

APPENDIX X

**REPORT ON EXISTING AND NEW 2 + 2 PROGRAMS  
BETWEEN UNC AND NCCCS**

**SENATE BILL 622, SECTION 9.2(B)**

**FEBRUARY 2006**

## REPORT ON EXISTING AND NEW 2+2 PROGRAMS

Senate Bill 622, Section 9.2(b) requires that the University of North Carolina and the North Carolina Community College System report to the Joint Legislative Education Oversight Committee “regarding the status of existing 2 + 2 programs and any new partnerships established.”

The guiding document for the transfer of students from the Community Colleges to a constituent institution of UNC is the Comprehensive Articulation Agreement. It provides the framework for the transfer of an Associate of Arts or Sciences degree recipient including those in teacher education. Under the Comprehensive Articulation Agreement students with an AA or AS degree may transfer all their community college course work to a constituent institution (or to select private colleges and universities). A new feature of the General Articulation Agreement is an Assured Admission Policy for any AA/AS graduate of an NC community college with a 2.00 grade point average.

A standard part of the Articulation Agreement is the pre-major agreement for discipline specific areas. A pre-major agreement is developed by a team of faculty representing the community colleges and the universities and is approved by the Transfer Advisory Committee which is composed of representatives of community colleges, public universities, and independents in North Carolina. With a pre-major agreement, a student knows the courses that can be taken in the first two years that will count toward the upper division major. While there are pre-major agreements in a wide number of fields and more are being developed, the recent focus has been on pre-major agreements in teacher education. Pre-major agreements are in place for the following teacher education areas: Art Education, Business and Marketing Education, Elementary Education, English Education, Health Education, Physical Education, Social Science Secondary Education, Biology Education, Chemistry Education, Mathematics Education, Middle Grades and Special Education. Birth to Kindergarten, among others, is being developed.

The report provides a campus by campus survey of existing partnership programs involving community colleges and universities as well as a description of some new online initiatives in teacher education. Part I surveys the existing programs and Part II addresses the new initiatives. The survey of campuses focuses on a moving target. New bilateral agreements are regularly being developed between individual community colleges and universities.

## **I. EXISTING 2 + 2 PROGRAMS**

### **UNC SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION PARTNERSHIPS WITH COMMUNITY COLLEGES**

*Information submitted to USP by Teacher Education Programs -Updated June 2005*

Appalachian State University began a pilot program in 1999--funded by the General Assembly--to bring undergraduate teacher education programs to the rural counties of Cleveland and Rutherford in cooperation with community colleges. Enrolled in those programs were non-traditional students whose only hope of receiving a four-year degree rested in completion of the pilot programs. From that venture emerged the Appalachian Learning Alliance that now provides access to both undergraduate and graduate distance education programs for 10 community colleges, 15 counties, and 302 schools in northwestern North Carolina. In fall 1999, ASU enrolled 359 students in distance education; in spring 2005, it enrolled 1,078. During that six-year period, ASU has awarded 233 bachelor's degrees and approximately 800 masters or educational specialist degrees to distance education students. The primary sites for delivery of these programs have been the 10 community colleges of the Appalachian Learning Alliance. Such initiatives have been so successful, one community college, Caldwell Community College in Hudson, NC has undertaken the construction of a classroom building to house offerings from Appalachian State University; a somewhat similar initiative has produced the Hickory Greater Metropolitan Higher Education Center which not only provides classroom space for Appalachian State University programs but also programs from a number of other institutions.

ECU has formal written agreements with Craven Community College, Edgecombe Community College -- Rocky Mount Campus, and Wayne Community College. These three sites serve as "hubs" so that they, in essence, also have agreements with the community colleges around each of these hubs. The next chosen site will be the College of the Albemarle at Manteo.

ECU also has informal partnerships with a number of community colleges interested in having staff participate in the educational leadership doctoral program.

At the three hub sites, ECU has a full-time coordinator for Wachovia Partnership East (the formal name for their partnership work with community colleges). These coordinators advise students and also teach courses. In addition, faculty members travel to those sites to teach courses. On other occasions, the faculty teach via a tele-education program or deliver online courses.

Of particular note, as of spring of 2004, Wachovia Corporation has agreed to provide funding in support of scholarships to students attending the Partnership East program.

ECSU has two formal partnerships with the College of the Albemarle (COA) and Halifax Community College. Both of these agreements allow ECSU to offer a 2+2 program where Halifax students take courses on their campus and the COA students come to the ECSU campus (because of geographic proximity). Both programs are working out well and ECSU is seeking to establish partnerships with other campuses as well.

Also, ECSU provides instructional services to several community colleges via the North Carolina Model Teacher Consortium.

- **Sampson County Community College:** Since 2001 FSU has had a signed articulation agreement between the School of Education and SCC for the purpose of forging a Teacher Education Partnership and the implementing of a seamless four-year articulation plan in Elementary Education. Specifically, FSU provides faculty to teach all general education courses and methods of teaching courses on the SCC campus, provides access to the Praxis I practice software at SCC, provides faculty on a scheduled basis at SCC to advise students, and provides transcript evaluations to determine acceptable hours for program completion and graduation requirements. SCC provides faculty to teach the competencies of FSU's Computers in Education course within the framework of SCC's CIS 110 Introduction to Computers in specified sections, provides office space for FSU faculty and staff including access to telephone and office support, provides parking for FSU faculty and staff consistent with SCC rules and regulations, and provides appropriate signs and space locations that clearly designate FSU's presence as a partner. Since the agreement began, faculty orientations, courses, orientation/registration sessions, and advisement have been held each semester on the SCC campus. In addition, faculty have developed online courses to meet the needs of the SCC students and lateral entry teachers in the SCC service area.
- **Bladen County Community College:** Since 2002 there has been an articulation agreement between the School of Education and BCC for the purpose of forging a Teacher Education Partnership and the implementing of a seamless four-year articulation plan in Elementary Education. Specifically, FSU provides faculty to teach all general education courses and methods of elementary teaching courses on the BCC campus, provides access to the Praxis I practice software at BCC, provides faculty on a scheduled basis at BCC to advise students, and provides transcript evaluations to determine acceptable hours for program completion and graduation requirements. BCC provides office space for FSU faculty and staff including access to telephone and office support, provides parking for FSU faculty and staff consistent with BCC rules and regulations, and provides appropriate signs and space locations that clearly designate FSU's presence as a partner. Since the agreement began, faculty orientations, courses, orientation/registration sessions, and advisement have been held each semester on the BCC campus. In addition, faculty have developed online courses to meet the needs of the BCC students and lateral entry teachers in the BCC service area.
- **Fayetteville Technical Community College:** Since 2001 there has been a signed articulation agreement between the School of Education and FTCC for the purpose of forging a Teacher Education Partnership and the implementing of a seamless four-year articulation plan in Elementary Education. Specifically, FSU provides access to the Praxis I practice software for students at FTCC, provides early field experience placements in the public schools for students enrolled in EDU 116, provides faculty on a scheduled basis at FTCC to advise students, provides transcript evaluations to determine acceptable hours for program completion and graduation requirements, and the Dean of the

School of Education is a member of the FTCC Transfer Advisory Council. FTCC provides faculty to teach the competencies of FSU's Computers in Education course within the framework of FTCC's CIS 110 Introduction to Computers in specified sections, and faculty to teach the competencies of FSU's EDUC 211 Laboratory Experiences in Area Schools within the framework of FTCC's EDU 116 Foundations of Education. Since the agreement began, faculty orientation sessions have been held on the FTCC campus. In addition, faculty have developed online courses to meet the needs of the FTCC students and lateral entry teachers in the FTCC service area.

- FSU is engaged in preliminary discussions with Robeson Community College to have a similar articulation agreement with them for our birth through kindergarten program. The details of that articulation will be similar to those above, but the coursework transfers must be delineated.

Community colleges that are involved in the restructuring of the transfer to ensure that elementary education between the university and the community college is a seamless process are as follows: Alamance, Guilford, Randolph, Rockingham, Forsyth, and Davidson.

NCA&T have formal and informal relationships with Guilford Technical and Davidson Community College. With Davidson, NCA&T is trying to develop an articulation program that will include transfer of all courses, mentoring and support, completion of Praxis, collaborative field experiences, courses on site, and other activities to ensure that students complete the program in a timely manner via the community college. NCA&T plans to deliver portions of the program on site. They have the transfer policy with all community colleges and are trying to extend that to actually be a seamless transfer.

NCCU has articulation agreements with 24 Community Colleges across the state, mainly in B-K. They have a more significant relationship with Durham Technical Community College, Alamance Community College, Vance Granville Community College, and Piedmont Technical Community College. NCCU has a community college liaison that goes to each of these schools once a week to advise students who are interested in NCCU and to recruit others. They have a grant that provides scholarships to students at Durham Tech and Piedmont Tech; however, that funding will cease next year. They are also a part of the NC Model Teacher Education Consortium and offer classes at Piedmont Tech, Vance-Granville, and Alamance.

NCSU has articulation agreements with NC community colleges to approve courses so that community college students can transfer into university programs.

- The College of Textiles and the College of Engineering have 2+2 programs with Lenoir Community College. Lenoir Community College students may take onsite courses taught by the Director, hired by NCSU, as well as distance education courses, that lead to NCSU degrees.
- The College of Education has one more course to establish (EMS 203 Introduction to Teaching Science) as a Distance Education course, and then Science Education will have a full 2+2 program for

Middle School Science, Middle School Dual Math/Science, and High School Science, which will be open to community college students seeking teaching licensure in science.

- The College of Education has an agreement with Carteret, Coastal, and Alamance County Community Colleges through the CMAST program. The College of Education partners annually with these community colleges to host a large teacher workshop on the campus of Carteret Community College. The College of Education has also offered onsite in Carteret Community College the course on Methods for Teaching Science, and Dr. Grant Holley has held three workshops at these community colleges. Twice a year, the College of Education hosts approximately 100 community college students from these three community colleges on our campus in a sharing session. This session provides community college students with a more fluid mechanism for transferring into NC State programs. The College of Education will assist with writing the CMAST continuation grant this coming spring. Recently, Wake Technical Community College has met with Dr. Holley to investigate possibilities of a partnership leading to a 2+2 degree in science education.
- The Capital Area Writing Project (CAWP), a National Writing Project site in the College of Education, has offered fellowships to support participation of 10 English teachers from Wake Technical Community College in the summer institute on the teaching of writing. The institute carries full graduate credit that can be applied toward an NC State degree.
- For the past 11 years, the Department of Adult and Community College Education in the College of Education has offered a doctoral cohort program in Asheville to serve faculty and staff in surrounding community colleges of Western North Carolina. In addition, the department currently offers evening courses in graduate adult education directed toward a master's degree in Community College Teaching specialization at Johnston Community College to faculty and staff. With the partnership of the NC Community College System, the department offers across the state a professional development series called the Department Chairs Institute, with participation of approximately 80% of the community colleges.

UNCA has worked with Asheville-Buncombe Tech to align their Introduction to Education course with their own and to develop an educational technology component for them. UNC-A will now allow them to transfer their course to our program. The UNC-A placement officer arranges the field component for the course, so that there is a seamless tracking of their school experiences once they arrive. The UNC-A curriculum coordinator has met several times with the instructor(s) to coordinate the courses.

Concerns:

- The A-B Tech instructors have never taught in public schools, and therefore do not actually meet the UNC-A criteria for hiring. Since UNC-A does not provide employment advisement; they work with the current instructors employed.
- UNC-A offers a licensure-only program, not a degree program; therefore, it does not "travel" well off campus, as they cannot transport entire degree programs to other sites (that would require all the concomitant arts and sciences courses to travel as well).

- Natural Allies, a federally funded project of the Frank Porter Graham Child Development Institute, works with community colleges to develop and implement a model for preparing personnel to provide quality services for all young children in inclusive settings.
- The High School Literacy Project, connected with the School of Education's Research Triangle Schools Partnership (RTSP), has involved Durham Technical Community College, which has had a representative on the steering committee of RTSP.
- LEARN NC (Learners' and Educators' Assistance Network), a statewide professional development service based at UNC-Chapel Hill, entered into a partnership with the North Carolina Community College System several years ago to train public school teachers in the use of Internet tools that help teachers integrate technology into the classroom.
- Project CONTACT (College Opportunity Networks & Technology Access for Child Care Teachers), based at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill, is engaged in research and training in partnership with the North Carolina Community College System and numerous state and local agencies to develop a model system of delivery and support for early childhood college courses offered on the Internet.
- SCALE (Student Coalition for Action in Literacy Education), a project based in the School of Education at UNC-Chapel Hill, has received a Learn and Serve America planning grant through Temple University's Intergenerational Learning Center to develop ways of supporting university (UNC-CH) and community college (Wake Tech and Durham Tech) faculty interested in promoting service learning opportunities for their students.

Partnership community colleges: Central Piedmont, Stanly, Mitchell (Iredell County), Gaston College, Rowan-Cabarrus, Hickory Metro Higher Education Center (in partnership with Catawba College)

#### Central Piedmont Community College

- Formal articulation agreement in elementary education, special education, and middle grades education, with appropriate guidance/support to community college students for admission to teacher education
- Partners in designing/delivering Future Teachers Conference
- Ed.D. in Educational Leadership is currently being delivered to a cohort of CPCC faculty members at CPCC campus
- *To be launched in Summer 2004:* Lateral Entry Teachers Licensure Initiative: UNC Charlotte graduate-level initial licensure courses for lateral entry teachers will be delivered at convenient CPCC sites

#### Stanly Community College

- 2+2 baccalaureate completion program in elementary education, with UNC Charlotte junior/senior level courses delivered to the Stanly Community College campus

The following community colleges are sites for post-baccalaureate licensure for lateral entry teachers in special education (general curriculum), delivered via two-way interactive video to the following:

Hickory Metro Higher Education Center (Catawba)  
Gaston College  
Rowan-Cabarrus Community College  
Mitchell Community College

Partnership community colleges: Rockingham, Surry, Guilford, Davidson, Alamance, and Randolph

Last year, UNC Greensboro hired a full-time academic advisor for community college and transfer students. This advisor works with community college advisors and students majoring in subjects leading to teacher licensure, works to improve relations with community colleges, and works to provide seamless transfer into teacher preparation programs. UNCG accepts AAS degrees in early childhood education from community colleges for the elementary and B-K degrees. These students can use the AAS degree as transfer hours toward the elementary and B-K degrees.

UNCP has formal agreements with the following community colleges:

- Richmond (2+2 Elementary Education & BK articulation agreement)
- Robeson (BK articulation agreement)
- Fayetteville Tech (BK articulation agreement)
- Sandhills (host site for our Reading degree program, Elementary Education, and MSA degree program)
- NOTE: They have on-site program coordinators at Richmond and Sandhills.

Informally, UNC-P also offers courses of a varying nature on each campus (e.g. BK, lateral entry, licensure only, etc.). They have offered courses at Bladen County Community College, Sandhills Community College, and Southeastern Community College.

UNC Wilmington has partnerships with three community colleges working on 2+2 programs: Coastal, Brunswick and Southeastern. We have undergraduate and graduate programs, as well as advisors, at Coastal. In the spring, they will be adding advisors at Brunswick and Southeastern spring semester for the first time. UNC-W has been collaborating with area school systems and the community colleges to plan the best route for these two new additions. They also have articulation agreements with Asheville-Buncombe, Bladen, Brunswick, Cape Fear, Carteret, Coastal, Craven, Fayetteville, Lenoir, Sampson, Southeastern, Sprunt, and Wayne.

In the fall of 2004, Western Carolina University's College of Education and Allied Professions unveiled *Western Connections* as a way to formalize and consolidate its partnership initiatives with its region's community colleges. *Western Connections* has two components: C.A.T.S. (Carolina Alliance for Transfer Students) and Distance Education.



### C.A.T.S. (Carolina Alliance for Transfer Students)

In collaboration with 13 community colleges in western North Carolina, WCU has established the Carolina Alliance for Transfer Students (C.A.T.S.) to enhance educational opportunities in North Carolina. Partnering with WCU in the C.A.T.S. program are Asheville-Buncombe Technical Community College, Blue Ridge Community College, Caldwell Community College, Catawba Valley Community College, Gaston College, Haywood Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Southwestern Community College, Stanly Community College, Tri-County Community College, and Western Piedmont Community College.

The program initiatives include:

- 1) Articulation agreements that provide a seamless transfer of credit from North Carolina community college associate degree programs toward completion of a bachelor's degree in a timely manner.
- 2) Distance-learning partnerships that increase access to certificate and degree programs for place-bound residents.
- 3) Collaborative professional development activities for faculty and staff.

Western has developed articulation agreements with community colleges in the region, providing a seamless transition to Western for students completing an associate degree. Agreements have been finalized or are in progress that articulate Western's programs in Birth-Kindergarten (licensure), Elementary Education, Middle Grades Education, and Special Education.

WCU accepts EDU 116 from area community colleges as a substitute for EDCI 231 (Historical, Social and Philosophical Foundations of Education), which often saves transfer students from an additional semester of work at the university. Further, WCU collaborates with regional community college instructors in developing the syllabus for EDU 116 to ensure its alignment with the WCU conceptual framework and eases the transition into Western's Teacher Education program. In addition, WCU offers EDCI 231 online.

WCU also accepts EDU 221 as a substitute for SPED 335 (Teaching Exceptional Children), a required course for all teacher education majors.

Western Carolina University is also pursuing opportunities to partner with the North Carolina Community College system to provide distance education programs to community colleges so that place-bound students can earn a four-year degree and a teaching license without having to travel to Western's campus.

WCU currently has distance education programs at regional community colleges in the following teaching areas:

|                                                |                                          |
|------------------------------------------------|------------------------------------------|
| Asheville-Buncombe Technical Community College | B. S. Birth-Kindergarten                 |
| Blue Ridge Community College                   | B. S. Birth-Kindergarten                 |
| Blue Ridge Community College                   | B. S. Ed. Elementary Education           |
| Blue Ridge Community College                   | B. S. Ed. Special Education              |
| Caldwell Community College                     | B. S. Birth-Kindergarten                 |
| Catawba Valley Community College               | B. S. Birth-Kindergarten                 |
| Cleveland County Community College             | B. S. Birth-Kindergarten (January, 2006) |
| Gaston Community College                       | B. S. Birth-Kindergarten                 |
| Haywood Community College                      | B. S. Birth-Kindergarten                 |
| Isothermal Community College                   | B. S. Ed. Elementary Education           |
| Isothermal Community College                   | B. S. Ed. Special Education              |
| Mayland Community College                      | B. S. Birth-Kindergarten                 |

Tri-County Community College  
Tri-County Community College  
Western Piedmont Community College

B. S. Ed. Elementary Education  
B. S. Birth-Kindergarten  
B. S. Birth-Kindergarten

#### Support Activities

- Students in distance education teacher education programs are provided a face-to-face on-site orientation at the community college site to which the distance-education program is delivered.
- A Western Teacher Education Transfer Guide was developed. It is a full-color brochure explaining requirements and processes for transferring to teacher education at Western and lists participating community colleges and Western contact information.
- Faculty at Western travel to community colleges to conduct on-site interviews or to partner with community college faculty to interview candidates for teacher education at Western, a requirement for admission.
- A person from the local community in which the program is being delivered is hired on a part-time basis to act as a recruiter, advisor, and resources person for teacher education students. To support distance education cohorts at Blue Ridge Community College, an on-site WCU Program Coordinator and an on-site WCU Program Advisor are employed. To support distance education at Tri-County Community College, an on-site WCU Program Coordinator is employed.
- PLATO access points are provided to each community college for on-site online support for students preparing for Praxis I.
- Meetings of the WCU/Community College Faculty Partnership bring together faculty in similar disciplines to identify ways to more seamlessly link community college curricula with Western's. In the Spring Semester 2003, Western hosted a luncheon meeting of community college administrators and faculty to discuss teacher education programs and transfer strategies.
- Both distance education students and the directors of early childhood education programs serve on the WCU Birth-Kindergarten Advisory Council.
- Western faculty members visit community colleges in the region to speak to classes, advise teacher education students, and collaborate with faculty regarding teacher education programs.

The Office of Continuing Education and Summer School maintains two web sites. The main home page for CESS provides potential teacher education students information on each of the distance learning programs. The requirements for admissions, the courses and other program information are available on the home page of the website. Students may complete the request for information form and an application packet will be sent. The <http://online.wcu.edu> web site provides information to students currently enrolled in a distance-learning program. The web site covers administrative basics, program information, orientation materials, student services, library services, technical support, instructional support and other information as needed by students. Since our adult learners may need services after the typical 8-5 p.m. work hours, we maintain this site to assist students in gathering answers to general questions.

WSSU has a Birth through Kindergarten Education program at Surry Community College and they have a partnership with Forsyth Tech to provide seamless articulation for all of our education programs.

## **PART II. NEW INITIATIVE IN ONLINE 2 + 2 ARTICULATION**

The staffs of the community colleges and General Administration of UNC began developing online 2+2 articulated programs in the fall of 2004. The results of that process are four degree programs in which a student can do the first two years online from a community college and the next two online from an UNC institution. Those four programs are Communication, Business, Criminal Justice, and Liberal Arts. Based on this experience, the next project is to articulate several teacher education programs online. The plan is to do all those identified as high need areas by the Department of Public Instruction, Science Education, Math Education, Middle Grades, and Special Education, as well as Birth to Kindergarten, Biology Education, and Elementary Education. Funds provided by the General Assembly will be used to develop these online teacher education programs and support the infrastructure for their delivery.

Development has begun for Birth to Kindergarten (ECU, UNCP), Elementary Education (ECU, NCA&T), and Special Education (ECU). Math and Science Education and Middle Grades Math and Science Concentrations will be developed next.

With the developing of these programs online they can serve traditional students but can also serve career changers, lateral entry teachers, or others who may need only a few courses to qualify for teacher certification. Anyone anywhere in the state with appropriate computer access could take these courses. The development of these programs online is part of a larger plan to increase the number of teachers produced in North Carolina, especially in high need areas.