

December 16, 2003

**MEMORANDUM**

**TO:** Committee on Educational Planning, Policies, and Programs  
Chairman Wilson  
Vice Chairman Aldridge

**FROM:** Alan Mabe

**SUBJECT:** Meeting of the Committee Thursday, January 8, 2004

**FOR THE COMMITTEE ON EDUCATIONAL PLANNING, POLICIES, AND PROGRAMS  
MEETING**

Chairman Gilchrist has asked me to notify you that the next meeting of the Committee on Educational Planning, Policies, and Programs is scheduled for **Thursday, January 8, 2004, in the Executive Conference Room, here in the UNC General Administration building.** The meeting will begin at 1:00 p.m.

The tentative agenda for the meeting is as follows:

1. Approval of the Minutes of the Meeting on November 13, 2003 (vote)
2. Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

*Request for authorization to discontinue the following master's degree program*

- Master of Education in Textile Products Design and Marketing at the University of North Carolina at Greensboro

*Request for authorization to establish the following new baccalaureate degree program.*

- Bachelor of Arts in Latin American Studies at the University of North Carolina at Charlotte

*Request for authorization to establish the following new joint baccalaureate degree program.*

- Joint Bachelor of Science in Electrical Engineering at the University of North Carolina at Charlotte and Western Carolina University

*Request for authorization to establish the following new doctoral degree programs.*

- Doctor of Philosophy in Medical Family Therapy at East Carolina University
- Doctor of Philosophy in Rehabilitation Counseling and Administration at East Carolina University

Strategic Planning

3. *Long-Range Plan 2004-09*—Dr. Mabe (vote)

Access: Enrollment Planning

4. Fifth Annual Report on UNC Enrollment Planning—Dr. Mabe (vote)
5. Revisions to the Articulation Agreement between the University of North Carolina and the North Carolina Community College System – Dr. Kanoy (vote)

Intellectual Capital Formation

6. Request from FSU to Divide the College of Arts and Sciences and Rename the Two New Colleges—Dr. Mabe (vote)
7. Proposal to Revise the Mission Statement for ECSU – Dr. Mabe (vote)

K-16 Education

8. Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers—Dr. Thompson (information)
9. Interim Report on Task Force on Meeting Teacher Supply and Demand – Dr. Gilchrist and Ms. Gage (information)

Creation and Transfer of Knowledge

10. Biennial Report on Centers and Institutes—Dr. Lea (vote)
11. Request for Management Flexibility in Information Technology – Ms. Render (vote)
  - University of North Carolina at Pembroke

Other**ACTION ITEMS FOR THE BOARD OF GOVERNORS MEETING****From January 8, 2004 Planning Committee Meeting**

If approved by the Committee on Educational Planning, Policies, and Programs at its meeting on January 8, the items on the Consent Agenda, plus items 3, 4, 5, 6, 7, 10, and 11 will be presented to the Board for its consideration at its meeting on January 9, 2004.

## **Request for Authorization to Establish a Bachelors of Arts Degree in Latin American Studies at the University of North Carolina at Charlotte**

### **Introduction**

The University of North Carolina at Charlotte notified the UNC Office of the President of its intent to plan a Bachelors of Arts in Latin American Studies 05.0107 in March 2003.

### **Program Description**

The University of North Carolina at Charlotte has a long history of commitment to international education. A region of key importance because of globalization and mass migration, Latin American Studies is a high priority. The proposed Bachelors of Arts Degree in Latin American Studies is an interdisciplinary program designed for students to gain knowledge and skills in understanding and analyzing Latin America and Caribbean societies. The Latin American Studies program is centered on a variety of fields including anthropology, Spanish and Portuguese language, literature and culture, history, and political science. Majors will gain an understanding of the socio-cultural background of Latino immigrants along with politics, geography, and factors that affect the economic development Latin America and Caribbean countries. Moreover, majors will understand the significance of events across the Americas. The Latin American Studies program will be administered by the College of Arts and Sciences. Majors in the program must complete advanced work in Spanish and/or Portuguese and participate in an international experience. A major in Latin American Studies could prepare students for international careers, leadership roles in the region as the Spanish-speaking population increases, organizations with international orientations, and/or graduate study in the humanities, social sciences, or law.

### **Program Need**

In addition to the increasing interconnectedness of the U.S. and Latin American economies, there has been a rapid growth of the Latino population in the Charlotte metropolitan area. At UNCC, there has been a documented increase in student interest in courses on Latin American subjects at UNC Charlotte. In the Fall 2002, more than 200 students were enrolled in Latin American history courses, and there were 125 Spanish majors. Additionally, 28 students have already enrolled in introductory courses for this major. The Duke-UNC Chapel Hill consortium report high demand for graduates from similar programs and express support for the UNCC Latin American Studies program. Nationally, the need for Latin American Studies has been affirmed in After Latin American Studies: A Guide to Graduate Study and Employment for Latin Americanist, 3<sup>rd</sup> rev. ed, University of Pittsburgh: Latin American Monograph Series, 2000.

### **Resources**

UNCC faculty have been successful in securing two Undergraduate International Studies and Foreign Languages (UISFL) grants from the U.S. Department of Education for strengthening Latin American Studies at UNCC. Funds from these grants and other private gifts helped the university to hire a specialist in Latin American history, develop 12 new Latin American Studies courses, and attract a cadre of Latin Americanist faculty in various academic departments such as History, Anthropology, and Languages and Cultural Studies. There are currently 14 faculty members teaching courses in Latin American Studies. The Latin American degree program draws on existing courses and faculty. Its interdisciplinary nature allows it to share resources including faculty, classroom space, library resources, and facilities. The program will be funded through the normal university allocation process.

### **Recommendation**

It is recommended that the Board of Governors approve the request to establish a Bachelors of Arts in Latin American Studies at the University of North Carolina at Charlotte.

# **Request for Authorization to Establish a Joint Bachelor of Science Program in Electrical Engineering between the University of North Carolina at Charlotte and Western Carolina University.**

## **Introduction**

The UNC Office of the President was notified of the intent to plan a joint Bachelor of Science program in Electrical Engineering (14.1001) by Western Carolina University and the University of North Carolina at Charlotte in October 2003. They now have requested the establishment of the joint degree program, effective August 2004

## **Program Description**

Western Carolina University and the University of North Carolina at Charlotte have agreed to offer a joint B.S. degree in Electrical Engineering. The two institutions are in full agreement on the curriculum for the joint degree program. A Memorandum of Understanding will be constructed that details the operational aspects of the program. This memorandum will be shared with the Office of the President prior to the beginning of the program. UNCC is authorized to offer a B.S. in Electrical Engineering, and it is accredited by the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology. The joint program will follow the UNC Charlotte electrical engineering curriculum. It will provide the opportunity and the environment for majors to acquire the educational and skills necessary to pursue professional careers in Electrical Engineering and/or to continue for an advanced degree.

A program coordinator for the joint degree program will be appointed by the respective institutions. Qualified faculty from both WCU and UNCC will provide the instruction and form a joint faculty. Joint faculty will hold rank at both institutions. A program committee of the joint faculty will recommend admission standards, assessment methodology, standards for student progression and graduation. Selected courses will be taught on-site by respective faculty, and others will be delivered via distance education. Students admitted into the joint program will have a designated home campus and will be able to enroll in EE courses offered at either institution.

## **Need for Program**

The development of an engineering program has been a strategic priority for WCU for many years. WCU's priority is reinforced by an economic development report commissioned by the Western North Carolina Regional Economic Development Agency. In terms of labor market analysis and workforce resources, the report stated that WCU is a significant factor in the economic development of western North Carolina. A degree program in electrical engineering would foster economic development for the region. This proposal follows the recommendations of the Board of Governors in the Engineering Report it approved on March 21, 2003.

## **Resources**

UNCC is currently funded to operate an electrical engineering program. WCU has received a grant by the Defense Advanced Research Projects Agency (DARPA), which will assist the university in the acquisition of new equipment and infrastructure for laboratories and technology. The General Assembly has provide \$300,000 in nonrecurring funds for start up cost that is to be released upon Board approval of the joint program.

## **Recommendation**

It is recommended that the Board of Governors approve the request to establish a joint Bachelor of Science degree in Electrical Engineering between the University of North Carolina at Charlotte and Western Carolina University, effective August 2004.

**East Carolina University**  
**Request to Establish a Doctoral Program in Medical Family Therapy**

**Introduction**

Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on November 8, 2002 the request from East Carolina University to plan a doctoral program in Medical Family Therapy. East Carolina now seeks approval to establish a doctoral program in Medical Family Therapy (CIP: 19.0703) effective August 2005.

**Program Description**

The institution describes the new program as follows:

The purpose of the proposed PhD in medical family therapy is to prepare marriage and family therapists to discover, create, expand, and advance the scientific and research bases of medical family therapy practice and education. Innovations and advancements in medical family therapy practice and education will emerge from the research skills, theory development, and clinical practice that the proposed program will foster. Students will be prepared to conduct research in the interdisciplinary domains of human development (i.e., the biological-psychological-social domains) and collaborate with other professionals on interdisciplinary projects, initiatives, and research. The curriculum will be enriched through interdisciplinary cognate study in the health, behavioral, social, and biological sciences; interdisciplinary research practice; and integration of technologies in the delivery of the program. Dissertation research will prepare graduates to contribute their discoveries to the body of medical family therapy and health care knowledge. Upon graduation, students will be prepared to assume positions as researchers; university faculty; administrators and clinical supervisors in public and private mental health agencies, human services departments, and health care organizations; and therapists in public or private practice.

Doctoral education in medical family therapy at East Carolina University will build on preparation provided in the marriage and family therapy master's program. The existing master's program prepares students with a strong theoretical knowledge base in the foundations of clinical marriage and family therapy education and practice. The program also prepares students for the provision of individual, couple, and family therapy with an available clinical emphasis in medical family therapy. The current available master's degree is clinical in nature and prepares students to evaluate and apply existing theory and research-based clinical intervention to a broad range of issues and contexts. The proposed doctoral program will build on that training and focus on issues related to healthcare, prepare students with advanced research methodologies and technologies to discover new medical family therapy knowledge, expand the scientific and practice bases of medical family therapy, and advance academic teaching and research. The doctoral program at East Carolina University will also build on the university's strength as an innovative and collaborative academic,

research, and outreach institution. The mental health programs on main campus and the health sciences division offer considerable support for the success of this program.

### **Program Review**

The review process is designed to surface strengths and weaknesses in proposed new degree programs. Proposals to establish new doctoral programs are reviewed internally and externally. The concerns from the two review processes were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

*Several issues arose in the process of the internal and external reviews. Questions are still arising about the pool for the program and the opportunities for graduates. If this is seen as a truly new program direction for family therapy it might generate much interest or students might be hesitant until this area is more established. So it would seem the issues of the pool of potential applicants and the placement opportunities need to be addressed specifically in relations to the type of program proposed.*

*The review points out that those trained for this new direction are at the junior level and will need time to develop research programs adequate to what is expected for a doctoral level program. As the reviewer puts it “the current faculty with medical family therapy training are in the early stages of their research careers.” That raises the question whether the program is ready yet for the step up to a doctoral level training. This will place more pressure on new faculty for the program. While there is an articulated expectation that more faculty will be added, the actual commitment in this area is not strong. Note the language from the dean—“ This program will be given priority consideration in the allocation of positions (should they become available and be distributed to HESC... ” More attention needs to be devoted to the plan for having a doctoral-level research faculty for the program.*

*The issue of the inclusion of “medical” in the title still raises issues for some of the readers. And the extent the program is prepared to be a trail blazing one is related to the issue above of how ready the faculty is for assuming a doctoral program.*

### **Graduate Council**

The Graduate Council had, as a basis for its consideration, the proposal to establish the program, copies of the outside reviews of the program, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program. Several issues were discussed including those identified above as well as questions about the relation of the proposed new field to family therapy and other related fields. Concerns were expressed about the size of faculty and the level of research in this new area.

### **Response**

ECU has allocated four new positions to the department and two newly hired faculty will become members of the graduate faculty as of fall 2004. One of the new hires was at the senior level and has research and teaching experience in family studies as well as dissertation supervision experience.

**Recommendation by the Graduate Council**

After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval to establish this doctoral program in Medical Family Therapy.

**Resources**

Allocation of four faculty positions constitute a large part of the resource needed to support this program. ECU is committed to internal reallocations to support this program

**Recommendations**

The Office of the President recommends that the Board of Governors approve the request from the East Carolina University to establish a doctoral program in Medical Family Therapy effective August 2005.

**Approved to be Recommended to the Committee on Educational Planning, Policies,  
and Programs of the Board of Governors**

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**Senior Vice President Gretchen M. Bataille**

**December 16, 2003**

**East Carolina University**  
**Request to Establish a Doctoral Program in Rehabilitation Counseling**  
**and Administration**

**Introduction**

Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on November 9, 2001 the request from East Carolina University to plan a doctoral program in Rehabilitation Counseling and Administration. East Carolina University now seeks approval to establish a doctoral program in Rehabilitation Counseling and Administration (CIP: 51.2310) effective August 2005.

**Program Description**

The institution describes the new program as follows:

The Department of Rehabilitation Studies is requesting permission to establish an interdisciplinary doctor of philosophy (PhD) degree program in rehabilitation counseling and administration.

The proposed program is designed primarily for master's-level practitioners with related work experience who want to become advanced service delivery professionals, administrators in rehabilitation, substance abuse, and related health care facilities, or faculty in academic settings. The primary objective is to meet the need for terminal degree professionals for clinical and administrative roles in applied service delivery and agency settings. The North Carolina Department of Health and Human Services, Substance Abuse Services Section, and the North Carolina Division of Vocational Rehabilitation Services are in regular need of qualified administrators. Administrators and advanced service delivery professionals are needed at higher state office levels as well as in regional and local rehabilitation and substance abuse treatment programs.

A secondary objective is to address the need for terminal degree professionals in academic settings in North Carolina. Throughout the UNC system there is a need for university faculty who are qualified to teach in the rehabilitation counseling, substance abuse counseling, vocational evaluation, rehabilitation services, and related allied health care disciplines. The PhD program will also provide such a terminal degree option for current master's degree-level allied health professionals in such areas as physical therapy, occupational therapy, and physician assistant programs. The goal of the program is to meet the demand for

- administrators in rehabilitation, substance abuse, vocational evaluation, and related health care programs in state, regional, and local programs that deliver rehabilitation and health care services;
- substance abuse faculty and researchers at the four MS degree level substance abuse counselor education programs at ECU, ASU, UNCW, and UNCC faculty for the



undergraduate minor in alcohol and drug studies at ECU; and faculty at other UNC universities that offer substance abuse courses;

- advanced clinical professionals for rehabilitation and substance abuse counseling in clinical settings and public school programs that focus on substance abuse;
- an advanced degree option for related allied health professionals, such as physical therapy, occupational therapy, and physician assistant programs.

The program will be based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP)'s standards for doctoral programs. (See Appendix A.) The standards "are intended to prepare counselor educators and supervisors and advanced practitioners for counseling and human development in both academic and clinical settings." A minimum of 96 graduate semester hours is required by the CACREP guidelines and the proposed PhD program is being developed consistent with those guidelines. Two special issues of *Rehabilitation Education* (13 (2), 1999; 14 (2), 2000) focused on recommended curricula for rehabilitation doctoral programs. Recommendations for curriculum and course content from these issues (Bieschke & Herbert, 2000; Bolton & Cook, 1999; Parker & Thomas, 1999; Berven & Lynch, 1999; Bolton & Cook, 2000; Bolton, 2000; Cook, 2000; Herbert & Bieschke, 2000; Hershenson & Szymanski, 1999, Maki & Rocklin, 2000) were also used as guidelines in structuring the required curriculum as well as in developing content in required courses. The proposed program will include curriculum in post-master's degree level rehabilitation counseling, substance abuse counseling, research, statistics, rehabilitation, and health care administration.

### **Program Review**

The review process is designed to surface strengths and weaknesses in proposed new degree programs. Proposals to establish new doctoral programs are reviewed internally and externally. The concerns from the two review processes were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

*A number of issues came to the fore in the review process. The issue of demonstrating need came up with some comments by one reviewer that some of the studies, going back to 1998, could be outdated and more current data would be helpful. There was also a concern about just how many of the potential openings identified would be met by graduates of this program. Perhaps the sense that some of this analysis may be out of date can be focused on a claim in the proposal, "...especially in an economy with low unemployment and many professional vacancies." Clearly this statement does not capture current reality, and even the notion of professional vacancies needs closer scrutiny in light of the pressure on the state budget. While this could result in some shifting of positions from public to private, careful analysis needs to be done to track what the real need is.*

*A few curriculum issues came up. There was concern about the place in the program for supervised teaching, and topics such as professional issues, standards of practice, and rehabilitation counseling's role and function. The reviewer granted that they could be embedded in the identified courses, but they were not evident to the reader.*

*The size of the faculty was raised and the issue of faculty research productivity. There was a recommendation that at least one of the new appointments be at a senior level and be someone with significant research experience. Another recommendation was that one of the positions be in rehabilitation administration. The reviewer could find little evidence of faculty research funding and was concerned that the research funding was not at a level for a doctoral faculty. He recognized that changes take place with a new degree level, but seems to have reservations about how close the faculty is to the expected level of research funding.*

*The review process identified the evaluation plan as an area needing more development. The goal of the program is to serve the academy and provider administrators for rehabilitation organizations but neither of those shows up as measures of success for the program. While we can place confidence in the campus's internal review process, the standards for success need to be carefully laid out in an evaluation plan.*

*There was some concern that for a program planning to serve rehabilitation agencies, there was not much demonstration of involvement by a wide range of agency representatives, and one reviewer commented that the two agency letters were identical, which raise the question of just how much involvement there was in the details of the direction of the program.*

*As indicated above, the two additional faculty positions appear to be necessary to start the program, yet it appears that their funding is to be based on enrollment-based new funds. If the numbers do not reach expectation, what will happen? The level of commitment of the campus to this program needs to be carefully delineated.*

*With new doctoral programs there is usually an issue of how new graduate students will be supported. That is an issue here as well.*

*Finally, the interdisciplinary nature of the programs means reliance of other programs for some of the curriculum. Two issues there are whether the programs are willing to tailor courses specifically to meet the needs of this program and what assurance there is that departments without doctoral programs will provide service course appropriate for doctoral level education.*

### **Graduate Council**

The Graduate Council had, as a basis for its consideration, the proposal to establish the program, copies of the outside reviews of the program, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program. The discussion at the Graduate Council focused on whether a faculty of adequate size and experience would be in place for an August 2004 start for the program. It was the sense

of the Council that the two new faculty members needed to be in place prior to recruiting students to the program. There was discussion of the relation of the hours of the prior master's degree to the hours of the doctoral program, which was cleared up when it was made clear that the hours were not being transferred to the doctoral program but were the hours typically expected in a master's program that would feed the doctoral program.

### **Response**

Representatives of the school pointed to the need for more doctoral-level graduates both for public and private practice and for providing college and university faculty. A program with high national standing for its master's program is in good shape to launch a doctoral program that can address some of these needs immediately. One faculty member is being hired and ECU is planning to hire another faculty member in the first year of the program. The campus plans to provide doctoral stipends and some tuition waivers.

### **Recommendation by the Graduate Council**

After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, first to move the approved start date to August 2005, then without dissent, voted to recommend approval to establish this doctoral program in August 2005 on the assumption that the two new faculty would be in place by then.

### **Need for the Program**

The primary need for the program is that of doctoral trained graduates for public agencies in North Carolina and elsewhere, and of faculty. This would be the only doctoral program in UNC.

### **Resources**

The commitment of faculty has been made by the dean, and other support is to come from internal reallocations and enrollment growth as well as from external funding.

### **Recommendations**

The Office of the President recommends that the Board of Governors approve the request from East Carolina University to establish a doctoral program in Rehabilitation Counseling and Administration effective August 2005 with the proviso that the two new faculty members are in place before students are accepted for the program.

**Approved to be Recommended to the Committee on Educational Planning, Policies, and Programs of the Board of Governors**

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**Senior Vice President Gretchen M. Bataille**

**December 16, 2003**

# FIFTH ANNUAL REPORT ON UNIVERSITY OF NORTH CAROLINA ENROLLMENT PLANNING

**December 15, 2003**



Submitted by the University of North Carolina Board of Governors  
in response to North Carolina Session Laws 1999, Chapter 237,  
General Statute 10.8 of the North Carolina General Assembly

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# FIFTH ANNUAL REPORT ON UNC ENROLLMENT PLANNING

December 15, 2003

North Carolina Session Laws 1999, c. 237, s. 10.8 (UNC Enrollment Planning)

*The Board of Governors shall report to the Joint Legislative Education Oversight Committee by December 15 of each year on enrollment planning, current and anticipated growth, and management of capacity to meet the demands for higher education in North Carolina. These reports shall continue through December 2005.*

## I. Enrollment Planning

It is the statutory responsibility of the University of North Carolina to extend the benefits of higher education to the people of North Carolina. Among the six strategic directions that drive the Board of Governors' UNC long-range plan for 2002-2007 is the following: *Access: Ensure affordability and access to higher education for all who qualify and embrace a vision of lifelong learning.* Included among the major strategies associated with this strategic direction are the following:

- ◆ Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at focused-growth institutions.
- ◆ Continue to promote access, retention, and graduation of traditionally underrepresented segments of North Carolina's population, implementing and monitoring the strategies outlined in the diversity plan adopted by the Board of Governors in 2001.
- ◆ Ensure financial access to North Carolina residents by keeping tuition and fees as low as practicable, while continuing to expand need-based financial aid resources for low-income students.
- ◆ Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., CFNC and Pathways), to offer e-learning courses and programs, to deliver academic and student services, and to promote inter-institutional collaboration in course and program delivery.
- ◆ Continue to promote collaboration with community colleges through initiatives such as the North Carolina Comprehensive Transfer Articulation Agreement, delivery of baccalaureate completion and graduate programs at community college sites, and enrollment planning.
- ◆ Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor's degree or higher, with no significant differences between the educational attainment of majority and minority populations.
- ◆ Maximize the capacity of UNC institutions to serve the anticipated enrollment growth through more efficient use of on-campus facilities, increased summer school

enrollment, expanded use of off-campus instruction sites, new academic programs, and e-learning.

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

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

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

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

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

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

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

### ***B. Enrollment Projections: Population Pools and UNC Participation Rates***

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

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

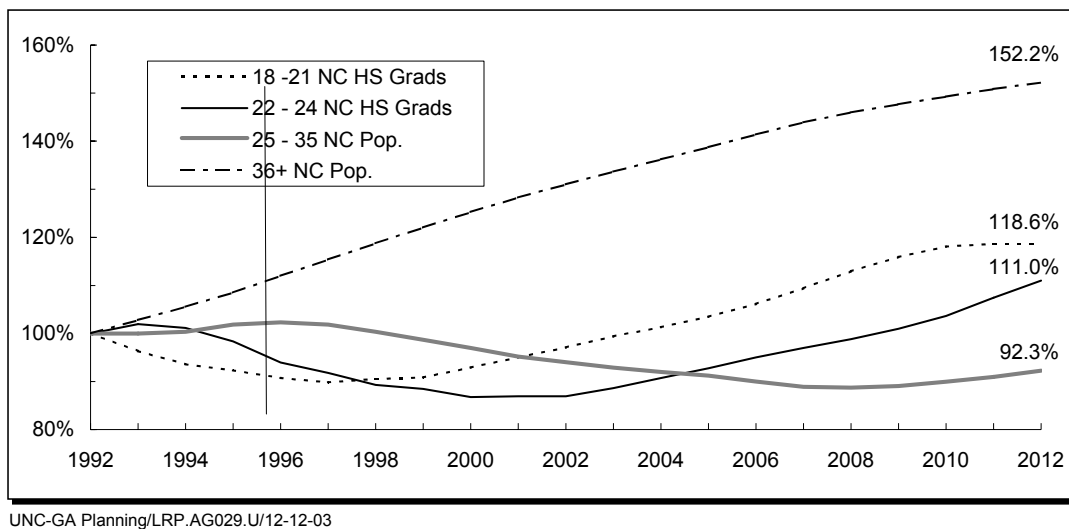
The UNC enrollment projections are built on extrapolations of two elements: 1) pools of potential students by age group or cohort (e.g., 18-21, 22-24, 25-35, and 36 and older) for the planning period to estimate the total potential “market,” and 2) the historic UNC attendance rates of these groups to determine the percent of that market that has traditionally enrolled at a UNC institution. Continuation of enrolled students is factored in as well.

### ***Pools of Potential Students by Age Group or Cohort***

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

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

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



### ***Historic UNC Attendance Rates***

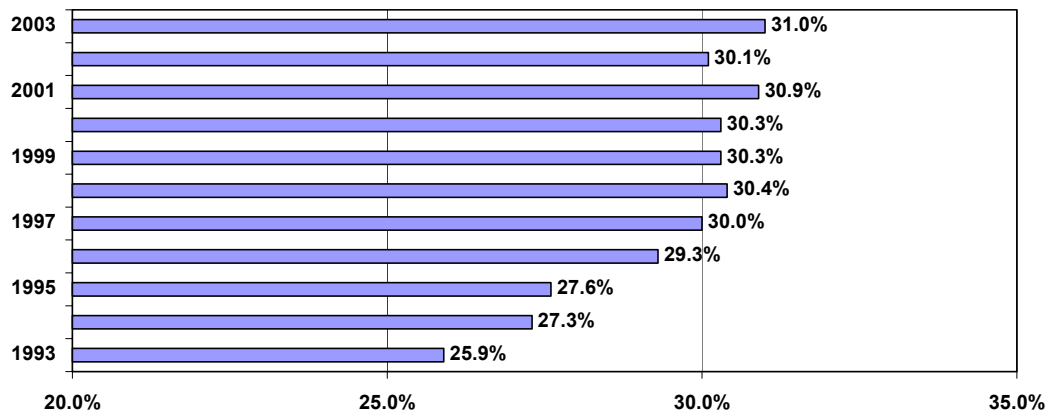
To determine what percent of this potential demand can be expected to enroll at a UNC institution, the projections take into account the UNC attendance rates of members of these various population pools or cohorts at each UNC institution over the past seven years. This reduces the focus from the entire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



to produce a total UNC projection of enrollment demand. Given the high cost of nonresident tuition, the model assumes that the participation rate of nonresident undergraduates will remain relatively stable.

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

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

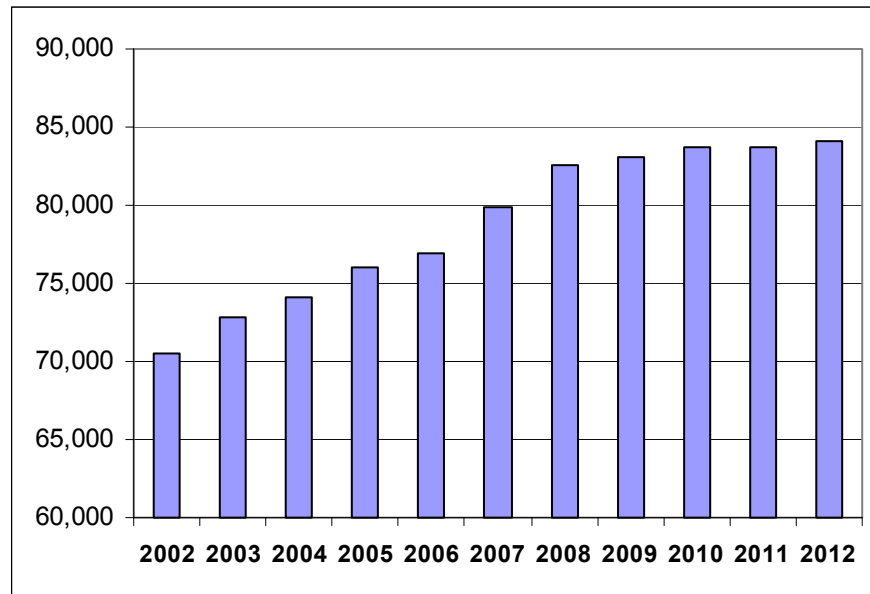


### ***Growth in High School Graduates in North Carolina***

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

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

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



### ***Financial Aid***

The Board of Governors established a Task Force on Student Financial Aid to address the needs of those who were least able to attend college because of financial concerns. As the need-based financial aid plan was developed, UNC trailed other major institutions in the nation in funding for need-based financial aid. To help address this issue, the UNC Need Based Financial Aid Program was inaugurated for the 2000-2001 academic year, using the formula recommended in the report of the Task Force on Student Financial Aid presented to the Board of Governors in November 1999. The formula takes advantage of federal data collection (so no additional application for this program is required) and fully leverages other federal funds such as Pell Grants and tax credits. Due to continuing funding by the General Assembly, over 25,000 students have been aided through this program for 2003-2004. The budget now allows funding for all four classes of undergraduate students. Fund information is offered via the Internet so that all campuses at which a student expresses an interest are simultaneously notified of grant eligibility and can include the UNC Need Based Grant in their aid offers before an enrollment decision is made.

The State Education Assistance Authority released an affordability study in November 2003. Its finding on three broad measures of affordability -- the college-going rate in North Carolina, the net price of college in relation to family income, and average cumulative student debt upon graduation -- indicate that “despite increased prices, higher education for North Carolinians remains affordable....”

### ***C. Planning to Accommodate Projected Enrollment Growth***

Enrollment projections do not constitute an enrollment plan. Rather, they serve as a planning tool that enables institutional leaders to estimate future enrollment demand. The

next step is to determine whether (and how) the institution—or, in the case of a system, all of the constituent institutions combined—can meet the projected demand. The answer requires an evaluation of several elements—e.g., institutional mission, current physical capacity, and future capacity for growth.

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

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

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

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

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

## II. Current and Anticipated Enrollment Growth

### A. Fall 2003 Enrollment<sup>1</sup>

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

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

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

Fall headcount enrollment, 2000 actual and targets for 2005 and 2010, on-campus and off-campus enrollment combined							
Institution	2000 (actual)	2005 (target)	% increase (2000-05)	2010 (target)	% increase (2005-10)	Total Increase	% increase (2000-10)
ASU	13,227	14,850	12.27%	16,600	11.78%	3,373	25.50%
ECU	18,750	22,630	20.69%	27,500	21.52%	8,750	46.67%
ECSU	2,035	2,590	27.27%	3,270	26.25%	1,235	60.69%
FSU	4,487	5,480	22.13%	6,260	14.23%	1,773	39.51%
NCA&T	7,748	9,340	20.55%	11,000	17.77%	3,252	41.97%
NCCU	5,476	6,980	27.47%	8,230	17.91%	2,754	50.29%
NCSA*	768	840	9.38%	900	7.14%	132	17.19%
NCSU	28,619	31,020	8.39%	36,000	16.05%	7,381	25.79%
UNCA	3,292	3,530	7.23%	3,760	6.52%	468	14.22%
UNC-CH	24,892	28,100	12.89%	29,250	4.09%	4,358	17.51%
UNCC	17,241	20,430	18.50%	24,130	18.11%	6,889	39.96%
UNCG	13,125	15,360	17.03%	18,330	19.34%	5,205	39.66%
UNCP	3,445	5,170	50.07%	6,140	18.76%	2,695	78.23%
UNCW	10,100	11,270	11.58%	12,320	9.32%	2,220	21.98%
WCU	6,699	7,840	17.03%	9,530	21.56%	2,831	42.26%
WSSU	2,857	3,830	34.06%	4,780	24.80%	1,923	67.31%
<b>TOTAL</b>	<b>162,761</b>	<b>189,260</b>	<b>16.28%</b>	<b>218,000</b>	<b>15.19%</b>	<b>55,239</b>	<b>33.94%</b>

\* NCSA enrollment figures do not include high school students.

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

**Table 2. Comparison of Fall 2002 and Fall 2003 Headcount Enrollment**

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

All sixteen institutions experienced enrollment growth for fall 2003 except NCSA. Eight institutions, including six focused-growth campuses, equaled or exceeded the system-wide average rate of growth of 3.6 percent—WSSU (16.8%), NCCU (10.3%), NCA&TSU (10.0%), WCU (7.5%), ECSU (7.3%), ECU (6.0%), and UNCC (3.6%). The headcount growth was most dramatic among seven institutions, each with increases of 500 or more students—ECU (1,179), NCA&TSU (915), UNCC (689), NCCU (672), WSSU (607), and WCU (528).

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

Specific groups of students that experienced above average increases in their enrollment this year include:

- ◆ First-time students at all degree levels (up 5.9 percent)
- ◆ 18- to 24-year-old students (up 3.3 percent)
- ◆ Full-time students (up 3.8 percent)
- ◆ Minority students (up 7.2 percent)
- ◆ Women (up 4.1 percent)

## ***Diversity***

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

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

African American enrollment increased at both the historically black institutions (9.7 percent) and the historically white institutions (3.6 percent). White enrollment increased at both the historically black institutions (3.8 percent) and historically white institutions (1.7 percent). Taken together, these changes produced an enrollment at the historically white institutions that is 10.6 percent African American (up slightly from last year), and an enrollment at the historically black institutions that is 13.6 percent white (down slightly from last year). In percentage terms, this is the sixth year in a row that African American students have exceeded 10 percent of the total enrollment at the historically white institutions. This means that 41.6 percent (16,904) of UNC's African American students now enroll at historically white or historically American Indian institutions. By contrast, 5.2 percent (6,457) of UNC's white students enroll at historically African American or American Indian institutions.

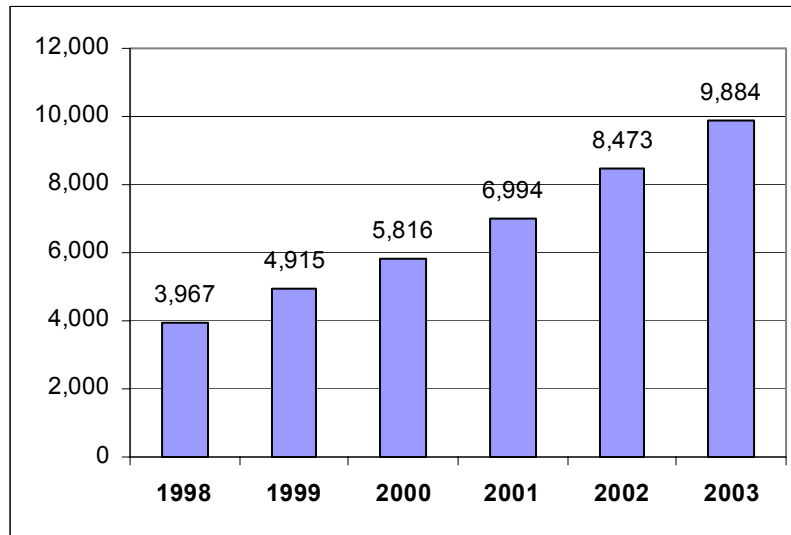
## ***Distance Education***

The number of students enrolled in off-campus distance education courses this fall and not taking courses on campus was 9,884, an increase of 1,411 (16.7 percent) as shown in Figure 4. An additional 4,545 students enrolled in distance education courses while taking courses on-campus, for a total of 14,429 students enrolled in such courses. This suggests that growing numbers of regular session students are choosing to take distance-learning courses, generally through the use of information technology. As might be expected, distance education courses are especially convenient for nontraditional students (age 25 and older), who constitute 73.9 percent of off-campus enrollment.

## ***Increase in Enrollment, Diversity, and SAT Scores***

Not only has UNC experienced record enrollment growth but both diversity and freshmen SAT scores have increased. The University is more diverse overall and eight institutions have increased diversity as defined for their campuses (ASU, ECU, NCA&TSU, NCSU, UNCA, UNC CH, UNCP, UNCW). Eleven institutions saw the average SAT for first-time-in-college students increase (ECU, ECSU, NCA&TSU, NCSU, UNC CH, UNCC, UNCG, UNCP, UNCW, WCU, WSSU). The UNC average SAT score increased from 1072 to 1075.

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



### ***B. Revised Fall Headcount Enrollment Planning for 2002-2012***

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

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

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

## **III. Management of Capacity**

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

**Table 3. UNC Ten-Year Enrollment Growth Plan (2002-2012)**

Fall headcount enrollment, 2002 actual and planned targets for 2007 and 2012							
<b>Institution</b>	<b>2002 (actual)</b>	<b>2007 (target)</b>	<b>% increase</b>	<b>2012 (target)</b>	<b>% increase</b>	<b>Total Increase</b>	<b>% increase</b>
ASU	14,178	15,382	8.49%	16,731	8.77%	2,553	18.01%
ECU	20,577	24,569	19.40%	28,500	16.00%	7,923	38.50%
ECSU	2,150	2,848	32.47%	3,578	25.63%	1,428	66.42%
FSU	5,308	5,919	11.51%	6,603	11.56%	1,295	24.40%
NCA&T	9,115	12,900	41.52%	15,867	23.00%	6,752	74.08%
NCCU	6,519	8,234	26.31%	9,938	20.69%	3,419	52.45%
NCSA *	817	899	10.04%	923	2.67%	106	12.97%
NCSU	29,637	32,249	8.81%	36,500	13.18%	6,863	23.16%
UNCA	3,391	3,717	9.61%	3,717	0.00%	326	9.61%
UNC-CH	26,028	27,868	7.07%	28,871	3.60%	2,843	10.92%
UNCC	18,916	23,504	24.25%	28,430	20.96%	9,514	50.30%
UNCG	14,453	17,367	20.16%	18,683	7.58%	4,230	29.27%
UNCP	4,432	6,446	45.44%	6,786	5.27%	2,354	53.11%
UNCW	10,918	12,348	13.10%	13,641	10.47%	2,723	24.94%
WCU	7,033	9,460	34.51%	10,210	7.93%	3,177	45.17%
WSSU	3,495	5,121	46.52%	6,202	21.11%	2,707	77.45%
<b>TOTAL</b>	<b>176,967</b>	<b>208,831</b>	<b>18.01%</b>	<b>235,180</b>	<b>12.62%</b>	<b>58,213</b>	<b>32.89%</b>

\* NCSA enrollment figures do not include high school students.

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

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



be taught through distance and online education. This increase would represent nearly 20 percent of total anticipated enrollment growth.

Another strategy to maximize capacity is expansion of enrollment in summer sessions. Like distance education before it was fully funded in 1998-99, summer school degree-credit instruction receives minimal state funding and so is essentially self-supporting. This constrains the ability of campuses to make full use of summer session to deliver degree-credit courses. In order to support instructional costs, most campuses must charge higher tuition in the summer and lack financial aid to assist low-income students. Therefore many students cannot afford summer school courses. Second, in order to be economically viable, courses must attract a high enrollment. This generally limits courses to those at the introductory level and makes it too costly to offer many of the upper division courses that juniors and seniors require to complete their degrees.

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

**COMPREHENSIVE ARTICULATION AGREEMENT  
BETWEEN THE UNIVERSITY OF NORTH CAROLINA  
AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

**Approved by the Board of Governors of The University of North Carolina and  
the State Board of the North Carolina Community College System**

**DRAFT**

**November 2003  
(revised)**

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(This document, complete with appendices, is available at  
[www.ga.unc.edu/student\\_info/caa](http://www.ga.unc.edu/student_info/caa))

# **Comprehensive Articulation Agreement Between the University of North Carolina and the North Carolina Community College System**

## **I. Purpose**

The purpose of this document is to report on the implementation of the provisions of House Bill 739 and Senate Bill 1161 (1995 Session of the General Assembly). Section 1 of HB739 instructed the Board of Governors of the University of North Carolina and the State Board of Community Colleges to develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between them and the University of North Carolina. Section 3 of HB739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997. Section 1 of SB1161 directed the University of North Carolina Board of Governors and the State Board of Community Colleges to develop a plan that ensures accurate and accessible academic counseling for students considering transfer between community colleges and between community colleges and the constituent institutions of the University of North Carolina. Section 2 of SB1161 required the two boards to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. Section 3 of SB1161 directed the State Board of Community Colleges to review its policies and rules and make any changes that are necessary to implement the plan for the transfer of credits.

The provisions of the legislation are consistent with the strategic directions adopted by the University of North Carolina Board of Governors, the first of which is to "expand access to higher education for both traditional and non-traditional students through...uniform policies for the transfer of credit from community colleges to constituent institutions...development of electronic information systems on transfer policies, off-campus instruction, and distance education...[and] increased collaboration with other education sectors...." Similarly, the State Board of Community Colleges has established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the work force development mission of the North Carolina Community College System. College level academic courses and programs have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963.

The Board of Governors and the State Board of Community Colleges are committed to simplifying further the transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina.

## **II. Background and Procedures**

The two boards approved a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions" at their meetings in February 1996. This plan was submitted as a preliminary report to the Joint Legislative Education Oversight Committee in March 1996. Since that time, significant steps have been taken toward implementation of the transfer plan. At their April 1996 meetings, the boards appointed their respective sector representatives to the Transfer Advisory Committee to direct, coordinate, and monitor the implementation of the proposed transfer plan. (The Transfer Advisory Committee membership is listed in Appendix.)

Basic to the work of the Transfer Advisory Committee in refining transfer policies and implementing the transfer plan has been the re-engineering project accomplished by the North Carolina Community College System, especially common course names, numbers, credits, and descriptions. The Community College Common Course Library includes approximately 3,800 semester-credit courses written for the associate degree, diploma, and certificate programs offered in the system. Colleges select courses from the Common Course Library to design all curriculum programs.

Of approximately 700 arts and sciences courses within the Common Course Library, the faculty and administrators of the community colleges recommended approximately 170 courses as appropriate for the general education transfer core. The Transfer Advisory Committee then convened a meeting on May 28, 1996, at which six University of North Carolina faculty in each of ten general education discipline areas met with six of their professional counterparts from the community colleges. Through a very useful and collegial dialog, these committees were able to reach consensus on which community college courses in each discipline were acceptable for transfer to University of North Carolina institutions as a part of the general education core. This list of courses was distributed to all University of North Carolina and community college institutions for their review and comments. Considering the recommendations of the general education discipline committees and the comments from the campuses, the Transfer Advisory Committee established the list of courses which constitutes the general education transfer core. This general education core, if completed successfully by a community college student, is portable and transferable as a block across the community college system and to all University of North Carolina institutions.

With the establishment of the general education transfer core as a foundation, joint academic disciplinary committees were appointed to draw up guidelines for community college curricula that will prepare students for intended majors at University of North Carolina institutions. Each committee consisted of representatives from each UNC institution offering such major programs and eight to ten representatives from community colleges. The Transfer Advisory Committee distributed the pre-major agreements recommended by the faculty committees to all University of North Carolina and community college institutions for their review and comments. Considering the faculty committee recommendations and the campus comments, the Transfer Advisory

Committee established transfer articulation agreements for majors which have significant transfer traffic from the community colleges to University of North Carolina institutions.

The special circumstances surrounding transfer agreements for associate in applied science programs, which are not designed for transfer, require bilateral rather than statewide articulation. Special circumstances include the different accreditation criteria for faculty in transfer and non-transfer programs, the different general education requirements for transfer and non-transfer programs, and the workforce preparedness mission of the technical/community college AAS programs.

A major element in the proposed transfer plan adopted by the two boards in February 1996 is the transfer information system. Simultaneously with the work being done on the general education and professional specialization (major) components of the transfer curriculum, the joint committee on the transfer information system laid out a plan, approved by the boards of the University of North Carolina and the North Carolina Community College System, "to provide students with accurate and understandable information regarding the transfer of credits...[and] to increase the adequacy and availability of academic counseling for students who are considering a college transfer program." In addition to the printed publications currently being distributed to students, transfer counselors, admissions directors, and others, an electronic information network provides (1) electronic access to the articulation database which will include current transfer policies, guidelines, and on-line catalogs for public post-secondary institutions; (2) computerized common application forms, which can be completed and transmitted electronically along with transcripts and other education records; and (3) an electronic mail network for transfer counselors and prospective transfer students. Access to the e-mail network is available in the transfer counselors' offices and other selected sites on campuses.

The final element of the transfer information system is the Transfer Student Academic Performance Report. This report, recently refined with suggestions from community college administrators, is sent annually to each community college and to the State Board of Community Colleges. These data permit the rational analysis of transfer issues and are beneficial to students and to educational and governmental decision-makers. This performance report provides the important assessment component necessary for evaluating and improving the transfer process.

### **III. Comprehensive Articulation Agreement**

The Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions, which are regionally accredited for college transfer programs. All courses designated as approved for college transfer under this agreement will be taught by faculty who meet Southern Association of Colleges and Schools (SACS) Commission

on Colleges credential requirements. A secondary assumption is that there is sufficient commonality in the lower-division general education requirements currently offered among all universities to develop a common general education component at the community colleges for the purpose of transfer. The general education transfer core is similar to each institution's lower-division general education requirements, but is not identical in that specific courses may differ. The underlying concept is that competencies and understandings developed by general education programs as a whole are more important than individual courses. Therefore, the block transfer of a core is important. The general education requirements of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements remain unaffected by this plan. Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower level courses required for each major are the subject of the pre-major transfer articulation agreements developed by joint discipline committees.

The Comprehensive Articulation Agreement (CAA) addresses the transfer of credits between institutions in the North Carolina Community College System and from that system to constituent institutions of the University of North Carolina. It does not address admission to an institution nor to a specific major within an institution. The CAA was developed jointly by faculty and administrators of the North Carolina Community College System and the University of North Carolina based on the proposed transfer plan approved by both governing boards in February 1996. The CAA applies to all North Carolina community colleges and all constituent institutions of the University of North Carolina. The components described below are included in the CAA.

**Transfer of graduates of associate in arts and associate in science degree programs in the community college system**

- The CAA enables North Carolina community college graduates of two-year associate in arts and associate in science degree programs who are admitted to constituent institutions of the University of North Carolina to transfer with junior status .
- Universities cannot place requirements on students transferring under the CAA which are not required of their native students.
- The Comprehensive Articulation Agreement does not obviate existing requirements for the University of North Carolina Minimum Course Requirements; however, completion of the AA or AS degree from the NCCCS satisfies Minimum Course Requirements. In 2004, students under the CAA must have completed two semesters of a foreign language in addition to AA or AS to meet the minimum course requirements.
- Community college graduates of associate in arts and associate in science degree programs who have completed the general education transfer core (outlined below) will be considered to have fulfilled the institution-wide, lower division general education requirements of the receiving institution.

- To be eligible for inclusion in this policy, a student must have an overall GPA of at least a 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses.
- Community college graduates of these programs who have earned 64 semester hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 64 semester hours of academic credit upon admission to a university. Under special circumstances, a university may choose to accept additional credit hours.
- The CAA does not guarantee admission to a university; admission to a university does not constitute admission to a professional school or a specific program.
- Requirements for admission to some major programs may require additional pre-specialty courses beyond the general education transfer core courses taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
- All courses approved for transfer in the Comprehensive Articulation Agreement are designated as fulfilling general education (see Appendix B), pre-major or elective (see Appendix E) requirements. While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.

### **General education transfer core (44 semester hours credit)**

The associate in arts and associate in science degree programs in the NC Community College System require a total of 64-65 semester hours credit for graduation. (See Appendix C.)

Within the overall total, the community college system and the university have developed a general education core transfer component. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower division general education requirements for the baccalaureate degree. The general education transfer core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Within the core, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers. ~~Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.~~ The semester hours credit (SHC) distribution of the general education core by area is as follows:

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### **English Composition (6 Semester Hours Credit)**

**Humanities/Fine Arts (9-12 Semester Hours Credit)**  
[Associate in Arts \(12 SHC\)](#)



Four courses must be selected from at least three of the following discipline areas: art, dance, drama, interdisciplinary humanities, literature, music, philosophy, religion, and second languages. At least one course must be a literature course. (3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.)

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#### Associate in Science (9 SHC)

Three courses must be selected from three of the following discipline areas: art, dance, drama, interdisciplinary humanities, literature, music, philosophy, religion, and second languages. One course must be a literature course. (3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.)

#### **Social/Behavioral Sciences (9-12 Semester Hours Credit)**

##### Associate in Arts (12 SHC)

Four courses must be selected from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

##### Associate in Science (9 SHC)

Three courses must be selected from three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. One course must be a history course.

#### **Natural Sciences/Mathematics (14-20 Semester Hours Credit)**

##### Associate in Arts (14 SHC)

*Natural Sciences* (8 SHC): Two courses, including accompanying laboratory work, must be selected from among the biological and physical science disciplines.

*Mathematics* (6 SHC): At least one mathematics course (college algebra, trigonometry, calculus, etc.) must be selected; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

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##### Associate in Science (20 SHC)

*Natural Sciences* (8 SHC minimum): Two courses, including accompanying laboratory work, must be selected from among the biological and physical science disciplines.

*Mathematics* (6 SHC minimum): At least one mathematics course (college algebra, trigonometry, calculus, etc.) must be selected; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

*Additional Courses* (6 SHC minimum): At least 6 semester hours credit must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses.

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The specific courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The courses will be drawn from those courses designated in the NC Community College Common Course Library as being appropriate as part of a general education core transfer curriculum. This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique.

The general education core transfer component, if completed successfully by a student with a grade of "C" or better in each course, shall be portable and transferable as a block across the NC Community College System and from that system to UNC institutions, whether or not the transferring student has earned the associate degree.

### **Transfer of general education core courses for non-graduates**

Upon admission to another public two-year institution or to a constituent institution of the University of North Carolina, students who have completed the general education core with the proper distribution of hours, but who have not completed the associate degree, will be considered to have fulfilled the institution-wide, lower-division general education requirements of the receiving institution. To be eligible for inclusion in this policy, a student must have an overall Grade Point Average (GPA) of 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all core courses. Upon transfer at the sophomore level, a non-graduate who has completed the general education core should be advised at the University to take pre-major or cognate courses based on his or her chosen major.

The transcripts of students who transfer before completing the general education core will be evaluated on a course-by-course basis by the receiving universities. The transferring student who has not completed the core must meet the receiving institution's general education requirement.

### **Guidelines and transfer agreements for major or professional specialty courses**

Beyond the general education courses offered as the transfer core component, a program of study leading to the associate degree contains courses related to a student's major or program emphasis. Joint academic disciplinary committees developed system-wide guidelines for community college curricula that will prepare students for intended majors or professional specializations at the baccalaureate level. Statewide pre-major articulation agreements for AA and AS degree programs have been developed for specific major fields (See Appendix C).

Statewide pre-major articulation agreements for AFA degree programs have been developed for specific major fields. If a pre-major articulation agreement requires or recommends 64-65 SHC, then it becomes incumbent upon the community college to make appropriate adjustments in its local graduation requirements.

### **Transfer of associate in fine arts degree course credits**

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an associate in fine arts degree program and who satisfactorily completed with a grade of "C" or better all courses that are designated for college transfer (general education, elective, or pre-major) will receive credit for those courses. The receiving institution will determine whether the course will count as general education, major, or elective credit. Because the AFA curriculum standard includes only 28 SHC for general education (See Appendix F), AFA students who transfer must meet the general education requirements of the receiving institution. Pre-major agreements for AFA degrees are presented in Appendix D.

#### **Transfer of associate in applied science degree course credit**

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an associate in applied science degree program and who satisfactorily completed with a grade of "C" or better all courses that are designated for college transfer (general education, elective, or pre-major) will receive credit for those courses.

Articulation of associate in applied science (AAS) degree programs will be handled on a bilateral articulation agreement basis rather than on a statewide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AAS degree programs to baccalaureate degree programs. The Transfer Advisory Committee will maintain a current inventory of bilateral articulation agreements for AAS degree programs. These agreements will serve as models to encourage the development of new articulation agreements among institutions.

#### **Transfer of courses not originated at NC community colleges**

Courses which do not originate at the community college and which are not listed on the approved college transfer course lists will be evaluated on an individual basis by the receiving university. Transfer credit may or may not be granted for these courses, according to the policies of the receiving institution.

Advanced Placement course credits, awarded for a score of 3 or higher, are acceptable as part of a student's successfully completed 44 semester hour general education core under the CAA. Credit for two successive courses can only be awarded credit with a score of five. Transferred-in courses from institutions other than NC Community Colleges are not a part of this agreement. Students who receive AP course credit at a community college but do not complete the general education core will have AP credit awarded on the basis of the receiving institution's AP policy.

All College Level Examination Program (CLEP) credit will be evaluated on the basis of the receiving institution's policy.

### **Impact of the CAA on articulation agreements in effect prior to Fall 1997**

Effective Fall 1997, the North Carolina Comprehensive Articulation Agreement (CAA) took precedence over bilateral articulation agreements established between constituent institutions of the University of North Carolina and the North Carolina Community College System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements which fall within the parameters of the CAA and enhance transferability of students from community colleges to senior institutions are encouraged. Institutional articulation agreements conflicting with the CAA are not permitted.

### **Impact of the CAA on students in the transitional period**

Students who enrolled in community college associate in arts or associate in science degree programs in Fall 1997 entered under the CAA. Students who were enrolled prior to Fall 1997 took the individual college's courses, which were on course equivalency lists agreed upon by a university and the college or which were approved for transfer in an existing articulation agreement. Existing institutional articulation agreements may remain in effect until Fall 1999. Or, the student's transcript can be evaluated on a course equivalency basis, except for those courses which the student took during or after Fall 1997 and which are approved for transfer under the CAA; any course the student has taken which is approved for transfer will be guaranteed to transfer if the student is admitted to a University of North Carolina institution.

CAA Amendment and Appeals Process Questions about the transferability of course work under the Comprehensive Articulation Agreement (CAA) or any proposed changes to CAA policies, the general education core, or pre-major articulation agreements must be addressed by the Transfer Advisory Committee. Changes to curriculum standards for the associate in arts, associate in science, and the associate in fine arts degree programs require the approval of the governing boards of both systems. Because articulation between the North Carolina Community College System and the University of North Carolina is a dynamic process, occasional modifications to the CAA may be necessary. These modifications may include the addition, deletion, and modification of courses on the transfer list, addition and revision of pre-major articulation agreements, and changes in designation as general education core or electives. The TAC will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or the UNC. Additions, deletions, and modifications may be subject to faculty review under the direction of the Transfer Advisory Committee. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action.

Course work detailed under the CAA general education core curriculum or under approved pre-major agreements as well as approved electives will be accepted as agreed upon. Questions arising over the use of electives in meeting institution-specific graduation requirements may be appealed to the chief academic officer of the receiving institution.

Authority to interpret CAA policy rests with the Transfer Advisory Committee. Questions concerning CAA policy interpretations should be directed to the appropriate system's chief academic officer with an explanation of the institutional policy which may (appear to) be in conflict with CAA policy. Unresolved questions will be forwarded by the chief academic officer to the Transfer Advisory Committee for interpretation.

#### **IV. Transfer Information System**

A Transfer Information System sub-committee was established by the co-chairs of the Transfer Advisory Committee to determine the status of the appropriate technologies to facilitate the electronic transfer of information, academic records, and admissions applications between NC community colleges and UNC institutions and to recommend a timeline and appropriate resources needed to ensure a fully operational system to facilitate the transfer of students between and among the two systems. The following items are in priority order.

##### **E-mail network accessible to transfer counselors and students**

All UNC and community college campuses currently have Internet connectivity and e-mail capability. The sub-committee recommends that all campuses begin publishing the appropriate admissions/college transfer coordinator e-mail address in all admissions and recruitment information. The Joint Committee on College Transfer will also include e-mail addresses in the annually updated transfer counselor network, which identifies a transfer contact on each UNC and community college campus. The UNC General Administration and the North Carolina Community College System central office will ensure full participation by all campuses.

##### **Computerized articulation database including current transfer policies and guidelines**

The current "Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina" is available on the World Wide Web as well as widely distributed in hard copy. The information is updated annually. The comprehensive transfer articulation agreement between the NC Community College System and the University of North Carolina, including the pre-major agreements, general education and elective course lists, and basic transfer policies, is on the web site at [http://www.ga.unc.edu/student\\_info/caa/](http://www.ga.unc.edu/student_info/caa/). In addition, thousands of copies of the printed brochure, College Transfer Guide for Students, have been distributed.

##### **On-line catalogs for public post secondary institutions**

UNC and community college catalogs are available on the Internet. The existing UNC and NC Community College System World Wide Web sites are linked to allow interested individuals to access information between the two systems quickly and easily.

### **Transfer Student Academic Performance Report**

The community college transfer student performance report has been produced for several years and circulated widely between and among the UNC campuses and the community colleges. This useful tool has been revised to include comparative data with UNC campuses' native students. This information is also on the UNC World Wide Web home page and linked to the NC Community College System home page.

### **Computerized common transfer applications which can be transmitted electronically**

Common admissions applications have been developed for UNC and NCCCS institutions and are available on the World Wide Web at their respective web sites.

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The TAC endorses the recommended change pertaining to the CAA based on the recommendation by the Faculty Task Force. TAC members will request input from CAOs and CEOs of each higher education agency by December 15, 2003.

## **Request for Authorization to Create the College of Humanities and Social Sciences and the College of Basic and Applied Sciences at Fayetteville State University**

### **Introduction**

As part of organizational changes at Fayetteville State University initiated by Chancellor Bryan, FSU is proposing to divide the current College of Arts and Sciences into two new colleges—the College of Humanities and Social Sciences and the College of Basic and Applied Sciences. FSU seeks to appoint an interim dean for the College of Basic and Applied Sciences in spring 2004.

### **Justification**

Currently, the FSU College of Arts and Sciences offers all major programs at the University except those in Education, Business, and Economics. The College consists of fourteen departments. FSU proposes to separate the College into two major units—the College of Humanities and Social Sciences, consisting of nine departments, and the College of Basic and Applied Sciences, consisting of five departments (Criminal Justice, Mathematics and Computer Science, Natural Sciences, Nursing, and Psychology). Such a separation would yield greater coherence across the colleges, would be more manageable than the current structure, and would facilitate greater synergy among departments. The new arrangement would create more reasonable spans of control for both deans and allow them more time to provide leadership to departments and to support chairs and faculty members. FSU anticipates that many of its new academic programs will be created in the College of Basic and Applied Sciences and that this restructuring should facilitate multidisciplinary collaboration that is key to the development of such programs and to research that is supported with external funds.

### **Resources**

No new state resources will be required for this reorganization. Funding has been identified for the new dean's position that will be created.

### **Recommendation**

It is recommended that the Board of Governors approve the request to establish the College of Humanities and Social Sciences and the College of Basic and Applied Sciences at Fayetteville State University effective January 2004.





**REPORT TO THE PRESIDENT  
ON UNC TEACHER EDUCATION PROGRAMS' SERVICE  
TO ALTERNATIVE PATHWAYS TEACHERS**

**The University of North Carolina  
Division of University-School Programs**

*October 2003*

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THE UNIVERSITY OF NORTH CAROLINA

*Office of the President*

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CHAPEL HILL, NC 27515-2688

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Dear Colleagues,

It is my pleasure to share with you this report on the UNC teacher education programs' service to alternative pathways teachers.

K-16 education is a strategic priority of the UNC Board of Governors, and President Broad's commitment to this priority is reflected in the establishment and her continuing support of the UNC Division of University-School Programs and the UNC Center for School Leadership Development.

The work of the Division of University-School Programs and the UNC Center for School Leadership Development is focused on meeting the goals of the University's K-16 initiatives. To accomplish these goals, the Division and the Center collaborate with the other divisions of the Office of the President, the 15 UNC schools, colleges and departments of education, the North Carolina Department of Public Instruction, the North Carolina Community College System, local education agencies throughout the state, the North Carolina General Assembly, and other educational entities.

The University of North Carolina recognizes the gravity of the state's current teacher demand, supply and retention issues and is deeply committed to addressing these problems and ultimately ensuring a quality education for children throughout the state.

We also are fully aware of the sharply increasing demand for programs that enable teachers and prospective teachers to attain teacher licensure via non-traditional teacher education programs such as licensure only and lateral entry pathways. This report demonstrates that the University's 15 schools, colleges and departments of education have already begun to respond to this demand in varied and significant ways. Many of our institutions currently serve more licensure only and lateral entry candidates than candidates in traditional teacher education programs. However, we are prepared to continue exploring and pursuing ways to expand options for this population of current and prospective teachers while maintaining the high standards and quality established by the University and other entities, such as the North Carolina State Board of Education and the National Council for Accreditation of Teacher Education (NCATE).

I hope you will find this report informative. Should you have any questions, please do not hesitate to contact me at (919)843-4792 or [thompson@northcarolina.edu](mailto:thompson@northcarolina.edu).

Very truly yours,



Richard L. Thompson  
Vice President for University-School Programs

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## Preface - Education Reform in North Carolina

North Carolina shares the nation's current challenges in retaining qualified teachers, bridging achievement gaps, and fully exploiting the potential of instructional technologies to help all children meet their academic potential. However, our state's particular configuration of needs and opportunities must be understood against our recent history of challenges and reform.

When the first Higher Education Act was passed in 1965, North Carolina's public education system was one of the worst-performing in the nation, poorer in quality than several of its historically low-performing sister states throughout the Southeast. Heir to a past steeped in racial inequality and rural poverty, North Carolina stumbled through the sometimes violent desegregation and redistricting of the 1960's and 70's, trying to justly reapportion the resources historically preserved for white, middle-class schools to all students across the state, regardless of their race, ethnicity, special needs, or region's wealth. Yet, despite a nationally recognized public system of higher education that had been lauded since the 19th century and was still improving, North Carolina's K-12 schools continued to perform poorly. Even throughout the 1980s, while Research Triangle Park was emerging as one of the world's leading megaplexes of scientific and technological innovation, NC students' SAT scores ranked 49th in the nation as late as 1989.<sup>1</sup>

In response to several reports documenting the dismal condition of NC's PK-12 education, by the early 1990s North Carolina had begun instituting a series of aggressive reforms in PK-12 education that by 2000 had placed our state in the top tiers of several national rankings in improving standards and performance of students, teacher preparation programs, and school professionals. North Carolina was the first state to require computer proficiency for high school graduation and, during the 1990s, was one of six states leading the nation in improved student achievement in mathematics.<sup>2</sup> In 1999, North Carolina ranked first in gains of 4th and 8th graders on math and reading tests, and for the first time our students were scoring above the national average.<sup>3</sup> Similarly, in the 1990s North Carolina's SAT scores rose more than any other state. By 2000, North Carolina was ranked first in the nation by *Education Week* in efforts to improve teacher quality and by 2002 had 5,137 National Board Certified Teachers, more than any other state. In *Education Week's* 2000 annual 50-state report card on public education, North Carolina was also recognized as just one of two states (the other, Texas) as coming the closest to having all the components of a complete accountability system.<sup>4</sup>

North Carolina has emerged over the past decade as a national leader in improving standards and performance of students, teacher preparation programs, and school professionals. Yet we continue to face a severe shortage of qualified teachers, particularly from minority groups, which is exacerbated by the intransigence of our state's rural poverty and a rate of population growth and diversification shared by only a small number of other states in the nation. The rapidity of our successes in selected areas has generated some unique problems as well, as critical components of our state's educational system struggle to catch up with each other.

North Carolina continues to share the teacher quality problems facing every state —teachers teaching out of subject area, high teacher turnover, low teacher confidence in working with students from diverse backgrounds (Riley, 1999),<sup>5</sup> rising enrollments, and increasingly challenging subject matter. However,

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<sup>1</sup> Antonelli, George A. and Nathan Simms, Jr. "The University of North Carolina Campaigns to Improve Student SAT Scores." The North Carolina School Counselor Association Newsletter, 16 (1990).

<sup>2</sup> "North Carolina's Public Schools: A Remarkable Record of Progress." Office of the Governor, February 1, 1999.

<sup>3</sup> "Reading Focus Delivers Results." Public Schools of North Carolina, March 4, 1999.

<sup>4</sup> "Education Week Lauds North Carolina's Accountability Efforts." Public Schools of North Carolina, January 7, 1999.

<sup>5</sup> "Teachers Report Need for More Preparation," U.S. Department of Education, January 28, 1999.

each is heightened by NC's accelerated population growth (one of the fastest in the nation), including a rapid influx of non-Native English speaking students from all socioeconomic walks of life. And now, as a result of the January 2002 **NO CHILD LEFT BEHIND (NCLB)** legislation, which places a major emphasis on teacher quality as a factor in improving student achievement, North Carolina faces new challenges in meeting teacher supply demands and supporting new generations of teachers, many of whom will be prepared through non-traditional licensure routes.<sup>6</sup>

*[Note: This text is excerpted or adapted from prior UNC grant proposals submitted to the U.S. Department of Education.]*

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<sup>6</sup> Much of this text is excerpted or adapted from the document, No Child Left Behind. Improving Teacher Quality State Grants. Title II, Part A, Non-Regulatory Draft Guidance, issued (December 19, 2002) by the US Department of Education, Office of Elementary and Secondary Education.

# 1. Serving Alternative Pathways Teachers

As in many states throughout the nation, the teacher shortage crisis is mounting in North Carolina. Two primary issues impacting the teacher shortage are the production of new teachers and the retention of current teachers. Increasing concern about an inadequate supply of teachers has led to the development of many non-traditional teacher preparation programs commonly referred to as “**LATERAL ENTRY**” or “**LICENSURE-ONLY**”. In addition, the **NO CHILD LEFT BEHIND** federal mandate that all teachers must be “**HIGHLY QUALIFIED**” by the end of the 2005-2006 school year has intensified the pressure to train and

prepare teachers so that they may attain full licensure. The University of North Carolina produces thousands of teachers annually through traditional education degree programs as well as through lateral entry/licensure-only programs of study. This report outlines the University of North Carolina’s efforts in preparing teachers seeking licensure through alternative routes.

**NOTE: Terms in small caps are defined in Appendix B of this report.**

CATEGORY	AREAS ADDRESSED
<b>Advising</b>	Development of individual plans of study, dedicated positions, collaboration with other agencies, such as the NC Regional Alternative Licensing Centers
<b>Program Delivery</b>	Flexible scheduling, distance education, e-learning, 2+2 arrangements, special programs for alternative routes
<b>Communication/Information</b>	Online resources, brochures and other promotional materials, informational meetings for students and LEAs
<b>Support and Mentoring</b>	Praxis preparation, workshops, tutoring, special mentoring programs, faculty assistance
<b>Other Special Initiatives and Services</b>	NC TEACH participation, unique programs and services, positions dedicated to serving alternative licensure efforts

**FIGURE 1: Categories of Service Reported**

UNC Schools, Colleges, and Departments of Education were asked in July of 2003 to report on their service to and support of **ALTERNATIVE PATHWAYS TEACHERS** (lateral entry and licensure-only) in five primary categories: 1) Advising, 2) Program Delivery, 3) Communication and Information

	TRADITIONAL	ALTERNATIVE	TOTALS
<b>ASU</b>	825	301	1,126
<b>ECU</b>	498	649	1,147
<b>ECSU</b>	67	115	182
<b>FSU</b>	82	217	299
<b>NCAT</b>	83	153	236
<b>NCCU</b>	128	628	756
<b>NCSU</b>	196	213	409
<b>UNCA</b>	72	56	128
<b>UNCCH</b>	192	142	334
<b>UNCC</b>	914	1,370	2,284
<b>UNCG</b>	515	571	1,086
<b>UNCP</b>	565	337	902
<b>UNCW</b>	492	369	861
<b>WCU</b>	253	151	404
<b>WSSU</b>	27	53	80
<b>TOTALS</b>	<b>4,909</b>	<b>5,325</b>	<b>10,234</b>

**FIGURE 2: Number of Traditional and Alternative Pathways Students Admitted and Enrolled in UNC Teacher Education Programs as of October 1, 2003**

Dissemination, 4) Support and Mentoring, and 5) Other Special Initiatives and Services (see Figure 1). In addition to the five service categories, teacher education programs were asked to report the number of *traditional pathways* students admitted and enrolled and the number of *alternative pathways* students enrolled on their respective campuses as of October 1, 2003. Figure 2 provides this “snapshot” data for each campus and system totals. What is striking about this data is the degree to which UNC teacher preparation programs are serving teacher candidates through alternative preparation tracks versus traditional preparation tracks. The collective totals across all campuses show more than half of UNC’s teacher preparation candidates in alternative programs of study.

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## The Findings in Brief: UNC's Service to Alternative Pathways Teachers

A wide range of programs and support services are provided to alternative pathways teachers across the University of North Carolina. UNC's collective contributions in the preparation and development of high quality teachers is no small accomplishment, especially given the limited resources of our schools, colleges, and departments education and the increasing demands in K-16 education.

In addition to services provided by UNC's fifteen teacher education programs, the University of North Carolina has several centralized programs that serve alternative pathways teachers. One such program is NC TEACH, a statewide lateral entry program that recruits, prepares, and supports mid-career professionals as they begin a teaching career in North Carolina's public schools. Another program, the North Carolina Model Teacher Education Consortium (NCMTEC), offers support to lateral entry teachers in 41 participating school systems in their pursuit of a North Carolina teaching license.

What we have learned through reviewing and synthesizing the campus service reports is that all UNC teacher education programs contribute considerable time and effort in serving "alternative" pathways teachers. Campuses have determined which services are most important to meeting their students' and partnership schools' needs, and they focus their energies and resources on making these programs and services as efficient and effective as possible. UNC teacher education programs have developed promising practices that are reflected across virtually all service categories.

### ADVISING

In the category of *Advising*, more than half of UNC's teacher education programs employ support personnel dedicated to serving alternative pathways teachers and many of these campuses have more than one dedicated position. Campus reports describe a wide range of personnel, such as alternative licensure coordinators, teacher education directors, coordinators of student services and alternative licensure programs, full time advisors, content area advisors, coordinators for lateral entry studies, clinical faculty, master teachers, graduate students, and assistants (see Appendix C for UNC Schools, Colleges, and Departments of Education contact information). How these positions serve alternative track teachers varies from campus to campus, depending on regional demands, special programs, institutional size, requests for services and other unique factors. Though the levels vary, nearly all campuses reported some degree of collaboration with LEA Human Resource Office Personnel and the North Carolina Regional Alternative Licensing Centers. Several campuses reported on collaborations with regional service alliances, statewide professional development programs, and partnerships with unique service programs. Every campus reported on the significant time allocated to processing and developing individual plans of study for prospective teachers inquiring about licensure. For some of UNC's larger teacher education programs, extensive reviews are provided for over 800 inquiries a year.

### PROGRAM DELIVERY

All campuses reported a myriad of flexible program offerings in the *Program Delivery* category: on/off campus, evening, weekend, special afternoon scheduling, and year-round course offerings. As noted in several campus reports, flexible scheduling goes beyond year-round course offerings; campuses have developed unique cohort models for lateral entry and licensure only students. These special cohorts and programs go a long way in accommodating the special needs of alternative pathways teachers and in supplying teachers for the public schools of North Carolina. Eight UNC campuses are host sites to one such statewide program, NC TEACH, which offers preparation for licensure in many areas. Several campuses provide lateral entry programs unique to their campus and service area. ASU's Transition to Teaching Program (ATTP), ECU's Project ACT, FSU's Professional Academic Training Highway (PATH), UNC Charlotte's Master of Arts in Teaching and "fast track" program, UNC Greensboro's Post-baccalaureate Alternative Initial Licensure (PAIL) Program, and UNC Wilmington's Coalition for

Transition to Teaching are just a few of the programs mentioned in the campus service reports (see individual campus reports for more detail). UNC teacher education programs partner with regional community college campuses providing 2+2 programs and other special services that utilize the community college campus as a “host” site. Beyond traditional distance education programs, UNC schools, colleges and departments of education seem to share a common ambition to lead the way in the use of technology as reflected in the online services, courses, and programs reported. For instance, one campus is implementing an online academic advisor system that will particularly benefit lateral entry and licensure only teacher candidates whose time is limited by teaching demands. Another campus reported on utilizing North Carolina Information Highway (two-way audio/video) technology to accommodate special distance education needs. An option available to alternative pathways teachers on six campuses is the Masters of Arts in Teaching (MAT) program. Candidates in these programs receive a master’s degree and teaching license at the same time. One campus has developed a program entitled Professional Academic Training Highway (PATH), which is a variation of their 4-year undergraduate teacher education program and is designed especially for teacher assistants. Other special or unique programs of service include campus affiliation with the NC Model Teacher Education Consortium to provide support services to lateral entry teachers in their effort to become licensed teachers.

### **COMMUNICATION AND INFORMATION DISSEMINATION**

Another important area in the service to alternative pathways teachers is *Communication and Information Dissemination*. Campuses reported significant efforts in providing programmatic information, resources and promotional materials, most of which are available online. Information fairs, seminars, and special registration sessions for lateral entry and licensure-only teachers are conducted by campuses regularly. To assist in providing information about lateral entry and the process to complete licensure, one campus described a “Checklist for Completing Licensure Requirements” that is provided to school districts and prospective candidates. Partnerships with public schools and other educational entities were consistently reported by all UNC teacher education programs. One campus reported on collaboration between the School of Education, College of Arts and Sciences, and University College Distance Education Division to host an annual “One Stop Teacher Shop” each fall to recruit, develop individualized programs, provide financial assistance information and register prospective and lateral entry teachers. Collaborative initiatives such as regular communication with the North Carolina Regional Alternative Licensing Centers, North Carolina Community Colleges, Human Resource Offices in local education agencies, and private and independent colleges and universities have helped in the dissemination of information to alternative pathways teachers.

### **SUPPORT AND MENTORING**

In the category of *Support and Mentoring*, UNC campuses reported on services offered to alternative pathways teachers and partnership schools. Support services across all campuses reflect a concentration of assistance in Praxis preparation. At least half of UNC’s campuses utilize **PLATO** instructional software to help teacher candidates in preparing for the Praxis I examination. One campus reported on collaborations with an alliance of several regional community colleges to pilot various ways of addressing Praxis issues, from workshops to online efforts. Another campus, for example, addressed support for Praxis preparation through a federally funded “Transition to Teaching” grant. Other curricular software packages, such as TaskStream and SAS inSchool, were mentioned in campus service reports as a means of instructional support for alternative pathways teachers and degree-seeking students. Campuses reported professional development activities for alternative pathways teachers, new and **INITIALLY LICENSED TEACHERS (ILT)**, and university-school teacher education partnerships. An annual summer institute for ILT’s working toward licensure, workshops in classroom management, a teacher-in-residence program for beginning teachers and their mentors, and new teacher orientations are just a few examples of professional development and mentoring assistance provided through UNC teacher education programs.



## **OTHER SPECIAL INITIATIVES AND SERVICES**

The *Other Special Initiative and Services* category provided campuses an opportunity to report on unique and innovative programs designed to serve alternative pathways teachers. Two campuses reported on positions located on community college campuses or “hub sites”, which provide information and advisement to lateral entry and licensure-only teachers and prospective candidates. Several campuses reported on their Title II NC QUEST grants that have a focus on service to alternative track teachers. One campus highlighted its community college partnership and the development of an academy to increase the pool of highly competent teachers in their region by providing support for seamless 2+2 programs, coordinated courses, and support for lateral entry teachers. Other campuses provided information about professional development activities for lateral entry teachers offered to partnership schools and districts.

In the pages that follow, a wide range of programs, support, and services provided to alternative pathway teachers by UNC schools, colleges, and departments of education and by centralized programs of service are reported. Though the size and capacities of these programs vary, none have escaped the increasing demand for programmatic changes to accommodate the unique needs of teachers and school districts across the state. This report represents the individual and collective efforts of UNC teacher education programs’ service to alternative pathways teachers and to the public schools of North Carolina.

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## **2. UNC Constituent Institutions' Service to Alternative Pathways Teachers**

Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

NC Agricultural and Technical State University

North Carolina Central University

North Carolina State University

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

The increased attention to lateral entry teachers in the northwest region has dramatically escalated over the past three years. Appalachian State University (ASU) has seen an increased interest from school districts in identifying lateral entry teachers and encouraging them to link with local institutions of higher education to complete their licensure requirements. Although the districts in the northwest region are not as dependent upon a lateral entry population as districts in other areas of the state, ASU has seen a definite trend upward in the number of lateral entry hires and in the number of lateral entry teachers visiting the campus in search of efficient, expedient, and effective ways to complete their licensure requirements. ASU also has experienced a dramatic increase in the number of inquiries from people seeking licensure but who are not currently employed in schools. ASU enrolled 124 lateral entry and licensure-only candidates in 2002-2003 and has tried to respond appropriately to both populations.

#### **ADVISING**

The Reich College of Education (RCOE) maintains a full-time field experience office that also serves as the initial point of contact for all lateral entry and licensure-only candidates. The office works on a one-to-one basis with schools employing lateral entry candidates to insure that all requirements are met and to verify teaching quality and evaluation. In addition, the Reich College of Education works closely with the recruitment and licensure specialist at the Northwest Regional Educational Service Alliance in Wilkesboro, North Carolina, who also addresses the inquiries of lateral entry and licensure-only candidates within a 16-district region and refers candidates to ASU as appropriate. The RCOE also collaborates with the **NC REGIONAL LICENSING CENTER** in Charlotte, and communicates with the Center as courses change or others may become appropriate to add to the eligible list that the Center maintains so advising to candidates about what ASU offers can be accurate and consistent.

A well-established procedure for verifying prior experience and reviewing transcripts is used with all lateral entry and licensure-only candidates in the RCOE Office of Field Experiences; after this review is complete, the specific program area in which the individual is seeking licensure works directly with the lateral entry teacher or licensure-only candidate to build a program. ASU is careful to consider prior experience and to determine equivalencies wherever possible; for example, student teaching is waived for lateral entry candidates once they complete all other licensure requirements and provide clear documentation from their school of their teaching effectiveness over an extended time. The result of this individualized attention is a course of study that both the departments involved and the lateral entry and licensure-only candidate can then rely upon in meeting the state's licensure requirements. Although the RCOE received over 500 inquiries about licensure this year and processed 143 full programs of study, they have not charged individuals fees for this extensive one-on-one review or overall service.

#### **PROGRAM DELIVERY**

The RCOE has consistently offered education courses in the late afternoon, evenings and on weekends as well as during the summer to accommodate the needs of lateral entry and licensure-only candidates. The College works with faculty in the content areas, especially in the summer, to insure that appropriate coursework is available; when courses are not immediately available, candidates often complete individualized studies in the content departments (i.e. the candidate registers for the course and completes the coursework, but the class does not meet as regularly as a typical course would meet). In extreme

instances, the RCOE may work with the candidate to find a specialized course at another institution that the person can then complete and transfer back to ASU.

In other instances, they have set up a special sequence to meet the needs of a group of lateral entry candidates. Recently the Special Education program offered key summer courses needed by lateral entry teachers who could not take them during the academic year and delivered those courses off-campus at a remote site for the convenience of the lateral entry candidates in that region. The RCOE has developed a special program to address the shortage of business education teachers (only three business education preparation programs exist at the public universities). This program offers combined web-based, two-way audio/video (through the North Carolina Information Highway) and face-to-face instruction, flexible scheduling of classes, on and off campus sites, and personalized attention from faculty. As a result, enrollments of both lateral entry and licensure-only candidates in this program have increased dramatically. The RCOE has also targeted areas where lateral entry and licensure-only candidates may be place-bound and offers access to full undergraduate degree programs at off-campus sites. These programs are part of the **APPALACHIAN LEARNING ALLIANCE**, consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs have doubled in the past year, and are attracting a substantial number of lateral entry and licensure-only candidates who often can access required coursework at these sites and thus complete their requirements in a timely manner.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The RCOE works closely with local districts to insure that they are familiar with ASU programs and offerings. Contacts with personnel officers in each of the districts have increased, and the College meets on a regular basis with the local Personnel Administrators of North Carolina (PANC) group to insure that greater communication is fostered and to be responsive to issues that PANC members bring to their attention related to meeting the needs of lateral entry teachers. Since their service region includes 105 schools within the ASU-Public School Partnership, and they place student interns and student teachers in the majority of these schools on a fairly regular basis, the RCOE has faculty and staff in Partnership schools consistently. These faculty and staff members also communicate to lateral entry teachers the possibilities for licensure completion at ASU and also carry back to the campus the needs that lateral entry teachers identify. The ASU field experience web site ([www.ced.appstate.edu/Field\\_Experiences.htm](http://www.ced.appstate.edu/Field_Experiences.htm)) includes frequently asked questions about lateral entry and licensure-only to try to expedite contact and provide clearer information on the process a candidate must follow to complete licensure requirements at ASU.

#### **SUPPORT AND MENTORING**

The RCOE has worked with the Appalachian Learning Alliance to pilot several different ways of addressing Praxis issues; this has included special workshops, and some online efforts. The College also explored with the Northwest Regional Educational Service Alliance the feasibility of developing a series of workshops in preparation for the Praxis II; the components of this have not been completed yet but look to be a promising avenue. They have complete information about the **PRAXIS** tests available for lateral entry and licensure-only candidates and this is made available to them free of charge. The university also serves as a Praxis test site.

#### **OTHER SPECIAL INITIATIVES**

The Appalachian Transition to Teaching Program (ATTP), funded for five years by the U.S. Department of Education, is specifically designed to address the needs of lateral entry teachers and licensure-only candidates in order to meet critical teacher shortages in high need districts. The ATTP began operation in 2002-03 and now has at least two cohorts totaling approximately 60 students with emphasis on middle grades, business education, and special education. The ATTP is attempting to address the critical shortages in seven local high need districts and is designing special programs of study for participants that

will accelerate their completion of licensure requirements; in addition, ATTP will offer extra mentoring, and will provide reimbursement of tuition and books for those participants who teach in critical needs areas in high needs schools. The ATTP goal is to produce 175 highly qualified teachers in five years; participants all participate in the program on a part-time basis since most are currently employed as lateral entry teachers.

Lateral entry teachers are eligible to participate in professional development activities offered through the ASU-Public School Partnership that encompasses 8 districts and 105 schools; such activities include strengthening the knowledge of teachers in mathematics, science, and reading, as well as in classroom management and teaching strategies designed to enhance the teaching performance of teachers. Lateral entry teachers also may enroll in one of ASU's many off-campus graduate degree programs once initial licensure requirements have been completed.

ASU welcomes the opportunity to work with lateral entry and licensure-only candidates. In doing so, they strive to provide them with the same high quality preparation that is provided for traditional students, and they make available to such candidates all of the resources of the Reich College of Education and Appalachian State University plus additional assistance as noted in this report. ASU is committed to working closely with districts in the northwest region to insure that highly qualified teachers are placed in every school's classrooms, and the RCOE remains open to new ideas and initiatives that will increase the likelihood of meeting that goal.

The College of Education at East Carolina University (ECU) has a long history of cooperation with and support for lateral entry teachers in eastern North Carolina. ECU offers a wide range of routes for candidates to obtain teacher licensure. The components of ECU's Alternative Licensure Program include advising, dissemination of materials and collaboration with school districts, flexible scheduling, specific programs, and a wide variety of course delivery models.

#### **ADVISING**

At ECU, a cornerstone of support comes from the Alternative Licensure Coordinator position. This person, housed in the Office of Teacher Education, is the advisor for over 2,500 alternative licensure candidates affiliated with ECU. The coordinator has an administrative assistant and a graduate assistant. The office currently maintains active files of 1,078 lateral entry teachers, 1,080 licensure-only candidates, 463 add-on licensure candidates, and 64 emergency permit teachers. During the last academic year, 831 plans were written, including 319 plans of study of lateral entry teachers, 391 licensure-only plans, 109 add-on plans and 21 emergency permit plans. Additionally, all subject area coordinators advisors for licensure only and add-on licensure requests. A separate position, the Alternative Licensure Program Coordinator, advises for the Masters of Arts in Teaching (MAT), NC TEACH, and Project ACT programs. The Curriculum and Instruction Advising Center is another entry point for alternative candidates on campus. This center disseminates information and staffs counselors that meet with potential teachers. Candidates affiliated with the NC Regional Alternative Licensing Center (RALC) partner with the College of Education to execute their coursework. Consultations and regular meetings are held with the RALC on an ongoing basis. The Alternative Licensure Coordinator is in continuous consultation with personnel directors in Local Education Agencies and provides information sessions for lateral entry teachers in school districts across the region each year. In addition, ECU is a partner with the North Carolina Model Teacher Education Consortium (NC MTEC). The College of Education has established a website ([www.coe.ecu.edu](http://www.coe.ecu.edu)) which offers information and online advising and the Continuing Education Office provides a toll free information telephone number for student registration. Online registration is available to students and the coordinators for alternative licensure and alternative licensure programs register students as well. The graduate school and continuing education office offer extended hours during the summer, throughout registration periods, and on Saturdays.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The Alternative Licensure Coordinator provides other assistance including information sessions at school district sites, advisement at the NC MTEC registration, individual meetings with prospective lateral entry teachers, and consultations with school district licensure specialist and the RALC coordinators. The coordinators for alternative licensure and alternative licensure programs attend area job fairs, continuing education information fairs, and sponsor a lateral entry symposium annually. Brochures and posters advertising programs are disseminated to individuals and school districts through regular mail, e-mail, and through the Latham Clinical Schools Partnership Board that meets on campus monthly.

The College of Education maintains the Alternative Licensure at East Carolina (ALEC) website that provides current information about lateral entry ([www.coe.ecu.edu/alternative\\_licensure/default.htm](http://www.coe.ecu.edu/alternative_licensure/default.htm)). The coordinators for alternative licensure and alternative licensure programs, faculty and other College of

Education personnel, spend a large percentage of time talking with potential candidates interested in entering the teaching field as lateral entry candidates. The majority of these calls come from school district personnel or from potential candidates who have reviewed the ALEC website.

### **PROGRAM DELIVERY**

Afternoon, evening, weekend, and summer session courses are offered on and off campus, and through face-to-face and online delivery modes. All professional education core courses are offered online, with specific sections designated for licensure candidates. The ECU College of Education offers special programs for adults interested in entering the teaching field. They include NC TEACH and Project ACT, an ECU funded initiative that is in its 11<sup>th</sup> year of operation. The programs are developmental in nature, offered in cohort models on campus and off campus, and managed by the Coordinator of Alternative Licensure Programs who is housed in the Department of Curriculum and Instruction with the Office of Teacher Education. Johnston and Onslow County Schools are established as off site locations for programs and services.

Another option for alternative pathways teachers is the Masters of Arts in Teaching (MAT) program. This 39-hour master's degree program allows candidates to receive a degree and teaching license at the same time; the degree is currently offered in 10 licensure areas at ECU. During the 2002-2003 academic year, 96 candidates entered the NC TEACH or Project ACT program, and over 45 candidates entered the MAT Program. Other alternative programs are the 2+2 programs housed in Craven, Edgecombe and Wayne (fall, 2004) counties in collaboration with other community colleges in the northeastern region of North Carolina. Each hub site has a coordinator and a cohort of students moving through a teacher licensure program.

### **SUPPORT AND MENTORING**

Courses are scheduled in varied ways and formats to meet the needs of working lateral entry teachers and adults. Evening classes, web classes, and Saturday classes are three consistent venues. NC TEACH and Project ACT program classes are offered in cohort models through evening and weekend models. Specific courses are offered through extension programs at ECU's two hub sites, Craven Community College and Edgecombe Community College. Hub Coordinators at these two sites also provide advisement and disseminate materials. These coordinators work with the alternative licensure coordinator on campus and provide information to potential candidates.

Praxis preparation is supported through PLATO instructional software. Praxis II information is embedded into coursework and lateral entry candidates are referred to the NC MTEC Praxis II preparation workshops. NC TEACH and Project ACT clinical teachers provide mentoring for cohort candidates, while trained clinical teachers mentor licensure only and MAT candidates during their internships. Professional development is offered for beginning teachers through a Golden Leaf Foundation grant. Faculty offer specialized professional development for lateral entry candidates in partnership school districts on an annual basis. A pre-skills class for lateral entry teachers was developed to meet the 10-day workshop rule for new lateral entry candidates. Online modules in the reading content area were developed by the College of Education for renewal credit for all teachers within and beyond the College of Education service area.

East Carolina University provides a variety of support services and routes for licensure to potential and existing lateral entry candidates across the eastern region and state of North Carolina. In addition to the formal services listed above, individual faculty members and master teachers that work within the NC TEACH and Project ACT programs and are members of our Latham Clinical Schools Network provide support and services to lateral entry teachers across the northeast region.

Elizabeth City State University was founded to prepare African American teachers for the common schools of North Carolina. Since that time the ECSU mission has expanded into other areas. However, the university continues to embrace the goal of preparing teachers. ECSU's Lateral Entry program is one of the alternative ways of increasing the teacher supply serving ECSU's twenty-one county service area, the state, and the nation.

#### **ADVISING**

The School of Education and Psychology at Elizabeth City State University (ECSU) has assigned a part-time assistant to work with the Director of Teacher Education in providing quality services to lateral entry and licensure-only candidates. This individual primarily evaluates transcripts for licensure-only and lateral entry students, registers lateral entry and licensure-only students on sit, prepares correspondence, makes telephone calls, faxes and e-mails updated and critical information to lateral entry and licensure-only students, and assists in preparing documents to be mailed out for these students. Teacher education faculty and staff attended weekend meetings and evening sessions to acquaint school personnel and lateral entry teachers with courses available through the ECSU Weekend/Evening College and with the requirements for licensure. The assistant participates on a regular basis in the **NORTH CAROLINA MODEL TEACHER EDUCATION CONSORTIUM** transcript evaluation advisement sessions at designated sites in the northeastern North Carolina corridor.

#### **PROGRAM DELIVERY**

Elizabeth City State University is involved with NC TEACH through a collaborative arrangement with East Carolina University. NC TEACH is a statewide lateral entry teacher licensure program designed to recruit and address the most critical and chronic teacher shortage in secondary mathematics and science, middle grades and foreign languages, and K-12 exceptional children. This year special assistance is being offered to more than 100 lateral entry teachers in their efforts to become licensed teachers. ECSU is one of six UNC institutions associated with the NC Model Teacher Education Consortium. In addition, ECSU received \$40,000 in distance education funding to develop online education courses for lateral entry students. This initial effort will lead to a complete e-learning licensure program for ECSU through a collaborative agreement with Chowan College. The School of Education and Psychology is also focusing on ways to assist students in taking and passing Praxis I and Praxis II. Courses devoted to these examinations are offered to all students. Transition to Teaching, a federally funded grant, focuses on serving teacher assistants who have two or more years of college education to become certified as "highly qualified teachers." In addition to these program delivery initiatives, ECSU employs personnel who advise and develop plans of study for lateral entry teachers on their campus.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

Material and information sharing is a consistent practice between the University and local schools. This past year, faculty and staff provided materials that were used for the new teacher orientation sessions in Bertie County. Individual faculty members provided consultation for beginning teachers, consulted with coordinators for initially licensed teachers in northeastern NC counties and provided services for beginning teachers. Staff development activities are available to all beginning teachers in the ECSU regional service area. One such activity included "Integrating Technology in the Classroom." Beginning



teachers and ECSU alumni who participated in this program were given **CONTINUING EDUCATION UNITS (CEUs)** and stipends.

The School of Education and Psychology Dean and the Director of Teacher Education have served on the Golden Leaf Foundation Partnership Grant Committee with East Carolina University and UNC Pembroke. This collaborative grant is focused on recruitment and retention of beginning teachers.

#### **SUPPORT AND MENTORING**

A recruiter from the North Carolina Department of Public Instruction was housed on-site in the ECSU School of Education and Psychology during the 2002-03 academic year. The recruiter worked with **LOCAL EDUCATION AGENCIES (LEAs)** to develop a successful match between beginning teachers and available positions in local school systems and was involved in the Northeastern Collaborative, which works directly with the Northeastern Regional Initially Licensed Teachers (ILT) coordinators. The focus of this collaborative is the retention of first, second, and third year teachers. Activities of the Collaborative included developing strategies to facilitate course completion for licensure clearance, disseminating information regarding regional Praxis II workshops, and providing additional support for the mentor/mentee relationship. ECSU staff are also involved in assisting beginning teachers in their efforts to pass Praxis II through the "Transition to Teaching" grant. Weekend Praxis II sessions are held on an ongoing basis and Plato Learning System software has been purchased for the last two years for use with prospective teacher education candidates in preparation for the Praxis I examination.

ECSU continues to offer an Educational Warranty Program for its graduates. This program is designed to ensure excellence in teaching performance of ECSU teacher education program graduates by providing to them and to employing schools a system of needs-based professional improvement. Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment is offered professional services through the first two years of teaching via an individual assistance plan. The Director of Teacher Education, in collaboration with a clinical team consisting of appropriate university faculty and site personnel, developed this plan. By providing such services as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the Office of Teacher Education becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning.

The School of Education and Psychology's Curriculum Materials Center (CMC) plays an integral role as a resource for beginning and pre-service teachers. The CMC houses K-12 materials representative of the North Carolina approved curriculum. Beginning and pre-service teachers have access to these materials to help in their orientation to the North Carolina curriculum. The Center also provides an array of science and mathematics manipulatives for in-house use or an on-loan basis. Many first year teachers have taken advantage of this unique resource as they develop their lesson plans and units.

The School of Education at Fayetteville State University (FSU) is committed to providing educational services and opportunities for students who are seeking teaching licensure in the state of North Carolina through alternative licensure programs. Alternative licensure programs at FSU are post-baccalaureate programs.

#### **ADVISING**

Upon acceptance to FSU, each student is provided an individualized program of study that outlines the courses required for licensure by the appropriate department chair. The program of study typically includes only the specialty and professional education courses required of undergraduate degree-seeking students. Maintaining student files and advisement are the responsibility of each specific department.

The School of Education has made provisions to serve students who are seeking licensure-only through the NC Regional Alternative Licensing Centers (RALC). A special permit is issued to these students, allowing them to take specified courses as needed to complete their programs. Thus, these students are able to enroll in upper division courses formerly restricted to students formally admitted to the teacher education program. Faculty advisors in each department assist the students in selecting the courses that meet the RALC program of study.

The NC TEACH Program Coordinator serves as advisor to all candidates enrolled in the NC TEACH Program; however, candidate files are maintained in the Office of Teacher Education through program completion.

For lateral entry teachers, the Office of Teacher Education assumes the responsibility of working with program coordinators to develop a Program Evaluation Plan for each student; these plans specify the requirements for licensure. Students are assigned an advisor in their specific licensure area. During 2002-2003, a total of 196 lateral entry teachers were issued programs and enrolled in one or more courses leading to licensure. Approximately 400 lateral entry teachers are currently enrolled. The Office of Teacher Education, which has a Director and a Licensure Processing Assistant, provides informational and processing services to all lateral entry students. Approximately 900 students have received advising services through the Office of Teacher Education since the fall of 1999.

#### **PROGRAM DELIVERY**

Under the umbrella of alternative licensure, there are three program routes students can take to become eligible for initial licensure: Licensure-only, Lateral Entry, and NC TEACH. A fourth program route, Professional Academic Training Highway (PATH), is a variation in the 4-year undergraduate teacher education program designed for teacher assistants. Students in the licensure-only program possess a bachelor's degree in the area or closely related area in which they are seeking licensure. Licensure-only students must meet the same requirements and follow the same procedures as traditional students with regard to admission to teacher education and ultimately to student teaching.

Lateral entry students are employed teachers of local school systems with a temporary or provisional license. Such individuals are required to complete an approved education program designed by the

Lateral Entry Academic Partners (LEAP) that includes the teacher, FSU, and the local education agency. The Office of Teacher Education facilitates the evaluation of the candidate's transcript that is reviewed by the subject area department and a Program Evaluation Plan is developed. This plan is sent to the student who must be admitted to teacher education and complete the coursework indicated. Student teaching and early field experience requirements are met by continuing success in the lateral entry position throughout the completion of coursework. Lateral entry teachers served by the Regional Alternative Licensure Center are permitted to take courses generally reserved for students admitted to the teacher education program at FSU by presenting a program of study and the lateral entry contract to the Office of Teacher Education. In turn, the Office of Teacher Education issues a permit to register in courses consistent with the program of study.

Students in the NC TEACH category meet the general requirements for NC TEACH program candidates and their files are forwarded to a coordinator at FSU from the NC TEACH Office in Chapel Hill. The NC TEACH Coordinator collaborates with the Director of Teacher Education in developing a Program Evaluation Plan for each student. Students are admitted to Teacher Education based on general acceptance as NC TEACH candidates. Since the beginning of the Program in 2000, a total of 97 prospective teachers have been accepted to the program. Beginning in the fall 2003 a mentor teacher was hired to continue coaching NC TEACH participants during their initial year of teaching.

Program delivery components include off-campus course offerings at Bladen Community College and Sampson Community College, 16 online courses that are required in licensure programs, web-enhanced courses which allow students to access course materials from home, courses offered in eight-week sessions to allow greater flexibility of scheduling, and weekend/evening courses. Many of these courses are offered in conjunction with the NC Model Teacher Education Consortium.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The School of Education, in an effort to disseminate information regarding programs and services, maintains a web site ([www.uncfsu.edu/soe](http://www.uncfsu.edu/soe)), developed by the Office of Teacher Education during the summer of 2002. The web site was designed to provide students with information regarding the transcript review process, field experience requirements, Praxis workshops, and licensure processing requirements. This web site received approximately 4500 hits during its first year of existence. This student-friendly site contains all of the necessary forms to request services through this office.

Two seminars for Lateral Entry teachers have been hosted by the School of Education and coordinated by the Office of Teacher Education. Over the past four years 350 students attended the seminars. All lateral entry teachers in FSU's ten-county service area were invited to the seminars, where FSU faculty shared information on university requirements and program offerings and LEA personnel shared employment information.

#### **SUPPORT AND MENTORING**

University faculty advise students and teach courses that are held in Nash, Bladen, Robeson, and Sampson Counties in collaboration with NC Model Teacher Education Consortium. An FSU adjunct faculty member is on site at Sampson Community College to advise and inform students in that service area. Additionally, in collaboration with **NC RISE (NORTH CAROLINA RESTRUCTURING INITIATIVE IN SPECIAL EDUCATION)**, FSU faculty taught a total of nine on-line classes serving 270 students seeking licensure in Special Education. FSU faculty advisors provided the reimbursement documentation for students enrolled in these courses. Online methods courses are offered and weekend and evening classes are scheduled to accommodate students. *"Introduction to Lateral Entry Teaching"*, offered each semester, is designed to address classroom management concerns of lateral entry teachers and provide mentoring.

In addition to course offerings, the faculty and Praxis Coordinator conducted Praxis II workshops for alternative licensure students. During the 2002-2003 academic year, 89 students attended Praxis II workshops on mathematics, elementary education and special education. The School of Education faculty and College of Arts and Sciences faculty facilitate Praxis II workshops throughout the academic year. The University coordinated a special administration of Praxis II on August 9, 2003, serving 100 students.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Professional Academic Training Highway (PATH) Fellows began as a service and research project in 1997 between Fayetteville State University and selected school districts in the University service area. The primary purpose of this project is to train teacher assistants to become licensed teachers.

PATH Fellows are permitted complete all of their pre-student teaching field experiences at their employment site. The 30 hours of observation that is part of their student teaching experience is collapsed into one week, as opposed to a five-week spread for traditional student teachers. PATH Fellows are not permitted to do their student teaching at the site of their previous or current employment. A different student teaching schedule is planned for them, taking advantage of their classroom experience and allowing them to begin the instructional process earlier than traditional students.

Upon request from the Robeson County Schools human resources office, the Dean of the School of Education writes letters for each lateral entry candidate specifying the number of semester hours the candidate has completed toward licensure and the dates the classes were completed. This correspondence is in response to the variety of transcript formats, professional development plans and other documentation presented to the school district for consideration when hiring lateral entry teachers.

North Carolina A&T State University (NCA&T) seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers because of the demand for a teacher force that reflects the diversity of our society. NCA&T is among the top ten universities producing African-American teachers in the nation. Equally important, NCA&T has designed programs specifically to meet the needs of alternative licensure. Each year, there is an increase in enrollment in alternative licensure programs, in large part because the University is committed to providing high quality programs for all individuals who want to become teachers.

#### **ADVISING**

NCA&T ensures that all 325 lateral entry teachers who enroll in 31 licensure areas from more than 10 school districts are enrolled in appropriate programs to complete their licensure in a timely manner. A full-time faculty member in the Curriculum and Instruction department is familiar with all current licensing areas and NC Department of Public Instruction requirements and is responsible for advising all lateral entry candidates at NCA&T. When candidates arrive on the campus, they are directed to this individual, who coordinates the program along with the program coordinators in the licensure areas. All decisions regarding professional education are coordinated in this “one stop” office. Transcripts are evaluated, students are advised, and programs are developed for lateral entry teachers to meet their special needs. After a review of the transcript, a decision is made as to whether NCA&T or the NC Regional Alternative Licensing Center (NCRALC) is the most appropriate avenue to pursue licensure. In collaboration with the Center, courses are offered to ensure that candidates complete requirements in a timely manner.

#### **PROGRAM DELIVERY**

NCA&T has developed a special curriculum and structured experiences and courses to ensure that lateral entry candidates have the programs needed to be successful during their first year of teaching and completion of licensure. The NCA&T School of Education (SOE) allows lateral entry candidates to take courses at other universities to allow for convenience and ease to enroll in the proper courses in a timely manner. Summer, weekend, and evening programs are specifically tailored to meet the needs of lateral entry teachers. For example, courses are offered in summer school that address certification because two thirds of the candidates in summer school are lateral entry candidates. Courses are offered in blocks of content and pedagogy to better prepare candidates to function in the classroom during the first year. Changes in requirements for lateral entry candidates are reflected in the design of the programs.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

Administrators in the SOE attend local school district interest sessions for lateral entry candidates and inform them about the programs at NCA&T. In many instances, candidates are advised on-site and course schedules are shared at these sessions. The School of Education also meets with personnel officers and send letters requesting specific needs of lateral entry candidates. The NCA&T School of Education has collaboratively established a website with two regions in the Piedmont Triad and the Sand Hills to provide on-line preparation for Praxis II and to list the schedule of courses, registration times, and other pertinent information. In the SOE’s 20 partnership schools in Alamance and Guilford counties, lateral

entry teachers are identified and programs are established to ensure that these individuals complete licensure. For example, courses are provided for math teachers in the middle schools to help them complete their licensure. If a school district identifies fifteen teachers who need a specific course, the SOE will offer that course for those teachers. Brochures and letters are distributed to personnel and recruitment officers in the schools and many e-mail requests are received and answered.

#### **SUPPORT AND MENTORING**

Support for lateral entry candidates includes special assignment of faculty to assist with Praxis II preparation, tutoring, mentoring and faculty assistance. To ensure that candidates will be successful and that student teaching is waived for successful candidates, they are observed and evaluated by the faculty. Lateral entry candidates must meet the same standards as other candidates, including the development of portfolios and completion of Praxis II. The preparation for Praxis is offered for all lateral entry candidates without reference to enrollment in the program and at no cost to the student. During the summer, tutoring is provided for Praxis II. A **NATIONAL BOARD LICENSED** teacher is hired each year to assist with the constructed writing responses. A CD has been developed by the School of Education in collaboration with the Winston-Salem State University School of Education and is given to candidates to assist in their preparation for Praxis II. Faculty serve as coaches in the classes to support the content, content pedagogy, diversity, and classroom management; in addition, faculty actually teach some classes to demonstrate best practices to candidates.

#### **SPECIAL INITIATIVES AND SERVICES**

Special initiatives to accommodate lateral entry candidates include the Performance Based Licensure certification in which 12-18 credit hours are offered on-line. The lateral entry program was revised to create a “fast track” admission and speedy transcript evaluation process. In addition to the full-time coordinator, each licensure area provides support for lateral entry candidates through advisement as well as mentoring and coaching in the classrooms. The SOE works in collaboration with the University of North Carolina at Greensboro to support the NC TEACH lateral entry program.

The School of Education at North Carolina Central University has been committed to serving the needs of those requiring alternative licensure programs for over a decade. NCCU's School of Education continues to meet the licensure needs of a large contingency of lateral entry and licensure-only teacher candidates in 14 licensure areas within a wide radius of the university. Key initiatives include, but are not limited to, NC TEACH, NC Model Teacher Consortium, distance education initiatives (face-to-face and online), and One Stop Teacher Shop.

#### **ADVISING**

To address the needs of licensure-only and lateral entry teachers, the School of Education has consistently sent advisors and program coordinators to remote locations to assist in program planning and registration activities for teacher education candidates. In 2002, a Distance Education Recruiter/Advisor was hired to serve as an initial contact, liaison, and program initiator for all new inquiries. This advisor has regular on-campus office hours, as well as weekly off-campus office hours for the convenience of those who teach during the day and live further away. For example, this advisor is stationed at Piedmont Community College on Monday evenings for the convenience of lateral entry teachers or licensure candidates in the vicinity of Person County. Evening advising is available at four off-campus sites on a weekly basis. Although the School of Education (SOE) will continue to provide evening advising on campus and at a distance, this fall the SOE will begin an online *Academic Advisor* system which will enable teacher candidates and their assigned advisors to more efficiently and effectively advise candidates within the NCCU candidate assessment model. This system will particularly benefit those lateral entry and licensure-only teacher candidates whose time is limited by the demands of teaching in North Carolina schools.

#### **PROGRAM DELIVERY**

Most significantly, every prospective teacher candidate (licensure-only and lateral entry) has an individualized program designed by the specialty area program coordinator based on state standards and an assigned program area advisor to monitor his/her progress towards licensure. Consideration is given to current and previous experiences as these experiences relate to meeting the competencies outlined in the state standards. Documentation for such experiences may include, for example, degree transcripts, related work experiences, professional development, teacher evaluations, and other work products. In verifying competencies, the School of Education and College of Arts and Sciences work collaboratively. For example, a Mathematics Education candidate may have considerable expertise in technology. The Educational Technology faculty are responsible for reviewing an individual's request to have that competency met through prior experience. In turn, the Mathematics Education Coordinator verifies that the content area competencies are met.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

Specific program information is available on the web ([www.soe.nccu.edu](http://www.soe.nccu.edu)), through program brochures and a licensure-only booklet, and at bi-annual information/registration sessions and weekly advising availability at distant sites. Additionally, the School of Education, in collaboration with the College of Arts and Sciences and University College Distance Education Division, hosts an annual *One Stop Teacher Shop* every fall on a Saturday to recruit, develop individualized programs, provide financial

assistance information, and register prospective and lateral entry teachers. This effort has been highly successful, increasing from 160 participants the first year to over 300 in the second year.

### **SUPPORT AND MENTORING**

NCCU's School of Education has provided human resources, material, and financial support to individualized induction programs for each partnership system. These induction programs support lateral entry and beginning/initially licensed teachers through coaching and support seminars, increase the number of well-trained mentors to provide individual support to new teachers, and provide resources to support lateral entry and beginning teachers. An *Instructional Planning and Classroom Management* course is offered for lateral entry teachers in partnership districts. This university-school co-planned course is taught by qualified persons within each school system. Partnership school systems have welcomed this course because it gives lateral entry teachers the specific skills they need at the beginning of their teaching career, while enabling them to work toward the credit hours required by the state. Additionally, course requirements are dovetailed with the needs of the lateral teachers so that school systems and the NCCU School of Education are not competing for the precious time of these new, untrained teachers.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

As important as advising in the evenings – on-campus, on-line and at a distance – the School of Education at NCCU offers a large selection of courses in the evenings on weekends, both on campus, online and at a distance. These courses are sequenced and scheduled to allow for continuous progress toward meeting licensure requirements. These are offered throughout the year, including summers.

In its continued quest to support teachers, schools, and the state in filling NC's classrooms with qualified, effective teachers, the School of Education is continuing to support faculty in the School of Education and College of Arts and Sciences in developing Praxis II online test preparation materials, which will be of great support to those teachers who live at a distance and teach all day.



### ADVISING

Advising for lateral entry applicants begins when a prospective student meets with the Coordinator of Lateral Entry Studies for initial screening and assembling of transcripts. The coordinator then sends the paperwork packet to the appropriate content area adviser, who arranges (in most cases) an individual meeting for transcript review. After this meeting, the student's application is sent to the Director of Teacher Education for approval and final recommendation for admission. Advising is also provided on an as-needed basis by the appropriate content area faculty and Director of Teacher Education throughout the duration of program.

### PROGRAM DELIVERY

In 1999, in response to the state's overwhelming shortage of teachers, the College of Education (CED) at North Carolina State University (NCSU) formalized its lateral entry program with a special emphasis placed on middle and high school science teachers. This program was designed to retain lateral entry teachers in an area of local need by providing appropriate classes and advising for licensure. Currently, the CED offers licensure-only and/or lateral entry programs in the following areas: Middle School and Secondary Math and Science, English, Social Studies, Foreign Language, Business and Marketing Education, and Agriculture Education. The program has grown in size from 61 teachers in 1999 to our current enrollment of 553, serving core programs in 20 school districts, as well as Agriculture Education and Business and Marketing Education, which serve areas across the state. Last year, the CED admitted 63 new lateral entry teachers (Spring 2003 data).

### COMMUNICATION AND INFORMATION DISSEMINATION

One-third of North Carolina teachers trained in teacher education programs leave the classroom within the first two years of employment (*News and Observer*, August 10, 2003, p. 1A). Lateral entry teachers have an even poorer record for retention, with 46% leaving after two years (*Teacher demand, supply, and quality*, NC Education Research Council, 2002). Recognizing this, NCSU has focused on addressing teacher retention, as well as training initially-licensed teachers, to meet the teacher shortage. A goal of the CED is to create in each school district a critical mass of "highly qualified" teachers, as defined by the *No Child Left Behind* initiative. State officials estimate that 17% of the state's 86,000 teachers hold **PROVISIONAL OR TEMPORARY LICENSES** that will not meet the federal standards set by *No Child Left Behind*. (*News and Observer*, August 10, 2003, p.10A).

To address the retention of lateral entry teachers, the CED created in 2002 an Office of Lateral Entry Studies functioning as part of the Office of Teacher Education. The Coordinator works closely with participating school systems to disseminate information about the programs and class availability, hosts supportive workshops for both administrators and teachers, and works with faculty to develop plans of study that comply with both the needs of the state and the school system. Applicants for licensure are attracted to NCSU mainly through district referrals, the location of the campus in relation to their schools, and the responsiveness of CED faculty. The Office of Teacher Education is currently working with the Coordinator of the NC Regional Alternative Licensing Center in Nashville, NC to create a web-list for lateral entry teachers so that programmatic information can be transmitted not only more easily, but also

more reliably. The CED Director of Teacher Education also maintains a general information website with links to alternative licensure ([www.ncsu.edu/ced/teachered/alternative\\_teaching.htm](http://www.ncsu.edu/ced/teachered/alternative_teaching.htm)).

### **SUPPORT AND MENTORING**

Research conducted by the CED on the topic of retaining lateral entry teachers indicates that the rural areas of North Carolina suffer the worst teacher attrition, and this is due to either required licensure courses not being offered in a reasonable driving distance or to lack of local peer support. In efforts to positively affect the rural systems of North Carolina, NCSU has undertaken two large initiatives.

One initiative is the development and implementation of licensure courses through distance education pathways. Currently, the Business and Marketing Education initial licensure program is available completely through distance education, with two faculty members acting as advisers and mentors to lateral entry teachers in 16 LEAs. Four other programs—Middle School Math, Middle School Science, High School Math, and High School Science—offer at least 50 % of their professional education courses online. Two faculty members in the College of Humanities and Social Sciences (CHASS) offer an online foreign language methods course. Distance education frees up lateral entry teachers from traveling several hours at the end of a busy school day; this should help reduce their stress and fatigue, as well as increase retention.

The second initiative, developed through funding from **NC QUEST**, is designed to help retain rural lateral entry teachers. In spring 2003, the CED received over \$300,000 to create and implement a peer-mentoring program for lateral entry teachers in Vance County. Designed to be self supportive after the first year, this program will also serve as a model that can be replicated by other LEAs. Through training current experienced lateral entry teachers in Vance County, a strong contingent of peer mentors will be developed to support future initially-licensed lateral entry teachers. In addition, the Model Clinical Teaching Program in CED partners with 12 LEAs to enhance mentoring. Other funding allows additional technical assistance for lateral entry and newly-licensed teachers to extend to three counties. These training programs are designed to retain both veteran and initially-licensed teachers.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

Future plans include NCSU partnering with NC TEACH, which requires a minimum of 50 lateral entry cohort teachers each year. For over a year, the CED has researched the feasibility of this partnership, and has developed an initial program and budget. The success of this endeavor relies on NC TEACH funding as well as support from NCSU Distance Education, where a CED submitted proposal is pending. The CED is in the planning stages with Johnston County Public Schools through the NCSU University-School Teacher Education Partnership to develop and deliver the state-required preservice orientation for lateral entry teachers that is commonly done by each district. CED is also researching the offerings in NC Community Colleges, such as *Educational Psychology*, *Foundations of Education*, and *Exceptional Children* that could fulfill basic requirements for initial licensure. Another initiative is to request continued funding from NC QUEST in order to extend a longitudinal study of the lateral entry peer-mentoring program in Vance County so that we have credible and reliable evidence of the impact of CED initiatives on lateral entry teachers.

### ADVISING

At UNC Asheville (UNCA) all post-baccalaureate students inquiring about licensure meet individually with the appropriate coordinator for each subject or with the department chairperson. Transcripts are analyzed and a course of study is unofficially outlined. Students with a grade point average of between 2.3 and 2.49 must have a Plan of Study for a minimum of 9 semester hours to develop a UNCA transcript with a GPA of at least 3.0; in addition, they must pass Praxis I prior to qualifying for admission to the program. Students are told about NC TEACH, the NC Regional Alternative Licensing Center (RALC), and UNCA's teacher preparation program. If they are already employed as a lateral entry teacher, they are generally urged to take the RALC route. If they are not employed, or have no prior education experiences or coursework, they are urged to take at least a semester or two of courses at UNCA prior to seeking a lateral entry position. If they decide to admit at UNCA, they are "informally admitted" and assigned an advisor. Upon completion of *Introduction to Education*, students complete a "formal admission" contract with their advisor, which outlines their specific course of study.

### PROGRAM DELIVERY

The UNCA Department of Education course catalog has transitioned from offering each course every other semester to offering each course every semester. Day and evening offerings are alternated for all courses, and UNCA has increased the number of evening and summer courses by hiring adjunct professors. The Department of Education piloted a course via teleconference and hired a consultant from LEARN NC to assist in the development of online courses (for example, *Diagnosing and Correcting Reading Difficulties* is web-based). In addition, UNCA is currently collaborating with Asheville-Buncombe Technical Community College to accept their EDUC 116 course for our EDUC 310.

Lateral entry teachers may fulfill all field components of their coursework in their own classroom. Students may request that student teaching be amended to a shortened (minimum 5 weeks) period. In the case of great distances, videotaped lessons in combination with copies of the students' **TEACHER PERFORMANCE APPRAISAL INSTRUMENT** may take the place of on-site supervision by a university instructor.

Prerequisites (e.g. Praxis I, PSYC 101: General Psychology, EDUC 310: Introduction to Education) are waived for students fulfilling a RALC plan of study. These students do not complete a formal admission contract and are not considered UNCA program completers.

### COMMUNICATION AND INFORMATION DISSEMINATION

Any person inquiring about licensure is referred to the appropriate advisor or to the chairperson. Inquiries are made via phone call, e-mail, and in person. Brochures outlining each licensure area and the overall licensure process are mailed to individuals upon request, and this information is also available online at <http://www.unca.edu/education/publications/catalog/licensure.htm>. Contact information is provided about NC TEACH, the RALC, and the **TEACH4NC** website ([www.teach4nc.org](http://www.teach4nc.org)).

### **SUPPORT AND MENTORING**

New Teacher Orientation was planned and implemented for teachers hired after the beginning of each school year for the past 3 consecutive years, held in January. This past January, over 50 teachers from 5 school systems participated in two Saturday workshops facilitated by the **UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIP** (USTEP) members. Budget permitting, this joint orientation will be offered again next year.

A support program for teachers hired without having completed licensure (lateral entry) was successfully piloted last year with Asheville City Schools. Lateral entry teachers were matched with retired teachers trained as mentors. Due to the increased number of lateral entry teachers being hired to fill teacher shortages, the USTEP Induction Committee proposed broadening the program this year. Asheville City Schools used grant funds to continue with mentors who were already trained. Budget permitting, the program will be implemented for academic year 2003-2004 with two systems already having expressed the intention of participating. The program will be offered again to the third school system.

UNCA co-sponsored a summer institute with University-School Teacher Education Partnership (USTEP) schools for initially licensed teachers working toward continuing licensure. Classroom teachers from the three partnership school systems facilitated development of unit planning, technology, and diversified instruction for 25 new teachers.

UNCA participates in a Western North Carolina coalition of IHE - LEA representatives that meets monthly to resolve current issues, including support for alternative pathway teachers. During the 2002-2003 academic year, this group sponsored a 1-day institute for lateral entry teachers and their mentors at the Western Regional Education Service Alliance. A one-day workshop for Praxis I and II preparation was also held.

The former **COACH-TO-COACH** (statewide mentoring program funded through Title II funds) position was ideal for providing this service; however the program funding was eliminated. UNCA's former Coach-to-Coach representative is now employed by two area school systems to provide similar services. UNCA works closely with this person to identify and assign struggling initially licensed teachers and other new teachers in the care of a mentor.

The School of Education of University of North Carolina at Chapel Hill has undertaken several lateral entry and licensure-only initiatives designed to attract new individuals to the teaching profession. We offer lateral entry programs for Middle Grades and through NC TEACH for high school science and mathematics and K-12 foreign languages. We offer licensure-only programs for Middle Grades, birth-kindergarten, and pre-kindergarten. We also recommend students for licensure through licensure-only programs in the School of Information and Library Science (School Media Coordinator) and the School of Social Work (School Social Worker). In addition, the School of Education offers add-on licensure programs in Learning Disabilities, English as a Second Language, Literacy, birth-kindergarten, pre-kindergarten, and curriculum and instruction. These add-on licensure programs are also designed to attract already-licensed teachers to teaching areas of great need and to retain teachers who may be considering leaving the profession.

#### **ADVISING**

Preliminary advising, at the application stage, is carried out by the Director of Student Services, who meets with prospective applicants and reviews their transcripts, identifying course equivalencies before forwarding their applications to program coordinators. Program coordinators then prepare an individual plan of study for each applicant and use the plan to monitor student progress toward completing licensure requirements. Under newly revised procedures, each plan of study is filed with the School of Education Licensure Officer, who will recommend students for licensure once they have met the requirements and have applied for licensure.

#### **PROGRAM DELIVERY**

All courses are offered after public school hours, online, through vide-conferencing, or in the summer. Licensure-only and lateral entry students may complete programs on a part-time basis until the student teaching semester.

In the Middle Grades Program the School of Education offered an alternative course option in the summer as the introductory course. EDUC 64 ("The Teaching Profession") was designed especially for licensure-only and lateral entry teachers who typically are new to UNC-CH. This value-added course acquaints students with library and campus facilities, introduces strategies for research in education and includes skills for scholarly writing. For the first cohort completing the course this summer, the course seemed to ease the transition to the campus and familiarize students with program expectations.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

Comprehensive information about each of these programs is available on the School of Education's website ([www.unc.edu/depts/ed](http://www.unc.edu/depts/ed)). In addition brochures are available for mailing as requested. The Coordinator of the Middle Grades Program contacted each of the personnel directors in each of the School of Education's partnership school districts to inform them that the UNC-CH Middle Grades Program accommodates lateral entry teachers and that they also admit qualified candidates for licensure-only. The coordinator also contacted the Director of the Program in Education at Duke University to request they share information about our licensure-only program. UNC-CH now has two Duke graduates in their program and a third is completing an application. Middle Grades faculty members spoke to

principals in the schools where UNC-CH student teachers are placed and left program literature to share with lateral entry teachers in the partnership schools. The coordinator contacted and sent information about UNC-CH program's to the Regional Alternative Licensing Center for our district (Nashville office) to inform the Center about the admission and course options that the School of Education offers. The School of Education has just drafted an agreement for a partnership that will serve to inform Peace College students about the opportunity for licensure-only at UNC-CH in Middle Grades Education. The agreement informs Peace students and counselors about the program and helps facilitate the process of preparing and applying for admission to the program.

#### **SUPPORT AND MENTORING**

Other than support as part of the advising process and the course EDUC 64 (The Teaching Profession), the School of Education has not found the need to offer special programs of support. Annually, over 98% of the students in the School of Education pass the PRAXIS examination without special assistance offered. Lateral entry candidates are mentored by a University supervisor.

#### **OTHER SPECIAL INITIATIVES AND SERVICE**

The UNC-CH NC TEACH lateral entry effort is led by a director, who meets with prospective candidates, screens applications, sets up interviews with faculty members, coordinates advisement for these students, and schedules courses. The NCTEACH program has successfully recruited and graduated many lateral entry teachers. The third cohort (02-03) had over 80 applicants, as did the fourth cohort. All qualified applicants were accepted. Forty-six students enrolled in the third cohort and 43 in the fourth. Each cohort graduated 39 students. In Cohort 3, all graduates found lateral entry teaching positions. In Cohort 4, 34 students have found placements that meet their own specifications.

Providing excellent, responsive opportunities for lateral entry teachers to earn their teaching license is central to the mission of the UNC Charlotte College of Education. Currently over 1,000 (unduplicated count) lateral entry teachers are enrolled in coursework at UNC Charlotte leading to the teaching license.

A major support for lateral entry teachers is the new Master of Arts in Teaching approved by the UNC Board of Governors in June 2002 and launched at UNC Charlotte in August 2002. This graduate-level preparation programs offers a “fast track” to initial teacher licensure in the first phase of the degree and then prepares candidates for the advanced teaching license upon degree completion. Candidates have the option of completing only the “fast track” portion of the program of study for the initial license. Licensure fields for this program are as follows:

- Elementary education (K-6)
- Special education: general curriculum or adapted curriculum (K-12)
- Middle grades education: language arts, mathematics, science, or social studies (K-9)
- Secondary education: English, mathematics, history/ comprehensive social studies, biology, chemistry, earth science, physics, or comprehensive science (9-12)
- Arts education: art, dance, music or theatre (K-12) (*NCDPI approval pending*)
- Foreign language education: French or German (K-12) (*NCDPI approval pending*)
- Teaching English as a second language (K-12) (*Anticipated – January 2004*)

#### **ADVISING**

One full-time advisor in the Teacher Education Advising and Licensure Office provides transcript analyses, issues programs of study, and links candidates with graduate advisors in their disciplines. The UNC-C Teacher Education Advising and Licensure Office works collaboratively with the NC Regional Alternative Licensing Centers.

#### **PROGRAM DELIVERY**

In response to the scheduling needs of lateral entry teachers, the following program delivery options are in place:

- All Master of Arts in Teaching/“fast track” coursework is offered in the evenings during the academic year.
- A special “Professional Educators Summer Session” has been created at UNC-C expressly to accommodate the scheduling needs of lateral entry teachers since the traditional “First Summer Session” and “Second Summer Session” calendars overlap with P-12 school calendars. This five-week term enables lateral entry teachers to take two daytime 3-credit courses.
- The Middle/Secondary fast track licensure coursework (Phase I of the Master of Arts in Teaching) is now available through distance education online/web-based courses.

- A distance education initiative for licensure in special education for lateral entry teachers is now being delivered in Catawba and Iredell counties.

UNC-C plans to deliver the Master of Arts in Teaching in special education and middle/secondary education to two cohorts of Charlotte-Mecklenburg teachers in *EQUITY+2* (high need) schools at Charlotte-Mecklenburg sites, beginning Fall 2003.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

A Master of Arts in Teaching/“fast track” brochure has been distributed through the **SOUTHWEST EDUCATION ALLIANCE** (professional development collaborative of 14 school districts in the region) and through the Regional Alternative Licensing Center in Charlotte. Five information sessions for teachers in Charlotte-Mecklenburg Schools were held this summer. Advertisements were placed in the *Charlotte Observer* this spring. A major communication tool for UNC-C is their website: <http://education.uncc.edu/mat>, which has received over 39,000 hits to date.

#### **SUPPORT AND MENTORING**

A major support for lateral entry teachers at UNC Charlotte is a series of workshops for Praxis II preparation. Graduate students in M.Ed. programs (experienced, licensed teachers) provide mentoring for lateral entry colleagues through their teacher leadership course. The UNC Charlotte Office of Educational Outreach plans professional development activities that are targeted for lateral entry teachers and this year’s *Safe Schools/ Behavior Management* conference had a lateral entry focus.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

UNC Charlotte is one of the University host sites for the NC TEACH program that offers a summer institute with follow-up coursework and mentoring for second career professionals who are preparing for teaching careers.



### **ADVISING**

For the past 5 years, UNC-G has expanded and strengthened its support of lateral entry teachers and licensure-only students in the Piedmont Triad region. This has included advising, dissemination of information to personnel directors, alternative delivery of professional education courses, support for teaching, and Praxis preparation. During 2002-03, 153 “A” licensure-only and NC TEACH applications were reviewed; 137 programs of study were written. There are currently 267 alternative licensure candidates enrolled in programs at UNCG, including 34 NC TEACH participants.

### **PROGRAM DELIVERY**

The Teachers Academy is a UNCG umbrella organization responsible for all licensure programs; it is headed by the Associate Dean for Teacher Education and is comprised of representatives from each licensure area on campus. The Assistant Director of the Teachers Academy has primary responsibility for coordinating alternative licensure programs, including NC TEACH and licensure-only programs. A part time staff person, one part-time clinical faculty, three master teachers, and one full-time graduate student assist in processing the applications, advising activities, course delivery, observation of teaching, mentoring, and other activities. The Teachers Academy works with faculty in 18 subject areas to review applicants’ credentials and develop individualized programs of study and support for clinical experiences. NC TEACH provides support to participants through the Summer Institute, seminars, peer coaching, mentoring and observations of their teaching.

### **COMMUNICATION AND INFORMATION DISSEMINATION**

During 2002-03, The Teachers Academy Alternative Licensure Ad Hoc Subcommittee, with members from the UNCG School of Education, College of Arts and Sciences, and the public schools, surveyed UNCG “A” licensure-only programs, developed an information packet, and held training workshops for faculty and staff who advised students about “A” licensure-only programs. The subcommittee also developed a cohesive and consistent professional education core appropriate for most alternative licensure programs that will be delivered largely online to accommodate needs of lateral entry teachers. Improving the accessibility of courses for working professionals is a priority at UNCG. Many on-campus teacher education courses are scheduled at 4:00 p.m. or, through the Evening University, at 6:00 p.m. or later. UNCG is a partner in the development and implementation of NC RISE (North Carolina Restructuring Initiative in Special Education). This distance education program offers seven online courses in learning disabilities and behavioral disorders.

### **SUPPORT AND MENTORING**

In 2002-2003, with University-School Teacher Education Partnership (USTEP) funding, the Teachers Academy provided Praxis II preparation workshops. The Teaching Resources Center (TRC) provides instructional materials, equipment, and services to support lateral entry teachers. Resources available through the TRC include books, software, and videos, as well as state-adopted textbooks, children’s “big books”, periodicals, and equipment. The TRC also has instructional online courseware available for candidates to use to prepare for the Praxis I test. This **PLATO** courseware is directly aligned to the test and allows students to take simulated tests in reading, writing and mathematics. It also provides diagnostic placement for skill building in these three subjects.

Through a generous gift from a SOE alumnus and family, the Yopp Professional Development Institute offered a 2-day summer workshop on teacher evaluation and professional growth for 51 recent UNCG graduates, other beginning teachers and their mentors. Faculty and public school teachers presented a workshop on classroom management for Rockingham County. The USTEP's fifth annual Summer Leadership Institute three-day workshop, *Conflict Management: Safe and Successful Schools*, was attended by 50 teachers and other school personnel. Three summer short courses, developed and supported by the USTEP, were attended by over 70 beginning and career teachers. The NC TEACH site coordinator, field coordinator, and master teachers continued to support initially licensed teachers from earlier NC TEACH cohorts (teachers who have completed their NC TEACH coursework) with information about licensure and professional issues.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Several initiatives have targeted lateral entry teachers in high-need areas. Responding to a need expressed by the Guilford County Schools superintendent, UNCG offers mathematics courses offsite to middle grades teachers who need additional coursework in content and pedagogy. The Department of Specialized Educational Services has created two post-baccalaureate alternative initial licensure (PAIL) programs (learning disabilities and behavior/emotional disabilities) to adhere to high professional standards while responding to potential student and employer requests for programs to address the critical shortage of special education teachers in the region, state, and nation. The PAIL programs were the result of requests by prospective teachers and input from employers. PAIL is now fully operational, with 44 students enrolled; the Special Education Services Department, which houses the Special Education and Education of Deaf Students programs, offered the entire PAIL program during summer 2003.

Through a variety of efforts, the UNCP School of Education, College of Arts and Sciences, and Office for Distance Education are working diligently and collaboratively in responding to the needs of lateral entry teacher in southeastern North Carolina. Such efforts include: advising of students (on campus and off campus), delivery of programs (on-campus, off-campus, and via the Internet), and dissemination of information, Praxis workshops, scheduling of courses, and professional development workshops and seminars.

#### **ADVISING**

In the School of Education at UNCP, an administrative position has been established specifically to work with lateral entry teachers in development of individual plans of study. During the 2002-03 school year, a total of 582 plans were developed for lateral entry teachers. Additionally, with the introduction of the Regional Alternative Licensing Center (RALC) in Fayetteville, more than 100 plans of study have been received from the RALC. The licensure specialist also works with lateral entry teachers to develop transition plans that detail requisite steps for accumulating the mandated 2.5 GPA. Within the immediate geographic area, the position works closely with Human Resource officers in the local school systems in verification of courses taken prior to and during employment for lateral entry teachers. Also, a “One-Stop Licensure Day” was sponsored for 45 lateral entry teachers during which they met with teacher education faculty for plan development and advisement.

UNC Pembroke has implemented extended hours to offer advisement and accommodate work schedules of lateral entry teachers. Saturday registration is available, and during the week registration extends from 8:00 a.m. until 8:00 p.m. with faculty available for advisement. For off-site registration, the university has staffed positions at Richmond Community College, Sandhills Community College, and Fayetteville Technical and Community College. In partnership with the North Carolina Model Teacher Education Consortium (NCMTEC), the School of Education, with assistance from the Office of Admissions and Distance Education, provides advisement for the NCMTEC registrations in eastern North Carolina.

#### **PROGRAM DELIVERY**

Delivery of courses for lateral entry teachers has been dramatically altered. Campus courses are being offered beginning at 4:00 p.m., 5:00 p.m., and the more traditional 6:30 p.m. as well as weekend options. The most pronounced change has been the expansion of courses offered online. In Fall 2003, the School of Education is offering 17 online courses, most of which are designated solely for lateral entry teachers. Another 16 courses are offered at off-campus locations, most of which are designed for lateral entry teachers. The College of Arts and Sciences is working on the development and delivery of some content-specific coursework for the lateral entry teacher. As a result of the growth in Internet and off-campus courses for lateral entry teachers, the SOE Dean and Associate Vice Chancellor for Outreach are working to establish a liaison position between Distance Education and the School of Education to facilitate admissions and registration.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

Dissemination of program information has been enhanced through the Internet ([www.uncp.edu/soe/](http://www.uncp.edu/soe/)) and through efforts of the Office of Distance Education. Brochures and other course announcements detailing

course availability are distributed to school systems. The NCMTEC announcements are distributed to all participating school systems.

#### **SUPPORT AND MENTORING**

The UNCP Office of University-School Programs in the School of Education sponsored two Praxis II preparation workshops last year. Over 100 lateral entry teachers from 12 counties participated in the spring workshop. Working with the College of Arts and Sciences, six programs area coordinators presented Praxis information specific to content areas as part of the workshops.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Other support for lateral entry teachers was provided through professional development activities sponsored by the UNCP University-School Programs. In 2001-02, the office sponsored programs dealing with classroom management, technology, and stress reduction for over 175 lateral entry teachers. Sixty lateral entry teachers from Robeson County took part in initially licensed teacher workshops with trained assessors from Robeson County Public Schools participating in support of the project. The UNCP Media Center Director served as a resource in working with teacher video entries. In 2002-03, University-School Programs sponsored two classroom management workshops, diversity training, and a safe schools seminar with more than 200 teachers attending. This summer, over 80 hours of technology training were provided for regional teachers. The University-School Programs office reimburses the local systems for the costs of substitute teachers, enabling lateral entry teachers to more easily attend these events. In some cases, mileage reimbursements are paid to participants.

The Watson School of Education has designed a multi-faceted response to the needs of lateral entry teachers and licensure-only students in the southeastern region. The response involves several components including advising, information dissemination, scheduling, course offerings in multiple venues, and support for teaching and Praxis preparation. The number of lateral entry/licensure-only individuals has grown dramatically at UNCW, resulting in a 1,296% increase in ten years.

#### **ADVISING**

To address the needs of lateral entry teachers, the Watson School of Education maintains a position entitled “Coordinator of Student Services and Alternative Licensure Programs”. The coordinator has an assigned staff person and graduate assistant. This office maintains the active files of 120 lateral entry teachers (including 22 currently in NC TEACH) and a total of 265 licensure-only students (Spring 2003 data). The Coordinator of Student Services and Alternative Licensure served lateral entry teachers by disseminating information on the lateral entry process and requirements, developing individual Plans of Study, meeting at least once a semester with each lateral entry teacher to monitor progress, working with the NC Regional Alternative Licensing Center Fayetteville, and holding extended office hours to accommodate teachers' schedules.

#### **PROGRAM DELIVERY**

A number of additional program accommodations have addressed access and scheduling needs of lateral entry teachers. The Watson School of Education now offers all courses required for licensure in evening and weekend time periods and/or online to lateral entry teachers. Selected courses also are offered through extension programs at two area community colleges, and the undergraduate program in Elementary Education is offered by the Watson School of Education in collaboration with Coastal Carolina Community College in Jacksonville. Beginning next year, several online courses in the College of Arts and Sciences will be available to lateral entry teachers who need to take content area classes. Since many of the students are in special education, eight NC RISE online courses in special education were offered during 2002-2003.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

To assist in the dissemination of information about lateral entry and the process to complete licensure, the Associate Dean for Academic Programs and the Coordinator of Student Services developed a “Checklist for Completing Licensure Requirements” (<http://www.uncw.edu/ed/deglicenpdfs/checklicensure.pdf>) that is provided to school districts and prospective candidates. To provide additional information, letters were sent to personnel officers in 10 southeastern school districts, detailing the university's admission policies, lateral entry accommodations, course scheduling, and other requirements for distribution to their teachers. The department housing secondary education also sent a letter to thirteen PDS (Professional Development System) district high schools and personnel officers describing the new Master of Arts in Teaching program designed for lateral entry teachers. The Special Education and Education of Young Children Programs designed web pages (<http://www.uncwil.edu/ed/cs/>) to respond to program inquiries in these areas.

### **SUPPORT AND MENTORING**

The Watson School of Education offered three sessions of Praxis I preparation workshops involving 111 participants, and three sessions of Praxis II workshops for 175 participants during 2002-2003. In addition to ongoing support provided by faculty, the Watson School of Education sponsored a Teacher-in-Residence program that provided assistance to beginning teachers (including lateral entry) and their mentors. Graduate coursework in learning-centered supervision has been significantly modified to reflect current knowledge on assisting lateral entry teachers who have transferred into education from other professional fields and who bring accumulated life experiences to their new roles.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

Three special initiatives in the past two years have been targeted for lateral entry teachers. The Watson School of Education serves as a partner for the **COALITION FOR TRANSITION TO TEACHING**, a federal grant from the U.S. Department of Education designed to prepare mid-career professionals (especially military and retired military) to become licensed as teachers. There are currently 12 students enrolled in the first cohort group, with a second cohort scheduled to begin in January 2004. UNCW also has served for two years as a host site for NC TEACH. The first cohort had 44 students, and the second cohort has 22 students. The third special initiative is NC QUEST, designed to address the needs of lateral entry teachers in middle grades mathematics and science in two high-need school systems. All of these special initiatives have strong mentoring and support components to assist teachers who are **TEACHING OUT OF FIELD**.

Lateral entry teachers are included in other special programs and projects offered by UNCW, such as the professional development activities offered through the Science and Mathematics Education Center. The Watson School of Education has a **PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY (PT3)** federal grant that involves a large number of educators, including lateral entry teachers, in technology in-service sessions.

**COLLEGE OF EDUCATION  
AND ALLIED PROFESSIONS  
WESTERN CAROLINA UNIVERSITY**



Western Carolina University provides service to lateral entry teachers through information about teaching and support options at Western, options for attaining licensure, support for beginning teachers, and support for mentors and career teachers. The College of Education and Allied Professions is the lead unit at WCU for support to lateral entry teachers. They collaborate with colleagues in Arts and Sciences, Continuing Education, the **NORTH CAROLINA CENTER FOR ADVANCEMENT OF TEACHING (NCCAT)**, the **WESTERN REGIONAL EDUCATION SERVICE ALLIANCE (WRESA)**, local education service agencies in the region, area community colleges, and other private and public four-year institutions in the region.

**ADVISING**

Full-time faculty members advise lateral entry students. Lateral entry teachers in the NC TEACH program are advised by the director of the program in conjunction with a faculty advisor in the area of the license sought by the lateral entry teacher. Lateral entry teachers pursuing licensure only plans are advised by the faculty member in the specialty area (with a North Carolina teaching license) who plans the program for the teacher. Similarly, lateral entry teachers pursuing the MAT are co-advised by the director of the MAT program (for those specialty areas outside of the College of Education and Allied Professions) and by the specialty area coordinator in the area of the license.

**PROGRAM DELIVERY**

Lateral entry teachers have the option of licensure only plans leading to recommendation for licensure. If eligible for graduate study and based on undergraduate major and the area of intended licensure, the Master of Arts in Teaching (MAT) may be the optimal option for a lateral entry teacher. WCU also offers the NC TEACH program for lateral entry teachers. Some of these students pursue the MAT and some pursue a licensure-only program. In 2002-2003, 95 licensure-only plans were developed in 17 areas and at least 120 students are actively pursuing licensure-only plans by taking credit-courses. Currently, 81 students are in the Master of Arts in Teaching program, and in the summer of 2003, 45 students were enrolled in the NC TEACH program. As of this date (August 14, 2003), all but three have secured lateral entry teaching jobs.

Over the past academic year and summer, WCU faculty taught over 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. Over 90 sections of courses were offered in Asheville (55 miles from Cullowhee), the main population center in the region. WCU is delivering the Birth-Kindergarten program on-site at five community colleges and is delivering the Elementary Education program at one community college with another community college site cohort to begin in Fall 2003 for a total of six community colleges collaborating with Western to offer licensure programs on-site. A cohort of students in Special Education will begin at one of the community college sites in January 2004. Many students in these programs are lateral entry teachers. Full-time faculty members advise lateral entry students.

**COMMUNICATION AND INFORMATION DISSEMINATION**

The Coordinator of Alternative Licensure at the Associate Dean level is the point of contact for information about teaching and support options at Western. Working with faculty advisors in each area, the coordinator prepares printed information, attends university recruiting events, responds to all inquiries

about alternative licensure options, and is the major point of contact for the development of licensure only plans. For example, the university recently (August 7, 2003) held an information session for potential graduate students. An article describing the MAT preceded the meeting in several regional newspapers and the Coordinator of Alternative Licensure attended the session and spoke with 12 persons about the MAT and lateral entry, distributed brochures about the MAT program, and directed prospective students to departmental websites.

#### **SUPPORT AND MENTORING**

WCU is currently funding a position, formerly the Coach2Coach position, to provide direct support to mentors assigned to beginning teachers including lateral entry teachers. The School-University Teacher Education Partnership (SUTEP) at WCU provides support for lateral entry teachers through professional development workshops, support for classroom projects, and a Summer Institute, now in its seventh year, for beginning teachers. SUTEP is piloting a support model for lateral entry teachers this year in three school systems. First-year lateral entry teachers have been identified to receive support from retired or other master teachers in their field for two days during the first month of school. WCU also provides support to lateral entry teachers by conducting sessions to prepare for Praxis II. The sessions are open to any lateral entry teacher in the region. During the last two academic years, the Physical Education Program conducted a workshop for the physical education test and the **NORTH CAROLINA TEACHING FELLOWS PROGRAM** sponsored and conducted a workshop with breakout sessions for several Praxis II tests. Finally, WCU is developing a website ([www.ceap.wcu.edu/bttlp/](http://www.ceap.wcu.edu/bttlp/)) devoted to the support of beginning teachers with links to DPI, the **NEW TEACHER CENTER** in Santa Cruz, California, and **LEARN NC**.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Western Carolina University supports alternative licensure teachers in a number of important ways through a variety of programs. NC TEACH is in its fourth year at WCU and enrolled 45 students this past summer. Two grant programs from the U.S. Department of Education provide significant support for lateral entry teachers. The Teacher Support Group is delivered through the special education program and provides support for approximately 35 teachers per year in four different sites in the region to help new and career teachers with instructional issues. Another federal grant to the special education program is the Mountain Connections Project, which supports 83 graduate students, many of whom are lateral entry. This project offers varied support to those teachers, including seed money and assistance for research-to-practice projects and travel for professional development. WCU participates in two Preparing Tomorrow's Teachers to Use Technology (PT3) grants that provide technology training and assistance to new and career teachers.

Two other grant-funded initiatives have been specifically designed to support lateral entry teachers. The Z. Smith Reynolds Foundation funds a project to support beginning teachers and their mentors in two school systems in the region and a small grant from the state to the region provided seed monies for a collaborative effort of public and private teacher education institutions, local education agencies, and WRESA to hold a workshop for 34 lateral entry teachers and mentors, to offer a Praxis II preparation workshop for 40 lateral entry teachers, and to provide funds for lateral entry teachers and mentors to meet and observe the classrooms of each other. Additionally, the University of North Carolina Office of the President recently awarded WCU an NC QUEST grant to provide pedagogical and content expertise to mentors and beginning teachers including lateral entry teachers; this initiative is entitled "Project SPACE". Public school personnel, WCU faculty from the colleges of Arts and Sciences and Education and Allied Professions are collaborating with NCCAT to carry out the goals of the project. The **UNC CENTER FOR SCHOOL LEADERSHIP DEVELOPMENT** supported a special project completed by WCU faculty from the College of Education and Allied Professions and the College of Arts and Sciences to design a two-week on-line training module for lateral entry teachers.



Winston-Salem State University is systematically addressing the needs of lateral entry teachers through several resourceful and creative initiatives. These include a Weekend and Evening Program, a Teachers Academy partnership with the Winston-Salem/Forsyth County Schools and Forsyth Technical Community Colleges, and several academic support and professional development programs. During the 2002-2003 academic year, the School of Education enrolled 204 lateral entry teachers. During the same period, the Winston-Salem/Forsyth County Schools employed 214 lateral entry teachers.

#### **ADVISING**

Several administrators and faculty members are responsible for advising lateral entry teachers and helping them to be successful in their programs of study. The Director of the Office of Student Services and Certification coordinates academic advisement for lateral entry and certification-only teachers. This person disseminates information to teachers who are inquiring about the lateral entry and certification-only programs, program requirements and services provided by the Regional Alternative Licensing Centers. The Director also works with teacher education program coordinators and others to assess transcripts and to prepare a program of study for every candidate. These programs of study identify required courses for completing teacher certification. Lateral entry teachers are required to share their programs of study with school principals and central office licensure personnel. Once teachers have completed their programs of study and have passed Praxis II, the Director of the Office of Student Services and Certification processes their paperwork for a North Carolina teaching license. All lateral entry teachers who are enrolled in courses at WSSU are invited to open forums, meetings for education majors, Praxis preparation sessions and required lyceum programs.

#### **PROGRAM DELIVERY**

Through the WSSU Evening and Weekend College program, the School of Education offers flexible scheduling and several accelerated study options. This flexible scheduling has allowed large numbers of lateral entry candidates in middle grades, birth-kindergarten, elementary, and special education to complete licensure requirements.

Through a special grant from the UNC Office of the President, distance-learning programs in Birth-Kindergarten and Physical Education are offered to more than 30 lateral entry candidates from surrounding counties. Site-based and online instruction are also offered to lateral entry teachers. Faculty members supervise independent study courses when lateral entry students are unable to meet regular or flexible schedule courses.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The Department of Education works closely with the Regional Alternative Licensing Center in Charlotte to expedite communication regarding licensure requirements and course availability for lateral entry candidates. In January 2003, the Dean of the School of Education and the chair of the Education Department met with Regional Center officials to identify services for lateral entry teachers. Fall, spring, and summer schedules are e-mailed to the Center to inform lateral entry candidates of course availability throughout the academic year.

### **SUPPORT AND MENTORING**

Clerical support services, bookstore hours, and other support services are available through the WSSU Office of Adult Education. The Office of Student Services and the Department of Education are responsible for answering academic advisement questions for these candidates. Online academic advisement and mentoring are also available. In addition, two sections of the Praxis II preparation course have been developed for elementary, K-12 specialty areas and secondary education lateral entry teachers. Lateral entry students may also take advantage of special and extended services that are available to degree-seeking students, such as the use of **TASKSTREAM**, a tracking database, **SAS IN SCHOOLS**, and **PLATO** software.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

In November 2002, the WSSU School of Education signed a partnership agreement with the Winston-Salem/Forsyth County Schools and Forsyth Technical Community College to form the Winston-Salem Teachers Academy. The purpose of the academy is to collaborate to increase the pool of highly competent teachers in the region by providing support for seamless 2 + 2 programs and coordinated courses and support for lateral entry teachers. After a national search, a new Director for the Academy was hired on May 1, 2003. On June 18, the WSSU School of Education hosted the first Future Teachers Advisement Fair for lateral entry teachers, second-degree students, and second-career students. Representatives from Appalachian State University and Salem College participated in the advisement fair. The Teachers Academy has also collaborated in a joint license with **EDUCATIONAL TESTING SERVICE** for the Plato software. As funds become available, WSSU will seek to participate in all activities and curriculum efforts associated with NC TEACH. Faculty members have included support for lateral entry-teachers in several grant proposals. The University will continue to seek various initiatives in an attempt to be responsive to the needs of these candidates.

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### **3. UNC Centralized Programs of Service for Alternative Pathways Teachers**

NC Model Teacher Education Consortium

NC TEACH

Since its inception in 1989, the North Carolina Model Teacher Education (NCMTEC) has strongly supported lateral entry teachers in the participating 41 school systems in their pursuit of a North Carolina teaching license. The NCMTEC served 664 lateral entry teachers during the 2002-03 fiscal year. This support was in the following areas:

**ADVISING**

Advising sessions have been sponsored by the NCMTEC each semester (Fall, Spring, and Summer) when college and Regional Alternative Licensure Center (RALC) representatives were contracted by the NCMTEC to advise lateral entry teachers in the evenings and on Saturday. Lateral entry teachers brought their transcripts and actually sat down with the representatives individually for advising and to secure an individual plan of study. This model allowed them to talk with several IHEs that were present, as well as, the RALC.

**PROGRAM DELIVERY**

Each semester, through collaboration with the 10 partnering IHEs, the NCMTEC has planned, scheduled, advertised, registered and sponsored a menu of selected upper-level teacher education college courses with greatly reduced tuition offered at accessible community college sites or via the Internet. During the 2002-03 fiscal year, 534 lateral entry teachers received reduced tuition and completed college courses sponsored by NCMTEC. The lateral entry teachers have paid \$80 per course, and NCMTEC has paid the remaining tuition fees. The courses have been offered in the evenings, on weekends, or through online delivery. In addition, NCMTEC has established a third-party billing arrangement with 27 community colleges in the NCMTEC geographic area to enable lateral entry teachers and paraprofessionals who need freshman and sophomore-level college transfer courses to take the courses for only \$60/course and receive a \$60 textbook allotment/course. Lateral entry teachers who have needed specific content area courses have been able to find some of them offered through the community college curriculum. The lateral entry teachers have affiliated with a college or university or with the RALC and are greatly dependent upon the NCMTEC to provide the courses needed to fulfill their Plan of Study provided by the IHEs and the RALCs.

**COMMUNICATION AND INFORMATION DISSEMINATION**

During each semester, information sessions have been held for lateral entry teachers and for ILTs in the school systems. These sessions have familiarized the lateral entry teachers and the ILTs with services available to them through NCMTEC programs. NCMTEC information has also been disseminated through the NCMTEC website at ([www.ncmtec.org](http://www.ncmtec.org)) and has been updated weekly. Multiple fliers (10/school) have been sent to each of the NCMTEC's 619 schools prior to registration each semester advertising NCMTEC sponsored courses and Praxis preparation seminars.

**SUPPORT AND MENTORING**

Praxis preparation seminars for Praxis I in Reading, Writing and Math, as well as, fifteen specific content areas for Praxis II have been offered each semester on a Saturday from 9:00 AM - 5:00 PM at a selected community college site. During the 2002-03 fiscal year, 196 lateral entry teachers attended Praxis Preparation seminars sponsored by the NCMTEC.

**OTHER SPECIAL INITIATIVES AND SERVICES**

Faculty at the 10 NCMTEC collaborating colleges and universities have given their Saturdays for advising sessions each semester, and have willingly driven long miles to teach off-campus courses that would be accessible for NCMTEC program participants. During the Fall 2003 advising session, the director of the RALC joined the IHE representatives to advise the lateral entry teachers. It has been through true collaboration with the LEAs, the 10 IHEs, the 27 community colleges, and the SDI that these services have been possible.

The NCMTEC has maintained a database of all lateral entry teachers and their participation in NCMTEC courses and events. Included in the database for each lateral entry teacher are the courses they have completed, the IHEs that offered the courses, the grades for each course, and complete demographic data including employment and the amount of financial assistance that has been provided by the NCMTEC to the lateral entry teacher. The NCMTEC is constantly assessing the needs of lateral entry teachers and the services provided to them by the NCMTEC.

NC TEACH (Teachers of Excellence for All CHildren) is a statewide teacher licensure program for mid-career professionals, developed jointly by the North Carolina State Board of Education and the Board of Governors of the University of North Carolina. It was initially funded from Title II of the Higher Education Act and currently receives state funds. It is a comprehensive program designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. The program utilizes a graduate level problem-based approach focused on what teachers must know and be able to do to teach students using high standards in the context of real classrooms.

## **RECRUITMENT**

NC TEACH utilizes a comprehensive, multi-media statewide marketing and public relations campaign that focuses on increasing the number of applicants and participants, while better reflecting the diversity that exists in the state of North Carolina. Recruitment efforts have increased enrollment by approximately 400% in the past four years. Diversity in participants has increased from 14% to over 30%. Currently, NC TEACH produces more secondary math and science teachers per year than any other single teacher education program in the state. To date, NC TEACHERs are employed in 150 schools in 80 counties in North Carolina.

The inaugural year of the program (2000 – 2001) began with an orientation and Summer Institute. A total of 289 applications were received. After a review by the NC TEACH staff and the local host sites, 198 participants were selected, and 124 enrolled for the Summer Institute. At last report, 87 have been approved for license and are currently employed in 77 North Carolina public schools. The retention rate for cohort I is 80% (October 2001 data from the NC Department of Public Instruction).

In year two (2001 – 2002), NC TEACH received 419 applications; 268 of these applicants were accepted, and 190 NC TEACHERs began the Summer Institute in June 2001. A total of 168 successfully completed the Summer Institute, representing 18% diversity. Retention after the first year of teaching was 79%.

In year three (2002 – 2003), 1,427 applications were received; 489 applicants were accepted, 50 applicants were placed on a waiting list, and 458 participants (22% diversity) enrolled in the NC TEACH Summer Institute in June. Data on retention will be collected in September 2003.

In year four (2003 – 2004), almost 1,100 applications were received, and approximately 450 candidates enrolled with 33% diversity. Numbers for secondary math and science continued to be high, with the number of math candidates currently exceeding those candidates seeking licensure in science.

Because retention is so closely tied to effective recruitment, the selection process for NC TEACH is rigorous. Students are selected on the basis of their preparation (degree and major), academic ability, commitment to education, and their demonstrated successful work experience of at least 3 years. Applicants must hold an undergraduate degree from an accredited college or university, a degree in an area relevant to the licensure area they seek and a minimum of a 2.5 cumulative GPA for all post-secondary work.

All applications and supporting documents are first received and thoroughly reviewed at the program office, a process that involves personal contact with many of the applicants. Once reviewed, those applications meeting eligibility criteria are forwarded to the host site campuses. Host site campuses conduct an official transcript analysis and applicants are then invited to participate in an interview. Once applicants are accepted, candidates may apply to the MAT program (if the program exists) at the host site campus. Participants pay the tuition and fees assessed by the host institution for the 15 – 18 graduate semester hours they will earn through the program. All tuition and fees go to the host site campus.

### **PROGRAM DELIVERY**

NC TEACH offers preparation for licensure in middle grades (6-9) mathematics, science, language arts, and social studies; secondary grades (9-12) mathematics, science, social studies and English; K-12 Second Language (Spanish, French and ESL); and K-12 Special Populations (LD, MH, and/or BEH). The program is hosted at ECU, ECU-Onslow County, ECU-Johnston County, UNCW, FSU, FSU-Duplin County, NCCU, UNCCH, UNCG, UNCC, WCU, and Lenoir Rhyne College. The program takes a minimum of 12 months to complete and includes a formal orientation and an intensive Summer Institute (5 weeks) prior to entering the classroom. One site now offers NC TEACH during evenings and weekends. Faculty and master teachers lead the Summer Institute, which focuses on understanding children and young adults as learners, lesson planning, classroom management, instructional technology, student learning/assessment, strategies for student success, understanding state and local contexts for public education, parental involvement, and the North Carolina Standard Course of Study. Once participants complete the Summer Institute, they are granted a provisional license, which certifies them to teach in North Carolina public schools. NC TEACHERs must assume primary responsibility for securing a teaching position.

During the academic year NC TEACHERs attend monthly seminars/course sessions that focus on continued professional development and the realities of today's classroom, team building and problem solving skills, and authentic assessment.

A panel of sixty-five members consisting of master teachers and university faculty developed the NC TEACH curriculum that is taught at the host site campuses. Instructors at all sites work from a common syllabi, master schedule, lesson guides, and resource list. The NC TEACH curriculum has gone through three cycles of revision for more effective implementation.

### **ADVISING**

Before or during the NC TEACH Summer Institute, the host site campus develops an individualized program plan of study (IPP) for each participant. If a participant is deficient in content courses for his/her licensure area, these courses will be listed on the IPP. When a participant successfully completes the NC TEACH Summer Institute, Fall and Spring semesters, has passed the PRAXIS content examination in their licensure area, and has no deficiencies in content courses, he/she is recommended for a clear initial license. Each individual host site determines which and how many content courses are required for a licensure area; therefore, the IPPs for a given licensure area may vary widely.

### **SUPPORT AND MENTORING**

During the first two years of employment, mentoring is provided by the employing school system and additional support and mentoring is available through the master teachers and faculty that assist in implementing the NC TEACH program. Mentoring at host sites varies and may include weekly seminar discussions, continued academic advisement, on-line discussion forums, praxis exam preparation, and on site (school) supervision by faculty, master teachers and retired teachers.

### **COMMUNICATION AND INFORMATION DISSEMINATION**

NC TEACH maintains a comprehensive website that includes all application materials, information about licensure in North Carolina, tips on finding employment, links to host site campuses, links to other educational websites, links to school districts and information about job openings and upcoming career fairs, and resources for new teachers. Recruitment efforts include mailings to emergency and lateral entry teachers, district administrators, human resource divisions; informational sessions at various schools districts and colleges; and sessions at career fairs and related events around the state. Applications, brochures, posters, bookmarks and other related promotional material are distributed from the program office.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

Funding from the University of North Carolina has made it possible for NC TEACH to begin development of online courses. University faculty and master teachers from around the state (many having designed and refined the current NC TEACH curriculum) came together for a planning meeting and attended a series of training sessions provided by Eduprise/Collegis during winter 2001. Blended and completely online courses now available include all core modules (The Teacher and the School, Understanding the Learner, Effective Teaching, Diversity, and Technology) and several content modules, including science and special populations. NC TEACH is currently determining plans for further development.

Working with Duplin County schools for the **ASSET (ALL SCHOOLS SUCCEEDING THROUGH EXCELLENT TEACHING)** Initiative, NC TEACH is helping to broker services to lateral entry teachers in Duplin County. In addition, NC TEACH has also employed the external consultant who is leading the school system through a strategic planning process focused on closing the achievement gap.

With \$40,000 additional funding from the North Carolina Department of Public Instruction, NC TEACH collaborated with Learn NC to complete the development of a first-ever professional development CD designed especially for new teachers in North Carolina. The CD, "Professional Development for Teachers: First Days," is the first of a series of modules that will be developed by the UNC Center for School Leadership Development.



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## **4. Issues of Significance**

North Carolina Regional Alternative Licensing Centers

No Child Left Behind Act

License Reciprocity with Other States

## **NORTH CAROLINA REGIONAL ALTERNATIVE LICENSING CENTERS**

In the spring of 2002, three Regional Alternative Licensing Centers (RALCs) were established by the North Carolina State Board of Education. Located in Charlotte, Fayetteville, and Nashville, these centers assist teaching candidates by evaluating their applications, prescribing courses of study, recommending requirements they need in order to receive full licensure, and clearing the license so that they become fully licensed.

Prior to the establishment of these centers, lateral entry teachers seeking full licensure received plans of study from accredited teacher education programs at colleges and universities throughout the state. The RALCs were, in part, a response to concerns about the inconsistency of these plans between institutions of higher education; for example, because not all teacher education programs are identical, a teacher seeking a plan of study from two different universities may receive two significantly different plans of study. These centers were established with the understanding that once teachers received their plans of study, they would take most of the required courses at colleges and/or universities with accredited teacher education programs. Some teacher license candidates, however, may fulfill some requirements through courses at accredited community colleges and/or through staff development offered by the school district in which they are employed.

## **NO CHILD LEFT BEHIND ACT (NCLB)**

In January 2002, the No Child Left Behind Act (NCLB) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) of 1965.<sup>7</sup> *No Child Left Behind* has ushered in many changes, not the least of which is the revised "Title II," which places major emphasis on teacher quality as a factor in improving student achievement.<sup>8</sup> Comprised of four major initiatives, Title II focuses on preparing, training, and recruiting **HIGHLY QUALIFIED TEACHERS**,<sup>9</sup> **PARAPROFESSIONALS**, and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in **CORE ACADEMIC SUBJECTS** are highly qualified by the end of the 2005-2006 school year. NCLB will continue to press teacher supply and demand, and programs and services in support of lateral entry teachers.

## **LICENSE RECIPROCITY WITH OTHER STATES**

License reciprocity applies to the extent that out-of-state teacher education programs are equivalent to the standards and guidelines of North Carolina's approved education programs. Reciprocity in North Carolina does not guarantee that all areas of licensure will transfer directly from one state to another, but will be awarded the closest comparable North Carolina licensure areas. In some cases, North Carolina grade levels differ from those on the license held from a reciprocal state, and such a difference may be reflected on the license.

North Carolina has reciprocal contracts with the following states: Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming.

Certain requirements specific to North Carolina, such as the Praxis Series testing requirement, are not covered by reciprocity and must be met before a clear North Carolina license can be issued. [*This text is excerpted or adapted from the North Carolina Department of Public Instruction website*]

A committee on License/Teacher Reciprocity has been established by State Superintendent Mike Ward and State Board of Education Chairman Howard Lee and is co-chaired by Bill Harrison and Jane Norwood; its charge is to look at HB 805 from a policy perspective. The committee will explore ways in which the state might make it easier for experienced teachers from other states to teach in North Carolina.

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<sup>7</sup> Please refer to US Department of Education, Office of Elementary and Secondary Education, [No Child Left Behind: A Desktop Reference](http://www.ed.gov/offices/OESE/reference), 2002, available at [www.ed.gov/offices/OESE/reference](http://www.ed.gov/offices/OESE/reference).

<sup>8</sup> Much of this text is excerpted or adapted from the document, [No Child Left Behind. Improving Teacher Quality State Grants. Title II, Part A, Non-Regulatory Draft Guidance](#), issued (December 19, 2002) by the US Department of Education, Office of Elementary and Secondary Education.

<sup>9</sup> Terms in bold are defined in Appendix B as they are used in the [No Child Left Behind Act](#). Portions of the glossary are excerpted from the December 19, 2002 [Draft Guidance](#).

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## **5. Noteworthy Statistics**

Annual Teacher Supply in North Carolina

Teacher Education Program Graduates – A Closer Look

Annual Supply of Lateral Entry Teachers in North Carolina

Annual Teacher Demand in North Carolina

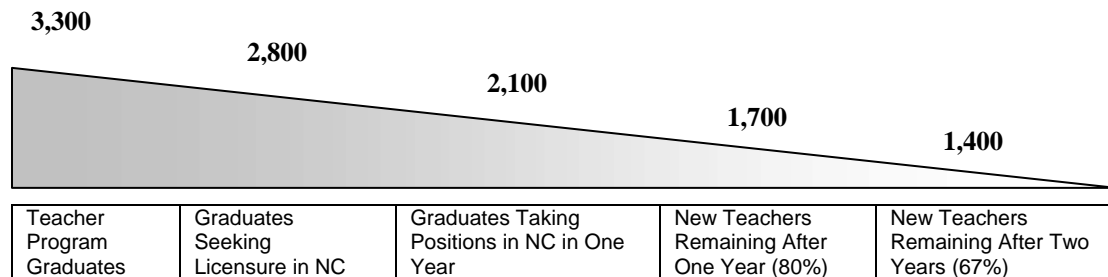
Overall North Carolina Teacher Demand versus Supply Summary

## ANNUAL TEACHER SUPPLY IN NORTH CAROLINA:

Annual Supply	Number of Teachers Produced
Teacher Education Program Production	3,300
<i>UNC System</i>	2,300
<i>NC Independent Colleges and Universities</i>	1,000
Lateral Entry	3,100
Reserve Pool	6,000
<b>TOTAL ANNUAL SUPPLY</b>	<b>12,400</b>

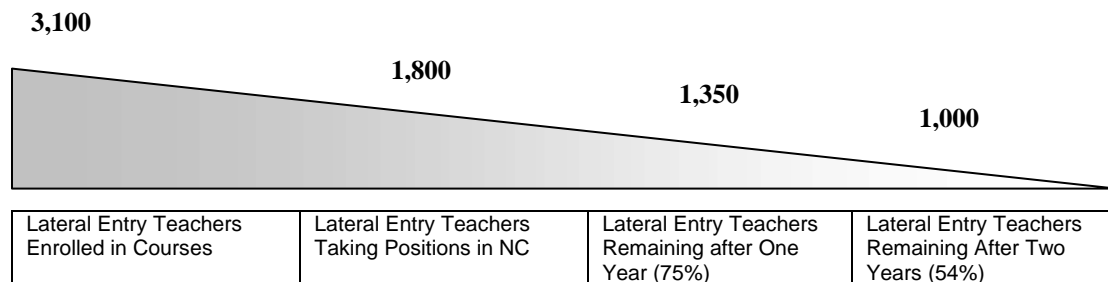
\*Data from the NC Education Research Council

## NORTH CAROLINA TEACHER EDUCATION PROGRAM GRADUATES - A CLOSER LOOK:



\*Data from the NC Education Research Council

## ANNUAL SUPPLY OF LATERAL ENTRY TEACHERS IN NORTH CAROLINA:



\*Data from the NC Education Research Council

### ANNUAL TEACHER DEMAND IN NORTH CAROLINA:

Annual Demand Due To...	Number of Teachers Needed
Turnover	10,000
Student Population Increase	1,000
Class Size Reduction Initiatives	600
<b>TOTAL ANNUAL DEMAND</b>	<b>11,600</b>

\*Data from the NC Education Research Council

### OVERALL NORTH CAROLINA TEACHER DEMAND VERSUS SUPPLY SUMMARY:

Demand Due To	Teachers Needed		Supply From	Teachers Available	Teachers Employed
Turnover	10,000		Teacher Ed Prog	2,800	2,100
Student Pop Incre	1,000		Lateral Entry	3,100	1,800
Class Size Reduc	600		Reserve Pool	6,000	4,800
<b>TOTAL</b>	<b>11,600</b>		<b>TOTAL</b>	<b>11,900</b>	<b>8,700</b>
			<i>Difference</i>	<i>+300</i>	<i>-2,900</i>

\*Data from the NC Education Research Council

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## Appendix A: Additional Resources

### **North Carolina Resources**

- UNC Division of University-School Programs: <http://21stcenturyschools.northcarolina.edu>
- UNC Center for School Leadership Development: <http://21stcenturyschools.northcarolina.edu/center/>
  - NC Teachers of Excellence for All Children (NC TEACH): <http://ncteach.ga.unc.edu/>
  - NC Model Teacher Education Consortium (NC MTEC): [www.ncmtec.com/](http://www.ncmtec.com/)
  - NC Education Research Council (NCERC): <http://erc.northcarolina.edu>
- North Carolina Department of Public Instruction: [www.ncpublicschools.org](http://www.ncpublicschools.org)
- IHE Performance Reports
  - 1999: [www.ncpublicschools.org/IHE99/](http://www.ncpublicschools.org/IHE99/)
  - 2000: [www.ncpublicschools.org/ihe/index\\_00.html](http://www.ncpublicschools.org/ihe/index_00.html)
  - 2001: [www.ncpublicschools.org/IHE/IHE01/index\\_01.html](http://www.ncpublicschools.org/IHE/IHE01/index_01.html)
  - 2002: [www.ncpublicschools.org/IHE/IHE02/](http://www.ncpublicschools.org/IHE/IHE02/)

### **National Resources**

- *No Child Left Behind* web site: [www.ed.gov/legislation/ESEA02/](http://www.ed.gov/legislation/ESEA02/)
- National Commission on Teaching and America's Future: [www.nctaf.org](http://www.nctaf.org)
  - "No Dream Denied: A Pledge to America's Children", National Commission on Teaching & America's Future, 2003: [www.nctaf.org/dream/report.pdf](http://www.nctaf.org/dream/report.pdf)
  - "Variation in Teacher Preparation: How Well Do Different Pathways Prepare Teachers to Teach?" (Linda Darling-Hammond, Ruth Chung, and Fred Frelow, with assistance from Heidi Fisher, 2002): [www.nctaf.org/publications/NYC\\_Teacher\\_Survey\\_Study.pdf](http://www.nctaf.org/publications/NYC_Teacher_Survey_Study.pdf)
  - "Doing What Matters Most: Investing in Quality Teaching", Linda Darling-Hammond, 1997: [www.nctaf.org/publications/DoingWhatMattersMost.pdf](http://www.nctaf.org/publications/DoingWhatMattersMost.pdf)
  - "What Matters Most: Teaching for America's Future", National Commission on Teaching & America's Future, 1996: [www.nctaf.org/publications/WhatMattersMost.pdf](http://www.nctaf.org/publications/WhatMattersMost.pdf)

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## **Appendix B: Definitions of Terms Used in this Report**

### **ALTERNATIVE PATHWAYS TO TEACHING/ALTERNATIVE PATHWAYS TEACHERS**

For the purposes of this report, “alternative pathways to teaching” encompasses all non-traditional routes toward obtaining teacher licensure, including “licensure only” and “lateral entry” programs (please refer to separate definitions of these terms in this glossary). “Non-traditional” signifies any program that does not involve the attainment of teacher licensure via a 4-year undergraduate degree or masters’ degree in education.

An alternative entry license (SB 1124) as defined by the North Carolina State Board of Education is issued to individuals with out-of-state teaching licenses, college or university teaching experience, or three years of relevant experience. To employ individuals on alternative entry licenses, the LEA must determine there is or anticipate there will be a shortage of licensed teachers in a particular license area and have in place a plan for evaluating the performance of the teacher. This evaluation must include the performance of the teacher’s students. The teachers licensed by this policy can receive a clear license after one year of successful teaching and re-employment by the LEA. *[NC State Board of Education – Definition of License Types]*

### **APPALACHIAN LEARNING ALLIANCE**

The Appalachian Learning Alliance is a partnership between Appalachian State University and ten regional community colleges in western North Carolina. The Alliance is specifically designed to meet identified baccalaureate and graduate degree needs by providing degree-completion programs on the community college campuses. The Appalachian Learning Alliance is intended to meet local and regional education needs and work force development requirements during a period of projected North Carolina undergraduate enrollment increases of 49,000 additional students in the next seven years.

### **ASSET (ALL SCHOOLS SUCCEEDING THROUGH EXCELLENT TEACHING)**

During the 2001 legislative session, the General Assembly revised the responsibilities of the State Board of Education (SBE) relative to professional development programs. Among the revisions was a requirement for the SBE to identify professional development needs for public school employees and recommend strategies for addressing the needs. The strategies (research-based, proven in practice, data-driven evaluation) were to be recommended to the UNC Center for School Leadership Development (UNC-CSLD) for use in professional development to address “closing the achievement gap.”

The SBE directed the UNC-CSLD to commit itself to a two-year project to close the achievement gap in four school districts that were selected by the Department of Public Instruction: Duplin, Lexington City, Montgomery and Swain. The legislative/SBE plan is that the strategies that prove successful in helping close the gap can be replicated around the state. The project is entitled “ASSET” (All Students Succeeding through Excellent Teaching).

The UNC-CSLD’s mandate for ASSET includes the following goals: (1) ensure that educators in the target schools are taking advantage of existing professional development programs, (2) design customized programs that address achievement gap issues, and (3) develop instructional modules based on the customized (successful) strategies that may be delivered in a variety of ways, including electronically, across the state.

### **COACH-TO-COACH**

Coach-to-Coach was a Title II, US Department of Education funded program serving North Carolina Public Schools. This program enlisted National Board Certified Teachers as clinical faculty within the University of North Carolina's 15 teacher preparation programs to organize and provide systematic,

professional statewide support to North Carolina's mentor teachers and supervisors of pre-service student interns. The statewide Coach-to-Coach program is no longer in existence.

#### **COALITION FOR TRANSITION TO TEACHING**

The Coalition for Transition to Teaching is a U.S. Department of Education grant program focused on encouraging the development and expansion of alternative routes to certification that address the shortage of qualified licensed or certified teachers in our nation's schools.

#### **CONTINUING EDUCATION UNITS (CEU)**

North Carolina teaching licenses must be renewed every five years to ensure that professional school personnel continually update their professional knowledge and technical competency. License renewal is based on Continuing Education Units or CEU's. To maintain a current license, the holder must earn ten semester hours or fifteen units of renewal credit during each five-year cycle, with all credit earned by the expiration date of the license. A unit of renewal credit is equivalent to one quarter hour or one in-service credit from a North Carolina public school system.

#### **CORE ACADEMIC SUBJECTS**

The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Part A, Section 9101(11)].

#### **EDUCATIONAL TESTING SERVICE**

Educational Testing Service (ETS) is the world's largest private educational testing and measurement organization and a leader in educational research, serving the needs of individuals, educational institutions, and government bodies in almost 200 countries. ETS products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.

#### **EQUITY+2**

*Equity+2* is a label used in the Charlotte-Mecklenburg School System to describe schools that meet a formula for having "special needs". Factors in the formula include percentage of students who qualify for a free or reduced lunch, percentage of students scoring below grade level, percentage of teachers without masters' degrees, percentage of beginning and lateral entry teachers, and minority presence. This formula determines which schools require extra resources in order to be successful.

#### **HIGHLY QUALIFIED TEACHER AS DEFINED BY NCLB**

1. When the term "highly qualified teacher" is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
  - a. The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law; and
    - (i) The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
2. When the term "highly qualified teacher" is used with respect to:
  - a. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
    - (i) Holds at least a bachelor's degree; and
    - (ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school



- curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or
- b. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
    - (i) Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
    - (ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
3. When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and:
- a. Has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test; or
  - b. Demonstrates competency in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that:
    - (i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
    - (ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
    - (iii) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
    - (iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
    - (v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
    - (vi) Is made available to the public upon request; and
    - (vii) May involve multiple, objective measures of teacher competency [*Title IX, Part A, Section 9101(23)*].

### **INITIALLY LICENSED TEACHERS (ILT)**

An Initial license is issued to teachers with three or less years of teaching experience. This license is valid for three years of practice. The beginning teacher must complete the Initial Licensure Program to be granted a continuing license. [*NC State Board of Education – Definition of License Types*]

### **INTASC**

The INTASC standards are the result of an initiative of the Council of Chief State School Officers (CCSSO). Drafted in 1992 by representatives of the teaching profession working with CCSSO, they represent a common core of teaching knowledge and skills that can help students meet 21st century goals. They complement the standards of the National Board for Professional Teaching Standards, which address the skills, the knowledge, and the performance deemed essential for all teachers. They describe what teachers should know and be able to do when they enter the classroom.

## **LATERAL ENTRY**

Lateral Entry licenses are issued to individuals who hold at least a bachelor's degree from a regionally accredited institution with the equivalent of a college major in the area they are assigned to teach. Individuals employed on lateral entry licenses affiliate with colleges and universities with approved teacher education programs to complete prescribed course work. The first lateral entry license is issued for two years. It may be re-issued annually for up to three more years (five years total). Individuals employed on lateral entry licenses must complete at least 6 semester hours of course work each year and satisfy Praxis II testing requirements before the end of the second year. *[NC State Board of Education – Definition of License Types]*

The lateral entry route to teacher licensure involves securing employment directly with a local school district and then becoming lateral-entry licensed, which allows one to meet licensing requirements while employed as a teacher. The lateral entry route is described as a three part process; eligibility, employment, and licensing.

Lateral entry general *eligibility* requirements:

- Must hold at least a Bachelors degree from a regionally-accredited college or university, and that degree must be directly related to the subject area you wish to teach
- Must have a minimum Grade Point Average (GPA) of 2.5 (on a 4.0 scale) or have passed the Praxis I tests and have earned one of the following:
  - GPA of 3.0 in major field of study
  - GPA of 3.0 in all coursework completed in the senior year
  - GPA of 3.0 on a minimum of 15 semester hours of coursework (related to teaching subject/areas of licensure) completed during the most recent five years

Lateral entry *employment* process:

- Locate, apply for, and secure an appropriate teaching position.

Lateral entry *licensing* process:

- Once hired, the employing school system is responsible for securing the appropriate lateral-entry license on the candidate's behalf. To complete the lateral-entry license requirements, candidates must; 1) complete an orientation conducted by their school system, 2) partner with the school system's personnel administrator, who will work directly with a Regional Alternative License Center (RALC) or a regionally-accredited college or university offering an approved teacher-education program to develop an individual plan of study, 3) complete a minimum of six semester hours of coursework from the plan of study during each year of employment on a lateral-entry license, 4) pass a Praxis II subject exam(s) by June 30th of the second year of teaching. Coursework requirements as prescribed by the approved education program must be met at the rate of six semester hours each year, with a maximum of three years allowed to complete all requirements.

*[Lateral entry process and requirements were excerpted from the Teach4NC website]*

## **LEARN NC**

LEARN NC, a program of the University of North Carolina at Chapel Hill School of Education, is a statewide network of educators using the power of the Internet to improve K-12 education in North Carolina. The LEARN NC website offers a wide array of quality resources for K-12 classroom instruction and teacher professional development, all tied to the North Carolina Standard Course of Study.

**LICENSURE-ONLY**

Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license. *[Definition used in the NC Department of Public Instruction IHE Performance Report 2001-02]*

**LOCAL EDUCATION AGENCY (LEA)**

Local Education Agency or LEA is synonymous to school system.

**NATIONALLY BOARD LICENSED TEACHER**

A Nationally Board Licensed Teacher has received certification by the National Board of Professional Teaching Standards, the most accepted symbol of teaching excellence in the United States. State legislation in North Carolina provides support to teachers seeking advanced certification offered through the National Board for Professional Teaching Standards (NBPTS) formerly chaired by Governor James B. Hunt Jr. For state-paid teachers with a clear license and a minimum of three years teaching experience in North Carolina, the State will:

- pay the \$2300 assessment fee,
- provide up to three days of paid release time to candidates,
- grant renewal credit for those teachers completing all components of the assessment within the funded assessment cycle; and
- pay National Board Certified Teachers a salary differential [separate salary schedule] of 12% of their state salary for the life of the Certificate [10 years].

**NCATE (NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION)**

The National Council for Accreditation of Teacher Education (NCATE) is a non-profit, non-governmental organization. They work with states to integrate national professional standards and state standards in order to upgrade the quality of teacher preparation in the United States. NCATE accreditation is required of all North Carolina institutions of higher education.

**NC QUEST (NC QUALITY EDUCATORS THROUGH STAFF DEVELOPMENT AND TRAINING)**

NC QUEST (North Carolina Quality Educators through Staff Development and Training) is North Carolina's Title II "Improving Teacher Quality" state grant. Title II focuses on preparing, training, and recruiting highly qualified teachers, paraprofessionals, and principals, and requires states to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year. Subpart 3 of Title II-A provides funds to state agencies for higher education to award competitive grants to eligible partnerships comprised of, at minimum, an institution of higher education and one or more high-need LEAs. The University of North Carolina is responsible for the statewide distribution of these funds.

**NORTH CAROLINA REGIONAL ALTERNATIVE LICENSING CENTERS**

In the spring of 2002, three Regional Alternative Licensing Centers (RALCs) were established by the North Carolina State Board of Education. Located in Charlotte, Fayetteville, and Nashville, these centers assist teacher candidates by evaluating their applications, prescribing courses of study, recommending requirements they need in order to receive full licensure, and clearing the license so that they become fully licensed.

**NC RISE/NC SIP**

NC Restructuring Initiative in Special Education (NC RISE) and NC State Improvement Project (NC RISE/NC SIP) – NC RISE is designed to build a model for restructuring teacher education for teachers of students with disabilities in North Carolina and to use this model as a blueprint for systemic improvement in the recruitment, preparation, induction and retention of special education personnel. NC SIP is establishing and implementing program support services to significantly improve the performance and

success of students with disabilities in North Carolina. NC RISE delivers instruction through an online learning system, which offers courses to students through UNC's constituent campuses; during this review period, enrollment in these online courses grew to over 600 students. The UNC Network Coordination Center, a component of the NC DPI State Improvement Project for Special Education (NC SIP), provides research-to-practice reading courses and staff development for teachers, as well as research-to-practice teaching of reading content to special education faculty from universities and colleges across the state.

#### **NC TEACH (NC TEACHERS OF EXCELLENT FOR ALL CHILDREN)**

NC TEACH recruits, prepares, and supports mid-career professionals as they begin a teaching career in North Carolina's public schools. The program begins with a full-time Summer Institute, followed by seminars that are conducted during the following school year. NC TEACH provides advisement and support by master teachers who are content and methods experts. A team of 70 teacher education faculty and master teachers created the program's curriculum, which has been refined since the program's inception three years ago; this curriculum provides the foundation for blended online courses and modules of instruction. To date, NC TEACH has recruited and prepared over 1,000 teachers for public schools in North Carolina.

#### **NEW TEACHER CENTER IN SANTA CRUZ, CA**

The New Teacher Center is a national resource dedicated to teacher development and the support of programs and practices that promote excellence and diversity in America's teaching force. The goals of the Center include, but are not limited to, the following: (1) providing assistance to schools and districts in developing new teacher induction programs and professional development opportunities, (2) engaging in research and evaluation activities designed to inform new teacher practice and school reform efforts, (3) developing models for school-university partnerships that support teacher development and sustain school improvement initiatives, and (4) advocating for public policies and programs that support teacher professional development and ongoing educational change.

#### **NO CHILD LEFT BEHIND ACT**

In January 2002, the No Child Left Behind Act (NCLB) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) of 1965.<sup>10</sup> *No Child Left Behind* has ushered in many changes, not the least of which is the revised "Title II," which places major emphasis on teacher quality as a factor in improving student achievement. Comprised of four major initiatives, Title II focuses on preparing, training, and recruiting highly qualified teachers, paraprofessionals, and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

#### **NORTH CAROLINA MODEL TEACHER EDUCATION CONSORTIUM**

NC Model Teacher Education Consortium (NC MTEC) is a collaborative partnership between 40 school systems, 27 community colleges, 10 four-year colleges and universities, and the NC Department of Public Instruction. This program helps to address the statewide teacher shortage by providing affordable, accessible, high quality education/training to aspiring and practicing educators in participating school systems in North Carolina. NC MTEC has provided many incentives for teachers and paraprofessionals seeking teacher licensure, including reduced tuition for upper-level teacher education courses.

#### **NORTH CAROLINA CENTER FOR ADVANCEMENT OF TEACHING (NCCAT)**

NC Center for the Advancement of Teaching (NCCAT) provides residential seminars for teachers and other K-12 professionals that offer creative experiences and scholarly activities to renew vitality for

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<sup>10</sup> Please refer to US Department of Education, Office of Elementary and Secondary Education, *No Child Left Behind: A Desktop Reference*, 2002, available at [www.ed.gov/offices/OESE/reference](http://www.ed.gov/offices/OESE/reference).

teaching and learning. The center's main facilities are located in a retreat-style mountain setting in Jackson County, adjacent to the Western Carolina University campus. All NCCAT programming is research-based, and the Center actively involves university faculty and master teachers in seminar design and implementation. NCCAT serves educators from all 117 school systems in North Carolina.

#### **NORTH CAROLINA TEACHING FELLOWS PROGRAM**

The Teaching Fellows Program, an initiative of the Public School Forum of North Carolina, provides a \$6,500 per year scholarship for four years to 400 outstanding North Carolina high school seniors. Recipients must be legal residents of North Carolina and citizens of the United States. Upon acceptance of the scholarship, the student agrees to teach for four years following graduation from college in one of North Carolina's public schools or United States Government schools in North Carolina. If the recipient cannot repay the scholarship through service, the loan is repaid to the State with a 10 percent interest.

#### **PANC (PERSONNEL ADMINISTRATORS OF NORTH CAROLINA)**

The Personnel Administrators of North Carolina (PANC) is a professional organization open to all North Carolina public school professional staff members who spend the majority of their time on personnel administration. Personnel responsible for staff development who serve under the direct supervision of a public school personnel administrator and college or university faculty in the area of school personnel administration are eligible for membership.

#### **PARAPROFESSIONALS**

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

#### **PLATO**

PLATO Web Learning Network is an Internet-based system that is commercially marketed. It provides students with access to simulated Praxis I tests in reading, writing, and mathematics. In addition to simulated examinations, the software offers skill building exercises, tutorials, and remediation.

#### **PRAXIS I AND II**

Praxis I and Praxis II are components of the Praxis Series which is the standard test requirement for a Professional Educator's license (teaching license) in North Carolina.

#### **PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY (PT3)**

Preparing Tomorrow's Teachers to Use Technology — or PT3 — is a federal grant program funded by the United States Department of Education, (U.S. DOE). PT3 grants have been successful in advancing the use of technology both in higher education and K-12 classrooms across the nation. Nine PT3 grants totaling over \$9M have been awarded in North Carolina over the last four years.

#### **PROVISIONAL LICENSE**

Provisional Licenses are issued to individuals who are licensed in one or more areas, but assigned to teach in an area in which they are not licensed. Individuals employed on provisional licenses must complete at least 6 semester hours of course work each year. The license can be renewed annually for up to four more years (five years total). The Praxis II subject test(s) for the area must be completed upon completion of required course work. *[NC State Board of Education – Definition of License Types]*

#### **SAS INSCHOOL**

SAS inSchool is web-based software that offers curriculum resources to enhance teaching and learning in English, social studies, mathematics, science, and Spanish for grades 8-12.

### **SOUTHWEST EDUCATION ALLIANCE**

The Southwest Education Alliance is a professional development collaborative of 14 school districts in the southwest region of North Carolina and located in the vicinity of the UNC Charlotte campus.

### **TASKSTREAM**

TaskStream is a web-based software tool that enables educators to design lessons and units, map and track standards, create rubrics, develop electronic portfolios and web pages, and compile and distribute shared curriculum resource collections. The software provides learning communities and individual educators with instructional design, collaboration, and portfolio management designed to save time and positively impact classroom performance.

### **TEACH4NC**

TEACH4NC is an online a resource dedicated to the recruitment of teaching professionals for public schools in North Carolina. The website provides comprehensive information on traditional and non-traditional approaches to becoming a teacher in North Carolina. ([www.Teach4NC.org](http://www.Teach4NC.org))

### **TEACHER PERFORMANCE APPRAISAL INSTRUMENT (TPAI)**

Since 1985, North Carolina's public schools have utilized a statewide program for performance evaluation based on the principles of effective teaching. Pursuant to the passage of the Excellent Schools Act in 1997, the State Board of Education adopted new standards for the evaluation of teachers, principals and assistant principals, central office staff, and superintendents. In 2000, newly revised or developed evaluation instruments were implemented to meet the legislative requirements emphasizing improving student achievement, employee skills, and employee knowledge.

School systems have the option of adopting evaluation instruments developed during the revision process or may choose to use instruments developed by the school system. Locally developed evaluations must be properly validated and include standards and criteria that are similar to those adopted by the State Board. *[This text is excerpted or adapted from the North Carolina Department of Public Instruction website]*

### **TEACHING OUT OF FIELD**

A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [Title II, Part A, Section 2102(5)].

### **TEMPORARY PERMIT**

Temporary permits are issued to individuals who have not yet satisfied Praxis testing requirements, but otherwise meet all requirements for a “clear license.” Temporary permits are valid for two years, provided that the individual at least takes the required Praxis exams during the first year of employment. *[NC State Board of Education – Definition of License Types]*

### **UNC CENTER FOR SCHOOL LEADERSHIP DEVELOPMENT**

The UNC Center for School Leadership Development provides quality professional development and lateral entry support for all public school employees. A state-of-the-art facility was constructed in 2001 to house the professional development programs that comprise the Center. The UNC-CSLD programs include the following: NC TEACH, NC RISE/NC SIP, NC Mathematics and Science Education Network, the Principals Executive Program, the Principal Fellows Program, NC Model Teacher Education Consortium, NC Teacher Academy, and the NC Center for the Advancement of Teaching.

### **UNC DEANS’ COUNCIL ON TEACHER EDUCATION**

The UNC Deans’ Council on Teacher Education is comprised of the Deans/Directors of the 15 UNC schools, colleges, and departments of education. The Vice President for University-School Programs facilitates the Deans’ Council and acts as liaison between the Council and the UNC Office of the

President. The Council meets on a monthly basis to discuss teacher education, professional development for educators, education legislation, UNC teacher education policy, university-school partnerships, and other related topics.

#### **UNIVERSITY-SCHOOL PROGRAMS DIVISION – UNC OFFICE OF THE PRESIDENT**

The UNC Office of the President, Division of University-School Programs works with a number of educational constituencies to promote and achieve the K-16 strategic direction of the University. The Division is the University's designated liaison for K-16 Education to UNC's 15 schools, colleges and departments of education, the NC Department of Public Instruction, the Education Cabinet, the Joint Legislative Education Oversight Committee of the NC General Assembly, and other key educational entities throughout the state. The Division deals with issues related to recruitment, preparation, professional development, outreach, and research and policy in K-16 education. The Division is comprised of 1) The UNC Center for School Leadership Development; 2) Instructional Technology; and 3) Affiliates: NC Education Research Council, Southeast Center for Teaching Quality, and the National Paideia Center.

#### **UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIPS (USTEP)**

Each of UNC's 15 teacher preparation programs links the needs of the public schools with the resources of the university through *USTEPs*, giving priority to low performing schools. *USTEPs* have created rich clinical settings for the preparation, induction, and development of educators. These partnerships are key in UNC's effort to focus University resources on the needs of the public schools and to facilitate coordinated efforts among UNC campuses and other agencies and organizations.

#### **WESTERN REGIONAL EDUCATION SERVICE ALLIANCE (WRESA)**

The Western Region Education Service Alliance (WRESA) is a collaborative agency designed to work with and for the public school children of western North Carolina. The organization is funded by local school systems for the purpose of providing and facilitating quality school improvement efforts that maximize North Carolina's "ABCs of Public Education" initiative. The WRESA works collaboratively with educational institutions in the region to provide teacher and administrator staff development sessions and to develop consulting relationships with school districts and individual schools.

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## **Appendix C: Contact Information**

UNC Deans' Council on Teacher Education

UNC Office of the President Division of University-School Programs

UNC Center for School Leadership Development

UNC Schools/Colleges/Departments of Education Contact Information



## **THE UNIVERSITY OF NORTH CAROLINA DEANS' COUNCIL ON TEACHER EDUCATION**

### ***Deans' Council Vision Statement***

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

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**Report on Centers and Institutes**  
**The University of North Carolina**  
**Biennial Review: FY 2001-2002**



**Submitted to the Board of Governors of the University of North Carolina**  
**Committee on Educational Planning, Policies and Programs**  
**January 8, 2004**



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## EXECUTIVE SUMMARY

The UNC centers make extensive contributions to the state through research, public service, outreach, and training. Such activities cover fields as diverse as agriculture, the arts and humanities, economic and business development, education, the environment, extension services, government assistance, health sciences, and technology. The multi-disciplinary, collaborative organizational structure of these centers is of great advantage in addressing complex interdisciplinary issues.

The UNC Board of Governors and the UNC Office of the President have established policies and procedures regarding the planning, establishment, and evaluation of centers, which are detailed in The University of North Carolina Policy Manual, Chapter 1200.6 [R]: *Regulations for Planning, Establishing, and Reviewing Institutes and Centers in The University of North Carolina* (formerly Administrative Memorandum #373). Centers are routinely created, disestablished, or changed over time to better address University objectives and societal needs. For example, since the last biennial review (1999-2000), 17 centers were established and six centers were discontinued. Thirteen centers received approval for planning from the UNC Office of the President and 15 others withdrew their planning requests.

This report is the result of the review of UNC centers done on a biennial basis in conjunction with the update of the University Long-Range Plan. As with the previous report, data collection and reporting of center activities was done electronically. A database for the identification and promotion of UNC centers is available through the University of North Carolina web site at <http://www4.ga.unc.edu/CI/>.

The scope of this review encompasses 178 UNC centers approved prior to July 2002. These centers received approximately \$500 million during FY 2001-2002. A total of \$92.9 million was provided by state funds (appropriations, contracts, and grants). These centers attract additional funding from non-state sources, such as the federal government and the private sector. Over 80% of the funding came from these other sources, resulting in a four-to-one return on the state's investment. The economic impacts of centers are critically important to the state, including the employment of professionals, support staff and student trainees; community development; technical assistance and training for the private sector; and technology transfer.

## **I. INTRODUCTION**

One important means to address the diverse mission of the University of North Carolina (UNC) is through cooperative ventures with private or corporate entities, educational institutions, and government agencies. A wealth of effective partnerships involving UNC institutions have been developed under the rubric of centers and institutes. Such units are usually multidisciplinary, have an important educational component, and are established when long-term funding is secured to pursue unique research or public service activities. They provide faculty and staff, as well as undergraduate, graduate, and postdoctoral students, with expanded research and outreach opportunities, facilities, and support. The units have a strong positive impact on the economic development of the state by providing job opportunities, supplying technical assistance and training, fostering community development and outreach programs, and enhancing the transfer of new technologies. Centers and institutes are one of the most effective means for UNC to address research and public service needs that extend beyond the range or capacity of traditional academic departments or programs.

For the purposes of this report, "centers and institutes" (hereafter, "centers") refers to research or public service units that have been formally authorized by the University of North Carolina (UNC) Board of Governors (BOG) under the procedures outlined in The University of North Carolina Policy Manual, Chapter 1200.6 [R]: *Regulations for Planning, Establishing, and Reviewing Institutes and Centers in The University of North Carolina* (formerly Administrative Memorandum #373). Specific types of centers, as well as policies and procedures pertaining to those individual types, are defined in this document. It should be recognized that not all units designated as centers by the constituent institutions require formal BOG authorization. There are many examples of such units, commonly known as "small c" centers, that do not involve a separate administrative structure or budget, or that may emphasize other missions, such as clinical or instructional services, which are outside the basic scope of research and public service units.

## **II. NATURE OF THE REVIEW**

### **A. Goals**

Chapter 1200.6 [R] of the University of North Carolina Policy Manual (*formerly Administrative Memorandum #373*) specifies that the director of each center shall prepare a status report on a biennial basis to be submitted to the UNC Office of the President (UNC-OP). The report is prepared as a component of the biennial update of the Long-Range Plan of the University. The review of centers addresses various goals, including the following:

- It provides an opportunity for UNC to demonstrate that effective practices are in place to oversee the planning, establishment, review, and termination of such units.
- It gives an additional stimulus for planning and evaluation at the institutional level within UNC to assure appropriate and effective uses of state resources.
- It serves as a means to characterize the operations of centers across UNC, to highlight their benefits to North Carolina in research and public service, and to document their success in leveraging state support for the University.

## **B. Timeline**

The UNC-OP Research and Sponsored Programs Division coordinates the biennial review of centers. In January 2003, the Research and Sponsored Programs Division e-mailed the Chief Academic Officers (CAOs) of the constituent institutions to inform them of the procedures for the current review and the associated performance measures for the 2001-2002 fiscal year. In February 2003, templates and instructions for completing and submitting status reports via the Internet were distributed via e-mail to center directors. Reports were approved by the appropriate CAOs and submitted to UNC-OP by August 2003.

## **C. Scope**

The scope of this review included the 178 centers formally approved by the BOG prior to July 2002. Of those centers, 127 focus their activities primarily on research (Table 1-Interinstitutional; Table 2-Institutional), while 51 designate public service as their primary mission (Table 3-Interinstitutional; Table 4-Institutional).

Table 5 lists six centers for which formal termination requests from the respective parent institutions are pending. Final approval is requested from the BOG Committee on Educational Planning, Policies, and Programs. Each of these centers has ceased operations and reported no activity during FY 2001-2002.

Table 6 lists the 12 units approved by the BOG during or after July 2002. Because June 30, 2002 concluded FY 2001-2002, centers formally approved after that date could not report FY 2001-2002 data and were exempt from this review.

Table 7 lists the 25 centers currently (as of December 1, 2003) approved for planning by UNC-OP. The institutions providing fiscal and/or administrative oversight were asked to review the progress of their respective centers and reconfirm which units are still actively engaged in the planning process. Those centers that no longer intended to submit establishment proposals withdrew their planning requests and were removed from the listing.

## **D. Requested Data Elements**

Summary information regarding the centers is requested from the directors of each unit. These status reports are provided following the format shown in the Appendix and include quantitative data for the most recent fiscal year (2001-2002). The status report describes each center based on the following criteria:

- Mission statement and relevance to institutional mission
- Quantitative performance measures
  - Personnel
  - Funding (state versus non-state sources; grants and contracts data).
  - Publications
  - Technology transfer activities
- Major services delivered to North Carolina
- Examples of most significant accomplishments
- Role within UNC
- Planned changes for improvement or consolidation

Selected information from each center report is available on-line at the UNC Centers and Institutes website (<http://www4.ga.unc.edu/CI>) via the "Current Listings" hyperlink or can be searched based on keywords using the "Search Listings" hyperlink.

## **III. FINDINGS**

### **A. Research Centers**

Composite data for FY 2001-2002 are shown in Figures 1 to 4 for the 127 research centers within UNC. The collective measures provide strong evidence of the positive economic impact of the centers by employing faculty and staff, attracting the majority of operating funds from non-state sources, and by the commercialization of new technologies. The organizations are also highly productive in the generation and dissemination of new knowledge via basic and applied research and in the training of students at all degree levels.

#### *Personnel (Figure 1)*

The research centers provide extensive support for faculty and staff participants, representing a total of 2,568 Full Time Equivalents (FTEs) employed in FY 2001-2002. Three centers employed a particularly large number of faculty and staff (>100) during FY 2001-2002:

- Lineberger Comprehensive Cancer Center (UNC-CH): 260
- Frank Porter Graham Child Development Center (UNC-CH): 224
- Cecil G. Sheps Center for Health Services Research (UNC-CH): 135

The research centers also provide important academic training and research opportunities as well as assistantship support for students. A total of 3,744 students were employed during FY 2001-2002.

### *Funding (Figure 2)*

Total FY 2001-2002 funding for research centers was \$439.7 million. The funding statistics demonstrate clearly that there is extensive leveraging of state resources. Total state funding (appropriations, contracts and grants) amounted to \$63 million (14%), while the federal government, through contracts and grants, provided \$204.5 million (47%). Industry support accounted for \$23.7 million (5.4%) and the remaining \$148.6 million (34%) came from other contracts, grants, or university support.

The research centers receiving the most extensive overall funding (>\$15 million) during FY 2001-2002 were the following:

- Lineberger Comprehensive Cancer Center (UNC-CH): \$98.2 million
- Carolina Population Center (UNC-CH): \$28.8 million
- Frank Porter Graham Child Development Center (UNC-CH): \$22.1 million
- The Frank Hawkins Kenan Institute of Private Enterprise (UNC-CH): \$19 million
- Carolina Environmental Program (UNC-CH): \$17.2 million

### *Publications (Figure 3)*

One important measure of the productivity of research centers is their contributions to scholarly works in their respective fields. Figure 3 indicates that 6,763 research publications appeared in FY 2001-2002. The majority (66%) were in the form of journal articles, with the remainder being books (3%), or proceedings, papers, and reports (31%).

### *Technology Transfer Activities (Figure 4)*

Another quantifiable measure of the impact of research centers is the development of new technologies of economic benefit to the state and nation through patenting and licensing. A data summary of technology transfer activities involving research centers is shown in Figure 4 for FY 2001-2002. Invention disclosures totaled 89, while patent applications and patents received totaled 57 and 36, respectively. Twenty-nine licenses were initiated during FY 2001-2002 involving technologies produced with the assistance of UNC research centers.

### *Examples of Contributions and Services to North Carolina*

A majority of research centers (71%) are located and administered by the research universities, NCSU and UNC-CH. These 89 centers reflect the research and academic strengths of the respective institutions, addressing the needs in the agricultural and life sciences or engineering at NCSU and emphasizing health sciences at UNC-CH.

The UNC research centers provide a diverse resource to address state needs and priorities and often have missions that encompass education and community service as well. It is noteworthy that in addition to their primary emphasis on basic or applied research, many of the research centers provide direct services to government organizations, businesses, and/or individual citizens of the state. Summaries highlighting the scope of activities and accomplishments of each of the UNC research centers can be accessed at the UNC Centers and Institutes website (<http://www4.ga.unc.edu/CI/>) at either the "Current Listings" hyperlink or the "Search Listings" hyperlink.

## **B. Public Service Centers**

Composite data for FY 2001-2002 are shown in Figures 5 to 8 for the 51 public service centers within UNC. The collective measures substantiate the important economic and community impacts of the units.

### *Personnel (Figure 5)*

The public service centers provide extensive support for faculty and staff participants, including 686 Full Time Equivalents (FTEs) employed in FY 2001-2002. One center that encompassed several units employed a particularly large number of faculty and staff (>100) during FY 2001-2002:

- Center for School Leadership Development (UNC-OP): 111\*

Public service centers often provide important academic training and some research opportunities for students as well, employing 365 students during FY 2001-2002.

### *Funding (Figure 6)*

Total FY 2001-2002 funding for public service centers was \$60.4 million. As was the case for the research centers, there is considerable leveraging of state resources. State funding amounted to \$32.6 million (54%). The higher proportion, on average, of state funding for public service centers (54%) versus the research centers (14%) reflects the fact that the public service centers are more frequently created as a specific response to a state need as articulated and supported by the North Carolina General Assembly. Federal support totaled \$12.3 million (20%) and industry contributed \$1.9 million (3%). The remaining \$14.2 million (23%) came from other contracts, grants, or university support.

Public service centers receiving the largest amounts of overall funding (>\$4 million) during FY 2001-2002 were the following:

- Center for School Leadership Development (UNC-OP): \$12.9 million \*
- Jordan Institute for Families (UNC-CH): \$8.4 million
- Small Business and Technology Development Center (UNC-OP): \$5.9 million

### *Publications (Figure 7)*

Figure 7 indicates that 491 publications involving the activities of the UNC public service units appeared in FY 2001-2002. In comparison to the research centers, there is less emphasis on scholarly publications. A higher percentage of the total publications produced by public service units was in the form of reports (58%), consistent with the greater emphasis on providing direct services and information to the general public.

### *Technology Transfer Activities (Figure 8)*

Figure 8 shows a data summary of technology transfer activities involving public service centers for FY 2001-2002. Because technology transfer is not a primary mission of public

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\* The personnel and funding totals for the Center for School Leadership Development encompass the operations of the NC Mathematics and Science Education Network and the NC Center for the Advancement of Teaching.

service centers, the numbers are lower than for research centers. No invention disclosures or licenses were reported, and patent applications and patents received totaled nine and four, respectively.

#### *Examples of Contributions and Services to North Carolina*

As in the past, the UNC public service centers are distributed evenly throughout the constituent UNC institutions — only a minority (27%) are housed at NCSU and UNC-CH. Despite their primary focus on public service, these centers frequently are also involved in the generation and dissemination of new knowledge (research), and in the education of students (training). Their public service activities include economic development, educational outreach, cultural centers, extension programs, government assistance, and health services. Summaries highlighting the scope of activities and accomplishments for each of the UNC public service centers can be found at the UNC Centers and Institutes website (<http://www4.ga.unc.edu/CI/>) at either the "Current Listings" hyperlink or the "Search Listings" hyperlink.

## **IV. CENTERS OF POTENTIAL CONCERN**

### **A. Research Centers Reporting Low Productivity**

Two of the UNC research centers submitted performance measures reflecting low productivity (absence of externally funded personnel, funding, publications, or active programs) during the FY 2001-2002 reporting period. These centers indicated that they were beginning operations or were in the process of redefinition or reorganization. The home institution in each case has supported the continuation of these centers for the next two years. Because none of these units is currently utilizing direct state appropriations, there is no immediate concern about the inappropriate use of state resources. However, it will be essential for each unit to demonstrate at the time of the next review in 2005 that it has sufficient scope, personnel, financial support, and productivity to warrant its continuation. The two centers in question are listed below.

- *Center for Critical Inquiry in the Liberal Arts (UNCG)*: Active since January 1989, a review of the Center's mission was planned under the previous director but did not occur. In April 2003, a new Dean of the College of Arts and Sciences was appointed and will serve as director. A review of the Center will be undertaken in 2003-04. Although not currently active, it is anticipated that the revived Center will encompass a variety of online programs and projects in the liberal arts.
- *Center for Technology and Advanced Commerce (UNC-CH)*: The Center began operations in September 2001 and did not report a large staff, significant funding, or technology transfer activities during the 2001-2002 reporting period. However, six publications were reported, and the Center created an online course in technology and commerce that was awarded first prize by McGraw Hill for its innovative content and delivery. The activities of the Center have been documented in leading business media such as *The Wall Street Journal*, *Business 2.0*, and *Businessweek*. Additionally, faculty of the center have won several grants from corporations such as Dell Computer, IBM, and Sprint and CTAC itself has received over \$150,000 in software from Microsoft Corporation. It has also received a three year gift of \$30,000 to support center operations (total \$90,000).



## **B. Public Service Center Identified Due to Inactivity**

Although many public service centers do not employ large numbers of faculty or staff, generate patents and licensures, or meet other criteria that are considered in this review, such performance measures may not truly be indicative of success among public service units. Public service centers are often developed to address specific unique needs of the university or regional communities and therefore the institutions providing administrative oversight monitor their success and progress toward the stated goals. During the FY 2001-2002 review period, only one public service center was identified by its home institution (UNCG) due to inactivity. UNCG supports the continuation of this center in light of the recent restructuring.

- *Interdisciplinary Center for eLearning (former Instructional and Information Technologies Education Center) (UNCG)*: The Center completed a significant reconfiguration during this reporting period. Organizational meetings were held to gather input about this reconfiguration and a working group wrote a revised prospectus/charter. The reconfiguration phase is essentially complete, and a new mission and Center name have been submitted. Two projects are currently underway and due to be completed during 2003: a proof-of-concept project involving the creation of an initial iteration of an interactive database and online work place for center members and a detailed business plan for the Center.

## **V. REVIEW OF POLICIES AND PROCEDURES**

The current biennial review of the University of North Carolina centers was conducted in accordance with Chapter 1200.6 [R] of the University of North Carolina Policy Manual (*formerly Administrative Memorandum #373*). Adopted in January 1981 and most recently amended in July 2002, this section of the Policy Manual sets forth regulations for planning, establishing, and reviewing centers. Following acceptance of this report, the UNC Office of the President proposes a review of the current process for creation, oversight, and review of UNC centers to determine whether there is a more effective approach to monitoring the UNC centers, especially those that are wholly contained on individual campuses. Any proposed policy changes will be submitted to the Committee on Educational Planning, Policies and Programs, in accordance with Chapter 100.2[G] of the UNC Policy Manual, *Guidelines For Proposing Policies Of The Board Of Governors And Regulations And Guidelines By The President*.

## **VI. RECOMMENDATIONS**

Upon acceptance of this report, the Educational Planning, Policies and Programs Committee of the Board of Governors endorses the following actions:

- The discontinuation of six centers as recommended by their respective home institutions (Table 5).
- The continued operation of 178 centers authorized by the Board of Governors during the 2001-2002 review period (Tables 1 through 4 and Table 6).
- The reconfirmation of the 25 current authorizations to plan as approved by the President and supported by the respective institutions that will serve as the administrative units (Table 7).
- A reevaluation of the policies and procedures governing UNC centers and institutes as embodied in Chapter 1200.6 [R] of the University of North Carolina Policy Manual (*formerly Administrative Memorandum #373*).

## APPENDIX: REPORTING FORMAT FOR INSTITUTES AND CENTERS

### I. Center

- A. Name of Institute or Center
- B. Year Established by the Board of Governors
- C. Internet Home Page URL

### II. Director

- A. Name
- B. Title
- C. Address
- D. Phone and FAX Numbers
- E. E-mail Address

### III. Mission Statement

### IV. Relevance to Institutional Mission (including involvement with instructional programs)

### V. Measures of Performance - Fiscal Year \_\_\_\_\_

- A. Personnel
  - 1. Number of FTE Faculty and Staff: EPA Positions \_\_\_\_\_ SPA Positions \_\_\_\_\_
  - 2. Number of FTE Students: Doctoral \_\_\_\_\_ Masters \_\_\_\_\_ Undergraduate \_\_\_\_\_
- B. Funds
  - 1. Direct State Appropriations: \$ \_\_\_\_\_
  - 2. All Other University Support (overhead receipts, cost sharing): \$ \_\_\_\_\_
  - 3. Total External Support from Grants and Contracts (State): \$ \_\_\_\_\_
  - 4. Total External Support from Grants and Contracts (Non-State): \$ \_\_\_\_\_
  - 5. Estimated External Support Derived from Grants and Contracts Awarded to Other University Units: \$ \_\_\_\_\_
  - 6. Total All Sources of Support (Items 1-5 above): \$ \_\_\_\_\_
- C. Contracts and Grants Awarded to Center (numbers)
  - 1. Numbers of Awards  
Federal \_\_\_\_\_ Industrial \_\_\_\_\_ State \_\_\_\_\_ Other \_\_\_\_\_ Total \_\_\_\_\_
  - 2. Dollar Amounts of Awards  
Federal \$ \_\_\_\_\_ Industrial \$ \_\_\_\_\_ State \$ \_\_\_\_\_ Other \$ \_\_\_\_\_ Total \$ \_\_\_\_\_
- D. Publications (numbers)  
Books \_\_\_\_\_ Journal Articles \_\_\_\_\_ Proceedings Papers or Reports \_\_\_\_\_ Total \_\_\_\_\_
- E. Technology Transfer Activities (numbers)  
Invention Disclosures \_\_\_\_\_ Patent Applications \_\_\_\_\_ Patents Received \_\_\_\_\_ Licenses \_\_\_\_\_
- F. Membership Centers Only  
Number of Members \_\_\_\_\_ Number of Licenses Awarded to Center Members \_\_\_\_\_

### VI. Major Services Delivered to North Carolina (including clientele served, societal benefits, State and regional priorities being addressed, economic impact)

### VII. Examples of Most Significant Accomplishments

### VIII. Role of Center within the UNC System

- A. Geographic Region Served by Center, if Limited within North Carolina
- B. Duplication of Center within UNC System (if yes, please justify)
- C. Inter-Institutional Cooperative Activities Involving the Center

### IX. Planned Changes for Program Improvement During Next Planning Period

- A. Size (personnel, space)
- B. Budget (include internal versus external support)
- C. Administrative Structure and Governance
- D. Mission

### X. Centers or Institutes Proposing Discontinuation

- A. Reason for Discontinuation
- B. Proposed Phase Out Period
- C. Effective Date for Discontinuation

**Table 1**  
**Interinstitutional Research Centers Approved Prior to July 2002**  
**The University of North Carolina**

**Center for Advanced Computing and Communication**

- Duke University
- North Carolina State University

**Center for Developmental Science**

- Duke University
- Meredith College
- North Carolina Central University
- North Carolina State University
- UNC Greensboro
- UNC-Chapel Hill

**Highlands Biological Station**

- Duke University
- North Carolina State University
- UNC Office of the President
- UNC-Chapel Hill
- Wake Forest University
- • Western Carolina University

**Highway Safety Research Center**

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

**Human Development Research and Training Institute at Western Carolina Center**

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

**Institute for Transportation Research and Education**

- • North Carolina State University
- UNC Office of the President
- UNC-Chapel Hill

**Kenan Center for the Utilization of Carbon Dioxide in Manufacturing**

- North Carolina State University
- UNC-Chapel Hill

**North Carolina Center for South Asia Studies**

- Duke University

North Carolina Central University

- North Carolina State University
- UNC-Chapel Hill

**North Carolina Sea Grant College Program**

- East Carolina University
- • North Carolina State University
- UNC Office of the President
- UNC Wilmington
- UNC-Chapel Hill

**Science and Technology Center for Environmentally Responsible Solvents and Processes**

- North Carolina A&T State University
- North Carolina State University
- UNC-Chapel Hill
- University of Texas-Austin

**UNC Coastal Studies Institute**

- • East Carolina University
- Elizabeth City State University
- North Carolina State University
- UNC Office of the President
- UNC Wilmington
- UNC-Chapel Hill

**University of North Carolina Institute on Aging**

- Appalachian State University
- Duke University
- East Carolina University
- North Carolina State University
- UNC Asheville
- UNC Charlotte
- UNC Greensboro
- UNC Wilmington
- UNC-Chapel Hill
- Wake Forest University-School of Medicine

**Water Resources Research Institute of the UNC**

- East Carolina University
- • North Carolina State University
- UNC Office of the President
- UNC Wilmington
- UNC-Chapel Hill

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Total Centers = 13

• *Institution serves as fiscal agent and provides administrative oversight*

• • *Institution serves only as fiscal agent; administrative oversight provided by UNC Office of the President*

**Table 2**  
**Institutional Research Centers Approved Prior to July 2002**  
**The University of North Carolina**

<b>Appalachian State University</b>	Center for Research and Development in Mathematics and Science Education
Brantley Risk and Insurance Center	Center for Research in Scientific Computation
Walker College of Business Research Center	Center for Research on Textile Protection and Comfort
<b>East Carolina University</b>	Center for Robotics and Intelligent Machines
Bureau of Business Research	Center for Transportation and the Environment
Center for the Liberal Arts	Center for Urban Affairs and Community Services
Center on Aging	Electric Power Research Center
Institute for Coastal and Marine Resources	Engineering Research Center for Advanced Electronic Materials Processing
Institute for Historical and Cultural Research	Furniture Manufacturing and Management Center
<b>North Carolina A&amp;T State University</b>	Industry Research Programs in Forestry
Center for Aerospace Research	Institute of Statistics
Center for Composite Materials Research	Integrated Manufacturing Systems Engineering Institute
Center for Electronics Manufacturing	Kenan Institute for Engineering, Technology & Science
Center for Energy Research and Technology	Materials Research Center
Rockwell Solid State Electronics Laboratory	Minerals Research Laboratory
Transportation Institute	Networking Technology Institute
<b>North Carolina Central University</b>	Nonwovens Cooperative Research Center
Institute for Minority Issues	North Carolina Japan Center
Julius L. Chambers Biomedical/Biotechnology Research Institute	Nuclear Reactor Program
<b>North Carolina State University</b>	Pollution Prevention Research Center
Analytical Instrumentation Facility	Power Semiconductor Research Center
Animal and Poultry Waste Management Center	Precision Engineering Center
Applied Energy Research Laboratory	Southeast Dairy Foods Research Center
Bioinformatics Research Center	Southeastern Plant Environment Laboratory (Phytotron)
Brandon P. Hodges Wood Products Laboratory	Southern Center for Sustainable Forests
Center for Advanced Processing and Packaging Studies	Veterinary Equine Research Center
Center for Chemical Toxicology Research and Pharmacokinetics	W. M. Keck Center for Behavioral Biology
Center for Computational Biology	<b>UNC Asheville</b>
Center for Earth Observation	Mössbauer Effect Data Center
Center for Engineering Applications of Radioisotopes	<b>UNC Charlotte</b>
Center for Environmental and Resource Economic Policy	Center for Optoelectronics and Optical Communications
Center for Information Society Studies	Center for Precision Metrology
Center for Innovation Management Studies	eBusiness Technology Institute
Center for Integrated Pest Management	UNC Charlotte Urban Institute
Center for Marine Sciences and Technology	
Center for Nuclear Power Plant Structures, Equipment and Piping	

**UNC Greensboro**

Center for Applied Research (Business and Economics)  
Center for Critical Inquiry in the Liberal Arts  
Center for Educational Research and Evaluation  
Center for Global Business Education and Research  
Center for School Accountability and Staff Development and Teacher Quality  
Center for the Study of Social Issues  
Family Research Center  
Human Environmental Sciences Center for Research  
Institute for Health, Science, and Society

**UNC Pembroke**

Native American Resource Center

**UNC Wilmington**

Center for Marine Science

**UNC-Chapel Hill**

Carolina Cardiovascular Biology Center  
Carolina Center for Genome Sciences  
Carolina Environmental Program  
Carolina Population Center  
Cecil G. Sheps Center for Health Services Research  
Center for Alcohol Studies  
Center for Cardiovascular Science and Medicine  
Center for Digestive Diseases and Nutrition  
Center for Environmental Medicine, Asthma, and Lung Biology  
Center for European Studies  
Center for Health Promotion and Disease Prevention  
Center for Infectious Diseases  
Center for Maternal and Infant Health  
Center for Research in Journalism and Mass Communication  
Center for Slavic, Eurasian, and East European Studies  
Center for Technology and Advanced Commerce  
Center for the Study of the American South  
Center for Urban and Regional Studies  
Clinical Center for the Study of Development and Learning  
Comprehensive Center for Inflammatory Disorders  
Cystic Fibrosis/Pulmonary Research and Treatment Center  
Dental Research Center

Frank Porter Graham Child Development Institute  
Gene Therapy Center  
Howard W. Odum Institute for Research in Social Science  
Injury Prevention Research Center  
Institute for the Arts and Humanities  
Institute of African-American Research  
Institute of Latin American Studies  
Institute of Marine Sciences  
L. L. Thurstone Psychometric Laboratory  
Lineberger Comprehensive Cancer Center  
Louis Harris Data Center  
Neurodevelopmental Disorders Research Center  
Neuroscience Center  
The Frank Hawkins Kenan Institute of Private Enterprise  
Thurston Arthritis Research Center

**Western Carolina University**

Center for Regional Development  
Mountain Aquaculture Research Center

**Winston-Salem State University**

Maya Angelou Institute for the Improvement of Child and Family Education

**Table 3**  
**Interinstitutional Public Service Centers Approved Prior to July 2002**  
**The University of North Carolina**

**Center for Craft, Creativity, and Design**

- Appalachian State University
- UNC Asheville
- UNC Office of the President
- Western Carolina University

**Center for School Leadership Development**

- UNC Office of the President
- UNC System Institutions

**James B. Hunt, Jr. Institute for Educational Leadership and Policy**

- UNC Office of the President
- UNC System Institutions

**NC Mathematics and Science Education Network**

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

**North Carolina Agromedicine Institute**

- East Carolina University
- North Carolina A&T State University
- North Carolina State University

**North Carolina Center for the Advancement of Teaching**

- UNC System Institutions
- UNC Office of the President
- Western Carolina University

**Small Business and Technology Development Center**

- Appalachian State University
- Campbell University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- Methodist College
- North Carolina A&T State University
- North Carolina Central University
- North Carolina State University
- North Carolina Wesleyan College
- UNC Asheville
- UNC Charlotte
- UNC Greensboro
- UNC Office of the President
- UNC Pembroke
- UNC Wilmington
- UNC-Chapel Hill
- Western Carolina University

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Total Centers = 7

• *Institution serves as fiscal agent and provides administrative oversight*

•• *Institution serves only as fiscal agent; administrative oversight provided by UNC Office of the President*

**Table 4**  
**Institutional Public Service Centers Approved Prior to July 2002**  
**The University of North Carolina**

**Appalachian State University**

Appalachian Cultural Museum  
Appalachian Regional Bureau of Government  
Appalachian Regional Development Institute  
National Center for Developmental Education

**East Carolina University**

BB&T Center for Leadership Development  
Center for Applied Technology  
East Carolina Cardiovascular Center  
Leo W. Jenkins Cancer Center  
Diabetes and Obesity Center  
Regional Development Institute  
Rural Education Institute  
Telemedicine Center

**North Carolina School of the Arts**

Community Music School  
Kenan Institute for the Arts  
North Carolina School of the Arts Summer  
Institute on Roanoke Island.

**North Carolina State University**

The Ergonomics Center of North Carolina  
Institute for Emerging Issues  
North Carolina Solar Center  
State Climate Office of North Carolina  
Encore Center for Lifelong Enrichment  
Community Growth Strategies Group

**UNC Charlotte**

Center for International Studies  
Center for Professional and Applied Ethics  
Office of Educational Outreach

**UNC Greensboro**

Instructional and Information Technologies  
Education Center  
National Paideia Center  
Center for Educational Studies and  
Development  
University of North Carolina at Greensboro  
Psychology Clinic  
Reading Together USA Institute  
Center for New North Carolinians

**UNC Office of the President**

Principals' Executive Program

**UNC Pembroke**

Regional Center for Economic, Community,  
and Professional Development

**UNC Wilmington**

Center for Business and Economics Services

**UNC-Chapel Hill**

Ackland Art Museum  
Carolina Center for Public Service  
Center for Aging Research and Educational  
Services (CARES)  
Center for Home Visiting  
Institute of Outdoor Drama  
Jordan Institute for Families  
Morehead Planetarium and Science Center  
North Carolina Botanical Garden (Coker  
Arboretum)

**Western Carolina University**

Developmental Evaluation Center  
Reading Center  
Speech and Hearing Center

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Total Centers = 44



**Table 5**  
**Centers for which Discontinuation is Requested**  
**The University of North Carolina**

**North Carolina State University**

Center for Transportation Engineering Studies

Center's projects and responsibilities have been absorbed by the UNC Institute for Transportation Research and Education, June 2001.

Center for Universal Design

Discontinued due to financial status, July 2003; Objectives are being met by the College Universal Design Initiative.

Literacy Systems Center

Discontinued due to the retirement of the director, June 2002.

**UNC-Chapel Hill**

Center for Health Ethics and Policy

Center discontinued operations due to a change in leadership and financial status.

Institute of Nutrition

Center closed due to lack of funding, December 2003.

Institute of Government

Institute was absorbed into UNC-CH's degree-granting School of Government, September 2001.

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Total Centers = 6

**Table 6**  
**Centers Approved After July 2002**  
**The University of North Carolina**

**PUBLIC SERVICE**

**Institutional**

**Western Carolina University**  
Center for Service Learning

**RESEARCH**

**Institutional**

**Appalachian State University**  
Center for Health and Human Services

**North Carolina Central University**  
Center for Domestic and International Criminal Justice Research and Policy

**North Carolina State University**  
Center for Applied Aquatic Ecology  
Center for Embedded Systems Research  
Center for Integrated Fungal Research  
Center for the Biology of Nematode Parasitism  
Silicon Wafer Engineering and Defect Science Center

**UNC Charlotte**  
Center for Transportation Policy Studies  
Global Institute for Energy and Environmental Systems

**UNC Greensboro**  
Center for Women's Health and Wellness (CWHW)  
SERVE Center for Continuous Improvement

**Interinstitutional**

**Institute of Disaster Studies**

- UNC Office of the President  
UNC System Institutions

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Total Centers = 13

- *Institution serves as fiscal agent and provides administrative oversight*

**Table 7**  
**Institutional Centers Formally Approved for Planning**  
**(with dates of President's Authorization to Plan)**  
**The University of North Carolina**

**East Carolina University**

Center for the Advancement of Women's Health (May 5, 2000)

**North Carolina A&T State University**

Autonomous Control and Information Technology Center (June 21, 2001)

Institute for Human-Machine Studies (June 21, 2001)

Research Center for Environmental Remediation (Sept. 19, 1996)

**North Carolina Central University**

Center for Human Development and Family Studies (July 24, 1996)

**North Carolina State University**

Center for Advanced Manufacturing Processes and Materials (April 19, 1996)

Center for Construction Technology and Integration (Oct. 6, 1998)

Center for High Performance Simulation (Feb. 17, 2000)

Center for International Ethnicity Studies (Oct. 9, 2002)

Center for the Integration of Biotechnology and Society (April 16, 2001)

Center for Turfgrass Environmental Research and Education (March 5, 2002)

Institute for Nonprofit Education, Research and Engagement (August 20, 2003)

North Carolina Center for Crime and Justice Research (June 5, 1998)

North Carolina Engineering Research Institute (July 24, 1996)

Polymer Synthesis and Characterization Center (Sept. 3, 1999)

Soil and Water Environmental Technology Center (June 15, 2000)

William and Ida Friday Institute for Educational Innovation (July 15, 2002)

**UNC Asheville**

Center for Human Rights (Nov. 17, 2003)

Environmental Quality Institute (October 2, 2003)

Pisgah Astronomical Research Center (August 8, 2003)

**UNC-Chapel Hill**

Center for Real Estate Development (March 18, 2002)

UNC Center for Global Health (Oct. 15, 2002)

**UNC Charlotte**

Center for Applied Geographic Information Science (Nov. 17, 2003)

**UNC Greensboro**

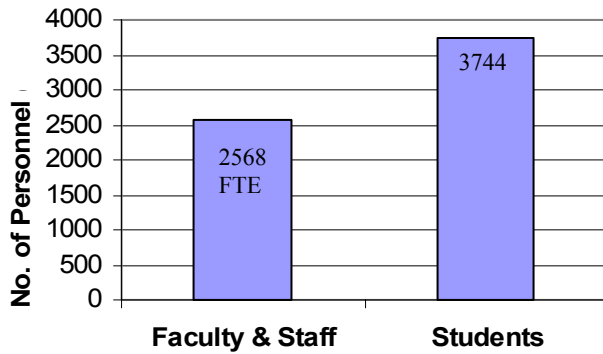
Music Research Institute (October 1, 2003)

**Winston-Salem State University**

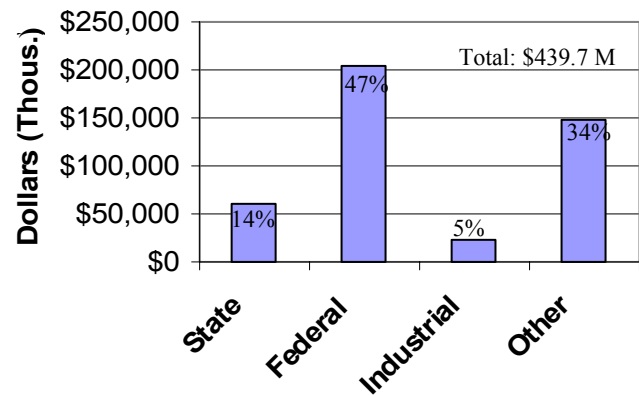
Center for Community Safety (October 2, 2003)

## Research Centers: Figures 1-4

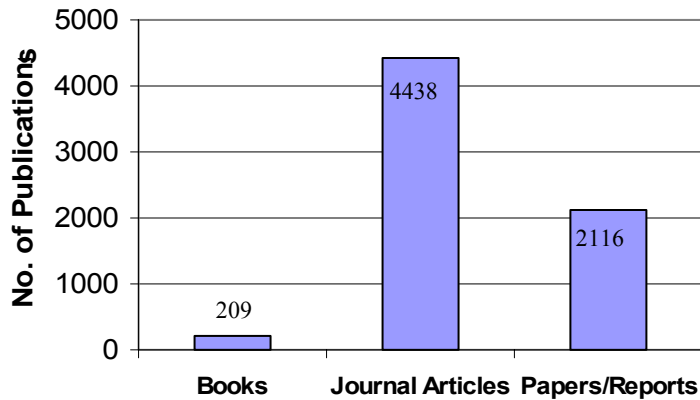
**Figure 1. Personnel  
(FY 2001-2002)**



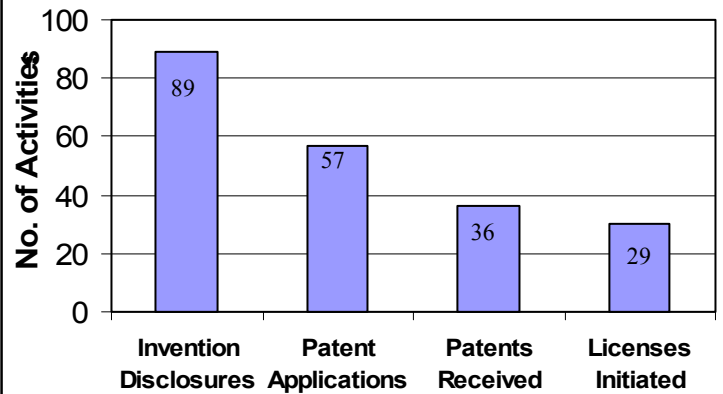
**Figure 2. Funding  
(FY 2001-2002)**



**Figure 3. Publications  
(FY 2001-2002)**

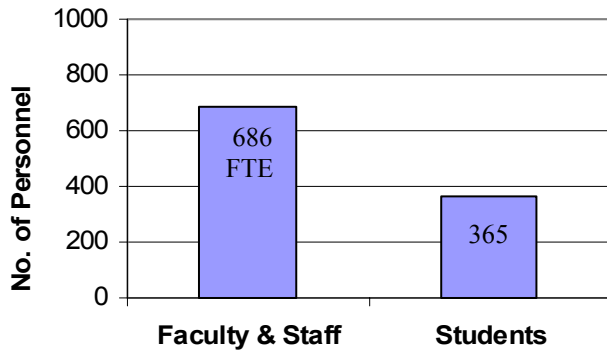


**Figure 4. Technology Transfer  
Activities (FY 2001-2002)**

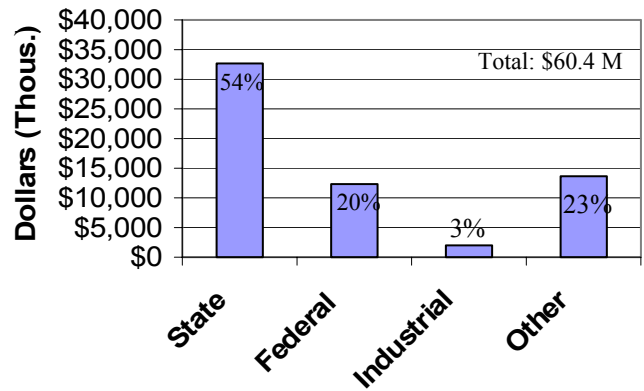


## Public Service Centers: Figures 5-8

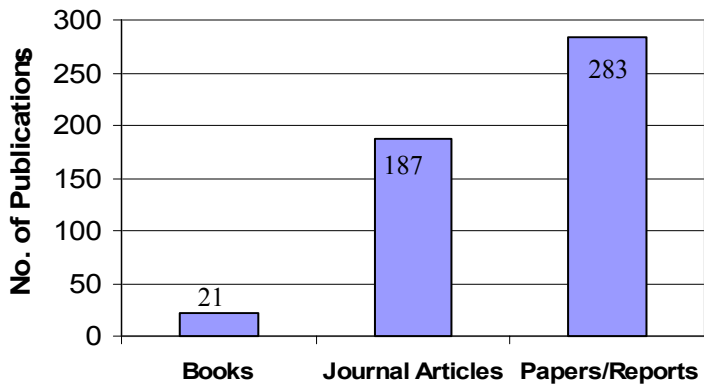
**Figure 5. Personnel  
(FY 2001-2002)**



**Figure 6. Funding  
(FY 2001-2002)**



**Figure 7. Publications  
(FY 2001-2002)**



**Figure 8. Technology Transfer  
Activities**

