

## APPENDIX Y

### REPORT ON USE OF 2003-2004 DISTANCE EDUCATION FUNDS UNC Schools/Colleges/Departments of Education

August 24, 2004

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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, via 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 2002, these Teacher Education/Distance Education funds were reduced from the original \$2 million to \$1,920,042 as a result of required budget cuts. The 2003-2004 funding allocations reflected the same funding formula as the previous year. The distribution process considered Fall 2002 through Summer 2003 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 by using technology.

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.

The table on page 7 shows the distribution of the \$1,920,042 among the 15 UNC institutions for 2003-2004.

### 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:

- 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
- Support recruitment efforts to get more students interested in teacher education, particularly non-traditional students

### 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 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** opened its third Partnership East hub site, located on the campus of Wayne Community College in Goldsboro. The College of Education and the community colleges within the hub site service area extended the work begun with the other hub sites in articulating programs of study in elementary education and special education. The first cohorts of students in Elementary Education and Special Education have been admitted to programs and instruction has begun.
- **North Carolina A&T State University** established articulation agreements with two community colleges and anticipates finalizing articulation agreements with two other community colleges this fall. Additional endeavors included the development of 2+2 program recruitment brochures and the development of a 2+2 website (currently underway).
- **UNC Asheville** held a series of meetings between Asheville-Buncombe Technical Community College (ABTCC) and UNCA faculty to align the syllabus and curricular features of the EDUC 116

\* **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.

course at ABTCC with UNCA's EDUC 310: Introduction to Education. The syllabus was adjusted to include INTASC, NCATE, NCDPI Standards and UNCA Department of Education goals; educational technology components were also incorporated into this course. UNCA paid stipends to the participants of these meetings. As a result of these changes, UNCA now accepts EDUC 116 as a transfer course equivalent to EDUC 310 and EDUC 311.

- **UNC Charlotte**, in collaboration with Central Piedmont Community College, launched the Lateral Entry Teacher Summer Institute to offer graduate-level routes to the initial teaching license at convenient Central Piedmont Community College sites. These graduate courses were offered at the reduced Distance Education rate for tuition and fees.
- **UNC Pembroke** continued to offer off-campus courses at three community colleges and four public schools. Birth through Kindergarten (BK) articulation agreements were established at Robeson Technical Community College and Richmond Community College; the School of Education is exploring the possibility of establishing a 2+2 program in Elementary Education with Sandhills Community College.
- **Western Carolina University** has continued to expand their partnerships with 13 community colleges and has developed a BK distance education program at Haywood Community College.

### **Course Development and Delivery**

Expanded course offerings are one of the most notable outcomes of the Teacher Education/Distance Education funding this year. Almost every campus directed at least 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:

- **East Carolina University's** College of Education produced approximately 21,600 student credit hours through distance education programming, exhibiting an overall growth of 37% from 2002-2003.
- **North Carolina State University** used its TE/DE funds to cover some of the costs associated with becoming a new host site for NC TEACH in Summer 2004, the first cohort of which was admitted in Spring 2004. The NC TEACH program at NCSU includes licensure areas of secondary science, English, and social studies. Their NC TEACH program emphasizes the use of technology both as a teaching tool in the university classes and as a teaching tool in the lateral entry teachers' respective classes. The program has invested in portable DVD players and web cameras to record and view the NC Teachers' performance for critique and commentary in the fall methods classes.
- **UNC Chapel Hill** developed and taught a partially-online (51%) version of EDUC 64 last summer, enabling lateral entry teachers and community college transfers to begin the course sequence in the Fall and continue the sequence with a cohort in the Fall and Spring. Both of those courses were moved to evenings to accommodate the lateral entry teachers and non-traditional licensure-only students. Two other courses—North Carolina History and Adolescent Literature—were also offered online.
- **UNC Greensboro** utilized a significant portion of their TE/DE funding to open new sections of courses required for licensure, develop and update e-learning courses, and develop online alternative licensure courses for NC TEACH and the Teacher Education program.
- **UNC Pembroke** used some of their TE/DE funds in support of efforts to expand online course offerings for North Carolina Model Teacher Consortium students and undergraduate UNCP students, establish a Master of Arts in Teaching program, increase the number of students enrolling both online and off-campus, and become more accessible to lateral entry teachers via more flexible program offerings and course scheduling.

- **UNC Wilmington** provided grants to 22 faculty to develop new courses, particularly e-learning courses, in the Arts and Sciences area as well as in the School of Education. In addition, faculty were trained in web CT to experience course technology and put courses completely online.
- **Winston-Salem State University** developed four new distance education courses, one of which was offered in Mexico in partnership with the North Carolina Center for International Understanding (NCCIU). In this pioneering effort to increase the Spanish and Hispanic cultural knowledge of UNC student teachers, staff from NCCIU (a UNC-affiliated center) developed the program and a WSSU faculty member developed a new course for the partnership in Hispanic history, geography, culture and education. The course is one part of a two-part sequence that also includes Spanish education for teacher education students. Faculty from Monterrey Tech (a Mexican higher education institution) and Spanish educators from WSSU provided instruction at beginning, intermediate, and advanced levels. Four students from WSSU and one student from North Carolina State University participated in the program. The students lived and studied at Monterrey Tech and toured Mexico for five weeks. This course was taught as an e-learning course from WSSU; the students' response to this experience was overwhelmingly positive.

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

The majority of 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, science supplies, laptops, digital cameras, Polycom hardware, memory sticks, and DVD burners. Examples of purchases and ways in which these resources were used are as follows:

- **Appalachian State University** acquired additional laptops, digital cameras, and video recorders. In addition, they provided upgrades to some of their community college sites to ensure that all of their distance education sites had comparable equipment available for ASU classes. For example, each of their ten community college partners now house laptop carts that provide up to 24 laptops for in-class use. These acquisitions make it possible for instructors to use technology more spontaneously and creatively in their instruction. When this technology is not in use by ASU instructors, community college instructors may access the equipment.
- **Elizabeth City State University** purchased digital cameras for students to use for their Livetext portfolios and lab equipment for orientations and subsequent presentations. In addition, ECSU has cascaded computers and related equipment through their computer lab to faculty to allow them to create additional online courses and make them more accessible to students in remote areas through Blackboard. They have also purchased additional licenses for Plato software, which their teacher candidates use to improve skills for PRAXIS I and II preparation.
- **North Carolina Central University** utilized some of their TE/DE funds to purchase office supplies needed for instruction at the community colleges, laptops for faculty members and the Distance Education Advisor and Recruiter, PDAs for student and faculty use as an instructional resource for EDU 2800 (Classroom Utilization of Instructional Technologies), and CD/DVD burners for uses by students engaged in electronic portfolio development. NCCU also purchased necessary hardware to complete the teleconference classroom in an effort to offer more courses to non-traditional students.
- **UNC Asheville's** Educational Technology coordinator made a number of purchases to facilitate the preparation of distance education/online course materials, upgrade the capacity of the computers in the computer lab, and provide computers for instructors in the field.
- **Western Carolina University** acquired library books, educational materials, web development software, and other supplies for the Curriculum Development Centers in the community colleges. In addition, TE/DE funds were expended on computer and networking equipment and software necessary to prepare video clips to be used in online classes. WCU also purchased two real-time video conferencing units for faculty to deliver "live" video and audio presentations.

## **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 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** College of Education faculty attended conferences focused on distance education, with a particular focus on technology, working with non-traditional students, and handling issues of diversity. The College also sponsored a number of workshops to increase familiarity with new equipment and materials that were purchased with the TE/DE funding. They also instituted a faculty development initiative called Successful Applications of Learning Technology (SALT), in which faculty were invited to submit proposals (\$5,000 to \$20,000) that directly addressed applications of technology to teaching with particular attention to the impact on course design and instruction for off-campus populations. Through the SALT initiative, approximately 30 faculty and 15 classroom teachers are collaborating on significant redesign of courses, including the development of a number of online courses that will be piloted in the coming year. Faculty also addressed redesign of specific assignments and elements of courses to better conform to distance education delivery modes.
- **Elizabeth City State University** has augmented faculty knowledge of online teaching tools such as the Tegrity Web Learner Multimedia Studio through regular faculty workshops. This spring, ECSU held sessions to assist faculty in developing additional online courses for those students seeking teaching certification.
- **Fayetteville State University** held two faculty development workshops. One workshop introduced 13 faculty members to the real-time video delivery technology through the North Carolina Research Education Network accessed through the FSU Distance Learning Center. The goal of this workshop was to have faculty agree to utilize this method of delivery, and 100% of the faculty indicated that they would develop and deliver courses via real-time video. In the second workshop, attended by 12 faculty and several administrators, consultants from Innovative Digital Solutions provided three days of instruction on teaching and evaluation of teaching online; the goal of this workshop was to encourage faculty to develop online courses and to encourage faculty and administrators to review existing online courses. All faculty involved in the workshop spent one and a half days developing online courses or online course materials in Blackboard.
- **Winston-Salem State University** administrators and faculty in the WSSU Center for Innovative Teaching and Learning (CITTLE) developed a new distance learning design and assessment model in Fall 2003. Faculty members who received mini-grants were required to complete training in distance education design and assessment, and all courses were evaluated and rated before they were offered. The model was presented at the UNC Teaching and Learning Conference in March 2004.

## **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:

- **Fayetteville State University** hired two part-time advisors to counsel students interested in transferring to FSU from Sampson Community College and Bladen Community College. Logs indicated that 56 students were seen at the two sites; some students were seen multiple times. In addition, a staff member was hired to assist with the evaluation of transfer credits, registration of community college students off-site, and online course registration.
- **North Carolina A&T State University** hired a full-time program director to coordinate the articulations with the community colleges and serve as a liaison for 2+2 transfer students.
- **North Carolina Central University** hired a recruiter/advisor to work at Piedmont Technical Community College and Alamance Community College; she spent one evening per week at each community college, providing information on teacher education and advice on preparing for transfer. NCCU also hired a graduate assistant to provide support to the advisor and to assist with efforts to recruit more non-traditional students into teacher education.
- **North Carolina State University** hired four master teachers to team-teach the 18 hours of professional education coursework in their newly established NC TEACH program.
- **UNC Charlotte** hired a part-time advisor for distance education students as well as a graduate assistant for instructional support.
- **UNC Wilmington** hired advisors at Southeastern Community College and Brunswick Community College, beginning in Spring 2004 (due to a delay in hiring).

### **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 at community colleges to mentoring and enrichment programs for college-bound students to collaboration with K-12 human resources offices. Below is a sampling of the teacher education recruitment efforts made possible by the TE/DE funding:

- **Appalachian State University** has developed Teacher Cadet programs in seven of the eight districts in the ASU-Public School Partnership. Some of the program activities include teacher support meetings, on-campus events for the cadets, and visits by Teaching Fellows to teacher cadet sites. Other recruitment-related endeavors undertaken by ASU include:
  - Mentoring support for lateral entry teachers
  - Encouragement of lateral entry teachers to enroll in off-campus courses
  - Liaison work with personnel office to ensure effective communication about licensure requirements, course availability, and financial aid
  - Updated recruiting materials
  - Meetings with community college representatives to discuss curricular issues and ways to ease the transition within 2+2 programs
  - Revamped website, including an ongoing effort to have all course syllabi posted online for student reference
- **UNC Chapel Hill** distributed brochures and offered presentations about the Middle Grades teacher education program to students at Durham Technical Community College, Wake Technical Community College, and Central Carolina Community College. UNCCH's efforts to better accommodate community college transfers appear to be increasing both their enrollment and diversity. Currently, 30 students are placed in the 2004-2005 practica cohort—a significant increase over their typical enrollment of about 12 students.
- **UNC Greensboro** developed a recruitment brochure targeted to community college students.

**Proposed Distribution of \$1.92M Allocation for Distance Education  
Teacher Education Programs  
(Undergraduate Programs ONLY)  
for 2003-04 Receipt of Funds**

| Institution      | \$25,000<br>Base<br>Amount | Proposed Distribution of remaining (\$1,545,042 * 80%) |             |   |                    | Method C<br>Proposed Distribution<br>of Dollars remaining<br>(\$1,545,042 * 20%)<br>by UG education<br>e-learning SCHs |                  | Total<br>Dollar<br>Distribution | Effective<br>Percent<br>Distribution |
|------------------|----------------------------|--|-------------|---|--------------------|--|------------------|---------------------------------|--------------------------------------|
|                  |                            | Method A   | Method B    | Method A<br>wgt'd by Factor<br>of 3; B by 1 | Dollars            | %  | Dollars          |                                 |                                      |
| ASU              | \$25,000                   | 30.97%   | 1.90%       | 23.70%                                      | \$292,964          | 0.00%  | \$0              | \$317,964                       | 16.56%                               |
| ECU              | \$25,000                   | 8.91%  | 10.44%      | 9.29%                                       | \$114,853          | 26.89%   | \$83,092         | \$222,945                       | 11.61%                               |
| ECSU             | \$25,000                   | 0.83%  | 45.08%      | 11.89%                                      | \$146,991          | 4.25%  | \$13,133         | \$185,124                       | 9.64%                                |
| FSU              | \$25,000                   | 3.97%  | 0.00%       | 2.98%                                       | \$36,803           | 3.94%  | \$12,175         | \$73,978                        | 3.85%                                |
| NCA&T            | \$25,000                   | 4.30%  | 4.79%       | 4.42%                                       | \$54,673           | 12.30%   | \$38,008         | \$117,681                       | 6.13%                                |
| NCCU             | \$25,000                   | 2.61%  | 9.31%       | 4.29%                                       | \$52,965           | 22.66%   | \$70,021         | \$147,986                       | 7.71%                                |
| NCSU             | \$25,000                   | 2.29%  | 1.00%       | 1.97%                                       | \$24,314           | 0.89%  | \$2,750          | \$52,064                        | 2.71%                                |
| UNC-A            | \$25,000                   | 0.00%  | 0.00%       | 0.00%                                       | \$0                | 0.00%  | \$0              | \$25,000                        | 1.30%                                |
| UNC-CH           | \$25,000                   | 0.43%  | 8.79%       | 2.52%                                       | \$31,154           | 0.80%  | \$2,472          | \$58,626                        | 3.05%                                |
| UNC-C            | \$25,000                   | 0.34%  | 9.44%       | 2.61%                                       | \$32,313           | 0.00%  | \$0              | \$57,313                        | 2.98%                                |
| UNC-G            | \$25,000                   | 2.46%  | 0.00%       | 1.85%                                       | \$22,805           | 4.57%  | \$14,122         | \$61,927                        | 3.23%                                |
| UNC-P            | \$25,000                   | 18.38%   | 7.32%       | 15.62%                                      | \$193,017          | 0.57%  | \$1,761          | \$219,778                       | 11.45%                               |
| UNC-W            | \$25,000                   | 17.47%   | 0.00%       | 13.10%                                      | \$161,951          | 11.84%   | \$36,587         | \$223,538                       | 11.64%                               |
| WCU              | \$25,000                   | 7.00%  | 1.93%       | 5.73%                                       | \$70,858           | 11.29%   | \$34,887         | \$130,745                       | 6.81%                                |
| WSSU             | \$25,000                   | 0.04%  | 0.00%       | 0.03%                                       | \$373              | 0.00%  | \$0              | \$25,373                        | 1.32%                                |
| <b>UNC Total</b> | <b>\$375,000</b>           | <b>100%</b>  | <b>100%</b> | <b>100.00%</b>                              | <b>\$1,236,034</b> | <b>100.00%</b>   | <b>\$309,008</b> | <b>\$1,920,042</b>              | <b>100.00%</b>                       |

UNC-GA ProgAssess/Fund.IT211(AB)/8-13-03

Source: Fund.GR088B.G/6-9-03, and SCH.QR011.031/6-9-03

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 Summer 2002 through Spring 2003 fundable DE SCHs generated by undergraduate education majors. Proportion of system dollar requirements.

Method B based on positive growth of Summer 2002 through Spring 2003 fundable DE SCHs generated by undergraduate education majors over Summer 2001 through Spring 2002 SCHs. Proportion of system sum of each individual institution's positive annual percent growth.

Method C based on proportion of undergraduate education SCHs delivered electronically, Summer 2002, Fall 2002, and Spring 2003.