



MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs

January 20, 2021 at 9:45 a.m.
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

AGENDA

- A-1. Approval of the OPEN and CLOSED Minutes of November 18, 2020 Anna Nelson
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. UNC System Academic Program Approval Process Kimberly van Noort
- A-4. UNC System Academic Program Actions David English
 - a. Degree Program Establishments
 - b. Degree Program Discontinuations and Consolidations
 - c. Degree Program Delegated Actions
- A-5. Designing Effective Online Courses James Ptaszynski
- A-6. Licensure Program Approvals Daniel Harrison
- A-7. North Carolina Teaching Fellows Program Annual Report Sara Ulm
- A-8. Adjourn



OPEN DRAFT MINUTES

November 18, 2020 at 11:15 a.m.
Via Videoconference and UNC-TV Live Stream
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. Participants joined by videoconference unless noted. The following committee members were present, constituting a quorum: Steven B. Long, (in-person), Jimmy D. Clark, Thomas C. Goolsby, Anna Spangler Nelson, and Isaiah Green. Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly Timothy Ives joined.

Staff members participating included Kimberly van Noort, (in-person) and David English (in-person) from the UNC System Office.

OPEN SESSION

1. Call to Order and Approval of OPEN Session Minutes (Item A-1)

Chair Sloan called the meeting to order at 11:25 a.m., on Wednesday, November 18, 2020.

Chair Sloan reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. He asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time. Under the new amendments to the Open Meetings Act, all votes will be taken via roll call.

Chair Sloan requested confirmation from Governor Goolsby on his recorded absent votes on items A-5 Comprehensive Articulation Agreement Annual Report and A-7 Outcomes of North Carolina Medical Schools Graduates. Governor Goolsby confirmed “yes” votes. Chair called for a motion to approve the amended open minutes of October 21, 2020.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the amended open minutes of October 21, 2020.

Motion: Thomas C. Goolsby

Motion carried

Roll Call Vote	
Clark	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

2. Academic Affairs Update (Item A-2)

An update was provided from the Academic Affairs division on the UNC System’s continued response to the COVID-19 pandemic. Enrollment details follow in next item.

3. UNC System Enrollment and Student Success Metrics (Item A-3)

The committee heard an update on enrollment and student success metrics. The UNC System has seen record enrollment at a time when many other colleges, universities, and systems have seen declines. One implication of the strong enrollment position enjoyed by the UNC System is an increase in the number of non-resident undergraduate students at our institutions. Three institutions have exceeded the 18percent cap on non-resident students for two consecutive years; Elizabeth City State University, North Carolina A&T State University, and North Carolina Central University. Two of these institutions, N.C. A&T and ECSU, have operated Board-approved pilot programs in previous years.

Chair called for a motion to recommend to the full board that it suspend the assessment of any penalties under Section 700.3.1 of the UNC Policy Manual until the Board takes further action regarding the enrollment of non-resident undergraduate students.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs recommend to the full board that it suspend the assessment of any penalties under Section 700.3.1 of the UNC Policy Manual until the board takes further action regarding the enrollment of non-resident undergraduate students.

Motion: Anna Spangler Nelson

Motion carried

4. UNC System Academic Program Actions (Item A-4)

North Carolina State University requested the discontinuation and consolidation of the following degree program:

— North Carolina State University – BS in Turfgrass Science – (CIP 01.0607)

North Carolina State University requested the discontinuation of the following degree program:

— North Carolina State University – BLA in Landscape Architecture – (CIP 04.0601)

Chair Sloan called for a motion to approve the discontinuations and consolidation of the degree programs at North Carolina State University.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requested discontinuations and consolidations of the degree programs at North Carolina State University and for submission to the full board through the consent agenda.

Motion: Anna Spangler Nelson

Motion carried

Roll Call Vote	
Clark	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*, includes academic program actions that are delegated to staff at the UNC System Office. The report presented provided information on the academic program actions taken by UNC System Office staff since the last meeting of the Board of Governors.

5. UNC System Peer Study Vote (Item A-5)

The Board of Governors is responsible for making final determination on the list of peer institutions for each of the 16 constituent universities. These lists are updated periodically, with the two most recent revisions being made in 2011 and 2006. Revised peer lists have been developed and are proposed to remain in force through 2025. A multi-stage collaborative process was used to identify and evaluate potential peers for each university including a self-designated working group within each institution and the UNC System Office.

Chair Sloan called for a motion to approve the **2020 UNC Peer Study** and for submission to the full board for a vote.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the 2020 UNC Peer Study and submission to the full Board of Governors for a vote.

Motion: Steven B. Long

Motion carried

Roll Call Vote	
Clark	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

6. Proposed Revisions to Section 400.1.6 of the UNC Policy Manual (Item A-6)

Section 400.1.6 of the UNC Policy Manual, *The University of North Carolina Academic Calendar*, was first adopted by the Board in 1996. Revisions proposed will align the UNC System academic calendar and credit hour regulations with those promulgated by accrediting agencies and the US Department of Education. A second requirement that individual institutions submit to the president each year a copy of their academic calendars will be deleted.

Chair called for a motion to approve the revisions to Section 400.1.6 of the UNC Policy Manual and for submission to the full board through the consent agenda at the next meeting (December).

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the revisions to Section 400.1.6 of the UNC Policy Manual and for submission to the full Board of Governors through the consent agenda at the next meeting.

Motion: Anna Spangler Nelson

Motion carried

Clark	Yes
Goolsby	Yes
Long	Yes
Nelson	Yes
Sloan	Yes

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs move into closed session pursuant to G.S. 143-318.11(a)(2).

Motion: Thomas C. Goolsby

Motion carried

THE MEETING MOVED INTO CLOSED SESSION

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs return to open session.

Motion: Anna Spangler Nelson

Motion carried

THE MEETING RESUMED IN OPEN SESSION

There being no further business, the meeting adjourned at 12:48 p.m.

Steven B. Long, Secretary



AGENDA ITEM

A-2. Academic Affairs Update..... Kimberly van Noort

Situation: The committee will hear an update on recent activities involving academic affairs.

Background: The University of North Carolina System's Division of Academic Affairs complements the University's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also provides assistance for student affairs and other access and outreach activities.

Assessment: Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions.

Action: This item is for information only.



AGENDA ITEM

A-3. UNC System Academic Program Approval Process..... Kimberly van Noort

Situation: Section 400.1.1 of the UNC Policy Manual, *Policy on Academic Program Planning*, determines the standards for academic program planning. The president of the University of the North Carolina System adopts regulations for implementation in Section 400.1.1[R]. The policy defines 12 areas of review that must be considered, including program duplication, institutional mission, state need, employment outcomes, and institutional resources. The review process varies by degree level (baccalaureate, master's, doctoral), and includes internal reviews, external reviews, and UNC System Office review, prior to consideration by the UNC Board of Governors.

Background: In June 2020, then Interim President Roper issued a pause on the submission of new academic programs establishments. This was done to allow for a review of the approval process, and to ensure that institutions had the opportunity to review their current and proposed academic program portfolio. The pause was necessary given the ongoing impacts of the COVID-19 pandemic. Following the arrival of President Hans, a robust review of the academic program approval process was initiated.

Academic and curricular content was robust and consistent across institutions, the UNC System Office found. However, the examination also revealed variability in expectations and quality of financial planning and enrollment projections at each of the campuses. As such, revisions were made to the approval process to ensure that there is consistent rigor in financial and enrollment expectations.

Assessment: The revisions to the academic program approval process are consistent with the expectations outlined in Sections 400.1.1 and 400.1.1[R] of the UNC Policy Manual. It is anticipated that the revisions will help ensure that institutions develop academic program proposals clearly aligned with their strategic objectives and those of the UNC System. The revisions will also help to ensure a high level of rigor and consistency.

Action: This item is for discussion only.



AGENDA ITEM

A-4. UNC System Academic Program Actions..... David English

Situation: Section 400.1.1[R] of the UNC Policy Manual, Regulation for Academic Program Planning and Evaluation, defines the academic program actions that require Board approval, and those that are delegated to staff at the UNC System Office. This report presents those program actions that require Board approval, and provides a listing of the academic program actions taken by UNC System Office staff since the last meeting of the Board.

Program Establishment (Vote Required)

East Carolina University requests establishment of the Master of Science in Planning and Development (MS, CIP 04.0301).

North Carolina A&T State University requests establishment of the Doctor of Philosophy in Agriculture and Environmental Sciences (PhD, CIP 01.0000).

Program Discontinuation and Consolidation (Vote Required)

The University of North Carolina at Greensboro requests discontinuation of the Specialist in Education in Educational Leadership (EdS, CIP 13.0401).

Background: Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation to the Board of Governors. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of specialty codes are delegated to UNC System Office staff.

Assessment: Approval of the requested program actions is recommended.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

**Request for Authorization to Establish
Master of Science (MS) in Planning and Development
CIP 04.0301
East Carolina University**

I. Program Highlights

- East Carolina University (ECU) proposes the establishment of a Master of Science (MS) in Planning and Development, with concentrations in coastal and environmental planning, rural and regional planning, and urban and community planning. These are strong areas of emphasis for ECU in their existing Bachelor of Science degree in community and regional planning.
- This program will allow ECU to advance its emphasis on ecological sustainability in coastal communities specifically, and in the eastern region of North Carolina more broadly.
- The degree program will be fully online with five course courses, two core courses, and three electives constituting the 30 credit hours required for the MS.
- This would be only the third fully online master's program in the field nationally (after the University of Florida and the University of Washington), and is focused on North Carolina's unique characteristics and job market needs.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are two master's degrees with the 04.0301 CIP in NC, located at the University of North Carolina at Charlotte and the University of North Carolina at Chapel Hill. Neither program offers an online MS in Planning and Development.
2. **Relation to Campus Distinctiveness and Mission.** The proposed MS in Planning and Development would directly support ECU's mission to use innovative learning strategies and delivery methods to maximize access; to prepare students with the knowledge, skills, and values to succeed in society; to develop tomorrow's leaders to serve and inspire positive change; and to support a thriving future for eastern North Carolina and beyond.
3. **Student Demand.** There are two master's degrees with the 04.0301 CIP in NC. Those degrees are located at UNC Charlotte and UNC-Chapel Hill. The UNC-Chapel Hill program is incredibly competitive and is ranked fifth in the nation, while the UNC Charlotte program has a well-known and distinctive focus on urban planning. As such, there is little concern about competition in student enrollment. As the first fully online program in NC and only the third nationally, it is well-positioned to be competitive in the market.

- 4. Potential for Unnecessary Duplication.** This would be the first online MS in Planning and Development in NC and would be distinct in focus from the two existing programs at UNC Charlotte and UNC-Chapel Hill. The UNC Charlotte program is focused on Urban Design, and UNC-Chapel Hill has longstanding strengths in economic development, housing and community development, land use and environmental planning, and transportation planning. The proposed degree at ECU would fill a gap by adding specialties in coastal, rural, and community planning.
- 5. Employment Opportunities for Graduates.** The American Planning Association's 2018 national salary survey found that 70 percent of planners hold a master's degree, which is the typical entry-level education credential. North Carolina employment projections indicate the growth rate of urban and regional planners between 2017-2026 as being "faster than average." The annual growth rate is 1.4 percent. The Bureau of Labor Statistics (BLS) indicated in its May 2019 analysis that North Carolina had the fifth-largest number of individuals employed in the field of urban and regional planning nationally, with an annual mean wage of \$66,060.
- 6. Faculty Quality and Number.** The proposed MS in Planning and Development will leverage the resources and expertise currently in place at ECU, including eight current tenured/tenure-track faculty in the Department of Geography, Planning, and Environment. The existing faculty bring established experience and reputation in the areas of teaching, research, and public service to the proposed program. The MS program, however, will require the addition of two tenure-track faculty members to support the expansion of course offerings at the graduate level and net new enrollment.
- 7. Availability of Campus Resources (library, space, etc.)** The ECU Joyner Library has adequate library holdings to support the instructional and research needs for the proposed MS in Planning and Development. ECU libraries are committed to providing distance learning students and faculty with the same quality research materials and services as those offered on campus. The Joyner Library provides access to over roughly 875,000 e-books, 110,000 electronic journals, 70,000 pieces of electronic media, access to over 450 individual databases, and numerous other primary and secondary research sources.
- 8. Relevant Lower-level and Cognate Programs.** ECU currently offers a robust and successful Bachelor of Science degree in community and regional planning. This will help support the program. The proposed program will also complement existing graduate programs at ECU (e.g., Master of Public Administration, MS in Sustainable Tourism and Hospitality, MS in Environmental Health, Ph.D. in Integrated Coastal Sciences). The new degree will also open collaborative opportunities with ECU undergraduate programs such as the BS in Public Health Studies, the Rural Prosperity Initiatives, the Rural Health Disparities Lab, and the Center for Natural Hazards Research.

9. Impact on Access and Affordability. As the first fully online program offered in this discipline in North Carolina, access is expected to increase, particularly for students located in rural areas or for those unable to relocate for full-time graduate enrollment.

No tuition differential or special program fee will be sought to support the proposed program. Tuition and fees at the fall 2020 and spring 2021 per credit hour distance education rates are as follows:

Per Credit Hour Distance Education Graduate Tuition and Fees per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	232.79	877.35
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	16.47	16.57
Special Fees	--	--
Application Fee	75.00	75.00

10. Expected Quality. ECU will build upon the outstanding programs already offered at the institution in related areas. The proposed MS has been designed with purposeful concentrations that allow a student to develop outstanding skills in the field. Following establishment, ECU plans to pursue professional accreditation from the Planning Accreditation Board (PAB), and will observe and adhere to the high standards outline by the organization. ECU has also demonstrated excellence in the development and delivery of online programs, with all faculty teaching online courses required to complete comprehensive training modules and undergo a peer review at least once every three years. ECU Academic Technologies supports faculty, staff, and students by using online learning platforms and developing online course material, multimedia tools, and robust web applications. ECU is committed to providing quality, accessible online education. The university is constantly working to improve accessibility and compliance programs.

11. Feasibility of Collaborative Program. As this program represents the first fully online MS in Planning and Development in NC, it is distinct in structure and delivery from the two existing programs in the UNC System. The program will involve collaboration between colleagues regarding potential colloquia speakers and session. Students will also be encouraged to explore the opportunity for enrolling in courses at other UNC institutions not offered at ECU.

12. Other Considerations. None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by ECU's faculty, department, university curriculum committees, the provost, and the chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made. ECU also received feedback and comments from other UNC institutions through the external feedback process and incorporated those perspectives into their proposal.

IV. Recommendation

It is recommended that the Board of Governors approve East Carolina University's request to establish the Master of Science in Planning and Development (CIP 04.0301) to enroll students starting fall 2021.

**Request for Authorization to Establish
Doctor of Philosophy (Ph.D.) in Agriculture and Environmental Sciences
CIP 01.0000
North Carolina A&T State University**

I. Program Highlights

- North Carolina A&T State University (N.C. A&T) proposes the establishment of a Doctor of Philosophy (Ph.D.) in Agriculture and Environment Sciences
- The proposed Ph.D. program supports an integrated perspective, cutting across academic units in order to provide students with an interdisciplinary approach to research and graduate education.
- The primary goal of the program is to provide high-quality graduate education and training in agricultural sciences emphasizing an interdisciplinary approach. Graduates are needed to: 1) Understand the nature and structure of global food systems and develop solutions for the grand challenges facing the industry; 2) apply an interdisciplinary approach to assess new technologies and policies; and 3) engage in policy development to address global and rural food security.
- The degree will be delivered in a face-to-face format. The program will target recent graduates as well as those who are working in research-oriented positions in industry and government. The program is an integrated and interdisciplinary degree between four departments requiring a minimum of 65 credits.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing doctoral programs under the CIP of 01.0000-Agriculture, General in the UNC System.
2. **Relation to Campus Distinctiveness and Mission.** The proposed Ph.D. program in Agriculture and Environmental Sciences will allow students to generate new discoveries through research related to food and agricultural and environmental systems that will be disseminated in the classroom, publications, presentations and other forms of outreach. N.C. A&T is a research and land-grant university, and this program is directly tied to its historical mission and future strategic priorities. The proposed Ph.D. program is aligned with the mission of the University in providing advanced learning opportunities for students in the food, agricultural, and environmental sciences. As a land-grant institution with a strong history of research and outreach through Cooperative Extension, N.C. A&T is committed to translating the discovery of new scientific innovations to practical use by individuals and communities.
3. **Student Demand.** N.C. A&T anticipates that the program will attract students with master's degrees from international universities, from predominantly white universities,

and from other historically black colleges and universities. Additionally, the program will attract working professionals in research, industry, and government positions who wish to enhance their credentials. Because this is a new doctoral program, students who are currently matriculating in existing N.C. A&T master's programs in agricultural sciences and food and nutritional sciences will be candidates for the program. Students in biology and chemistry will be eligible as well. N.C. A&T's graduate programs are very diverse in ethnic and racial makeup, and it is anticipated that this level of diversity will be reflected in the doctoral program.

4. **Potential for Unnecessary Duplication.** Only one university in the state system offers doctoral programs in agriculture and related areas: North Carolina State University (NC State). NC State offers doctoral degrees in animal science, food science, soil science, crop science, nutrition, entomology and agriculture education. However, no school within the state offers a doctoral program with an integrated approach to agricultural sciences in the form of the proposed interdisciplinary Ph.D. program.
5. **Employment Opportunities for Graduates.** Agriculture is America's and North Carolina's largest economic enterprise and employer. Given the aforementioned factors, the proposed graduate program in Agriculture and Environmental Sciences is greatly needed in order to produce individuals equipped with the knowledge, skills, and dispositions needed by professionals to address the complex issues facing the 21st Century Global Agricultural Industry.
6. **Faculty Quality and Number.** The proposed Ph.D. program is interdisciplinary in nature and leverages the faculty expertise present in four departments in the College of Agriculture and Environmental Sciences (Animal Sciences, Family and Consumer Sciences, Natural Resources and Environmental Design, and Agribusiness, Applied Economics and Agriscience Education). Over 30 faculty members will provide leadership and scholarly support to the development of the program. To support the delivery of the additional coursework and the supervision and advisement of doctoral students, three faculty positions will be added over the second and third year of the program's existence.
7. **Availability of Campus Resources (library, space, etc.)** The F.D. Bluford Library has expertise and resources needed to support the proposed program. Overall, the library strives to assemble a collection that supports a doctoral research institution with distinction in STEM and the particular research needs of its clientele. As such, electronic and print resources pertaining to Agriculture and Environmental Science disciplines are collected at the Instructional Support Level. Because the programs in agriculture are research intensive, support is needed for laboratories in which the faculty and doctoral students will be conducting research. The program will require coordination which will be shared by all departments with support and assistance from the dean's office. It is anticipated that external funding will increase over time, based on the availability of increased grant opportunities for programs with doctoral students.

- 8. Relevant Lower-level and Cognate Programs.** The college offers three master’s degree programs that will serve as feeder programs for the proposed Ph.D. program. The master’s degree programs are Agricultural Education, Food and Nutritional Science, and Agricultural and Environmental Systems (Concentrations: Agribusiness and Food Industry Management, Natural Resources and Environmental Systems, and Integrated Animal Health). The proposed Ph.D. program will provide opportunities for master’s students in in food, nutritional, and agricultural sciences to matriculate directly into a terminal degree program and enhance their expertise.
- 9. Impact on Access and Affordability.** According to a recent article in The Journal of Blacks in Higher Education, African Americans represented less than six percent of graduate students receiving degrees in 2016 in the arts and humanities, biological and agricultural sciences, engineering, and physical sciences (Examining the data on black enrollments in U.S. graduate schools, 2017). More opportunities for African Americans to earn doctoral degrees in agricultural sciences are needed in order to address this disparity and emerging challenges in food and agriculture. The proposed Ph.D. in Agriculture and Environmental Sciences will contribute to an overall increase in the number of doctoral degrees in agricultural sciences held by African Americans. It will also provide doctoral pathways for students enrolled in existing master’s degree programs in the College of Agriculture and Environmental Sciences. Doctoral training of African Americans and other minority students will help address the severe shortage of minority faculty and researchers in the areas of food and agricultural sciences. This gap has been highlighted by the United States Department of Agriculture and other organizations as being a major threat to the competitiveness of the nation’s food and agricultural sectors.

A tuition differential is requested to support program growth and expansion and required laboratory costs associated with doctoral-level research. For students enrolled in 1-2 credit hours the proposed differential is \$500; for students enrolled in 3-5 credit hours \$1,000; for students enrolled in 6-8 credits \$1,500; and for students registered for 9 or more credit hours a differential of \$2,000.

Full-Time 2020-21 Graduate Tuition and Fees per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	2,372.50	8,772.50
Tuition Differential	2,000.00	2,000.00
Mandatory Fees (Athletics, Student Activities, Health Services, Education & Technology, Campus Security, Debt Service, ASG)	1,505.41	1,505.41
Special Fees	--	--
Application Fee	60.00	60.00

10. Expected Quality. N.C. A&T is recognized as a leading research institution in the field of agricultural sciences. That expertise will support the anticipated high-quality interdisciplinary program. The broad base of the proposed Ph.D. program will ensure that students are exposed to the wider nexus of food, agriculture, environmental sciences, and health through common courses and peer-interaction/learning. The degree concentrations or specializations will then allow students to tailor their knowledge and research skills in a chosen concentration through specialized study. Hence, this Ph.D. offers a unique opportunity for N.C. A&T to consolidate its classification status as a high research doctoral institution and a player in transdisciplinary training and research.

11. Feasibility of Collaborative Program. The proposed interdisciplinary doctoral program will facilitate greater collaboration among the departmental units within the college as well as with NC State's College of Agriculture and Life Sciences (CALS). We anticipate collaborations with NC State to include faculty service on doctoral committees and student enrollment in courses as needed. As the two land-grant institutions in the state with programs of agriculture and Cooperative Extension services, there is an inherent collaborative relationship between N.C. A&T and NC State across the three mission areas. Faculty at NC State serve as collaborators, PIs and/or Co-PIs on research projects with faculty at N.C. A&T. It is anticipated that these relationships will be strengthened by the proposed doctoral program, given the longer time span for completion of the Ph.D. degree and opportunities for students to be co-advised and hosted in research labs and research stations at both institutions.

12. Other Considerations. None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by N.C. A&T's faculty, department, university curriculum committees, the provost, and the chancellor. Approval and support were provided at all levels.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, N.C. A&T provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made. N.C. A&T also received feedback and comments from other constituent institutions as well as from scholars from institutions outside the state through the external feedback process and incorporated those perspectives into their proposal.

IV. Recommendation

It is recommended that the Board of Governors approve North Carolina A&T State University's request to establish the Doctor of Philosophy in Agriculture and Environmental Sciences (CIP 01.0000) to enroll students starting fall 2022.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs**

**The University of North Carolina at Greensboro – EdS in Educational Leadership – (CIP
13.0401)**

Overview: The Specialist in Education (EdS) in Educational Leadership (13.0401) at the University of North Carolina at Greensboro will be discontinued effective fall 2021. The request to discontinue the degree program was approved by the head of the program, institutional curriculum committees, the provost, and chancellor.

The program is being discontinued due to a lack of student demand. The EdS is an intermediate degree that sits between the master's and the doctorate and has seen a reduction in interest in recent years. UNC Greensboro also offers an EdD in Educational Leadership that continues to demonstrate strong enrollment. In the fall 2020 application cycle, only two students applied to the EdS program while 16 applied to the EdD.

There is one student currently enrolled in the program who will graduate in the spring of 2021. No faculty or staff members will be reassigned due to the discontinuation of the program, as many of the courses will still be offered under the existing EdD program.

Recommendation: It is recommended that the Board of Governors approve the University of North Carolina at Greensboro's request to discontinue the Specialist in Education in Educational Leadership (CIP 13.0401) effective fall 2021.

UNC System: Delegated Academic Program Actions

Mode of Delivery Changes

	Institution	Degree	Program Title	CIP	Mode	Date
1.	ASU	BS	Middle Grades Education	15.1501	Online	12/04/2020
2.	NCCU	BS	Kinesiology	31.0505	Online	11/25/2020
3.	UNCC	BA	Elementary Education	13.1202	Online	11/25/2020

Off-Site Instruction Changes

None

CIP, Degree, and Title Changes

	Order	Institution	Degree	Program Title	CIP	Date
1.	Old	NCSU	MBA	Master of Business Administration	52.0201	11/23/2020
1.	New	NCSU	MBA	Master of Business Administration	52.1301	

	Order	Institution	Degree	Program Title	CIP	Date
2.	Old	NCSU	MLA	Master of Landscape Architecture	04.0601	11/23/2020
2.	New	NCSU	MLA	Master of Landscape Architecture	03.0103	

Specialty Code Changes

	Institution	Degree	Program Title	CIP	Date
1.	FSU	BA	Spanish Teaching	13.1330	11/19/2020
2.	FSU	BA	English, Language and Literature	23.0101	11/25/2020
3.	FSU	BA	General Music	50.0901	11/25/2020
4.	FSU	BS	Mathematics	27.0101	11/25/2020
5.	FSU	MAT	Master of Arts in Teaching	13.1299	11/30/2020
6.	FSU	MED	Master of Education	13.1299	11/30/2020
7.	NCA&T	BS	Agricultural Education	13.1301	11/24/2020
8.	NCA&T	BA	History	54.0101	11/24/2020

9.	NCA&T	MAT	Master of Arts in Teaching	13.1299	11/24/2020
10.	NCA&T	BS	Mathematics	27.0101	11/24/2020
11.	UNCA	BA	Anthropology	45.0201	11/17/2020
12.	UNCA	BA	Economics	45.0601	11/17/2020
13.	UNCA	BA	History	54.0101	11/17/2020
14.	UNCA	BA	Languages and Literatures	15.0101	11/17/2020
15.	UNCA	BA	Mathematics	27.0101	11/17/2020
16.	UNCA	BS	Physics	40.0801	11/17/2020
17.	UNCA	BA	Political Science	45.1001	11/17/2020
18.	UNCA	BA	Classics	16.1200	11/18/2020
19.	UNCA	BA	Sociology	45.1101	11/18/2020
20.	UNC-CH	BA	Biology	26.0101	11/25/2020
21.	UNC-CH	BS	Biology	26.0101	11/25/2020
22.	UNC-CH	BA	Chemistry	40.0501	11/25/2020
23.	UNC-CH	BS	Chemistry	40.0501	11/25/2020
24.	UNC-CH	BA	Geological Sciences	40.0601	11/25/2020
25.	UNC-CH	BS	Geological Sciences	40.0601	11/25/2020
26.	UNC-CH	MED	Masters for Experienced Teachers	13.0101	11/25/2020
27.	UNC-CH	BA	Physics	40.0801	11/25/2020
28.	UNC-CH	BS	Physics	40.0801	11/25/2020
29.	UNC-CH	BA	Mathematics	27.0101	11/30/2020
30.	UNC-CH	BS	Mathematics	27.0101	11/30/2020
31.	UNC-CH	MAT	Teaching	13.1299	11/30/2020
32.	UNCG	BA	Anthropology	45.0201	11/30/2020
33.	UNCG	BA	Biology	26.0101	11/30/2020
34.	UNCG	MED	Birth through Kindergarten Interdisciplinary Studies in Education and Development	13.1210	11/30/2020
35.	UNCG	BS	Birth through Kindergarten Teacher Education	13.1210	12/01/2020
36.	UNCG	BA	Chemistry	40.0501	12/01/2020
37.	UNCG	BA	Geography, Secondary Education	13.1317	12/01/2020
38.	UNCG	BA	History, Secondary Education	13.1318	12/01/2020
39.	UNCG	BS	Human Development and Family Studies	19.0701	12/01/2020
40.	UNCG	BA	Languages, Literatures, and Cultures	16.0101	12/01/2020
41.	UNCG	MLIS	Library and Information Sciences	25.0101	12/01/2020
42.	UNCG	MAT	Master of Arts in Teaching	13.1299	12/01/2020
43.	UNCG	BA	Mathematics	27.0101	12/01/2020
44.	UNCG	BA	Political Science, Secondary Education	13.1317	12/01/2020
45.	UNCG	BA	Psychology, Secondary Education	13.1317	12/01/2020
46.	UNCG	BA	Sociology, Secondary Education	13.1317	12/01/2020
47.	UNCG	BS	Special Education: General Curriculum	13.1001	12/01/2020
48.	UNCG	MED	Special Education: General Curriculum	13.1001	12/01/2020
49.	UNCG	MED	Teacher Education	13.0301	12/01/2020

50.	UNCP	BA	Art	50.0702	12/01/2020
51.	UNCP	MA	Art Education	13.1302	12/01/2020
52.	UNCP	BS	Birth-Kindergarten Education	13.1209	12/01/2020
53.	UNCP	BA	English	23.0101	12/01/2020
54.	UNCP	MA	English Education	13.1305	12/01/2020
55.	UNCP	BA	History	54.0101	12/01/2020
56.	UNCP	MAT	Master of Arts in Teaching	13.1299	12/01/2020
57.	UNCP	MSW	Master of Social Work	44.0701	12/01/2020
58.	UNCP	MA	Mathematics Education	13.1311	12/01/2020
59.	UNCP	MAED	Middle Grades Education (6-9)	13.1203	12/01/2020
60.	UNCP	BM	Music Education	13.1312	12/01/2020
61.	UNCP	MA	Physical Education	13.1314	12/01/2020
62.	UNCP	BS	Physical Education (K-12)	13.1314	12/01/2020
63.	UNCP	MAED	Professional School Counseling	13.1101	12/01/2020
64.	UNCP	MAED	Reading Education	13.1315	12/01/2020
65.	UNCP	BS	Science Education	13.1316	12/01/2020
66.	UNCP	MA	Science Education	13.1316	12/01/2020
67.	UNCP	MA	Social Studies Education	13.1318	12/01/2020
68.	UNCP	BSW	Social Work	44.0701	12/01/2020
69.	UNCP	BA	Spanish	16.0905	12/01/2020
70.	UNCP	BS	Special Education	13.1001	12/01/2020
71.	UNCP	BS	Mathematics	27.0101	12/01/2020
72.	UNCP	MSA	School Administration	13.0409	12/01/2020
73.	UNCW	BS	Biology	26.0101	12/01/2020
74.	UNCW	BA	French	16.0901	12/01/2020
75.	UNCW	BS	Mathematics	27.0101	12/01/2020
76.	UNCW	BA	Spanish	16.0905	12/01/2020
77.	UNCW	BS	Marine Biology	26.1302	12/01/2020
78.	UNCW	BA	Mathematics	27.0101	12/01/2020



AGENDA ITEM

A-5. Designing Effective Online Courses..... James Ptaszynski

Situation: In this session, the committee will hear a presentation that summarizes programming developed by the UNC System Office to assist faculty in developing effective hybrid and online courses.

Background: In March 2020, UNC System faculty moved over 50,000 courses online in a matter of weeks. House Bill 1043 appropriated funds to the UNC System to assist with student success initiatives in response to the COVID-19 pandemic. Thanks to this generous funding, and in collaboration with institutions' faculty development and digital learning centers, the Academic Affairs Faculty Fellows and staff from the Digital Learning area developed a robust online workshop to assist faculty in building effective online courses.

Assessment: This online professional development program has successfully aided faculty in the transition to online teaching. The workshop, *Designing Effective Online Courses*, has reached almost 2,500 faculty and staff at all 17 institutions and has impacted close to one million student credit hours.

Action: This item is for information only.

The University of North Carolina System

EXECUTIVE SUMMARY: Designing Effective Online Courses

The Designing Effective Online Courses workshop was built to provide University of North Carolina System faculty with information, tools, and experiences that help them to be more successful—and more comfortable—making the transition to teaching online due to the pandemic. Because faculty time is of the essence, a multi-institutional team across the UNC System designed this workshop to focus on the most essential topics any faculty member will need to move their courses online quickly and effectively. The two- and four-week workshop is aimed at instructors who have minimal proficiency leading online learning environments, but also experienced instructors will also find new techniques, hot topics, and useful activities. To date, almost 2,500 faculty and staff across all 17 institutions have participated in the workshop. This represents an impact of almost one million student credit hours. This presentation will focus on the development, impact of the workshop and how it will evolve in order to continue to meet the digital learning needs of the university during the pandemic.



AGENDA ITEM

A-6. Licensure Program Approvals..... Daniel Harrison

Situation: The Board of Governors of the University of North Carolina System is charged under North Carolina General Statutes Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina.

Background: Webber International University/Saint Andrew’s University, an existing licensee, seeks licensure to offer a Master of Arts in Education.

Thales College, an interim permit holder, seeks to offer a Bachelor of Arts in Entrepreneurial Business.

The University of Southern California, an existing licensee, seeks to offer a Master of Public Administration.

Watts College of Nursing seeks to convert its interim permit to a license.

One institution, which operates in a non-SARA, (National Council for State Authorization Reciprocity Agreements), jurisdiction, seeks a limited license for one student to participate in a clinical placement in North Carolina.

Assessment: After appropriate review of the license applications the UNC System recommends approval of these applications.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

STAFF REPORT AND RECOMMENDATION FOR WEBBER INTERNATIONAL UNIVERSITY

Background

Webber International University/Saint Andrew’s University (OPEID 00154001) (Saint Andrew’s), located in Laurinburg, North Carolina, is an existing licensee in good standing. The institution is regionally accredited by the Southern Association of Colleges and Schools (SACS) and seeks authorization to offer a Master of Arts in Education. Staff last visited Saint Andrew’s in October 2019.

Master of Arts in Education

Staff Recommendation: Approval
 Program Site: Laurinburg, NC
 Projected start date: Upon Licensure
 Projected enrollment: 20

Staff and examiners reviewed this program and made findings regarding the curriculum length, faculty, and methods for selecting and evaluating appropriate clinical sites and preceptors. Saint Andrew’s adequately responded to these questions and demonstrated that it would operate the program in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	38%	
	Transferred Out	34%	
	Withdrew	27%	
Employment Placement Rate ⁱⁱ	Does not report – not required by accreditor		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2019	2018	2017
	2.2	2.2	1.5
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	8.3	13.9	17.4

State authorization staff did not receive any complaints regarding Saint Andrew’s in the 2019-2020 academic year.

Recommendation

Issue Saint Andrew’s a license to offer a Master of Arts in Education.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education. It includes both full and part-time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2016 can be calculated three years later, in 2019.

STAFF REPORT AND RECOMMENDATION FOR THALES COLLEGE

Background

Thales College, Inc. (Thales), located in Wake Forest, holds an interim permit issued by the Board of Governors in September 2019. Thales seeks to offer a liberal arts and sciences education through a Great Books and cohort-based model. It is affiliated with Thales Academy, a network of private, non-sectarian primary and secondary schools. Thales will not seek accreditation, and students who attend will not be eligible for Federal Student Aid. Thales has not yet begun operations, and so has no institutional metrics to report.

Staff and a team of examiners conducted a site visit to Thales on March 12, 2019, when it applied to offer a Bachelor of Arts in Liberal Arts and Sciences.

Bachelor of Arts in Entrepreneurial Business

Staff Recommendation: Approval
Program Site: Wake Forest, NC
Projected start date: Fall 2021
Projected enrollment: 40

The site visit and our review of Thales' initial application led to 16 findings, and our review of Thales' application for the new program led to two more. In particular, because Thales will not seek accreditation, it is unlikely that credits earned at Thales will transfer to accredited institutions. Thales agreed to provide students a prominent disclaimer to that effect in its course catalog, and the course catalog must be provided to students at least five days prior to Thales' receipt of non-refundable money in accordance with the Rules and Standards. Other initial concerns included: additional required disclosures in Thales' course catalog and promotional materials, ensuring faculty stability, procedures to monitor conflicts of interest on Thales' Board of Directors, guaranteeing access to appropriate library resources, ensuring Thales' has a plan for students who are unable to remain with their cohort, and the institution's financial solvency.

Thales provided thorough responses to these findings. Based on those responses, staff believes Thales has demonstrated that it will operate according to the Rules and Standards during the term of its Interim Permit.

Institutional Metrics and Consumer Protection Information

Thales has not begun operations and has no metrics to report.

Recommendation

Issue Thales an Interim Permit to offer the Bachelor of Arts in Entrepreneurial Studies.

**STAFF REPORT AND RECOMMENDATION FOR
THE UNIVERSITY OF SOUTHERN CALIFORNIA**

Background

The University of Southern California (OPEID 00132800) (USC), an existing licensee in good standing, seeks approval to offer a Master’s of Public Policy in North Carolina. USC seeks to offer clinical placements for these programs and has no current plans to establish a brick-and-mortar presence in the state. USC is regionally accredited by the Western Association of Schools and Colleges.

Master’s of Public Administration

Staff Recommendation: Approval
 Program Site: Various clinical sites in NC
 Projected start date: Upon Licensure
 Projected enrollment: Fewer than 10

USC’s Masters of Public Policy program includes a 300-hour experiential learning placement for students who do not have two years of work experience prior to entering the program. North Carolina residents may complete that experiential learning placement in the state. Staff and a public policy subject-matter expert reviewed this application and found that the proposed program complies with the Rules and Standards for Licensure. Staff last visited USC on May 15, 2019, as part of its most recent application for licensure in North Carolina.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	92%	
	Transferred Out	5%	
	Withdrew	3%	
Employment Placement Rate ⁱⁱ	Does not report – not required by accreditor		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	2.9	3.0	3.0
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	1.6	1.8	2.0

State authorization staff did not receive any complaints regarding USC in the 2018-2019 academic year.

Recommendation

License USC (OPEID 00132800) to offer a Masters of Public Administration.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education. It includes both full and part-time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor’s standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution’s financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate (“CDR”) is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later in 2018.

STAFF REPORT AND RECOMMENDATION FOR WATTS COLLEGE OF NURSING

Background

Watts College of Nursing, OPEID 00648300, (Watts), holds an interim permit issued by the Board of Governors in January 2019. The Board may issue an interim permit when an applicant has not conducted degree granting activity for two years, but otherwise meets the standards for licensure. An interim permit expires two years after the Board grants it but may be converted to a regular license. Watts has operated non-degree nursing programs since 1895 but is winding down those programs. It will soon offer only a Bachelor of Science in Nursing. Watts is programmatically accredited by the Accrediting Bureau of Health Education Schools and is an affiliated entity of Duke University Health System (DUHS). It is in good standing with the North Carolina Board of Nursing. As part of our review, staff visited Watts on December 21, 2020.

Review of Performance while operating under an interim permit

Prior to granting the interim permit, the Board required Watts to make adjustments to its operating plans to come into compliance with the standards for licensure. Our review determined that Watts substantively complied with those requirements. Two remaining areas of noncompliance have been resolved since our review began. First, the institution's chief executive also served as the chair of the institution's board, an arrangement impermissible under Section 400.4.1, IV.K.2.b., of the UNC Policy Manual. The chief executive has decided to step down from her role as board chair. Second, Watts relies on DUHS for library services. This arrangement is permissible, but there was no evidence that Watts faculty and students engaged in a "formal, iterative planning and assessment process" with DUHS libraries to ensure that the libraries adequately met students' needs, as required by Section 400.4.1, IV.K.2.b., of the UNC Policy Manual. Watts and DUHS have provided new procedures which remedy this deficiency.

Staff undertook a survey of current Watts students as part of our review process. Thirty-one students — approximately 51 percent of current enrollees — responded. One student reported confusion regarding tuition charges. In response, the school provided its policies regarding how it communicates tuition and changes to tuition to students and prospective students. Those policies comply with the standards. Otherwise, student responses to the survey were uniformly positive.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	Not available – no graduates in degree programs	
	Transferred Out		
	Withdrew		
Employment Placement Rate ⁱⁱ		Not available – no graduates in degree programs	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2018	2017	2016
	3.0	3.0	2.2
Three-year cohort default rate ^{iv}	Class of 2016	Class of 2015	Class of 2014
	Not available – no graduates in degree programs		

State authorization staff did not receive any complaints regarding Watts in the 2019-2020 academic year.

Recommendation

License Watts (OPEID 00648300) to offer a Bachelor of Science in Nursing.

Request for Limited License

The following institution, located in a jurisdiction which is not a member of the National Council for State Authorization Reciprocity Agreements, seeks limited licensure to conduct postsecondary activity for a limited period of time.

California State University, Sacramento (OPEID 00116400), a public, regionally accredited non-profit institution, seeks limited licensure to allow one student in the school's Bachelors of Science in Recreation Therapy program to participate in a clinical rotation at the Clay County Care Center in Hayesville, NC. Staff recommends issuing a limited license to the institution allowing its student to conduct the clinical rotation, with the license expiring on June 30, 2021.



AGENDA ITEM

A-7. North Carolina Teaching Fellows Annual Report Sara Ulm

Situation: The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L. 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.” G.S. 116-209.62(j) requires that an Annual Report for the North Carolina Teaching Fellows Program be submitted to the Joint Legislative Education Oversight Committee by the president of the University of North Carolina System on behalf of the North Carolina Teaching Fellows Commission.

Background: The Annual Report for the North Carolina Teaching Fellows Program was developed in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellow Partner Institutions. Per statute, the report includes data on the following reporting requirements: demographic information regarding award recipients; number of recipients by institution of higher education and program; number of recipients by anticipated STEM and special education licensure area; information regarding program graduates; and information regarding the partnership between Teaching Fellows and the New Teacher Support Program.

Assessment: The annual report submitted to the Joint Legislative Education Oversight Committee satisfies the requirements of G.S. 116-209.62(j).

Action: This item is for information only.



**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 1, 2021

University of North Carolina System
Chapel Hill, North Carolina

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

Background

The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.”

The legislation also established the North Carolina Teaching Fellows Commission (Commission), a 14-member body tasked with providing program oversight. In accordance with the parameters set by the General Assembly, the Commission was tasked with the responsibility of selecting five educator preparation programs to partner with the program.

Per G.S. 116-209.62(f), the Commission was directed to evaluate educator preparation programs and use the designated legislative criteria to create an application process to select five educator preparation programs as partners for the program. After careful evaluation, the following institutions were selected: Elon University, Meredith College, NC State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte.

During the 2020 Legislative Session, HB 1096 (Session Law 2020-56) was adopted, which authorizes the North Carolina Teaching Fellows Commission to select an additional three institutions to become Teaching Fellows partner institutions – a process that will unfold later this year.

Program Overview

For 2017-2018, the first year of the program’s reauthorization, the Teaching Fellows application opened on December 4, 2017, with an application deadline of January 15, 2018. For the 2017-2018 cycle, a total of 232 applications were received. After an initial review, applicants progressed to finalist interviews, which were held in six locations around the state over two weeks (virtual interviews were also provided). On April 1, 2018, the NC Teaching Fellows Commission offered awards to 110 applicants, and 74 moved forward to be formally named as a North Carolina Teaching Fellow.

For the 2018-2019 application cycle, a total of 220 applications were submitted. After initial review, finalist interviews were again held across the state. After a comprehensive evaluation of finalist’s application and interview scores, the Teaching Fellows Commission decided to offer 133 awards. Currently, there are 107 North Carolina Teaching Fellows as part the 2018-2019 cohort (does not include program graduates).

For the 2019-2020 application cycle, a total of 189 applications were submitted. After initial review, finalist interviews were again held across the state. After a comprehensive evaluation of finalist’s application and interview scores, the Teaching Fellows Commission chose to offer 114 awards. Currently, there are 92 North Carolina Teaching Fellows as part of the 2019-2020 cohort.

Program Enrichment

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold – under the direction of a campus director, each of the five partner institutions have designed an enrichment framework, which is designed to build community in a smaller setting among a Fellow’s peers who attend the same

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institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program's particular areas of focus and to build organic partnerships within their own respective communities.

An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of Fellows from all five partner institutions. These events are designed to build a strong sense of community among all Fellows and to highlight particular topics to ensure a strong and cohesive vision for the broader mission and purpose for the Teaching Fellows program. The first enrichment event was held for the 2017-2018 class of Teaching Fellows on April 5-6, 2019 at the North Carolina Center for the Advancement of Teaching in Cullowhee, North Carolina. Fellows gathered for a two-day seminar that focused on teacher leadership, professionalism, and building strong classroom culture.

The second enrichment event, which included the 2017-2018 and the 2018-2019 class of Fellows, was held on September 14-15, 2019 at the Rizzo Conference Center in Chapel Hill, North Carolina. The event agenda provided opportunities for teambuilding activities, a Q&A panel with beginning teachers and their mentors from the New Teacher Support Program, an in-depth workshop on cultural bias and social emotional learning, and a session that featured the 2018 and 2019 North Carolina Teachers of the Year.

An enrichment event planned for fall 2020 was postponed due to COVID-19 concerns. While an in-person enrichment event is tentatively planned for fall 2021, the event may be shifted to a virtual format due to continued uncertainty.

Reporting Requirements

This report has been prepared in accordance with the reporting criteria specified by G.S. 116-209.62(j). However, due to COVID's impact on testing, observations, and data reporting for 2020-2021 school year, program graduates do not yet have sufficient data to be evaluated as prescribed in 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3); these metrics are thus excluded from this report.

- 1) Forgivable Loans awarded from the Trust Fund, including the following:
 - a. Demographic information regarding recipients.
 - b. Number of recipients by institution of higher education and program.
 - c. Information on number of recipients by anticipated STEM and special education licensure area.
- 2) Placement and repayment rates, including the following:
 - a. Number of graduates who have been employed in a STEM or special education licensure area within two years of program completion.
 - b. Number of graduates who accepted employment at a low-performing school identified under G.S. 115C-105.37 as part of their years of service.
 - c. Number of graduates who have elected to do loan repayment and their years of service, if any, prior to beginning loan repayment.
 - d. Number of graduates employed in a STEM or special education licensure area who have received an overall rating of at least accomplished and have met expected growth on applicable standards of the teacher evaluation instrument.
 - e. Aggregate information on student growth and proficiency in courses taught by graduates who have fulfilled service requirements through employment in a STEM or special education licensure area.

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

- 2a) Mentoring and coaching support through the North Carolina New Teacher Support Program, including the following:
- a. Number of forgivable recipients who received mentoring and coaching support when employed at a low-performing school identified under G.S. 115C-105.37.
 - b. Number of forgivable loans recipients who received mentoring and coaching support when employed at a school not identified as low-performing under G.S. 115C-105.37.
- 3) Selected school outcomes by program, including the following:
- a. Turnover rate for forgivable loan graduates, including the turnover rate for graduates who also received mentoring and coaching support through the North Carolina New Teacher Support Program.
 - b. Aggregate information on student growth and proficiency as provided annually by the State Board of Education to the Commission in courses taught by forgivable loan graduates.
 - c. Fulfillment rate of forgivable loan graduates.

Data Reporting

*The data below reflects the cumulative totals of the 2017-2018, 2018-2019, and 2019-2020 classes of North Carolina Teaching Fellows (excluding program graduates).
Please note that percentages have been rounded.*

Demographic Information

The Teaching Fellows’ demographic data largely mirrors the metrics of the existing teacher workforce in North Carolina, particularly in terms of race and gender. Numerous studies have established a clear correlation between a diverse teacher workforce and positive outcomes for student achievement – a finding that underscores both the importance and the urgency of increasing the diversity of the teacher pipeline in North Carolina.¹ At current capacity, the Teaching Fellows program makes up a fraction of the larger teacher pipeline, but even so, remains committed to the larger statewide efforts to substantively increase teacher diversity.

In authorizing the expansion to three additional educator preparation programs, the General Assembly has directed the NC Teaching Fellows Commission to make a “diverse selection” and the Commission is committed to evaluating applying institutions on multiple measures relating to diversity. Aside from the potential of allowing the program to have a broader reach in recruiting minority applicants (both in terms of gender and race), another goal is to increase the applicant pool from rural areas.

Table 1: Teaching Fellows by Gender

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	Total Recipients
Male	13	13	18	44
Female	61	94	74	229
TOTAL	74	107	92	273

¹ Redding, C. (2019). A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes. *Review of Educational Research*, 89 (4), 499–535. See also Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.; Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *The American Economic Review*, 95(2), 158-165.

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Table II: Teaching Fellows by Race

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	TOTAL
Black/African American	4	6	11	21
American Indian/Alaska Native	1	1	1	3
Asian/Pacific Islander	4	2	0	6
Hispanic/Latino	4	5	5	14
Multiracial/Other	0	3	4	7
White/Caucasian	61	90	71	222
TOTAL	74	107	92	273

Program & Licensure Area Information

Table III: Teaching Fellows by Institution

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	TOTAL
Elon University	8	7	2	17
Meredith College	7	7	0	14
North Carolina State University	25	52	51	128
UNC Chapel Hill	15	13	16	44
UNC Charlotte	19	28	25	72
TOTAL	74	107	92	273

Table IV: Teaching Fellows by Intended Licensure Area

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	TOTAL
STEM	53	74	58	185
Special Education	21	33	34	88
TOTAL	74	107	92	273

Table V: Summary of Program Graduates

When the program was reauthorized in 2017, one important change was the addition of other pathways of program entry outside of the traditional model of a four-year awards that were limited exclusively to high school seniors. As these pathways are still developing, the number of program graduates for the initial cohorts is small and will grow in the coming years. The first full four-year program cohort will graduate in spring 2022.

	Number
Total Number of Program Graduates	47
Number of Graduates Employed in STEM/SPED Licensure Area	18
Number of Graduates Employed in Low-Performing School	*
Number of Graduates Who Have Elected for Cash Repayment	27

*At this time, the data for the number of graduates employed in low-performing schools is not available pending verification of employment records. This data will be updated as soon as verification is available. Please note that two (2) Fellows are currently in deferment status.

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Table VI: Partnership with New Teacher Support Program

As of the date of this report's submission (January 1, 2021), NTSP continues to support a small number of program graduates, as outlined below. The updated data for the current 2020-2021 school year will be available this summer.

	Number
Number of Graduates Receiving Mentoring and Coaching Support who are employed at Low-Performing School	0
Number of Graduates Receiving Mentoring and Coaching Support who are employed at Non Low-Performing School	4

Next Steps

The program is now entering its fourth application cycle, which opened on October 1, 2020. The application deadline is midnight on Monday, January 11, 2021. After that time, all submitted applications will undergo an initial review, followed by another round of finalist interviews. Due to continued COVID concerns, all finalist interviews will be held virtually this year.

Per statute, the Teaching Fellows Commission will meet (virtually) and make final decisions on the number of awards to be offered by April 1, 2021. Finalists who are selected and offered an award will have until May 1, 2021 to sign the promissory note to formally accept the terms of the forgivable loan.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 1, 2022.

