

**Western Carolina University
and
The North Carolina Department of Public Instruction**

Articulation Agreement

This document, when signed by all parties, serves as a formal agreement between Western Carolina University (hereinafter WCU), the University of North Carolina System Office (hereinafter System Office), and the North Carolina Department of Public Instruction (hereinafter NCDPI) (collectively, the Parties), regarding the articulation of credit for students in the Future Teachers of North Carolina (hereinafter FTNC) program, pursuant to N.C. Gen. State. § 116-41.30 *et seq.* All conditions of the agreement must be met before students may apply for credit with WCU.

General Conditions

1. All high school faculty teaching FE21 and/or FE22 at the participating high schools list in Appendix B (hereinafter FTNC Faculty) shall meet stated professional credential requirements set forth by the Southern Association of Colleges and Schools which govern the acceptability of course work taught and accepted for transfer credit by colleges and universities. To ensure compliance with this requirement, all FTNC Faculty must submit an academic transcript and resume with their initial FTNC application. Each semester the System Office will provide documentation to WCU confirming that all FTNC Faculty meet the stated professional credential requirements.
2. FTNC Faculty must submit a course portfolio including, but not limited to, examinations and other course documents, for review by WCU faculty or administrators annually or upon request.
3. FTNC Faculty will provide an opportunity for WCU faculty to observe course instruction on a schedule to be agreed upon by WCU and the Participating High School, but in no event shall there be fewer than two observation(s) per semester.
4. Students must apply for admission and be admitted to WCU in order to apply for articulated credit as outlined in this agreement.
5. WCU shall grant credit based on the course equivalencies and related requirements listed in this Agreement. WCU shall grant credit only—no grade will be issued. WCU shall only grant credit to students who received a grade of B (83) or above in FE21 or FE22.
6. Upon acceptance to WCU, students must have their final transcript sent to the Office of Admissions for articulation of the appropriate credits. This should take place before the student registers to eliminate any problems with acceptance of course credit.
7. Amendments to this Agreement require written approval by all Parties.

8. This Articulation Agreement is in perpetuity or until it is cancelled by one of the Parties by submitting written notification to the other Parties not less than six months prior to the identified cancellation date, in order to protect all students enrolled in FE21 Teaching as a Profession I or FE22 Teaching as a Profession II that have applied or been admitted to WCU prior to the cancellation date. In addition, cancellation shall not be applied retroactively, i.e. students who have already received credit for course substitutions will not lose the credit for those substitutions.

By signature below, Western Carolina University and the North Carolina Department of Public Instruction affirm that course equivalencies in Appendix A may be articulated as transfer credit beginning in the 2019 Fall Semester, provided that all conditions of this agreement are met. The signature of each Department Head signifies their agreement in Appendix A as it applies to their content area only.



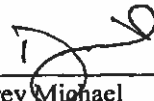
Dr. Carol Burton
Acting Provost, WCU



Mark Johnson
State Superintendent, NCDPI



Dr. Kimberly van Noort
Senior Vice President for Academic Affairs,
UNC System Office




Trey Michael
CTE Director, NCDPI

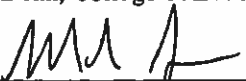
APPENDIX A
ARTICULATION AGREEMENT
WESTERN CAROLINA UNIVERSITY &
THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATION

NCDPI COURSE	CONDITION	WCU COURSE
FE21 (Teaching as a Professional I)	Grade of B or above (83 or above)	EDCI 201 (Teacher Leadership in a Diverse Society)
FE22 (Teaching as a Professional II)	Grade of B or above (83 or above)	SPED 240 (The Exceptional Child)


 Dr. Kim Winter
 Dean, College of Education, WCU


 Trey Michael
 CTE Director, NCDPI


 Mark Johnson
 State Superintendent, NCDPI

APPENDIX B
PARTICIPATING HIGH SCHOOLS

as of August 1, 2018

North Carolina public high schools with approval to offer FE 21 Teaching as a Profession I and FE 22 Teaching as a Profession II during the 2018-2019 school year:

- Ashe County High School (Ashe County Schools)
- Concord High School (Cabarrus County Schools)
- NC Leadership Academy (Charter School)
- Davie County High School (Davie County Schools)
- Smoky Mountain High School (Jackson County Schools)
- Clayton High School (Johnston County Schools)
- McDowell High School (McDowell County Schools)
- Pinecrest High School (Moore County Schools)
- East Gaston High School (Gaston County Schools)
- North Davidson High School (Davidson County Schools)
- Person High School (Person County Schools)
- Trinity High School (Randolph County Schools)
- Panther Creek High School (Wake County Schools)

APPENDIX C

G.S. 116-41.30

§ 116-41.30. Establishment of Future Teachers of North Carolina. (a) Purpose. – Future Teachers of North Carolina, hereinafter FTNC, is established to encourage high-achieving high school students with strong academic, interpersonal, and leadership skills to consider teaching as a career. (b) Program. – FTNC shall be a program providing professional development and curricula for courses that provide a challenging introduction to teaching as a profession for high school students through courses offered by participating high schools in conjunction with college partners. FTNC courses shall include both content on pedagogy and the profession of teaching and field experiences for high school students. (2017-57, s. 10.9(a).)

§ 116-41.31. Oversight of Future Teachers of North Carolina. (a) FTNC General Administration. – FTNC shall be administratively located in The University of North Carolina System Office. The President shall select three constituent institutions with highly successful schools of education located in the western, central, and eastern regions of the State, respectively, to collaborate on development of curricula for FTNC and to provide professional development to high school teachers who will teach FTNC courses. The three constituent institutions shall also work with other constituent institutions and other institutions of higher education in the State to seek input in the development of curricula and professional development for FTNC and to create a network of college faculty to provide support to high schools offering FTNC courses. (b) FTNC Site Applications. – All high schools in the State are encouraged to offer FTNC courses to students. A high school shall apply to offer FTNC courses with the geographically appropriate constituent institution overseeing FTNC and shall ensure that all teachers teaching FTNC courses have received appropriate training. High schools shall also seek a partner institution of higher education to provide support from college faculty. High schools participating in the FTNC program shall report demographic, survey, and other available outcome data to The University of North Carolina System Office as necessary for completion of the FTNC annual report required by G.S. 116-41.32. (c) FTNC Institution of Higher Education Partners. – Constituent institutions that partner with high schools shall offer dual credit for high school students who successfully complete the FTNC course with a grade of "B" or higher. Other institutions of higher education that partner with high schools are encouraged to offer dual credit for high school students who successfully complete the FTNC course with a grade of "B" or higher. Constituent institutions shall provide annually to The University of North Carolina System Office data on students who have received dual credit for completion of an FTNC course and students who applied for admission into an educator preparation program at a constituent institution who indicated in the application for admission that the student completed an FTNC course. Other institutions of higher education are encouraged to provide annually to The University of North Carolina System Office data on students who have received dual credit for completion of an FTNC course and students who applied for admission into an educator preparation program at the institution of higher education who indicated in the application for admission that the student completed an FTNC course. (2017-57, s. 10.9(a); 2018-12, s. 6.)

§ 116-41.32. Future Teachers of North Carolina reporting. The University of North Carolina System Office shall report annually, beginning October 15, 2019, on the following: (1) Total number and names of local school administrative units with high schools participating in FTNC, total number and names of high schools offering FTNC, partner institution of higher education for each high school, and number of sections of the course being offered at each high school. (2) Demographic information of students enrolled in FTNC courses. (3) Percentage of students who, after completing the course, reported the following: a. The student plans to choose teaching as a profession. b. The course was very or somewhat effective in helping the student formulate a positive perception of the education profession. c. The coursework and activities increased the student's

knowledge of the teaching profession and other careers in education. d. The field experience helped the student understand the many factors that contribute to effective teaching. (4) Percentage of students who completed an FTNC course who received dual credit for successful completion of the course, by institution. (5) Percentage of students who completed an FTNC course who applied for admission into an educator preparation program, by institution. (6) Number of teachers provided professional development for FTNC. (2017-57, s. 10.9(a); 2018-12, s. 7.)