NC-SARA DATA REPORTING

HANDBOOK

for Institutions

Fall 2020 Distance Education Enrollment & 2020 Out-Of-State Learning Placements

Reporting Period: May 15 - June 15, 2021

NC SARA

National Council for State Authorization Reciprocity Agreements

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Introduction

The National Council for State Authorizations Reciprocity Agreements (NC-SARA) requires participating institutions to report distance education enrollment and Out-of-State Learning Placements (OOSLP) annually. The data are reported to NC-SARA through two online surveys in the spring following the due date for institutions to report their Fall Enrollment (EF) data to the Integrated Postsecondary Education Data System (IPEDS). Institutions that do not report to IPEDS still need to report to NC-SARA. This *NC-SARA Data Reporting Handbook* (handbook) provides detailed information about data reporting requirements, including step-by-step instructions to complete the online survey forms. In addition to this handbook, please review the updated Data Sharing Agreement found [here](#).

For the purposes of this handbook, "state" is defined as a state, commonwealth, organized territory, or district (District of Columbia) of the United States. In addition, the term "distance education enrollment" is used synonymously with the IPEDS' term enrolled "exclusively in distance education" courses.

Data To Be Reported

1) Distance Education Enrollment: Institutions must report the number of students engaged exclusively in distance education who are enrolled at the institution. The distance education enrollment data must be disaggregated by state, territory, or district where the activity takes place. These distance education enrollment data need to include both degree and non-degree for-credit courses.

   - For distance education enrollment reporting, institutions should report the same distance education data they reported for IPEDS' EF reporting, but disaggregate the data by state. If the institution does not report to IPEDS, use the IPEDS' guidelines to report to NC-SARA.

2) Out-of-State Learning Placements (OOSLP): Institutions participating in SARA should also annually report to NC-SARA the number of their students engaged in certain OOSLP activities, such as clinical rotations, internships, student teaching, etc., disaggregated by state and two-digit Classification of Instructional Programs (CIP) codes as assigned by the U.S. Department of Education.

Detailed data reporting requirements are found in the sections dedicated to Distance Education Enrollment Reporting and Out-of-State Learning Placement Reporting that follow in this handbook.

Reporting Time Frame

The reporting time frame for NC-SARA is May 15 – June 15, 2021.

Both the distance education enrollment and the OOSLP data are reported to NC-SARA in the spring following the due date for institutions to report their previous year Fall Enrollment (EF) data to the federal government's Integrated Postsecondary Education Data System (IPEDS).

How to Report Your Data

Participating SARA institutions will receive an e-mail with a link to the reporting portal on May 15, 2021. This web link will open an online survey form *with two tabs*: one tab for distance education

enrollment reporting and the second for OOSLP reporting. The data reporting process should be managed in the same way that other required reporting is for your institution. Please use your existing policies for data collection and records retention to ensure reliable data reporting from year to year.

Be sure to complete both online surveys: one for Distance Education Enrollment and one for OOSLP. There are two tabs to access the two online survey forms.

What is New or Notable?

NC-SARA recognizes that 2020 was not a typical year for participating institutions. The commitment to reporting 2019 data, even while the COVID-19 pandemic had shut down many campuses last spring, is a testament to the commitment of the staff and leadership of participating institutions. NC-SARA is aware of and thankful for this level of commitment. Reporting 2020 data in 2021 will present a new set of challenges that we will all do our best to accommodate.

The following items are new or notable for the current reporting period:

- **Follow IPEDS Guidance.** IPEDS has provided guidance on how to report courses that have changed modality or used mixed modality in response to the COVID-19 pandemic. IPEDS uses the term "remote learning" to describe courses that would otherwise have been delivered in person. NC-SARA requests that participating institutions report remote learning as they did for IPEDS EF. Details regarding how to account for remote learning courses are covered in the Distance Education Enrollment Reporting section of this handbook.
- **Report All OOSLP Activities.** NC-SARA staff also recognize that many OOSLP activities scheduled to take place in 2020 may have been disrupted. If learning placements were started, but not completed, please report them. Additional details regarding OOSLP reporting are covered in the OOSLP Reporting section of this handbook.
- **Do not report virtual learning placements.** As has been the case, do not report 100% virtual learning placements.
- **Coming in 2022: Branch Campus Reporting Will Be Mandatory.** In support of transparency, and to give institutional staff ample time to make plans to be able to comply, beginning with reporting of fall 2021 enrollment in the spring of 2022, branch campus reporting will be mandatory.

Section I: Distance Education Enrollment Reporting

This *NC-SARA Data Reporting Handbook for Institutions* (handbook) provides guidance to SARA participating institutions about how to submit institutional enrollment data to NC-SARA. *Please read the entire handbook before submitting your data or asking questions; there are FAQs at the end of each section of the handbook*.

While every effort has been made to provide clear instructions, the variety of institutional practices in determining student location, tabulating distance education enrollment data, and delivering distance education make perfectly accurate reporting across institutions unattainable at present. Please use your best judgment and adopt and document an approach that ensures your institution's reporting is consistent from year-to-year and captures the requested information.

Important Guidance

Please note that NC-SARA offers four important points of guidance:

1) Report distance education enrollments as you do to IPEDS in the EF report[1];
2) Enlist the help of the person who does your institution's reporting to IPEDS (because they are intimately familiar with the world according to IPEDS);
3) If in doubt, use your best professional judgment, exercised within the spirit and intent of SARA; and
4) We encourage you to also read the updated *NC-SARA Data Sharing Agreement* found here. The person who submits the data for your institution will need to verify that your institution agrees to the terms published in this agreement.

Who Should Report the Data?

All active institutional SARA contacts will receive an e-mail notice prompting reporting. Please determine who is going to coordinate the NC-SARA data reporting for your institution internally.

How Do We Access the Reporting Portal?

The e-mail you receive from NC-SARA will contain a link to the online reporting form. The form has **two tabs**: one tab for distance education enrollment reporting and a second tab for OOSLP reporting. For 2020 reporting in the spring of 2021, the link will be sent on May 15, 2021. Use these tabs to access the surveys to report your data to NC-SARA.

> *The NC-SARA reporting period for 2020 in the spring of 2021 is May 15 – June 15, 2021.*

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[1] U.S. Department of Education, NCES National Center for Education Statistics, *IPEDS Glossary for 2012-2021 Data Collection System,* https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf, Retrieved January 5, 2021.

When is the Reporting Period?

The IPEDS reporting schedule is consistent each year, and NC-SARA's reporting window is also consistently May 15 through June 15. Please be sure to add the NC-SARA reporting window to your institution's existing data reporting calendar.

What Data are Reported?

NC-SARA distance education enrollment reporting requirements are based on federal IPEDS data collection. Institutions report distance education enrollment in the EF component of their submission to the federal IPEDS data collection. The EF data are reported through April of the following year. Distance education enrollment data for 2020 are reported to IPEDS in the winter/spring of 2021 and to NC-SARA in the spring of 2021 during the annual reporting window.

Please also note that beginning with reporting for 2021 in the spring of 2022, branch campus reporting will be mandatory.

IPEDS Distance Education Reporting

IPEDS defines a distance education course as "a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education."[2] The definition also includes detail regarding delivery modality; the full definition is in Appendix A IPEDS' Distance Education Definitions. NC-SARA uses the IPEDS' definition of distance education. Using the IPEDS' definition and data is intended to lessen the reporting burden for participating institutions, since most are already reporting to IPEDS.

Importantly, IPEDS' distance education reporting requires providing enrollment data in four categories. These categories are listed below:

1. All students enrolled
2. Students enrolled exclusively in distance education courses
3. Students enrolled in some but not all distance education courses
4. Student not enrolled in any distance education courses

In addition to these fields, the data provided for students enrolled exclusively in distance education courses is disaggregated by where the students are located. These five IPEDS categories include:

1. Students enrolled exclusively in distance education courses and are located in the same state/jurisdiction as institution
2. Students enrolled exclusively in distance education courses and are located in U.S. not in the same state/jurisdiction as institution

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[2] U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2020-21 Data Collection System* https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf. Retrieved February 1, 2021.
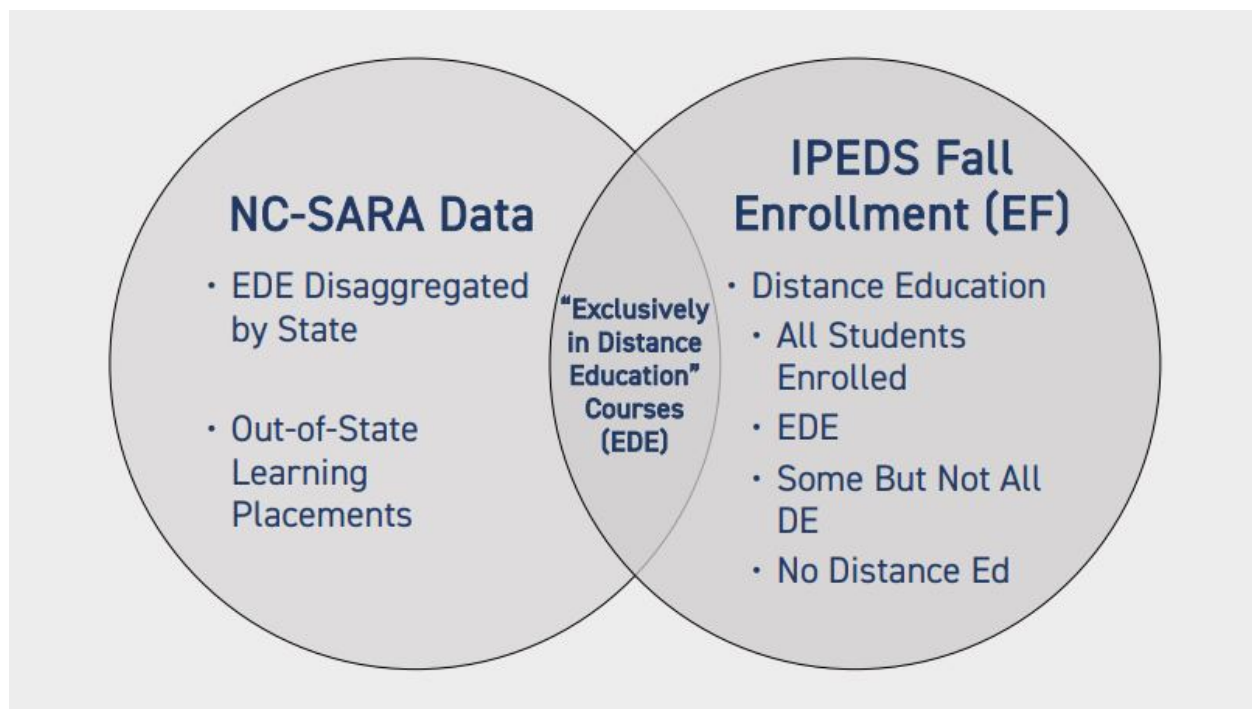
3. Students enrolled exclusively in distance education courses and are located in U.S. state/jurisdiction unknown
4. Students enrolled exclusively in distance education courses and are located outside U.S.
5. Students enrolled exclusively in distance education courses and location of student unknown/not reported

NC-SARA distance education enrollment reporting includes *only students enrolled exclusively in distance education (EDE) courses.* NC-SARA requests institutions disaggregate the EDE data reported to IPEDS by state for purposes of NC-SARA distance education enrollment reporting. For the purposes of this handbook, the term distance education enrollment is used synonymously with the IPEDS EDE. Figure 1 below details the reporting requirements of NC-SARA and IPEDS EF for distance education enrollment.

Figure 1. Reporting Requirements of NC-SARA and IPEDS EF

For NC-SARA Reporting, Please:

- Report the number of EDE students delivered *both in the home state of the institution and outside the home state of the institution*[3].

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[3] At its May 2018 meeting the NC-SARA Board determined that beginning in spring 2019, participating institutions shall *report in-state enrollment* to NC-SARA in addition to the out-of-state enrollment. Institutions currently report those enrollments to IPEDS.

- While IPEDS EF requests *aggregated* data for your institution's out-of-state students within the United States, for this SARA report, *disaggregate those enrollments by the state, territory, or district where the students are located, including the home state.*[4]

- Use the means you currently employ to determine students' locations.

- Report the actual number of students enrolled in each state. If your institution reports all zeroes, please use the Comments field to indicate either that you had no enrollment to report or the reason why state-level data was not provided.

Institutions that do not report to IPEDS still need to report distance education enrollment to NC-SARA.

Reporting Remote Learning Implemented in Response to the COVID-19 Pandemic
IPEDS has provided guidance to institutions regarding how to report remote learning that would otherwise have been delivered in person. NC-SARA reporting requirements are aligned with this guidance; the complete information regarding remote learning reporting is available on the IPEDS' Distance Education in IPEDS website. IPEDS has a staffed help desk available at 866-558-0658 or ipedstools@rti.org for specific questions your institution may have about how to report your remote learning offerings.

Full instructions for the 2020-21 IPEDS EF reporting are available on the IPEDS' website.[5] Institutions that do not report to IPEDS still need to report to NC-SARA.

Document Your Approach. As with all NC-SARA reporting, it is best practice to document the decisions made regarding reporting remote learning so that the same process can be followed in subsequent years and your institutional data reported to NC-SARA is consistent.

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[4] *NC-SARA Policy Manual*, Section 6.1 Data Submission by participating Institutions, p. 49, https://nc-sara.org/sites/default/files/files/2020-12/SARA_Policy_Manual_20.3_BL_11.12.20_Final.pdf and Application for Institutional Participation in SARA, item https://nc-sara.org/apply-renew, Retrieved January 20, 2021.

[5] *IPEDS Data Collection System, 2020-21 Survey Materials*, https://surveys.nces.ed.gov/ipeds/public/survey-materials/results, Retrieved February 5, 2021.

Report military students as you would all students: *according to their location while taking the particular course or courses during the time period covered* in the 2020 IPEDS EF report.

- Do not report a student's military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student.

This is contrary to the IPEDS' instructions that say to use the student's permanent address for students enlisted in the military on active duty. The IPEDS' instructions regarding the location of students enrolled in distance education are available in the Distance Education section of the FAQ for EF reporting found [here](#).[6]

> *NC-SARA requires institutions to report military students' **location** while taking a course. This differs from IPEDS' instructions.*

How does NC-SARA Use the Data?

NC-SARA publishes institutional distance education enrollments by SARA institutions on its website, by institution name, answering two questions:

- Where Are My State's Institutions Enrolling Students?
- Who's Enrolling Students in My State?

Screenshots with examples of the distance education enrollment data displayed on the NC-SARA website are in Figures 2 and 3 below. All prior years' distance education enrollment data is available in the Data section of the [NC-SARA website](#).

Figure 2. Reported Distance Education Enrollment in SARA States

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[6] IPEDS 2020-21 Survey Materials, FAQ, [https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3,](https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3) Retrieved February 5, 2021.

Reporting Period: 2019

Enrollment Report Type: Where Are My State's Instit

⬇ Download Report CSV

Alabama

Institution	AL	AK	AR	AZ	CO	CT	DC	DE	FL	GA	HI	IA	ID	IL	IN	KS	KY	LA	MA	MD
Alabama A & M University	80	0	0	0	0	1	0	0	0	9	0	0	0	3	1	0	0	0	0	0
Alabama State University	44	0	0	0	0	0	0	0	2	3	0	0	0	1	0	0	0	0	0	0
Amridge University	458	0	11	6	3	1	0	2	31	46	0	2	1	4	5	2	13	11	0	8

Figure 3. Distance Education Enrollment in State Reported by Other SARA Institutions

Reporting Period: 2019

Enrollment Report Type: Who's Enrolling Students Ir

⬇ Download Report CSV

Alabama

Click on the enrollment numbers to see state enrollments by institution.

AK	AR	AZ	CO	CT	DC	DE	FL	GA	HI	IA	ID	Illinois	IN	KS	KY	LA	MA	MD	ME	MI	MN	MO
12	76	3672	1260	237	2335	14	1541	1446	4	161	102	336	707	356	338	308	57	128	20	74	647	299

Instructions for Distance Education Enrollment Data Reporting

You do not have to enter all your institution's data at one time. There is a **Save and Return** button that allows you to save your work and come back to complete it later.

1. **Gather your data.** You need the distance education enrollment data that your institution reported to IPEDS for its 2020 EF reporting. You will report two data points from the EF IPEDS reporting:

   1) Students enrolled exclusively in distance education courses and located *in same state/jurisdiction as institution*
   2) Students enrolled exclusively in distance education courses and *located in U.S. but not in same state/jurisdiction as institution*

   Be sure to report students located in the same state/jurisdiction as the institution; these data are required by NC-SARA. Institutions report these enrollments to IPEDS.

> **Save the Data:** There are two options to save your data.
> **Save and Return** button allows you to save your work and come back to it later.
> **Save and Submit** button is used to submit your institution's data to NC-SARA.

2. **Choose the Distance Education Enrollment tab.** To begin reporting your distance education data, use the drop-down menu just below the **Distance Education Enrollment** tab on the online survey screen to choose the current year 2020-2021. You can also view prior years' data reporting by choosing those years in the drop-down menu. Figure 4 below is a screenshot of the Distance Education Enrollment tab.

Figure 4. Online Survey Form Drop Down Menu to Choose Current Year 2020-2021

3. **Enter your institution's data for SARA states.** Enter the disaggregated distance education enrollment data for SARA member states/district/territories in the first section of the online reporting form. The form will sum and report total enrollment to help validate the data as you enter it. See the screenshot in Figure 5 below that shows the **SARA States** section of the survey form.

Note: The following district and territories participate in SARA and are listed alphabetically with the other SARA states on this page:

- District of Columbia (DC)
- Commonwealth of Puerto Rico (PR)
- U.S. Virgin Islands (VI)

Figure 5. Distance Education Enrollment Online Reporting Form for Member States

No Distance Education Enrollment to Report?

If your institution does not have distance education enrollment to report, please check the box at the top of the form that says, "This institution has zero Distance Education Enrollments to report" and use the **Comments** field to explain why there is no enrollment data to report, then continue to the **Confirmation** page to complete your submission to NC-SARA.

4. **Enter your institution's data for non-SARA states.** Enter the disaggregated data for each non-participating U.S. territory and the state of California in the next section of the online reporting form, **Non-SARA States and Territories**. The online reporting form provides fields for data entry for all U.S. states and territories that are not members of SARA:

1. California
2. American Samoa (AS)
3. Commonwealth of the Northern Mariana Islands (CNMI)
4. Guam (GU)
5. Republic of the Marshall Islands (MH)

6. Federated States of Micronesia (FM)
7. Republic of Palau (PW)

The screenshot in Figure 6 below lists non-member states/territories. The form will sum and report total enrollment to help validate the data as you enter it. NC-SARA will report these enrollment data as an aggregate total for **Non-SARA States/Territories.**

Figure 6. Distance Education Enrollment Online Reporting Form for Non-Member State and Territories

Non-SARA States and Territories Total Enrollments - 0

American Samoa (AS)	California (CA)	Guam (GU)
0	0	0

Marshall Islands (MH)	Federated States of Micronesia (FM)	Northern Mariana Islands (CNMI)
0	0	0

Palau (PW)
0

5. **Provide explanations in the Comments field.** Use the **Comments** field to explain anomalies in your reporting, such as how the COVID-19 pandemic may have affected enrollment, your ability to report accurately, significant increases or decreases in enrollment, etc. You can also use this field to provide clarifying context for the data you report.

   - Please do not ask questions here that need a response during the reporting window, as this field will not be actively monitored. Please e-mail data@nc-sara.org directly for any data enrollment questions you may have.
   - Please do not use the **Comments** section to update your institution's SARA contact information; contact your SARA state portal entity to update that information. The list of state portal entities is available on the NC-SARA website.

See the screenshot of the **Comments** field in Figure 7 below.

Figure 7. Distance Education Enrollment Online Reporting Form Comments Field

Comments

6. Complete the Confirmation and Authorization section.

- Provide the name, title, and e-mail address for the person at your institution who could answer questions about your data if they arise.
- Verify the IPEDS Unit ID for your institution (if you report to IPEDS).
- Confirm the sector (public, private non-profit, or private for-profit) of your institution from the drop-down list.
- Indicate whether the reporting includes enrollment from branch campuses.
- Check the box stating your institution's confirmation and authorization of the *NC-SARA Data Sharing Agreement.*

The full text of the *NC-SARA Data Sharing Agreement* document can be found in the Data Reporting section of the [NC-SARA website](#)[7].

See the screenshot in Figure 8 below of the **Confirmation and Authorization** section of the online enrollment reporting form.

Figure 8. Distance Education Enrollment Online Reporting Form Confirmation and Authorization Section

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[7] NC-SARA Data Sharing Agreement, (Revised January 2021), https://nc-sara.org/sites/default/files/files/2021-01/NC-SARA_Spring_2021_DSA_FINAL.12.29.20.pdf, Retrieved February 1, 2021.

7. **Submit your survey data**. Finally, click **Save and Submit** to send your enrollment reporting to NC-SARA. All of the institution's active SARA contacts will receive an e-mail from NC-SARA confirming receipt of the enrollment data submission.

'Save and Return' allows you to save your work and finish it later.
'Save and Submit' is how you submit your data to NC-SARA.

For Help or Technical Support:

- Please e-mail data@nc-sara.org directly for any data enrollment questions you may have.

- If you find an error in your institution's reporting after you submit it, please email data@nc-sara.org to request NC-SARA staff unlock your online survey so that you can make the changes you need to make.

Frequently Asked Questions: Distance Education Enrollment Report

1. **Do all SARA institutions need to report their data, even if they just recently joined?**

   Yes, regardless of when they join, institutions agree to report their data in their application to participate in SARA. SARA staff at the regional and state levels will follow-up with institutions that fail to report.

2. **My institution does not participate in federal financial aid programs, so we do not report our enrollment to IPEDS. What should we do about reporting to NC-SARA?**

   Report to NC-SARA with the same end goal: report the number of students your institution enrolled in fall 2020 exclusively via distance education, disaggregated by state, territory, or district. If possible, apply IPEDS' definitions throughout that process. IPEDS provides reporting guides, a searchable and downloadable glossary, and other helpful material, online.

3. **Where can I find my institution's distance education enrollment data?**

   Where you would find enrollment data varies from institution to institution. Most institutions have someone who does institutional research (IR). Large institutions will have an IR department; small institutions may locate IR staff within various departments: academic affairs, business office, etc. *You want to find the person who handles your institution's IPEDS' reports; she/he is designated the IPEDS Keyholder.* If you do not know where to look, first ask your department head.

4. **How is "distance education" defined?**

   The U.S. Department of Education (ED) provides the following definition[8]:

   Distance education means "education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. The technologies may include--

   (1) Internet;

   (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

   (3) Audioconferencing; and

   (4) Video cassette, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above."

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   [8] *IPEDS 2020-21 Data Collection System Glossary*, https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx, Retrieved January 29, 2021.

Because this is the definition used by IPEDS, it is the definition that NC-SARA uses for distance education enrollment reporting.

5. **What about IPEDS' "exclusively distance education" provision?**

Reporting directions from IPEDS also specify that they collect as distance education enrollments only those enrollments in "A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education." (This is often referred to as the "100 percent rule.") Because that provision should be applied to the distance education enrollments your institution reported to IPEDS on the fall enrollment report, it should be applied to the disaggregated data that you report to NC-SARA in the same way.

6. **Do we report "hybrid" courses?**

No. You do not report these courses because you only report the enrollment "exclusively in distance education" courses.

So that means we do not report enrollment in "hybrid" courses, right?

Right, because you do not report those enrollments to IPEDS in the EF report.

7. **How should we report remote learning that was implemented in response to the COVID-19 pandemic?**

Report remote learning enrollment to NC-SARA as you did to IPEDS given the instructions and guidance provided regarding remote learning on the IPEDS' website here. If you have questions about what to report, you can reach the IPEDS Help Desk at 866-558-0658 or ipedstools@rti.org.

8. **My institution has some uncommon operating policies or distance education activities. (Examples: branch campuses in other states, online courses offered by a branch campus located in another state, flexible course-start calendar, flexible "blended" courses, consortial arrangements with institutions in other states, etc.) How should we deal with those matters?**

Our general answer to such questions is to deal with the issue in the same way it was handled in your institution's IPEDS EF report. If your institution doesn't report to IPEDS, use your best professional judgment to report *as if you had reported* to IPEDS under their provisions. Please document your approach to ensure consistency in your reporting from year to year.

9. **Do I have to report distance education enrollment that take place from a branch campus?**

You have the choice to report these enrollments for 2020. However, **beginning with reporting for 2021, in the spring of 2022, branch campus reporting will be mandatory.**

Please note that you will be asked on the **Confirmation and Authorization** section of the online survey to indicate if reported distance education enrollment totals include the branch campus enrollments.

10. How do we determine the location of a student?

Institutions should use the same data regarding the location of their distance education students that they used for distance education enrollment reporting to IPEDS. **NOTE:** "Location" is the state, territory or district where the student is located *while receiving the instruction* and does not refer to the student's official state of residence.

Remember, if you do not know where your students are located, you cannot accurately report to IPEDS (and NC-SARA) and *you cannot know whether your institution is in compliance with the laws, rules, and regulations that cover those locations*.

11. IPEDS reporting allows institutions to report certain student enrollments as "location unknown." Does NC-SARA?

No, NC-SARA does not allow institutions to report "location unknown" for the reasons mentioned above. Distance education enrollment data that SARA institutions reported in spring 2020 to both IPEDS and NC-SARA indicates that most SARA institutions appear to be doing a good job tracking and reporting the locations of their distance education students.

12. Do we report non-credit activities in other states?

No, you do not report non-credit activities because you don't report such activities to IPEDS.

13. Do we report international students?

No, because SARA, as an agreement between member U.S. states, territories, and districts, doesn't involve other countries or affect international enrollments. The only time international students should be reported is if they are physically in the U.S. studying exclusively distance education courses. If an international student is studying exclusively in distance education courses in the U.S., please report that student in the state where they are physically located.

14. Any special points relating to reporting military students?

Report military students as you should all students: *report them according to their location while taking the particular course or courses during the time period covered* in the IPEDS EF report. Do not report a student's military mailing address (APO, FPO, DPO, AE, AP, AA, etc.). The location of the student is reported, not the mailing address of the student. This is contrary to the IPEDS' instructions that say to use the student's permanent address for students enlisted in the military on active duty. The IPEDS' instructions regarding the location of students enrolled in distance education are available in the Distance Education section of the FAQ for EF reporting for here.[9]

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[9] IPEDS 2020-21 Survey Materials, FAQ, https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=3, Retrieved February 5, 2021.

15. When is the data due to NC-SARA?

NC-SARA requires *annual* reporting of distance education data. *The NC-SARA reporting period is May 15- June 15 each year.* Please make sure that institutional staff add this reporting window to their regular reporting calendars.

16. Will NC-SARA audit our enrollment reporting?

No, currently NC-SARA is depending on institutions to submit information that is as accurate as possible. We encourage you to document your approach for consistency in your institution's reporting from year to year. However, NC-SARA may corroborate reporting that is out of the institution's historic norm in the future.

Technical Support & Help

The online reporting forms are designed as data entry pages. Detailed instructions for data entry are provided in this handbook. One link will be sent, with two tabs. The first tab is to report distance education enrollment and the other tab is to report the out-of-state learning placements.

If you encounter any technical issues or questions about data reporting, please contact NC-SARA for support at: data@nc-sara.org.

Section II: Out-of-State Learning Placement Reporting

Transparency in reporting has long been a goal for NC-SARA and its stakeholders. During the development of SARA, parties agreed to work toward having SARA participating institutions provide information about out-of-state learning placements (OOSLP). These learning placements are of interest because they help describe interstate activity.

NC-SARA therefore requires institutions participating in SARA to report certain learning placements in every state, territory, and district *other than their own*. Reporting includes on-ground students as well as distance education students' OOSLP. Learning placements should be disaggregated by state/district/territory and by two-digit Classification of Instructional Programs code (CIP).

Institutions do not report their in-state learning placements to NC-SARA. Only out-of-state learning placements are reported.

Who should report your institution's data?

Please determine who is going to coordinate the NC-SARA data reporting for your institution internally. All active institutional contacts will receive an e-mail notice prompting reporting. The e-mail will include a secure web link with **two tabs**, one to report distance education enrollment and one to report OOSLP. For 2020 data reporting in the spring of 2021, the link will be sent on May 15, 2021. Use this link to report your data to NC-SARA. Institutional contacts will also be sent automated confirmation notices when your institution's data have been submitted, one for each online survey.

What data are reported?

OOSLP include on-the-ground, out-of-state learning placements (clinical rotations, student teaching, internships, etc.). *This includes ALL such learning placements, not just those associated with distance education students*. These activities are an important part of many academic programs and the number and extent of such placements are of great interest and concern to educators, practitioners, licensing bodies, and state regulators.

Be sure to report on-ground and distance education students engaged in OOSLP. All activity across state lines is reported.

Learning Placements Defined

Learning placements are a critical component of many instructional programs. They include: clinical rotations, student teaching, internships, and other similar activities.

Though learning placements occur in a variety of disciplines, they are particularly common in certain fields, such as health-related disciplines and education. They are often a required part of obtaining a degree and/or license to practice a particular profession.

While many of such placements, for most institutions, are made through their academic programs and are likely located in the same state as the institution, placements do occur across state lines. In making such placements, institutions are obliged to comply with the relevant laws, rules, and regulations of the state where these placements are made. Rules and regulations on such matters may be those of a state education agency or may come from a professional licensure board located in the state where the placement is made. There is enormous variety among states as to how they oversee the licensure of professions. Detailed information can be found in the *Professional Licensure Directory* on the NC-SARA [website](#).

Scope and Limitations of SARA

SARA institutions, under specified conditions, may place a limited number of students in such learning placements in other SARA states without securing prior authorization for those placements. Importantly though, if such placements are part of a degree program intended to prepare students for professional licensure in another state, prior approval by the other state's professional licensure board that oversees practice of the discipline may be required. *SARA participation does not include such professional licensure approval*. In some states, an even broader range of activities fall under the jurisdiction of licensing boards.

Classification of Instructional Programs (CIP)

One fundamental characteristic of SARA is its reliance on certain previously existing, workable mechanisms (such as accreditation, federal financial responsibility composite scores, etc.), rather than inventing similar mechanisms anew. Because it is used by almost all U.S. institutions of higher education, NC-SARA is using the CIP system to categorize and report OOSLP.
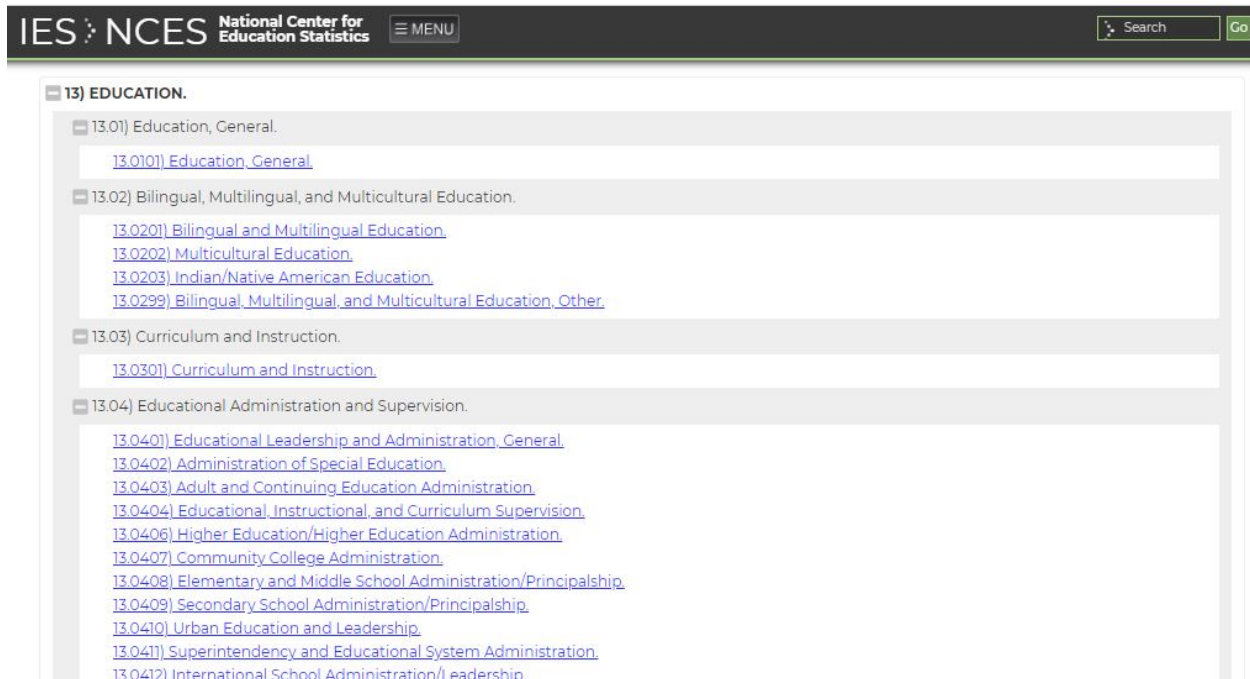
According to National Center for Education Statistics (NCES), the Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity[10]. Developed by NCES in 1980, the CIP has been revised five times, most recently in 2019 for use in 2020. The 2020 CIP Codes are used for reporting to NC-SARA beginning with 2020 OOSLP reporting in the spring of 2021.

The highest order of the taxonomy has 47 two-digit CIP codes that represent program areas. Each program area code may be further subdivided, resulting in either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). Below is a screenshot that illustrates the initial portion of the CIP code for program area Education[11]. Appendix B provides additional detail about CIP codes and links to all 47 two-digit CIP codes that represent the program areas.

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[10] Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES Website. https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56, Retrieved January 8, 2021.

[11] Classification of Instructional Programs (CIP 2020). (n.d.) Retrieved from NCES Website. https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cip=13, Retrieved January 8, 2021.

Figure 9. CIP Code Example for Education (CIP #13.0

Institutions have already assigned CIP codes to their academic programs, and NC-SARA does not expect or desire institutions to revisit those decisions for the purpose of SARA reporting. Rather, SARA institutions are to report learning placements categorized by the codes already assigned to the related programs.

CIP 2020 will be used for 2020 reporting in spring of 2021. There are no substantive changes in the two-digit program areas used by NC-SARA.

How does NC-SARA use the data?

NC-SARA publishes OOSLP data aggregated by state and CIP program area on its website. NC-SARA may publish OOSLP data aggregated by program area (two-digit CIP code) by reporting institutions on its website in the future. The reported data answer two questions:

- What States are SARA Institutions (by CIP Code) sending OOSLP To (TO)?
- What States are SARA Institutions (by CIP Code) sending OOSLP From (FROM)?

A screenshot with examples of the OOSLP data displayed are in Figure 10 below. All prior years' data are available in the **Data** section of the NC-SARA website.

Figure 10. Reported OOSLP Data by State

	Total	01) Agriculture, Agriculture Operations, and Related Sciences	03) Natural Resources and Conservation	04) Architecture and Related Services	05) Area, Ethnic, Cultural, Gender, and Group Studies	09) Communication, Journalism, and Related Programs	10) Communications Technologies/Technicians and Support Services	11) Computer and Information Sciences and Support Services	12) Personal and Culinary Services	13) Educati
SARA States										
AL - Alabama	3,090	15	5	2	0	25	3	53	37	405
AK - Alaska	1,093	3	22	2	1	13	0	7	3	105
AZ - Arizona	8,678	27	7	5	3	36	0	54	27	321
AR - Arkansas	2,264	15	7	1	0	11	8	32	16	134
CO - Colorado	7,950	83	40	31	0	54	1	79	156	751
CT - Connecticut	4,046	20	29	5	2	56	1	95	35	398

Where are these numbers housed at an institution?

The required OOSLP data may not be housed in a central location since these data are not reported to IPEDS.

- This information may be housed in the departments or programs that manage learning placements for students.
- Some institutions collect this information from their various academic departments and house it in a centralized location, such as a compliance office, the registrar, or institutional research (IR).

To obtain the data, start with the person/people carrying out the institutional research function. Since related programs (and their CIP codes) tend to be housed in the same department or college, collecting the information at the college level (for large universities) or department or program level (for smaller institutions) can provide a good starting point.

Document Your Approach.
Be sure to document your approach to collecting and reporting OOSLP data to ensure consistency in your institution's reporting from year to year.

Characteristics Required for Inclusion of OOSLP

There are no changes to the Criteria for Inclusion in OOSLP Reporting for 2020 in 2021.

NC-SARA requires reporting by two-digit CIP code only. For example, a SARA institution would report, for each state/district/territory other than its own, the number of students placed during the calendar year of 2020, disaggregated by two-digit CIP code and the state/district/territory where the placement was made. These two-digit CIP codes are referred to as program areas.

There is infinite variety in the characteristics of learning placements, including what they are called (internships, rotations, student teaching, etc.), their duration, whether they are required or optional, whether they are arranged by the student or the institution, whether they are supervised or unsupervised, etc. For this reason, and to increase consistency across institutional data, NC-SARA defined a specific list of characteristics that are to be met for this collection process.

Criteria for Inclusion in OOSLP Reporting

Institutions should report out-of-state learning placements that meet the following criteria:
1. The placement started between January 1, 2020, and December 31, 2020.
2. The placement is outside the home state of the SARA institution.
3. The placement involves the physical presence of the student at the out-of-state location(s).
4. One or more of the following is true:
    a. The placement is an activity required for degree completion.
    b. The placement is an activity required for professional licensure.
    c. The placement is offered for credit.
    d. The placement is offered for a fee.

    Placements that meet the above criteria should be reported as follows:
    · Disaggregate by two-digit CIP code;
    · Disaggregate by the state in which the placement was made.

- *Example:* Three University of Texas at El Paso (UTEP) nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico, and one rotation at a hospital in Phoenix, Arizona. UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51, Health Professions and Related Programs.
- *Example:* A student at University of Colorado at Denver participated in an OOSLP in spring 2020 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2020 under CIP code 46 in Washington. UCD would report two placements, one in each state. If both learning placements were in the same state, both placements would be reported, one under each CIP Code.

Liberal Arts: Unless your institution has a different schema, all majors related to Liberal Arts should be reported as Liberal Arts and Sciences, General Studies and Humanities (24). If your institution does report Liberal Arts courses using a different method, use it and document your process for consistency in reporting from year to year.

- Please Note: Do not report learning placements that were intended to be in-person but occurred remotely due to the COVID-19 pandemic.

When in doubt, report the OOSLP. The intention of NC-SARA is that institutions report relevant learning activity that occurs across state lines.

Instructions for OOSLP Data Reporting

1. **Gather your data.** Using the criteria provided by NC-SARA as described above, prepare your data to report by CIP program area (two-digit code) and state/territory/district. A **Sample Learning Placement Reporting Matrix** is available on the **Data** tab of the NC-SARA website to help organize the data.

   Save The Data: Note that there are two options to save your data. The **Save and Return** button allows you to save your work and come back to it later. The **Save and Submit** button is used to submit your institution's data to NC-SARA.

2. **Choose the OOSLP tab.** To begin reporting your OOSLP data, access the second tab, **Out-of-State Learning Placements (OOSLP)** to open the online survey. Then use the drop-down menu on the far left of the screen to choose the current year 2020-2021.

3. **Enter your institution's OOSLP data.** Disaggregate the data for each state and program area (2-digit CIP code). See the screenshot in Figure 11 below.

   - Note that you can add another CIP code with the blue link **Add another CIP/State** at the bottom of the screen. Once you have chosen a state, continue to add CIP codes and enter the placements for each CIP code for the state. Use the **Save** button to save your work frequently.

Figure 11. Initial OOSLP Screenshot for NC-SARA Online Reporting Form

Distance Education Enrollment   Out-of-State Learning Placements (OOSLP)

Reporting Period ⓘ

2020 ▼

NC SARA
National Council for State Authorization Reciprocity Agreements

NC-SARA 2020 Annual Out-of-State Learning Placement (OOSLP) Reporting

Navigating Between Survey Screens.
Use the **Previous** button to save your work and return to the prior page.
Use the **Next** button to save your work and advance to the next page.

No OOSLP to Report?

If your institution does not have OOSLP to report, please check the box at the top of the form that says, "This institution has zero Out-of-State Learning Placements to report" and use the **Comments** field to explain why there is no OOSLP data to report, then continue to the **Confirmation** page to complete your submission to NC-SARA.

4. **Continue adding OOSLP data.** Use the **Add another CIP/State** link to input your institution's data by CIP code and state until you are done. The screenshot in Figure 12 below shows the OOSLP data entry form with data entered.

Continue to expand the form to enter all your institution's OOSLP data. The form will sum and report total OOSLP to help validate the data as you enter it. Use the **Next** button to advance to the **Comments** field.

Figure 12. OOSLP Data Entry Screenshot with Data Entered in the Form

☐ This institution has zero out-of-state placements to report

CIP Type	State/District/Territory	OOSLP Count	Remove
01) Agriculture, Agriculture Operatior ▼	AK - Alaska ▼	10	✕
03) Natural Resources and Conservati ▼	CO - Colorado ▼	12	✕

Total OOSLP Enrollments 22

Save   + Add another CIP/State

5. **Provide explanations in the Comments field.** Use the **Comments** field to explain anomalies in your reporting, such as how the COVID-19 pandemic may have affected learning placements, your ability to report accurately, significant increases or decreases in OOSLP, etc. You can also use this field to provide clarifying context for the data you report.
   - Please do not ask questions here that need a response during the reporting window, as this field will not be actively monitored. Please e-mail data@nc-sara.org directly for any data questions you may have.
   - Please do not use the **Comments** section to update your institution's SARA contact information; contact your SARA state portal entity to update that information. The list of state portal entities is available on the NC-SARA website.

See the screenshot of the **Comments** field in Figure 13 below.

Figure 13. OOSLP Reporting Form Comments Field

Comments

ⓘ

6. **Complete the Confirmation and Authorization section.**
   - Provide the name, title, and e-mail address for the person at your institution who could answer questions about your data if they arise.
   - Verify the IPEDS Unit ID for your institution (if you report to IPEDS).
   - Confirm the sector (public, private non-profit, or private for-profit) of your institution from the drop-down list.
   - Indicate whether the reporting includes OOSLP from branch campuses.

- Check the box stating your institution's confirmation and authorization of the *NC-SARA Data Sharing Agreement.*

The full text of the *NC-SARA Data Sharing Agreement* document can be found in the Data Reporting section of the [NC-SARA website](#)[12].

See the screenshot in Figure 14 below of the **Confirmation and Authorization** section of the online OOSLP reporting form.

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[12] NC-SARA Data Sharing Agreement, (Revised January 2021), [https://nc-sara.org/sites/default/files/files/2021-01/NC-SARA_Spring_2021_DSA_FINAL.12.29.20.pdf](#), Retrieved February 1, 2021.

Figure 14. OOSLP Reporting Form Confirmation and Authorization Section

7. **Submit your survey data**. Finally, click **Save and Submit** to send your OOSLP reporting to NC-SARA. All of the institution's active SARA contacts will receive an e-mail from NC-SARA confirming receipt of the enrollment data submission.

For Help or Technical Support:

- Please e-mail data@nc-sara.org directly with any questions you many have.

- If you find an error in your institution's reporting after you submit it, please email data@nc-sara.org to request NC-SARA staff to unlock your online survey so that you can make the changes you need to make.

Note that beginning with reporting for 2021 in the spring of 2022, branch campus reporting will be mandatory.

Frequently Asked Questions: Out-of-State Learning Placements

1. **Does NC-SARA have a basic form that my institution can adapt to survey our academic departments or colleges for this information?**

   Yes, NC-SARA provides a basic OOSLP spreadsheet template that you may use to collect this information. Download the Sample Learning Placement Reporting Matrix, a spreadsheet that you can adapt for your reporting from the **Data** section of the NC-SARA website.

2. **Do we report undergraduate students, graduate students, or both?**

   Both undergraduate and graduate students are reported, combined into a single number. All OOSLP that meet the criteria should be reported for on-campus and distance education students.

3. **Do we report placements that are required for professional licensure, degree completion, or both?**

   Assuming other required criteria are met, learning placements required for professional licensure as well as those required for degree completion should be reported.

4. **What about out-of-state learning placements that are field trips, service learning, short courses, or volunteer hours?**

   None of these learning placements are reported to NC-SARA.

5. **Should institutions report virtual internships?**

   No, if the internship is fully online and the student is not physically present in another state, the institution does not report a virtual learning placement. This includes placements that were originally intended to be in-person but occurred completely remotely due to the COVID-19 pandemic.

6. **Since some students will have multiple placements, do we count the number of individual placements in the various states or the number of students who were placed?**

   Count each student learning placement. If a student has multiple placements in the same state, but different CIP codes, count each placement. If a student has multiple placements in more than one state, count each placement, attributing them to the relevant states. If a student has multiple placements in the same state and in the same CIP code, count the student only once. See the examples below.

   > *Example:* Three University of Texas at El Paso (UTEP) nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico, and one rotation at a hospital in Phoenix, Arizona. UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51, Health Professions and Related Programs.

Example: A student at University of Colorado at Denver (UCD) participated in an OOSLP in spring 2020 under CIP code 13 in Arkansas; this same student then participated in another OOSLP in fall 2020 under CIP code 46 in Washington. UCD would report two placements, one in each state. If both learning placements were in the same state, both placements would be reported, one under each CIP Code.

7. **What if the OOSLP is through a third-party medical/dental/psychology placement database – do institutions report these (under what circumstances)?**

   Yes, the institution needs to report any physical placements in another state regardless of the source of the placement.

8. **If a SARA institution has state authorization in more than one state, does the institution report OOSLP in another state where they have authorization?**

   Yes, NC-SARA is interested in collecting all activities, so institutions should report all their OOSLP in states outside of the state where the institution that is granting the degree or preparation for professional licensure is located (home state).

9. **How will the data be used by NC-SARA?**

   The data will appear on the NC-SARA website; the OOSLP display format is shown in the **How does NC-SARA Use the Data** section of this handbook. At this time, OOSLP is reported by CIP code and state. NC-SARA may report OOSLP by institution at some time in the future.

10. **What if my institution has none of this information?**

    Use this handbook and the **Sample Learning Placement Reporting Matrix** to establish a system to collect and report the information. Document the steps so that your institution can provide accurate learning placement data each year. This reporting is a requirement of participation in SARA.

11. **Will NC-SARA be providing any additional help about this for institutions that need it?**

    Yes, NC-SARA will offer a webcast to answer questions prior to the 2020 data collection period in the spring of 2021. The webcast will be recorded and will be available on the NC-SARA website.

12. **What about reporting placements in non-SARA states/territories?**

    Report all learning placements disaggregated by states/district/territories. NC-SARA will aggregate and report those placements under the designation **Placements in Non-SARA States/Territories,** as was done with distance education enrollment reporting as states gradually joined SARA.

13. **Do we report international students?**

No, because SARA, as an agreement between member U.S. states, territories, and districts, does not involve other countries or affect international enrollments of learning placements. OOSLP in other countries are not reported. The only time international students' OOSLP would be reported is if the student were physically participating in a learning placement in a U.S. state, territory or district other than the home state of the institution.

14. **If a student is student-teaching in another state, and they are going to be a mathematics teacher, do we report the placement under CIP code 27 (Mathematics and Statistics) or CIP code 13 (Education)?**

Report under the CIP code for the discipline within which the activity is managed by the institution. In this case, that is most likely to be CIP code 13 Education, but institutions differ in their assignment of these codes. Use the CIP codes assigned by your institution and document your approach for consistent reporting in the future.

16. **Do I have to report out-of-state learning placements that take place from our branch campus?**

You have the choice to report these out-of-state learning placements for calendar year 2020. Please note that you will be asked on the **Confirmation and Authorization** section of the online reporting form to indicate if your enrollment totals include the branch campus out-of-state learning placements. Beginning with reporting in 2022, branch campus reporting from calendar year 2021 will be required.

17. **When is the data due to NC-SARA?**

The NC-SARA reporting period for spring 2020 is May 15- June 15, 2021. NC-SARA has made May 15 – June 15 the regular annual reporting window so that institutional staff can build it into their calendars.

Technical Support & Help

The online reporting forms are designed as data entry pages. Detailed instructions for data entry are provided in this handbook. One link will be sent, with two tabs. The first tab is to report distance education enrollment and the other tab is to report the out-of-state learning placements.

If you encounter any technical issues or questions about data reporting, please contact NC-SARA for support at: data@nc-sara.org.

Appendix A: IPEDS' Distance Education Definitions

The following definitions are provided by The Department of Education, National Center for Educational Statistics (NCES)[13].

Distance Education - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

Distance Education Course - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

Distance Education Program – A program for which all the required coursework for program completion is able to be completed via distance education courses.

NC-SARA Uses IPEDS Definitions

NC-SARA relies on the existing definitions and reporting schedules required by the federal government's Integrated Postsecondary Education Data System (IPEDS). Using these existing structures and processes, that are familiar to institutional staff, is part of NC-SARA's commitment to not creating an undue additional reporting burden for participating institutions. IPEDS data collection is managed by the U.S. Department of Education through the National Center for Education Statistics (NCES) and reporting is required of all institutions of higher education that offer federal financial aid in the U.S. states and territories. NCES has been requiring institutions to report distance education data since the IPEDS Fall Enrollment (EF) reporting in 2012. These data are the basis of institutional distance education enrollment reporting to NC-SARA.

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[13] U.S. Department of Education, National Center for Education Statistics, *IPEDS Glossary for 2020-2021 Data Collection System* https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf, Retrieved January 20, 2021.

Appendix B: Classification of Instructional Programs (CIP)

Classification of Instructional Programs (CIP) codes were developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions in 1985, 1990, 2000, 2010, and 2020. Virtually every campus, state, and accrediting body in the nation uses them in some fashion. They are used to maintain and categorize academic program inventories and report completions, and, in some states, they affect funding for public institutions. In health-related fields, they can affect the pricing of delivered services, insurance reimbursement to providers, and limits of coverage and practice.

The codes provide a taxonomy (a hierarchical organizational scheme) of fields of study, with greater or lesser subdivision within broad subject areas. For example, CIP Code 51 (Health Professions and Related Programs, with more than 200 sub-categories) contains far more narrowly specified programs than does CIP Code 54 (History, with nine specified sub areas).

The highest order of the taxonomy has 47 two-digit CIP codes and subdivides each of them according to the scheme, using either two digits (xx), four digits (xx.xx), or six digits (xx.xxxx). The online appendix allows the user to click on a two-digit field, be taken to an online definition of that code, and then further click on any of the indicated sub-fields. Definitions are provided for each sub-field. The table is directly available at: https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56.

Institutions have already assigned CIP codes to their academic programs, and NC-SARA does not expect or *desire institutions to revisit those decisions for the purpose of SARA reporting*. Rather, SARA institutions are to report learning placements categorized by the codes already assigned to the related programs.

Beginning with 2020 data collection, the 2020 CIP Codes will be used. The new 2020 CIP codes can be found at https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56.

Appendix B: CIP - Continued

Two-digit CIP Codes, CIP 2020 -- https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56[14]

01) AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.

03) NATURAL RESOURCES AND CONSERVATION.

04) ARCHITECTURE AND RELATED SERVICES.

05) AREA, ETHNIC, CULTURAL, AND GENDER STUDIES.

09) COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.

10) COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.

11) COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.

12) CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES.

13) EDUCATION.

14) ENGINEERING.

15) ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS.

16) FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.

19) FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.

22) LEGAL PROFESSIONS AND STUDIES.

23) ENGLISH LANGUAGE AND LITERATURE/LETTERS.

24) LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.

25) LIBRARY SCIENCE.

26) BIOLOGICAL AND BIOMEDICAL SCIENCES.

27) MATHEMATICS AND STATISTICS.

28) RESERVE OFFICER TRAINING CORPS (JROTC, ROTC).

29) MILITARY TECHNOLOGIES.

30) MULTI/INTERDISCIPLINARY STUDIES.

31) PARKS, RECREATION, LEISURE, FITNESS, AND KINESIOLOGY.

32) BASIC SKILLS.

33) CITIZENSHIP ACTIVITIES.

34) HEALTH-RELATED KNOWLEDGE AND SKILLS.

35) INTERPERSONAL AND SOCIAL SKILLS.

36) LEISURE AND RECREATIONAL ACTIVITIES.

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[14] National Center for Education Statistics, IPEDS, Classification of Instructional Programs (CIP), Browse CIP Codes, https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56, Retrieved February 1, 2021.

Appendix B: CIP – Continued

37) PERSONAL AWARENESS AND SELF-IMPROVEMENT.
38) PHILOSOPHY AND RELIGIOUS STUDIES.
39) THEOLOGY AND RELIGIOUS VOCATIONS.
40) PHYSICAL SCIENCES.

41) SCIENCE TECHNOLOGIES/TECHNICIANS.

42) PSYCHOLOGY.

43) SECURITY AND PROTECTIVE SERVICES.

44) PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.

45) SOCIAL SCIENCES.

46) CONSTRUCTION TRADES.

47) MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.

48) PRECISION PRODUCTION.

49) TRANSPORTATION AND MATERIALS MOVING.

50) VISUAL AND PERFORMING ARTS.

51) HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.

52) BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.

53) HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES.

54) HISTORY
60) RESIDENCY PROGRAMS.

NC SARA

**National Council for
State Authorization
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3005 Center Green Drive, Suite 130
Boulder, Colorado 80301

nc-sara.org