<div align="center">

MINUTES
MEETING OF THE ADMINISTRATIVE BOARDS
of the General College and the College of Arts and Sciences
Tuesday, February 1, 2022
3:30pm – 5:00pm

</div>

Attendees: Amy Cooke, Lauren DiGrazia, Nicole Else-Quest, Mara Evans, Louise Fleming, Li-ling Hsiao, Richard Langston, Aaron Moody, Abigail Panter, Valerie Pruvost, Michelle Robinson, Chloë Russell, Keith Sawyer, Nick Siedentop, James Thompson
Staff: Genevieve Cecil

Introduction
Abigail Panter, Senior Associate Dean of Undergraduate Education
Due to a full agenda, Dean Panter yielded her time for remarks to ensure ample time for discussion.

Master of Applied Data Science – Request for Preliminary Authorization (3:30pm)
Guests: Jay Aikat, Chief Operating Officer for Renaissance Computing Institute & Joe Canady, Administrative Director, Office of the Executive Vice Chancellor and Provost

Aikat and Canady jointly presented their preliminary authorization request for a new Master of Applied Data Science (MADS) at UNC-Chapel Hill. This broadly applicable, team-based, 30-credit online master's program is being proposed in order to address the critical need for advanced training in data science that enables success in today's data-driven world. The program is designed for professionals with 3+ years of work experience in fields with urgent needs for skilled data sciences, but is also relevant to recent college graduates of various disciplines. Core courses and electives in data science, tailored for synchronous and asynchronous online modality, will be offered, alongside professional skills courses and a potential practicum. The program will be fully online and take an average of 16-20 months to complete, with a maximum of five years to complete all degree requirements. Concentrations will be offered through courses within academic units of relevance to a student's practicum. The degree would be offered collaboratively by several academic units at UNC-Chapel Hill, representing three schools: Gillings School of Global Public Health, the College of Arts and Sciences, and the School of Information and Library Science. The proposed degree aligns with both the UNC-Chapel Hill mission and the UNC System strategic plan; the online format allows the program to be accessible to residents of all 100 North Carolina counties. The committee has also developed a sustainability plan based on dual in and out models to ensure the program remains affordable and accessible to North Carolina residents while being fiscally viable for the university. The proposed tuition is in line with similar programs across the state and the nation. This degree differs from similar existing programs in its emphasis on applied data analysis and open-source software engineering and tools, with additional focus on training students on data science as applied to a specific scientific domain through the proposed concentrations. This degree is the first Master of Applied Data Science to be offered fully online among UNC system schools. The Graduate School at UNC-Chapel Hill will be the initial home for the program, before migrating to the new School of Data Science and Society when the latter is launched.

   Panter opened the floor to questions and comments from members, noting beforehand that this proposal will also be reviewed by the Administrative Boards of the Graduate School. Lauren DiGrazia, of the University Registrar's Office, voiced her support for the program but noted that it

behooved the group to be aware that even off model programs require some central support. She also inquired as to how the program will be accredited. Canady confirmed that the courses will all be developed by the lead faculty member, and will be taught by adjunct faculty. The program has considered the issue of central support and will be the first of its kind developed at UNC to use the university overhead rate as a means of offsetting the cost of central support. Students will matriculate at UNC-Chapel Hill, and all courses will be accredited at UNC as well. Other members inquired as to how the program will integrate with the existing data science minor and proposed data science major. Aikat confirmed that these degrees were considered in the development of the master's programs, while Dean Panter confirmed that the Board should see both the B.A. and B.S. data science proposals in spring 2022. DiGrazia suggested making a point to integrate the master's program with these undergraduate degrees, perhaps as a dual-degree program. Moody asked for additional information regarding the program admission process and Aikat confirmed that the software provider is not involved in admissions, and that the faculty committee is working on developing the admission criteria in line with similar programs. Students will apply to UNC-Chapel Hill, and their applications will be processed by whichever school is administering the program at the time. Panter thanked both presenters and asked the members for any final thoughts.

Several members expressed concern about the plan to use adjuncts to teach in a master's program. Panter confirmed she had followed up with Lynn Williford, Assistant Provost for Institutional Research and Assessment, and both Williford and the accrediting body approved of this model, which aligns with other models used in the professional schools. Panter then offered to share Williford's response with any members who were uneasy over the use of adjunct instructors. After further discussion regarding the pros and cons of using an external vendor to support the program, the proposal was approved.

Admission Proposal for Undergraduate Computer Science Program (3:50pm)
Guests: Kris Jordan, Teaching Associate Professor, Kevin Jeffay, Distinguished Professor and Chair, & Ketan Mayer-Patel, Associate Professor and Director of Undergraduate Studies, Department of Computer Science

Jordan, Jeffay, and Mayer-Patel presented their proposal for enrollment control measures in the department. Due to ever-expanding enrollment numbers and restraints in capacity and resources, including faculty retention and retirement issues, the department feels it is necessary to control the number of students enrolled in computer science programs in order to preserve the quality of those programs. The proposed solution is to require students to apply for and be accepted into the major degree programs beginning in fall 2022.

From 2018-2020 the department transitioned to a revised major sequence and began using a pre-registration process to give priority to students who need upper-level courses to satisfy their major requirements, but neither strategy has solved the capacity issues. The proposed application and acceptance cycles will run twice annually, and require students to meet certain prerequisite and grade requirements. Students who are not admitted in their first application cycle may reapply once. Applicants will submit a standard application and an essay; the admissions committee will perform a holistic review of each candidate's application that considers the strength of their coursework to date alongside their essays, extracurricular activities/talents, potential contributions to the computer science community, and any special circumstances. The committee will be chaired by a member of the computer science faculty, and will comprise four faculty members (both teaching and tenure/tenure-track), a Diversity, Equity and Inclusion officer, one graduate student, and a staff member to provide administrative support.

Admissions decisions will be shared with the University Registrar to ensure the appropriate permissions are documented in ConnectCarolina and admitted students will be enrolled by the department in two introductory courses their first semester in the program to ensure quality-control and a level playing field. Both courses are required in the introductory sequence and are prerequisites for upper-division courses. The department will establish an implementation and review committee in spring 2022 and begin communicating expectations to current and incoming students, as well as Academic Advising, immediately. The minor program will be suspended to redirect resources to the major programs, and in fall 2022 a one-time admissions process will run for all enrolled students and incoming junior transfers. All students who fail to complete COMP 210 (the identified gateway course for the majors, and prerequisite for all upper-division major courses) by the spring of 2022 with a C or better will need to apply in order to continue with the major in fall 2022.

Jordan concluded with a reminder that all of this data had been confirmed by the department's external reviewers in 2018 and was the result of lengthy internal discussion and planning. The department did not lightly request the restriction on majors, but felt this was the only way forward that allowed them to meet the demands of their students while also protecting faculty, department resources, and program quality.

Panter noted for the benefit of the Boards that this proposal has already been approved by Senior Associate Dean for Natural Sciences and Mathematics Jaye Cable, as well as Dean Terry Rhodes of the College of Arts and Sciences and the provost. She then opened the floor to questions and comments from the members. Several members expressed their sympathy and support for the department, and requested further details regarding diversity in the admissions process. Jordan confirmed that the committee is in the process of consulting with other units on campus who employ a similar process, and will ensure DEI oversight and compliance. DiGrazia asked whether the department had considered remote teaching to allow for larger class sizes in conjunction with seat restrictions. Jordan confirmed that they have tried all this and more over the last few years as part of their effort to avoid moving to an application model, but the issue of whether students can enroll in COMP 210 is compounded by the need to support those students as they move into upper division courses that cannot, without damaging the pedagogical model, be offered in either larger sections or remotely. Jeffay confirmed that the department has revamped their entire curriculum, including modes of instruction, in an effort to combat the capacity issue, but they simply do not have the resources to accommodate the demand. Thompson encouraged the department to speak to the faculty in Biomedical Engineering, who employ a similar application process and could be a helpful resource. Other members also identified programs on campus, predominantly in the professional schools, that use comparable application models.

Robinson inquired about the impact of suspending the minor on current students, as well as the estimated student response to the new system. Mayer-Patel noted the committee had not yet looked at the composition of the minor, but suspected it would be mostly COMP adjacent fields. He confirmed that suspending the minor is not intended to be a permanent state of affairs, and acknowledged that the committee was aware the student response would be extremely negative, but that it protected students who have declared by guaranteeing them the ability to proceed with the degree. Cooke inquired who the application process would impact, while Chloē Russell in Academic Advising asked about the impact to current students who have declared the major, and how the department intends to manage expectations. Jordan confirmed that all current students who have passed COMP 210 will be accommodated, while Mayer-Patel confirmed that the application process in fall 2022 will apply to students who have declared but not yet enrolled in COMP 210. Sawyer asked whether it was possible to also increase faculty hires, but Jeffay stated that without further funding from the university and the college this was unlikely, due to competition in the field.

Panter thanked the presenters for their time and promised to be in touch soon with the Boards' decision and feedback. She then called for any additional comments, questions and concerns. DiGrazia

noted that an application process for a major within the College of Arts and Sciences is precedent-setting, to which Panter reiterated that this proposal had already been reviewed and approved by both the division SAD, the College dean, and the provost. Langston added his support to the proposal, noting that it is to the detriment of the students, faculty, and the institution to allow growth to exceed capacity. Russell suggested urging the department to communicate with both Advising and adjacent major departments to ensure students who are not accepted into the program are still supported. With no further comment, the Boards approved the proposal.

IDEAs in Action modification for 4 undergraduate health professions programs (4:10pm)
Guest: Joy Renner, Associate Professor and Program Director in Radiologic Science

Renner provided a brief high-level overview of the proposal to modify the IDEAs in Action general education requirements for four undergraduate programs in the health professions: B.S. Nursing, B.S. Dental Hygiene, B.S. Clinical Laboratory Science, and the B.S. in Radiologic Science. After many internal reviews and discussion it became clear that these four programs will need to seek a modification to the new general education requirements in order make the above degree programs viable options for all students. This is similar to the conclusion reached, and modification approved, for the Making Connections curriculum. The proposal requests the reduction in required Focus Capacity courses from nine to six, and is consistent with the current modification in Making Connections that reduces the number of required Connections from eight to five for these programs. Health professions students have only four semesters to fulfill the general education components of the First Year Foundations and Focus Capacities, as well as prerequisites for their major. Analysis shows that the IDEAs general education requirements plus the major requirements for these four programs push the total credit limits well beyond 120 hours. Once students begin the health professions majors they are involved in 30-40 hours per week of class, laboratory and clinical academic loads. This type of workload is prohibitive with regard to students having time to complete additional coursework. The additional credits and difficulty fulfilling all requirements would require summer school or additional semester(s). Additionally, three of the four programs listed above have required summer courses that fulfill accreditation and certification board requirements. Having flexibility in the Focus Capacity requirements for Allied Health Sciences majors enables these students to still take advantage of the exploratory nature of a liberal arts education and, if needed, refocus their academics to completing prerequisites so they can graduate within four years.

Panter then opened the floor to questions and comments from members. Pruvost inquired whether, as in the modification granted for Making Connections, the proposal specified the Focus Capacities from which these majors would be exempt. Renner confirmed that the committee had considered this, but ultimately felt that requesting specific Focus Capacities sent a message that some were considered more valuable than others, and that the departments appreciated the breadth and opportunity offered by the new curriculum and did not want to limit students' exploration. Cooke queried whether attempts had been made to integrate the Focus Capacities into existing courses; Renner confirmed they had done so, but again felt that since the courses in these programs are specific to the program students enrolled in them wouldn't get the full depth of perspective provided in a general college course, and the committee hesitated in forcing a Focus Capacity to fit the existing courses.

Panter thanked Renner for her time and called for any additional feedback. The Boards voted to approve the proposal.

Panter then acknowledged that they were pressed for time, and asked Siedentop to prioritize the remaining agenda items. Siedentop recommended the proposal from Biomedical Engineering and then the Foreign Language Policy update.

Biomedical Engineering Student Course Residency Request (4:35pm)
Guest: Lianne Cartee, Teaching Professor in Biomedical Engineering

Cartee provided a brief overview of her unit's proposal to modify the language of the residency component of the joint agreement between UNC-Chapel Hill and NC State University for students enrolled in the BME program. Students in this program are admitted to both institutions and have full rights and privileges at both. Current students in the program are therefore allowed to count an unlimited number of courses taken at the partner campus towards their major, and these courses are recorded on the transcript with a grade and are considered 'in-residence' for purposes of the major. The department seeks to provide clarity to students regarding the status of courses taken that apply towards a minor or a second major outside of the program with this proposed modification. The new language states that courses used within the BME major are considered in-residence at the partner institution for purposes of graduation, but that courses not applied to the major are subject to each university's rules for majors and minors. The implications of the change are that BME students who seek to apply courses taken at the partner campus towards a second major are guaranteed those courses so long as they also meet the requirements for the BME major **and** are on the approved transfer credit list. Any courses taken at the partner campus that are not required in the BME major will be considered non-resident and will count towards the minor or second major only with the approval of the governing program.

Thompson inquired about the proportion of double-majors and minors within the department, and Cartee confirmed that while there are not a lot of double-majors there are a significant number of minors. This is due in part to the fact that the minor requirements overlap significantly with the required major courses. Under the current wording the policy permits instances where a student could potentially complete a minor with the majority of their courses taken at NC State. Pruvost asked how the courses are currently counted and Cartee confirmed that anything not currently required for the major isn't considered in-residence and therefore counts toward the student's transfer credit limit if applied to a second major. Cartee noted that the modification shouldn't cause issues for double-majors since they usually take the majority of their courses at UNC-Chapel Hill. DiGrazia inquired about the current policy if a student elects to take a minor offered at both UNC and NC State and split the course load between campuses. Cartee stated that in the event each campus has a minor with the same name the current agreement stipulates that the student has to complete it on their home campus, whereas if the minors have different names but are similar the student is allowed to complete it on the partner campus if they choose and their transcript will note those courses as belonging to the partner institution.

With no further questions or concerns, the Boards voted to approve the proposal.

Revised Foreign Language Policy Proposal (4:25pm)
Presenter: James Thompson, Associate Dean of Undergraduate Curricula

Thompson provided a brief overview of the proposal to revise the Foreign Language Policy. The revisions are aimed at students who speak languages not taught at UNC, and proposes to address the finding that treatment of students is both inconsistent and unfair when assessing their language skills. All students seeking language placement, regardless of whether the course is offered at UNC, will be required to complete a form that verifies their proficiency via educational experience, placement testing, or proficiency interview. No substantive changes are being made to the process by which departments award placement credit; however, for cases where the language is not taught at UNC, departments will henceforth identify a placement test or academic authority who can certify the student's competence, do so, and then notify the Office of Undergraduate Curricula of the results. Undergraduate Curricula will

then arrange the placement credit with the University Registrar. For cases where the department is unable to locate a placement test or academic authority, the department will turn the case over to Undergraduate Curricula and the Foreign Language committee will assist in locating a test or authority. While every effort will be made to identify an appropriate placement test or academic authority, UNC cannot guarantee the availability of such for all languages. The final element of the proposal is to permit UNC-Chapel Hill to accept language certification from agencies and governments including tests based on The American Council on the Teaching of Foreign Languages A(CTFL) proficiency standard, tests used by the US government for placement in foreign service positions, tests used by other countries for job placement or acceptance into higher education taught in the target language, and others as approved by the language departments.

Members were in support of the proposed modifications; Langston encouraged the presenters to broaden the descriptive scope of the language in the Catalog to include both bilingual as well as native speakers. With no additional feedback, the Boards voted to approve the proposal.

Panter then confirmed that, since the meeting was at time, all remaining agenda items would be sent to members for their review and feedback via email. She encouraged everyone to take care and be in touch if they had any follow-up or general concerns.

The meeting adjourned at 5:00pm.