



The University of North Carolina

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Western Carolina
University

Winston-Salem
State University

The Honorable Walter H. Dalton, Co-Chair

The Honorable R. Eugene Rogers, Co-Chair

Joint Legislative Education Oversight Committee

16 West Jones Street

Raleigh, North Carolina 27601-2808

Re: Teacher Education/Distance Education

Dear Chairmen:

This report is being provided consistent with the legislative requirement for an annual report to be submitted to the Joint Legislative Education Oversight Committee. In December of 2001, the Office of the President distributed \$2M in funds appropriated by the General Assembly in 2001 to support teacher education through distance education. The intent of the legislation was "to make teacher education programs easily accessible through distance education." Further, the General Assembly encouraged the use of the 2+2 model and required that these funds be used to support teacher education instruction that does not require that courses be taken on-campus

In addition to a base allocation to each campus delivering teacher education at a distance, the formula considered current total SCHs being delivered as well as the percent of increase over the previous year. The intent of this allocation formula was to recognize the efforts that had already been made in the delivery of teacher education through distance education as well as to recognize the incremental increase in such programs.

Each campus received a base allocation of \$25,000. The remaining funds were allocated based on the history of offering such courses with 75% of the remaining funds distributed based on existing SCHs and 25% allocated based on growth over the past year. The attached chart shows actual distributions. All campuses except NCSA and UNCA offer teacher education through distance education. NCSA does not have a teacher education program, and UNCA's program is a program offered wholly on campus.

Each campus was asked to respond by October 24, 2002, on the use of the funds. Overall, the infusion of these funds resulted in increases in the number of students engaged in teacher education who were served at off-campus locations or through e-learning. This program strengthened ties with community colleges and provided much-needed technical resources in support of programs. In many cases, campuses

used the funds to enhance resources at the community college locations. Because the funds were made available after the fall semester had begun, there were some limitations on the flexibility of the use of these funds for course delivery. Similarly, the reversion of funds late in the year resulted in some campuses not being able to fully utilize their allocation. For that reason, the entire \$2M was not expended during the past year and a portion of those funds was included in reversions. Many campuses used the funds allocated during this first year to provide necessary software and hardware and to assist faculty in the development of courses for future delivery.

Campuses sought to enhance the technology capability of off-campus sites, frequently providing new equipment at community colleges as well as using the funds to enhance the capability of the faculty who were increasingly using more technology to deliver instruction. Equipment and materials were also provided to support faculty outside of the Schools of Education who participate in teacher education programs. This report includes a narrative summary of the use of the funds as well as a campus-by-campus financial summary. The narrative summary is not exhaustive, but it provides a good overview of the use of these funds. Campuses are in varying stages of development and the use of the funds reflects these differences. What is clear is that the additional funds were expended to expand the course and program offerings, to increase the numbers of students in teacher education programs, and to enhance UNC campus interaction with the State's community colleges.

Sincerely,



Gretchen M. Bataille

GMB/la
Enclosure

xc: President Molly Corbett Broad
Charlotte Todd, Fiscal Research
Shirley Iorio, Research Division
Robin Johnson, Research Division
Sara Kamprath, Research Division

Narrative Summary of Activities

Enhanced Communication with Community Colleges:

- ASU's dean visited the presidents of the ten campuses in the Appalachian Learning Alliance to determine their needs in support of distance education.
- ECU developed Partnership East, consisting of four regional consortia including community colleges, public schools, and the School of Education. The Coastal Consortium on the campus of Craven Community College began operations in the spring of 2002.
- FSU enhanced its presence at Sampson Community College by providing an on-site advisor there once a week to assist students interested in teacher education and/or transfer. In addition, SCC offered a partnership course for transfer to the FSU teacher education program.
- FSU partnered with SCC to establish a Praxis Laboratory on that campus.
- FSU's dean of education and faculty met with the college transfer program faculty at SCC and planned an Orientation Program for SCC students interested in teacher education and transfer to FSU.
- NCCU drafted articulation agreements for Art, Biology, Elementary Education, English, Human Science, and Middle Grades Education in collaboration with Vance Granville Community College.
- NCSU met with Nash Community College, Edgecombe Community College, and Central Carolina Community College to bring them into the Accessible Licensure Program in Science Education.
- NCSU is working with Carteret Central, Nash, and Edgecombe to identify interested students for recruitment activities planned for fall 2002.
- UNCC is working with Stanly Community College to deliver courses on site there as well as utilizing e-learning in combination with face-to-face instruction.
- UNCP extended the times of course offerings to provide more evening and weekend courses.
- UNCW met with the five regional community college presidents to discuss collaborative plans and strategies and had a meeting with curriculum directors to discuss TA assistance for teacher training and praxis training. Praxis training was provided at all the community college sites.
- WCU is developing three new sites—at McDowell, Blue Ridge, and Western Piedmont and at three county public school systems—Burke, McDowell, and Henderson. In addition, WCU is developing new sites in B-K education at Gaston College, Blue Ridge Community College, and Caldwell Community College. WCU purchased materials to be placed at three community college sites.
- WSSU, the Winston-Salem Forsyth County Schools, and Forsyth Technical Community College have formed a new partnership called the Teacher's Academy.

New students added:

- ASU added two new cohorts of students totaling 69 students and increased both headcount and SCH production.
- ECU's SCH distance education production by the School of Education increased from 8,339 in 2000-01 to 11,460 in 2001-02. This represented a 43% growth in undergraduate and licensure-only credits with an overall growth of 37% when graduate courses are included. NCA&TSU offered two new online courses in spring of 2002.
- NCCU increased the number of students in e-learning courses from 287 in the summer of 2001 to 610 in the summer of 2002. Five additional teacher education courses were offered in the spring of 2002.
- UNCC added a course at Gaston College.
- UNCP expanded course offerings at Fayetteville Technical Institute, Richmond Community College, Sandhills Community College, Montgomery County Public Schools, Robeson Technical/Community College, and Lumberton High School.

Purchase of teaching materials, hardware and software:

- ASU purchased equipment packages that included 15 laptop computers, a laser printer, video projector, and supporting hardware for classroom use at each community college site. The community colleges agreed to provide security in exchange for the shared use of the equipment.
- ASU purchased equipment and materials for undergraduate teacher education faculty as well as for other departments in response to a needs assessment.
- ECU used funds to purchase hardware and software to support teacher education/distance education.
- ECSU purchased equipment for the Teacher Education Instructional Computer Laboratory to support faculty engaged in teacher education/distance education.
- NCA&TSU purchased hardware and software in support of distance education.
- NCCU purchased software and computers for the use of faculty engaged in distance education.
- UNCG purchased computers and software in support of the faculty developing courses.
- UNCP purchased resource materials for use at Fayetteville Technical Community College and Richmond County Community College.
- UNCW purchased software for community college sites to assist in Praxis preparation and teaching and additional computers for faculty and to update the laboratory at Coastal Community College.
- WCU purchased books, software, Praxis study guides and other materials for the Curriculum Development Centers at three community college sites.
- WCU purchased computers and networking equipment to upgrade the college's computer laboratory to bring distance education sites online.
- WSSU purchased equipment in support of faculty course development.

Course Development and Faculty Training:

- ASU provided training to faculty in the use of CASENEX, a video/software package to support instruction and purchased site licenses. Final implementation was delayed due to the budget reversion.
- ECU used part of the funds for course development and faculty training.
- ECSU faculty developed additional e-learning courses.
- FSU developed three new online courses and offered a three-day workshop to faculty to assist in the development of additional courses.
- NCA&TSU developed a new course in English Methods.
- NCCU provided stipends to faculty to develop new courses and revise current courses.
- NCSU revised five courses and created a new undergraduate course in science education to complete the Science Education program.
- UNC-CH developed two courses, one to introduce community college students to library resources and a second for lateral entry students.
- UNCC developed and taught four courses wholly on-line as a pilot program for further development of courses using WebCT.
- UNCG provided faculty stipends to develop 13 new online courses.
- UNCW developed new courses and provided training sessions of Plato.
- WCU faculty developed new courses for the additional three sites.
- WSSU developed e-learning modules and a Reading course.

**Proposed Distribution of \$2m Allocation for Distance Education
Teacher Education Programs
(Undergraduate Programs ONLY)
for 2001-02 Receipt of Funds**

Institution	Method A		Method B		Base Amount	Proposed Distribution of remaining \$1,650,000		Total Dollar Distribution
	Percent	\$	Percent	\$		Method A% Method B of 3; B by 1	Dollars	
ASU	30.09%	\$564,773	40.46%	\$381,875	\$25,000	32.68%	\$539,261	\$564,261
ECU	4.37%	\$81,963	4.33%	\$40,850	\$25,000	4.37%	\$72,105	\$97,105
ECSU	0.17%	\$3,239	0.34%	\$3,239	\$25,000	0.21%	\$3,506	\$28,506
FSU	10.54%	\$197,874	9.28%	\$87,624	\$25,000	10.23%	\$168,713	\$193,713
NCA&T	0.09%	\$1,605	0.00%	\$0	\$25,000	0.07%	\$1,114	\$26,114
NCCU	1.38%	\$25,979	1.85%	\$17,451	\$25,000	1.50%	\$24,709	\$49,709
NCSU	3.32%	\$62,300	0.00%	\$0	\$25,000	2.49%	\$41,085	\$66,085
UNC-CH	0.40%	\$7,596	0.26%	\$2,481	\$25,000	0.37%	\$6,023	\$31,023
UNC-C	0.17%	\$3,211	0.34%	\$3,211	\$25,000	0.21%	\$3,506	\$28,506
UNC-G	1.99%	\$37,335	0.57%	\$5,363	\$25,000	1.64%	\$26,978	\$51,978
UNC-P	12.76%	\$239,508	17.22%	\$162,517	\$25,000	13.88%	\$228,938	\$253,938
UNC-W	28.96%	\$543,502	17.45%	\$164,725	\$25,000	26.08%	\$430,361	\$455,361
WCU	5.70%	\$107,076	7.89%	\$74,443	\$25,000	6.25%	\$103,084	\$128,084
WSSU	0.05%	\$946	-0.00%	\$0	\$25,000	0.04%	\$619	\$25,619
UNC Total	100.00%	\$1,876,907	100.00%	\$943,779	\$350,000	100.00%	\$1,650,000	\$2,000,000

UNC-GA ProgAssess/Fund.IT211(AB)/12-17-01

Source: Fund.GR088A/12-14-01.

Note: Excludes NCSA and UNC-A, which have no teacher education programs.

Method A based on Spring 2001 through Fall 2001 fundable DE SCHs generated by undergraduate education majors.

Method B based on positive growth of Spring 2001 through Fall 2001 fundable DE SCHs generated by undergraduate education majors over Spring 2000 through Fall 2000 SCHs.

\$25,000 minimum set at each institution.