

**CHAPTER VII**  
**ADMISSIONS**

**NOTES:**

Adopted 01/13/95

## **PROGRAM FOR FURTHER INCREASES IN MINORITY PRESENCE ENROLLMENT**

### **Introduction**

The University of North Carolina has made exceptional progress in recent years in achieving increased enrollment of black students in its constituent institutions and in furthering the racial integration of the student bodies of those institutions.

These accomplishments of the University of North Carolina have been brought about because there has been a commitment to work to achieve these goals, because a specific plan of action has been developed and followed over a period of many years, and because the institutions have all worked diligently and conscientiously to meet their obligations in this plan of action. It is now the time for a new beginning, time to renew the commitments of the University and to define the programs that will be followed to achieve these commitments.

The Board of Governors therefore adopts this program for the years 1995-2000 to ensure the continuing progress of the University in increasing black enrollment and in increasing minority presence enrollment in all of the constituent institutions.

### **Measures to Increase Black Enrollment and to Increase Minority Presence Enrollment**

1. The University will engage in extensive informational and student recruitment activities designed to achieve the following basic objectives:

To increase the awareness of black North Carolinians of higher educational opportunities within the University for which they are eligible and from which they could benefit.

To portray clearly the policies and practices of the University that prohibit racial discrimination and that encourage racial diversity within all the constituent institutions.

To inform increased numbers of a) prospective black applicants of educational opportunities available at the historically white institutions and b) of prospective white applicants of educational opportunities available at historically black institutions.

To promote greater minority presence enrollment at all constituent institutions of the University.

2. **Informational Activities.** Extensive information about the University and each of its constituent institutions will be made available to prospective students as hereinafter described. The University of North Carolina General Administration will continue to fund, staff, and operate the Educational Opportunities Information Center (EOIC). The EOIC will coordinate and supervise the publication and dissemination of the following publications:

- a. **Educational Opportunities — The University of North Carolina** — a brochure of approximately eight pages listing all undergraduate degree programs offered by each of the sixteen constituent institutions, and describing the University's minimum undergraduate admissions requirements. The brochure will include discussion of the University's nondiscrimination policies and the multi-racial character of each of the constituent institutions. The brochure will be revised every year and will be produced in quantities sufficient to ensure its availability to students in grades 7 through 11 of the public schools, in community colleges, and in private junior colleges in North Carolina. Copies will be sent to all principals, librarians, and guidance and counseling staffs of all public schools that have students in grade 7 or higher, and to

all presidents, librarians, and counseling staffs of community colleges, technical colleges and institutes, and private junior colleges in North Carolina.

- b. **Graduate and Professional Education in The University of North Carolina** — a brochure of approximately eight pages describing all graduate and first professional degree programs offered by the constituent institutions. The brochure will include discussion of the University's nondiscrimination policies and the multi-racial character of each constituent institution. The brochure will be revised every year and will be produced in quantities sufficient for distribution to the academic counseling staffs of each public and private senior institution of higher education in the State and will be made available to the personnel directors of major private and governmental employers within the State.
- c. **The University of North Carolina** — a booklet of approximately fifty pages providing detailed information about the University, including program offerings, admissions requirements and procedures, and student financial aid programs at each of the sixteen constituent institutions. The booklet, which will be revised every year, will include discussion of the University's nondiscrimination policies and the multi-racial character of each constituent institution. The University will produce sufficient quantities of this booklet to ensure that it is available to the principals, librarians, and guidance counseling staffs of the schools in North Carolina with grades 9 through 11, to the presidents, librarians, and counseling staffs of the community colleges in North Carolina.
- d. **Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina** — a manual prepared by the Joint Committee on College Transfer Students and published by the University of North Carolina General Administration describing the policies of the constituent institutions of the University, as well as the policies of the thirty-three private senior colleges and universities in North Carolina, governing the admitting of and granting of academic credit to students transferring from two-year colleges. This manual will be revised periodically and will be produced in quantities sufficient to ensure its availability to students and to academic, admissions, counseling, and other administrators at the community colleges, private junior colleges, and all senior institutions in North Carolina.
- e. **Student Financial Aid for North Carolinians** — a booklet of approximately forty-eight pages providing detailed information about financial aid programs in North Carolina. It provides procedures for obtaining grants, scholarships, loans, entitlements, and work study. The booklet will include discussion of the University's nondiscrimination policies and the multi-racial nature of the State. It will be revised annually and will be produced in sufficient quantities to ensure that it is available to the principals, librarians, and guidance counseling staffs of the schools in North Carolina.
- f. **Freshman Application Form for the Constituent Institutions of The University of North Carolina** — This application form may be used to apply to any of the constituent institutions of the University of North Carolina. The application will be revised yearly and will be produced in sufficient quantities to ensure that it is available to all aspiring matriculants in the secondary schools of North Carolina.
- g. Each constituent institution will distribute its most current undergraduate and graduate catalogues or bulletins to each public and private high school in North Carolina and to each public and private institution of higher education in North Carolina. All such catalogues or bulletins will highlight the institution's policy of nondiscrimination and its multi-racial character.

- h. Viewbooks for Prospective Students** — Each constituent institution will produce an eight to twelve-page viewbook that provides general student information and includes a section for prospective minority presence students. The publication will highlight the institution's policy of nondiscrimination and its multi-racial character, and it will include such items as information about organizations and activities in the institution that may be of special interest to prospective minority presence students. Copies of the viewbook will be sent to high schools and two-year institutions prior to recruiting visits, with the request that they be made available to all potential students. Each viewbook will include a card to be completed and returned by the student to the admissions office. All cards submitted by members of the high school graduating class will be placed in a central file at the institution. The file will be checked to determine whether the student has applied to the institution and, if the student has applied, whether the application is complete. If the student has not applied to the institution, the institution will send an application with a letter encouraging the student to apply. If the student's application has been received but is not complete, the institution will contact the student by mail or telephone to encourage the student to complete the application.
- 3. Statewide Liaison with the North Carolina Public Schools.** In cooperation with the State Department of Public Instruction, the Department of Community Colleges, and the North Carolina School Counselor Association, the University of North Carolina General Administration will sponsor a series of workshops for the guidance and counseling staffs of the public schools of the State. One such workshop will be conducted each fall in each of the eight education districts as established by the State Department of Public Instruction. Representatives of guidance and counseling staffs, as designated by each superintendent in the district, and other appropriate representatives of the public schools in the district, will be invited to attend. The workshops will be conducted by representatives of the University of North Carolina General Administration and of each constituent institution located in that district, such additional institutional representation as necessary to have representation from both a historically black and a historically white institution. Representatives of the School Counselor Association, the Department of Public Instruction, and the Department of Community Colleges will also help conduct the workshops. The institutional participants by district will include the following:
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|------------|--|
| District 1 | Elizabeth City State University<br>East Carolina University  |
| District 2 | University of North Carolina at Wilmington<br>East Carolina University<br>Fayetteville State University  |
| District 3 | North Carolina Central University<br>North Carolina State University   |
| District 4 | Fayetteville State University<br>University of North Carolina at Charlotte<br>University of North Carolina at Pembroke   |
| District 5 | North Carolina A&T State University<br>University of North Carolina at Chapel Hill<br>University of North Carolina at Greensboro<br>Winston-Salem State University |
| District 6 | North Carolina Central University<br>University of North Carolina at Charlotte   |
| District 7 | Appalachian State University<br>North Carolina A&T State University  |

District 8      Western Carolina University  
 Winston-Salem State University  
 University of North Carolina at Asheville

The workshops will focus on assisting counselors to increase students' and parents' awareness of and interest in college opportunities. They will seek ways in which public school personnel can begin in elementary school and continue through high school to acquaint all students and parents with the range of educational opportunities in the University.

They will emphasize that these opportunities are open to all students without regard to race by highlighting the multi-racial character of the constituent institutions and their policies of nondiscrimination.

They will provide information about programs designed to increase minority presence enrollments, the availability of various student financial aid programs and the importance of taking those high school courses that meet the University's minimum admission requirements.

4. **Undergraduate Recruitment.**<sup>1</sup> Recruitment of minority presence students as described herein will be conducted by the constituent institutions. None of the activities or programs described in this program requires any constituent institution to modify its admission policies or its policies concerning academic eligibility for retention of students.
  - a. Each historically black institution will retain on its staff one or more admissions officers who are white and each historically white institution will retain on its staff one or more admissions officers who are black.
  - b. Each constituent institution will continue to conduct visitation programs to high schools in the State. In all instances where it is practicable to do so, the high school will be visited by a minority presence staff or faculty member. In its high school visits, each constituent institution will make special efforts to contact minority presence high school students, to acquaint them with the institution's multi-racial character, its policy of nondiscrimination, the nature and extent of student financial aid and the manner in which application may be made for such aid and the Minority Presence Grant Program.
  - c. Each constituent institution will visit each year a number of public high schools at least equal to the number visited in 1993-94, when there were 3,800 such visits by all institutions.<sup>2</sup> Further, each historically white institution having in any given year a budgeted enrollment of 4,000 or more regular session full-time equivalent students will visit at least 100 of the public senior high schools (241 in 1994) in the State having more than 15% black enrollment as most recently reported by the State Department of Public Instruction.
  - d. Each constituent institution will solicit each fall from its currently enrolled minority presence students and its minority presence alumni the names of individuals who may be prospective minority presence applicants to the institution.
  - e. Each constituent institution annually will visit each community college and private junior college located in the county in which the constituent institution is located or in any adjacent county. Each community college annually will be visited by representatives of at least one historically black institution. In all instances where it is practicable to do so, the two-year institutions will be visited by a minority

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<sup>1</sup> Auditions play a large part in admissions to the North Carolina School of the Arts. Because of its specialized nature, it is excluded from the programs described here, and will develop alternative programs consistent with its own admissions process and its special educational mission.

<sup>2</sup> Where a group of high schools collaborates in a College Day Program, each participating high school is counted as a visited school by each constituent institution attending that College Day Program.

presence staff or faculty member. In its visits, each constituent institution will make special efforts to contact minority presence students, to acquaint them with the institution's policy of nondiscrimination, its multi-racial character, the nature and extent of student financial aid and the manner in which the application may be made for such aid, and the Minority Presence Grant Program.

- f. **Potential Minority Presence Transfer Students from North Carolina Community Colleges.** The University of North Carolina General Administration each fall will obtain from the North Carolina Department of Community Colleges a list of students who are expected to complete an associate degree in time to transfer to a constituent institution in the next fall semester. The list will be made available to all constituent institutions for their use in contacting prospective minority presence students on this list.
- g. To provide to academic advisors and potential transfer students information designed to minimize the loss of credit and time in the transfer process, the University will continue to be a member of, provide staff to, and assist in producing and distributing the publications of the Joint Committee on College Transfer Students.
- h. All minority presence students admitted to a constituent institution will be contacted by mail, telephone, or personal visit and encouraged to enroll at the constituent institution.
- i. Each historically white institution will invite to its campus annually a number of prospective minority presence students from high schools and two-year institutions not less than 2 per cent of the total size of the most recent entering freshman class and undergraduate transfer cohort at the institution. The visits will be used to inform the prospective students of the institution's nondiscrimination policy, its multi-racial character, its intent to increase minority presence enrollment, the educational opportunities offered at the institution, and programs of student financial aid that are available.

## 5. Graduate and First Professional Recruitments<sup>3</sup>

- a. The University of North Carolina at Chapel Hill, North Carolina State University, and the University of North Carolina at Greensboro, the major research and doctoral-granting institutions, will make at least one recruiting visit annually to each historically black institution and to at least three of the historically black private colleges in North Carolina. The deans of the graduate schools will arrange and organize such visits. Special efforts will be made to contact minority presence students to acquaint them with the institution's multi-racial character and its desire to increase minority presence enrollments in its graduate programs. Presentations made and information distributed during such visits will be designed to provide students with information about opportunities for graduate and professional study, application procedures and schedules, admissions requirements, and financial aid programs, including opportunities for scholarships, fellowships, and assistantships.
- b. The deans of the schools of medicine at East Carolina University and the University of North Carolina at Chapel Hill, the dean of the School of Dentistry at the University of North Carolina at Chapel Hill, and the dean of the School of Public Health at the University of North Carolina at Chapel Hill will send representatives to each historically black UNC constituent institutions and to at least three historically black private colleges in North Carolina. Special efforts will be made to contact minority presence students to acquaint them with the

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<sup>3</sup> The requirements of this subsection shall be met with the understanding that all visits are subject to the rules and regulations adopted by the private institutions.

institution's multi-racial character and its desire to increase minority presence enrollments. Presentations made and information distributed during such visits will be designed to provide students with information about opportunities for study in these fields and in other health profession programs, application procedures and schedules, admissions requirements, and financial aid programs, including opportunities for scholarships, fellowships, and assistantships.

- c. Each other constituent institution that offers graduate or first professional degree programs will transmit each fall printed information about such programs to the chancellor, the chief academic officer, and the chief student affairs officer of each of the other constituent institutions with a majority undergraduate enrollment different in racial composition from its own. The information will include application procedures and schedules, admissions requirements, and financial aid programs, including opportunities for scholarships, fellowships, and assistantships. The receiving institution will direct such information to interested students.
  - d. Each constituent institution offering or serving as the site of a graduate center for master's degree programs for in-service teachers and administrators in the public schools annually will contact each public school in the county in which the institution is located and in adjacent counties to acquaint public school personnel with the availability of such programs, with the institution's policy of nondiscrimination, and with its multi-racial character.
6. **Retention.** Each constituent institution will prepare a program designed to increase the retention rate of minority presence students that is complementary to the "Plan to Improve Graduation Rates in the University of North Carolina: Response to House Bill 1340, Section 92 1991 Session Laws." The program should also contain the activities deemed effective which are listed in the institution's response to the April 1994 request for information on recruitment and retention of minority presence students. It should have specific strategies that are designed to make minority presence students feel as an integral part of the institution and support efforts that contribute to academic success.
7. **Special Student Financial Aid Programs.** In support of its efforts to increase minority presence enrollments and to increase the participation of black students in graduate and first professional programs, the University commits to the following special student financial aid programs:
- a. **Minority Presence Grant Program — General Program** — The University will continue to fund the Minority Presence Grant Program -- General Program, Part I and Part II. The University will allocate this money to historically white and historically black institutions to aid them in recruiting financially needy North Carolina students who would be minority presence students at the respective institutions by enabling the institutions to offer relatively more aid for minority presence students in the form of grants rather than loans. General Program Part I includes funds for minority presence grants for students attending the North Carolina Central University School of Law. General Program Part II consists of grant funds for Native Americans, Hispanics, and Asians.
  - b. **Minority Presence Grant Program — Doctoral Study, Law, and Veterinary Medicine** — The University shall continue to fund the Minority Presence Grant Program — Doctoral Study, Law and Veterinary Medicine. Under this program, black North Carolinians who are selected to participate will receive a stipend to help them pursue doctoral, law or veterinary medicine degrees at East Carolina University, North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, and the University of North Carolina at Greensboro. White North Carolinians selected to participate will receive a stipend to help them pursue doctoral degrees at North Carolina A&T State University. Recipients must be full-time graduate students who demonstrate

financial need.

- c. **Board of Governors Medical Scholars Program** — The University will continue to fund the Board of Governors Medical Scholars Program. This program provides special funds for minority and disadvantaged students annually to enroll at the University of North Carolina at Chapel Hill, East Carolina University, Duke University, and Bowman Gray medical schools. Each scholarship pays all tuition and fees plus an annual stipend of \$5,000. North Carolina residents who are full-time students are eligible.
- d. **Board of Governors Dental Scholars Program** — The University will continue to fund the Board of Governors Dental Scholars Program. This program provides special funds for minority and disadvantaged students annually to enroll at the University of North Carolina at Chapel Hill School of Dentistry. Each scholarship pays all tuition and fees plus an annual stipend of \$6,000. North Carolina residents who are full-time students are eligible.

### **Employment Measures**

Each constituent institution will at all times maintain in effect an affirmative action plan as required by Executive Order 11,246. Goals will be stated separately for the categories of (a) faculty holding tenure or tenure-track positions and (b) executive-administrative-managerial employees. Availability of black persons possessing appropriate degree qualifications will be determined by reference to the representation among all United States degree recipients in the most recent annual IPEDS national survey of degrees conferred (IPEDS C-1 report) available at the time an institution is scheduled to revise its affirmative action plan.

### **Monitoring of the Program**

The president will monitor each constituent institution's continuing compliance with all elements of this program. For this purpose, the president will require whatever data collection and reporting he deems necessary. The president will report annually to the Board of Governors on the program.

**Administrative Policy on the Program for Further Increases  
in Minority Presence Enrollment**

This program continues with some modifications the commitments pertaining to student recruitment activities that were followed in Administrative Memorandum Number 268 dated November 11, 1988. Additionally, the program includes a commitment for each constituent institution to execute a retention program designed to increase the rate of minority presence students graduating from the institutions.

The program also renews the board's policy requiring institutional affirmative action plans in employment. Until further notice, the current reporting and monitoring requirements will be continued.

[This is a rewrite of Administrative Memorandum #352.]

Adopted 02/10/84

## **MINIMUM GENERAL CRITERIA FOR UNDERGRADUATE ADMISSION**

In accordance with the Delegations of Duty and Authority to Boards of Trustees, as adopted on July 7, 1972, it is recommended that the Board of Governors establish "minimum general criteria for admission" as undergraduate students in the constituent institutions of the University of North Carolina.

### **Background**

The undergraduate admissions policies of all the constituent institutions have in common that admission requires the high school diploma or its equivalent. The institutions vary in their specification of any particular courses (units) that an applicant is required or advised to have taken and passed in high school.

The State Board of Education has substantially changed the basic requirement for graduation from the public high schools of the State. The "Standard Course of Study" was for many years set at 16 units as the basic, minimum requirement for grades 9-12. Effective 1982-83, the minimum requirement was raised to 18 units, and on February 2, 1983, the State board adopted additional changes under which each student will be required, beginning in 1986-87, to complete successfully 20 course units in grades 9-12 as the minimum graduation requirement.

The revised 20-unit graduation requirement specifies the following distribution of course units:

- (a) 4 course units in english;
- (b) 2 course units in mathematics;
- (c) 2 course units in social studies, one unit in government and economics, and one unit in U.S. history;
- (d) 2 course units in science, one in a life science or biology, and one unit in one of the physical sciences;
- (e) 1 course unit in physical education and health; and
- (f) 9 course units as undesignated electives or as determined by the local education agency from study areas included in the "Standard Course of Study."

The State Board of Education has also established a North Carolina Scholars' Program. Designed to encourage "some students . . . to pursue a well-balanced but more vigorous high school program," the North Carolina Scholars' Program offers two optional courses of study each consisting of a 22-course unit requirement with an overall grade average of B or its equivalent for grades 9-12.

### **Recommendations**

1. It is recommended that the Board of Governors prospectively establish a minimum general undergraduate admissions requirement consisting of the high school diploma or its equivalent and including this common core of course units:
  - (a) 4 course units in college preparatory english;
  - (b) 3 course units in mathematics, including geometry, and algebra I and algebra II;
  - (c) 2 course units in social studies, including one unit in government and economics, and one unit in U.S. history; and

- (d) 3 course units in science, including at least one unit in a life or biological science and at least one unit in a physical science, and including at least one laboratory course.

The Board of Governors strongly recommends that institutions advise that prospective students also complete at least two units in one foreign language and that a foreign language course unit and a mathematics course unit be taken in the twelfth grade.

2. These requirements will be effective beginning with the fall semester 1988.
3. The president is requested to develop plans and further recommendations, in consultation with the institutions and with the public schools and the Department of Public Instruction, to inform students and parents of these requirements and particularly to seek the active help and support of teachers, guidance counselors, principals, and local school boards in making these known to students and encouraging them to take and pass the required course units.
4. The president is further requested to develop, in consultation with the chancellors, standards and procedures for making any exceptions to these minimum requirements, and procedures for the review and oversight of such exceptions. It is the intent of the Board of Governors that exceptions be made only under special circumstances.

Adopted 08/06/87  
Amended 09/21/87  
Amended 08/30/89  
Amended 08/21/95  
Amended 02/21/97

### **Administrative Policy on Minimum Undergraduate Admission Requirements**

This policy confirms the interim minimum undergraduate admissions requirements to be in effect at all constituent institutions beginning with the fall of 1990 and continuing.

#### **Minimum Undergraduate Admissions Requirements:**

For the class of 1990 and beyond, the following courses will be required for admission, in addition to an institution's own specific requirements:

- (1) In **english**, four course units emphasizing grammar, composition, and literature;
- (2) In **mathematics**, three course units including algebra I, algebra II, and geometry, or a higher level mathematics course for which algebra II is a prerequisite;
- (3) In **science**, three course units including
  - at least one unit in a life or biological science (for example, biology),
  - at least one unit in a physical science (for example, physical science, chemistry, physics), and
  - at least one laboratory course; and,
- (4) In **social studies**, two course units including one unit in U.S. history, but an applicant who does not have the unit in U.S. History may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

In addition, it is recommended that prospective students complete at least two course units in one foreign language, and take one foreign language course unit and one mathematics course unit in the twelfth grade.

“Course units” as defined in these requirements may include those high school level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student.

#### **APPLICANTS WHO MAY REQUIRE SPECIAL CONSIDERATION**

##### **Category 1**

Applicants who do not meet all of the minimum high school course unit requirements but who were awarded the high school diploma prior to 1988: institutions may waive some of the minimum requirements for applicants in this category.

##### **Category 2**

Applicants who do not meet all of the minimum high school course unit requirements but who were awarded the high school diploma in 1988 or 1989: institutions will use minimum undergraduate admissions requirements stated in Administrative Memorandum Number 251 (Interim Requirements).

**Category 3**

Applicants who are at least 24 years old and are seeking admission as non-traditional students: institutions may waive some of the minimum requirements for applicants in this category.

**Category 4**

Applicants with superior academic records in high school who have completed the 11th grade and have met virtually all the minimum admission requirements as well as the requirements for high school graduation: institutions may waive some of the minimum requirements for these applicants.

**Category 5**

Transfer applicants who

- (a) have the associate of arts, the associate of science, the associate of fine arts, the baccalaureate or any higher level degree, or
- (b) are pursuing a degree under an articulation agreement, or
- (c) have completed six semester hours of degree-creditable work in each of the following areas: english, mathematics, the natural sciences, and the social and behavioral sciences.

Institutions may waive some of the minimum requirements for these applicants.

**Category 6**

Applicants who apply to the North Carolina School of the Arts and do not meet the minimum high school course unit requirements: NCSA may admit such applicants on the condition that course deficiencies be removed by successfully completing required courses in the NCSA high school program by the end of the freshman year.

**Category 7**

Other applicants who, due to unusual or special circumstances, do not meet all of the minimum high school course unit requirements but who have achieved a superior academic record, as measured by grades, rank in class, ACT or SAT scores when compared with other applicants who have been admitted: institutions may waive some of the minimum requirements for applicants in this category upon a finding that such individuals are qualified. This finding may be made by the chancellor or by the designated institutional officer to whom the chancellor expressly delegates the authority.

**Category 8**

Applicants who are graduates of a home school; a high school that follows an outcomes-based, performance-based, or competency-based curriculum; a high school that is not regionally accredited; or a high school that evaluates student performance by means other than course grades (e.g., portfolio analysis): Institutions may waive some of the minimum requirements and require the submission of test score data to include either:

1. SAT I and ACT subscores and total scores; or
2. SAT I and SAT II achievement scores with a minimum of three SAT II achievement scores to include:
  - in english: writing/english composition or literature
  - in mathematics: math levels I, IC, II, or IIC

- in science: biology, physics, or chemistry

### **REPORTING REQUIREMENTS**

Reports on waivers under each of the foregoing categories will be required annually as a part of the student data file.

**NOTES:**

Adopted 09/12/97

**UNIFORM UNC ADMISSIONS REQUIREMENTS FOR  
NONPUBLIC SCHOOL STUDENTS**

The University of North Carolina and its constituent institutions are committed to equality of opportunity. There will be no discrimination on the part of the constituent institutions of the University against applicants for admission, regardless of whether they attended a public or non-public high school. Therefore, it is the intention of the University to administer nondiscriminatory admissions policies by fairly evaluating the records of applicants.

The undergraduate admissions policy of each constituent institution shall define a uniform set of application materials for all applicants that comprise a complete application for admission. No additional information will be required from any applicant based upon the type of high school attended. Whenever the information presented by any applicant to any of the constituent institutions of the University of North Carolina does not clearly indicate whether an applicant is admissible under the institution's current policy, the institution may request supplemental information and test scores. Additional information or testing may not be arbitrarily requested. Although the institution may recommend the test alternatives that it believes will maximize the applicant's chance of acceptance, the choice of which supplemental test scores to submit is left to the applicant.

All of the constituent institutions of the University of North Carolina accept SAT I or ACT scores in support of an application for admission. Whenever a student applies from a high school where class rank or grade point average is not available or readily assessable, the applicant is encouraged to submit supplemental test scores.

**NOTES:**

Adopted 03/14/86  
Amended 02/10/95

## **OUT-OF-STATE UNDERGRADUATE ENROLLMENT POLICY**

To insure that constituent institutions maintain a level of out-of-state undergraduate enrollment consistent with historical University policy and tradition, and one consistent with strong and balanced educational programs, it is recommended that the Board of Governors adopt this statement of policy:

- (a) Each constituent institution, except the North Carolina School of the Arts, shall take necessary steps to limit the proportion of out-of-state students in the entering freshman class to not more than 18 percent by the fall of 1988. In any instance in which a chancellor believes that his institution would suffer serious problems or hardships in reaching this limit within the time provided, he may petition the president and the Board of Governors for an extension of time to meet the 18 per cent limit, which petition may be granted on an annual basis not to extend beyond the fall of 1990. The petition shall set forth the reason for the request, the steps taken by the institution in furtherance of the policy, and the progress made. The chancellor shall furnish such other information as may be requested by the president.
- (b) The president shall monitor progress toward this goal, and shall make interim reports on fall 1986, and fall 1987, enrollments to the board.
- (c) The board shall review this policy in 1988-89 and consider then whether amendments should be made or further measures adopted.
- (d) It is the board's expectation that institutions will admit only academically well-qualified out-of-state students. In any year in which the average combined SAT score for out-of-state freshmen is below that for North Carolina freshmen, the president shall require a written report from the chancellor. The president will include in his interim reports to the board information on the average combined SAT scores for both groups of freshmen.
- (e) Beginning with the fall of 1994, any constituent institution, except the North Carolina School of the Arts, that exceeds the 18% out-of-state freshman enrollment limitation prescribed in paragraph (a) above for two consecutive fiscal years shall have its State operating budget reduced. This reduction shall be made in the second fiscal year in which the two consecutive fiscal year condition is violated; the reduction shall be made, on a non-recurring basis, immediately after the Board of Governors approves the annual enrollment report at its November meeting. The budget reduction shall be based on the number of out-of-state freshmen enrolled in excess of the 18% limitation and the established method used for calculating the operating requirements for regular term enrollment changes.

**NOTES:**