in the University of North Carolina	100
A-5-2	Summary of Programs Approved for Establishment by the Board of Governors for Constituent Institutions of the University of North Carolina by Program Area and Level, July 1972 - November 1997	101
A-5-3	Summary of Programs Discontinued by the Board of Governors at Constituent Institutions of the University of North Carolina by Program Area and Level, July 1972 - November 1997	102
A-5-4	Program Development Recommendations in Long-Range Plans	103
A-5-5	Interinstitutional Research Institutes and Centers of the University of North Carolina	104
A-5-6	Institutional Research Institutes and Centers at the Constituent Institutions of the University of North Carolina	105
A-5-7	Interinstitutional Public Services Units of the University of North Carolina	110
A-5-8	Institutional Public Service Units at the Constituent Institutions of the University of North Carolina	111

I. Introduction

Continuous and flexible planning has been a major activity and concern of the Board of Governors of the University of North Carolina ever since the board was created in 1972. The board adopted its first long-range plan in 1976. Since that time it has adopted nine revisions to the long-range plan.

The most extensive and significant revision of the original plan was adopted by the board in 1992. Early in 1990, the President 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 change was needed.

Before making his recommendations to the Board of Governors, the President asked four distinguished 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.

A. Preparation of the Plan

This five-year plan, covering the period 1998-2003, revises and updates the 1994-99 plan and the supplement adopted in 1996. Guidelines for the participation of the constituent institutions in the

preparation of this plan were sent to the chancellors in January 1997. The Committee on Educational Planning, Policies, and Programs began its consideration of the various components of the plan in May, when it received a report on the accomplishment of the strategic directions adopted in *Supplement to Long-Range Planning, 1994-99*. 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, 1998.

B. The Scope and Content of the Plan

Part II of this plan contains a survey of the demographic, economic, and educational context within which the University operates and provides the background upon which the plan is based. Enrollment projections for the University of North Carolina through the fall of 2006 are also provided.

Part III identifies planning assumptions and summarizes six interrelated strategic directions which the Board of Governors will pursue in the fulfillment of the University's mission during this planning period. It also reviews the progress made in addressing strategic directions adopted in the previous long-range plan.

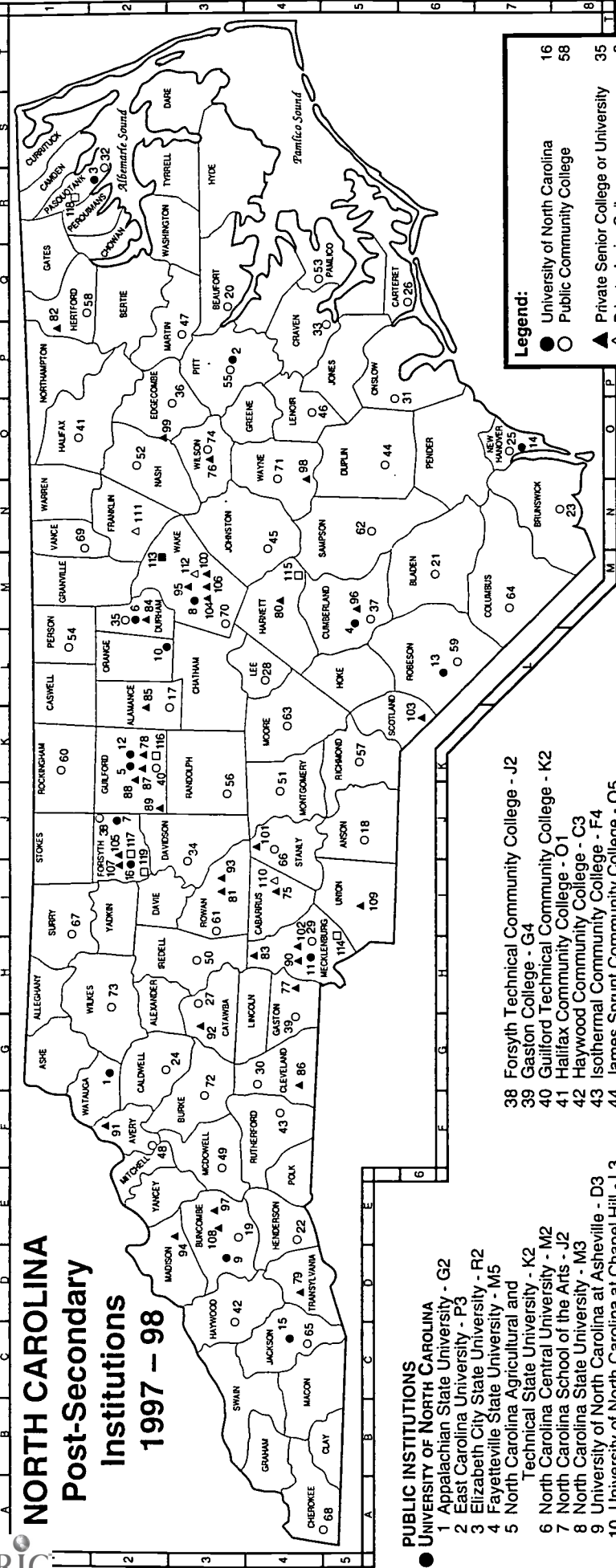
Part IV sets forth a statement of overall mission for the University of North Carolina and notes the constitutional and statutory mandates which help to shape that mission.

Part V presents the general academic missions for the constituent institutions, including for each of them: a general statement of its educational mission; its descriptive classification; all currently authorized degree programs; all new programs authorized for planning in the period 1998-2003; and an organizational chart showing primarily the academic structure of the institution.

Part VI outlines the schedule for future planning.

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 proper role, the chancellors, the President, and the Board of Governors must plan for the future with the confidence and hope that the citizens of North Carolina will continue their strong support for higher education.

NORTH CAROLINA Post-Secondary Institutions 1997 - 98



Legend:

- University of North Carolina
- Public Community College
- ▲ Private Senior College or University
- △ Private Junior College
- Theological Seminary
- Bible Colleges
- Total

●	16
○	58
▲	35
△	3
■	1
□	6
Total	119

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 Anson Community College - J5
- 19 Asheville-Buncombe Technical Community College - E3
- 20 Beaufort County Community College - Q3
- 21 Bladen Community College - M6
- 22 Blue Ridge Community College - E4
- 23 Brunswick Community College - N8
- 24 Caldwell Community College and Technical Institute - G3
- 25 Cape Fear Community College - O7
- 26 Carteret Community College - Q6
- 27 Catawba Valley Community College - H3
- 28 Central Carolina Community College - L4
- 29 Central Piedmont Community College - H4
- 30 Cleveland Community College - G4
- 31 Coastal Carolina Community College - O6
- 32 College of the Albemarle - R2
- 33 Craven Community College - P5
- 34 Davidson County Community College - I3
- 35 Durham Technical Community College - M2
- 36 Edgecombe Community College - O3
- 37 Fayetteville Technical Community College - M5

PRIVATE INSTITUTIONS

- SENIOR COLLEGES AND UNIVERSITIES**
- 38 Forsyth Technical Community College - J2
 - 39 Gaston College - G4
 - 40 Guilford Technical Community College - K2
 - 41 Halifax Community College - O1
 - 42 Haywood Community College - C3
 - 43 Isothermal Community College - F4
 - 44 James Sprunt Community College - O5
 - 45 Johnston Community College - N4
 - 46 Lenoir Community College - O4
 - 47 Martin Community College - P3
 - 48 Mayland Community College - F2
 - 49 McDowell Technical Community College - F3
 - 50 Mitchell Community College - H3
 - 51 Montgomery Community College - J4
 - 52 Nash Community College - O2
 - 53 Pamlico Community College - Q5
 - 54 Piedmont Community College - L1
 - 55 Pitt Community College - P3
 - 56 Randolph Community College - J3
 - 57 Richmond Community College - K5
 - 58 Roanoke-Chowan Community College - Q2
 - 59 Robeson Community College - L6
 - 60 Rockingham Community College - K1
 - 61 Rowan-Cabarrus Community College - I3
 - 62 Sampson Community College - N5
 - 63 Sandhills Community College - K4
 - 64 Southeastern Community College - M7
 - 65 Southwestern Community College - C4
 - 66 Stantley 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 Campbell University, Inc. - M4
 - 81 Catawba College - I3
 - 82 Chowan College - P1
 - 83 Davidson College - H4
 - 84 Duke University - M2
 - 85 Elon College - K2
 - 86 Gardner-Webb University - G4
 - 87 Greensboro College - K2
 - 88 Guilford College - J2
 - 89 High Point University - J2
 - 90 Johnson C. Smith University - H4
 - 91 Lees-McRae College - F2
 - 92 Lenoir-Rhyne College - G3
 - 93 Livingstone College - I3
 - 94 Mars Hill College - E3
 - 95 Meredith College - M3
 - 96 Methodist College - M5
 - 97 Montreat College - E3
 - 98 Mount Olive College - N4
 - 99 North Carolina Wesleyan College - O3
 - 100 Peace College - M3
 - 101 Pfeiffer University - J4
 - 102 Queens College - H4

JUNIOR COLLEGES

- 103 St. Andrews Presbyterian College - K6
- 104 St. Augustine's College - M3
- 105 Salem College - J2
- 106 Shaw University - M3
- 107 Wake Forest University - I2
- 108 Warren Wilson College - E3
- 109 Wingate University - I5

THEOLOGICAL SEMINARY

- 110 Cabarrus College of Health Sciences - I4
- 111 Louisburg College - N2
- 112 Saint Mary's College - M3

BIBLE COLLEGES

- 113 Southeastern Baptist Theological Seminary - M2
- 114 East Coast Bible College - I5
- 115 Heritage Bible College - M4
- 116 John Wesley College - K2
- 117 Piedmont Bible College - J2
- 118 Roanoke Bible College - F1
- 119 Winston-Salem Bible College - I2

II. The Context

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 which 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 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 38 private colleges and universities in North Carolina. One of the 38, 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, 22 were founded in the 19th century, and nine in the 20th century (five of them since 1950).

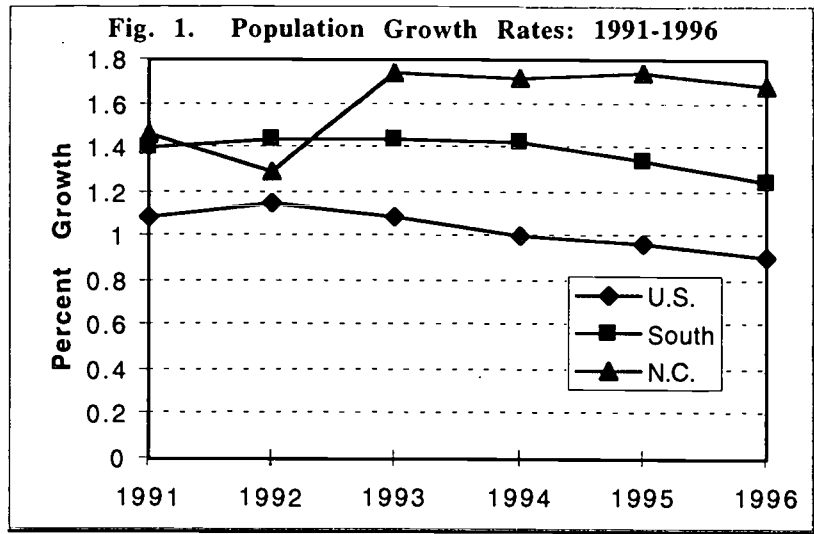
All of these institutions of higher education affect, and in turn, are affected by, their social and cultural environment. The following survey of the demographic, economic, and educational context within which they operate provides the background for this plan.

The first section notes the changing characteristics of the population and the rate and nature of recent and projected population growth. The section on the economy examines the major economic changes in North Carolina over the past decade. The growth in income and employment, the restructuring of the economy, the emergence of a global market, and rapid technological changes are analyzed to determine their impact upon higher education. The third section surveys the health and well-being of North Carolina's citizens.

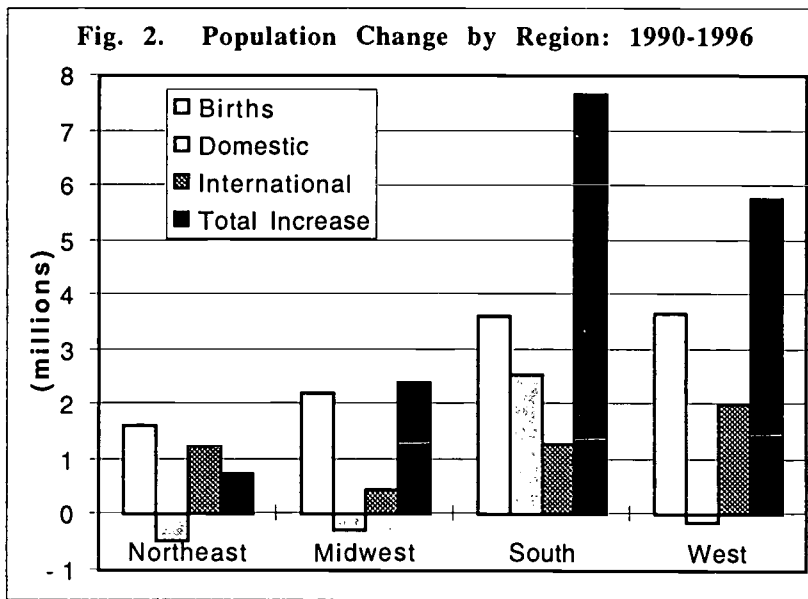
An examination of the changing characteristics and trends in higher education enrollments, the level of educational attainment in the state, and the academic preparation of students entering colleges and universities, is followed by enrollment projections for the University of North Carolina through the fall of 2006.

A. North Carolina's Population

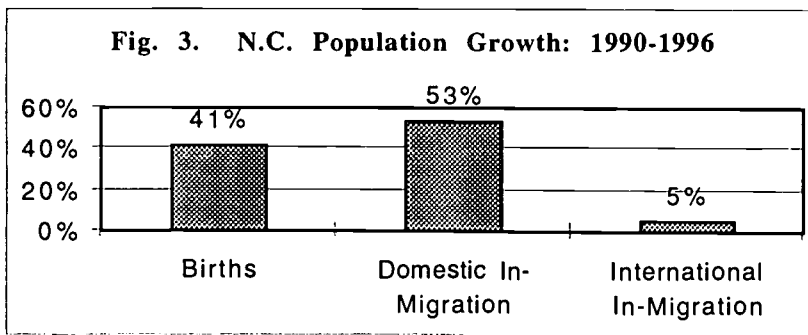
A rapidly growing population. North Carolina had a population of 7.3 million people in 1996, approximately 2.7 percent of the nation's population. During this decade the state's population growth rate has exceeded national and regional rates, and this trend is expected to continue. Census Bureau projections indicate that the state will maintain its current rank as the nation's 11th most populous state over the next three decades, with a population of 7.8 million in 2000 and 9.3 million by 2025. The state's net population gain would rank as the nation's seventh largest, representing an overall growth rate of 29.9 percent, the nation's 16th highest.



Source: U.S. Census Bureau



Source: U.S. Census Bureau

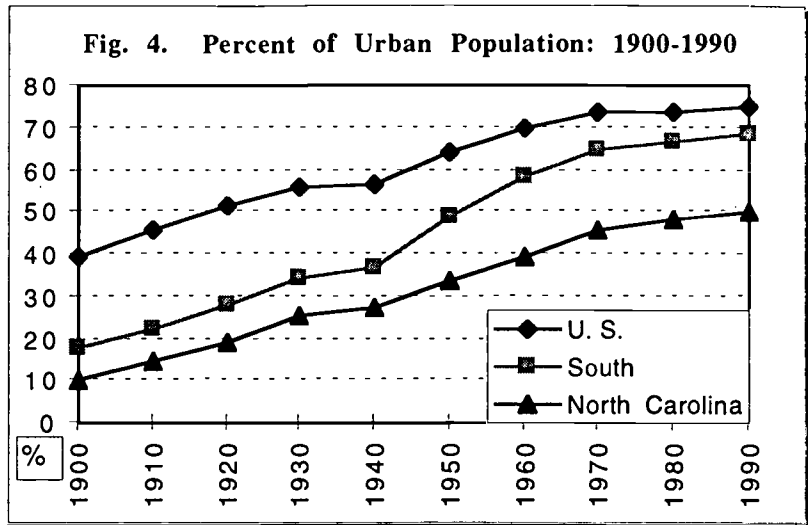


Source: U.S. Census Bureau

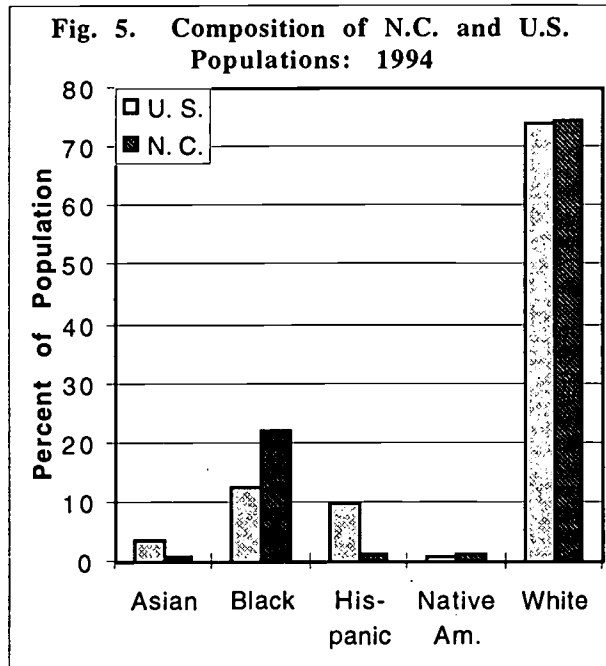
One of the nation's fastest growing regions. Of the Census Bureau's four geographic regions, the South and the West combined are projected to account for 80 percent of the nation's population growth between 1995 and 2000. Both regions are experiencing high rates of international in-migration, although the South was the only region to have positive net domestic in-migration during the first six years of this decade. The South, as defined by the Census Bureau, is the nation's most populous region and has some of the fastest growing states, with Texas, Florida, and Georgia ranked first, second, and fourth, respectively, in amount of population growth during this decade.

In-migration population gains from other states. North Carolina's population growth during the 1990s has differed from the South's overall pattern owing to the very heavy domestic in-migration of new residents that the state is experiencing. Between 1995 and 2025, the state is projected to rank third in the nation in the amount of population growth resulting from internal migration, gaining 1.3 million persons from other states.

A large rural population. Although the urbanization of North Carolina has proceeded at a slower pace than national or regional rates, in the 1990 Census a majority of citizens (50.4%) lived in urban areas. Despite the ongoing growth of its metropolitan areas, North Carolina continues to have one of the largest rural populations in the nation. In the 1990 Census, North Carolina had the sixth greatest percentage of rural residents and ranked third in overall number. Convenient access to health care and to institutions of higher education are two of the challenges presented by a widely dispersed population.



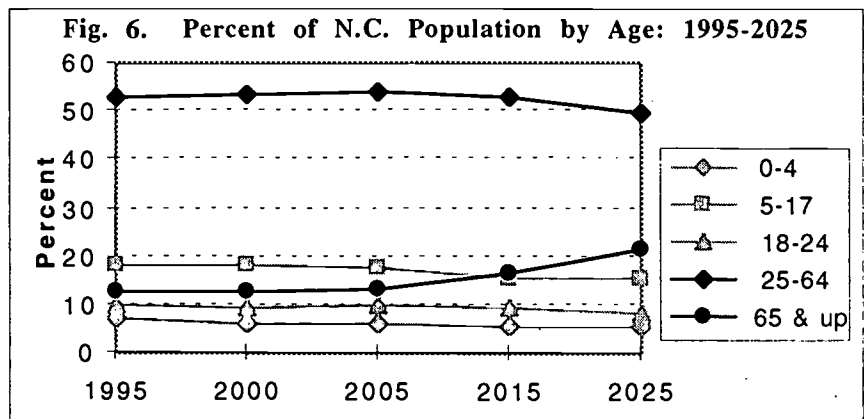
Source: U.S. Census Bureau



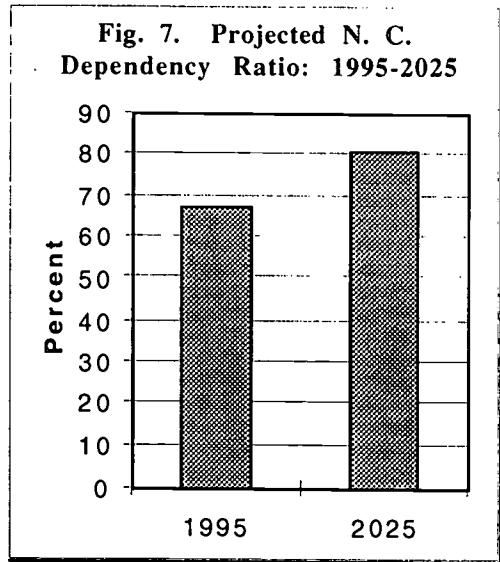
A relatively stable racial and ethnic composition. Nationally, the Asian population is the fastest-growing group in all regions, and the Hispanic population is projected to account for 44 percent of the nation's population growth between 1995 and 2025. Census projections, however, indicate that North Carolina's population over the next three decades will generally reflect its current racial and ethnic distribution, which differs somewhat from the national population composition as shown in Figure 5. Between 1995 and 2025, the percentage of the white population is projected to decline from 74.4 to 71 percent, the black population will increase from 22.2 to 24 percent, the Native American population will hold steady at 1.2 percent, the Hispanic population will increase from 1.4 to 2.2 percent, and the Asian population will increase from one to 1.9 percent. However, if North Carolina begins to approach the international in-migration rates of other fast-growing states in the South, the mix of racial and ethnic subpopulations in the state may change more rapidly.

Source for Figs. 5 and 6 : Census Bureau

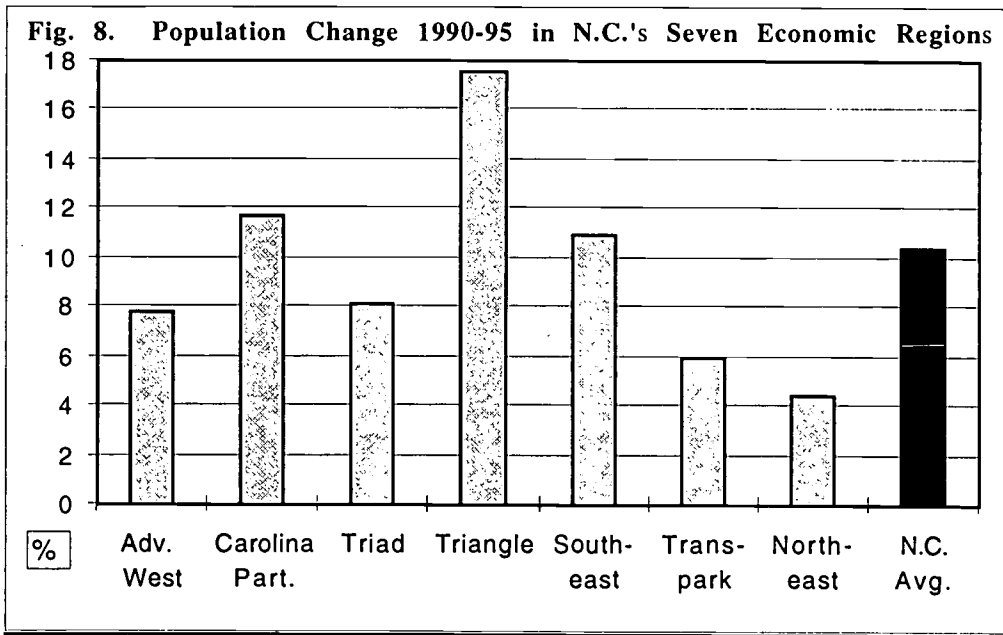
An aging population. Perhaps the most significant demographic trend faced by North Carolina is its aging population. As the Baby Boom generation reaches retirement age, the growth of the elderly population (65 and over) will accelerate rapidly in the state and nation. Figure 6 shows that in North Carolina the elderly will increase from 12.5 percent of the state's population in 1995 to 21.4 percent in 2025.



A rising dependency ratio. North Carolina had the 31st highest proportion of elderly in 1995 and is projected by the Census Bureau to have the 11th highest proportion of elderly in 2025. All states are projected to show a decline in the proportion of youth (under 20 years old) in their populations. As shown in Figure 6 on the preceding page, the percentage of the state's population represented by the traditional school-age and college-age groups (ages 5-17 and 18-24) is expected to decrease over the next three decades, as is the percentage of the state's traditional "working age" population (ages 25-64). This latter trend means that a smaller percentage of the state's population will be working to produce the taxes and other revenue that fund the state's expenditures. The Census Bureau defines the dependency ratio as the number of youth (under age 20) and elderly (ages 65 and over) there would be for every 100 people of working ages (ages 20 to 64). Although the percentage of North Carolina's population classified as youth is projected to decrease from 27.7 percent in 1995 to 23.2 percent in 2025, the increase in the percentage of the elderly population will result in an overall increase in the dependency ratio. Figure 7 shows North Carolina's dependency ratio could rise from 67.1 in 1995 to 80.6 in 2025. The 1995 and 2025 ratios rank the state as the 40th and 34th largest, respectively, in the nation in the number of dependent citizens. This trend will have implications in the future both for generation of state tax revenues and for the state needs on which those revenues are expended.



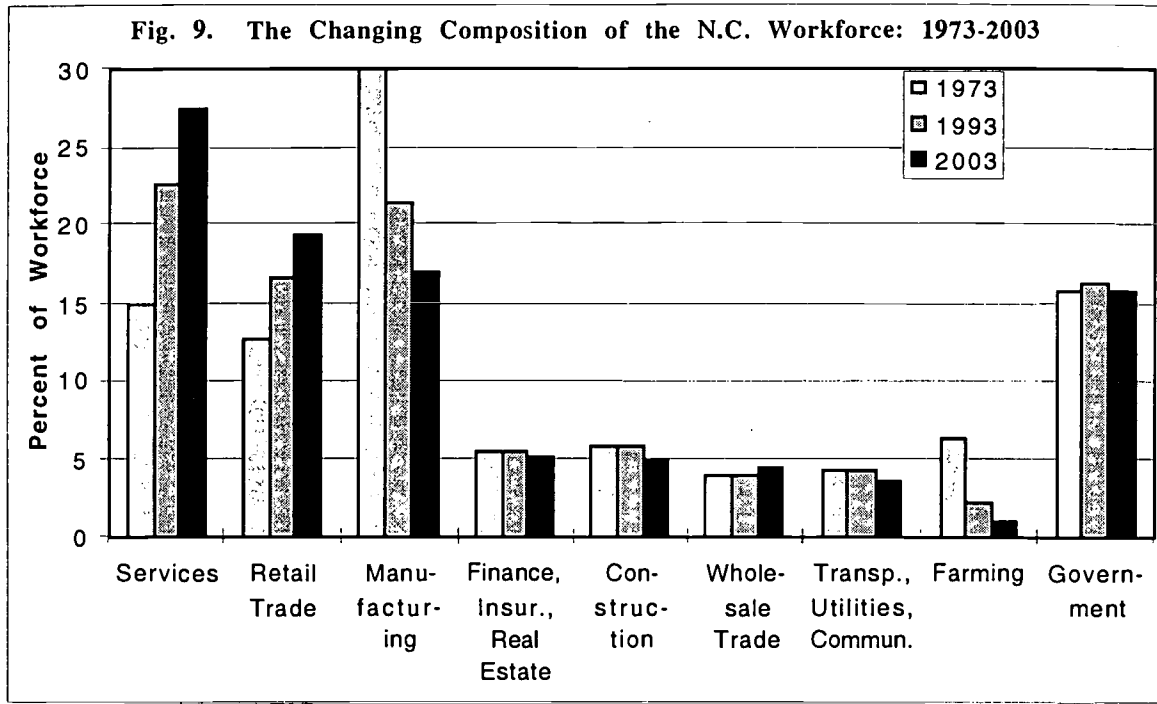
Source: U.S. Census Bureau



Source: N.C. Department of Commerce

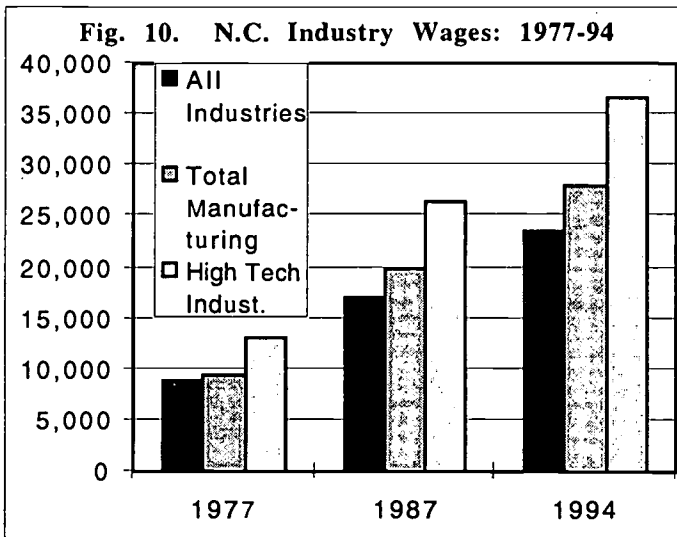
Geographical differences in population growth. North Carolina has been divided into seven economic development regions by the N.C. Department of Commerce, and a variety of demographic and economic data on these regions is available. Figure 8 shows the different rates of population growth in these regions for the first half of this decade, illustrating that the fastest growing regions are those with large metropolitan areas. The seven regions (which will be compared further in following sections) from west to east are: AdvantageWest, Carolinas Partnership (Charlotte region), Piedmont Triad, Research Triangle, Southeast, Global Transpark (east-central region), and Northeast. The top ten counties in order of population growth rate projected for this decade are: Dare, Brunswick, Wake, Pender, Carteret, Currituck, Mecklenburg, Franklin, Orange and Union. Of the counties in the fastest-growing top quartile of North Carolina's 100 counties, only three are not in the Piedmont or near the coast. The slowest growth is projected for inland counties of the northeast and southeast and for some areas in the west.

B. North Carolina's Economy



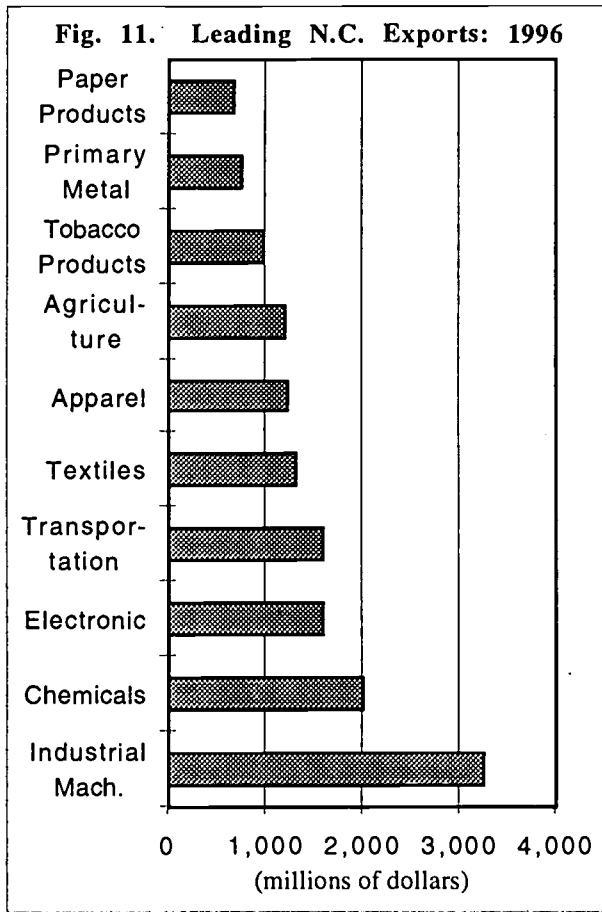
Source: Problem-Solving Research Inc.

Decades of transition. North Carolina has undergone a major economic transformation in the last quarter-century -- from a state largely dependent on agriculture and widely-dispersed low-wage industries to a more urban environment that has seen most job growth in the service and trade sectors. Three transitions have been noted: from labor-intensive to capital-intensive industries; from manufacturing jobs to trade, service, finance, transportation, and government jobs; and from small family farms to large, often corporate-owned farms producing diverse products such as hogs and poultry. Although the state is enjoying a rapidly growing economy with record or near-record levels of job growth and new investment, North Carolina is facing bifurcated growth and economic restructuring similar to the rest of the nation. Continued shifts in the state's traditional industries place layoffs and permanent closings at a higher rate than during the 1991 recession, and growth is occurring in both very low-wage and high-wage industries.



Source: N.C. Employment Security Commission

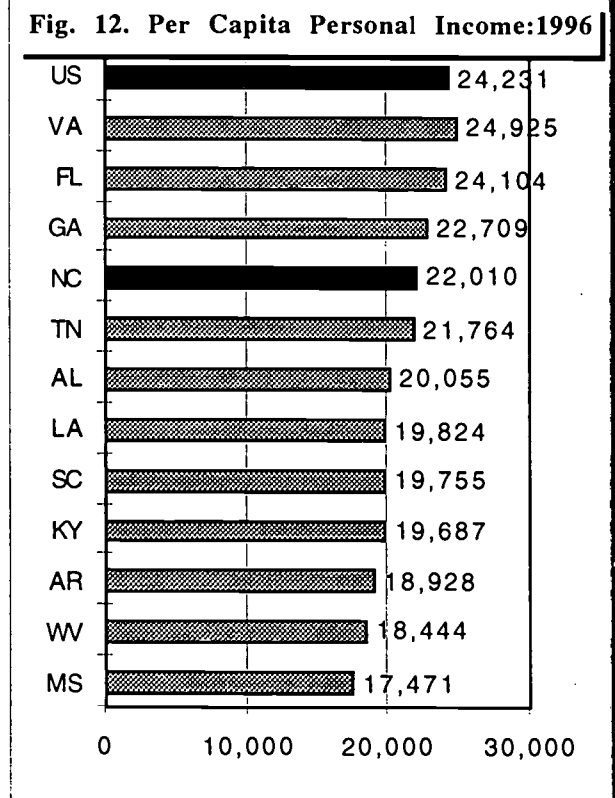
Focus on high technology. The shift to a diversified manufacturing base, particularly to information technology-based industries, offers opportunities for higher paying jobs. Figure 10 shows that over the last two decades wage growth in high technology industries has outpaced other industry wages. Even traditional industries, such as apparel manufacturing, are now extensively computerized. Initiatives such as the North Carolina Alliance for Competitive Technologies (NC-ACTs), the North Carolina Microelectronics Center and the North Carolina Biotechnology Center are part of state efforts to attract more high technology industries. A geographic disparity exists in the state, however, with 29.5 percent of all high technology jobs located in the Research Triangle economic development region as compared to 1.5 percent in the Northeast region.



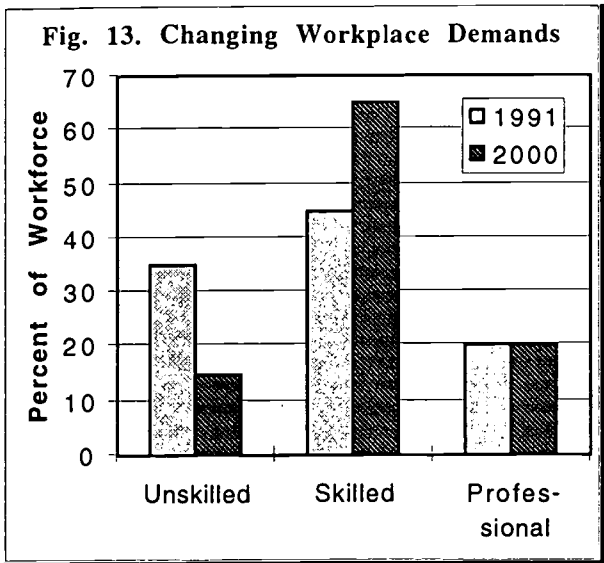
Source: N.C. Department of Commerce

Economic growth translates into personal income growth. Historically, real economic growth in North Carolina has been about one percent above the national economy, and it is anticipated that for the remainder of the 1990s the state's economy will grow at about six percent annually, including inflation. Growth in employment is projected to be 1.5 percent annually for the remainder of the decade, about half a percent above the national rate. This growth, combined with the state's current historically low unemployment rate, is a primary reason for the high in-migration of workers that the state is experiencing and for the growth in per-capita income as competition for qualified workers gradually pushes up wages. Since 1980, North Carolina has seen steady gains in per-capita personal income relative to the national average. Figure 12 shows that the state's per capita income level is the fourth highest in the South. Real income per capita is projected to grow about 1.3 percent per year to the year 2000. Median family income increased over 11 percent between 1990 and 1994, from \$32,400 to \$36,100, but was still only 90 percent of the national average.

The global economy. North Carolina's educational sectors must increasingly take into account the state's expanded international presence as educational programs are planned and evaluated. A number of prominent international corporations have offices and manufacturing operations in the state, and North Carolina has active foreign industrial recruitment and trade development programs. North Carolina ranked tenth nationally for exports in 1996, with totals of \$17.5 billion representing a 4.4 percent increase from 1995. According to the U.S. Department of Commerce, for every \$1 billion worth of goods a state exports, an estimated 17,000 to 20,000 jobs are created. In 1996, industrial machinery and equipment were North Carolina's top exports for the third year in a row, followed by chemicals and allied products. Canada topped the list of North Carolina's export destinations, receiving products totaling \$4.1 billion during 1996. Japan was second with \$1.6 billion, and Saudi Arabia was third with \$1 billion. Mexico, Brazil and China, three of the countries on the Department of Commerce's Big Emerging Markets list, were among North Carolina's top 10 export destinations. Exports that involve high technology will continue to emerge as growth areas for the state's exports. For example, North Carolina already makes 60 percent of the world's fiber optic cable, with more manufacturing capacity being developed.

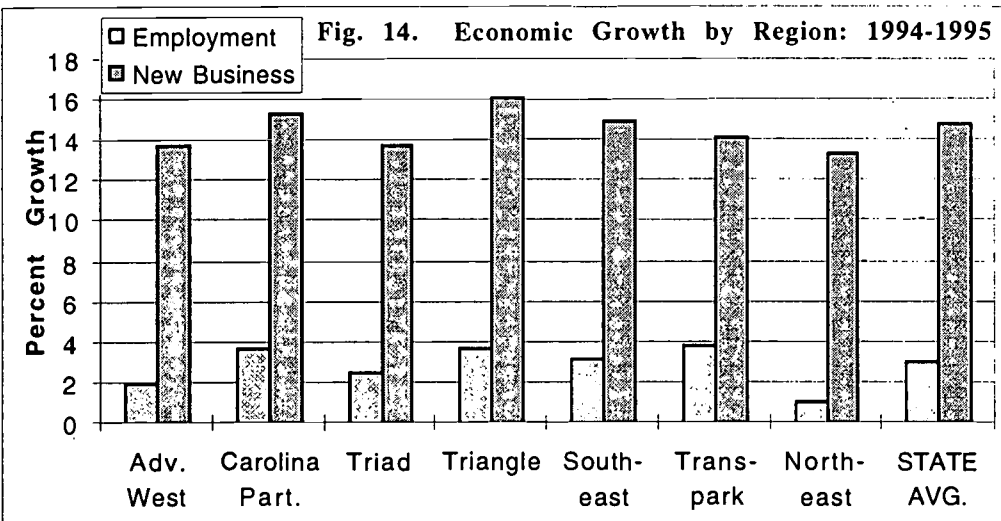


Source: U.S. Census Bureau



Source: U.S. Bureau of Labor Statistics

Increasing job skill requirements. Figure 13 illustrates the shift in the education and skill levels required of workers in the new economy during this decade. Employers' increasing educational and skill expectations and decreases in the growth of mid-wage jobs suggest that larger jumps in skill levels will be needed for low-paid workers to move up the economic ladder. The lack of an available workforce with appropriate education and skills is cited by industries across the state as one of the most significant barriers to expanding or modernizing their facilities. They are reluctant to implement more sophisticated equipment or production processes if they are unable to hire or retrain qualified personnel to operate advanced technology equipment. Over the next two decades, two-thirds of all job growth is projected in occupations (administrative, managerial, technical, sales) that generally require post-secondary education.

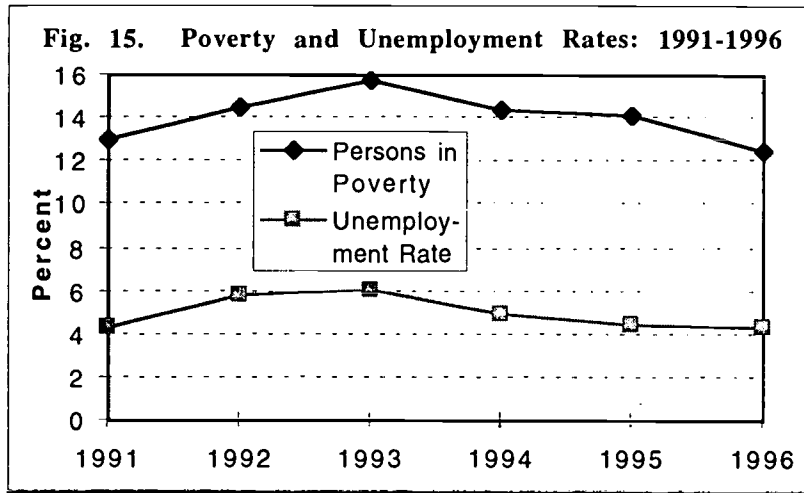


Source: N.C. Department of Commerce

Regional differences in North Carolina's economy. Figure 14 portrays the geographic differences over a one-year period in the percentage of employment growth and new business start-ups among the state's seven economic planning regions described in the previous section. These regional differences are also evident in other indices of prosperity such as educational attainment, poverty levels, and per capita income levels. Overall unemployment in North Carolina dipped below four percent in mid-1997 and went below three percent in some of the state's metropolitan areas. This low unemployment rate has been beneficial in enabling workers displaced by various economic restructuring activities to maintain employment. The tight labor market may also give slower growing counties with a higher rate of unemployment an edge in recruiting industries. For these areas to take advantage of this opportunity, ongoing attention must be given to upgrading the educational preparation of their workforce. North Carolina has generally fared well among the top manufacturing states, but its comparative advantage in the past has been the availability of a low-cost labor pool. As many of the lower-wage industries move their operations abroad, the state must upgrade its labor force to attract higher-paying knowledge-based industries. Regional alliances of local governments, educational institutions, and businesses are helping to generate new business initiatives in economically under-developed areas of the state. Within the education sector, the public schools, community colleges, and four-year colleges and universities must coordinate their educational offerings to support these initiatives.

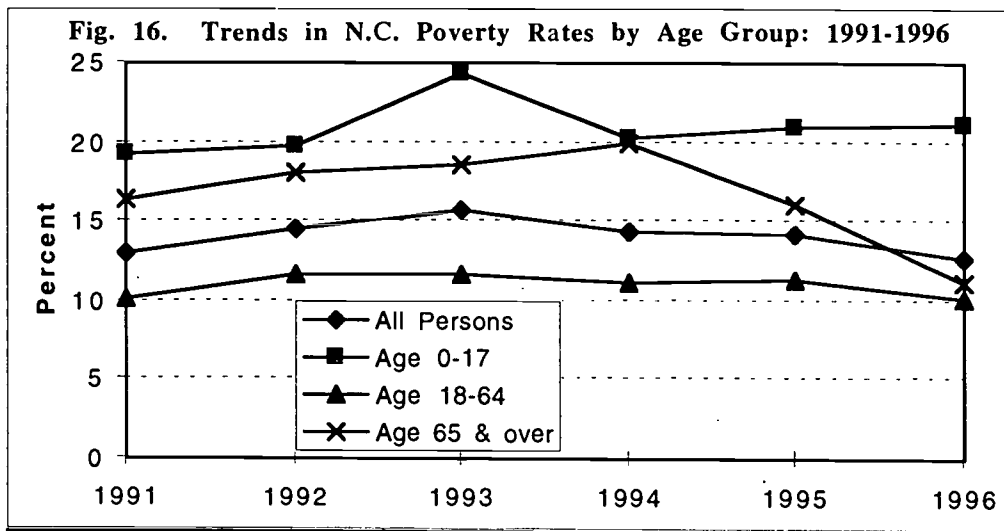
C. Health and Well-being of North Carolina's Citizens

Benefits of a robust economy. As noted in the preceding section, the generally healthy North Carolina economy offers hope for improving the quality of life for all of the state's citizens. Figure 15 illustrates two such positive indications, depicting the close relationship between North Carolina's relatively low unemployment rate and the decline in its overall poverty rate in recent years. Another indication of the state's economic progress is household income as measured by the state's Current Population Survey. From 1990 to 1996, the state's percentage of households with incomes of less than \$20,000 decreased from 37.3 percent to 30.8 percent of the total. The percentage of households with incomes of \$50,000 or more increased from 19.2 percent to 28.1 percent.



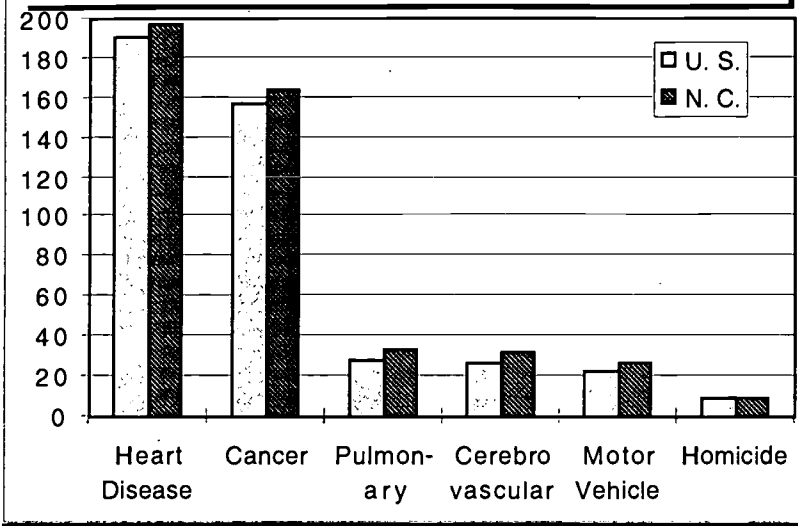
Source: N.C. Office of State Demographer

Mixed signals of prosperity and well-being. As Figure 16 illustrates, the poverty rate for older North Carolinians fell particularly sharply in recent years. However, during those same years, the poverty rate for youth ages 0-17 rose, with over 20 percent of all youth living in poverty in 1996. This situation poses a serious challenge to the state's aspiration of developing an educated, skilled citizenry that can move North Carolina to the next level of prosperity. The economic impact of a high rate of youth living in poverty is illustrated by the soaring state Medicaid expenditures described on the next page.



Source: U.S. Census Bureau

Fig. 17. U.S. and N.C. Mortality Rates per 100,000

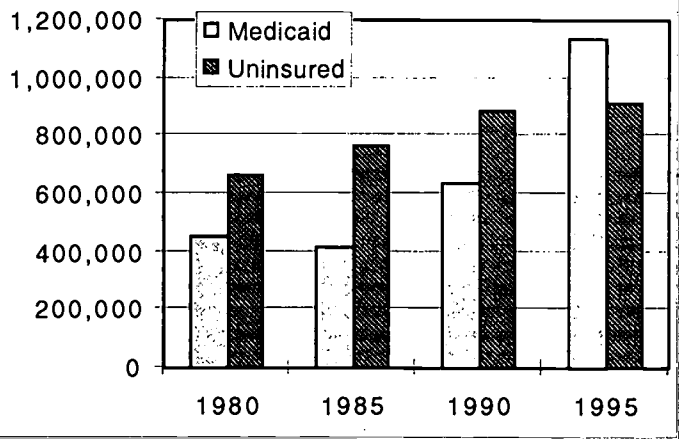


Source: N.C. Office of Health Statistics

Slow progress in health statistics. Health conditions in North Carolina are improving but are still below the national average in many categories. Infant deaths per 1,000 births have declined in this decade, but are still among the nation's highest, as is the percentage of births to teenage mothers. Figure 17 shows that North Carolina mortality rates exceed national averages in all of the leading causes of death. There are differences in mortality rates among subpopulations in the state, with death rates of black males in particular exceeding both state and national averages. Sixty North Carolina counties have been identified as having inadequate numbers of certain types of health professionals.

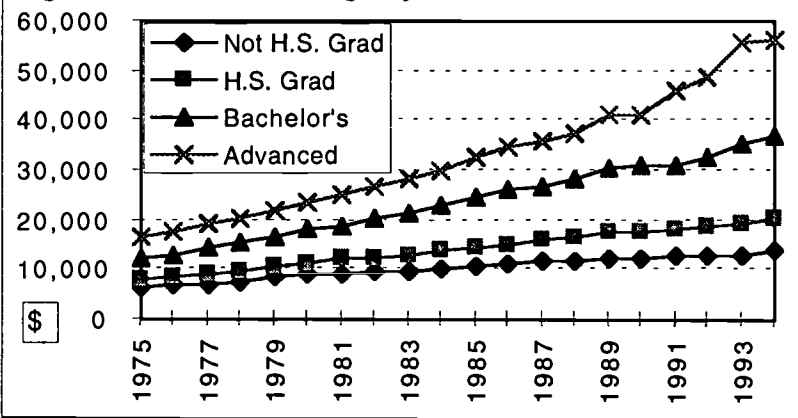
Health care costs. In addition to geographic access problems, economic access to health care remains a challenge. Health care costs, both for individuals and for state government, have risen over the last decade. The number of uninsured individuals in the state, which had leveled off somewhat in recent years, has escalated again, perhaps due to the steady in-migration of new residents, some of whom are low-wage earners. Medicaid expenditures have soared (annual growth of 18.7 percent in the last decade), creating further budget constraints for the state's expenditures. Approximately 200,000 children in North Carolina have no basic health insurance or routine source of health care.

Fig. 18. Growth in Medicaid and Uninsured



Sources: N.C. Division of Medical Assistance; Sheps Center for Health Services Research

Fig. 19. Annual Earnings by Education Level: 1975-1994

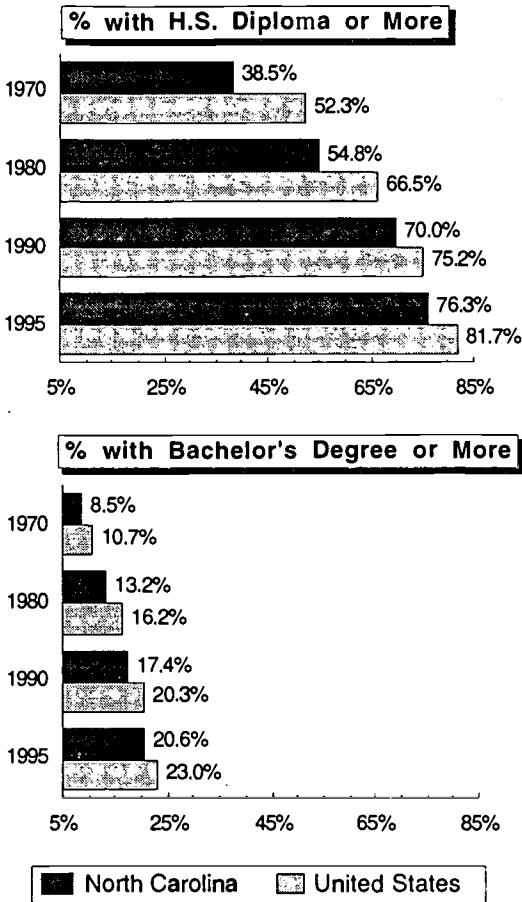


Source: U.S. Census Bureau

The role of education. Educational attainment is clearly linked to the prosperity of North Carolina's citizens. Differences in annual and lifetime earnings among workers with various levels of education has accelerated in recent years, highlighting the importance of education to the state's prosperity. Figure 19 shows that a much greater differential in annual earnings exists between workers with a four-year college education or greater and workers with a high school education or less.

D. Education in North Carolina

Fig. 20. Educational Attainment of Persons 25 and Older



UNC-GA Planning/LRP.AG006A/5-14-97

Improved public school preparation for college. N.C. high school graduates are better prepared for college today than they were in the 1980s. As Table 1 shows, the difference between average SAT scores for the state and nation has fallen steadily for the last two decades. The higher scores indicate the benefits of students taking more than the minimum number of courses required for graduation in each subject area. High school dropout rates declined slightly from 1995 to 1996, from 3.78 to 3.73 percent. The ABCs of Public Education, the state's major education reform effort, began in high schools in fall, 1997. At the elementary and middle school level, the program places a strong emphasis on reading, writing and mathematics, which will benefit students as they enter high school and prepare for college. On 1996 National Assessment of Educational Progress tests, North Carolina fourth-graders exceeded the national average in math for the first time, and eighth-grade mathematics scores reached the national average.

Mixed success in educational attainment. Figure 20 shows that in the last quarter-century North Carolina has made impressive gains in closing the gap between the state and the nation in the percentage of population with a high school diploma. Nevertheless, although the percentage of North Carolina citizens with a high school education continues to increase, the gap between the state and national percentages has not narrowed during this decade. In 1995 the state ranked 44th among the states in percent of high school graduates among persons age 25 and over. Figure 20 also shows that this trend is generally the same for the percentage of the state's population obtaining a college education. The gap between the state and national percentages of persons completing an undergraduate college degree has not decreased over the last 25 years, going from a 2.2 percent difference in 1970 to a 2.4 percent difference in 1995.

An improving college-going rate. This relative lack of progress in attainment of the baccalaureate degree is a result of North Carolina's historically low college-going rate. However, recent trends appear promising for closing the gap between state and national college-going rates. In 1986, when such data were first made available by the National Center for Educational Statistics, the national college-going rate was 53.7 percent, compared to a North Carolina rate of 51.8 percent. Over the following decade, the difference between state and national rates has varied, and by 1994 it had narrowed to a 61.3 percent state rate compared to a 61.9 percent national rate. The extent to which this participation rate is maintained or increased will be an important influence on growth of UNC enrollments and on strengthening the state's educational foundation for progress

Table 1. Recentered SAT Score Trends

Measures	1976-77	1986-87	1996-97
North Carolina			
Recentered SAT Avg.	932	945	978
Number of Test-takers	35,041	38,217	38,468
Number of HS Grads	74,171	69,296	60,952 *
Percent Taking SAT	47.2%	55.2%	63.1%
United States			
Recentered SAT Avg.	1003	1008	1016
Number of Test-takers	979,467	1,080,426	1,127,021
Number of HS Grads	3,147,000	2,694,000	2,564,000 *
Percent Taking SAT	31.1%	40.1%	44.0%
N. C. vs. U. S. Comparisons			
SAT Difference	-71	-63	-38
N.C. Ave. SAT as a % of U.S. Ave. SAT	92.9%	93.8%	96.3%

*Projected.

UNC-GA Planning/LRP.AT003A/9-9-97

North Carolina's higher education sectors.

There are three sectors of higher education in North Carolina: the University of North Carolina composed of 16 public universities; the North Carolina Community College System composed of 58 public two-year institutions; and the private sector composed of 35 independent four-year colleges and universities and three independent junior colleges. Institutions in all three sectors have experienced considerable growth in enrollments and degrees conferred, as Table 2 shows. Fall enrollments increased by almost 30 percent during the period 1976-1986, and by 16 percent during the period 1986-1996. It is likely that even greater growth in enrollments will occur during the next decade as the annual number of high school graduates increases and as working adults increasingly seek additional education.

Increased participation in higher education by minorities and women.

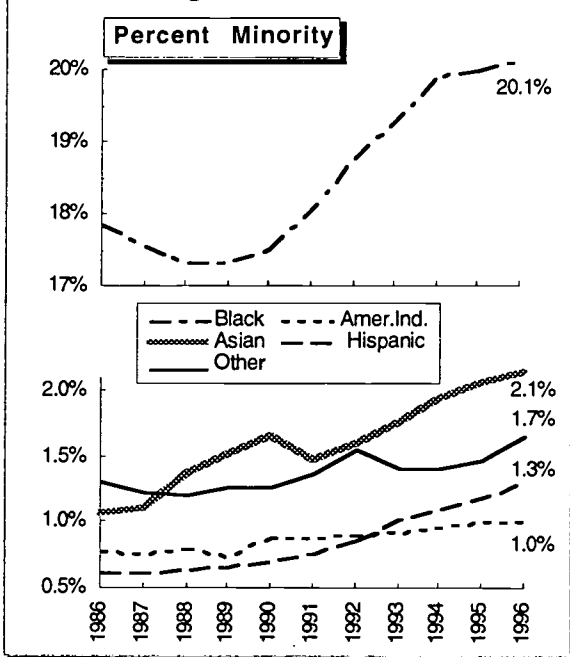
Much of the increase in enrollments and degrees conferred in the last two decades is due to the higher rates of college attendance by women, minorities, non-traditional students, and college students returning for post-baccalaureate studies. In fall, 1997, African-American enrollments at historically white UNC institutions reached their highest percentage ever, 9.84 percent. Women constitute the majority of enrolled students in all North Carolina higher education sectors.

Table 2. Higher Education in North Carolina

Measure	1976	1986	1996
Number of postsecondary institutions:			
Community colleges			
Total	57	58	58
College transfer	20	25	58
Private 4-yr. col. & univ.	29	32	35
Private 2-yr. colleges	9	6	3
Public 4-yr. col. & univ.	16	16	16
Total no. of institutions	111	112	112
Fall headcount enrollments:			
Community colleges			
Total curriculum	86,789	127,446	146,459
College transfer	10,427	19,027	39,391
Private 4-yr. col. & univ.	43,550	51,411	63,086
Private 2-yr. colleges	5,790	3,766	817
Public 4-yr. col. & univ.	104,807	129,880	152,351
Total	240,936	312,503	362,713
Degrees conferred:			
	1975-76	1985-86	1995-96
Sub-baccalaureate cert.	4,849	5,451	10,904
Associate degrees	9,794	10,433	13,750
Baccalaureate degrees	23,356	24,887	32,819
Master's degrees	4,911	5,646	7,859
Doctoral degrees	734	730	1,042
First professional degrees	1,114	1,352	1,609
Law	614	701	836
Dentistry	83	72	74
Pharmacy	-	7	86
Medicine	327	430	424
Veterinary medicine	-	43	65
Theology	90	99	124
Total degrees conferred	44,758	48,499	67,983

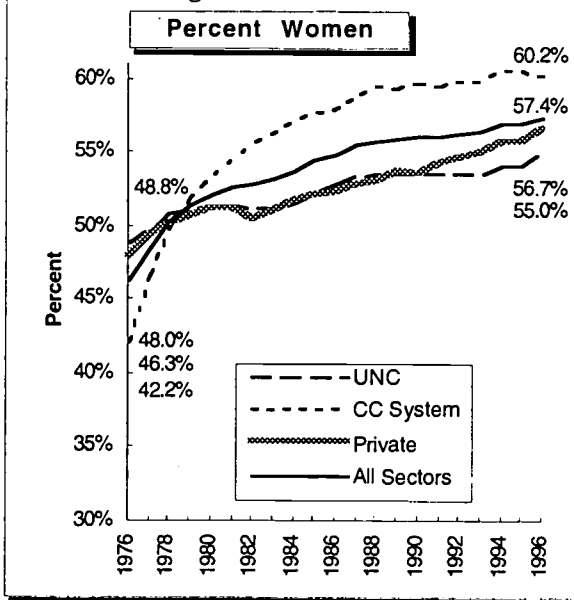
UNC-GA Planning/LRP.AT001A/5-8-97

Fig. 21. Fall Enrollment in N.C. Colleges and Universities



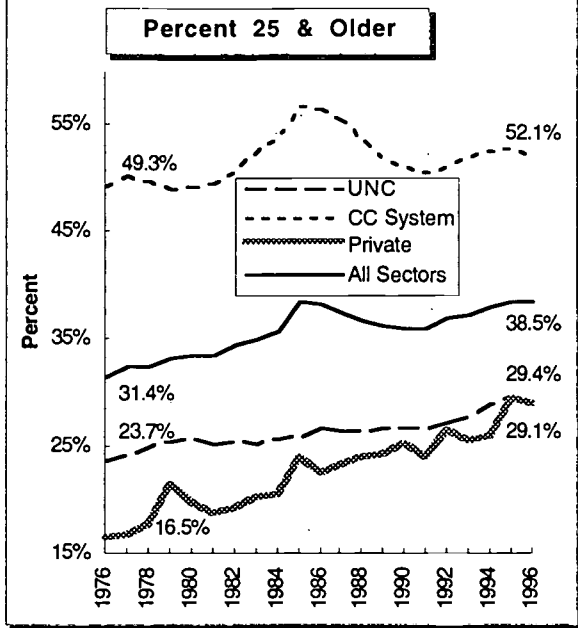
UNC-GA Planning/LRP.AG002A/5-12-97

Fig. 22. Fall Enrollment in N.C. Colleges and Universities



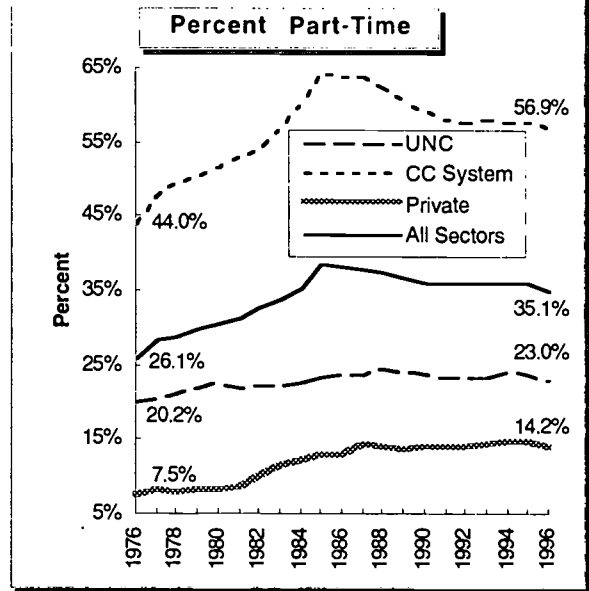
UNC-GA Planning/LRP.AG001A/5-9-97

Fig. 23. Fall Enrollment in N.C. Colleges and Universities



UNC-GA Planning/LRP.AG001G/5-9-97

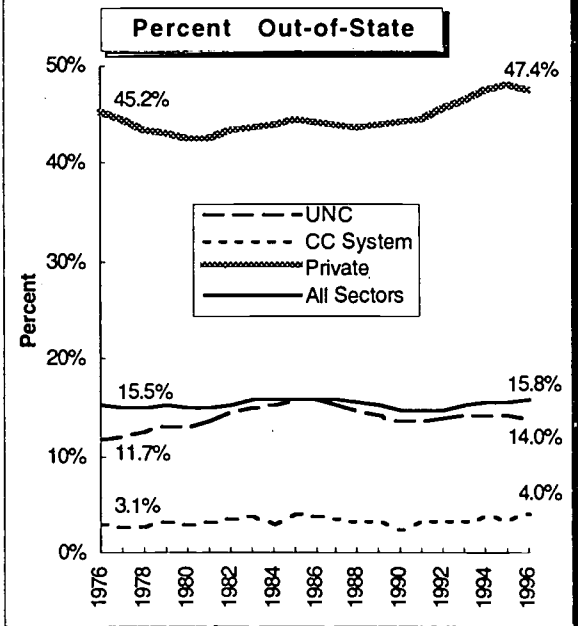
Fig. 24. Fall Enrollment in N.C. Colleges and Universities



UNC-GA Planning/LRP.AG001C/5-9-97

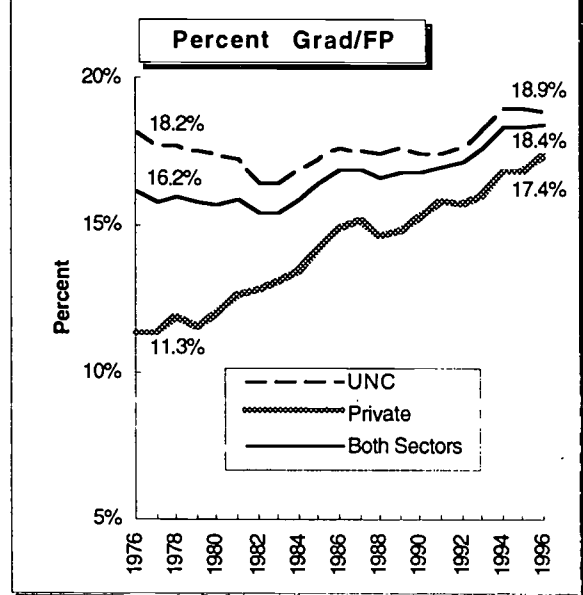
Higher education enrollment trends. Increases over the last two decades in non-traditional students attending college have resulted in increases in the percentage of older students (Figure 23) and students who are enrolled part-time (Figure 24). Although independent colleges and universities continue to attract a large percentage of their students from outside North Carolina, out-of-state enrollments in UNC institutions have leveled off in recent years (Figure 25). As the demand for advanced education increases, enrollments in graduate and professional programs have increased, particularly among private institutions (Figure 26).

Fig. 25. Fall Enrollment in N.C. Colleges and Universities



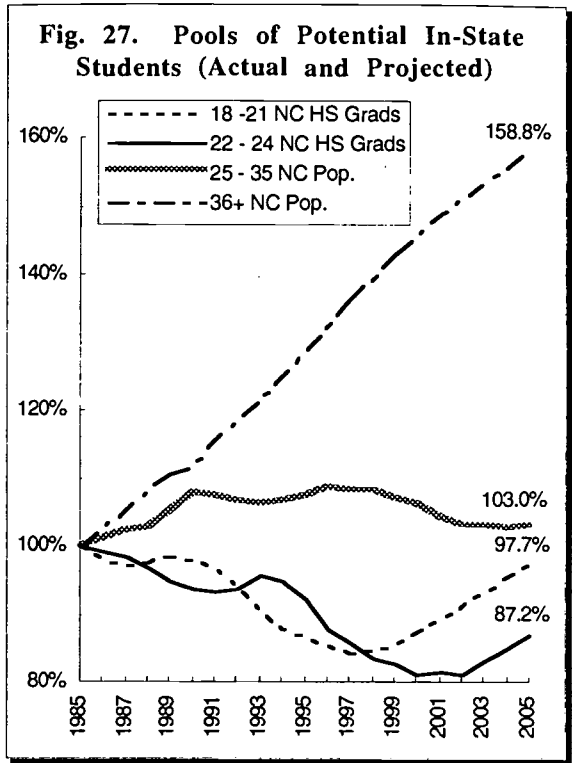
UNC-GA Planning/LRP.AG001I/5-12-97

Fig. 26. Fall Enrollment in N.C. Senior Colleges and Universities

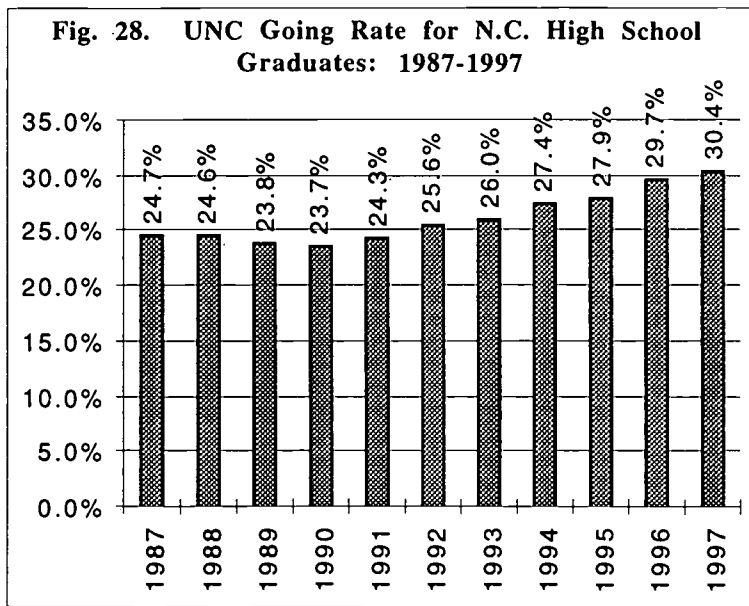


UNC-GA Planning/LRP.AG001E/5-9-97

UNC enrollment projection model. Projections of UNC enrollments are built on extrapolations of two elements: 1) pools of potential students by age group, and 2) UNC attendance rates of these groups. The UNC enrollment projection model takes account of the pools of potential students by using actual and projected counts of high school graduates from the State Department of Public Instruction and actual and projected counts of older North Carolinians from the State Demographer. Figure 27 plots data on the actual and projected pools of potential in-state students. The data show that the primary pool of potential students -- 18-21 year-old public high school graduates -- is expected to decrease until 1997-98 and then begin increasing through the remainder of the projection period. By 2005, the number will reach approximately the same level as 1985. Similarly, the pool of 22-24 year-olds is projected to decrease through 2002 and begin increasing steadily afterward, although not returning to the 1985 level during this projection period. The pool of 25-35 year-old N.C. residents is projected to decrease slightly over the next decade. Only the pool of North Carolinians 36 and older, a group that accounts for only about 11 percent of UNC's enrollments, is projected to increase significantly during this period. Thus, growth in enrollments is likely to be weak by historic standards through the next four years, gaining momentum by 2001, and increasing vigorously for several years after. More than three-fourths of the growth in the next ten years is expected during the last half of that period.



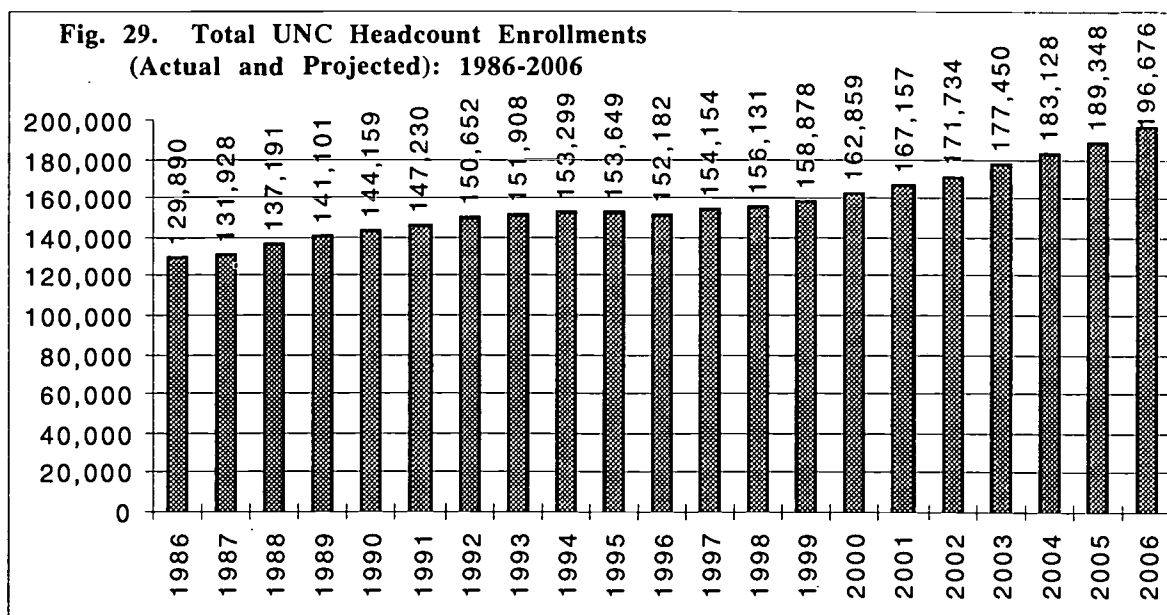
UNC-GA Planning/LRP.AG029/5-14-97



Source: UNC General Administration

UNC attendance rates by age group. The UNC enrollment projection model currently used employs a seven-year average of population pool participation rates to project enrollments on each UNC campus. The averages are weighted, meaning that trends in more recent years are given greater significance. Figure 28 depicts the increase in UNC attendance rates for N.C. high school graduates in recent years, which has partially offset the decline in the number of high school graduates over the same period. Conversely, as the number of high school graduates increases over the next decade, it is possible that the UNC going rate will level off. Participation rates for the pool of 18-21 year-old N.C. high school graduates rose from 24.7 percent in 1987 to 30.4 percent in 1997. Among 22-24 year-old N.C. high school graduates, UNC attendance rates rose from 7.1 percent in 1985 to 11.4 percent in 1993 before leveling off at 10.8 percent in 1995. UNC attendance rates for N.C. residents ages 25-35 have increased slowly over the past decade from 1.7 percent in 1985 to 2.2 percent in 1995. The attendance rate for North Carolinians ages 35 and older has increased very slightly over the last decade (from 0.3 to 0.4 percent), although this participation rate may increase dramatically as the changing economy requires additional education and as distance education programs and technology become more widely available.

UNC enrollment projections. Figure 29 displays projected UNC fall headcount enrollments through 2006. Although an early 1990s decline in the number of N.C. high school graduates resulted in a slight dip in enrollments in 1996, accelerating enrollment growth is anticipated during the ten-year period 1997-2006. The UNC system enrollment projections shown below are the sum of projections made for each campus using the population pool projections described previously and the historical campus enrollment rates of students grouped by degree level, residency status and age group.



Source: UNC General Administration

The UNC response to anticipated enrollment growth. UNC is undertaking a variety of initiatives to address the enrollment increase anticipated over the next decade, including improved services and electronic information systems supporting distance education and increased collaboration with other education sectors. Other initiatives, addressed in greater detail in the Strategic Directions section, are:

- **Development of pilot off-campus degree programs.** Pilot off-campus baccalaureate completion and master's degree programs have been authorized at a number of community colleges and other sites, supported by special funding made available by the General Assembly.
- **Expansion of off-campus and distance education offerings.** In response to a special provision in the 1997 budget act, UNC is preparing a budget request for the 1998 reconvened session of the General Assembly to fund off-campus and distance education courses and programs at a level comparable to that provided for regular-term instruction.
- **More efficient use of space on campus.** Campuses have examined a number of ways to increase their capacity to educate more students on campus, such as: scheduling classes at a greater variety of times, reducing low enrollment courses, and offering some courses electronically to residential students.
- **Expanded summer school enrollment.** To meet the anticipated enrollment increases of the next decade, UNC institutions must make full use of their facilities year round. In order to provide the necessary support for significantly expanded enrollments in the summer, UNC is preparing a budget request to fund summer school in a manner comparable to regular-term instruction.
- **Continued growth in capital renovation and construction funds.** Accommodating increased enrollment on campus will also require ongoing state funding for repairs and renovations of existing facilities and construction of new facilities. The 1997 General Assembly directed the Board of Governors to study the relative equity and adequacy of the physical facilities at the constituent institutions. The study results will provide useful information regarding the University's ability to meet the facilities needs of current and future enrollments. A recently revised process for determining capital priorities and the development of space standards will support better informed decisions regarding capital projects.

III. Strategic Directions

This section: 1) presents the planning assumptions underlying the University's strategic directions; 2) describes activities undertaken and progress made in addressing the strategic directions of the prior long-range planning document (*Supplement to Long-Range Planning 1994-99*), with acknowledgment of the state resources and collaboration with other educational sectors that assisted in this progress; and 3) outlines the strategic directions and associated strategies adopted by the Board of Governors for the planning period 1998-2003.

A. Planning Assumptions

The long-range plan of the University of North Carolina for 1998-2003 is informed by the state and national demographic, economic, and educational context. Those factors exerting the strongest influence on University planning during this period may be summarized as follows:

- North Carolina's population growth is exceeding national and regional rates, with much of this growth due to a high rate of in-migration from other states. The growth is occurring mainly in the state's major metropolitan areas, along interstate highway corridors, and in certain coastal and western counties. Nevertheless, North Carolina also has the nation's third largest rural population, which presents issues related to access to educational and other services. The state's racial and ethnic composition is gradually becoming more diverse, although African-Americans will remain by far the state's largest minority group.
- Age-related demographics of the state are changing. Over the next three decades, the elderly population will increase substantially while the overall percentage of the traditional school-age and working-age population will decrease. In the shorter term, however, after a decline in the first half of the 1990s, the traditional college-age population will increase over the next decade to mid-1980s levels. This growth will be compounded by increased college attendance rates by North Carolina high school graduates, particularly women and minority students.
- North Carolina is continuing its transition to a capital- and knowledge-intensive economy, which has contributed to per capita personal income growth and low unemployment rates. However, for continued growth in higher paying jobs such as those in high technology industries, the state

must increase the percentage of its workforce that is appropriately skilled and educated. Despite North Carolina's steady economic progress, approximately one-fifth of its youth live in poverty, and various indices of health and well-being continue to lag behind national rates.

In view of the demographic and economic conditions which will characterize the next decade, this long-range plan is based upon the following assumptions:

- Enrollment in higher education will grow steadily throughout the planning period as a result of increased numbers of North Carolina high school graduates, improved high school preparation for college, increased retention of students in college, and educational requirements of the changing economy. Meeting this demand for expanded access to higher education will require a multi-faceted response by the University, including: optimal use of campus facilities and off-campus locations, innovative approaches to delivery of education and educational services, and close collaboration with other educational sectors.
- The excellence of the University depends on the quality of its faculty and the availability of appropriate resources to support its educational mission. This excellence is manifested in the quality of education that the University's students receive, the creation and dissemination of new knowledge that contributes to the state's economy and the well-being of its citizens, and the service provided by faculty offering their expertise to address problems faced by North Carolina. This excellence must be sustained by strategic application of resources that attract the best faculty and students and that provide an appropriate supporting infrastructure, including libraries and information technology.

- Accountability and documentation of outcomes will become even more important as the role of the University evolves in meeting the educational needs of an expanded and diverse population of learners and in partnering with the state to promote economic development and prosperity for its citizens. Excellence in teaching must be recognized and rewarded in every instructional setting. The University must promote every reasonable means to ensure student success and must carefully evaluate its educational offerings in terms of their quality, student demand, and relevance to needs of the state.
- Because of its state-wide educational mission and its available pool of expertise, the University has a special role in leading the way as the state continues its transition into the Information Age. Only through innovative and purposeful application of advances in information technology can the University meet the educational needs of an expanding pool of traditional college-age students as well as a potentially huge audience of place-bound adult learners. As technology-based instruction increases both on campus and at distance education sites, every effort must be made to ensure a high level of educational quality and learner satisfaction.
- The University recognizes the many demands placed on the state by increasingly complex and costly societal needs and accepts its responsibility for equitable and prudent stewardship of its resources. Ongoing attention will be given to opportunities for conserving resources and reapplying them as new conditions and needs arise. The University will continue to promote the flexibility and accountability needed for maximum efficiency in the use of its resources.
- In recent years the University has intensified its efforts to serve as a partner and supporter of North Carolina's public schools. The prosperity of the state and the ultimate success of the University depend upon the educational preparation that North Carolina's students receive in grades K-12.

B. Progress on Strategic Directions of Previous Long-Range Plan

Expand access to higher education for both traditional and nontraditional students.

- The University has promoted expansion of off-campus instruction sites, especially at community colleges and military bases. Using special funding appropriated by the 1995 Session of the General Assembly, the Board of Governors authorized four UNC institutions to offer baccalaureate completion programs on community college campuses and military bases. In 1996, the General Assembly appropriated additional funds that were allocated to six UNC institutions to support pilot programs that utilized a variety of distance learning technologies.
- Currently, thirteen of the University's constituent institutions are authorized to offer a total of 121 degree-related extension programs at sites throughout the state. Many of these programs are relying increasingly on distance education technologies for instructional delivery.
- The 1996 General Assembly appropriated funds to support a variety of technology-based initiatives, including faculty and course development in the application of educational technologies to the curriculum and instruction. The Board of Governors awarded funds to 15 institutions for projects involving integration of instructional technologies into existing courses and/or the development or revision of courses for distance learning delivery.
- In May, 1997, the University began a study to develop space standards for various types of facilities. These standards, when used in conjunction with the data in the annual North Carolina Higher Education *Facilities Inventory and Utilization Study*, will make possible more effective space planning and utilization and support better informed decisions on developing priorities for capital projects that will support enrollment growth.

- Over the last decade, the University has been successful in improving the enrollments of minority students. From 1987 to 1997, total headcount enrollment in the University increased 16.9 percent and white student enrollment increased 10.1 percent, while enrollment of African-American students increased by 28.9 percent, enrollment of American Indian students increased by 50.0 percent, and enrollment of other races 91.5 percent. In 1997, historically white institutions enrolled a record high percentage of African-American students (9.84 percent).
 - The University has worked with the North Carolina Community College System to develop uniform policies for the transfer of credit from community colleges to UNC institutions. This Comprehensive Articulation Agreement (CAA) includes agreement on a general education core which is portable and transferable as a block across the community college system and to UNC institutions.
 - Beyond the transfer core component, joint academic disciplinary committees have developed systemwide guidelines for community college curricula that will prepare students for intended majors or professional specialization at the baccalaureate level. The third element of the transfer plan is an electronic information system which provides: electronic access to current transfer policies, guidelines, and on-line catalogs for public post-secondary institutions; computerized common application forms; and an electronic mail network for transfer counselors and prospective transfer students.
 - The University has pursued increased collaboration with other education sectors to expand access to higher education. For the Board's *Plan for Continued and Expanded Availability of Higher Education in North Carolina*, surveys were sent to the state's community college transfer students and students in other programs that articulate with UNC baccalaureate programs, and surveys were sent to all public schools for distribution among the state's teachers. The resulting data provide an excellent source of information for UNC, community colleges, and public school systems to address the needs of learners throughout the state.
 - Another example of educational inter-sector collaboration is the 1997 report produced by the Task Force on Removal of Barriers to Intersector Collaboration in Distance Learning, a group appointed by the Education Cabinet to develop a plan for exchange of courses among the various education sectors.
- Preserve and heighten the excellence and competitiveness of the University of North Carolina.*
- The Distinguished Professors Endowment Trust Fund, established by the General Assembly in 1985, has received annual continuing funding of \$1 million since 1993-94 as well as annual non-recurring funds of varying amounts from the legislature. The most recent report on the fund (November, 1997) notes that a total of 119 distinguished professorships have been approved at all sixteen constituent institutions under this program.
 - In 1997 the C. D. Spangler Foundation announced a five-year matching gifts plan that could create as many as 80 endowed chairs. In each of the next five years, the foundation will contribute \$100,000 to each campus for a distinguished professorship, provided each campus raises an additional \$233,000 from private sources.
 - The 1997 *Library Study Final Report* is a comprehensive, university-wide review of library resources, services, and information technology. The report points out that in the immediate future, libraries will focus more of their resources and staffs on identifying user needs, emphasizing access to information as opposed to ownership, exploiting new technology and local networks, linking library programs more directly to academic programs, monitoring economic changes, and, as a result of this, reallocating resources.
 - The 1997 General Assembly provided \$2 million annually for expansion of library resources of the constituent institutions and the initiation of the electronic North Carolina Virtual Library, which will extend statewide electronic access to bibliographic and full-text databases and other core materials through the state's universities, community colleges and the public libraries.

- The 1995 General Assembly authorized the Boards of Trustees of constituent institutions which had professional schools (law, medicine, dentistry, pharmacy, and veterinary medicine) or offered a master's degree in business administration to increase tuition by an amount not to exceed \$400 per full-time resident student per academic year and \$3,000 per full-time nonresident student per academic year, using the revenues derived from the increase to enhance the related professional school.
- In 1996 the General Assembly appropriated \$1,684,532 to increase the number of graduate tuition remissions awards. These funds are essential for maintaining the excellence of the University's graduate programs.
- In Fiscal Year 1996-97, for the first time, annual sponsored project awards to UNC institutions surpassed the \$500 million mark. Overall growth for UNC institutions in the last decade was 139 percent in current dollars, with a 14 percent increase from Fiscal Year 1996 to Fiscal Year 1997. Over the last 15 years, UNC has steadily improved its position among all university systems nationally in federal funds received for research and development, going from sixth place in the early 1980s to third place (behind the California and Texas systems) in 1995.
- The "Report on Organized Research Centers and Institutes and Public Service Units Within the University of North Carolina" (January, 1997) summarized the activities of the 103 active centers and institutes within the University. The report documents the positive economic impact of the centers on North Carolina through attracting the majority of their operational funding from non-state sources and by the commercialization of new technologies.
- non-tenured faculty and graduate teaching assistants.
- Campuses report annually on implementation of policies requiring appropriate training, supervision, evaluation, and support of graduate students teaching courses in a classroom setting.
- Annual Board of Governors awards for excellence in teaching are made to faculty (one per institution) nominated through careful campus procedures. These awards carry a stipend of \$7,500, and an engraved medallion is given to each recipient. In addition to these systemwide awards, all institutions have awards for outstanding teaching at the campus-wide or school/college level. The board has allocated a total of \$125,000 to supplement funds for these campus-based awards. In 1996 the General Assembly appropriated funds equivalent to an additional one-half percent increase in faculty salaries to recognize outstanding teaching.
- Nine institutions have established formal centers for teaching and learning, and other campuses are seeking the necessary funding to do so. Institutions have appointed coordinators for faculty development, created teaching effectiveness committees, assembled collections of resource materials on teaching, held faculty retreats on teaching and learning, set up curriculum and instructional development programs, and formed task forces on teaching excellence
- The University continues to expand access to library and digital information and services and to laboratory resources. The University maintains a Web site providing links to On-line Public Access Catalogs (OPAC's) and Web-based library resources throughout the UNC system.
- Various institutions have joined together on a regional basis to allow simultaneous searching of their catalogs. In addition to the long-established and highly successful Triangle Research Libraries Network (NCCU, NCSU, UNC-CH, Duke), the following networks have been established: the Western N.C. Library Network (ASU, UNCA, WCU); the Central N.C. Library Consortium (NCA&T, NCSA, WSSU); the Eastern Carolina Library Network (ECU, ECU Health Sciences, ECSU); and the UNC Coastal Library Network (FSU, UNCP, UNCW).

Improve the quality of education on-campus and off-campus.

- Student evaluations of instruction and instructors are now required in every department within the University on a regular, ongoing basis; and every department has instituted formal methods of peer review of faculty performance, including direct observation of classroom teaching for new and

- The University Library Advisory Council (ULAC) is composed of the directors of the 16 university libraries and a representative from UNC General Administration. A ULAC Cooperative Database Committee is addressing UNC systemwide sharing, via the Internet, of databases mounted at a single campus library and multi-campus licensing of databases in order to reduce costs.
- In 1995, the Subcommittee on Academic Advising of the Board of Governors recommended in its report, "Academic Advising in the University of North Carolina," that all UNC institutions incorporate in their advising systems the characteristics of effective advising as outlined in the report. The November 1996 report, "Second Report on Academic Advising in the University of North Carolina," summarized the results of graduating senior surveys conducted in 1995 and 1996 concerning satisfaction with advising and made recommendations for improving advising activities.
- There is a biennial review of programs characterized by low productivity. The first such review was completed in January, 1996; the second was completed in October, 1997.

Identify and implement the most promising applications of technology.

- In 1996 the General Assembly transferred \$13 million from the Department of Commerce's MCNC budget to the Board of Governors to be used for contracting the purchase of supercomputing and research and education networking services in order to continue the provision of these services at North Carolina colleges and universities.
- The 1997 General Assembly passed a special provision allowing each special responsibility constituent institution to use one percent of its required reversion for nonrecurring costs of technology, including infrastructure for academic facilities on the campus or for libraries. University-wide, this will increase funding by approximately \$13 million in each year of the biennium to support information technology, computing, library and telecommunications priorities.

Promote increased efficiency in the use of University resources.

- In response to the findings of the 1996 funding equity study, the 1997 General Assembly provided \$21 million to be distributed on a continuing basis to the five institutions whose funding rates were found to be below equitable levels.
- "A Revised Funding Model for the University of North Carolina: Phase 2 Final Report" (November 8, 1996) calls for several changes in the expansions and improvements component of the current budget model for funding enrollment growth for both on-campus and off-campus instruction.
- The University is currently in the eighth stage of a ten-stage planning process leading to a new performance budgeting system. The process will identify "customers and expected outcomes" associated with each category of budgeted program activity. Each program activity will be subdivided as appropriate into programs and subprograms, each having its own stated goals, objectives and program statistics.
- Recent events such as an increased emphasis on assessment measures, transfer articulation agreements, measuring the public service contributions of the University, accommodating the data needs of equity funding analyses, and developing a new funding model have all dramatically increased the data collection activities and responsibilities of General Administration and the constituent institutions. The 1997 General Assembly appropriated funds for additional administrative support for new processes.
- The "Board of Governors Plan for Rewarding Faculty Teaching" (April 12, 1996) commits the board to report annually to the Joint Legislative Education Oversight Committee on teaching workloads.
- In response to a mandate of the 1995 General Assembly, the Board of Governors engaged MGT of America, Inc., to produce an outsourcing and privatization study for the University of North Carolina. This report is being followed by

separate and detailed privatization studies on each campus.

- In March 1996 the Board of Governors adopted a report, "Capital Request Process and Prioritization Study," which recommended that the board develop a new policy framework for all elements of capital planning and budgeting processes. The report's recommendations are being implemented, including one that the board should develop a "Space Capacity Model" to articulate standards that can be used in assessing relative needs and priorities for basic space categories.
- Budget flexibility has enabled institutions to manage their resources more efficiently and more effectively. The ability to shift funds allows institutions to respond more quickly to changing needs and circumstances.
- The 1997 General Assembly passed a provision allowing the constituent institutions greater flexibility in purchasing and in administering capital construction and renovation projects.

Continue to propose and support initiatives to serve the needs of the State's public schools.

- The 1989 Session Laws called for the Board of Governors to adopt standards to create and enhance an organized program of public service and technical assistance to public schools. This has led to the creation of an Office of School Services at each of the constituent institutions with a school, college, or department of education. The Offices of School Services have reported annually on their extensive efforts to provide access for public schools to consultation available from members of the faculties of the UNC institutions.
- The 1997 General Assembly appropriated funds (\$1,785,000 in 1997-98 and \$1,185,000 in 1998-99) to support a series of university-school teacher education partnerships that expand upon and complement the successful model clinical teaching programs currently in operation. The planning phases of these partnerships were funded by a grant from the Z. Smith Reynolds Foundation.

- With the Spangler Technology Initiative, the General Assembly allocated \$2,250,000 to the University to hire staff and purchase equipment. Each UNC school, college, or department of education received funds to employ a technology specialist to train education faculty to utilize instructional technology and a one-time allocation to significantly upgrade the technology infrastructure for the education faculty and students.
- The School Technology Users Task Force proposed that the state's eight Educational Consortia bring together the universities, community colleges, and public schools to develop a regional plan for the implementation of the recommendations of the task force. Regional plans were developed and implementation has begun. In the 1996-97 University budget, \$100,000 was set aside in a reserve fund for technology training for public school educators. The eight universities which have Educational Consortia were invited to submit proposals for special projects, to be completed by June 1997, and grants of \$12,500 were made to each institution.
- In January, 1997, the Board of Governors approved establishment of the UNC Center for Leadership Development, which will centralize the state's education programs for teachers and administrators and provide support for educators in the classroom. The center will work with the following programs to better align their activities with the state's education goals: The Principals' Executive Program, the North Carolina Center for the Advancement of Teaching, the North Carolina Teacher Academy, and the Mathematics and Science Education Network.

C. Strategic Directions for the Planning Period 1998-2003

The Board of Governors has selected six interrelated strategic directions to pursue in the fulfillment of its mission during this planning period. In order to provide continuity in the University's planning and budgeting activities, these six strategic directions are the same as those presented in the previous long-range plan adopted by the Board of Governors in November, 1996, although specific strategies have been added or updated as appropriate to reflect recent progress and new activities. Those implementation strategies that will have outcome measures associated with the State's Performance/Program Budget system are marked with an asterisk.

1. Expand access to higher education for both traditional and nontraditional students through:

- continuation of efforts to keep costs of tuition and fees low in order to maintain or increase the percentage of North Carolina high school graduates who attend a UNC institution; maintain or increase the UNC transfer rates of North Carolina community college students; increase the enrollment of undergraduates 25 and older; and increase credit hours produced, and degrees conferred, by UNC institutions*
- continued attention to the adequacy and effectiveness of need-based aid for undergraduates, including the monitoring of increases in tuition and fees and student debt levels, the establishment of a database on student financial aid, and development of an "Early Awareness Program" for middle school students and their parents
- State funding for degree-credit instruction offered off-campus (whether delivered through traditional methods or through distance education) and in the summer at levels comparable to that provided for regular term on-campus instruction in order to extend the benefits of regular term low tuition to students electing these forms of instruction
- continued efforts to increase minority participation on every campus through implementation of recommendations adopted in the revised Program for Further Increases in Minority Presence Enrollment (1995-2000)
- uniform policies for the transfer of credit from community colleges to constituent institutions to maintain or increase the UNC transfer rates of North Carolina community college students*
- more efficient use of space on campus to enable institutions to accommodate more students
- expanded summer school enrollment to facilitate more timely degree completion
- expansion of off-campus instruction sites and distance education courses and programs to enhance outreach to nontraditional, place-bound, and time-bound students
- development of electronic information systems on transfer, off-campus, and distance education opportunities, policies, courses, and programs
- improved services to facilitate enrollment and support the educational experiences of off-campus and distance education students
- resolution of administrative issues related to exchange of courses among constituent institutions via distance learning technologies (e.g., allocation of credits, FTEs, and expenses; dual enrollment; collaborative degrees; etc.)
- increased collaboration among constituent institutions and with other education sectors in facilitating access for all North Carolinians to the state's

educational resources (e.g., exchange of distance learning courses, establishment of a North Carolina virtual library [NC-LIVE], etc.)

2. Preserve and heighten the excellence and competitiveness of the University of North Carolina through:

- competitive salaries and Distinguished Professorship Endowments to recruit and retain outstanding faculty
- strengthening of libraries through implementation of measures recommended by the comprehensive study of UNC libraries
- maintenance of exemplary graduate and professional programs, including attracting the best graduate assistants by offering competitive compensation
- continued discovery and dissemination of basic and applied research
- continued growth in the amount of external funding for research and creative activities*
- public service and knowledge transfer that enhance the quality of life of North Carolina citizens.

3. Improve the quality of education on-campus and off-campus through:

- continuing focus on the delivery of effective instruction as reflected in measures such as students' rating of the overall quality of instruction* and peer-review of teaching
- recognition and reward of outstanding teaching
- centers for teaching and learning on each campus
- strengthening of undergraduates' academic skill development*

- preparation of baccalaureate graduates to be successful in post graduate studies and/or in the workplace*
- preparation of successful graduate and professional students*
- satisfactory access to library resources and services*, both traditional and technology based (including NC-LIVE)
- satisfactory access to information technology resources and services and to laboratory resources*
- academic advising and other academic support services that enable students to maximize their educational opportunities and to graduate on a timely schedule*
- student services that foster student development*
- strengthening of academic programs through regular University-wide and institutional academic program review
- enhancement of international education opportunities (e.g. UNC-Exchange Program, study abroad, collaborative research, international outreach projects)
- initiation of systematic review of the performance of tenured faculty.

4. Identify and implement the most promising applications of technology in support of:

- more effective teaching, learning, and research
- improved student - teacher and student - student interaction
- ready access to worldwide sources of information
- development of graduates able to use technology effectively

- delivery of instruction and academic and student support services to place-bound and time-bound students
- delivery of instruction and continuing education to the workplace
- efficient and user-friendly administrative services*
- sponsored programs and collaborative research (e.g. searchable databases on faculty expertise, scientific equipment, sponsored projects, funding opportunities, centers and institutes).

5. Promote increased efficiency and effectiveness in the use of University resources through:

- a revised funding model and funding equity
- implementation of a revised process for determining capital improvements priorities, including the development of space standards
- a study of the relative equity and adequacy of the physical facilities at the constituent institutions, including recommendations to rectify any inequities or inadequacies found in the study
- increased delegations of authority to the constituent institutions in the areas of capital construction administration, purchasing benchmarks for on-campus procurement, and personnel administration
- consideration of the potential of incentive funding
- continued use of flexibility funding and related integrity of financial operations
- complete phase-out of reversion rates and overhead receipts offset to the General Fund
- taking advantage of a recent financial challenge to obtain private matching

funds to establish distinguished professorships

- increased linkage between planning and budgeting for both current operations and capital improvements
- refinement of expected outcomes, objectives, and measures for the State's Performance/Program Budget (P/PB) system
- improvement in the ability of the General Administration to collect, process, and analyze university-wide data for accountability and assessment
- a study of tuition levels, other charges, and costs of graduate and professional education
- the biennial review of academic degree program productivity
- dissemination of information about teaching workloads and development of teaching workload standards
- implementation of the phased retirement policy for faculty
- study, in conjunction with the Joint Legislative Education Oversight Committee, of the role, funding, personnel resources, programs, and other aspects of the Cooperative Extension Services
- study of opportunities for privatization of certain support services
- study of the span of control for institutional non-academic and administrative support personnel.

6. Continue to propose and support initiatives to serve the needs of the State's public schools, such as:

- the North Carolina Center for the Prevention of School Violence, the Center for School Leadership Development, the Principals' Executive Program, the North Carolina

- Teacher Academy, the North Carolina Center for the Advancement of Teaching, and the Math-Science Education Network
- opportunities for academic enrichment for students in grades K-12, such as Summer Ventures and the Math-Science Pre-College Program
 - cooperation with the public schools to reduce the need for remedial education through initiatives such as the Early Math Placement Testing Program
 - assistance to public schools in preparing teachers to offer Advanced Placement courses in the public schools
 - direct services by constituent institutions to the public schools, particularly those with low performance
 - assistance to the schools in the use of new teaching technologies
 - development of a statewide network of university-school teacher preparation partnerships
 - creation of a committee structure to align all University outreach programs with the education goals of the State, under the umbrella of the Center for School Leadership Development
 - revision of master's of education degree programs to require a more rigorous course of study, including concentration in the academic content areas to be taught, as prescribed by the Excellent Schools Act
 - strengthening of second major requirement in teacher preparation programs
 - an annual performance report from schools of education
 - participation as a member of an advisory committee to the State Board of Education for the study of lateral entry
 - school administrator and teacher preparation programs and by promoting the collaboration of local school officials, local law enforcement officials, and local court officials on addressing issues of school safety in school safety.

IV. The Mission

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

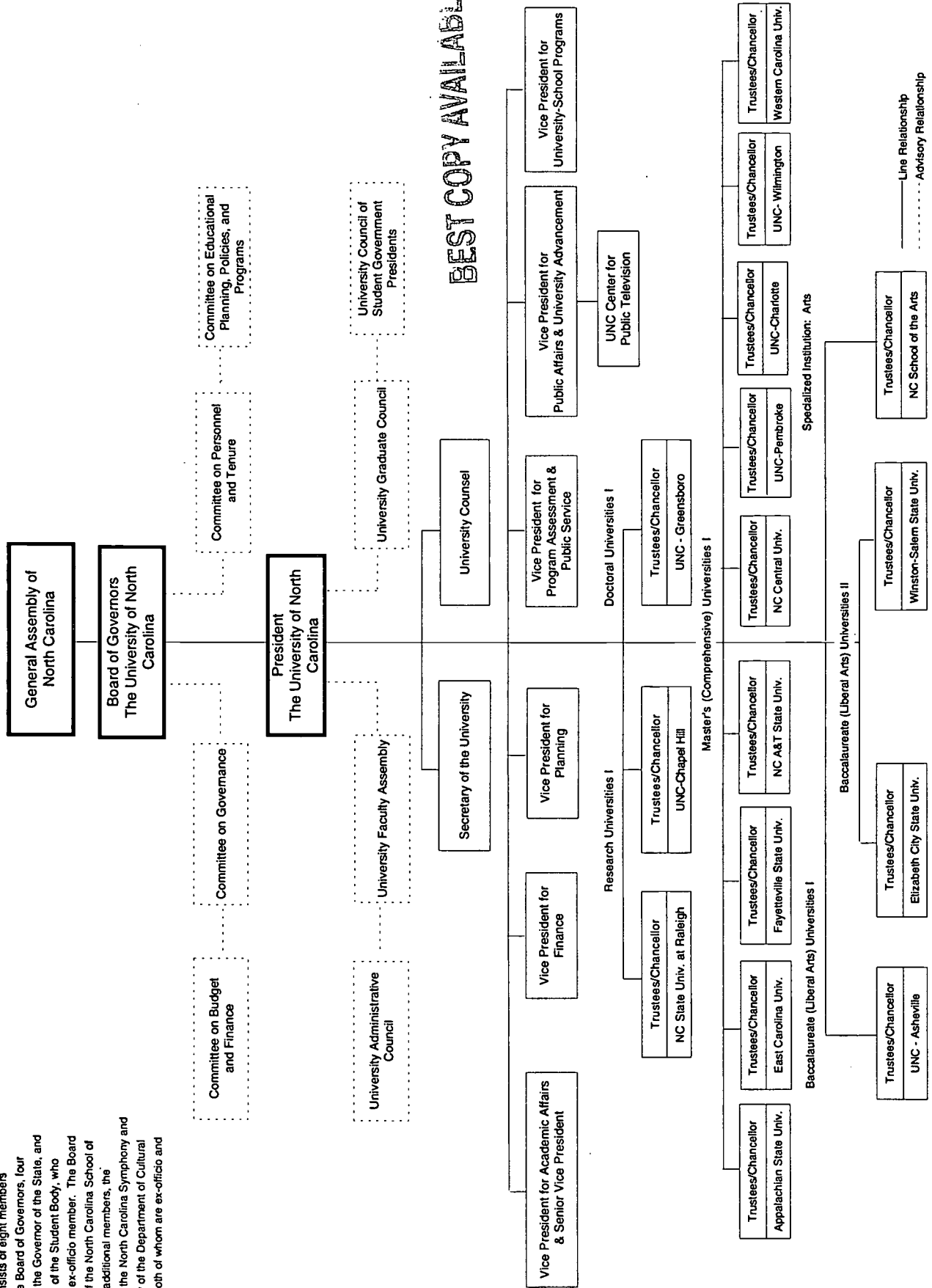
The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people. It encompasses the 16 diverse constituent institutions and other educational, research, and public service organizations. Each shares in the overall mission of the University. 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.

BEST COPY AVAILABLE

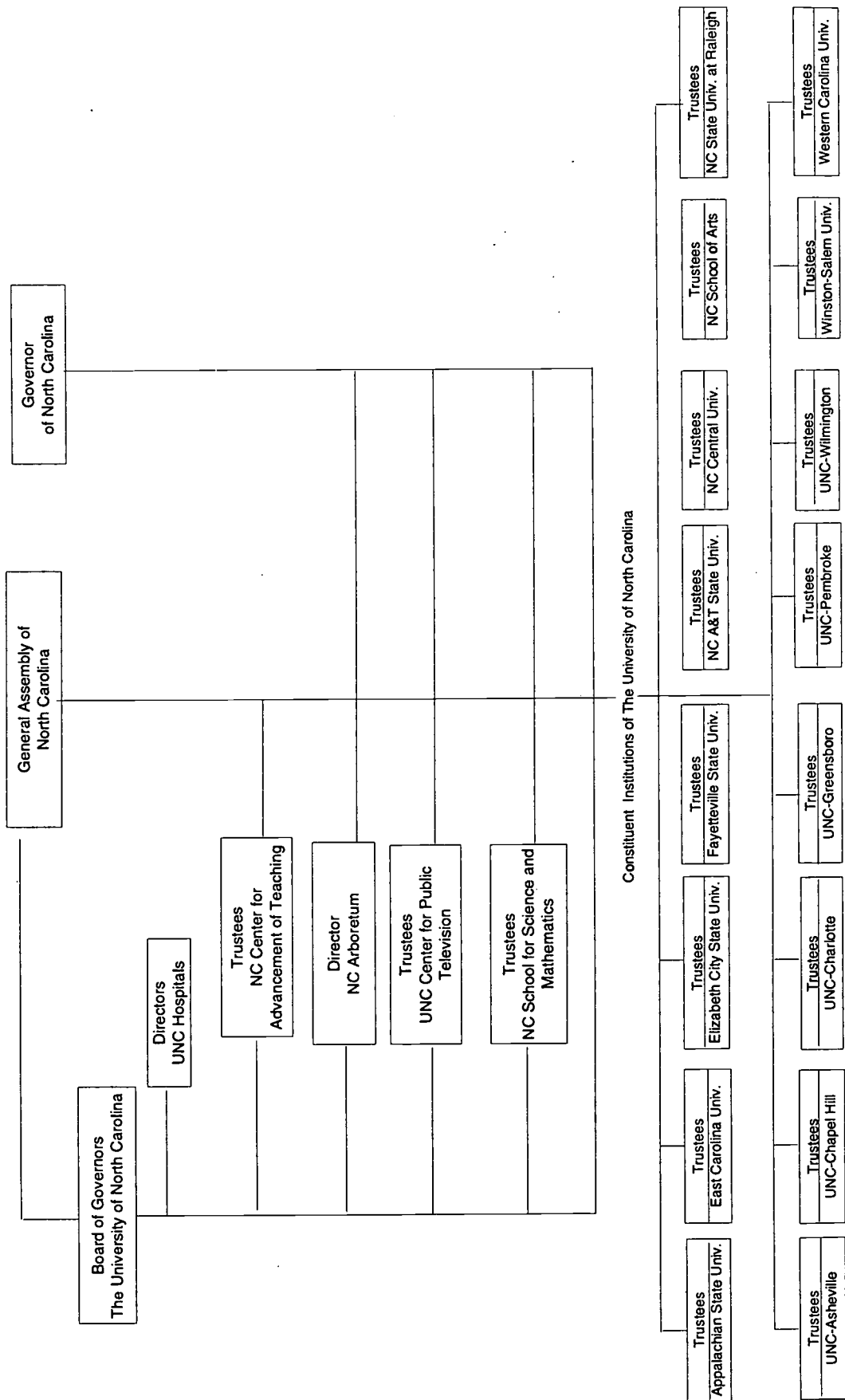
**ORGANIZATION OF THE UNIVERSITY OF NORTH CAROLINA
1997**

Note: Each Board of Trustees of a constituent institution consists of eight members elected by the Board of Governors, four appointed by the Governor of the State, and the President of the Student Body, who serves as an ex-officio member. The Board of Trustees of the North Carolina School of Arts has two additional members, the Conductor of the North Carolina Symphony and the Secretary of the Department of Cultural Resources, both of whom are ex-officio and non-voting.



BEST COPY AVAILABLE

**Appointive Relationships for Entities
Statutorily Related to the University of North Carolina
1997**



BEST COPY AVAILABLE

V. General Academic 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, the section presents the general academic mission containing the following: a general statement of the educational mission of the institution; its descriptive classification; all currently authorized degree programs in the institution, by degree level and by discipline division and discipline specialty; any programs that the institution is authorized to discontinue; all new programs that the institution is authorized to plan during this planning period; reconfirmation of previous program planning authorizations; and an organizational chart showing primarily the academic structure of the institution.

A. Institutional Classification

The descriptive classification of the institutions used by the University of North Carolina is that developed by the Carnegie Foundation for the Advancement of Teaching.¹ 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, the emphasis placed on research, and the annual amount of federal research support received. 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 11 categories. Six of these categories include all of the constituent institutions of the University of North Carolina. They are as follows:

Research Universities I

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

Doctoral Universities I

The University of North Carolina
at Greensboro

Master's (Comprehensive) Universities and Colleges I

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

Baccalaureate (Liberal Arts) Universities and Colleges I

The University of North Carolina at Asheville

Baccalaureate (Liberal Arts) Universities and Colleges II

Elizabeth City State University
Winston Salem State University

Schools of Art, Music, and Design

The North Carolina School of the Arts

¹ Carnegie Foundation for the Advancement of Teaching, A Classification of Institutions of Higher Education. Revised edition. (Berkeley, Calif.: 1994)

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 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 thus far in academic program development include the following:

- *Institutional diversity must be maintained.* Universities need not, and should not, all be alike. Neither the demands of the labor market, nor the needs of society, nor available resources require or permit the homogenization of institutions. The need is to strengthen and improve each of the constituent institutions in carrying out *its* assigned mission.
- *Greater access to educational opportunity must be provided.* In extending the benefits of education, it is the objective of the Board of Governors to provide needed higher educational opportunities for all citizens of North Carolina who have the aptitude, motivation, and desire to pursue programs of higher education. Only in this way can we hope to cultivate the truly educated citizenry that a changing society and economy demand.
- *Quality is the critical ingredient in all effective education.* It should not be diluted by over-expansion when funds, equipment, program base, or facilities are inadequate to the task. For this reason, the board has emphasized the strengthening of existing programs that are needed over the initiation of new programs, especially when current programs are deemed sufficient to meet the state's needs for qualified professionals.
- *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 *basic* obligation of every campus, and institutions are urged to improve and strengthen their undergraduate and general studies programs.
- *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 to be 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 mounted less expensively than doctoral programs. Proposed new doctoral programs should 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 up-to-date 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, setting forth those continuations and alterations in institutional programs and activities that in the judgment of the board should take place over a given planning period.

Through its biennial academic program planning process the Board of Governors, between July 1972 and November 1997, has approved the establishment of 343 new academic degree programs and the discontinuation of 365 academic degree programs.

The 1993 Session of the General Assembly passed 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 all degree programs. This review process is now conducted in conjunction with the biennial revision of the University's long-range plan.

The Committee on Educational Planning, Policies, and Programs developed criteria and guidelines for the review. Applying those criteria and guidelines, 127 degree programs outside the undergraduate academic core (programs in the basic arts and sciences, education, and business and management) were identified for review in 1997. These programs were reviewed not only in terms of low enrollments and degree productivity, but also in terms of such factors as low quality, high costs, low occupational demand, or a low level of centrality to the institutional mission. Some campuses also reviewed other academic degree programs with respect to productivity, institutional priorities, and unnecessary duplication.

Recommendations for program discontinuations were approved by the board in October, 1997. Overall 11 academic degree programs and an additional three degree program tracks were discontinued. A total of 32 degree programs were deleted from the Academic Program Inventory as separate, stand-alone programs and consolidated or merged with other related degree programs. Taken together, the recommended discontinuations and consolidations resulted in a total reduction of 43 in the number of separate, stand-alone degree programs in the University's Academic Program Inventory.

As a result of the review associated with the preparation of this long-range plan, authorization is given for the planning of seven new programs at the baccalaureate level, 11 at the master's level, and four at the doctoral level. In addition, 32 previous planning authorizations are reconfirmed: 10 at the baccalaureate level, 14 at the master's level, and eight at the doctoral level. It must be emphasized that the eventual establishment of these programs will be dependent upon the availability of resources.

These planning authorizations and program discontinuations are listed in the general academic mission section for the respective institutions.

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. Descriptive Classification and Authorized Degree Programs

Appalachian State University is a public Masters (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0200	<u>Architecture and Environmental Design</u>	1000	<u>Fine and Applied Arts</u>
	0206 City, community and regional planning		1002 Art (painting, drawing, sculpture)
			1004 Music (performing, composition, theory)
0400	<u>Biological Sciences</u>	1007	Dramatic arts
	0401 Biology, general	1098	Music industry studies
0500	<u>Business and Management</u>	1100	<u>Foreign Languages</u>
	0502 Accounting		1102 French
	0504 Banking and finance		1105 Spanish
	0506 Business management and administration	1200	<u>Health Professions</u>
	0509 Marketing and purchasing		1220 Speech pathology and audiology
	0597 Insurance and real estate		1223 Medical laboratory technologies
0600	<u>Communications</u>		1296 Health care management (not hospital administration)
	0601 Communications, general	1300	<u>Home Economics</u>
0700	<u>Computer and Information Sciences</u>		1301 Home economics, general
	0701 Computer and information sciences, general		1302 Home decoration and home equipment
0800	<u>Education</u>		1303 Clothing and textiles
	0802 Elementary education, general		1305 Family relations and child development
	0804 Middle grades education		1306 Foods and nutrition (includes dietetics)
	0808 Special education, general	1500	<u>Letters</u>
	0832 Music education (methodology and theory)		1501 English, general
	0835 Physical education		1506 Speech, debate, and forensic science
	0837 Health education (includes family life education)		1597 Philosophy and religion
	0838 Business, commerce, and distributive education	1700	<u>Mathematics</u>
	0839 Industrial arts, vocational, and technical education		1701 Mathematics, general

1900	<u>Physical Sciences</u>	2200	<u>Social Sciences</u>
1902	Physics, general	2201	Social sciences, general
1905	Chemistry, general	2202	Anthropology
1914	Geology	2204	Economics
2000	<u>Psychology</u>	2205	History
2001	Psychology, general	2206	Geography
2100	<u>Public Affairs and Services</u>	2207	Political science and government
2103	Parks and recreation management	2208	Sociology
2104	Social work, helping services	4900	<u>Interdisciplinary Studies</u>
2105	Criminal justice	4998	Special studies
<i>b. Master's Level</i>			
0300	<u>Area Studies</u>	1200	<u>Health Professions</u>
0391	Appalachian studies	1220	Speech pathology and audiology
0400	<u>Biological Sciences</u>	1300	<u>Home Economics</u>
0401	Biology, general	1301	Home economics, general
0500	<u>Business and Management</u>	1500	<u>Letters</u>
0502	Accounting	1501	English, general
0506	Business management and administration	1600	<u>Library Science</u>
0700	<u>Computer and Information Sciences</u>	1601	Library science, general
0701	Computer and information sciences	1700	<u>Mathematics</u>
0800	<u>Education</u>	1701	Mathematics, general
0802	Elementary education, general	1900	<u>Physical Sciences</u>
0804	Middle grades education	1998	Applied physics
0805	Higher education, general	2000	<u>Psychology</u>
0808	Special education, general	2001	Psychology, general
0826	Student personnel (counseling and guidance)	2003	Clinical psychology
0827	Educational administration	2100	<u>Public Affairs & Services</u>
0828	Educational supervision	2102	Public administration
0830	Reading education (methodology and theory)	2104	Social work, helping services
0835	Physical education	2200	<u>Social Sciences</u>
0839	Industrial arts, vocational and technical education	2201	Social sciences, general
0897	Educational media	2205	History
1000	<u>Fine and Applied Arts</u>	2206	Geography
1004	Music (performing, composition, and theory)	2207	Political science and government
1100	<u>Foreign Languages</u>		
1198	Romance languages and literatures		

c. Intermediate (Sixth-Year) Level

- 0800 Education
0805 Higher education, general (Ed.S.)
0827 Educational administration (Ed.S., C.A.S.)
0897 Educational media (Ed.S.)

- 2000 Psychology
2001 Psychology

d. Doctoral Level

- 0800 Education
0893 Educational administration and supervision

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

No additional new degree programs are authorized for planning at this time.

5. Previous Planning Authorizations Reconfirmed

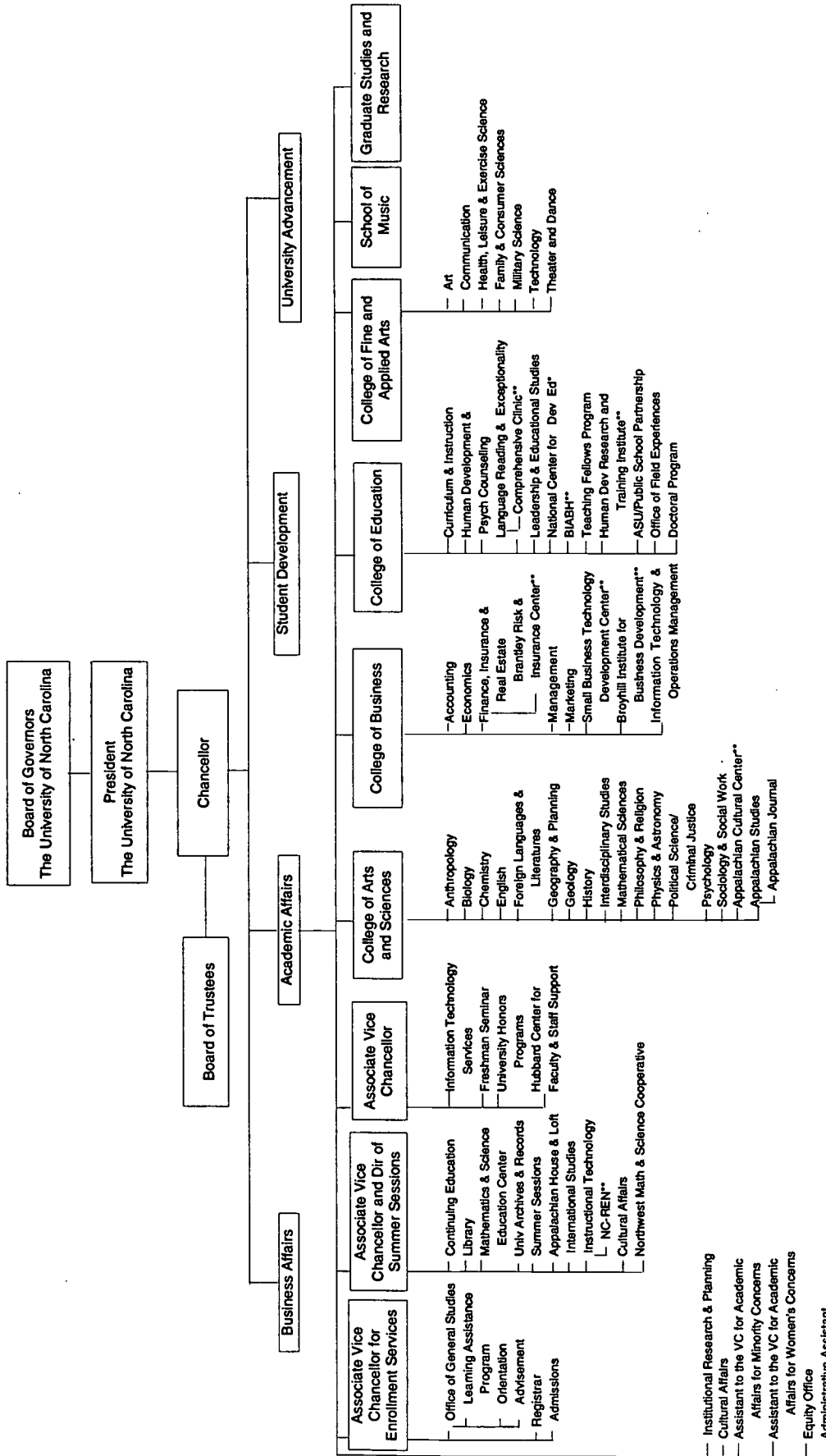
Previous authorization to plan the following new degree programs is reconfirmed:

a. Master's Level

- 1300 Home Economics
1305 Family relations and child development

6. Appalachian State University is organized academically as shown in the chart which follows:

Organizational Chart of
Appalachian State University, 1987



*Research Unit
**Public Service Unit

BEST COPY AVAILABLE

50

EAST CAROLINA UNIVERSITY

1. General Statement of Educational Mission

East Carolina University is a public comprehensive institution committed to rich and distinctive undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and human and intellectual diversity. The university offers degrees at the baccalaureate, master's, intermediate, and doctoral levels. Programs of study include the arts and sciences and a wide range of professional fields, including the first-professional program in medicine. The fundamental educational goal of the university is to provide students with a substantive general education and to enable students and other constituents to secure specialized and multidisciplinary knowledge. The primary research mission is to advance knowledge, to encourage traditional and nontraditional creative activity, to solve significant human problems, and to provide the best possible basis for professional practice. The service mission is to provide leadership in the pursuit of educational, research, and cultural goals. The university values the contribution of each member of the academic community, encourages the full development of human potential, and is dedicated to scholarly integrity and responsible stewardship of the public trust.

2. Descriptive Classification and Authorized Degree Programs

East Carolina University is a public Master's (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0200	<u>Architecture and Environmental Design</u> 0206 City, community and regional planning	1000	<u>Fine and Applied Arts</u> 1002 Art (painting, drawing, sculpture) 1004 Music (performing, composition, theory) 1007 Dramatic arts 1008 Dance
0400	<u>Biological Sciences</u> 0401 Biology, general 0414 Biochemistry		
0500	<u>Business and Management</u> 0502 Accounting 0506 Business management and administration 0514 Secretarial studies	1100	<u>Foreign Languages</u> 1102 French 1103 German 1105 Spanish
0600	<u>Communications</u> 0601 Communications, general	1200	<u>Health Professions</u> 1203 Nursing 1208 Occupational therapy 1215 Medical record librarianship 1220 Speech pathology and audiology 1223 Medical laboratory technologies 1271 Physician assistant 1281 Rehabilitation counseling 1298 Environmental health
0700	<u>Computer and Information Sciences</u> 0701 Computer and information sciences, general		
0800	<u>Education</u> 0802 Elementary education, general 0804 Middle grades education 0808 Special education, general 0834 Science education (methodology and theory) 0835 Physical education 0837 Health education (includes family life education) 0838 Business, commerce, and distributive education	1300	<u>Home Economics</u> 1301 Home economics, general 1305 Family relations and child development
0900	<u>Engineering</u> 0992 Industrial technology	1500	<u>Letters</u> 1501 English, general 1509 Philosophy
		1700	<u>Mathematics</u> 1701 Mathematics, general

- 1900 Physical Sciences
 1902 Physics, general
 1905 Chemistry, general
 1914 Geology
- 2000 Psychology
 2001 Psychology, general
- 2100 Public Affairs and Services
 2103 Parks and recreation management
 2104 Social work, helping services
 2105 Criminal justice
- 2200 Social Sciences
 2202 Anthropology
 2204 Economics
 2205 History
 2206 Geography
 2207 Political science and government
 2208 Sociology
- 4900 Interdisciplinary Studies
 4975 Women's studies
 4998 Special studies

b. Master's Level

- 0400 Biological Sciences
 0401 Biology, general
- 0500 Business and Management
 0502 Accounting
 0506 Business management and administration
- 0700 Computer and Information Sciences
 0701 Computer and information sciences, general
- 0800 Education
 0802 Elementary education, general
 0804 Middle grades education
 0807 Adult and continuing education
 0808 Special education, general
 0826 Student personnel (counseling and guidance)
 0827 Educational administration
 0830 Reading education (methodology and theory)
 0834 Science education (methodology and theory)
 0835 Physical education
 0837 Health education
 0839 Industrial arts, vocational and technical education
 0893 Educational administration and supervision
- 0990 Engineering
 0992 Industrial technology
- 1000 Fine and Applied Arts
 1002 Art (painting, drawing, sculpture)
 1004 Music (performing, composition, theory)
- 1200 Health Professions
 1203 Nursing
 1208 Occupational therapy
- 1212 Physical therapy
 1220 Speech pathology and audiology
 1281 Rehabilitation counseling
 1298 Environmental health
- 1300 Home Economics
 1301 Home economics, general
 1305 Family relations and child development
- 1500 Letters
 1501 English, general
- 1600 Library Science
 1601 Library science, general
- 1700 Mathematics
 1701 Mathematics, general
- 1900 Physical Sciences
 1902 Physics, general
 1905 Chemistry, general
 1914 Geology
- 2000 Psychology
 2001 Psychology, general
 2003 Clinical psychology
 2097 School psychology
- 2100 Public Affairs
 2102 Public administration
 2104 Social work, helping services
- 2200 Social Sciences
 2202 Anthropology
 2204 Economics
 2205 History
 2206 Geography
 2208 Sociology
- 4900 Interdisciplinary Studies
 4970 International studies

c. Intermediate (Sixth-Year) Level

<p>0800 <u>Education</u> 0826 Student personnel (counseling and guidance) (C.A.S.) 0893 Educational administration and supervision (Ed.S.)</p>	<p>1600 <u>Library Science</u> 1601 Library science, general (C.A.S.) 2000 <u>Psychology</u> 2097 School psychology (C.A.S.)</p>
--	---

d. First Professional Level

<p>1200 <u>Health Professions</u> 1206 Medicine (M.D)</p>
--

e. Doctoral Level

<p>0400 <u>Biological Sciences</u> 0408 Pathology 0409 Pharmacology, human and animal 0410 Physiology, human and animal 0411 Microbiology 0412 Anatomy 0414 Biochemistry</p>	<p>0800 <u>Education</u> 0893 Educational administration and supervision 1200 <u>Health Professions</u> 1220 Speech pathology and audiology</p>
--	--

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

East Carolina University is authorized to plan the following new degree programs:

a. Master's Level

<p>2100 <u>Public Affairs and Services</u> 2105 Criminal justice</p>

b. Doctoral Level

<p>4900 <u>Interdisciplinary studies</u> 4902 Bioenergetics</p>
--

5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new degree programs is reconfirmed:

a. Baccalaureate Level

<p>0900 <u>Engineering</u> 0992 Construction management</p>
--

c. Doctoral Level

<p>4900 <u>Interdisciplinary Studies</u> 4902 Coastal resources management 4974 Medical biophysics</p>
--

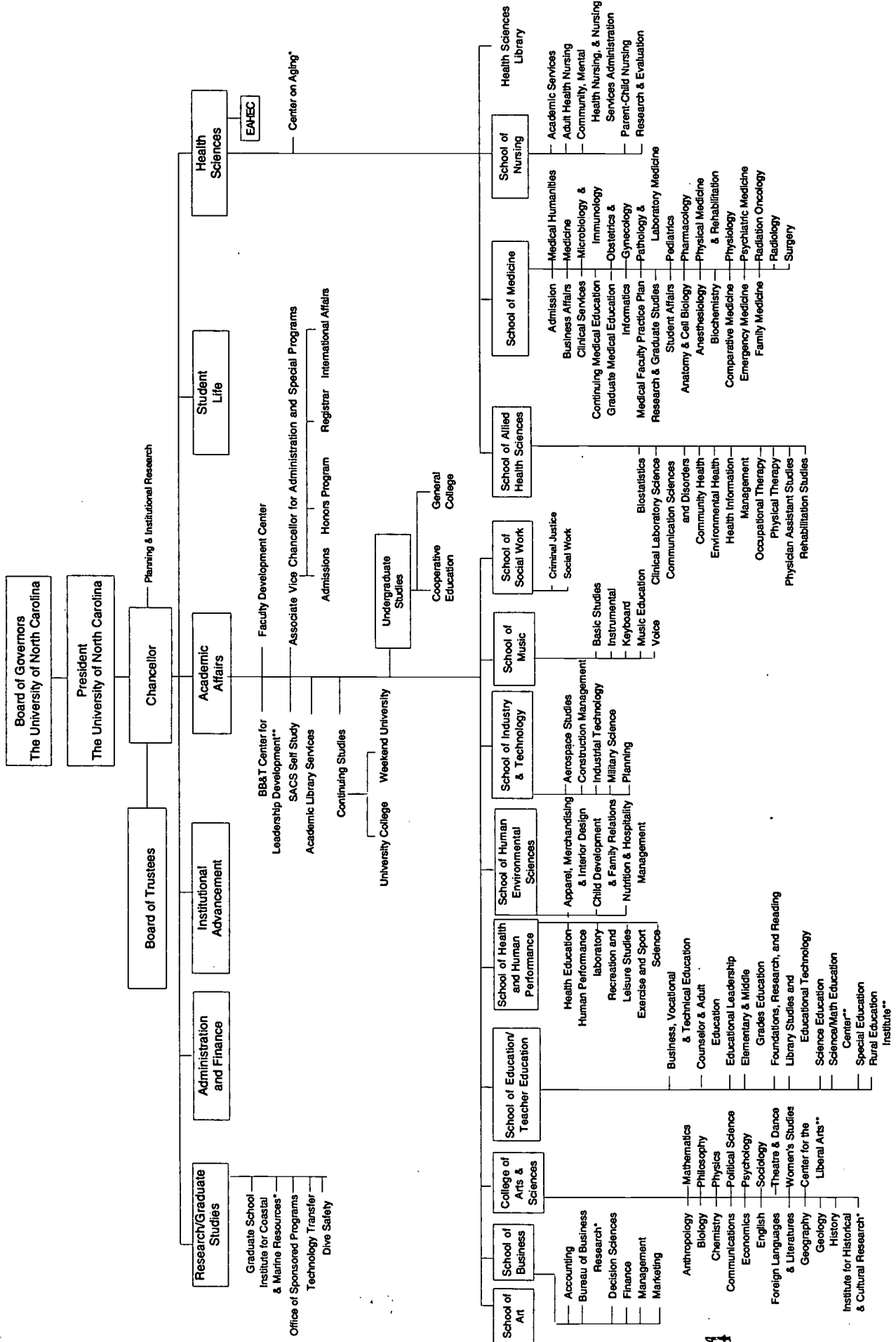
b. Master's Level

<p>1200 <u>Health Professions</u> 1280 Occupational safety and health</p>
--

<p>2100 <u>Public Affairs and Services</u> 2103 Parks and recreation management</p>
--

6. East Carolina University is organized academically as shown in the chart which follows:

Organization Chart of
East Carolina University, 1997



BEST COPY AVAILABLE

*Research Unit
**Public Service Unit

ELIZABETH CITY STATE UNIVERSITY

1. General Statement of Educational Mission

Elizabeth City State University is a public baccalaureate university, offering baccalaureate programs in the basic arts and sciences and in selected professional and pre-professional areas. Through its Graduate Center, the university also provides master's level programs for advanced study. Originally an institution serving African Americans, the university's heritage provides a rich background for serving an increasingly multicultural student body. The university provides a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever-changing, technologically advanced society. Elizabeth City State University continues to promote excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state, nation, and world. Through its teaching, research, and community service, the university seeks to identify and address the needs of northeastern North Carolina with particular attention to supporting its environmentally sensitive economic development.

2. Descriptive Classification and Authorized Degree Programs

Elizabeth City State University is a public Baccalaureate (liberal arts) University II, authorized to offer programs of study at the baccalaureate level in those discipline divisions and specialties set forth below:

0400	<u>Biological Sciences</u>	1500	<u>Letters</u>
	0401 Biology, general		1501 English, general
0500	<u>Business and Management</u>	1700	<u>Mathematics</u>
	0502 Accounting		1701 Mathematics, general
	0506 Business management and administration	1900	<u>Physical Sciences</u>
0700	<u>Computer and Information Sciences</u>		1902 Physics, general
	0701 Computer and information sciences, general		1905 Chemistry, general
			1914 Geology
0800	<u>Education</u>	2000	<u>Psychology</u>
	0802 Elementary education, general		2001 Psychology, general
	0808 Special education, general	2100	<u>Public Affairs and Services</u>
	0835 Physical education		2105 Criminal justice
	0838 Business, commerce, and distributive education	2200	<u>Social Sciences</u>
	0839 Industrial arts, vocational, and technical education		2205 History
			2207 Political science and government
			2208 Sociology
1000	<u>Fine and Applied Arts</u>		
	1002 Art		
	1005 Music (liberal arts program)		

3. Program Discontinuations

No program discontinuations are now planned

4. Authorizations to Plan New Programs

Elizabeth City State University is authorized to plan the following new degree program:

a. Master's Level

0800 Education

0802 Elementary education

5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new baccalaureate degree programs is reconfirmed:

a. Baccalaureate Level

2100 Public Affairs and Services

2104 Social work

2200 Social Sciences

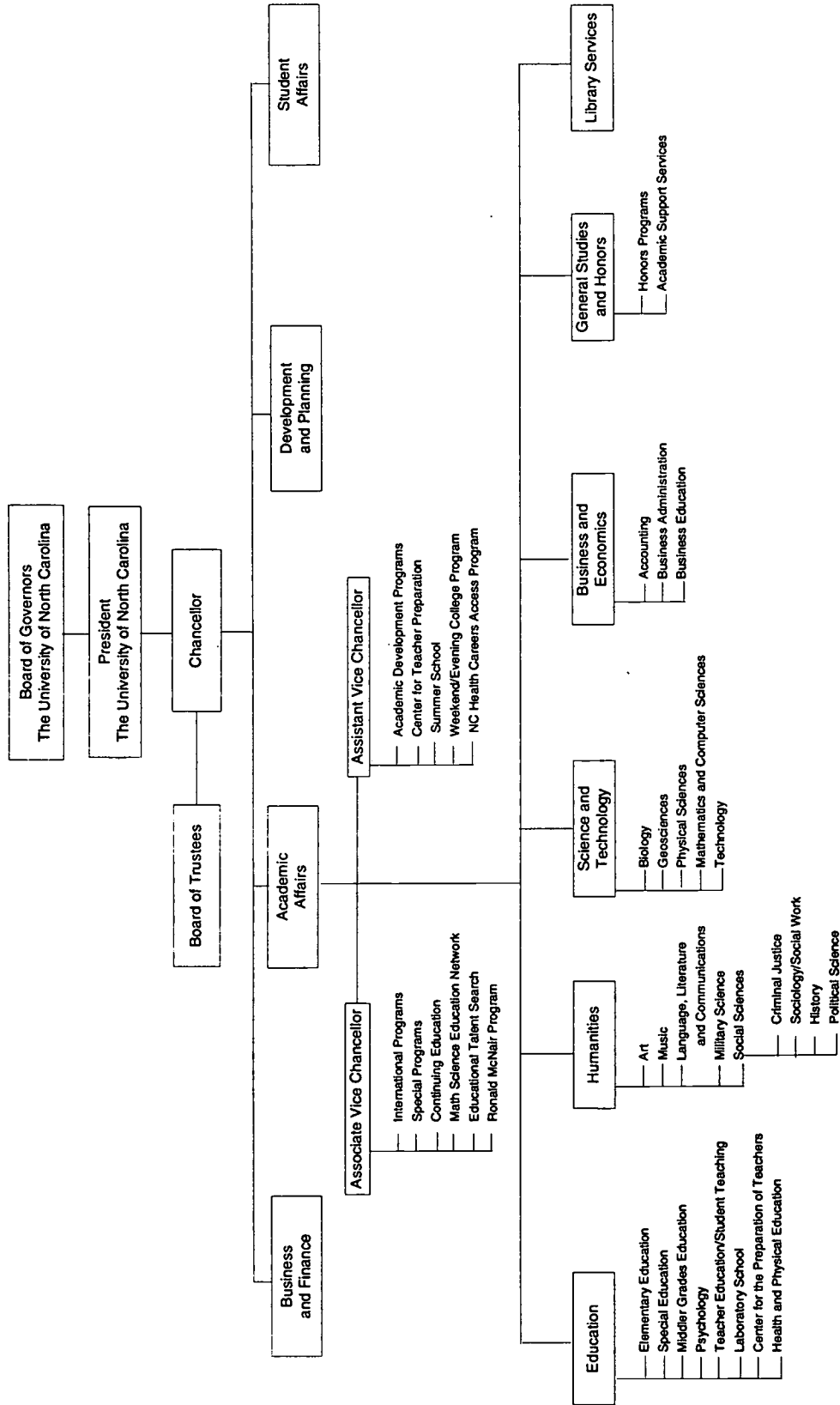
2204 Economics

4900 Biological Sciences

4990 Marine sciences

6. Elizabeth City State University is organized academically as shown in the chart which follows:

Organization Chart of
Elizabeth City State University, 1997



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. Descriptive Classification and Authorized Degree Programs

Fayetteville State University is a public Master's (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0400	<u>Biological Sciences</u> 0401 Biology, general	1100	<u>Foreign Languages</u> 1105 Spanish
0500	<u>Business and Management</u> 0502 Accounting 0506 Business management and administration	1200	<u>Health Professions</u> 1203 Nursing
0700	<u>Computer and Information Sciences</u> 0701 Computer and information sciences general	1500	<u>Letters</u> 1501 English, general
0800	<u>Education</u> 0802 Elementary education, general 0804 Middle grades 0832 Music education (methodology and theory) 0835 Physical education 0837 Health education 0838 Business, commerce, and distributive education	1700	<u>Mathematics</u> 1701 Mathematics, general
1000	<u>Fine and Applied Arts</u> 1002 Art (painting, drawing, sculpture) 1007 Dramatic arts	1900	<u>Physical Sciences</u> 1905 Chemistry, general
		2000	<u>Psychology</u> 2001 Psychology, general
		2100	<u>Public Affairs and Services</u> 2105 Criminal justice
		2200	<u>Social Sciences</u> 2201 Social sciences, general 2204 Economics 2205 History 2206 Geography 2207 Political science and government 2208 Sociology

* Fayetteville State University is authorized to offer the associate in arts and associate in science degrees in its programs for armed services personnel at the Fort Bragg Center. These programs are listed in the Appendix.

b. Master's Level

0400	<u>Biological Sciences</u>	1500	<u>Letters</u>
0401	Biology, general	1501	English
0500	<u>Business and Management</u>	1700	<u>Mathematics</u>
0506	Business management and administration	1701	Mathematics, general
0800	<u>Education</u>	2000	<u>Psychology</u>
0802	Elementary education, general	2001	Psychology, general
0804	Middle grades education		
0808	Special education, general	2200	<u>Social Sciences</u>
0827	Educational administration	2205	History
0882	Master of Arts in teaching	2207	Political science and government
0893	Education administration and supervision	2208	Sociology

c. Doctoral Level

0800	<u>Education</u>
0893	Educational administration and supervision

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

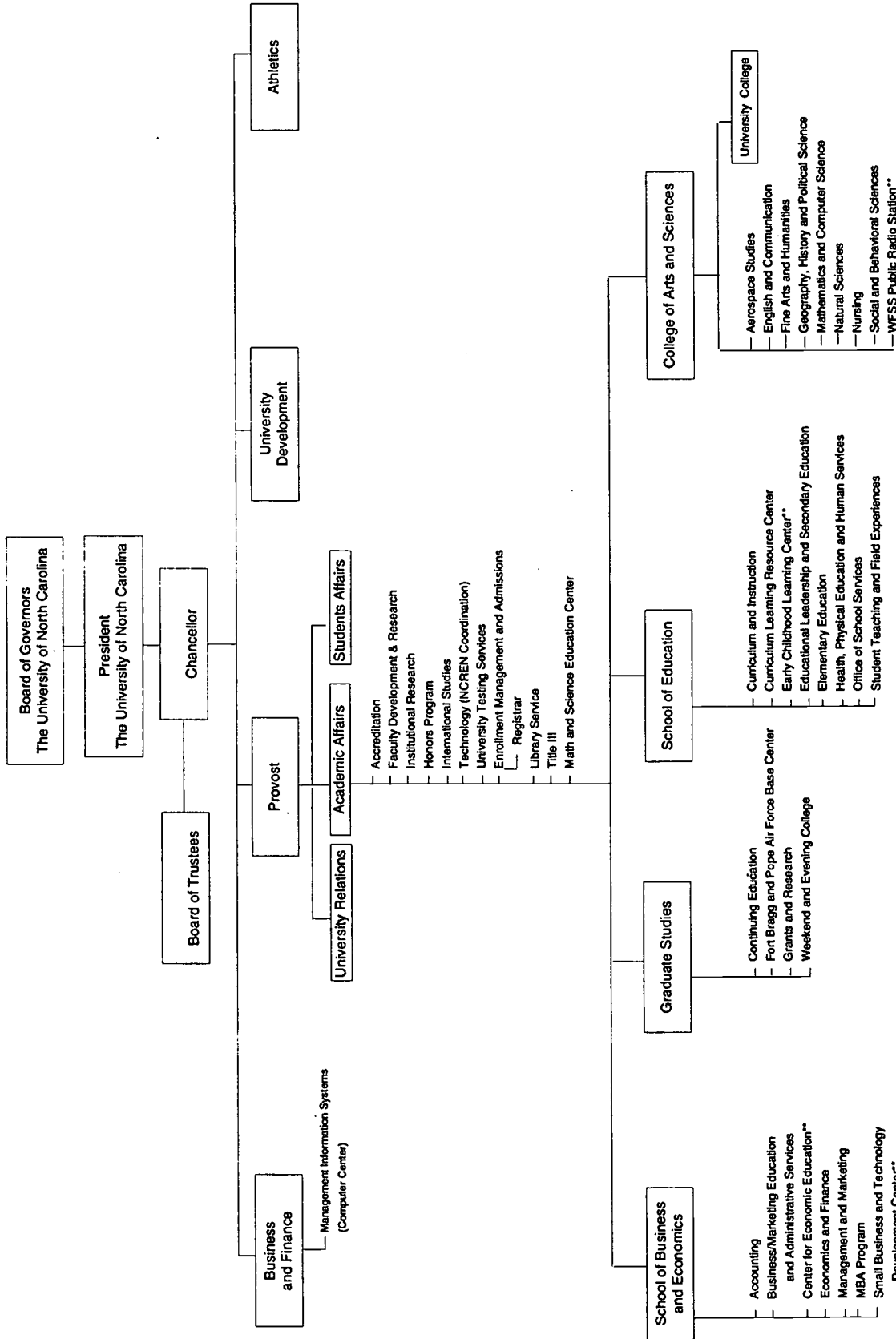
Fayetteville State University is authorized to plan the following new degree program.

a. Baccalaureate

0500	<u>Business & Management</u>
0504	Banking & finance

5. Fayetteville State University is organized academically as shown in the chart which follows:

Organization Chart of
Fayetteville State University, 1997



03

BEST COPY AVAILABLE

**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. Descriptive Classification and Authorized Degree Programs

North Carolina Agricultural and Technical State University is a public Master's (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0100	<u>Agriculture and Natural Resources</u> 0104 Animal science 0198 Agricultural science	0900	<u>Engineering</u> 0904 Architectural engineering 0906 Chemical engineering 0908 Civil construction and transportation engineering 0909 Electrical, electronics, and communications engineering 0910 Mechanical engineering 0913 Industrial and management engineering 0992 Industrial technology 0996 Biological & agricultural engineering
0200	<u>Architecture and Environmental Design</u> 0204 Landscape architecture	1000	<u>Fine and Applied Arts</u> 1002 Art (painting, drawing, sculpture) 1005 Music (liberal arts program) 1094 Professional theater
0400	<u>Biological Sciences</u> 0401 Biology, general	1100	<u>Foreign Languages</u> 1198 Romance languages and literatures
0500	<u>Business and Management</u> 0502 Accounting 0506 Business management and administration 0510 Transportation and public utilities 0517 Business economics	1200	<u>Health Professions</u> 1203 Nursing 1280 Occupational safety and health
0600	<u>Communications</u> 0601 Communications general	1300	<u>Home Economics</u> 1301 Home economics, general 1305 Family relations and child development
0700	<u>Computer and Information Sciences</u> 0701 Computer and information sciences, general	1500	<u>Letters</u> 1501 English, general 1506 Speech, debate, and forensic science
0800	<u>Education</u> 0802 Elementary education, general 0808 Special education, general 0835 Physical education 0838 Business, commerce, and distributive education 0839 Industrial arts, vocational, and technical education	1700	<u>Mathematics</u> 1701 Mathematics, general

1900 Physical Sciences
1902 Physics, general
1905 Chemistry, general

2000 Psychology
2001 Psychology, general

b. Master's Level

0100 Agriculture and Natural Resources
0104 Animal science
0111 Agricultural economics
0198 Agricultural science

0400 Biological Sciences
0401 Biology, general

0700 Computer & Information
0701 Computer and information
sciences, general

0800 Education
0802 Elementary education, general
0807 Adult and continuing education
0826 Student personnel (counseling
and guidance)
0830 Reading education (methodology
and theory)
0835 Physical education
0839 Industrial arts, vocational and
technical education
0893 Educational administration and
supervision
0897 Educational media

c. Doctoral Level

0900 Engineering
0909 Electrical engineering
0910 Mechanical engineering

2100 Public Affairs and Services
2104 Social work, helping services

2200 Social Sciences
2205 History
2207 Political science and government
2208 Sociology

0900 Engineering
0901 Engineering, general
0904 Architectural engineering
0909 Electrical, electronics, and
communications engineering
0910 Mechanical engineering
0913 Industrial and management engineering
0992 Industrial technology

1300 Home Economics
1306 Foods and nutrition (includes dietetics)

1500 Letters
1501 English, general

1700 Mathematics
1701 Mathematics, general

1900 Physical Sciences
1902 Physics, general
1905 Chemistry, general

2100 Public Affairs and Services
2104 Social work, helping services (other
than clinical social work)

2200 Social Sciences
2205 History

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

North Carolina A&T State University is authorized to plan the following new degree programs:

a. Master's Level

0500 Business and Management
0506 Management

b. Doctoral Level

0900 Engineering
0913 Industrial engineering

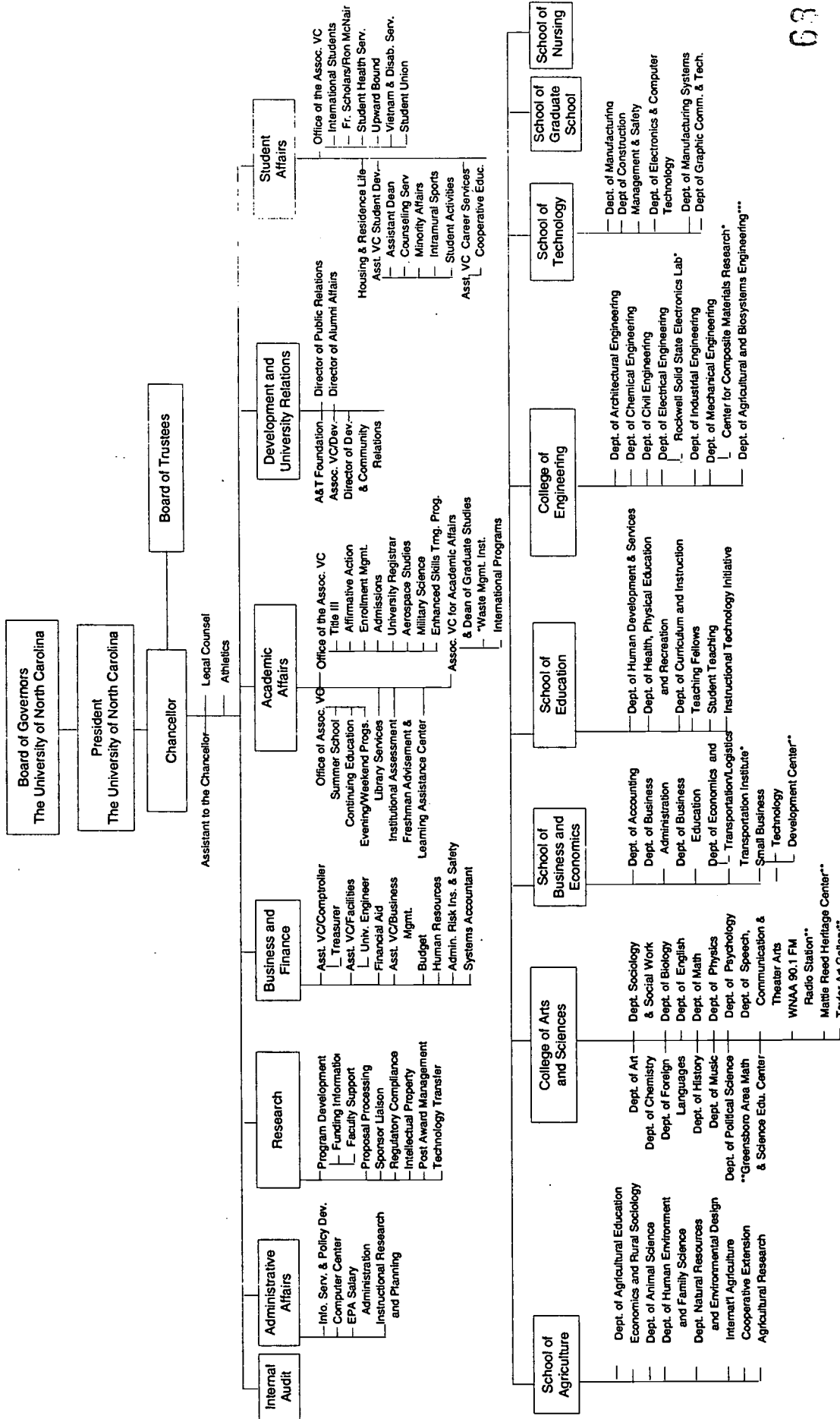
5. Previous Planning Authorizations reconfirmed

Previous authorization to plan the following new master's degree programs is reconfirmed:

0900 Engineering
0906 Chemical engineering
0908 Civil, construction and transportation engineering (Civil engineering)

6. North Carolina A&T University is organized academically as shown in the chart which follows:

Organization Chart of North Carolina Agricultural and Technical State University, 1997



63

BEST COPY AVAILABLE

*Research Unit
**Public Service Unit

67



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 global community.

2. Descriptive Classification and Authorized Degree Programs

North Carolina Central University is a public master's (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0400	<u>Biological Sciences</u>	1300	<u>Home Economics</u>
	0401 Biology, general		1301 Home economics, general
			1305 Family relations and child development
0500	<u>Business and Management</u>		1306 Foods and nutrition
	0502 Accounting	1500	<u>Letters</u>
	0506 Business management and administration		1501 English, general
0700	<u>Computer and Information Sciences</u>	1700	<u>Mathematics</u>
	0701 Computer and information sciences, general		1701 Mathematics, general
0800	<u>Education</u>	1900	<u>Physical Sciences</u>
	0802 Elementary education, general		1902 Physics, general
	0804 Middle grades education		1905 Chemistry, general
	0835 Physical education	2000	<u>Psychology</u>
	0837 Health education (includes family life education)		2001 Psychology, general
1000	<u>Fine and Applied Arts</u>	2100	<u>Public Affairs and Services</u>
	1002 Art (painting, drawing, sculpture)		2104 Social work, helping services
	1004 Music (performance)		2105 Criminal justice
	1007 Dramatic arts	2200	<u>Social Sciences</u>
1100	<u>Foreign Languages</u>		2205 History
	1102 French		2206 Geography
	1105 Spanish		2207 Political science and government
			2208 Sociology
1200	<u>Health Professions</u>	4900	<u>Interdisciplinary Studies</u>
	1203 Nursing		4902 Biological and physical sciences

b. Master's Level

0400	<u>Biological Sciences</u>	1600	<u>Library Science</u>
0401	Biology, general	1601	Library science, general
0500	<u>Business and Management</u>	1700	<u>Mathematics</u>
0506	Business management and administration	1701	Mathematics, general
0700	<u>Computer and Information Sciences</u>	1900	<u>Physical Sciences</u>
0702	Information sciences and systems	1905	Chemistry, general
		1917	Earth sciences, general
0800	<u>Education</u>	2000	<u>Psychology</u>
0802	Elementary education, general	2001	Psychology, general
0808	Special education, general		
0826	Student personnel (counseling and guidance)	2100	<u>Public Affairs and Services</u>
0835	Physical education	2102	Public administration
0893	Educational administration and supervision	2105	Criminal justice
0897	Educational media	2200	<u>Social Sciences</u>
1200	<u>Health Professions</u>	2205	History
1220	Speech pathology and audiology	2208	Sociology
1300	<u>Home Economics</u>		
1301	Home economics, general	1400	<u>Law</u>
1500	<u>Letters</u>	1401	Law, general
1501	English, general		

c. First Professional Level

3. Program Discontinuations

North Carolina Central University is authorized to discontinue the following degree program:

a. Baccalaureate Level

0500	<u>Business and management</u>
0517	Business economics

4. Authorizations to Plan New Programs

No additional new degree programs are authorized for planning at this time.

5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new degree programs is reconfirmed:

a. Baccalaureate Level

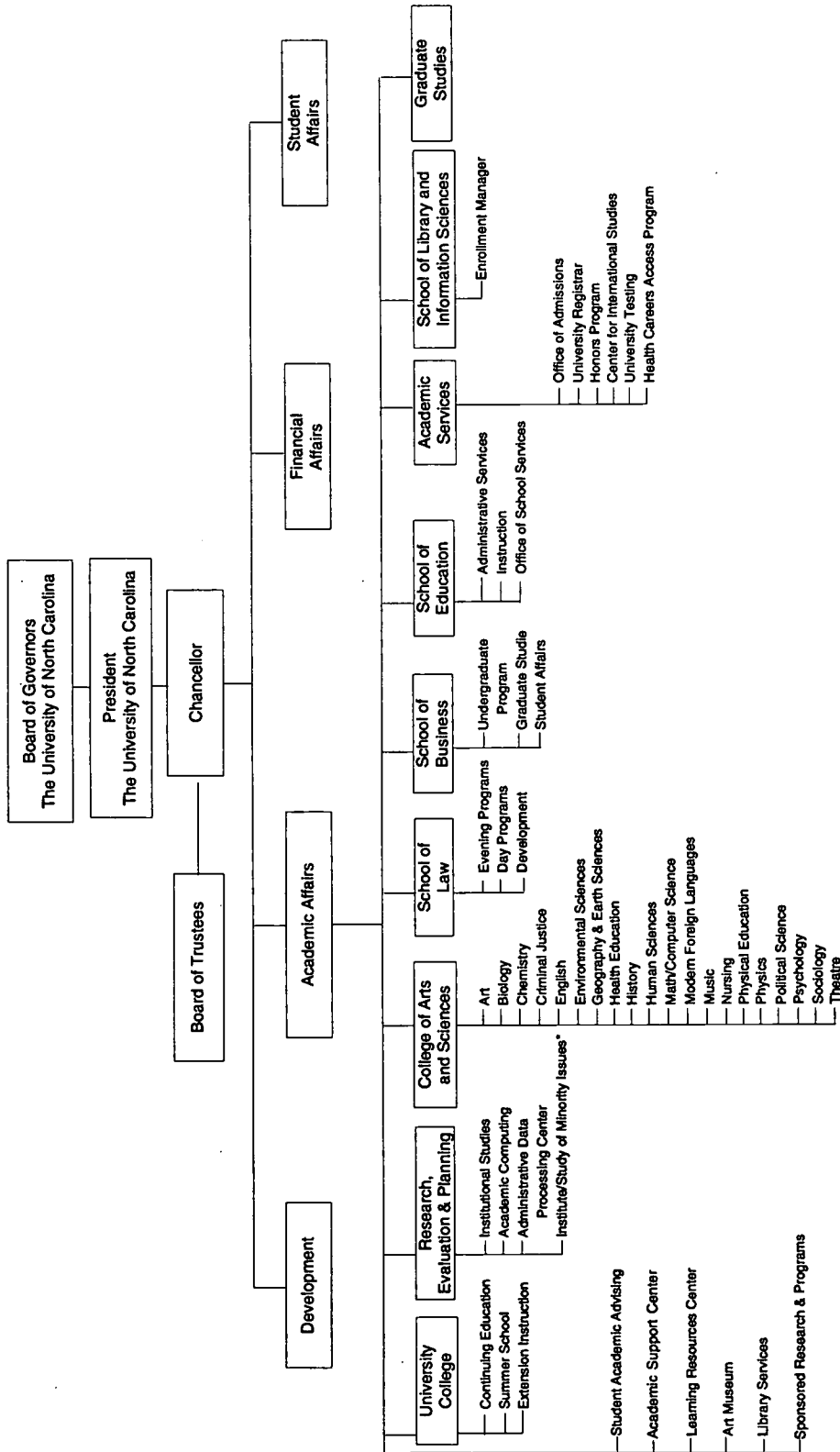
2100	<u>Public Affairs and Services</u>
2102	Public administration
4900	<u>Interdisciplinary Studies</u>
4901	Interdisciplinary studies, general

b. Master's Level

0800	<u>Education</u>
0831	Art education
1400	<u>Law</u>
1401	Law, general (Civil rights)

6. North Carolina Central University is organized academically as shown in the chart which follows:

Organization Chart of
North Carolina Central University, 1997



BEST COPY AVAILABLE

*Research Unit

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 which is 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. Descriptive Classification and Authorized Programs

The North Carolina School of the Arts is a public Specialized Art Institution, authorized to offer programs of study leading to diplomas, certificates, and degrees at those levels and in those discipline divisions and specialties set forth below:

a. High School Level

High School Diploma

b. Postsecondary Certificate Level

Certificate of Proficiency in Dance
Certificate of Proficiency in Design and Production
Certificate of Proficiency in Drama
Certificate of Proficiency in Music

c. Baccalaureate Level

1000 Fine and Applied Arts
1004 Music
1007 Dramatic arts
1008 Dance
1010 Film arts

d. Master's Level

1000 Fine and Applied Arts
1004 Music (performance)
1007 Dramatic arts (theater design and production)

3. Program Discontinuations

No degree program discontinuations are now planned.

4. Authorizations to Plan New Programs

No additional new degree programs are authorized for planning at this time.

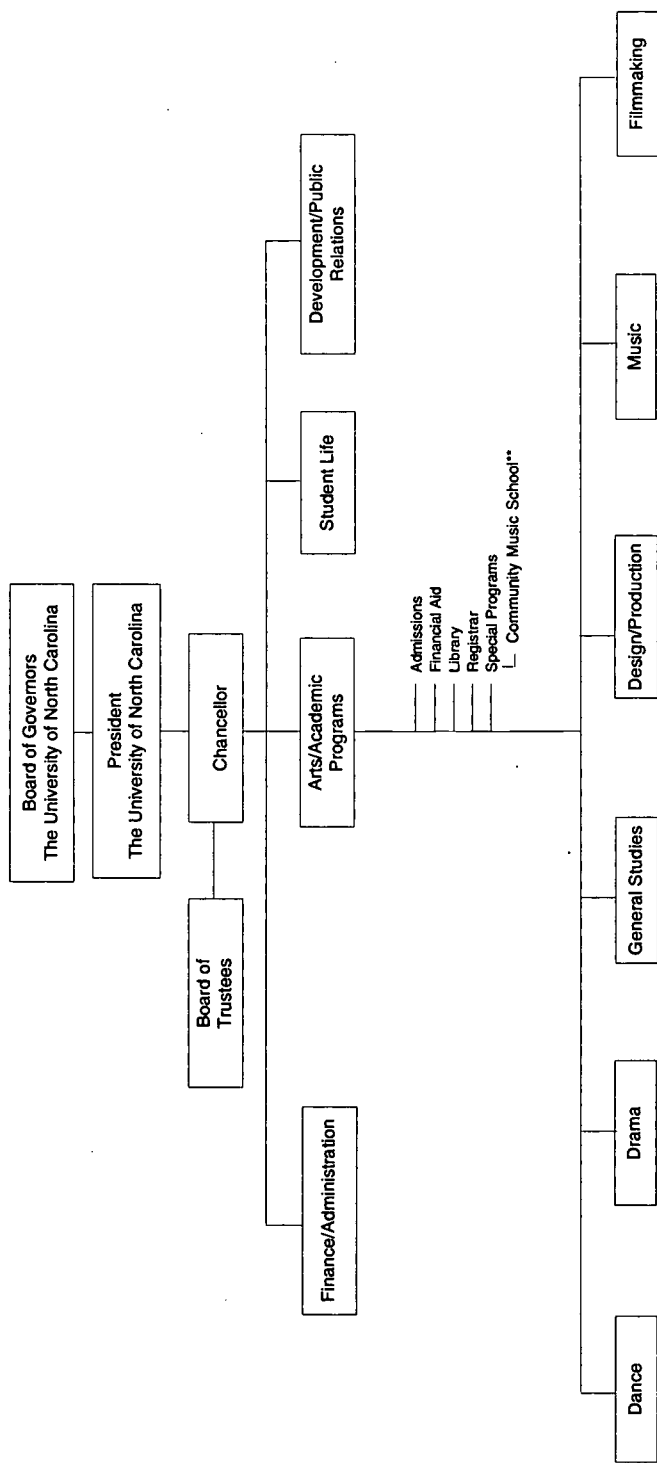
5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new master's program is reconfirmed:

1000 Fine and Applied Arts
1010 Film arts

6. North Carolina School of the Arts is organized academically as shown in the chart which follows:

Organization Chart of
North Carolina School of the Arts, 1997



**Public Service Unit

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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 Research I, land-grant university. Through the active integration of teaching, research, and extension, 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. Descriptive Classification and Authorized Degree Programs

North Carolina State University at Raleigh is a public Research University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:*

a. *Baccalaureate Level*

0100	<u>Agriculture and Natural Resources</u>		
0102	Agronomy (field crops and crop management)	0833	Mathematics education (methodology and theory)
0104	Animal science (husbandry)	0834	Science education (methodology and theory)
0106	Poultry science	0839	Industrial arts, vocational, and technical education
0108	Horticulture (fruit and vegetable production)	0892	Agricultural education
0111	Agricultural economics		
0113	Food science and technology	0900	<u>Engineering</u>
0114	Forestry	0901	Engineering, general
0115	Natural resources management	0902	Aerospace, aeronautical and astronomical engineering
0116	Agriculture and forestry technologies	0906	Chemical engineering (includes petroleum refining)
0200	<u>Architecture and Environmental Design</u>	0908	Civil, construction, and transportation engineering
0202	Architecture	0909	Electrical, electronics, and communications engineering
0204	Landscape architecture	0910	Mechanical engineering
0298	Product design	0913	Industrial and management engineering
0400	<u>Biological Sciences</u>	0915	Materials engineering
0401	Biology, general	0917	Textile engineering
0402	Botany, general	0920	Nuclear engineering
0407	Zoology, general	0995	Textile technology
0411	Microbiology	0996	Biological and agricultural engineering
0414	Biochemistry		
0500	<u>Business and Management</u>		
0502	Accounting	1100	<u>Foreign Languages</u>
0506	Business management and administration	1102	French
		1105	Spanish
0600	<u>Communications</u>	1200	<u>Health Professions</u>
0601	Communications, general	1223	Medical laboratory technologies
		1286	Pre-dental and pre-medical
0700	<u>Computer and Information Sciences</u>	1500	<u>Letters</u>
0701	Computer and information sciences, general	1501	English, general
		1507	Creative writing
0800	<u>Education</u>	1509	Philosophy
0801	Education, general	1510	Religious studies
0804	Middle grades education		

- 1700 Mathematics
 1701 Mathematics, general
 1702 Statistics, mathematical and theoretical
 1703 Applied Mathematics
- 1900 Physical Sciences
 1902 Physics, general
 1905 Chemistry, general
 1913 Atmospheric sciences and meteorology
 1914 Geology
 1996 Textile chemistry
- 2000 Psychology
 2001 Psychology, general
- b. Master's Level*
- 0100 Agriculture and Natural Resources
 0102 Agronomy (field crops and crop management)
 0103 Soils science (management and conservation)
 0104 Animal science (husbandry)
 0106 Poultry science
 0108 Horticulture (fruit and vegetable production)
 0111 Agricultural economics
 0113 Food science and technology
 0114 Forestry
 0115 Natural resources management
 0116 Agriculture and forestry technologies
- 0200 Architecture and Environmental Design
 0202 Architecture
 0204 Landscape architecture
 0298 Product design
- 0400 Biological Sciences
 0402 Botany, general
 0404 Plant pathology
 0407 Zoology, general
 0410 Physiology, human and animal
 0411 Microbiology
 0414 Biochemistry
 0421 Entomology
 0422 Genetics
 0424 Nutrition, scientific (excludes nutrition in home economics and dietetics)
 0426 Toxicology
 0495 Biomathematics
- 0500 Business and Management
 0502 Accounting
 0506 Business management and administration
 0507 Operations research
- 2100 Public Affairs and Services
 2103 Parks and recreation management
 2104 Social work, helping services (other than clinical social work)
 2105 Criminal justice
- 2200 Social Sciences
 2201 Social sciences, general
 2204 Economics
 2205 History
 2207 Political science and government
 2208 Sociology
- 4900 Interdisciplinary Studies
 4903 Humanities and social sciences
- 0700 Computer and Information Sciences
 0701 Computer and information sciences, general
- 0800 Education
 0804 Middle grades education
 0807 Adult and continuing education
 0808 Special education, general
 0826 Student personnel (counseling and guidance)
 0829 Curriculum and instruction
 0833 Mathematics education (methodology and theory)
 0834 Science education (methodology and theory)
 0839 Industrial arts, vocational, and technical education
 0892 Agricultural education
 0893 Educational administration and supervision
- 0900 Engineering
 0901 Engineering, general
 0906 Chemical engineering (includes petroleum refining)
 0908 Civil, construction, and transportation engineering
 0909 Electrical, electronics, and communications engineering
 0910 Mechanical engineering
 0913 Industrial and management engineering
 0915 Materials engineering
 0917 Textile engineering
 0920 Nuclear engineering
 0995 Textile technology
 0996 Biological and agricultural engineering

1200	<u>Health Professions</u>	2100	<u>Public Affairs and Services</u>
	1218 Veterinary medicine		2102 Public administration
			2103 Parks and recreation management
1500	<u>Letters</u>	2200	<u>Social Sciences</u>
	1501 English, general		2204 Economics
1700	<u>Mathematics</u>		2205 History
	1701 Mathematics, general		2207 Political science and government
	1702 Statistics, mathematical and theoretical		2208 Sociology
	1703 Applied mathematics		2297 Rural sociology
1900	<u>Physical Sciences</u>	4900	<u>Interdisciplinary Studies</u>
	1902 Physics, general		4901 General liberal arts and sciences
	1905 Chemistry, general		4990 Marine sciences
	1996 Textile chemistry		4991 International development, technology for
2000	<u>Psychology</u>		
	2001 Psychology, general		
	<i>c. First Professional Level</i>		
1200	<u>Health Professions</u>		
	1218 Veterinary medicine (D.V.M.)		
	<i>d. Doctoral Level</i>		
0100	<u>Agriculture and Natural Resources</u>	0800	<u>Education</u>
	0102 Agronomy (field crops and crop management)		0807 Adult and continuing education
	0103 Soils science (management and conservation)		0825 Educational testing, evaluation & measurement
	0104 Animal science (husbandry)		0826 Student personnel (counseling and guidance)
	0108 Horticulture (fruit and vegetable production)		0829 Curriculum and instruction
	0113 Food science and technology		0833 Mathematics education (methodology and theory)
	0114 Forestry		0834 Science education (methodology and theory)
	0116 Agriculture and forestry technologies		0839 Industrial arts, vocational, and technical education
0400	<u>Biological Sciences</u>		0893 Educational administration and supervision
	0402 Botany, general	0900	<u>Engineering</u>
	0404 Plant pathology		0906 Chemical engineering (includes petroleum refining)
	0407 Zoology, general		0908 Civil, construction, and transportation engineering
	0410 Physiology, human and animal		0909 Electrical, electronics, and communications engineering
	0411 Microbiology		0910 Mechanical engineering
	0414 Biochemistry		0913 Industrial and management engineering
	0421 Entomology		0915 Materials engineering
	0422 Genetics		0920 Nuclear engineering
	0424 Nutrition, scientific (excludes nutrition in home economics and dietetics)		0995 Textile technology
	0426 Toxicology		0996 Biological and agricultural engineering
	0495 Biomathematics		
0500	<u>Business Management</u>		
	0507 Operations research		
0700	<u>Computer and Information Sciences</u>	1200	<u>Health Professions</u>
	0701 Computer and information sciences		1218 Veterinary medicine

1700 Mathematics
1701 Mathematics, general
1702 Statistics, mathematical and theoretical
1703 Applied mathematics

1900 Physical Sciences
1902 Physics, general
1905 Chemistry, general
1997 Fiber and polymer science

2000 Psychology
2001 Psychology, general

3. Program Discontinuations

No degree program discontinuations are now planned.

4. Authorizations to Plan New Programs

North Carolina State University is authorized to plan the following new degree programs:

a. Baccalaureate Level

4900 Interdisciplinary Studies
4990 Marine sciences

2100 Public Affairs and Services
2102 Public administration

2200 Social Sciences
2204 Economics
2208 Sociology

4900 Interdisciplinary Studies
4990 Marine sciences

b. Doctoral Level

0200 Architecture and Environmental Design
0299 Design

2100 Public Affairs and Services
2103 Parks, recreation & tourism
management

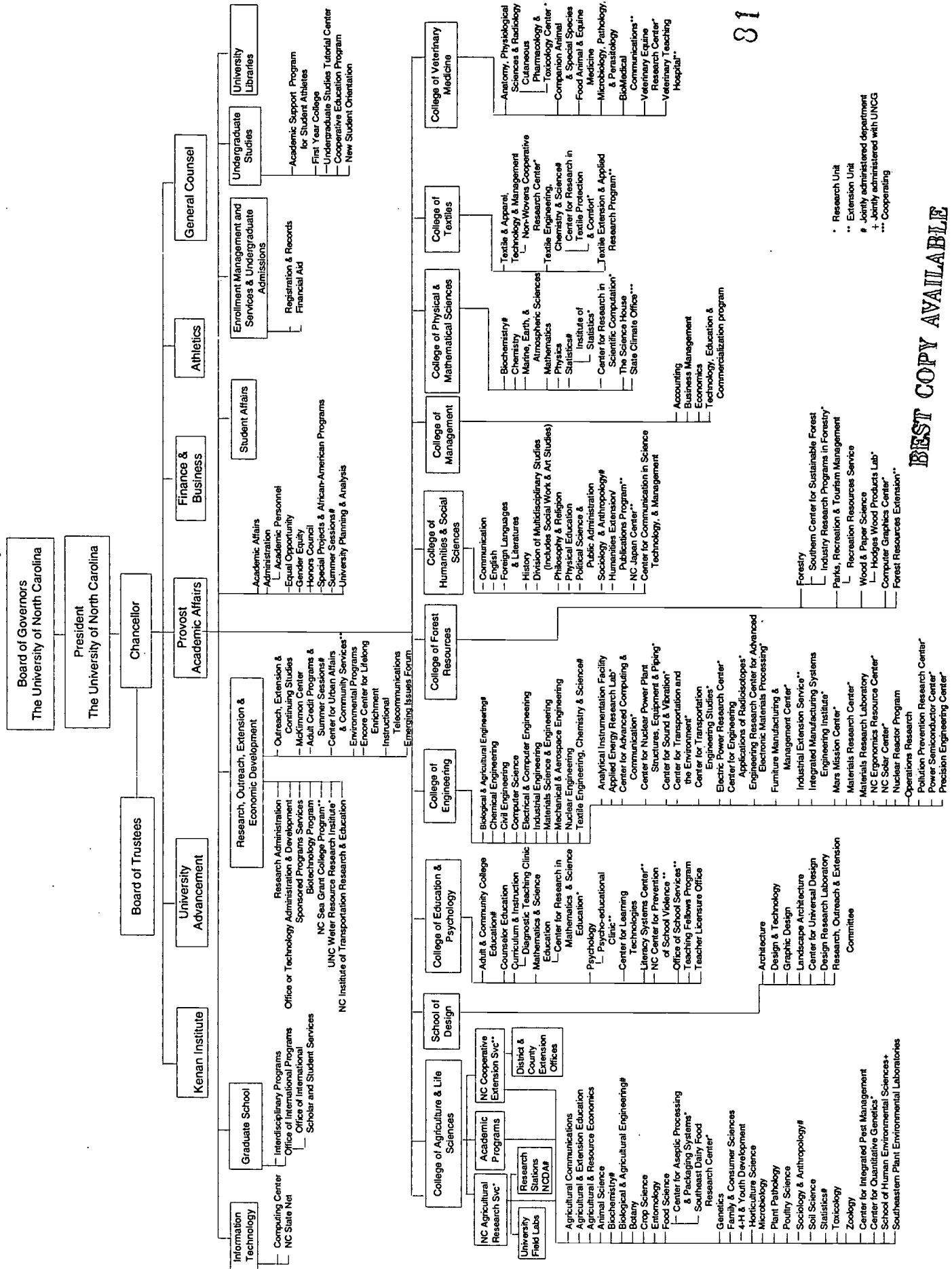
5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new doctoral degree program is reconfirmed:

0400 Biological Sciences
0416 Molecular biology

6. North Carolina State University is organized academically as shown in the chart which follows:

Organization Chart of North Carolina State University, 1997



BEST COPY AVAILABLE

* Research Unit
** Jointly administered department
+ Jointly administered with UNCG
*** Cooperating

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

1. General Statement of Educational Mission

The University of North Carolina at Asheville is distinctive within the public higher education system of North Carolina in its primary mission: to offer an undergraduate liberal arts education of superior quality for serious and able students. The university also provides selected pre-professional and professional programs which are solidly grounded in the liberal arts. The university is committed to a liberating education emphasizing the central role of humane values in thought and action, the free and rigorous pursuit of truth, and a respect for differing points of view and heritage. It aims to develop men and women of broad perspective who think critically and creatively and who communicate effectively. The university maintains undergraduate programs in the arts, the humanities, and the natural and social sciences, and offers at the graduate level the Master of Liberal Arts. It promotes understanding of the connections among the traditional disciplines of the liberal arts through interdisciplinary studies, and it integrates the areas of inquiry with programs that prepare students for meaningful careers and professions. It promotes innovation in curriculum and instruction by a faculty dedicated to teaching. The University is committed to serving the community in ways that complement its educational mission. Programs for advanced professional study are also available through the Asheville Graduate Center located on campus. The university seeks to enrich cultural life, enhance the conduct of public affairs, and contribute to the advancement of the region, the state, and the nation.

2. Descriptive Classification and Authorized Degree Programs

The University of North Carolina at Asheville is a public Baccalaureate (liberal arts) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0400	<u>Biological Sciences</u>	1500	<u>Letters</u>
0401	Biology, general	1502	Literature, English
0500	<u>Business and Management</u>	1504	Classics
0502	Accounting	1509	Philosophy
0506	Business management and administration	1700	<u>Mathematics</u>
0588	Industrial and engineering management	1701	Mathematics, general
0600	<u>Communications</u>	1900	<u>Physical Sciences</u>
0601	Communications, general	1902	Physics, general
0700	<u>Computer and Information Sciences</u>	1905	Chemistry, general
0701	Computer and information sciences, general	1913	Atmospheric sciences and meteorology
1000	<u>Fine and Applied Arts</u>	2000	<u>Psychology</u>
1002	Art (painting, drawing, sculpture)	2001	Psychology, general
1005	Music (liberal arts program)	2200	<u>Social Sciences</u>
1007	Dramatic arts	2204	Economics
1100	<u>Foreign Languages</u>	2205	History
1102	French	2207	Political science and government
1103	German	2208	Sociology
1105	Spanish	4900	<u>Interdisciplinary Studies</u>
		4902	Biological and physical sciences

b. Master's Level

4900	<u>Interdisciplinary Studies</u>
4901	Liberal studies

3. Program Discontinuations

No degree program discontinuations are now planned.

4. Authorizations to Plan New Programs

No additional new degree programs are authorized for planning at this time.

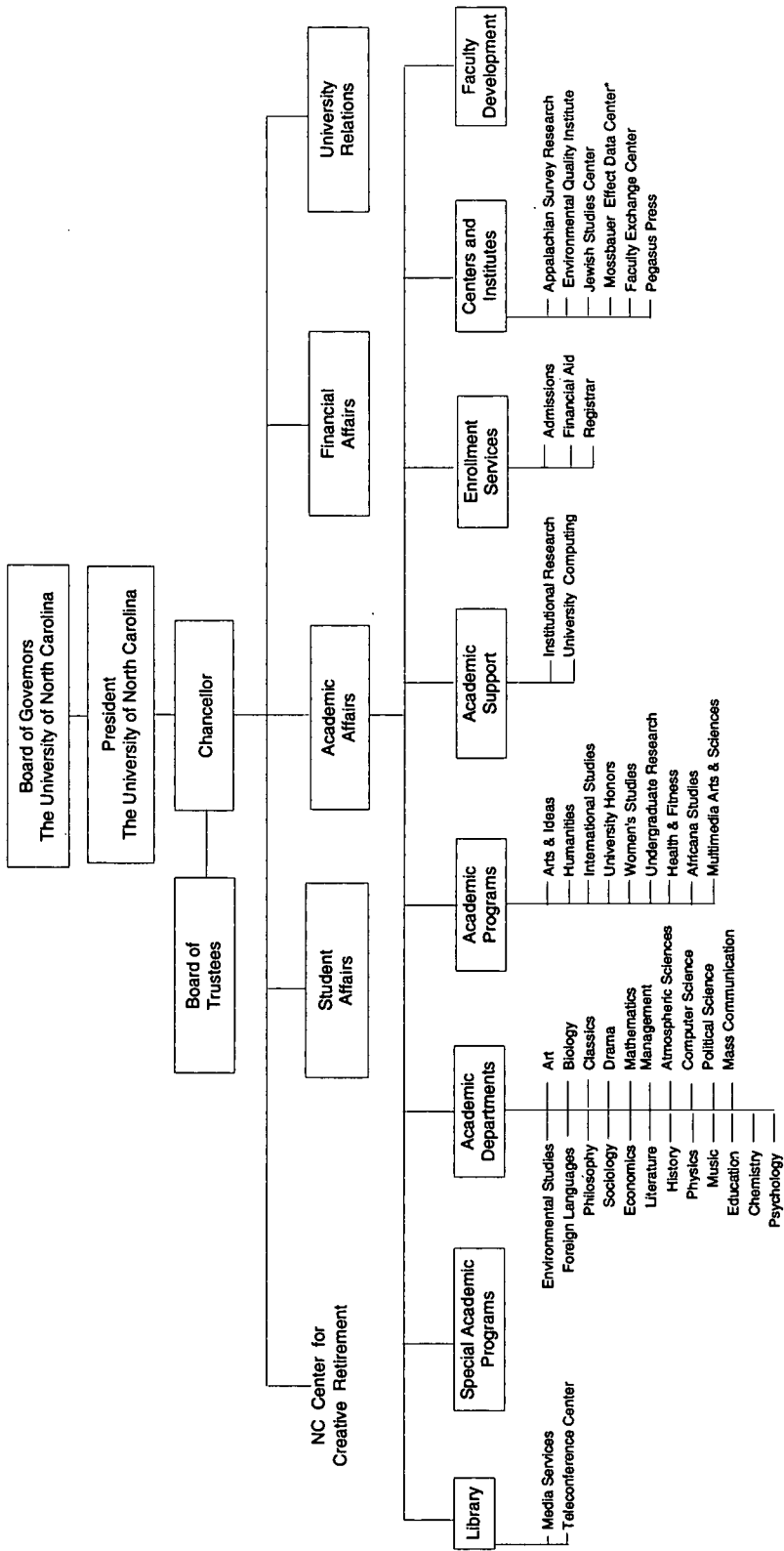
5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new baccalaureate program is reconfirmed:

4900 Interdisciplinary Studies
4989 Multimedia arts and sciences

6. The University of North Carolina at Asheville is organized academically as shown in the chart which follows:

Organization Chart of
The University of North Carolina at Asheville, 1997



*Research Unit

BEST COPY AVAILABLE

85

84

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 research 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. Descriptive Classification and Authorized Degree Programs

The University of North Carolina at Chapel Hill is a public Research University I, authorized to offer programs of study leading to certificates and degrees at those levels and in those discipline divisions and specialties set forth below:

<i>a. Baccalaureate Level</i>			
0300	<u>Area Studies</u>	1000	<u>Fine and Applied Arts</u>
0301	East Asian studies	1002	Art (painting, drawing, sculpture)
0307	Russian studies	1003	Art history and appreciation
0308	Latin American studies	1004	Music (performing, composition, theory)
0313	American studies	1005	Music (liberal arts program)
0398	International studies	1007	Dramatic arts
0400	<u>Biological Sciences</u>		
0401	Biology, general	1100	<u>Foreign Languages</u>
0500	<u>Business and Management</u>	1102	French
0506	Business management and administration	1103	German
0516	Labor and industrial relations	1105	Spanish
		1106	Russian
		1198	Romance languages and literatures
0600	<u>Communications</u>	1200	<u>Health Professions</u>
0601	Communications, general	1203	Nursing
0602	Journalism	1213	Dental hygiene
		1214	Public health
0800	<u>Education</u>	1223	Medical laboratory technologies
0802	Elementary education, general	1225	Radiologic technologies
0804	Middle grades education		
0835	Physical education		

* A number of postsecondary certificate programs in health and allied health professions are offered in the medical center. These programs are listed in the Appendix.

1500	<u>Letters</u>	2000	<u>Psychology</u>
1501	English, general	2001	Psychology, general
1503	Comparative literature	2100	<u>Public Affairs and Services</u>
1504	Classics	2103	Parks and recreation management
1505	Linguistics (includes phonetics, semantics, and philology)	2200	<u>Social Sciences</u>
1506	Speech, debate, and forensic science	2201	Social sciences, general
1509	Philosophy	2202	Anthropology
1510	Religious studies (excludes theological professions)	2204	Economics
1700	<u>Mathematics</u>	2205	History
1701	Mathematics, general	2206	Geography
1798	Mathematical sciences	2207	Political science and government
1900	<u>Physical Sciences</u>	2208	Sociology
1902	Physics, general	2211	Afro-American studies
1905	Chemistry, general	2299	Public policy analysis
1914	Geology	4900	<u>Interdisciplinary Studies</u>
1994	Applied science	4901	General liberal arts and sciences
		4972	Child development and family studies
		4975	Women's studies
		4997	Peace, war and defense
	<i>b. Master's Level</i>		
0200	<u>Architecture and Environmental Design</u>	0700	<u>Computer and Information Sciences</u>
0206	City, community, and regional planning	0701	Computer and information sciences, general
0400	<u>Biological Sciences</u>	0800	<u>Education</u>
0401	Biology, general	0802	Elementary education, general
0403	Bacteriology	0804	Middle grades education
0408	Pathology, human and animal	0808	Special education, general
0409	Pharmacology, human and animal	0822	Educational psychology (includes learning theory)
0410	Physiology, human and animal	0826	Student personnel (counseling and guidance)
0412	Anatomy	0827	Educational administration
0414	Biochemistry	0829	Curriculum and instruction
0419	Biometrics and biostatistics	0832	Music education (methodology and theory)
0420	Ecology	0834	Science education (methodology and theory)
0422	Genetics	0835	Physical education
0424	Nutrition, scientific (excludes nutrition in home economics and dietetics)	0893	Educational administration and supervision
0426	Toxicology	0897	Educational media
0497	Parasitology	1000	<u>Fine and Applied Arts</u>
0500	<u>Business and Management</u>	1002	Art (painting, drawing, sculpture)
0502	Accounting	1003	Art history and appreciation
0506	Business management and administration	1005	Music (liberal arts program)
0507	Operations research	1007	Dramatic arts
0600	<u>Communications</u>		
0601	Communications, general		
0698	Mass communication		

- | | |
|--|--|
| <p>1100 <u>Foreign Languages</u>
 1102 French
 1103 German
 1105 Spanish
 1109 Latin
 1196 Slavic languages (including Russian)
 1197 Germanic languages
 1198 Romance languages and literatures</p> <p>1200 <u>Health Professions</u>
 1203 Nursing
 1205 Dental specialties
 1208 Occupational therapy, basic
 1211 Pharmacy
 1212 Physical therapy
 1214 Public health
 1220 Speech pathology and audiology
 1281 Rehabilitation counseling
 1287 Environmental sciences and engineering
 1288 Health administration
 1289 Health education
 1290 Public health nursing
 1292 Dental hygiene education
 1293 Maternal and child health
 1295 Epidemiology</p> <p>1500 <u>Letters</u>
 1501 English, general
 1503 Comparative literature
 1504 Classics
 1505 Linguistics (includes phonetics, semantics, and philology)
 1506 Speech, debate, and forensic science
 1509 Philosophy
 1510 Religious studies (exclude theological professions)
 1596 Folklore</p> | <p>1600 <u>Library Science</u>
 1601 Library science, general</p> <p>1700 <u>Mathematics</u>
 1701 Mathematics, general
 1702 Statistics, mathematical and theoretical</p> <p>1900 <u>Physical Sciences</u>
 1902 Physics, general
 1905 Chemistry, general
 1914 Geology
 1995 Biological chemistry</p> <p>2000 <u>Psychology</u>
 2001 Psychology, general
 2097 School psychology</p> <p>2100 <u>Public Affairs and Services</u>
 2102 Public administration
 2103 Parks and recreation management
 2104 Social work, helping services</p> <p>2200 <u>Social Sciences</u>
 2201 Social sciences, general
 2202 Anthropology
 2204 Economics
 2205 History
 2206 Geography
 2207 Political science and government
 2208 Sociology</p> <p>4900 <u>Interdisciplinary Studies</u>
 4987 Biomedical sciences and mathematics
 4990 Marine sciences</p> |
|--|--|

c. Intermediate (Sixth-Year) Level

- 1600 Library Science
1601 Library science, general (Post-master's certificate)

d. First Professional Level

- 1200 Health Profession
1204 Dentistry (D.D.S.)
1206 Medicine (M.D.)
1211 Pharmacy (Pharm.D.)
- 1400 Law
1401 Law, general

e. Doctoral Level

0200	<u>Architecture and Environmental Design</u>	1200	<u>Health Professions</u>
0206	City, community, and regional planning	1203	Nursing
0400	<u>Biological Sciences</u>	1205	Dental specialties
0401	Biology, general	1211	Pharmacy
0403	Bacteriology	1287	Environmental sciences and engineering
0408	Pathology, human and animal	1288	Health administration
0409	Pharmacology, human and animal	1289	Health education
0410	Physiology, human and animal	1293	Maternal and child health
0412	Anatomy	1295	Epidemiology
0414	Biochemistry	1500	<u>Letters</u>
0419	Biometrics and biostatistics	1501	English, general
0420	Ecology	1503	Comparative literature
0422	Genetics	1504	Classics
0424	Nutrition, scientific (excludes nutrition in home economics)	1505	Linguistics (includes phonetics, semantics, and philology)
0425	Neurosciences	1509	Philosophy
0426	Toxicology	1510	Religious studies
0500	<u>Business and Management</u>	1600	<u>Library Sciences</u>
0506	Business management and administration	1601	Library science, general
0507	Operations research	1700	<u>Mathematics</u>
0600	<u>Communications</u>	1701	Mathematics, general
0698	Mass communication	1702	Statistics, mathematical and theoretical
0700	<u>Computer and Information Sciences</u>	1900	<u>Physical Sciences</u>
0701	Computer and information sciences, general	1902	Physics, general
0800	<u>Education</u>	1905	Chemistry, general
0808	Special education, general	1914	Geology
0821	Social foundations (history and philosophy of education)	1995	Biological chemistry
0822	Educational psychology (includes learning theory)	2000	<u>Psychology</u>
0829	Curriculum and instruction	2001	Psychology, general
0893	Educational administration and supervision	2097	School psychology
1000	<u>Fine and Applied Arts</u>	2100	<u>Public Affairs and Services</u>
1003	Art history and appreciation	2104	Social work, helping services
1005	Music (liberal arts program)	2200	<u>Social Sciences</u>
1100	<u>Foreign Languages</u>	2202	Anthropology
1196	Slavic languages (including Russian)	2204	Economics
1197	Germanic languages	2205	History
1198	Romance languages and literatures	2206	Geography
		2207	Political science and government
		2208	Sociology
		2299	Public policy analysis
		4900	<u>Interdisciplinary Studies</u>
		4987	Biomedical sciences and mathematics
		4990	Marine sciences

3. Program Discontinuations

The University of North Carolina at Chapel Hill is authorized to discontinue the following baccalaureate level degree programs:

- 0800 Education
0834 Science education (methodology and theory)
- 1100 Foreign Languages
1109 Latin, secondary education

4. Authorizations to Plan New Programs

The University of North Carolina at Chapel Hill is authorized to plan the following new baccalaureate degree programs:

- 4900 Interdisciplinary Studies
4996 Environmental studies
(Tracks in environmental studies and
environmental sciences)

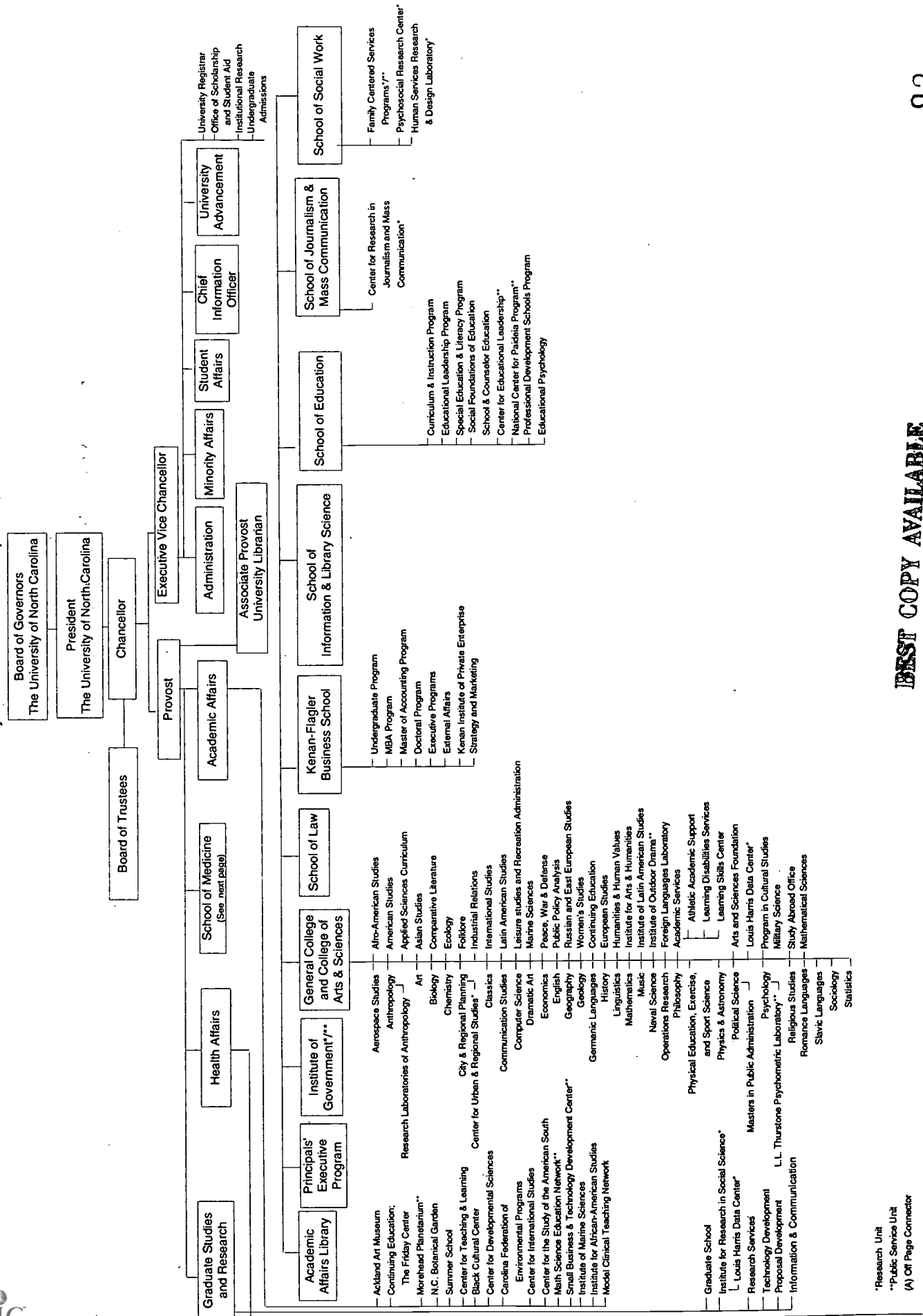
5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new doctoral programs is reconfirmed:

- 0600 Communications
0601 Communications, general
- 1200 Health Professions
1212 Human movement sciences

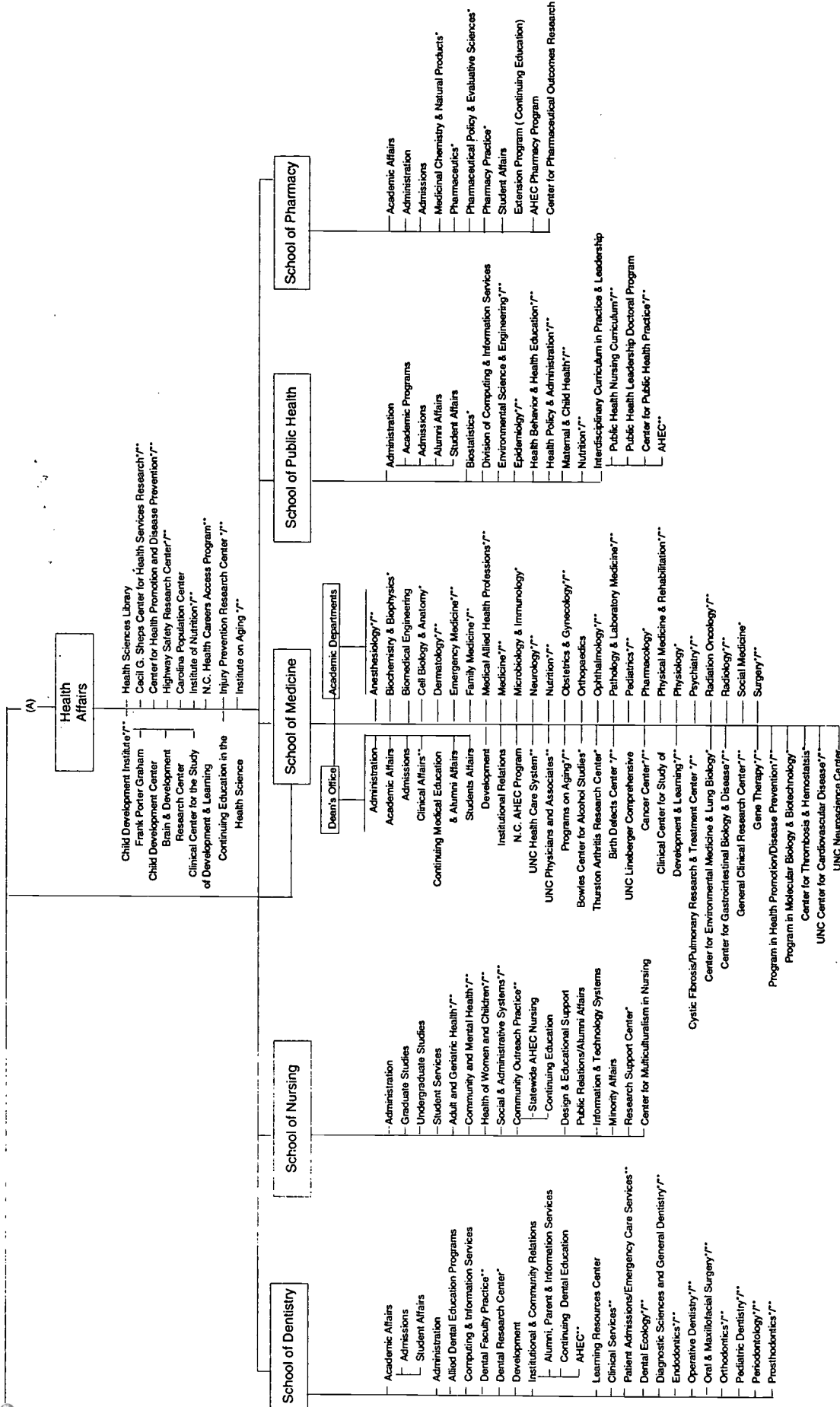
6. The University of North Carolina at Chapel Hill is organized academically as shown in the chart which follows:

Organization Chart of The University of North Carolina at Chapel Hill, 1997



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

BEST COPY AVAILABLE



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

BEST COPY AVAILABLE

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

1. General Statement of Educational Mission

UNC Charlotte is the public university of 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 the private, public, and nonprofit institutional resources 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, and Nursing and Health Professions, and through programs and services designed to support students' intellectual and personal development. The university offers a comprehensive array of baccalaureate and master's programs and selective opportunities for doctoral education.

2. Descriptive Classification and Authorized Degree Programs

The University of North Carolina at Charlotte is a public Master's (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0200	<u>Architecture and Environmental Design</u> 0202 Architecture	1000	<u>Fine and Applied Arts</u> 1002 Art (painting, drawing, sculpture) 1004 Music (performing, composition, theory) 1007 Dramatic arts 1008 Dance
0400	<u>Biological Sciences</u> 0401 Biology, general		
0500	<u>Business and Management</u> 0501 Business and commerce, general 0502 Accounting 0506 Business management and administration	1100	<u>Foreign Languages</u> 1102 French 1103 German 1105 Spanish
0600	<u>Communications</u> 0601 Communications, general	1200	<u>Health professions</u> 1203 Nursing 1223 Medical laboratory technologies
0700	<u>Computer and Information Sciences</u> 0701 Computer and information sciences, general	1300	<u>Home Economics</u> 1305 Family relations and child development
0800	<u>Education</u> 0802 Elementary education, general 0804 Middle grades education 0808 Special education, general 0837 Health education	1500	<u>Letters</u> 1501 English, general 1509 Philosophy 1510 Religious studies (excludes theological professions)
0900	<u>Engineering</u> 0908 Civil, construction, and transportation engineering 0909 Electrical, electronics, and communications engineering 0910 Mechanical engineering 0925 Engineering technologies	1700	<u>Mathematics</u> 1701 Mathematics, general
		1900	<u>Physical Sciences</u> 1902 Physics, general 1905 Chemistry, general 1914 Geology 1917 Earth sciences, general

2000	<u>Psychology</u>	2001	Psychology, general	2200	<u>Social Sciences</u>
				2202	Anthropology
2100	<u>Public Affairs and Services</u>	2104	Social work, helping services	2204	Economics
		2105	Criminal justice	2205	History
		2198	Human services, general	2206	Geography
				2207	Political science and government
				2208	Sociology
				2211	Afro-American studies
	<i>b. Master's Level</i>				
0200	<u>Architecture and Environmental Design</u>	0202	Architecture	1200	<u>Health Professions</u>
				1203	Nursing
0400	<u>Biological Sciences</u>	0401	Biology, general	1288	Health administration
				1289	Health education
0500	<u>Business and Management</u>	0502	Accounting	1500	<u>Letters</u>
		0506	Business management and administration	1501	English, general
0700	<u>Computer and Information Sciences</u>	0701	Computer and information sciences, general	1700	<u>Mathematics</u>
				1701	Mathematics, general
				1702	Statistics, mathematical & theoretical
				1703	Applied mathematics
0800	<u>Education</u>	0802	Elementary education, general	1900	<u>Physical Sciences</u>
		0804	Middle grades education	1902	Physics, general
		0808	Special education, general	1905	Chemistry, general
		0826	Student personnel (counseling and guidance)	2000	<u>Psychology</u>
		0827	Educational administration	2001	Psychology, general
		0829	Curriculum and instruction	2100	<u>Public Affairs and Services</u>
		0830	Reading education	2102	Public administration
0900	<u>Engineering</u>	0901	Engineering, general	2104	Social work, helping services
		0908	Civil, construction, and transportation engineering	2105	Criminal justice
		0909	Electrical, electronics and communications engineering	2200	<u>Social Sciences</u>
		0910	Mechanical engineering	2204	Economics
				2205	History
				2206	Geography
				2208	Sociology
				4900	<u>Interdisciplinary Studies</u>
				4901	Liberal studies

c. Intermediate (Sixth-Year) Level

0800 Education
0827 Educational administration (C.A.S.)

d. Doctoral Level

0800 Education
0893 Educational administration & supervision

0900 Engineering
0909 Electrical engineering
0910 Mechanical engineering

1700 Mathematics
1703 Applied mathematics

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

The University of North Carolina at Charlotte is authorized to plan the following new degree programs:

a. Baccalaureate Level

4900 Interdisciplinary Studies
4970 International studies

b. Master's Level

0900 Engineering
0999 Engineering management

5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new degree programs is reconfirmed:

a. Master's Level

1300 Home Economics
1305 Family relations and child
development

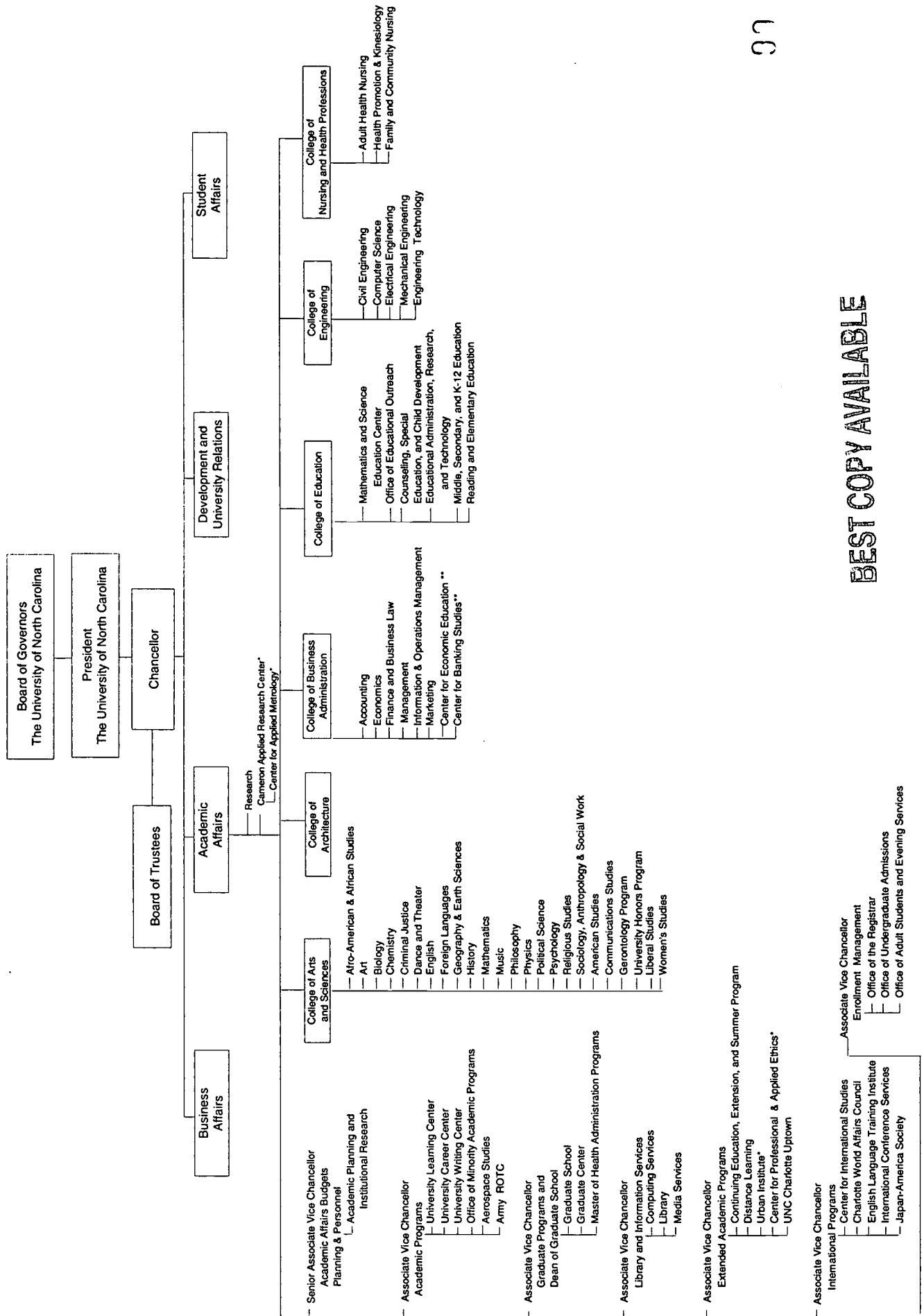
b. Doctoral Level

0400 Biological Sciences
0401 Biology, general

0700 Computer and Information Sciences
0701 Computer and information
sciences, general

6. The University of North Carolina at Charlotte is organized academically as shown in the chart which follows:

Organization Chart of
The University of North Carolina at Charlotte, 1997



THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

1. General Statement of Educational Mission

The University of North Carolina at Greensboro is a leading student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service. UNCG has for the past century offered rigorous undergraduate programs in the liberal arts and professions. Assuming additional responsibility in 1963 for doctoral work, it now provides an array of nationally recognized graduate programs. The University affirms the primacy of teaching and learning at all levels. Teaching, research, scholarship, creative work, and service are expected to be excellent and mutually reinforcing of one another. Intellectual curiosity, tolerance, and a commitment to build and sustain community are the foundation for our endeavors as a university.

2. Descriptive Classification and Authorized Degree Programs

The University of North Carolina at Greensboro is a public Doctoral University I, authorized to offer programs of study leading to certificates and degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0400	<u>Biological Sciences</u>	1100	<u>Foreign Languages</u>
	0401 Biology, general		1102 French
			1103 German
			1105 Spanish
0500	<u>Business and Management</u>	1200	<u>Health Professions</u>
	0502 Accounting		1203 Nursing
	0504 Banking and finance		1220 Speech pathology and audiology
	0506 Business management and administration		1223 Medical laboratory technologies
0600	<u>Communications</u>		
	0603 Radio and television		
0700	<u>Computer and Information Sciences</u>	1300	<u>Home Economics</u>
	0701 Computer and information sciences, general		1302 Home decoration and home equipment
			1303 Clothing and textiles
			1305 Family relations and child development
0800	<u>Education</u>		1306 Foods and nutrition (include dietetics)
	0802 Elementary education, general	1500	<u>Letters</u>
	0804 Middle grades education		1501 English, general
	0812 Education of the deaf		1504 Classics
	0831 Art education (methodology and theory)		1506 Speech, debate, and forensic science
	0832 Music education (methodology and theory)		1509 Philosophy
	0835 Physical education		1510 Religious studies (excludes theological professions)
	0837 Health education (includes family life education)		
1000	<u>Fine and Applied Arts</u>	1700	<u>Mathematics</u>
	1002 Art (painting, drawing, sculpture)		1701 Mathematics, general
	1003 Art history and appreciation	1900	<u>Physical Sciences</u>
	1004 Music (performing, composition, theory)		1902 Physics, general
	1007 Dramatic arts		1905 Chemistry, general
	1008 Dance	2000	<u>Psychology</u>
			2001 Psychology, general

2100	<u>Public Affairs and Services</u>	2206	Geography
2103	Parks and recreation management	2207	Political science and government
2104	Social work, helping services (other than clinical social work)	2208	Sociology
2200	<u>Social Sciences</u>	4900	<u>Interdisciplinary Studies</u>
2202	Anthropology	4901	General liberal arts and sciences
2204	Economics	4975	Women's studies
2205	History		
	<i>b. Master's Level</i>		
0400	<u>Biological Sciences</u>	1200	<u>Health Professions</u>
0401	Biology, general	1203	Nursing
0500	<u>Business and Management</u>	1214	Public health
0502	Accounting	1220	Speech pathology and audiology
0506	Business management and administration	1300	<u>Home Economics</u>
0600	<u>Communications</u>	1301	Home economics, general
0603	Radio and television	1302	Home decoration, interior design
0800	<u>Education</u>	1303	Clothing and textiles
0802	Elementary education, general	1305	Family relations and child development
0804	Middle grades education	1306	Foods and nutrition (includes dietetics)
0805	Higher education, general	1500	<u>Letters</u>
0808	Special education, general	1501	English, general
0825	Education testing, evaluation and measurement	1506	Speech, debate, and forensic science
0826	Student personnel (counseling and guidance)	1507	Creative writing
0827	School administration	1600	<u>Library Science</u>
0828	Educational supervision	1601	Library science, general
0832	Music education (methodology and theory)	1700	<u>Mathematics</u>
0834	Science education (methodology and theory)	1701	Mathematics, general
0835	Physical education	1900	<u>Physical Sciences</u>
0838	Business, commerce, and distributive education	1905	Chemistry, general
1000	<u>Fine and Applied Arts</u>	2000	<u>Psychology</u>
1002	Art (painting, drawing, sculpture)	2001	Psychology, general
1004	Music (performing, composition, theory)	2100	<u>Public Affairs & Services</u>
1007	Dramatic arts	2103	Parks & recreation management
1008	Dance	2104	Social work, helping services
1100	<u>Foreign Languages</u>	2200	<u>Social Sciences</u>
1109	Latin	2201	Social sciences, general
1198	Romance languages and literatures	2204	Economics
		2205	History
		2206	Geography
		2207	Political science and government
		2208	Sociology
		4900	<u>Interdisciplinary Studies</u>
		4901	Liberal studies

c. Intermediate (Sixth-Year) Level

- 0800 Education
0826 Student personnel (counseling and guidance) (Ed.S.)
0827 Educational administration (Ed.S.)

d. Doctoral Level

- | | | | |
|------|---|------|--|
| 0800 | <u>Education</u> | 1300 | <u>Home Economics</u> |
| 0825 | Educational testing and evaluation | 1303 | Clothing and textiles |
| 0826 | Student personnel (counseling and guidance) | 1305 | Family relations and child development |
| 0827 | Educational administration | 1306 | Foods and nutrition (includes dietetics) |
| 0829 | Curriculum and instruction | | |
| 0832 | Music education (methodology and theory) | 1500 | <u>Letters</u> |
| 0835 | Physical education | 1501 | English, general |
| | | 2000 | <u>Psychology</u> |
| 1000 | <u>Fine and Applied Arts</u> | 2001 | Psychology, general |
| 1004 | Music (performing, composition, and theory) | | |

3. Program Discontinuations

The University of North Carolina at Greensboro is authorized to discontinue the following degree programs:

a. Baccalaureate Level

- 0500 Business and Management
0509 Marketing and purchasing
- 0800 Education
0838 Business, commerce, and distributive education
- 1300 Home Economics
1301 Home economics, general

b. Master's Level

- 1900 Physical Sciences
1902 Physics, general

c. Doctoral Level

- 1300 Home Economics
1301 Home economic, general

4. Authorizations to Plan New Programs

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

a. Baccalaureate Level

- 1300 Home Economics
1301 Hospitality management

b. Master's Level

- 1200 Health Professions
1288 Health management
- 2100 Public Affairs & Services
2104 Gerontology
- 4900 Interdisciplinary Studies
4986 Genetic counseling

5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new degree programs is reconfirmed:

a. Baccalaureate Level

0400 Biological Sciences
0414 Biochemistry

b. Master's Level

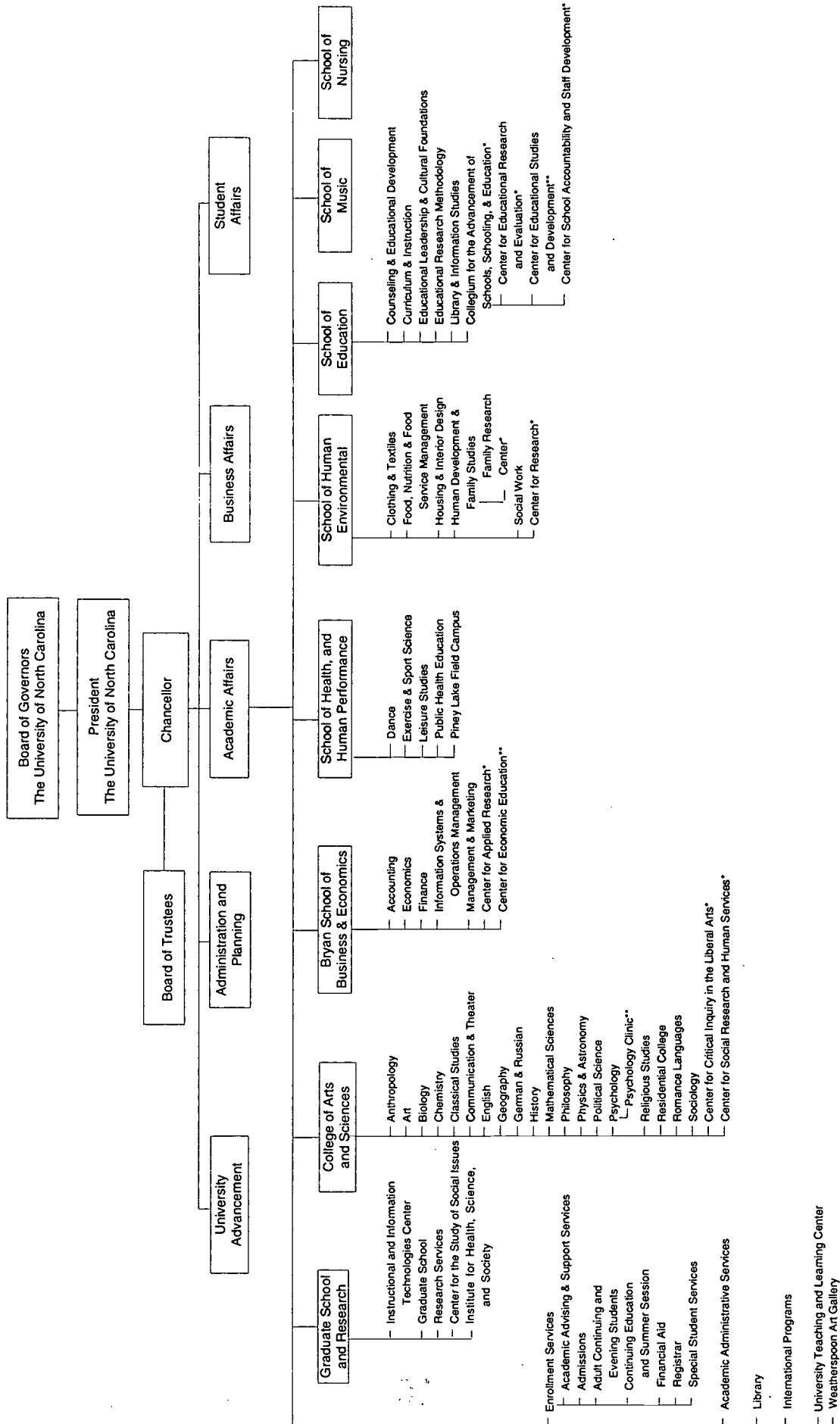
0700 Computer and Information Sciences
0701 Computer and information sciences,
general

c. Doctoral Level

2200 Social Sciences
2205 History

6. The University of North Carolina at Greensboro is organized academically as shown in the chart which follows:

Organization Chart of
The University of North Carolina at Greensboro, 1997



*Research Unit
**Public Service Unit

BEST COPY AVAILABLE

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

1. General Statement of Educational Mission

The University of North Carolina at Pembroke, as a constituent institution of the University of North Carolina, is committed to academic excellence in a balanced program of teaching, research, and service. The institution is a public comprehensive university offering degrees at the baccalaureate and master's levels in the liberal arts and sciences and in selected pre-professional areas. A primary focus is to promote excellence in teaching. Student engagement with a faculty dedicated to sound, vigorous teaching and to dynamic contributions in their academic disciplines enables the University of North Carolina at Pembroke graduates to perform with distinction within and beyond the region.

Founded in 1887 as an institution for the education for American Indians, the University of North Carolina at Pembroke will continue to affirm the unique strength of its culturally diverse student body, community, and region. The interaction within and among these groups fosters social consciousness and sensitivity to the rights and views of others, encouraging appreciation of different cultures in a global perspective.

Through its commitment to education as a lifelong experience, the university seeks to enhance and enrich the intellectual, economic, social, cultural and political life of the region.

2. Descriptive Classification and Authorized Degree Programs

The University of North Carolina at Pembroke is a public Master's (comprehensive) University I authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. Baccalaureate Level

0300	<u>Area Studies</u> 0313 American studies	1200	<u>Health Professions</u> 1203 Nursing
0400	<u>Biological Sciences</u> 0401 Biology, general	1500	<u>Letters</u> 1501 English, general 1597 Philosophy and religion
0500	<u>Business and Management</u> 0506 Business management & administration	1700	<u>Mathematics</u> 1701 Mathematics, general
0600	<u>Communications</u> 0601 Communications, general	1900	<u>Physical Sciences</u> 1905 Chemistry, general
0700	<u>Computer and Information Sciences</u> 0701 Computer and information sciences, general	2000	<u>Psychology</u> 2001 Psychology, general
0800	<u>Education</u> 0802 Elementary education, general 0804 Middle grades education 0808 Special education, general 0834 Science education 0835 Physical education 0837 Health education	2100	<u>Public Affairs and Services</u> 2104 Social work, helping services 2105 Criminal justice
1000	<u>Fine and Applied Arts</u> 1002 Art 1005 Music	2200	<u>Social Sciences</u> 2205 History 2207 Political science and government 2208 Sociology
		4900	<u>Interdisciplinary Studies</u> 4972 Child development and family studies 4978 American Indian studies

b. Master's Level

0500	<u>Business and Management</u>	1500	<u>Letters</u>
0506	Business management and administration	1501	English, general
0800	<u>Education</u>	4900	<u>Interdisciplinary Studies</u>
0802	Elementary education, general	4977	Organizational leadership and management
0826	Student personnel		
0833	Mathematics education		
0893	Educational administration and supervision		

3. Program Discontinuations

No program discontinuations are now planned.

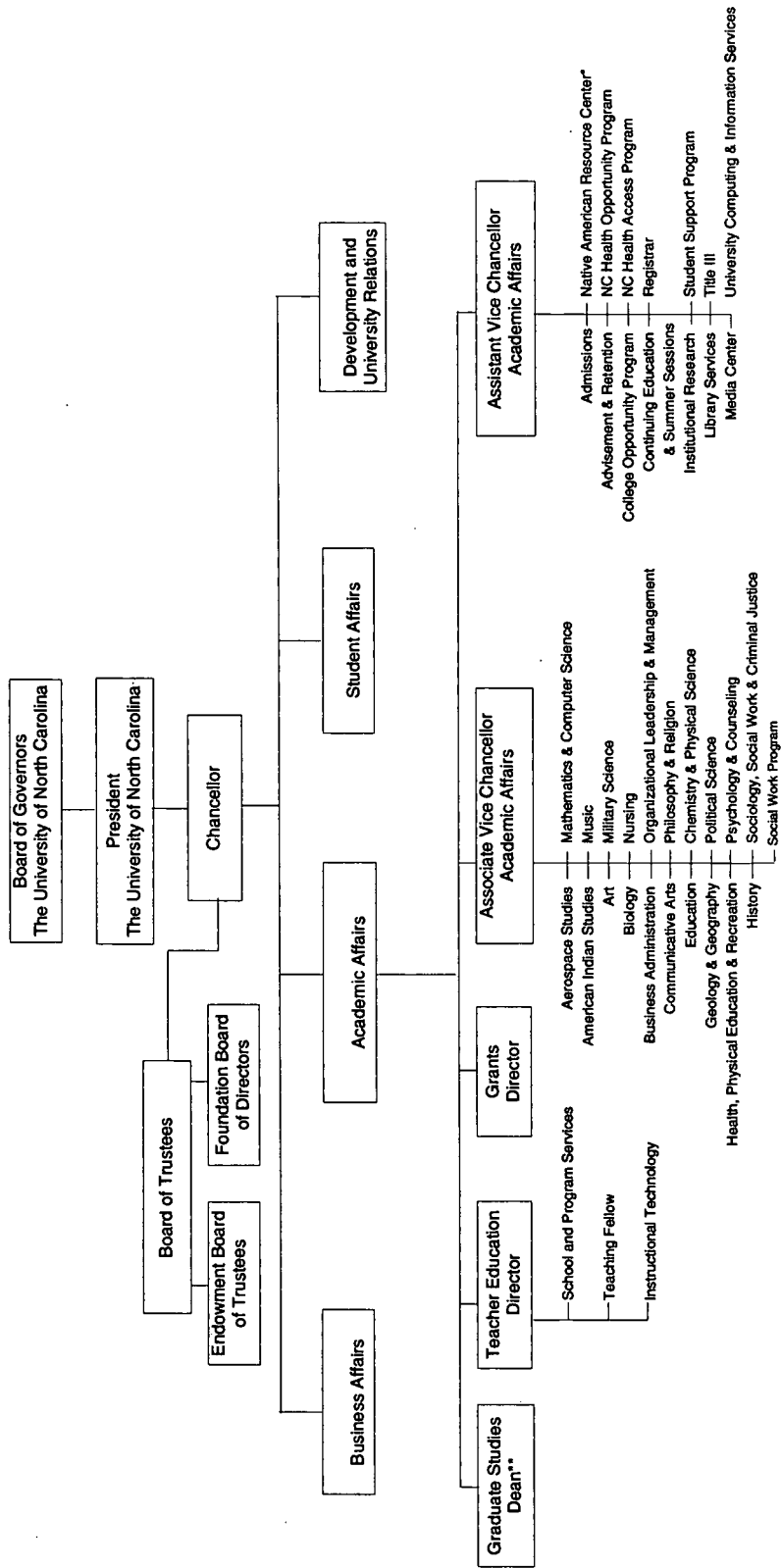
4. Authorizations to Plan New Programs

The University of North Carolina at Pembroke is authorized to plan the following new baccalaureate degree program:

1900	<u>Physical Sciences</u>
1998	Applied physics

5. The University of North Carolina at Pembroke is organized academically as shown in the chart which follows:

Organization Chart of
The University of North Carolina at Pembroke, 1997



*Research Unit
**Also Serves as Director of Teacher Education

THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

1. General Statement of Educational Mission

The University of North Carolina at Wilmington is an evolving comprehensive university dedicated to excellence in teaching, in scholarly and artistic achievement, and in service to regional and global communities. As the only university in the region, it has a special responsibility to education and service. In fulfilling this responsibility, the university recognizes the primary importance of its undergraduate teaching mission, while at the same time offering high quality graduate education that complements its undergraduate programs. The university seeks to stimulate intellectual curiosity, imagination, rational thinking, thoughtful expression, and love of learning in a broad range of discipline and professional fields. Knowledge of the humanities, the social and natural sciences, and the fine arts is central to this curriculum. The university considers research and creative activities essential for effective learning and strives to create an academic environment in which faculty and students can reach their full potential for scholarship. The university's location in an historic Atlantic seaport provides special opportunities for teaching and research in a variety of fields, among them marine and environmental sciences, the humanities, and business. In its public service role, the university serves as a resource and catalyst for regional growth and development.

2. Descriptive Classification and Authorized Degree Programs

The University of North Carolina at Wilmington is a public Master's (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. *Baccalaureate Level*

0400	<u>Biological Sciences</u>	1500	<u>Letters</u>
0401	Biology, general	1501	English, general
0418	Marine biology	1506	Speech, debate, and forensic science
		1597	Philosophy and religion
0500	<u>Business and Management</u>	1700	<u>Mathematics</u>
0502	Accounting	1701	Mathematics, general
0506	Business management and administration		
0509	Marketing and purchasing	1900	<u>Physical Sciences</u>
0517	Business economics	1902	Physics, general
		1905	Chemistry, general
0700	<u>Computer and Information Sciences</u>	1914	Geology
0701	Computer and information sciences, general	2000	<u>Psychology</u>
		2001	Psychology, general
0800	<u>Education</u>	2100	<u>Public Affairs and Services</u>
0802	Elementary education, general	2103	Parks and recreation management
0804	Middle grades education	2104	Social work, helping services
0808	Special education, general	2105	Criminal justice
0835	Physical education		
1000	<u>Fine and Applied Arts</u>	2200	<u>Social Sciences</u>
1001	Fine arts, general	2202	Anthropology
1005	Music	2205	History
		2206	Geography
1100	<u>Foreign Languages</u>	2207	Political science and government
1102	French	2208	Sociology
1105	Spanish		
1200	<u>Health Professions</u>	4900	<u>Interdisciplinary Studies</u>
1203	Nursing	4972	Child development and family studies
1223	Medical laboratory technologies	4996	Environmental studies

b. Master's Level

0400	<u>Biological Sciences</u>	1500	<u>Letters</u>
0401	Biology, general	1501	English, general
0418	Marine biology	1507	Creative writing
0500	<u>Business and Management</u>	1700	<u>Mathematics</u>
0502	Accounting	1701	Mathematics, general
0506	Business management and administration	1900	<u>Physical Sciences</u>
0800	<u>Education</u>	1905	Chemistry, general
0802	Elementary education, general	1914	Geology
0804	Middle grades	2000	<u>Psychology</u>
0808	Special education	2001	Psychology, general
0827	Educational administration	2200	<u>Social Sciences</u>
0829	Curriculum and instruction	2205	History
0830	Reading education		
0882	Master of Arts in teaching		
0893	Educational administration and supervision		

3. Program Discontinuations

No degree program discontinuations are planned at this time.

4. Authorizations to Plan New Programs

The University of North Carolina at Wilmington is authorized to plan the following new master's degree programs:

0800	<u>Education</u>
0897	Instructional technology
1200	<u>Health Professions</u>
1203	Nursing
4900	<u>Interdisciplinary Studies</u>
4901	Liberal studies

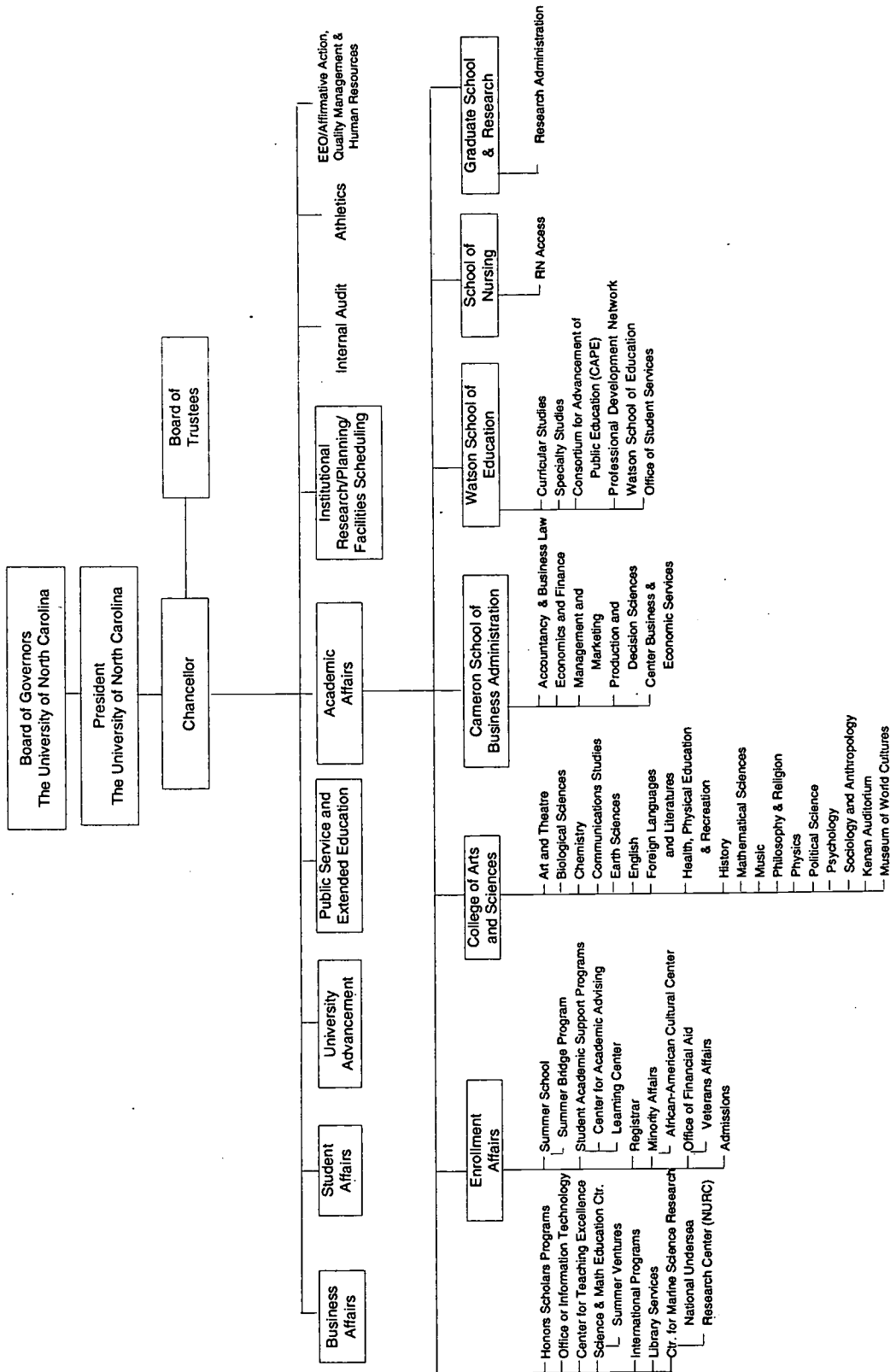
5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new master's degree programs is reconfirmed:

0500	<u>Business Management</u>
0517	Business economics
4900	<u>Interdisciplinary Studies</u>
4990	Marine science

6. The University of North Carolina at Wilmington is organized academically as shown in the chart which follows:

Organization Chart of
The University of North Carolina at Wilmington, 1997



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. Descriptive Classification and Authorized Degree Programs

Western Carolina University is a public Master's (comprehensive) University I, authorized to offer programs of study leading to degrees at those levels and in those discipline divisions and specialties set forth below:

a. *Baccalaureate Level*

0100	<u>Agriculture and Natural Resources</u>	0900	<u>Engineering</u>
0115	Natural resources management	0925	Engineering technology
0400	<u>Biological Sciences</u>	1000	<u>Fine and Applied Arts</u>
0401	Biology, general	1002	Art
0500	<u>Business and Management</u>	1005	Music (liberal arts program)
0502	Accounting	1007	Dramatic arts
0504	Banking and finance	1100	<u>Foreign Languages</u>
0506	Business management and administration	1102	French
0509	Marketing and purchasing	1103	German
0517	Business economics	1105	Spanish
0600	<u>Communications</u>	1200	<u>Health Professions</u>
0601	Communications, general	1203	Nursing
0700	<u>Computer and Information Sciences</u>	1215	Medical record librarianship
0701	Computer and information sciences, general	1223	Medical laboratory technologies
0800	<u>Education</u>	1285	Health services management (including emergency medical care)
0802	Elementary education, general	1298	Environmental health
0804	Middle grades education	1300	<u>Home Economics</u>
0808	Special education, general	1301	Home economics, general
0815	Speech correction	1305	Family relations & child development
0835	Physical education	1500	<u>Letters</u>
0839	Industrial arts, vocational, and technical education	1501	English, general
0884	Therapeutic recreation	1509	Philosophy
		1700	<u>Mathematics</u>
		1701	Mathematics, general

- 1900 Physical Sciences
 1902 Physics, general
 1905 Chemistry, general
 1914 Geology
- 2000 Psychology
 2001 Psychology, general
- 2100 Public Affairs and Services
 2103 Parks and recreation management
 2104 Social work, helping services (other than clinical social work)
 2105 Criminal justice
- 2200 Social Sciences
 2201 Social sciences, general
 2202 Anthropology
 2205 History
 2206 Geography
 2207 Political science and government
 2208 Sociology
- 4900 Interdisciplinary Studies
 4998 Special Studies

b. Master's Level

- 0400 Biological Sciences
 0401 Biology, general
- 0500 Business and Management
 0502 Accounting
 0506 Business management and administration
 0587 Project management
- 0800 Education
 0802 Elementary education, general
 0804 Middle grades education
 0808 Special education, general
 0815 Speech correction
 0826 Student personnel (counseling and guidance)
 0827 Educational administration
 0828 Educational supervision
 0829 Curriculum and instruction
 0835 Physical education
 0839 Industrial arts, vocational, and technical education
 0882 Master of arts in teaching
- 1000 Fine and Applied Arts
 1002 Art (painting, drawing, sculpture)
 1005 Music (liberal arts)
- 1200 Health Professions
 1201 Health professions, general
 1212 Physical therapy
- 1500 Letters
 1501 English, general
- 1700 Mathematics
 1701 Mathematics, general
- 1900 Physical Sciences
 1905 Chemistry, general
- 2000 Psychology
 2001 Psychology, general
- 2100 Public Affairs and Services
 2102 Public administration
- 2200 Social Sciences
 2205 History

c. Intermediate (Sixth-Year) Level

- 0800 Education
 0893 Educational administration and supervision

d. Doctoral Level

- 0800 Education
 0893 Educational administration and supervision

3. Program Discontinuations

Western Carolina University is authorized to discontinue the following degree programs:

a. Baccalaureate Level

0500 Business and Management
0514 Secretarial studies

0800 Education
0838 Business, commerce, and
distributive education

b. Master's Level

1300 Home Economics
1301 Home economics, general

4. Authorizations to Plan New Programs

No additional new degree programs are authorized for planning at this time

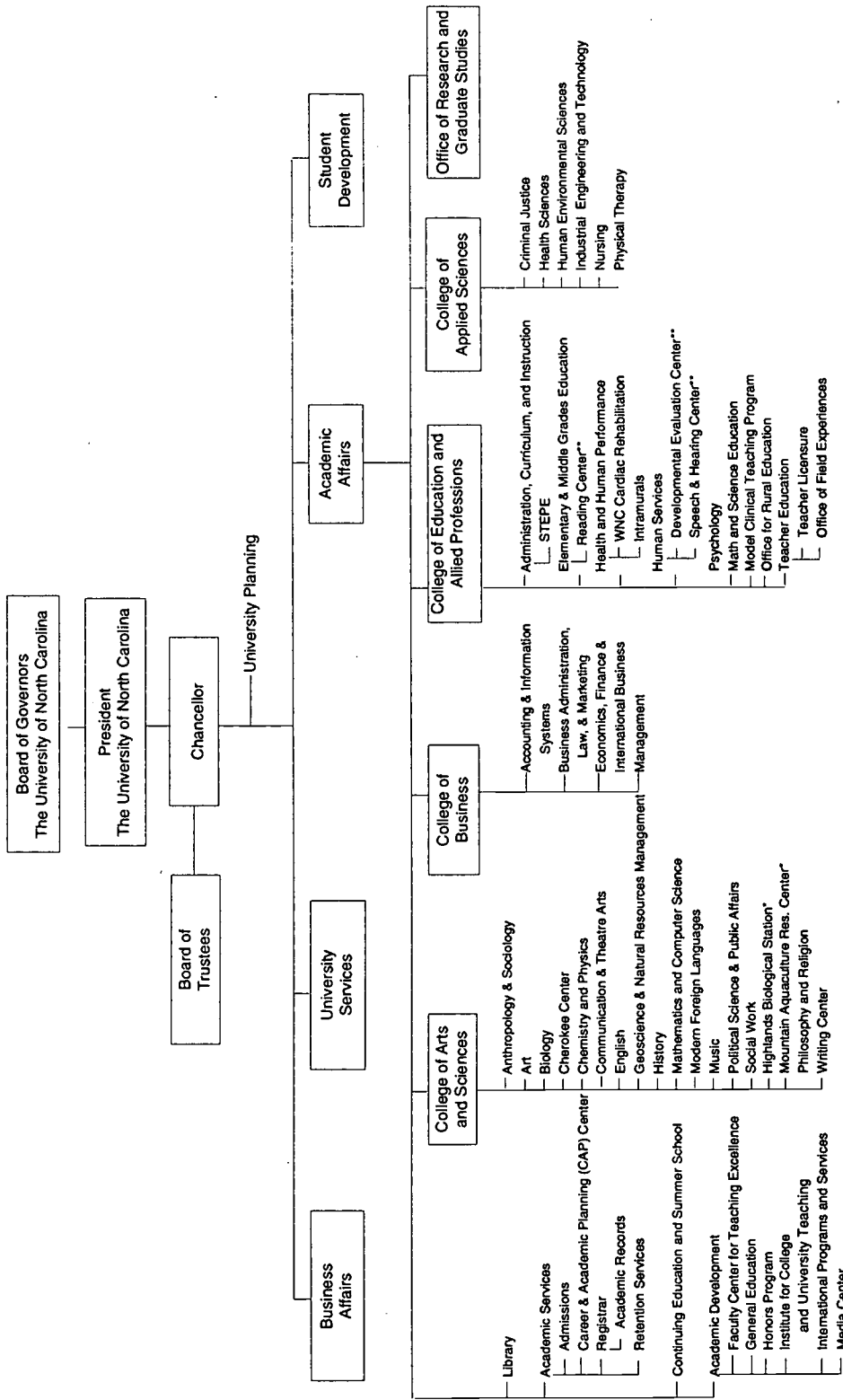
5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new master's degree program is reconfirmed:

1200 Health Professions
1203 Nursing

6. Western Carolina University is organized academically as shown in the chart which follows:

Organization Chart of
Western Carolina University, 1997



*Research Unit
**Public Service Unit

WINSTON-SALEM STATE UNIVERSITY

1. General Statement of Educational Mission

Winston-Salem State University is a public university, whose primary mission is to offer quality undergraduate educational programs at the baccalaureate level for diverse and motivated students. Master's and intermediate level programs for professional study are also available in the Winston-Salem State University Graduate Center through interinstitutional 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 which complement its educational mission.

2. Descriptive Classification and Authorized Degree Programs

Winston-Salem State University is a public Baccalaureate (liberal arts) University II, authorized to offer programs of study leading to degrees at the baccalaureate level in those discipline divisions and specialties set forth below:

0400	<u>Biological Sciences</u>	1100	<u>Foreign Languages</u>
0401	Biology, general	1105	Spanish
0416	Molecular biology		
0500	<u>Business and Management</u>	1200	<u>Health Professions</u>
0502	Accounting	1203	Nursing
0506	Business management and administration	1208	Occupational therapy
		1212	Physical therapy
		1223	Medical laboratory technologies
0600	<u>Communications</u>	1500	<u>Letters</u>
0601	Communications, general	1501	English, general
0700	<u>Computer and Information Sciences</u>	1700	<u>Mathematics</u>
0701	Computer and information sciences, general	1701	Mathematics, general
0800	<u>Education</u>	1900	<u>Physical Sciences</u>
0802	Elementary education, general	1905	Chemistry, general
0804	Middle grades	2000	<u>Psychology</u>
0808	Special education, general	2001	Psychology, general
0835	Physical education		
0884	Therapeutic recreation	2200	<u>Social Sciences</u>
1000	<u>Fine and Applied Arts</u>	2204	Economics
1002	Art (painting, drawing, sculpture)	2205	History
1005	Music	2207	Political science and government
		2208	Sociology
		4900	<u>Interdisciplinary Studies</u>
		4988	Applied science technologies

3. Program Discontinuations

No program discontinuations are now planned.

4. Authorizations to Plan New Programs

Winston-Salem State University is authorized to plan the following new degree programs:

a. Baccalaureate Level

b. Master's Level

1200 Health Professions
1296 Health care management

1200 Health Profession
1212 Physical therapy

5. Previous Planning Authorizations Reconfirmed

Previous authorization to plan the following new degree programs is reconfirmed:

a. Baccalaureate Level

b. Master's Level

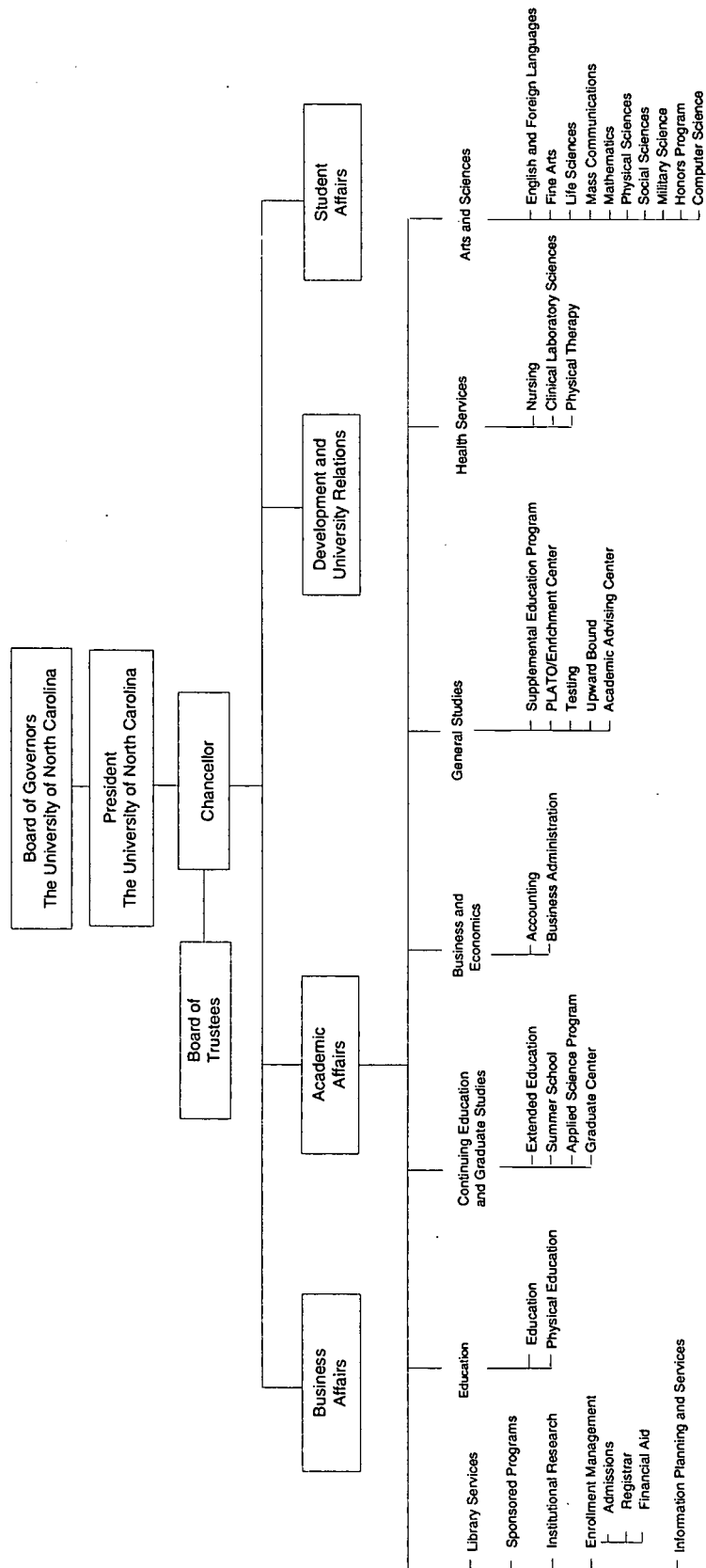
2100 Public Affairs and Services
2104 Gerontology

1300 Home Economics
1305 Family relations and child
development

0800 Education
0802 Elementary education

6. Winston-Salem State University is organized academically as shown in the chart which follows:

Organization Chart of
Winston-Salem State University, 1997



BEST COPY AVAILABLE

VI. Schedule for Future Planning

A. Revision of the Long-Range Plan

This plan will be reviewed in 1999 and will be revised biennially thereafter in odd-numbered years. The Board of Governors shall issue a revised long-range plan in early 2000, prior to preparation of the biennial budget request for 2001-03. This will ensure close linkage between the University's planning and budget processes.

Planning at the institutional level will focus upon the review of the General Academic Mission of the institution (including all of those elements outlined in Part V above) together with appropriate further definitions by the Board of Governors of institutional responsibilities and assignments, including biennial review of academic degree programs characterized by low productivity.

In December 1998 the President will provide guidelines and instructions for the preparation of any proposed amendments to the long-range plan. After appropriate consultation with the faculty, each chancellor will submit to the President any proposed revisions in the organization, academic program offerings, or the mission of the institution for the period 2000-01 through 2005-06. Current planning authorizations and any requests for additional program planning will need to be reviewed in the light of the General Assembly's response to the *1999-2001 Biennial Budget Request* of the board.

After careful review and evaluation of the institutional proposals, the President shall present her recommendations to the Board of Governors' Committee on Educational Planning, Policies, and Programs. The committee shall, in turn, make its report and recommendations to the board, and the board will take such actions to amend the long-range plan as it may deem necessary and appropriate.

Each subsequent review will be coordinated with and supplemented by special planning studies and program evaluations that may be initiated by the Board of Governors and will be conducted in consultation with such other agencies, institutions, and organizations as may be required.

B. Planning and Establishing New Programs, Centers and Institutes

Requests for authorization to plan new academic degree programs may be submitted for review by the President in conjunction with the biennial revisions of the long-range plan in accordance with the *Academic Program Development Procedures*. Departure from this schedule may be permitted when circumstances require greater

flexibility than the usual schedule may allow and then only when authorized by the President.

Requests for authorization to establish new academic degree programs, which have been previously authorized for planning, may be submitted to the President at any time and in accordance with the *Academic Program Development Procedures*. The preparation and submission of such requests must involve a rigorous assessment of need and costs.

Requests for authorization to plan or to initiate degree-related extension programs may be submitted to the President in accordance with Administrative Memorandum 372.

Requests for authorization to plan or to establish new centers or institutes may be submitted to the President at any time in accordance with the *Academic Program Development Procedures*.

C. Conclusion

Effective planning must recognize the importance of flexibility to respond to changing needs and opportunities. Procedures for the regular, orderly assessment and adaptation of plans and of missions are necessary. Nevertheless, the provision of such procedures does not mean that the institutional missions and objectives declared in this plan are merely temporary, or casual, and thus lightly or hastily altered. 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 relatively slow 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 which they make available to the University.

APPENDIX

Table A-2-1
Upper-Division Undergraduate and Graduate Headcount Enrollment by Discipline in
the University of North Carolina, Fall 1986 - Fall 1996

Discipline	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Upper-Division Undergraduate Headcount Enrollment											
Arts and Sciences											
Area Studies	234	239	239	247	254	252	252	274	283	271	249
Biological Sciences	1,630	1,659	1,802	1,936	2,172	2,582	2,952	3,442	3,878	3,962	3,707
Computer and Information Sciences	1,585	1,417	1,339	1,257	1,369	1,433	1,473	1,497	1,477	1,438	1,466
Fine and Applied Arts	1,410	1,477	1,581	1,743	1,876	1,977	2,043	1,949	1,947	1,909	2,113
Foreign Languages	243	263	306	343	391	447	441	479	416	421	428
Interdisciplinary Studies	184	211	244	255	264	359	465	533	572	541	532
Letters	2,418	2,690	2,995	3,273	3,697	3,930	3,513	3,395	3,268	3,074	3,076
Mathematics	923	964	872	906	920	1,077	1,050	1,068	1,012	929	856
Physical Sciences	1,044	1,011	1,034	1,034	1,068	1,227	1,493	1,652	1,781	1,732	1,645
Psychology	1,487	1,695	1,936	2,051	2,279	2,441	2,623	2,944	3,078	3,066	3,028
Social Sciences	3,718	3,923	4,597	5,007	5,515	5,949	6,030	5,888	5,772	5,646	5,472
Arts and Sciences Total	14,876	15,549	16,945	18,052	19,805	21,674	22,335	23,121	23,484	22,989	22,572
Professional											
Agriculture and Natural Resources	662	661	652	664	732	810	897	983	1,070	1,105	1,108
Architecture & Environmental Design	478	499	472	483	527	524	519	558	561	532	507
Business and Management	8,502	9,229	9,454	9,745	10,040	10,293	9,739	8,570	8,088	7,963	8,299
Communications	1,186	1,387	1,453	1,472	1,459	1,391	1,824	1,951	2,006	2,131	2,457
Education	4,091	4,749	4,859	5,609	5,934	6,177	6,174	6,254	6,597	6,800	6,657
Engineering	4,307	4,097	3,972	4,080	4,037	4,462	4,702	4,857	4,785	4,528	4,322
Health Professions	2,793	2,724	2,538	2,604	2,970	3,281	3,682	4,044	4,190	4,384	3,916
Home Economics	982	1,051	1,037	1,108	1,164	1,163	1,165	1,166	1,373	1,516	1,500
Library Science	7	2	2	1	1	1	1	0	1	0	0
Public Affairs and Services	1,531	1,742	1,984	2,089	2,299	2,451	2,879	3,154	3,373	3,280	3,136
Professional Total	24,539	26,141	26,423	27,855	29,163	30,553	31,582	31,537	32,044	32,239	31,902
Undergraduate Total	39,415	41,690	43,368	45,907	48,968	52,227	53,917	54,658	55,528	55,228	54,474
Graduate Headcount Enrollment											
Arts and Sciences											
Area Studies	12	8	8	10	7	6	9	8	6	11	6
Biological Sciences	1,124	1,120	1,121	1,165	1,157	1,214	1,324	1,377	1,415	1,431	1,387
Computer and Information Sciences	230	256	264	291	292	348	365	394	444	443	465
Fine and Applied Arts	407	376	388	405	408	421	475	482	490	446	480
Foreign Languages	164	174	184	193	204	234	232	229	239	227	219
Interdisciplinary Studies	140	162	170	310	347	347	366	401	437	477	430
Letters	818	874	941	981	1,058	1,159	1,170	1,195	1,172	1,104	1,093
Mathematics	366	365	378	388	371	405	423	427	445	467	462
Physical Sciences	613	613	661	672	656	660	694	737	762	706	747
Psychology	606	598	604	580	610	633	703	715	759	732	724
Social Sciences	898	928	954	1,069	1,138	1,185	1,380	1,400	1,445	1,407	1,451
Arts and Sciences Total	5,378	5,474	5,673	6,064	6,248	6,612	7,141	7,365	7,614	7,451	7,464
Professional											
Agriculture and Natural Resources	409	380	420	430	395	425	441	442	476	499	518
Architecture & Environmental Design	289	257	263	287	291	302	304	290	285	285	302
Business and Management	1,675	1,786	1,897	2,063	2,057	2,139	2,161	2,141	2,456	2,739	2,500
Communications	88	88	70	81	77	88	99	106	110	148	152
Education	4,545	4,557	4,454	4,416	4,169	4,029	4,268	4,538	4,848	4,831	4,614
Engineering	1,280	1,268	1,227	1,333	1,401	1,443	1,623	1,684	1,715	1,652	1,596
Health Professions	1,314	1,412	1,385	1,507	1,786	1,847	2,014	1,973	2,036	2,138	2,274
Home Economics	302	288	262	248	228	253	254	243	270	251	245
Library Science	415	448	483	482	504	519	589	532	534	609	625
Public Affairs and Services	609	620	644	702	756	835	870	932	974	1,066	1,085
Professional Total	10,926	11,104	11,105	11,549	11,664	11,880	12,623	12,881	13,704	14,218	13,911
Graduate Total	16,304	16,578	16,778	17,613	17,912	18,492	19,764	20,246	21,318	21,669	21,375

UNC-GA Planning/LRP.AT011A/4-22-97

Note: Excludes undeclared majors, unclassified students, intermediate/specialists, and first professional students.

Table A-5-1
Inventory of Postsecondary Certificate and Associate Degree Programs
in the University of North Carolina

Institution	Program	Awarded for Completion
Fayetteville State University*	Biology	Associate of Arts
	Business Administration	Associate of Arts
	Chemistry	Associate of Arts
	Computer Science	Associate of Arts
	Criminal Justice	Associate of Arts
	English	Associate of Arts
	General Studies	Associate of Arts
	Geography	Associate of Arts
	History	Associate of Arts
	Mathematics	Associate of Arts
	Music Education	Associate of Arts
	Police Science	Associate of Arts
	Political Science	Associate of Arts
	Psychology	Associate of Arts
	Public Administration	Associate of Arts
Sociology	Associate of Arts	
Spanish	Associate of Arts	
Visual Arts	Associate of Arts	
North Carolina State University	Agribusiness & Management	Associate of Applied Science
	Agricultural Mechanization and Management	Associate of Applied Science
	Agricultural Pest Control	Associate of Applied Science
	Field Crops Technology	Associate of Applied Science
	Ag.& Food Products Processing Oper.& Mgmt	Associate of Applied Science
	General Agriculture	Associate of Applied Science
	Livestock Management and Technology	Associate of Applied Science
	Animal Husbandry Option	
	Dairy Husbandry Option	
	Ornamentals and Landscape Technology	Associate of Applied Science
Turfgrass Management	Associate of Applied Science	
UNC-Chapel Hill	Cytotechnology	Certificate
	Dental Assisting	Certificate
	Dental Hygiene	Certificate
	Electron Microscopy	Certificate
	Medical Radiologic Technology	Certificate
	Nuclear Medical Technology	Certificate

UNC-GA Planning/LRP.AT014/12-10-97

*The programs at Fayetteville State University are offered only at Fort Bragg for military personnel.

Table A-5-2

Summary of Programs Approved for Establishment by the Board of Governors for Constituent Institutions of The University of North Carolina by Program Area and Level, July 1972^a - November 1997

Program Area	Degree Level				Total
	Bachelors	Masters	Professional	Doctoral	
Agriculture & Natural Resources	3	3			6
Architecture & Environmental Design	3	1			4
Area Studies	5	1			6
Biological Sciences	1	7		10	18
Business Management	9	15			24
Communications	7				7
Computer & Information Sciences	9	7			16
Education	23	28		6	57
Engineering	8	8		6	22
Fine and Applied Arts	9	5		1	15
Foreign Languages	3	1			4
Health Professions	18	13	3	4	38
Home Economics	3	3			6
Law					
Letters	7	5		1	13
Library Science				1	1
Mathematics	2	5		1	8
Physical Sciences	9	8		1	18
Psychology	3	5		1	9
Public Affairs & Services	14	13		1	28
Social Sciences	13	10		1	24
Interdisciplinary Studies	13	6			19
Totals	162	144	3	34	343

^aBecause of the moratorium on new instructional programs, the first of these programs was established April 11, 1974.

Table A-5-3

**Summary of Programs Discontinued by the Board of Governors at Constituent Institutions of
The University of North Carolina by Program Area and Level, July 1972 - November 1997**

Program Area	Degree Level				Total
	Bachelors	Masters	Professional	Doctoral	
Agriculture & Natural Resources	5	2			7
Architecture & Environmental Design		1			1
Area Studies	2				2
Biological Studies	7	3		2	12
Business Management	10	2			12
Communications					
Computer & Information Sciences					
Education	54	54 ^a		3	111
Engineering	6	1		1	8
Fine and Applied Arts	9	3			12
Foreign Languages	11	12			23
Health Professions	12	3		1	16
Home Economics	6	3		2	11
Law	1				1
Letters	2	2			4
Library Science	2				2
Mathematics	2	2			4
Physical Sciences	6	8			14
Psychology	1	7			8
Public Affairs & Services	3	1			4
Social Sciences	17	10			27
Interdisciplinary Studies	8	2			10
Total	164	116 ^a		9	289
Intermediate (CAS & EdS) programs discontinued					76
Total (all programs)					365

^aIncludes 11 former master's level programs in Education Administration that are being phased out. Eight of them are being replaced by new Master of School Administration programs.

Table A-5-4
Program Development Recommendations in Long-Range Plans

Edition	Institutional Requests for Planning Authorization	Planning Authorizations Approved	Previous Planning Reconfirmed	Authorizations Withdrawn	Program Discontinuations
LRP, 1976-81	300	55	6	0	0
LRP, 1977-82	110	30	19	3	32
LRP, 1978-83	72	26	39	1	8
LRP, 1980-85	89	31	32	0	10
LRP, 1982-87	61	19	32	8	5
LRP, 1984-89	76	30*	17*	2	33
LRP, 1986-91	27	12	37	0	4
LRP, 1992-97	273	51	22	5	43
LRP, 1994-1999	37	19	45	0	4
Supplement to LRP, 1994-99	27	14	24	9	6
LRP, 1998-2003	38	22	31	0	43
TOTAL	1,110	309		28	188

***NOTE:** 14 of the 30 new program planning authorizations and 4 of the 17 reconfirmations were at Fayetteville State University and The University of North Carolina at Wilmington. These institutions were undergoing the transition from Comprehensive II to Comprehensive I status. That change was to complete a planning process begun by the Board of Governors in the mid-1970s and fulfill commitments included in the 1981 Consent Decree.

Table A-5-5
Interinstitutional Research Institutes and Centers
The University of North Carolina
(as of October 20, 1997)

**Engineering Research Center in
Emerging Cardiovascular Technologies**

*Duke University
 NC Biotechnology Center
 North Carolina State University
 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

NC A&T State University
 North Carolina State University
 *UNC-Chapel Hill

**Human Development Research and
Training Institute**

Appalachian State University
 UNC-Charlotte
 UNC-Chapel Hill
 UNC-Greensboro
 *Western Carolina Center
 Western Carolina University

**Institute for Transportation Research
and Education**

*North Carolina State University
 The University of North Carolina

Institute of Nutrition

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

Mars Mission Research Center

NC A&T State University
 *North Carolina State University

NC Agricultural Research Service

NC A&T State University
 *North Carolina State University
 UNC-Greensboro

**Piedmont Triad Engineering Research
Center**

*NC A&T State University
 *North Carolina State University
 UNC-Greensboro
 UNC-Charlotte
 Wake Forest University-Bowman Gray
 School of Medicine
 Winston-Salem State University

Sea Grant College Program

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

Water Resources Research Institute

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

*Institution serving as administrative unit

Table A-5-6
Institutional Research Institutes and Centers
The University of North Carolina
(as of October 20, 1997)

<u><i>Institution</i></u>	<u><i>Institute/Center</i></u>
Appalachian State University	Brantley Risk and Insurance Center
Appalachian State University	Walker College of Business Research Center
East Carolina University	Bureau of Business Research
East Carolina University	Center for Liberal Arts
East Carolina University	Center on Aging
East Carolina University	Institute for Coastal and Marine Resources
East Carolina University	Institute for Historical and Cultural Research
NC A&T State University	Center for Aerospace Research
NC A&T State University	Center for Composite Materials Research
NC A&T State University	Rockwell Solid State Electronics Laboratory
NC A&T State University	Transportation Institute
North Carolina Central University	Institute for Minority Issues
North Carolina State University	Analytical Instrumentation Facility
North Carolina State University	Applied Energy Research Laboratory
North Carolina State University	Center for Advanced Computing and Communications
North Carolina State University	Center for Aseptic Processing and Packaging Studies
North Carolina State University	Center for Earth Observation
North Carolina State University	Center for Engineering Applications of Radioisotopes
North Carolina State University	Center for Integrated Pest Management
North Carolina State University	Center for Nuclear Power Plant Structures, Equipment and Piping
North Carolina State University	Center for Quantitative Genetics

Institution

Institute/Center

North Carolina State University	Center for Research in Mathematics and Science Education
North Carolina State University	Center for Research in Scientific Computation
North Carolina State University	Center for Research in Textile Protection and Comfort
North Carolina State University	Center for Robotics and Intelligent Machines
North Carolina State University	Center for Sound and Vibration
North Carolina State University	Center for Transportation and the Environment
North Carolina State University	Center for Transportation Engineering Studies
North Carolina State University	Center for Urban Affairs and Community Services
North Carolina State University	Cutaneous Pharmacology and Toxicology Center
North Carolina State University	Electric Power Research Center
North Carolina State University	Engineering Research Center for Advanced Electronic Materials Processing
North Carolina State University	Furniture Manufacturing and Management Center
North Carolina State University	Hodges Wood Products Laboratory
North Carolina State University	Industry Research Programs in Forestry
North Carolina State University	Institute of Statistics
North Carolina State University	Integrated Manufacturing Systems Engineering Institute
North Carolina State University	Kenan Institute for Engineering, Technology, and Science
North Carolina State University	Literacy Systems Center
North Carolina State University	Materials Research Center
North Carolina State University	Minerals Research Laboratory
North Carolina State University	Nonwovens Cooperative Research Center
North Carolina State University	North Carolina Japan Center

Institution

North Carolina State University
North Carolina State University
North Carolina State University
North Carolina State University
North Carolina State University
North Carolina State University
North Carolina State University
North Carolina State University
UNC-Asheville
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill
UNC-Chapel Hill

Institute/Center

Pollution Prevention Research Center
Power Semiconductor Research Center
Precision Engineering Center
Southeast Dairy Foods Research Center
Southeastern Plant Environment Laboratories
Southern Center for Sustainable Forestry
Transportation Materials Research Center
Veterinary Equine Research Center
Mossbauer Effect Data Center
Birth Defects Center
Carolina Population Center
Cecil G. Sheps Center for Health Services Research
Center for Alcohol Studies
Center for Cardiovascular Science and Medicine
Center for Developmental Science
Center for Environmental Medicine and Lung Biology
Center for European Studies
Center for Gastrointestinal Biology and Disease
Center for Health Promotion and Disease Prevention
Center for Pharmaceutical Outcomes Research
Center for Research in Journalism and Mass Communication
Center for the Study of the American South
Center for Thrombosis and Hemostasis
Center for Urban and Regional Studies

Institution

Institute/Center

UNC-Chapel Hill	Clinical Center for the Study of Development and Learning
UNC-Chapel Hill	Cystic Fibrosis/Pulmonary Research and Treatment Center
UNC-Chapel Hill	Dental Research Center
UNC-Chapel Hill	Frank Hawkins Kenan Institute of Private Enterprise
UNC-Chapel Hill	Frank Porter Graham Child Development Center
UNC-Chapel Hill	Gene Therapy Center
UNC-Chapel Hill	Injury Prevention Research Center
UNC-Chapel Hill	Institute for Academic Technology
UNC-Chapel Hill	Institute for African-American Research
UNC-Chapel Hill	Institute for Environmental Studies
UNC-Chapel Hill	Institute for Research in Social Sciences
UNC-Chapel Hill	Institute for the Arts and Humanities
UNC-Chapel Hill	Institute of Latin American Studies
UNC-Chapel Hill	Institute of Marine Sciences
UNC-Chapel Hill	L. L. Thurstone Psychometric Laboratory
UNC-Chapel Hill	Lineberger Cancer Research Center
UNC-Chapel Hill	Louis Harris Data Center
UNC-Chapel Hill	Neuroscience Center
UNC-Chapel Hill	Thurston Arthritis Research Center
UNC-Charlotte	Center for Precision Metrology
UNC-Charlotte	Urban Institute
UNC-Greensboro	Center for Applied Research (Business and Economics)
UNC-Greensboro	Center for Critical Inquiry in the Liberal Arts
UNC-Greensboro	Center for Educational Research and Evaluation

Institution

Institute/Center

UNC-Greensboro	Center for Global Business Education and Research
UNC-Greensboro	Center for School Accountability and Staff Development
UNC-Greensboro	Center for the Study of Social Issues
UNC-Greensboro	Family Research Center
UNC-Greensboro	Human Environmental Sciences Center for Research
UNC-Greensboro	Institute for Health, Science, and Society
UNC-Pembroke	Native American Resource Center
UNC-Wilmington	Center for Marine Science Research
Western Carolina University	Mountain Aquaculture Research Center
Western Carolina University	Mountain Resources Center

Table A-5-7
Interinstitutional Public Service Institutes and Centers
The University of North Carolina
(as of October 20, 1997)

Center for Economic Education

Elizabeth City State University
 Fayetteville State University
 UNC-Asheville
 UNC-Chapel Hill
 UNC-Charlotte
 *UNC-Greensboro
 UNC-Wilmington
 Winston-Salem State University

**Center for the Prevention of School
 Violence**

Appalachian State University
 East Carolina University
 Elizabeth City State University
 Fayetteville State University
 NC A&T State University
 NC Central University
 *North Carolina State University
 UNC-Chapel Hill
 UNC-Charlotte
 UNC-Greensboro
 UNC-Pembroke
 UNC-Wilmington
 Western Carolina University
 Winston-Salem State University

**Mathematics and Science Education
 Center Network**

Appalachian State University
 East Carolina University
 Elizabeth City State University
 Fayetteville State University
 NC A&T State University
 NC School of Science & Math
 North Carolina State University
 *UNC-Chapel Hill
 UNC-Charlotte
 UNC-Greensboro
 UNC-Wilmington
 Western Carolina University

**NC Center for the Advancement of
 Teaching**

Western Carolina University

NC Cooperative Extension Service

NC A&T State University
 *North Carolina State University
 UNC-Greensboro

**NC Institute of Creativity, Craft, and
 Design**

Appalachian State University
 *UNC-Asheville
 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
 NC A&T State University
 NC Central University
 North Carolina State University
 NC Wesleyan College
 UNC-Asheville
 *UNC-Chapel Hill
 UNC-Charlotte
 UNC-Greensboro
 UNC-Pembroke
 UNC-Wilmington
 Western Carolina University
 Winston-Salem State University

*Institution serving as administrative unit

Table A-5-8
Institutional Public Service Institutes and Centers
The University of North Carolina
(as of October 20, 1997)

<u><i>Institution</i></u>	<u><i>Institute/Center</i></u>	
Appalachian State University	Appalachian Cultural Museum	
Appalachian State University	Appalachian Regional Bureau of Government	
Appalachian State University	Broyhill Institute for Business Development	
Appalachian State University	Center for Management Development	
Appalachian State University	National Center for Developmental Education	
Appalachian State University	Public Radio Stations	
East Carolina University		
Fayetteville State University		
NC A&T State University		
NC Central University		
North Carolina State University		
UNC-Asheville		
UNC-Chapel Hill		
Asheville		UNC Center for Public Television
Chapel Hill		
Columbia		
Concord/Charlotte		
Greenville		
Jacksonville		
Linville		
Roanoke Rapids		
Wilmington		
Winston-Salem		
East Carolina University	BB&T Center for Leadership Development	

Institution

Institute/Center

East Carolina University	Diabetes and Obesity Center
East Carolina University	East Carolina Cardiovascular Center
East Carolina University	ECU Center for Applied Technology
East Carolina University	Leo W. Jenkins Cancer Center
East Carolina University	Regional Development Institute
East Carolina University	Rural Education Institute
North Carolina School of the Arts	Community Music School
North Carolina School of the Arts	Kenan Institute for the Arts
North Carolina School of the Arts	Summer Institute of the NC School of the Arts - Roanoke Island
North Carolina State University	Center for Universal Design
North Carolina State University	Humanities Extension Program
North Carolina State University	Industrial Extension Services Division
North Carolina State University	North Carolina Ergonomics Resource Center
North Carolina State University	North Carolina International Trade Center
North Carolina State University	North Carolina Solar Center

Institution

Institute/Center

North Carolina State University

North Carolina State Arboretum

North Carolina State University

Office of Textile Extension

North Carolina State University

Psychoeducational Clinic

UNC-Chapel Hill

Ackland Art Museum

UNC-Chapel Hill

Center for Aging Research and Educational Services
(CARES)

UNC-Chapel Hill

Center for Educational Leadership

UNC-Chapel Hill

Center for Home Visiting

UNC-Chapel Hill

Center for Slavic, Eurasian, and East European
Studies

UNC-Chapel Hill

Institute of Government

UNC-Chapel Hill

Institute of Outdoor Drama

UNC-Chapel Hill

Jordan Institute for Families

UNC-Chapel Hill

Morehead Planetarium

UNC-Chapel Hill

National Paideia Center

UNC-Chapel Hill

North Carolina Botanical Garden (Coker Arboretum)

UNC-Chapel Hill

Principals Executive Program

UNC-Charlotte

Center for Banking Studies

<u><i>Institution</i></u>	<u><i>Institute/Center</i></u>
UNC-Charlotte	Center for International Studies
UNC-Charlotte	Center for Professional and Applied Ethics
UNC-Charlotte	Office of Educational Outreach
UNC-Greensboro	Center for Educational Studies and Development
UNC-Greensboro	Instructional and Information Technologies Education Center
UNC-Greensboro	University of North Carolina at Greensboro Psychology Clinic
UNC-Wilmington	Center for Business and Economic Services
Western Carolina University	Child Development Center
Western Carolina University	Developmental Evaluation Center
Western Carolina University	Institute for College and University Teaching
Western Carolina University	Reading Center
Western Carolina University	Speech and Hearing Center



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



NOTICE

REPRODUCTION BASIS



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").