

February 3, 2004

MEMORANDUM

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

FROM: Alan Mabe

SUBJECT: Meeting of the Committee Thursday, February 12, 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, February 12, 2004, in Conference Room 311, Hoey Administration Building, at North Carolina Central University in Durham.** Please note that the meeting will begin at **3:15** p.m.

The tentative agenda for the meeting is as follows:

1. Approval of the Minutes of the Meeting on January 8, 2004 (vote)
2. Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

Request to discontinue the following master's degree program:

- Master of Arts in Art at East Carolina University
- Master of Science in Educational Administration and Supervision at North Carolina State University
- Master of Education in Educational Administration and Supervision at North Carolina State University

Request for authorization to establish the following master's degree program:

- Master of Science in Mathematics at Elizabeth City State University

Strategic Planning

3. Revision to the Mission Statement for Fayetteville State University—Dr. Mabe (vote)

Intellectual Capital Formation

4. Report on Nursing Task Force—Dr. Mabe (information)

K-16 Education

5. Report by Task Force on Meeting Teacher Supply and Demand—Dr. Bataille and Dr. Thompson (information)

6. Report on Teacher Assistant Scholarship Fund—Dr. Kanoy (vote)

Other**ACTION ITEMS FOR THE BOARD OF GOVERNORS MEETING****From February 12, 2004 Planning Committee Meeting**

If approved by the Committee on Educational Planning, Policies, and Programs at its meeting on February 12, the items on the Consent Agenda, plus items 3 and 6 will be presented to the Board for its consideration at its meeting on February 13, 2004.

Committee on Educational Planning, Policies, and Programs

Minutes

335th meeting, January 8, 2004

Members Present: Mr. Aldridge, Mr. Bell, Mr. Ducoté, Dr. Gilchrist, Mr. Lail, Mr. Mercer, Mr. Norwood, Mrs. Robinson, Ms. Sanders, Dr. Taylor, Mr. Warwick

Other Board Members Present: Mr. Davis, Dr. Key

Others Present: Mr. Atkins, Chancellor Bardo, Mrs. Bardo, Dr. Bataille, Mrs. Bunting, Chancellor Bryan, Vice Chancellor Collings, Mr. Fry, Mrs. Griffin, Mr. Holloway, Dr. Howard-Vital, Ms. Kamprath, Dr. Kanoy, Ms. Klimas, Dr. Lea, Dr. Mabe, Ms. Render, Ms. Rhinehardt, Dr. Sadler, Mr. Samors, Dr. Sneed, Ms. Todd, Mrs. Williams, Chancellor Woodward

Mr. Gilchrist called the joint meeting to order at 1:00 p.m.

1. There being no corrections or additions to the Minutes of the November 13, 2003 meeting, they were approved as distributed.
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

The Chair, having determined that the Committee had no concerns, stated that the Committee recommends to the Board of Governors that it approve the above consent agenda items.

K-16 Education

3. Dr. Thompson presented the Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers. Dr. Thompson pointed out to the Committee that many of the UNC institutions currently serve more licensure only and lateral entry candidates than candidates in traditional teacher education programs. He said that the University is 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.
4. Dr. Thompson and Dr. Gilchrist reported on the Task Force on Meeting Teacher Supply and Demand.

Strategic Planning

5. Dr. Mabe presented an overview of Long-Range Plan 2004-2009 to the Committee. He noted that the Long-Range Plan had been the work of several different divisions, requiring months of preparation. Dr. Mabe noted that this planning process has added four new sections to further detail the extent of planning in UNC. Mr. Davis congratulated the Office of the President staff on the excellent document and several committee members voiced their appreciation.

Mr. Lail moved to recommend approval of the Long-Range Plan 2004-2009 to the Board of Governors, seconded by Mrs. Robinson. Motion passed.

Access: Enrollment Planning

6. Dr. Mabe presented an overview of the Fifth Annual Report on UNC Enrollment Planning. The Board of Governors reports to the Joint Legislative Education Oversight Committee on enrollment planning, current and anticipated growth, and management of capacity to meet the demands for higher education in North Carolina.

Mr. Warwick moved to recommend approval of the Report to the Board of Governors, seconded by Dr. Taylor. Motion passed.

7. Dr. Kanoy reported on the Revisions to the Articulation Agreement between the University of North Carolina and the North Carolina Community College System. Several Committee members voiced support for this program.

Mr. Aldridge moved to recommend approval of the Revisions to the Board of Governors, seconded by Mrs. Robinson. Motion passed.

Intellectual Capital Formation

8. Dr. Mabe presented a request from Fayetteville State University 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. This change would become effective January 2004.

Mrs. Robinson moved, seconded by Mr. Warwick, to recommend approval by the Board of Governors. Motion passed.

9. Dr. Mabe presented revisions to the Mission Statements for Elizabeth City State University and the University of North Carolina at Wilmington. If approved by the Committee, these revisions will be reflected in the Long-Range Plan 2004-2009.

The motion for approval was made by Mr. Warwick, seconded by Dr. Taylor.
Motion passed.

Creation and Transfer of Knowledge

10. Ms. Klimas presented the Biennial Report on Centers and Institutes. The report is a result of the review of UNC centers done on a biennial basis in conjunction with the update of the Long-Range Plan. 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.

Mr. Aldridge moved to recommend approval of the Report to the Board of Governors, seconded by Mrs. Robinson. Motion passed.

Transformation and Change

11. Ms. Render presented a Request for Management Flexibility in Information Technology from the University of North Carolina at Pembroke.

Mrs. Robinson moved to recommend approval of the Report to the Board of Governors, seconded by Dr. Taylor. Motion passed.

There being no further business, Chairman Gilchrist adjourned the meeting at 2:30 p.m.

Request for Authorization to Establish a Master of Science Degree in Mathematics at Elizabeth City State University

Introduction

Elizabeth City State University notified the UNC Office of the President of its intent to plan a Master of Science degree in Mathematics (CIP# 27.0101) in April 2003. The university requests authorization to establish the program in March 2004.

Program Description

ECSU requests authorization to establish an MS in Mathematics with concentrations in Mathematics Teaching and Applied Mathematics. The program will provide a broad base of formal course work and research in mathematics and will require students to complete a thesis. The Teaching concentration will provide the pedagogical content knowledge required for middle or secondary school teaching or for teaching at the community college level. The Applied Mathematics concentration will provide the depth required for preparation for further graduate study or careers in industry. For the thesis requirement, students may select expository or original research topics in mathematics education or applied mathematics. The program is designed for completion in four to six semesters, depending on whether students enroll full-time. Courses will be taught in the evening so that in-service teachers and other working adults can complete the program by taking two or three courses each semester. With federal grant funding, ECSU has created several new laboratories that will be used in the program: the Calculus Teaching Laboratory, the Computational Science Scientific Visualization Center, the ONR/NSA Research Laboratory, and a Department of Defense funded UNIX laboratory.

Program Need

The proposed program has been designed based on the expressed needs of teachers and other professionals in the region. Graduates will have the preparation to pursue careers in areas of critical shortage in northeastern NC and to contribute to regional economic growth and development. Of the nine counties that send the most students to ECSU, the teacher turnover rate is higher than the state average in six of these counties and above fifteen percent in three with more than thirty percent of the children living in poverty. The proposed program will offer accessible professional development opportunities that will support teacher retention. Approximately ten departmental graduates enroll in graduate programs each year, and they currently must travel two hours to access a post-baccalaureate program in mathematics.

Resources

New funding will come from enrollment increase and focused-growth funds, external grants, and internal reallocations; no other state funds are requested.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Science degree in Mathematics at Elizabeth City State University effective March 2004.

Request for Authorization to Discontinue the Master of Arts Degree in Art at East Carolina University

Requested Action

East Carolina University requests that the MA degree in Art (CIP# 50.0701) be removed from the UNC Academic Program Inventory.

Rationale

The program was identified as having very low enrollments and graduation rates during the 2003 academic program review process conducted by the Office of the President and UNC constituent institutions. The Office of the President recommended that the program be discontinued due to low productivity, and East Carolina University concurs with this recommendation. (ECU continues to have a BA degree in Art, BFA and MFA degrees in Art, BFA and MAEd degrees in Art Education, and a BA degree in Art Appreciation.)

Recommendation

It is recommended that the Board of Governors approve the request to discontinue the MA degree in Art at East Carolina University effective March 2004.

**Request for Authorization to Discontinue the Master of Science and Master of
Education Degrees in Educational Administration and Supervision at
North Carolina State University**

Requested Action

North Carolina State University requests that the MS and MEd degrees in Educational Administration and Supervision (CIP# 13.0401) be removed from the UNC Academic Program Inventory.

Rationale

NCSU requests authorization to discontinue the above degree programs. No new admissions have been approved for several years, and there are no graduate students left in the programs, both of which have been superseded by the Master of School Administration program.

Recommendation

It is recommended that the Board of Governors approve the request to discontinue the MS and MEd degrees in Educational Administration and Supervision at North Carolina State University effective March 2004.

Fayetteville State University

Statement of Educational Mission



Fayetteville State University is a regional public comprehensive university, offering degrees at the baccalaureate, master's, and doctoral levels. The primary mission of Fayetteville State University is to provide high-quality education to its students at the undergraduate level through a basic liberal arts foundation and major programs in the arts and sciences, teacher education, and business and economics, specialized professional training, and as well as specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become change agents for shaping the future of ~~America~~ the nation and the world.

As a part of its broader mission, the university extends its services a regional institution by providing life-long learning experiences and opportunities to the University's immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

UNC Board of Governors Task Force on Meeting Teacher Supply and Demand *Draft Recommendations*

RECRUITMENT

Recommendation 1: Develop a comprehensive statewide teacher recruitment and marketing plan by 2005 in consultation with key educational entities such as North Carolina teacher education programs, the University of North Carolina, the North Carolina Department of Public Instruction, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities. Coordinate the plan with current recruitment initiatives such as TEACH 4 NC. Successful implementation of the plan, which will include but will not be limited to the strategies listed below, will require extensive collaboration with these and other educational entities.

Strategy 1.1: Integrate a centralized online teacher scholarship database of available funding opportunities at the local, state, and national level into the CFNC (College Foundation of North Carolina) website and promote its use with North Carolina public high school students.

Strategy 1.2: Provide every guidance counselor in North Carolina with teacher scholarship and loan information for distribution to high school students.

Strategy 1.3: Encourage each campus to add teacher scholarship and loan information to their school, college, or department of education website and update it regularly; Request UNC schools, colleges, and departments of education review their web site periodically to ensure up-to-date information on teacher preparation and licensure is available.

Strategy 1.4: Promote the teacher cadet program and work with North Carolina Association of Educators and other educational entities to encourage North Carolina middle and high school students to become teachers; study the effectiveness of this program in leading to the production of teacher.

Strategy 1.5: Promote early minority (African American, Native American, and Hispanic) recruitment initiatives through partnerships with minority organizations, such as the National Association of Black School Educators.

Strategy 1.6: Develop an online resource that allows local education agencies to search and sort teacher candidates by area of licensure.

Strategy 1.7: Teacher Module on CFNC (strategy to be written)

Strategy 1.8: Teacher loan options with CFNC (strategy to be written)

Strategy 1.9: Teacher scholarship (strategy to be written)

Strategy 1.10: Job fair coordination (strategy to be written)

Strategy 1.11: Enhance the existing strengths of the Teaching Fellows scholarship program by creating a second tier for juniors and seniors; consider targeting a percentage of the scholarships to be designated for hard-to-staff subject areas or hard-to-fill geographic locations in the state.

Recommendation 2: Require UNC Provosts and Deans to review their teacher education admission requirements and provide a written response to the UNC Office of the President that details changes with options for removing any identified barriers.

Strategy 2.1: Adjust late afternoon and evening classes as well as summer school schedules on UNC campuses to accommodate lateral entry teachers and their commitments to North Carolina public school schedules; request “pilot” summer school funding for campuses to offer teacher education courses.

Strategy 2.2: Review programs within the University of North Carolina that aid and assist school paraprofessionals in receiving their teaching licenses to insure the programs are, as far as practicable, meeting current needs and demands.

Strategy 2.3: Remove barriers (fees – health/activity/technology, Praxis II, calendar/scheduling) that impede lateral entry and licensure only teachers from meeting their requirements.

PREPARATION

Recommendation 3: The President will develop, for approval by the Board of Governors, a plan for enrollment growth within teacher education programs offered by the University of North Carolina. That plan will present aggregate growth targets for the University that appropriately recognizes the severe teacher shortage problem facing North Carolina. Through collaboration with the constituent campuses, enrollment goals for each campus will be established. The enrollment plan for each campus will reflect the specific strengths and circumstances of that campus but, in general, is expected to incorporate expanded opportunities for students who matriculate as freshmen, students who attend community colleges and subsequently transfer to the four-year institution, and students who choose to enter the teaching profession through lateral entry programs. The President will report annually to the Board on the plan.

Strategy 3.1: Develop additional online teacher preparation courses for pre-service and lateral entry teachers.

Strategy 3.2: Place the NC TEACH (NC Teachers of Excellence for All Children) program completely online, with the option of counting toward an MAT, for individuals who already possess content area undergraduate degrees; allowing for greater access to the NC TEACH program and the expectation of increased program enrollment.

Strategy 3.3: Conduct a review of all Masters in School Administration (MSA) programs on UNC campuses to ensure that appropriate competencies relating to teacher effectiveness, teacher evaluations, teacher support programs, and teacher retention are included.

Strategy 3.4: Create as many courses as necessary for employed teachers seeking lateral entry courses and programs, as long as they are in an approved schedule that follows the guidelines of the No Child Left Behind (NCLB) federal legislation.

Strategy 3.5: Identify best practices in collaboration between Arts & Sciences and Education; distribute the identified best practices for discussion among campus leadership.

Recommendation 4: Establish a funding “premium” to the percentage of clinical teacher education courses requiring faculty-student ratios smaller than regular courses.

RETENTION

Recommendation 5: The University of North Carolina will develop a plan to coordinate the University's efforts in addressing issues of teacher retention across North Carolina. The plan will focus on the University's commitment toward meeting North Carolina's teacher supply and demand needs and should complement the recruitment recommendation and strategies of this Task Force. The retention plan will include components for addressing teacher induction and mentoring, specifying the role of the University of North Carolina, the North Carolina Department of Public Instruction, the UNC Center for School Leadership Development, and other key entities identified.

Strategy 5.1: Create professional development modules for principals relating to the principal's role in teacher retention through the Principals' Executive Program (PEP).

Strategy 5.2: Request the UNC Center for School Leadership Development create a support network for new school administrators across the state.

Strategy 5.3: Request the UNC Center for School Leadership Development respond to or address the recommendations of the Task Force as it relates to professional development.

Strategy 5.4: Create, through the UNC Center for School Leadership Development, a professional development module for central office human resource administrators that provides special training in the area of Human Resources and focuses on strategies for addressing teacher retention.

Strategy 5.5: Recommend an extensive review of the teacher salary schedule and structure so that teachers have opportunities for greater salary gains earlier in their professional careers.

Strategy 5.6: Actively support legislation that allows retired teachers to return to the classroom for a period of time and receive salary and retirement benefits.

Strategy 5.7: Work with the North Carolina Business Committee on Education on lessons from the teacher working conditions survey and incorporate the lessons learned into administrator preparation and continuing education programs.

PARTNERSHIPS AND COLLABORATION

Recommendation 6: The University of North Carolina will work with the North Carolina Community College System to put into place "access" to credit bearing courses and programs at community college sites, for alternative pathways teachers, through established partnerships within two years. Access will include but not be limited to partnerships based on the 2+2 model.

Strategy 6.1: Strengthen and expand partnerships between UNC teacher education programs and North Carolina Community Colleges; including, but not limited to 2+2 programs.

Recommendation 7: The University of North Carolina will collaborate with the North Carolina Department of Public Instruction and the North Carolina Community College System in the design and development of a K-20 longitudinal database/data warehouse on teacher quality.

Strategy 7.1: Collaborate with the NC Department of Public Instruction, the North Carolina Community College System, and SAS Institute on their Value-Added Assessment System to measure the effectiveness of the teachers we are producing.

DRAFT

Teacher Assistant Scholarship Fund Annual Report 2002-03 Academic Year

The Teacher Assistant Scholarship Fund (TASF) entered its second year in 2002-03. Grants were awarded to 241 full-time teacher assistants at public schools across the state pursuing initial teacher licensure at North Carolina four-year campuses offering teacher education programs.

The original program funding for 2002-03 was \$1,000,000; however, the allocation was reduced to \$964,174 due to a required reversion of state funds. An additional \$28,106 was added to the initial allocation as a result of unused funds from the previous year becoming available. Thus, \$992,280 was available for the year after adjustments.

The State Education Assistance Authority (SEAA) accepted applications for the scholarship between December 2001 and February 2002, and announced scholarship recipients in May 2002. Priority consideration was afforded to previous TASF and Teacher Assistant Scholarship Loan (TASL) recipients who applied by the deadline and met all program requirements. Next priority went to new students applying for funds who met all program requirements and applied by the deadline, with those presenting the strongest academic records receiving priority consideration.

SEAA anticipates expending all available funds in the 2003-04 academic year and expects to receive even more applications from qualified teacher assistants for 2004-05 and beyond as awareness of this program increases.

Table I. Summary Application and Recipient Data

Number of applications	466
Number of recipients	241
Average award	\$4,117
Total awarded	\$992,280

Table II. Recipient Breakdown by Ethnicity

	<u>Number</u>	<u>Percentage</u>
Asian	1	0.4 %
African-American	64	26.6
Hispanic/Latino	4	1.7
Native American	8	3.3
White	157	65.1
Multi-racial	0	0.0
Other/not specified	<u>7</u>	<u>2.9</u>
Total	241	100.0 %

Table III. Recipient Breakdown by Institution

	<u>Number of Students</u>	<u>Percentage of total</u>
Appalachian State University	31	12.9 %
Barton College	8	3.3
Belmont Abbey College	5	2.1
Chowan College	1	0.4
East Carolina University	14	5.8
Elizabeth City State University	13	5.4
Elon University	1	0.4
Fayetteville State University	30	12.4
Greensboro College	6	2.5
Guilford College	3	1.2
High Point University	14 *	5.8
Lees-McRae College	10	4.1
Lenoir-Rhyne College	1	0.4
Mars Hill College	36	14.9
Meredith College	1	0.4
Methodist College	1	0.4
North Carolina A&T State University	2	0.8
North Carolina Central University	5	2.1
North Carolina State University	2	0.8
Pfeiffer University	2	0.8
Queens University	1	0.4
Salem College	1	0.4
Shaw University	5	2.1
St. Andrew's College	3	1.2
St. Augustine's College	2	0.8
UNC at Charlotte	2	0.8
UNC at Greensboro	2	0.8
UNC at Pembroke	14	5.8
UNC at Wilmington	11	4.6
Western Carolina University	4	1.7
Wingate University	1	0.4
Winston-Salem State University	<u>9</u>	<u>3.7</u>
Total	241	100 %

* One student began the year at High Point University and transferred in the spring to Salem College. For the purpose of this report she is included in the HPU figures.

Recipients at 13 public institutions: 139 (57.7 %)

Recipients at 19 private institutions: 102 (42.3 %)

Table IV. Recipient Breakdown by County of Residence

Alamance	2	Gaston	3	Onslow	4
Alexander	2	Gates	1	Pasquotank	5
Alleghany	1	Graham	1	Perquimans	3
Beaufort	3	Greene	1	Pitt	2
Bertie	1	Guilford	4	Randolph	6
Brunswick	2	Halifax	1	Richmond	2
Buncombe	9	Harnett	6	Robeson	8
Burke	3	Haywood	9	Rockingham	4
Caldwell	2	Henderson	12	Rutherford	9
Carteret	3	Hertford	1	Sampson	2
Caswell	1	Iredell	2	Scotland	2
Catawba	3	Jackson	2	Stanly	1
Chatham	1	Johnston	8	Stokes	2
Clay	2	Lee	1	Surry	5
Cleveland	5	Lenoir	2	Union	1
Columbus	3	Lincoln	3	Wake	10
Craven	2	Madison	1	Washington	2
Cumberland	18	Martin	1	Wayne	1
Dare	1	McDowell	6	Wilkes	2
Davidson	7	Mecklenburg	2	Wilson	2
Duplin	1	Mitchell	2	Yadkin	3
Durham	2	Moore	3	Yancey	1
Forsyth	12	Nash	2		
Franklin	2	New Hanover	2		

Total = 241 representing 70 counties

§ 116-209.35. Teacher Assistant Scholarship Fund.

(a) There is established the Teacher Assistant Scholarship Fund. The purpose of the Fund is to provide scholarships to teacher assistants who are pursuing college degrees to become teachers. The State Education Assistance Authority shall administer the Fund.

(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and the State Board of Community Colleges and shall include all of the following:

- (1) An applicant shall be employed full time as a teacher assistant in North Carolina.
- (2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.
- (3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.
- (4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:
 - a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socioeconomic backgrounds to receive scholarships pursuant to this section.
 - b. Consideration of the academic qualifications of the individuals applying to receive funds.
 - c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.

(c) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs.

(d) The Board of Governors of The University of North Carolina, the State Board of Education, and the State Board of Community Colleges shall: (i) prepare a clear written explanation of the Teacher Assistant Scholarship Fund and the information regarding the availability and criteria for awarding the scholarships, and (ii) shall provide that information to the appropriate counselors in each local school system and shall charge those counselors to inform teacher assistants about the scholarships and to encourage teacher assistants to apply for the scholarships.

(e) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.

(f) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund. (2001-424, s. 31.5(a).)