AGENDA
University Affairs Committee
April 27, 2023

I.	Approval of Minutes – February 2, 2023	Action
II.	Operational Metrics	Information Only
III.	Conferral of Degrees	Action
IV.	Center for Natural Hazards Research	Action
V.	Innovative Early College High School Renewal	Action
VI.	Establishment of Admissions Appeal Committee	Action
VII.	Student Wrap Around Services	Discussion

      a. Disability Support Services
      b. STEPP Program
      c. PASS Clinic – Health Psychology

VIII. Closed Session

AGENDA ITEM

I.   Approval of Minutes – February 2, 2023 .... Dave Fussell
Committee Chair

Situation: Approval of the minutes from the February 2, 2023 committee meeting is required.

Background:

Assessment:

Action: This item requires a vote by the committee.

East Carolina University Board of Trustees
University Affairs Committee
Thursday, February 2, 2023 || 2:15 – 3:15PM
Main Campus Student Center 249

The University Affairs Committee met yesterday in regular session. Committee Chair Dave Fussell called the role and established a quorum. The committee was introduced to Dr. Brandon Frye, who officially began his role as the Vice Chancellor for Student Affairs on Wednesday, February 1.

The committee reviewed and approved the Dental Medicine Support Services Policy. That item was included on the consent agenda for the full board meeting.

Provost Coger provided an update on the tenure process and the board's responsibility in that process. The committee was also provided the Intercollegiate Athletics Report for review. Provost Coger stated there were no irregularities in the report and it's ready for final sign off by the Chancellor.

The committee heard from a student panel focused on Powered by Persistence. This session highlighted for the board the student journey through degree persistence, and demonstrated ECU programs that supports students through their experiences at ECU. The committee heard from students who had experiences with the Pirate Academic Success Center, Pirate Promise, the Purple Pantry and the Student Treasure Chest. A common thread during the student discussion of these different programs/services are mention of the people who make ECU great. Students were given an opportunity to let board members and administrators know what was important to them as students who access these programs.

To highlight a rural education initiative, our committee heard from Dr. Loni Crumb (Assistant Professor, Counselor Education). Dr. Crumb shared her research about the power of connections between educators and students, her philosophies that guide her research, talked about several projects/initiatives which demonstrate the importance of research and work in this space which benefit our students and the areas across the region where they live and serve.

The committee approved two items in closed session which were both approved as part of the consent agenda this morning – a tenure recommendation from the School of Dental Medicine for Dr. Aukhill and nonsalary compensation for the ECU Tuscany program.

###

Submitted by Madeleine Bade

AGENDA ITEM

II.   Academic Affairs Operational Metrics... Dr. Robin Coger
Provost & Senior Vice Chancellor
for Academic Affairs

Situation: Presentation of the metrics monitored by the University Affairs Committee.

Background:

Assessment:

Action: This item is for information only.

KPI	Measurement	Prior Year	Target	Variance	Target	July	August	September	October	November	December	January	February	March	April	May	June	Total
New Freshmen Applications	Number of new freshmen applications submitted.	21,981	22,310	Monthly Plan	22,310	0	844	10,932	4,029	2,103	1,916	1,349	916	137	61	23	22,310
				Monthly Actual		312	967	11,944	5,001	1,575	2,308	1,119	847				
				Monthly +/-		312	123	1,012	972	-528	392	-230	-69				
				YTD Plan		0	844	11,776	15,805	17,908	19,824	21,173	22,089				
				YTD Actual		312	1,279	13,223	18,224	19,799	22,107	23,226	24,073				
				YTD +/-		312	435	1,447	2,419	1,891	2,283	2,053	1,984				
New Freshmen Enrollment Deposits	Number of enrollment deposits paid by new freshmen.	4,337	4,402	Monthly Plan	4,402	0	0	0	36	136	325	465	615	1,080	1,470	232	44	4,402
				Monthly Actual			14	62	133	188	568	715	1,123				
				Monthly +/-			14	26	-3	-137	103	100	43				
				YTD Plan			0	36	172	496	961	1,576	2,656				
				YTD Actual			14	76	209	397	965	1,680	2,803				
				YTD +/-			14	40	37	-99	4	104	147				
New Transfer Applications	Number of new transfer applications submitted.	2,889	2,889	Monthly Plan	2,889	0	0	47	355	140	140	371	304	416	373	366	377	2,889
				Monthly Actual			35	59	313	102	138	403	330	441				
				Monthly +/-			35	12	-42	-38	-2	32	26	25				
				YTD Plan			0	47	402	542	682	1,053	1,357	1,773				
				YTD Actual			35	94	407	509	647	1,050	1,380	1,821				
				YTD +/-			35	47	5	-33	-35	-3	23	48				
New Transfer Enrollment Deposits	Number of enrollment deposits paid by new transfers.	1,346	1,346	Monthly Plan	1,346	0	0	0	6	28	18	97	141	223	261	572	0	1,346
				Monthly Actual			2	14	53	42	81	152	222				
				Monthly +/-			2	8	25	24	-16	11	-1				
				YTD Plan			0	6	34	52	149	290	513				
				YTD Actual			2	16	69	111	192	344	566				
				YTD +/-			2	10	35	59	43	54	53				
New Graduate Admits	Number of new graduate admits.	1,865	1,865	Monthly Plan	1,865	20	28	27	68	113	66	148	324	355	283	252	181	1,865
				Monthly Actual		1	18	22	53	44	145	182	275	397			
				Monthly +/-		-19	-10	-5	-15	-69	79	34	-49	42			
				YTD Plan		20	48	75	143	256	322	470	794	1,149			
				YTD Actual		1	19	41	94	138	283	465	740	1,137			
				YTD +/-		-19	-29	-34	-49	-118	-39	-5	-54	-12			
Fundable Student Credit Hours	Number of fundable student credit hours for the calendar year.	584,661	584,661	Monthly Plan	584,661	0	0	0	0	236,610	19,431	10,386	543	140,003	114,369	46,462	16,857	584,661
				Monthly Actual						225,938	20,867	9,962	525	134,646			
				Monthly +/-						-10,672	1,436	-424	-18	-5,357			
				YTD Plan						236,610	256,041	266,427	266,970	406,973			
				YTD Actual						225,938	246,805	256,767	257,292	391,938			
				YTD +/-						-10,672	-9,236	-9,660	-9,678	-15,035			
Total Enrollment	Number of registered students.	25,154	25,154	Plan	25,154	0	0	0	0	0	0	0	0	10,292	8,579	4,189	2,094	25,154
				Actual										9,957			
				+/-										-335			
				YTD +/-										-335			
Sponsored Awards	Sponsored awards, excluding ECUP and SoDM contracts	$ 75,169,288	$ 70,000,000	Plan	$70,000,000	$9,800,000	$6,860,000	$6,090,000	$3,640,000	$3,430,000	$2,800,000	$2,870,000	$3,780,000	$3,920,000	$4,620,000	$9,590,000	$12,600,000	70,000,000
				Actual		$9,250,921	$8,981,094	$4,804,540	$3,496,592	$12,627,738	$8,407,817	$5,448,607	$3,082,230	$7,171,778			
				+/-		-$549,079	$2,121,094	-$1,285,460	-$143,408	$9,197,738	$5,607,817	$2,578,607	-$697,770	$3,251,778			
				YTD +/-		-$549,079	$1,572,015	$286,555	$143,147	$9,340,885	$14,948,702	$17,527,309	$16,829,539	$20,081,317			
Research Awards	Research awards	$ 36,016,541	$ 35,000,000	Plan	$35,000,000	$4,900,000	$3,430,000	$3,045,000	$1,820,000	$1,715,000	$1,400,000	$1,435,000	$1,890,000	$1,960,000	$2,310,000	$4,795,000	$6,300,000	35,000,000
				Actual		$3,652,861	$6,977,358	$2,102,630	$884,313	$6,615,995	$2,781,237	$3,211,249	$1,806,726	$4,226,732			
				+/-		-$1,247,139	$3,547,358	-$942,370	-$935,687	$4,900,995	$1,381,237	$1,776,249	-$83,274	$2,266,732			
				YTD +/-		-$1,247,139	$2,300,219	$1,357,849	$422,162	$5,323,157	$6,704,394	$8,480,643	$8,397,369	$10,664,101			
F&A Awarded	Sum of indirect cost of sponsor awards awarded	$ 10,796,529	$ 15,100,000	Plan	$15,100,000	$2,114,000	$1,479,800	$1,313,700	$785,200	$739,900	$604,000	$619,100	$815,400	$845,600	$996,600	$2,068,700	$2,718,000	15,100,000
				Actual		$1,587,182	$1,936,679	$640,476	$556,994	$1,507,739	$479,343	$733,556	$573,923	$1,108,355			
				+/-		-$526,818	$456,879	-$673,224	-$228,206	$767,839	-$124,657	$114,456	-$241,477	$262,755			
				YTD +/-		-$526,818	-$69,939	-$743,163	-$971,369	-$203,530	-$328,187	-$213,731	-$455,208	-$192,453			
Housing Contract Commitments Fall 2023 First-Time First-Year Students	On campus housing contract commitments (Jan-Jun)	3,624	3,625	Plan	3,625	0	0	0	0	0	0	300	375	900	1,500	400	150	3,625
				Actual								387	425	964			
				+/-								87	50	64			
				YTD +/-								87	137	201			
Counseling Center Visits	Annual Visits	9,265	8,500	Plan	8,500	250	550	1,075	1,100	1,000	400	700	1,000	1,000	850	325	250	8,500
				Actual		254	431	836	763	676	333	663	849	820			
				+/-		4	119	239	337	324	67	37	151	180			
				YTD +/-		4	115	354	691	1,015	1,082	1,119	1,270	1,450			

AGENDA ITEM

III.   Conferral of Degrees.. Dr. Robin Coger
Provost & Senior Vice Chancellor
for Academic Affairs

Situation: The ECU Board of Trustees should confer the degrees of those qualified candidates.

Background: The ECU Board of Trustees has the authority and responsibility to confer the degrees for candidates who have been approved by the Chancellor and Faculty Senate.

Assessment: Proposed Motion:
"I move the committee approve the candidates for degrees, as approved by the Chancellor and the Faculty Senate, be authorized for conferral at the annual Spring Commencement on Friday, May 5, 2023."

Action: This item requires a vote by the committee and a vote by the full Board of Trustees.

AGENDA ITEM

IV. Discontinuation of the Center for Natural Hazards Research .... Dr. Sharon Paynter
Acting Chief Research & Engagement Officer

Situation: UNC Regulation 400.5[R] provides guidance to campuses on the establishment, management, and discontinuation of institutional centers and institutes. ECU's Centers and Institutes Policy gives guidance on establishment, review and disestablishment of Centers and Institutes at ECU. The program of annual reporting and review and a formal 5-year review structure fulfills the requirements of the UNC System Office.

Following the established policies and procedures related to discontinuation of centers and institutes, the ECU Center and Institute Review Committee recommends discontinuation of the Center for Natural Hazards Research.

Background: The Center and Institute Review Committee (the Committee) met on January 24, 2023 to review the 2022 Annual Report. During the discussion, members of the Committee noted that the CNHR has a rich history of convening conversation between faculty researchers and practitioners and policymakers in the natural hazards field, with particular focus on impact of hurricanes. This was a valuable undertaking to engage the university and external partners in this field. However, the activities of the Center have decreased over the past three years.

Assessment: The number of core faculty associated with the Center has decreased. Many CNHR affiliated faculty are listed with as part of other centers and institutes. The lead faculty member associated with the Center is retiring and the search for a permanent director has been paused. Taken together, the Center and Institute Review Committee assessed that these activities are below expectations for those associated with a robust entity.

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

AGENDA ITEM

V.   Innovation Early College High School Renewal .... Dr. Robin Coger
Provost

Situation: The initial partnership agreement between ECU and the Innovation Early College High School (IECHS - a collaborative, ECU/Pitt County Schools entity located on campus in the Brewster D-Wing) is ending this spring. After five years of careful planning and scaling, both ECU and Pitt County Schools believe it is advantageous to continue the partnership for another five years. Both the agreement renewal form and the original partnership agreement are included in this packet.

Background: In accordance with The Innovative Education Initiatives Act (SL 2003-277, Senate Bill 656), and the Cooperative Innovative High School Programs statue (115C-238.50-.55), East Carolina University and Pitt County Schools partnered to provide high school students an opportunity to engage in a college-going culture through participation in Innovation Early College High School (IECHS) at ECU.

The collaborative partnership began with its first IECHS class of fifty-five freshmen in August 2018 and enrolls fifty-five new freshmen every school year. The 2022-2023 academic year will complete the first five-year cycle of our early college on ECU campus.

Our early college high school initiative embodies the University Mission of student success, public service, and regional transformation. IECHS admits students who are first-generation college applicants, at-risk of dropping out, or seeking accelerated studies. The four to five-year program of study is designed to graduate students with a high school diploma and up to 60 hours of transferable university credits.

IECHS provides each student an individualized, challenging, academic, and supportive environment that bridges high school and university by supporting a college-going culture. The school's curriculum develops individual talent and prepares students for a successful transition to an institution of higher education, with a focus on Strategies That Engage All Minds (STEAM) and engagement in university level coursework.

Assessment: The ECU/Pitt County Schools partnership has been an effective and mutually beneficial one. It is a partnership that has produced some positive results as demonstrated by the highlights below and one ECU would be best served to continue by agreeing to renew for another five years.

- North Carolina Accountability Report Card, Grade A
- Increased enrollment from 55 students in 2018-2019 to 209 students in 2022-2023
- Successful student completion of ECU transition to college course
- More than 190 IECHS students are dually enrolled in ECU courses in Spring 2023
- IECHS student representation in over 90 different ECU courses in Spring 2023
- Advancement Via Individual Determination (AVID) School of Distinction
- High demand for IECHS admission

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

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: Innovation Early College   CIHS School Number: 501

Local Education Agency (LEA) Name: Pitt County Schools   LEA Number: 740

Institution of Higher Education (IHE) Partner Name: East Carolina University

Name of Person Submitting Form: Jennifer James   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   2/28/23   Date

Superintendent, Local Education Agency   2/28/23   Date

Chairperson, Governing Board of IHE Partner   Date

President, IHE Partner   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.

NC COMMUNITY COLLEGES

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

UNIVERSITY OF
NORTH CAROLINA

COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION SIGNATURE PAGE

In accordance with N.C.G.S. 115C-238.50-.55 | APPLICATION CYCLE 2017-18

Proposed Cooperative Innovative High School (CIHS) Name: **Innovation Early College High School (IECHS)**

Planned Location and Physical Address: **East Carolina University, Brewster Building, 10th Street, Greenville, North Carolina 27858**

Local Education Agency (LEA) Name: **Pitt County Schools**

LEA Number: **740**

Institution of Higher Education (IHE) Partner Name: **East Carolina University**

APPLICANT SIGNATURES:

REQUIRED PARTNER SIGNATURES

Chairperson, Local Board of Education   Date 8/7/2017
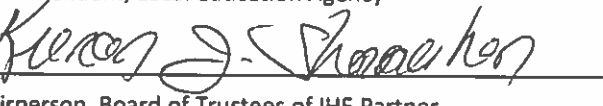
Superintendent, Local Education Agency   Date 8/7/2017

Chairperson, Board of Trustees of IHE Partner   Date 7/28/17

Please check one: ☐ Local Community College
☑ UNC Campus
☐ Independent College/University

OPTIONAL OTHER COLLABORATORS SIGNATURES

Business Partner or County Commissioners   Date

FOR INTERNAL USE ONLY   CIHS STATUS: ☐ Approved   ☐ Not Approved

APPROVAL SIGNATURES:

Chairperson, State Board of Education   Date

Chairperson, Governing Board of Institution of Higher Education   Date

Please check one: ☐ State Board of Community Colleges
☐ UNC Board of Governors

For questions, please contact NCDPI at CIHS@dpi.nc.gov or Sneha Shah-Coltrane, Director, Advanced Learning at 919-807-3849.

COOPERATIVE INNOVATIVE HIGH SCHOOL APPLICATION

In accordance with N.C.G.S. 115C-238.50-.55 | APPLICATION CYCLE 2017-18

APPLICATION DUE SEPTEMBER 15, 2017
For opening in Fall 2018

Submitted to the Joint Advisory Committee, NC State Board of Education, NC State Board of Community Colleges and University of North Carolina Board of Governors and North Carolina Independent Colleges and Universities

PART A – INITIAL APPLICANT INFORMATION

Proposed Cooperative Innovative High School (CIHS) Name: **Innovation Early College High School**

Planned Location and Physical Address:

Local Education Agency (LEA) Name: **Pitt County Schools**

LEA Number: **740**

Institution of Higher Education (IHE) Partner Name: **East Carolina University**

Other Program Collaborators:

PREVIOUS STATUS: Is this school currently an approved CIHS? ☒ No   ☐ Yes

FUNDING REQUEST: Are you requesting additional state funds? ☐ No   ☒ Yes

PART B – BASIC OVERVIEW OF PROPOSED CIHS

PRIMARY CONTACT INFORMATION

LEA Contact Name: **Mary Carter**   Role: **Director of Secondary Education**

Email: **carterm@pitt.k12.nc.us**   Phone: **252-830-4295**

IHE Contact Name: **Sharon Kibbe**   Role: **Director, ECHS/AMP-UP**

Email: **kibbes@ecu.edu**   Phone: **(252) 328-9126**

CIHS LOCATION

CIHS Planned Location and Physical Address: East Carolina University, Brewster Building, 10th Street, Greenville, North Carolina 27858

Check here if you would like to request an official location waiver for the on-site requirement. ☒ No   ☐Yes

Provide clear justification for this request. How will college courses be delivered to students?

If this CIHS is already operational, describe facilities and indicate if there is an approved location waiver from the IHE Governing Boards.

SUMMARY DESCRIPTION OF CIHS (LESS THAN 150 WORDS)

IECHS is a collaboration between PCS and ECU. It will be located on the campus of ECU and will admit students who are first generation college applicants, at-risk of dropping out, or seeking accelerated studies.

The mission of the school is to provide a personalized, academically-energized, innovative environment bridging the high school and college level beginning in grade 9. The school's rigorous curriculum will develop individual talent and prepare students for a successful transition to an institution of higher education, with a focus on Science, Technology, Engineering, Art/Design and Math (STEAM) career pathways. Every student will earn a high school diploma while pursuing two years of transferable college credits during the five-year program. The IECHS will establish a robust education-to-workforce pipeline in which students have increased STEAM skills, knowledge, and abilities; develop competency in problem identification and innovative problem-solving; acquire leadership skills; and prepare for successful employment and entrepreneurial ventures.

STUDENT TARGET POPULATION

Indicate the population(s) to be served:

    x High school students at risk of dropping out before attaining a high school diploma.

    ☒High school students with parents who did not continue education beyond high school, defined as "first generation college students" by the USED.

        * US Department of Education (USED) defines a first generation college student as a student from a family in which neither parent (whether natural or adoptive) received a baccalaureate degree or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

    ☒High school students who would benefit from accelerated academic instruction.

GRADE LEVELS OFFERED

Check all grades that apply: ☒ Grade 9   ☒Grade10   ☒Grade 11   ☒Grade12   ☒Grade 13

PROGRAM FOCUS

Which program of study will be offered at the CIHS?

☐Career and Technical Education Programs   ☒College Transfer Programs   ☐ Both

---

STUDENT ENROLLMENT AND ADMISSION PROCESS

Describe the student enrollment and admissions process, include specific selection criteria and recruitment efforts.

In alignment with the mission and vision statement of both Pitt County Schools and East Carolina University, the mission of the IECHS will be to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence. Students whose parents did not complete college, are economically disadvantaged, or demonstrate average or slightly below average levels of academic performance will be the target audience during the application process. Although this targeted group generally displays a lack of motivation and interest in school that often results in poor attendance and minor discipline issues, they possess the untapped academic potential needed to perform at much higher levels than they are currently demonstrating.

Recruitment:

Aware of the need to market the program to the target audience of students and families that may not obtain their information through traditional print and media sources, Pitt County Schools will establish support of the faith-based network and identify media outlets that are considered trustworthy by the target population. The planning team is organizing a marketing committee that will develop print and multimedia materials to distribute at events throughout the community. A series of public meetings will be conducted at both school and community-based locations to inform parents about the program. Representatives from the Admissions team will appear on local cable television programs and will prepare Public Service Announcements for radio and television broadcast. In addition, representatives of PCS and ECU will conduct a series of meet and greet sessions in each high school attendance area of Pitt County to inform parents, answer questions, establish rapport and solicit applicants for the IECHS. Included in these meet and greet sessions will be K-8 principals, counselors, ECU admission advisors and eighth grade teachers to explain the conceptual framework of the IECHS. A valuable component of these meet and greet sessions will be the inclusion of current IECHS students to return to the local high school and share their experiences. The meetings will be begin in November 2017. Follow up individual meetings with parents and students will be conducted based upon request. Parents and students will be given an opportunity to sign up for these individual conferences both at the school level through the school counselor and at the meet and greet sessions.

Application Taskforce

The Application Taskforce, consisting of representatives from Pitt County Schools and East Carolina University will prepare an application packet for students. In addition, the taskforce will prepare a numerical scoring rubric that ranks potential students according to several criteria. In order to create a diverse student population at the IECHS the following criteria will be used in the development of the scoring rubric:

- Demographic data
- Academic performance
- Attendance
- Behavioral factors
- School recommendations (principal and counselor)
- A written personal interest response from the student (not an essay, a simple letter)

- First generation college students
- Individual student interview
- Student desire to be a part of an early college high school experience on a university campus

Admissions Process:

An Admissions Team will be established consisting of IECHS staff, ECU admissions representatives and 8th grade counselors. ECU admissions representatives will be critical in the selection process to establish a relationship with the students early on in their academic career. Counselors of the middle an K-8 schools, who work with these students daily and have knowledge of their background, including struggles and strengths will also be an integral part of the selection process. The Admission Team will communicate to parents the benefits of the IECHS as well as assist parents in completing the application for admission.

After receiving completed applications no later than March 1 the planning team will conduct individual interviews for all students who meet the minimum numeric rubric score. Interviews will be completed during March and April, 2018. These interviews will give the admissions team an opportunity to engage the students in a meaningful discussion on their past school experiences as well as their desire to be a part of the early college high experience on a university campus. This will enable the planning team to have a better understanding of each student's potential for success in the IECHS.

In order to break any student ties during the application scoring, the Admissions Team will conduct a lottery to determine the final selection of the 55 available student slots.

Enrollment:

Student selected for admission to the IECHS on the campus of East Carolina University will be enrolled at the IECHS. These selected students will no longer be enrolled at their respective high schools. During the first year of operation IECHS will seek to enroll 55 students, with an additional 55 students added thereafter until it reaches capacity as a 5-year program.

PROJECTED STUDENT ENROLLMENT, INDICATE APPROPRIATE GRADE LEVELS

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 9	55	55	55	55	55
Grade 10		55	55	55	55
Grade 11			55	55	55
Grade 12				55	55
Grade 13					55

If serving less than 100 students per grade level, explain your reasons.

IECHS is designed to admit 55 students rather than the 100 students per grade level as allowed by the CIHS legislation. Pitt County Schools and East Carolina University have agreed to review this annually with a possible increase in the number of enrolled students based on the number of qualified student applications, classroom space and other considerations. This reduced class cohort size of 55 will help to ensure adequate support systems are developed both at the IECHS level as well as supports through ECU. The determination to increase student cohort size will be based on decisions that do not degrade services, support, and quality instruction. In addition, an integral part of the early college high school experience will be the placement of students in viable, production internships to help prepare them to make informative decisions regarding their continued pursuit of a college degree. By maintaining a smaller enrollment size, the IECHS along with the support of ECU will be able to accomplish this more effectively.

PART C – PROGRAM INFORMATION

COMPREHENSIVE DESCRIPTION

Describe fully the CIHS, addressing all relevant purposes outlined in the N. C. G. S. 115C-238.50 (a,b). How will this proposed CIHS better prepare students to be college and career ready?

NCGS 115C-238.50 (a) Program Purpose: IECHS is a new high school option for parents and students in partnership with East Carolina University offering pre-professional studies in grades 9 through 13. It will serve students who are seeking an accelerated high school program, first generation college attendees, or students demonstrating an at-risk tendency of dropping out of school. Students will be admitted to the IECHS program through an open application process as described in this application. According to (How to Scale College in High School), "90% of early college students receive a high school diploma compared to 78% of students nationally". The IECHS would join this success with the addition of over 275 students during the first years in operation. Another study reported 10% of postsecondary education students in 2003, taking dual enrollment classes, were more likely to complete a bachelor's degree than a comparison group. For students whose parents had not attended college, they were 12% more likely to complete a bachelor's degree than the comparison group".

NCGS 115C-238.50 (b)(1)(1a): Preparation for Work and Career: the five-year program of study is designed to graduate students with a high school diploma, and a minimum of 60 hours of transferable university coursework. The attainment of transferable university credit demonstrates a level of knowledge and skills associated with college and workforce readiness beyond high school. Curriculum pathways can be varied, but there will be options that assist students in the pursuit of Bachelor of Arts or Bachelor of Science degrees upon entrance in a univeristy of their choice. For those students that do not continue to a university, the curriculum offered will ensure they have personalized pathways that lead to workforce skills. Both career and college indicators demonstrate IECHS graduating students will be adequately prepared, competent, and well suited to pursue their future career aspirations. PCS and ECU will work diligently to structure course offerings to minimize redundancy, maximize retention, and ensure success in the dual-enrollment course offerings.

ECU and PCS have an incredible opportunity to create an early-college innovation high school that graduates students with an academic transcript, stackable workforce certifications, an innovation/project portfolio, and a Rolodex of employer contacts. This platform has the potential to leap-frog the limitations of rural eNC county school systems and support recruitment of students and families and teachers across eNC.

NCGS 115C-238 (b)(4): Shared Resources: IECHS students will attend classes on East Carolina University's main campus and enroll in university classes starting as early as their sophomore year, enabling them to earn college credit while in high school. IECHS classes during the freshman and sophomore years will be assigned meeting and classroom space on the university campus. Students will be provided access to the university library, computer labs, tutoring programs for college courses they are taking, and academic advisers as they move into college curricula. There will be wrap-around student supports to focus on the "whole student" to ensure success. These supports include: the use of Advancement Via Individual Determination (AVID), individualized college/career counseling, support from the University Liaison, and other services from the university to ensure academic success. Along with space provided for classrooms, there will be a common meeting area, study rooms/labs, and creative areas where students and instructors can brainstorm. This space will enable out-of-the-box, critical thinking which is not always possible in a traditional classroom setting. In addition, the students will be able to work with ECU's Innovation and Design Lab, which has facilities on the ECU Campus. This partnership is explained within the Economic Development portion of the application.

An avenue to increase the involvement with international students will be through ECU's Global Classroom and the Global Understanding Course. This is a unique course that will provide the opportunity to experience other cultures first-hand through video-conferencing and chat performed on the ECU campus, connected to the international partners.

NCGS 115C-238.50 (b)(6): Parental Involvement: As partners in the IECHS, parents will be highly involved, actively engaged, and informed throughout the school year and at every grade level. Parent participation starts by

attending Freshman Orientation prior to the beginning of school. The orientation will include a tour of the ECU/IECHS campus, followed by a parent question and answer session. This will allow parents to generate questions, concerns, and fears. IECHS/ECU will engage in answer/discussion with parents, locating and finding information if the answers are not readily available. This will be the first step in creating a bond between the IECHS and the parents of our students to ensure their support and ultimate student success.

As students progress within IECHS, each year will start with a parent/student orientation and meet-and-greet by grade level intended to inform parents of the year's objectives and activities within the coming year. These annual grade level parent/student orientations will include administration, teachers and counselors from IECHS, instructors from ECU, the college liaison and other individuals that could be pertinent to the success of the students. Depending upon the grade level, information will be shared concerning academic course selections, high school graduation requirements, opportunities on the ECU campus as well internships and career pathways. The general policies and regulations, FERPA - regulations for sharing of student information between East Carolina University and the IECHS personnel, and other information related to the college admission process will be discussed.

Parent involvement will continue throughout the year through numerous activities and actions such as parent nights, open house and quarterly student-led progress reports. Each semester, student-led conferences will provide a meaningful way for the students, parents, and IECHS teachers to communicate and engage in dialogue concerning the progress, goals, and future plans of the student. Student-led conferences provide parents the opportunity to understand the curricular program, see the student's high school and college artifacts as presented through a portfolio of competencies, and to gauge the student's progress at regular intervals throughout the five-year program. Individual goals set by the student will be reviewed and evaluated with parents once each semester.

Parental feedback will be an integral part of the IECHS in monitoring and adjusting as students progress through the grade levels. Parent and student surveys will be conducted each semester to ensure parent and students feel they have a voice in the IECHS.

A complete web presence will be established with a portal for parents which will include a Q and A blog. This space, along with Facebook, Twitter, and other social computing technologies, will ensure parents are informed on school policies, calendars, closings, field trips, and other general school information regarding the overall IECHS operation and schedule.

IECHS students will each develop a digital student portfolio that will carry forward into both college and career pursuits. The students of IECHS will create, over time, a digital database for parents to access information for their individual student as well as the IECHS overall. Students will make use of appropriate social media tools such as LinkedIn to create resumes and spaces employers will want to visit. According to Pitt County employer, Mayne Pharma, 96% of their employees are hired through LinkedIn. Parents and visitors to the IECHS website will also find statistical data, class events, calendars, and other information pertinent to the academic year. Additional avenues of parental engagement will utilize a social media presence through Facebook, Twitter, Instagram and an online chat environment. Announcements will notify parents of upcoming events and activities within IECHS and East Carolina University, such as guest speakers, seminars and student meetings, inviting parents to attend and participate with their student scholar.

NCGS115C-238.50 (b)(11): Early Identification: The IECHS program is focused on recruiting first generation prospective college students, students who are seeking an accelerated high school academic experience, or students who display a disposition for dropping out of high school. Special recruiting efforts will be implemented to ensure these student groups are fully aware of the opportunity IECHS affords them for success in high school and beyond.

IECHS's ongoing recruitment strategy will focus on early identification of potential IECHS students through a variety of activities as follows:

→ Recruitment efforts will start at the beginning of 8th grade for students selected to attend IECHS on the campus of ECU.
→ Representatives of the Admissions Team and student ambassadors from IECHS will appear on local television programs
→ Representatives of the Admissions Team and student ambassadors will deliver public service

announcement for radio and television broadcast
→ IECHS and ECU staff will conduct a series of meet and greet sessions in all PCS attendance areas
→ Follow up individual meetings with parents and students as requested
→ Annual parent letters will be sent to Title I middle school households with rising 9th graders reinforcing the IECHS program option/opportunity for targeted student populations and informing them of the application process.
→ Another annual strategy will be to conduct middle school AVID and Communities In Schools (CIS) student/parent presentations to ensure Pitt County Schools partner organizations working with potential first generation college students are fully Informed of the IECHS program and the process.

In summation, as a result of the partnership and the shared resources associated with Pitt County Schools and East Carolina University , Innovation Early College High School (IECHS) will create the conditions necessary to support student growth, both academically and personally. Exposing students to the high expectations of early college coursework while they concurrently pursue a high school diploma will enable students to demonstrate college and career readiness. Graduates of IECHS also will be prepared to directly impact future generations of youth and their families In the following ways: (1) by enabling students in the attainment of 60 hours of college transfer credit in STEAM fields, (2) by creating successful role models for rural students, especially those from underrepresented groups and first generation college students, through the mentoring and field experiences built Into the curriculum, (3) and by setting up public service opportunities throughout the community for the IECHS students.

How will the CIHS serve students beyond what is already available through the College Transfer pathway and/or Career Technical Education pathway of Career and College Promise? Clearly state how your proposed school is a different program.

Innovation Early College High School (IECHS) will expand the PCS District's unique school options by affording parents an opportunity to decide the best educational experience/placement for their child. Students enrolled in IECHS will be exposed to unique differences between IECHS and their home school in areas such as school culture, workforce preparedness, exposure to college level curriculum, expectations of college level instructors, long-term educational outcomes and the experience of being located on a university campus. Unlike traditional high school students who can not participate in Career and College Promise courses until grade 11, IECHS students will be eligible to take Career and College Promise courses in grade 9, without meeting eligibility requirements. This will allow students more valuable time to accrue up to 60 hours of college credit. Through a partnership with the ECU Innovation and Design lab, the IECHS students will be provided the opportunity to collaborate and work alongside the ECU Honors College. Finally, access to cultural offerings, arts, and clubs will be available within the IHE environment. Special activities and field trips such as Career and Job Fairs will also be accessible through ECU's Career Center.

In addition, this opportunity will allow students to begin taking college level courses in their 9th and 10th grade years. Many of the students in the target audience do not participate in College Transfer pathway programs via Career and College Promise due to transportation concerns as well as textbook costs. Foremost, additional educational supports will be provided for these students that their families may not be able to provide. All students will receive supports through individualized college/career counseling, AVID support, and the support of the University Liaison and university personnel. The IECHS will provide opportunities for students who may have the potential for success but could fall through the cracks at a comprehensive high school and help them achieve academic success. The curriculum will help students focus on a lifetime of learning and change; not simply a specific career.

Professional development will not only center around innovative instructional methodology, but will include developing lesson plans that scaffold needed skills for students based on differentiated instruction, while at the same time maintaining course rigor. The Pitt County Schools district mandate for all teachers to be trained in Learning Focused lesson planning, higher order thinking skills and acceleration will aid in this endeavor.

Pitt County Schools currently has a CIHS on the campus of Pitt Community College. This early college high school has a strong focus on career and technical education two-year associate degree programs. In addition, our early college high school on the campus of Pitt Community College will have reached capacity by the fall of 2018. The early college high school located at Pitt Community College only allows 75 students per year. We currently have more than enough applicants each year interested in an early college high school experience than would be required to fill both early

college campuses. There are already concerns over available classroom space on the PCC campus and the addition of the IECHS would provide additional opportunities for PCS students.

The early college high school we plan to establish on the campus of ECU will have a focus of allowing students to explore 4-year degree programs and obtain up to two years of college transfer credit towards a 4-year degree while exploring career options at the university level. Also, many students are in search of a 4-year university experience as opposed to a community college setting. In addition to a liberal arts two year transfer program, PCS and ECU have established the following career pathways to be available through the IECHS. These selected pathways have been designed in consultation with area business and industry (see partnerships) to help meet the growing need in eastern North Carolina for a skilled workforce.

- ❖ Allied Health Sciences: Nursing, Clinical Laboratory Science or Health Information Management
- ❖ Industrial and Systems Engineering, Mechanical Engineering, Industrial Engineering Technology
- ❖ Construction Management
- ❖ Computer Science (B.A. or B.S.)
- ❖ Liberal Arts
  *Additional pathways will be made available as advisors, counselors, and the college liaison work with students to personalize their educational pathways to meet their needs.

Enrollment in the IECHS experience is optional which gives parents and students a sense of ownership which will contribute to a higher feeling of school engagement. In addition, with the school's limited enrollment, both faculty and administrators can develop meaningful supportive relationships with students and their families. The development of a strong sense of family engagement and the supportive student-centered focus within a small school learning community, such as an early college option, will provide a school culture and individual student support typically absent within larger high schools. This atmosphere and level of support is necessary to ensure these first-generation college students continue their education, resulting in a career and positive contribution to our local community via our regional workforce development plan.

Unlike traditional high schools where the curricula offerings include a wide range of courses and cognitive levels, IECHS will include only honors and college level courses for all students. IECHS will create an environment of high expectations and academic rigor for all students by providing all students equal access to rigorous coursework. Student learning will be supported by the AVID program (Advancement via Individual Determination) which is not available in all of our traditional high schools. Instructors will be trained to deliver this program to help ensure continued student success in courses within IECHS and the university setting. AVID will be provided throughout their high school and university classroom experiences.

Traditional high schools do not provide grade 13. By providing a fifth year of study, this will allow IECHS students to go beyond the Career and College Promise expectation of two years of college transfer credits. IECHS students can earn up to 60 hours of university credit.

RESPONSE TO REGION'S ECONOMIC VISION

Explain how the CIHS relates to the Economic Vision Plan adopted for the economic development region where the school is located. Specifically address how the CIHS pathway will meet your local workforce needs and priorities.

PCS and ECU recognize the ongoing need to ensure the overall educational preparation of our future workers. We have an incredible opportunity to create an early-college innovation high school that graduates students with an academic transcript, stackable workforce certifications, an innovation/project portfolio, and a Rolodex of employer contacts. This platform has the potential to leap-frog the limitations of a rural eNC county school system and support recruitment of students and families across eNC in important fields such as STEAM/STEM.

In North Carolina, employers rely heavily on skilled workers in the STEM field. STEM jobs are expected to grow by 17 percent by 2018 with 91% of STEM jobs requiring post-secondary education by 2018. Unfortunately, these employers face a shortage of candidates to fill current jobs.

Education policy makers recognize that while STEM is a necessary driver of a competitive workforce and economy,

this alone is not sufficient to build an economy that continually generates more ideas to solve more and bigger problems, i.e. an innovation economy. Creating STEAM by including Arts/Design with a STEM curriculum, and putting this knowledge to work through innovation processes and entrepreneurship, remains critical to the overall educational preparation of our future workers/leaders and will greatly help assure our future economy by providing the best possible preparation for innovation.

By taking STEM one step further and including the arts, PCS and ECU can reach an additional audience of students that engage their imaginations and problem-solving skills. STEAM (Science, Technology, Engineering, Art/Design, and Mathematics) graduates, with the skills, knowledge, and abilities to create, design and execute innovative solutions to real-world problems, are in great demand by employers. In the long run, retaining these talented, skilled graduates in ENC will drive cultural and economic transformation in our region. Businesses in Pitt County have reached out to ensure their companies reap the benefit of job shadowing and internships. Companies such as Mayne Pharma, Patheon, and the North Carolina Biotechnology Center are interested in ensuring a partnership with the IECHS.

Parents and students must be shown clear pathways connecting their education choices, behaviors and commitments to future employment and entrepreneurial opportunities. The Innovation Early College High School integrates seamlessly with career pathway work being done by several local entities and partnerships. These partnerships recognize the successful engagement of students in these opportunities requires early identification at the middle school level, as critical education, behavior, and even dropout decisions are made. The IECHS can capture qualified students beginning in the 8th grade by applying and being accepted to the IECHS for opportunities to increase their knowledge in the STEAM fields.

During 2015, ECU established a plan to create a millennial campus which would focus on attracting, training and retaining skilled workers. The campus will be a geographic area in which ECU will join with industry, government, military and other parners to discover, invent and produce new innovations.

For example, employers affiliated with the Pharmeceutical Center of Excellence have expressed an interest in and requested they be a part of the IECHS. These employers are helping to establish a biopharmaceutical workforce development and manufacturing center. This would allow the IECHS students to shadow or intern with health care, advanced manufacturing (including pharmaceutical), and perhaps military populations.

One avenue of opportunity will be utilizing the resources of the NCEast Alliance, a not-for-profit economic development agency serving Pitt County and 12 additional counties in eastern North Carolina.   The NCEast service area includes approximately 1 million residents within several small metropolitan and micropolitan areas from the fringe of the Research Triangle region to the Atlantic Ocean. NCEast provides community capacity building and assists companies with site location and expansion decisions. The industry sectors targeted by the Alliance are Advanced Manufacturing; Life Sciences; Aerospace and Defense; Value Added Agriculture; Logistics; Tourism; Marine Traders, Motor Vehicle Assembly, and International Information. NCEast has developed and implemented a successful and nationally-acclaimed workforce development strategy that has resulted in revenue and employment growth of companies in the region, increased competitiveness of the workforce, and enhanced the perception of manufacturing and Science, Technology, Engineering and Math (STEM) careers as viable choices among young people. In support of the strategies, NCEast established the STEM East network to better connect and align education with the needs of business and industry.

The STEM East Network has been set up to be the base feeder system to STEM program and STEM-based careers and a continuing ladder of educational opportunities that are especially important to the target population. The region is home to eleven STEM learning centers that include Early Colleges, and STEM Redesigned High Schools and Specialized Academies. The IECHS will join this growing network of schools and programs in eastern North Carolina, helping to prepare tomorrow's workforce to meet the challenges of the 21st century.

The region's economic vision includes strategic deployment of programs that target the following four major stakeholders of workforce development:

→ Individuals: Through region-wide acceptance of ACT's Career Readiness Certificate;
→ Educators: Tailored, STEM-driven implementation of secondary school STEM learning centers and programs that improve a student's understanding of the relevancy of education to careers and acts as a

foundational advisory opportunity for student career pathways;

→ Employers: Strategies for collaborative partnerships among industry clusters in order to drive offerings for workforce development, to achieve buy-in and to secure funding; Mayne Pharmaceutical; Patheon; Hyster-Yale; Vidant; North Carolina Biotechnology Center are collaborating with the IECHS to ensure the students meet their growing workforce needs

→ Entrepreneurs: Strategies for localizing the talent base and supply chains that support growing employers of all sizes.

To help fill current skill gaps in the regional workforce and meet future needs for employers, IECHS will also partner with the Innovation Design Lab located on the campus of ECU. IDL is a state-of-the-art teaching facility, laboratory, multi-disciplinary collaboration space and innovation center with over 30 additive manufacturing machines (3D printers) that can assist with idea development, product/process design and rapid prototyping. It also includes the only MakerBot Innovation Center in NC. The curriculum will include courses offered through the IDL that will be beneficial in obtaining 2-years of college credit. The curriculum will assist students with high level critical thinking skills, integrated innovation processes, and creative problem solving.

Business and industry experts in eNC will be utilized and partnerships formed to ensure the material and courses presented will provide skilled workers to them in the area upon graduation. To expand this knowledge and experience a real-life test bed, students will be able to take advantage of Greenville SEED, a partnership between ECU, the City of Greenville, and the Greenville-Pitt County Chamber of Commerce. It is a business collaboration space that has unique assets and works in conjunction with the IDL. Students will be able to form a company, if they so choose, as part of the learning process and visually see this company come to fruition. SEED can connect students with business leaders and stakeholders across the region and state to develop solutions and business plans while performing their internships.

IECHS will include the following to establish a robust education-to-workforce pipeline:

1)summer enrichment programs for students seeking and competing for additional STEAM skills, knowledge and abilities; innovation and entrepreneurship training through the STEAM Studios and/or ECU's Innovation Design Lab; develop competency in innovation processes; and prepare students for successful employment and entrepreneurship.

2) The integration of classroom, laboratory, and innovation spaces on the campus of ECU to ensure development of technical expertise, provide opportunities for problem-based learning, and facilitate integrated, multi-disciplinary innovation.

3) Internships with employers that extend and use the knowledge gained in the curriculum through partnerships with Greenville SEED, the NCEast Alliance businesses, the ECU Innovation and Design Lab, as well as local employers such as Mayne Pharmaceutical, Patheon, Hyster-Yale, Vidant, and the North Carolina Biotechnology Center. Tours/visits will be set up so that students can see the operation of the businesses first hand. This visual experience will mean more than reading about the company or seeing a presentation through a slideshow. Videos of the CEOs and major corporate individuals will be used as supplemental materials. Businesses will be invited to speak at the IECHS orientations.

4) The ability to collect "digital badges" for their project-based learning through regional employers. Ex: Students could earn a digital badge for creating a website; a research project or experiment; and creating a corporate presentation. IECHS will seek to include corporate sponsors in the refining and judging of student work for digital badges.

The opportunities the IECHS students have will ensure they have employable, innovative skillsets which will impact the regional economic viability through a talented workforce. Additional funding will be pursued through state and federal grants as well as corporate sponsorships to ensure the IECHS is able to offer internships.

CURRICULUM

Provide a description of the overall instructional program and how it will introduce innovation into the classroom. Address how the CIHS will ensure graduates are prepared for college and career.

The conceptual framework of the Innovation Early College High School will incorporate basic educational design principles that include design, development, implementation, evaluation, and analysis. This framework supports a rigorous curriculum plan that will help students develop the academic and non-cognitive skills required to be successful in college and the workplace. Professional Development for staff will be provided to assist in this implementation.

IECHS will employ a variety of traditional and nontraditional instructional methods including project-based and problem-based learning, performance-based assignments and cooperative learning. The IECHS partnership with the ECU Innovation and Design Lab (IDL) will afford the students the opportunity for this hand-on, problem and performance based learning to take place. The curriculum will include courses offered through the IDL the will help create a link between student learning, career pathway choices and workforce development while at the same time obtaining 2-years of college credit. The curriculum will assist students with design thinking skills, integrated innovation processes, and creative problem solving.

IECHS will have high standards set for all students, will strive to make learning meaningful, and will engage students in authentic learning situations. Students will be exposed to relevant, real world scenarios and be empowered to make meaningful decisions about their own learning and future goals. Pitt County and regional business and industry will be recruited to assist students as they explore these learning opportunities. This collaborative effort will strengthen the students' understanding of STEAM career pathways. Shadowing opportunities in business throughout the county/region will assist students in developing real-world experiences and apply knowledge learning throughout their time at IECHS. Business leaders will be asked to provide evaluations enabling measures of performance. ECU Career Services offers virtual job shadowing (VirtualJobShadow.com) which is a highly engaging, fully digital career exploration and workforce development resource for post-secondary students. We bring job shadowing directly to the students, eliminating many of the costs and challenges frequently associated with traditional job shadowing.

Assessment methods will include portfolio presentations, designed products via the IDL, oral defense, student-led conferencing, as well as more traditional forms of assessment. The IECHS will develop a system of badges and students will be afforded the opportunity to earn digital badges representing skills, interests and achievements. These badges can be used to convey core academic knowledge as well as competencies and skills not measured through traditional means. According to the MacArthur Foundation, these digital badges can improve learning and outcomes for students. This will be the beginning of the development of each student's digital portfolio that will carry forward into both college and career pursuits. The students of IECHS will create, over time, a digital database for parents to access information for their individual student as well as the IECHS overall. The site would also be used by the community and business and industry leaders to showcase the student efforts and possibly become a living resume.

Support for students will be provided by the IECHS teachers using AVID strategies with an emphasis on reinforcing study and organizational skills, as well as developing non-cognitive skills such as teamwork, goal-setting, and persistence. Seminar and tutorial sessions will be conducted by Pitt County Schools teachers to provide academic support and assist students in their course work. Services for exceptional students will be provided as required by Pitt County Schools. ECU also utilizes Starfish through Blackboard which sends emails to students based on faculty settings. The emails can have a "kudos" and "needs improvement" or "missing work" selections to ensure students are aware of their grades and achievements.

In addition, all IECHS students, on-site of the ECU campus, will take a one-hour college course (COAD 1000) during their freshman or sophomore year to assist them in being successful in college and beyond. This course is designed to assist students in understanding the transition from high school to college, student development and motivation, goal-setting, learning styles, memory development, listening skills, note-taking skills, study skills, test-taking skills, communication, critical-thinking skills, ECU academic rules and regulations, and career development issues.

Every student at IECHS will complete all courses required to earn a North Carolina high school diploma while

simultaneously earning up to two years college credit during the five-year academic program. Also, all state and locally mandated examinations including the pre-ACT, ACT, Workkeys, NC Final Exams, and NC End-of-Course tests as well as teacher made exams will be given to students. The appropriate math and foreign language placement tests will be administered during the sophomore year by East Carolina University to determine readiness for college-level courses. ECU utilizes Degree Works which is a web-based application that allows students to view their progress towards degree completion. The program outlines all the major degree requirements include: Degree, Foundations Curriculum, Major, Concentration, and Minor requirements. All courses of the required degree/curriculum are listed. This tool will assist the IECHS students with the curriculum pathways provided in this application and help them stay on track.

Pathways to completion are designed into the curriculum. Using the power of the site, students will be enrolled and will attend ECU courses with traditionally enrolled students. The design of the sited school is to create an atmosphere of learning that drives the students toward a career path of their choice from the experiences and engagement held early on in their 9th and 10th school year. Sample curriculum to varied program choices at ECU are included in the application. The proposed curriculum, the outreach efforts, and the IECHS mission to serve students/ensure their success are all interventions within the school to retain students within IECHS and have them enroll at a 4-year university.

To ensure the IECHS students are tracked after high school, ECU will assign an attribute to them for data reporting purposes. This attribute will follow their record if they enroll at ECU and continue their university degree program. This will enable ECU to form communities of learning once the students have arrived on campus. These communities could include other ECHS students from across the state to ensure they feel affiliated with students their age; perhaps taking it one step further and establishing a "living and learning community" as it already established for other populations at ECU.

Develop a proposed curriculum map for the CIHS. Include courses that will support completion of a high school diploma and the IHE program of study aligned to the CIHS program configuration. *Submit a completed CIHS Curriculum Map with this application.* Templates are available in a separate document.

Attached Curriculum Map
5 Curriculum Pathways based upon workforce development needs in our region (attached and listed below):

- ❖ Liberal Arts - 2 year transfer curriculum
- ❖ Allied Health Sciences: Nursing, Clinical Laboratory Science or Health Information Management (B.S.)
- ❖ Industrial and Systems Engineering, Mechanical Engineering, Industrial Engineering Technology (B.S.E.)
- ❖ Construction Management (B.S.)
- ❖ Computer Science (B.A. or B.S.)

STUDENT GOALS/EXPECTATIONS

Describe expected student academic and career/technical achievement goals and the measures used to demonstrate how students have attained the skills and knowledge specified for the goals.

GOAL	INDICATOR	TARGET
Students maintain consistent attendance	**Attendance rate**	**>95%**
Students are on track at the end of each grade level as indicated by passing all core courses and obtaining the appropriate number of credits each year toward a high school diploma and two years of transferable college credit	**% of 9th-11th graders on track** **% of 12-13th graders on track**	**>95%** **100%**

Students will participate in the AVID program, preparing them for rigorous coursework at the high school and university level	Enrollment Data	100%
Students will meet the requirements for a North Carolina High School Diploma as well as additional requirements by Pitt County Schools.	North Carolina High School Diploma; High School Transcript	100%
Students will earn up to 60 college credits	College Transcript	85%
Students will achieve a minimum composite score of 17 on the ACT assessment	ACT Composite Score	90%
Students will achieve at or above a level 3 on required End of Course tests	End of Course Assessment	100%
After graduation, students will enroll in postsecondary education	Enrollment Data	90%
Students will be introduced to college major pathways as well as career exploration opportunities	Documentation of Attendance from Career Services	100%
Students will participate in job shadowing, mentoring, or internships in STEM fields or other areas of interest. They will be provided with work-based experiences.	Documentation of Participation	100%
Develop a digital portfolio and earn badges as described in the application	Documentation through Digital Portfolio	100%

PARENT/FAMILY INVOLVEMENT

Describe how the CIHS, including administrators and teachers, will partner with parents/families to support student success. Include how the CIHS will measure parent/family involvement.

Parental involvement, regardless of family income or background, means students are more likely to:

- earn higher grades and test scores and enroll in higher level courses
- be promoted, pass their classes and earn credits
- attend school regularly
- have better social skills, show improved behavior and adapt well to school
- graduate and go on to postsecondary education

Recruitment information will be provided annually to parents and students through the registration guide and other multimedia such as Facebook, Twitter, IECHS website, texting, local newspaper, and other gathering places in the community. Representatives from ECU and Pitt County IECHS will meet with all rising ninth grade students to convey information about the IECHS and encourage enrollment. Evening meetings will be scheduled to answer questions and assist with the registration process. Parents will be required to sign all admission and registration documentation.

Once students have been selected, parents and students will attend a freshman orientation meeting prior to the beginning of school. As partners in the school, parents will be involved, engaged and informed throughout the

school year and at every grade level. Each marking period, student/parent/teacher conferences will be held to review and discuss each student's progress. IECHS students will lead the discussion at these conferences. If parents are unavailable for a face to face meeting, phone conferences will be held. During the school year, a minimum of two family social events will be scheduled to promote a sense of community with Pitt County IECHS. An attendance goal of 90% at these events will be established to measure parent involvement. Other events may include the use of the ECU North Recreational Campus and the Student Recreation Center which house numerous opportunities for team bonding and activities.

To promote and support an awareness of the process involved in applying and attending college, the guidance counselor and college liaison will help all IECHS students establish accounts in the College Foundation of North Carolina (CFNC). Two or more times per year, the school will invite parents and students to presentations by colleges, universities, and organizations such as CFNC. Parents will be welcome to participate in college tours arranged by IECHS staff. The IECHS guidance counselor will also assist students and parents with post-secondary college applications and the financial aid process.

SCHOOL EFFECTIVENESS MEASURES

Describe how the CIHS, LEA and partner IHE will measure the school's effectiveness with respect to meeting the purposes specified in NCGS 115C-238.50 and the evaluation of CIHS specified in NCGS 115C-238.55. Please be sure to address the purpose listed in the chart below. Other measures may include:

- Staff collaboration
- Continuous improvement
- Community involvement
- Other innovative practices

In addition to the identified outcomes below, ECU uses TracDat which is an institutional assessment tracking system. Measures such as the ones listed in this chart will be developed with outcomes established and measures of assessment such as 85% of students will complete at least 2 years of college transfer credit.

CIHS PURPOSE/OUTCOME	HOW WILL THESE BE MEASURED BY THE CIHS AND/OR THE IHE?
Innovative instructional practice	• Digital Portfolio created by students showcasing innovative practices with identified learning outcomes • Observations of teacher instruction • Implementation of innovative, high quality instruction and assessment as show in lesson planning and delivery • Student performance on ACT, Workkeys, college entrance placement tests, grades by course, obtaining college credits
Target student groups served	• ECU and PCS will track the 3 target groups by those that apply, accepted and graduate • ECU will analyze the IECHS student outcomes as compared to other student cohorts at the university. • Students who successfully earn college credits beginning in grade 9 and how many credits earned • Students' completion of high school graduation requirements by grade 12 and grade 13 • Students who participate and complete internships • Students who utilize the Innovation Design Lab at ECU
High school retention rates	→ The percentage of students successfully passing classes. → 4-year and/or 5-year cohort graduation rate as established by NCDPI

	→ Survey students to determine how effective they believe:
	    • IECHS and ECU support services make a difference.
	    • Smaller class size
	    • A site-based high school on a university campus

Post-secondary completion rates: Associate degrees, career credentials, or two years of transferable credit	• Acquisition of college credit while enrolled in IECHS tracked through Degree Works • Number of IECHS students who continue on to receive a University undergraduate degree
Parental Involvement	• ECU and PCS will measure the involvement of parents through attendance at the orientations, campus tours, recreation and team building scenarios. • Student surveys to include questions regarding their parental support • Parent surveys to determine effectiveness of overall parental involvement programming.
Business Collaboration	• PCS and ECU will measure the collaboration of students and businesses by the number of internships held and the number of hours students volunteer with employers • Business and student survey feedback will be analyzed
Other	

PART D – OPERATIONS

PROPOSED BUDGET

Describe the budget development process for the CIHS.

The IECHS budget was developed in collaboration with a team of individuals comprised of PCS and ECU personnel. This budget team will work closely to ensure the operation of the IECHS is fluid and there are no budgetary constraints. Each year, this team will hold a series of planning meetings to analyze financial performance and determine budget allocations for the upcoming year which have changed from the initial budget submission given that the initial budget was prepared on certain assumptions such as personnel needs, tuition costs, and book costs. ECU will submit a detailed billing report to DPI as required.

The budget will be included in the CIHS application process and will be vetted by senior management; PCS Commissioners (for future budget proposals), PCS Superintendent, the PCS budget personnel, the Chancellor and Provost of ECU, and ECU budget personnel. The proposed budget will include anticipated state and federal allotments. The IECHS option will be included in an ECU Board of Trustee meeting July 27, 2017 for the first year. It will then be submitted to the Pitt County Board of Trustee meeting August 1, 2017. Upon approval of both parties, the IECHS application will continue through the Cooperative Innovative High School Timeline for 2017-2018. Appropriate allocations will be made in the budget for the three funding sources, federal, state, and local dollars to ensure the funding is available for opening the IECHS in fall 2018.

The IECHS will follow the regular budgetary approval calendar for PCS and ECU in making an annual requests to and include all appropriate parties.

See attached 5-year budget proposal

Complete the Proposed Budget Template for the next five years. Template is available in a separate document.
Submit a completed Proposed Budget with this application.

- Include funding sources in the budget.
- If the CIHS is not requesting additional funding, the CIHS proposed budget is still required. Complete applicable sections.
- If the CIHS is requesting additional funding, the CIHS proposed budget is required. This budget is a five-year proposed budget and includes, Average Daily Membership (ADM) and Full-Time Equivalents (FTE), as well as personnel and equipment needs.

If your IHE partner is a University partner, describe how the tuition charges will be determined.

PCS and ECU have an existing Memorandum of Understanding (MOU). The MOU states "Tuition for courses shall not be charged to the students of IECHS or to the Board. As with all North Carolina Innovative High School Projects involving early colleges partnering with Colleges and Universities, the responsibility for course tuition lies with the Department of Public Instruction." The Parties shall execute a separate Agreement regarding the payment of tuition and fees. The University will submit the tuition reimbursement from the Department of Public Instruction University/Private College Tuition Billing Spreadsheet, providing specific enrollment information to ensure compliance with financial accounting and audit requirements.

The MOU also states: "PCS will pay for textbooks for IECHS students' college courses. These textbooks will remain the property of PCS. ECU will strongly encourage university instructors of high demand IECHS courses to use the same textbook for (3) consecutive years." ECU will attempt to keep book costs to a minimum.

ECU may require PCS to pay additional expenses associated with the student's enrollment in ECU courses, such as technology fees, school fees, identification cards, and materials. The IECHS will be a sustainable school because PCS and ECU will work collaboratively on funding, investigate yearly grants, investigate yearly funded industry support, and each entity will be committed to the overall success of the IECHS.

PERSONNEL QUALIFICATIONS

Describe the specific positions and qualifications of employees in the program.

The IECHS will include:

- A Full-time Principal
- A Guidance Counselor
- Certified high school teachers (numbers vary by year)
- College Liaison
- Bookkeeper/Data Manager

The full-time, licensed school principal will be employed by Pitt County Schools. This instructional leader will have knowledge and innovative curriculum and instructional methods and possess the ability to communicate the vision of the Early College model to all stakeholders.

One certified school counselor will be employed by Pitt County Schools to provide counseling services and help students create personalized learning plans. The counselor must have the ability to work across boundaries of the public high school and the university requirements. This person will work closely with the ECU Liaison, ECU Admissions, Registrar, and other entities at ECU to ensure students are enrolled in the appropriate courses to ensure their success.

Certified high school teachers for each of the four core areas will be employed by PCS during year one, with additional high school teachers hired as the student population increases. These teachers will possess knowledge, skill and experience with project-based learning as well as the ability to motivate students to perform at a high level of success. They will have a proven desire to maximize student outcomes and success; demonstrate an innovative curriculum; and be aware of internal and external stakeholders. They must also possess the ability to work with the business collaboratives to ensure students graduate job ready. The job posting for IECHS teachers will reference the National Board of Professional Teaching Standards certification.

 A ECU liaison will be employed by East Carolina University, who will be knowledgeable of both college and high school curriculum and culture. The IECHS counselor and college liaison will share the opportunities to strengthen the student's understanding college curriculum pathways and STEM careers. The Liaison will assist with the application process and the college course registration, coordinate course scheduling, and administer placement testing for IECHS students.

A bookkeeper/data manager will be employed by Pitt County Schools. This individual must meet the minimum PCS non-certified job qualification guidelines.

All IECHS personnel will adhere to the philosophies described in this application to target access and success for students to complete at least two years of college credit.   The entire staff will be experienced in and believe in innovation and alternative educational delivery methods. They will also have the mindset that these students are geared toward workforce development. The PCS staff/instructors and the ECU staff/faculty of IECHS will collaborate on instructional strategies for the long-term educational benefit of the students. They will all be positive leaders for the benefit of the students of IECHS.

STUDENT TRANSPORTATION

Describe how students are to be transported to the CIHS. Describe how the CIHS will ensure that no child is denied access due to transportation issues.

Transportation will be provided to Pitt County IECHS by the Transportation Department of Pitt County Schools via school bus. The daily schedules of the IECHS and the district's six traditional high schools have been aligned to enable the use of an express Pitt County Schools shuttle system between East Carolina University and the traditional high schools. Students riding the shuttle will transfer to and from local school buses at the high school in their district of residence. On days when traditional schools are not in session, students in the IECHS will be directly transported to and from their homes. Field trip transportation will be provided by Pitt County Schools. The students will not participate in sports.

OPERATING PROCEDURES

Explain the CIHS operating procedures, including calendar and hours of operation.

IECHS will provide 185 days of instruction to better support students and ensure academic success. While the school calendar will be aligned with the college calendar to enable enrollment in college classes, additional school days will be added at the beginning and end of the academic year for orientation, credit recovery, and other student support activities. Pitt County Schools (PCS) will provide bus transportation. Students will be allowed to take classes as part of their course of study that meet outside of this six-hour window.

While actively engaged in ECU courses, ECU activities, or moving about on the ECU campus, IECHS students will adhere to and be disciplined according to the student codes and honor codes of PCS and ECU. Wherever the student codes or honor codes conflict, the University Provost and the PCS Superintendent will determine which code to apply or otherwise mutually agree to some other appropriate action.

SUBMISSION

- The application must be submitted jointly by a Local Board of Education and the Board of Trustees of the partner Institution of Higher Education.
- A complete application packet includes (1) CIHS Signature Page, (2) CIHS Application, (3) CIHS Curriculum Map, and (4) CIHS Proposed Budget.
- Submit all documents attached to one email.
- Only complete application packets will be reviewed and submitted to the State Board of Education and corresponding Board for action.
- An electronic version of the complete application packet, must be submitted to CIHS@dpi.nc.gov by September 15, 2017.

Cooperative Innovative High School Proposed Budget Application Cycle 2016-17

LEA #:	740
LEA Name:	Pitt County Schools
School Name:	Innovation Early College High School
Partnering IHE	East Carolina University

Please change, delete from, or add to the itemized list under each category as appropriate

Category/Activity	Year 1		Year 2		Year 3		Year 4		Year 5	
Grades Served (e.g. 9, 10)	9		9, 10		9, 10, 11		9, 10, 11, 12		9, 10, 11, 12, 13	
Total Average Daily Membership	55		110		165		220		275	

Revenue	Total	Total	Total	Total	Total
Local appropriations	$137,896	$169,592	$125,857	$100,603	$192,978
State-CIHS supplemental funds	$200,000	$200,000	$200,000	$200,000	$200,000
State- General funding (ADM)	$227,630	$455,259	$682,889	$910,518	$910,518
Federal-List Grants					
Other					
Total revenue	**$565,526**	**$824,851**	**$1,008,746**	**$1,211,121**	**$1,303,496**

Salaries	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	FTE	Total Salary	Sources of funds
Principal	1	$80,000	1	$80,000	1	$80,000	1	$80,000	1	$80,000	NC-GF
Core Teachers (10 mo; yr 1 - 4 @ .50)	2	$90,000	4	$180,000	5	$225,000	5	$225,000	5	$225,000	NC-GF
Counselor (10 mo)	0.5	$22,500	1	$45,000	1	$45,000	1	$45,000	1	$45,000	NC-GF
College Liaison	0	$0	1	$0	1	$0	1	$0	1	$0	ECU
Exceptional Children Teacher	0.25	$11,250	.25	$11,250	.25	$11,250	.25	$11,250	.25	$11,250	NC-GF
Clerical	0.5	$10,000	1	$20,000	1	$20,000	1	$20,000	1	$20,000	NC-GF
Transportation Staff	N/A	$0		$0		$0		$0		$0	N/A
Other: List											
Total Salary		**$213,750**		**$336,250**		**$381,250**		**$381,250**		**$381,250**	

Benefits Total for Personnel	FTE	Total Benefits	FTE	Total Benefits	FTE	Total Benefits	FTE	Total Benefits	FTE	Total Benefits	Sources of funds
Health	4.75	$27,878	8.25	$48,419	9.25	$54,288	9.25	$54,288	9.25	$54,288	Local
Retirement	4.75	$36,615	8.25	$57,600	9.25	$65,308	9.25	$65,308	9.25	$65,308	NC-CIHS
Social Security	4.75	$16,352	8.25	$25,723	9.25	$29,165.63	9.25	$29,165.63	9.25	$29,165.63	Local
Other: Life Insurance	N/A	$0		$0		$0		$0		$0	N/A
Benefits for ECU Liaison Not Included/ECU											ECU
Total Benefits		**$80,845**		**$131,742**		**$148,762**		**$148,762**		**$148,762**	
Total Salary and Benefits		**$294,595**		**$467,992**		**$530,012**		**$530,012**		**$530,012**	

Contracted Personnel and Services	Total	Total	Total	Total	Total	Sources of funds
Total Contracted Personnel and Services	**$0**	**$0**	**$0**	**$0**	**$0**	

Other	Total	Total	Total	Total	Total	Sources of funds
Instructional Supplies & Mat.	$8,000	$12,000	$12,000	$12,000	$12,000	Local
Equipment	$10,000	$5,000	$0	$0	$0	Local
Technology	$27,500	$27,500	$27,500	$27,500	$27,500	Local
Computer Software	$8,250	$8,250	$8,250	$8,250	$8,250	Local
Professional Development	$7,125	$12,375	$13,875	$13,875	$13,875	Local
Transportation	$150,000	$175,000	$200,000	$225,000	$250,000	NC-CIHS
Text Books: PCS	$22,000	$33,000	$110,000	$264,000	$308,000	Local

Office supplies	$7,000	$7,000	$7,000	$7,000	$7,000	NC-CIHS
Copier	$10,010	$20,020	$20,020	$20,020	$20,020	Local
Communications	$8,000	$8,000	$8,000	$8,000	$8,000	NC-CIHS
Rent if charged by IHE	$0	$0	$0	$0	$0	n/a
Other: Student Fees ECU: Tech,Security	$11,688	$46,750	$70,125	$93,500	$116,875	Local
Other: Student Fees ECU: One Card	$550	$550	$550	$550	$550	Local
Parking	$808	$1,414	$1,414	$1,414	$1,414	Local
Total Other	**$270,931**	**$356,859**	**$478,734**	**$681,109**	**$773,484**	

Total Expenditures	**$565,526**	**$824,851**	**$1,008,746**	**$1,211,121**	**$1,303,496**
Total Revenue over Expenditure	$0	$0	$0	$0	$0

IHE Costs. Complete for the appropriate IHE partner

Community College FTE Cost

# of students	0								
Courses per student	0								
est. rate per course	$475		$475		$475		$475		$475
NCCCS total	$0		$0		$0		$0		$0

University Tuition

# of students	55		110		165		220		275
ts (avg. courses) per student per semester	1		2		2		2.5		2.5
# of semester	2		2		2		2		2
Rate (per semester)	$557		$557		$1,113		$1,113		$1,113
University Total	$61,215	$0	$245,080	$0	$734,580	$0	$1,224,300	$0	$1,530,375
Total Tuition Cost	$61,215		$245,080		$734,580		$1,224,300		$1,530,375

Annual Total Cost	**$626,741**	**$1,069,931**	**$1,743,326**	**$2,435,421**	**$2,833,871**

NOTE: ECU tuition and fees are subject to annual adjustments.

Innovation Early College High School (IECHS)
DRAFT PROGRAM OF STUDY: Allied Health Sciences

RED - HS Requirements

High School	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth / *Honors Biology / *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							

University (ECU): Allied Health Sciences Pathway (B.S.) - Clinical Laboratory Science, Nursing, or Health Information Management

English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest	
					Meet English III high school requirements		Meet English IV high school requirements			
Math			* Math 1065 (will satisfy both high school and pathway requirement)		Math course selections based upon career path and/or area of interest					
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	SOCI 2110; PSYC 1000; plus additional social science electives as required within the specific pathway			
Science (Natural) (7 hrs)					*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement		Additional Biology and/or Chemistry courses as required within the specific pathway			
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)							
			Humanities/Fine Art Electives							
	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					

Other	*KINE 1000 and HLTH 1000 (HLTH 1000 is also a pathway requirement) 2 SEM FOR HS REQ		*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)							
			Suggested Electives: FINA 1904; MIS 2223; ITEC 2000							
	Job Shadowing/Business and Industry Partner Tours				Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

Innovation Early College High School (IECHS)
DRAFT PROGRAM OF STUDY: Computer Science

	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
High School	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth / *Honors Biology / *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							

University (ECU): Computer Science Pathway (B.A. or B.S.); Working toward additional Certificate in Computer Game Development

					11th Grade		12th Grade		13th Grade	
English					• ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Eng 2815	Course Selection based upon career path and/or area of interest
					Meet English III high school requirements		Meet English IV high school requirements			
Math				*Math 1065 (high school requirement and pathway requirement)			Math 2283			
							If working toward Gaming Certificate Math 3256 or 3584			
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	COMM 1001, PSYC 1000; SOC 2110; PHIL 2275			
Science (Natural) (7 hrs)					*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement		Additional Biology and/or Chemistry courses as required within the specific pathway			
					ATMO 1300; GEOG 1300; GEOG 1500					
Humanities (9 hrs)				*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)						

	COMM 2020 Other course selections based upon career path and/or area of interest			
Other	COAD 1000	Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.		
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ	*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)		
		Gaming Certificate: CSCI 3200 CSCI 3550 CSCI 5800 (Pre-req CSCI 3200) CSCI 4550 (Pre-req CSCI 3550)	Gaming Certificate: CSCI 3200 CSCI 3550 CSCI 5800 (Pre-req CSCI 3200) CSCI 4550 (Pre-req CSCI 3550)	Gaming Certificate: CSCI 3200 CSCI 3550 CSCI 5800 (Pre-req CSCI 3200) CSCI 4550 (Pre-req CSCI 3550) CSCI 3800 (Pre-req Math 3256 or 3584)
	Job Shadowing/Business and Industry Partner Tours	Internship - 160 hours (begin during summer)		
FRIDAY SEMINAR	AVID AVID AVID AVID	AVID AVID	AVID AVID	AVID AVID

*State graduation Requirement

Innovation Early College High School (IECHS)
DRAFT PROGRAM OF STUDY: Construction Management

RED - HS Requirements

High School	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth / *Honors Biology / *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							

University (ECU): Construction Management Pathway

English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest	
					Meet English III high school requirements		Meet English IV high school requirements			
Math			*Math 1065		FINA 2244	Math course selections based upon career path and/or area of interest				
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	ECON 2113 Additional social/behavioral science course selection based upon career path and/or area of interest			
Science (Natural) (7 hrs)					*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement		Science course selection based upon career path and/or area of interest			
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)							
			Course selection based upon career path and/or area of interest							

Other	COAD 1000	Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.		
		CMGT 2110/2211	CMGT 2400/2401	Additional CMGT courses
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ	***2 SEMESTERS OF FOREIGN LANGUAGE** (to meet mini concentration and UNC Systems admissions requirements)		

	Job Shadowing/Business and Industry Partner Tours			Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

Innovation Early College High School (IECHS)

DRAFT PROGRAM OF STUDY: Industrial/Systems Engineering, Mechanical Engineering, Industrial Engineering Technology

RED - HS Requirements

High School	9th Grade Fall 1	Spring 1	10th Grade Fall 2	Spring 2	11th Grade Fall 3	Spring 3	12th Grade Fall 4	Spring 4	13th Grade Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth / *Honors Biology / *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							

University (ECU): Industrial/Systems Engineering, Mechanical Engineering, Industrial Engineering Technology

English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest	
					Meet English III high school requirements		Meet English IV high school requirements			
Math			*Math 1065		Math 2171		Math 2152		Math course selections based upon career path and/or area of interest	
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	SOCI 2110; PSYC 1000; plus additional social/behavioral science course selections as required within the specific pathway			
Science (Natural) (7 hrs)			*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement				Additional social/behavioral science course selections as required within the specific pathway and/or area of interest			
			BIOL 1050/1051 or 1100/1101							
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)							
			Course selection based upon career path and/or area of interest							

Other	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ				*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)					
					ENGR 1000 ENGR 1016		ENGR 1016 ENGR 1050 (pre-req MATH 1083 or higher)		ENGR 2022 ENGR 2450/3024 (depending on pathway)	
	Job Shadowing/Business and Industry Partner Tours				Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

Innovation Early College High School (IECHS)
DRAFT PROGRAM OF STUDY: Liberal Arts

High School	9th Grade		10th Grade		11th Grade		12th Grade		13th Grade	
	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5
English	*Honors English I Paired with AVID		*Honors English II Paired with AVID		English III		English IV			
Math	*Honors Math I or II	*Honors Math II or III	*Honors Math III or Adv Fun	*Adv Functions						
Science	*Honors Earth *Honors Biology *Honors Physical Science: (May substitute college courses for physical science graduation requirement - see below)									
Social Studies	*Honors World		*Honors Civics							

University (ECU): Liberal Arts Pathway

English					* ENGL 1100	Eng 2100	Eng 2201	Eng 2200	Course Selection based upon career path and/or area of interest	
					Meet English III high school requirements		Meet English IV high school requirements			
Math			*Math 1050 or Math 1065 (College Algebra)	*Math 1050 or Math 1065 (College Algebra)	Math 1065	Math 1085 (Mat 1065 is pre-req)	Math course selections based upon career path and/or area of interest			
					Suggested math courses					
Science Social/Behavioral (9 hrs)					*HIST 1050 (American History I)	*HIST 1051 (American History II)	Social/behavioral science course selection based upon career path and/or area of interest			
Science (Natural) (7 hrs)				*CHEM 1150/1151(lab) and CHEM 1160/1161(lab) or PHYS 1250/1251(lab) and PHYS 1260/1261(lab) 2 semesters to meet HS physical science requirement			Science course selection based upon career path and/or area of interest			
Humanities (9 hrs)			*ART ELECTIVE CREDIT - 2 SEMESTERS FOR HS REQUIREMENT (to meet mini concentration)							
			Course selection based upon career path and/or area of interest							

Other	COAD 1000				Customized courses will be selected to meet the University domestic diversity (DD) or global diversity (GD) designations.					
	*KINE 1000 and HLTH 1000 2 SEM FOR HS REQ				*2 SEMESTERS OF FOREIGN LANGUAGE (to meet mini concentration and UNC Systems admissions requirements)					
	Job Shadowing/Business and Industry Partner Tours				Internship - 160 hours (begin during summer)					
FRIDAY SEMINAR	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID	AVID

*State graduation Requirement

AGENDA ITEM

VI.   Undergraduate Admission Appeal Procedures .... Dr. Robin Coger
Provost

Situation:	Following guidance from both UNCSO and ECU Office of University Counsel, there is a need to create an interim policy to revise the undergraduate admissions appeal procedures and the make-up and scope of the Admissions Appeals Committee (AAC). The intention is to include a broader range of campus-wide perspectives in making decisions around appeals for special considerations for admission.
Background:	ECU has had an Admissions Appeals Committee in existence for many years. The purpose of the interim policy is to ensure alignment of the Admissions Appeals Committee membership and practices with UNCSO policy, particularly part VI of policy 700.1.1.1[R]. Specifically, the intent is to expand the scope of perspectives included on the AAC to encompass academic affairs (including faculty), student affairs, administration and finance, and enrollment services. This will better help the institution ensure comprehensive review of any requests for special consideration for admission, as well as ensure compliance with UNCSO policy.
Assessment:	As noted, this interim regulation is being proposed at the encouragement and with the advice of the ECU Office of University Counsel. It has been designed to ensure compliance of internal practice with UNCSO policy.
Action:	This item requires a vote by the committee, with a vote by the full Board of Trustees through the consent agenda.

Undergraduate Admissions Appeal Procedures

Any denied undergraduate applicant may appeal the University's admissions decision. This document describes the procedures to be followed for appealing negative admissions decisions, including a decision to rescind an admission that has already been granted.

Students with disabilities who need accommodations in the appeals process should contact the Office of Undergraduate Admissions to request such accommodations.

Students seeking to appeal a decision after a Pre-Admission Safety Review should refer to the Student Admissions Safety Review section REG11.30.03 of the ECU Policy Manual.

The following procedure is for undergraduate applicants who are denied admission (appeals for applicants denied admission based upon a criminal background or other disciplinary action should refer to REG11.30.03 of the ECU Policy Manual):

A denied applicant who wishes to challenge the denial must first request a second review on the merits by the Admissions Appeal Committee (AAC). The AAC is a standing committee of nine (9) members comprised of representation from academic affairs, faculty, student affairs, administration and finance, and the enrollment services team. Requests for review, including any additional materials the applicant desires to submit, must be received in writing prior to the term for which the applicant is seeking admission. If there is insufficient time to complete the review before the beginning of the term for which the applicant seeks admission, which shall mean less than two (2) weeks prior to the start of the semester, the AAC may decline to perform the review. The AAC will complete a holistic review of the student's credentials, including any additional materials the applicant submits, and will render a decision in writing to the applicant within ten (10) business days (excluding weekends and University holidays) following the meeting of the AAC at which the review takes place.

If an applicant is denied admission by the AAC, the applicant may appeal the AAC's decision only if the appeal alleges that the University discriminated in offering access to its educational programs or activities based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, or veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service). The applicant's appeal must be in writing, must set forth with specificity the grounds for the appeal, and must be directed and delivered to the Associate Vice Chancellor for Academic Operations for all undergraduate applicants within ten (10) business days of the applicant's receipt of the AAC appeal decision. If the applicant's appeal is not timely submitted, the Associate Vice Chancellor for Academic Operations may decline to review the appeal. Upon receipt of the appeal, the Associate Vice Chancellor will review the applicant-appellant's file and appeal letter. The Associate Vice Chancellor will communicate their decision to the applicant-appellant in writing within thirty (30) calendar days of receipt of the appeal. The decision of the Associate Vice Chancellor for Academic Operations is final.

Meeting of the Board of Trustees
University Affairs Committee
April 27, 2023

AGENDA ITEM

VII.   Wrap Around Services   Robin Coger, Provost & Senior Vice Chancellor for Academic Affairs
                                                                Brandon Frye, Vice Chancellor for Student Affairs
                                                                Sharon Paynter, Acting Chief Research & Engagement Officer

Situation: ECU's enrollment is directly linked to the successful retention and persistence of its
                              students.   On most college campuses and at ECU, retaining and graduating students
                              requires comprehensive approaches responsive to students' needs.

                              At ECU, we proactively seek to measure and achieve student success on our campus.
                              This is achieved by providing high quality academic programs, experiential and co-
                              curricular initiatives, and wrap-around services. "Wrap-Around" services, as used
                              here, refer to care-based person-oriented supports designed to help individuals meet
                              life's challenges.

Background: Student success at ECU includes what happens inside and outside the classroom. The
                              divisions of Academic Affairs and Student Affairs work closely together to ensure that
                              students have access to high quality education, programs, services, and resources that
                              enhance their learning, maturation, growth, and workforce readiness. In today's
                              climate, terms such as "student mental health", "student-disengagement", "faculty
                              burnout" are common themes in higher education literature and blogs. Two examples
                              of these are provided.

Assessment: Today's presentation will spotlight three examples of person-oriented support
                              resources at ECU.

                              Disability Support Services: The mission of the Department for Disability Support
                              Services is to provide individuals with disabilities support that will enable them to
                              access programs, services, facilities, and activities of the university and to enhance
                              disability awareness among all constituents of the university. *(Speaker: Stephen Gray)*

                              STEPP Program: The STEPP Program provides students with learning disabilities that
                              demonstrate the desire and potential to achieve college -- with access and
                              comprehensive support throughout the university experience. The significance here is
                              how the program works AND the fact that we are now enveloping it into our Academic
                              Student Success work so that the lessons learned from this successful program help
                              even more of our Pirate students. *(Speaker: Dr. Sarah Williams)*

                              PASS Clinic: This is a non-profit psychology clinic associated with the ECU Doctoral
                              Program in Health Psychology. The Clinic provides behavioral health services to ECU
                              faculty and staff, as well as the surrounding community, while also providing
                              supervised training for graduate student clinicians. (*Speaker: Dr. Debbie Thurneck*)

Action: This item is for discussion only.

Mission

The Department for Disability Support Services (DSS) provides individuals with disabilities support that will enable them to access programs, services, facilities, and activities of the university and to enhance disability awareness among all constituents of the university.

Philosophy: DSS is focused on creating ACCESS to support ECU students.

Accommodations: Designed to provide equal access to students with disabilities.

What is a disability?

A physical or mental condition that substantially limits one or more major life activities. Major life activities can include but are not limited to, reading, speaking, concentrating, and the operation of major bodily functions.

Clockwork Web Portal

In order to receive accommodations at ECU, students must self-identify to DSS and engage in the interative process via resources provided on Clockwork.ecu.edu.

1. **Student:** *Access and complete the Request for Accommodations form.*

2. **Student:** *Provide documentation of a disability.*

3. **DSS:** *Requests and documentation reviewed through a collaborative approach.*

4. **DSS & Student:** *Meet to develop accommodations plan and how to use the Clockwork system.*

Our Commitment: East Carolina University is committed to providing accessible technology and educational resources. Computer labs, learning platforms, web pages, multimedia content and applications should be accessible to everyone including individuals with disabilities. ECU works to comply with accessibility standards, to enable all users to fully participate. By establishing an accessibility and compliance program and keeping up to date with current trends in educational technology, learning platforms and web development, East Carolina University is addressing the needs of all students and ensuring access.

ECU Students Registered with Disability Support Services

2017-2018: 1,100 (6-7% of student population)
2022-2023: 3,200 (12% of student population, which is close to the national norm of 18%)
Includes undergraduate, graduate, and professional students.

Current Trends Influencing ECU's Culture of Care

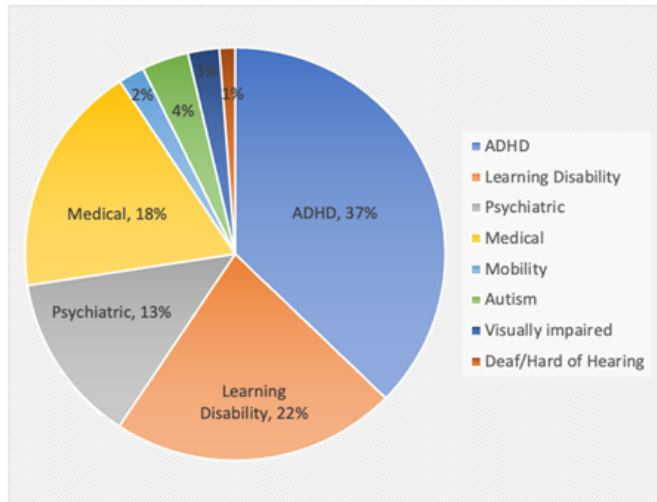Reasons for increased number of students supported by DSS:

- Enhanced educational outreach during orientation and campus visits.

- Increased communication with students when they arrive on campus.

- Students who have had access to accommodations during high school seek support in college along with more students learning about disabilities during high school and request them more when entering college.

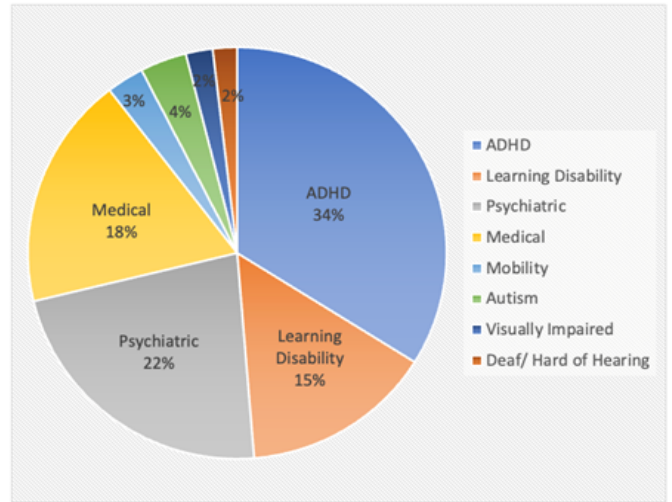Increased complexity in the scope of disabilities among students:

- Attention deficit hyperactivity disorder (ADHD) comprises more than a third of all disabilities.

- Increase in psychiatric conditions, particularly anxiety and depression.

- Increase in medical conditions.

Disability by the Numbers

2017-18 (for 1,100 students)

Legend: ADHD, Learning Disability, Psychiatric, Medical, Mobility, Autism, Visually impaired, Deaf/Hard of Hearing

- ADHD, 37%
- Learning Disability, 22%
- Medical, 18%
- Psychiatric, 13%
- 4%
- 2%
- 3%
- 1%

2022-23 (for 3,200 students)

Legend: ADHD, Learning Disability, Psychiatric, Medical, Mobility, Autism, Visually Impaired, Deaf/ Hard of Hearing

- ADHD 34%
- Medical 18%
- Psychiatric 22%
- Learning Disability 15%
- 4%
- 3%
- 2%
- 2%

DSS Student Accommodation Types

- Coaching
- Attendance Adjustments
- Technological / Digital Note Taking
- Sign Language Interpreters / CART
- Housing Accommodations / ESA
- Tests & Exams

DSS Transitioning From Triage to Accessible Accommodations

- Faculty Outreach / Empowerment
- Office of Faculty Excellence / Faculty Training
- NC State Counselors
- PittCounty High School Counselor Presentations
- Disability Student Coaching
- Reasonable Attendance Adjustment Plans (RAAP)

About Disability Support Services:

- Six (6) full-time staff
- Located in Slay Hall (moving to Mendenhall in Fall 2023)
- Report to Dean of Students within Student Affairs
- https://accessibility.ecu.edu/students/

NEW Health Sciences Campus Testing Center

➢ Opened March 2023
➢ Relocated DSS staff member to HSC
➢ 86 exams administered in first 12 days
➢ Current focus: communicating with HSC faculty to determine specific testing plans/needs and align DSS support

ECU STUDENT AFFAIRS

MENU

STUDENT SUPPORTS

Mental health Is A Major Problem On College Campuses —Here's What We Can Do

JAMIE MERISOTIS   **MARCH 31, 2023**   SHARE

Emotional stress is causing more students to leave college and keeping others from enrolling, at a time when people need post-high school education more than ever—and the country desperately needs their talent.

"Student mental health is in crisis," the American Psychological Association says, as students juggle a dizzying array of personal life challenges. The topic is on the minds of the entire nation, from parents to faculty, college administrators, and funders. While it is true that mental health issues have long been with us, we have never had such motivation to address them. I think squandering that momentum at this time would be shameful.

A new Gallup poll lays out the stark details: The study found that 71 percent of women and 77 percent of people ages 18 to 24 said stress influenced their decision not to enroll, compared to 57 percent of men.

The report, "Stressed Out and Stopping Out: The Mental Health Crisis in Higher Education," confirms what others have shown. The ~~Healthy Minds Study~~ from last year found that more than 60 percent of college students appeared to have at least one mental health problem. A study by the National College Health Association found that nearly three quarters of students reported psychological distress.

Another Gallup poll last year found that mental health was cited twice as often as the pandemic, the cost of college, or the difficulty of coursework as the reason students left school.

It won't be easy to tackle the causes of growing anxiety, depression, eating disorders,

and other issues among today's students. Meeting the needs of a student population that is older and faces greater financial and family responsibilities will demand customized care.

The national response also requires intentional work with students of color and those from other groups who are less likely to seek counseling services, which has created a treatment gap. A 2020 study at Bennington College shows the scope of the challenge: Students reported several barriers to mental health services and frequently had little understanding about how to obtain counseling. For example, students who lacked insurance were unaware they could apply for financial assistance to pay for services. Many also found the application process demeaning, which undercut their willingness to seek help.

Resources are a problem on many campuses. Counseling centers are frequently stretched thin, and some schools simply are not devoting the funding that is needed.

It's important to note that we are seeing improvements. The positive steps include telehealth, peer counseling, and other assistance. In many college towns, local groups and government agencies offer off-campus resources.

At the University of Maryland, students may take a one-credit course to learn emotional regulation. The course even includes basic therapeutic skills, such as how to identify signs of anxiety and improve time management.

We should also acknowledge the importance of faculty. They often interact one-on-one with students and can serve as first responders in supporting mental health. Faculty are increasingly asking to be compensated for this work and are seeking tools and resources to help. As the chorus over mental health grows, some have called for a back-to-basics approach, including making mental health first aid training as common as CPR.

U.S. Surgeon General Vivek Murthy, speaking at last fall's Mental Health in Higher Education Roundtable, said that our growing national awareness can help gather support for the bold action we need at this time.

"We have to find ways to model what it's like to talk about our mental health, to help people understand that mental health *is* health," he said.

"It's part of our health—no less important than our physical health."

Jamie Merisotis is president and CEO of Lumina Foundation and author of the book "Human Work in the Age of Smart Machines."

Blogs

4 takeaways on combatting faculty burnout from our gathering of academic leaders

By Katie Herrmann

March 09, 2023 · 3 min read

EAB recently launched the first two-part event series for our partners focused on combatting faculty burnout and integrating a culture of well-being in academic affairs. More than twenty academic leaders from across North America participated in session one: *Faculty Burnout—A Workplace Problem, Not a Worker Problem.*

During this session, I had the opportunity to facilitate small group conversations with our provosts and vice provosts, who were eager to share their own experiences with faculty burnout and any efforts they had made to combat it. Here are four major takeaways

from my conversations with academic leaders about faculty burnout.

1. Rising student expectations and mental health needs are a primary driver of faculty burnout

Students increasingly want more than just course content from their professors—57% want help with professional networking and 45% want their professors to be willing to listen to personal issues and consider accommodations on coursework. These expectations create additional strains on faculty workloads and/or on faculty who feel uncertain about their role in student mental health support.

57%

of students want help with professional networking

45%

of students want their professors to be willing to listen to personal issues and consider accommodations on coursework

When it comes to student mental health and well-being support, faculty must be reminded that, while they do have a supportive role to play, they are not professional counselors, nor expected to be. To ease the negative impacts on faculty, academic leaders can set clear expectations for faculty about their role in student mental health

support and help faculty set boundaries with students.

2. Faculty burnout is not new, but the pandemic has highlighted the long-term strategic importance of supporting faculty well-being

Partners agreed that faculty burnout is not a new phenomenon in higher education. Even in 2018, more than 70% of faculty reported high or very high levels of stress regardless of career stage, and more than 25% of faculty reported experiencing burnout often or very often.

However, the pandemic added additional stressors and challenges that augmented many faculty pain points that existed pre-pandemic. Even with the worst of the pandemic hopefully behind us, the impacts of the pandemic have clearly continued to reverberate. Leaders are being flooded with many urgent faculty needs surrounding concerns like flexible work, child and adult caregiving, and workload. The result has been newfound urgency among leaders to take action and launch efforts to address the growing risk of burnout on their campuses.

# 3. Faculty would benefit from reminders of the key support resources available to them

While many institutions provide a variety of mental health and other support resources to their faculty, a common challenge is the lack of awareness and/or utilization of these resources. Even if faculty have seen the available resources in a workshop or training, it's often difficult to recall what campus supports are available to themselves or a colleague in the moment.

Academic leaders can help faculty by providing resources that clearly outline how to find in-the-moment campus support resources. University of British Columbia's Orange Folder is a best-practice example of this type of resource. Leaders can also support faculty by planning communications about available support resources for key times throughout the academic year. For example, it could be helpful to remind faculty that counselors are available through the EAP during particularly stressful times at the start and end of each semester.

4. Academic leaders are eager to gain greater insight into faculty experiences with burnout in the academic affairs workplace

Often, leaders describe only hearing concerns from the most vocal faculty on their campuses, leaving the experiences of the less-vocal majority of faculty out of key support considerations. Many academic leaders are currently prioritizing efforts to survey faculty on their workplace experiences, the supports and conditions needed to help them thrive, and their mental health and well-being needs as a means of gathering more holistic insight into the greatest faculty needs on their campuses.

THE CHRONICLE OF HIGHER EDUCATION
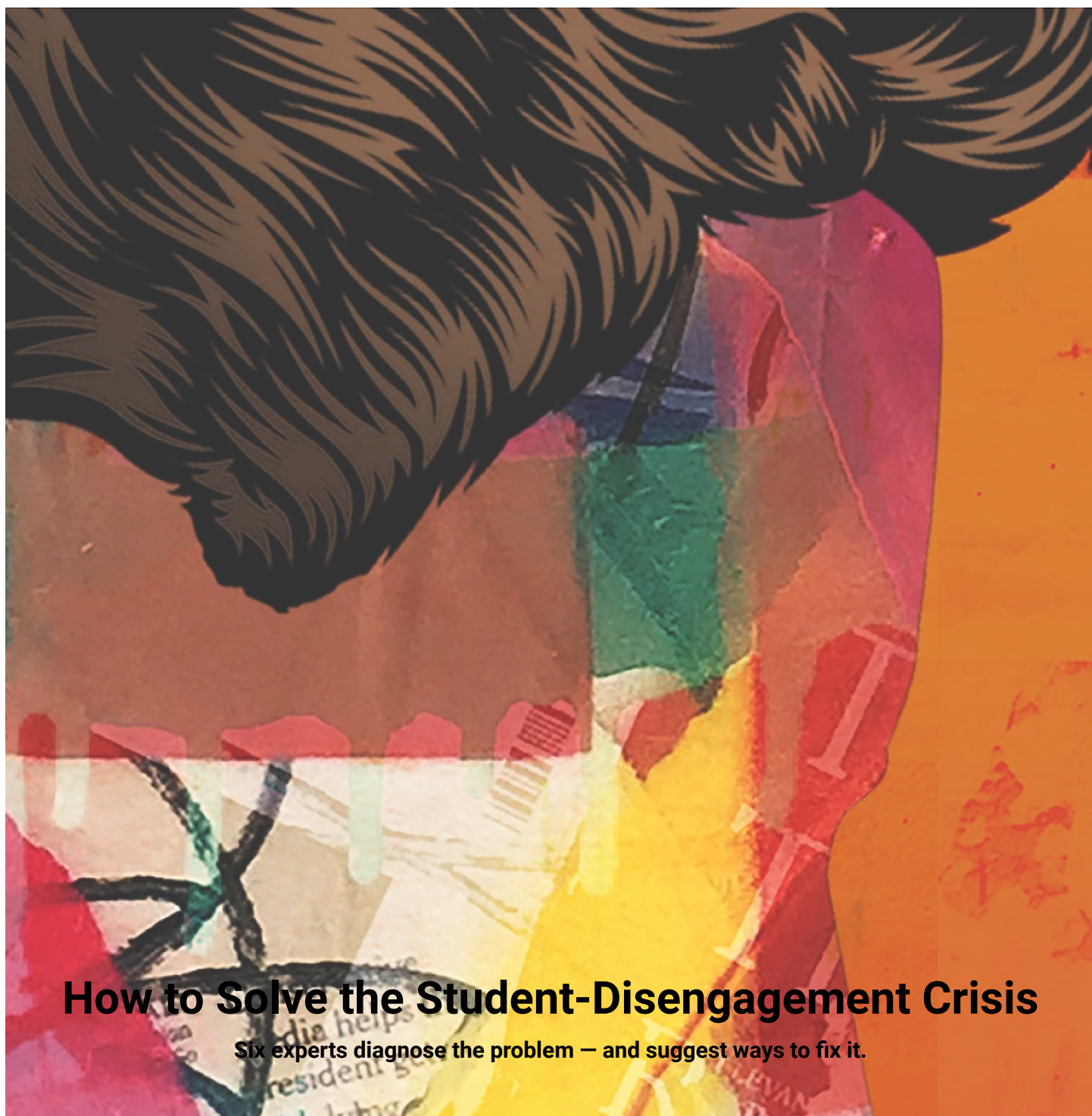
How to Solve the Student-Disengagement Crisis

Six experts diagnose the problem — and suggest ways to fix it.

MAY 11, 2022

"Defeated," "exhausted," "overwhelmed" — these were [typical responses](#) when *The Chronicle* asked faculty members how their students were faring. Professors reported widespread anxiety, depression, and a lack of motivation in their classrooms. Recent survey data from the Center for Collegiate Mental Health show a rise in students' reports of their social anxiety and academic worries. Professors, meanwhile, are frustrated by their inability to reach those students. And they're worn out from trying. "It feels like I'm pouring energy into a void," [as one put it](#).

The problem of student disengagement is easy enough to identify. Diagnosing what, exactly, is fueling it, and what colleges should do about it, is more of a challenge. So we asked several experts — both faculty members and administrators — about the steps colleges can take to combat such pervasive student disconnection. Here's what they told us.

Make Authentic Human Connections

By Rebecca A. Glazier

Student disconnection didn't happen overnight, and it can't be solved by any single professor's innovative pedagogy. But there are things we can do at both the individual and the institutional levels to support and engage students. At the individual level, it starts by making authentic human connections.

Decades of research has shown that the best way to ensure that students are successful in college is to help them build [relationships](#) — with professors, with mentors, and with peers. Professors are especially critical here. The more positive interactions [students have with faculty](#) members, the more likely they are to graduate. When students feel like their professors care about their success and are there to help, they will be more [committed](#) and [engaged](#).

That is why flexible deadlines aren't enough. [Building rapport](#) with students doesn't just happen in the last few weeks of the semester; it begins before the class even starts. A welcome email, a pre-semester survey, or a [warm and engaging syllabus](#) are all ways to signal to students that their success matters.

Once class starts, continue to build rapport by bringing students into the course material: Let them vote on case studies, give them a turn at leading the discussion, hold active-learning simulations, or

move class outside for an impromptu discussion of current events.

The pandemic has taught students that they can get most of the course content by reading the textbook or watching a recorded lecture. So what is the value of coming to class? It has always been human connection — the give and take of discussion, the knowledge gained through solving a problem together, the fun of exploring an outlandish counterfactual, the sincere inquiry of a spur-of-the-moment question. We need to rediscover the unique advantages of learning together in a shared space. That means connecting with students on a human level. We can't leave it to those who this kind of work often falls on: <u>women</u>, <u>faculty of color, queer faculty, and first-gen faculty</u>. We need all hands on deck if we are going to overcome this disconnection crisis.

Rebecca A. Glazier is an associate professor of political science in the School of Public Affairs at the University of Arkansas at Little Rock.

Respect Priorities

By Tobias Wilson-Bates

Like so many professors this spring, I found myself staring out at a surprisingly large number of empty seats. Absenteeism has increased at every level of schooling since the start of the pandemic. Many professors attribute it to apathy or poor decision making. But in my experience, students, faced with the impossibility of meeting the demands of all their coursework and extracurricular commitments, tend to make the right choices.

As a professor at a college made up of 40-percent first-generation students and a large number of dual-enrollment and nontraditional students, I have not seen academic malaise. Instead I've seen students working harder than ever. However, now their work increasingly involves an array of concerns above and beyond what I assign them in class.

First-generation and nontraditional students have always needed to balance a multitude of responsibilities, but never like this. My students are increasingly caring for relatives, taking on extra shifts at work to pay escalating rent and transportation costs, and dealing with personal health issues — both mental and physical. I would tell a student to prioritize all of these matters above meeting a deadline for my class.

Unfortunately too many professors think the answer to student disconnection is to double down on rigor, so they increase mandatory student checkpoints like quizzes and online-learning modules with

strict deadlines. This creates a situation where any work that isn't graded, like reading, becomes deprioritized.

TAYLOR CALLERY FOR THE CHRONICLE

The lenient policies I implemented during the pandemic have changed how my students view attendance and deadlines. Flexibility in the classroom is now the *only* flexible commitment in their lives.

Students have not lost the capability to do meaningful, complex work. They are not generally too burned out, depressed, and dispirited to do the kind of foundational critical inquiry that undergirds a college education. Across the board, though, they are overcommitted to the point that any work assigned to them demands they make a sacrifice or deprioritize a separate, vital part of their lives.

We need to think carefully about how the tasks we assign to students compete with the demands of their schedules. The urgency of re-establishing classroom norms and fully committing to the slower, less-quantifiable aspects of our classes need to be communicated to students in a way that will allow them to calculate how deep learning fits into their crowded lives.

Tobias Wilson-Bates is an assistant professor of English at Georgia Gwinnett College.

Provide Hope

By Kristin Croyle

Seeking a college education is an act of hope. Students invest their time and money in the belief that it will help them change their lives, and maybe even change the world. Students now are struggling to find that hope. They have turned inward, becoming disconnected and disengaged.

There is no magic solution, but there are steps colleges can take that we already know can make a difference.

- Use best practices in teaching across all the faculty. Too often, we treat excellence in teaching as an optional pursuit for faculty members. Great teaching engages students better than anything else we can do.
- Make sure students are aware of vital campus services — mental-health care, financial

counseling, food banks — and encourage them to take advantage of those services. It is no longer acceptable for us to say, "We try to get the word out, but students just don't notice."

- Look at your student-equity data and redirect resources as needed. We know the pandemic hit low-income students and students of color much harder. How is that affecting your students in terms of recruitment, pass rates, retention, progress to degree, and graduation rates?

- Provide support to staff and faculty members. They are also disengaged and overwhelmed — and their stress hurts students. Do your faculty and staff members know they have access to mental-health benefits, employee-wellness programs, and employee-assistance programs?

As social interactions start to normalize and our students see more hope for their own futures, we will likely see a shift back to more engagement. But we can't wait for that to happen. Students, faculty, and staff need us to recognize that there is an emergency now and to act with resolution.

Kristin Croyle is dean of the College of Liberal Arts and Sciences at the State University of New York at Oswego.

Require Student Engagement

By Emily Isaacs

Faculty members need to be released from the "super prof" role we have found ourselves attempting to fulfill — mental-health counselor, adviser, academic coach, technical expert. It isn't working, and we're burning out.

But faculty members *are* essential to students becoming connected. We do that best through igniting their passion for inquiry and research — and their capacity to persist through challenges. In the past we've accomplished that by being a fount of knowledge armed with great materials and well-crafted courses and assignments. Increasingly, however, the spark isn't lighting. We have to become igniters. We need to lean forward, walk around the room, peer over shoulders, and be intrusive, in both digital and physical spaces. We need to encourage and *require* student engagement.

Next year's classrooms will include many struggling learners who have not yet realized that learning is inquiry. They often are smart and knowledgeable but hit the wall quickly, lacking stamina and self-belief. They have become accustomed to thinking that learning happens by showing up. I picture many of my students as having lived in a learning cast, their learning muscles somewhat atrophied, underused, and in need of physical therapy. Here are some therapeutic suggestions:

- Finalize your course schedule before the semester begins, to avoid constant tinkering and to provide greater stability for your students.
- Communicate high expectations *and* the possibility of great success.
- Provide early and frequent assessments that underscore expectations and the path to success.
- Ensure that students "do" in every session — write, speak, solve problems, create graphs, etc.
- Design lessons and activities that have students interact and collaborate frequently.
- When students "choose not to," nudge, prompt, and hold the line that doing — engaging, collaborating — is required.
- Take action when students show disengagement. Draw their attention to their silence, inactivity, and unresponsiveness, and tell them they must do better.
- Share stories of learning how to learn; ask students to describe experiences with deep learning so they can tap into that experiential knowledge.
- Demonstrate empathy, and be on the lookout for students who will benefit from an after-class nod, smile, or simple, "Are you OK?," as they leave the class.
- Accept the limitations of what a teacher can do. Work reasonable hours and set parameters around your teaching time.

Faculty members need to do what we already knew how to do: create and nurture engaging, active, and social learning spaces.

Emily Isaacs is executive director of the office of faculty advancement at Montclair State University.

Acknowledge That Students Are Struggling

By Elaine M. Hernandez

We are about to complete the fifth semester of teaching during a deadly pandemic that has killed a million people in the United States. Each semester we have faced new hurdles. Why has this one felt the most challenging?

In preparation for the Omicron wave, I embedded flexibility in my courses. I recorded each lecture and posted them online, an approach that proved crucial when many of my 130 students were too sick to attend. But even as the Omicron wave receded, attendance plummeted. For one 50-student course, I was lucky if 12 showed up in person. I know why: Students are struggling.

The root cause, of course, is the pandemic. Physical distancing has been effective at preventing the spread of the virus, but it has had unintended consequences.

One is that our social norms have shifted. While seniors first faced the pandemic during the second semester of their sophomore year in college, freshmen first faced it when they were juniors in *high school*. Their college experiences are built on a foundation of rules that sometimes change midway through the semester at a time in their lives when peer pressure and acceptance prevail. And controversies about how to behave — whether or not to wear a mask when mandates end — do not spare them.

Facing a dizzying array of pandemic tragedies, social movements, and inequities, and, in many cases, in college for the first time, students have created new norms. Low in-person attendance and disengagement are two of them.

What is the solution? Here are three recommendations.

Create spaces for interactions. In-person classroom interactions are the best way to teach students social norms. Colleges need to continue to be creative about how to foster these interactions while attending to student and faculty needs during Covid waves.

Teach all students about the hidden curriculum. In one of my lectures, I talk frankly about the unspoken and unwritten rules that help students succeed. For example, we discuss how to interact with faculty members or how to develop productive study habits. I end by explaining that it is normal for them to face challenges and that their careers path will not always go as planned. These efforts should be systematic and not burden faculty members.

Focus on equity. Equity is not the same as equality. Striving for equity requires designing systems in response to students' varying needs. Scrutinize rules to avoid putting minoritized students, low-income students, or those who have been systematically marginalized at a disadvantage. One way to do that is by adopting care-referral systems, which allow faculty members to refer any student to needed services.

Elaine M. Hernandez is an assistant professor of sociology at Indiana University at Bloomington.

Fight Against Burnout

By Nicole Green

tudents are not doing well. They have spent the "best years of their lives" missing milestones in high school and college, like sporting events, parties, proms, and graduations. They have had to adjust to

S online coursework, isolation, and continuous changes in Covid-19 guidelines, mandates, and regulations. They have gotten the short end of the stick in a critical time of development. They are anxious, grieving, and, in short, burned out.

Burnout consists of three components: emotional exhaustion, depersonalization, and feelings of ineffectiveness.

Students are emotionally exhausted, which makes motivation or concentration nearly impossible, especially when tasks are hard and require a great deal of mental engagement. Students have also disconnected, and they use depersonalization as a strategy to distance themselves from their work to prevent further emotional fatigue. So during online instruction, they might keep their cameras off. During in-person instruction, they might procrastinate and avoid participating. Unfortunately, these strategies can negatively build on themselves, leaving students feeling even less effective, which then furthers burnout and exhaustion.

Here are some ways we can support our students.

Put their basic needs first. Students should be encouraged to focus on things like getting enough sleep, eating healthy, exercising, and engaging in safer social engagements. Students' schedules have been negatively affected by the pandemic and need to be readjusted to decrease anxiety and disengagement.

Validate their feelings and needs. Many students are not sure if what they are feeling is normal because they were not able to bond with other students when classes were remote. Encouraging students to express their feelings will inspire connection and engagement in and outside of the classroom.

Invest in their mental health. Our families and our country have suffered a great deal of loss, turmoil, and confusion. Some students may need additional support to cope. Urge them to take advantage of counseling and crisis services.

Keep them engaged. Students should be reminded that belonging and community are essential for their well-being. Encourage them to find ways to be active and feel purposeful to avoid feelings of helplessness.

Nicole Green is executive director of counseling and psychological services at the University of California at Los Angeles.

AGENDA ITEM

VIII. Closed Session ....Dave Fussell
Committee Chair

Situation: The committee requests to go into closed session to consider personnel related matters.

Background: It is the policy of the State of North Carolina that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in Chapter 143 of the North Carolina General Statues.

Assessment: The committee will go into closed session:

- To prevent the disclosure of confidential information under N.C. General Statues §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act; and

- To consider the qualifications, competence, performance, character, fitness, or appointment of prospective and/or current employees and/or to hear or investigate a complaint or grievance by or against one or more employees

- To consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.

Action: This item requires a vote by the committee.