



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

July 21, 2021 at 1:30 p.m.
Via Videoconference and PBS North Carolina Live Stream
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Minutes of May 26, 2021..... Temple Sloan
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. Intercollegiate Athletics and Athletic Financial Transparency Report..... Kimberly van Noort
- A-4. UNC System Academic Degree Program Establishments David English
- A-5. Proposed Update Uniform Articulation Agreement AAS in Early Childhood Education
and BA Birth-Kindergarten Programs David English
- A-6. Uniform Articulation Agreement: AA/AS Teacher Preparation
and Education Preparation Programs..... David English
- A-7. Annual Educator Preparation Reports..... David English
 - a. Annual Report on Teacher Education
 - b. Annual Report on the UNC-NCCCS 2+2 E-Learning Initiative
 - c. School Leadership Supply and Demand Report
 - d. UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report
- A-8. Adjourn



DRAFT MINUTES OPEN SESSION

May 26, 2021 at 2:45 p.m.
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members were present, constituting a quorum: Anna Nelson, Steven B. Long, Jimmy D. Clark, Joel D. Ford, Thomas C. Goolsby, and Raymond Palma.

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 and David English from the UNC System Office.

OPEN SESSION

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

Chair Sloan the meeting to order at 2:45 p.m. on Wednesday, May 26, 2021.

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.

Chair Sloan called for a motion to approve the Open and Closed Session minutes of April 21, 2021.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Open and Closed Session minutes of April 21, 2021, as distributed.

Motion: Steven B. Long

Motion carried

2. Academic Affairs Update (Item A-2)

Dr. Kimberly van Noort gave a report about activity across the 17 UNC System institutions.

3. Faculty Teaching Workload Report (Item A-3)

The Board of Governors annually reviews and approves the report on faculty instructional workload, in compliance with Section 400.3.4 of the UNC Policy Manual, Monitoring Faculty Teaching Workloads.

Chair Sloan called for a motion to approve the Faculty Teaching Workload 2020 Report and send to the Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Faculty Teaching Workload 2020 Report.

Motion: Jimmy D. Clark

Motion carried

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

North Carolina State University requested the establishment of the following degree program: Master of Advanced Architectural Studies.

Chair Sloan called for a motion to approve the establishment of the degree program at North Carolina State University.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requested establishment of the Master of Advanced Architectural Studies at North Carolina State University and for submission to the full board through the consent agenda.

Motion: Steven B. Long

Motion carried

The University of North Carolina at Greensboro requested establishment of the following degree program: Doctor of Philosophy (Ph.D.) in Computer Science.

Chair Sloan called for a motion to approve the establishment of the degree program at The University of North Carolina at Greensboro.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requested establishment of the Doctor of Philosophy (Ph.D.) in Computer Science degree program at The University of North Carolina at Greensboro and for submission to the full board through the consent agenda.

Motion: Jimmy D. Clark

Motion carried

5. Licensure Program Approvals (Item A-5)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approvals for the following:

- Johnson and Wales University, Bachelor of Science in Hospitality Management and a Bachelor of Science in Business Administration – Entrepreneurship.
- ECPI, Bachelor of Science in Cyber and Information Security Technology.

Chair Sloan called for a motion to approve the proposed licensure recommendations.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above (3) licensure applications and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Anna Nelson

Motion carried

6. Section 700.1.1 of the UNC Policy Manual–Waiver of the SAT/ACT Requirement (Item A-6)

Due to ongoing cancellations and disruptions to standardized test availability, the University of North Carolina System Office has recommended that the Board extend the standardized test requirement waiver for an additional year, through the fall 2022.

Chair Sloan called for a motion to approve the Waiver of the SAT/ACT Requirement Section 700.1.1 through fall 2022 under the UNC Policy Manual Section 700.1.1.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Waiver of the SAT/ACT Requirement Section 700.1.1 through fall 2022 under the UNC Policy Manual Section 700.1.1. and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Anna Nelson

Motion carried

7. North Carolina State University Early College High School Off-Campus Waiver (Item A-7)

North Carolina State University requested to waive the requirement that the Early College High School be located physically on their campus effective January 2022.

Chair Sloan called for a motion to approve the requested waiver from NCSU.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the request from North Carolina State University to waive the requirement that the Early College High School be located physically on their campus effective January 2022 and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Joel Ford

Motion carried

8. Adjourn. There being no further business and without objection, the meeting adjourned at 3:33 p.m.

Kirk Bradley, 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 Intercollegiate Athletics and Financial Transparency Report Kimberly van Noort

Situation: Presentation of the Annual UNC System Intercollegiate Athletics and Financial Transparency Report.

Background: UNC System Office staff provide a report to the Board each year in response to Section 1100.1 of the UNC Policy Manual, which requires the reporting of academic characteristics and performance of the UNC System's student-athletes. Additionally, Section 11.00.1.1[R] and 700.6.1[R] of the UNC Policy Manual require the reporting of the athletics departments' financial information as reported to the NCAA and private foundation activities as they relate to student-athletes and athletics departments.

Assessment: Information is presented regarding the academic profile of freshmen student-athletes, majors of student-athletes, and various academic success indicators for the 2018-19 and 2019-20 academic years.

Action: This item is for information only.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

REPORT: UNC SYSTEM INTERCOLLEGIATE ATHLETICS & FINANCIAL TRANSPARENCY REPORT
2018-19 & 2019-20

July 21, 2021

University of North Carolina System
Chapel Hill, North Carolina

Introduction

The Board of Governors of the University of North Carolina (UNC System) has delegated the responsibility for intercollegiate athletics to chancellors, which includes the required reporting of academic characteristics and performance of the UNC System's student-athletes. This report follows all reporting standards required by the Board and incorporates the following required elements:

- Academic profiles of freshmen student-athletes;
- Majors of student-athletes;
- NCAA academic success indicators;
- Comparisons of student-athlete and non-student-athlete GPAs;
- Athletics department financial information as reported to the NCAA; and
- Athletics fundraising and private foundation activities that support student-athletes and athletic departments.

Section 1100.1 of the UNC Policy Manual states that a report related to intercollegiate athletics be submitted annually to each university's Board of Trustees and the president of the University of North Carolina System, who subsequently shares that report with the UNC Board of Governors. The information for this report has traditionally been collected in the second half of each calendar year and subsequently presented to the Board of Governors. Due to a variety of factors delaying this report, including interruptions due to COVID-19, this report covers two academic years: 2018-19 and 2019-20.

Academic Profile of Recruited Freshmen Student-Athletes

Exceptions to UNC System Minimum Course Requirements and Minimum Admission Requirements

All admissions to the University, whether for student-athletes or non-student-athletes, are subject to [Section 700.1.1, Minimum Course Requirements for Undergraduate Admission](#), and [Section 700.1.1.1\[R\], Regulations on Minimum Undergraduate Admission Requirements and the Admission of Students Requiring Special Consideration](#). Policies on minimum course requirements (MCRs) and minimum admissions requirements (MARs) set standards for completed high school courses as well as minimum GPA, SAT, and ACT scores for admissions consideration at a UNC System institution. If students do not meet these minimum requirements, they may be admitted only by receiving a chancellor's exception.

In 2018-19, a total of 1,336 recruited freshmen student-athletes enrolled at UNC System institutions and of those students:

- 16 (1.2%) received an MCR exception; and
- 32 (2.4%) received an MAR exception.

In 2019-20, a total of 1,366 recruited freshmen student-athletes enrolled at UNC System institutions and of those students:

- 22 (1.6%) received an MCR exception; and
- 31 (2.3%) received an MAR exception.

Tables 1 and 2 provide the number of exceptions to the MCRs and MARs for all recruited freshmen student-athletes in 2018-19 and 2019-20 by institution, with some information redacted in order to maintain student-athlete privacy.¹

Table 1: Exceptions to UNC System Minimum Course Requirements and Minimum Admission Requirements, 2018-19

NCAA Division	Recruited Freshmen Student-Athletes: 2018-19				
	Total	MCR Exceptions		MAR Exceptions	
		n	%	n	%
ASU I	96	-	-	-	-
ECSU II	32	-	-	***	***
ECU I	111	***	***	***	***
FSU II	44	-	-	7	15.9
NC A&T I	37	***	***	***	***
NCCU I	56	***	***	***	***
NC State I	157	5	3.2	6	3.8
UNCA I	79	***	***	***	***
UNCC I	92	-	-	***	***
UNC-CH I	174	-	-	-	-
UNCG I	62	-	-	***	***
UNCP II	110	***	***	***	***
UNCW I	125	-	-	-	-
WCU I	88	-	-	***	***
WSSU II	73	-	-	5	6.8
UNC System Total	1,336	16	1.2	32	2.4

"-" indicates zero student-athletes or scores were reported in this category

*** indicates that the data is not disclosed due to a small sample size

¹ The UNC System Office follows the NCAA standard for FERPA data protections: when institutional data include four or fewer student-athletes and/or when the data combined with publicly-available information could result in the information being identifiable because of a small sample size (four or fewer), this information is not disclosed.

Table 2: Exceptions to UNC System Minimum Course Requirements and Minimum Admission Requirements, 2019-20

NCAA Division		Recruited Freshmen Student-Athletes: 2019-20				
		Total	MCR Exceptions		MAR Exceptions	
			n	%	n	%
ASU	I	89	***	***	-	-
ECSU	II	35	-	-	6	17.1
ECU	I	113	***	***	-	-
FSU	II	34	-	-	***	***
NC A&T	I	65	***	***	5	7.7
NCCU	I	48	6	12.5	***	***
NC State	I	144	***	***	5	3.5
UNCA	I	69	***	***	-	-
UNCC	I	109	***	***	***	***
UNC-CH	I	217	-	-	***	***
UNCG	I	48	-	-	-	-
UNCP	II	104	***	***	***	***
UNCW	I	144	-	-	-	-
WCU	I	84	-	-	-	-
WSSU	II	63	-	-	***	***
UNC System Total		1,366	22	1.6	31	2.3

"-" indicates zero student-athletes or scores were reported in this category

*** indicates that the data is not disclosed due to a small sample size

High School NCAA Core Course GPA and SAT/ACT of Recruited Freshmen Student-Athletes

A student-athlete who enrolls as a first-time freshman without any previous full-time college attendance must meet the NCAA’s academic requirements (as certified by the NCAA Eligibility Center and approved by the NCAA Executive Committee) and any applicable institutional and conference regulations. Among these academic measures are SAT and ACT scores and the high school grade point average in NCAA-defined high school core courses.² Table 3 presents this data for 2018-19 and Table 4 presents this data for 2019-20 for all recruited freshmen student-athletes.

² Average high school NCAA core course GPA is based on 16 core courses for Division I schools and 14 core courses Division II schools. For additional information, see: <http://www.ncaa.org/student-athletes/future/core-courses>

Table 3: Average High School NCAA Core Course GPA & SAT/ACT Scores of Recruited Freshmen Student-Athletes, 2018-19

	NCAA Division	Average Academic Scores: 2018-19			
		# of RFSAs	Core Course GPA	SAT	ACT
ASU	I	96	3.48	1099	22
ECSU	II	32	3.04	981	19
ECU	I	111	3.46	1093	21
FSU	II	44	3.05	905	18
NC A&T	I	37	3.05	980	20
NCCU	I	56	3.50	1036	21
NC State	I	157	3.79	1131	25
UNCA	I	79	3.65	1136	24
UNCC	I	92	3.48	1092	22
UNC-CH	I	174	3.74	1150	27
UNCG	I	62	3.63	1123	23
UNCP	II	110	3.28	1020	21
UNCW	I	125	3.64	1140	22
WCU	I	88	3.40	1096	22
WSSU	II	73	3.25	1003	19

Table 4: Average High School NCAA Core Course GPA & SAT/ACT Scores of Recruited Freshmen Student-Athletes, 2019-20

	NCAA Division	Average Academic Scores: 2019-20			
		# of RFSAs	Core Course GPA	SAT	ACT
ASU	I	89	3.52	1117	24
ECSU	II	35	3.01	1010	20
ECU	I	113	3.42	1075	21
FSU	II	34	3.05	906	18
NC A&T	I	65	2.86	1030	20
NCCU	I	48	3.22	971	21
NC State	I	144	3.82	1164	26
UNCA	I	69	3.59	1134	25
UNCC	I	109	3.53	1106	22
UNC-CH	I	217	3.74	1200	27
UNCG	I	48	3.48	1100	23
UNCP	II	104	3.31	1038	20
UNCW	I	144	3.74	1142	22
WCU	I	84	3.44	1082	21
WSSU	II	63	3.07	985	18

Student-Athlete Declared Majors

While student-athletes choose a wide variety of academic programs in which to study, there are three degree fields that have the largest concentration of declared majors. For both 2018-19 and 2019-20, the top three fields of study for student-athletes were (in order): business, management, marketing, and related support services; parks, recreation, and leisure and fitness studies; and communication, journalism and related programs. In 2018-19, these three majors accounted for 43.5 percent of all student-athletes who have declared programs of study, and in 2019-20, these three majors accounted for 42.8 percent. A full breakdown of the majors is available in Appendix A.

Student-Athlete Academic Success Indicators

NCAA Academic Progress Rates for Student-Athletes

The Academic Progress Rate (APR) is an NCAA Division I metric developed to track academic achievement by athletic teams and is used to determine in-season or post-season penalties. The APR was developed by the NCAA to report on graduation rates, with a score of 930 declared as the minimum threshold for academic achievement.³ Thus, if a team has less than a 930 APR, the NCAA considers the student-athletes to be making insufficient academic progress and the sport can be penalized. The NCAA's APR reports for all UNC System Division I institutions can be accessed from the APR database: <https://web3.ncaa.org/aprsearch/aprsearch>.

The APRs are released each year and indicate any penalties or awards for an institution's sports teams. Due to the nature of the APR reporting cycle, they reflect the scores of the graduating class a year in the past. This information is then used to determine penalties, which include in-season limits on practice time or post-season championship eligibility.⁴

- APR scores for the 2018-19 and 2019-20 championship years show that all UNC System institutions had team APRs above the 930 threshold; thus, no institutions received penalties.

Non-Academic NCAA Violations

Along with monitoring the academic work of student-athletes according to the APR, the NCAA strictly monitors breaches of conduct that "seriously undermine or threaten the integrity of the NCAA Collegiate Model..." (NCAA, 2013). There are four levels of violations, ranging from severe (Level I, e.g., substantial impermissible benefits) to incidental (Level IV, e.g., inadvertent, isolated infractions). Incidents of Levels I and II violations are shared with the public by the NCAA, while Level III violations are heavily redacted and only shared upon request.

- During the 2018-19 academic year, there were no Level I or Level II violations determinations among UNC institutions.
- During the 2019-20 academic year, one UNC institution had two negotiated resolutions with the NCAA: one Level I infraction and one Level II infraction. The Level I violation resulted in the following penalties: three years of probation; a \$15,000 fine; and public

³ According to the NCAA, an APR of 930 is equivalent to a 50% graduation rate for the cohort.

⁴ Please visit the NCAA APR explanation page for additional information and detail:

<http://www.ncaa.org/about/resources/research/division-i-academic-progress-rate-apr>

reprimand/censure.⁵ The Level II violation added an additional year of probation, a \$5,000 fine, and a three-week recruiting ban.⁶ In addition, the NCAA imposed show-cause orders against former institutional employees related to their conduct in their respective case.

Academic Integrity at UNC System Institutions

Academic Integrity Regulations

As part of the UNC System's ongoing efforts to monitor and protect the integrity of its curriculum and academic records, each institution was required to develop practices and procedures to implement the academic integrity regulations adopted by the Board in April 2013. Many institutions were proactive in their monitoring of academics, developing policies well in advance of the adoption of [Section 700.6.1\[R\]](#) in 2013. The regulation follows the recommendations from multiple task forces, studies, and extensive discussions with various stakeholders.

Student-Athletes, Academics, and Institutional Procedures

[Section 700.6.1.1\[G\]](#) requires that institutions conduct course clustering and transcript review analyses to identify any anomalies that may be present among student-athletes. Specifically, institutions reviewed all courses and flagged any course where student-athletes make up 25 percent or more of course section enrollment (this is identified as "course clustering" of student-athletes). If course enrollment did consist of 25 percent or more student-athletes, the course was flagged for additional review and the grade distribution of student-athletes and non-student-athletes in the course section was reviewed for significant differences between these two groups. Additionally, any student-athletes who were found to be in three or more flagged courses had their transcripts reviewed to ensure that no academic irregularities occurred.

- In the reviews of course clustering and hundreds of student-athlete transcripts, **no irregularities were identified and all institutions report being in full compliance with this policy.**
- Additionally, each institution is required to compare the overall student-athlete GPA with the overall non-student-athlete GPA (undergraduates only) during the spring semester each year. Spring 2019 data are presented in Table 5 and Spring 2020 data are presented in Table 6 below.

⁵ <https://web3.ncaa.org/lstdbi/search/miCaseView?id=100159>

⁶ <https://web3.ncaa.org/lstdbi/search/miCaseView?id=100197>

Table 5: Student-Athlete GPA and Non-Student-Athlete GPA, Spring 2019

	NCAA Division	Spring 2019	
		Student-Athlete GPA	Non-Student- Athlete GPA
ASU	I	3.11	3.15
ECSU	II	2.81	2.87
ECU	I	3.13	3.03
FSU	II	2.83	2.99
NC A&T	I	2.87	2.84
NCCU	I	3.04	2.79
NC State	I	3.04	3.21
UNCA	I	3.14	2.99
UNCC	I	3.05	3.11
UNC-CH	I	3.05	3.33
UNCG	I	3.26	2.95
UNCP	II	2.85	2.76
UNCW	I	3.34	3.20
WCU	I	3.16	2.96
WSSU	II	2.90	2.92

Table 6: Student-Athlete GPA and Non-Student-Athlete GPA, Spring 2020

	NCAA Division	Spring 2020	
		Student-Athlete GPA	Non-Student- Athlete GPA
ASU	I	3.59	3.24
ECSU	II	2.85	2.89
ECU	I	3.27	3.09
FSU	II	2.83	3.08
NC A&T	I	2.88	2.84
NCCU	I	3.14	2.91
NC State	I	3.13	3.31
UNCA	I	3.25	3.10
UNCC	I	3.65	3.50
UNC-CH	I	3.13	3.38
UNCG	I	3.34	3.07
UNCP	II	2.99	2.89
UNCW	I	3.44	3.32
WCU	I	3.20	2.99
WSSU	II	3.05	2.98

Athletics Financial Transparency Regulations

[Section 1100.1.1\[R\]](#) requires specific financial reporting to monitor athletics budgets and institutional expenditures and ensures that all UNC System chancellors, boards of trustees, the president, and Board of Governors will receive the necessary data when considering the balance between athletics and academics at each constituent university. The regulation identifies key data elements that are found on NCAA Institutional Performance Program dashboards. These data are presented in Appendices B and C.

Athletics Fundraising and Private Foundations

Fourteen UNC System institutions have established private foundations (or “booster clubs”) for the purpose of providing resources to enrich various programs of the constituent institutions. Only Winston-Salem State University does not have a formal booster club.

These private organizations are subject to [Section 600.2.5\[R\]](#), which requires an annual independent audit be performed and reported to the institution’s board of trustees and that a copy be provided to the president to be reviewed by UNC System leadership. In addition to [Section 600.2.5\[R\]](#), booster club organizations have increased reporting requirements under [Section 1100.1.1\[R\]](#), including providing copies of their most recent financial information and external audit (as submitted to their boards of trustees). Additionally, institutions provide their booster clubs’ official operating procedures to the UNC System Office as part of their reporting requirements. **All UNC System institutions with booster clubs are in full compliance with UNC System policies.**

COVID-19 Interruptions to Intercollegiate Athletics

As with nearly every element of our society was impacted by the COVID-19 pandemic, intercollegiate athletics was forced to make rapid, often drastic, changes to their operations, supports, and services to student-athletes. As part of this report, we asked each university to share some details about the interruptions and struggles faced by student-athletes and staff during this time. The responses echoed much of what has been seen across the UNC System and the world. A few of the specific items mentioned were:

- Significant loss of staff, elimination of certain athletics programs, and tremendous reductions in budgets;
- Cancellation of practices, games, and related team activities that prevented group support and growth;
- Tremendous strains on the mental health of student-athletes and staff;
- The necessary shift to offering courses and service online led to some setbacks in academic performance, including decreased retention and slowed academic progress towards graduation;
- Like other students, student-athletes were forced to move off campus or away from their residences, causing significant disruptions in academics and athletics;
- International students were confronted with travel bans and visa problems; and
- Freshmen student-athletes who did not have an opportunity to form on-campus connections with peers, staff, or coaches often struggled with transition to university and intercollegiate activities.

Student-athletes were not immune to the disruptions that COVID-19 brought, but all athletics departments reported making significant efforts to stay connected, provide needed services, and support staff and students in whatever ways were necessary and possible.

Appendices

Appendix A: Student-Athlete Declared Majors

2018-19

	ASU	ECSU	ECU	FSU	NCAT	NCCU	NCSU	UNCA	UNCC	UNC-CH	UNCG	UNCP	UNCW	WCU	WSSU
01 - agriculture, agriculture operations, and related sciences	0	0	0	0	7	0	12	1	0	0	0	0	0	0	0
03 - natural resources and conservation	3	0	0	0	0	0	6	0	3	5	0	2	0	1	0
04 - architecture and related services	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
05 - area, ethnic, cultural, gender, and group studies	0	0	0	0	0	0	0	0	20	4	1	0	0	0	0
09 - communication, journalism and related programs	17	1	25	7	11	23	22	2	17	54	11	9	13	12	9
11 - computer and information sciences and support services	0	1	9	2	2	1	1	2	4	6	4	4	2	0	9
13 - education	6	5	5	12	1	0	5	0	3	1	1	13	3	8	6
14 - engineering	0	0	7	0	4	0	31	2	9	3	0	0	0	3	0
15 - engineering technologies and engineering-related fields	1	3	5	0	4	0	0	0	0	0	0	0	0	6	0
16 - foreign languages, literatures, and linguistics	1	0	0	0	0	0	1	0	0	2	1	0	1	1	0
19 - family and consumer sciences / human sciences	2	0	3	0	1	0	0	0	0	0	1	0	0	0	0
23 - English language and literature / letters	1	0	0	0	1	1	2	0	2	4	1	1	1	0	0
24 - liberal arts and sciences, general studies, and humanities	0	2	11	0	29	0	4	0	0	0	0	0	4	0	0
26 - biological and biomedical sciences	5	4	10	4	8	8	17	6	12	12	8	20	25	6	60
27 - mathematics and statistics	0	0	1	0	0	0	1	1	4	7	0	0	2	0	0
30 - multi/interdisciplinary studies	0	0	1	0	0	14	14	0	0	4	2	0	0	0	3
31 - parks, recreation, and leisure and fitness studies	33	4	15	0	29	25	53	0	0	62	14	0	39	7	10
38 - philosophy and religious studies	0	0	0	0	0	0	0	0	2	3	0	2	0	0	0
40 - physical sciences	5	0	2	2	0	4	0	5	3	2	0	0	9	2	0
41 - science technologies / technicians	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
42 - psychology	5	2	6	2	9	10	18	7	17	22	1	4	14	16	10
43 - homeland security, law enforcement, firefighting, and related protective services	8	4	5	19	13	17	0	0	13	0	0	22	0	9	12
44 - public administration and social service professions	2	0	0	0	0	0	4	0	0	4	0	2	0	1	4
45 - social sciences	1	1	6	8	8	18	17	8	24	45	14	1	5	4	12
49 - transportation and materials moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50 - visual and performing arts	5	1	2	1	0	0	2	2	2	1	2	1	0	0	6
51 - health professions and related programs	14	2	19	8	2	3	0	26	22	3	2	52	1	10	40
52 - business, management, marketing, and related support services	42	14	27	19	14	28	69	21	48	51	39	34	75	57	85
54 - history	0	0	2	0	1	0	5	1	4	9	0	1	3	1	1
XX - undecided	0	0	0	8	0	0	0	1	0	1	0	0	119	2	6

Appendix A: Student-Athlete Declared Majors, cont.

2019-20

	ASU	ECSU	ECU	FSU	NCAT	NCCU	NCSU	UNCA	UNCC	UNC-CH	UNCG	UNCP	UNCW	WCU	WSSU
01 - agriculture, agriculture operations, and related sciences	0	0	0	0	1	0	10	0	0	0	0	0	0	0	0
03 - natural resources and conservation	4	0	0	0	0	0	6	0	4	7	0	2	0	2	0
04 - architecture and related services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05 - area, ethnic, cultural, gender, and group studies	0	0	0	0	0	0	0	0	21	3	2	0	0	0	0
09 - communication, journalism and related programs	20	1	32	5	4	16	25	5	12	65	12	14	14	13	12
11 - computer and information sciences and support services	2	3	5	2	2	4	3	2	2	4	2	6	4	0	9
13 - education	5	3	5	8	0	2	8	0	4	2	1	12	6	8	5
14 - engineering	0	0	4	0	6	0	28	2	12	3	0	0	0	6	0
15 - engineering technologies and engineering-related fields	1	5	5	0	1	0	0	0	0	0	0	0	0	2	0
16 - foreign languages, literatures, and linguistics	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0
19 - family and consumer sciences / human sciences	2	0	4	0	2	0	0	0	0	0	1	0	0	0	0
23 - English language and literature / letters	0	0	1	0	2	1	1	0	2	2	1	0	0	0	0
24 - liberal arts and sciences, general studies, and humanities	0	0	13	1	51	0	4	0	1	0	1	1	2	0	0
26 - biological and biomedical sciences	7	6	10	4	6	4	23	4	4	15	9	23	24	7	62
27 - mathematics and statistics	4	0	2	0	0	0	3	2	3	3	0	1	2	0	1
30 - multi/interdisciplinary studies	0	0	3	0	0	8	12	0	0	6	3	0	0	0	5
31 - parks, recreation, and leisure and fitness studies	28	3	12	0	23	28	62	0	0	67	19	0	44	9	12
38 - philosophy and religious studies	0	0	0	0	0	0	0	0	3	3	0	0	1	0	0
40 - physical sciences	2	3	1	0	0	2	2	3	0	4	0	0	5	2	0
41 - science technologies / technicians	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0
42 - psychology	8	1	10	2	3	8	16	3	18	16	5	6	14	15	11
43 - homeland security, law enforcement, firefighting, and related protective services	7	5	10	16	8	14	0	0	10	0	0	23	0	9	11
44 - public administration and social service professions	0	0	0	0	1	0	1	0	0	3	0	5	1	1	3
45 - social sciences	5	2	7	5	12	30	18	8	27	29	13	2	12	8	15
49 - transportation and materials moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50 - visual and performing arts	5	0	0	1	1	1	2	1	0	1	2	1	0	1	6
51 - health professions and related programs	20	2	27	12	1	3	0	19	27	2	5	65	0	16	36
52 - business, management, marketing, and related support services	54	11	28	16	14	29	67	17	54	42	37	32	68	47	83
54 - history	0	1	0	0	3	0	5	1	5	5	0	0	4	2	1
XX - undecided	0	0	0	4	0	0	0	0	1	3	0	0	134	1	10

Appendix B: Intercollegiate Athletics 2018-19 Financial Data per [Section 1100.1.1\[R\]](#)

	2018-19, Part 1						
	Total Number of Student-Athletes	Total Athletics Revenue	Total Athletics Generated Revenue	Total Athletics Net Revenue	Student Fees as a % of Revenue	Total Athletics Expenses	Total Institutional Expenses
ASU	601	\$36,940,864	\$14,377,715	\$86,880	33.9%	\$36,853,984	\$413,676,021
ECSU	197	\$1,906,611	\$248,240	\$3,102	45.6%	\$1,903,509	\$55,896,902
ECU	371	\$59,970,344	\$22,277,624	\$3,688,424	25.5%	\$56,281,920	\$909,413,839
FSU	187	\$3,852,323	\$2,578,414	\$143,689	63.6%	\$3,852,323	\$119,819,085
NC A&T	337	\$14,420,476	\$3,867,750	\$573,062	57.3%	\$13,847,414	\$283,882,358
NCCU	356	\$14,674,930	\$4,740,608	\$10,425,651	33.5%	\$14,674,930	\$214,188,093
NC State	526	\$92,724,552	\$85,872,560	\$2,624,528	7.4%	\$90,100,024	\$1,556,533,507
UNCA	245	\$8,868,914	\$2,796,734	\$186,714	32.5%	\$8,682,200	\$95,203,105
UNCC	555	\$40,866,432	\$13,078,924	\$2,412,200	54.2%	\$38,454,232	\$625,192,788
UNC-CH	940	\$107,812,608	\$98,649,240	-\$2,997,088	7.0%	\$110,809,696	\$3,050,681,301
UNCG	199	\$18,193,728	\$3,530,179	-\$17,316	61.9%	\$18,211,044	\$427,326,795
UNCP	369	\$4,826,579	\$550,489	-\$253,087	71.1%	\$5,079,666	\$120,516,619
UNCW	365	\$18,815,244	\$6,685,142	\$362,272	56.8%	\$18,452,972	\$323,721,787
WCU	465	\$14,720,226	\$5,517,102	\$428,419	43.9%	\$14,291,807	\$223,278,944
WSSU	391	\$4,097,529	\$1,082,983	\$545,738	73.1%	\$3,551,791	\$142,411,364

Appendix B: Intercollegiate Athletics 2018-19 Financial Data per [Section 1100.1.1\[R\]](#), cont.

	2018-19, Part 2						
	Athletics as a % of Institutional Expenditures	Athletics Expenses per Student-Athlete	Total Athletics Grant-in-Aid	Total Compensation - Head Coaches	Total Compensation - Assistant Coaches	Total Compensation - Administrative Staff	Team Travel as a % of Expenditures
ASU	9.0%	\$70,737	\$6,534,872	\$2,842,323	\$3,375,836	\$4,439,950	6.3%
ECSU	3.0%	\$11,263	\$376,176	\$179,951	\$81,561	\$523,621	13.4%
ECU	6.0%	\$122,886	\$8,796,681	\$4,964,395	\$5,354,633	\$9,273,960	7.2%
FSU	3.2%	\$17,540	\$1,113,429	\$340,876	\$338,630	\$208,871	13.5%
NC A&T	5.0%	\$56,752	\$3,798,326	\$1,394,164	\$1,652,443	\$2,375,142	11.4%
NCCU	7.0%	\$42,291	\$4,045,862	\$1,417,737	\$1,840,526	\$2,154,582	7.6%
NC State	6.0%	\$171,293	\$13,450,895	\$10,525,674	\$9,357,014	\$17,697,836	7.0%
UNCA	9.0%	\$39,827	\$2,360,717	\$957,637	\$650,665	\$991,563	8.0%
UNCC	6.0%	\$87,396	\$7,940,485	\$3,117,748	\$3,407,467	\$5,455,694	7.1%
UNC-CH	4.0%	\$125,492	\$16,975,652	\$11,389,802	\$11,443,413	\$18,876,304	7.5%
UNCG	4.0%	\$56,381	\$3,454,519	\$1,606,952	\$1,143,266	\$3,280,059	6.2%
UNCP	4.0%	\$13,766	\$1,630,231	\$361,730	\$317,913	\$1,114,419	8.9%
UNCW	6.0%	\$54,595	\$2,982,554	\$1,669,170	\$1,646,980	\$3,557,042	7.5%
WCU	6.0%	\$41,068	\$3,389,748	\$1,360,409	\$1,420,851	\$2,726,466	5.4%
WSSU	2.0%	\$3,501	\$1,179,902	\$864,468	\$0	\$0	9.5%

Appendix C: Intercollegiate Athletics 2019-20 Financial Data per [Section 1100.1.1\[R\]](#)

2019-20, Part 1							
	Total Number of Student-Athletes	Total Athletics Revenue	Total Athletics Generated Revenue	Total Athletics Net Revenue	Student Fees as a % of Revenue	Total Athletics Expenses	Total Institutional Expenses
ASU	614	\$37,996,512	\$15,969,591	\$223,064	33.4%	\$37,773,448	\$427,621,276
ECSU	213	\$1,880,506	\$205,564	\$345,635	64.6%	\$1,534,871	\$60,193,931
ECU	381	\$56,118,480	\$25,658,309	\$3,373,141	27.8%	\$52,745,339	\$914,039,155
FSU	196	\$4,018,543	\$2,705,585	\$236,090	62.2%	\$4,018,543	\$119,110,191
NC A&T	427	\$15,804,026	\$4,211,388	\$411,161	53.1%	\$15,392,865	\$297,200,738
NCCU	321	\$9,121,049	\$2,657,451	\$6,463,598	47.3%	\$15,385,131	\$218,971,371
NC State	517	\$86,563,197	\$79,846,240	-\$2,158,899	7.8%	\$88,722,096	\$1,600,435,802
UNCA	250	\$9,310,037	\$2,952,716	\$140,461	30.9%	\$9,169,576	\$93,829,883
UNCC	563	\$40,717,392	\$13,652,452	\$1,706,536	52.4%	\$39,010,856	\$667,091,867
UNC-CH	942	\$110,410,009	\$101,307,325	-\$2,612,400	6.7%	\$113,022,409	\$3,188,788,173
UNCG	191	\$18,440,334	\$3,668,140	\$890,210	61.1%	\$17,550,124	\$455,515,453
UNCP	404	\$5,791,707	\$660,752	\$1,402,488	64.6%	\$4,389,219	\$127,983,293
UNCW	386	\$15,902,957	\$4,563,952	-\$345,493	66.2%	\$16,248,450	\$335,357,884
WCU	437	\$14,882,283	\$5,274,379	\$961,846	46.1%	\$13,920,437	\$229,075,814
WSSU	282	\$3,821,367	\$861,687	\$130,132	77.5%	\$3,691,235	\$142,411,364

Appendix C: Intercollegiate Athletics 2019-20 Financial Data per [Section 1100.1.1\[R\]](#), cont.

2019-20, Part 2							
	Athletics as a % of Institutional Expenditures	Athletics Expenses per Student-Athlete	Total Athletics Grant-in-Aid	Total Compensation - Head Coaches	Total Compensation - Assistant Coaches	Total Compensation - Administrative Staff	Team Travel as a % of Expenditures
ASU	9.0%	\$68,804	\$6,947,166	\$2,755,682	\$3,256,098	\$4,714,244	6.5%
ECSU	3.0%	\$8,342	\$250,000	\$382,797	\$50,515	\$501,279	8.9%
ECU	5.8%	\$117,999	\$8,676,105	\$4,735,557	\$4,960,251	\$9,449,798	5.6%
FSU	3.4%	\$19,227	\$1,175,421	\$340,636	\$499,623	\$239,384	20.2%
NC A&T	5.0%	\$49,495	\$4,025,351	\$1,519,844	\$1,642,709	\$2,784,196	12.8%
NCCU	7.0%	\$47,929	\$4,510,693	\$1,270,654	\$1,797,181	\$2,444,045	9.1%
NC State	5.4%	\$171,609	\$13,508,067	\$10,136,625	\$9,678,041	\$18,983,439	6.0%
UNCA	10.0%	\$39,524	\$2,407,661	\$939,028	\$691,651	\$1,155,038	6.7%
UNCC	6.0%	\$88,061	\$7,396,374	\$3,204,665	\$3,959,553	\$5,219,974	6.6%
UNC-CH	4.0%	\$129,613	\$17,247,270	\$11,053,222	\$11,255,096	\$18,950,511	5.0%
UNCG	4.0%	\$57,167	\$3,332,313	\$1,605,945	\$1,128,921	\$3,198,906	4.8%
UNCP	3.0%	\$10,864	\$1,437,600	\$205,855	\$298,938	\$529,079	11.2%
UNCW	5.0%	\$47,931	\$2,971,395	\$1,758,306	\$1,778,726	\$3,637,978	9.6%
WCU	6.0%	\$41,929	\$2,775,340	\$1,324,208	\$1,648,270	\$2,953,070	5.5%
WSSU	3.0%	\$4,090	\$1,194,377	\$631,442	\$554,978	\$0	7.5%



AGENDA ITEM

A-4. UNC System Academic Program Establishments 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 University of North Carolina 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 Establishments (Vote Required)

The University of North Carolina at Chapel Hill requests establishment of the Master of Applied Professional Studies (M, CIP 30.0000)

The University of North Carolina at Chapel Hill requests establishment of the Master of Public Policy (MPP, CIP 44.0501)

The University of North Carolina at Chapel Hill requests establishment of the Master of Science in Medical Science (MS, CIP 51.1201)

The University of North Carolina at Wilmington requests establishment of the Bachelor of Science in Engineering in Intelligent Systems Engineering (BSE, CIP 14.0999).

The University of North Carolina at Wilmington requests establishment of the Bachelor of Science in Cybersecurity (BS, CIP 11.1003).

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 recommendations 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 establishments 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 (M) of Applied Professional Studies
CIP 30.0000
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Applied Professional Studies (MAPS).
- UNC-Chapel Hill values and prioritizes interdisciplinary, multidisciplinary, and multi-professional studies. This proposed program builds upon the existing academic strengths of the university, creating a highly customizable program that emphasizes leadership, communication, project management, and business fundamentals.
- The program would be based academically in the graduate school, serving a broad range of student audiences, including but not limited to, current UNC-Chapel Hill and UNC System employees, veterans and military-affiliated individuals, local entrepreneurs, and self-employed professionals.

II. Academic Program Planning Criteria (Section Policy 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no other programs within the University of North Carolina System offered at the graduate level in the CIP Code 30.0000 (Multi-/Interdisciplinary Studies). East Carolina University and Elizabeth City State University offer baccalaureate programs in this area. Several institutions, including North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, and University of North Carolina Wilmington currently offer a related master's degree in liberal arts/liberal studies/applied arts and sciences in on-campus and online environments.
2. **Relation to Campus Distinctiveness and Mission.** The MAPS program is well-connected to the unique mission and positioning of UNC-Chapel Hill. The program advances the institution's goal of advancing an academically rigorous interdisciplinary education. The program will leverage the significant breadth and depth of expertise that currently exists at the university in existing academic programs, providing students with a robust yet highly personalized educational experience.
3. **Student Demand.** The MAPS program is poised to attract significant interest from prospective students, particularly from current UNC-Chapel Hill and UNC System employees, veterans and military-affiliated individuals, and local professionals interested in advancing their professional skillset. As UNC System employees will be able to use their

tuition waiver for courses in this program, it is anticipated that it will enhance affordable access to a high-quality graduate education.

4. **Potential for Unnecessary Duplication.** This program will be the first graduate degree in inter-/multidisciplinary studies offered within the UNC System. It differs from existing liberal studies programs with a professionally oriented and workforce development focus. Job placement trends show increased attention to aligning graduate program curricula and learning outcomes with tangible professional opportunities. The proposed MAPS program will allow prospective students to design a program of study that matches with their professional objectives.
5. **Employment Opportunities for Graduates.** The MAPS program will provide students with a rigorous grounding in some of the most in-demand skills. The local and regional workforce is actively working for well-rounded employees to serve in a variety of occupations and industries who have a background and training in leadership, management, public speaking, customer service, and research. Students will be able to personalize their MAPS curriculum around the specific areas of expertise they need for personal and professional advancement.
6. **Faculty Quality and Number.** As a multidisciplinary program that builds upon the existing breadth and depth of faculty expertise at UNC-Chapel Hill, no new faculty will be required, beyond the program director. Faculty from across campus will be involved in the program and course offerings as needed, depending on students' interests in courses and capstone projects.
7. **Availability of Campus Resources (library, space, etc.)** UNC-Chapel Hill has adequate library resources to support the proposed MAPS program. Current library policies enable inter-library loans and resources, which may be useful for the MAPS students depending on their proposed course of study and expertise that may be offered at other nearby universities.

UNC-Chapel Hill also has adequate informational technology resources to support the program and associated technology needs. No special facilities are required for this program based upon the proposed instructional design and mix.

8. **Relevant Lower-level and Cognate Programs.** This program builds upon the existing expertise found at the graduate level across the UNC-Chapel Hill campus. Faculty from a number of associated academic departments will lend their knowledge and expertise to this program.
9. **Impact on Access and Affordability.** The proposed MAPS program is intended to broaden access to a professionally relevant, rigorous, and customizable graduate education. With a focus on UNC-Chapel Hill and UNC System staff, military and veteran affiliated students,

and professionals looking to advance their career, the program will expand the programmatic reach of UNC-Chapel Hill and the UNC System.

No changes to the approved graduate tuition and fees are requested. No tuition differential or program specific fees are requested. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

Full-Time 2021-22 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	10,552.00	28,844.00
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	1750.48	1750.48
Special Fees	--	--
Application Fee	95.00	95.00

10. Expected Quality. The proposed MAPS program will be based out of the UNC-Chapel Hill Graduate School, an academic and administrative unit on campus that supports most graduate programs and students on campus from admissions through graduation. A program director, housed in the Graduate School, will have responsibility for oversight of the program, including admissions, advising, and student success.

A program governance board will be established from key academic stakeholders, primarily drawn from the faculty from across campus, to provide academic oversight of the program. This group will help provide guidance on advising, curriculum development, and program evaluation.

All graduates of the program will be required to complete a culminating capstone course and capstone project experience. Students will use this as an opportunity to apply what they have learned in the program to address a real-world challenge relevant to their professional development objectives. Students will work with their faculty advisor and a three-person committee to ensure project viability, rigor, and alignment with the Graduate School’s Core Competency Framework.

11. Feasibility of Collaborative Program. This program will leverage the existing collaborative academic arrangements that exist between UNC-Chapel Hill and other institutions. Inter-institutional registration agreements exist with Duke University, North Carolina Central University, UNC Charlotte, and UNC Greensboro. UNC Online also represents a potential area for collaborative academic enrollments.

12. Other Considerations. None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill's faculty, graduate council, graduate school, CFO, provost, and chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill's request to establish the Master of Applied Professional Studies (CIP 30.0000) effective spring 2022.

**Request for Authorization to Establish
Master of Public Policy (MPP)
CIP 44.0501
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Public Policy (MPP).
- The program would be the first MPP program in the University of North Carolina System, building upon the existing strengths of UNC-Chapel Hill, which currently offers both a baccalaureate and a Ph.D. in Public Policy
- The program will initially launch in an accelerated 4+1 format, in which current undergraduate public policy students will be able to complete the MPP degree in one year. The program will then expand to include a full-time stand-alone program track.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing MPP programs within the UNC System. UNC Charlotte also offers the Ph.D. in Public Policy under CIP Code 44.0501 (Public Policy Analysis, General). The related Master of Public Administration (MPA) degree is currently offered by UNC-Chapel Hill, as well as Appalachian State University, East Carolina University, North Carolina State University, North Carolina Central University, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, The University of North Carolina at Pembroke, University of North Carolina Wilmington, and Western Carolina University. Across the UNC System the program is offered in-person and online.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill Department of Public Policy’s mission is to “empower Carolina students with the knowledge, skills, & experiences to improve the lives of others.” The MPP degree’s multi-dimensional features align with this mission, as well as with those of the UNC System and UNC-Chapel Hill. An MPP program would further the UNC System’s mission by helping train a new generation of students to “contribute to the solution of societal problems and enrich the quality of life in the State.”

The UNC-Chapel Hill MPP degree would provide students with the theoretical perspective, analytical skills, and substantive knowledge needed to address domestic and global policy challenges. MPP students would work with quantitative and qualitative data to develop and evaluate alternative approaches to emerging public challenges both locally and around the globe. The core curriculum would include exposure to multiple disciplinary fields, including economics, history, political science, policy analysis, philosophy, research methods, and statistics. An MPP would require a summer work

experience as well as a client-centered consulting project. A major appeal of an MPP degree is its flexible application for careers in the non-profit, public, and private sector.

- 3. Student Demand.** UNC-Chapel Hill is the only UNC System school offering an undergraduate (BA) degree in public policy. The program has recorded a dramatic growth in undergraduate public policy majors (93 percent increase) and minors (172 percent increase) over the last seven years (AY 2011-19). The introductory course, (*Making Public Policy*) attracts approximately 400 students annually. Moreover, UNC-Chapel Hill has observed a dramatic increase in enrollment in core and elective public policy courses (79 percent increase in credit hours).¹⁶

UNC-Chapel Hill is a national leader in conferring undergraduate degrees in public policy. In the most recent completion data, UNC-Chapel Hill awarded the second-highest number of bachelor's degrees in public policy nationwide, with 115 completions in 2017, a 21.1 percent increase in public policy completions year over year. Due to the rapid growth in students interested in public policy courses, as well as already-declared public policy majors, an attentive internal audience would be interested in the MPP program.

UNC-Chapel Hill plans to leverage this existing interest by first launching a 4+1 accelerated BA/MPP program. The program will then be expanded to include a traditional full-time program for graduates of other programs.

- 4. Potential for Unnecessary Duplication.** This program will be the first MPP degree offered within the UNC System. It differs from existing MPA programs offered at UNC-Chapel Hill and other UNC System institutions with a heavier focus on systematic analysis of public policy issues and decision processes, including instruction in economic and political factors in public decision making and policy formulation. MPA programs typically prepare individuals to serve as managers and executives in local, state, and federal government, with a focus on the systematic study of executive organization and management.
- 5. Employment Opportunities for Graduates.** A graduate education in public policy aims to empower students with the knowledge, skills, and experience for success in the labor market. MPP graduates from other existing programs work in a range of professional sectors. A 2015 professional report indicated that 12 percent worked in the private sector; 43 percent worked in the public sector (17 percent in local government, 15 percent in state government, 11 percent in federal government); and 23 percent worked in the nonprofit sector.

There are six occupations most likely obtained by MPPP graduates. These occupations are projected to grow 11 percent over the next decade, greater than the 6.5 percent national projected growth rate among all occupations. Additionally, the median annual earnings for these six occupations is \$111,710, higher than the national median for the same occupations, and nearly 2.5 times higher than the national median across all occupations statewide (\$47,431).

6. Faculty Quality and Number. UNC-Chapel Hill offers nationally recognized programs in public policy at the undergraduate and doctoral level. Existing faculty will serve as the core of the proposed MPP program. In the initial period, Public Policy will offer admission only into the accelerated BA/MPP degree (years 1-3). This will require additional fixed-term faculty and a quarter time (BA/MPP) Coordinator. When admission to a stand-alone MPP degree is offered and depending on the size of the cohort (years 4-6), additional tenured/tenure-track faculty will be needed.

7. Availability of Campus Resources (library, space, etc.) UNC-Chapel Hill has adequate library resources to support the proposed MPP program. The UNC-Chapel Hill University Libraries consist of twelve campus libraries with over seven million items in their catalog. The U.S. Federal government collection contains materials back to 1789, and UNC-Chapel Hill has been a Federal Depository Library since 1884 and a Federal Regional Depository Library since 1962. While there is not a Library of Congress Classification for public policy more broadly, UNC-Chapel Hill has strong coverage in the research areas of public policy, for example: environmental policy (13,542 items), health policy (8,637 items), government policy (54,964 items), social policy (18,075 items) and entrepreneurship: (5,260 items). The collections are not only extensive but have significant retrospective strengths. Moreover, because campus libraries support graduate programs in dozens of social and health science fields, materials on related subjects of potential interest to public policy faculty and students are also available in campus libraries.

Existing information technology services are sufficient to support the proposed program. Current physical space is sufficient to house the initial accelerated BA/MPP program, but additional space will be required to achieve full enrollment growth.

8. Relevant Lower-level and Cognate Programs. This program builds upon the existing expertise found in Public Policy at UNC-Chapel Hill. The UNC-Chapel Hill Curriculum in Public Policy Analysis was initiated as an interdisciplinary undergraduate major in the College of Arts & Sciences in 1979, adding an interdisciplinary doctoral program in 1991 and achieving departmental status in 2001. UNC-Chapel Hill has a distinguished tradition in public policy as a charter institutional member of the Association for Public Policy Analysis and Management.

9. Impact on Access and Affordability. The proposed MPP program will offer an in-state cost-of-attendance that is lower than UNC-Chapel Hill peers, such as Duke University, the University of Michigan, the University of Virginia, and the College of William and Mary. The accelerated (4+1) degree a more affordable and efficient structure than a two-year MPP degree. Many UNC-Chapel Hill Public Policy baccalaureate graduates have pursued a two-year MPP at private or public (at out-of-state tuition rates) at a total tuition over \$100,000. The accelerated degree will offer the MPP at roughly \$19,000 for in-state students.

No changes to the approved graduate tuition and fees are requested. An \$8,500 per year graduate tuition differential is requested for the program. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

Full-Time 2021-22 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	10,552.00	28,844.00
Tuition Differential	8,500.00	8,500.00
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	1750.48	1750.48
Special Fees	--	--
Application Fee	95.00	95.00

10. Expected Quality. The proposed MPP will build upon the strong academic rigor found in existing UNC-Chapel Hill Public Policy programs and will require 48 credits for completion. The core curriculum includes exposure to multiple disciplinary fields, including economics, history, political science, policy analysis, philosophy, research methods, and statistics. The program will require a summer externship and a thesis/final capstone policy project, in which students will apply the analytical and professional skills they have gained through the program.

11. Feasibility of Collaborative Program. The MPP degree will enable new collaboration within the College of Arts and Sciences, UNC-Chapel Hill professional schools, and across other UNC System schools. First, there are potential synergies with current UNC-Chapel Hill master’s degrees, including Global Studies and City and Regional Planning. Second, public policy graduate students would have access to UNC-Chapel Hill professional school courses, and UNC-Chapel Hill professional school students would have access to new public policy graduate offerings. For example, in collaboration with the School of Government, The Curriculum in Global Studies, and the Department of City and Regional Planning, several courses would include students from multiple programs. An MPP dual degree potentially could be offered with other professional schools such as public health, social work, and law. Currently, UNC-Chapel Hill Law students who are interested in a joint degree must complete their MPP at Duke. Third, Public Policy aims to collaborate with social science related academic departments at other UNC System schools in an effort to prepare their students to complete an MPP at UNC-Chapel Hill. In time, a foundational MPP program will strengthen the pipeline between problem-focused undergraduates at all UNC System schools and provide additional opportunities for graduate public policy education in North Carolina.

12. Other Considerations. None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill's faculty, department chair, graduate council, academic dean, graduate school dean, CFO, provost, and chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill's request to establish the Master of Public Policy (CIP 44.0501) effective spring 2022.

**Request for Authorization to Establish
Master of Science (MS) in Medical Science
CIP 51.1201
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Science (MS) in Medical Science.
- The UNC-Chapel Hill School of Medicine offers the MD, and would be responsible for the proposed MS.
- This program requires no new courses or faculty, as it will be offered to students who have completed the first two years of coursework in the MD program but are not continuing into clinical training.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing master's degree programs within the University of North Carolina System under CIP Code 51.1201 (Medicine). Both UNC-Chapel Hill and East Carolina University offer the MD in that CIP Code.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill School of Medicine is nationally recognized. This program would only be occasional students who, after the initial two years of the program, are considered unable to move forward into clinical training or who choose to pursue other opportunities. The School of Medicine admits 190 students per year, and the Student Progress Committee expects that only one student every two years would need to exercise this option.

Nationally, it is common practice to offer students a master's degree in the rare event they cannot complete the MD. Across the United States, the following medical schools have begun to offer exit master's degrees: Harvard University, Temple University, Tulane University, University of Michigan, University of Southern California, Wayne State University, and several others.

3. **Student Demand.** Students will not be directly admitted into this program, as it is only open to current MD students. It is expected that only one student every two years would pursue this option.
4. **Potential for Unnecessary Duplication.** This program will be unique within the UNC System, and thus presents no programmatic duplication.

5. **Employment Opportunities for Graduates.** During the pursuit of a medical degree, some students recognize that their skills and passions are not necessarily aligned with serving as a physician in the evolving and complex health care system. Rather, they learn that would prefer to serve in allied health (e.g., physician’s assistant, physical therapist), research, or teaching roles. Students make these decisions as they learn both about themselves and about the health care system itself, and in some cases, they have personal or family circumstances that cause them to pursue training programs that are shorter and therefore less expensive. The MS in Medical Sciences will allow students and the School of Medicine to mutually agree on this change of pathway.
6. **Faculty Quality and Number.** The MS degree will be administered under the UNC-Chapel Hill School of Medicine Office of Medical Education. There will be no impact on faculty or teaching loads, as this program will only be offered to a small number of existing MD students who decide not to proceed with clinical training. A capstone course will be created for students exercising this option to ensure a seamless transition to subsequent pursuits.
7. **Availability of Campus Resources (library, space, etc.)** This program will not require any campus resources beyond current operations.
8. **Relevant Lower-level and Cognate Programs.** Not Applicable.
9. **Impact on Access and Affordability.** The proposed MS program will provide the small number of students who depart the UNC-Chapel Hill MD program with a valuable credential. This will assist them in pursuing employment opportunities that provide a positive financial return.

No changes to the approved School of Medicine tuition and fees are requested. Tuition and fees for 2021-22 academic year for a full-time medical student are as follows:

Full-Time 2021-22 Medical School Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	32,746.00	60,706.00
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	1750.48	1750.48
Special Fees	509.00	509.00
Application Fee	--	--

10. **Expected Quality.** A student in this program would be required, through past and current coursework in the MD program, including remediation, to have earned 63 hours of credit

with the MCAT serving as the equivalent of the GRE. The final requirement will be registration in a 992-level equivalent course (MTEC 400). This course will include a capstone project or series of experiences, which will be under the direction of the Associate Dean for Curriculum or a designated appropriate faculty mentor and will allow the student to integrate disciplines taught as separate organ systems (e.g., cardiovascular system, respiratory system), to investigate careers, to network appropriately, and to be propelled toward their new career goals.

11. Feasibility of Collaborative Program. Not applicable.

12. Other Considerations. None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill's faculty, graduate council, academic dean, graduate school dean, CFO, provost, and chancellor. Approval and support were provided at all levels.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill's request to establish the Master of Science in Medical Science (CIP 51.1201) effective fall 2021.

**Request for Authorization to Establish
Bachelor of Science in Engineering (BSE) in Intelligent Systems Engineering
CIP 14.0999
University of North Carolina Wilmington**

I. Program Highlights

- The University of North Carolina Wilmington (UNCW) proposes the establishment of a Bachelor of Science in Engineering (BSE) in Intelligent Systems Engineering.
- The proposed interdisciplinary program brings together computing and engineering disciplines, along with the liberal arts, to prepare students to succeed in an area that is becoming increasingly important for industry, government, and society.
- The program would prepare students for work in the era of “smart things” and connected devices, which continue to grow in prominence and importance.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

- 1. Existing Programs (Number, Location, Mode of Delivery).** There are no existing programs within the University of North Carolina System under CIP Code 14.0999 (Computer Engineering, other) or in the field of intelligent systems engineering.
- 2. Relation to Campus Distinctiveness and Mission.** The proposed program supports UNCW’s mission of “...creative inquiry, critical thinking...in areas of expertise that serve state needs.” It also aligns with the UNCW strategic priority to “...enhance learning experiences and educational programs.” The program would leverage existing strengths in computer science and the arts and sciences at UNCW, in support of a program that addresses a fast-growing societal and employment need.
- 3. Student Demand.** UNCW expects strong enrollment demand from current students as well as potential new students. The university commissioned a market analysis from Hanover Research that indicated a growing student demand for programs in intelligent systems engineering. Indiana University offers a program in intelligent systems engineering that has seen enrollment exceed initial estimates and expectations.
- 4. Potential for Unnecessary Duplication.** This program would represent a unique structure for addressing the burgeoning field of smart and connected devices that is not found anywhere else within the UNC System. The primary reason there are no other programs is that this is a relatively new discipline nationally.
- 5. Employment Opportunities for Graduates.** There is strong evidence of labor market demand and high-paying incomes for graduates of the proposed program. Engineering

graduates continue to enjoy growth in positions and wages, per Bureau of Labor Statistics projections. Glassdoor, one of the world’s largest job and recruiting sites, reports that the average annual base salary for an intelligent systems engineer is \$90,898.

- 6. **Faculty Quality and Number.** The program will be delivered with a combination of new and existing courses. The existing courses will be shared with the BS in computer science program. The program is expected to enroll 25 students per year of net new growth and will ultimately require the addition of four new faculty members. New and existing faculty who will support this program will teach a slate of courses commensurate with workload expectations for their college and UNCW.
- 7. **Availability of Campus Resources (library, space, etc.)** The UNCW library adequately supports the existing programs within Computer Science, spending 14 percent of the total materials budget on resources in the discipline. The library also subscribes to large multidisciplinary journal packages and databases which include resources applicable to intelligent systems engineering. The primary need for students engaged in intelligent systems engineering are scholarly journals in machine learning, data science, artificial intelligence, and cybersecurity. The library will pursue avenues to ensure access to these materials for faculty and students.

The proposed program will require new offices and affiliated research space for the new faculty members who will be hired to support the program. Existing spaces are relatively new and should not require any other significant retrofitting or renovations to launch the program. Future enrollment growth will require either the reallocation of existing spaces or identification of new spaces.

- 8. **Relevant Lower-level and Cognate Programs.** The primary support for this program will come from existing undergraduate courses in Computer Science, Mathematics and Statistics, and Physics and Physical Oceanography. This will form the critical base and foundation of the program, that will then move into upper-division engineering courses.
- 9. **Impact on Access and Affordability.** The proposed BSE program would advance UNCW’s goal of providing high-quality academic programs to students.

No changes to the approved undergraduate tuition and fees are requested. No tuition differential or program specific fees are requested are requested. Tuition and fees for 2021-22 academic year for a full-time (12+ credit hour) undergraduate student are as follows:

Full-Time 2021-22 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	4,443.00	18,508.00
Tuition Differential	--	--

Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	2,691.51	2,691.51
Special Fees	--	--
Application Fee	80.00	80.00

10. Expected Quality. The proposed program would be a four-year interdisciplinary program involving both the engineering and computing domains. In addition to the successful completion of university studies requirements, the BSE would require math and science foundations, engineering core courses, and an area of concentration (machine learning and artificial intelligence, cybersecurity, cyber-physical systems). The program will be supported by existing computer science faculty with strengths in many of these areas, complemented by new faculty hires commensurate with enrollment growth.

11. Feasibility of Collaborative Program. The proposed program will leverage and partner with existing academic disciplines at UNCW. As the program grows, UNCW will explore outreach and partnership opportunities with other UNC System institutions and programs.

12. Other Considerations. None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNCW’s faculty, program director, department chair, academic dean, undergraduate dean, CFO, provost, and chancellor. Approval and support were provided at all levels.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Wilmington’s request to establish the Bachelor of Science in Engineering in Intelligent Systems Engineering (CIP 14.0999) effective spring 2022.

**Request for Authorization to Establish
Bachelor of Science (BS) in Cybersecurity
CIP 11.1003
University of North Carolina Wilmington**

I. Program Highlights

- The University of North Carolina Wilmington (UNCW) proposes the establishment of a Bachelor of Science (BSE) in Cybersecurity.
- The proposed interdisciplinary program brings together computing and engineering disciplines, along with business analytics and information systems, to prepare students to succeed in an area that is becoming increasingly important for industry, government, and society.
- UNCW has expertise in this area, having been designated by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a Center for Academic Excellence in Cyber Defense Education through 2023.
- There is a significant need for increasing our public and private workforce in the area of cybersecurity. Cyberattacks on computing systems continue to threaten our personal security, professional activities, and governmental operations.
- This degree will help fill a significant workforce gap and provide North Carolina with a source of employment talent.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

- 1. Existing Programs (Number, Location, Mode of Delivery).** There are no existing baccalaureate programs within the University of North Carolina System under CIP Code 11.1003 (Computer and Information Systems Security). East Carolina University, Fayetteville State University, University of North Carolina at Charlotte, and The University of North at Greensboro offer certificate programs in this field, and University of North Carolina Charlotte offers a master's degree in this field.
- 2. Relation to Campus Distinctiveness and Mission.** The proposed complements several existing academic degree programs at UNCW, including management information systems, computer science, information technology, business analytics, and data science. This will facilitate the efficient sharing of faculty, space, and equipment resources, and will support UNCW's growth in this area.
- 3. Student Demand.** UNCW expects strong enrollment demand from current students as well as potential new students. A 2018 Gartner study noted that the global cybersecurity market is expected to reach \$170.4 billion by 2022. To develop the required talent needed by both the private and public sectors, academic departments are working to establish cybersecurity programs and tracks. Based off of an analysis of similar programs at other

institutions, UNCW projects a total full-time enrollment of 160 students by the fifth year of the program's operation.

4. **Potential for Unnecessary Duplication.** This program does not represent unnecessary duplication as it is the first stand-alone baccalaureate program in cybersecurity within the UNC System.
5. **Employment Opportunities for Graduates.** There is strong evidence of labor market demand and high-paying incomes for graduates of the proposed program. An EMSI Analyst report was generated for this program, expecting a 14.9 percent increase in jobs between 2019 and 2029, with expected median earnings of \$88,800 per year. Unique job postings for related positions have more than doubled in North Carolina between 2016 and 2021, demonstrating substantial employer demand for program graduates.
6. **Faculty Quality and Number.** The program will be delivered with a combination of new and existing courses. The existing courses will be shared with the cybersecurity minor and the current security concentration offered in computer science. UNCW expects the program to largely attract new students, and not impact enrollment levels of existing programs. The program is expected to ultimately offer 27 new courses and require the addition of six new faculty members. New and existing faculty who will support this program will teach a slate of courses commensurate with workload expectations for their college and UNCW.
7. **Availability of Campus Resources (library, space, etc.)** The UNCW library adequately supports the existing programs within Computer Science, spending 14 percent of the total materials budget on resources in the discipline. The library also subscribes to large multidisciplinary journal packages and databases which include resources applicable to cybersecurity. Additional journals focused on cryptologia, computer security, cyber policy, and business analytics will be pursued in support of the program. The proposed program will require new offices and affiliated research space for the new faculty members who will be hired to support the program. Existing spaces are relatively new and should not require any other significant retrofitting or renovations to launch the program. Future enrollment growth will require either the reallocation of existing spaces or identification of new spaces. New dedicated servers and software packages that directly address cybersecurity will also be required.
8. **Relevant Lower-level and Cognate Programs.** The primary support for this program will come from existing undergraduate courses in Computer Science, Mathematics and Statistics, and Management Information Systems. This will form the critical base and foundation of the program, that will then move into upper-division cybersecurity courses. This will form the critical base and foundation of the program, that will then move into upper-division engineering courses.

9. Impact on Access and Affordability. The proposed cybersecurity program will improve student access and support the UNC System Strategic plan by aligning with both the local community college (Cape Fear) and industry needs.

No changes to the approved undergraduate tuition and fees are requested. No tuition differential or program specific fees are requested are requested. Tuition and fees for 2021-22 academic year for a full-time (12+ credit hour) undergraduate student are as follows:

Full-Time 2021-22 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	4,443.00	18,508.00
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	2,691.51	2,691.51
Special Fees	--	--
Application Fee	80.00	80.00

10. Expected Quality. Cybersecurity refers to a set of techniques used to protect the integrity of an organization’s security architecture and safeguard its data against attack, damage, or unauthorized access. It is the convergence of people, processes, and technology that come together to protect against digital attacks.

The proposed program in cybersecurity will build of the existing expertise and experience that UNCW has in the field, as well as the related disciplines of computer science, business and analytics, and information systems. Each graduate of the cybersecurity program will have experience that includes a computing-based foundation, crosscutting concepts that are broadly applicable across a range of specializations, a direct connection between their body of knowledge and in-demand workforce domains, and a strong emphasis on ethical conduct and professional responsibilities. UNCW will request that the new program be given the same Center for Academic Excellence in Cyber Defense Education designation from the National Security Agency and the Department of Homeland Security that the existing cybersecurity minor has received.

11. Feasibility of Collaborative Program. The proposed program will leverage and partner with existing academic disciplines at UNCW. As the program grows, UNCW will explore outreach and partnership opportunities with other UNC System institutions and programs.

12. Other Considerations. None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNCW's faculty, program director, department chair, academic dean, undergraduate dean, CFO, provost, and chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Wilmington's request to establish the Bachelor of Science in Cybersecurity (CIP 14.0999) effective fall 2021.



AGENDA ITEM

- A-5. Proposed Update Uniform Articulation Agreement AAS in Early Childhood Education and BA Birth-Kindergarten Programs David English

Situation: Presentation of proposed language updates regarding monitoring compliance among participating University of North Carolina System institutions.

Background: The Uniform Articulation Agreement (UAA) in Early Childhood Education (AAS) and Birth-Kindergarten Programs (BA) was approved and implemented in 2018 to present a statewide agreement to promote educational advancement opportunities for early childhood education students' matriculation from North Carolina Community College System (NCCCS) to University of North Carolina System institutions. The Early Childhood Education (ECE) to Birth-Kindergarten (BK) Transfer Committee (ECEBKTC) overseeing the UAA is charged with ensuring compliance with the agreement and regular reporting to the chief academic officer of both systems.

Assessment: The transfer committee proposes a change in the compliance procedures of the agreement to align closely with the compliance procedures found in the statewide Comprehensive Articulation Agreement. These changes detail the composition of the review teams and the frequency of reviews to ensure that all institutions are in compliance with the agreement.

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

UNIFORM ARTICULATION AGREEMENT

BETWEEN

THE UNIVERSITY OF NORTH CAROLINA

BACCALAUREATE OF BIRTH-KINDERGARTEN AND

EARLY CHILDHOOD RELATED PROGRAMS

AND

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

APPLIED ASSOCIATE IN EARLY CHILDHOOD EDUCATION PROGRAMS

Effective: Fall 2018

Approved by the State Board of Community Colleges on March 16, 2018

Approved by The UNC Board of Governors on March 23, 2018

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BACKGROUND AND HISTORY

Nearly two decades ago, North Carolina Community College faculty and university faculty from the UNC System, as well as the North Carolina Private and Independent Colleges, began meeting to discuss early childhood education articulation and program alignment. An initial, primary concern was the university's uncertainty of the community college course content and alignment with university program standards.

In 2006, community college faculty from across the state began participation in a two-year Early Childhood Curriculum Improvement Project (CIP). The achieved goal of the CIP was to revise the early childhood program and courses to more closely align with university standards. North Carolina Community Colleges and both public and private universities created several bilateral articulation agreements following the completion of the CIP, which expanded transfer opportunities for community college early childhood education students.

Both the 2006-2008 CIP and the 2015 Growing Greatness projects were successful in updating early childhood course content and producing closer alignment with higher education standards. However, articulation through bilateral agreements created challenges. As of fall 2017, more than 14 early childhood education bilateral articulation agreements existed in North Carolina. With each university having a unique individual transfer course list, community college and university student advisors faced many issues and challenges--especially if a student decided to enroll at a different university than originally planned. Additionally, many community college early childhood education courses transferred into the university as electives, instead of specific courses within the major, forcing the students to take additional classes, which increased costs and time to graduation.

Session Law 2017-68, Senate Bill 315 (Part II) mandated by March 1, 2018, "the Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop an articulation agreement for the transfer of credits earned for an associate degree in an early childhood education program at a community college toward a baccalaureate degree in an early childhood education program at a constituent institution for the purposes of the student obtaining teacher licensure in the area of Birth through Kindergarten. The articulation agreement shall apply to all community college campuses and constituent institutions with early childhood education programs. The articulation agreement may include that the community college student transferring credit and enrolling in the constituent institution has a minimum grade point average and a minimum Praxis I score."

The legislation also required, by April 15, 2018, a combined report from the two governing boards to the Joint Legislative Education Oversight Committee "on the development of the articulation agreement and the plan for implementation of the articulation agreement at all community college campuses and constituent institutions with early childhood education programs" and system-wide implementation of the articulation agreement beginning with the 2018-2019 academic year.

All 58 NC community college campuses offer the Early Childhood Education Associate in Applied Science (AAS) degree, and twelve UNC institutions offer Birth to Kindergarten (B-K) licensure baccalaureate degrees. Additionally, eight UNC universities offer non-licensure degrees in early childhood education-

related programs. The agreement and articulation detailed in this document fulfills the requirements of Senate Bill 315 and will apply to the institutions listed in Appendix A, beginning with academic year 2018-2019.

PURPOSE AND RATIONALE

This document presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for early childhood education (ECE) students matriculating from the North Carolina Community College System to the constituent institutions of the University of North Carolina in order to complete a Bachelor's Degree in Birth-Kindergarten teaching licensure program or a Bachelor's Degree in a related Early Education non-licensure program.

This articulation agreement describes a progression degree plan that includes required general education for all Birth-Kindergarten (BK) education degree plans (licensure and non-licensure) and pre-major courses that are acceptable to all state funded ECE to BK programs (licensure and non-licensure) options. **Students who follow the progression degree plan will have 60 hours applied to all of the North Carolina public ECE to BK programs, both licensure and non-licensure.** Early Childhood Education students following the plan are guaranteed not to take additional, and often duplicative, courses.

This agreement does not guarantee student acceptance into any bachelor program at UNC institutions. ECE students must meet applicable admissions criteria and policies designated by, and earn admission into, the UNC institution of their choice. These criteria and admissions requirements may include (but are not limited to) minimum GPA and Praxis scores and their associated timelines, as published by each university's Bachelor's Degree in Birth-Kindergarten and Early Education-related programs (both licensure and non-licensure options).

Advisors at NCCCS and UNC institutions must ensure students understand the higher requirements and additional steps required for admission to a licensure track program, including passing and obtaining competitive scores on the Praxis exam, as well as the increased financial cost associated with taking the exam and other expenses related to earning licensure in the state of North Carolina (e.g., the edTPA teacher portfolio assessment, full-time and unpaid semester long internship experiences in classroom). However, students in these programs (and their advisors) should also comprehend how non-licensure prospective degrees will allow them alternative options to work with young children without a teaching license. The non-licensure track provides an off-ramp/alternative pathway to earning a bachelor degree in this area, yet still retain career options and mobility for working with young children.

This proposal supports the mission of the North Carolina State Board of Community Colleges and the University of North Carolina strategic plan's stated goals of "Access, Affordability and Efficiency as well as Economic and Community Engagement." It does this by reducing barriers that currently exist for applied associates degree early childhood educators who wish to earn baccalaureate degrees, and by creating a more seamless and rational--and guaranteed--transfer process for community college early childhood education students. A codified, coordinated approach should increase ECE to BK student retention and persistence, and reduce time-to-degree completion. The benefit to the state of NC likely will include an increase in the number of four-year degreed teachers with a Birth-Kindergarten licensure,

a more -educated and diverse early childhood workforce, and (due to the higher pay for these degrees) increased economic mobility for the teachers.

POLICIES

The Early Childhood Education Articulation Agreement (ECAA) is made between the State Board of North Carolina Community College System and the University of North Carolina Board of Governors. It applies to all 58 North Carolina community colleges offering the applied associate degree in Early Childhood Education programs and to those constituent, participating institutions of The University of North Carolina offering Birth-Kindergarten Teaching Licensure and related Early Education Non-Licensure Baccalaureate Degree Programs (see Appendix A for the list of participating institutions).

The ECAA licensure and non-licensure options apply to all community college students who enter into applied associate degree in Early Childhood Education programs after the effective date of this agreement and who successfully complete an Associate in Applied Science (AAS) degree in Early Childhood Education prior to transfer. The ECE to BK Transfer Committee (ECEBKTC) will oversee refinements of and changes in the regulations, and will report in three years needed updates and outcomes of ECAA.

A. ECE to BK Transfer Committee (ECEBKTC)

Authority to interpret the Early Childhood Articulation Agreement (ECAA) policy rests with the ECE to BK Transfer Committee (ECEBKTC). The ECEBKTC is an eight-member committee appointed by the Chief Academic Officer (CAO) of the North Carolina Community College System and The University of North Carolina. The CAO will forward unresolved questions to the ECEBKTC for interpretation.

ECEBKTC members shall serve four-year, staggered terms. An individual may serve no more than two consecutive terms. Some initial appointments may be for 1, 2, 3, or 4 years to allow for staggering of terms.

ECEBKTC shall have co-chairs, one from the NCCCS faculty members, and one from the UNC faculty members. Co-chairs shall be elected by the membership, and shall serve staggered terms.

NCCCS Members: Five representatives, including:

- One non-voting, ex officio representative, selected by the NCCCS CAO from among NCCCS administrative personnel. This individual is exempt from the provision restricting member to no more than two consecutive terms.
- Four representatives from the 58 community college member schools. These four members will be nominated by their peers and reviewed for approval by the CAO of the NCCCS. Self-nomination with endorsement by peers is permitted.

UNC Members: Five representatives, including:

- One non-voting, ex officio representative, selected by the UNC CAO from among UNC System personnel. This representative will normally be the Director of Community College Partnerships, but the UNC CAO may select another individual. This individual is exempt from the provision restricting member to no more than two consecutive terms.
- Four representatives from the university member schools. These members will be nominated by their peers and reviewed for approval by the CAO of UNC. Self-nomination with endorsement by peers is permitted.

Questions concerning the ECAA policy interpretations should be directed to the appropriate system's Chief Academic Officer (CAO) with an explanation of the institutional policy that may be (or appear to be) in conflict with ECAA policy.

Questions about the transferability of the course work under the ECAA, and/or any proposed changes to the policies, general education courses, or early childhood education courses, must be addressed by the ECEBKTC. Changes to the curriculum standards for the Associate in Applied Science Early Childhood Education degree program are the authority of the State Board of Community Colleges. The ECEBKTC will be notified of any changes.

B. Admission Policy

Completion of the AAS ECE does not guarantee admission to one of the twelve UNC institutions who offer the Birth to Kindergarten licensure program or one of the eight UNC institutions who offer a non-licensure related early childhood education degree. AAS ECE students desiring admission to a UNC institution should review and understand the following conditions:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from a North Carolina community college with an Associate in Applied Science Early Childhood Education degree.
- Students must meet all requirements of the Early Childhood Articulation Agreement (ECAA).
- Students must meet minimum GPA and/or Praxis score admission requirements for the desired four-year institution's Bachelor's Degree in Birth-Kindergarten and Early Education-related degrees (licensure and non-licensure options). See specific UNC institution website for information on admission requirements and associated timelines, which vary by institution and program.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all ECAA courses.
- Students must be academically eligible for readmission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

C. Transfer Credit Appeal

If a transfer student perceives that the terms of the ECAA have not been honored, he or she may follow the Transfer Credit Appeal Procedure, as outlined below in "Regulations and Procedures, Section F."

Each UNC and community college institution will provide a link to the Transfer Credit Appeal Procedure on its website.

REGULATIONS AND PROCEDURES

A. Transfer of Credits

The Early Childhood Articulation Agreement (ECAA) establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. The ECAA does not address admission to a specific institution or to a specific major within an institution.

1. Eligibility

To be eligible for the transfer of credits under the ECAA, the student must graduate from the community college with an Associate in Applied Science Early Childhood Education degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all ECAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis as determined by the receiving institution.

2. Definition of General Education Courses and Technical Courses

The Associate in Applied Science Early Childhood Education degree program in the North Carolina Community College System requires a total of sixty-four to seventy-six semester hours credit for graduation (see Appendix C), sixty of which are transferable to any UNC institution (see Appendix A). The overall total is comprised of both lower-division general education and early childhood education courses. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The Associate in Applied Science Early Childhood Education degree program includes general education requirements that represent the fundamental foundation for success, with studies in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Additionally, the Associate in Applied Science in Early Childhood Education degree program includes technical courses in the field of early childhood education, which include study in the areas of child development for both typical and atypical development, child guidance, health, safety and nutrition, creative activities, language and literacy, working with children and diverse families, and field experiences/practicums. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the four-year institution.

The Associate in Applied Science Early Childhood Education degree program is structured to include three components:

- **Universal General Education Transfer Component** comprises a minimum of 15 semester hours of credit, including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. AAS Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. All Universal General Education Transfer Component courses will transfer as equivalency credit
- **Technical Core/Major Hours** consists of 49 semester hours, 35 of which are in the technical core, and
- **Other Major Hours**, which includes additional early childhood education courses or additional general education courses, and brings the total number of hours in the AAS degree to 64-76 hours.

To ensure maximum transferability of credits, students should select additional general education and early childhood education courses based on the courses listed in the ECAA (see Appendix B).

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The Universal General Education Transfer Component and Other Required General Education courses will be drawn from those courses designated in the North Carolina Community College *Combined Course Library* as being transferable general education. This practice will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique.

3. Transfer of Associate in Applied Science Early Childhood Education Degree Program

- a. The ECAA enables North Carolina community college graduates of Associate in Applied Science Early Childhood Education degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
- b. Universities cannot place requirements on students transferring under the ECAA that are not required of their native students.
- c. Due to degree requirements at some UNC institutions, additional courses at the UNC institution may be required beyond the general education courses taken at the community college.
- d. Community college graduates of the Associate in Applied Science Early Childhood Education degree programs, who have earned 60 semester hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale, will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

- e. Requirements for secondary admission to the school of education at each university may include the following: minimum Praxis scores, GPA, and other published admission requirements for the associated baccalaureate program, available on their degree website.
- f. All courses approved for transfer in the ECAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix B).
- g. ECAA courses taken beyond the 60 SHC of credit in which the student received less than a “C” will not negate the provisions of the ECAA.

4. Certification of Universal General Education Transfer Component Courses, Associate in Applied Science Early Childhood Education Degree Completion

Certification of completion of the Associate in Applied Science Early Childhood Education degree is the responsibility of the community college at which the program is completed. Transcript identification of Universal General Education Transfer Component courses is also the responsibility of the community college at which the courses are completed.

5. Four-Year Degree Plan for Community College Associate in Applied Science Early Childhood Education Transfer Students

Beyond the Universal General Education Transfer Component courses, a program of study leading to the associate degree contains courses related to a student's major or program emphasis. Each UNC institution will develop, publish, and maintain four-year degree plans identifying community college courses that provide pathways leading to Associate in Applied Science Early Childhood Education degree completion, admission into the major, and baccalaureate completion. Students who complete the Associate in Applied Science Early Childhood Education degree plan track published by a UNC institution, and who are accepted into that institution and into that major within four years of initial enrollment at the community college, will continue into that major at the UNC institution with all courses fulfilling lower division general education and other degree requirements.

6. Transfer of courses not originated at North Carolina community colleges

Transfer courses that do not originate at a North Carolina community college or UNC institution may be used under the ECAA with the following stipulations:

- a. Courses must be completed at a regionally accredited (e.g., SACSCOC) institution of higher education;
- b. Courses must meet general education requirements as listed in Appendix B; and
- c. Courses may total no more than 14 semester hours of general education course credit.
- d. For courses not originating at a NC community college, if the courses are used to complete the AAS, the courses will transfer as part of the degree.

7. Transfer of Advanced Placement (AP) Course Credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed Associate in Applied Science in Early Childhood Education degree under the ECAA.

B. Impact of the ECAA on other Articulation Agreements

The ECAA takes precedence over bilateral articulation agreements established between constituent institutions of the University of North Carolina and the North Carolina Community College System, but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the ECAA and enhance transferability of students from community colleges to senior institutions are encouraged. Institutional articulation agreements conflicting with the ECAA are not permitted.

C. Compliance Procedures

The ECEBK Transfer Advisory Committee (ECEBK TAC) is charged with ensuring compliance of institutional policies and practices regarding the Early Childhood Education to Birth through Kindergarten Articulation Agreement. To that end, a Review Team, comprised of one UNC System representative and one community college representative, will engage in a review of the Birth through Kindergarten program procedures-and non-licensure procedures, if applicable, of two UNC System institutions per semester. All participating universities will receive the Articulation Agreement and a list of materials that the ECEBK TAC will utilize during the review process. The materials will include but will not be limited to: baccalaureate degree plans, program organization information, communication processes, and recruitment and advising procedures. The ECEBK TAC will report the findings of the Review Team to the Chief Academic Officer of the UNC System and the Chief Academic Officer of the North Carolina Community College System. The UNC System Office will then share the findings of the Review Team with the reviewed institutions.

D. Students enrolled prior to Fall 2018

Students who entered or completed an AAS program in Early Childhood Education at a North Carolina Community College prior to Fall 2018 are subject to the conditions in place at the individual institutions at the time of their original enrollment or degree completion.

E. ECE to BK Transfer Committee Procedures

Articulation between the NCCCS and UNC is a dynamic process. To ensure the currency of the ECE to BK Licensure and Non-Licensure articulation agreement, occasional modifications to that agreement may be necessary. These modifications may include the addition, deletion, and/or revision of courses on the transfer list as listed in the degree plan (see Appendix B).

The ECEBKTC will receive requests for modification only upon the recommendation of the Chief Academic Officer (CAO) of the NCCCS or UNC institution. Additions, deletions, and modifications may be subject to faculty review, under the direction of the ECEBKTC. Because the modification

process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the ECEBKTC will be consistent with all pertinent accreditation and licensure standards.

1. The Faculty Review Process

Any member of the ECEBKTC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee is not a standing, established committee. It is an ad hoc committee, with members selected and convened anew when needed by the ECEBKTC.

When formed, on each occasion, the Faculty Review Committee will:

- a. Consist of the following representatives:
 - i. Four UNC faculty members
 - ii. Four NCCCS faculty members
- b. Receive a request to review a course(s) from the assigned representative(s) of the ECEBKTC within one week of the ECEBKTC meeting where the request was made.
- c. Forward their comments, suggestions, and recommendations to the assigned representative(s) of the ECEBKTC prior to the next scheduled ECEBKTC meeting.

The assigned representative(s) of the ECEBKTC will report the results of the Faculty Review Committee at the next ECEBKTC scheduled meeting for action. Approval of the requested action will require a majority of the ECEBKTC members.

2. Addition of Courses to the Transfer List in the Block Degree Plan

All additions to the ECAA transfer list must be drawn from the Early Childhood Articulation Agreement in effect at the time that the request for the addition is made. Such additions may be recommended by a participating institution through the following process:

- a. The director of a Birth-Kindergarten or related Early Childhood Education at any one of the participating colleges or universities make a written request for inclusion of a specific course as a general education, a pre-major, or elective to the CAO of their college or university. That CAO submits a written request for inclusion on the transfer list to The University of North Carolina CAO. The UNC CAO will consult with the CAO of the North Carolina Community College System Office.
- b. The CAOs, or their designees at UNC and at NCCCS, will then seek feedback and endorsement about whether to pursue the change from their respective campuses. A two-thirds favorable response is required for the change to be pursued.
- c. The CAO of either system may submit the request for action to the ECEBKTC a minimum of thirty days prior to the next ECEBKTC meeting.

- d. The ECEBKTC reviews the request. Any member of the ECEBKTC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the Committee records their action and rationale of action.
- e. The NCCCS Office and the UNC System Office will distribute notification of action to all the participating colleges or universities in their system.

3. Deletion of a Course from the Transfer List

The director of a Birth-Kindergarten or Early Childhood Education program at any one of the participating colleges or universities may request that a course be removed from the ECE to BK articulation agreement licensure and non-licensure transfer list in the Block Degree Plan by following similar procedures as outlined in items 1-5 in the *Addition of Courses to the Transfer List*.

4. Change in the Designation of a Course

The director of a Birth-Kindergarten or related Early Childhood Education program at any one of the participating colleges or universities may request a change in the designation of a course in the ECAA (i.e., Elective to General Education or Pre-Major) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to the ECEBKTC for action. Any member of the ECEBKTC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

F. ECE to BK Articulation Agreement Transfer Credit Appeal Procedures

If a student from a North Carolina Community College System (NCCCS) college believes the terms of the Early Childhood Education Articulation Agreement (ECAA) have not been honored by a University of North Carolina (UNC) institution to which the student has been admitted, the student may invoke the following ECAA Transfer Credit Appeal Procedure:

Step #1:

- By the last day of classes of the first semester for which admission is offered, the student must submit an ECAA Transfer Credit Appeal Form, along with any supporting documentation, to the Director of Admission (or equivalent position, regardless of specific name, at the university) at the UNC campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- The student must specify on the appeal form the specific ECAA language that is in contention. Appeals lacking this information will not be considered.
- The Director of Admissions will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the Director of Admission, they may appeal on the same form to the Chief Academic Officer (CAO) of the University within 15 days of written notice of the Director's decision.
- The CAO will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, they may appeal to the Early Childhood Education Birth to Kindergarten Transfer Advisory Committee (ECEBKTC) subcommittee, composed of the Co-chairs, a representative from the UNC General Administration, and a representative from the NCCCS.
- The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the ECEBKTC subcommittee should be sent to:

UNC-System Early Childhood Education Birth to Kindergarten
Transfer Committee Member ECAA Appeal
PO Box 2688
Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days. If a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full ECEBKTC within 10 business days. The ECEBKTC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

Appendix A

Participating Programs (as of Academic Year 2018-2019)

NCCCS Associate in Applied Science in Early Childhood Education (A55220)

All 58 NCCCS Community Colleges

UNC System ECE to Bachelor in Birth-Kindergarten Teaching licensure option:

1. Appalachian State University
2. East Carolina University
3. Elizabeth City State University
4. Fayetteville State University
5. North Carolina Agricultural and Technical State University
6. North Carolina Central University
7. University of North Carolina at Charlotte
8. University of North Carolina at Greensboro
9. University of North Carolina at Pembroke
10. University of North Carolina Wilmington
11. Western Carolina University
12. Winston-Salem State University

UNC System Bachelor in Early Childhood Non-teaching licensure option, with corresponding Bachelor Degree title:

1. East Carolina University: *Family and Community Services, Child Development Concentration*
2. Elizabeth City State University: *Child, Family and Community*
3. Fayetteville State University: *Birth-Kindergarten Non-Teaching*
4. North Carolina Agricultural and Technical University: *Child Development and Family Studies*
5. North Carolina Central University: *Family Consumer Sciences, Child Development and Family Relations Concentration*
6. University of North Carolina Greensboro: *Early Care and Education*
7. Western Carolina University: *Early Childhood*
8. Winston-Salem State University: *Early Intervention and Preschool Concentration or Business Optional Concentration*

Appendix B

Block Degree Plan Transfer Course List (60 Total credit hours applied to Bachelor Degree Program)

General Education

BLOCK 1 (15 course credit hours):

Consists of general education courses that are taken as part of all North Carolina AAS early education programs. The courses are:

Course Category	Transferable courses	Credit Hours
Communication	COM 231 and ENG 111	6
Humanities/Fine Arts	ART 111, 114, 115 MUS 110, 112 PHI 215, 240	3
Math	MAT 143	3
Social/Behavioral	PSY 150	3

BLOCK 2 (14 course credit hours):

Consists of additional **university general education** requirements that are not part of AAS degree but are required to earn a **Bachelor degree in Birth-Kindergarten (B-K) teaching licensure program and non-teaching licensure Early Childhood related Bachelor degree programs.**

Course Category	Transferable courses	Credit Hours
English Composition	ENG 112 or ENG 114	3
Social/Behavioral	ECO 251, 252 HIS 111, 112, 131, 132 POL 120, SOC 210	3
Biological Science	BIO 110 or 111	4
Natural Science	AST 111 and 111A, 151 and 151A CHM 151, GEL 111, PHY 110 and 110 A	4

29 Total Hours of General Education

Early Childhood Competencies

BLOCK 3 (31 course credit hours) for Birth-Kindergarten Licensure Transfer:

Consists of AAS Early Education Major Hours required as part of the AAS degree that will be applied to the Bachelor in **Birth-Kindergarten Teaching Licensure track** option. These courses are:

Course Category	Transferable courses	Credit Hours
Child, Family and Community/ Diverse Worlds	EDU 131	3
Child Development 1 & 2	EDU 144 & 145 or PSY 244 & 245	6
Guiding Children’s Behavior/Child as Teacher/Parent Child Interaction	EDU 146	3
Health, Safety and Nutrition	EDU 153	3
Foundations of American Education	EDU 216	3
Children with Exceptionalities	EDU 221	3
Infant and Toddler Curriculum	EDU 234	3
Teacher Licensure Preparation	EDU 250 or if Praxis requirements have been met by SAT/ACT, any other EDU course to get to 60 transferable hours	3
Capstone Practicum	EDU 284	4

60 Total hours (Block 1+ 2+ 3= 60 hrs)

OR

BLOCK 4 (31 course credit hours): Early Education Non-Teaching Licensure Transfer:

Consists of other AAS Early Education Major Hours that will be applied to related Bachelor in Early Education **Non-teaching licensure transfer** option. Students would **not complete BLOCK 3** but instead will complete Block 4 with BLOCK 1, 2. These courses are:

Course Category	Transferable courses	Credits
Child, Family and Community/ Diverse Worlds	EDU 131	3
Child Development 1 & 2	EDU 144 & 145 or PSY 244 & 245	6
Guiding Children’s Behavior/Child as Teacher/Parent Child Interaction	EDU 146	3
Health, Safety and Nutrition	EDU 153	3
Children with Exceptionalities	EDU 221	3
Infant and Toddler Curriculum	EDU 234	3
Early Childhood Administration 1	EDU 261	3
Early Childhood Administration 2	EDU 262	3
Capstone Practicum	EDU 284	4

60 Total Hours (Block 1+ 2+ 4= 60 hrs)

BLOCK 5: Remaining hours to get to 120 total degree credit hours or specified total credit hours by UNC system institution.

Consists of university-based courses that are **taken at the UNC system institution**, as a part of the **B-K Bachelor degree teaching licensure** program or for **Transfer/Non-Licensure** early education related bachelor program, see Appendix A for participating schools for both programs.

Appendix C

Associate in Applied Science in Early Childhood Education Curriculum Standard			
Career Cluster: Education and Training**			
Cluster Description: Planning, managing, and providing education and training services, and related learning support services.			
Pathway: Teaching/Training		Effective Term: Fall 2018 (2018*03)	
Program Majors Under Pathway			
Program Major / Classification of Instructional Programs (CIP) Code		Credential Level(s) Offered	Program Major Code
Early Childhood Education	CIP Code 13.1210	AAS/Diploma/Certificate	A55220
<p>Curriculum Description</p> <p>The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.</p> <p>Coursework includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.</p> <p>Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.</p> <p><i>Program Major Description: The following 4th paragraph is used in conjunction with the first three paragraphs of the pathway description above for documentation used to identify the Program Major:</i></p> <p>Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential coursework includes instruction in all areas of child development such as emotional/social/health/physical/language/communication, approaches to play and learning, working with diverse families, and related observations/student teaching experiences.</p> <p><i>*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.</i></p>			

I. General Education Academic Core *Curriculum Requirements for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.97(3): Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.*

Teaching/Training: Early Childhood Education				AAS	Diploma	Certificate
Recommended General Education Academic Core				15 SHC	6 SHC	0 SHC
Minimum General Education Hours Required:				15 SHC	6 SHC	0 SHC
<p>Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative gen education courses to meet local curriculum needs.</p> <p>Communication:</p> <p>COM 231 Public Speaking U 3 SHC ENG 111 Writing and Inquiry U 3 SHC</p> <p>Humanities/Fine Arts:</p> <p>ART 111 Art Appreciation U 3 SHC ART 114 Art History Survey I U 3 SHC ART 115 Art History Survey II U 3 SHC MUS 110 Music Appreciation U 3 SHC MUS 112 Introduction to Jazz U 3 SHC PHI 215 Philosophical Issues U 3 SHC PHI 240 Introduction to Ethics U 3 SHC</p> <p>Social /Behavioral Sciences:</p> <p>PSY 150 General Psychology U 3 SHC</p> <p>Natural Sciences/Mathematics:</p> <p>MAT 143 Quantitative Literacy U 3 SHC</p> <p>U indicates a Universal General Education Transfer Component (UGETC) course included in the Comprehensive Articulation Agreement. UGETC courses are guaranteed to transfer to any of the sixteen University of North Carolina senior institutions as equivalent credit within defined distribution limits.</p> <p>Additional General Education for Transfer Specialty Areas 14 SHC (Block 2 of Articulation Agreement)</p> <p>English Composition (Select 1)</p> <p>ENG 112 Writing/Research in the Disc U 3 SHC ENG 114 Prof Research & Reporting 3 SHC</p> <p>Social/Behavioral Science (Select 1)</p> <p>ECO 251 Prin of Microeconomics U 3 SHC ECO 252 Prin of Macroeconomics U 3 SHC HIS 111 World Civilizations I U 3 SHC HIS 112 World Civilizations II U 3 SHC HIS 131 American History I U 3 SHC HIS 132 American History II U 3 SHC POL 120 American Government U 3 SHC SOC 210 Introduction to Sociology U 3 SHC</p> <p>Biological Science (Select 1)</p> <p>BIO 110 Principles of Biology U 4 SHC BIO 111 General Biology I U 4 SHC</p>				6 SHC	3-6 SHC	Optional
				3 SHC	0-3 SHC	Optional
				3 SHC	0-3 SHC	Optional
				3 SHC	0-3 SHC	Optional

<p>Natural Science (Select 1)</p> <p>AST 111 Descriptive Astronomy & Lab (AST 111A) U 4 SHC</p> <p>AST 151 General Astronomy & Lab (AST 151A) U 4 SHC</p> <p>CHM 151 General Chemistry I U 4 SHC</p> <p>GEL 111 Introductory Geology U 4 SHC</p> <p>PHY 110 Conceptual Physics & Lab (PHY 110A) 4 SHC</p> <p><i>Refer to Blocks 1 and 2 of the Block Degree Plan for more information about required General Education in the Early Childhood Education Statewide Articulation Agreement.</i></p>			
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II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. Below is a description of each section under Major Hours.

- A. Technical Core.** The technical core is comprised of specific courses which are required for all Program Majors under this Curriculum Standard. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the curriculum core courses or core subject area of the AAS program.
- B. Program Major(s).** The Program Major must include a minimum of 12 semester hour credits from required subjects and/or courses. The Program Major is in addition to the technical core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from each prefix listed, with the exception of prefixes listed in the core.

Teaching/Training: Early Childhood Education	AAS	Diploma	Certificate																																										
Minimum Major Hours Required:	49 SHC	30 SHC	12 SHC																																										
<p>A. TECHNICAL CORE</p> <p><i>Courses required for the diploma are designated with *</i></p> <p>Required Courses:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>* EDU 119</td><td>Intro to Early Child Education</td><td style="text-align: right;">4 SHC</td></tr> <tr><td>* EDU 131</td><td>Child, Family, & Community</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 146</td><td>Child Guidance</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 151</td><td>Creative Activities</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 153</td><td>Health, Safety & Nutrition</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 221</td><td>Children with Exceptional</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>EDU 234</td><td>Infants, Toddlers & Twos</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>EDU 280</td><td>Language & Literacy Experiences</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>EDU 284</td><td>Early Child Capstone Practicum</td><td style="text-align: right;">4 SHC</td></tr> </table> <p>*Child Development. Select one set:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>EDU 144</td><td>Child Development I</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>& EDU 145</td><td>Child Development II</td><td style="text-align: right;">3 SHC</td></tr> <tr><td colspan="3" style="text-align: center;"><i>OR</i></td></tr> <tr><td>PSY 244</td><td>Child Development I</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>& PSY 245</td><td>Child Development II</td><td style="text-align: right;">3 SHC</td></tr> </table> <p>B. Transfer Specialty Area: <i>Required Specialty Subject Areas for students pursuing early childhood education birth to kindergarten transfer per the Early Childhood Articulation Agreement (ECAA); Not required for non-transfer students.</i></p>	* EDU 119	Intro to Early Child Education	4 SHC	* EDU 131	Child, Family, & Community	3 SHC	* EDU 146	Child Guidance	3 SHC	* EDU 151	Creative Activities	3 SHC	* EDU 153	Health, Safety & Nutrition	3 SHC	* EDU 221	Children with Exceptional	3 SHC	EDU 234	Infants, Toddlers & Twos	3 SHC	EDU 280	Language & Literacy Experiences	3 SHC	EDU 284	Early Child Capstone Practicum	4 SHC	EDU 144	Child Development I	3 SHC	& EDU 145	Child Development II	3 SHC	<i>OR</i>			PSY 244	Child Development I	3 SHC	& PSY 245	Child Development II	3 SHC	35 - 41 SHC	25 SHC	
* EDU 119	Intro to Early Child Education	4 SHC																																											
* EDU 131	Child, Family, & Community	3 SHC																																											
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<i>OR</i>																																													
PSY 244	Child Development I	3 SHC																																											
& PSY 245	Child Development II	3 SHC																																											

Select one specialty area**:

1. Birth to Kindergarten (B-K) Licensure Transfer

EDU 216 Foundations of Education (4) 3 SHC
EDU 250 Teacher Licensure Preparation (1) 3 SHC

**If Praxis requirement is met by ACT/SAT scores, take any 3 SHC EDU course.*

2. Early Education Non-Teaching Licensure Transfer

EDU 261 Early Childhood Admin I 3 SHC
EDU 262 Early Childhood Admin II 3 SHC

Refer to Blocks 3 and 4 of Block Degree Plan for more information about required EDU courses in the proposed Early Childhood Education Statewide Articulation Agreement.

C. OTHER MAJOR HOURS *The remaining other major hours may be chosen from the following prefixes:* ACC, ANT, ART, ASL, AST, BIO, BUS, CHM, CIS, COM, CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS, HUM, MUS, OST, PED, PHI, PHS, POL, PSY, REL, SCI, SOC, SPA, WBL, and WEB
Up to two semester hour credits may be selected from ACA.
Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.

III. Other Required Hours
A college may include courses to meet graduation or local employer requirements in a certificate (0-1 SHC), diploma (0-4 SHC), or an associate in applied science (0-7 SHC) program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

IV. Employability Competencies
Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.

- A. Interpersonal Skills and Teamwork** – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks.
- B. Communication** – The ability to effectively exchange ideas and information with others through oral, written, or visual means.
- C. Integrity and Professionalism** – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor.
- D. Problem-solving** – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions.

- E. Initiative and Dependability** – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability.
- F. Information processing** – The ability to acquire, evaluate, organize, manage, and interpret information.
- G. Adaptability and Lifelong Learning** – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices.
- H. Entrepreneurship** – The knowledge and skills necessary to create opportunities and develop as an employee or self-employed business owner.

An **Employability Skills Resource Toolkit has been developed by NC-NET for the competencies listed above. Additional information is located at: <http://www.nc-net.info/employability.php>*

***The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at: http://www.nc-net.info/NC_career_clusters_guide.php or <http://www.careertech.org>.*

Summary of Required Semester Hour Credits (SHC) for each credential:

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	64-76	36-48	12-18

Approved by the State Board of Community Colleges on August 16, 2012; SBCC Revised 01/18/13; Editorial Revision 02/20/13; Editorial Revision 08/21/13; CRC Revised—Electronic Only 02/05/14; Editorial Revision 03/07/14; SBCC Revised 03/16/18.

***The Early Childhood Articulation Agreement licensure and non-licensure options apply to all community college students who enter into applied associate degree in Early Childhood Education programs after the effective date of the agreement (Fall 2018) and who successfully complete an Associate in Applied Science (AAS) degree in Early Childhood Education prior to transfer.*

Appendix D

Transfer Committee Membership 2018:

North Carolina Community College System Members:

1. **Ginger Harris** gharr082@cccc.edu (Central Carolina Community College)
2. **Susan Baxter** sbaxter@sampsoncc.edu (Sampson Community College)
3. **Stephanie Shockley** sshockley@forsythtech.edu (Forsyth Technical Community College)
4. **Jennifer Bosworth** jenniferbosworth@abtech.edu (Asheville Buncombe Technical Community College)
5. **Mary Olvera** olveram@ncccommunitycolleges.edu (non-voting, NCCCS office)

University of North Carolina System Members:

1. **Denise Brewer** brewerdm@appstate.edu (Appalachian State University)
2. **Kimberly Chavis** kimberly.chavis@NCCU.EDU (North Carolina Central University)
3. **Pam McIntyre** pmcinty4@uncc.edu (UNC Charlotte)
4. **Susannah Berry** berrys@ecu.edu (East Carolina University)
5. **Laura Bilbro-Berry** lbilbroberry@northcarolina.edu (non-voting, UNC System Office)



AGENDA ITEM

- A-6. Uniform Articulation Agreement: AA/AS Teacher Preparation
and Education Preparation Programs.....David English

- Situation:** The Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Uniform Articulation Agreement is an agreement jointly created by the North Carolina Community College System (NCCCS) Education Faculty and University of North Carolina System Educator Preparation Programs. The AATP and ASTP Articulation Agreement is focused on facilitating transfer for students who begin education studies at a community college and then transfer to one of the UNC System Educator Preparation Programs (EPP).
- Background:** The goal of this agreement is the creation of a more seamless transfer process for students who begin their studies at a North Carolina community college and transfer to a UNC System EPP. The proposal presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for AATP and ASTP graduates moving from NCCCS to a UNC System EPP in preparation for teacher licensure in North Carolina.
- Assessment:** UNC System and NCCCS faculty and administrators developed and vetted the new articulation agreement, and the chief academic officers from both systems have reviewed and support the agreement and recommend approval. With UNC System Board of Governors approval, the agreement will have immediate effect for students transferring for the Fall 2021 semester.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

UNIFORM ARTICULATION AGREEMENT BETWEEN

The University of North Carolina

Educator Preparation Programs

And

North Carolina Community College System

ASSOCIATE IN ARTS IN TEACHER PREPARATION (AATP)

AND

ASSOCIATE IN SCIENCE IN TEACHER PREPARATION (ASTP)

Effective: Fall 2021

Approved by the State Board of Community Colleges _____

Approved by the UNC Board of Governors _____

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I. Background

Since the adoption of a revised Comprehensive Articulation Agreement between the North Carolina Community College System (NCCCS) and the University of North Carolina System, the two organizations have worked collaboratively to strengthen the transfer relationship and to provide greater opportunity for students to begin their studies at a community college and transfer seamlessly into UNC institutions.

The Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Uniform Articulation Agreement is an agreement jointly created by the NCCCS Education Faculty and UNC System Educator Preparation Programs. The AATP and ASTP Articulation Agreement is focused on facilitating transfer for students who begin education studies at a community college and then transfer to one of the UNC System Educator Preparation Programs (EPP). There are 15 Educator Preparation institutions within the UNC System. While the individual names and majors offered in these programs varies may vary, for the sake of consistency and clarity we will refer to all such four-year degrees as “Educator Preparation Programs” within this document.

II. Purpose and Rationale

The goal of this agreement is the creation of a more seamless transfer process for students who begin their studies at a North Carolina community college and transfer to a UNC System Educator Preparation Program (EPP). This document presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) graduates moving from North Carolina community colleges and the UNC System Educator Preparation Programs in preparation for teacher licensure in North Carolina. Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) graduates will meet entrance requirements at UNC System institutions. Students must meet individual institutional requirements and application timelines for entrance into Educator Preparation Programs, including GPA and required testing benchmarks. Admission into a specific Educator Preparation Program or major is not guaranteed.

Advisors at NCCCS and UNC institutions must ensure students understand the requirements and additional steps required for admission to an educator preparation program leading to licensure, including passing and obtaining competitive scores on the Praxis exam, as well as the increased financial cost associated with taking the exam and other expenses related to earning licensure in the state of North Carolina (e.g., the edTPA teacher portfolio assessment, full-time and unpaid semester long internship experiences in classroom).

III. Policies

The Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Articulation Agreement is made between the State Board of the North Carolina Community College System and UNC System Board of Governors. It applies to all North Carolina community colleges

approved to offer the AATP/ASTP degrees and to those UNC System institutions that offer baccalaureate Educator Preparation Programs. For the list of participating programs, see Appendix A.

A. AATP/ASTP Transfer Committee (AATP/ASTPTC)

Authority to interpret the AATP/ASTP Articulation Agreement rests with the AATP/ASTP Transfer Committee (AATP/ASTPTC). The AATP/ASTPTC is an eight-member co-chaired committee appointed by the Chief Academic Officer (CAO) of the North Carolina Community College System and the CAO of the UNC System. Questions concerning the AATP/ASTP should be directed to the appropriate system's Chief Academic Officer with an explanation of the institutional policy that may (appear to) conflict with this Uniform Articulation Agreement. The CAO will forward unresolved questions to the (AATP/ASTPTC) for resolution. Each entity will appoint one ex-officio non-voting member of the (AATP/ASTPTC). For further details, see Appendices B and C.

Questions about the transferability of the course work under the AATP/ASTP Articulation Agreement, and/or any proposed changes to the policies, general education courses, or EDU courses must be addressed by the AATP/ASTPTC. Changes to the curriculum standards for the AATP and ASTP degree programs are the authority of the State Board of Community Colleges. AATP/ASTPTC will be notified of any changes.

B. Transfer Credit Appeal

AATP/ASTP students who perceive that the terms of the Articulation Agreement have not been honored may follow the AATP/ASTP Transfer Credit Appeal Process as outlined in Appendix D.

IV. Regulations

A. Transfer of Credits

The AATP/ASTP Articulation Agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AATP/ASTP programs and apply to UNC System institutions. The AATP/ASTP Articulation Agreement does not address admission to a specific institution or Educator Preparation Program or major within an institution, nor does it imply a specific time toward degree completion.

1. Eligibility

To be eligible for the transfer of credits under the AATP/ASTP Articulation Agreement, an applicant must earn an Associate in Arts in Teacher Preparation (AATP) or Associate in Science in Teacher Preparation (ASTP) degree in a North Carolina Community College with a GPA of at least 2.7 and a grade of C or better in all transfer courses. An applicant must meet the receiving institution's admissions requirements as set forth by state statute.

The student's program of study must meet the criteria set forth in the AATP or ASTP curriculum standards as defined in Appendix E.

2. Procedures governing transfer of Associate in Arts and Associate in Science in Teacher Preparation into Educator Preparation programs at Signatory Institutions.

- a. The agreement enables students who have graduated from a NCCCS institution with an AATP/ASTP degree programs to complete a common list of courses that meet the entrance requirements at all UNC System institutions. UNC System Educator Preparation Program admissions are competitive; therefore, no student is guaranteed admission to a specific program or major. In addition to meeting entrance requirements, transfer students will be required to submit evidence of meeting required testing benchmarks for each institution's Educator Preparation program.
- b. A student who completes an AATP/ASTP degree with a GPA of at least 2.7 and a grade of C or better in the AATP/ASTP degree courses listed in Appendix E and meets the receiving institution's admissions of the Educator Preparation Program requirements as set forth by statute and Educator Preparation testing benchmarks will have fulfilled the Educator Preparation Program entry requirements and will have fulfilled the senior institution's lower division general education requirements (See 2014 Comprehensive Articulation Agreement). This agreement does not exempt students from meeting the minimum admissions requirement.

Graduates of the AATP/ASTP degree programs will receive at least 60 semester hours of academic credit for courses with a grade of C or better upon admission to a UNC System institution.

3. Certification of the Associate in Arts or Associate in Science in Teacher Preparation degree completion

The AATP and ASTP degree programs are structured with these components:

- a. General Education Courses - comprises a minimum of 45 semester hours of credit including study in the areas of communications; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics. The 45 semester hours include Universal General Education Transfer Component courses and additional general education courses.
- b. Universal General Education Transfer Component (UGETC) - includes at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. AATP and ASTP programs must contain a minimum of 6 semester hours of communications. All Universal General Education Transfer Component courses will transfer as equivalency credit. The AATP incorporates 28-29 UGETC credit hours. The ASTP incorporates 31 UGETC credit hours.

- c. Additional General Education Courses – The AATP requires 17-18 additional general education credit hours including SOC 225. The ASTP requires 14-15 additional general education credit hours including SOC 225. Students pursuing the AATP/ASTP should select these additional general education credit hours to align with their intended major at the four-year institution.
- d. Other Required Hours, which includes 15 semester hours, including 14 semester hours of specific EDU education courses and 1 semester hour of ACA College Transfer Success, and brings the total number of hours in the AATP/ASTP degree to 60-61 hours.

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The Universal General Education Transfer Component and Other Required General Education courses will be drawn from those courses designated in the North Carolina Community College Combined Course Library as being transferable general education. This practice will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique.

Certification of completion of the AATP or ASTP degree is the responsibility of the community college at which the courses were completed. Transcript identification of the Universal General Education Transfer Component Courses is also the responsibility of the community college at which the courses were completed.

4. Transfer of Courses not originated at North Carolina community colleges.

Transfer courses that do not originate in a North Carolina Community College or UNC System institution may be used under the AATP/ASTP Articulation Agreement with the following stipulations:

- a. Courses must be completed at a regionally accredited institution of higher education;
- b. Courses must meet general education requirements;
- c. Courses may total no more than 14 hours of general education course credit; and
- d. If the courses are used to complete the AATP/ASTP degree, the courses will transfer as part of the degree.

5. Transfer of Advanced Placement (AP) course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed AATP/ASTP degree under the Agreement.

B. Impact of the AATP/Uniform Articulation Agreement on other articulation agreements

The AATP/ASTP Uniform Articulation Agreement is built upon the 2014 Comprehensive Articulation Agreement between North Carolina Community Colleges and the UNC System and takes precedence over bilateral articulation agreements established between UNC System institutions and the North Carolina Community College System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the AATP/ASTP Uniform Articulation Agreement and enhance transferability of students from community colleges to senior institutions are acceptable. Institutional agreements conflicting with the AATP/ASTP Uniform Articulation Agreement are not permitted.

Appendices

Appendix A: Participating Institutions

North Carolina Community Colleges with approval to offer the Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) degrees as of May 21, 2021

Alamance Community College	Martin Community College
Asheville Buncombe Community College	McDowell Community College
Beaufort County Community College	Mitchell Community College
Bladen Community College	Nash Community College
Blue Ridge Community College	Piedmont Community College
Brunswick Community College	Pitt Community College
Caldwell Community College and Technical Institute	Richmond Community College
Cape Fear Community College	Robeson Community College
Carteret Community College	Rockingham Community College
Catawba Valley Community College	Rowan Cabarrus Community College
Central Carolina Community College	Sampson Community College
Central Piedmont Community College	Sandhills Community College
Cleveland Community College	South Piedmont Community College
College of the Albemarle	Southeastern Community College
Coastal Carolina Community College	Southwestern Community College
Craven Community College	Stanly Community College
Davidson-Davie Community College	Surry Community College
Durham Technical Community College	Tri-County Community College
Fayetteville Technical Community College	Vance Granville Community College
Forsyth Technical Community College	Wake Technical Community College
Gaston College	Wayne Community College
Guilford Technical Community College	Western Piedmont Community College
Haywood Community College	Wilkes Community College
James Sprunt Community College	Wilson Community College
Johnston Community College	
Lenoir Community College	

Participating UNC System Institutions

Appalachian State University	University of North Carolina at Chapel Hill
East Carolina University	University of North Carolina at Charlotte
Elizabeth City State University	University of North Carolina at Greensboro
Fayetteville State University	University of North Carolina at Pembroke
North Carolina Agricultural and Technical State University	University of North Carolina Wilmington
North Carolina Central University	Western Carolina University
NC State University	Winston-Salem State University
University of North Carolina at Asheville	

Appendix B: AATP/ASTP Transfer Committee (AATP/ASTPTC) Procedures

Articulation between the North Carolina Community College System (NCCCS) and the UNC System is a dynamic process. To ensure the currency of the AATP/ASTP Articulation Agreement, occasional modifications to that agreement may be necessary. The AATP/ASTP Transfer Committee (AATP/ASTPTC) will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or the UNC System. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the AATP/ASTPTC will be consistent with all pertinent accreditation standards.

The Faculty Review Process

Any member of the AATP/ASTP Transfer Committee may request that a modification under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee is not a standing, established committee. It is an ad hoc committee, with members selected and convened anew when needed by the Transfer Committee. When formed, on each occasion, the Faculty Review Committee will:

1. Consist of the following representatives:
 - a. Four UNC faculty members
 - b. Four NCCCS faculty members
2. Receive a request to review a course(s) from the assigned representative(s) of the Transfer Committee within one week of the Transfer Committee meeting where the request was made.
3. Forward their comments, suggestions, and recommendations to the assigned representative(s) of the Transfer Committee prior to the next scheduled Transfer Committee meeting.

The assigned representative(s) of the Transfer Committee will report the results of the Faculty Review Committee at the next Transfer Committee scheduled meeting for action. Approval of the requested action will require a majority of the Transfer Committee members.

Addition of Courses to the Transfer List

All additions to the AATP/ASTP transfer list must be drawn from the Comprehensive Articulation Agreement in effect at the time that the request for the addition is made. Such additions may be recommended by a participating institution through the following process:

1. The dean or dean's designee of an EPP at any one of the participating colleges or universities makes a written request for inclusion of a specific course as a universal general education transfer component course or a general education course to the CAO of their college or university. That CAO submits a written request for inclusion on the transfer list to The University of North Carolina CAO. That individual will consult with the CAO of the North Carolina Community College System.

2. The CAOs or their designees at UNC and at NCCCS will then seek feedback and endorsement about whether to pursue the change from their respective campuses. A two-thirds favorable response is required for the change to be pursued.
3. The CAO of either system may submit the request for action to the AATP/ASTPTC a minimum of thirty days prior to the next AATP/ASTPTC meeting.
4. The AATP/ASTPTC reviews the request. Any member of the AATP/ASTPTC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the Committee records their action and rationale of action.
5. The NCCCS Office or the UNC System Office will distribute notification of action to all the participating colleges or universities.

Deletion of a Course from the Transfer List

The dean or dean's designee of an EPP at any one of the participating colleges or universities may request that a course be removed from the AATP/ASTP transfer list by following similar procedures as outlined in items 1-5 in the Addition of Courses to the Transfer List.

Change in the Designation of a Course

The dean or dean's designee of an EPP at any one of the participating colleges or universities may request a change in the designation of a course in the AATP/ASTP (i.e. General Education Elective or to UGETC) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to the AATP/ASTPTC for action. Any member of the AATP/ASTPTC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

Appendix C: AATP/ASTP Transfer Committee (AATP/ASTPTC) Membership

AATP/ASTPTC members shall serve four-year, staggered terms. An individual may serve no more than two consecutive terms. Some initial appointments may be for 1, 2, 3, or 4 years to allow for staggering of terms.

The AATP/ASTPTC shall elect co-chairs, one from the North Carolina Community College System (NCCCS) members, and one from the UNC System members. The structure of the AATP/ASTPTC shall include representatives appointed by the NCCCS and the UNC System as outlined below.

NCCCS Members

- Four representatives to be appointed by the Chief Academic Officer of NCCCS including:
 - One representative from the NCCCS administration (Non-Voting)
 - Three representatives from community colleges approved to offer the AATP/ASTP degrees

UNC System Members

- Four representatives to be appointed by the Chief Academic Officer of the UNC System, including:
 - One representative from UNC System Staff (Non-Voting)
 - Three representatives from the UNC System

Appendix D: AATP/ASTP in Articulation Agreement Transfer Credit Appeal Procedure

Guiding Principle: If a student from a North Carolina Community College System (NCCCS) college believes the terms of the AATP/ASTP Articulation Agreement has not been honored by a UNC System institution to which the student has been admitted, the student may invoke the AATP/ASTP Articulation Agreement Transfer Credit Appeal Procedure.

Step #1: **No later than the last day of classes of the first semester for which admission is offered**, the student must submit a Transfer Credit Appeal Form along with any supporting documentation to the Director of Admissions (or other campus designee) at the UNC System campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.

The student must specify on the appeal form the specific AATP/ASTP Articulation Agreement language that is in contention. Appeals that lack this information will not be considered.

The Director of Admissions (or other campus designee) will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #2: If the student is not satisfied with the decision of the Director of Admissions (or other campus designee), the student may appeal on the same form to the next designated administrator i.e. Dean/Vice-Provost/Chief Academic Officer (Provost) of the specific UNC System institution within 15 days of written notice of the director's decision.

The designated administrator will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3 If the student is not satisfied with the decision of the designated administrator, the student may appeal to the AATP/ASTP Transfer Committee. The student must submit the appeal to the committee within 15 days of the receipt of the Provost's decision. The appeal to the AATP/ASTP Transfer Committee appeals subcommittee should be sent to:

AATP/ASTP Transfer Committee
c/o Chief Academic Officer
UNC System Office
910 Raleigh Rd
Chapel Hill, NC 27514

The committee will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

**NCCCS Associate in Arts/Associate in Science Articulation Agreement
Transfer Credit Appeal Form**

Section 1: Student Information *(to be completed by the student submitting the form)*

The completed form and any supporting documentation **must be submitted to the UNC System institution's Registrar or designee no later than the last day of classes of the first semester for which admission is offered or by the end of the subsequent fall semester for students enrolling in the summer. The Registrar or designee will review documentation in consultation with the Educator Preparation Program dean or designee.**

Specify the nature of the appeal and cite the specific AATP/ASTP Articulation Agreement language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: (Please print or type)	First Name:	MI:
Address: (Number and Street)		
City:	State	Zip

Telephone: _____ Email: _____
(Area code/Number)

NC Community College from which AATP/ASTP degree was earned: _____

UNC System institution offering admission: _____ beginning (semester/year) _____

Course title in question: _____

Section 2: Basis for your appeal: State your concern(s), citing specific language in the AATP/AS Articulation Agreement that is applicable to your contention. Attach AATP/ASTP Articulation Agreement supporting documents.

Student Signature: _____ Date _____

Date Received: _____ Received by: _____

Appendix E: Associate in Arts in Teacher Preparation (A1010T) Curriculum Standard

Effective Term:
Fall 2020

The Associate in Arts in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Associate in Arts in Teacher Preparation is based on the Uniform Articulation Agreement for Teacher Preparation. This agreement enables North Carolina community college graduates of two-year Associate in Arts in Teacher Preparation programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer into an educator preparation program with junior status. The Uniform Articulation for Teacher Preparation was founded on the Comprehensive Articulation Agreement (CAA) and the Comprehensive Articulation Agreement (ICAA).

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC)		
The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.		
UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT		
<i>(All Universal General Education Transfer Component courses will transfer for equivalency credit.)</i>		
English Composition (6 SHC)		
<i>The following two English composition courses are required.</i>		
ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)
<hr/>		
<i>Select three courses from the following from at least two different disciplines (9 SHC)</i>		
Communications		
COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)
Humanities/Fine Arts		
ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)

PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences

Select two courses from the following from at least two different disciplines (6 SHC):

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Pre-calculus Algebra	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111	Descriptive Astronomy (3 SHC)	<i>and</i>	AST 111A Descriptive Astronomy Lab (1SHC)
AST 151	General Astronomy I (3 SHC)	<i>and</i>	AST 151A General Astronomy Lab I (1SHC)
BIO 110	Principles of Biology		(4 SHC)
BIO 111	General Biology I		(4 SHC)
CHM 151	General Chemistry I		(4 SHC)
GEL 111	Introductory Geology		(4 SHC)
PHY 110	Conceptual Physics (3 SHC)	<i>and</i>	PHY 110A Conceptual Physics Lab (1 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (17-18 SHC)

Other Required General Education (3 SHC)

The following course is required:

SOC 225	Social Diversity	(3 SHC)
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An additional 14-15 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement or Independent Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. *Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.*

Total General Education Hours Required: 45

OTHER REQUIRED HOURS (15 SHC)

Education (14 SHC)

The following courses are required:

EDU 187	Teaching and Learning for All*	(4 SHC)
EDU 216	Foundations of Education	(3 SHC)
EDU 279	Literacy Development and Instruction	(4 SHC)
EDU 250	Teacher Licensure Preparation	(3 SHC)

**Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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****One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.***

Total Semester Hours Credit (SHC) in Program: 60-61*

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Appendix F: Associate in Science in Teacher Preparation (A1040T) Curriculum Standard

Effective Term:
Fall 2020

The Associate in Science in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

The Associate in Science in Teacher Preparation is based on the Uniform Articulation Agreement for Teacher Preparation. This agreement enables North Carolina community college graduates of two-year Associate in Science in Teacher Preparation programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer into an educator preparation program with junior status. The Uniform Articulation for Teacher Preparation was founded on the Comprehensive Articulation Agreement (CAA) and the Comprehensive Articulation Agreement (ICAA).

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC)

The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select two courses from the following from at least two different disciplines (6 SHC)

Communications

COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (3 SHC)*Select one course:*

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (8 SHC)*Select two courses from the following:*

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Pre-calculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

Natural Sciences (8 SHC)*Select 8 SHC from the following course(s):*

AST 151 General Astronomy I (3 SHC)	<i>and</i>	AST 151A General Astronomy Lab I (1SHC)
BIO 110 Principles of Biology		(4 SHC)
BIO 111 General Biology I (4 SHC)	<i>and</i>	BIO 112 General Biology II (4 SHC)
CHM 151 General Chemistry I (4 SHC)	<i>and</i>	CHM 152 General Chemistry II (4 SHC)
GEL 111 Introductory Geology		(4 SHC)
PHY 110 Conceptual Physics (3 SHC)	<i>and</i>	PHY 110A Conceptual Physics Lab (1 SHC)
PHY 151 College Physics I (4 SHC)	<i>and</i>	PHY 152 College Physics II (4 SHC)
PHY 251 General Physics I (4 SHC)	<i>and</i>	PHY 252 General Physics II (4 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (14-15 SHC)**Other Required General Education (3 SHC)***The following course is required:*

SOC 225	Social Diversity	(3 SHC)
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An additional 11-12 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement or Independent Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. *Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.*

Total General Education Hours Required: 45**OTHER REQUIRED HOURS (15 SHC)**

Education (14 SHC)

The following courses are required:

EDU 187	Teaching and Learning for All*	(4 SHC)
EDU 216	Foundations of Education	(3 SHC)
EDU 279	Literacy Development and Instruction	(4 SHC)
EDU 250	Teacher Licensure Preparation	(3 SHC)

**Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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****One semester hour of credit may be included in a 61 SHC associate in science program of study. The transfer of this hour is not guaranteed.***

Total Semester Hours Credit (SHC) in Program: 60-61*



AGENDA ITEM

A-7. Annual Educator Preparation Reports David English

Situation: The Board of Governors of the University of North Carolina is directed to submit annual reports, listed below, to the Joint Legislative Education Oversight Committee (JLEOC), the State Board of Education, the Office of State Budget Management, and the Fiscal Research Division:

- *Annual Report on Teacher Education* – per GS 116-11 (12d)
- *Annual Report on the UNC-NCCCS 2+2 E-Learning Initiative* – per Section 9.7(c) of S.L. 2008-107, and as amended by Section 9.3(c) of S.L. 2010-31
- *School Leadership Supply and Demand Report* – per G.S. 116-11(12d), 116-74.21, and 143-613(b1)
- *UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report* – per Section 9.3(c) of S.L. 2005-276, and as amended by Section 9.3(d) of S.L. 2010-31

Background: Various statutes direct the Board of Governors to provide annual reports on educator preparation efforts at the University of North Carolina System. To provide a cohesive view of these activities, House Bill 602 proposes to consolidate the existing annual reports to include information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research efforts. Should this legislation become statute, submission of each of the separate reports will no longer be necessary.

Assessment: The attached reports fulfill the annual reporting requirements and were submitted to the JLEOC prior to the June 15, 2021 deadline.

Action: This item is for information only.



**THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

School Leadership Supply and Demand Report

Report to the Joint Legislative Education Oversight Committee

June 15, 2021

The University of North Carolina System

Chapel Hill, North Carolina

School Leadership Supply and Demand Report

Pursuant to Section 9.3 (b) of S.L. 2010-31, the Board of Governors of The University of North Carolina shall study the issue of supply and demand of school administrators to determine the number of school administrators to be trained in the programs in each year of the biennium and report the results of this study to the Joint Legislative Education Oversight Committee.

Introduction

The purpose of this report is to provide data to the Joint Legislative Education Oversight Committee concerning school administration programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of school-based administrators in North Carolina. For this study, school administrators are defined as superintendents, principals, and assistant principals.

The data included in this study were collected by the North Carolina Department of Public Instruction and provided to the UNC System Office by the Education Policy Initiative at Carolina. The data, collected between 2012 and 2020, represent the most recent information available for each indicator.

This report is divided into five sections:

- Demographics of North Carolina School Administrators
- Demand Trends for North Carolina School Administrators
- Supply Trends for North Carolina School Administrators
- Discussion of Findings
- Conclusions

Demographics of North Carolina's School Administrators

Superintendents. Demographic data indicate that 74 percent of school superintendents in North Carolina public schools during the 2019-20 academic year were male, 73 percent were White, 25 percent were African-American, and the average age was 52 years. Superintendents reported an average of 25.2 years of experience in education, with eight percent having achieved a master's degree and 90 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 72 percent were White and 26 percent were African-American. The average age for principals was 47 with a range of 45-49 across regions. The data indicate that principals had an average of 21.2 years of experience in education with 77 percent having achieved a master's degree, and 22 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 64 percent female, 64 percent white, and 32 percent African-American. Assistant principals were mostly in their early to mid-40s, with an average of 43 to 45 years of age across regions. Assistant principals averaged 17.5 years of experience in education, with 84 percent having achieved a master's degree and 10.5 percent holding doctorates or other advanced degrees.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. To further clarify school administrator regional supply-and-demand,

School Leadership Supply and Demand Report

each table offers data disaggregated by geographic region. The State Board of Education Regions & Districts are described below:

Northeast Region / District 1

Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Halifax, Hertford, Hyde, Martin, Northampton, Pasquotank, Perquimans, Pitt, Roanoke Rapids, Tyrrell, Washington, Weldon

Southeast Region / District 2

Brunswick, Carteret, Craven, Duplin, Greene, Jones, Lenoir, New Hanover, Onslow, Pamlico, Pender, Wayne

North Central Region / District 3

Chapel Hill-Carrboro, Chatham, Durham, Edgecombe, Franklin, Granville, Harnett, Johnston, Lee, Nash, Orange, Person, Vance, Wake, Warren, Wilson

Sandhills Region / District 4

Bladen, Clinton, Columbus, Cumberland, Hoke, Montgomery, Moore, Richmond, Robeson, Sampson, Scotland, Whiteville

Piedmont Triad Region / District 5

Alamance, Asheboro, Caswell, Davidson, Davie, Elkin, Forsyth, Guilford, Lexington, Mount Airy, Randolph, Rockingham, Stokes, Thomasville, Surry, Yadkin

Southwest Region / District 6

Anson, Cabarrus, Cleveland, Gaston, Iredell, Kannapolis, Lincoln, Mecklenburg, Mooresville, Rowan, Stanly, Union

Northwest Region / District 7

Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Hickory, McDowell, Mitchell, Newton-Conover, Watauga, Wilkes, Yancey

Western Region / District 8

Asheville, Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, Polk, Rutherford, Swain, Transylvania

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Tables 1, 2, and 3 provide the number of school administrators within an age range.

Table 1: Superintendent Age (2019-20)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	52.11	1	11	27	38	40
Northeast	51.35	1	2	4	8	5
Southeast	52.85	0	0	4	4	5
North Central	51.88	0	3	4	5	5
Sandhills	51.58	0	3	2	2	5
Piedmont Triad	51.81	0	1	4	6	5
Southwest	53.50	0	1	2	3	6
Northwest	50.64	0	1	4	6	3
Western	54.00	0	0	3	4	6

Table 2: Principal Age (2019-20)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	46.69	449	552	693	475	364
Northeast	46.55	32	39	40	29	31
Southeast	48.56	27	51	60	55	52
North Central	46.35	108	112	147	93	72
Sandhills	48.75	24	50	85	55	57
Piedmont Triad	46.49	79	92	126	78	59
Southwest	45.26	119	129	131	92	42
Northwest	45.70	43	38	51	33	23
Western	47.77	17	41	53	40	28

Table 3: Assistant Principal Age (2019-20)

	Avg Age	<40	40-44	45-49	50-54	55+
Statewide	43.90	1066	652	640	431	367
Northeast	45.14	42	36	39	28	24
Southeast	44.42	96	58	57	43	43
North Central	42.98	322	168	161	99	86
Sandhills	44.88	99	52	67	40	47
Piedmont Triad	44.18	162	110	114	67	54
Southwest	43.83	232	158	150	107	68
Northwest	43.92	47	31	26	18	21
Western	43.91	66	39	26	29	24

School Leadership Supply and Demand Report

Tables 4, 5, and 6 provide data about the years of education experience of current North Carolina school administrators.

Table 4: Superintendents' Years of Education Experience (2019-20)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	25.24	7	3	5	31	38	34
Northeast	25.55	0	2	0	5	8	5
Southeast	27.69	0	0	0	3	6	4
North Central	22.76	2	0	2	6	1	6
Sandhills	26.00	0	0	1	5	2	4
Piedmont Triad	22.06	2	1	0	4	7	2
Southwest	26.00	2	0	1	1	3	5
Northwest	23.93	1	0	1	5	6	2
Western	29.54	0	0	0	2	5	6

Table 5: Principals' Years of Education Experience (2019-20)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	21.23	75	315	632	763	503	245
Northeast	20.04	12	21	53	38	30	17
Southeast	22.69	5	24	54	64	66	32
North Central	21.18	12	78	139	154	97	52
Sandhills	22.48	4	23	52	99	64	29
Piedmont Triad	21.35	8	57	106	135	87	41
Southwest	20.29	21	67	136	159	96	34
Northwest	20.19	8	31	46	56	32	15
Western	22.16	5	14	46	58	31	25

Table 6: Assistant Principals' Years of Education Experience (2019-20)

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Statewide	17.47	441	707	833	665	358	158
Northeast	17.36	26	35	45	34	29	5
Southeast	17.53	40	70	72	64	42	9
North Central	16.73	138	202	215	167	72	42
Sandhills	17.67	38	70	84	62	35	16
Piedmont Triad	18.18	54	110	138	116	57	32
Southwest	17.72	84	159	203	156	82	32
Northwest	17.12	21	32	41	27	17	5
Western	17.92	40	29	35	39	24	17

School Leadership Supply and Demand Report

Tables 7, 8 and 9 display data around the degrees earned by superintendents, principals and assistant principals

Table 7: Superintendents' Highest Degree Earned (2019-20)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	2	9	19	87
Northeast	0	3	5	12
Southeast	0	2	2	9
North Central	0	0	1	17
Sandhills	0	0	0	12
Piedmont Triad	0	1	0	15
Southwest	2	1	1	8
Northwest	0	2	4	8
Western	0	0	6	7

Table 8: Principals' Highest Degree Earned (2019-20)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	32	1944	247	310
Northeast	2	138	19	12
Southeast	2	196	16	31
North Central	2	419	39	72
Sandhills	9	212	17	33
Piedmont Triad	2	301	71	60
Southwest	8	403	40	62
Northwest	4	139	22	23
Western	3	136	23	17

Table 9: Assistant Principals' Highest Degree Earned (2019-20)

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Statewide	162	2662	177	155
Northeast	6	142	15	6
Southeast	18	260	9	10
North Central	50	714	40	32
Sandhills	17	253	11	24
Piedmont Triad	25	426	37	19
Southwest	32	595	42	46
Northwest	6	121	5	11
Western	8	151	18	7

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Tables 10, 11, and 12 provide data on the gender and ethnicity of North Carolina superintendents, principals and assistant principals.

Table 10: Race and Gender of Superintendents (2019-20)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	31	86	0	29	1	1	0	85
Northeast	5	15	0	9	0	0	0	11
Southeast	2	11	0	2	0	0	0	11
North Central	7	10	0	7	1	0	0	9
Sandhills	2	10	0	6	0	0	0	6
Piedmont Triad	8	8	0	3	0	0	0	13
Southwest	2	10	0	1	0	0	0	10
Northwest	2	12	0	1	0	1	0	12
Western	3	10	0	0	0	0	0	13

Table 11: Race and Gender of Principals (2019-20)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	1573	951	7	637	21	26	0	1794
Northeast	102	69	0	64	1	1	0	102
Southeast	154	91	0	48	2	1	0	188
North Central	340	191	1	185	8	0	0	331
Sandhills	173	96	1	93	2	21	0	149
Piedmont Triad	270	161	2	108	2	1	0	311
Southwest	326	184	3	117	5	1	0	374
Northwest	107	81	0	14	1	1	0	170
Western	101	78	0	8	0	0	0	169

Table 12: Race and Gender of Assistant Principals (2019-20)

	Female	Male	Asian	African-American	Hispanic	American Indian	Other	White
Statewide	1998	1145	11	997	50	37	0	1981
Northeast	119	47	2	70	3	0	0	87
Southeast	206	91	0	70	2	3	0	215
North Central	521	312	2	327	18	5	0	464
Sandhills	201	102	3	132	5	24	0	134
Piedmont Triad	309	197	1	184	6	1	0	302
Southwest	455	257	2	194	13	3	0	482
Northwest	83	59	1	7	1	0	0	131
Western	104	80	0	13	2	1	0	166

School Leadership Supply and Demand Report

Demand Trends for North Carolina School Administrators

Table 13 outlines retention rates for North Carolina’s principals in the 2012-13 through 2018-19 academic years. Across these seven years, approximately 85 to 88 percent of principals returned to the principalship in North Carolina in the following year. Five years out, approximately half of North Carolina’s principals were no longer in that position.

Table 13: Principal Retention Rates

Cohort Year and Size	Principal One Year Later	Principal Two Years Later	Principal Three Years Later	Principal Four Years Later	Principal Five Years Later
2012-13 N=2499	2152 (86.1%)	1875 (75%)	1592 (63.7%)	1389 (55.6%)	1198 (47.9%)
2013-14 N=2502	2156 (86.2%)	1847 (73.8%)	1598 (63.9%)	1381 (55.2%)	1194 (47.7%)
2014-15 N=2527	2159 (85.4%)	1868 (73.9%)	1618 (64%)	1410 (55.8%)	1270 (50.3%)
2015-16 N=2509	2160 (86.1%)	1876 (74.8%)	1644 (65.5%)	1485 (59.2%)	---
2016-17 N=2522	2168 (86%)	1893 (75.1%)	1702 (67.5%)	---	---
2017-18 N=2530	2183 (86.3%)	1955 (77.3%)	---	---	---
2018-19 N=2451	2154 (87.9%)	---	---	---	---

Table 14 presents data on the number of newly hired assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal’s license and the employee enrolls in an approved program leading to a master’s degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master of School Administration (MSA) program and is participating in that program’s required internship.

During the 2019-20 academic school year, 5.9 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by region, with 21.2 percent of newly hired assistant principals holding a provisional license in the Southeast region and less than three percent holding a provisional license in the Northeast region.

School Leadership Supply and Demand Report

Table 14: Newly Hired Assistant Principals (2019-20) Who Hold a Provisional License

Region	Number (Percentage) of Provisional Licenses
<i>Statewide (N = 470)</i>	<i>28 (5.9 percent)</i>
Northeast (N = 42)	1 (2.4 percent)
Southeast (N = 33)	7 (21.2 percent)
North Central (N = 122)	4 (3.3 percent)
Sandhills (N = 52)	2 (3.8 percent)
Piedmont Triad (N = 67)	2 (3.0 percent)
Southwest (N = 91)	5 (5.5 percent)
Northwest (N = 24)	3 (12.5 percent)
Western (N = 39)	4 (10.3 percent)

Tables 15, 16 and 17 display the number of new school administrators statewide, and by region in the 2019-20 academic year.

Table 15: Number of New Superintendents by Region (2019-20)

Region	Number of New Superintendents
<i>Statewide</i>	<i>15</i>
Northeast	2
Southeast	1
North Central	3
Sandhills	2
Piedmont Triad	2
Southwest	1
Northwest	2
Western	2

Table 16: Number of New Principals by Region (2019-20)

Region	Number of New Principals
<i>Statewide</i>	<i>232</i>
Northeast	27
Southeast	14
North Central	44
Sandhills	21
Piedmont Triad	39
Southwest	48
Northwest	27
Western	12

School Leadership Supply and Demand Report

Table 17: Number of New Assistant Principals by Region (2019-20)

Region	Number of New Assistant Principals
<i>Statewide</i>	<i>470</i>
Northeast	42
Southeast	33
North Central	122
Sandhills	52
Piedmont Triad	67
Southwest	91
Northwest	24
Western	39

Supply Trends for North Carolina School Administrators

Table 18 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2019-20, 85.3 percent of newly hired principals had served as assistant principals in 2018-19. Of the newly hired assistant principals in 2019-20, fewer than half, or 49.8 percent, were classroom teachers in the previous year. Additionally, 12.6 percent of newly hired assistant principals were employed as assistant principal interns in 2018-19.

School Leadership Supply and Demand Report

Table 18: Sources of New Principals and Assistant Principals

	New Principals (2019-20) Who Were Asst. Principals in 2018-19	New APs (2019-20) Who Were Teachers in 2018-19	New APs (2019-20) Who Served as Interns in 2018-19
Statewide (P N=232) (AP N=470)	198 (85.3%)	234 (49.8%)	59 (12.6%)
Northeast (P N=27) (AP N=42)	19 (70.4%)	20 (47.6%)	4 (9.5%)
Southeast (P N=14) (AP N=33)	11 (78.6%)	20 (60.6%)	4 (12.1%)
North Central (P N=44) (AP N=122)	42 (95.5%)	53 (43.4%)	25 (20.5%)
Sandhills (P N=21) (AP N=52)	19 (90.5%)	28 (53.8%)	8 (15.4%)
Piedmont Triad (P N=39) (AP N=67)	35 (89.7%)	36 (53.7%)	7 (10.4%)
Southwest (P N=48) (AP N=91)	39 (81.3%)	41 (45.1%)	6 (6.6%)
Northwest (P N=27) (AP N=24)	22 (81.5%)	15 (62.5%)	1 (4.2%)
Western (P N=12) (AP N=39)	11 (91.7%)	21 (53.8%)	4 (10.3%)

Table 19 provides the number of graduates of North Carolina’s Master of School Administration (MSA) programs. Since the 2015-16 academic year, UNC System principal preparation programs have produced nearly 1,400 school leaders.

School Leadership Supply and Demand Report

Table 19: MSA Degrees Conferred at UNC System Institutions

Institution	2015-16	2016-17	2017-18	2018-19	2019-20
ASU	26	19	24	17	19
ECU	50	41	61	48	53
ECSU	15	8	8	9	5
FSU	22	10	13	14	13
NCA&T	2	10	8	6	17
NCCU	14	26	14	19	16
NCSU	0	35	66	14	33
UNCA	---	---	---	---	---
UNCCH	26	32	27	30	15
UNCC	22	19	36	28	23
UNCG	0	10	15	31	31
UNCP	25	19	12	27	33
UNCW	9	19	7	16	15
WCU	24	15	29	18	28
WSSU	---	---	---	---	---
Total	235	263	320	277	301

Discussion of Findings

A 2016 study by the National Center for Education Statistics provides an analysis of national demographic trends in school leadership using data from the 1987-88 through 2011-12 administrations of the Schools and Staffing Survey (SASS). During this 25-year timeframe, the number of female principals in public schools increased from 25 percent to 52 percent. With regard to race and ethnicity, minimal change occurred, with African-American principals increasing from nine percent to ten percent, Hispanic principals increasing from three percent to seven percent, and White principals decreasing from 87 percent to 80 percent. The average age of principals also remained fairly consistent, increasing from 46.8 to 48.0 years of age. A greater number of public school principals reported having received master's degrees (53 percent to 62 percent); however, there was a decline in the number of principals having achieved doctorates or other advanced degrees (44 percent to 36 percent).¹

Demographic Trends. Based on the 2019-20 data for North Carolina school administrators, superintendents were well educated, with 91 percent holding doctorate or other advanced degrees. Superintendents also had significant experience in education, with an average of 25 years in the field; however, with an average of 52 years of age, many are also nearing retirement (i.e., full retirement is possible after 30 years of service). There was a lack of racial diversity among North Carolina's superintendents, with whites comprising 73 percent of those in this advanced leadership role. There was also a gender imbalance among North Carolina superintendents, although more than half of all assistant principals and principals were women.

North Carolina principals were younger and had less education experience than superintendents. Principals were also further from retirement with only 30 percent having 25 or more years of experience.

¹Hill, J., Ottem, R., DeRoche, J., Owens, C. (2016). Trends in public and private school principal demographics and qualifications: 1987-88 to 2011-12. Stats in Brief. NCES 2016-189.

School Leadership Supply and Demand Report

Also, 22 percent of principals held doctorate and other advanced degrees. More than one in four principals belonged to an ethnic minority group and almost two-thirds of all principals were women.

More than half of assistant principals were younger than 45 years of age, and 36 percent had fewer than fifteen years of education experience. Also, 84 percent of assistant principals had a master's degree and ten percent had a doctorate or other advanced degree. More than one-third (36 percent) of assistant principals were ethnic minorities, and women represented greater numbers (64 percent) in the assistant principalship than any other level of school leadership.

Demand Trends

In 2019-20, 232 new principals were hired, with the largest number of new principals employed in the Southwest region. Assistant principals were also in high demand, with 470 new hires, almost 30 percent, hired in the North Central region. Only 15 superintendents were hired state-wide.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools after 4 years on the job, and that more than half left their positions after five years. Age data indicated that administrator turnover rates over the next several years will increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2019-20 (301) and the number of assistant principals who are under the age of 40, the data indicates that a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

A total of 717 school administrators were hired in North Carolina in 2019-20 (15 superintendents, 232 principals, and 470 assistant principals). Of the new principals, 85 percent were employed as assistant principals during 2018-19. In addition, 49.8 percent of new assistant principals were employed as teachers the previous year. These numbers, in addition to the number of new MSA graduates (301) produced by the UNC System in 2019-20, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand. There are also many educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply-and- demand trends.

Conclusion

Principal turnover continues to be issue in North Carolina, with more than half of the state's principals no longer holding that position five years later. Levin & Bradley (2019) note that principal turnover can disrupt school improvement, increase teacher turnover, and lower gains in student achievement—these declines in student outcomes are even stronger in high-poverty, low achieving schools.² As principals often leave their jobs due to inadequate preparation and limited professional development opportunities, program improvements in principal preparation are key to increasing principal retention.

² Levin, S. & Bradley, K. (2019). Understanding and addressing principal turnover: A review of the research. Reston, VA: National Association of Secondary School Principals and The Learning Policy Institute.

School Leadership Supply and Demand Report

A closer look at the supply and demand of educational leaders in North Carolina reveals an issue with both the numbers of leaders being produced and the lack of racial diversity in the leadership pipeline. Research clearly indicates the positive impact of increased diversity in school leadership for both teachers and students, such as higher rates of teacher job satisfaction, greater administrative support and recognition, and more access to the resources necessary to teach. Additionally, diverse leadership in schools has been shown to reduce the disciplinary action gap between African-American and White students and improve the number of African-American students identified as academically gifted.³ Beyond the fact that there is a need for program growth and greater access to high-quality principal preparation programs, there should be more attention given to the low levels of racial diversity amongst educational leaders in North Carolina. According to the 2019-20 data, 73 percent of superintendents are white, 72 percent of principals are white, and 64 percent of assistant principals are white in North Carolina.

In response to the need for greater access to quality preparation for school leaders, the Transforming Principal Preparation Program (TP3) began its consolidation with the North Carolina Principal Fellows Program (NCPFP) in 2019, creating a more strategic and unified funding source for the principal preparation programs in North Carolina. The new NCPFP/TP3 combines TP3's competitive grants-based model with the Principal Fellows' Commission-based governance to ensure North Carolina's aspiring leaders are well-trained and retained in North Carolina's high-needs schools. The consolidation of the two principal preparation programs allows for a competitive model amongst the providers as resources are assigned to recruit high-quality candidates to the most rigorous, evidence-based preparation programs. The consolidated program is currently producing approximately 40 percent of the state's educational leadership demand.

The consolidated NCPFP/TP3 is open to traditional public and independent institutions of higher education, as well as non-traditional, non-profit routes of entry. Through the incentive of state funds, the program integrates the key research-based components of successful principal preparation nationwide, including:

- Proactive, intentional recruitment efforts;
- A high bar for entry;
- Rigorous and relevant coursework;
- Strategic and sustained investments in teacher and principal salaries;
- Teacher recruitment scholarships for hard-to-staff schools and subjects;
- Teacher leadership and alternative compensation pilots;
- Targeted investments in high-quality recruitment and principal preparation;
- A full-time, paid residency; and
- A focus on authentic partnerships with and preparation for service in high-need schools and districts

North Carolina has demonstrated a commitment to improve the supply and capacity of educational leaders through a consolidation of state funds. However, educational leadership for public school instruction should portray representative diversity. Developing flexible, competency-based models that allow for virtual, self-paced adult professional learning in the training of K12 leadership could assist with this goal. Moreover, the creation of a coaching/mentoring model by former graduates of the NCPFP/TP3 program would build the capacity of educational leaders utilizing a prescriptive approach. With the state's ongoing commitment to educational leadership, a diverse pool of leaders can change the outcomes and experiences of our K12 students.

³Viano, S. L., & B. Hunter, S. (2017). Teacher-principal race and teacher satisfaction over time, region. *Journal of Educational Administration*, 55(6), 624-639. doi:10.1108/JEA-10-2016-0122. See also Roch, C. H., & Elsayed, M. A. (2020). Race, school discipline, and administrative representation. *International Public Management Journal*,

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23(2), 161-185. doi:10.1080/10967494.2019.1659196; Grissom, J. A., Rodriguez, L. A., & Kern, E. C. (2017). Teacher and principal diversity and the representation of students of color in gifted programs: Evidence from national data. *The Elementary School Journal*, 117(3), 396-422. doi:10.1086/690274



THE
**UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

UNC-NCCCS 2+2 E-Learning Initiative

Report to the Joint Legislative Education Oversight Committee

June 15, 2021

**The University of North Carolina System
Chapel Hill, North Carolina**

UNC-NCCCS 2+2 E-Learning Initiative

The Need

Community colleges serve as the gateway to postsecondary education for many low-income and first-generation college students, who arrive with great talent and aspiration but with multiple academic, financial, and personal challenges. To reach these students, the University of North Carolina System must continue to build stronger pathways with community college partners.

Approximately 10,500 North Carolina community colleges students transferred into the UNC System in Fall 2020, a 46 percent increase over the past ten years. Among those North Carolina students who do transfer, about 40 percent graduate with a bachelor's degree, a rate within close range to the nation's average among transfer students of 46 percent. These data are critical, since students who transfer from community colleges to universities are more likely to be from lower-income families than are students who enter higher education through four-year institutions.¹

National research and UNC System data show that students who graduate with an associate degree before transferring have higher persistence and completion rates than those who transfer before completing their degrees. Working with our two-year college peers, the System has worked to develop strategies that help students understand the importance of finishing what they start.

Background

In 2005, the General Assembly of North Carolina created the 2 + 2 E-Learning Initiative to address the critical shortage of teachers in our state. The North Carolina Community College System (NCCCS) and the University of North Carolina System Office were the recipients of the initiative. This collaborative project focused on the development of online course content as a means to educate additional teachers in North Carolina.

NCCCS creates online course content through its Virtual Learning Community (VLC), <http://vlc.nccommunitycolleges.edu>, which provides quality online courses to the 58 community colleges. Online courses and degrees provide access to students who may not be able to attend college in a traditional face to face method. Currently, the VLC provides access to several education courses:

- Advanced Issues in Early Childhood Education (EDU 288)
- Educational Technology (EDU 271)
- Effective Teacher Training (EDU 275)
- Teaching and Learning for All (EDU 187)*
- Foundations of Education (EDU 216)*
- Literacy Development and Instruction(EDU 279)*
- Introduction to Early Childhood Education (EDU 119)
- Issues in Early Childhood Education (EDU 188)
- Teacher Licensure Preparation (EDU 250)*

**Courses incorporated into the new Associate of Arts and Associate of Science in Teacher Education degrees*

In 2005, the two systems identified five pre-education programs under the North Carolina Comprehensive Articulation Agreement (CAA), which allows for students to begin their education by earning an associate degree at a community college before transferring to a university to complete a bachelor's degree. The five identified associate degree programs were completed by NCCCS in June 2009 through the efforts of VLC course development centers: Associate in Arts/Elementary Education, Associate in Arts/Middle

¹ Bowen, W., Chingos, M., & McPherson, M. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, NJ: Princeton University Press.

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Grades Education and Special Education, Associate in Science/Chemistry and Chemistry Education, Associate in Science/Biology and Biology Education, and Associate in Science/Mathematics Education.

Transfer Pathways

With the subsequent revision of the Comprehensive Articulation Agreement (CAA) in 2014, transfer pathways into education programs were developed at each of the sixteen UNC System universities. The associate degree programs that were developed as part of this initiative in 2009 were consolidated with the revision to the CAA into two pathways to all educator preparation programs in the UNC System: Associate in Arts and Associate in Science degrees. The CAA revision mandated that all associate degrees have a baccalaureate degree plan (BDP) to designate a plan for transfer. All BDPs for each UNC institution can be found at: <https://myapps.northcarolina.edu/transfertoolbox/advising-tools-nc-community-college-transfer-students>.

In addition, in 2020, the North Carolina Community College System created a new pathway with the Associate in Arts and Associate in Science in Teacher Education. At present, a uniform articulation agreement for the AATP and ASTP is being crafted by the UNC System in concert with NCCCS. All but 10 of the 58 community colleges are currently offering the new degrees, and it is anticipated that graduates from these community colleges will begin matriculating to UNC System institutions beginning in fall 2021. This new pathway will enhance opportunities for transfer students wishing to pursue a degree in teaching.

In 2019, the Transfer Toolbox website was created and made available to all 58 community colleges and UNC System institutions. The site is designed for transfer advisors to facilitate better communication about transfer requirements. Any advisor can search by the selected institution and find degree plans for any education degree the student wishes to pursue. In addition, advisors can investigate course equivalencies across institutions to assist students with effective transfer to the senior institution.

To further facilitate seamless transfer from North Carolina community colleges to UNC System institutions, a series of Transfer Talks are conducted on a regular basis to provide information and updates to community college and senior institution transfer personnel. The Transfer Talks serve as a collaborative platform between the two systems to improve the transfer student experience.

The UNC System acknowledges that providing clear information about course credit equivalencies is a critical part of the transfer process. To that end, the system is developing a common number system that will allow transfer students to be able to look up their community college courses and determine what courses will transfer into any UNC System institution. The equivalency information will be housed in a central and searchable location to alleviate students having to look up the information on a campus by campus basis. The common numbering system will be operational beginning fall 2022.

Teacher Quality Research

The UNC System engages in teacher quality research to provide information and data to inform strategic initiatives in educator preparation for transfer, traditional, and non-traditional pipelines. Funds were used to develop systems to track student progress in teacher education programs at UNC System institutions. As a result, the funding has helped to support ongoing educator quality research,

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build interactive data dashboards for teacher preparation program improvement, and build greater capacity and accessibility within teacher education.

The UNC Educator Quality Research Initiative (EQRI) is an ongoing strategic research partnership among the UNC System, expert researchers, and subject matter experts focused on the development and implementation of an annual agenda of research on educator preparation and effectiveness. This initiative provides educator preparation programs in the UNC System with research evidence to inform program improvement efforts, enhance state-wide understanding of critical workforce needs, and support evidence-based education reform efforts. Much of this research is focused on critical pipeline issues (e.g., enrollment trends, time-to-degree, teacher productivity, academic credentials of students, employment rates, employment distribution, and retention in the field). In addition, several of these studies assess the effectiveness of the graduates of educator preparation programs, all of which enroll transfer students and many through 2+2 initiatives. In addition, the annual agenda of research includes the rigorous evaluation of the efficacy and efficiency of several P12 programs and initiatives, such as Laboratory Schools, Principal Fellows, and the North Carolina New Teacher Support Program.

In 2015, the UNC Educator Quality Dashboard was developed to share and disseminate key findings from the strategic research agenda. The dashboard was a public, interactive, web-based tool designed to ensure greater public accountability, increase transparency, and facilitate data for all education stakeholders. Built with SAS® data visualization software, the dashboard provides an easy-to-use interface that enables users—including educators, administrators, policymakers, parents, and students—to analyze and display data on educator quality within selected populations, geographic regions, or subject areas. In 2019, the North Carolina Department of Public Instruction launched their [Educator Preparation Program Dashboard](#) in alignment with the EPP accountability model (G.S. 115C-269.35). The EPP Dashboard houses much of the information that was incorporated into the UNC Educator Quality Dashboard. Thus, in 2020-2021, the UNC System embarked on the creation of a revised version of the system's dashboard to eliminate duplication with NCDPI's information, but also, to offer new information to drive EPP improvement across the system's 15 teacher preparation programs.

The System engaged with HelioCampus to archive information from the previous UNC Educator Quality Dashboard to capture the historical information that the EPPs may need for accreditation visits in the future. Focus groups were held with key data and research personnel within the EPPs to work with HelioCampus to ascertain those data points that were inaccessible in the NCDPI EPP Dashboard, and where there was a need for additional tools for disaggregating data by program area, pathway, and demographic characteristics. The focus of the redesigned UNC Educator Quality Dashboard 2.0 will hone in on metrics outlined by the four priorities from the Educator Preparation Advisory Group which include information on early literacy outcomes, recruitment/retention, clinical experiences, and "ready day one" for new teachers. As a part of the EQRI, baseline data for metrics for these priorities will be incorporated into the new dashboard along with system and program level goals for EPP improvement.

Within the EQRI, administration of a new teacher survey occurred to ascertain how recent teacher education graduates perceive their experience within their EPP. Within this year's survey, additional questions related to preparedness in teaching early literacy were incorporated to provide specific statistics on this focus area. This information will be utilized within the new dashboard to offer EPPs targeted information for improvement in preparedness in early literacy across elementary and special

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education general curriculum programs at UNC institutions.

With the advent of the Associate in Arts and Associate in Science in Teacher Education and the enhanced efforts for improving transfer, the UNC System developed a plan to incorporate data into the revised dashboard to specifically track enrollment, completion, and academic performance of transfer students who seek to be educators. These data points will assist the UNC System EPPs with informing future recruitment efforts of the transfer pipeline to address current teacher shortages across the state.

Conclusion

With new approaches and support for reform, the UNC System, in partnership with the North Carolina Community College System, continues to serve as a high-value collaboration to recruit and retain many more North Carolinians to begin careers in education. Student success can be boosted through the creation of highly structured transfer pathways that permit students to have better access to clear academic requirements and course equivalencies. Targeted metrics on priority areas will serve to advance strategic improvements within UNC System educator preparation programs to ensure that North Carolina's classrooms are filled with high quality and effective educators.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Annual Educator Preparation Report

Report to the Joint Legislative Education Oversight Committee

June 15, 2021

The University of North Carolina System

Chapel Hill, North Carolina

Annual Educator Preparation Report

Pursuant to GS 116-11 (12d), the Board of Governors of The University of North Carolina shall provide a comprehensive annual report on teacher education efforts at The University of North Carolina each year to the Joint Legislative Education Oversight Committee and the State Board of Education.

Introduction

Teacher preparation is a core part of the University of North Carolina System’s identity. Many UNC System institutions were founded over the past two centuries for the purpose of teacher preparation. While their missions have expanded since those early days, the focus on educator preparation remains paramount.

The fifteen Educator Preparation Programs (EPPs) in the UNC System are leaders in efforts to prepare teachers to be successful as they focus on continuous improvement of their programs. UNC System graduates make up 42 percent of new public school teachers in North Carolina, but that number could be a lot higher. To that end, the System’s strategic plan, *Higher Expectations*, calls on our institutions to increase the number of high-quality credentials in several critical workforce areas, including K-12 education. UNC System teacher education programs are responding to this goal through several strategic efforts aimed at preparing more—and more effective—teachers and school leaders for the public schools of North Carolina through recruitment, preparation, and teacher quality research.

UNC Educator Preparation Trends

The table below demonstrates the decline in overall enrollment in UNC System colleges of education since 2016, with the exception of the 2019 academic year.¹ Despite these enrollment declines, the UNC System remains the largest producer of public school teachers in North Carolina. Thirty-three percent of all public school teachers in North Carolina’s public schools are UNC System graduates.² Research indicates that, overall, teachers prepared at UNC System institutions generally have higher value-added estimates, earn higher evaluation ratings, and stay in the classroom longer than teachers prepared through most other routes.³ Student growth data was unavailable for 2019-2020 due to the global pandemic.

EPP Enrollment	2016	2017	2018	2019	2020
UNC System	3,303	3,011	2,904	3,242	2,955
Private	887	745	718	691	744
Non-IHE Based	197	328	421	711	600
Totals by Year/EPP Type	4,387	4,084	4,043	4,644	4,299

¹ [NC Department of Public Instruction EPP Dashboard](#)

² [NC Department of Public Instruction EPP Dashboard](#)

³ Research suggests that teachers who enter through Teach for America perform better than UNC-trained teachers, as do visiting international teachers in some subjects. See Bastian, Kevin and Qi W. Xing. “Staffing North Carolina’s Classrooms: Evidence Connecting Teacher Preparation to Teacher Outcomes.” Education Policy Initiative at Carolina (EPIC) (2015): https://publicpolicy.UNC.edu/files/2015/07/Staffing_North-Carolinas_Classrooms_Evidence-Connecting_Teacher-Preparation_to_Teacher-Outcomes_April-2016.pdf.

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Educator Preparation & P12 Partnership Efforts

The UNC System established the Division of University & P12 (Preschool through 12th Grade) Partnerships in 1998. The division was created to acknowledge the University's priority of strengthening North Carolina's public schools and educator preparation programs. This work continues to be one of the University's highest priorities. Now structured within the Strategy and Policy Division, the P12 Partnerships team is the primary liaison with the fifteen UNC System schools of education, inter-institutional programs related to P12 education, the NC Department of Public Instruction, the NC General Assembly, and all other programs and organizations related to the University's support for public schools, students, and teachers. The division is primarily focused on the UNC System's goal of preparing effective teachers and school leaders for North Carolina's public schools. The division staff works toward this mission by supporting evidence-based programs, initiatives, and strategic research to improve P12 practices and educator preparation.

In 2015, the UNC Board of Governors Subcommittee on Teacher and School Leader Quality adopted a set of recommendations designed to strengthen, focus, and, where necessary, redesign UNC System educator preparation programs to produce a world-class educator workforce for North Carolina. These recommendations guided the work of the P12 Division for several years, and significant progress has been made in accomplishing these overarching goals. The state has re-launched the Teaching Fellows program, providing recruitment incentives for teacher candidates at three UNC System institutions to serve in high-need fields and schools in North Carolina; all educator preparation programs in the UNC System now use edTPA, a validated performance tool enabling data-driven improvements in candidates' preparation and teacher education programs; and the Educator Quality Dashboard has served as a national model for ensuring public accountability for the state's public EPPs enabling more data-driven policymaking for educator preparation across the state. The division has worked diligently to ensure greater public accountability, implement research-based approaches to teacher and principal preparation, increase collaboration and partnerships, expand and enhance high quality clinical practice, strengthen recruitment and selection of prospective candidates into educator preparation programs, and improve support for early career educators.

Educator Preparation & Recruitment

Even amidst this progress, the UNC System knows there is more work to be done, especially in light of new policies, higher expectations, and increasing demands upon P12 schools. In addition, System Office leaders recognize the benefit of multiple approaches to meaningful improvement and sustainable change and therefore, have endeavored to build on state-level policy reforms and system-wide efforts by working with EPP leaders, practicing teachers, and other stakeholders on key initiatives. The P12 Division administers and provides support for the following initiatives:

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to \$4,125 per semester in financial aid that is repayable through teaching service in any North Carolina public school—traditional public, lab school, or charter school.

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Reauthorized by the NC General Assembly in 2017, the Teaching Fellows program now focuses specifically on recruiting for the high-need subject areas of STEM and Special Education. There are currently five EPP partners -- two private and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, Elon University, and Meredith College. In 2020, the General Assembly granted authorization for the program to expand to three additional EPPs, along with a directive to include diversity as a factor for consideration. Accordingly, the North Carolina Teaching Fellows Commission amended the original EPP application process to include metrics to capture both geographic and demographic diversity. The Teaching Fellows Commission will be selecting the three new partner institutions later this summer.

There are currently 284 Teaching Fellows, including the fourth class of candidates that was just selected for the 2020-2021 application cycle. While the primary goal of the Teaching Fellows program is to produce high-quality educators in high-need subject areas, there is a particular focus on increasing the diversity of Teaching Fellows in terms of both racial and geographic representation – and the Teaching Fellows Commission is hopeful that the program’s expansion to three additional partner institutions will be a significant step toward creating a larger geographic program footprint and foster greater diversity for prospective Teaching Fellows in the future.

North Carolina Principal Fellows Program/Transforming Principal Preparation Program (TP3)

The Principal Fellows Program, created in 1993, was originally designed to provide state funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the [Transforming Principal Preparation Program \(TP3\)](#), a competitive grants-based program for high-quality principal preparation, was established in North Carolina. In 2019, the General Assembly acted to reform principal preparation by enacting Senate Bill 227: [TP3/Principal Fellows Consolidation](#). The legislation consolidates the traditional Principal Fellows Program with the [Transforming Principal Preparation Program \(TP3\)](#), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. In the first full year of the merger (2021-22), there are 170 candidates on track to graduate.

Future Teachers of North Carolina

The Future Teachers of North Carolina Program (FTNC) was established by the General Assembly in 2017. As originally structured, the purpose of the Future Teachers of North Carolina Program (FTNC) was to encourage high-achieving high school students to consider teaching as a profession by providing opportunity to enroll in college-level, introductory education courses that award up to six credit hours at a partnering UNC System institution. The three UNC System partner institutions are North Carolina A&T State University, the University of North Carolina Wilmington, and Western Carolina University.

Aligned with a request from the BOG, the General Assembly adopted changes expands FTNC’s program footprint from three institutions to all System EPPs. Rather than having designated partner institutions, the program revisions now allow each UNC EPP to apply for a grant to host a targeted recruitment event for high school juniors and seniors that is an immersive experience within that institution’s education program. For the inaugural 2020-2021 application cycle, three grants were awarded to the following institutions:

- NC Central University and NC State University, hosting a joint event
- UNC Pembroke and UNC Wilmington, hosting a joint event
- UNC Charlotte

These FTNC events will be held later this summer, and each has great potential to foster enhanced partnership with the surrounding school districts in their respective regions and to strengthen the

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recruitment pipeline by providing a clearer pathway and easier transition from high school into an EPP. Per statute, the UNC System Office will submit a 2020-2021 report on FTNC to the Joint Legislative Education Oversight Committee this October.

Teacher Recruitment Fund

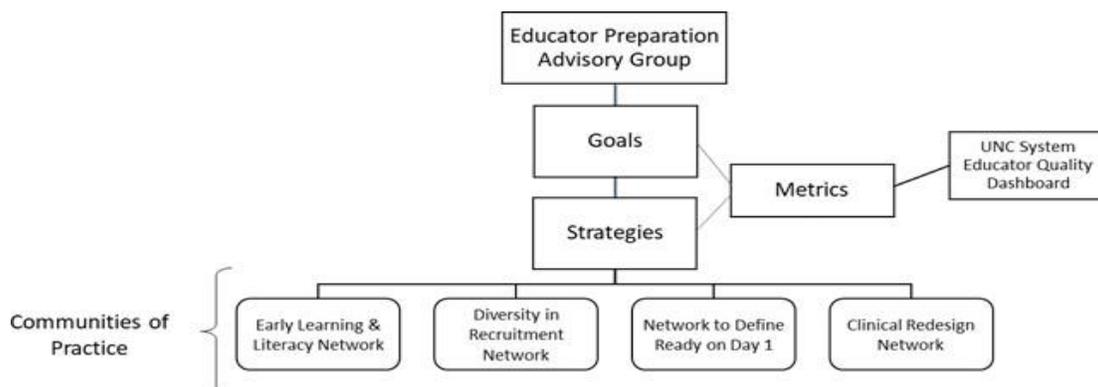
The UNC System receives an annual appropriation from the NC General Assembly of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters. For the 2020-2021 Academic Year, the funding disbursement formula was not readjusted because of concerns of unreliable data due to COVID's impact.

Educator Preparation Advisory Group

In 2018, the UNC System Office commissioned a report, [Leading on Literacy](#), to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. In response to these findings, the System Office convened an Educator Preparation Advisory Group in 2018, comprised of education experts across P12 and higher education, with the mission to support and accelerate improvement of teacher preparation across the UNC System.

Over the course of 18 months, the advisory group developed a set of goals, strategies, and actions to accelerate improvement in educator preparation and the advisory group created associated “communities of practice” to *catalyze action* among a group of EPPs within the UNC System to accelerate their progress toward one or more of the Advisory Group's goals (see Figure 1).

Figure 1: Relationship between the Advisory Group's Goals, Metrics, Strategies, and Communities of Practice



Currently, the Advisory group has launched one “community of practice” on early literacy, and in spring of 2021 began work on the examination of clinical experiences within EPPs.

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Literacy Impact Coalition and UNC System Literacy Framework: Board of Governors Resolution

The Educator Preparation Advisory Group formulated the Early Learning and Literacy Impact Coalition as the first of the communities of practice. Teams from five diverse educator preparation programs (three UNC System institutions and two private institutions) developed a set of recommendations over the course of year. The working group, facilitated by Deans for Impact, a national non-profit, based its recommendations upon the belief that educator preparation programs must set clear expectations for early childhood and elementary candidates such that they understand and organize their teaching around effective principles and practices.

In February 2020, the co-chairs of the Educator Preparation Advisory Group presented to the Board of Governors the recommendations set forth by the Early Learning and Literacy Coalition, in addition to a progress report of the advisory group's efforts. In April 2020, the Board of Governors passed a [Resolution on Teacher Preparation](#) which charged UNC System educator preparation programs to develop a unified literacy framework to be adopted and implemented by all institutions.

Beginning in August 2020, the UNC System Office selected eight System faculty to serve as Literacy Fellows within the UNC System Literacy Framework Initiative, per the requirements of the resolution. The Literacy Fellows were chosen from a robust pool of applicants that included many strong candidates from across the UNC System representing a wealth of experience, research, and knowledge of evidence-based literacy practice.

Literacy Fellows collaborated with other literacy experts from within and outside the state, as well as UNC System Office staff, to develop a [comprehensive literacy framework](#) that reflects rigorous research on the essential components of reading and aligns with statutory requirements and other statewide literacy initiatives. The UNC System Literacy Framework incorporates the competencies and sub-competencies for what teacher candidates need to know and be able to do as future teachers of reading. In addition, extensive implementation guidance providing EPP faculty with strategies, learning activities, field experience suggestions, resources, and information on teaching diverse learners is included with the framework. The Literacy Fellows developed a self-study tool for educator preparation programs based on the developed framework.

The framework was shared with all EPPs who provided feedback and suggested edits. This information was incorporated within the final version and offered to the EPPs in March 2021. Each EPP will complete the self-study to ascertain the alignment of institutional level curriculum to the competencies and sub-competencies with the framework. The EPPs will complete the analysis of their programs in three phases from spring 2021 to culminate in fall 2021. An action plan for each EPP for full implementation of the framework competencies will also be completed by fall 2021.

Other Initiatives

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools rather than eight. These laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution rather than by a local school district. Six laboratory schools are currently open and operating: East Carolina University's Community School, Western Carolina University's The Catamount School, Appalachian State

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University's Appalachian Academy at Middle Fork, The University of North Carolina at Greensboro's Moss Street Partnership School, the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy and most recently The University of North Carolina at Charlotte's Niner University Elementary. Per legislation, three additional lab schools shall open three additional laboratory schools in fall of 2022.

The establishment of the UNC laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The Lab Schools directly partner with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC Lab Schools serve every part of the University of North Carolina System mission — teaching, research, and public service.

GEAR UP

In 2019, the University of North Carolina System Office was awarded a new, seven-year, \$25.7 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is the fourth statewide GEAR UP grant that the UNC System has secured since 2000.

GEAR UP is a national college access initiative funded by the U.S. Department of Education, aimed at increasing the number of low-income students enrolled and succeeding in postsecondary education. As a state grantee, GEAR UP North Carolina collaborates on initiatives with state college access partners and disseminates college-going information statewide. In target school districts, located in financially-disadvantaged areas, GEAR UP reaches students to get them motivated and on track to pursue postsecondary education. The program's work with 12th graders is designed to help students and their families think about college and complete college enrollment steps.

GEAR UP NC uses a two-part strategy to serve students in nineteen schools across multiple school districts. During the 2020-21 academic year, services were provided to a cohort of 6th, 7th, and 8th-grade students and their families, as well as educators, in four middle schools. Services include customized instruction and support to improve math and science preparation and afterschool and summer academic enrichment. These students will continue to receive support, including access to apprenticeship opportunities, as they complete high school and their first year of postsecondary education. Fifteen high schools across multiple school districts will receive GEAR UP priority services. Special consideration is given to high schools with low rates of college enrollment. In the priority model, twelfth graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Students also receive coaching during their first year of postsecondary education to increase postsecondary persistence. By 2026, GEAR UP North Carolina will provide academicpreparation and college access services to nearly 35,000 students and their families.

Digital Learning

The UNC System and the North Carolina Independent Colleges and Universities (NCICU) are working collaboratively under a contract with the North Carolina State Board of Education to create professional development modules related to the Digital Learning Competencies for faculty at educator preparation programs. As part of this effort, a joint working group comprised of representatives from the UNC System and NCICU was established. During the 2020-2021 academic year, the working group has jointly completed the following deliverables:

- Conducted a second assessment and analysis of current digital learning practices within North Carolina Educator EPPs utilizing the streamlined Digital Learning Progress Rubric.
- Created four professional development modules to serve as examples for the library of professional

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- development to represent each of the four Digital Learning Competencies (DLCs): Leadership in Digital Learning; Digital Citizenship; Digital Content and Instruction; and Data and Assessment.
- Submitted a final report of its work including the results of the analysis of the Digital Learning Progress Rubric for EPPS and a thorough description of the four professional development modules or courses developed by the Workgroup.

Strategic Research Initiatives

Established in 2007, the UNC Educator Quality Research Initiative is an ongoing strategic research partnership among UNC System subject matter experts focused on the development and implementation of an annual agenda of research on educator preparation and effectiveness. This initiative provides educator preparation programs in the UNC System with research evidence to inform program improvement efforts, enhances state-wide understanding of critical workforce needs, and supports evidence-based education reform efforts. This collaborative partnership has investigated numerous topics, including: the value-added effectiveness of teachers entering the profession through varied pathways; on-the-job performance and retention of graduates of UNC System educator preparation programs; beginning teacher and employer perceptions of preparation quality; the predictive validity of teacher performance assessments; the effectiveness of teachers with graduate degrees; and beginning teachers expertise in evidence-based early literacy instruction. In addition, the annual research agenda includes the rigorous evaluation of the efficacy and efficiency of several P12 programs and initiatives, such as Laboratory Schools, Principal Fellows, and the North Carolina New Teacher Support Program.

In 2015, the UNC Educator Quality Dashboard was developed to share and disseminate key findings from the strategic research agenda. The dashboard was a public, interactive, web-based tool designed to ensure greater public accountability, increase transparency, and facilitate data for all education stakeholders. Built with SAS® data visualization software, the dashboard provided an interface that enabled users, including educators, administrators, policymakers, parents, and students, to analyze and display data on educator quality within selected populations, geographic regions, or subject areas. With the creation of the new Educator Preparation Dashboard by the Department of Public Instruction, much of the information included within the UNC Educator Quality Dashboard is now housed within the new DPI platform necessitating revisions to the EQ Dashboard. Utilizing the goals and metrics established by the Educator Preparation Advisory Group, the System Office has engaged with HelioCampus to create an updated version of the dashboard that will incorporate new information about the progress of the UNC System EPPs. Focus groups from EPPs were established to gain campus-level input on the elements to include within the new platform.

In 2020-2021 as a part of the strategic research agenda, investigations into specific metrics associated with the Educator Preparation Advisory Group goals were conducted to set system level goals for improvement. Analyses of teacher candidates in the area of literacy to include passage rates on licensure exams, impact on student achievement by graduates, and teacher evaluation ratings were completed in collaboration with researchers within the Education Policy Initiative at Carolina (EPIC) and provided to EPPs to use within their self-study for adoption of the UNC System Literacy Framework.

Conclusion

Preparing more high-quality teachers and school leaders for North Carolina's P12 students is one of the University of North Carolina System's highest priorities. This goal is central to the UNC System's mission and Strategic Plan. While no single solution will transform North Carolina's educator workforce alone, the work of the Division of University & P12 Partnerships makes an important contribution in fostering the

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success of North Carolina students.

The goals, strategies, programs, and initiatives outlined in this report reflect the UNC System's long-standing contribution and renewed commitment to the long-term success of P12 education in North Carolina. It is worth noting that a global economy and an ever-changing policy landscape both underscore the vital need to continually expand and reexamine the System Office's efforts to make meaningful reforms to educator preparation the linchpin of transformative change for P12 education.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report

June 15, 2021

University of North Carolina System

Chapel Hill, North Carolina

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report

A Critical Need

In North Carolina, the opportunity to receive a sound basic education is a fundamental right. In light of that commitment, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System.

Unfortunately, we know this critical need is more of a challenge than ever before. From 2011 to 2018, enrollment in education programs within the UNC System charted a thirty percent decline, mirroring a national trend where some states have seen staggering declines of approximately fifty percent.¹ Added to this are the same underlying perennial issues: a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career.

All of these challenging realities speak to the importance of robust, strategic, and proactive teacher recruitment efforts. While the UNC System remains the state’s largest producer of public school educators, it is clear that teacher preparation pathways have changed in significant ways over the last decade. In particular, more students have sought to pursue a teaching credential by starting at a community college before transferring to an institution in the UNC System to complete their bachelor’s degree in education. The UNC and North Carolina Community College systems are working in tandem to ensure that there is a clear and accessible talent pipeline for recruiting, preparing, and retaining the teachers of tomorrow’s classrooms.

Continuing Efforts

Over the past decade, there have been numerous measures implemented under the larger umbrella effort of the UNC-NCCCS Joint Initiative on Teacher Education and Recruitment. As one of the foundational steps after the initiative was established in 2006, the UNC System contracted with Noel-Levitz to conduct market research to assess the recruitment practices of all fifteen educator preparation programs (EPPs) and used that assessment to identify the most effective campus-based strategies, as well as to identify any potential gaps in their respective recruitment efforts.

Building on that work, the UNC System established a recruitment network, so that each EPP had a designated point of contact to spearhead recruitment efforts for their respective institution, which were informed by the Noel-Levitz findings and formalized by an institution-authored recruitment plan. The other key goals of the recruitment network were to foster a spirit of collaboration among the EPPs and to encourage each to build a relationship with their surrounding communities, especially with surrounding LEAs and area community colleges.

Although the Joint Initiative is no longer funded, the UNC and NC Community College Systems continue to take significant and important steps to create clear, accessible pathways for students to enter the teaching profession – cutting down on the costly duplication of courses and needless confusion of program requirements. With the revision of the Comprehensive Articulation Agreement (CAA) in 2014,

¹ Partelow, Lisette. “What to Make of Declining Enrollment in Teacher Preparation Programs.” *Center for American Progress*, 3 Dec. 2019, www.americanprogress.org/issues/education-k-12/reports/2019/12/03/477311/make-declining-enrollment-teacher-preparation-programs/.

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transfer pathways into education programs were developed at each UNC System Institution. All education programs have a pathway noted for Associate in Arts and Associate in Science degrees as part of the CAA. In addition, in 2020, the North Carolina Community College System created new pathways with the Associate in Arts (AATP) and Associate in Science (ASTP) in Teacher Education degrees. At present, a uniform articulation agreement for the AATP and ASTP is being crafted by the UNC System in concert with NCCCS. All but 10 of the 58 community colleges are currently offering the new degrees, and it is anticipated that graduates from these community colleges will begin matriculating to UNC System institutions beginning in fall 2021. This new pathway will enhance opportunities for transfer students wishing to pursue a degree in teaching.

As the teacher workforce continues to change in a dynamic 21st century economy, so too must recruitment strategies. For example, when the North Carolina Teaching Fellows Program was reestablished by the General Assembly in 2017, the new eligibility framework created an avenue for community college students to apply as a transfer student for a Teaching Fellows award. Additionally, the General Assembly recently granted authorization for the Teaching Fellows program to expand to three additional EPPs, which will increase the program's geographic footprint and outreach to prospective applicants.

The Future Teachers of North Carolina program also provides a unique recruitment opportunity, in being specifically designed for high school juniors and seniors. Following recent legislative changes, the program now functions as a grant for UNC institutions to apply to host a recruitment event that provides an immersive experience for students to get an authentic feel of what it means to enroll in an educator preparation program. The first FTNC recruitment events will be held later this summer – hosted by NC Central/NC State (joint event); UNC Pembroke/UNC Wilmington (joint event); and UNC Charlotte, respectively.

These are the types of policy changes that fully utilize established talent pipelines, especially when community colleges can be a key element in helping to recruit more diverse candidates and may help incentivize candidates to return to their home communities to teach.

Existing Resources

The UNC System receives an annual appropriation of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

Conclusion

Ensuring that **all** North Carolina's classrooms have a highly effective teacher is critical. Recruiting effective new teachers and retaining them is paramount to the success of our state's students and to ensuring that there is a well-trained workforce to support economic growth. Our success recruiting teachers today will define the success of the public schools in North Carolina tomorrow. Therefore, teacher recruitment must continue to be a foundational goal for educator preparation programs.