
Teacher Education/
Distance Education Funds,
2002-2003

Submitted by the
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Division of University-School Programs

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Introduction

The first report on use of these funds for 2001-2002 was submitted to the General Assembly in 2003. This second report addresses use of the funds in 2002-2003. These funds were reduced from the original \$2 million to \$1,920,042 as a result of required budget cuts. The 2002-2003 distribution process considered total applicable undergraduate SCHs being delivered by the institution as well as the percent of increase of these SCHs over the previous year. An additional element of the process took into account SCHs being delivered through e-learning.

Each UNC institution offering teacher education courses through distance education (all institutions except NCSA, which does not have a teacher education program) received a base allocation of \$25,000. Of the remaining funds, 60 percent was based on total SCHs delivered through distance education, 20 percent was based on growth in these SCHs over the previous year, and the remaining 20 percent was based on SCHs taught through e-learning. The attached chart for 2002-2003 shows the resulting distribution of the \$1,920,042 among the 15 UNC institutions.

Guidelines for use of the teacher education/distance education funds are as follows:

- Fund oversubscribed sections of teacher education courses for which a campus did not receive enrollment funds;
- Open new sections of courses;
- Provide grants to faculty to develop new courses in support of teacher education, particularly e-learning courses;
- Purchase software, hardware, or licenses to support the development of e-learning courses;
- Provide advising on community college campuses for students interested in pursuing teacher education or provide workshops or training for community college advisors to assist such students;
- Purchase materials needed for instruction on the community college campuses;
- Use the funds to further collaboration among UNC institutions and with community colleges; and,
- Support recruitment efforts to get more students interested in teacher education, particularly non-traditional students.

The use of these funds for the above purposes has resulted in increases in the number of students engaged in teacher education who were served at off-campus locations or through e-learning. Ties with community colleges were strengthened, and much-needed technical resources were provided in support of these programs, often enhancing resources at the community college locations. 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 to 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 these 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 developing distance education teacher education offerings, and the use of the funds reflects these differences. It is clear that the additional funds were expended to increase the teacher education course and program offerings, to increase the numbers of students in teacher education programs, and to enhance UNC campus with the State's community colleges.

Narrative Summary of Activities

Enhanced Communication with Community Colleges and Public Schools

- ASU worked to develop and support Teacher Cadet programs in seven of the eight districts in the ASU-Public School Partnership. Teacher support meetings were held, classroom teaching materials were provided to each of the seven sites, Cadets were hosted on campus for events, and Teaching Fellows visited each of the Teacher Cadet sites and worked with students on site. Arrangements were made to award ASU elective credit to those Teacher Cadets who completed the program and wished to receive university credit. Sites where off-campus cohorts would be doing their early field experiences and student teaching were enhanced through provision of resources and training for teachers in those schools to work with interns and student teachers. An early field experiences coordinator for distance education was hired. ASU's dean has previously visited the presidents of the ten community college campuses in the Appalachian Learning Alliance to determine their needs in support of distance education.
- ECU continued development and expansion of teacher education 2+2 degree programs and teacher licensure initiatives through Partnership East, a regional consortia composed of community colleges, public schools, and the College of Education. Two consortium sites were operational during the year: (1) the Coastal site on the campus of Craven Community College admitted a cohort of Elementary Education 2+2 degree students and provided teacher education coursework for the entire year, and (2) the North site on the campus of Edgecombe Community college, which was brought on-line in spring 2003. The College of Education and the two consortia community colleges worked to create articulation for programs in elementary education, middle grades education, and special education.
- ECSU is collaborating with school districts and area community colleges to create and implement programs to increase and sustain the number, quality, and diversity of teachers through the recruitment, initial preparation, induction, and continuing professional development of highly skilled teachers and administrators. In the partnership among Halifax County Schools, Northampton County Schools, Roanoke Rapids Graded Schools, Weldon City Schools, Halifax Community College, and ECSU, student will earn the Associate of Arts degree in College Transfer and the BS in Elementary Education. In the partnership agreement among ECSU, the College of the Albemarle, and the seven education systems of Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans, participating students will earn the AA degree in College Transfer from College of the Albemarle and the BS in Elementary Education with a concentration in Social Science from ECSU.
- FSU had meetings with Robeson, Sampson, Bladen, and Fayetteville Technical community colleges to discuss the articulation agreements between the Associate of Arts and the Elementary Education Program and the possibility of articulation agreements between the Associate of Applied Science and the Birth through Kindergarten Program. Informational sessions were held with potential transfer

students, and two advisors were hired and provided office space to counsel students interested in transferring to FSU from Sampson and Bladen community colleges.

- NCA&TSU positioned itself to offer a complete 2+2 program online in collaboration with Davidson Community College. The goal is to have all courses developed and online by fall 2004, and it is anticipated that by this time the new corollary studies program with the community colleges will have been approved.
- NCCU hired a recruiter/advisor for two community colleges—Piedmont Technical and Alamance. The advisor spent one evening per week at each community college providing information on teacher education and advice in preparation for transfer.
- NCSU has implemented the Accessible Licensure Program in Science Education. The program will be delivered through a blend of face-to-face and technology-rich learning environments. Working closely with NC community colleges and the NCSU Science Education Program, the program will provide students with seamless articulation between program partners.
- UNCA used funds to teach an introductory education course at Asheville-Buncombe Technical Community College and to develop other education courses online.
- UNC-CH expended funds to support the development of a distance education program in Middle Grades Education that would meet the needs of on-campus students (including community college transfers), lateral entry teachers who are teaching but lack licensure, and licensure-only students seeking to teach.
- UNCP expanded off-campus course delivery at Fayetteville Technical Community College, Richmond Community College, Sandhills Community College, Montgomery County Public Schools, Scotland County Public Schools, Robeson County Public Schools, and Hoke County Public Schools. Additionally, progress toward a B-K articulation with Robeson Technical Community College has been made.
- UNCW has initiated a new partnership with Brunswick Community College with an emphasis on wireless technology that will be incorporated into the course offered at that site. Additional courses have been added at James Sprunt and Coastal community colleges.
- WCU has developed partnerships with eleven community colleges (Asheville-Buncombe Technical, Blue Ridge, Caldwell, Catawba Valley, Cleveland, Isothermal, Mayland, McDowell Technical, Southwestern, Tri-County, Western Piedmont, and Wilkes) to effect a seamless transfer for students. WCU has continued to develop distance education sites at Tri-County and Blue Ridge community colleges.

New Students Added

- ASU supported eleven cohorts of students and offered 46 courses via distance education. This represented overall 1,274 enrollments in classes (an increase of 68 percent over the previous year) and 3,744 SCHs generated (an increase of 34 percent).
- ECU produced 15,389 SCHs through distance education programming, representing an overall increase of 34 percent over the previous year.
- ECSU had approximately 1,400 enrollments in 88 online courses during the year.

- NCA&TSU enrolled an additional 40 students due to the availability of three additional course sections.
- NCCU's enrollments have grown steadily over three years, increasing from 309 SCHs in spring 2001 to 1,089 in spring 2003 and from 148 to 292 in unduplicated headcount over that same period.
- UNCC has completed substantial design work and faculty development needed to offer an additional 18 semester hours of licensure coursework online.
- UNCG used funds to open an additional 16 sections of distance classes, all of which are required for one or more licensure programs.
- UNCW is offering additional courses at Brunswick, James Sprunt, and Coastal community colleges.

Purchase of teaching materials, hardware, and software

- ASU purchased instructional resources for all programs, including sample textbooks, reading series, math manipulatives, arts materials, musical instruments, science supplies, information videos, and software. ASU purchased additional laptops, digital cameras, and video recorders, and made upgrades to distance education classrooms with NCIH connections.
- ECU purchased electronic portfolio software and Plato-PRAXIS software to support off-campus programs. ECU also purchased hardware, software, and communications software to support teacher education e-learning courses and programs.
- ECSU upgraded technical support for the Blackboard course management system.
- FSU purchased laptop computers, digital cameras, and LCD projectors to assist faculty teaching distance classes.
- NCA&TSU made Plato for PRAXIS I software available for online teacher education majors.
- NCCU purchased laptop computers, overhead projectors, and LCD panel projectors for use by faculty delivering courses to community college locations.
- NCSU purchased two laptop computers for use by instructional designers and faculty involved with distance programs.
- UNCA purchased software for development of online courses.
- UNC-CH used funding to purchase computers, software, editing equipment, office supplies, and video equipment.
- UNCC purchased software, hardware, and licenses to support the development of e-learning courses.
- UNCG spent funds on flatbed scanners, camcorders, digital cameras, computer and software for video editing, laptop computers, and software for teacher education and PRAXIS.
- UNCP purchased resource materials to support programs at community college sites.
- UNCW purchased course materials, software and licensing programs, and hardware and related software for teaching.
- WCU spent funds on computer and networking equipment and software needed to upgrade the computer lab and bring distance education sites online. Laptops and video cameras were also purchased for use at community college sites.

Support for course development and faculty training

- ASU funded attendance at distance education conferences with a focus on technology and non-traditional students, and ASU provided workshops to promote familiarization with new equipment and materials.
- ECU spent funds on course development and training faculty to develop new courses in support of e-learning for teacher education programs.
- ECSU provided individualized or group technical training sessions to aid in revising and updating online course materials. A Course Development Guideline Form was created for initial course management and a revision checklist for updating information each semester.
- FSU had two faculty development workshops. One introduced faculty members to real-time video delivery technology through NC-REN, and the other had consultants provide three days of instruction on teaching and evaluation of teaching online.
- NCCU hired three faculty to develop online activities for courses and to train other instructors to teach using distance education.
- UNC-CH provided funding for faculty stipends to support course development.
- UNCC provided grants to faculty to develop new courses in support of teacher education, particularly e-learning courses.
- UNCG funded faculty to develop on-line alternative licensure courses.
- UNCW made grants to 42 faculty to receive training to web-enhance a course, put a course partially online, or put a course fully online.
- WCU provided salary supplements to faculty members to develop distance education courses and associated materials for community college distance education sites.
- WSSU funded three faculty teams to develop courses in Elementary, B-K, and Secondary Education.

**Distribution of \$1.9m Allocation for Distance Education
Teacher Education Programs
(Undergraduate Programs ONLY)
for 2002-03 Receipt of Funds**

Institution	\$25,000 Base Amount	Proposed Distribution of remaining (\$1,545,042 * 80%)				Method C			Effective Percent Distribution
		Method A		Method B	Method A wgt'd by Factor of 3; B by 1	Proposed Distribution of Dollars remaining (\$1,545,042 * 20%) by UG education e-learning SCHs		Total Dollar Distribution	
		Method A	Method B			%	Dollars		
ASU	\$25,000	32.58%	35.87%	33.40%	\$412,866	0.00%	\$0	\$437,866	22.81%
ECU	\$25,000	6.17%	7.58%	6.52%	\$80,620	19.52%	\$60,318	\$165,939	8.64%
ECSU	\$25,000	0.03%	0.00%	0.02%	\$278	2.30%	\$7,107	\$32,385	1.69%
FSU	\$25,000	7.84%	7.09%	7.65%	\$94,587	3.92%	\$12,113	\$131,701	6.86%
NCA&T	\$25,000	3.04%	2.44%	2.89%	\$35,721	10.54%	\$32,569	\$93,291	4.86%
NCCU	\$25,000	2.05%	2.49%	2.16%	\$26,698	12.80%	\$39,553	\$91,251	4.75%
NCSU	\$25,000	2.51%	1.91%	2.36%	\$29,170	4.54%	\$14,029	\$68,199	3.55%
UNC-A	\$25,000	0.00%	0.00%	0.00%	\$0	0.00%	\$0	\$25,000	1.30%
UNC-CH	\$25,000	0.64%	0.78%	0.68%	\$8,343	0.48%	\$1,483	\$34,826	1.81%
UNC-C	\$25,000	0.30%	0.38%	0.32%	\$3,955	0.21%	\$649	\$29,604	1.54%
UNC-G	\$25,000	3.65%	4.02%	3.74%	\$46,259	16.24%	\$50,183	\$121,442	6.32%
UNC-P	\$25,000	10.32%	6.70%	9.42%	\$116,373	5.37%	\$16,594	\$157,966	8.23%
UNC-W	\$25,000	21.87%	18.15%	20.94%	\$258,825	14.03%	\$43,354	\$327,179	17.04%
WCU	\$25,000	8.93%	12.59%	9.85%	\$121,688	10.05%	\$31,055	\$177,743	9.26%
WSSU	\$25,000	0.07%	0.00%	0.05%	\$649	0.00%	\$0	\$25,649	1.34%
UNC Total	\$375,000	100.00%	100.00%	100.00%	\$1,236,034	100.00%	\$309,008	\$1,920,042	100.00%

UNC-GA ProgAssess/Fund.IT211(AB)/11-13-02

Source: Fund.GR088A/11-13-02, and SCH.QR011.026/11-13-02.

Note: Excludes NCSA which has no teacher education programs.

\$25,000 minimum set at each institution.

UNC-A has teacher education certification and courses, but no education majors; has nominal DE program.

Method A based on Fall 2001 through Summer 2002 fundable DE SCHs generated by undergraduate education majors. Proportion of system dollar requirements.

Method B based on positive growth of Fall 2001 through Summer 2002 fundable DE SCHs generated by undergraduate education majors over Fall 2000 through Summer 2001 SCHs. Proportion of system dollar requirements growth.

Method C based on proportion of undergraduate education SCHs delivered electronically, Fall 2001 through Summer 2002.