

REPORT ON USE OF 2004-2005 DISTANCE EDUCATION FUNDS

UNC Schools/Colleges/Departments of Education

August 22, 2005

In 2001, the General Assembly approved legislation to provide \$2 million to support teacher education programs offered through distance education. The legislation (SL 2001-424, §31.7) states:

It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the “2+2” program is an excellent model for teacher credential programs and encourages its use as a model.

To achieve the goal of encouraging the “2+2” program as a model for teacher programs and to make those model teacher education programs available and easily accessible statewide, any teacher education program that is offered by a constituent institution through distance education that does not require campus residency is eligible for funds appropriated by the act for that purpose. The Board of Governors shall determine the eligibility of a constituent institution pursuant to this section. The Board of Governors shall also determine the amount of funds to be allocated to each eligible institution based on the number of student credit hours taught in teacher preparation courses through distance education at that institution and shall distribute those funds to the institution. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the implementation of this section and the amount and use of the funds allocated pursuant to this section.

This Teacher Education/Distance Education (TE/DE) funding has enabled the 15 UNC teacher education programs to initiate and continue a wide variety of activities that have resulted in increased access to their programs through distance learning (e.g. courses being delivered at off-campus sites) and e-learning (e.g. online or partially online courses). These funds have helped many of the teacher education programs strengthen and expand the partnerships between their campuses and community colleges. Other examples of fund utilization include enhancement of technology at off-campus sites, professional development for faculty involved in the development of online courses, efforts to increase enrollments in teacher education programs, and the purchase of equipment and materials to support faculty in various ways.

FUND ALLOCATION FORMULA

In 2003, the Teacher Education/Distance Education funds were reduced from \$1,920,042 to \$1,896,291 as a result of required budget cuts. The 2004-2005 funding allocations reflected the same funding formula as the previous year. The distribution process considered Summer II 2003 through Summer I 2004 total applicable undergraduate semester credit hours (SCHs) being delivered as well as the percent of increase of these SCHs over the previous year at each institution. Additionally, SCHs being delivered through e-learning were taken into account. The intent of this allocation was to recognize the efforts that had already been made in the delivery of teacher education through distance education and the incremental increases in such programs and to provide funds to expand the delivery of such courses and programs. 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. The remaining funds were allocated based on the history of offering such courses with 80% of the remaining funds distributed based on existing SCHs (3/4 of these “80% funds”) and growth (1/4 of these “80% funds”), and the final 20% allocated based on SCHs taught through e-learning.

Appendix A shows the distribution of the \$1,896,291 among the 15 UNC institutions with teacher education programs for 2004-2005.

GUIDELINES FOR USE OF FUNDS

Appropriate usage of the Teacher Education/Distance Education funds, as outlined to the campuses upon fund distribution, included the following expenditures:

- Advance efforts to increase access to teacher education programs through distance learning and/or e-learning courses (e.g. development of new courses, adapting traditional format courses to online format, teaching courses at community college campuses, etc.)
- Purchase software, hardware, licenses, or other resources/materials 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
- Hire additional personnel to support 2+2, distance learning, and/or e-learning initiatives
- Expand collaborative initiatives among UNC institutions and with community colleges
- Support teacher education recruitment efforts, with a focus on non-traditional students
- Offer professional development for faculty related to distance learning and/or e-learning, or provide access to relevant professional development opportunities offered by other entities (e.g. conferences)

SUMMARY OF ACTIVITIES *

Collaboration with Community Colleges, Public Schools, and Arts and Sciences Faculty

Many of the UNC teacher education programs utilized their Teacher Education/Distance Education funding to enhance and/or expand collaboration with community colleges, public schools, and arts and sciences faculty. Partnership activities included the delivery of courses at community college campuses (established sites as well as new sites), establishment of new 2+2 sites and articulation agreements, and the implementation of innovative programs geared toward the growing population of lateral entry teachers. The following examples are reflective of these collaborative endeavors:

- **East Carolina University** has developed an effective communication network to support teacher and students in distance education programs. Synchronous communication was used during the year to view public school students and teachers in real-time, to provide direct observation of clinical interns at remote sites, to facilitate collaborative instructions in methods of teaching among university teacher education classes, and to provide a link to community college 2+2 sites.
- **NC A&T State University**'s School of Education initiated and developed 2+2 programs in elementary education with Guilford Technical Community College, Davidson Community College, Alamance Community College, and Rockingham Community College.
- **UNC - Chapel Hill**'s School of Education has continued to strengthen their partnership activities with Durham Technical Community College, Wake Technical Community College and Central

* **NOTE:** While this summary is not comprehensive, it provides an overview that reflects the diversity of distance education and e-learning activities, resources and partnerships made possible by this funding.

Carolina Community College as a way of better accommodating the needs of non-traditional students, including lateral entry.

- **UNC – Pembroke's** School of Education built stronger partnerships with school districts and with faculty in the School of Education and the College of Arts and Sciences. Through their distance education service and outreach efforts, 488 students were served through the Regional Alternative Licensure Center and 325 students were enrolled in 46 online course sections being offered to students from the NC Model Teacher Education Consortium.
- **Western Carolina University** offers teacher education distance education programs in Birth-Kindergarten (B.S.), Elementary Education (B.S.), and Special Education (B.S.) at Community Colleges throughout the region. The College of Education and Allied Professions has continued to develop and expand their partnerships with 13 Community Colleges (Asheville-Buncombe Technical Community College, Blue Ridge Community College, Caldwell Community College, Catawba Valley Community College, Cleveland County Community College, Haywood Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Southwestern Community College, Tri-County Community College, Western Piedmont Community College, and Wilkes Community College)

Course Development and Delivery

Expanded course offerings are once again one of the most notable outcomes of the Teacher Education/Distance Education funding. Many campuses directed a portion of their TE/DE funds toward developing new online courses and/or courses designed to be delivered off-site, establishing entire new programs, transitioning traditional courses to an online format, increasing the scheduling flexibility of current course offerings, and/or initiating partnerships to provide creative distance education experiences for students. Examples of these activities include the following:

- **Appalachian State University**, through a competitive grants program entitled Successful Applications of Learning Technology (SALT) and administered by the Reich College of Education, stimulated faculty professional development to enhance the delivery of coursework and course activities through the applications of technology. As an example of such funded endeavors, faculty in the Business Education program focused on designing courses that could be placed online. Working with instructional designers at ASU and utilizing WebCT as a basic platform, faculty have completed the design and implementation of four key courses in the program and are close to finishing the remainder coursework so the entire program can be delivered online.
- **East Carolina University's** College of Education generated approximately 29,500 student credit hours during the 2003-04 academic year. This represents a 36% increase over the prior year's generation of 21,600 student credit hours. Eleven additional undergraduate course sections in elementary education and special education were offered to students at 2+2 sites and four courses were converted to electronic delivery means.
- **Fayetteville State University's** School of Education has developed 45 online courses at undergraduate and graduate levels and anticipates offering two full degrees online beginning Fall 2007. Six additional Birth-Kindergarten courses were developed for their 2+2 partnerships (Infant and Toddler Education, Observations and Assessment in Preschool Education, Introduction to Birth-Kindergarten Education, Family Culture and School, Math-Science-Social Studies in B-K Education, and Language Development and Emerging Literacy).

- **NC A&T State University** concentrated on increasing the online course offerings in all undergraduate teacher education programs. The School of Education developed and offered a total of 15 undergraduate teacher education courses online during the 2004-05 academic year with a total enrollment of 254 students.
- **North Carolina State University** offers their NC TEACH program entirely off site at Apex High School in Wake County providing easier access for teachers participating in the College of Education's lateral entry program and seeking licensure in secondary science, English, and social studies. Six three-semester hour courses were redesigned for this program; Educational Implications of Learning and Development Theory, Interactions of Classroom Management and Instruction, Content Specific Methods, Seminars I and II, and Practicum in Education. The Seminars series courses address issues pertinent to contemporary high school teaching that are not necessarily incorporated in the other course offerings.
- **UNC Charlotte** in cooperation with Central Piedmont Community College launched the Lateral Entry Teacher Initiative in Summer 2004, an intensive five-week summer program which provided opportunities for lateral entry teachers to take graduate-level UNC Charlotte coursework at conveniently located Central Piedmont Community College Sites, at affordable distance education tuition/fee rates. The program focuses on graduate routes to licensure in middle/secondary education and special education. Through this partnership, eleven separate academic courses (some with multiple sections) were offered in the Institute, with a total enrollment of 482.
- **UNC – Greensboro** utilized their teacher education distance education funds to provide faculty stipends for development and delivery of courses during Fall 2004 and Spring 2005. Funds were expended to faculty for development and delivery of online alternative licensure courses for NC TEACH and the Teacher Education program. All of these courses are required in respective licensure programs of various program departments.
- **UNC – Pembroke** offered 100 online teacher education course sections with 1,705 students enrolled and 29 off-campus teacher education course sections with 435 students enrolled. The School of Education served 463 licensure-only and lateral entry teachers during this period of time. The UNC Pembroke/Cumberland County Web Academy collaborative offered eight course sections serving 162 lateral entry teachers.
- **Winston-Salem State University** designed four graduate level courses for graduate students seeking teacher certification in special education. The courses assist in the fulfillment of the prerequisite knowledge required for NC TEACH candidates. This work complements efforts underway at WSSU to develop an MAT with certification in Middle Grades and Special Education. The distance education courses developed will be incorporated into the MAT program.

Teaching Materials, Hardware, Software, Licenses, and Other Related Resources

Several teacher education programs utilized a portion of their Teacher Education/Distance Education funding to purchase key supplies and resources to facilitate the logistics and delivery of e-learning and distance education courses. Items purchased with this funding ranged widely, including textbooks, curricular supplies, laptops, digital cameras, Polycom systems, memory sticks, and DVD burners. Examples of purchases and ways in which these resources were used are as follows:

- **UNC – Asheville**'s Department of Education expended funds to purchase a new laptop for off-site faculty use. In addition UNC-A purchased hardware and software to establish an internal server

designed to house student and school district web resources, electronic portfolios, and instructional materials in support of the partnership activities.

- **UNC – Wilmington** utilized teacher education distance education funds to purchase a broadcast Polycom system to allow instruction from multiple sites. The system has been installed at the Brunswick Community College site.

Professional Development for Faculty and Staff

Teacher Education/Distance Education funds also enabled teacher education programs to either offer professional development to their faculty and staff or send them to conferences or workshops focused on e-learning and distance learning issues. Professional development topics included instruction on utilizing technology for e-learning, guidance on developing online courses, and information about how to teach and evaluate online courses. Since much of the technology being used to develop and implement online courses is new to faculty and staff, this training is instrumental in order to maximize the use of these technological resources and facilitate the effective delivery of these courses. The following are just a few examples of the professional development opportunities available to the teacher education program faculty and staff as a result of the TE/DE funding:

- **Appalachian State University** expended funds for faculty in both middle grades and elementary education engaged in training in the use of TASKSTREAM electronic portfolios and piloted during the year with select groups of faculty and students, the design and applications for use of electronic portfolios in these two programs. This initiative was of particular significance because by adopting a system such as TASKSTREAM, programs provide online access of off-campus as well as on-campus students, insuring that all students are using the same portfolio system and meeting the same standards.
- **Elizabeth City State University's** School of Education offered professional development opportunities for more than ten faculty and staff. The in-service focused on support for placing additional courses required for teacher licensure online. Additionally, faculty attended workshops and conferences to enhance their expertise for distance education (i.e. online, teleconferencing, and web enhanced). Information and best practices learned from these meeting has been directly applied to classroom practice.
- **Fayetteville State University** offered professional development through their School of Education for 12 faculty members. The focus of the session was on learning successful instructional techniques of online delivery of instruction.

Additional Personnel

A number of the distance education and e-learning initiatives undertaken by the teacher education programs have resulted in the need for additional personnel. Most of the personnel who have been hired through this funding are focused on facilitating the collaborative work between the UNC campuses and the community colleges, but the specific roles of these new staff members—and their level of responsibility—vary from campus to campus. Below are a few examples of the kinds of positions that have been added with the TE/DE funding:

- **North Carolina Central University's** School of Education hired a variety of personnel and provided stipends to faculty to assist in ongoing recruitment and online course development efforts. Faculty have developed online courses and activities in a number of areas, including Assessment of Learning,

Practicum Supervision, Special Education and Disabilities Law, Teachers as Leaders: Practicum, and Current Research and Practice in Literacy for the Elementary Grades.

- **UNC Charlotte** utilized a portion of their teacher education distance education funds to provide important support for the two academic departments that designed and delivered the innovative route to licensure for lateral entry teachers through their Lateral Entry Teacher Initiative. Two graduate assistantships were provided to the Department of Middle, Secondary, and K12 Education and the Department of Special Education and Child Development received one graduate assistantship and one student worker to assist with programmatic efforts.
- **UNC – Wilmington**’s Watson School of Education targeted most of their TE/DE funds at additional personnel for community college partnering and access. Advisors at four community college sites (Brunswick, Cape Fear, Coastal Carolina, and Southeastern) were hired; one fulltime advisor at Coastal, two half-time advisors assigned to Brunswick and Southeast, and at Southeast approximately one-quarter time advisor has been assigned due to close proximity to the UNC Wilmington campus.
- **Western Carolina University** utilized the teacher education distance education funds, in part, to provide salary supplements for developing distance education courses and associated materials and for program coordination and delivery. They hired master teachers for the public schools as model clinical faculty to co-teach distance education courses along with regular faculty and also to supervise field experiences at sites in close proximity to the community college campus. In addition, site advisors were hired for the community college sites.

Recruitment Efforts

In response to the teacher shortage crisis and in keeping with the guidelines outlined for the use of the Teacher Education/Distance Education funds, many of the campuses initiated and/or continued to develop targeted recruitment strategies, some with particular emphasis on non-traditional students. These efforts ranged from the development and distribution of brochures (in both Spanish and English) at community colleges to mentoring and enrichment programs for college-bound students to database development for recruitment contacts. Below is a sampling of the teacher education recruitment efforts made possible by the TE/DE funding:

- **Elizabeth City State University** was able to hire a recruiter for a second year to participate in a variety of education-specific activities which yielded great interest in their programs. Funds were also used to provide support for mailings, telephone calls, and other functions, such as a recruitment contact database, necessary to support their teacher education recruitment efforts.
- **North Carolina Central University** has offered very successful “one-stop” workshops, a recruitment initiative providing information for lateral entry teachers, on the campuses of Durham Technical Community College, Piedmont Community College, Alamance Community College, and Vance Community College.
- **North Carolina State University**’s College of Education initiated a marketing campaign to increase the diversity of prospective teachers in their NC TEACH program. Advertisements in both Spanish and English were released on WSHA public radio and informational meetings were held in the Research-Triangle Park, local churches, and regionally located historically black colleges and university’s resulting in an increase of applicants of color from 2% in 2004 to 14% in 2005.
- **UNC – Chapel Hill** has focused their community college partnership activities on recruitment for their Middle Grades Teacher Education Program through a variety of efforts which include

informational materials and seminars to students that might be interested in the program. The School of Education's Middle Grades program enrollment has tripled since they began offering these distance education opportunities, with a total of 20 lateral entry and licensure-only student and 36 on-campus juniors and seniors.