

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

September 11, 2024 at 2:15 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Board Room
Raleigh, North Carolina

AGENDA

OPEN SESSION

A-1.	Early College High School Graduates Report	Bethany Meighen
A-2.	Choose NC: Application Redirect Pilot	Rachelle Feldman, Bethany Meighen, Shun Robertson
A-3.	UNC Board of Governors Resolution on Literacy in Teacher Preparation	Dr. Emily Solari, University of Virginia
A-4.	Adjourn	



MEETING OF THE BOARD OF GOVERNORS Committee on Educational Planning, Policies, and Programs September 11, 2024

AGENDA ITEM

A-1. Early College High School Graduates Report...... Bethany Meighen

Section 11.16 of S.L. 2015-241 directs the Board of Governors of The University of North

Carolina System to adopt a policy that requires each constituent institution to 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 freshman or as a transfer student. The constituent institution must provide the student with relevant information regarding each option and report annually to the Joint Legislative Education Oversight Committee the number of students in this cohort and which option was chosen by those students

when applying to a constituent institution.

Background: The final version of this report must be submitted to the Joint Legislative Education

Oversight Committee no later than September 30, 2024, as required in Section 11.16.

(b) of S.L 2015-241.

Assessment: The "Early College Graduates Report" provides an overview of the implementation

process of Section 11.16 of S.L. 2015-241, including a discussion of the revision process for Section 700.1.1 of the UNC Policy Manual, *Minimum Eligibility Requirements for First-time Undergraduate Admissions*, to meet these new requirements. The report provides data outlining the number of students who graduated from a cooperative, innovative high school program with an associate degree. The report also provides details about how many of those students chose to enter the UNC System as freshmen

and how many entered as transfer students.

Action: This item is for information only.



EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

A Report to the Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 30, 2024

As Required by Session Law 2015-241 (H.B. 97)

EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE September 30, 2024

HOUSE BILL 97: 2015 Appropriations Act, Section 11.16: Early College Graduates/The University of North Carolina Admission Policy

Section 11.16 of S.L. 2015-241 directs the University of North Carolina Board of Governors to adopt a policy to require each constituent institution to offer any student who graduated with an associate degree from a cooperative innovative high school program and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide relevant information regarding each option to the student.

Beginning September 30, 2017, the Board must report annually to the Joint Legislative Education Oversight Committee regarding the number of students who graduated with an associate degree from a cooperative innovative high school program and which option those students chose when applying to a constituent institution.

This section became effective July 1, 2015, and applied to the 2016-17 academic year and each subsequent academic year.

Implementation of House Bill 97 Section 11.16

On April 1, 2016, the Early College/UNC Admissions Policy working group was convened at the UNC System Office to review House Bill 97 Section 11.16 and develop regulations for implementation and assessment. The following institutions were represented on the working group: Appalachian State University, East Carolina University, Fayetteville State University, North Carolina Central University, NC State University, University of North Carolina at Charlotte, University of North Carolina at Charlotte, University of North Carolina at Greensboro, University of North Carolina Wilmington, and Western Carolina University. Additionally, representatives from the North Carolina Department of Public Instruction and the North Carolina Community College System served on the working group.

From this working group, Section 700.1.1 of the UNC Policy Manual, *Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements*, was revised to include the following requirements, which the UNC Board of Governors approved on July 29, 2016:

700.1.1. Section IV. Graduates of Cooperative Innovative High Schools (Early College)

Beginning with the 2016-2017 admissions application cycle for enrollment in the 2017-2018 academic year, 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 freshman or as a transfer student.

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.

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.

Following the approval of these revisions, all constituent institutions posted relevant information outlining the policy update to institution websites by November 22, 2016, and have continued to update these links (see Appendix A).

The table in Appendix B reports the number of students who self-identified as candidates for graduation from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC System constituent institutions. Each institution submitted this information to the UNC System Office and collected this information either directly from the student's application or through follow-up communications with the student. Constituent institutions received 8,903 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

Institution Link to Early College Admissions Policy		
ASU	https://admissions.appstate.edu/how-apply/first-year-students	
ECU	https://admissions.ecu.edu/apply/freshmen/	
ECSU	https://www.ecsu.edu/admissions/prospective-students.php	
FSU	https://www.uncfsu.edu/fsu-admissions/undergraduate-admissions/early-college	
N.C. A&T	https://www.ncat.edu/admissions/undergraduate/freshman/nc-cooperative-innovative-high-school-students.php	
NCCU	https://www.nccu.edu/admissions/early-college-students	
NC State	https://admissions.ncsu.edu/apply/early-college/	
UNCA	https://www.unca.edu/admission/apply/other-students/	
UNC-CH	http://admissions.unc.edu/apply/faqs-n-c-cooperative-innovative-high-school-applicants/	
UNCC	https://admissions.uncc.edu/admissions/early-college-high-schools	
UNCG	https://admissions.uncg.edu/apply/freshmen/early-college-students/	
UNCP	https://www.uncp.edu/admissions/undergraduate-admissions/freshman	
UNCSA	https://www.uncsa.edu/admissions/undergraduate/index.aspx	
UNCW	https://uncw.edu/admissions/undergraduate/early-college	
WCU	https://www.wcu.edu/apply/undergraduate-admissions/first-year-students/early-college.aspx	
WSSU	https://www.wssu.edu/admissions/apply/early-college.html	

Appendix B: Fall 2024 ECHS Application Information

UNC System Institutions	Total Number of Applicants who Self- Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshman	Applicants Requested to be Reviewed as Transfer
Appalachian State University	1051	996	55
East Carolina University	440	382	58
Elizabeth City State University	109	109	0
Fayetteville State University	120	116	4
North Carolina A&T State University	271	270	1
North Carolina Central University	575	563	12
North Carolina State University	1629	1606	23
University of North Carolina Asheville	473	466	7
University of North Carolina at Chapel Hill	1066	1064	2
University of North Carolina at Charlotte	1353	1328	25
University of North Carolina at Greensboro	60	60	0
University of North Carolina at Pembroke	447	446	1
University of North Carolina School of the Arts	22	21	1
University of North Carolina Wilmington	237	202	35
Western Carolina University	529	529	0
Winston-Salem State University	521	521	0
TOTALS	8903	8679	224



EARLY COLLEGE HIGH SCHOOL GRADUATES REPORT

September 11, 2024

HOUSE BILL 97: 2015 Appropriations Act, Section 11.16: Early College Graduates/The University of North Carolina Admission Policy

- Section 11.16 of S.L. 2015-241 directs the Board of Governors (BOG) of The
 University of North Carolina System to adopt a policy to require each
 constituent institution to offer any student who graduated with an associate
 degree from a cooperative innovative high school program and who applies for
 admission to a constituent institution the option of being considered for
 admission as a freshman or as a transfer student. The constituent institution
 must provide relevant information regarding each option to the student.
- Implemented for the 2016-2017 admissions application cycle for enrollment in the 2017-2018 academic year
- BOG must report annually to the Joint Legislative Education Oversight
 Committee regarding the number of students who graduated with an associate
 degree from a cooperative innovative high school program and which option
 those students chose when applying to a constituent institution.



Career and College Promise: Structured Pathways

 NC's program to provide high school students access to post-secondary education, without cost.

 NC Session Law 2011-145: Authorize local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities that will expand students' opportunities for educational success through high quality instructional programming.

College Transfer Career and Technical Cooperative Innovative Education (CTE) (CTP) High Schools (CIHS) Early College Curriculum Grades 9-12/13 Juniors & Seniors Freshmen / Only Sophomores: Select Options Juniors & Seniors: Transfer Pathways Certificates & Diplomas Middle College AN/AS/AE/ADN Grades 10/11th - 12/13th AFA-Visual Arts Workforce Continuing Education Other CIHS Juniors & Seniors Only 9-12/13 State and Industry Recognized Credentials

Cooperative Innovative High Schools (CIHS/Early Colleges): 2023-2024

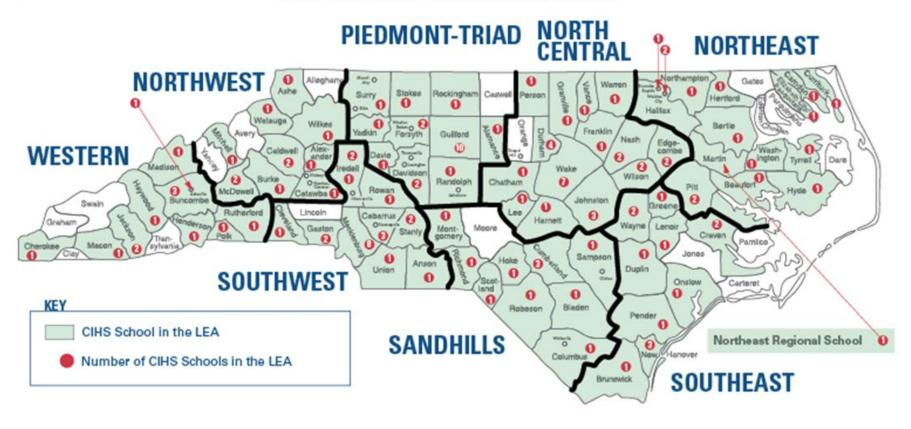
Currently, there are 134 CIHS:

- 119 CIHS partner with community colleges
- 11 CIHS partner with UNC institutions
 - O Charlotte Engineering Early College High School, UNCC
 - O Charlotte Teacher Early College High School, UNCC
 - O Cross Creek Early College High School, FSU
 - O Cumberland International Early College High School, FSU
 - O Josephine Dobbs Clement Early College High School, NCCU
 - O The A&T Four Middle College at NC A&T
 - O STEM Early College at NC A&T
 - Middle College at UNCG
 - O Isaac M. Bear Early College High School, UNCW
 - O Innovation Early College High School, ECU
 - O Wake STEM Early College High School, NCSU
- 5 CIHS partner with independent colleges



NC Cooperative Innovative High Schools

AS OF SEPTEMBER 2023





Partnerships with NC A&T State University

Middle College at NC A&T

School Creed

I will commit to excellence.

I will be respectful of myself and others.

I will take complete responsibility for my actions.

I will be a servant to my community.

I will be a reflection for others to follow.

I will make success the only option.

I will speak with intelligence.

I will transform my mindset from boy to man.

I will value my education.
I will go to college.

THE UNIVERSITY OF





STEM Early College at NC A&T

- Designed to serve highly motivated, high-performing students with an interest in science, technology, engineering and math
- Participation in the Capstone research project during the freshman and sophomore years.
- Students engage in the engineering design process to develop and test different ideas and solutions to problems facing engineers in today's world.

Charlotte Teacher Early College

- Charlotte Teacher Early College (CTEC) opened in August 2017 to serve students interested in a career in education.
- The early college model is designed to provide opportunities for high school students to earn college credit, free of charge, during the five years in the program.
- CTEC admits 55 students in the ninth grade each year and tenth grade students based on availability.
- Students typically spend the first two years in the program completing their high school coursework. Most students begin taking a combination of high school and college courses at the beginning of their 11th-grade year. The number of college courses increases during the 12th and 13th grade years.
- CTEC students can choose to graduate after the 12th grade or stay to earn additional free college credit in the 13th grade.





Fall 2024 CIHS/ECHS Application Information

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AGENDA ITEM

A-2. Choose NC: Application Redirect PilotRachelle Feldman, Bethany Meighen, Shun Robertson

Situation: Each year, the University of North Carolina at Chapel Hill receives more applications

from highly qualified first-year students than it can admit. To encourage these students to remain in the University of North Carolina System and continue their educational journey, UNC-Chapel Hill, in collaboration with the University of North Carolina System

Office, has launched a pilot redirect program with five UNC System institutions.

Background: In August 2024 UNC-Chapel Hill launched the pilot program Choose NC, for all first-year

students applying to UNC-Chapel Hill for fall 2025 admission. Applicants will be given the opportunity to opt-in to have their application materials automatically redirected to any of the participating institutions, if UNC-Chapel Hill is not able to offer them admission. Applicants can select from Elizabeth City State University, University of North Carolina Asheville, University of North Carolina at Pembroke, University of North

Carolina at Greensboro, or Western Carolina University for consideration.

Assessment: UNC-Chapel Hill and the System Office will evaluate the success of the pilot after the

2024-25 admissions cycle and consider whether to extend, expand, or otherwise adjust.

Action: This item is for information only.



Choose NC Program Presentation

University of North Carolina at Chapel Hill

Rachelle Feldman, Vice Provost for Enrollment

September 11, 2024

Agenda

- 1 About the Program
- 2 Program Launch
- Marketing and Communications
- 4 What's Next?
- 5 Questions



of NORTH CAROLINA

at CHAPEL HILL

About the Program



Program Summary



The **Choose NC Program** allows students who are not admitted to UNC-Chapel Hill to automatically apply to other University of North Carolina System schools through the Common Application.



It's fast, simple, and opens the door to more opportunities. We know the right school for students is out there, and this program is here to help them find it. **We hope they choose NC**.



Participating schools include Elizabeth City State University, UNC Asheville, UNC Greensboro, UNC Pembroke, and Western Carolina University.



Program Highlights

Facilitates the sharing of student applications
between UNC-Chapel Hill and participating UNC
System schools.

First-year applicants may give permission to share
their application with
participating UNC System
schools in the event they
are **not admitted** to
Carolina.

Allows UNC System schools to access and evaluate the admissions applications and communicate individual school's admissions decision directly with the applicant.

Why it matters to the System

- Access The project aligns with the system's commitment to college access.
- Opportunity Provides denied applicants with a seamless option to apply to other UNC System schools.
- Visibility Eliminates enrollment barriers for talented students who may not be aware of other UNC System opportunities.

- Advocacy Promotes opportunities offered by other UNC System schools.
- Retention Attracts and keeps talented students in North Carolina.
- Partnership Strengthens UNC System school partnerships throughout the state.

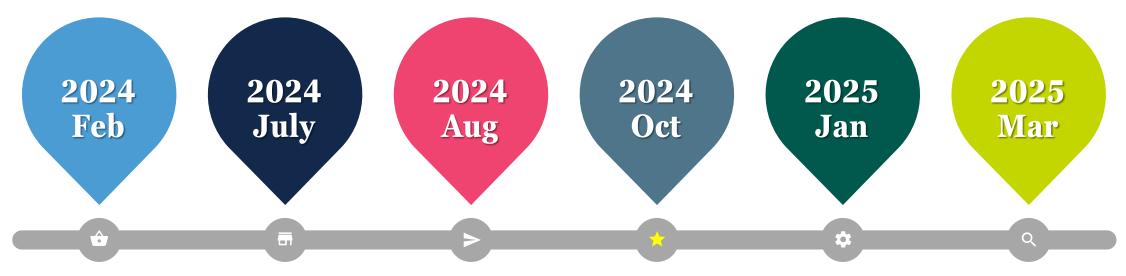


How we measure success

- Opt-in participation rate
- Application and enrollment data transfer fluidity
- Technical reliability and security
- Feedback from key stakeholders, students, and other constituents

Program Launch

Choose NC Program Timeline



Pilot Charter

Charter and project plan drafted.

Ready to Launch

All assets and technical solutions in place prior to Common App

opening.

Pilot Go-Live

Common App Opens 8/1.

Data Delivery

First opt-in data sent to partner schools.

EAD Release

Students receive admissions decisions, files sent to CFI for partner schools.

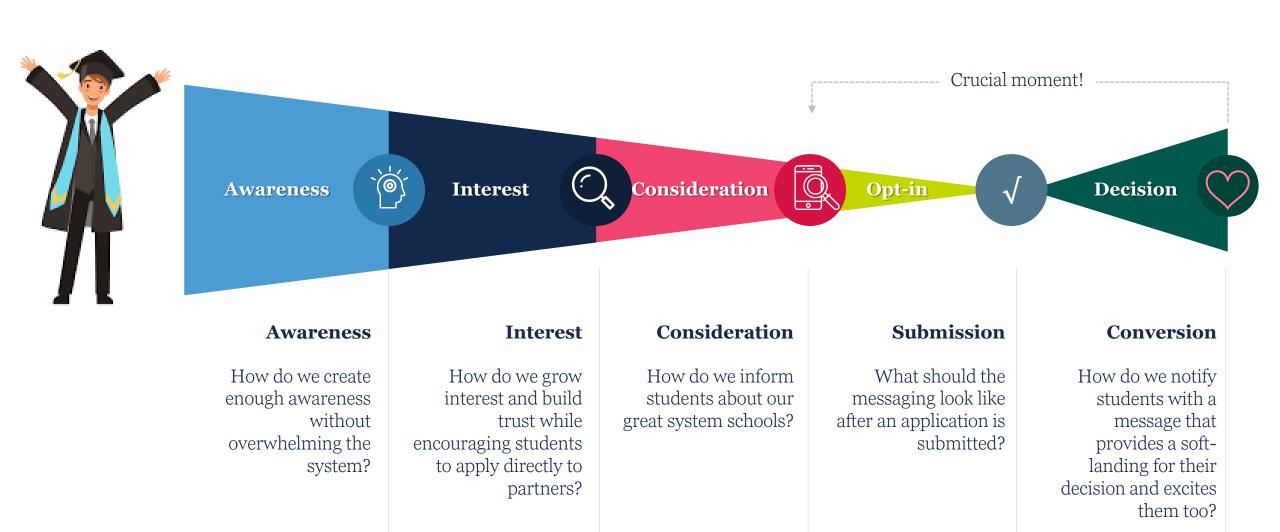
Reg Release

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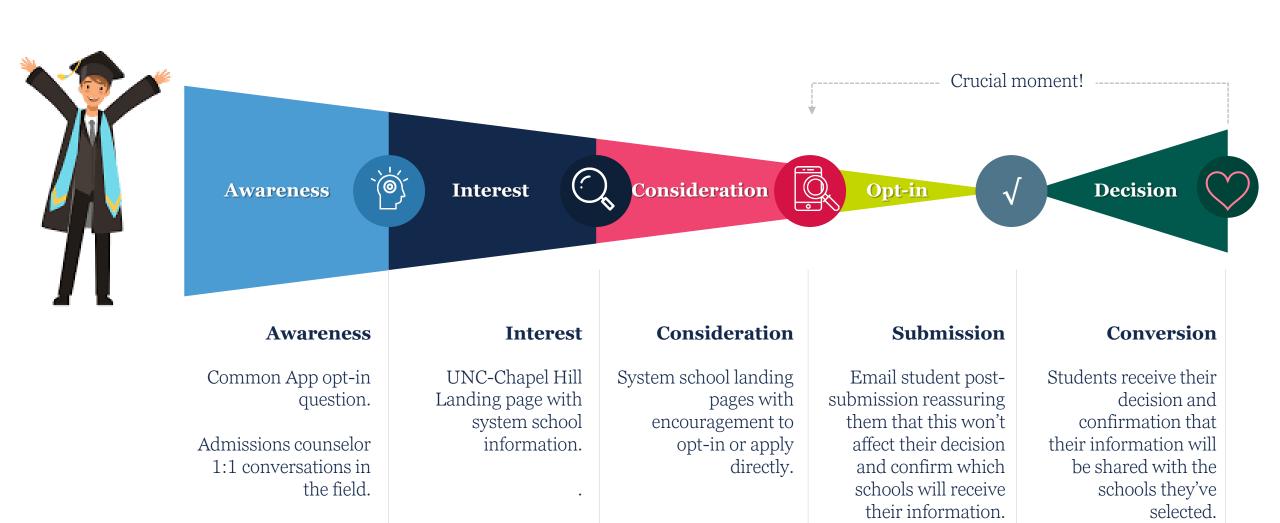
Marketing & Communications



Student path to conversion



Student path to conversion

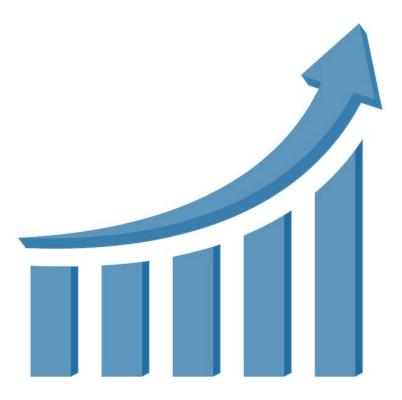


Next Steps



What's Next?

- First application batches received in mid-Sept.
- Inform system partners on early results
 - Reports of total volume, including residency status
- Test technical functionality of email notifications
- Early decision release in Jan '25
- Verify data transfer





THE UNIVERSITY

of NORTH CAROLINA

at CHAPEL HILL



Search

My Carolina

EXPLORE
VISIT
PREPARE

APPLY

AFFORD

QUESTIONS

ACCEPT

CREDIT



Home > Choose NC Program

Choose NC Program

Choose NC is a new program that allows you to automatically apply to other University of North Carolina schools if Carolina is not able to offer you admission. It's fast, simple, and opens the door to more opportunities.

WHAT HAPPENS WHEN I OPT-IN TO CHOOSE NC?

We're committed to supporting you through your academic journey. If we are unable to offer you admission and you opt-in to Choose NC, we will automatically send your application for review to the University of North Carolina System schools you select when prompted on the Common Application. The schools will then notify you about the next steps.

- Opting-in to Choose NC won't affect your application for admission to Carolina.
- If you are already planning to apply to any of the UNC schools in the Choose NC Program, we encourage you to apply directly to each school, so you receive full consideration for any special opportunities they offer.
- Each school has its own admissions and financial aid teams that are eager to assist you.

Fast, simple, and offering more opportunities, applicants can select from Elizabeth City State University, UNC Pembroke, UNC Greensboro, or Western Carolina University for consideration.



Elizabeth City State University

Fast Facts

- Founded: 1891
- Location: Elizabeth City, NC
- Total Students: 2,165

ECSU offers a wide range of degree programs and certificates that empower new, professional opportunities, and personal growth. Their signature areas of study include the humanities, education, and aviation. Every academic program at ECSU uses advanced technologies and handson learning to provide a valuable, high-quality education at an affordable cost. To them, every student matters – and it shows.

Learn more about Elizabeth City State University.

University of North Carolina at Asheville

Fast Facts

- Founded: 1927
- Location: Asheville, NC
- Total Students: 2,907



UNC Asneville encourages bold students to explore the world in meaningful & unexpected ways. Our liberal arts and sciences approach fosters critical inquiry, dialogue, & curiosity. More than 65% of undergrads conduct research across 60+ academic programs. Bulldogs live in Asheville, one of the most vibrant U.S. cities situated in the Blue Ridge Mountains. 80% of students receive financial aid, & instate residents with an AGI of \$80K or less have tuition & fees covered through Access Asheville.

Learn more about University of North Carolina at Asheville.



University of North Carolina at Greensboro

Fast Facts

- Founded: 1891
- Location: Greensboro, NC
- Total Students: 17,743

UNC Greensboro offers a unique campus vibe where students are authentically welcomed and accepted. At NC's most diverse university, students learn from each other's experiences. Rated #I for Student Experience and #I lowest net cost UNC system university, at UNCG we live by our motto: Be You. UNCG has 150+ undergraduate programs, 250+ student groups, 17 NCAA Division I sports teams, and a beautiful historic campus in NC's 3rd largest city, home to 40,000 college students.

Learn more about <u>University of North Carolina at</u> <u>Greensboro</u>.



University of North Carolina at Pembroke

Fast Facts

- Founded: 1887
- Location: Pembroke, NC
- Total Students: 7,630

The University of North Carolina at Pembroke offers innovative academic programs in liberal arts, sciences, health, business, and education. Small class sizes promote personalized learning and mentorship. Our students have access to undergraduate research, study abroad, and the Maynor Honors College. Direct admission pathways to prestigious schools in law, medicine, and other fields are available. Located in Pembroke, UNCP balances small-town charm with access to larger cities, providing a balanced setting for study, fostering strong community engagement, and creating life-long connections. Discover the benefits of a UNC Pembroke education.

Learn more about <u>University of North Carolina at Pembroke</u>.



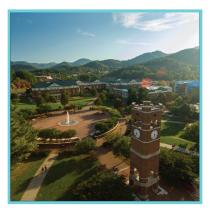
Western Carolina University

Fast Facts

- Founded: 1889
- Location: Cullowhee, NC
- Total Students: 11,268

Western Carolina University attracts students from around the globe for its nationally ranked programs, affordability through NC Promise and exceptional student support. Recognized as a top adventure college and surrounded by the Blue Ridge and Great Smoky Mountains, you can explore the region's vast natural diversity through unrivaled experiential learning and recreational activities. The students who come to Western Carolina University are ready to explore, to challenge themselves and work harder for their ambitions.

Learn more about Western Carolina University.



Start Your Application

THE OFFICE OF UNDERGRADUATE ADMISSIONS is part of the <u>Division of</u> <u>Enrollment</u> at the University of North Carolina at Chapel Hill.

Office Address Jackson Hall 174 Country Club Road Chapel Hill, NC 27514

Phone (919) 966-3621

Office Hours Monday - Friday 8:30 a.m. - 5 p.m. EST/EDT

X @ f O

Apply Now Mailing List

2024 © The University of North Carolina at Chapel Hill



A PLACE TO BE YOU

One of the three original UNC System universities, UNCG is renowned for over 130 years of academic excellence and expanding opportunities for all. We're particularly wellknown for our remarkable diversity, attracting students from all walks of life with our unique message: **Be You**.

As well as our vibrant, exciting student experience that's ranked #1 in NC, UNCG is a remarkable and affordable educational value. We're rated the #1 lowest cost university in the UNC System by The New York Times, with savings of hundreds of dollars or more every year over the system average. And we go the extra mile to make college affordable for you, with tens of millions of dollars in scholarship and other support funds available to our students every year.



150+

18,000

17:1

79%

MAJORS AND CONCENTRATIONS

STUDENTS

STUDENT-TO-FACULTY RATIO

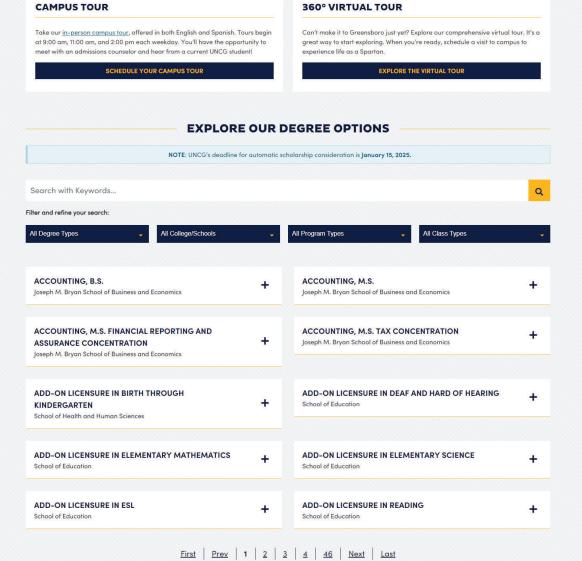
FIRST YEAR STUDENTS RECEIVING NEED-BASED OR MERIT-BASED SCHOLARSHIPS

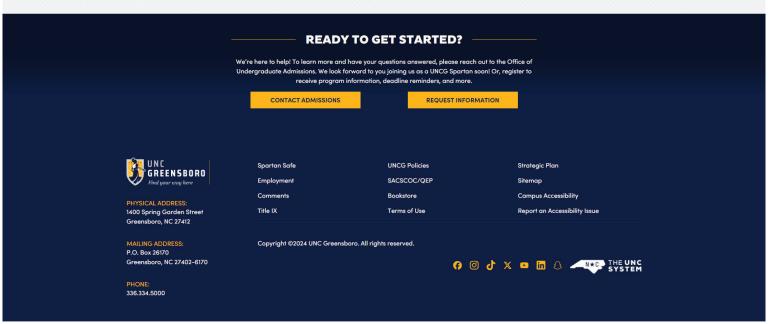
VISIT OUR CAMPUS

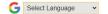
The best way to see how LINCG fits your goals is to experience our welcoming Greek













Choose NC V

Choose NC Program

Choose NC is a new pilot program that allows students to automatically apply to other University of North Carolina System schools if Carolina is not able to offer them admission. It's fast, simple, and opens the door to more opportunities.

About the program

We're committed to supporting you through your academic journey. If we are unable to offer you admission and you opt-in to Choose NC, we will automatically send your application for review to the University of North Carolina schools you select below: Elizabeth City State University, University of North Carolina at Asheville, University of North Carolina at Greensboro, University of North Carolina at Pembroke, and Western Carolina University. The schools will then notify you about the next steps. Learn more about our partner schools.

Each school has its own admissions and financial aid teams that are eager to assist you. You'll learn about valuable scholarship opportunities and deadlines, their community and culture, and their unique academic offerings.

Opt-in or apply directly.

Opting-in to Choose NC won't affect your application for admission to Carolina. If you are already planning to apply to any of the University of North Carolina schools below, we encourage you to apply directly to each school, so you receive full consideration for any special opportunities they offer.

Would you like to participate in Choose NC? By opting-in to Choose NC,
you give UNC-Chapel Hill permission to send your application information to
the schools you choose if Carolina is not able to offer you admission.*

○ Yes	
○ No	
Clear answe	r

Continue

Rachelle Feldman

Vice Provost of Enrollment, University of North Carolina at Chapel Hill



Rachelle Feldman is the Vice Provost of Enrollment at the University of North Carolina at Chapel Hill, where she oversees Undergraduate Admissions, the Office of Scholarships and Student Aid, the University Registrar, and the Carolina College Advising Corps. She is actively involved in national enrollment, financial aid, and financial education organizations, serving as a trustee of the National Endowment for Financial Education (NEFE) and a member of the College Board's Enrollment Leadership Group. Feldman has also served as chair of the Higher Education Loan Coalition (HELC) and the Coalition of State University Aid Administrators (COSUAA) and is a former national board member of the National Association of Student Financial Aid Administrators (NASFAA). She continues to contribute to various task forces and committees, including the FAFSA Simplification Implementation Working Group, and previously chaired NASFAA's Prior-Prior Year Implementation Task Force. Feldman has participated in multiple rounds of negotiated rulemaking with the U.S. Department of Education and has testified about FAFSA simplification before the U.S. Senate HELP Committee in September 2000 and the House Higher Education Subcommittee earlier this year. Before her tenure at UNC-Chapel Hill, she was Assistant Vice Chancellor of Financial Aid and Scholarships at the University of California, Berkeley. She holds a BS in Economics and a BA in Dramatic Art/Dance from UC Berkeley, as well as an MS in Economics from Golden Gate University.

Presenter, University of North Carolina Board of Governors Meeting September 11, 2024



MEETING OF THE BOARD OF GOVERNORS Committee on Educational Planning, Policies, and Programs September 11, 2024

AGENDA ITEM

A-3.	UNC Board of Governors Resolution on	
	Literacy in Teacher Preparation of Virgin	ıia

Situation:

In its September 2023 meeting, the Committee on Educational Planning, Policies, and Programs received the results of a second Systemwide review of teacher preparation in early literacy. That review found that, while most programs were progressing in the correct direction based on 2022 feedback from external reviewers, additional action was necessary for many programs. In response, the Board passed a resolution calling on the 14 educator preparation programs to continue addressing areas in need of improvement during the 2023 review cycle and submit evidence of changes made by July 1, 2024. The Board will receive a summary report on the progress made by educator preparation programs in response to the 2023 feedback.

Background:

The 2020 Board of Governors' Resolution on Teacher Preparation called on the System to develop and adopt a common framework for literacy based on the science of reading that all educator preparation programs in the System would adopt. With the 2021 passage of the Excellent Public Schools Act, state statute 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.

In S.L. 2021-180, the Board and the System 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 resulting report was presented to the Board in January 2023. In response, the Board passed a resolution calling on all educator preparation programs rated "good" or below to address areas in need of improvement and submit evidence of changes made by July 1, 2023. The System Office contracted with a team of external experts to assess the evidence submitted by each educator preparation program on or before July 1. Findings of the review team were presented to the Board on September 13, 2023, at which time the Board passed an additional resolution to continue addressing outstanding feedback and resubmit materials by July 1, 2024. The UNC System Office maintained the same review team for the 2024 review cycle.

Assessment: The Board will receive updates on progress made since the September

2023 resolution.

Action: This item is for information only.

2024 Literacy Review Executive Summary

2023 Review of Literacy Coursework in Educator Preparation Programs

At its January 2023 meeting, the Board of Governors approved a resolution that called on 14 educator preparation programs (EPPs) to respond to areas that TPI-US had identified as in need of improvement in its review of literacy coursework across the UNC System. In compliance with the Board resolution, 14 EPPs submitted revised syllabi and course materials to the System Office on or before July 1, 2023. The 2023 review focused on the Board's and the System's main objectives: 1) Responsiveness of the programs to the TPI-US reviews; 2.) Alignment of the revised syllabi and course materials to the UNC System's Literacy Framework; and 3.) Quality of the materials and resources included in the revised courses.

Results of the 2023 external review found that there was great variation between the literacy course offerings across the UNC System. While it was evident that some of the programs had made progress in developing syllabi that aligned with the most up to date evidence base, all 14 programs required revisions and the depth to which topics on science-based reading development were incorporated into foundational courses required improvements across a majority of the programs. Reviewers found that the special education courses tended to have stronger alignment to the UNC System's Literacy Framework, which outlines foundational literacy skills necessary for instruction in reading development, than the general education courses for reading instruction. There was variation in the quality of materials incorporated into the courses, including videos, weblinks, required and recommended readings, and literacy assessments incorporated into instruction. The reviewers recommended that all 14 EPPs incorporate changes to specific courses that would improve the overall quality of the programs and carefully plan how to ensure that foundational reading courses cover all necessary foundational skills, either through significant course revision or the creation of a new required course within the course sequence. Recommendations were also made to align practicum experiences and assignments to the foundational courses in reading instruction, making these purposeful and to reinforce the material taught in these foundational classes.

2024 Review of Literacy Coursework in Educator Preparation Programs

Following the 2023 review, 14 EPPs were asked to continue revising course syllabi aligned to the detailed feedback received after the 2023 review cycle. All 14 EPPs submitted revised syllabi and course materials on or before July 1, 2024. In alignment with the previous review cycle, programs were asked to summarize revisions made to the coursework in both elementary and special education in response to the 2023 review. Programs were also asked to submit revised syllabi, provide access to all course materials

and resources, and provide the overall course sequence for the literacy courses for both elementary and special education.

Review Process

The external review team consisted of the same seven reviewers from the 2023 review cycle, with expertise in developing and implementing early literacy coursework in both elementary education and special education that is aligned with evidence-based literacy practices. Three of these experts served as lead reviewers of the external review team.

Each program was reviewed in three phases. First, the three lead reviewers of the external review team examined all documents provided by EPPs submitted to the System Office in response to 2023 review. Next, each program was randomly assigned to two external review team members for a more rigorous examination of program materials. Lastly, the three lead reviewers examined all program-specific feedback, including the detailed summary documents containing main findings and recommendations that the two reviewers prepared for each program. Each phase of the review process is described in greater detail below.

Phase One: Initial Assessment by Lead Reviewers

Upon submission of EPP program materials, the three lead reviewers conducted an initial review to determine if all revised syllabi and associated materials were submitted, including all supporting documentation and resources. During this phase, the three lead reviewers analyzed the summary supplied by each program for evidence of overall and program-specific responses to the 2023 review and determined whether additional information was needed from individual programs to complete a comprehensive review of the literacy course content. If it was determined that additional information was needed, it was requested at this time. Additionally, during this phase, the lead reviewers provided guidance to the two external review team members assigned to each program on the level of detail provided by the programs to highlight their responses to 2023 review and specific course revisions.

Phase Two: Detailed Assessment by Program-Specific Reviewers

Upon completion of the initial review of materials, a comprehensive review of each program was conducted by two members of the external review team. To maintain consistency and familiarity with the content, each program was reviewed by one member of the original 2023 external review team who continued through to the current review alongside a newly assigned reviewer. This phase of the review included an in-depth look at the revisions made to the programs, including the associated syllabi, course materials, and written responses from the EPPs. During this phase, the two external reviewers assigned to

a program independently examined all provided documents, syllabi, and referenced course resources in detail to assess the extent to which each program responded to the findings in the 2023 review and incorporated quality resource and materials into revised syllabi. After independent review, the two reviewers assigned to the program met and came to consensus on a comprehensive feedback form for each EPP. That feedback included detailed information regarding changes to courses made in response to 2023 review, any new courses created since the 2023 review, and responses to the 2023 review overall program feedback. The program-specific expert reviewers also provided additional course recommendations and areas for improvement, when appropriate.

Phase Three: Synthesis of Feedback by Lead Reviewers

Finally, after the program specific reviews were complete, the comprehensive feedback forms were shared with the three lead reviewers of the external review team who performed the initial phase of the review. The lead reviewers met to examine all of the program-specific feedback across the 14 EPPs. Lead reviewers analyzed all feedback forms to determine common themes across the programs, including themes across responses to 2023 review concerns, alignment of programs to the UNC System's Literacy Framework, and the quality of materials and resources utilized in literacy courses. The lead reviewers synthesized the findings and drafted recommendations for the Board and the System Office, including identification of the supports that individual programs may require in further refining literacy coursework syllabi and associated materials, as well as support structures necessary for successful implementation of the revised courses.

To further guide refinement of literacy coursework and successful implementation, each EPP will receive a completed report from the external review team with the following documents and information:

- Review Process Guide: provides EPPs with information about the review process and guidance on how to navigate program feedback.
- Comprehensive Feedback Form: detailed feedback for each EPP related to their responsiveness to the 2023 review, alignment of syllabi and associated materials to the, the quality of the syllabi, resources, and materials for each course. The comprehensive feedback form includes:
- Overall Program Areas for Improvement: considers the quality of the overall program and their approach to teaching literacy across all courses. This review includes all documents provided by the EPP to analyze the program's response to concerns from 2023 review, including the detailed 2024 action plan and whether the responses adequately addressed concerns from 2024. Additional

- recommendations are provided if necessary, and an overall satisfactory rating is provided, determined by the course specific improvements.
- Course-specific Findings: considers course specific content and evaluated the materials provided by the EPP to analyze program response to overall recommendations from 2023 review and whether or not the responses adequately addressed those recommendations, with included additional recommendations. Course specific satisfactory ratings are provided, which provide information from reviews on whether courses require an additional round of review or edits.

Overall Findings

After the comprehensive review, the external review team determined that the programs fit into three distinct categories: 1) EPPs that were fully responsive to the 2023 feedback; 2) EPPs that were mostly responsive to feedback but still require revisions for at least one literacy course; 3) EPPs that were responsive to some feedback but require more significant revisions.

Fully Responsive EPPs

The review revealed that 7 EPPs were responsive to the 2023 feedback, are aligned to the UNC System's Literacy Framework, and utilize high quality materials and resources across the programs literacy courses. Due to all the meaningful additions, the following programs were satisfactory, and reviewers did not suggest an additional round of revisions. These programs include Appalachian State University, Fayetteville State University, NC A&T State University, NC Central University, NC State University, UNC Greensboro, and UNC Wilmington. Specific to these 7 programs, responsiveness to the 2023 review is evident through the detailed action plans and information in the syllabi that includes terms and lectures related to science-based reading development frameworks and foundational skills. All 7 programs made progress toward improving literacy course content and materials and edited courses and overall programs based on specific feedback from the 2023 review. Notable changes to these programs include:

 Addition of evidence-based or updated textbooks and reading across many of the courses. These updated texts and readings included those focusing on foundational literacy skills, language development, and supporting diverse learners (students with disabilities, ELs, and students speaking other dialects of English, such as AAE).

- Foundational literacy courses were either revised across programs or added to program sequences. The content of the foundational literacy courses is aligned to the scientific evidence base for teaching early reading.
- Programs added coursework specific to the assessment of early literacy for foundational skills, utilizing literacy assessments aligned to the scientific evidence based for teaching early reading.
- Programs updated practicum coursework to be more purposeful and aligned with
 the foundational courses for literacy development in the program. For example,
 programs on foundational literacy courses would introduce a specific assessment
 to measure a foundational literacy skill, and the practicum coursework would
 incorporate use of that assessment or have an associated assignment dissecting
 real student data from that assessment.

Responsive EPPs Requiring Minor Revisions

Three EPPs made many positive changes to their literacy coursework and their overall programs; however, these programs contain one or more courses that would benefit from additional review due to unsatisfactory ratings for a specific course within the course sequence. These programs include East Carolina University, Western Carolina University, and Winston-Salem State University. Specific course recommendations for these programs are included in the comprehensive feedback for each program. In general, the review found that courses from these programs that require additional review were the outliers in otherwise cohesive courses of study. Recommended revisions to these courses include:

- Ensure that courses present material in alignment to what has been introduced in earlier courses. Work in collaboration with other faculty within their program to continue consistent cumulative review of the evidence-base introduced in earlier coursework.
- Select course resources and materials that are of high quality and aligned with the scientific evidence based for teaching early reading, including teaching both decoding and language comprehension skills.
- Ensure that courses intended to support students with disabilities include evidence-based resources for many different subgroups of learners, including students with reading specific disabilities, autism, and intellectual disabilities.

EPPs that Require Significant Revisions

Four programs will require ongoing revisions and review. These programs include Elizabeth City State University, UNC Pembroke, UNC-Chapel Hill and UNC Asheville. These programs did make efforts to incorporate some of the suggestions from reviewers in 2023; however, these additions or changes to the courses were not always focused on the scientific evidence-based for teaching early literacy or interpreted correctly. Each program will receive detailed feedback on suggested revisions to better align their program to the evidence base. Notable suggestions include:

- Utilize texts and resources that are aligned to the scientific evidence base and do
 not reference early literacy teaching methods that are not aligned. This includes not
 relying on text that reference three cueing as an approach to teaching early word
 reading.
- Utilize texts and resources that provide students with evidence based developmental reading theories, as overall, these programs that were found to be unsatisfactory demonstrated overreliance on reading development theories that are not grounded in a strong evidence base. These EPPs should incorporate foundational development theories of reading that have been supported over time and with multiple subgroups of learners, such as the Simple View of Reading and Scarborough's Reading Rope.
- Programs require significant improvement to the quality of materials and resources included in the courses (see more details about quality of materials and resources below).

Quality of the materials and resources included in the revised courses

The review revealed that most of the programs made edits to improve the overall quality of the materials and resources, including textbooks, journal articles, web-based resources, and reports. However, several programs are in need of overall continued support to identify and embed high-quality, evidence-based resources into their course materials, and a few of the programs include one or two specific courses that would benefit from revision of resources. Below are the main findings related to this criterion for programs that continue to need revision:

- Course resources and instructional materials (including videos, weblinks, required and recommended course texts and readings) included in the syllabi are outdated or contain references to outdated methods of literacy instruction.
- Specific readings or resources that were recommended by the 2023 review may be listed on a syllabus, but do not seem to be incorporated into the weekly instruction based on the weekly class assignments, readings, and or topics.
- Specific readings or resources that were recommended or encouraged to be removed from the syllabus in the 2023 review for reasons such as being outdated or not grounded in science-based reading research continue to be included.

Recommendations and Next Steps

The EPPs should be commended for their efforts to better align course syllabi to the scientific evidence base for teaching early reading and writing. Since the 2023 review, all programs have made progress toward meeting the requirements of alignment of course requirements to scientific evidence base. Many of the System's programs have put in a significant amount of work to revise and improve course offerings; this includes the 7 programs that were deemed fully responsive and the 3 that have require minimal revisions after this round of review. The full implementation of evidence-based literacy coursework requires not only the development of adequate syllabi, but support for implementation of the literacy coursework, continued examination of the supporting course resources to ensure high quality, and incorporation of field experiences across elementary education and special education programs with high fidelity. To meet this goal, it is recommended that EPPs:

- Utilize the new 2024 feedback form to continue refining and adjusting courses and associated resources. Course content and resources should be regularly reviewed and updated to be responsive to updated research findings.
- Continue to improve course content through integration of higher-quality course materials, attention to pacing, and purposeful integration of instruction in evidencebased reading development.
- Programs have incorporated changes to ensure that practices using data to drive instructional are incorporated into syllabi. Continue to ensure that evidence-based assessments, including screening tools, inventories (spelling, decoding, etc.,) and progress monitoring assessments are incorporated into instruction.

Programs have made edits to ensure that dedicated time and an adequate number
of courses are devoted to foundational reading skills in order to sufficiently cover
the content in the UNC System's Literacy Framework and should continue to ensure
that practicum courses aligned with foundational reading skills are aligned and
incorporate purposeful assignments to reinforce the content from the foundational
courses.

Successful implementation of evidence-based literacy courses in EPPs will require adequate infrastructure and faculty support at the campus and school/college level. The reviewers recommend that the System Office continues to focus on recruitment of education faculty with demonstrated records of scholarship in evidence-based reading research, provide opportunities for professional development for current literacy faculty, and ensure that campus leaders are prepared to support the literacy course sequences across their programs.

To support the continued refinement of literacy coursework in elementary education and special education, it is recommended that the System Office continue to provide resources for ongoing consultation and support for the implementation of revised coursework. This support could continue to be in the form of subject-matter experts from outside the EPPs who can support and coach elementary and special education faculty as well as crossinstitution collaboration between EPPs to build from the relative strengths of specific programs. In many of the 2024 action plans from EPPs who were found to be overall satisfactory, the action plan mentioned meeting with a subject-matter expert during the academic year to discuss improvements and changes to courses. The System Office is also encouraged to continue to provide guidance and suggested resources for further modification of course syllabi and associated materials, provide support identifying and integrating evidence-based high-quality resources into coursework, and developing communities of practice across the EPPs.

The System Office may also want to consider collaboration between programs to provide all teacher education candidates with adequate training in early literacy. It might be beneficial for students enrolled in programs who have not fully responded to the System's request for revisions to have access to early literacy courses at institutions who have made satisfactory revisions to their literacy methods courses.

Conclusion

The review revealed encouraging progress for EPPs across the System. Seven programs were fully responsive to the 2023 review and refined literacy course sequences and developed syllabi that are aligned with the most current evidence base and utilize high

quality resources and materials. Three EPPs made significant changes to their literacy courses but still have at least one class that warrants further modifications. The reviewers recommend that four programs submit to a continued round of full review, as the programs either did not incorporate all recommendations from the 2023 review or did not provide sufficient materials to support the incorporation of recommendations or significant changes to the courses.

The revision of syllabi to align to the early literacy evidence base is the first step in ensuring that teacher education candidates are adequately prepared to teach school-aged children to read and write. For the seven programs that continue to require revisions, it is recommended that campus- and program-level leaders and the System Office continue to support faculty refinement of coursework.

Dr. Emily Solari

Department of Curriculum Instruction and Special Education University of Virginia



Dr. Emily Solari is the coordinator and professor in the reading education program in the Department of Curriculum Instruction and Special Education. Her work has included intervention development and trials with students who have early profiles of reading difficulties, individuals diagnosed with autism, and English language learners. She is particularly focused on translating the science of reading by engaging with practitioners and policy makers to leverage scientific evidence to improve practice in school settings. The goal of her scholarship is to develop and test the efficacy of targeted interventions to prevent and ameliorate reading difficulties.

Dr. Solari serves as the PI of a postdoctoral training grant, funded by the Institute of Education Sciences, aimed at training fellows who are interested in developing as scholars who investigate academic development, such as reading and writing, in children with ASD. She is also the PI of the predoctoral training grant, funded by the Office of Special Education program, that trains future scholars and teacher educators in the science of reading and evidence-based reading assessment and instruction for students with disabilities.

Dr. Solari directs Virginia Literacy Partnerships (VLP), which is dedicated to ensuring that all children across the Commonwealth have access to evidence-based literacy screening, instruction, and intervention. She currently serves as the editor-in-chief of The Reading League Journal, a new journal dedicated to translating specific reading research findings for a practitioner audience; she is also an associate editor for the Journal of Learning Disabilities and Remedial and Special Education. She serves on various state and national level executive boards including the Council for Exceptional Children's Division of Learning Disabilities and The Reading League's Virginia Chapter.

Presenter, University of North Carolina Board of Governors Meeting September 11, 2024



REPORT ON IMPLEMENTATION OF THE BOARD OF GOVERNORS' 2024 REVIEW OF LITERACY COURSEWORK IN EDUCATOR PREPARATION PROGRAMS

TIMELINE

- The UNC Board of Governors committed to ensuring the foundation of our Literacy Instruction is the Science of Reading 8 years ago
- January 2023: BOG and President directed initial review of literacy instruction for 14 institutions in response to the TPI Review
- July 2023: Initial reviews completed with specific recommendations provided to each institution
 - o "Within the context of this course, some resources come to mind to supplement the texts used...For example, when discussing/reading about PA, students could also read: Washington, J. A., Lee-James, R., & Stanford, C. B. (2023). Teaching Phonemic and Phonological Awareness to Children Who Speak African American English. The Reading Teacher, 76(6), 756-774. "
 - o "I would also highly recommend having an observation rubric for all supervisors to use that ensures when one or more of these skills is/are being taught, that evidence-based instructional practices are being utilized to teach the skill(s) e.g., direct, explicit, systematic, etc."
- September 2023: Board receives a report from the review team and calls on programs to implement recommendations by July 1, 2024
- July 2024: Resubmission of materials and current review





REVIEW TEAM

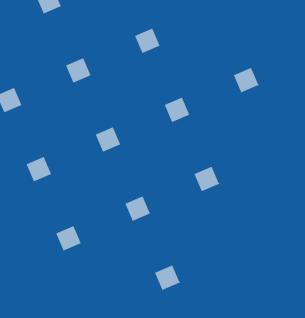
Carlin Conner, Ph.D. Emily Solari, Ph.D. Jennifer Stewart, Ph.D.

Lead Review Team

Christa Haring, Ph.D.
Emily Binks-Cantrell, Ph.D.
Tisha Hayes, Ph.D.
Ramona Pittman, Ph.D.

Review Team





GOALS AND OBJECTIVES

The external review team focused on three main objectives:

Responsiveness to 2023 Recommendations

Responsiveness of the programs to the recommendations provided by the 2023 review team.

Quality of Materials & Resources

The programs integrated recommended high-quality materials and resources with the revised syllabi and course materials.

All re-submitted materials maintained alignment with the UNC System's Literacy Framework.

Need for Continued Revision & Review

Review teams came to a consensus on whether EPPs needed continued support in revising individual courses and/or overall programs.



OVERVIEW

01

3 Phases of Review

02

Overall Findings

03

EPP Responsiveness

04

EPP Recommendations 05

Implementation Recommendations

06

Refinement Recommendations



THREE PHASES OF REVIEW

Phase 1: Initial Assessment by Lead Reviewers

- Conducted initial review to determine if all revised syllabi and materials were submitted
- Analyzed the summary supplied by each program for evidence of overall and specific responses to the 2023 reviews and determined if additional information was needed
- Lead reviewers provided guidance to the external review team members assigned to each program on the level of detail provided to highlight program response to the 2023 review on specific course revisions.

Phase 2: Detailed Assessment by Program - Specific Reviewers

- Two members of the external review team conducted a comprehensive review of each program.
 - Included: an in-depth look at the revisions made by the program and the written response from the EPPs
- After independently reviewing all materials provided, the reviewers met and came to a consensus on the final comprehensive feedback form.
 - Reviewers also provided additional recommendations for improvement when appropriate.

Phase 3: Synthesis of Feedback by Lead Reviewers

- Lead reviewers met to examine all the program-specific feedback across all 14 EPPs
- Leads determined common themes
 across responses to TPI-US concerns,
 alignment to the UNC System's Literacy
 Framework, and the quality of materials
 and resources utilized in literacy courses

REVIEW RUBRIC & FEEDBACK

UNC Overall Program Review

- Analyzed the level of response to the overall program areas for improvement from the 2023 review through provided revised program materials (including syllabi, resources, handouts, and video)
- Evidence of program response and suggestions to strengthen provided
- Reviewers concluded if the overall program made the necessary revisions to be considered satisfactory and no longer required further review.

Program Course - Specific Findings

- Analyzed the level of response to individual course recommendations from the 2023 review
- Reviewers describe the response to recommendations and document the provided evidence from programs
- Reviewers provided any additional suggestions for other additions to strengthen the program provided
- Reviewers concluded if the program made the necessary revisions for each course to be considered satisfactory and no longer require further review.

FINDINGS

OVERALL FINDINGS.

After the comprehensive review, the external team determined that the programs fit into three categories:

01. Responsive EPPs

02. Responsive EPPs Requiring Minor Revisions

03. EPPs that Require Significant Revisions

RESPONSIVE EPPs.

The review revealed that 7 EPPs were responsive to the 2023 feedback, are aligned to the UNC System's Literacy Framework, and utilize high quality materials and resources s literacy courses.

These programs include:

- Appalachian State
- Fayetteville State
- NC A&T
- NC Central
- NC State
- UNC Greensboro
- UNC Wilmington

Notable changes include:

- Addition of evidence-based or updated textbooks, readings, and resources across many of the courses.
- Stronger alignment of the foundational literacy course to the scientific evidence base for teaching early reading.
- Addition of coursework specific to the assessment of early literacy skills and aligning the taught assessments to classroom practice.
- Updated practicum coursework that is more purposeful and align to the foundational courses for literacy development.

RESPONSIVE EPPs REQUIRING MINOR REVISIONS.

Three EPPs made many positive changes to their literacy coursework and their overall programs, however, had one or more courses that would benefit from additional review.

These programs include:

- East Carolina
- Western Carolina
- Winston-Salem

Recommended revisions include:

- Ensure that courses present material in alignment with what has been introduced in earlier coursework.
- Collaborate with other faculty in the program to continue consistent cumulative review of material.
- Select course resources and materials that are high-quality and aligned with the evidence base for teaching early reading.
- Ensure that courses intended to support students with disabilities include evidence-based resources for many different subgroups of learners.

EPPs REQUIRING SIGNIFICANT REVISIONS.

Four programs will require ongoing revisions and review.

These programs include:

- Elizabeth City
- UNC Pembroke
- UNC Chapel Hill
- UNC Asheville

Notable suggestions include:

- Utilize text and resources that are aligned to the scientific evidence base and do not reference early literacy teaching methods that are not aligned.
- Utilize texts and resources that provide students with evidence based developmental reading theories (e.g., Simple View of Reading, Scarborough's Reading Rope)
- Require significant improvement in the quality of materials and resources included in the courses.

NEXT STEPS & RECOMMENDATIONS

RECOMMENDATIONS: EPPS.

- Utilize the new 2024 feedback form to continue refining and adjusting courses and associated resources. Course content and resources should be reviewed and updated to be responsive to updated research findings.
- Continue to improve course content through integration of higher-quality course materials, attention to pacing, and purposeful integration of instruction in evidence-based reading development.
- Continue to ensure that evidence-based assessments, including screening tools, inventories (spelling, decoding, etc.), and progress monitoring assessments, are incorporated into instruction.
- Continue to ensure that practicum courses designed to implement teaching foundational reading skills incorporate purposeful assignments to reinforce the content learned from the foundational courses.

RECOMMENDATIONS: IMPLEMENTATION SUPPORT.

- Prioritize recruitment of education faculty with demonstrated records of scholarship in evidence-based reading research.
- Continue to provide professional development opportunities for current literacy faculty to further develop their knowledge of the most current evidence-based practices.
- Ensure that campus leaders are prepared to support the literacy course sequences across their programs.
- Ensure that current and future campus leaders understand the necessary supports to continue to refine literacy coursework sequences across elementary education and special education.

RECOMMENDATIONS: REFINEMENT OF COURSEWORK.

- Provide resources for ongoing consultation and support for the implementation of revised coursework.
- Continue to provide guidance and suggested resources for further modification of course syllabi, associated materials, and support identifying and integrating evidence-based high-quality resources into coursework.
- Ensure that campus leaders are prepared to support the literacy course sequences across their programs.
- Continue to develop and foster communities of practice across the EPPs in order to support the implementation of revised syllabi and associated materials.



SYSTEM OFFICE NEXT STEPS

- Immediate: Strategy and Policy Office staff will create monthly benchmarks with each program identified as needing to make Minor Revisions (3) or Significant Revisions (4). Metrics will be individualized to specific program recommendations.
- September November: Monthly update calls and visits between System Office staff and EPP
 Deans/Directors for progress monitoring of benchmarks. Monthly progress updates will be provided
 by Strategy and Policy staff to President Hans, Chair Murphy, and Governor Hutchens

 Classroom observations of Literacy Courses being Scheduled
- December 1 All programs will be in compliance with Science of Reading based literacy instruction