

REPORT ON USE OF 2005-2006 DISTANCE EDUCATION FUNDS UNC Schools/Colleges/Departments of Education

August 25, 2006

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 a blended delivery of course offerings). These funds continue to help UNC 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 meet the established campus goals for producing teachers in highest need licensure areas, 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. Due to additional budget cuts in 2004, the funds were further reduced to \$1,801,861. The funds for distribution in 2005-2006 remain at \$1,801,861.

The 2005-2006 allocation formula was modified to reflect a more appropriate and equitable distribution of funds. The new formula considers undergraduate and graduate teacher education applicable student credit hours (Summer II 2004, Fall 2004, Spring 2005, and summer I 2005) being delivered at each institution. Prior funding allocations considered applicable undergraduate student credit hours only. Fundable student credit hours that are recognized in the new formula are the same as prior years; regular term e-learning hours, distance education hours, and distance education e-learning hours.

Each institution offering teacher education received a base allocation of \$25,000. The remaining funds were allocated based on generation of fundable CIP13 (classification of instructional programs for

education field of study) teacher education distance education student credit hours. E-Learning semester credit hours represented one third of the allocation and undergraduate and graduate distance education semester credit hours represented the remaining two thirds of the allocation (one third undergraduate, one third graduate). The final component of the new funding formula is the provision that no campus can receive more than 20% of the total funds available for distribution.

Appendix A shows the distribution of the \$1,801,861 for 2005-2006 among the 15 UNC institutions with teacher education programs.

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.

- **North Carolina A&T State University's** major focus of the teacher education distance education funds for the 2005-06 year was to continue to position the teacher education program on campus to offer complete academic programs online. Development of the 2+2 program in elementary education with area community colleges including Guilford Technical Community College, Davidson Community College, Alamance Community College and Rockingham Community College was initiated in spring 2006.

* **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.

- **Appalachian State University's** Reich College of Education, through a competitive grants program entitled Successful Applications of Learning Technology (SALT), stimulated faculty professional development; in particular, the emphasis of the SALT grants was to find ways to enhance the delivery of coursework and course activities through the applications of technology. Faculty submitted proposals as to how they would expend funds in pursuit of this goal. In all, approximately 10 proposals were funded and over 20 faculty and approximately 6 public school teachers were engaged during the year in activities related to enhancing the instructional delivery of courses that are a part of programs in the Appalachian Learning Alliance involving 10 community colleges. As examples of some of these endeavors: one faculty initiated a study of the differences between course development using the WEBCT environment and using a virtual environment called APPEDTECH; the same course was developed in both formats and is currently under evaluation.
- **East Carolina University's** first priority for using the teacher education distance education funds was the expansion and development of teacher education 2+2 degree program opportunities in partnership with community colleges through Wachovia Partnership East (WPE). In 2005-06, WPE graduated its first two cohorts of candidates totaling 42 students. Currently there are 13 operational cohorts across the hub site campuses with an enrollment of 214 students, representing an increase of 53 students over 2004-05. Notably, 52% of the current candidates are employed in partnering schools as paraprofessionals.

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 entirely 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.

- **East Carolina University** used funding to expand the courses available to teacher education majors/alternative licensure candidates. The structural presence of Wachovia Partnership East (WPE) on community college campuses has allowed ECU to provide courses for candidates enrolled in alternative licensure and undergraduate work in the service region. During the year, a Lateral Entry Teacher Center was established at Beaufort County Community College. The Center will assist public schools and lateral entry teachers in the region with obtaining plans of study and coursework to complete licensure. As part of these initiatives, ECU expanded course offerings to Alternative Licensure teachers through five yearly cohorts in the eastern region of NC; with one cohort of Teach for America; and three face-to-face cohorts plus two on-line cohorts of NC TEACH. The College of Education was able to offer 45 more distance education sections of undergraduate teacher education courses in 2005-06 than in the previous year (a total of 229 compared with 184 in 2004-05).
- **Fayetteville State University's** focus in 2005-06 funding was to make teacher education programs more accessible to interested students statewide. This resulted in a significant increase in the number of online courses developed in the high need licensure areas of Special Education and Birth through Kindergarten. Faculty members were encouraged to develop online courses that would lead to establishing full programs online.

- **North Carolina A&T State University** increased the online course offering in teacher education. The department of curriculum, for example, offered 39 online courses and served over 700 students through the distance education program supported by this funding.
- **UNC Charlotte** used teacher education distance education funding in support of outreach to lateral entry teachers. They created the Lateral Entry Teacher Summer Institute to offer graduate –level routes to the initial teaching license at convenient community sites. In FY 06, the Institute was held on two campuses of Central Piedmont Community College, with licensure coursework in the high need fields of special education and middle/ secondary education. These graduate courses were offered at the highly affordable Distance Education rate for tuition and fees.
- **UNC Pembroke’s** School of Education used funding to expand the online and off campus course offerings to both traditional and alternative education students in the Teacher Education Program. This expansion was made in collaboration with regional public school systems, regional community colleges, the College of Arts and Sciences, the School of Graduate Studies, and the Office of Distance Education. A strong emphasis was placed on addressing the need for high quality alternative teacher education courses, including consideration being given to nontraditional scheduling of courses.

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

Teacher education programs also 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.

- **Appalachian State University** has made a concerted effort to move to the use of laptops for off-campus instruction; the portability, ease of use, and adaptability to different teaching environments, especially those in off-campus locations, have made the laptop a machine of choice for most faculty engaged in distance education. Special efforts have been made to introduce faculty to the features of docking stations which enhance the usefulness of the laptop, making it portable for off-campus activity but also providing essentially a desktop mode in the faculty's campus offices. This arrangement seems to be garnering considerable acceptance from faculty. As a result, purchases of such machines occurred. In addition, software needs, text materials for onsite use at off-campus sites, and the general equipping of faculty with appropriate facilities in which to prepare for teaching and to teach figured into the expending of funds.
- **UNC Asheville** utilized their funding to maintain and upgrade its capacity to offer teleconferencing and distance education alternatives to lateral entry teachers. These teachers will complete licensure requirements in a program that ensures attention to high quality teacher preparation. They purchased equipment for the improvement of the Distance Learning Services Facility, replace damaged equipment and upgraded support technologies, including software, monitors, microphones and a new interactive pen display.

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.

- **Elizabeth City State University** has used the teacher education distance education funds to support faculty professional development focused on web-enhanced and online deliveries. In partnerships throughout the region, ESCU has engaged in on-site and distance-learning classes that benefited three community colleges as well as twenty-one school districts in the northeast regional service area. Through this professional development, instructional designers utilized the ASSURE Instructional Design Model with the participants to assist them with designing their online instruction. The Blackboard course management system was utilized for actual course development and delivery. Participants attended four Saturday workshops facilitated by the instructional designers and worked outside of scheduled workshops to complete course design requirements.
- **East Carolina University** developed a series of intensive training and development sessions were delivered to new faculty by College of Education Instructional Technology (IT) staff members. Funding was used for training and development, materials, and costs for logistics during the training, plus additional training for IT staff to support these faculty members. Each faculty participant will deliver courses in the program during the next academic year.

Additional Personnel

Some 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 staff members—and their level of responsibility—vary from campus to campus.

- **Appalachian State University** has hired an individual to work with faculty who are teaching classes off-campus that carry a field component. This individual identifies field sites, places students in appropriate settings, and provides supervision while also acting as a liaison between the college and the public schools.
- **North Carolina State University's** NC TEACH program hired five master teachers to team-teach the eighteen hours of professional education coursework for lateral entry teachers. These are teachers who are highly regarded in the profession and who are skilled at mentoring and assisting the adult learner. From the inception of the College of Education advisory group's planning, there was a unanimous commitment to collaborate with public school teachers in this effort. In the spirit of the University-School Teacher Education Partnerships, NC Teach at NC State University recognizes the value-added to both the university community and the public school community of such collaboration.
- **UNC Pembroke** provided stipends to teacher education faculty for participate in a four-day meeting to review and revise the teacher education program, including extensive discussions regarding alternative delivery systems.

- **Western Carolina University** focused their funding on support for additional personnel. Two academic advisors were hired to provide direct support to distance learning students at Blue Ridge Community College and Isothermal Community College. A distance education liaison was also hired to coordinate the support these off-site advisors and the other distance education programs throughout the region. Additionally, master teachers from the public schools were hired as model clinical faculty to co-teach distance education courses with regular faculty as well as to supervise field experiences at sites close to the community colleges. Personnel support was provided to the virtual school initiative, e-mentoring program, NC Teach program support and an accreditation workshop.

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.

- **Winston-Salem State University's** has developed a data base of regional community college and schools and gathered information regarding needs to license and recruit lateral entry, nontraditional, and high need licensure areas (mathematics, science, special education, and middle grades). In addition, they have prepared outlines and drafts of materials, displays, and other presentations regarding WSSU teacher licensure offerings (online, on and off campus, etc.) and licensure application procedures.
- **North Carolina Central University** hired an Outreach Coordinator, for Special Education to provide recruitment and advisement services to potential students interested in teacher education. This position will also assist students in enrollment in distance education courses at Vance-Granville Community College as well as recruit students to several special education licensure tracks.

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APPENDIX A

**Distribution of Allocations for Distance Education
Teacher Education Programs for 2006-2007 Receipt of Funds (Based on 2005-2006 Data)**

Campus	Undergraduate Distance Education SCHs	Graduate Distance Education SCHs	E-Learning SCHs	Total SCHs for Distance Education/ E-Learning	Distribution of DE/E-Learning SCHs	Redistribution based on Cap	Dollar Distribution for SCHs	\$25,000 Base Amount	Total Distribution
ASU	3,632	8,865	1590	14,087	13.54%	15.09%	\$ 215,252	\$ 25,000	\$ 240,252
ECU	1,034	2,141	26,199	29,374	28.22%	20.00%	\$ 285,372	\$ 25,000	\$ 310,372
ECSU	455	0	1057	1,512	1.45%	1.62%	\$ 23,104	\$ 25,000	\$ 48,104
FSU	1,358	1,173	5,121	7,652	7.35%	8.19%	\$ 116,924	\$ 25,000	\$ 141,924
NCA&T	1,024	1,461	0	2,485	2.39%	2.66%	\$ 37,971	\$ 25,000	\$ 62,971
NCCU	463	79	5,301	5,843	5.61%	6.26%	\$ 89,282	\$ 25,000	\$ 114,282
NCSU	885	2,670	2,919	6,474	6.22%	6.93%	\$ 98,924	\$ 25,000	\$ 123,924
UNC-A	96	0	0	96	0.09%	0.10%	\$ 1,467	\$ 25,000	\$ 26,467
UNC-CH	104	2,213	1,206	3,523	3.38%	3.77%	\$ 53,832	\$ 25,000	\$ 78,832
UNC-C	240	2,949	1,989	5,178	4.98%	5.55%	\$ 79,121	\$ 25,000	\$ 104,121
UNC-G	157	642	4,124	4,923	4.73%	5.27%	\$ 75,224	\$ 25,000	\$ 100,224
UNC-P	1,086	1,496	5,256	7,838	7.53%	8.39%	\$ 119,766	\$ 25,000	\$ 144,766
UNC-W	2,117	192	7,017	9,326	8.96%	9.99%	\$ 142,503	\$ 25,000	\$ 167,503
WCU	2,115	3,030	320	5,465	5.25%	5.85%	\$ 83,506	\$ 25,000	\$ 108,506
WSSU	104	0	198	302	0.29%	0.32%	\$ 4,615	\$ 25,000	\$ 29,615
UNC Total	13,846	25,816	65,535	104,078	100.00%	100.00%	\$ 1,426,861	\$ 375,000	\$ 1,801,861

Final Distribution (10/03/06)