January 18, 2023 at 1:15 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Room 1809 (18th Floor)
Raleigh, North Carolina

AGENDA

OPEN SESSION

A-1. Approval of the Open and Closed Minutes of November 16, 2022 .... Kirk Bradley

A-2. Academic Affairs Update .... David English
   a. Deloitte ROI project
   b. North Carolina Teaching Fellows Report

A-3. Update on the Morganton Campus of
   North Carolina School of Science and Mathematics .... Chancellor Todd Roberts

A-4. Nursing Study Workgroup Report .... Daniel Harrison

A-5. UNC System Literacy Course Review .... Andrew Kelly and Stephanie Howard

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

A-7. Teacher Early College Agreement Renewals .... Bethany Meighen
   a. Cross Creek Early College High School
   b. Cumberland International Early College
   c. Isaac Bear Early College High School
   d. J.D. Clement Early College
   e. Middle College at North Carolina A&T State University
   f. UNC Greensboro Early/Middle College
   g. The STEM College at North Carolina A&T State University

A-8. Revision to Section 700.1.1 of the UNC Policy Manual,
   Policy on Minimum Eligibility Requirements for Undergraduate Admission
   to the University of North Carolina System .... Bethany Meighen

A-9. Adjourn .... Kirk Bradley

THE **UNIVERSITY** OF
NORTH CAROLINA SYSTEM
SYSTEM

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

Closed Session Motion

Motion to go into closed session to:

➢ Prevent the premature disclosure of an honorary award or scholarship.

Pursuant to: G.S. 143-318.11(a)(2).

DRAFT MINUTES OPEN SESSION

November 16, 2022 at 1 p.m.
Via Videoconference and PBS North Carolina Livestream
East Carolina University
Main Campus Student Center, Ballroom A
Greenville, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members joined, constituting a quorum: Kirk Bradley, Wendy Murphy, Anna Nelson, Raymond Palma, and Art Pope.

Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Wade Maki, chair of the UNC Faculty Assembly also participated.

Staff members participating included David English and others from the UNC System Office.

OPEN SESSION

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

Chair Sloan called the meeting to order at 1:03 p.m. on November 16, 2022.

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 minutes of October 19, 2022.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the minutes of October 19, 2022, as distributed.

Motion: Kirk Bradley
Motion carried

2. Academic Affairs Update (Item A-2)

Dr. David English gave a report about activity across the 17 University of North Carolina System institutions.

3. UNC System Fall 2022 Enrollment Report Programs (Item A-3)

The Fall Enrollment Report was presented. As enrollment funding represents one of the largest financial components of institutional budgets, significant shifts in growth or decline can have a substantial financial impact. National data indicates that student enrollment is flat or declining in colleges and universities, as was the case for the UNC System for fall 2022.

4. Licensure and State Authorization Review (Item A-4)

An overview of current licensure standards, along with the effect recent revisions on non-public and out-of-state institutions operating in North Carolina was presented. The review also covered the State Authorization Reciprocity Agreement (SARA) and the effect that membership has on the University of North Carolina Board of Governors' licensure authority.

5. Discussion of Revision to Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission to the University of North Carolina System* **(Item A-5)**

A discussion of Sec 700.1.1. of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission for the UNC System*, was held. The statute outlines the 15 courses that first year applicants must complete in high school to be considered for admission to any of the 16 universities in the UNC System. A working group of University of North Carolina System Office staff, university leadership, and external partners was created to review these courses and make recommendations, to be forthcoming.

6. Proposed Revision to Section 700.10.1 of the UNC Policy Manual, *Policy on Awarding Undergraduate Credit on the Basis of Advanced Course Examination Scores* **(Item A-6)**

UNC System institutions award undergraduate credit for high school Advanced Placement examinations. To handle this in a uniform, fair manner, the Board adopted a policy on awarding undergraduate credit based on AP scores. The proposed revision encourages institutions to award credit for other forms of prior learning in addition to high school AP exams. The new policy will provide more detail and direction to institutions. Chair Sloan called for a motion to approve the report.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs to approve the proposed revision to Section 700.10.1 of the UNC Policy Manual for submission to the full Board through the consent agenda at the next meeting.

Motion: Kirk Bradley
Motion carried

7. Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment* **(Item A-7)**

A discussion of possible actions pursuant to Section 700.1.3 of the UNC Policy Manual regarding caps on undergraduate enrollment was held, citing the institutions at risk. Section 700.1.3 states that any institution that exceeds its out-of-state freshman enrollment limitation for two consecutive fiscal years shall have its state operating budget reduced.

8. Proposed Revision to Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment* **(Item A-8)**

The committee has previously discussed the implications of the impacts of the demographic shifts on North Carolina applicants coupled with the continued growth of out-of-state applicants, and the impact on specific institutions. New resident undergraduate enrollment has stagnated in recent years. At the same time, demand from non-resident undergraduate students has surged, with enrollment increasing nearly 50 percent in the past two years. The proposed revision would raise the cap for five UNC System institutions. The cap would increase from 18 percent to 25 percent at East Carolina University, University of North Carolina Asheville, University of North Carolina at Greensboro, University of North Carolina at Pembroke, and Western Carolina University.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs to approve the proposed revision to Section 700.1.3 of the UNC Policy Manual for submission to the full Board through the consent agenda at the next meeting.

Motion: Anna Nelson
Motion carried

THE MEETING MOVED INTO CLOSED SESSION at 2:05 p.m.

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

Motion: Wendy Murphy
Motion Carried

THE MEETING RESUMED IN OPEN SESSION at 2:18 p.m.

There being no further business and without objection, the meeting adjourned 2:19 p.m.

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Anna Nelson, Secretary

AGENDA ITEM

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

Background: The University of North Carolina System Office Division of Academic Affairs complements the University of North Carolina System's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also aids with 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.

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 1, 2023

University of North Carolina System
Chapel Hill, North Carolina

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

Background

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

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

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

During the 2020 Legislative Session, HB 1096 (Session Law 2020-56) was adopted, which authorized the expansion of the program to three additional EPP partner institutions and in doing so, directed the NC Teaching Fellows Commission to make a "diverse selection." In responding to that directive, the Teaching Fellows Commission modified the rubric used to evaluate applications from prospective EPP partners to include the following qualitative metrics (in addition to other assessment measures):
- Diversity of EPP Program Admissions
- Diversity of EPP Program Completers
- Geographic Diversity
- HBCU/MCI Institution Status

After careful evaluation and independent scoring, the three institutions with the highest scores were Fayetteville State University, North Carolina A&T State University, and the University of North Carolina at Pembroke. Each of these institutions welcomed their first Teaching Fellows for the 2022-2023 academic year.

Program Overview

For the first year of the program's reauthorization, the Teaching Fellows application opened on December 4, 2017, with an application deadline of January 15, 2018. For the 2018-2019 application cycle, a total of 232 applications were received. After an initial review, applicants progressed to finalist interviews, which were held in six locations around the state over two weeks (virtual interviews were also provided). On April 1, 2018, the NC Teaching Fellows Commission offered awards to 110 applicants. In total, 79 students joined Teaching Fellows as part of the initial 2018-2019 cohort.

For the 2019-2020 application cycle, a total of 220 applications were submitted. After initial review, finalist interviews were again held across the state. After a comprehensive evaluation of finalists' applications and interview scores, the Teaching Fellows Commission decided to offer 133 awards. In total, 101 students joined Teaching Fellows as part the 2019-2020 cohort.

For the 2020-2021 application cycle, a total of 189 applications were submitted. After initial review, finalist interviews were again held across the state. After a comprehensive evaluation of finalists' applications and interview scores, the Teaching Fellows Commission chose to offer 114 awards. In total, 87 students joined Teaching Fellows as part of the 2020-2021 cohort.

For the 2021-2022 application cycle, a total of 156 applications were submitted. After initial review, finalist interviews were held virtually, due to COVID-19 concerns. After comprehensive evaluation, the Teaching Fellows Commission chose to offer 118 awards. In total, 88 students joined Teaching Fellows as part of the 2021-2022 cohort.

For the 2022-2023 application cycle, a total of 125 applications were submitted. After initial review, finalist interviews were held virtually. After comprehensive evaluation, the Teaching Fellows Commission chose to offer 119 awards. In total, 106 students joined Teaching Fellows as part of the 2022-23 cohort.

Program Enrichment

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold – under the direction of a campus director, each of the five partner institutions have designed an enrichment framework, which is designed to build community in a smaller setting among a Fellow's peers who attend the same institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program's particular areas of focus and to build organic partnerships within their own respective communities.

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

The second enrichment event, which included the 2018-2019 and the 2019-2020 class of Fellows, was held on September 14-15, 2019 at the Rizzo Conference Center in Chapel Hill, North Carolina. The event agenda provided opportunities for teambuilding activities, a Q&A panel with beginning teachers and their mentors from the New Teacher Support Program, an in-depth workshop on cultural bias and social emotional learning, and a session that featured the 2018 and 2019 North Carolina Teachers of the Year.

Due to COVID-19, it was not possible to host an in-person enrichment event for fall 2020. Out of an abundance of caution, an enrichment event, formatted as a "mini-seminar," was held virtually on November 8, 2021. The event featured Dr. Rick Hess, who serves as Senior Fellow and Director of Education Policy Studies at the American Enterprise Institute, and was facilitated by Dr. Andrew Kelly, Senior Vice President for Strategy and Policy at the UNC System Office.

In the spring of 2022, the director of the program submitted her resignation, and as a result, a spring 2022 enrichment event was not held. In October 2022, a virtual "mini-seminar" was facilitated by Dr.

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

Laura Bilbro-Berry, Executive Director of Educator Preparation and Lab Schools at the UNC System Office, in conjunction with the campus directors. The event featured a panel of North Carolina educational leaders.

The North Carolina Teaching Fellows director position was vacant until November 1, 2022, when Dr. Bennett Jones was hired as the new director. Soon thereafter, planning began for the first statewide in-person enrichment event for Teaching Fellows in three years, scheduled for April 1, 2023 at the McKimmon Center in Raleigh. The day-long spring symposium will feature input from campus directors, a keynote speaker, and breakout sessions for all fellows.

Reporting Requirements

This report has been prepared in accordance with the reporting criteria specified by G.S. 116-209.62(j). However, due to COVID's impact on testing, observations, and data reporting for 2020-2021 and 2021-2022 school years, program graduates do not yet have sufficient data to be evaluated as prescribed in 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3); these metrics are thus excluded from this report.

1) Forgivable Loans awarded from the Trust Fund, including the following:
    a. Demographic information regarding recipients.
    b. Number of recipients by institution of higher education and program.
    c. Information on number of recipients by anticipated STEM and special education licensure area.
2) Placement and repayment rates, including the following:
    a. Number of graduates who have been employed in a STEM or special education licensure area within two years of program completion.
    b. Number of graduates who accepted employment at a low-performing school identified under G.S. 115C-105.37 as part of their years of service.
    c. Number of graduates who have elected to do loan repayment and their years of service, if any, prior to beginning loan repayment.
    d. Number of graduates employed in a STEM or special education licensure area who have received an overall rating of at least accomplished and have met expected growth on applicable standards of the teacher evaluation instrument.
    e. Aggregate information on student growth and proficiency in courses taught by graduates who have fulfilled service requirements through employment in a STEM or special education licensure area.
2a) Mentoring and coaching support through the North Carolina New Teacher Support Program, including the following:
    a. Number of forgivable recipients who received mentoring and coaching support when employed at a low-performing school identified under G.S. 115C-105.37.
    b. Number of forgivable loans recipients who received mentoring and coaching support when employed at a school not identified as low-performing under G.S. 115C-105.37.
3) Selected school outcomes by program, including the following:
    a. Turnover rate for forgivable loan graduates, including the turnover rate for graduates who also received mentoring and coaching support through the North Carolina New Teacher Support Program.
    b. Aggregate information on student growth and proficiency as provided annually by the State Board of Education to the Commission in courses taught by forgivable loan graduates.
    c. Fulfillment rate of forgivable loan graduates.

Data Reporting

The data below reflects the cumulative totals of the five cohorts of North Carolina Teaching Fellows and is presented to meet the requirements as outlined in general statute. As noted above, due to the absence of teacher effectiveness data for graduates as a result of various factors, information is not available for requirements 2(d), 2(e), 3(a), and 3(b).

A. Demographic Information

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

Table I: Teaching Fellows by Gender

	2018-2019 Cohort 1	2019-2020 Cohort 2	2020-2021 Cohort 3	2021-2022 Cohort 4	2022-2023 Cohort 5	TOTAL
Male	14	12	15	18	19	**78**
Female	65	89	72	70	87	**383**
TOTAL	**79**	**101**	**87**	**88**	**106**	**461**

Table II: Teaching Fellows by Race

	2018-2019 Cohort 1	2019-2020 Cohort 2	2020-2021 Cohort 3	2021-2022 Cohort 4	2022-2023 Cohort 5	TOTAL
Black/African American	5	5	10	13	20	**53**
American Indian/Alaska Native	1	1	1	1	1	**5**
Asian/Pacific Islander	5	2	0	2	3	**12**
Hispanic/Latino	4	4	4	5	8	**25**
Multiracial/Other	1	3	4	1	3	**12**
White/Caucasian	63	86	68	65	71	**353**
Non-reporting	0	0	0	1	0	**1**
TOTAL	**79**	**101**	**87**	**88**	**106**	**461**

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

B. Program & Licensure Area

Table III: Teaching Fellows by Institution

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	2020-2021 Cohort 4	2021-2022 Cohort 5	TOTAL
Elon University	8	7	2	7	4	**28**
Fayetteville State University	N/A	N/A	N/A	N/A	2	**2**
Meredith College	7	7	0	8	6	**28**
North Carolina A&T State University	N/A	N/A	N/A	N/A	5	**5**
North Carolina State University	27	49	51	46	52	**225**
UNC-Chapel Hill	18	10	13	13	12	**66**
UNC-Charlotte	19	28	21	14	20	**102**
UNC-Pembroke	N/A	N/A	N/A	N/A	5	**5**
TOTAL	**79**	**101**	**87**	**88**	**106**	**461**

Note: Fayetteville State University, North Carolina A&T State University, and University of North Carolina-Pembroke were first added to the program in the 2021-2022 cycle.

Table IV: Teaching Fellows by Intended Licensure Area

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	2020-2021 Cohort 4	2021-2022 Cohort 5	TOTAL
STEM	55	71	56	56	69	242
SPED	24	30	31	32	37	121
TOTAL	**79**	**101**	**87**	**88**	**106**	**461**

C. Program Graduates

Table V: Summary of Program Graduates

	Number
Total Number of Program Graduates	108
Number of Graduates Employed in STEM/SPED Licensure Area	70
Number of Graduates Employed in Low-Performing School	3
Number of Graduates Who Have Elected for Cash Repayment	21

Table VI: Partnership with New Teacher Support Program
During the 2021-2022 school year, the New Teacher Support Program supported 29 Teaching Fellows graduates over the course of 453 visits and 355 hours. The coaches assigned to the graduates provided mentorship on effective teaching practices, meeting individual student needs, and data assessment among other professional responsibilities.

	Number
Number of Graduates Currently Receiving Mentoring and Coaching Support from the New Teacher Support Program (2022-2023)	61

Next Steps

The program recently initiated its sixth application cycle, which opened on October 3, 2022. The application deadline is midnight on January 27th, 2023. After that time, all submitted applications will undergo an initial review, followed by a round of finalist interviews.

The Teaching Fellows Commission, per statute requirements, will meet and make final decisions on the number of awards to be offered. By April 1st, 2023, finalists who are selected will be notified and offered a Teaching Fellows award for the 2023-2024 cohort. Those recipients will have until May 1, 2023, to sign the promissory note to formally accept the terms of the forgivable loan program.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 1, 2024.

THE **UNC**
SYSTEM

AGENDA ITEM

A-3. Update on the Morganton Campus of North Carolina School of Science and
Mathematics...Chancellor Todd Roberts

Situation: The North Carolina School of Science and Mathematics (NCSSM) is the nation's first public residential school for students with exceptional talents in science and mathematics, with the first class of 150 high school juniors entering in 1980. Following four decades of providing academic excellence at the original campus, NCSSM expanded with a second physical campus in Morganton, with the first class of students entering in fall 2022.

Background: The original NCSSM campus is located in Durham, on the grounds of the former Watts Hospital. The school has a long history of providing outstanding academic programs and educational opportunities for North Carolina students. Long an affiliated entity, NCSSM became a full constituent institution of the UNC System in 2007, deepening ties and connections with its 16 sister universities. NCSSM expanded its reach in 2008, launching the groundbreaking NCSSM Online. This program allows NC students to remain in their home high school but earn a certificate of completion through NCSSM after completing a set of rigorous courses.

Discussions of expanding the physical presence of NCSSM go back decades but took shape in earnest in the early 2010s. A variety of plans for expansion were considered, with the North Carolina General Assembly identifying Morganton as the location for a second physical campus. Funding for the project was secured by the people of North Carolina via the successful 2016 NC Connect Bond. The State Board of Education next transferred roughly 60 acres of land to NCSSM in 2017. The official campus groundbreaking took place in 2019, and NCSSM-Morganton welcomed the inaugural class of students to the campus for the fall 2022 semester. NCSSM operates as a single institution with two physical campuses, deepening the impact the school has to the students and State of North Carolina.

Assessment: Chancellor Roberts will provide an overview and update of operations at NCSSM-Morganton.

Action: This item is for information only.

AGENDA ITEM

Situation:	Recommendations on Increasing Nursing Graduates[1], charges the University of North Carolina Board of Governors, in collaboration with the State Board of Community Colleges, to study and provide recommendations on the methods and timeline for increasing the number of public postsecondary nursing graduates by 50 percent.
Background:	A working group composed of individuals from the University of North Carolina System, the North Carolina Community College System, (NCCCS), the North Carolina Area Health Education Centers, (NCAHEC), and the North Carolina Institute of Medicine, (NCIM), met frequently between August and December 2022 to develop the content of the report. The work was done in partnership with nursing program directors from both NCCCS and the UNC System, with additional support provided by the North Carolina Board of Nursing and the Cecil G. Sheps Center for Health Services Research. A final report is due to the General Assembly by February 1, 2023.
Assessment:	The goal of graduating 50 percent more nurses into the workforce of North Carolina within the next five years is both ambitious and attainable. Public universities and community colleges will need targeted resources in the areas most likely to move the needle; increases in the number of teaching faculty through effective recruitment and retention; incentives to expand opportunities for clinical placements with high quality hands-on learning; and supports that keep students enrolled and on track for graduation.
Action:	This item is for information only.

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[1] SL 2022-74. https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H103v5.pdf

THE **UNIVERSITY** OF **NORTH CAROLINA SYSTEM**

and

NC COMMUNITY COLLEGES
CREATING SUCCESS

Recommendations on Increasing Nursing Graduates:
In Response to SL 2022-74 (HB 103), Section 8.3

January 19, 2023

University of North Carolina System
Raleigh, North Carolina

RECOMMENDATIONS ON INCREASING NURSING GRADUATES

EXECUTIVE SUMMARY

This document is a response to SL 2022-74 (HB 103), Section 8.3, Recommendations on Increasing Nursing Graduates[1], which charges the University of North Carolina Board of Governors, in collaboration with the State Board of Community Colleges, to study and provide recommendations on the methods and timeline for increasing the number of public postsecondary nursing graduates by 50 percent.

The focus of this report is pre-licensure nursing program graduates of either the North Carolina Community College System (NCCCS) or University of North Carolina System (collectively, the Systems) who have not previously obtained a license to practice nursing. There are two licenses covered by this designation: new Practical Nurses (PN) and new Registered Nurses (RN). The State Board of Nursing authorizes the NCCCS to teach 1,465 PN students and 7,386 RN students, and the UNC System to teach 3,166 RN students, for a total of 12,017 pre-licensure nursing students annually. In 2021, the NCCCS graduated 2,357 new RNs and 688 new PNs, while the UNC System graduated 1,167 new RNs for a total of 4,212 graduates entering the workforce.[2] To meet the goal of graduating 50 percent more, the Systems will need to graduate 6,318 additional PN and RN students.

Two broad categories of policy solutions would move the Systems towards graduating 50 percent more nursing graduates. The first aim is lowering the attrition rate for already-enrolled nursing students. The second is increasing the number of nursing enrollees. A realistic strategy for meeting the legislature's goal will require resource allocation towards both categories. However, the more the Systems lower attrition for current enrollees, the less new faculty and physical infrastructure are required for new enrollments.

Based on average historical attrition rates, every 100 additional nursing enrollees at a UNC System institution will yield approximately 86 additional nursing graduates. At an NCCCS, every 100 additional enrollees will yield approximately 56 additional graduates.[3] Key limiting factors in producing more enrollees are (1) employing increased numbers of teaching faculty and retaining existing faculty, (2) providing increased opportunities for clinical placements, and (3) constructing new instructional space or repurposing existing instructional space. Current North Carolina Board of Nursing limits on enrollment size are not a barrier to meeting the goal at a systemic level. The North Carolina's public post-secondary nursing programs are enrolled at 47 percent of Board of Nursing limits. The difference between authorized enrollment and current enrollment is due to the resource constraints discussed herein.

Based on historical trends, we would expect PN and RN graduates from the Systems to increase by 50 percent over 2021 in the late 2030s. Efforts to substantially increase graduates are subject to

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[1] SL 2022-74. https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H103v5.pdf

[2] These numbers do not include RN to BSN, Master of Science in Nursing, and Doctor of Nursing Practice graduates since students in those programs are already licensed. The data is sourced from a survey sent to the NCCCS and UNC System nursing programs from the UNC System Office.

[3] These are conservative estimates in that they are attrition rates for all students rather than attrition rates for only PN and RN students. PN and RN attrition rates are likely to be lower. The estimate for NCCCS students is based on its system-wide "student success" rate of 56 percent, which includes students who transfer out to four-year programs.

unpredictable variables not wholly in the control of the state, including the uncertainty and lead time necessary for effective faculty, clinical site, and preceptor recruitment. Nevertheless, with significant resources, the policy interventions proposed in this report could shorten the time required to reach the goal to the late 2020s in the judgment of some nursing leaders.

INTRODUCTION AND CONTEXT

Nursing is a time-honored and specialized profession that serves as the backbone of the healthcare system in North Carolina. Across the health care setting spectrum, from public health to acute care to hospice, and across the life spectrum, from prenatal care to pediatrics to adults and geriatrics, nurses serve as the largest segment of the healthcare workforce team[4]. Nurses are the nexus between the patient's needs and the resources that are available to meet those needs. Through rigorous training, nurses use critical thinking to interpret both objective data, such as patients' lab values, and subjective data, such as the patients' life experiences, to plan, prioritize, implement, manage, and evaluate whole patient care. Nurses are at the center of the patient care team across all settings.

STUDY BACKGROUND

A working group composed of individuals from the UNC System, NCCCS, North Carolina Area Health Education Centers (NC AHEC), and the North Carolina Institute of Medicine (NCIOM) met frequently between August and December 2022 to develop the content of this report. The work was done in partnership with nursing program directors from both NCCCS and the UNC System, with additional support provided by the North Carolina Board of Nursing and the Cecil G. Sheps Center for Health Services Research.

In September 2022, a survey was prepared and distributed to the 12 UNC System and 56 NCCCS nursing programs. Responses were gathered between September 2022 and November 2022. This survey provided institutions and individual nursing programs with the opportunity to identify the specific factors that influence their enrollment and program graduate levels. The aggregate findings of this survey directly shaped the recommendations included in this report.

NORTH CAROLINA'S NURSING SHORTAGE

Over 100,000 RNs and almost 18,000 Licensed Practice Nurses PNs work across all settings and regions in North Carolina, with about half of RNs and more than one third of PNs trained from schools outside of North Carolina[5]. Additionally, a significant number of nursing graduates move out of the state, largely due to market demand and competitive salaries. According to NC Nursecast, nursing programs in North Carolina yield a high rate for graduates retained in North Carolina – LPN and ADN programs have a 92 percent retention rate and BSN programs have an 86 percent retention rate, as calculated two years after

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[4] National Academies of Sciences, Engineering, and Medicine. (2021). The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity. In The Future of Nursing 2020-2030. https://doi.org/10.17226/25982

[5] McCartha, E. B., & McCartha, E. B. (2022). SIDEBAR: NC nursecast: Understanding the nursing workforce in North Carolina North Carolina Medical Society [etc. doi:10.18043/ncm.83.3.164

graduation. Investments in these programs are likely to result in a high workforce return for North Carolina. When COVID-19 arrived in the United States in early 2020, all aspects of health care, both education and practice, were impacted. Even prior to the pandemic, NC Nursecast predicted a prolific nursing shortage across most settings and regions, with an estimated shortage of 12,500 RNs and 5,000 LNs by 2033[6]. The largest shortfall of RNs is projected in hospitals, with an expected undersupply of 10,000 RNs. Nursing homes, extended care, and assisted living facilities are projected to be short by approximately 3,500 LNs, representing a nearly 50 percent shortage. These shortages are demonstrated across all NC Medicaid and NC AHEC regions. For RNs, nearly all regions will face a shortage, and metropolitan areas will face larger shortages than non-metropolitan areas[7].

REDUCING ATTRITION FOR NURSING STUDENTS

WITHIN THE UNC SYSTEM

In the UNC System, student retention in prelicensure nursing programs varies widely across institutions. The lowest average attrition rate reported across the institutions was 1.5 percent, while other institutions reported rates above 40 percent in select years. Some of these elevated attrition rates can be attributed to students who entered programs before or shortly after the start of the COVID-19 pandemic. However, some institutions continue to maintain consistently low attrition rates. This ability may stem from the larger scale of resources available to programs with higher enrollment; typically, larger programs are able to retain more students.

The most common reasons students gave for leaving their nursing programs were personal or financial circumstances, followed by academic issues/nursing course failure, major life changes, and health concerns. Institutions noted that students are offered support through mentorship, tutoring and remediation, and counseling to address these issues. Several institutions stated that more resources, especially direct financial support for students, were needed to improve retention rates.

Two of the institutions with the highest average attrition rates pointed to students' financial issues as a reason for the high attrition. Paired with these financial difficulties, many students are working long hours while enrolled in these programs and may have challenges balancing their academic and employment responsibilities.

UNC System institutions often noted that increased and focused support prior to students entering the nursing program would lead to increased retention. Pre-nursing students must successfully complete a series of prerequisite science courses before gaining admission into a nursing program. Courses are taught in each institution's College of Arts and Sciences. Students must pass these courses in the first attempt to increase their chances of admission to a nursing program and to avoid additional tuition costs because they must retake the course.

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[6] McCartha, E. B., & McCartha, E. B. (2022). *SIDEBAR: NC nursecast: Understanding the nursing workforce in North Carolina* North Carolina Medical Society [etc. doi:10.18043/ncm.83.3.164

[7] NC Nursecast. Accessed October 29, 2022: https://ncnursecast.unc.edu

RECOMMENDATIONS ON INCREASING NURSING GRADUATES

Institutions suggest that investments to provide nursing students with better access to counseling and tutoring, additional faculty to provide remediation services and sessions, and academic services to develop math, writing skills, and test taking skills would likely lead to increase retention. Targeted investments in the institution at large would assist students with these strategies and build proficient study habits early on.

WITHIN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Student retention is a significant challenge for most community college nursing programs. In the last three years, reasons for leaving nursing programs included academic failure, family and financial issues, and mental health wellness. Academic failure stems from students not being prepared for program rigor, demands on time related to work and childcare needs, as well as stress and mental wellness. Improvement of retention in community college nursing programs requires academic support, mentoring and success coaching as well as campus resources dedicated to social supports for nutrition, financial assistance, childcare, and counseling.

Mentorship is a critical component to success in nursing education at the community college level. Six rural nursing programs initiated a pilot program to improve student retention and student outcomes. The program identifies at-risk students early in their program of study and implements strategies to support the student including individual and group tutoring, instruction on study and test taking skills, time management, and work/life balance. A success coach mentors students throughout their program of study, tailoring services to meet the student's needs. The coach collaborates with faculty and acts as the first point of contact for concerns about student performance issues. The success coach serves as a subject matter expert in program curriculum process and tracks metrics relevant to student progression. This coaching process provides a trusting environment where students can share their thoughts, aspirations, concerns, and interests. In preliminary reports, success coaching dedicated to nursing programs increased retention. Similar programs scaled throughout the Systems would also have a likelihood of success.

Increasing the number of nursing graduates also requires consideration of the Systems' STEM faculty and infrastructure. Support levers must include nursing prerequisite courses for science and mathematics, particularly for those that have significant DFW (drop/fail/withdraw) rates. The Systems have already taken steps to address high failure rates by assembling standardized, free, and inclusive content and resources across these courses and ensuring that the courses transfer easily between institutions and systems. These courses are offered during summer sessions in both Systems.

INCREASING NURSING ENROLLMENT

Because of the resource limitations discussed in this report, there is significant unmet demand from qualified applicants for the Systems' nursing programs. Increasing nursing enrollment would not require major student recruiting efforts. Rather, the Systems must address three supply-side challenges: (1) recruiting and retaining increased numbers of teaching faculty, (2) providing increased opportunities for

clinical placements, including qualified preceptors, and (3) constructing new instructional space or repurposing existing instructional space.

ADDRESSING A NURSING FACULTY SHORTAGE

Budget constraints restrict institutions' ability to offer faculty salaries that are competitive with the salaries of nurses in practice. The issue is particularly acute for experienced nurses, who can earn significantly more as practicing nurses than as faculty. For example, one community college that serves one Tier 1 and one Tier 2 county is within a one-hour drive of multiple hospitals within two major North Carolina health systems. Faculty at the community college earn between $31.88 and $35.76 per hour depending on educational level. Without taking longevity pay into account, clinical nurses (levels CN-II through CN-IV) in one of the health systems earn between $37.80 and $40.29 per hour. This represents a loss of about $4,000 to over $17,500 *annually* for a clinical nurse who leaves practice to become nursing faculty.

Turnover among faculty is also a significant concern. UNC System institutions report losses of up to 29 faculty over the last two years (see figure below). The retirement of nursing faculty and the lure of private sector salaries both contribute to difficulties with faculty retention. Replacement costs associated with high faculty turnover is detrimental to nursing programs. Faculty turnover also has a negative impact on student success, persistence to degree, graduation, and licensure exam scores. Difficulties with recruiting qualified faculty stem from a lack of master's and doctoral level educators. Therefore, efforts to increase the number of pre-licensure nursing graduates will also require an investment in graduate nursing education.

Faculty Resignations/Retirements in the Last Two Years
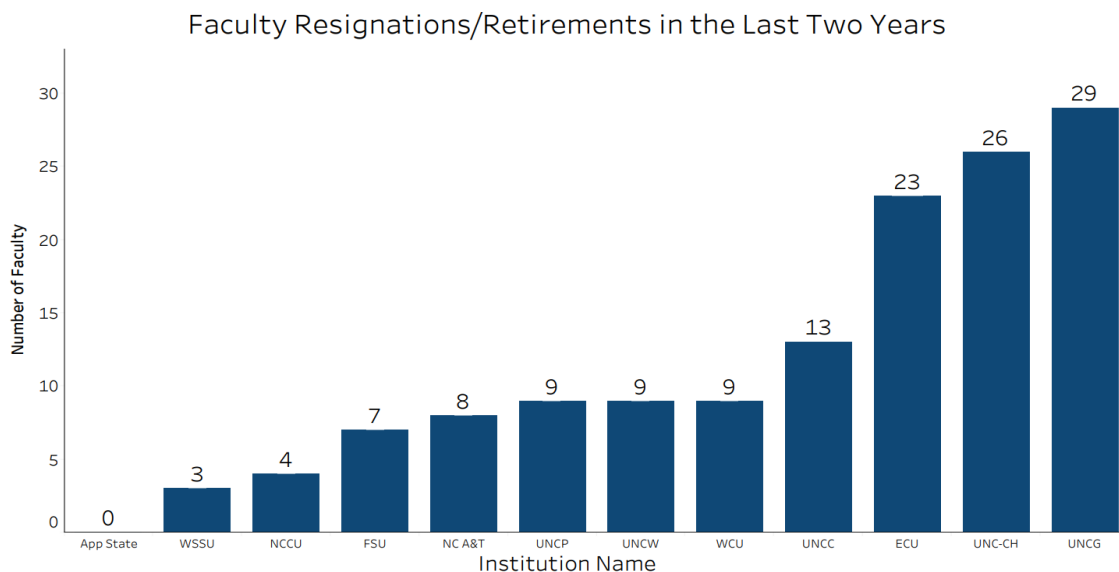
RECOMMENDATIONS ON INCREASING NURSING GRADUATES

Faculty recruitment and retention problems are just as acute within the North Carolina Community College System. Reasons cited for faculty vacancies include salary and flexibility. First, faculty who hold the BSN consistently earn less money than their clinical counterparts who also hold the BSN. Second, faculty are required to have education in adult teaching and learning, and some are required to have graduate degrees. Many potential faculty do not see the benefit of paying for additional education for a job that pays less than a clinical position. Finally, faculty are required to work a five-day work week, while many clinical faculty work three 12-hour shifts. As in the UNC System, faculty turnover has been significant over the past two years. Most programs have lost between one and four full-time faculty, in addition to retirements, each year. Adjunct and part-time faculty turnover has also been extensive and pervasive Systemwide.

PROVIDING INCREASED OPPORTUNITIES FOR CLINICAL PLACEMENTS

Limits to the number of clinical sites and preceptors[8] is a primary constraint to the proposed enrollment growth. The Systems rely on community partners, often health systems, to provide clinical sites and preceptors. COVID-19 and other factors have exacerbated the challenges those partners faced in making sites available to nursing students. The overall nursing shortage has led to fewer experienced nurses available to precept. Most institutions share access to clinical sites with other nursing programs in the area, non-profit and national for-profit schools, and the Systems must compete for clinical placements, often without being able to offer compensation for preceptors or match the compensation rates of those private institutions. For example, East Carolina University is one of the few public institutions that pays preceptors. ECU's rate of $450 per semester is still well below the amount paid by private institutions, which can range from $600-$1,200 per semester.

Shortages in clinical placements are keenly felt for placements in specialty areas such as women's health, behavioral health, and pediatrics. Retaining clinical nurses is essential both to address the current and future shortages and to ensure a positive and supportive environment for nursing students to experience during their clinical training.

The Board of Nursing allows a portion of clinical training to be replaced by evidence-based simulation. All institutions have access to simulation spaces of various levels of fidelity. Only limited numbers of students can be accommodated in these spaces. Enrollment growth or attempting to move more clinical training to the simulation labs would require expansion of the simulation and skills lab, more equipment, and additional simulation facilitators and technicians. Dedicated funding to maximize the ability of nursing programs to leverage evidence-based simulation and to provide competitive stipends for preceptors would mitigate this issue.

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[8] Preceptors are RNs with a minimum of a bachelor's degree who hold expertise in a specific clinical environment. The preceptor supervises the nursing student in the clinical setting and assists with the learning process as guided by the faculty member. Because the preceptor in the clinical setting must have a bachelor's degree, increasing the number of nurses with bachelor's degrees expands opportunities for clinical placements for all nursing programs.

RECOMMENDATIONS ON INCREASING NURSING GRADUATES

ENSURING ADEQUATE INSTRUCTIONAL SPACE

Of the 17 UNC System institutions, 12 offer nursing programs. Each institution's program is housed in either a building occupied solely by the school of nursing or a building shared with other health sciences. Four of these facilities have been constructed or undergone extensive renovations in the last four years, and one is currently under construction. Several of the buildings are environmentally sustainable and/or LEED certified. The facilities typically include a large lecture hall, classroom space, simulation space, faculty offices, and computer labs. Many of the classrooms are permanently equipped with smart technology or have smart technology available upon request. Although most institutions noted that existing class space is adequate for current enrollment, among infrastructure considerations, classrooms were consistently cited as the limiting factor to meeting the expansion target. Institutions stated they would need additional classrooms, larger classrooms, or expanded scheduling access to other, larger classrooms on campus to accommodate increased enrollment.

Each NCCCS institution has dedicated space in the form of classrooms and laboratories to support nursing education. Ten nursing programs reported new dedicated simulation centers to provide high fidelity simulation experiences for nursing students. Most other nursing programs offer mid- and low-fidelity simulation. In some colleges, building space is shared with other health sciences programs. Thirty-eight programs reported having adequate space for current enrollment but lack classroom, lab, and simulation space to add more students in existing programs. Several colleges have completed major expansions in the last five years to provide small increases in student enrollment. Further expansion would be needed to meet large growth needs.

Prerequisite requirements to nursing degrees also require dedicated lab space. Effective and well-equipped lab space remains inconsistent in both Systems.

TIMELINE

In 2021, the Systems graduated 4,212 pre-licensure students. An increase of 50 percent from the number of 2021 graduates requires graduating 6,318 not-yet-licensed students. Based on the estimated rate of growth in absolute numbers between 2011 and 2021, reaching approximately 6,300 graduates would be expected in the late 2030s.

The extent to which that growth is accelerated or constrained is contingent upon the underlying factors identified in this report. Importantly, there are not demand-side constraints at present. In academic years 2018-2022, UNC System nursing programs were only able to admit approximately two-thirds of qualified applicants because of faculty, clinical, and physical space limitations. Across NCCCS, from 2019-2021, only 58 percent of qualified applicants were admitted because of those limitations.

Robust resource allocation aimed at both reducing attrition of enrolled nursing students and increasing the ability of the Systems to admit qualified applicants into nursing programs would reduce the timeline

to reach 6,300 unlicensed graduates significantly, to perhaps 2028 or 2029 in the judgment of some nursing leaders.

RECOMMENDATIONS ON INCREASING NURSING GRADUATES

Nursing education and workforce features a number of terms and acronyms that can be confusing without context. Below is a list of common terms that are used throughout this report:

Educational and Regulatory Entities

- North Carolina Community College System (NCCCS): The 58 community colleges located across the state that are authorized to offer up to the associate's degree. The State Board of Community Colleges approves any new nursing program in the NCCCS.
- University of North Carolina System (UNC System): The state's university system, comprised of 17 constituent institutions, that is authorized to offer bachelor's, master's, and doctoral degrees. The University of North Carolina Board of Governors approves any new nursing program in the UNC System.
- North Carolina Board of Nursing (NC BON): The NC BON is authorized by the General Assembly to oversee and regulate the practice of nursing in North Carolina. The NC BON establishes standards for faculty, curricula, facilities, and administration of programs, reviews all programs at least once every eight years, and approves all nursing programs for operation in the North Carolina.
- Accreditation Commission for Education in Nursing (ACEN): This national accreditation organization establishes standards for nursing programs at the practical, diploma, associate's, baccalaureate, master's, and clinical doctorate level. Areas covered include administrative capacity, faculty and staff, curriculum, resources, and program outcomes. There are 20 NCCCS and two UNC System institutions that hold accreditation through ACEN.
- Commission on Collegiate Nursing Education (CCNE): This national accrediting organization establishes standards for nursing programs at the baccalaureate and graduate level. Areas covered include program quality, curriculum, faculty, institutional commitment and resources, and assessment of program outcomes. There are 12 UNC System institutions that hold accreditation through CCNE.
- North Carolina Area Health Education Centers (NC AHEC): provides and supports educational activities and services with a focus on primary care in rural communities and those with less access to resources to recruit, train, and retain the workforce needed to create a healthy North Carolina.
- North Carolina Institute of Medicine (NCIOM): is an independent organization focused on improving the health and well-being of North Carolinians by providing analysis, identifying solutions, building consensus, and informing health policy.

Nursing Education Degrees

- Practical Nursing (Diploma): This diploma is offered by 41 NCCCS colleges, and along with successful completion of the NCLEX-PN examination, allows a student to apply for licensure as a Licensed Practical Nurse (LPN) in North Carolina.

RECOMMENDATIONS ON INCREASING NURSING GRADUATES

- Associates Degree in Nursing (ADN): This undergraduate degree is offered by 56 colleges within the NCCCS, and along with successful competition of the NCLEX-RN examination, allows a student to apply for licensure as a Registered Nurse (RN) in North Carolina.
- Bachelor of Science in Nursing (BSN): This undergraduate degree is offered by 12 UNC System institutions, and along with successful completion of the NCLEX-RN examination, allows a student to apply for licensure as a Registered Nurse (RN) in North Carolina. Individuals with this degree can serve as preceptors and teach courses in LPN programs.
- Master of Science in Nursing (MSN): This graduate degree is offered by eight UNC System institutions and provides an individual with advanced practice skills and training that can either lead to specialized care, management, and leadership in nursing. Graduates are able to teach any nursing course through the bachelor's degree.
- Doctor of Nursing Practice (DNP): This graduate program is offered by seven UNC System institutions and is the terminal degree for professional practice in nursing. Graduates are prepared for advanced practice roles, senior leadership, and management, and are able to teach any course, through the doctoral level, in nursing.
- Doctor of Philosophy in Nursing (PhD): This graduate program is offered by three UNC System institutions and is the terminal degree for research in nursing. Graduates are prepared for advanced research roles, senior leadership, and management, and are able to teach any course, through the doctoral level, in nursing.

Licensed Nursing Occupations

- Licensed Practical Nurse (LPN): Professionals are licensed to work under the direction of an RN and provide basic and essential care.
- Registered Nurse (RN): Professionals are licensed to practice nursing independently.
- Advanced Practice Nurse (APRN): Professionals are licensed to serve in advanced roles, including nurse practitioner, nurse anesthetists, clinical nurse specialists, and other primary care roles.

RECOMMENDATIONS ON INCREASING NURSING GRADUATES

APPENDIX B: COMPARISON OF NURSING ROLES

The entry level roles in nursing include RNs and LPNs[9]

1. RNs are the largest portion of the nursing workforce. An RN is a nurse who has successfully passed the National Council Licensure Examination for Registered Nurses (NCLEX) and practices independently. A nurse is eligible to apply to sit for the NCLEX exam if he/she successfully completes one of three different training programs: a Nursing Diploma program, an Associate Degree in Nursing program (ADN), or a Bachelor's Degree in Nursing (BSN) program**.**
2. LPNs, also known as the Licensed Vocational Nurse (LVN), are licensed nurses. An LPN serves in a support role and must work under the supervision of an RN, APRN, or Medical Doctor. A nurse is eligible to sit for the LPN National Council Licensure Examination for Practical Nurses (NCLEX-PN exam) after successfully completing a Practical Nursing program at the community college level. Upon passing of the NCLEX-PN, the nurse becomes an LPN.

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[9] American Nurses Association. *What is Nursing?* Retrieved from: https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/

RECOMMENDATIONS ON INCREASING NURSING GRADUATES

Public, Post-secondary Nursing Preparation Programs, Goals, and Training

Program for nursing preparation	Length of program	Degree	Program Goal	Curriculum	Eligible License or certification	Number of programs in NC
Licensed Practical Nursing	~1 year	Diploma	Competent, dependent nurse who functions under the supervision of an RN or other qualified provider	Didactic and clinical experiences that cover patients across the lifespan, primarily in long-term care or outpatient clinics	Licensed Practical Nurse (LPN), after successful completion of the NCLEX-PN	41
Associate Degree in Nursing (ADN)	~2 years	Associate or applied science degree	Competent, independent nurse for hospital and community settings	Didactic and clinical nursing experiences that cover patients across the lifespan and hospital/community settings	Registered Nurse (RN), after successful completion of NCLEX	56
Bachelor of Science in Nursing (BSN)	~4	Baccalaureate degree	competent, independent nurse for hospital, community, and public health settings	General education requirements in the first two years followed by didactic and clinical nursing experiences that cover the lifespan and hospital, community, public health settings with a focus on community health, leadership, and research.	Registered Nurse (RN), after successful completion of NCLEX	12

AGENDA ITEM

A-5.   UNC System Literacy Course Review...Andrew Kelly and Stephanie Howard

Situation: In S.L. 2021-180, the University of North Carolina Board of Governors was charged with contracting with an external evaluator for a baseline review of the implementation of the science of reading into elementary and special education-general curriculum teacher education programs. In this session, the Board will hear a presentation by a representative of the external evaluator (TPI-US) on the results of the baseline review.

Background: The Board's Resolution on Teacher Preparation (April 17, 2020) called on the University of North Carolina System President and UNC System Office staff to improve educator preparation in reading by developing a common framework for literacy based on the science of reading that all educator preparation programs in the UNC System would adopt. Adoption of the literacy framework occurred in spring 2021 and educator preparation programs were charged with its implementation by fall 2022.

With the 2021 passage of the Excellent Public Schools Act, state statute (G.S. 115C-269.20(a)(2) and G.S. 115C-269.20(a)(3)) also requires teacher preparation programs to provide training to teaching candidates in elementary and special education-general curriculum programs that includes coursework in the science of reading, defined as "evidence-based reading instruction practices that address the acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students."

In S.L. 2021-180, the Board and the UNC System Office were charged with contracting with an external evaluator to conduct a baseline review of the implementation of the science of reading into elementary and special education-general curriculum teacher education programs across public and independent universities. The UNC System contracted with TPI-US, a national research organization with expertise in teacher preparation and reading instruction, to conduct the baseline review. The resulting report is due to the North Carolina General Assembly on February 15, 2023.

Assessment: The presentation will provide the results of the evaluation of literacy coursework at UNC System educator preparation programs from TPI-US representatives.

Action: This item is for information only.

University of North Carolina System
Report on Science of Reading Educator Preparation Program Coursework Implementation
Fall 2022

Executive Summary
Teacher Prep Inspection-US (TPI-US) shares North Carolina's commitment to advancing reading proficiency for every student. We are grateful for the opportunity to conduct this review of literacy coursework across the 15 University of North Carolina (UNC) institutions that train teachers for the state's schools. This report to the UNC System presents key findings and recommendations for continued improvement of literacy coursework and teacher candidate preparation across the 15 institutions, identifies outcomes and implications from the work, and recommends the next steps in moving forward.

Institutional review reports are designed to plot a pathway for improvement by identifying course or program strengths and the most significant aspects of a program's work where specific actions are needed to move it to the next level of quality. Review findings and recommendations presented in this document provide the UNC System with insight into patterns and trends and strengths and weaknesses of coursework quality in the science of reading (SoR) across the system. Fifteen institutional reports transmitted separately to program leaders contain a description of the course, the evidence used in the specific course review (e.g., ELEM 1234), reviewer-identified strengths, and recommendations for improving the course so that it embodies the SoR that North Carolina requires, thereby ensuring that candidates learn about the SoR and are prepared to teach it effectively.

In this summary report to the UNC System, the review findings from the course-by-course evidence are organized by SoR concept because a particular concept such as fluency or phonemic awareness may be embedded in more than one course. Each institution needs to sequence and spiral key SoR concepts within individual courses and across multiple reading courses to present and teach them well to effectively build teacher candidate knowledge and mastery so that teacher candidates teach reading effectively. Reviewers were trained to look for relevant SoR concept evidence and rate the accuracy and quality of these concepts in *every course*.

TPI-US teams reviewed 73 courses across the 15 UNC institutions by collecting and analyzing course syllabi and schedules, assignments, assessments, video observations of course instruction, and instructor interviews. Reviewers used the evidence from those sources to make informed judgments in line with the North Carolina Literacy Review Rubric. While most UNC program leaders and faculty provided vital assistance to the review teams conducting this work, some program leaders and faculty offered minimal cooperation. As a result, there was little to no information about some courses that should have been included in the review. For example, some faculty who are teaching relevant courses declined to make course session videos available or be interviewed, and several program or institutional leaders withheld course materials and/or would not allow reviewers to view course videos and interview faculty. Despite those challenges, review teams were able to accumulate, analyze,

and draw conclusions on a considerable body of evidence with direct relevance to how well UNC teacher candidates are prepared to advance their students' reading knowledge and skills.

In addition to summarizing individual program reports and providing evidence of key findings for each course, we also want to call UNC System's attention to some overall findings that are intended to bolster the success of the state's SoR strategy.

Key Findings and Recommendations for Actionable Next Steps

Course Content and Materials

- Institutions should ensure that coursework spirals and is aligned to the competencies and sub-competencies in the North Carolina Literacy Rubric (concepts of print, oral language development, phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing). Those competencies should be anchored to an SoR model such as the Simple View of Reading and Scarborough's Rope. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve. Educator preparation programs (EPPs) rated as Good or Strong utilized high-quality, research-based definitions and materials steeped consistently in SoR strategies and made learning relevant and engaging to candidates. It is key for all institutions to have foundational course content and materials. This work should occur through faculty collaboration within programs and with program and institutional leaders holding faculty accountable for progress.
- EPP coursework should ensure that candidates are effectively prepared to assess and address students' diverse reading needs to include neurodiversity, English language learners, gifted and talented learners, and all diverse learners. Instructors and coursework should provide multiple models and opportunities for candidates to practice administering and analyzing various measures and assessments and how to use this data to guide planning and target instruction for students who need more intensive support. Coursework should address differentiating for all students in all aspects of literacy. Each program should revise course syllabi and materials, and faculty should engage in ongoing professional development to ensure they are using research-based assessments and differentiated instruction and bolster their teaching skills through models and resources that embed connections to practice within their coursework.
- Across the UNC System, coursework and training revealed a gap in writing instruction and preparation. Candidates need preparation and practice to understand the recursive process between reading and writing; how writing develops; and how to break down writing into manageable parts, from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing, which will better equip them to ensure growth and success for the students they teach.

Faculty SoR Knowledge and Teaching

- Many SoR components are incorporated and taught in UNC System institutions; however, many are taught in isolation under a balanced literacy construct. Each institution should emphasize improving faculty knowledge and course content to include a deeper depth of foundational content knowledge in characteristics of high-quality reading. For example, Scarborough's Rope, the Simple View of Reading, Ehri's stages of word reading development, and the Four-Part Processing Model as the foundation for all components would strengthen candidates' ability to teach the pillars of literacy in a structured way.

Bolstering faculty SoR knowledge and their teaching strategies and skills should happen relatively quickly, and faculty and leadership should ensure that is done well.

- While many EPPs offer literacy coursework in their elementary and special education programs, some of which overlap, there is variation in the explanation of the key pillars, for example, phonics. Some courses teach a systematic, synthetic approach, and others teach a self-paced, inquiry-based approach. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. All faculty must work together to best prepare candidates for teaching P–12 students, and this collaboration would support the course sequencing and spiraling that are not evident in a number of programs. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve.

Course Sequencing and Connections

- Each institution should ensure that literacy courses are not taught in silos by taking steps to see that all literacy standards are mapped out and addressed across courses and that literacy coursework is planned and delivered as a well-thought-out ***trajectory of courses*** that build upon one another thoughtfully and intentionally. Taking those improvement steps successfully means that all literacy instructors should be included in this process to ensure consistency and that in-depth introduction, practice, and application levels are achieved.

- Many EPP courses demonstrated coursework-embedded connections to practice as a strength; however, this area also emerged as an area for improvement for many courses and instructors because their teacher candidates cannot learn how to apply their content knowledge in their classroom teaching without seeing it modeled and practiced within literacy courses. Candidates would benefit from seeing instructors explicitly model literacy concepts; having instructors step out to explain the link from modeling to classroom application; and utilizing in-class practice opportunities such as the gradual-release model, demonstration videos, practice opportunities, and peer teaching. Another key bridge from content acquisition to successful teaching practice is incorporating into these courses intentional assignments relevant to field-based work that are directly related to course content.

Other Comments for Consideration

Many institutional course reviews demonstrated that faculty and program leaders want to improve coursework that supports the SoR to positively impact candidates' ability to educate P–12 students and promote solid achievement outcomes. The commitment to and need for programs to act with a sense of urgency to address their shortcomings must lie at the core of a quest for improvement. To that end, understanding the external resources and expertise available to foster improvement will be a significant contributing factor for the UNC System to consider moving forward.

In addition to the findings and recommendations noted above, review teams examining coursework and course materials across the UNC System noted several other areas where support for enhanced coursework, faculty teaching, or course delivery strategies would advance the reading improvement goals that the UNC System and the state of North Carolina seek.

- Ensure that courses give deeper and more consistent attention to diverse learners' learning needs through research-based differentiated instruction and modeling its effective delivery in course instruction. Providing teacher candidates with high-quality supervised opportunities to practice differentiating their instruction and receive accurate feedback on their practice is essential if every North Carolina child is to benefit from SoR-based teaching.

- Entirely online and asynchronous SoR courses are a less-than-optimal course delivery mechanism for conveying complex, sequential, and inter-related topics *and* building teacher candidate mastery. And because connections to practice in program coursework—helping candidates to understand how to apply what they are being taught in a course—is critical to successful teaching outcomes, most of the online or asynchronous courses analyzed in the review fell short in this area *almost by design*.
- The nature of this statewide literacy course review did not allow for collecting evidence about the clinical practice components of educator preparation programs—choice of placement schools, SoR knowledge, the skills of classroom mentor teachers charged with helping to develop candidates' teaching ability, or the quality of observation and feedback needed to build teaching capacity in novices. Those aspects of teacher preparation are essential complements to university program coursework; poor quality in those areas can undermine the impact of even the best program coursework and faculty teaching.

Conducting the Review

<u>The Charge to TPI-US</u>

The North Carolina General Assembly requested an independent report on the implementation of SoR coursework at EPPs through a baseline analysis of "current coursework in literacy training and intervention strategies and practices at educator preparation programs (EPPs)." That legislative request refers to the statutory requirement that EPPS must "provide training for elementary and special education general curriculum teachers that ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with the Science of Reading and State and national reading standards" to incorporate these components:

- "Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of literacy interventions to ensure reading proficiency for all students.
- "Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
- "Instruction in appropriate application of literacy interventions to ensure reading proficiency for all students."

The UNC System contracted with TPI-US to conduct this baseline assessment of relevant coursework. Fifteen public universities and 15 independent colleges and universities participated in this effort by sharing course materials, providing faculty teaching videos, and making faculty available for interviews about their SoR courses and instruction.

To design and conduct this baseline assessment of coursework content and quality, TPI-US worked closely with the UNC System, its 15 institutions providing teacher training in the SoR, and the North Carolina Independent Colleges and Universities (NCICU) and 15 of its member institutions. A review team that included literacy faculty from North Carolina public and private universities and national literacy experts convened to develop the North Carolina Literacy Review Rubric as a rubric for assessing evidence about course content and quality. Once the rubric was completed and approved for use, TPI-US trained a group of national literacy experts to apply the North Carolina Literacy Rubric in a reliable and valid way, similar to how TPI-US has conducted comprehensive EPP program reviews in more than 20 states over the past eight years.

TPI-US was contracted to transmit final literacy review reports to each of the 30 participating EPPs at the conclusion of their review. Standard TPI-US practice is to submit these individual reports in draft form, requesting programs to identify factual errors or unclear statements and then delivering the final reports to the

institution after obtaining their factual feedback. TPI-US followed that process for the 30 North Carolina institutional reports.

In keeping with the legislative language, contract terms called for TPI-US to submit a report to the UNC System summarizing findings and recommendations for improvement across its 15 EPPs and to deliver a similar report to NCICU with summarized findings and improvement recommendations for its 15 participating colleges and university EPPs. TPI-US was also charged with preparing and submitting a single report that consolidated findings and improvement recommendations across all 30 institutions.

About TPI-US

Since 2013, TPI-US has been a reliable catalyst for EPP improvement across the country and has completed more than 250 program reviews in 22 states. Grounded in a philosophy of continuous improvement, TPI-US reviews teacher preparation programs to determine how programs can expand their promising practices and address areas of needed improvement and has shown repeated success in developing and implementing formative reviews and rubrics that produce reliable and valid information about teacher preparation programs. No other organization in the United States has the demonstrated capacity to organize and deliver the quantity or quality of inspections to move the needle on improving teacher preparation programs.

The Methodology & Evidence Base for Analyses and Assessments

In collaboration with the UNC System, TPI-US worked in summer 2022 to develop and train on a review rubric aligned with North Carolina state standards. The intention was to create a focused rubric that included the SoR concepts expected to be embedded in program coursework and taught by faculty as well as the level of quality with which each program was implementing them. Literacy experts from private and public institutions and national literacy experts developed this rubric and ensured it was aligned with North Carolina standards. A three-day training was developed and facilitated, by TPI-US, to train reviewers (also literacy experts) on the content of the rubric, norming, and calibration practices as well as the TPI-US process methodology. The rubric covers nine areas of study: an overview of the science of reading; concepts of print instruction; oral language instruction; phonological and phonemic instruction; phonics instruction to include orthography and automatic word recognition; fluency instruction; vocabulary instruction; text comprehension instruction; and finally, writing instruction.

TPI-US coordinated schedules, logistics, and data requests with the independent colleges and university literacy programs that chose to participate in the review and with all 15 UNC institutions. During this period, all parties held virtual meetings with NCICU and UNC System leadership to ensure that all parties knew and understood all aspects of the rubric and review methodology to facilitate the reviews' successful completion. Additional calls and conversations with programs took place throughout the review process to ensure that they fully understood the review process, which materials to provide to the review teams, which videos of course sessions to submit, and which faculty members to make available for interviews. TPI-US provided multiple opportunities for programs to provide the necessary items for a thorough review. Most programs provided requested course materials, instructional videos, and the opportunity to interview course instructors. TPI-US included all available and provided materials in the review. UNC System leadership helped aid the smooth running of the review process and to gain a greater insight into the methodology to support programs further.

Review teams met to summarize each program's key strengths and areas for improvement and provided that information in an institutional report. The totality of the evidence that reviewers—who are trained to use the

North Carolina Literacy Review rubric reliably and validly—collected, analyzed, and rated resulted in each program's overall evaluation.

<u>Relevant Considerations & Observations</u>
Teacher educators and education policy leaders across the country recognize there are important differences between the TPI-US approach to literacy coursework reviews and that of other organizations that may issue reports or publish ratings. The TPI-US methodology addresses course syllabi and related materials, paying attention to how well those materials are conveyed to teacher candidates and how well candidates can apply their SoR knowledge and skills in the K–12 classroom. What may look strong on paper could be undermined by how faculty implement and teach it, the level of attention college instructors give to helping candidates understand how to apply what they are learning, and whether future teachers understand the information well enough to use it effectively in their own classroom.

These important quality considerations led TPI-US to request course videos from the college or university instructors whose coursework was included in this review. TPI-US teams also sought opportunities to interview the instructors about their courses and the observed class session. The time and resources available for the North Carolina literacy coursework review meant that TPI-US was unable to gather evidence about other vital components of literacy-focused educator preparation in North Carolina that would shed further light on how well programs are implementing the SoR across the state. These program components include:

- Observation of candidates teaching in their clinical placements as well as direct observation of the feedback those candidates receive from program field supervisors and classroom mentors to understand how well teacher candidates have learned and can apply the SoR knowledge in their own classroom teaching.
- The extent to which preparation programs collect and use high-quality information from candidate academic and clinical experiences to gauge their own program's strengths and weaknesses, and how effectively program leaders and faculty act on this information to foster ongoing continuous improvement.

A comprehensive review of programs to assess how well they prepare candidates to teach the Science of Reading effectively will certainly add detail to recommendations for improvement. Current time and resource constraints on the overall review process did not enable TPI-US to consider evidence from the clinical practice components described above. Moreover, limited cooperation from some program faculty and leaders who were unwilling to share relevant course materials with review teams left TPI-US with incomplete information with which to assess their programs.
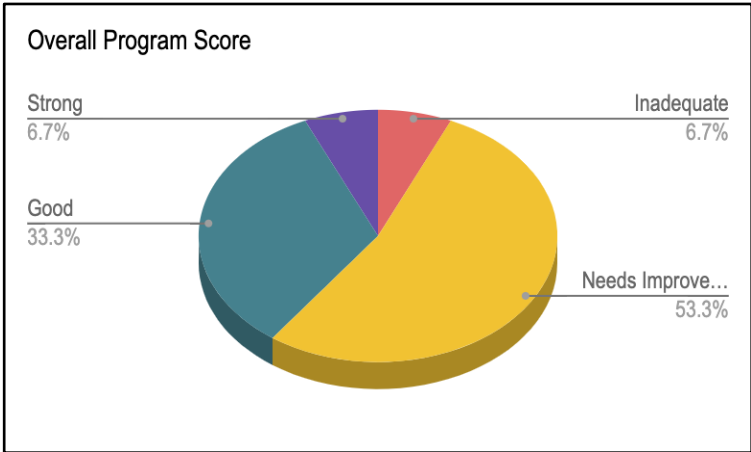
Full TPI-US reviews include interviews with an extensive set of stakeholders (teacher candidates, recent graduates, school principals from placement schools and those hiring program graduates, classroom mentors, program faculty, and district administrators) as well as analysis of key data on candidate academic and clinical performance; completion and employment rates; survey feedback from graduates and their employers; and the impact of graduates on student learning.

That additional evidence—part of the typical TPI-US review of EPPs—would be useful for determining how well North Carolina teacher candidates can apply their SoR knowledge and skills in classrooms across the state, where, according to the 2019 National Assessment of Educational Progress (NAEP) report, 36 percent of North Carolina fourth graders were proficient in reading and 33 percent scored below the Basic level. Performance for non-white and economically disadvantaged fourth graders in North Carolina is well below that for all students. While fourth

graders' performance on the 2022 NAEP reading assessment declined from the 2019 results, it seems highly likely that schooling and other disruptions associated with the worldwide pandemic played a role.

Another relevant factor in considering the next steps for improving SoR teaching and learning within North Carolina EPPs is the varying level of cooperation that program leaders and faculty gave to the baseline SoR review. That is addressed in this report's executive summary and noted in the individual, institutional reports. Had these programs cooperated more fully, review teams would have produced a fuller picture of how well SoR concepts are embedded in their coursework and conveyed to teacher candidates. For those programs in both public and independent sectors that gave limited cooperation, trained review teams applied the North Carolina Literacy Review Rubric accurately and made carefully considered assessments of the evidence provided, just as they did for programs that participated in the spirit of full cooperation.

Summary of the Findings - Distribution of Overall Program Scores:

N=15: Inadequate, 1 institution; Needs Improvement, 8 institutions;
Good, 5 institutions; Strong, 1 institution

Reviewers found that the overall program scores were Good or Strong for six of the 15 programs because the SoR components were woven into all or most courses consistently across programs to ensure candidates were able to understand their implications to student learning. For nine programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-pre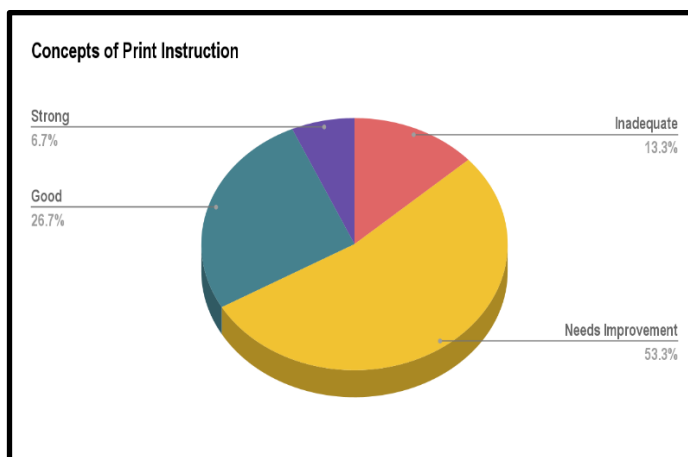pared to understand and apply the SoR concepts in their program. These programs may have some of the components of the SoR, but they are not yet being taught consistently across all courses in all programs or reflected in course materials and syllabi.

Summary of the Findings for Each Area of Study:

Domain 1: Overview of the Science of Reading: This area of study focuses on how well the program defines and outlines coursework and assignments to support the SoR competencies. The review area approaches reading research foundational principles, making connections between evidence-based knowledge and application to support learners. It is important for programs to demonstrate evidence indicating reading research content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of reading research instruction.

Reviewers found that these course content, instruction, and associated materials in SoR instruction were Good or Strong for six of the 15 programs because the SoR components—such as Ehri's stages of word reading development, Scarborough's rope, and the Simple View of Reading—were woven into all or most courses to ensure candidates were able to understand their implications to student learning. For nine programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply the SoR concepts in their classroom teaching.

Overview of the Science of Reading

Strong 6.7%

Inadequate 13.3%

Good 33.3%

Needs Improvement 46.7%

N=15: Inadequate, 2 institutions; Needs Improvement, 7 institutions; Good, 5 institutions; Strong, 1 institution
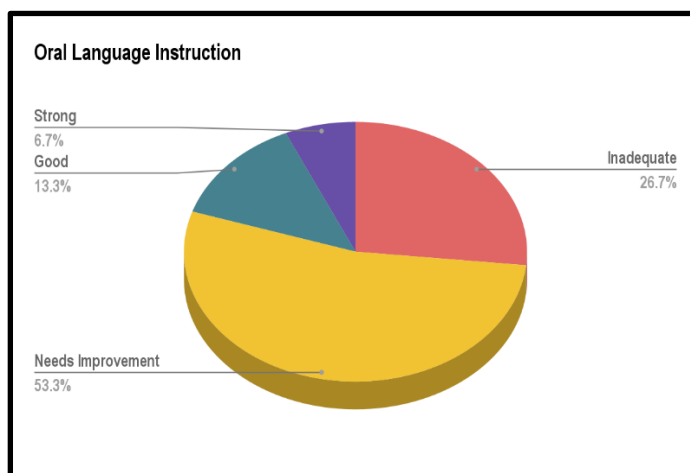
Example of course strength:	**Example of course in need of improvement:**
This course structure rigorously addresses all literacy components that align with the North Carolina Literacy Review Rubric and SoR research. The instructor models structured teaching of reading that is explicit, sequential, and engaging with scaffolding on the components of phonemic awareness, phonics, orthography, word recognition, fluency, and written expression. Candidates are required to administer assessments and participate in data meetings to plan and deliver 10–14 structured literacy lessons. The instructor observes lessons and engages candidates in a cycle of good-quality ongoing feedback and reflection. These courses provide a clear coherence between research, knowledge, skills, practice, and candidates' pedagogy. They should serve as a model for all faculty to emulate.	Currently, the five courses do not all follow evidence-based reading instruction. Each course needs to be grounded in the SoR using research-based models such as Scarborough's Rope to anchor candidates' knowledge and understanding of the key structures of language and literacy components.

Domain 2: Concepts of Print Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of concepts of print. The review area approaches concepts of print in both reading and writing, making connections between evidence-based knowledge, application, and assessment to support a diverse population of learners. It is important for programs to demonstrate evidence indicating that concepts of print content knowledge are taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of concepts of print instruction.

Reviewers found that course content, instruction, and associated materials in concepts of print instruction were Good or Strong for five of the 15 programs because courses mostly or always covered content thoroughly, provided multiple opportunities to practice and apply content, and discussed how to assess concepts of print instruction. For 10 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply concepts of print in their classroom teaching.

Concepts of Print Instruction

Strong
6.7%

Good
26.7%

Inadequate
13.3%

Needs Improvement
53.3%

N=15: Inadequate, 2 institutions; Needs Improvement, 8 institutions; Good, 4 institutions; Strong, 1 institution
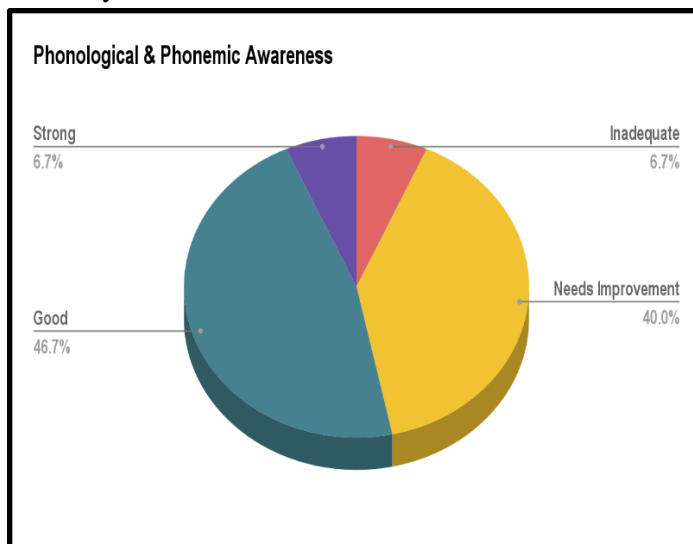
Example of course strength:	**Example of course in need of improvement:**
This course provides instruction in book and print concepts as well as letter formation. This course emphasizes and models shared reading and the importance of creating a print-rich environment. There are clear opportunities for candidates to practice assessing students' understanding of concepts of print.	Candidates receive knowledge and terminology to define print concepts; however, there is no evidence of opportunities for candidates to identify and explicitly plan, model, or teach book and print concepts. The curriculum needs to include how print and book concepts vary across languages and cultures and how to use assessment of print concepts and student backgrounds to guide and differentiate instruction. Programs should provide opportunities for candidates to plan, model, or teach book and print concepts that support the transfer of knowledge and skills to pedagogy and practice.

Domain 3: Oral Language Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral language. The area of study approaches oral language in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support connections between language structures (phonology, morphology, semantics, syntax, pragmatics and discourse, orthography) and literacy components (phonological and phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing) across a diverse population of learners. It is important for the program to demonstrate evidence indicating that oral language content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of oral language instruction.

Reviewers found that oral language instruction was Good or Strong for three of the 15 programs because the course content mostly or always addressed language structures and literacy components, including assessment, application, and instructor modeling of these structures and components. For 12 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply knowledge of oral language instruction in their classroom teaching. Given the widespread need for improvement within and across courses and UNC institutions, this may be one of the areas in which a multi-institutional community of practice or similar strategy would be helpful to strengthen coursework and training in these essential SoR areas.

Oral Language Instruction

Strong 6.7%
Good 13.3%
Inadequate 26.7%
Needs Improvement 53.3%

N=15: Inadequate, 4 institutions; Needs Improvement, 8 institutions; Good, 2 institutions; Strong, 1 institution
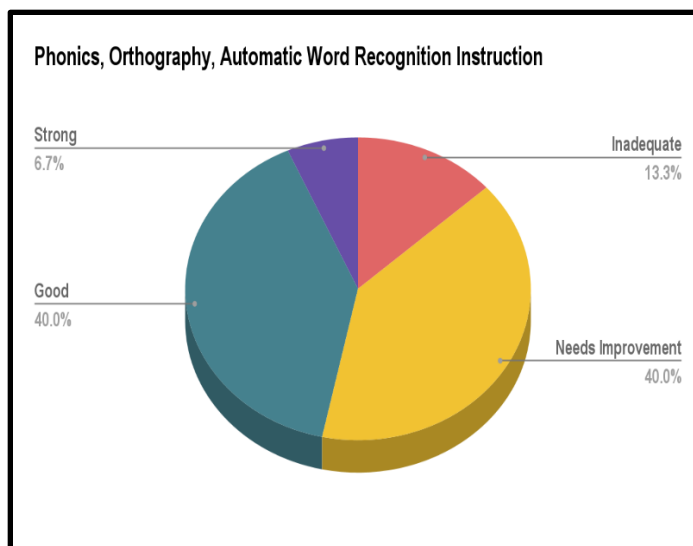
Example of course strength:	**Example of course in need of improvement:**
This course approaches assessment for oral language from different angles, one being the measurement of skills through observation of language development and facilitation of conversations, while the other is evaluating the impact of oral language on other skills assessments. This multifaceted approach deepens candidates' understanding of the interwoven relationship among skills and how those relationships connect to assessment. A major strength of the course is the ongoing support and feedback provided throughout the learning cycle of observing, practicing, administering, and analyzing.	The program needs to include additional information about the reciprocal relationship between oral language and all literacy components. Candidates should have multiple opportunities to observe examples of facilitating engaging conversations (e.g., faculty modeling, demonstration videos, fieldwork) and to evaluate all language structures through assignments such as case studies and scenarios. Additionally, candidates should receive structured opportunities that deepen their understanding of language diversity and instruction that meets diverse learners' needs.

Domain 4: Phonological and Phonemic Awareness Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of phonological and phonemic awareness. The area of study approaches phonological and phonemic awareness in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support the manipulation of phonemes leading to proficient and automatic word recognition across a diverse population of learners. It is important for the program to demonstrate evidence indicating that phonological and phonemic awareness content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of phonological and phonemic awareness instruction.

Reviewers found that instruction in phonological and phonemic awareness was Good or Strong for eight of the 15 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonological and phonemic awareness development of the students they teach. For seven programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply phonological and phonemic awareness in their classroom teaching.

Phonological & Phonemic Awareness

Strong 6.7%
Inadequate 6.7%
Needs Improvement 40.0%
Good 46.7%

N=15: Inadequate, 1 institution; Needs Improvement, 6 institutions; Good, 7 institutions; Strong, 1 institution

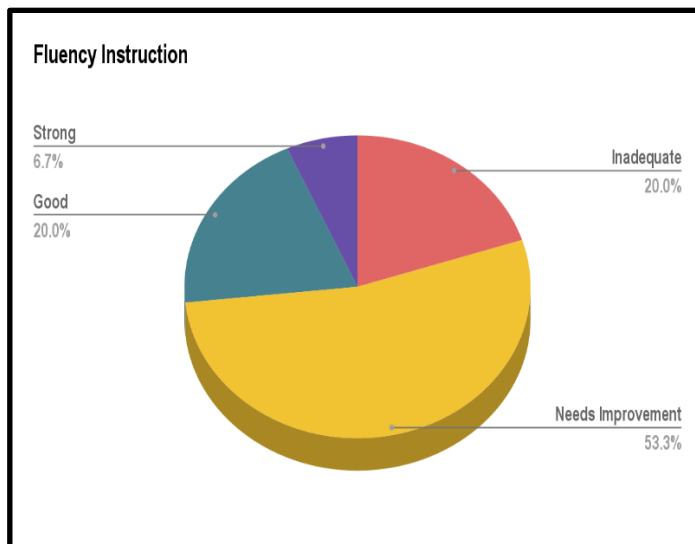| **Example of course strength:**	**Example of course in need of improvement:**
Quality assurances are embedded throughout the course. Examples include the adoption of Sound Partners, multiple demonstrations prior to working in the field, and completed observations with feedback (both face to face and recorded). Additionally, the course is strong in preparing candidates to develop the phonological/phonemic awareness of linguistically diverse students. Readings, discussions, demonstrations, and the embedded field experiences prepare candidates to be strong teachers of linguistically diverse students. Additionally, a significant and recent improvement to the course was the instructors' decision to intentionally increase the course's focus on linguistic diversity because of the injustices that take place in classrooms.	There was a pattern of inconsistencies and misinformation in relation to the instructional strategies modeled for the skills. Some examples include segmentation of syllables being presented as the six syllable types (i.e., a phonics skill), misidentification of phoneme segmentation as phoneme isolation, and statements such as the "silent e" making words harder to segment (when really children don't need to know the silent e to segment phonemes). Candidates should assess and analyze articulation of all 44 English phonemes for their continuum of difficulty in phonemic awareness tasks; teaching demonstrations and modeled lessons should provide candidates with a deeper understanding of how to teach and differentiate the targeted skills; and instructors should evaluate and proved candidates with feedback on their ability to use assessment data to plan full phonological/phonic awareness lessons as well as their ability to deliver explicit phonological/phonemic awareness lessons.

Domain 5: Phonics, Orthography, Automatic Word Recognition Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support SoR and structured literacy instruction to include content, knowledge, and application of data-driven instruction when teaching phonics, orthography, and automatic word recognition. It is important for the program to demonstrate evidence and order that the content will be delivered to ensure the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of phonics, orthography, and automatic word recognition. The specific criteria set forth in the rubric are included as core, research-based components of developing children's literacy within a diverse population of learners.

Review teams found that instruction in phonics, orthography, and automatic word recognition was Good or Strong for seven of the 15 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonics development of the students they teach. For eight programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply these SoR components in their classroom teaching.

Phonics, Orthography, Automatic Word Recognition Instruction

- Strong 6.7%
- Inadequate 13.3%
- Good 40.0%
- Needs Improvement 40.0%

N=15: Inadequate, 2 institutions; Needs Improvement, 6 institutions; Good, 6 institutions; Strong, 1 institution
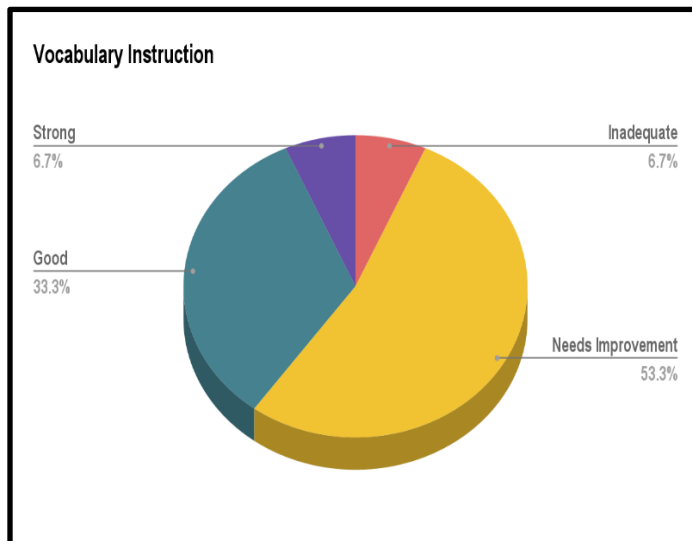
Example of course strength:	**Example of course in need of improvement:**
This course discusses how to teach multisyllabic word reading, word and structural analysis (syllables, morphemes, and syllabication strategies), phonology, and fluency as they relate and impact comprehension. In class, candidates have opportunities to work on decoding strategies with lists of words, use the BEST and DISSECT strategies in guided practice, and apply what they learned with an instructor-provided student case study scenario. Candidates also have opportunities to build this skill while conducting one-on-one video-tutoring sessions with a student throughout the semester.	Faculty should reconsider the policy that candidates are excused from the final if they receive a grade of 70 percent or higher on a phonics exam. Not only is the score of 70 percent rewarding candidates for their missing content knowledge, but an evaluation of the exam's study guide indicates that the exam places a large focus on less-complex tasks (e.g., counting phonemes, identifying consonant digraphs) and less focus on complex orthography (identifying when "c," "k," or "ck" are used at the end of words). In addition to the opportunities already offered, candidates should observe and plan for lessons that connect assessment data with systematic, sequential, and explicit instruction in decoding/encoding (specific orthographic patterns), word analysis (syllables, morphemes), and irregular words. The program should also offer opportunities for candidates to connect these skills to specific research findings and to diverse learners.

Domain 6: Fluency Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral reading fluency. The area of study approaches fluency in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support fluency and comprehension across a diverse population of learners. It is important that the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of fluency instruction.

Review teams found that fluency instruction was Good or Strong for four of the 15 programs because course content consistently addressed all areas of fluency, assessment of fluency, opportunities to practice and apply instructor modeling, and attention to diverse learners related to fluency. For 11 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of fluency instruction in their classroom teaching.

Fluency Instruction

- Strong 6.7%
- Good 20.0%
- Inadequate 20.0%
- Needs Improvement 53.3%

N=15: Inadequate, 3 institutions; Needs Improvement, 8 institutions; Good, 3 institutions; Strong, 1 institution
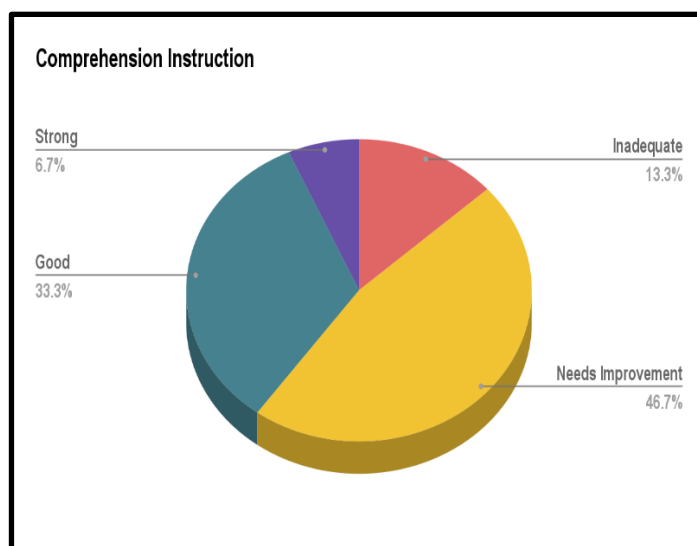
Example of course strength:
This course reviews the components of reading fluency as well as their importance. It aligns evidence-based assessment and strategies to teach each component of accuracy, rate, and prosody. Candidates administer assessments such as DIBELS (ORF) and Easy CBMs and learn to analyze and implement instructional practices that focus on automaticity and fluency at the letter, word, and syllable phrase and within passages. In this course, candidates also learn how to develop goals and progress monitoring probes to ensure students are moving up on their trajectory for learning.

Example of course in need of improvement:
The course largely focuses on accuracy, with less attention given to prosody and appropriate reading rate. Second, it does not teach or practice a fluency rubric. Instead, candidates are prompted with reflective prompts such as "I notice," leaving room for inconsistent observations. Finally, candidates are not required to plan and teach a fluency lesson but instead may choose to teach lessons as part of their 10-lesson requirement. To improve, candidates should be trained in using a reliable and valid method of assessing oral reading fluency such as a rubric. The program should provide in-class practice, with additional opportunities for candidates to use the rubric in their field placements. Additionally, the program should require candidates to address fluency in their planned lessons and to reflect upon the effectiveness of those lessons. Additionally, the program should make specific connections to linguistically diverse students and to students identified with dyslexia and other reading difficulties.

Domain 7: Vocabulary Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of vocabulary. The area of study approaches vocabulary in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support explicit vocabulary instruction across a diverse population of learners. It is important for the program to provide explicit and systematic vocabulary content to ensure knowledge and key teaching methods and skills are effective for future educators.

Review teams found that vocabulary instruction was Good or Strong for six of the 15 programs because course content consistently addresses the different aspects and tiers of vocabulary, assessment of vocabulary, instructor modeling, and attention to diverse learners. Vocabulary instruction for nine programs calls for significant course content and/or faculty teaching improvements to ensure that candidates are well prepared to understand and apply SoR-consistent knowledge of vocabulary instruction in their classroom teaching.

Vocabulary Instruction

- Strong 6.7%
- Inadequate 6.7%
- Good 33.3%
- Needs Improvement 53.3%

N=15: Inadequate, 1 institution; Needs Improvement, 8 institutions; Good, 5 institutions; Strong, 1 institution

| Example of course strength:	Example of course in need of improvement:
This course addresses structural and morphological analysis/awareness, knowledge of word origin included in orthography, vocabulary in context, developing word consciousness, and teaching tiered vocabulary through implicit and explicit strategies.	This course does not emphasize vocabulary knowledge and concepts. To be good, candidates need to define and apply their understanding of vocabulary instruction. The program should include opportunities for candidates to demonstrate selecting words to teach, engaging in a wide variety of reading activities and varied language experiences, and administering informal and formal vocabulary assessments. Coursework needs to include vocabulary acquisition at various learning stages, how to support vocabulary development neurodiverse learners, as well as evidence-based practices for supporting English learners.

Domain 8: Text Comprehension Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of listening and reading comprehension. The area of study approaches text comprehension in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment-proficient word reading and addressing background knowledge activation, vocabulary, awareness of sentence sense, text structure, inference making, metacognition, strategies for comprehending to motivate learners, the use of scenarios, peer teaching, fieldwork, and/or demonstration videos to connect content to classroom practice to support a diverse population of learners. The program needs to demonstrate evidence indicating that comprehension content knowledge is taught explicitly so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of listening and reading comprehension instruction.

Review teams reported that text comprehension instruction was Good or Strong for six of the 15 programs because course content consistently addresses comprehension components and instructional strategies, provides candidates with the opportunities to practice and apply, and includes instructor modeling to ensure candidates are prepared to develop comprehension and understanding for the students they teach. Significant course content and/or faculty teaching improvements are needed in nine programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of comprehension.

Comprehension Instruction

- Strong 6.7%
- Inadequate 13.3%
- Good 33.3%
- Needs Improvement 46.7%

N=15: Inadequate, 2 institutions; Needs Improvement, 7 institutions; Good, 5 institutions; Strong, 1 institution

Example of course strength:	**Example of course in need of improvement:**
This course provides a complete picture of comprehension instruction while breaking its complexity into smaller chunks, making the material easier to understand. The course specifically targets vocabulary and comprehension instruction, allowing ample time for candidates to build a deep knowledge base for each of those topics. Students learn and practice a wide variety of topics such as types of questions and think-alouds to model a variety of skills. Candidates are able to see multiple examples of comprehension instruction and have multiple opportunities to practice using and teaching comprehension skills. Continuous growth is embedded into the course because the instructor provides immediate feedback on lesson plans prior to being taught, with additional feedback given in a debriefing that follows the teaching of that lesson. The course makes strong connections to linguistically diverse students and addresses challenges and solutions for linguistically diverse students.	The program could strengthen the course by intentionally spiraling back to scientifically based reading models such as Scarborough's Rope to explain why individual difficulties/differences in comprehension may occur across children, offering teaching demonstrations that model how to teach all comprehension skills with direct connections to differentiating that instruction, and by offering additional connections to cultural relevancy such as how text structures vary across cultures and the difference between created texts and authentic texts. Additional ways to strengthen the course are by ensuring that all candidates plan a full comprehension lesson instead of selecting among various topics (e.g., vocabulary, fluency, comprehension) and by increasing the fidelity of course assignments by using a retelling rubric for the "retelling assignment" and an observation evaluation form to evaluate lessons performed in the field.

Domain 9: Writing Instruction: It is essential for candidates to learn deeply about and apply the components of written expression. Coursework should prepare candidates to explicitly and systematically develop learners' basic writing skills to prevent writing difficulties and to increase writing motivation. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions.

Review teams found writing instruction to be Good or Strong for three of the 15 programs because course content consistently taught the developmental process for teaching writing and how to assess writing, provided opportunities to practice and apply, and included instructor modeling to further demonstrate classroom application. Significant course content and/or faculty teaching improvements are needed in 12 programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of writing instruction in their classroom teaching.

Writing Instruction

Strong
6.7%

Good
13.3%

Inadequate
40.0%

Needs Improvement
40.0%
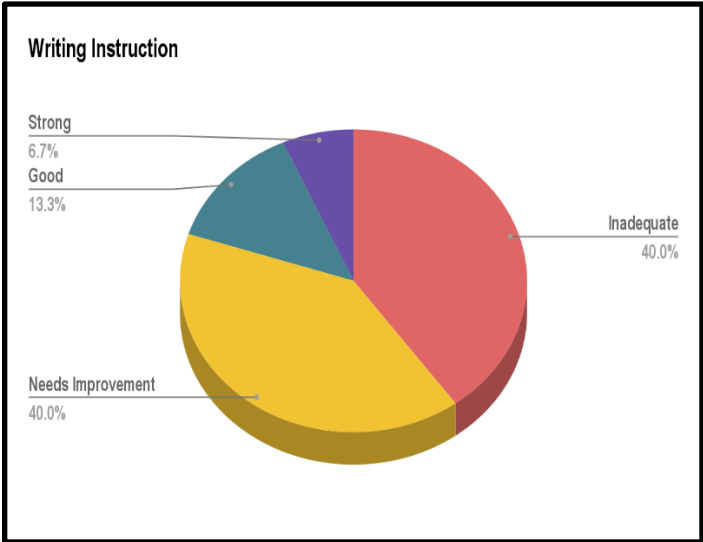
N=15: Inadequate, 6 institutions; Needs Improvement, 6 institutions; Good, 2 institutions; Strong, 1 institution

Example of course strength:	**Example of course in need of improvement:**
This is a writing-focused course that notes how writing is connected to all other areas of literacy and shares the reciprocal benefits of reading and writing. The instructor models writing skills development from letter formation and drawing to advanced sentence formation to share stories, communicate for different purposes, and as a recursive process, and candidates practice and teach those throughout this course. The instructor explicitly teaches and models where to intervene, and candidates use peer-to-peer teaching to practice this skill.	Coursework and training should include the recursive process between reading and writing; how writing occurs across the curriculum; how writing develops; best practices in writing instruction and how to break down writing into manageable parts from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing that will equip them to ensure student growth and success.
Instructional decisions made from assessments and provided through the course instructor's direct instruction and then candidate practice those in class before they work with P-12 students. Instruction for diverse learners is covered, by the instructor, by analyzing where different students are in their writing development and providing individualized instruction here. The instructor models a number of research-based interventions to help guide the writing process.	

TPI-US
North Carolina Literacy Review Framework

Fall 2022

Overview of the Science of Reading (SOR)

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of the Science of Reading (SOR). The review area approaches reading research foundational principles, making connections between evidence-based knowledge and application to support learners. It is important for programs to demonstrate evidence indicating reading research content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of reading research instruction.

Essential questions being answered:
- How well does the program ensure candidates have the foundational knowledge of the SOR research to meet all learners' needs?
- How well does the program prepare candidates to recognize the importance of the SOR research and to identify quality research?
- How well do the course materials and assignments prepare candidates to implement research-based practices with all learners?

Area of Study: Overview of the Science of Reading					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	**4 – Strong**	**3 – Good**	**2 – Needs Improvement**	**1 – Inadequate**	**N/A**
Depth of Content Knowledge Characteristics of high-quality reading: - Scarborough's Rope; - simple view of reading; - essential components as identities by the National Reading Panel (phonemic awareness, phonics, fluency, vocabulary, text comprehension); - Ehri's stages of word reading development; - The Four-Part Processing Model.	Coursework instruction and training **CONSISTENTLY** address the characteristics of high-quality reading research, and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	Coursework instruction and training **USUALLY** addresses the characteristics of high-quality reading research, and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	Coursework instruction and training **INCONSISTENTLY** addresses the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	Coursework instruction and training **RARELY OR DO NOT** address the characteristics of high-quality reading research and evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) throughout literacy courses.	

| Instruction/Materials/ Assignments

Examples of multiple opportunities for connection to classroom practice:
- scenarios;
- peer teaching;
- field work;
- faculty modeling instruction;
- demonstration videos.	Coursework instruction, materials, and assignments **CONSISTENTLY** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	Coursework instruction, materials, and assignments **USUALLY** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	Coursework instruction, materials, and assignments **INCONSISTENTLY** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	Coursework instruction, materials, and assignments **RARELY OR DO NOT** provide opportunities to watch, demonstrate, and/or practice evidence-based principles of instruction (e.g., structured literacy) related to the science of reading (e.g., explicit, systematic, and engaging) to all learners throughout literacy courses.	

Concepts of Print Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of concepts of print. The review area approaches concepts of print in both reading and writing, making connections between evidence-based knowledge, application, and assessment to support a diverse population of learners. It is important for programs to demonstrate evidence indicating concepts of print content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of concepts of print instruction.

Essential questions being answered:
- How well does coursework ensure the candidate can explain how concepts about books and print develop in children and the role they play in supporting learners' word reading?
- How well does coursework ensure the candidate can demonstrate the requisite knowledge and skills needed to assess children's print and book concepts?
- How well does the program ensure the candidate can effectively plan and implement instructional activities designed to support learners in developing print and book concepts?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made between course content focused on print and book concepts and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Area of Study: Concepts of Print Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A

Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **ALL** of the following: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	Coursework instruction and training **USUALLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **MOST** of the following: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	Coursework instruction and training **INCONSISTENTLY** provides candidates with the knowledge, terminology, and skills to define and apply their understanding of: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	Coursework instruction and training **RARELY OR DO NOT** provide candidates the knowledge, terminology, and skills to define and apply their understanding of: ● book concepts including book orientation, turning pages, and where to start reading; ● print concepts including directionality, knowledge of a word and space, and one-to-one correspondence; ● the developmental process of letter formation and how it supports transcription fluency.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to identify and explicitly plan, model, or teach **ALL** of the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	Coursework instruction and training **USUALLY** use multiple opportunities for candidates to identify and explicitly plan, model, or teach **MOST** of the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to identify and explicitly plan, model, or teach the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to identify and explicitly plan, model, or teach the following: ● use shared reading and writing lessons to teach book and print concepts and support beginning writing; ● use print referencing during modeling to support print concept development; ● use and create a print-rich environment.	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.	Coursework instruction and training **INCONSISTENTLY** provide candidates the knowledge to assess, implement, and interpret valid and reliable informal assessments to utilize data to inform instruction.	Coursework instruction and training **RARELY OR DO NOT** provide candidates the knowledge to assess, implement; and interpret valid and reliable informal assessments to utilize data to inform instruction.	
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	Coursework instruction and training **USUALLY** provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	Coursework instruction and training **RARELY or DO NOT** provide candidates with the knowledge to understand how print and book concepts vary across languages and cultures so that candidates can differentiate lessons appropriately based on learners' backgrounds.	

Oral Language Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral language. The area of study approaches oral language in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application and assessment to support connections between language structures (phonology, morphology, semantics, syntax, pragmatics and discourse, orthography) and literacy components (phonological and phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing) across a diverse population of learners. It is important for the program to demonstrate evidence indicating that oral language content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of oral language instruction.

Essential questions being answered:
- How well does coursework ensure the candidate can explain and demonstrate how each language structure impacts literacy components and the reciprocal way that literacy impacts language?
- How well does coursework ensure the candidate can explain and demonstrate how to facilitate oral language development with an emphasis on reading and writing and speaking and listening?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?
- What coursework and training in assessment equip candidates with the knowledge, understanding, and skills to accurately assess, analyze, and utilize the data to drive instruction for oral language?

Area of Study: Oral Language Instruction

Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview

Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to facilitate oral language with an emphasis on **ALL** language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to facilitate oral language with an emphasis on **MOST** language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to facilitate oral language with an emphasis on **SOME** language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to facilitate oral language with an emphasis on language structures and their reciprocal relationship to each of the literacy components. Language Structures ● phonology; ● morphology; ● semantics; ● syntax; ● pragmatics/discourse; ● orthography. Literacy Components ● phonological/phonemic awareness; ● phonics; ● fluency; ● vocabulary; ● comprehension; ● writing.	

Instruction/Materials/ Assignments	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to support the identification and demonstration to address **ALL** language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	Coursework instruction and training **USUALLY** provide candidates with the knowledge to support the identification and demonstration to address **MOST** language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to support the identification and demonstration to address **SOME** language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	Coursework instruction and training **RARELY OR DO NOT** provide candidates the knowledge to support with the identification and demonstration to address language structures within literacy lessons (such as poetry, manipulation of words, spelling inventories, emphasis on vocabulary, etc.).	
Instruction/Materials/ Assignments Examples of facilitating engaging conversations about a topic: ● scenarios; ● peer teaching; ● field work; ● demonstration videos; ● faculty modeling instruction; ● funds of knowledge for reading, writing, speaking, and listening.	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and practice in the use of language structures to facilitate and support engaging conversations about a topic.	

Assessment Examples of evaluating language structures: ● facilitating engaging conversations about a topic; ● scenarios; ● funds of knowledge for reading, writing, speaking, and listening.	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess students' language skills through the evaluation of **ALL** language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	Coursework instruction and training **USUALLY** provide candidates the knowledge to assess student's language skills through the evaluation of **MOST** language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	Coursework instruction and training **INCONSISTENTLY** provide candidates the knowledge to assess students language skills through the evaluation of **SOME** language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	Coursework instruction and training **RARELY or DOES NOT** provide candidates the knowledge to assess students language skills through the evaluation of language structures. Language structures to include: ● pragmatics; ● syntax; ● morphology; ● semantics; ● phonology.	

| Diverse Learners

Such as:
- neuro diversity;
- linguistically diverse;
- culturally, ethnically, and racially diverse;
- gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and application to develop learning opportunities that support language diversity and expressive and/or receptive processing and provide differentiated instruction to meet learners' needs.	

Phonological and Phonemic Awareness Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of phonological and phonemic awareness. The area of study approaches phonological and phonemic awareness in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application and assessment to support manipulation of phonemes leading to proficient and automatic word recognition across a diverse population of learners. It is important for the program to demonstrate evidence indicating phonological and phonemic awareness content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of phonological and phonemic awareness instruction.

Essential questions being answered:
- How well does coursework ensure candidates can explain how phonological and phonemic awareness develops in children and the role it plays in supporting learners' word reading?
- How well does coursework ensure candidates can demonstrate the phonological awareness knowledge and skills needed to assess and teach children phonemic awareness?
- How well does the program ensure candidates can effectively plan and implement instructional activities designed to support learners in manipulating sound structures such as syllables, onsets and rimes, and phonemes?
- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made between course content focused on phonological and phonemic awareness and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Area of Study: Phonological and Phonemic Awareness Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A

	CONSISTENTLY	USUALLY	INCONSISTENTLY	RARELY OR DO NOT	
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **ALL** of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	Coursework instruction and training **USUALLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **MOST** of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	Coursework instruction and training **INCONSISTENTLY** provides candidates with the knowledge, terminology, and skills to define and apply their understanding of **SOME** of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of the following: ● how oral language (English, for purposes of this review) can be broken down into sentences, sentences into words, words into syllables, syllables into onsets and rimes, and onsets and rimes into phonemes; ● the phonemic awareness skills of isolating, blending, segmenting, adding and deleting, and substituting; ● proper articulation of all 44 English phonemes with consideration to include how the phoneme is made; ● the differences between phonological and phonemic awareness; ● how phonemic awareness contributes to decoding and encoding.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to use data to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in **ALL** of the following: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	Coursework instruction and training **USUALLY** use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in **MOST** of the following: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in **SOME** of the following: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to identify, plan, and model or teach systematic, explicit, and multisensory lessons in phonological and phonemic awareness that provide learners with practice in: ● phoneme isolation; ● phoneme blending; ● phoneme segmenting; ● phoneme adding and deleting or substituting.	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments to utilize data to inform instruction.	
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	Coursework instruction and training **USUALLY** provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to understand and differentiate phonological and phonemic awareness instruction based on the dialect or languages learners speak as well as linguistically diverse learners may have due to articulation differences.	

Phonics, Orthography, Automatic Word Recognition Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support SOR and structured literacy instruction to include: content, knowledge, and application of data-driven instruction when teaching phonics, orthography, and automatic word recognition. It is important for the program to demonstrate evidence and order that the content will be delivered to ensure the program provides content knowledge and key teaching methods and skills to be an effective educator in all areas of phonics, orthography, and automatic word recognition. The specific criteria set forth in the framework are included as core, research-based components of developing children's literacy within a diverse population of learners.

Essential questions being answered:
● How well does coursework ensure candidates can explain how word reading develops in the English language from children's earliest knowledge of the alphabet (and how those connect to phonemic awareness) to automatic word reading (sight recognition) and how that facilitates fluency and comprehension?
● How well does coursework ensure candidates can demonstrate the requisite knowledge and skills needed to assess and teach children to read and spell words in English?
● How well does the program ensure candidates can effectively plan and implement instructional activities designed to support learners in breaking down the sounds within spoken language, mapping individual sounds to printed letters, decoding words, analyzing word parts (syllables, morphemes, graphemes), and recognizing and writing both regular and irregular high frequency words?
● How well does coursework ensure candidates can effectively demonstrate the requisite knowledge and skills needed to assess, plan, and implement

instructional activities that make use of daily reading of connected text to support the development of decoding and word recognition, fluency, and comprehension?

- What connections (e.g., scenarios, simulations, peer teaching, assignments, faculty modeling) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?
- How well does coursework provide knowledge and practice opportunities so that candidates can identify and demonstrate strategies, scaffolds, and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text?

Area of Study: Phonics, Orthography, Automatic Word Recognition Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of **ALL** of the following: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to develop	Coursework instruction and training **USUALLY** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of **MOST** of the following: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **USUALLY** provide candidates with the knowledge to develop systematic, sequential, and	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of **SOME** of the following: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to develop	Coursework instruction and training **RARELY or DO NOT** provide candidates with the knowledge and terminology, including requisite and continuous skills within the English language, to know, define, and apply how word reading develops over time within a systematic continuum inclusive of: ● oral language; ● phonological processing; ● early alphabet knowledge; ● phonology; ● orthography; ● word analysis (syllables, morphemes, graphemes) and automatic word recognition; ● how all facilitate fluency and comprehension; **AND** coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to develop systematic, sequential, and explicit reading instruction to	

	systematic, sequential, and explicit reading instruction to include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word recognition; ● irregular words.	explicit reading instruction to include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word; recognition; ● irregular words.	systematic, sequential, and explicit reading instruction to include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word recognition; ● irregular words.	include: ● decoding and encoding skills represented by phonemes and graphemes; ● six-syllable types; ● multisyllabic words; ● word analysis (syllables, morphemes, graphemes); ● automatic word recognition; ● irregular words.	
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction, materials, and assignments **CONSISTENTLY** provide candidates with multiple opportunities to gain knowledge and ability in **ALL** of the following: ● Use a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan, and deliver systematic multisensory phonics lessons such as: ○ reading and spelling decodable words both in isolation and connected text; ○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); ○ analyzing word parts; ○ writing both regular and irregular high-frequency words.	Coursework instruction, materials, and assignments **USUALLY** provide candidates with multiple opportunities to gain knowledge and ability in **MOST** of the following: ● Describe different types of texts, and use a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan, and deliver systematic multisensory phonics lessons, such as: ○ practicing reading and spelling decodable words both in isolation and connected text; ○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); ○ analyzing word parts; ○ writing both regular and irregular high-frequency words.	Coursework instruction, materials, and assignments **INCONSISTENTLY** provide candidates with multiple opportunities to gain knowledge and ability in **SOME** of the following: ● Describe different types of texts, and use of a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan and deliver systematic multisensory phonics lessons such as: ○ practicing reading and spelling decodable words both in isolation and connected text; ○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); ○ analyzing word parts; ○ writing both regular and irregular high-frequency words.	Coursework instruction, materials, and assignments **RARELY OR DO NOT** provide candidates with multiple opportunities to gain knowledge and ability to: ● Describe different types of texts, and use of a wide variety of texts for a range of instructional purposes (predictable, decodable). ● Identify, plan, and deliver systematic multisensory phonics lessons, such as: ○ practicing reading and spelling decodable words both in isolation and connected text; ○ mapping individual sounds to printed letters/graphemes and common sound-spelling patterns (e.g., VC, CVC, CVCe); ○ analyzing word parts; ○ writing both regular and irregular high-frequency words.	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	Coursework instruction and training **DO NOT OR RARELY** provide candidates with the knowledge to: ● Assess, implement, and interpret valid and reliable formal and informal assessments to utilize data. ● Be able to effectively plan and provide instructional activities that make use of daily reading of the connected text to support the development of decoding, word recognition, fluency, and comprehension to meet all individual student needs.	
Diverse Learners Such as: ● neuro diversity; ● linguistically diverse; ● culturally, ethnically, and racially diverse; ● gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with **ALL** of the following: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text; ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	Coursework instruction and training **USUALLY** provide candidates with **MOST** of the following: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text. ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	Coursework instruction and training **INCONSISTENTLY** provide candidates with **SOME** of the following: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text; ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	Coursework instruction and training **DO NOT OR RARELY** provide candidates with: ● evidence-based instructional practices to identify and demonstrate strategies; ● scaffolds and feedback that can be provided for all learners to support their accurate and efficient word identification when reading connected text; ● knowledge of how phonics instruction should be scaffolded for learners who speak other languages or dialects.	

Fluency Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral reading fluency. The area of study approaches fluency in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support fluency and comprehension across a diverse population of learners. It is important the program provides content knowledge and key teaching methods and skills to be an effective educator in all areas of fluency instruction.

Essential questions being answered:
- How well does coursework support candidates' knowledge of the relationship of fluency with word-level automaticity and comprehension in the connected text?
- How well does coursework support candidates' knowledge and practice to effectively assess fluent reading using valid and reliable instruments?
- How well does coursework ensure candidates can develop evidence-based instruction designed to support fluent reading?
- How well does coursework provide candidates with the knowledge and application to develop diverse learning opportunities?

<table>
<tr><td colspan="6">Area of Study: Fluency Instruction</td></tr>
<tr><td colspan="6">Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview</td></tr>
<tr><td>Criteria</td><td>4 – Strong</td><td>3 – Good</td><td>2 – Needs Improvement</td><td>1 – Inadequate</td><td>N/A</td></tr>
<tr>
<td>Depth of Content Knowledge</td>
<td>Coursework instruction and training CONSISTENTLY provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on ALL of the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td>Coursework instruction and training USUALLY provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on MOST of the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td>Coursework instruction and training INCONSISTENTLY provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on SOME of the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td>Coursework instruction and training RARELY OR DO NOT provide candidates with the knowledge, terminology, and skills to define and apply the relationship of fluency on the following:
word-level automaticity and comprehension in connected text;
accuracy and decoding;
rate and automatic word recognition;
prosody and comprehension.</td>
<td></td>
</tr>
</table>

| Instruction/Materials/Assignments

Examples of multiple opportunities for connection to classroom practice:
- scenarios;
- peer teaching;
- field work;
- faculty modeling instruction;
- demonstration videos. | Coursework instruction and training **CONSISTENTLY** use multiple opportunities in **ALL** of the following:
- to apply and develop evidence-based instruction designed to support fluent reading;
- to incorporate automaticity at the phoneme level, word, phrase, and connected text. | Coursework instruction and training **USUALLY** use multiple opportunities in **MOST** of the following:
- to apply and develop evidence-based instruction designed to support fluent reading;
- to incorporate automaticity at the phoneme level, word, phrase, and connected text. | Coursework instruction and training **INCONSISTENTLY** use multiple opportunities in **SOME** of the following:
- to apply and develop evidence-based instruction designed to support fluent reading;
- to incorporate automaticity at the phoneme level, word, phrase, and connected text. | Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities in the following:
- to apply and develop evidence-based instruction designed to support fluent reading;
- to incorporate automaticity at the phoneme level, word, phrase, and connected text. | |
|---|---|---|---|---|---|
| **Assessment** | Coursework instruction and training **ALWAYS** provide candidates with the knowledge to assess and determine oral reading fluency across **ALL** subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing). | Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess and determine oral reading fluency across **MOST** subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing). | Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to assess and determine oral reading fluency across **SOME** subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing). | Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to assess and determine oral reading fluency across subcomponents (phoneme, word, sentence); interpret results; and use results to design instruction using valid and reliable measures to include data collection and analysis (e.g., graphing). | |
| **Diverse Learners**

Such as:
- neuro diversity;
- linguistically diverse;
- culturally, ethnically, and racially diverse;
- gifted and talented. | Coursework instruction and training **ALWAYS** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text. | Coursework instruction and training **USUALLY** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text. | Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text. | Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and application to provide the diverse learner scaffolds of instruction to develop accurate and fluent reading and comprehension of connected text. | |

Vocabulary Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of vocabulary. The area of study approaches vocabulary in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support explicit vocabulary instruction across a diverse population of learners. It is important for the program to provide explicit and systematic vocabulary content to ensure knowledge and key teaching methods and skills are effective for future educators.

Essential questions being answered:
- How well does the program provide candidates with the knowledge of research-based practices for vocabulary development?
- How well does the program provide candidates with opportunities to engage in varied language experiences across contexts (grammatical function of words, grade-appropriate literary devices, etc.)?
- How well does the program address the relationship between vocabulary and comprehension?

<table>
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<tr>
<td>Depth of Content Knowledge</td>
<td>Coursework instruction and training CONSISTENTLY provide candidates with the knowledge, terminology, and skills to define and apply their understanding of ALL of the following:
the various types of vocabulary (listening, speaking, reading, and writing) across contexts;
how to teach oral and academic vocabulary with explicit word learning strategies;
how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and</td>
<td>Coursework instruction and training USUALLY provide candidates with the knowledge, terminology, and skills to define and apply their understanding of MOST of the following:
the various types of vocabulary (listening, speaking, reading, and writing) across contexts;
how to teach oral and academic vocabulary with explicit word learning strategies;
how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and</td>
<td>Coursework instruction and training INCONSISTENTLY provide candidates with the knowledge, terminology, and skills to define and apply their understanding of SOME of the following:
the various types of vocabulary (listening, speaking, reading, and writing) across contexts;
how to teach oral and academic vocabulary with explicit word learning strategies;
how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and</td>
<td>Coursework instruction and training RARELY OR DO NOT provide candidates with the knowledge, terminology, and skills to define and apply their understanding of:
the various types of vocabulary (listening, speaking, reading, and writing) across contexts;
how to teach oral and academic vocabulary with explicit word learning strategies;
how to teach vocabulary through strategies that are more implicit in nature, such as listening to the language of others, independent reading, and read-alouds;</td>
<td></td>
</tr>
</table>

	read-alouds; • how vocabulary affects comprehension; • developing word consciousness; • structural analysis to support morphological awareness; • knowledge of word origin; • syntax; • cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	read-alouds; • how vocabulary affects comprehension; • developing word consciousness; • structural analysis to support morphological awareness; • knowledge of word origin; • syntax; • cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	read-alouds; • how vocabulary affects comprehension; • developing word consciousness; • structural analysis to support morphological awareness; • knowledge of word origin; • syntax; • cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	• how vocabulary affects comprehension; • developing word consciousness; • structural analysis to support morphological awareness; • knowledge of word origin; • syntax; • cognates (vocabulary/vocabulario) and false cognates (exit - to leave, exito - success).	
Instruction/Materials/ Assignments • Examples of opportunities for connection to classroom practice: scenarios; • peer teaching; • field work; • faculty modeling instruction; • demonstration videos.	Instruction, materials, and assignments **CONSISTENTLY** provide opportunities for candidates to demonstrate how to select and explicitly teach **ALL** of the following: • specific vocabulary words (Tier 1, Tier 2, Tier 3) • meaningful word parts (morphemes) • word meanings using learner-friendly definitions **AND CONSISTENTLY** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	Instruction, materials, and assignments **USUALLY** provide opportunities for candidates to demonstrate how to select and explicitly teach **MOST** of the following: • specific vocabulary words (Tier 1, Tier 2, Tier 3) • meaningful word parts (morphemes) • word meanings using learner-friendly definitions **AND USUALLY** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	Instruction, materials, and assignments **INCONSISTENTLY** provide opportunities for candidates to demonstrate how to select and explicitly teach **SOME** of the following: • specific vocabulary words (Tier 1, Tier 2, Tier 3) • meaningful word parts (morphemes) • word meanings using learner-friendly definitions **AND INCONSISTENTLY** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	Instruction, materials, and assignments **RARELY OR DO NOT** provide opportunities for candidates to demonstrate how to select and explicitly teach: • specific vocabulary words (Tier 1, Tier 2, Tier 3) • meaningful word parts (morphemes) • word meanings using learner-friendly definitions **AND RARELY OR DO NOT** allow candidates to engage in a wide variety of reading activities through rich and varied language experiences (across contexts, grammatical function of words, grade-appropriate literary devices, etc.).	

Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	Coursework instruction and training **USUALLY** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the: • knowledge to assess informally and formatively across a variety of contexts (oral and written); • opportunity to analyze the data to inform instruction.	

Diverse Learners Such as: • neuro diversity; • linguistically diverse; • culturally, ethnically, and racially diverse; • gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND ALWAYS** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training **USUALLY** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND MOSTLY** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND SOMETIMES** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the evidence-based knowledge and application to develop diverse learning opportunities to address the oral and written vocabulary acquisition of children at various learning stages **AND RARELY OR DO NOT** provide differentiated instruction to meet all learners' needs and include instruction in supporting English learners in developing vocabulary.	

Text Comprehension Instruction

Context/rationale: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of listening and reading comprehension. The area of study approaches text comprehension in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment-proficient word reading and addressing background knowledge activation, vocabulary, awareness of sentence sense, text structure, inference making, metacognition, strategies for comprehending to motivate learners, the use of scenarios, peer teaching, field work, and/or demonstration videos to connect content to classroom practice to support a diverse population of learners. It is important for the program to demonstrate evidence indicating comprehension content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of listening and reading comprehension instruction.

Essential questions being answered:

- How well does coursework ensure candidates are able to demonstrate knowledge of the components, processes, and interactive factors involved in the development of skilled reading comprehension?
- How well does coursework ensure candidates are able to develop a foundational repertoire of evidence-based instructional practices to promote reading comprehension development and reading engagement for children at different levels of language and literacy learning?
- What coursework and training provide candidates with the knowledge of effective assessment practices to inform differentiated reading comprehension instruction and intervention?
- How well does the coursework develop a repertoire of discussion and questioning techniques that guide children toward deep comprehension and critical reasoning?
- What coursework and training support candidates in the development of strategies for designing a text-rich classroom environment in which reading is purposeful and helps learners build new knowledge?
- What connections (e.g., scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Area of Study: Text Comprehension Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and skills on which text comprehension and development depend, including **ALL** of the following: ● listening comprehension skills as a precursor to reading comprehension; ● proficient word reading; ● background knowledge; ● vocabulary; ● awareness of sentence sense and text structure (genre study); ● inference making (use of vocabulary and background knowledge); ● comprehension monitoring;	Coursework instruction and training **USUALLY** provide candidates with the knowledge and skills on which text comprehension and development depend, including **MOST** of the following: ● listening comprehension skills as a precursor to reading comprehension; ● proficient word reading; ● background knowledge; ● vocabulary; ● awareness of sentence sense and text structure (genre study); ● inference making (use of vocabulary and background knowledge); ● comprehension monitoring;	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and skills on which text comprehension and development depend, including the **SOME** of the following: ● listening comprehension skills as a precursor to reading comprehension; ● proficient word reading; ● background knowledge; ● vocabulary; ● awareness of sentence sense and text structure (genre study); ● inference making (use of vocabulary and background knowledge); ● comprehension monitoring; ● metacognition strategies for	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and skills on which text comprehension and development depend, including the following: ● listening comprehension skills as a precursor to reading comprehension; ● proficient word reading; ● background knowledge; ● vocabulary; ● awareness of sentence sense and text structure (genre study); ● inference making (use of vocabulary and background knowledge); ● comprehension monitoring; ● metacognition strategies for comprehending.	

	● metacognition strategies for comprehending.	● metacognition strategies for comprehending.	comprehending.		
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and skills on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and skills focused on how text comprehension is affected by characteristics of the reader, the text, and the purpose for reading, including the sociocultural context in which the reading takes place.	
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	Coursework instruction and training **USUALLY** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge and skills focused on how to identify, explain, and support the organizational structures used in texts with varied levels of questioning (e.g., literal, inferential, applied, and strategic) to deepen learners' understanding of the text.	

Instruction/Materials/ Assignments
 	
Examples of multiple opportunities for connection to classroom practice:
● scenarios;
● peer teaching;
● field work;
● faculty modeling instruction;
● demonstration videos.
	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address **ALL** of the following:
	● evidence-based comprehension strategies which develop skills such as:
	  ○ proficient word reading;
	  ○ background knowledge
		Coursework instruction and training **USUALLY** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address **MOST** of the following:
		● evidence-based comprehension strategies which develop skills such as:
		  ○ proficient word reading;
			Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address **SOME** of the following:
			● evidence-based comprehension strategies which develop skills such as:
			  ○ proficient word reading;
				Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to identify, explicitly plan, and deliver listening/reading comprehension lessons that address:
				● evidence-based comprehension strategies which develop skills such as:
				  ○ proficient word reading;
				  ○ background knowledge	

	activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	○ background knowledge activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	○ background knowledge activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	activation; ○ vocabulary; ○ awareness of sentence sense; ○ text structure; ○ inference making; ○ metacognition.	
Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	Coursework instruction and training **USUALLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge to assess, implement, and interpret valid and reliable formal and informal assessments, meeting students' comprehension needs.	
Diverse Learners Such as: • neuro diversity; • linguistically diverse; • culturally, ethnically, and racially diverse; • gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	Coursework instruction and training **USUALLY** provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	Coursework instruction and training **RARELY OR DO NOT** provide the candidates with evidence-based instructional practices to promote reading comprehension development and engagement for learners at different levels of language and literacy learning.	

Writing Instruction

Context/rationale: It is essential for candidates to learn deeply about and apply the components of written expression. Coursework should prepare candidates to explicitly and systematically develop learners' basic writing skills to prevent writing difficulties and to increase writing motivation. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions.

Essential questions being answered:
- How well does coursework provide candidates with the content knowledge of foundational content and processes of writing?
- How well does coursework aim to develop a repertoire of strategies for teaching and differentiating writing across the curriculum?

- How well does coursework prepare candidates in the understanding of learners as diverse individuals who are on different developmental trajectories as writers, who have different understandings of academic language, and who are motivated to write through choices in topics and formats?
- How well does coursework prepare candidates to develop a repertoire of ways to assess learners' writing based on grade-level learning progressions?
- How well does coursework prepare candidates to design instruction integrating reading and writing?

Area of Study: Writing Instruction					
Sources of Evidence: Course Syllabi, Schedules, Assignments, Assessments, Observation, Faculty Interview					
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate	N/A
Depth of Content Knowledge	Coursework instruction and training **CONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **ALL** of the following: ● how writing occurs across the curriculum to enhance content learning; ● how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; ● how writing is a developmental and recursive process and children develop fine motor control at different rates; ● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; ● how reading and writing instruction and practice	Coursework instruction and training **USUALLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **MOST** of the following: ● how writing occurs across the curriculum to enhance content learning; ● how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; ● how writing is a developmental and recursive process and children develop fine motor control at different rates; ● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; ● how reading and writing instruction and practice	Coursework instruction and training **INCONSISTENTLY** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of **SOME** of the following: ● how writing occurs across the curriculum to enhance content learning; ● how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; ● how writing is a developmental and recursive process and children develop fine motor control at different rates; ● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; ● how reading and writing instruction and practice	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the knowledge, terminology, and skills to define and apply their understanding of: ● how writing occurs across the curriculum to enhance content learning; ● how processes for teaching higher-level cognitive skills are content and genre specific and have various formats and purposes; ● how writing is a developmental and recursive process and children develop fine motor control at different rates; ● how to teach learners how to write in standard ways (lower-level cognitive skills, such as letter formation, sentences) while encouraging their storytelling through drawing and writing; ● how reading and writing instruction and practice have reciprocal benefits.	

	have reciprocal benefits.	have reciprocal benefits.	have reciprocal benefits.		
Instruction/Materials/ Assignments Examples of multiple opportunities for connection to classroom practice: ● scenarios; ● peer teaching; ● field work; ● faculty modeling instruction; ● demonstration videos.	Coursework instruction and training **CONSISTENTLY** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including **ALL** of the following: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	Coursework instruction and training **USUALLY** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including **MOST** of the following: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	Coursework instruction and training **INCONSISTENTLY** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including **SOME** of the following: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	Coursework instruction and training **RARELY OR DO NOT** use multiple opportunities for candidates to plan, model and teach, and implement explicit writing instruction, including: ● modeling and scaffolding; ● demonstrating lessons that support learners' development as writers; ● demonstrating how to teach grammar (e.g., syntax, sentence structure) in authentic contexts.	
Assessment	Coursework instruction and training **CONSISTENTLY** provide candidates with the ability to do **ALL** of the following: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	Coursework instruction and training **USUALLY** provide candidates with the ability to do **MOST** of the following: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	Coursework instruction and training **INCONSISTENTLY** provide candidates with the ability to do **SOME** of the following: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with the ability to: ● utilize informal and formal writing assessments as a process for determining learners' understanding about various language structures and reading components, such as phonics, vocabulary, and syntax; ● interpret and implement valid and reliable data; ● effectively plan and provide instructional activities that support student learning.	

Diverse Learners Such as: • neuro diversity; • linguistically diverse; • culturally, ethnically, and racially diverse; • gifted and talented.	Coursework instruction and training **CONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	Coursework instruction and training **USUALLY** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	Coursework instruction and training **INCONSISTENTLY** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	Coursework instruction and training **RARELY OR DO NOT** provide candidates with evidence-based knowledge to understand and differentiate instruction for learners who speak other languages, have different grammatical structures, and are in different stages of writing development.	

Report to the North Carolina General Assembly
on Science of Reading Educator Preparation Programs Coursework Implementation
Fall 2022

Executive Summary

Teacher Prep Inspection-US (TPI-US) shares North Carolina's commitment to advancing reading proficiency for every student. We are grateful for the opportunity to conduct this review of literacy coursework across the 30 public and private North Carolina institutions that train teachers for the state's schools. This report to the North Carolina General Assembly presents key findings and recommendations for continued improvement of literacy coursework and teacher candidate preparation across 30 institutions, identifies outcomes and implications from the work, and recommends next steps in moving forward.

Institutional review reports delivered to 15 University of North Carolina (UNC) and 15 independent college and university program leaders (NCICU) were designed to plot a pathway for improvement by identifying course or program strengths as well as the most significant aspects of a program's work where specific actions are needed to move it to the next level of quality. TPI-US conducted reviews of 122 courses across 30 public and private institutions.

Review findings and recommendations presented in this document provide the North Carolina General Assembly with insight into patterns and trends as well as strengths and weaknesses of the science of reading (SoR) coursework quality across the state. The 30 institutional reports transmitted separately to program leaders contain a description of the courses, the evidence used in the specific course review (e.g., ELEM 1234), reviewer-identified strengths, and recommendations for improving the course so that it embodies the SoR that North Carolina requires, thereby ensuring that candidates learn about the SoR and are prepared to teach it effectively.

In this summary report to the General Assembly, the review findings from the course-by-course evidence are organized by SoR concept because a particular concept like fluency or phonemic awareness may be embedded in more than one course. Each institution needs to sequence and spiral key SoR concepts within individual courses and across multiple reading courses to present and teach them well to effectively build teacher candidate knowledge and mastery so that teacher candidates teach reading effectively. Reviewers were trained to look for relevant SoR concept evidence and rate the accuracy and quality of these concepts in *every course*.

TPI-US teams reviewed 122 courses offered by 30 institutions by collecting and analyzing course syllabi and schedules, assignments, assessments, video observations of course instruction, and instructor interviews. Reviewers used the evidence from those sources to make informed judgments in line with the North Carolina Literacy Review Rubric. While most program leaders and faculty provided vital assistance to the review teams conducting this work, some offered minimal cooperation. As a result, there was little to no information about

some courses that should have been included in the review. For example, some faculty who are teaching relevant courses declined to make course session videos available or to be interviewed, and several program or institutional leaders withheld course materials and/or would not allow reviewers to view course videos and interview faculty. Despite those challenges, review teams were able to accumulate, analyze, and draw conclusions on a considerable body of evidence with direct relevance to how well North Carolina teacher candidates are prepared to advance the reading knowledge and skills of their students.

Key Findings and Recommendations for Actionable Next Steps

In addition to summarizing individual program reports providing evidence of key findings in each course, we also want to call attention to some overall findings that are intended to bolster the success of the state's SoR strategy.

<u>Course Content and Materials</u>

- Institutions should ensure that coursework spirals and is aligned to the competencies and sub-competencies in the North Carolina Literacy Review Rubric (concepts of print, oral language development, phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing). Those competencies should be anchored to an SoR model such as the Simple View of Reading and Scarborough's Rope. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve. Educator preparation programs (EPPs) rated as Good or Strong utilized high-quality, research-based definitions and materials steeped consistently in SoR strategies and made learning relevant and engaging to candidates. It is key for all institutions to have foundational course content and materials. This work should occur through faculty collaboration within programs and by program and institutional leaders holding faculty accountable for progress.
- EPP coursework should ensure that candidates are effectively prepared to assess and address students' diverse reading needs to include neurodiversity, English language learners, gifted and talented learners, and all diverse learners. Instructors and coursework should provide multiple models and opportunities for candidates to practice administering and analyzing various measures and assessments and how to use that data to guide planning and target instruction for students who need more intensive support. Coursework should address differentiating for all students in all aspects of literacy. Each program should revise course syllabi and materials, and faculty should engage in ongoing professional development to ensure they are using research-based assessments and differentiated instruction and bolster their teaching skills through models and resources that embed connections to practice within their coursework.
- Across the state, coursework and training revealed a gap in writing instruction and preparation. Candidates need preparation and practice to understand the recursive process between reading and writing; how writing develops; and how to break down writing into manageable parts, from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing, which will better equip them to ensure growth and success for the students they teach.

<u>Faculty SoR Knowledge and Teaching</u>

- Many SoR components are incorporated and taught in North Carolina educator preparation programs; however, many are taught in isolation under a balanced literacy construct. Each institution should emphasize improving faculty knowledge and course content to include a deeper depth of foundational content knowledge in characteristics of high-quality reading. For example, Scarborough's Rope, the

Simple View of Reading, Ehri's stages of word ready development, and the Four-Part Processing Model as the foundation for all components would strengthen candidates' ability to teach the pillars of literacy in a structured way. Bolstering faculty SoR knowledge and their teaching strategies and skills should happen relatively quickly, and faculty and leadership should ensure that is done well.

- While many EPPs offer literacy coursework in their elementary and special education programs, some of which overlap, there is variation in the explanation of the key pillars, for example, phonics. Some courses teach a systematic, synthetic approach, and others teach a self-paced, inquiry-based approach. Candidates taking literacy courses would benefit from consistent definitions of terms and assessments that could be referenced across courses, no matter the pathway. All faculty must work together to best prepare candidates for teaching P–12 students, and this collaboration would support the course sequencing and spiraling that are not evident in a number of programs. That is important because it would ensure all candidates are equally prepared to teach evidence-based reading instruction to the students they serve.

Course Sequencing and Connections

- Each institution should ensure that literacy courses are not taught in silos by taking steps to see that all literacy standards are mapped out and addressed across courses and that literacy coursework is planned and delivered as a well-thought-out **trajectory of courses** that build upon one another thoughtfully and intentionally. Taking those improvement steps successfully means that all literacy instructors should be included in this process to ensure consistency and that in-depth introduction, practice, and application levels are achieved.
- Many EPP courses demonstrated coursework-embedded connections to practice as a strength; however, this area also emerged as an area for improvement for many courses and instructors because their teacher candidates cannot learn how to apply their content knowledge in their classroom teaching without seeing it modeled and practiced within literacy courses. Candidates would benefit from seeing instructors explicitly model literacy concepts; having instructors step out to explain the link from modeling to classroom application; and utilizing in-class practice opportunities such as the gradual-release model, demonstration videos, practice opportunities, and peer teaching. Another key bridge from content acquisition to successful teaching practice is incorporating into these courses intentional assignments relevant to field-based work that are directly related to course content.

Other Comments for Consideration

Many institutional course reviews demonstrated that faculty and program leaders want to improve coursework that supports the SoR to positively impact candidates' ability to educate P–12 students and promote solid achievement outcomes. The commitment to and need for programs to act with a sense of urgency to address their shortcomings must lie at the core of a quest for improvement. To that end, understanding the external resources and expertise available to foster improvement will be a significant contributing factor for the public and independent colleges and universities to consider in moving forward.

In addition to the findings and recommendations noted above, review teams examining coursework and course materials across the 30 participating North Carolina EPPs noted several other areas where support for enhanced coursework, faculty teaching, or course delivery strategies would advance the reading improvement goals that the state of North Carolina seeks.

- Ensure that courses give deeper and more consistent attention to diverse learners' learning needs through research-based differentiated instruction, modeling its effective delivery in course instruction. Providing teacher candidates with high-quality supervised opportunities to practice differentiating their instruction

and receive accurate feedback on their practice is essential if every North Carolina child is to benefit from SoR-based teaching.

- Entirely online and asynchronous SoR courses, which some public institutions are utilizing, are a less-than-optimal course delivery mechanism for conveying complex, sequential, and inter-related topics *and* for building teacher candidate mastery. And because connections to practice in program coursework—helping candidates to understand how to apply what they are being taught in a course—is critical to successful teaching outcomes, most of the online or asynchronous courses analyzed in the review fell short in this area *almost by design*.
- The nature of this statewide literacy course review did not allow for collecting evidence about the clinical practice components of educator preparation programs—choice of placement schools, the SoR knowledge, and skills of classroom mentor teachers charged with helping to develop candidate teaching ability, or the quality of observation and feedback needed to build teaching capacity in novices. Those aspects of teacher preparation are essential complements to university program coursework; poor quality in those areas can undermine the impact of even the best program coursework and faculty teaching.

Conducting the Review

<u>The Charge to TPI-US</u>

The North Carolina General Assembly requested an independent report on the implementation of SoR coursework at EPPs through a baseline analysis of "current coursework in literacy training and intervention strategies and practices at educator preparation programs (EPPs)." That legislative request makes reference to the statutory requirement that EPPS must "provide training for elementary and special education general curriculum teachers that ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with the Science of Reading and State and national reading standards" to incorporate these components:

- "Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of literacy interventions to ensure reading proficiency for all students.
- "Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
- "Instruction in appropriate application of literacy interventions to ensure reading proficiency for all students."

The UNC System contracted with TPI-US to conduct this baseline assessment of relevant coursework. Fifteen public universities and 15 independent colleges and universities participated in this effort by sharing course materials, providing faculty teaching videos, and making faculty available for interviews about their SoR courses and instruction.

To design and conduct this baseline assessment of coursework content and quality, TPI-US worked closely with the UNC System, its 15 institutions providing teacher training in the SoR, and the North Carolina Independent Colleges and Universities (NCICU) and 15 of its member institutions. An expert review team that included literacy faculty from North Carolina public and private universities and national literacy experts convened to develop the North Carolina Literacy Review Rubric as a rubric for assessing evidence about course content and quality. Once the rubric was completed and approved for use, TPI-US trained a group of national literacy experts to apply the North Carolina Literacy Rubric in a reliable and valid way, similar to how TPI-US has conducted comprehensive EPP program reviews in more than 20 states over the past eight years.

TPI-US was contracted to transmit final literacy review reports to each of the 30 participating EPPs at the conclusion of their review. Standard TPI-US practice is to submit these individual reports in draft form, requesting programs to identify factual errors or unclear statements and then delivering the final reports to the institution after obtaining their factual feedback. TPI-US followed this process for the 30 North Carolina institutional reports.

In keeping with the legislative language, contract terms call for TPI-US to submit a report to the UNC System summarizing findings and recommendations for improvement across its 15 EPPs and to deliver a similar report to NCICU with summarized findings and improvement recommendations for its 15 participating college and university EPPs. TPI-US was also charged with preparing and submitting a single report that consolidated findings and improvement recommendations across all 30 institutions.

About TPI-US

Since 2013, TPI-US has been a reliable catalyst for EPP improvement across the country and has completed more than 250 program reviews in 22 states. Grounded in a philosophy of continuous improvement, TPI-US reviews teacher preparation programs to determine how programs can expand their promising practices and address areas of needed improvement and has shown repeated success in developing and implementing formative reviews and frameworks that produce reliable and valid information about teacher preparation programs. No other organization in the United States has the demonstrated capacity to organize and deliver the quantity or quality of inspections to move the needle on improving teacher preparation programs.

Methodology & Evidence Base for Analyses and Assessments

TPI-US worked in summer 2022 to develop and train on a review framework aligned with North Carolina state standards. The intention was to create a focused framework that included the SoR concepts expected to be embedded in program coursework and taught by faculty as well as the level of quality with which each program was implementing them. Literacy experts from private and public institutions and national literacy experts developed this framework and ensured it was aligned with North Carolina standards. A three-day training was developed and facilitated to train reviewers (also literacy experts) on the content of the framework, norming, and calibration practices, as well as the methodology of the TPI-US process. The framework covers nine areas of study. The nine areas of study include an overview of the science of reading, concepts of print instruction, oral language instruction, phonological and phonemic instruction, phonics instruction to include orthography and automatic word recognition, fluency instruction, vocabulary instruction, text comprehension instruction, and finally, writing instruction.

TPI-US coordinated schedules, logistics, and data requests with the independent colleges and university literacy programs chosen to participate in the review and with all fifteen UNC institutions. During this period, all parties held virtual meetings with leadership from NCICU and the University of North Carolina (UNC) system to ensure that all aspects of the framework and review methodology were known and understood by all parties to facilitate the successful completion of the reviews. Additional calls and conversations with programs took place throughout the review process to ensure that they fully understood the review process, what materials should be provided to the review teams, which videos of course sessions should be submitted, and which faculty members were to be interviewed. TPI-US provided multiple opportunities for programs to provide the necessary items to conduct a thorough review. Most programs provided requested course materials, instructional videos, and the opportunity to interview course instructors. All available and provided materials were included in the review.

Review teams met to summarize each program's key strengths and areas for improvement and provided that information in an institutional report. The totality of the evidence that reviewers—who are trained to use the North Carolina Literacy Review Rubric reliably and validly—collected, analyzed, and rated resulted in each program's overall evaluation.

Relevant Considerations & Observations

Teacher educators and education policy leaders across the country recognize there are important differences between the TPI-US approach to literacy coursework reviews and that of other organizations that may issue reports or publish ratings. The TPI-US methodology addresses course syllabi and related materials, paying attention to how well that material is conveyed to teacher candidates and how well they can apply their SoR knowledge and skills in the K–12 classroom. What may look strong on paper could be undermined by how faculty implement and teach it, the level of attention the college instructors give to helping candidates understand how to apply what they are learning, and whether future teachers understand the information well enough to use it effectively in their own classroom.

Those important quality considerations led TPI-US to request course videos from the college or university instructors whose coursework was included in this review. TPI-US teams also sought opportunities to interview the instructors about their courses and the observed class session. The time and resources available for the North Carolina literacy coursework review meant that TPI-US was unable to gather evidence about other vital components of literacy-focused educator preparation in North Carolina that would shed further light on how well programs are implementing the SoR across the state. These program components include:

- Observation of candidates teaching in their clinical placements as well as direct observation of the feedback these candidates receive from program field supervisors and classroom mentors to understand how well teacher candidates have learned and can apply SoR knowledge in their own classroom teaching.
- The extent to which preparation programs collect and use high-quality information from candidate academic and clinical experiences to gauge their own program's strengths and weaknesses and how effectively program leaders and faculty act on this information to foster ongoing continuous improvement.

A comprehensive review of programs to assess how well they prepare candidates to teach the Science of Reading effectively will certainly add detail to recommendations for improvement. Current time and resource constraints on the overall review process did not enable TPI-US to consider evidence from the clinical practice components described above. Moreover, limited cooperation from some program faculty and leaders who were unwilling to share relevant course materials with review teams left TPI-US with incomplete information with which to assess their programs.

Full TPI-US reviews include interviews with an extensive set of stakeholders (teacher candidates, recent graduates, school principals from placement schools and those hiring program graduates, classroom mentors, program faculty, and district administrators) as well as analysis of key data on candidate academic and clinical performance; completion and employment rates; survey feedback from graduates and their employers; and the impact of graduates on student learning.

This additional evidence—part of the typical TPI-US review of educator preparation programs—would be useful for determining how well North Carolina teacher candidates are able to apply their SoR knowledge and skills in classrooms across the state where, according to the 2019 National Assessment of Educational Progress (NAEP) report, 36 percent of North Carolina fourth graders are proficient in reading and 33 percent score below the Basic level. Performance for non-white and economically disadvantaged fourth graders in North Carolina is well below

that for all students. While fourth graders' performance on the 2022 NAEP reading assessment declined from the 2019 results, it seems highly likely that schooling and other disruptions associated with the worldwide pandemic played a role.

Another relevant factor in considering the next steps for improving SoR teaching and learning within North Carolina EPPs is the varying level of cooperation that program leaders and faculty gave to the baseline SoR review. That is addressed in this report's executive summary and noted in the individual institutional reports. Had these programs cooperated more fully, review teams would have produced a fuller picture of how well SoR concepts are embedded in their coursework and conveyed to teacher candidates. For those programs in both public and independent sectors that gave limited cooperation, trained review teams applied the North Carolina Literacy Review Rubric accurately and made carefully considered assessments of the evidence that was provided just as they did for programs that participated in the spirit of full cooperation.

***Summary of the Findings - Overall Program Distribution Score:***
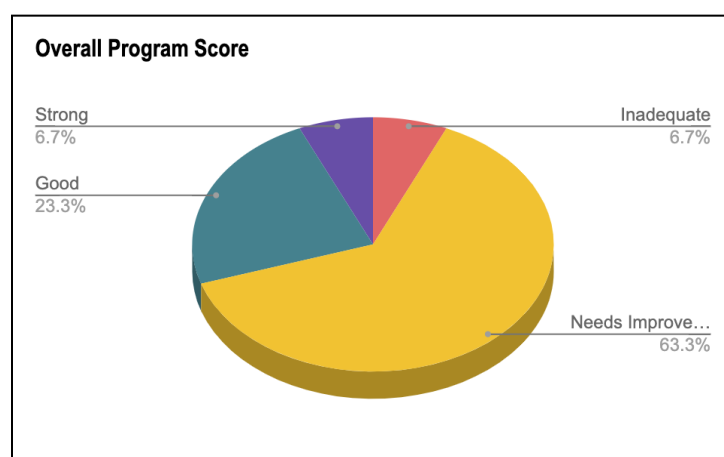
N=30: Inadequate, 2 institutions; Needs Improvement, 19 institutions;
Good, 7 institutions; Strong, 2 institution

Reviewers found that the overall program scores were Good or Strong for nine of the 30 programs because the SoR components were woven into all or most courses consistently across programs to ensure candidates were able to understand their implications to student learning. For 21 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply the SoR concepts in their program. These programs may have some of the components of the SoR, but they are not yet being taught consistently across all courses in all programs or reflected in course materials and syllabi.

Summary of the Findings for Each Area of Study:

Domain 1: Overview of the Science of Reading: This area of study focuses on how well the program defines and outlines coursework and assignments to support the SoR competencies. The review area approaches reading research foundational principles, making connections between evidence-based knowledge and application to support learners. It is important for programs to demonstrate evidence indicating reading research content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of reading research instruction.

Reviewers found that these course content, instruction, and associated materials in SoR instruction were Good or Strong for 12 of 30 programs because the SoR components—such as Ehri's stages of word reading development, Scarborough's rope, and the Simple View of Reading—were woven into all or most courses to ensure candidates were able to understand their implications to student learning. For 18 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply the SoR concepts in their classroom teaching.
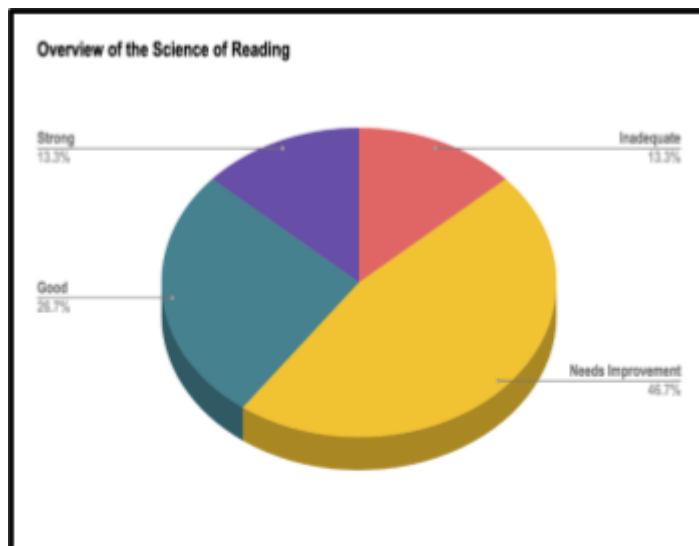
N=30: Inadequate, 4 institutions; Needs Improvement, 14 institutions; Good, 8 institutions; Strong, 4 institutions

| **Example of course strength:**	**Example of course in need of improvement:**
This course structure rigorously addresses all literacy components that align with the North Carolina Literacy Review Rubric and SoR research. The instructor models structured teaching of reading that is explicit, sequential, and engaging with scaffolding on the components of phonemic awareness, phonics, orthography, word recognition, fluency, and written expression. Candidates are required to administer assessments and participate in data meetings to plan and deliver 10–14 structured literacy lessons. The instructor observes lessons and engages candidates in a cycle of good-quality ongoing feedback and reflection. Those courses provide a clear coherence between research, knowledge, skills, practice, and candidates' pedagogy. They should serve as a model for all faculty to emulate.	The course does not provide candidates with adequate knowledge, understanding, or practice to develop and deliver explicit, systematic, and sequential instruction within a structured literacy lesson. The course should begin by developing a systematic, sequential, and explicit process to teach the components of reading and language structures. Instructors should provide consistent modeling, videos, and opportunities for candidates to practice peer-to-peer review, along with providing candidates with good examples of structured literacy lesson plans.

Domain 2: Concepts of Print Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of concepts of print. The review area approaches concepts of print in both reading and writing, making connections between evidence-based knowledge, application, and assessment to support a diverse population of learners. It is important for programs to demonstrate evidence indicating that concepts of print content knowledge are taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of concepts of print instruction.

Reviewers found that course content, instruction, and associated materials in concepts of print instruction were Good or Strong for 12 of 30 programs because courses mostly or always covered content thoroughly, provided multiple opportunities for candidates to practice and apply content, and discussed how to assess concepts of print instruction. For 18 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply concepts of print in their classroom teaching.

Concepts of Print Instruction

Strong 10.0%

Good 30.0%

Inadequate 16.7%

Needs Improvement 43.3%
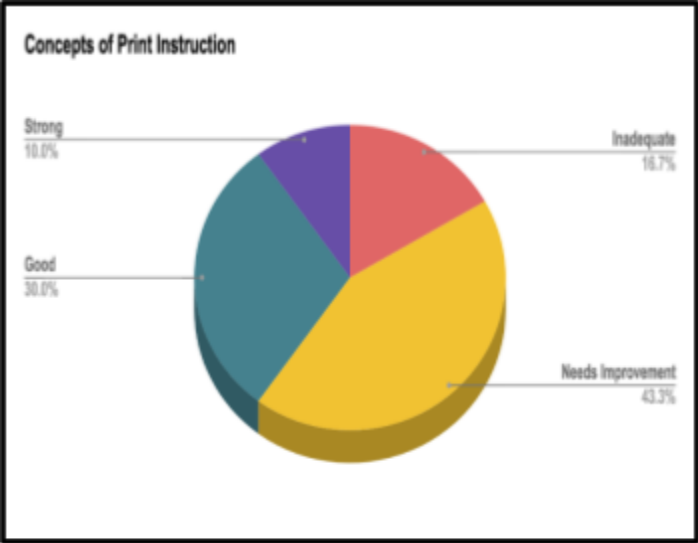
N=30: Inadequate, 5 institutions; Needs Improvement, 13 institutions; Good, 9 institutions; Strong, 3 institutions

Example of course strength:	**Example of course in need of improvement:**
This course provides instruction in book concepts and print concepts as well as letter formation. This course emphasizes and models shared reading and the importance of creating a print-rich environment. There are clear opportunities for candidates to practice assessing students' understanding of concepts of print.	Candidates receive knowledge and terminology to define print concepts; however, there is no evidence of opportunities for candidates to identify and explicitly plan, model, or teach book and print concepts. The curriculum needs to include how print and book concepts vary across languages and cultures and how to use assessment of print concepts and student backgrounds to guide and differentiate instruction. Programs should provide opportunities for candidates to plan, model, or teach book and print concepts that support the transfer of knowledge and skills to pedagogy and practice.

Domain 3: Oral Language Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral language. The area of study approaches oral language in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support connections between language structures (phonology, morphology, semantics, syntax, pragmatics and discourse, orthography) and literacy components (phonological and phonemic awareness, phonics, fluency, vocabulary, text comprehension, and writing) across a diverse population of learners. It is important for the program to demonstrate evidence indicating that oral language content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of oral language instruction.

Reviewers found that oral language instruction was Good or Strong for seven of 30 programs because the course content mostly or always addressed language structures and literacy components, including assessment, application, and instructor modeling of these structures and components. For 23 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply knowledge of oral language instruction in their classroom teaching. Given the widespread need for improvement within and across courses and institutions, this may be one of the areas in which a multi-institutional community of practice or similar strategy would be helpful to strengthen coursework and training in these essential areas of the SoR.


Oral Language Instruction

Strong 6.7%
Good 16.7%
Inadequate 26.7%
Needs Improvement 50.0%
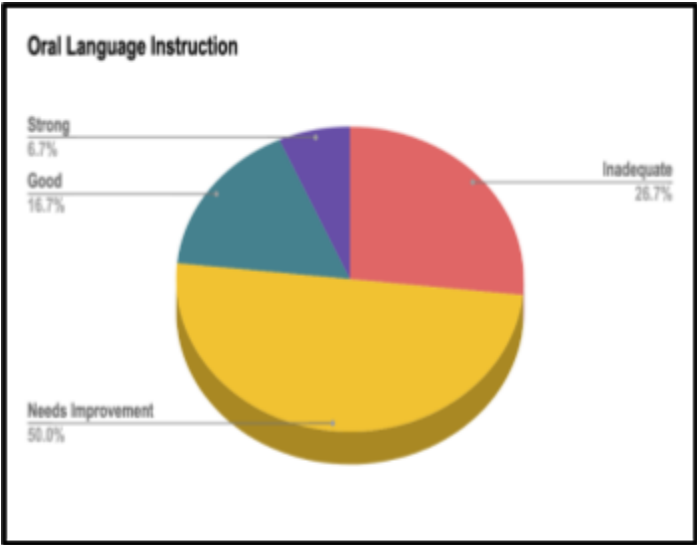
N=30: Inadequate, 8 institutions; Needs Improvement, 15 institutions; Good, 5 institutions; Strong, 2 institutions

Example of course strength:	Example of course in need of improvement:
This course approaches assessment for oral language from different angles, one being the measurement of skills through observation of language development and facilitation of conversations, while the other is evaluating the impact of oral language on other skills assessments. This multifaceted approach deepens candidates' understanding of the interwoven relationship among skills and how those relationships connect to assessment. A major strength of the course is the ongoing support and feedback provided throughout the learning cycle of observing, practicing, administering, and analyzing.	The program course needs to include additional information about the reciprocal relationship between oral language and all literacy components. Candidates should have multiple opportunities to observe examples of facilitating engaging conversations (e.g., faculty modeling, demonstration videos, fieldwork) and to evaluate all language structures through assignments such as case studies and scenarios. Additionally, candidates should have structured opportunities that deepen their understanding of language diversity and instruction that meets diverse learners' needs.

Domain 4: Phonological and Phonemic Awareness Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of phonological and phonemic awareness. The area of study approaches phonological and phonemic awareness in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support the manipulation of phonemes leading to proficient and automatic word recognition across a diverse population of learners. The program needs to demonstrate evidence indicating that phonological and phonemic awareness content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of phonological and phonemic awareness instruction.

Reviewers found that instruction in phonological and phonemic awareness was Good or Strong for 16 of 30 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonological and phonemic awareness development of the students they teach. For 14 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply phonological and phonemic awareness in their classroom teaching.

Phonological & Phonemic Awareness

Strong 13.3%
Inadequate 13.3%
Needs Improvement 33.3%
Good 40.0%
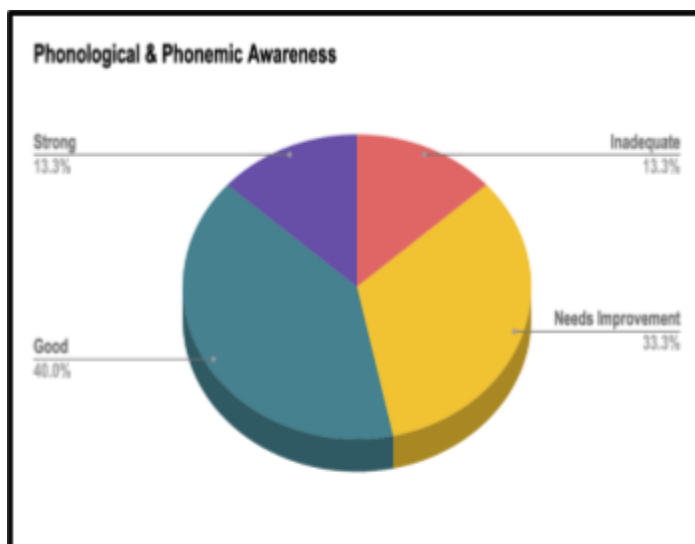
N=30: Inadequate, 4 institutions; Needs Improvement, 10 institutions; Good, 12 institutions; Strong. 4 institutions

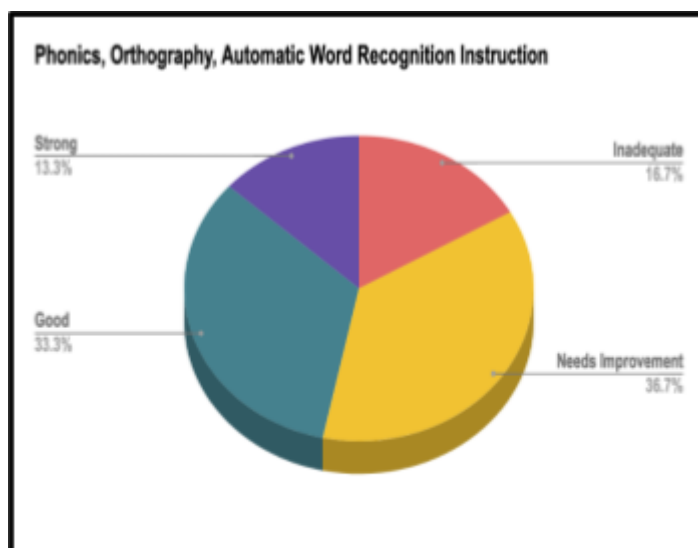| **Example of course strength:**	**Example of course in need of improvement:**
Candidates consistently receive the knowledge, skills, and terminology related to instruction in phonological and phonemic awareness as they contribute to decoding and encoding. Candidates practiced phonemic awareness skills associated with isolating, blending, segmenting, adding, deleting, and substituting as they answered questions through the "word ladder" activity in class. The instructor does phoneme-grapheme checks at two points during this course. Candidates are also asked to answer a discussion board question where they differentiate between phonological and phonemic awareness. Candidates are explicitly taught the three stages of word reading development (early, beginning, and advanced phonemic awareness).	There was a pattern of inconsistencies and misinformation in relation to the instructional strategies modeled for the skills. Some examples include segmentation of syllables being presented as the six syllable types (i.e., a phonics skill), misidentification of phoneme segmentation as phoneme isolation, and statements such as the "silent e" making words harder to segment (when really children don't need to know the silent e to segment phonemes). Candidates should assess and analyze articulation of all 44 English phonemes for their continuum of difficulty in phonemic awareness tasks; teaching demonstrations and modeled lessons should provide candidates with a deeper understanding of how to teach and differentiate the targeted skills; and instructors should evaluate and provide candidates with feedback on their ability to use assessment data to plan full phonological/phonemic awareness lessons as well as their ability to deliver explicit phonological/phonemic awareness lessons.

Domain 5: Phonics, Orthography, Automatic Word Recognition Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support SOR and structured literacy instruction to include content, knowledge, and application of data-driven instruction when teaching phonics, orthography, and automatic word recognition. It is important for the program to demonstrate evidence and the order that the content will be delivered to ensure the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of phonics, orthography, and automatic word recognition. The specific criteria set forth in the framework are included as core, research-based components of developing children's literacy within a diverse population of learners.

Review teams found that instruction in phonics, orthography, and automatic word recognition was Good or Strong for 14 of 30 programs because course content mostly or always delivers content in an explicit, systematic, and sequential manner to ensure candidates are able to understand the foundational and appropriate phonics development of the students they teach. For 16 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply these SoR components in their classroom teaching.

Phonics, Orthography, Automatic Word Recognition Instruction

Strong 13.3%
Inadequate 16.7%
Good 33.3%
Needs Improvement 36.7%

N=30: Inadequate, 5 institutions; Needs Improvement, 11 institutions; Good, 10 institutions; Strong, 4 institutions

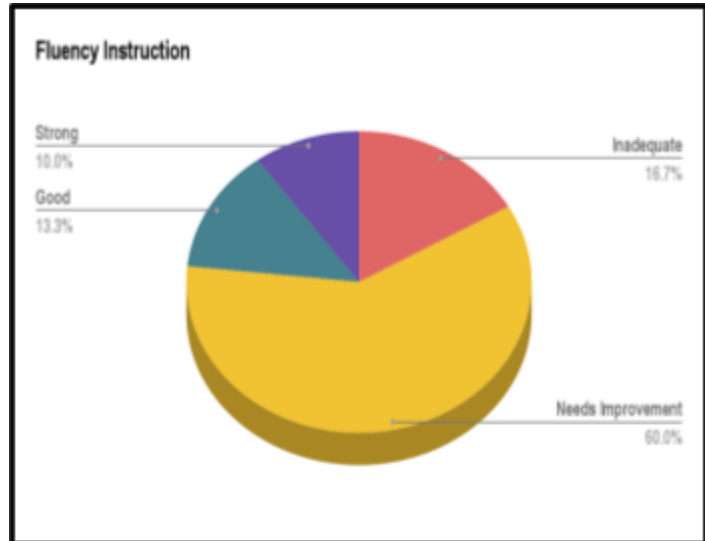| **Example of course strength:**	**Example of course in need of improvement:**
The course provides a solid foundation in the developmental continuum of word reading skills and provides multiple exposures to orthographic patterns, common morphemes, and strategies for teaching those items to intermediate grades. The course provides good exposure to data analysis with candidates analyzing data sets (e.g., spelling inventories, running records) and using the results to make instructional decisions that are reflective of the SoR. Additionally, the course provides a strong experience of instructing diverse learners. These experiences include instructor modeling and course activities addressing how to scaffold phonics instruction for a variety of needs.	There was a pattern of inconsistencies and misinformation in relation to the instructional strategies modeled for the skills. Some examples include segmentation of syllables being presented as the six syllable types (i.e., a phonics skill), misidentification of phoneme segmentation as phoneme isolation, and statements such as the "silent e" making words harder to segment (when really children don't need to know the silent e to segment phonemes). Candidates should assess and analyze articulation of all 44 English phonemes for their continuum of difficulty in phonemic awareness tasks; teaching demonstrations and modeled lessons should provide candidates with a deeper understanding of how to teach and differentiate the targeted skills; and instructors should evaluate and provide feedback to candidates on their ability to use assessment data to plan full phonological/phonic awareness lessons as well as their ability to deliver explicit phonological/phonemic awareness lessons.

Domain 6: Fluency Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of oral reading fluency. The area of study approaches fluency in all aspects of literacy as an evolving concept making connections between evidence-based knowledge, application, and assessment to support fluency and comprehension across a diverse population of learners. It is important that the program provides content knowledge and key teaching methods and skills for candidates to be effective educators in all areas of fluency instruction.

Review teams found that fluency instruction was Good or Strong for seven of 30 programs because course content consistently addressed all areas of fluency, assessment of fluency, opportunities to practice and apply instructor modeling, and attention to diverse learners related to fluency. For 23 programs, significant course content and/or faculty teaching improvements are needed to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of fluency instruction in their classroom teaching.

Fluency Instruction

Strong 10.0%
Good 13.3%
Inadequate 16.7%
Needs Improvement 60.0%

N=30: Inadequate, 5 institutions; Needs Improvement, 18 institutions; Good, 4 institutions; Strong, 3 institutions

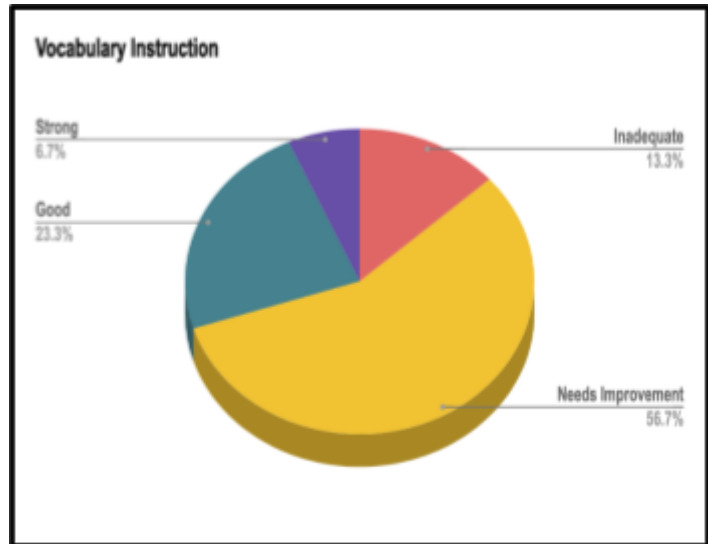| **Example of course strength:**	**Example of course in need of improvement:**
Instruction and training consistently use multiple opportunities to define and apply the relationships of rate and prosody; fluency at the word level; how fluency impacts comprehension; the relationships between accuracy and decoding; as well as automaticity at the grapheme, phoneme, syllable, phrase, and sentence level are important to build fluency within the connected text. The course observation indicates the candidates are consistently engaged in activities to deepen their knowledge, and the instructor uses varied levels of questioning to check for candidates' understanding. Candidates analyze completed assessments and have opportunities to administer these assessments to design instruction through a case study.	The course largely focuses on accuracy, with less attention given to prosody and appropriate reading rate. Second, it does not teach or practice a fluency rubric. Instead, candidates are prompted with reflective prompts such as "I notice," leaving room for inconsistent observations. Finally, candidates are not required to plan and teach a fluency lesson but instead may choose to teach lessons as part of their 10-lesson requirement. To improve, candidates should be trained in using a reliable and valid method of assessing oral reading fluency such as a rubric. The program should provide in-class practice with additional opportunities to use the rubric in their field placements. Additionally, the program should require candidates to address fluency in their planned lessons and to reflect upon the effectiveness of those lessons. Additionally, the program should make specific connections to linguistically diverse students and to students identified with dyslexia and other reading difficulties.

Domain 7: Vocabulary Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of vocabulary. The area of study approaches vocabulary in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment to support explicit vocabulary instruction across a diverse population of learners. It is important for the program to provide explicit and systematic vocabulary content to ensure knowledge and key teaching methods and skills are effective for future educators.

Vocabulary instruction was Good or Strong for nine of 30 programs because course content consistently addresses the different aspects and tiers of vocabulary, assessment of vocabulary, instructor modeling, and attention to diverse learners. Vocabulary instruction for 21 programs calls for significant course content and/or faculty teaching improvements to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of vocabulary instruction in their classroom teaching.

Vocabulary Instruction

Strong 6.7%
Good 23.3%
Inadequate 13.3%
Needs Improvement 56.7%

N=30: Inadequate, 4 institutions; Needs Improvement, 17 institutions; Good, 7 institutions; Strong, 2 institutions

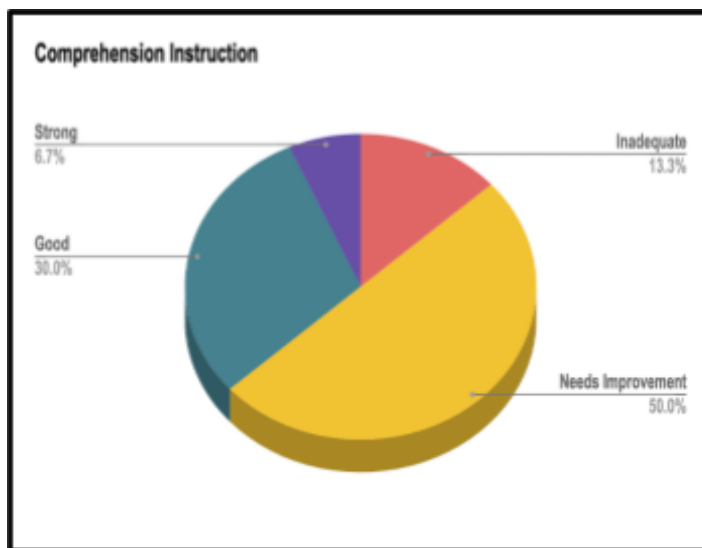| Example of course strength:	Example of course in need of improvement:
The teaching of vocabulary from models that support read-aloud structures to morphemic analysis/meaningful word parts provide varied research-based resources supporting comprehension through vocabulary development. Candidates have the opportunity to view videos, see models of vocabulary instruction, and practice with peers so they have a common understanding of the need to provide multiple opportunities for vocabulary development to support the acquisition of language at various learning stages. Candidates discuss and practice assessment with opportunities to discuss the next steps for instruction.	The course needs to provide more opportunities for candidates to explore evidence-based instruction incorporating vocabulary within all components of literacy instruction through consistent and pervasive modeling to instill the importance of vocabulary all day every day by playing with language to explore a deeper understanding of the role of syntax and pragmatics on literacy development. The program should provide models of vocabulary instruction not only through oral language but as the candidate teaches phonics, using words in sentences with students reciprocating, and active engagement of new vocabulary throughout lessons. It can accomplish that by sharing a few evidence-based vocabulary models of instruction with teaching methods courses and possibly providing an extension to this course to address a comprehensive understanding of diversity to support language acquisition. Additionally, the program should make specific connections to linguistically diverse students and to students identified with dyslexia and other reading difficulties.

Domain 8: Text Comprehension Instruction: This area of study focuses on how well the program defines and outlines coursework and assignments to support the competencies of listening and reading comprehension. The area of study approaches text comprehension in all aspects of literacy as an evolving concept, making connections between evidence-based knowledge, application, and assessment-proficient word reading and addressing background knowledge activation, vocabulary, awareness of sentence sense, text structure, inference making, metacognition, strategies for comprehending to motivate learners, the use of scenarios, peer teaching, field work, and/or demonstration videos to connect content to classroom practice to support a diverse population of learners. It is important for the program to demonstrate evidence indicating that comprehension content knowledge is taught in an explicit manner so that candidates can complete the program with the knowledge and skills necessary to be effective educators in all areas of listening and reading comprehension instruction.

Course review teams reported that text comprehension instruction was Good or Strong for 11 of 30 programs because course content consistently addresses comprehension components and instructional strategies, provides candidates with the opportunities to practice and apply, and includes instructor modeling to ensure candidates are prepared to develop comprehension and understanding for the students they teach. Significant course content and/or faculty teaching improvements are needed in 19 programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of fluency instruction in text comprehension knowledge and strategies in their classroom teaching.

Comprehension Instruction

Strong 6.7%
Good 30.0%
Inadequate 13.3%
Needs Improvement 50.0%

N=30: Inadequate, 4 institutions; Needs Improvement, 15 institutions; Good, 9 institutions; Strong, 2 institutions

Example of course strength:
This course provides a complete picture of comprehension instruction while breaking its complexity into smaller, understandable chunks,. Candidates learn and practice a wide variety of topics such as types of questions and think-alouds to model a variety of skills (e.g., inferencing, self-monitoring of comprehension). Candidates are able to see examples of comprehension instruction (e.g., class observations, instructor demonstrations, videos) and have opportunities to practice using and teaching comprehension skills (e.g., peer teach, recorded lesson enactments, classroom teach). Continuous growth is embedded into the course because the instructor provides immediate feedback on pre- and post-lesson plans and for the recorded lesson enactments, giving candidates more opportunity to grow as teachers of scientifically based reading instruction. The course makes connections to linguistically diverse students, such as strong connections during the teaching demonstrations by providing examples of cognates and how to support linguistically diverse students in the classroom.

Example of course in need of improvement:
The program could strengthen the course by intentionally spiraling back to scientifically based reading models such as Scarborough's Rope to explain why individual difficulties/differences in comprehension may occur across children, offering teaching demonstrations that model how to teach all comprehension skills with direct connections to differentiating that instruction and by offering additional connections to cultural relevancy such as how text structures vary across cultures and the difference between created texts and authentic texts. Additional ways to strengthen the course are by ensuring that all candidates plan a full comprehension lesson instead of selecting among various topics (e.g., vocabulary, fluency, comprehension) and by increasing the fidelity of course assignments by using a retelling rubric for the "retelling assignment" and an observation evaluation form to evaluate lessons performed in the field.

Domain 9: Writing Instruction: It is essential for candidates to learn deeply about and apply the components of written expression. Coursework should prepare candidates to explicitly and systematically develop learners' basic writing skills to prevent writing difficulties and to increase writing motivation. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions. Assessing a student's writing strengths and weaknesses leads to effective, targeted, and informed interventions.

Review teams found writing instruction to be Good or Strong for six of 30 programs because course content consistently taught the developmental process for teaching writing and how to assess writing, provided opportunities for candidates to practice and apply, and included instructor modeling to further demonstrate classroom application. Significant course content and/or faculty teaching improvements are needed in 24 programs to ensure that candidates are well-prepared to understand and apply SoR-consistent knowledge of writing instruction in their classroom teaching.

Writing Instruction

Strong 6.7%
Good 13.3%
Inadequate 40.0%
Needs Improvement 40.0%
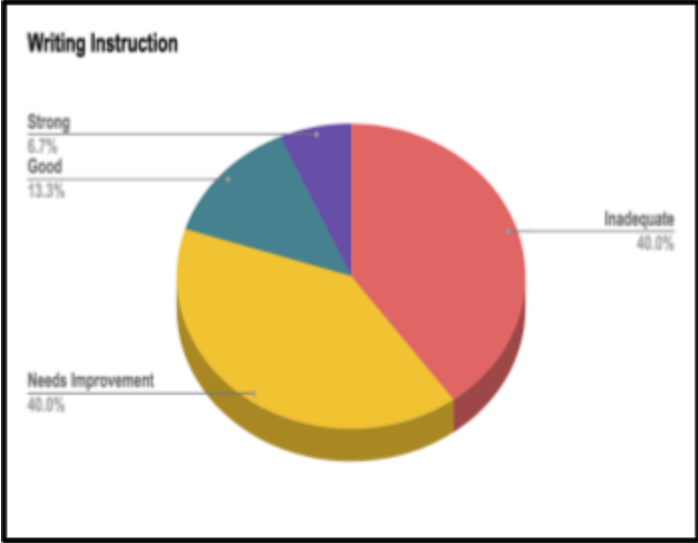
N=30: Inadequate, 12 institutions; Needs Improvement, 12 institutions; Good, 4 institutions; Strong, 2 institutions

Example of course strength:	**Example of course in need of improvement:**
This is a writing-focused course that notes how writing is connected to all other areas of literacy and shares the reciprocal benefits of reading and writing. The instructor models the development of writing skills from letter formation and drawing to advanced sentence formation to share stories, communicate for different purposes, and as a recursive process, and candidates practice and teach that throughout this course. The video observation of this course specifically focused on combining sentences and the difference between simple, compound, and complex sentences and how to help students progress in their writing based on where they currently are. The instructor explicitly teaches and models where to intervene, and candidates use peer-to-peer teaching to practice this skill. Candidate teach and execute the use of CBM assessments to screen and monitor students' writing mechanics, fluency, and expression in the field during this course. Direct instruction and modeling in the course provide candidates with opportunities to practice making instructional decisions based on collected assessments.	Coursework and training should include the recursive process between reading and writing; how writing occurs across the curriculum; how writing develops; best practices in writing instruction and how to break down writing into manageable parts from planning and tools to using mentor texts to assist in writing instruction. That would provide candidates with in-depth knowledge of the content, process, and interwoven relationship between reading and writing that will equip them to ensure student growth and success.

RESOLUTION OF
THE BOARD OF GOVERNORS OF
THE UNIVERSITY OF NORTH CAROLINA
January 18, 2023

WHEREAS, the 2019 National Assessment of Educational Progress (NAEP) found that 64 percent of North Carolina's fourth graders scored below proficient in reading; and

WHEREAS, in April 2020 the Board of Governors called on the 15 educator preparation programs in the UNC System to adopt a common framework for literacy based on the science of reading; and

WHEREAS, in 2021 the North Carolina General Assembly passed the Excellent Public Schools Act, which requires all approved educator preparation programs in elementary education and special education general curriculum in the state to include training in the science of reading; and

WHEREAS, the 2022 National Assessment of Educational Progress (NAEP) found that 68 percent of North Carolina's fourth graders scored below proficient in reading; and

WHEREAS, a legislatively-mandated review of adherence to the legal requirements of the Excellent Public Schools Act across 30 educator preparation programs in the state, including the 15 UNC System programs, has found that just one UNC program was rated "strong", five were rated "good", and the remainder were rated "needs improvement" or "inadequate";

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors shall require that by July 1, 2023, all UNC System educator preparation programs in elementary and special education general curriculum will have addressed areas in need of improvement as identified in the legislatively-mandated review so as to comply with the provisions of the Excellent Public Schools Act and shall provide evidence to the President of actions taken to bring programs into full compliance; and

BE IT FURTHER RESOLVED that in the event an educator preparation program does not provide sufficient evidence to the President that areas in need of improvement have been addressed by July 1, 2023, the chancellor, provost, and dean will present to the Board of Governors Committee on Educational Planning, Policies, and Programs at its next scheduled meeting; and

BE IT FURTHER RESOLVED that based on that presentation and other available evidence, the Board of Governors Committee on Educational Planning, Policies, and Programs, in consultation with the President, shall decide what remedies are appropriate to ensure compliance.

This the _____ day of _____ 2023

_____   _____
Randall C. Ramsey, Chair   Meredith R. McCullen, Secretary

AGENDA ITEM

Situation:	The University of North Carolina Board of Governors is charged under North Carolina General Statutes Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina.
Background:	Two institutions seek limited licenses for students to finish their programs of study after moving to North Carolina. Staff will also brief the committee on a licensed institution that is closing.
Assessment:	After appropriate review of the limited license applications the University of North Carolina System Office recommends approval of these applications.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

Staff Report and Recommendation for Limited Licenses

Abraham Lincoln University (OPEID 04243800), a nationally accredited proprietary institution, seeks a limited license with an expiration date of July 31, 2023, to allow two students who reside in North Carolina to complete entirely online courses of study.

William Jessup University (OPEID 00128100), a regionally accredited non-profit institution, seeks a limited license with an expiration date of August 31, 2027, to allow two students who reside in North Carolina to complete entirely online courses of study.

AGENDA ITEM

A-7.   Teacher Early College Agreement Renewals .... Bethany Meighen

Situation:	A number of University of North Carolina System institutions operate early college and cooperative innovative high schools in accordance with G.S. 115C-238.50. The agreements between the local boards of education, local boards of trustees, the State Board of Education, and the University of North Carolina Board of Governors are due for renewal.
Background:	G.S. 115C-238.53.(b) Operation of cooperative innovative high schools reads as follows:

> *A cooperative innovative high school approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees, State Board of Education, and applicable governing Board. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the school by the State Board of Education and the applicable governing Board. The agreement may be for a term of no longer than five school years.*

Approval of the renewals has already been provided by the chairs of the boards of education, the superintendents, the chairs of the universities' boards of trustees, and university chancellors. The approval by the Board of Governors is the final step of the process and the renewals would extend through 2027. The following schools are presented for approval, with the partner UNC System institutions in parentheses.

- Cross Creek Early College High School (Fayetteville State University)
- Cumberland International Early College (Fayetteville State University)
- Isaac Bear Early College High School (University of North Carolina Wilmington)
- J.D. Clement Early College (North Carolina Central University)
- Middle College at North Carolina A&T State University (North Carolina Agricultural and Technical State University)
- UNC Greensboro Early/Middle College (University of North Carolina at Greensboro)
- The STEM College at North Carolina A&T State University (North Carolina Agricultural and Technical State University

Assessment:	Approval of the renewal by the Board of Governors is recommended.

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

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

THE **UNIVERSITY** OF
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NC COMMUNITY COLLEGES

NORTH CAROLINA
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COLLEGES & UNIVERSITIES

COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: Cumberland International Early College   CIHS School Number: 347

Local Education Agency (LEA) Name: Cumberland   LEA Number: 260

Institution of Higher Education (IHE) Partner Name: Fayetteville State University

Name of Person Submitting Form: Caroline Sanchez   Submission Date: 03/14/2022

☑ The school district and partner institution(s) named above request renewal of the
Cooperative Innovative High School agreement originally submitted.

☐ The school district and partner institution(s) named above do not request renewal of the
Cooperative Innovative High School agreement originally submitted.

If requesting renewal, the intention is to:

☑ Continue operations as specified in the original agreement.

☐ Continue operations as specified in the original agreement, with the following modifications:
Explain:

THIS RENEWAL FORM IS VALID FOR FIVE ACADEMIC YEARS.

Mail to: NCDPI, Division of Advanced Learning, Sneha Shah Coltrane,   Email to: CIHS@dpi.nc.gov
Director, 6307 Mail Service Center, Raleigh, NC 27699-6307

CIHS PARTNER SIGNATURES:

Chairperson, Local Board of Education   Date 4-12.2022

Superintendent, Local Education Agency   Date 4/12/2022

Glenn B. Adams (Jul 21, 2022 13:46 MDT)

Chairperson, Governing Board of IHE Partner   7/21/2022
                                                              Date

President, IHE Partner   Date 6-24-2022

NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

Chairperson, State Board of Education   Date

Chairperson, Governing Board of IHE Partner   Date

For questions, please contact NCDPI at CIHS@dpi.nc.gov.

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Department of Public Instruction

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COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: Cross Creek Early College HS   CIHS School Number: 354

Local Education Agency (LEA) Name: Cumberland County Schools   LEA Number: 260

Institution of Higher Education (IHE) Partner Name: Fayetteville State University

Name of Person Submitting Form: Christian Qually   Submission Date: 3/15/2022

- ☑ The school district and partner institution(s) named above request renewal of the Cooperative Innovative High School agreement originally submitted.
- ☐ The school district and partner institution(s) named above do not request renewal of the Cooperative Innovative High School agreement originally submitted.

If requesting renewal, the intention is to:
- ☑ Continue operations as specified in the original agreement.
- ☐ Continue operations as specified in the original agreement, with the following modifications: Explain:

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CIHS PARTNER SIGNATURES:

Chairperson, Local Board of Education   Date 4-12-2022

Superintendent, Local Education Agency   Date 4/12/2022

Glenn B. Adams (Jul 21, 2022 13:59 MDT)
Chairperson, Governing Board of IHE Partner   7/21/2022
Date

President, IHE Partner   Date 6-24-2022

NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

Chairperson, State Board of Education   Date

Chairperson, Governing Board of IHE Partner   Date

For questions, please contact NCDPI at CIHS@dpi.nc.gov.

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Colleges & Universities

COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: Isaac Bear Early College High School CIHS School Number: 340

Local Education Agency (LEA) Name: New Hanover County Schools   LEA Number: 650

Institution of Higher Education (IHE) Partner Name: University of North Carolina at Wilmington

Name of Person Submitting Form: Ron Villines, Principal; Frances Carter, Program Director   Submission Date:

☑ The school district and partner institution(s) named above request renewal of the Cooperative Innovative High School agreement originally submitted.

☐ The school district and partner institution(s) named above do not request renewal of the Cooperative Innovative High School agreement originally submitted.

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☑ Continue operations as specified in the original agreement.

☐ Continue operations as specified in the original agreement, with the following modifications: Explain:

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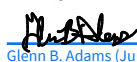
Email to: CIHS@dpi.nc.gov

CIHS PARTNER SIGNATURES:

Chairperson, Local Board of Education

3/10/22
Date

Superintendent, Local Education Agency

3/15/22
Date

Chairperson, Governing Board of IHE Partner

2/24/2022
Date

President, IHE Partner

Date 2/24/2022

NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

Chairperson, State Board of Education

Date

Chairperson, Governing Board of IHE Partner

Date

For questions, please contact NCDPI at CIHS@dpi.nc.gov.

PUBLIC SCHOOLS OF NORTH CAROLINA
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COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: Middle College at NC A&T   CIHS School Number: 483

Local Education Agency (LEA) Name: Guilford County Schools   LEA Number: 410

Institution of Higher Education (IHE) Partner Name: North Carolina A&T State University

Name of Person Submitting Form: Dr. Denise Patterson   Submission Date:

☒ The school district and partner institution(s) named above request renewal of the Cooperative Innovative High School agreement originally submitted.

☐ The school district and partner institution(s) named above do not request renewal of the Cooperative Innovative High School agreement originally submitted.

If requesting renewal, the intention is to:

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☐ Continue operations as specified in the original agreement, with the following modifications:
Explain:

THIS RENEWAL FORM IS VALID FOR FIVE ACADEMIC YEARS.

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CIHS PARTNER SIGNATURES:

Chairperson, Local Board of Education   4/12/22
Date

Superintendent, Local Education Agency   4/7/22
Date

Chairperson, Governing Board of IHE Partner   05-17-2022
Date

President, IHE Partner   05-17-2022
Date

NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

Chairperson, State Board of Education   Date

Chairperson, Governing Board of IHE Partner   Date

For questions, please contact NCDPI at CIHS@dpi.nc.gov.

COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: The STEM Early College at NC A&T   CIHS Number: 569

Local Education Agency (LEA) Name: Guilford County Schools   LEA Number: 610

Institution of Higher Education (IHE) Partner Name: North Carolina A&T University

Name of Person Submitting Form: Jamisa Williams   Submission Date: 1/30/17

☒ The school district and partner institution(s) named above request renewal of the Cooperative Innovative High School agreement originally submitted.

☐ The school district and partner institution(s) named above do not request renewal of the Cooperative Innovative High School agreement originally submitted.

If requesting renewal, the intention is to:

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☐ Continue operations as specified in the original agreement, with the following modifications: Explain:

THIS RENEWAL FORM IS VALID FOR FIVE ACADEMIC YEARS.

Mail to: NCDPI, Division of Advanced Learning, Sneha Shah Coltrane, Director, 6307 Mail Service Center, Raleigh, NC 27699-6307   Email to: CIHS@dpi.nc.gov
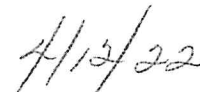
CIHS PARTNER SIGNATURES:

_____   2/9/17
Chairperson, Local Board of Education   Date

_____   2/7/17
Superintendent, Local Education Agency   Date

_____   2/26/17
Chairperson, Governing Board of IHE Partner   Date

_____   3/1/17
President, IHE Partner   Date

NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

_____   _____
Chairperson, State Board of Education   Date

_____   _____
Chairperson, Governing Board of IHE Partner   Date

Memorandum of Understanding

between

The.Guilford County Board of Education

and

North Carolina A&T State University

concerning

a Science, Technology, Engineering and Mathematics (STEM)
Early College High School at North Carolina A&T State University

July 1, 2013, through June 30, 2014
and up to three (3) additional years in accordance with the Renewal Terms

PUBLIC SCHOOLS OF NORTH CAROLINA
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COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: UNCG Early/Middle College   CIHS School Number: 579

Local Education Agency (LEA) Name: Guilford County Schools   LEA Number: 410

Institution of Higher Education (IHE) Partner Name: UNC Greensboro

Name of Person Submitting Form: Dr. Denise Patterson   Submission Date:

☑ The school district and partner institution(s) named above request renewal of the Cooperative Innovative High School agreement originally submitted.

☐ The school district and partner institution(s) named above do not request renewal of the Cooperative Innovative High School agreement originally submitted.

If requesting renewal, the intention is to:

☑ Continue operations as specified in the original agreement.

☐ Continue operations as specified in the original agreement, with the following modifications: Explain:

THIS RENEWAL FORM IS VALID FOR FIVE ACADEMIC YEARS.

Mail to: NCDPI, Division of Advanced Learning, Sneha Shah Coltrane, Director, 6307 Mail Service Center, Raleigh, NC 27699-6307

Email to: CIHS@dpi.nc.gov

CIHS PARTNER SIGNATURES:

Chairperson, Local Board of Education   4/22/22
Date

Superintendent, Local Education Agency   4/7/22
Date

Chairperson, Governing Board of IHE Partner   May 4, 2022
Date

President, IHE Partner   5/4/22
Date

NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

Chairperson, State Board of Education   Date

Chairperson, Governing Board of IHE Partner   Date

For questions, please contact NCDPI at CIHS@dpi.nc.gov.

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NC COMMUNITY COLLEGES

NORTH CAROLINA INDEPENDENT COLLEGES & UNIVERSITIES

COOPERATIVE INNOVATIVE HIGH SCHOOL RENEWAL FORM

Cooperative Innovative High School (CIHS) Name: J.D. Clement Early College   CIHS School Number: 320309

Local Education Agency (LEA) Name: Durham Public Schools   LEA Number: 320

Institution of Higher Education (IHE) Partner Name: North Carolina Central University (NCCU)

Name of Person Submitting Form: Dr. Julie Pack   Submission Date: 09/28/2022

- ☒ The school district and partner Institution(s) named above request renewal of the Cooperative Innovative High School agreement originally submitted.
- ☐ The school district and partner Institution(s) named above do not request renewal of the Cooperative Innovative High School agreement originally submitted.

If requesting renewal, the intention is to:
- ☒ Continue operations as specified in the original agreement.
- ☐ Continue operations as specified in the original agreement, with the following modifications: Explain:

THIS RENEWAL FORM IS VALID FOR FIVE ACADEMIC YEARS.

Mail to: NCDPI, Division of Advanced Learning, Sneha Shah Coltrane, Director, 6307 Mail Service Center, Raleigh, NC 27699-6307   Email to: CIHS@dpi.nc.gov

CIHS PARTNER SIGNATURES:

_____   11/8/22
Chairperson, Local Board of Education   Date

_____   11/8/22
Superintendent, Local Education Agency   Date

_____   Date 11/1/22
Chairperson, Governing Board of IHE Partner

_____   Date 10/31/2022
President, IHE Partner

NCDPI, NCCCS, UNCGA, NCICU USE ONLY SIGNATURES:

_____   _____
Chairperson, State Board of Education   Date

_____   _____
Chairperson, Governing Board of IHE Partner   Date

For questions, please contact NCDPI at CIHS@dpi.nc.gov.

AGENDA ITEM

A-8. Proposed Revisions to Section 700.1.1. of the UNC Policy Manual,
*Policy on Minimum Eligibility Requirements for Undergraduate Admission for the
University of North Carolina System* .... Bethany Meighen

Situation: Section 700.1.1. of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System* outlines the 15 courses that first year applicants must complete in high school to be considered for admission to any of the 16 universities in the UNC System. A working group of University of North Carolina System Office staff, university leadership, and external partners was created to review these courses and make recommendations on revisions.

Background: In the Summer of 2022, the UNC System Division of Academic Affairs established a working group of UNC System Office staff, Enrollment Managers, Directors for Admissions, math faculty, and NC Department of Public Instruction representatives to review the current Minimum Course Requirements (MCR) described in Section III of 700.1.1, which were last updated in 2004. Minimum course requirements for admissions establish a baseline for first-time undergraduate admissions and seek to ensure prospective applicants' college readiness. The Minimum Course Requirements include 15 courses first year applicants must complete to meet eligibility requirements for the 16 universities in the UNC System. The working group met seven times, solicited input from the NC Department of Public Instruction, the North Carolina Association of Independent Schools, and university leadership. Additional analysis was conducted by examining system peers' admissions requirements to determine possible revisions. The working group proposed revising Section III and replacing the Second Language requirement with two additional academic courses from English, mathematics, science, world languages, social studies, or computer sciences. These changes would be effective for all students applying for first-time (freshman) admission to constituent institutions beginning with the 2024 fall semester.

Assessment: The working group's recommendations are provided for review and discussion.

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

University of North Carolina Minimum Course Requirements Study and White Paper

January 19, 2023

University of North Carolina System
Raleigh, North Carolina

Executive Summary

In the summer of 2022, the UNC System Division of Academic Affairs established a working group of UNC System Office staff, enrollment managers, directors for admissions, math faculty, and North Carolina Department of Public Instruction representatives to review the current Minimum Course Requirements (MCR), described in Section III of 700.1.1 **(**see Appendix A**).** The MCR establishes a baseline set of required courses for first-time undergraduate admissions that seeks to ensure prospective applicants' college readiness. These MCRs include 15 courses, which first-year applicants must complete to meet eligibility requirements for the 16 universities in the UNC System. The working group met eight times and solicited input from the North Carolina Department of Public Instruction, the North Carolina Association of Independent Schools, and the leadership of our 16 institutions of higher learning. The worgroup conducted additional comparative analyses of the UNC System's peers' admissions requirements to determine if any additional revisions were warranted. The working group considered two policy revisions:

- Revise Section III of 700.1.1 and replace the Second Language requirement with two additional academic courses from English, mathematics, science, world languages, social studies, or computer science.
- Include AP Computer Science A and AP Computer Science Principles as courses that would meet the fourth math requirement.

Following a comprehensive review, the working group recommends that the requirement that a student complete two courses of a second language be replaced with a requirement that a student complete two additional academic courses from English, mathematics, science, world languages, social studies, or computer science. The working group does not recommend that AP Computer Science A or AP Computer Science Principles count towards the fourth math requirement.

If approved, these changes would be effective for all students applying for first-time (freshman) admission to constituent institutions beginning with the 2024 fall semester.

Background

The University of North Carolina Board of Governors first established a minimum set of secondary course requirements applicable to all constituent institutions in 1988. Minimum course requirements for admissions establish a baseline for first-time undergraduate admissions and seek to ensure prospective applicants' readiness for the first year of college. The successful completion of courses outlined in in Section 700.1.1 of the UNC Policy Manual, along with other factors such as grade point average or standardized test scores, allow students to demonstrate that they are prepared for college-level coursework. These course requirements also assist in the determination of whether a student can be admitted into a specific academic program based on their secondary school course completion. Many studies have established a positive correlation between completing secondary school math courses and graduating from college.[1] This relationship supports the relevance of establishing minimum course requirements to ensure applicants are prepared for the rigor of college-level academic courses. Secondary school course completion and the related positive outcomes also correlate across demographics.[2] Additionally, minimum course requirement policies establish universal, non-biased criteria that can help predict the success of prospective undergraduate students.[3]

Notably, the minimum course requirements have not been reviewed since 2000. At that time the Board of Governors unanimously voted to a phased increase in the minimum course requirements in the following areas:

- Fall 2004: Two units of a language other than English
- Fall 2006: One additional unit of math beyond Algebra II (4th math requirement)[4]

Given the imperative of ensuring that students admitted to study in the UNC System have the academic preparation needed to be successful, the UNC System Office initiated a comprehensive review of the MCRs in 2022. There has been incredible change in collegiate, workforce, and societal needs in the two decades since the MCRs were last reviewed. As such, a key objective of this review was to ensure that the set of courses required of all students are relevant and germane to the demands of today and the future.

Overview of Working Group

In the summer of 2022, the UNC System Office established a working group to review the current minimum course requirements. This group included UNC System staff, faculty, enrollment managers, and North Carolina Department of Public Instruction representatives (see Appendix B). The working group met bi-weekly during the fall 2022 semester to guide the research conducted by the UNC System

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[1] Charles T. Clotfelter, Steven W. Hemelt, Helen F. Ladd; Raising the Bar for College Admission: North Carolina's Increase in Minimum Math Course Requirements. Education Finance and Policy 2019; 14 (3): 492–521. : https://doi.org/10.1162/edfp_a_00258

[2] Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of High School Course-Taking on Secondary and Postsecondary Success. *American Educational Research Journal*, *49*(2), 285–322. https://doi.org/10.3102/0002831211431952

[3] Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of High School Course-Taking on Secondary and Postsecondary Success. *American Educational Research Journal*, *49*(2), 285–322. https://doi.org/10.3102/0002831211431952

[4] Not applicable for the University of North Carolina School of the Arts

Office staff. After collecting and analyzing data, developing and deploying surveys, liaising with admissions directors and enrollment managers at each university, and seeking insight from the North Carolina Department of Public Instruction (NC DPI) and the North Carolina Association of Independent Schools (NCAIS), the group considered possible revisions that:

1. Advance the objectives of the UNC System Strategic Plan
2. Are consistent with NC DPI graduation requirements
3. Remove barriers to access that do not improve student success
4. Provide curricular flexiblility to the variety of school options available in NC

Policy Revisions Considered

Based on findings from research and analysis of feedback from internal and external groups, the working group considered two possible revisions.

> **Revision 1**: Remove the second language requirement and replace it with two additional academic courses from English, mathematics, social studies, science, world languages, or computer science.

> **Revision 2:** Add AP Computer Science A and AP Computer Science Principles as courses that would meet the fourth math requirement.

The following sections provide information and context for merits and implications of the two revisions that were considered by the working group.

Review of North Carolina High School Graduation Requirements

The working group first reviewed the North Carolina public high school graduation requirements for students entering 9th grade in 2020-2021. All public North Carolina high school students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school. These graduation requirements prepare students for post-secondary success (see Appendix C). For additional information on courses that fulfill these requirements: https://www.dpi.nc.gov/documents/course-information/2022-2023-course-code-master-list. The NC public high school graduation requirements do not mandate that a student complete two courses in a second language, and does not mandate a student complete any Computer Science course.

Reivew of National Minimum Course Requirements

The workgroup next reviewed minimum course requirement policies in various state systems, noting minor differentiations in each category of minimum course requirements (English, Math, Science, Second Language, and Social Studies). For example, systems in Georgia, Maryland, and Texas require course in computer science or advanced technology education in the second language category. Other notable differentiations include the Texas system, which operates under the Uniform Admission Policy, where individual campuses set their minimum eligibility requirements. In the area of high school diploma standards, particularly those for English, Math, and Science, the UNC System's minimum course requirement policy is consistent with several other states, as outlined in Table 1.

Table 1: Minimim Course Requirements by State System

System	State	English	Math	Science	Second Language	Social Studies
University of North Carolina System	**NC**	**4**	**4**	**3**	**2**	**2**
California State University	CA	4	3	2	2	2
CUNY System	NY	4	3	3	0	4
State University System of Florida	FL	4	4	3	2	3
SUNY System	NY	4	3	3	1	4
Texas University System	TX	4	3	3	2 includes computer science credits	3
University of California System	CA	4	3	2	2	2
University System of Georgia	GA	4	4	4	2 includes computer science credits	3
University System of Maryland	MD	4	4	3	2 including Advanced Technology Education	3

UNC System Foreign Language Graduation Requirements

The workgroup next examined the curricular requirements of the UNC constituent universities. One of the premises of the MCRs is that they prepare students for coursework they will encounter in their first year of college, regardless of institution or major. For example, virtually every student enrolled as a first-time freshment in the UNC System will take an English, math, science, and social science course as part of their general education requirements in the first year. The workgroup looked at the course and graduation requirements of the constituent institutions to determine the extent to which foreign language is a required course. Only six of the 16 UNC System institutions require foreign language of all students. Seven of the sixteen UNC system institutions do not require foreign language as a graduation requirement, and three institutions have foreign language graduation requirements that are linked to certain colleges (College of Liberal Arts & Sciences and the College of Arts & Sciences) and degrees

(Bachelor of Arts), and six institutions have foreign language graduation requirements, as outlined in Table 2.

Table 2: Foreign Language Graduation Requirements

Required	Not Required	Major Specific Requirement[5]
NCCU	ASU	ECU*
NCSU	ECSU	UNCC**
UNCA	FSU	UNCG***
UNC-CH	NC A&T	
UNCW	UNCP	
WSSU	UNCSA	
	WCU	

Students with Documented Learning Disabilities

To further investigate modifications to the second language requirement, the working group obtained information from the following sources: UNC campus partners, including NC State University's Office of Disability Resources, UNC Pembroke's Office of Disability Resources, and representatives from the NC DPI, including the Senior Director of the NC DPI's Office of Exceptional Children. Notably, out of the 100,326 NC high school graduates in 2022, 9,800 (9.8%) were students with disabilities who require accommodations.

Consistent messaging indicated that learning a second language is complex for students with documented learning disabilities. While limited accommodations are available, a foreign language requirement may still cause completion barriers. For example, standard accommodations (extended time, note-takers, etc.) may not be as impactful as in other native language courses. Moreover, according to NC DPI leadership, a revised MCR could better fulfill the academic demands and interests of a diverse and talented spectrum of students.

NCAA Admission Requirements

The National Collegiate Athletic Association (NCAA) promulgates a minimum set of high school courses that a student-athlete must complete in order to gain eligibility. The NCAA does not require foreign language, and instead requires a student-athlete to demonstrate four additional core courses earned, which can be English, Math, Science, Social Science, or others--including foreign languages.

Review of AP Computer Science Courses Eligibility as the 4th Math

In addition to the organizations and institutions previously noted, the working group sought the insight and expertise of two mathematics experts at the North Carolina School of Science and Mathematics (NCSSM). Those individuals independently reviewed the the course and exam description for AP Computer Science A, and the course and exam description for AP Computer Science Principles. The

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[5] * ECU-List of majors that require foreign language: https://admissions.ecu.edu/wp-content/pv-uploads/sites/70/2018/08/ECU-Foreign-Language-for-Admissions-2021.pdf
**UNCC-Only required for Bachelor of Arts from College of Liberal Arts & Sciences
***UNCG-Only required for Bachelor of Arts from College of Arts and Sciences

respective course descriptions follow:

> ***AP Computer Science A*** *introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.*

> ***AP Computer Science Principles*** *introduces students to the breadth of computer science. In this course, students will learn to design and evaluate solutions and apply computer science to solve problems by developing algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.*

The NCSSM faculty approached each course review from a macro to micro perspective. The review began with the course content from the big ideas, followed by a review of the concepts of each unit and then a review of the details of each topic within each unit. This review included course objectives, unit objectives, topic learning objectives, suggested skills, and essential knowledge for each topic.

They considered the alignment of each component with North Carolina Mathematics Standards for 4th-Level mathematics courses (e.g., Precalculus, Math 4, Discrete Math for Computer Science)After reviewing these 4th-level course options, each reviewer concurred that the vast majority of course content covered in the two AP Computer Science syllabi does not align with the 4th-level mathematics courses. The reviewers identified a small number of unit topic headings that matched in title with those covered in the other 4th-level math options (e.g., Recursion). However, after further review, the suggested skills and core content for these topics do not align with the 4th-level mathematics course content. Of note, while the syllabi refer to the weight of each unit topic on the AP exam (e.g., Unit 1 primitive types: 2.5-5 percent exam weighting), this weight does not necessarily represent the percentage of each course that focuses on each of these units.

Conclusion and Recommendations

The UNC System has a long history of establishing rigorous academic standards in support of student success. Since 1988, the Board of Governors has identified the minimum set of academic courses that a student must complete in high school in order to be eligible for admissions consideration at any constitutent university. The UNC System Office constituted a working group to evaluate those requirements, last updated in 2000, to determine if any changes or modifications were warranted in the interest of student success. The working group reviewed and considered two proposals; the first would replace a requirement that students complete two second language courses with a requirement that students complete two academic courses from English, mathematics, science, world languages, social sctudies, or computer science. The second proposal would count AP Computer Science A and AP Computer Science Principles as math courses satisfying the advanced 4th math requirement.

The working group reviewed published research, NC graduation requirements, and similar policies from peer systems of higher education and consulted with experts in their consideration. Following their review, the workgroup recommends that the requirement that a student complete two courses of a second language be replaced with a requirement that a student complete two additional academic courses from English, mathematics, social studies, science, world languages, or computer science. The workgroup does not recommend that AP Computer Sciences A or AP Computer Science Principles be classified as courses that satisfy the fourth math requirement.

700.1.1. Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System

Purpose. The University of North Carolina (UNC) Board of Governors has, since 1988, established minimum requirements for undergraduate admission to any constituent institution. These requirements serve to provide a common set of minimum standards to be considered for admission as an undergraduate student. Exceptions and special considerations to these minimum eligibility requirements are provided in Sections 700.1.1.1[R], 700.1.1.2[R], 700.7.1, and 700.7.1[R] of the UNC Policy Manual. Any constituent institution may set admissions requirements that exceed the minimums established in this policy upon the approval of their board of trustees.

II. High School Diploma. All students should hold a high school diploma or its equivalent.

III. Minimum Course Requirement. The following courses must be completed at the high school level, although those courses may be completed at an earlier time (e.g., middle school).
        A. English: four-course units emphasizing grammar, composition, and literature.
        B. Mathematics: four-course units in any of the following combinations:[1]
                1. Algebra I, algebra II, geometry, and one unit beyond algebra II; or
                2. Algebra I, algebra II, and two units beyond algebra II; or
                3. Common core math I, II, and III, and one unit beyond common core math III; or
                4. Integrated math I, II, III, and one unit beyond integrated math III; or
                5. NC Math 1, 2, 3, and one unit beyond NC Math 3 were identified as meeting the 4th-level mathematics requirement for admission to UNC System institutions.
        C. Science: three-course units, including:
                1. Life or biological science (e.g., biology); and
                2. Physical science (e.g., chemistry, physical science, physics); and
                3. One laboratory course.
        D. Second Language: two-course units of a language other than English.
        E. Social Studies: two-course units, including one unit in US history

See full policy at https://www.northcarolina.edu/apps/policy/doc.php?id=781

Appendix B

MCR Working Group Members

- Dr. Tamar Avineri- Interim Dean of Mathematics, NCSSM-Durham
- Ulisa E. Bowles- Assistant Vice President for Student Affairs, UNC System Office
- Dr. Beth Bumgardner- Chair of Mathematics, NCSSM- Morganton
- Phil Cauley- Associate Vice President of Undergraduate Enrollment, WCU
- Michael Delafield- Senior Associate, General Counsel, UNC System Office
- Jamee Hunt Freeman- Director of Admissions, UNC P
- Dr. Kerwin Graham- Director of Admissions, WSSU
- Claire Kirby- Associate Provost for Enrollment Management, UNC Charlotte
- Dr. Michael Maher, Deputy State Superintendent, North Carolina Department of Public Instruction
- Dr. Bethany Meighen- Vice President for Academic & Student Affairs, UNC System Office
- Lydia Mayer- Executive Assistant, Vice President of Academic & Student Affairs, UNC System Office
- Sneha Shah-Coltrane- Director, Advanced Learning & Gifted Education, North Carolina Department of Public Instruction
- Derrick Stanford- Presidential Scholar, UNC System Office
- Jon Westover- Associate Vice Provost & Director of Admissions, NCSU

Appendix C

NC High School Graduation Requirements

All public high school students must meet minimum state graduation requirements to earn a diploma and graduate. These graduation requirements are considered the Future-Ready Course of Study (FRC) requirements and prepare students for post-secondary success.

All students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school. The Future-Ready Course graduation requirements ensure that a student is prepared for life and whatever pathway they choose after they graduate, workplace, college/university or the military. Below are the specific course requirements.

Students entering ninth grade for the first time in 2021-2022 must pass the following courses and earn at least 22 credits:

Four sequential English credits which shall be:

1. Starting with English I
2. English II
3. English III
4. English IV

Four Mathematics credits which shall be either:

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post-high school plans
2. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by NCG..S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.

Note: Credit shall be awarded for Math I, II, and III if taken before the 2016-17 school year.

Three Science credits which shall be:

1. A physical science course
2. Biology
3. an earth/environmental science course

Four Social Studies credits which shall be:

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

One Health and Physical Education credit:

1. Students must complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Elective credits of any combination from either:

1. Career and Technical Education (CTE) or
2. Arts Education or
3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit, and 1 World Language credit; or other combinations from a, b and c.

Four Elective credits from the following (four-course concentration recommended):

1. Career and Technical Education (CTE)
2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)

4th-Level Mathematics Course Options
DPI. Math Options Chart
https://files.nc.gov/dpi/documents/course_information/math-options-chart.pdf

2019 NCSCOS Discrete Math:
https://www.dpi.nc.gov/documents/files/2019-ncscos-discrete-math

2019 NCSCOS Precalculus:
https://www.dpi.nc.gov/media/8286/open

2019 NCSCOS Math 4:
https://www.dpi.nc.gov/documents/files/2019-ncscos-nc-math-4

Report Authors:
Ms. Ulisa Bowles, Assistant Vice President for Student Affairs
Dr. Bethany Meighen, Vice President for Academic and Student Affairs
Dr. David English, Acting Senior Vice President for Academic Affairs

The UNC Policy Manual
700.1.1
Adopted 02/10/84
Amended 04/12/00
Amended 04/11/03
Amended 07/01/07
Amended 01/11/08
Amended 02/27/15
Amended 04/15/16
Amended 07/29/16
Amended 03/30/20
Amended 11/18/21
Amended 02/24/22
Amended   /   /22

**Policy on Minimum Eligibility Requirements for
Undergraduate Admission for the University of North Carolina
System**

1.   Purpose. The University of North Carolina (UNC) Board of Governors has, since 1988, established minimum requirements for undergraduate admission to any constituent institution. These requirements serve to provide a common set of minimum standards to be considered for admission as an undergraduate student. Exceptions and special considerations to these minimum eligibility requirements are provided in Sections 700.1.1.1[R], 700.1.1.2[R], 700.7.1, and 700.7.1[R] of the UNC Policy Manual. Any constituent institution may set admissions requirements that exceed the minimums established in this policy upon the approval of their board of trustees.

II.   High School Diploma. All students should hold a high school diploma or its equivalent.

III.   Minimum Course Requirements.   The following courses must be completed at the high school level; although, those courses may be completed at an earlier time (e.g., middle school).

A.   English: four course units emphasizing grammar, composition, and literature.

B.   Mathematics: four course units in any of the following combinations:[1]

1.   Algebra I, algebra II, geometry, and one unit beyond algebra II; or

2.   Algebra I, algebra II, and two units beyond algebra II; or

3.   Common core math I, II, and III, and one unit beyond common core math III; or

4.   Integrated math I, II, III, and one unit beyond integrated math III; or

5.   NC Math 1, 2, 3, and one unit beyond NC Math 3 identified as meeting the 4th level

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[1]Students applying to the University of North Carolina School of the Arts must only complete three mathematics courses in order to be eligible for admission.

mathematics requirement for admission to UNC System institutions.

    C.   Science: three course units, including at least:

            1.   1.   One life science unit (e.g., anatomy, biology, ecology, zoology); and

            2.   One non-life science unit (e.g., astronomy, chemistry, earth science, environmental science, physical science, physics); and

            3.   One laboratory science unitcourse.

D.   Second Language: two course units of a language other than English.

    D.   Social Studies: two course units, including one unit in U.S. history.[2]

    E.   Two additional academic courses from English, mathematics, science, world languages, social studies, or computer science.

    This section III., shall be effective for all students applying for first-time (freshman) admission to constituent institutions beginning with the 2024 fall semester.

IV.   High School Grade Point Average and Standardized Test Scores. Students must meet either the minimum high school grade point average (GPA) or standardized test score in order to be considered for admission. All applicants for admission, except those exempted by current UNC policy or regulation, must submit a standardized test score, even if they satisfy the minimum eligibility requirement through the high school GPA.

    A.   High School GPA: A minimum weighted GPA of 2.5; or

    B.   Standardized Test Scores: A composite ACT score of 19, or combined SAT (mathematics and evidence-based reading and writing) of 1010.

    C.   Chancellor's Exceptions: The maximum number of chancellor's exceptions is limited to one percent of the total number of applicants accepted as first-time undergraduates each year. A chancellor's exception may be applied to the SAT/ACT minimum requirement or the high school GPA minimum requirement.

V.   Graduates of Cooperative Innovative High Schools (Early College). Each UNC constituent institution must offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a first-time (freshman) or as a transfer student.

    A.   The constituent institution shall also provide written information to the student regarding the consequences that accompany each option and any other relevant information that may be helpful to the student when considering which option to select.

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[2]An applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore (second) year.

B. Beginning March 1, 2017, the Board of Governors shall report annually regarding the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to a constituent institution.

VI. Graduates of North Carolina School of Science and Mathematics (NCSSM). Each UNC constituent institution must offer first-time (freshman) admission to any applicant attending the residential program at NCSSM. Such offer of admission shall be contingent upon the applicant:

A. Successfully completing all NCSSM graduation requirements and remaining enrolled and in good standing at NCSSM through the time of the student's graduation. For the purposes of this policy, "in good standing" shall mean with no pending disciplinary charges or pending academic violations that could lead to dismissal as of the date of graduation;

B. Meeting the academic program requirements as outlined in Section 700.1.1.3[R] of the UNC Policy Manual;

C. Completing all application requirements established by the constituent institution by a standard public deadline; and

D. Satisfying the provisions of Section 700.5.1[R] of the UNC Policy Manual.

This guaranteed offer of admission shall apply only to acceptance to the respective constituent institutions, and shall not apply to any specific school, major, or program of study within the constituent institutions.

This section VI., shall be effective for all NCSSM students applying for first-time (freshman) admission to constituent institutions beginning with the 2022 fall semester.

VII. Notification of Stakeholders and Educational Policymakers. The president is directed to develop plans and further recommendations to inform key stakeholders and education policymakers of the changes in requirements.

VIII. Other Matters

A. Effective Date. With the exception of section VI., above, the requirements of this policy shall be effective for all first-time students applying for admission at a constituent institution for any semester beginning with the 2020 fall semester through the 2025 fall semester (including students who attended the institution for the first time in the prior summer term).

B. Relation to Federal and State Laws. The foregoing policy as adopted by the Board of Governors is meant to supplement and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.

C. Regulations and Guidelines. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

UNC System
Minimum Course Requirements

January 18, 2023

Committee on Educational Planning, Policies, and Programs

Overview

- Discussion of current Minimum Course Requirements

- Review working group's findings

- Discussion of proposed policy revisions and next steps

700.1.1 Minimum Eligibility Requirements for Undergraduate Admission

- Since 1988, the UNC Board of Governors has identified the minimum set of academic courses that a student must complete in high school in order to be eligible for admissions consideration at any constituent university

- These requirements were last reviewed in 2000. At that time, the UNC Board of Governors unanimously voted to increase the minimum course requirements in the following areas:

  - Fall 2004: Two units of a language other than English

  - Fall 2006: One additional unit of math beyond Algebra II

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Working Group's Focus

- Key objective of this review was to ensure that the set of courses required of all students are relevant and germane to the demands of today and the future

- Considered policy revisions that
  - Advance the objectives of the UNC System Strategic Plan
  - Are consistent with NC DPI graduation requirements
  - Remove barriers to access that do not improve student success
  - Provide curricular flexibility to the variety of school options available in NC

Policy Revisions Considered

- Revise Section III of 700.1.1 and replace the Second Language requirement with two additional academic courses from English, mathematics, science, world languages, social sciences, or computer science.

- Include AP Computer Science A and AP Computer Science Principles as courses that would meet the fourth math requirement

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Working Group Findings

- The NC public high school graduation requirements do not mandate that a student complete two courses in a second language, and does not mandate a student complete any computer science course

- English, math, and science requirements are similar to other systems, while there are differences with social studies and second language requirements

- Only six of the 16 UNC System institutions require foreign language as a graduation requirement for all students

- Students with documented learning disabilities struggle to meet the second language requirement

- NCAA doesn't require foreign language for eligibility

NC Future-Ready Course of Study (FRC)

Students entering ninth grade for the first time in 2021-22 must pass the following courses and earn at least 22 credits:

Four sequential English credits which shall be:

1. Starting with English I
2. English II
3. English III
4. English IV

Three Science credits which shall be:

1. A physical science course
2. Biology
3. An earth/environmental science course

Four Social Studies credits which shall be:

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

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NC Future-Ready Course of Study (FRC)

One Health and Physical Education credit:

1. Students must complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.

2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Elective credits of any combination from either:

1. Career and Technical Education (CTE) or

2. Arts Education or

3. World Language

Four Elective credits from the following (four-course concentration recommended):

1. Career and Technical Education (CTE)

2. ROTC

3. Arts Education (e.g., dance, music, theater arts, visual arts)

4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)

Minimum Course Requirements by State System

System	State	English	Math	Science	Second Language	Social Studies
University of North Carolina System	NC	4	4	3	2	2
California State University	CA	4	3	2	2	2
CUNY System	NY	4	3	3	0	4
State University System of Florida	FL	4	4	3	2	3
SUNY System	NY	4	3	3	1	4
Texas Tech University System	TX	4	3	3	2 includes computer science credits	3
University of California System	CA	4	3	2	2	2
University System of Georgia	GA	4	4	4	2 includes computer science credits	3
University System of Maryland	MD	4	4	3	2 including Advanced Technology Education	3

UNC System Foreign Language Graduation Requirements

Required	Not Required	Major-Specific Requirement
NCCU	ASU	ECU
NCSU	ECSU	UNCC
UNCA	FSU	UNCG
UNC-CH	NC A&T	
UNCW	UNCP	
WSSU	UNCSA	
	WCU	

Students with Documented Learning Disabilities

- Consistent messaging indicated that learning a second language is complex for students with documented learning disabilities

- While limited accommodations are available, a foreign language requirement may still cause completion barriers

- Standard accommodations (extended time, note-takers, etc.) may not be as impactful as in other native language courses

Student-Athletes

- The NCAA does not require foreign language, and instead requires a student-athlete to demonstrate four additional core courses earned, which can be English, math, science, social science, or others--including foreign languages

- Complete 16 core courses:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math, or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy

Recommendations

- Replace second language requirement with:
  - Two additional academic courses from English, mathematics, science, world languages, social studies, or computer science
    - Implementation for first-year undergraduate students applying for fall 2024 admissions
    - Larger context for capturing high-level interest in subjects such as computer science and social studies

- The working group does not recommend that AP Computer Science A or AP Computer Science Principles count towards the fourth math requirement

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Recommendations

- Clarify science requirements
  1. One life science unit (e.g., biology, ecology, zoology); and
  2. One non-life science unit (e.g., astronomy, chemistry, earth science, environmental science, physical science, physics); and
  3. One laboratory science unit

- Assist students and high school counselors in selecting courses that meet MCR

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QUESTIONS?