

August 30, 2004

MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs
Chairman Wilson
Vice Chairman Souza

FROM: Alan Mabe

SUBJECT: Meeting of the Committee Thursday, September 9, 2004

FOR THE COMMITTEE ON EDUCATIONAL PLANNING, POLICIES, AND PROGRAMS MEETING

Chairman Gilchrist has asked me to notify you that the next meeting of the Committee on Educational Planning, Policies, and Programs is scheduled for Thursday, September 9, 2004, in the Executive Conference Room, here in General Administration building. Please note that the meeting will begin at **12:30 p.m.**

1. Approval of the Minutes of the Meeting on July 8, 2004 (vote)
2. Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

Request for authorization to discontinue the following master's degree program.

- Master of Education in Educational Psychology at the University of North Carolina at Chapel Hill

Request for authorization to establish the following baccalaureate degree programs:

- Bachelor of Science in Graphic Design, Commercial Art and Illustration at Elizabeth City State University
- Bachelor of Science in Computer Engineering at North Carolina A & T State University
- Bachelor of Science in Meteorology at the University of North Carolina at Charlotte
- Bachelor of Science in Nursing at the University of North Carolina at Pembroke
- Bachelor of Science in Biotechnology at Winston-Salem State University

Request for authorization to establish the following master's degree programs:

- Master of Science in Clinical Exercise Physiology at the University of North Carolina at Charlotte
- Master of Social Work at Western Carolina University

Request for authorization to plan the following doctoral degree programs:

- Doctor of Philosophy in Health Psychology at East Carolina University
- Doctor of Philosophy in Health Psychology at the University of North Carolina at Charlotte

Request for approval of licensure for the following program:

- Licensure for Miller-Motte Technical College to offer Degree Programs in Wilmington
- Bachelor of Science in Allied Health Management

Special Report

3. Preliminary Presentation from the Committee on Safety—Dr. Kanoy (information)

Access: Enrollment Planning

4. Report on the Study of the Comprehensive Articulation Agreement—Dr. Kanoy (information)

Intellectual Capital Formation

5. Delegation of Authority to President Broad to Execute Contracts to Fulfill the Requirements of Part 6 of House Bill 1264—Dr. Bataille (vote)
6. Report on UNC Health Care System—Dean Roper (information)
Presentation on ECU Medical School—Vice Chancellor Lewis (information)
7. Semi-Annual Report on Academic Planning Activities—Dr. Mabe (information)

K-16 Education

8. Third Annual Report on the UNC Center for Leadership Development on Professional Development—Dr. Thompson (vote)
9. Report on Teacher Education/Distance Education Funds—Dr. Thompson (vote)

Other

10. Review of Reports to the Educational Planning Committee—Dr. Mabe (information)

ACTION ITEMS FOR THE BOARD OF GOVERNORS MEETING

From September 9, 2004 Planning Committee Meeting

If approved by the Committee on Educational Planning, Policies, and Programs at its meeting on September 9, the items on the Consent Agenda, plus items 5, 8, and 9 will be presented to the Board for its consideration at its meeting on September 10, 2004.

Request for Authorization to Discontinue the Master of Education in Educational Psychology at The University of North Carolina at Chapel Hill

Requested Action

UNC-Chapel Hill requests permission to discontinue the M.Ed. in Educational Psychology (CIP 42.1801, formerly CIP 13.0802).

Rationale

The M.Ed. in Educational Psychology program has a very small enrollment, and students are appropriately selecting in its place the M.A. in Education, with an emphasis in Educational Psychology, Measurement, and Evaluation. The M.A. is a research degree, whereas the M.Ed. is a practitioner degree with limited utility. UNC-Chapel Hill continues to offer a well-enrolled M.Ed. program in School Psychology that prepares practitioners to work in K-12 school settings.

Recommendation

It is recommended that the Board of Governors approve the request to discontinue the Master of Education in Educational Psychology at The University of North Carolina at Chapel Hill, effective January 1, 2005.

Request for Authorization to Establish a Bachelor of Science in Graphic Design, Commercial Art and Illustration at Elizabeth City State University

Introduction

Elizabeth City State University notified the Office of the President of its intent to plan a Bachelor of Science degree in Graphic Design, Commercial Art and Illustration (CIP 50.0402) on February 6, 2004.

Program Description

The proposed degree program will be housed in the Department of Art with the Bachelor of Art in Art. The unique feature of this proposed Bachelor of Science in Graphic Design, Commercial Art and Illustration is its blending of art, design, technology, creative and aesthetic sensibilities into a program that will prepare graduates for professional careers in commercial art. Graduates might elect to pursue careers in electronic media, print media, advertisement, web design and application, entertainment, and corporate communication. The Department of Art currently offers a minor in Graphic Design in its existing curriculum. The Bachelor of Science in Graphic Design will also prepare students for Master of Fine Art Degree programs. The Bachelor of Science in Graphic Design, Commercial Art and Illustration requires 124 semester hours with 45 hours required in the major core area and 15 hours required in a related area, and it offers a commercially viable option in art and design.

Program Need

The Bachelor of Science in Graphic Design, Commercial Art and Illustration will serve the current and emerging needs of the State of North Carolina. There are few degree programs available for North Carolina residents interested in commercial and digital art at UNC institutions. Further, ECSU is located in an economically challenged region of the state. The proposed program, with its emphases on current technology and commercial applications, will benefit the region and develop the economy by providing workers trained as artists and designers who are adept at using current and emerging technologies. ECSU projects that, by its fourth year, there will be about fifty students enrolled in the program.

Resources

The proposed Bachelor of Science in Graphic Design, Commercial Art, and Illustration will be integrated into the existing Department of Art coursework. The courses will be taught by existing faculty in the Department of Art. The Department of Art has formed liaisons with several campus computing resources for web design collaboration. Further, the proposed bachelor of science program will strengthen the enrollment in the Department of Art. The program has been supported by a grant of \$209,780 over three years from the Office of the President's Focused-Growth Revolving Fund for program development and the purchase of equipment. If future expansion is warranted, the program will use employment growth funds for expansion. Additional resources are not needed, at this time.

Recommendation

It is recommended that the Board of Governors approve the request to establish the Bachelor of Science in Graphic Design, Commercial Art and Illustration at Elizabeth City State University effective September 2004.

Request for Authorization to Establish a Bachelor of Science in Meteorology The University of North Carolina at Charlotte

Introduction

The University of North Carolina at Charlotte notified the Office of the President of its intent to plan a Bachelor of Science degree in Meteorology (40.0404) in April 2004.

Program Description

The proposed Bachelor of Science in Meteorology will prepare meteorologists for several areas which include the United States Air Force, TV forecasting, and the National Weather Service. The Meteorology major comprises 69 hours in Earth Sciences, Geology, Mathematics, Chemistry, Physics, Engineering courses, and seven hours in elective Earth Sciences courses. This program contains the coursework necessary for certification from the American Meteorological Society. The proposed degree program in meteorology will be housed in the Department of Geography and Earth Sciences, along with the Bachelor of Science in Earth Sciences, Bachelor of Science in Geography, and the Bachelor of Science in Geology.

Program Need

The Charlotte media area is the largest North Carolina market for employing meteorologist in forecasting. It is home to three major clients of weather forecasting: Charlotte-Douglas International Airport, Duke Energy, and the combined media (television and radio) of Charlotte. Graduates of the program will be prepared for these job markets, as well as for entry-level jobs in the National Weather Service and for graduate study in meteorology or climatology. The Air Force ROTC has expressed the need for a meteorology program at UNC Charlotte. Further, several industries in the Charlotte region are weather-sensitive and have expressed their need for in-house meteorologists. Additionally, many enrolled and prospective students inquire about a degree program in Meteorology. The Bachelor of Science in Meteorology would strengthen the existing degree programs in the Department of Geography and Earth Sciences. In the next four years, it is projected that there will be 12 majors.

Feedback from constituent university

The Office of the President's program review process allows for feedback from constituent UNC campuses. Faculty from North Carolina State University furnished feedback on UNCC proposal to establish the Bachelor of Science degree in Meteorology. While acknowledging that there might be student demand for the proposed B.S. degree in meteorology, NCSU maintains that there is 1) a limited demand for graduates in North Carolina, in a specialized job market, 2) a limited number of faculty specialists with research in the field, and 3) costly faculty, administrative, and computer infrastructure needed to conduct a quality program. NCSU maintains that the proposed program would be "an expensive and unnecessary duplication of existing programs at NCSU and Asheville, and would have a negative impact on these programs."

UNC Charlotte responded that the meteorology degree is an extension of previous efforts to develop applied programming in the Department of Geography and Earth Sciences, and the degree program in meteorology responds to calls for such programming within the Charlotte urban region. UNC Charlotte views that their proposed program complements the programs at NC State and UNC-Asheville. UNC Charlotte has an established internship program with three major television stations in Charlotte, Duke Energy, the national Weather Service in Greenville-Spartanburg, and Mecklenburg County Air Quality. These internship opportunities also represent potential employment opportunities for students. Further, UNC Charlotte believes that there will

be an increase in the number of meteorology positions in North Carolina in the future. The fields of air pollution and tropical meteorology, which have significant societal impacts, are likely to grow in the future. Regarding the availability of quality faculty, UNC Charlotte responds that they do not foresee a scarcity of Ph.D. meteorologists. A recent advertisement for a meteorologist faculty member at UNC Charlotte produced 50 qualified applicants. UNC Charlotte affirms that research interests of faculty who will be teaching in the proposed meteorology program do not appear to overlap with the interests of faculty at UNC Asheville or NCSU. The research interests of UNC Charlotte faculty lend themselves to improved town-gown connections and regional initiatives.

UNC Charlotte states that they are clearly appealing to a different clientele and that the proposed degree in meteorology is warranted by demand surfacing from within the Charlotte Urban Region with a population of approximately 1.7 million residents. According to UNC Charlotte, the proposed degree program is necessary for the U.S. Air Force Reserve Officer Training Corps. UNC Charlotte has a long tradition of preparing students to enter the U.S. Air Force forecasting school. They have strong relationships with the American Meteorological Association, meteorologists in the region, and the three major television stations in the area.

Regarding the expensive infrastructure for the proposed degree program, UNC Charlotte states that they will take advantage of the substantial computer resources that already exist on campus for the geography and earth sciences program and the GIS program. Additionally, new meteorology resources will be employed that are available on the Internet to minimize the expense of the proposed degree in meteorology. The Geography and Earth Sciences Department is currently requesting a new technician to maintain new scientific equipment that supports the department, as well as the new proposed degree program. The need for this position would exist without the new proposed degree program.

The Office of the President has reviewed the comments from NCSU and UNC Charlotte, and it believes that UNC Charlotte has addressed the concerns of NCSU.

Resources

There are two meteorology/atmospheric science faculty in the department. Future hiring by the Department of Geography and Earth Sciences will address the need for an expanded atmospheric science full-time faculty. The proposed degree program in meteorology will, for the most part, use courses that are already in existing programs. With the addition of four new courses, the new program will allow students to study meteorology in a more rigorous manner. Meteorology courses will share teaching space with other Earth Science and Geology courses. No new equipment is required at this time. An existing computer lab for geography and earth science students that also supports the GIS program will be available for meteorology majors. UNC Charlotte is developing a weather observation station for certification by the National Weather Service.

Recommendation

It is recommended that the Board of Governors approve the request to establish the Bachelor of Science in Meteorology at The University of North Carolina at Charlotte effective September 2004.

Request for Authorization to Establish a Bachelor of Science Degree in Nursing at The University of North Carolina at Pembroke

Introduction

The University of North Carolina at Pembroke notified the UNC Office of the President of its intent to plan a Bachelor of Science degree in Nursing (CIP: 51.1601) in November 2003. The university requests authorization to establish the program in January 2005.

Program Description

At a time of a growing national nursing shortage, there is an increasingly strong demand for baccalaureate-prepared nurses. The proposed pre-licensure program of study will lead to a Bachelor of Science in Nursing degree, prepare students for effective professional nursing practice in a variety of healthcare settings, and provide a broad educational foundation for potential graduate study. The proposed baccalaureate of science degree with a major in nursing will be housed in the Department of Nursing in the College of Arts and Sciences. UNCP has offered an RN-to-BSN program as part of a consortium with Fayetteville State University and several community colleges for about ten years.

A bachelor's degree in nursing requires a total of 124 semester credit hours. A total of 62 semester credit hours of nursing core courses and prerequisites are required. The primary goals of the UNCP Department of Nursing program are to 1) promote and advance the accessibility, availability, and quality of professional nursing education and practice for nurses in southeastern North Carolina and 2) prepare graduates to provide quality professional nursing services across the life span, for individuals, families, groups, and communities. Graduates should demonstrate competency in the nursing roles of advocate, clinician, coordinator/collaborator, educator, leader, and consumer of research in a variety of settings. Degree recipients will then be eligible to take the NCLEX-RN licensure examination administered by the National Council of State Boards of Nursing. A registered nurse (RN) license will be awarded upon a successful "Pass" on NCLEX-RN and satisfaction of other Board of Nursing licensure requirements.

Program Need

In 2000, the American Nurses Association's Center for American Nurses, reported that the current shortage of registered nurses in the nation will have a significant impact on healthcare access, safety, and quality. North Carolina began experiencing a registered nursing shortage in 2002, and it is projected that it will continue to experience this shortage into the next decade. The North Carolina Center for Nursing has projected that by 2020 North Carolina will experience a 20 percent demand over the supply of registered nurses. In 1996 the North Carolina Center for Nursing conducted a study of a random sample of 3,732 registered nurse employers; the study showed a strong demand for nurses prepared at the baccalaureate level and for nurses prepared with master's preparation in either advance practice or administration (NCCN, 1997). Additionally, Survey data reported by AHEC in June 2003 indicate that the southeastern section of North Carolina has higher nursing vacancy rates and longer lengths of time to fill open positions than the remainder of the state.

This proposed degree in nursing will add a track within the existing Department of Nursing that leads to the Bachelor of Science in Nursing degree. The UNCP Department of Nursing has been maintaining an inquiry log of potential applicants since June 2003. Between June 2003 and March 19, 2004, over 250 individuals contacted the Department concerning a BSN degree. Data available to the Department of Nursing show that there is keen interest in a BSN degree at UNCP and support from the regional health agencies. Further, UNCP is located in rural, southeastern North Carolina in Robeson County; one of the most underserved areas for professional education.

Resources

The establishment of a Bachelor of Science in Nursing Program is a priority of the university and needed resources will be allocated for faculty and operational expenses. Current RN-BSN faculty will assume teaching responsibilities in the BSN program. UNC and Southeastern Regional Medical Center (SRMC) in Lumberton, North Carolina have entered into a partnership to serve the nursing needs of southeastern region. SRMC is providing permanent space for the BSN program. The space is located on the campus of the Medical Center in the Corporate Services Building and contains approximately 5300 square feet. A renovation of the space is in progress which will result in virtual reality skills labs (for simulated patient situations), four laboratories (a basic care lab, a home care lab, a basic care lab, and a virtual learning center), a computer lab (opened 24 hours a day seven days a week), classrooms, conference rooms, and faculty offices. It is anticipated that the space at SRMC will be adequate for the BSN program for the next decade.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Bachelor of Science degree in Nursing at The University of North Carolina at Pembroke effective January 2005.

Request for Authorization to Establish a Bachelor of Science in Biotechnology at Winston-Salem State University

Introduction

Winston-Salem State University notified the Office of the President of its intent to plan a Bachelor of Science degree in Biotechnology and Biomedical Sciences (26.0616) on July 19, 2003.

Program Description

The State of North Carolina has established the goal of developing the field of biotechnology for economic development and job opportunities for its citizens. Winston-Salem State University proposes to participate in the development of the biotechnology field by offering a Bachelor of Science in Biotechnology. The proposed B. S. in Biotechnology will be housed in the Department of Life Sciences. The Bachelor of Science in Biotechnology will require a minimum of 128 hours with 36 hours in biotechnology. The proposed degree program will prepare graduates for positions in three major categories 1) discovery and development sciences, 2) routine and advance laboratory biotechnologies, and 3) regulatory and managerial affairs. Some graduates will assume positions in biopharmaceutical development, bioprocessing applications, biomanufacturing, food sciences, environmental remediation industries, and biomanufacturing. Through the proposed program, Winston-Salem State University fulfills its mission by providing academic programs for students in professional areas with future growth potential, and it contributes to the economic development agenda of the State of North Carolina.

Program Need

From the 2003 assessment conducted by the North Carolina Biotechnology Center, it is projected that 125,000 new biotechnology workers will be needed in industry by the year 2025. North Carolina ranks fifth among all biotechnology regions in the United States. It is reported that these companies employ about 18, 500 North Carolinians. The proposed B.S. in Biotechnology will assist North Carolina in meeting the need for a better prepared workforce in biomanufacturing and bioprocessing-based facilities. Additionally, Forsyth Technical Community College has an Associate Degree in Biotechnology. There are currently 110 majors in biotechnology at Forsyth Technical Community College. The university forecasts that there will be 48 majors in its Bachelor of Science in Biotechnology by 2008. Both Winston-Salem State University and Forsyth Technical Community College are in Forsyth County, and they have an articulation agreement.

Program Review

Because of the newness of the subject area in this proposed degree program, the Office of the President requested that an expert examiner review the proposal for the B.S. in Biotechnology. Overall the reviewer stated that the Bachelor of Science in Biotechnology is a well-designed program with a strong foundation for work in biotechnology. Moreover, the reviewer reiterated that employers in biotechnology need highly trained workforces. The reviewer, however, recommended 1) the addition of a statistics course in the curriculum to assist students with quality control/quality assurance assignments, 2) the addition of faculty or adjunct faculty with specific expertise in some of the biotechnology areas (e.g. biotechnology regulations, law, and ethics course), 3) more explanation regarding the internship program, 4) the offering of a general bioinformatics course instead of a protein bioinformatics class, and 5)

changing the name of the degree program from B.S. in Biotechnology and Biomedical (which assumes mainly biomedical research) to a B.S. in Biotechnology.

Winston-Salem State University responded to the reviewers recommendations and submitted revisions to the Office of the President. WSSU will offer biostatistics in the proposed B.S. in Biotechnology which will focus on the study of probability, descriptive and quantitative statistics used in the biotechnology environment. In response to the concern about faculty expertise, WSSU plans to add both full-time and part-time faculty members with experience in management and production of biotechnology products. Additionally, WSSU will add faculty who have experience in intellectual property, administrative law, ethics, and other areas relevant to the degree program. In explaining the internship program, WSSU states that there will be various options for students to fulfill the internship component in the Biotechnology program. Students can elect to complete an internship during the fall with nearby companies or to complete internships during the summer with companies farther away in the state or out of the country. WSSU, for example, has formal internship relationships with several international universities. Winston-Salem State University agrees to change the name of the course "Protein Bioinformatics" to "Bioinformatic," to reflect the broad focus of the course. Majors will also have an opportunity to spend time at the new training facility at NCSU when that facility becomes available in 2006. WSSU also agrees to alter the title of the proposed degree from Bachelor of Science in Biotechnology and Biomedical Sciences to Bachelor of Science in Biotechnology.

The Office of the President is satisfied with the reviewer's comments and the response and revisions of Winston Salem-State University for the Bachelor of Science in Biotechnology.

Resources

It is expected that high student demand in the biotechnology will spread across all pre-existing programs in the Department of Life Sciences. The university has received \$225,000 over three years from the Office of the President's Focused Growth Revolving Fund to support biotechnology program development. Additionally, the B.S. in Biotechnology will be supported through current resources and enrollment funds.

Recommendation

It is recommended that the Board of Governors approve the request to establish the Bachelor of Science in Biotechnology at Winston-Salem State University effective January 2005.

Request for Authorization to Establish a Master of Social Work Degree at Western Carolina University

Introduction

Western Carolina University notified the UNC Office of the President of its intent to plan a Master of Social Work (MSW) degree (CIP 44.0701) in December 2003. The university requests authorization to establish the program in August 2005.

Program Description

The proposed MSW will consist of 60 hours of course and field practicum work. Students will work in an approved social work agency for two days a week in the first year and three days a week in the second year. The first year of the program will include courses in social work practice, research, social policy, and human behavior and the social environment. The second year is the concentration year in which students gain in-depth knowledge and skills in a special area of practice. The MSW will build on the undergraduate social work program, which has been accredited and operational since 1974. The program will seek accreditation from the Council on Social Work Education, the national accrediting body. An additional faculty member will be hired upon authorization of the program.

Program Need

The U.S. Bureau of Labor Statistics projects that employment of social workers will grow faster than the average for all occupations for the remainder of this decade due to the increasing elderly population and the resulting growth of positions needed in hospitals, long-term care facilities, assisted living, and home health care. In NC, Community Mental Health Centers are no longer providing direct counseling to clients, but instead are operating as case managers. This gap in mental health care increases the need for Masters level social workers, who provide more than half of the mental health counseling in the nation. Additional psychiatric and medical social workers will be needed in western NC according to the NC Employment Security Commission. It is anticipated that 55 full-time students and 20 part-time students will be enrolled four years after program establishment.

Resources

No additional state resources are required. Program needs will be addressed through internal reallocations and enrollment increase funds.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Social Work degree at Western Carolina University effective August 2005.

**Request for Authorization to Establish a Master of Science in
Clinical Exercise Physiology Degree at
The University of North Carolina at Charlotte**

Introduction

UNC-Charlotte notified the UNC Office of the President of its intent to plan a Master of Science degree in Clinical Exercise Physiology (CIP 51.2311) in November 2003. The university requests authorization to establish the program in January 2005.

Program Description

A Clinical Exercise Physiologist is an allied health professional trained to use exercise as a therapeutic modality. The UNCC Department of Kinesiology has been preparing health care professionals through the MS in Health Promotion's Clinical Exercise Physiology concentration area. Growth of enrollments in this concentration and changes being made to the MS in Health Promotion program support a request to make Clinical Exercise Physiology a separate degree program. The proposed interdisciplinary degree program will follow closely the current concentration area in objectives, course requirements, and faculty needs. Unlike traditional MS programs in Exercise Physiology/Science, which are based on laboratory measurement of exercise performance with athletic and general populations, the proposed program will focus on application of exercise as a therapeutic modality for disease and pathological conditions.

Program Need

A growing number of individuals are entering the health care system due to a variety of diseases and conditions caused by inactivity. These hypokinetic diseases run the gamut from obesity, cardiovascular and pulmonary diseases to metabolic disorders such as diabetes and some forms of cancer. Exercise prescription and programming is used as a therapeutic modality to prevent and ameliorate the effects of these diseases and other conditions such as aging and neurological disorders as well as to increase the quality of life. Additionally, NC law requires that a certified exercise specialist be associated with each cardiac rehabilitation program in the state, and 39 percent of hospitals surveyed indicated that they would be adding 1-4 clinical exercise physiologist positions within the next two years. It is anticipated that by the program would have 36 full-time students and 7 part-time students by its fourth year.

Resources

No additional state resources are required. Program needs will be addressed through internal reallocations and enrollment increase funds.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Science in Clinical Exercise Physiology degree at the University of North Carolina at Charlotte effective January 2005.

East Carolina University
Request to Plan a Doctoral Program in Health Psychology

Introduction

East Carolina University requests approval to plan a doctoral program in Health Psychology (CIP: 42.9999). [UNCC has also requested approval for planning a doctoral program in Health Psychology.]

Program Description

The Department of Psychology is proposing a PhD program in health psychology. Health psychology is the educational, scientific, and professional contribution of psychology to:

- understanding the etiology, promotion, and maintenance of health;
- the prevention, diagnosis, treatment and rehabilitation of physical and mental illness;
- the study of psychological, social, emotional, and behavioral factors in physical and mental illness; and
- the improvement of the health care system and formulation of health policy.

Health psychology is a recognized area of study within professional psychology. Practitioners in this specialty area are represented by the Health Psychology Division of the American Psychological Association (Division 38), which supports the journal *Health Psychology*, The Society of Pediatric Psychology (Division 54) which publishes the *Journal of Pediatric Psychology*, and the School Psychology Division (Division 16) which supports the publication of the journal *School Psychology Quarterly*. The National Association of School Psychologists, publisher of *School Psychology Review*, also represents pediatric school psychologists. Similar divisions or sections that are devoted to the study of health psychology exist in Canada (Canadian Psychological Association) and in Europe (European Health Psychology Society). A variety of research funding and training grant opportunities exist through the National Institutes of Health (NIH) and other government and private foundations. Many other professional organizations and scientific journals are dedicated to the study of health psychology.

The proposed program in health psychology will adopt a biopsychosocial approach to understanding physical and behavioral health and illness. The philosophy of training will be built on the scientist-practitioner model, which calls for psychologists to be trained as both scientists (competent to engage in scientific inquiry) and practitioners (competent to provide clinical services). The proposed program in health psychology does not neglect the importance of traditional medical approaches to the study, understanding, and treatment of disease and illness. Rather, the program will serve a complementary function in that it takes a broader viewpoint of etiological factors and their interactions, thus providing a broader base of treatment. McDaniel et al. note that primary care psychologists “bring systematic research training and advanced clinical training; they often become the program developers and evaluators and clinical innovators in their settings. Many primary care psychologists rise to administrative and other positions of leadership and become valued consultants to other leaders because of their understanding of systems, relationships, and behavior.”

Students who complete the proposed PhD in health psychology will be prepared for a number of practitioner, faculty, and research roles within various health care and academic settings. For example, more than one half of health psychologists provide clinical services as part of their duties. These individuals are often employed in primary care programs, inpatient medical units and specialized health care programs, and they work with many different health care professionals (e.g., physicians, dentists, nurses, social workers, pharmacists, physical and occupational therapists). Research-focused health psychologists are interested in the etiology of illness (e.g., interaction of complex psychosocial and biological factors), efficacy of methods of health promotion, and the effectiveness of various coping strategies in response to psychosocial stressors, pain, physical and cognitive limitations, and serious health problems.

Building on the existing strengths and resources of the Department of Psychology, the health psychology program will consist of two concentrations: Behavioral medicine/primary care and pediatric school psychology. Each concentration would admit six students per year following a start-up period.

Program Review

The review process for requests to plan is designed to determine if the proposal is developed to the stage appropriate for taking to the Graduate Council and if so what are the issues that may need further attention. Proposals to plan doctoral programs are reviewed internally. The concerns from the reviewers were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

It has been reviewed internally with positive results but with some concerns expressed by the reviewers. The primary reviewer concern centers on the difficulties of projecting demand for new degree areas, and whether graduates of such programs will be readily accepted over graduates of more traditional programs such as clinical psychology. Attention is given to this but it will need additional attention as the program is developed.

Graduate Council

The Graduate Council had, as a basis for its consideration, ECU's proposal to plan the program in Health Psychology, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program. In addition to the issues raised previously, the following concerns were expressed by Council members: whether there would be overlap with the clinical psychology program at UNCG, whether there was too much course work for the program and whether there would be enough demand to support two new programs.

Response

The representatives from ECU responded that the focus of the UNCG program was mental health so there would not be much overlap with the proposed ECU program and UNCG has approximately 300 applicants for each graduate slot in the doctoral program in psychology. The number of hours stated were beyond the master's degree so it was a

more reasonable number. The representatives made the point that there was not much overlap between the UNCC and the ECU programs.

Need for the Program

There are currently three doctoral programs in the state, but it was agreed there was heavy demand for all psychology doctoral programs. The Council discussion indicated there was strong support for the need for additional training in psychology in the state. An issue was raised about the extent to which a joint program between the two schools (ECU and UNCC) might be considered. Each school thought it would not be feasible based on the difference in the programs and the high demand for training in the field.

Recommendation by the Graduate Council

After consideration of the issues raised by previous reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval for ECU to plan a doctoral program in Health Psychology.

Additional Review

The Office of the President, in light of two proposals for planning a Ph.D. in Health Psychology, decided it would be wise to seek outside advice. A reviewer was asked to review and compare the two proposals and respond to a set of questions: Those questions were:

1. Is it feasible and wise to establish a psychology program with a focus on health?
2. How similar or dissimilar are the two proposals? That is, to what extent do they overlap?
3. What would be the source of students for each program, and what would be the typical placement of graduates? To what extent would they be in competition for students and placements? What is the pool of students for these programs, and what are the employment opportunities for graduates?
4. At this stage of development, how would you rate the overall quality of the proposals and the contemplated programs each seeks to develop?

The reviewer confirms that Health Psychology is a recognized and established field and that health care in psychology now extend beyond mental health to include “behavioral health,” and that both proposals capture the need and opportunity for such programs. The reviewer, in regard to the overlap question, states, “While the topic of ‘health psychology’ is in both programmatic names and descriptions, they appear to have significantly different foci beyond the core of clinical (psychology) training and research and core health psychology training.” The reviewer thinks there will be demand for these programs and the opportunities for employment will be adequate to accommodate the graduates of their programs. But the focus on pediatric school psychology may need some additional attention to determine how it fits with the current field. The reviewer concluded with, “I think each University has done a good job outlining the trends and programmatic goals for these two ‘health psychology’ programs as well as making the case for student interest and high employability of graduates.”

Issues to Address in Planning

Each program will need to consult with the other as planning takes place. The reviewer also suggested that there needs to be careful attention to which areas each will seek accreditation in and that there be prior consultation with accreditation agencies as the programs are planned.

Recommendation

It is recommended that the Board of Governors approve the request from East Carolina University to plan a doctoral program in Health Psychology.

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Senior Vice President Gretchen M. Bataille**August 31, 2004**

The University of North Carolina at Charlotte Request to Plan a Doctoral Program in Health Psychology

Introduction

The University of North Carolina at Charlotte requests approval to plan a doctoral program in Health Psychology (CIP: 42.9999). [ECU has also requested approval for planning a doctoral program in Health Psychology.]

Program Description

Health psychology is a rapidly emerging field of basic and applied research which utilizes principles of psychology to impact health and illness across the life span. More specifically, health psychology seeks to understand the role that behavior and its physiologic concomitants play in the etiology, treatment and prevention of physical and mental illnesses, and the promotion of health and wellness. Behavioral influences on health include environmental, psychosocial and sociocultural factors, as well as individual behavioral attributes such as personality. The biopsychosocial model is at the core of health psychology, serving as the foundation for much of the theory building in this area. Although disease onset is typically triggered by physiological changes, the biopsychosocial model implies that the risk for illness, severity of symptoms, time course of illness, and recovery from illness can be influenced by a complex matrix of psychosocial factors. Similarly, the promotion of health and wellness relies on knowledge of the interaction of community and social factors with individual physiological and behavioral characteristics. To understand and address these factors effectively, an interdisciplinary approach to health is essential.

The Goals of the Interdisciplinary Health Psychology Ph.D. Program are:

1. To build upon the strong existing collaborations among Psychology faculty and those in Gerontology, Counseling, Special Education and Child Development, and other partner disciplines and community partners to create a true interdisciplinary “program of excellence,” widely recognized throughout the country.
2. To train the next generation of health psychologists to understand the role that behavior and its social and physiologic concomitants play in the etiology, treatment and prevention of physical and mental illnesses, and the promotion of health and wellness.
3. To graduate approximately five students per year in the 3rd and 4th years, increasing to an average of 6-8 Ph.D.s per year after the first five years, who assume roles in health care settings, health research settings, universities or other public, private and non-profit applied settings throughout the country.
4. To develop additional collaborative partnerships with regional public, private, and nonprofit institutions, to meet ongoing and emerging regional needs related to the themes of Health, Children, Families and Schools, and Community and Regional Development.
5. To utilize university and regional partnerships to increase the amount of funded

interdisciplinary research that addresses the many challenges to the health of people in the region, state, and nation.

Health psychology has a significant role in addressing physical and mental health issues in individuals and communities. Working together with physicians, counselors, nurses, social workers, health educators, administrators, policy analysts, and other professionals, health psychologists utilize their unique understanding of human behavior and strong methodological skills to conduct research and intervene with individuals, families, organizations and communities to improve health and wellness. The Interdisciplinary Health Psychology program at UNC Charlotte has as its objectives the training of students who will:

1. develop strong research skills that will enable them to be leading contributors to the science of health and wellness;
2. gain experience in working with faculty and practitioners from other health related fields that will enable them to be active participants in and leaders of multidisciplinary teams that seek to understand and improve health and wellness;
3. obtain educational training and supervised experience with faculty in psychology and in related health professions that will enable them to develop an interdisciplinary perspective on health that they can apply to research and/or practice;
4. have the opportunity to obtain specific applied skills that will enable them to use knowledge from psychology and related health disciplines to better understand disease, dysfunction, and the promotion of healthy lifestyles.

Consistent with this broad view of health and an emphasis on the cognitive, behavioral, and environmental factors that contribute to positive and negative health outcomes, the Interdisciplinary Health Psychology Program at UNC Charlotte will focus on research and applications addressing health from several different perspectives. Students in the program will take courses from and engage in research with faculty from Psychology, Counseling, Special Education, Gerontology, and other departments and programs engaged in health-related scholarship and training.

Program Review

The review process for requests to plan is designed to determine if the proposal is developed to the stage appropriate for taking to the Graduate Council and if so what are the issues that may need further attention. Proposals to plan doctoral programs are reviewed internally. The concerns from the reviewers were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

It has been reviewed internally with positive results but with some concerns expressed by the reviewers. One concern with a new degree field is whether students will take a risk for such a program, and whether the graduates of such programs are well matched to existing employment opportunities. While the reviewers comment that these issues are addressed, they thought it an issue needing more attention as the proposal is developed.

Graduate Council

The Graduate Council had, as a basis for its consideration, UNCC's proposal to plan the program in Health Psychology, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program. While several issues were discussed including the relation to the ECU program no major issues were raised.

Response

The representatives from UNCC responded that the two programs were different in focus and that there was a strong pool of students available for the programs.

Need for the Program

There are currently three doctoral programs in the state, but it was agreed there was heavy demand for all psychology doctoral programs. The Council discussion indicated there was strong support for the need for additional training in psychology in the state. An issue was raised about the extent to which a joint program between the two schools (ECU and UNCC) might be considered. Each school thought it would not be feasible based on the difference in the programs and the high demand for training in the field.

Recommendation by the Graduate Council

After consideration of the issues raised by previous reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval for UNCC to plan a doctoral program in Health Psychology.

Additional Review

The Office of the President, in light of two proposals for planning a Ph.D. in Health Psychology, decided it would be wise to seek outside advice. A reviewer was asked to review and compare the two proposals and respond to a set of questions: Those questions were:

1. Is it feasible and wise to establish a psychology program with a focus on health?
2. How similar or dissimilar are the two proposals? That is, to what extent do they overlap?
3. What would be the source of students for each program, and what would be the typical placement of graduates? To what extent would they be in competition for students and placements? What is the pool of students for these programs, and what are the employment opportunities for graduates?
4. At this stage of development, how would you rate the overall quality of the proposals and the contemplated programs each seeks to develop?

The reviewer confirms that Health Psychology is a recognized and established field and that health care in psychology now extend beyond mental health to include "behavioral health," and that both proposals capture the need and opportunity for such programs. The reviewer, in regard to the overlap question, states, "While the topic of 'health psychology' is in both programmatic names and descriptions, they appear to have significantly different foci beyond the core of clinical (psychology) training and research

and core health psychology training.” The reviewer thinks there will be demand for these programs and the opportunities for employment will be adequate to accommodate the graduates of their programs. But the focus on pediatric school psychology may need some additional attention to determine how it fits with the current field. The reviewer concluded with, “I think each University has done a good job outlining the trends and programmatic goals for these two ‘health psychology’ programs as well as making the case for student interest and high employability of graduates.”

Issues to Address in Planning

Each program will need to consult with the other as planning takes place. The reviewer also suggested that there needs to be careful attention to which areas each will seek accreditation and that there be prior consultation with accreditation agencies as the programs are planned.

Recommendation

It is recommended that the Board of Governors approve the request from the University of North Carolina at Charlotte to plan a doctoral program in Health Psychology.

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Senior Vice President Gretchen M. Bataille

August 31, 2004



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August 17, 2004

MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: Molly Corbett Broad

SUBJECT: Licensure of Miller-Motte Technical College to Offer a Bachelor of Allied Health Management in Wilmington, North Carolina

The Board of Governors of the University of North Carolina is charged under North Carolina General Statute Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina. On February 8, 1974, the Board adopted its rules and standards for licensing nonpublic educational institutions to confer degrees. Following several refinements of the rules and standards, the Board on October 9, 1998, approved the present revision in compliance with 1984 amendments to G.S. 116-15 and in recognition of the growing importance of distance learning in the delivery of instruction.

In September 2003, Miller-Motte Technical College in Wilmington, North Carolina, submitted an application and related documents for three new proposed degree programs: Bachelor of Science in Business Administration, Bachelor of Science in HealthCare Administration, and Associate of Applied Science in Cosmetology.

A Team of Examiners visited Miller-Motte Technical College on February 9-10, 2004, to review all three programs. At your July Board meeting, the Board of Governors authorized Miller-Motte to offer the Bachelor of Science in Business Administration and the Associate of Applied Science in Cosmetology.

The Team delayed making a recommendation to the Board of Governors on the proposed Bachelor of Science degree in Healthcare Administration until Miller-Motte Technical College (a) decided what type of degree it would offer, (2) determined the appropriate curriculum for the degree, (c) employed faculty with appropriate educational credentials prior to implementing the program, and (d) complied with all of the recommendations contained in the Final Report that apply to the degree. Staff concurred.

Memorandum
Page Two
August 17, 2004

The Team also suggested that Miller-Motte Technical College conduct a market analysis to determine if there is actually a market for a baccalaureate degree in "healthcare administration." Further, the Team reiterated that faculty employed by Miller-Motte must hold their education credentials, at the time that they apply to teach. The Team also recommended that the institution insure that there is appropriate time and adequate resources to enhance the professional growth and development of faculty members.

On May 20, 2004, Miller-Motte Technical College stated that it agreed with the Team's judgment and withdrew the Bachelor of Science in Healthcare Administration from your consideration.

The Team of Examiners who had participated in the February 9-10 site visit and Associate Vice President Michelle Howard-Vital continued to work with Miller-Motte Technical College to refine the proposed baccalaureate degree program. In the ensuing months, Miller-Motte conducted a more detailed marketing analysis. The institution concluded that it was more feasible to pursue a B.S. in Allied Health Management instead of a B. S. in Healthcare Administration. As a result of its research, Miller-Motte revised curriculum and the changed the name of the degree program.

On May 20, 2004, Miller-Motte Technical College resubmitted an application for a Bachelor of Science Degree in Allied Health Management, with a revised curriculum, and agreed to follow all the recommendations of the Team of Examiners.

Miller-Motte removed faculty from its teaching roster who did not have the appropriate qualifications.

On June 18, 2004, the Team of Examiners asked that Miller-Motte provide explanation on specific courses in the curriculum. Miller-Motte Technical College made further curricular alterations and responded to the Team's requests.

On June 28, Miller-Motte replied to the Team's few remaining questions and resubmitted the proposal for the Bachelor of Science in Allied Health Management to the Office of the President. Updated syllabi were forwarded to the subject experts on the Team to demonstrate that the courses had been altered according to the Team's recommendations.

The Team of Examiners and staff are satisfied with Miller-Motte's responses.

Thus, I recommend to the Committee on Educational Planning, Policies, and Programs of the UNC Board of Governors that a regular license be issued to the institution to conduct the Bachelor of Science in Allied Health Management in Wilmington, North Carolina, subject to annual reports and review at any time. After two years have elapsed following licensure, Miller-Motte Technical College will be reviewed again to judge whether the institution continues to maintain standards for licensure.

Enclosure: Summary

UNC Health Care System

**Annual Report
FY 2003-2004**

**Committee on Educational
Planning, Policies, and Programs**

UNC Board of Governors

**Submitted
September 09, 2004**

Contents

The UNC Health Care System

FY 2003-2004 Actions Taken Under Flexibility Legislation

- Personnel
- Purchases
- Property
- Property Construction

Appendices:

Organizational Chart.....	1
UNC Hospitals Uncompensated Care by County.....	2
UNC-CH School of Medicine Alumni and Former Residents of UNC Hospitals.....	3

The UNC Health Care System

Background

The University of North Carolina Health Care System was established as of November 1, 1998 with UNC Hospitals and the clinical patient care programs maintained by the UNC School of Medicine as the initial affiliates of the enterprise. The mission of the UNC Health Care System is fourfold: to provide patient care, facilitate the education of physicians and other health care providers, conduct research collaboratively with the health sciences schools of the University of North Carolina at Chapel Hill, and render other services designed to promote the health and well-being of the citizens of North Carolina. The UNC Health Care System continues to evolve in size and complexity, most notably with the addition of Rex Healthcare in April 2000. A current Organizational Chart, shown in Appendix 1, has been included to depict how the various planning committees and the senior administrative staff interact with the component units. Appendix 2 depicts the practicing number of UNC-CH School of Medicine alumni and former residents of UNC Hospitals.

FY 2003-2004 Actions Taken Under Flexibility Legislation

The Board of Directors' actions taken under the authority granted in N.C.G.S. 116-37 subsection (d) – personnel; subsection (h) – purchases; subsection (i) – property; and subsection (j) –property construction are summarized below. The Board of Directors of the UNC Health Care System approved all policies. Further, this information, which primarily summarizes the flexibilities used by the Chapel Hill based components of UNC Health Care System, will be sent to the Joint Legislative Commission on Governmental Operations on or before September 30, 2004 as required by statute.

PERSONNEL FLEXIBILITY:

Classification and Compensation System

Fiscal Year 2004 (FY 04) marked the second year of operation of the Health Care System's performance-based compensation system. Since employee salary increases are now to be determined by performance and relationship to market data, there are no across-the-board increases assured to all employees. During a performance cycle budgeted dollars are allocated, using a departmental compensation ratio formula as determined by a comparison of each employee within a department to the market reference point for the employee's classification, to department managers for their distribution to employees,) This ratio is dependent on accurate and current compensation market data as well as accurate assignment of employees to the appropriate salary band and zone. The budget for salary increases is allocated to management who uses this budget throughout the budget year to reward performance and to move the employee throughout the pay zone. The salary administration plan calls for employee increases to be awarded in the quarter of the year in which an employee's performance is evaluated (i.e., anniversary quarter). In this manner, managers directly connect performance and salary increases since the performance review and the salary increase are communicated

at the same time. Managers are given end-of-quarter due dates for increases to be submitted to the payroll system. Beginning in FY 04, performance increases are given in the anniversary quarter.

Managers give base building increases, non-base building increases, or a combination of these increases. In FY 04, eighty-five percent of employees received base building increases that were dependent upon performance. Twenty percent of employees received non-base building increases as bonuses. Some employees received both base building increases and non-base building bonuses.

Salary data assessment software enables data analysis of purchased market data and salary surveys. This purchased data, when combined with data that is obtained from customized surveys, provides a validated market assessment upon which salary range adjustments are made. The market data is refined through a weighting of the relevant market for each professional class. For example, the nursing market is driven by local health care employers' salary structures so that local salary information sources will carry a greater weight.

Position Classification Activity

Position classification activity was focused primarily on the transition to the new classification plan. All Health Care System positions are now managed under the System's classification and compensation system. Several salary survey databases were evaluated for use within the compensation system. These survey databases include multiple national purchased surveys, regional surveys, statewide health care employer surveys, and in-house surveys. We analyze these surveys together or separately to gather as much meaningful and relevant compensation data as is required to develop a reasonable compensation scheme. Markets are now defined for each profession and job family. Salary markets can be local, regional, national, or a combination of these to assure reasonable and accurate comparability within data surveys. These salary market designations are reviewed and changed annually by the Compensation Steering Committee which includes top management staff, departmental leadership, academic department representatives, and compensation staff.

Additionally, classification staff revised policies around procedures for classification, placing greater responsibility on management to recognize changes in work and to recommend classification levels within the compensation structure. Managers are discouraged from writing extensive, overly detailed job descriptions for reclassification purposes. Rather, managers will highlight key job responsibilities, key characteristics of work, and the relationship of this work to others within a work unit so that market data can be used to appropriately market price the work in a particular position.

In FY 04, management requested 1,339 classification actions, down from 1,561 requests in FY 03. The classification and compensation staff completed 1,278 actions in FY 04 and 1,290 actions in FY 03. Seventy percent of these were completed within ten working

days in FY 04; forty-eight percent were completed within ten working days in FY 03. This represents a significant improvement in action turnaround.

FY 04 Compensation Plan

The UNC Health Care System FY 04 operating budget included a 4.0% increase in its compensation budget. Allocation of this budget to managers and departments was done using a market reference point compensation ratio. Based upon the salary compensation ratios within departments, individual departments had allocations that ranged from 2.72% to 5.05%. The average compensation allocation was 3.86%.

- Managers determined employee salary increases by considering an employee's performance, their current salary in relationship to the market data, and their relationship to salaries and performance of other employees within a work unit performing the same work.
- Increases were implemented on a quarterly basis and linked to employee performance and employee anniversary date.
- Longevity bonuses were budgeted for employees who have ten or more years of service. These bonuses were not related to performance and are a function of years of service.
- Nurse retention bonuses were paid to inpatient staff nurses and ancillary procedure nurses in FY04. Nurse managers are eligible for retention bonuses in recognition of the on-going difficulty of recruiting and retaining qualified nurse managers. In FY 04, nurse manager bonuses are aligned with staff nurse retention improvement, budget performance, and patient satisfaction outcomes.
- The Health Care System continues to use a unique hiring scale for nursing staff that utilizes different hiring rates for inpatient bedside nursing staff; hospital-based outpatient, procedure, and clinic staff; and ambulatory clinic nursing staff, strategically compensating inpatient nurses at a higher rate. This is done to direct pay towards areas where nurse retention and recruitment are most difficult, and we will continually assess these areas.
- The Health Care System made salary adjustments for exceptional market movements of critical classes, such as medical coders and radiology technologists. On-going market analysis indicated that other employers were making aggressive salary increases that affected the Health Care System's recruitment, retention, and competitive position; therefore, it was necessary to make similar adjustments to remain within the market position desired for these professions.

The UNC Health Care System continues to use weekend and night differentials to enhance recruiting and retention of nursing staff for difficult-to-staff shifts. These differentials and staff scheduling options have stabilized staffing for these shifts, and the

differentials remain competitive in the local market. Current pay rates for nursing are competitive, but market pay increases are anticipated as the nursing shortage worsens.

A measure of the compensation plan success is the overall relationship the workforce has to the aggregate compensation market. In terms of a comparison of an individual's salary and the market's average salary, the majority of the workforce should be within 90% - 110% of the market average when measured against the market. This is referred to as the market reference range. Our employee distribution is 18% of employees below 90% of the market, 57% of employees in the range of 90% - 110%, and 25% of employees greater than 110% of the market average. This figure does not reflect longevity pay, differentials, or sign-on bonuses, which are not calculated as a part of the base wage for individual employees. In FY 04, the Health Care System aggregate salary index was at 102% of the market after all annual performance increases were awarded.

Minimum Wage Adjustment

Governor Easley directed all State agencies and Universities to adjust the salaries for the State's lowest paid workers. In January 2004, citing a North Carolina Living Wage Threshold of \$8.80/hour (\$18,312/year), the Governor directed that agencies make these adjustments. As the Health Care System evaluated this minimum wage directive and our recruitment and retention goals, we determined that a minimum wage of \$9.00/hour, or \$18,720/year would be more beneficial in both the personal compensation for this group of important employees and our on-going recruitment efforts. Therefore with the full support and approval of the System's Administration, we took this opportunity to set a higher minimum entry wage. Eligible employees' salaries were adjusted to \$9.00/hour effective March, 2004. Two hundred thirty-two employees, in positions such as OR attendants, housekeeping, food service, and nursing assistants received this adjustment.

Performance Management

The Health Care System has now completed the transition to a fully automated on-line performance management system. This management system is directly linked to the compensation system and requires that performance ratings be done on each employee within the calendar quarter of their employment anniversary. Managers rate employees on a set of behavior standards and a set of job-related functions. The scoring scale is based upon a three-point scale of "does not meet, achieves, and exceeds." The combined score of the job-related functions and the behavior standards, each weighted fifty percent of the total score, is recorded for the employee.

In FY 04, performance scores stabilized. On a three-point rating scale, 31.8% of employees received an "exceeds" score, 67.8% received a "meets" score, and 0.4% received a "does not meet" score. This shows a significant shift in ratings when compared against FY 03 scores, where 61% received an "exceeds" score, 37% received a "meets" score, and 2% received a "did not meet score." This shift indicates that managers were more deliberate in scoring according to the guidelines, and the differential between "meets" and "exceeds" is now more discernable in feedback to the employee and managing their performance.

Employment and Retention

Employment and retention strategy is focused on a positive recruitment image for all applicants and an aggressive retention plan for staff nurses.

The Health Care System's employment brand image was promoted successfully through an internal promotion campaign and an external billboard, radio, and television promotion campaign. The Health Care System continued to display billboards along major road entry points into Chapel Hill and the Triangle area. Through the use of radio spots and radio program sponsorships, we increased general awareness of employment opportunities at UNC Health Care. In March 2004, following a leadership change within the Health Care System, we devised a radio campaign to thank employees for working for the System and to encourage others to consider us for employment. We intended to send the message that we were still an active employer and one who considered the stability of its workforce during leadership transition. Numerous employees and applicants recognized this employment brand marketing campaign with many positive comments regarding its effectiveness.

For other professional recruitment, we utilized targeted vacancy listings, internet job sites, recruitment fairs, printed publications, large local newspaper advertisements, and an extensive array of sign-on, relocation, and referral bonuses. We have programs for educational stipends and training/tuition expenses as well as on-the-job training and mentoring when appropriate. Recruitment has improved to the degree that we now rarely use professional search firms, and we are able to source most recruitment within the employment office.

We continue to utilize sign-on bonuses for difficult recruit employee groups, and we monitor the effectiveness of these bonuses on a quarterly basis. Sign-on bonuses have decreased in frequency, and we have eliminated some bonuses that were not effective. Bonuses are no longer required in professions where we are able to recruit successfully, such as radiology and pharmacy.

Recruitment Activity

At the end of June 2004, there were 300 positions in open recruit status compared to 342 at this time in 2003. Despite the intense competition for health care workers both nationally and locally, 1,169 non-nursing employees and 632 nursing employees were hired in FY 2004. In fact, the employment office reports a significant increase in non-nursing applicants in FY04. Total applications processed were 14,302 in comparison with 11,540 in FY 03, an increase of almost 2800 applications.

Application intake continues to increase monthly due, in part, to our increased presence on various web-based recruitment sites that direct interested applicants to our human resources web site where applicants easily can submit an application electronically.

Applicants and new hires continue to voice concerns about the prohibitively expensive medical insurance premiums and the lack of choice of health care insurance plans. Some offers for employment have been declined when applicants understand the out-of-pocket monthly premium and deductible expenses. A further recruitment disincentive is mandatory participation in the State Employees Retirement Program, where applicants complain about the 6% payroll deduction and the lack of portability found in other retirement program options offered by other employers. These recruitment disincentives are problematic in recruitment campaigns and seen as barriers by hiring managers and applicants alike. While we are able to leverage the attraction of working in an academic medical center and the appeal of a varied and complex patient population, the personal expense of costly health insurance premiums and a mandatory retirement program are becoming more and more difficult to overcome. Employees also complain of costly on-site parking and the inevitable annual increase of parking fees.

In contrast, Rex Healthcare employment statistics demonstrate a steady number of applications, holding at almost 16,000 applications in FY 03 and FY 04. Rex filled 657 non-nursing positions and 224 nursing positions in FY 04, both down slightly from FY 03.

Rex and UNC Health Care are sourcing candidates through other web sites that allow candidates to submit resumes electronically. The Health Care System continues to advertise nationally through recruitment ads and recruitment trips and very aggressively locally through radio and paper advertisements. We have established partnerships with educators and training programs to gain access to new grads, and there are scholarships available for nursing, radiology, phlebotomy, and respiratory care. Employment staff routinely attend career fairs and employment fairs hosted by educators and professional societies as a means of increasing career opportunity awareness.

Nurse Retention/Appreciation Bonus Program 2003/2004

Clinical nursing staffs are paid a retention bonus, the amount of which is dependent on the nursing activity (inpatient unit versus outpatient procedure area) and the difficulty of recruiting to fill vacant positions. Retention bonuses range from \$2000/year to \$10,000/year. The retention bonus was budgeted and renewed for FY 04, with more aggressive payments for difficult to recruit inpatient units. The bonus is paid at two designated points during the fiscal year--February and August). Therefore, a nurse may receive up to two nurse retention/appreciation bonuses per year depending on employment date. A new nurse may be eligible to receive a bonus after successful completion of the probationary period and at the next designated pay point.

The bonus is based on the unit vacancy percentage that is calculated just before the payment date at the end of January and July, with bonus pay outs in February and August. The Unit Vacancy Percentage indexes into a bonus payment amount assigned to one of four tiers. The chart below reflects the Vacancy Percentage Tiers and the assigned Retention Bonus payments.

NURSE RETENTION/APPRECIATION BONUS PROGRAM CHART

RETENTION/APPRECIATION BONUS TIER FOR DIRECT BEDSIDE & PROCEDURE/ANCILLARY NURSES	UNIT VACANCY PERCENTAGE	<u>BONUS AMOUNT</u> (Each 6-Month Period)
I	0-19%	\$1000
II	20-29%	\$2000
III	30% or >	\$3500
IV *As approved by Nursing VP Group and HR	Special Consideration	\$5000

One intended outcome of the retention bonus plan is to reduce the number of traveler nurses within UNC Hospitals. That goal has been met, in that traveler staff have been reduced significantly, although not totally eliminated. The FY 03 average of 149 traveler nurses has been reduced to a FY 2004 average of 120 traveler nurses. By June 2004, this number was reduced to 72 traveler nurses, reflecting the influx of new nurse graduates from stipend programs and successful recruitment and retention of experienced nursing staff.

UNC Hospitals have been similarly successful in recruiting radiology technologist staff and clinical pharmacists through aggressive salary administration and employment marketing. As a result, we have nearly eliminated all traveler staff in radiology; in June 2004, there was one traveler in the ultrasound section of that employee group. There is no traveler pharmacy staff at the Hospitals.

The Health Care System foresees increased compensation market concerns for medical coders and billing specialists. Market salary increases have been implemented off-cycle to improve our salary structure with these staff. We continue to survey the local market for these classes to remain competitive.

Overall employee turnover rates continue to decline. Health Care System-wide turnover rates decreased from 22.4% in FY 02 to 16.5% in FY 03. Turnover in FY 04 was calculated at 17.3%. Nursing turnover rates decreased from 21.9% in FY 02 to 16.1% in FY 03 and is at 17.8% in FY 04.

Although the nursing data indicates an increase in turnover, a portion of the nursing resignations is due to a program initiated in FY 03 that permits a nursing staff member to convert from a full time employee to a per diem employee. Per diem employees receive higher wages, do not receive benefits or contribute to employee retirement, and have work schedules that better suit their individual needs. In FY 03, 96 nursing staff converted to per diem status. In FY 04, that number rose to 278 nursing staff. The per diem program is an innovative way to retain staff and provides them with employment

alternatives more attractive than becoming a traveling/contract nurse, while helping the Health Care System stabilize its critical work force. This employment model also provides an alternative from other health care employers and encourages nursing staff who do not need benefits to choose employment with the Health Care System in lieu of other employers.

Nursing and Allied Health Educational Loan and Stipend Support Program

UNC Hospitals sponsors an educational loan and stipend support program that provides funds to students in nursing and allied health programs in exchange for a time-related work commitment. These funds are provided to students in four-year baccalaureate programs, community college programs, and accelerated certificate programs or associate degree programs. Many educators cite the program as a strong incentive for students to enter educational programs and to consider health care careers. It also leads students to commit to UNC Hospitals' employment over other employers, thereby improving our ability to attract these graduates who might otherwise consider other employer job offers. Students must maintain a 2.5 grade point average while in an educational program, agree by contract and promissory note to repay the loan as a work commitment in clinical areas in which the Hospitals have a staffing need, and agree to work a 36-40 hour week when employed. Students may choose types and settings of work (e.g., med-surg nursing or labor and delivery nursing) and the amount of funding support they desire. The work commitments range from 18 months to 36 months to repay the funding support, which ranges from \$12,000 to \$36,000. The higher support levels are designed to draw new graduates to difficult-to-staff nursing areas. To date, 380 students have taken advantage of this funding program. Total expenses to the program are \$5.4 million. However, costs of this program are offset because it helps eliminate very costly traveler and contract staff, reduces recruitment costs, and reduces the need to recruit nationally and internationally. Use of traveler and contract staff has decreased from 166 in June 2003 to 86 in June 2004.

Implementation of an On-line Recruitment, Application, and Employment System

The Health Care System Employment Office has completed the implementation of an on-line recruitment, application, and employment system. The system, named STAR, fully automates position vacancy advertising, application submittal, and application routing. Applicants search for vacant positions on-line, complete an application, and forward it electronically to our applicant database. Hiring managers have immediate access to all applications on file for positions they are recruiting to fill. They can recruit, interview, and make hiring decisions within their own timeframe. The on-line application system avoids delays inherent in the Employment Office paper process, maintains data files, and facilitates hiring processes to a degree that hiring managers now have full control over the hiring process timeline. Managers report much faster access to the applicant pool; a better means to determine skills and work experience, and an easier communication process between them and the Employment Office. Of note, the Employment Office staff can now devote former paper processing time to the more beneficial process of applicant recruitment, identification, and applicant/job matching. Employment staff are now

deployed to find applicants for difficult-to-fill positions; and they work with hiring managers to develop specific recruitment campaigns. Attendance at job fairs and career events have increased as more time is available to aggressively seek talent.

Employee Opinion Survey

During November and December 2003, UNC Health Care System employees participated in an employee opinion survey. This voluntary survey was made available to employees through three modalities: paper, web-based, and portable computerized stations. Seventy-four percent of the UNC Health Care System employees (n = 3992) completed the survey. This percentage is significant in that it assures that the data can be representative of the whole employee population.

The Health Care System human resources staff developed an extensive manager training, communication, and roll out process for release of the survey data. All levels of management received training and assistance in communicating the survey findings, using employee feedback on the interpretation of the data, and involving employees in action planning to make workplace improvements. The survey vendor designated our roll out process as a “best practice” and noted the thorough and extensive support provided to managers as they discussed and integrated the survey findings.

The survey vendor provided consultant services and cited the following key outcomes of the survey:

- All fifteen-employee survey variables numerically surpassed their 2002 score; thirteen of these variables exceeded the previous scores by a statistically significant margin.
- All fourteen management survey variables (i.e., those variables that measure management’s response to survey questions) numerically surpassed the 2002 results.
- The Organizational Health Index, a work climate index that is highly correlated with overall employee satisfaction, varied insignificantly from the vendor database mean. Improvement was noted as we moved from the twenty-first percentile to the thirty-eighth percentile of the database.
- The Work Environment Index, most useful at measuring satisfaction at the department level, scored above the vendor database at the sixtieth percentile.
- Both employees and managers view the organization as a quality organization worthy of their pride of association. Nearly 83% of staff and 95% of managers indicate they are personally proud to be employed by the Health Care System.

- Nearly 84% of the employees and 92% of the managers who understand the goals, mission, and future direction indicate confidence that the system is headed in a positive direction.
- Nearly 82% of the staff and over 92% of the managers see the Health Care System as a “quality organization.” The same percentages hold true for “the organization being headed in the right direction.”
- The positive identification with one’s job and immediate work environment appear sufficient to provide acceptable levels of job satisfaction. Over 71% of staff are satisfied with their jobs; and 27% indicate that their personal job satisfaction level has remained increased over the past year.
- Customer service and respect for diversity within the workplace received high scores by staff and managers. Ninety-seven percent of staff indicate customer service is an important part of their responsibilities; and 82% of staff indicate that customer service is at a high level within their department. Over 78% feel that people of different races are treated equally in their department.
- Overall communications and employee involvement in decision-making requires sustained improvement. The survey vendor noted, “the scores related to overall communications have improved by 6.4%, an impressive movement in an area very difficult to improve.”
- Employee “engagement” in the organization can be improved by more attention to staff growth, feedback to staff, more staff involvement, and responsiveness to staff identified needs.
- Most employees see the Health Care System as an organization they can remain with for some time; 73% indicate they are committed to the System and its mission.
- Employees with less than one year of service are significantly more positive than those with more than ten years of service.

Throughout the year, management continued to stress the employee opinion survey as a priority, providing on-going training, communication assistance, and consultants to improve department and organization scores.

The Health Care System will re-survey its employees in May-June 2005. Managers are reminded that improvement in employee satisfaction is a key strategy in employee retention. Hospitals managers have been given a budget allocation for use as an employee recognition and rewards tool. The Health Care System has formed an Employee Rewards and Recognition Task Force to improve these practices and to create new ways to express appreciation to our employees.

Resident Duty Hours

New accreditation guidelines for resident duty hours became effective July 1, 2003. The guidelines define maximum resident duty hours that may be worked for medical residents in training. These guidelines are intended to respond to concerns that residents in training have been exposed to excessive work and on-call schedules. It is hoped that the revised number of duty hours will contribute to patient safety, resident health and well being, and effective training.

The Graduate Medical Education Committee (GMEC) addressed the duty hour requirements, evaluating training programs that could potentially exceed some of these guidelines. Subcommittees composed of program directors, GME staff, and residents devised work schedules and on-call assignments to meet the requirements without compromising education or patient care. Housestaff have identified tasks and duties that do not contribute to their learning and can be assigned to others, and recommendations were made to a senior executive panel that subsequently endorsed the recommendations. In FY 04, the Hospitals funded 16 resident positions and additional pharmacists, phlebotomists, health unit coordinators, interpreters, respiratory therapists, and nursing staff. Full year costs to UNC Hospitals will be \$1.611 million for all of these additional positions.

One program, Neurosurgery, made an application for a 10% increase in duty hours and was granted an exception from the eighty-hour limit. This program was the first exception granted due to their compelling need to permit residents to follow complex cases to their clinical end without interruption from a duty hour limit.

A GMEC subcommittee will investigate allegations of excessive duty hours and report findings to the GMEC. Individual programs report to the GMEC on their duty hour practices and a subcommittee monitors the reports to assure on-going compliance and proactive problem identification and resolution. Program directors note that these guidelines may interfere with the educational and clinical learning process, and close attention is being paid to the clinical learning process and the outcomes of competency monitoring in housestaff training. The UNC Health Care System Executive Council has been briefed on the Accreditation Council for Graduate Medical Education (ACGME) guidelines, and the UNC Health Care System Board of Directors Joint Conference and Quality Committee has received information on this issue.

Workforce Development for Employees in the Health Care System

UNC Hospitals participated in a nation-wide demonstration project called School at Work. In partnership with Durham Community College, Hospitals employees are encouraged to learn about health careers and to prepare them to enter into further learning for these careers. Sixty health care employers across the nation participated in distance learning via broadcast and internet instruction to advance low-wage/low-skill workers to entry level health care occupations. Fifteen employees for Environmental Services,

Nutrition and Food Services, and Radiology Film Management enrolled in the curriculum after a selection and testing process. Participants selected one of two career tracks (clinical or clerical) and began preparation for careers in these fields. Participants noted that this program shows the organization's support of their advancement, allows them an opportunity to advance within the organization, and to become better employees in a chosen job. Four of the participants are expected to enroll in a formal education program in Fall 2004 to pursue associate degrees in health careers.

The Health Care System also provides significant tuition assistance for its employees. In FY 04, 466 employees took advantage of this tuition assistance to pursue associate, bachelor, masters, and doctoral degrees. The expense to the Health Care System was \$189,252.

The Hospitals sponsors high school students who are enrolled in health careers curricula by providing a clinical shadowing experience and by providing a staff member to coordinate student training and experience in health care settings. Both Chapel Hill Carrboro and Orange County School Systems partner with the Hospitals to make these experiences available to students.

The Hospitals also has over 100 student training and educational affiliation agreements with colleges, universities, and technical colleges from across the nation. These partnerships provide clinical training opportunities, externships, internships, and post-graduate fellowships in a variety of clinical and operational specialties ranging from pharmacy to recreation therapy to physical therapy. Students spend time on site in the Hospitals and are exposed to actual clinical care venues so that realistic training under supervision can be extended beyond the classroom. The Hospitals finds these partnerships to be useful in workforce development and a powerful recruitment opportunity for students who complete the training assignments.

PURCHASING FLEXIBILITY:

A number of noteworthy decisions and events occurred in FY 04 as a result of expanded initiatives by the UNC Hospitals' Materials Management Department. The department was able to finalize a number of significant projects that, in addition to favorably impacting the Hospitals financial picture also elevated the level of patient care and safety through the application of state-of-the-art technology. Additionally, under the umbrella of Health Care System purchasing, collaborative efforts with Rex Healthcare further advanced with the decision to establish a committed business relationship with a group purchasing organization (GPO) MedAssets.

The following categories have been used to summarize FY 04 Purchasing Flexibility activity:

- *The Purchasing Department Annual Report* includes documented cost saving initiatives and major accomplishments. Incorporated in the report is a major upgrade to patient physiological monitors and the addition of a medical management module (as an upgrade to infusion pumps) that adds an additional level of patient safety to the bedside.
- A summarization of the decision process and benefits of converting our primary GPO affiliation from Novation to MedAssets in collaboration with Rex Healthcare.
- *The Flexibility Report*, which illustrates purchasing statistics from FY00 through FY04 including purchase orders over \$10,000 in value.

The Purchasing Department Annual Report

The Purchasing Agents in the UNC Hospitals Purchasing Department, in addition to their standard job performance and customer service requirements, have to meet specific department-based criteria designed to promote professionalism within the department. They are also responsible for leading the on-going process of contributing towards organizational expense reduction goals with the hospital-based departments that they service.

All Purchasing Agents, including the Clinical Resource Utilization Specialist who is a member of the Purchasing Department and conducts clinical product evaluations and conversions, are required to complete course work for attaining certification in purchasing management. This and other educational and professional development activities support another key aspect of their position; which is to actively seek, achieve, and document cost savings opportunities. The primary credo behind this performance mandate is that each Purchasing Agent is in a position to reduce cost on a daily basis. From the very small acquisition to the very large, each Agent is required to document the method and value of the savings they have achieved. These figures are compiled

quarterly and reported annually each July. The following table represents the UNC Hospitals Purchasing Department annual report from its inception:

FISCAL YEAR	DOCUMENTED SAVINGS
FY 00	\$1,078,942
FY 01	\$1,999,671
FY 02	\$1,598,958
FY 03	\$1,411,289
FY 04	\$2,880,312

Major Purchasing Accomplishments

Adult Patient Physiological Monitors - Well before the beginning of FY 04, management and clinical staff had expressed the need to move from multiple patient monitoring platforms to a single technology. This process, under the leadership of Jeff Yardley, UNC Hospitals Purchasing Manager, took a full year to complete and included extensive clinical trials in several different areas of the Hospitals. In completing the project, Mr. Yardley created a multi-disciplinary team consisting of representatives from Surgical Services, Cardiac Services, Biomedical Engineering, and Nursing as well as physicians and administration. This team was involved in every phase of the project and eventually reached a consensus to standardize to Philips Medical Systems. This decision brought to the Hospitals the most state-of-the-art technology in adult monitoring for the benefit of patients and staff. Additionally, Mr. Yardley negotiated an overall savings of greater than \$500,000 with prices remaining firm for the duration of the purchases despite a price increase from Philips in April 2004. Installation is now underway and will continue well into FY05. It will involve total upgrades in 14 in-patient units and Surgical Services as well as a full upgrade of telemetry systems.

Medical Management Module Upgrade – Beginning late last August (DATE), Abbott Laboratories, the manufacturer of the Plum A+ infusion pump used at the Hospitals, partnered with the UNC Hospitals Pharmacy Department to develop a medical management module for the pump. UNC Hospitals was the lead hospital of three hospitals that Abbott chose nationally for this project. The module, when inserted and activated within the pump, is designed to provide an extra level of patient safety at the bedside by utilizing soft and hard pre-defined limitations on drug doses.

Due to UNC Hospitals' commitment to the development of this product and its strong business relationship with Abbott Laboratories, a 57% discount was received off market value for the modules, resulting in an overall savings to the Hospitals of approximately \$539,525 over a 5-year period. Additionally, the upgrades were implemented in April 2004 with no capital outlay and all payments deferred until July 2004.

Group Purchasing Organization Conversion

In September 2003, a team consisting of materials management and administrative personnel from UNC Hospitals and Rex Healthcare collaborated to examine the group purchasing organization (GPO) marketplace to determine if an alternative GPO could deliver significantly greater value to the Health Care System beyond the current relationship, which was with Novation. A formal Request for Proposal (RFP) was created and released to Novation and three other GPOs. The objective was to identify the potential for achieving specific and sustainable reductions in the Health Care System supply and service expense as well as to enhance purchasing contract utilization and to maximize product standardization.

In order to facilitate and enhance the decision-making process, a series of half-day presentations by the GPOs were scheduled. Key stakeholders, such as Surgical Services, Radiology, ISD, and the Pharmacy, from both hospitals were represented at the presentations. With feedback from the stakeholders, coupled with a thorough analysis of the proposals, the team selected MedAssets as the primary GPO for the Health Care System.

The decision to move away from Novation was difficult. However, the team felt very strongly, in the final analysis, that MedAssets offered significantly greater value in two key areas. Their WEB-based information technology systems will help to insure that both institutions are paying the right contract-based price for a product at the inception of the purchase order. Both institutions will be able to compare and aggregate the purchases of identical products, which will enhance both institutions' bargaining position with vendors and allow greater access to discounts. The other key area had to do with the product group referred to as Physician Preference Items (PPI). MedAssets, through a company they own called Aspen Metrics, has superior resources and expertise to support expense reduction initiatives with these items, which are high cost products that are not effectively covered by traditional GPO agreements.

As part of our partnership agreement with MedAssets, a target of \$5,000,000 was established in supply and service expense reductions over the first 18 months of the agreement for the Health Care System.

Purchasing Activities

Purchase Order Stats		
<u>FY00</u>	<u>All Purchase Orders</u>	<u>Purchase Order Totals Over</u>
		<u>10K</u>
Number of Purchase Orders	46554	2858
Total Dollars*	\$143,774,707	\$87,507,181
Average Dollar Per PO	\$3,088	\$30,618
<u>FY01</u>	<u>All Purchase Orders</u>	<u>Purchase Order Totals Over</u>
		<u>10K</u>
Number of Purchase Orders	45939	3079
Total Dollars*	\$167,908,964	\$111,976,967
Average Dollar Per PO	\$3,655	\$36,368
<u>FY02</u>	<u>All Purchase Orders</u>	<u>Purchase Order Totals Over</u>
		<u>10K</u>
Number of Purchase Orders	48807	3592
Total Dollars*	\$174,469,663	\$114,703,994
Average Dollar Per PO	\$3,575	\$31,933
<u>FY03</u>	<u>All Purchase Orders</u>	<u>Purchase Order Totals Over</u>
		<u>10K</u>
Number of Purchase Orders	50968	4558
Total Dollars*	\$239,028,570	\$174,444,765
Average Dollar Per PO	\$4,690	\$38,272
<u>FY04</u>	<u>All Purchase Orders</u>	<u>Purchase Order Totals Over</u>
		<u>10K</u>
Number of Purchase Orders	49953	4444
Total Dollars*	\$230,014,333	\$165,902,468
Average Dollar Per PO	\$4,605	\$37,332
* Total Dollars includes all PO costs (i.e., Goods, Services, Tax, Freight, Handling Fees, etc.)		

FLEXIBILITY IN PROPERTY MATTERS:

The Property Oversight Committee, as established by the UNC Health Care System Board of Directors, oversees real property transactions. This committee considers transactions involving real property that is leased or purchased. The protocol of the Real Property Committee effectively reduces the timing of real property transactions by as much as sixty days or more as compared to the former method involving the State Property Office. The State Property Office provides periodic helpful consultation in this process.

Property Involving Leased Space for Clinical Programs:

- UNC School of Medicine's Department of Obstetrics/Gynecology (Raleigh) - 1185 sq. ft.
- UNC Health Care System (Central Medical Park, Durham) renewal - 3,701 sq. ft.
- UNC Health Care System (Chatham Crossing, Chapel Hill) - 8,000 sq. ft.
- UNC School of Medicine's Department of Pediatrics (Highgate, Durham) 4,034 sq. ft.
- Children's Cardiology (Wake Med) - 1,860 sq. ft.
- UNC Employee Services and Management program (Chapel Hill) renewal 626 sq. ft.
- UNC Health Care System (Chapel Hill North) - 9,000 sq. ft.
- UNC School of Medicine (Speech and Hearing) Chapel Hill - 3,400 sq. ft.
- UNC Health Care System (Brace Shop) Durham - 641 sq. ft.

Property Involving Leased Space for Administrative Functions:

- UNC School of Medicine's Department of Pediatrics (Chapel Hill) reassigned from the INTRAH program - 6,094 sq. ft.
- Warehouse storage (Chapel Hill) renewal - 14,090 sq. ft.
- Medical Records storage (Chapel Hill) renewal - 1,440 sq. ft.
- UNC P&A Administrative offices (Chapel Hill) - 8,718 sq. ft.

FLEXIBILITY IN CONSTRUCTION MATTERS:

The Construction Bidding Oversight Committee developed and uses approved criteria to determine when to utilize alternative forms of construction bidding (e.g., single prime versus multi-prime, etc.). The criteria require a formal presentation, review, and discussion of projects proposed for construction using an alternative bidding methodology. Single prime bidding is most often used, but UNC Hospitals is also utilizing construction management at risk as a form of bidding for large projects.

The following projects and their proposed construction bidding methods were considered and approved by the Construction Bidding Oversight Committee during the past year:

- N. C. Cancer Hospital-construction manager at risk
- Fourth Floor Operating Rooms Renovations - single prime
- Anesthesia/Pain/Spine Clinic – single prime
- Cytogenetics – single prime
- Emergency Department Renovations – single prime
- Inpatient Bed Relocation and Renovations – single prime
- Cardiac Graphics Renovation – single prime
- Ground Floor Fire Code Exit Renovations – single prime

Design contracts were approved for the following projects in accordance with the designer selection procedures approved by the UNC Health Care System Board of Directors:

- N. C. Cancer Hospital
- Vascular Interventional Radiology
- Pediatric Cardiology Clinic and Catheterization Laboratory
- Coffee Shop Renovations
- Gastro Intestinal Procedures

Third Annual Report

UNC Center for School Leadership Development on Professional Development

Submitted to:

The North Carolina State Board of Education
The Joint Legislative Education Oversight Committee
The Speaker of the North Carolina House of Representatives
The President Pro Tempore of the North Carolina Senate

By

The University of North Carolina Board of Governors

September 2004

UNC Center for School Leadership Development
PO Box 4440
Chapel Hill, NC 27515-4440

UNC Center for School Leadership Development

Third Annual Professional Development Report September 2004

EXECUTIVE SUMMARY

Since 2001 the Board of Governors of the University of North Carolina has been required to annually report the professional development activities of the programs comprising the UNC Center for School Leadership Development (UNC-CSLD) under G.S. 116-11(12a). The State Board of Education's responsibilities under G.S. 115C-12(26) are to "evaluate the reports submitted by the Board of Governors under G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board."

This report details the professional development services provided by programs in the UNC-CSLD from September 2003 (date of last report) through August 2004. The report also provides information on the completion of the ASSET project and ongoing work in the LEAs resulting from that project.

ACADEMIC PROGRAM DEVELOPMENT SEMI-ANNUAL STATUS REPORT-9/10/04
(Changes from 3/04 Report appear in BOLD)

Institution/Program Title/Level	CIP CODE	Proposal Due Date	Status
Baccalaureate Level - Placed in System for Planning			
ECU			
Engineering, General	14.0101	11/20/03	Intent to Plan Received 11/20/02
Mathematics	27.0301	2/27/04	Intent to Plan Received 2/27/04
Sports Studies	31.0506	5/25/05	Intent to Plan Received 5/25/04
ECSU			
Birth-Kindergarten	13.1302	4/23/04	Intent to Plan Received 4/23/03
Graphic Design	50.0402	4/1/04	Intent to Plan Received 4/1/03
Earth and Environmental Science	02.0101	7/1/04	Intent to Plan Received 7/1/03
FSU			
Biotechnology	41.0101	10/23/04	Intent to Plan Received 10/23/03
Communication	09.0101	1/13/05	Intent to Plan Received 1/13/04
Nursing	51.1601	9/30/04	Intent to Plan Received 9/3/03
Forensic Science	43.0106	1/13/05	Intent to Plan Received 1/13/04
Health and Physical Education	31.0501	3/11/05	Intent to Plan Received 3/11/04
Management Information Systems	52.1201	3/11/05	Intent to Plan Received 3/11/04
NCA&TSU			
Sport Science and Fitness Management	31.0504	4/21/04	Intent to Plan Received 4/21/03
Criminal Justice	43.0104	4/23/04	Intent to Plan Received 4/23/03
Computer Engineering	14.0901	4/23/04	Intent to Plan Received 4/23/03
Interdisciplinary Engineering	14.0101	2/9/05	Intent to Plan Received 2/9/04
NCSU			
Africana Studies	05.0201	2/23/05	Intent to Plan Received 2/23/04
International Studies	30.2001	2/23/05	Intent to Plan Received 2/23/04
Sports Management	31.0504	2/23/05	Intent to Plan Received 2/23/04
NCSU/UNCA (Joint Program)			
Mechatronics	14.0101	3/21/04	Jt. Program recommended by BOG Engineering Study 3/03
UNC-CH			
Disaster Management	30.9999	1/30/05	Intent to Plan Received 1/13/04
Southern Studies	05.0102	3/8/05	Intent to Plan Received 3/8/04
Contemporary European Studies	05.0106	3/5/05	Intent to Plan Received 3/5/04
UNCC			
Environmental Sciences	30.0104	5/5/04	Intent to Plan Received 5/5/03
Meteorology	40.0404	4/6/05	Intent to Plan Received 4/6/04
UNCP			
Nursing	15.1601	5/5/04	Intent to Plan Received 5/5/03
Biotechnology	26.0699	2/5/05	Intent to Plan Received 2/5/04
Environmental Science/Studies	03.0103	5/5/03	Approved by BOG 3/19/04
UNCW			
Clinical Research	51.0000	2/5/04	Intent to Plan rec'd 2/5/03
German Studies	16.0501	7/8/04	Intent to Plan rec'd 7/8/03
WCU			
High-Definition TV & Digital Motion Pic	09.9999	6/23/05	Intent to Plan Received 6/23/04
WSSU			
Biotechnology and Biomedical Sciences	26.0616	7/27/04	Intent to Plan rec'd 7/27/03
Justice Studies	43.0104	6/19/05	Intent to Plan Rec'd 6/19/04

Institution/Program Title/Level	CIP CODE	Proposal Due Date	Status
Baccalaureate Level - Request for Authorization to <u>Establish Received</u>			
ECU			
Engineering General	14.0101	1/20/05	Approved by BOG 3/19/04
Mathematics	27.0301	3/1/05	Approved by BOG 3/19/04
ECSU			
Birth-Kindergarten	13.1302	4/23/04	Approved by BOG 7/9/04
Graphic Design	50.0402	6/25/05	To BOG 9/10/04
FSU			
Nursing	51.1601		Approved by BOG 5/14/04
NCA&TSU			
Computer Engineering	14.0901	4/23/04	To BOG 9/10/04
NCSU/UNCA (Joint Program)			
Engineering	14.0101	3/21/03	Approved by BOG 3/19/04
UNC-CH			
Contemporary European Studies	05.0106	3/5/05	Approved by BOG 5/14/04
UNC-C			
Meteorology	40.0404	4/6/05	To BOG 9/10/04
UNC-P			
Environmental Science/Studies	03.0103	5/5/03	Approved by BOG 3/19/04
Nursing	15.1601	5/5/04	To BOG 9/10/04
UNC-W			
Clinical Research	51.0000	2/5/03	Approved by BOG 3/19/04
WSSU			
Biotechnology and Biomedical Sciences	26.0616	7/27/04	To BOG 9/10/04

Institution/Program Title/Level	Rec. CIP	Proposal Due Date	Status
Master's Level - Placed in System for <u>Planning</u>			
ECU			
Communication	09.0101	5/24/05	Intent to Plan Received 5/24/04
ECSU			
Public Adminsitration	44.0401	9/3/04	Intent to Plan Received 9/3/03
Mathematics	27.0101	4/23/04	Intent to Plan Received 4/23/03
NCA&T			
Computational Science and Engineering	14.9999	2/9/05	Intent to Plan Received 2/9/04
Reading	13.1315	8/19/05	Intent to Plan Received 8/19/04
Master of Arts in Teaching	13.1299	8/19/05	Intent to Plan Received 8/19/04
NCCU			
Bioinformatics	26.0699	5/5/04	Intent to Plan Received 5/5/03
NCSU			
Social Work	44.0701	11/24/04	Intent to Plan Received 11/24/03
UNC-CH			
Disaster Management	30.9999	1/30/05	Intent to Plan Received 1/30/04
UNCC			
Clinical Exercise Physiology	31.0505	11/19/04	Intent to Plan Received 11/19/03
Computer Science and Info Systems	11.0101	5/5/04	Intent to Plan Received 5/5/03
UNCG			
Biochemistry	26.0202	4/29/04	Intent to Plan Received 4/29/04
UNC-P			
Master of Arts in Teaching	13.1299	11/21/04	Intent to Plan Received 11/21/03
UNCW			
Computer Science & Info Systems	11.0101	5/5/03	Intent to Plan Received 2/5/03
Social Work	44.0701	12/2/04	Intent to Plan Received 12/2/03
WCU			
Social Work	44.0701	12/2/04	Intent to Plan Received 12/2/03
Master of Construction Management	15.1001	3/23/05	Intent to Plan Received 3/23/04
WSSU			
English as a Second Language	13.1401	7/9/04	Intent to Plan Received 7/9/03
Master's Level - Request for Authorization to <u>Establish</u>			
UNCC			
Clinical Exercise Physiology	31.0505	11/19/04	To BOG 9/10/04
UNCP			
Master of Arts in Teaching	13.1299	11/21/04	Approved by BOG 5/14/04
WCU			
Social Work	44.0701	12/2/04	To BOG 9/10/04
UNCW			
Social Work	44.0701	12/2/04	Approved by BOG 5/14/04

Institution/Program Title/Level	Rec. CIP	Proposal Due Date	Status
Doctoral Level - Request for Authorization to <u>Plan Received</u>			
ECU			
Physical Therapy	51.2308		Request to Plan Received 3/21/03
Health Psychology	42.9999		Request to Plan Received 11/10/03
NCA&TSU			
Leadership Studies	51.0201		Request to Plan Received 5/9/03
Energy and Environmental Studies	30.9999		Request to Plan Received 5/9/03
NCSU			
Communication, Rhetoric, & Digital Media	30.9999		Request to Plan Received 2/28/03
UNC-CH			
Occupational Science	51.2306		Request to Plan Received 5/1/03
UNCC			
Health Psychology	42.9999		Request to Plan Received 10/1/2003
Health Services	51.2201		Request to Plan Received 10/1/2003
History	54.0101		Request to Plan Received 4/30/04
Organizational Science	30.9999		Request to Plan Received 4/30/04
Business Administration	52.0201		Request to Plan Received 4/30/04
UNC-G			
Community Health Education	51.2207		Request to Plan Received 5/1/03
Nursing	51.1608		Request to Plan Received 9/2/03
Communication Sciences and Disorders	51.0201		Request to Plan Received 4/30/04
Doctoral Level - Approved for <u>Planning</u>			
ECU			
Physical Therapy	51.2308	11/13/05	Approved for Planning 11/03
NCA&T			
Leadership Studies	51.0201	11/13/05	Approved for Planning 11/03
Energy and Environmental Studies	30.9999	11/13/05	Approved for Planning 11/03
NCSU			
Communication, Rhetoric, & Digital Media	30.9999	11/13/05	Approved for Planning 11/03
UNC-CH			
Occupational Science	51.2306	11/13/05	Approved for Planning 11/03
UNCC			
Health Services Research	51.2201	5/13/04	Approved for Planning 5/04
UNCG			
Community Health Education	51.2207	11/13/05	Approved for Planning 11/03
Nursing	51.1608	11/13/05	Approved for Planning 11/03
Doctoral Level - Request for Authorization to <u>Establish Received</u>			
ECU			
Doctor of Physical Therapy	51.2308	11/13/05	Request to Establish received 4/30/04
NCA&TSU			
Leadership Studies	51.0201	11/13/05	Request to Establish Received 4/30/04

UNC Center for School Leadership Development

Professional Development Services

September 2003 – August 2004

Third Annual Report

Introduction

Since 2001 the Board of Governors of the University of North Carolina has been required to annually report the professional development activities of the programs comprising the UNC Center for School Leadership Development. According to (G.S. 116-11(12a)) “. . . the Board of Governors of the University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees in accordance with the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. The Board of Governors shall submit to the State Board of Education an annual written report that uses data to assess and evaluate the effectiveness of the programs for professional development offered by the Center for School Leadership Development. . .”

The State Board of Education’s responsibilities under G.S. 115C-12(26) are to “identify State and local needs for professional development for professional public school employees based on the State’s educational priorities for improving student achievement and recommend strategies for addressing these needs. The strategies must be research-based, proven in practice and designed for data-driven evaluation. . . . The State Board shall evaluate the reports submitted by the Board of Governors under G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board.”

In response to this requirement, the third annual professional development report is herewith submitted by the UNC Center for School Leadership Development. The report details the professional development provided statewide by the eight programs comprising the UNC-CSLD - NC Center for the Advancement of Teaching, NC Math/Science Education Network, NC Model Teacher Education Consortium, NC Restructuring Initiative in Special Education/State Improvement Plan, NC Teachers of Excellence for All Children, NC Teacher Academy, Principals’ Executive Program, and the Principal Fellows Program. The report covers activities between September 2003 (date of last report) and August 2004.

The following listings include all activities provided by the programs including a brief description of the activity, the intended audience, the number of participants, the LEAs served, follow-up, implementation of the training by the participants and how the activity was evaluated by the participants. There is a matrix for each program with matrices arranged in alphabetical order by the title of the program.

ASSET

In January 2002, the State Board of Education directed the UNC Center for School Leadership Development (UNC CSLD) to undertake a two-year project entitled ASSET (*All Students Succeeding Through Excellent Teaching*), designed to help close the achievement gap in selected schools and LEAs. A steering committee from the Department of Public Instruction selected eighteen schools in four districts to participate in the project. The districts selected for the project were Duplin, Lexington, Montgomery, and Swain. The UNC-CSLD used a model of “support through professional development” to provide the four districts with on-going professional development.

The first two annual professional development reports from the UNC-CSLD focused on work completed for the ASSET project between January 2002-January 2004. The second annual report on the ASSET project was submitted in September 2003, therefore the following is submitted on the work completed from that date through the end of the project in January 2004. In addition, continuing follow-on work continues to be provided by various programs to the ASSET districts and is also described below.

Services Provided from September 2003-January 2004:

Duplin – *Beginning Teacher Seminar* (NCCAT), *Instructional Leadership Symposium* (PEP).

Lexington City – *Praxis Training* (NCMTEC), *Math/Science professional development*, *Pre-College Program at NC A&T* (NCMSEN), *K-3 Reading Success* (NCCAT), *Leadership Program for High School Principals* (PEP), *Technology for Elementary Teachers* (PEP), *Curriculum Compacting* (PEP), *Beginning Teacher Seminar* (NCCAT), *Instructional Leadership Symposium* (PEP), *Web Page Design* (TA), *Strategies in K-3 for English Language Learners* (TA).

Montgomery – *Beginning Teacher Seminar* (NCCAT), *Instructional Leadership Symposium* (PEP).

Swain - *Fish!* (NCCAT), *Reading in the Content Areas* (TA), *Instructional Leadership Symposium* (PEP), *School Improvement Plan in Reading* (NCCAT).

On-going services:

Duplin - Mr. Kevin Klein, independent consultant, and Dr. Alice Maniloff, PEP, are working with Duplin County on the STAR initiative (Students and Teachers Achieving Results), a strategic planning process focused on the next decade to produce graduates who are life-long learners and healthy, responsible citizens.

Lexington City - UNC-CSLD coordinated identification of and contracting with a high school consultant to focus on student achievement and efficient/effective operation at the high school.

Lexington City – The Greensboro Area Mathematics and Science Education Center (GAMSEC) offered Saturday Academies to middle/high school students from Jan.-Apr., 2004, *Algebra for*

Parents, workshops for Pre-College Program Lead Teachers and Coordinators, middle/high school students attended the 2004 Summer Scholars Program at NC A&T and 49 middle/high school students enrolled in the Pre-College Program for 2004-05.

Professional Development Modules

In 2003, the Department of Public Instruction contracted with the UNC-CSLD to create professional development modules in the areas of data-driven decision-making, instructional leadership, reading, math, classroom management, educational psychology, and teacher induction. Various programs in the UNC-CSLD developed the content for the modules and LEARN NC provided technical expertise to produce the modules in both CD and web-based formats. The modules are being used for license renewal credit by teachers and administrators throughout the state, including lateral entry teachers meeting the 10-day training requirement prior to beginning in the classroom.

Discussions between DPI and UNC-CSLD regarding future collaborative efforts have resulted in an agreement with the Center to develop a second series of modules in the areas of learning styles, working with LEP students, grade level transitions, support for new teachers, Exceptional Children information for administrators and teachers, diversity and behavior management/discipline strategies. Because the passage of the School Calendar Bill (S.L. 2004-180) in the 2003 legislative session reduced the number of teacher workdays available for professional development, the flexibility afforded by CD and web-based formats will be effective and efficient methods for teachers to acquire needed training.

NC QUEST – NC Quality Educators through Staff Development and Training

The UNC-CSLD coordinator of professional development serves as principal investigator for the *No Child Left Behind*, Title II-A funds for NC institutions of higher education. Responsibilities include administering the competitive grant process for partnerships between higher education institutions and high need LEAs and monitoring the professional development projects funded by the grants. "Improving Teacher Quality State Grants" aim to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified by the required deadline of 2005-06.

Under the competitive grant process, nine awards have been made around the state to fund projects focused on math/science pedagogical competence, instructional leadership, mentoring, and reading. The awards have totaled \$1.6 million dollars each year for the past two years. The following brief descriptions identify the IHEs and LEAs involved in this high quality professional development:

- Appalachian State University and Alleghany County School District - The grant of \$291,581 focuses on assisting content area teachers in increasing content and pedagogical skills and enhancing instruction through technology.
- Fayetteville State University and Weldon City Schools - The grant of \$152,473 focuses on increasing the number of highly qualified K-3 elementary teachers who are knowledgeable and proficient in K-3 reading instruction.

- The University of North Carolina at Greensboro and Guilford County Schools - The grant of \$267,285 focuses on improving reading comprehension and student achievement in science and mathematics at the middle and high school levels.
- The University of North Carolina at Pembroke, Hoke County and Robeson County Schools - The grant of \$ 251,401 focuses on developing a comprehensive induction program for middle school math/science teachers, improving math/science instruction, and assisting math/science teachers in acquiring appropriate credentials.

The following partnerships will receive grants to continue projects begun during the first year of NC QUEST:

- Elizabeth City State University, Bertie, Edenton-Chowan, Edgecombe, Halifax and Perquimans County Schools as well as SERVE (Southeastern Educational Regional for a Vision of Education) - The grant of \$128,617 will continue the work of increasing the knowledge and pedagogical skills of middle school math/science teachers focusing on those teaching out-of-field.
- North Carolina State University and Vance County Schools - The grant of \$128,615 will continue the work of broadening the knowledge and skills of teacher mentors with a focus on mentoring lateral entry and newly licensed teachers.
- The University of North Carolina at Charlotte, Charlotte-Mecklenburg, Anson County, Newton-Conover City and Richmond County Schools - The grant of \$127,367 will continue the work of improving instructional leadership and collaboration skills of second and third year principals and assistant principals.
- The University of North Carolina at Wilmington, Brunswick County, Columbus County, Sampson County and Clinton City Schools systems - The grant of \$128,611 will continue the work of increasing the knowledge of content and pedagogical skills of middle school math/science teachers as well as increase the skills of their teacher mentors.
- Western Carolina University, Asheville City, Cherokee County, Clay County, Madison County and Swain County Schools and the North Carolina Center for the Advancement of Teaching (NCCAT) - The grant of \$128,617 will continue the work of broadening the knowledge and skills of teacher mentors working with beginning teachers.

Summary

The professional development provided by UNC-CSLD programs is offered statewide to all levels of educators – paraprofessionals to superintendents. The offerings of all of the programs address identified needs throughout the state and are aligned with the NC State Board of Education’s strategic priorities. Each of the offerings incorporates in its design acknowledged standards for professional development including training that develops learning communities, is on-going, research-based and focused on needs identified through data analysis.

The professional development services provided over the past year by each program are listed – alphabetically by program name - in the following section of the report.

UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Name: North Carolina Center for the Advancement of Teaching (NCCAT)

*Mean based on a 5.0 point likert scale					
Professional Development Activity (Name)	Date(s) offered	Number of Participants and LEAs Served	Brief Description of activity including intended audience (note if collaborated with other CSLD programs)	Supports/directly relates to SBE priorities and/or SCOS – which one(s)?	Participant evaluation of activity – how rated?*
Through the Kaleidoscope: Order, Symmetry, and Change	September 8-12, 2003	#21 Buncombe, Caldwell, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Craven, Forsyth, Gaston, Henderson, Nash-Rocky Mount, New Hanover, Swain, Thomasville City, Wake, Watauga, Wayne, Wilson, Winston-Salem City Schools	<p>Audience: All North Carolina public school teachers</p> <p>Description: The seminar combined the hands-on experience of constructing kaleidoscopes, the practicality of how kaleidoscopes can be used educationally, and an exploration of how order springs forth from chaos.</p> <p>Participant implementation: The NCCAT 2003-2004 Impact Survey measured the impact of NCCAT professional development experiences. Teachers indicated that as a result of the NCCAT experience they a) contributed significantly to high student achievement, b) had a recharged interest in teaching, c) acquired knowledge from the seminar they could apply to teaching, d) varied teaching strategies more often, and e) were more reflective of their teaching practices. Principals indicated as a result of their teachers attending NCCAT that teachers a) were provided the necessary resources to attend NCCAT, b) had a recharged interest in teaching, c) had a renewed commitment to remain in teaching, d) acquired knowledge from the seminar and e) acquired skills from the seminar that they could apply in their teaching. End-of Seminar Evaluations (2003-2004) revealed that 98% or more teachers perceived that NCCAT seminars were</p>	<p>SBE Priority 1&3</p> <p>SCOS:</p> <p>Arts Education</p> <p>Computer/Technology</p> <p>English Language Arts</p> <p>Guidance</p> <p>Healthful Living Curriculum</p> <p>Information Skills</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>	4.93

			<p>intellectually stimulating and effective learning experience providing valuable knowledge and skills. Teachers indicated that the experiences were renewing, had elements they could use in their teaching, and reaffirmed their commitment to education.</p> <p>Results: A recent analysis of teachers who attended an NCCAT seminar from July 1, 2000 – June 30, 2003 revealed that 96% remain in education in North Carolina’s public schools. This compares to 88% for North Carolina and 84% nationally.</p>		
Stargazing: Majesty and Mystery of the Night Sky	September 15-19, 2003	<p>#23</p> <p>Alamance-Burlington, Ashe, Buncombe, Catawba, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Cleveland, Durham, Franklin, Gaston, Guilford, Harnett, Henderson, Lincoln, McDowell, Randolph, Rutherford, Sampson, Wake</p>	<p>Audience: All North Carolina public schools teachers.</p> <p>Description: In this seminar teachers studied practical stargazing, the celestial sphere, how the sky seems to move and change, how to identify stars and constellations, the cycles of the moon and planets, and more. Participants learned how to create and find additional resources to further learning and teaching about sky phenomena.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education</p> <p>Computer/Technology</p> <p>English Language Arts</p> <p>Guidance</p> <p>Healthful Living Curriculum</p> <p>Information Skills</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>	4.99
The Mountain	September 22-26, 2003	<p>#21</p> <p>Chapel Hill-Carrboro, Charlotte/Mecklenburg, Durham, Guilford, Henderson,</p>	<p>Audience: All North Carolina public schools teachers.</p> <p>Description: What mountains do our students face? This seminar, in collaboration with the North Carolina State Museum of Natural Sciences of Raleigh, examined the mountain as symbol and explored it as physical reality.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education, K-12;</p> <p>English Language Arts; Common K-5 Goals Common 6-12 Goals</p>	4.89

		McDowell, Robeson, Sampson, Scotland, Wake, Wayne	<p>Participants explored ecology of fall migration, learned about birds and butterflies, and acquired skills to help take the wonders of the natural world back to their classrooms.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>Guidance Curriculum for the Comprehensive School Counseling Program</p> <p>Information Skills, K-12</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p> <p>Computer/Technology</p>	
Mountain Land, Mountain People	September 24-28, 2003	<p>#24</p> <p>Catawba, Charlotte/Mecklenburg, Davidson, Davie, Edgecombe, Gaston, Lincoln, Orange, Pitt, Rockingham, Rutherford, Sampson, Stokes, Wake</p>	<p>Audience: All North Carolina public schools teachers.</p> <p>Description: This seminar provided rich information for teachers regarding the North Carolina Appalachian Mountain culture through music, art, history, and stories.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Social Studies</p> <p>English Language Arts</p> <p>Science</p>	4.72
New Neighbors: Latinos in North Carolina	September 29 – October 3, 2003	<p>#23</p> <p>Buncombe, Charlotte/Mecklenburg, Cleveland, Durham, Forsyth, Guilford, Lee, McDowell, Rowan-Salisbury, Wake, Watauga</p>	<p>Audience: All North Carolina public schools teachers.</p> <p>Description: In this seminar participants learned about the culture, customs, and societal expectations of our southern neighbors and discovered how they have begun to meld with and influence North Carolina communities. Teachers explored current issues and concerns of Latinos in North Carolina with particular focus on ways to include and serve Spanish-speaking students in the classroom.</p> <p>Participant implementation: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education</p> <p>English Language Arts</p> <p>Guidance</p> <p>Information Skills</p> <p>Second Language</p> <p>Social Studies</p>	4.75

			Results: See first entry.		
Mountain Ghosts & Other Curious Tales of Appalachia	October 6-10, 2003	#22 Catawba, Chatham, Cumberland, Durham, Forsyth, Fort Bragg, Johnston, Stokes, Wake, Yancey	Audience: All North Carolina public schools teachers. Description: This seminar helped teachers understand how to capitalize on students' natural curiosity about strange events, integrating storytelling, reading, writing, and North Carolina history and geography. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: English Language Arts; Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Science; Goal 3 Goal 4 Arts Education (Music) Goal 1	4.91
Holistic Approach to Daily Living	October 6-10, 2003	#20 Cabarrus, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Chatham, Durham, Forsyth, Fort Bragg, Guilford, Pitt, Wake	Audience: All North Carolina public schools teachers. Description: In this seminar, participants examined a variety of alternative approaches that can lead to a more holistic lifestyle. Emphasis was placed on preventative practices that help reduce stress and control potentially debilitating illnesses. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Healthful Living; Grade Level K-12 Competency Goal 1 Competency Goal 2 Competency Goal 5 Competency Goal 11 Guidance; Grade Level K-12 Competency Goal 1 Competency Goal 7 Information Skills; Grade Level K-12 Competency Goal 5 English Language Arts; Grade Level K-12 Competency Goal 4	4.95
Cherokee Life and Culture	October 13-17, 2003	#23	Audience: All North Carolina public schools teachers.	SBE Priority 1&3	4.87

		Charlotte/Mecklenburg, Cleveland, Davie, Harnett, Hoke, Lincoln, Onslow, Person, Rockingham, Wake, Wayne	Description: This seminar focused on the Eastern Band of the Cherokee in the mountains of western North Carolina, through storytelling, crafts, conversations with tribal members, and outdoor experiences. Participant implementation: See first entry. Results: See first entry.	SCOS: Arts Education English Language Arts Guidance Mathematics Science Social Studies	
Island People, Island Culture	October 27-31, 2003	#24 Alamance-Burlington, Buncombe, Caldwell, Catawba, Chatham, Davidson, Forsyth, Gaston, Mitchell, Rowan-Salisbury, Wake	Audience: All North Carolina public school teachers Description: Held on Ocracoke Island, participants read, listened to, and discussed firsthand accounts of the lives of native islanders from historical, geographical, educational, political, and environmental perspectives. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Social Studies Science Information Skills Arts Education, Music, Grades K-12 Music, Grades K-12 English Language Arts	4.90
Young, Black, and Male	October 27-31, 2003 July 19-23, 2004	#24 Asheboro City, Chapel Hill-Carrboro, Cumberland, Durham, Fort Bragg, Greene, Henderson, New Hanover, Thomasville City	Audience: All North Carolina public school teachers teamed with a principal, assistant principal, school counselor or social worker Description: This seminar explored the dilemmas faced by African-American boys and young men, focusing on the positive steps being taken by individuals, schools, churches, and communities to provide hope, options, skills, and support. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Healthful Living; Goal 1 Goal 2 Goal 4 Information Skills; Goal 3 Goal 5 Science, K-12 Goal 3 Social Studies	4.93 4.97

				English Language Arts	
Celebrating Diversity Through Children's Literature	November 10-14, 2003	#21 Chapel Hill-Carrboro, Charlotte/Mecklenburg, Chatham, Edenton-Chowan, Forsyth, Halifax, Iredell-Statesville, New Hanover, Robeson, Wake	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar explored multicultural children's literature through fiction, nonfiction, folk tales, fairy tales, legends, and poetry.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: English Language Arts; Common K-5 Goals Common 6-12 Goals</p> <p>Guidance Curriculum for the Comprehensive School Counseling Program</p> <p>Information Skills, K-12 Goal 1 Goal 2 Goal 3 Goal 4 Goal 5</p> <p>Science</p> <p>Social Studies</p>	4.97
Teaching the Holocaust	November 16-21, 2003	#23 Cabarrus, Charlotte/Mecklenburg, Davidson, Gaston, Guilford, Harnett, Henderson, Kings Mtn., McDowell, Onslow, Pitt, Rockingham, Vance, Wake, Wayne, Wilkes	<p>Audience: All North Carolina middle and secondary public school teachers</p> <p>Description: The aim of this seminar was to gain an understanding of the precursors, events, and consequences of the Holocaust and to grapple with the problem of how best to convey this history and its meaning to students. This seminar was held in Washington, DC in collaboration with the US Holocaust Memorial Museum.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Social Studies Goal 2 Goal 4 Goal 7</p> <p>English Language Arts</p> <p>Theater Arts</p>	4.94
Science's Time Machine	November 17-21, 2003	#23 Charlotte/Mecklenburg, Davidson,	<p>Audience: All North Carolina public school teachers</p> <p>Description: Evolutionary change through time</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education</p>	4.86

		Davie, Franklin, Gaston, Granville, Guilford, Iredell-Statesville, Johnston, Newton-Conover, Wake	<p>has intrigued scientists and inspired writers for centuries. This seminar explored many perspectives of evolution through the ages.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>Computer/Technology</p> <p>English Language Arts</p> <p>Guidance</p> <p>Healthful Living</p> <p>Information Skills</p> <p>Mathematics</p> <p>Science</p> <p>Second Language</p> <p>Social Studies</p> <p>Workforce Development</p>	
Finding My Place: Inclusive Classrooms	November 17-21, 2003	<p>#20</p> <p>Alexander, Beaufort, Brunswick, Chatham, Cumberland, Gates, Lee, Lincoln, Stokes, Wake</p>	<p>Audience: School teams comprised of one classroom teacher and a principal, assistance principal, counselor or social worker</p> <p>Description: This seminar was designed to explore ways to integrate students with disabilities into the regular classroom environment. School teams returned to their schools with a plan of action.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Anthropology; Goal 2 Goal 3</p> <p>History; Goal 6 Goal 7</p> <p>Psychology; Goal 12</p> <p>Sociology; Goal 2 Goal 8</p>	4.84
Family History Online	December 8-12, 2003	<p>#23</p> <p>Buncombe, Caldwell, Charlotte/Mecklenburg, Fort</p>	<p>Audience: All North Carolina public school teachers</p> <p>Description: Researching family history online leads down paths we did not even know existed, yet offers both a passage into the past and into</p>	<p>SBE Priority 1&3</p> <p>Arts Education</p> <p>Computer/Technology</p>	4.93

		Bragg, Gaston, Henderson, Moore, Mount Airy City, New Hanover, Robeson, Rowan-Salisbury, Union, Vance, Wake	<p>self-discovery. The search is not just about names, it is about people and history. Teachers returned to the classroom with a wealth of online activities.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>English Language Arts</p> <p>Guidance</p> <p>Information Skills</p> <p>Mathematics</p> <p>Social Studies</p>	
The Magic of Museums: Exploring Cultural Heritage Online	December 8-12, 2003	#19	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar explored museums online across North Carolina. Teachers gained knowledge of online resources in North Carolina.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS:</p> <p>Arts Education</p> <p>Computer/Technology</p> <p>English Language Arts</p> <p>Guidance</p> <p>Healthful Living Curriculum</p> <p>Information Skills</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>	4.11
Contemporary Potters on Western North Carolina	December 15-19, 2003	#18 Buncombe, Burke, Cabarrus, Carteret, Catawba, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Cherokee, Craven, Forsyth, Iredell-Statesville, Wake	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar examined contemporary pottery from western North Carolina and included studio work in clay.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS:</p> <p>Arts Education</p> <p>Computer/Technology</p> <p>English Language Arts</p> <p>Guidance</p> <p>Healthful Living</p> <p>Information Skills</p>	4.91

Smoky Mountain Winter Traditions	December 15-19, 2003	#23 Buncombe, Charlotte/Mecklenburg, Cumberland, Gaston, Harnett, Haywood, Mooresville City, Pitt, Robeson, Sampson, Wake, Wilkes	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar explored the rich winter folklore, traditions, and history of the Appalachian Mountains. Teachers learned how to bring this treasure to the classroom.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Information Skills, Grades 6-12 Goal 1 Goal 3 Goal 5</p> <p>English Language Arts, Grades 6-8 Goal 1 Goal 5</p> <p>English I, Grades 9-12 Goal 1</p> <p>English II, Grades 9-12 Goal 1</p> <p>English III, Grades 9-12 Goal 1</p> <p>English IV, Grades 9-12 Goal 1</p> <p>Social Studies, Grade 5 Goal 1 Goal 2 Goal 6 Goal 11 Goal 12</p> <p>Arts Education (Music) Goal 9</p> <p>Arts Education (Visual Arts) Goal 2 Goal 4</p> <p>Science, Grade 5 Goal 1</p> <p>Social Studies</p>	4.94
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The Birth of Rock 'n Roll	January 8-10, 2004	#154 Alamance-Burlington, Brunswick, Caldwell, Carteret, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Cumberland, Currituck, Dare, Davidson, Davie, Durham, Forsyth, Fort Bragg, Franklin, Gaston, Greene, Guilford, Hoke, Jackson, Johnston, Kings Mtn. Lee, Lenoir, Onslow, Pender, Pitt, Robeson, Rockingham, Rowan-Salisbury, Sampson, Transylvania, Union, Vance, Wake, Wayne	<p>Audience: All NCCAT Alumni</p> <p>Description: This seminar focused on the early days of rock and roll music, exploring the influences of rhythm and blues, country music, and Black gospel.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Reading Competency</p> <p>Social Studies</p> <p>Geography Competency</p> <p>Anthropology/Psychology/Sociology Goal 1 Goal 2</p> <p>Geography; Goal 3 Goal 4 Goal 6</p> <p>History; Goal 11 Goal 12</p> <p>Sociology; Goal 2 Goal 3 Goal 4</p> <p>Psychology</p>	
Lift Up Your Voice Through Writing, Storytelling, and Song	January 26-30, 2004	#12 Buncombe, Catawba, Gaston, Guilford, Iredell Statesville City, Mooresville City	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar provided teachers positive ways to help teachers and their students discover the secrets of writing from the heart. Teachers also explored how writing, storytelling, and song could be used to motivate students.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education</p> <p>English Language Arts</p> <p>Information Skills</p> <p>Social Studies</p>	4.84

The Great American Circus	January 26-30, 2004	#19 Buncombe, Catawba, Charlotte/Mecklenburg City, Clinton City, Lincoln, Pitt, Stanly, Transylvania, Wake	<p>Audience: All North Carolina public school teachers</p> <p>Description: Teachers explored circus-history, hands-on activities for the classroom through magic, math, clowning, juggling, rola-bola, unicycling, balloon art, and other circus-related topics.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: English Language Arts, K-6 Goal 1 Goal 2 Goal 4</p> <p>Social Studies Goal 1 Goal 3 Goal 5</p> <p>Social Studies, Grade 5 Goal 1 Goal 6</p> <p>Mathematic Goal 1 Goal 2 Goal 3</p> <p>Arts Education Goal 1 Goal 3</p> <p>Science Goal 1 Goal 4</p>	4.91
Nuevas Fronteras: Latinos in NC	February 15-19, 2004 July 12-16, 2004	# 43 Cabarrus, Chapel Hill Carrboro City, Chatham, Durham, Forsyth, Gaston,	<p>Audience: All North Carolina public school teachers</p> <p>Description: In this seminar participants learned about the culture, customs, and societal expectations of our southern neighbors and discovered how they have begun to meld with and influence North Carolina communities.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education</p> <p>English Language Arts</p> <p>Guidance</p>	4.79 4.87

		Guilford, Harnett, Iredell-Statesville City, Moore, Nash-Rocky Mount City, Rockingham, Wake, Wayne	Teachers explored current issues and concerns of Latinos in North Carolina with particular focus on ways to include and serve Spanish-speaking students in the classroom. Participant implementation: See first entry. Results: See first entry.	Information Skills Second Language Social Studies	
Optimal Health	February 23-27	#23 Burke, Cumberland, Durham, Guilford, Moore, Mt. Airy City, New Hanover, Scotland, Wake,	Audience: All North Carolina public school teachers Description: This seminar examined recent research suggesting that people with different mental and physical constitutions require different types of foods, exercise, and relaxation techniques to stay healthy. Teachers expanded their knowledge of different learning styles and generated strategies designed to instill more harmony in their classrooms and developed a personal plan for optimal health. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Healthful Living; Grade Level K-12 Competency Goal 1 Competency Goal 2 Competency Goal 11 Guidance; Grade Level K-12 Competency Goal 1 Information Skills; Grade Level K-12 Competency Goal 5 Music; Grade K-12 Competency Goal 8	4.61
Ahoy There Mateys: Pirates Ahead		#177 Alexander, Ashe, Asheboro City, Burke, Beaufort, Brunswick, Caldwell, Carteret, Catawba, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Cumberland,	Audience: NCCAT Alumni Description: This seminar explored the history of N.C. pirates, their language, symbols, and code of ethics. Classroom applications were also discussed. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Arts Education Computer/Technology English Language Arts Guidance Healthful Living Curriculum	4.61

		Dare, Duplin, Durham, Forsyth, Granville, Guilford, Halifax, Harnett, Haywood, Johnston, Kannapolis City, Martin, Moore, Nash-Rocky Mount, New Hanover, Onslow, Orange, Pitt, Randolph, Robeson, Rockingham, Rowan-Salisbury, Thomasville City, Union, Vance, Wake, Wayne, Wilson		Information Skills Mathematics Science Social Studies	
Freedom of Speech in Our Lives, Culture, and Our Classrooms	March 8-12, 2004	#19 Chatham, Cumberland, Davidson, Guilford, Haywood, Johnston, Onslow, Pender, Pitt, Wake	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar helped teachers clarify the First Amendment, its history, and what it means today. Participants had the opportunity to work with ethical and legal classroom dilemmas and to compare their common-sense arguments with actual case law.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	SBE Priority 1&3 SCOS: Arts Education English Language Arts Guidance Information Skills Social Studies	4.89
Books: Bound to be Read	March 8-12, 2004	#23 Burke, Chapel Hill Carrboro City, Charlotte/	<p>Audience: All North Carolina public school teachers</p> <p>Description: Teachers joined award-winning North Carolina authors of children's and young</p>	SBE Priority 1&3 English Language Arts; Common K-5 Goals Common 6-12 Goals	4.91

		Mecklenburg, Davie, Forsyth, Guilford, Kannapolis City, Lincoln, Onslow, Pender, Rowan Salisbury, Union, Wake, Wilkes, Yadkin	<p>adult novels to hear what motivates them to put pen to paper. Teachers also discussed techniques for their students and learned how literature can enhance all areas of classroom study.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>Guidance Curriculum for the Comprehensive School Counseling Program</p> <p>Information Skills, K-12</p> <p>Mathematics, K-12</p> <p>Science</p> <p>Social Studies</p>	
The Cherokee Way	March 15-19, 2004	<p>#23</p> <p>Burke, Chapel Hill Carrboro, Charlotte/Mecklenburg, Chatham, Cleveland, Guilford, Johnston, Person, Scotland, Stokes, Vance Wake, Wilson</p>	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar focused on the Eastern Band of the Cherokee in the mountains of western North Carolina and their efforts to retain their unique way of life in the midst of a rapidly changing world.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>Arts Education</p> <p>English Language Arts</p> <p>Guidance</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>	4.85
Best Practices for Motivating African American Students	<p>March 22-26, 2004</p> <p>May 3-7, 2004</p>	<p>#23</p> <p>Cabarrus, Chapel Hill Carrboro, Charlotte/Mecklenburg, Ft. Bragg, Guilford, Montgomery, Onslow, Pasquotank, Pitt, Rowan-Salisbury</p>	<p>Audience: School teams comprised of a classroom teacher and a principal, assistant principal, counselor or social worker</p> <p>Description: Teachers explored effective strategies and techniques to best educate and lift the spirits of African American students.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Healthful Living; Goal 1 Goal 2 Goal4</p> <p>Information Skills; Goal 3 Goal 5</p> <p>Science, K-12 Goal 3</p> <p>Social Studies</p> <p>English Language Arts</p>	4.91

Roots of Country Music	March 29-April 2	#23 Alexander, Beaufort, Buncombe, Caswell, Chapel Hill Carrboro, Davidson, Forsyth, Johnston, Kings Mtn., Lee, Robeson, Stokes, Vance, Watauga	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar considered the cultural diversity of the styles that blended to form our unique national heritage, country music. Teachers learned how the development of country music reflects the history of America, her wars, economic ups and downs, sweeping social changes, and waves of immigration.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Music; Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6 Goal 7 Goal 8 Goal 9</p> <p>English Language Arts Student Language Competencies</p> <p>Reading Competency</p> <p>Framework for Social Studies Curriculum</p> <p>Skills in the Social Studies Curriculum</p> <p>Anthropology/Psychology/Sociology; Goal 2</p> <p>Geography Competency Goal 3 Goal 4 Goal 6</p> <p>History Goal 6 Goal 11 Goal 12</p> <p>Sociology Goal 2 Goal 3 Goal 4</p>	4.96
Let Freedom Ride!	March 30-April 3, 2004	#24 Buncombe,	<p>Audience: All North Carolina public school teachers</p>	<p>SBE Priority 1&3</p> <p>SCOS:</p>	4.98

		Cabarrus, Caldwell, Chapel Hill Carrboro, Charlotte/Mecklenburg, Durham, Edgecombe, Forsyth, Franklin, Harnett, Johnston, Kings Mtn., Lee, New Hanover, Pender, Pitt, Swain, Wake	<p>Description: Participants traveled to sites in several states where the struggle for civil rights made history. They heard first hand accounts, visited museums and landmarks, experienced songs of the Civil Rights Movement, and discussed how to best convey this history in the classroom. They left the seminar with a renewed commitment to their role as educators in teaching courage, compassion, justice, and delight in human diversity.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>Arts Education</p> <p>Computer/Technology</p> <p>English Language Arts</p> <p>Guidance</p> <p>Healthful Living Curriculum</p> <p>Information Skills</p> <p>Social Studies</p> <p>Workforce Development</p>	
Rain Forests and the Story of Chocolate	April 12-16, 2004	<p>#21</p> <p>Buncombe, Charlotte/Mecklenburg, Davidson, Forsyth, Granville, Guilford, Rockingham, Vance, Wake, Winston Salem City</p>	<p>Audience: All North Carolina public school teachers</p> <p>Description: Teachers in this seminar discovered the living rain forest, its plants, animals and the implications of its destruction for our planet.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Social Studies; Goal 1 Goal 3 Goal 6</p> <p>Science Goal 1 Goal 4</p> <p>English Language Arts Goal 2</p> <p>Information Skills Goal 1 Goal 5</p> <p>Arts (Theater) Goal 7</p>	4.89
Crime Scene Investigator	April 12-16, 2004	<p>#21</p> <p>Buncombe, Caldwell, Chapel Hill Carrboro, Davie, Durham,</p>	<p>Audience: All North Carolina public school teachers</p> <p>Description: Teachers worked with a world famous forensic anthropologist and UNC-Chapel Hill's state of</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education</p> <p>Computer/Technology</p>	4.95

		Gaston, Guilford, Henderson, Hickory City, Iredell-Statesville, Johnston, Lincoln, Pitt, Wake, Winston Salem-Forsyth	<p>the art traveling science laboratory to learn how modern investigations require a keen sense of observation, extensive use of scientific method, and physical and biological expertise.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>English Language Arts</p> <p>Guidance</p> <p>Healthful Living Curriculum</p> <p>Information Skills</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p> <p>Workforce Development</p>	
All Aboard: Trains and Railroads	April 16-18, 2004	<p>#113</p> <p>Alamance-Burlington, Asheville City, Avery, Buncombe, Burke, Cabarrus, Caldwell, Catawba, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Chatham, Cleveland, Craven, Davidson, Davie, Durham, Edgecombe, Forsyth, Gaston, Guilford, Harnett, Henderson, Hickory City, Iredell-Statesville, Jackson, Kannapolis City,</p>	<p>Audience: All NCCAT alumni</p> <p>Description: This seminar focused on how railways changed lives, landscapes, and culture wherever they ran.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS:</p> <p>Social Studies</p> <p>Goal 1</p> <p>Goal 3</p> <p>Goal 4</p> <p>Goal 5</p> <p>Goal 6</p> <p>Goal 8</p> <p>English Language Arts</p> <p>Goal 1</p> <p>Goal 2</p> <p>Goal 5</p> <p>Goal 7</p> <p>Arts Education</p> <p>Goal 5</p> <p>Goal 7</p> <p>Information Skills</p> <p>Goal 1</p> <p>Goal 3</p> <p>Goal 5</p>	

		McDowell, Mt. Airy City, New Hanover, Newton-Conover, Pitt, Randolph, Rowan-Salisbury, Stanly, Surry, Thomasville City, Union, Wake, Wilson, Yancey			
Salty Dogs and the Lore of the Sea	April 19-23, 2004	#24 Ashe, Asheboro City, Buncombe, Cabarrus, Charlotte/Meckle nburg, Edenton/Chowan, Forsyth, Harnett, Haywood, Johnston, New Hanover, Pender Swain Wake, Yancey	Audience: All North Carolina public school teachers Description: Held on Ocracoke Island, teachers explored the marine ecology of the Outer Banks and the history, folklore, and lives of the men and women who live from the sea. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: English Language Arts; Common K-5 Goals Common 6-12 Goals Information Skills, K-12 Mathematics, K-12 Science Social Studies	4.94
Awakening the Giant Within	April 19-23, 2004	#23 Cabarrus, Charlotte/Meckle nburg City, Cumberland, Gaston, Guilford, Johnston, Nash- Rocky Mount, Pitt, Randolph, Rowan Salisbury, Rutherford, Stanly, Wake, Wilson	Audience: All North Carolina public school teachers Description: This seminar explored the unlimited power that lies sleeping within us all and how to re-ignite the spark that can move us from feeling burned out to being more passionate about our dreams. Teachers returned to the classrooms with a wealth of information about techniques that can help students better focus on their academic and career goals. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Arts (Visual); Goal 2 Goal 3 Goal 4 Goal 6 Arts (Music); Goal 1 Goal 9 Healthful Living; Goal 2 Goal 4 Goal 7	4.51

				Guidance; Goal 4 Social Studies; Goal 5 English Language Arts Goal 1	
Appalachian Spring Wildflowers	April 26-29, 2004	#23 Buncombe, Caldwell, Chapel Hill-Carrboro, Davie, Durham, Gaston, Guilford, Henderson, Hickory City, Iredell- Statesville, Johnston, Lincoln, Pitt, Wake Winston- Salem/Forsyth	Audience: All North Carolina public school teachers Description: Participants learned how to identify, record, and enjoy the wildflower bounty native to western North Carolina. Under the guidance of botanists they explored issues related to species diversity, habitat destruction, and wildflower conservation. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Arts Education English Language Arts Healthful Living Curriculum Information Skills Mathematics Science Social Studies	4.91
Storytelling for the Classroom	April 26-29, 2004	#23 Cabarrus, Charlotte/Meckle nburg, Craven, Edgecombe, Forsyth, Guilford, Hickory City, Pasquotank, Pender, Randolph, Rowan-Salisbury, Stanly, Wake, Wayne	Audience: All North Carolina public school teachers Description: True-life storytelling was the focus in this seminar. Participants learned how to tell and write stories from their own lives, culture, and local history, skills they can apply in their classrooms. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: English Language Arts, K-12 Common Grade K-5 Goals Common 6-12 Goals Information Skills, K-12 Competency Goals	4.82
The Beauty and Balance of Nature	May 3-7, 2004	#20 Ashe, Brunswick, Caldwell, Chapel	Audience: All North Carolina public school teachers Description: In this art oriented seminar, teachers fine-tuned their powers of observation	SBE Priority 1&3 SCOS: Arts Education	4.82

		Hill-Carrboro, Charlotte/Mecklenburg, Gaston, Guilford, Hoke, Onslow, Pitt, Union, Vance, Wake	to discover the complexity of flowers and ferns through art, botany, poetry, science, and mathematics. Participant implementation: See first entry. Results: See first entry.	English Language Arts Information Skills Mathematics Science	
The Civil War: A House Divided	June 7-11, 2004	#21 Alamance-Burlington, Catawba, Charlotte/Mecklenburg, Cherokee, Duplin, Durham, Forsyth, Gaston, Henderson, Iredell-Statesville, Martin, Onslow, Pitt, Robeson, Union, Wake	Audience: All North Carolina public school teachers Description: The Civil War has few parallels in American imagination. Over 100,000 books have been written on this timeless topic. Many movies, documentaries, and websites have pursued a deeper understanding of this legendary struggle. Participants learned about primary resources and methods of historiography to share with students. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Arts Education Computer/Technology English Language Arts Guidance Healthful Living Curriculum Information Skills Mathematics Second Language Social Studies Workforce Development	4.92
Lewis and Clark: Caught Up in the Current	June 11-18, 2004	#24 Alamance-Burlington, Alexander, Asheville City, Burke, Caldwell, Chapel Hill-Carrboro, Clay, Cumberland, Davidson, Forsyth, Harnett, Lee County, Martin,	Audience: All North Carolina public school teachers Description: Teachers traveled to Montana to experience some of the terrain and the challenges met by the renowned explorers. The seminar focused on the precursors, events, results of the great expedition and considered the voyage's lessons of leadership, teamwork, scholarship, self-reliance, endurance, and courage and how these lessons apply to teaching young people today.	SBE Priority 1&3 SCOS: Arts Education Computer/Technology English Language Arts Guidance Healthful Living Curriculum Information Skills	4.94

		McDowell, Onslow, Randolph, Rowan-Salisbury, Sampson, Swain, Vance, Wake	Participant implementation: See first entry. Results: See first entry.	Mathematics Second Language Social Studies Workforce Development	
Rhythms of the River	June 14-18, 2004	#20 Cabarrus, Charlotte/Meckle nburg, Davie, Durham, Lexington City, Mooresville City, Onslow, Randolph, Union, Wake, Washington	Audience: All North Carolina public school teachers Description: Teachers explored the French Broad River where they studied the flora, fauna, the history and the culture of the watershed, and how people use rivers for work and play. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: English Language Arts; Common K-5 Goals Common 6-12 Goals Guidance Curriculum for the Comprehensive School Counseling Program Information Skills, K-12 Mathematics, K-12 Science Social Studies	4.80
Perspectives in Time: A Photographic Journey	June 14-18, 2004	#23 Alexander, Brunswick, Cabarrus, Charlotte/Meckle nburg, Columbus, Granville, Guilford, Harnett, Johnston, Madison, Martin, Moore, Pitt, Robeson, Stanly, Wake,	Audience: All North Carolina public school teachers Description: Teachers spent a week exploring photography as a means of perceiving the environment and of changing one's perspective. Photography encourages disciplined creativity by using higher-level critical-thinking skills to identify problems, explore new solutions, and complete the problem-solving process. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Visual Arts, K-12 Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6 Goal 7 Goal 8 English Language Arts Goal 1 Goal 5	4.94

If Quilts Could Speak: Storytelling with a Needle	June 21-25, 2004	#24 Camp Lejeune, Charlotte/Meckle nburg, Cleveland, Davidson, Forsyth, Gaston, Guilford, Iredell- Statesville, Johnston, Pasquotank, Randolph, Rowan-Salisbury, Vance, Wake	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar traced the changing role of the American quilt from a functional household item to contemporary art form. Teachers learned to read a quilt, to gain information about the lives of quilt makers and their communities, and they designed and sewed their own quilt sampler.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education (Visual Arts) Goal 1 Goal 2 Goal 5 Goal 6 Goal 7 Goal 8</p> <p>English Language Arts</p> <p>Guidance Curriculum for Comprehensive School Counseling Program</p> <p>Information Skills Goal 1 Goal 2 Goal 3 Goal 4 Goal 5</p> <p>Social Studies</p>	4.94
African American Musical Heritage	June 27-July 1, 2004	#23 Brunswick, Cabarrus, Catawba, Charlotte/Meckle nburg, Craven, Cumberland, Durham, Forsyth, Gates, Moore, Newton- Conover, Randolph, Wake, Watauga, Wilkes	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar examined how African American music has given voice to the history and culture of a people; blues and gospel evolved and influenced American music, religion, folk life, and mainstream culture.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education; Grade Levels K-12</p> <p>Social Studies; Grade Levels K-12</p> <p>English Language Arts; Grade Levels K-12</p>	4.89
Leadership, Creativity and Change	June 27-July 1, 2004	#21 Beaufort, Brunswick, Burke, Catawba,	<p>Audience: Teachers-of-the-Year from NC public schools</p> <p>Description: This seminar was designed for Teachers-of -the-</p>	<p>SBE Priority 1&3</p> <p>SCOS: English Language Arts K-12; Common K-5 Goals</p>	4.92

		Clinton City, Columbus, Cumberland, Gaston, Harnett, Hickory City, Lincoln, Macon, Nash-Rocky Mount, Person, Pitt, Shelby City, Union, Wake, Wilson, Yancey	<p>Year. Teachers explored how to develop work processes and relationships that permit opportunities for intellectual expansion as well as creative and nurturing growth. They considered leadership through the exploration of quality principles, artistic activities, teamwork, and dialogue with business and education leaders.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>Common 6-12 Goals</p> <p>Guidance Curriculum for the Comprehensive School Counseling Program, K-12</p> <p>Information Skills, K-12; Competency Goals</p> <p>Mathematics, K-12</p> <p>Science, K-12</p> <p>Social Studies; K-12</p> <p>Computer/Technology Skills, K-12</p>	
Fiber to Fabric	July 6-10, 2004	#21 Alamance- Burlington, Brunswick, Catawba, Chapel Hill-Carrboro, Charlotte/Meckle nburg, Cumberland, Johnston, Martin, New Hanover, Orange, Rockingham, Rowan-Salisbury, Union, Vance, Wake, Wilkes, Wilson	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar explored the history of how fiber from plants and animals becomes fabric. Precursors of the factory looms and the Industrial Revolution were discussed. Teachers also learned how projects could be transferred easily to the classroom.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education (Visual Arts) Goal 1 Goal 2 Goal 3 Goal 4 Goal 5 Goal 6 Goal 7 Goal 8</p> <p>English Language Arts; Common K-5 Goals Common 6-12 Goals</p> <p>Student Language Competencies</p> <p>School Counseling Goals</p> <p>Healthful Living</p> <p>Healthful Living Education Skills</p> <p>Healthful Living Curriculum</p>	4.96

				Information Skills, K-12 Mathematics, K-12 Science Social Studies	
Women of the Hills: Growing Up in Appalachia	July 6-10, 2004	#23 Alamance-Burlington, Brunswick, Caldwell, Catawba, Chapel Hill-Carrboro, Columbus, Henderson, Hoke, Nash-Rocky Mount, New Hanover, Orange, Polk, Richmond, Robeson, Rockingham, Rowan-Salisbury, Stanly, Union, Wake	Audience: All North Carolina public school teachers Description: This seminar explored stories of women growing up in the Appalachian Mountains of western North Carolina. Participants examined women's everyday arts, such as quilting, canning, and embroidery, as well as music and storytelling. They also explored the history, culture, and enduring traditions of the North Carolina mountains. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Social Studies English Language Arts Science	4.93
Water's Journey from the Mountains to the Sea	July 19-23, 2004	#18 Alamance-Burlington, Burke, Cabarrus, Catawba, Chapel Hill-Carrboro, Durham, Guilford, Haywood, Henderson, Johnston, McDowell, Pitt, Rowan-Salisbury, Wake, Wilkes,	Audience: All North Carolina public school teachers Description: This seminar focused on the essential resource of water and what must be maintained in order to ensure that fresh water is available for humans and other living creatures. Teachers discovered how to share the experience with their students. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Arts Education Computer/Technology English Language Arts Guidance Healthful Living Curriculum Information Skills	4.85

		Wilson		Mathematics Science Social Studies	
Writing from Within	July 26-30, 2004	#22 Brunswick, Buncombe, Chapel Hill-Carrboro, Chatham, Cherokee, Cumberland, Durham, Forsyth, Guilford, Iredell-Statesville, Moore, Roanoke Rapids City, Wake, Wilson	Audience: All North Carolina public school teachers Description: Teachers participated in a variety of writing exercises to help them find ways to write and share their stories with others. These exercises were applicable to inspire students. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: English Language Arts Information Skills	4.69
Learning on the Fast Track	July 26-30, 2004	#15 Caldwell, Camp Lejeune, Chapel Hill-Carrboro, Charlotte/Mecklenburg, Cleveland, Durham, Forsyth, Gaston, Guilford, Onslow, Thomasville City, Vance	Audience: All North Carolina public school teachers Description: This seminar was designed for teachers who desired to learn more about building hydrogen and solar powered model cars and using them in the classroom to teach physics and physical science. The groups learned about concepts in a hands-on/minds-on way by constructing model cars that were tested, raced, and then taken back to the classroom. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Science; Goal 1 Goal 2 Goal 3 Goal 4 Mathematics; Goal 1 Goal 4 English Language Arts; Goal 1 Goal 2 Goal 3 Social Studies; Goal 3 Goal 5 Goal 9	4.81

				Goal 11	
Every Breath You Take	August 25-29, 2004	#18 Asheville City, Buncombe, Cumberland, Davidson, Forsyth, Guilford, Iredell-Statesville, McDowell, Rowan-Salisbury, Scotland, Union, Wake	<p>Audience: All North Carolina public school teachers</p> <p>Description: This seminar focused on the resource we cannot live without – air. Teachers learned how to monitor ozone and haze levels using advanced protocols from the GLOBE program (Global Learning and Observations to Benefit the Environment). They also learned how students can measure atmospheric conditions using scientific instruments and ozone-sensitive plants in an ozone garden.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Arts Education (Music, K-12)</p> <p>Arts Education (Visual Arts, K-12)</p> <p>English Language Arts; Common K-5 Goals Common 6-12 Goals</p> <p>Guidance Curriculum For the Comprehensive School Counseling Program</p> <p>Information Skills; Competency Goal 1 Competency Goal 2 Competency Goal 3 Competency Goal 4 Competency Goal 5</p> <p>Mathematics, K-12</p> <p>Science</p> <p>Social Studies</p> <p>Computer/Technology</p>	TBD
Waterfalls: The Beauty and Power of Flowing Water	August 25-29, 2004	#22 Buncombe, Burke, Davidson, Davie, Eden-Chowan, Edgecombe, Forsyth, Gaston, Granville, Guilford, Johnston, Person,	<p>Audience: All North Carolina public school teachers</p> <p>Description: Teachers learned the biology, geology, and cultural history involved in the study of waterfalls and investigated rushing water through creative writing as a metaphor.</p> <p>Participant implementation: See first entry.</p> <p>Results: See first entry.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Science; Goal 1 Goal 2 Goal 3 Goal 4</p> <p>English Language Arts; Goal 2</p>	TBD

		Richmond, Rockingham, Rowan-Salisbury, Stanly, Union, Wake		Goal 5 Mathematics; Goal 1 Goal 4 Information Skills; Goal 1 Goal 3 Goal 5 Social Studies; Goal 1 Goal 2	
Growing Healthy	August 30- September 3, 2004	#23 Buncombe, Cabarrus, Catawba, Charlotte/Meckle nburg, Chatham, Cumberland, Forsyth, Gaston, Guilford, Halifax, Henderson, Iredell- Statesville, Mooresville City, New Hanover, Pitt, Vance, Wake, Watauga	Audience: All North Carolina public school teachers Description: Teachers explored the NCCAT garden to find tools for self-exploration and natural healing. They learned about current research on the connection between nature and human stress reduction. They developed artistic techniques to create spaces for themselves and their students by joining the principles of psychology, gardening, and landscape design. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3 SCOS: Healthful Living; Grade Level K-12 Competency Goal 1 Competency Goal 2 Competency Goal 7 Competency Goal 8 Competency Goal 11 Guidance; Grade Level K-12 Competency Goal 1 Competency Goal 7 Competency Goal 8 Information Skills; Grade Level K-12 Competency Goal 3 Competency Goal 5 Music; Grade Level K-12 Competency Goal 1 Competency Goal 9	TBD

Heart of Teaching	October 24-26, 2003 April 23-25, 2004 July 23-25, 2004	#21 Alamance-Burlington/Buncombe, Charlotte/Mecklenburg, Cleveland, Davidson, Durham, Gaston, Guilford, Hickory, Newton-Conover, Polk, Randolph, Stanly, Watauga	Audience: All North Carolina public schools teachers. Description: This is a two-year program of sustained exploration of the heart and soul of teaching. During four weekend mini-seminars each year, a group of dedicated colleagues reflect on their personal and professional lives, through the inspiration of poetry and the arts. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3	
Teacher Scholars in Residence	November 10-14, 2003 February 23-27, 2004	#18 Buncombe, Charlotte/Mecklenburg, Forsyth, Pasquotank, Person, Union, Wake, Columbus, Cumberland, Durham, Guilford, Hickory City, Moore, Pitt, Yancey	Audience: All North Carolina public school teachers Description: The Teacher-Scholar program offers educators a short-term residential experience for study and research. Participant implementation: See first entry. Results: See first entry.	SBE Priority 1&3	4.99 4.93
National Board Support Seminar	September 2003 – March 2004	#411 Alamance-Burlington, Alexander, Alleghany, Anson, Ashe, Asheville City, Asheboro City, Beaufort, Bertie, Bladen, Brunswick, Buncombe, Burke, Cabarrus, Caldwell,	Audience: All North Carolina public schools teachers. Description: These five-day seminars provided the professional support that candidates need to reflect on their teaching practices and begin preparing the portfolio presentation required by the National Board for Professional Teaching Standards. Activity follow-up Facilitators and NCCAT staff continue to support candidates throughout the process. We focus on stressing the lessons learned during the candidates' intensive week at NCCAT. Further,	SBE Priority 1&3	4.74 4.94 4.96 4.99 4.96 4.91 5.0 4.95 4.95 4.99 4.98 4.96 4.98 4.97 4.91

		<p>Carteret, Chapel Hill-Carrboro City, Chatham, Cherokee, Clay, Cleveland, Clinton City, Columbus, Craven, Cumberland, Currituck, Dare, Davidson, Davie, Duplin, Durham City, Edenton-Chowan, Elkin City, Forsyth, Franklin Gaston, Gates, Granville, Greene, Guildford, Halifax, Harnett, Haywood, Henderson, Hickory City, Hoke, Iredell-Statesville, Jackson Johnston, Jones, Kannapolis City, Kings Mountain City, Lee, Lenoir, Lexington City,, Lincoln, Macon, Madison, Martin, Mitchell, McDowell, Montgomery, Moore, Mooresville City, Nash-Rocky Mount, Newton-Conover, New Hanover,</p>	<p>emphasis is placed on the immediate benefits for teaching practice—and most importantly student learning—gained by critical reflection on a teacher’s day-to-day teaching techniques.</p> <p>Participant Implementation Many NCCAT NB support seminar participants establish support programs and networks to foster a culture of success in their own counties. This helps colleagues the following year to use the best practices in working vigorously towards achievement and improvement in their own teaching methods. NCCAT staff serves as a resource to newly National Board Certified Teachers to launch support programs and assistance networks.</p> <p>Results NCCAT is helping to close the achievement gap and improving student performance by assisting North Carolina teachers achieve National Board Certification. An independent study confirms the effectiveness of National Board Certification. This expansive study of 600,000 North Carolina students shows that students make greater academic gains when taught by a National Board Certified Teacher.</p>	
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<p>Beginning Teachers <i>Connections</i> Program</p>	<p>September 2003 – May 2004</p>	<p>#94</p> <p>Edgecombe, Henderson, Martin, Vance</p>	<p>Audience: Beginning teachers</p> <p>Description: This was a year-long program designed for first-year teachers to encourage them to stay in the teaching profession. Topics covered include classroom management, behavior management, classroom assessment, differentiated instruction, teaching to multiple intelligences, and the licensure process.</p> <p>Participant implementation: Reflective evaluations indicate that participants implement skills gained in each session.</p> <p>Results: NCCAT has been extremely successful in contributing to the retention of initially licensed teachers. From 2000-2003, 95% of initially licensed teachers who have participated in an NCCAT beginning teachers program</p>	<p>SBE Priority 1&3</p>	

			remained in teaching in a North Carolina public school – as compared to 67% nationally. Many of the remaining 5% have relocated to another state and are teaching there. Thus, the attrition rate for beginning teachers who have participated in an NCCAT beginning teachers program is 5%. This compares to the national rates: 33% leave teaching within the first 3 years and 46% leave teaching in the first 5 years.		
Beginning Teachers Support Seminar	September 2003 – May 2004	#77 Asheville City, Cherokee, Duplin, Granville, Haywood, Hertford, Jackson, Lexington City, Montgomery, Swain	<p>Audience: Beginning teachers</p> <p>Description: These five-day support programs are designed for first-year teachers to encourage them to stay in the teaching profession. Topics covered include classroom management, behavior management, classroom assessment, differentiated instruction, teaching to multiple intelligences, and the licensure process.</p> <p>Participant implementation: Reflective evaluations indicate that participants implement skills gained in each session.</p> <p>Results: See Beginning Teachers <i>Connections</i> Program (above).</p>	SBE Priority 1&3	4.45 4.91
K-3 Reading Success	September 2003 – July 2004	#37 Asheville City, Davie, Lexington City	<p>Audience: K-3 teachers from 3 identified systems.</p> <p>Description: This 4-year program is designed to increase the effectiveness of teaching reading in grades K-3.</p> <p>Activity follow-up: This is a 4 year project which involves multiple programs and e-mail group activities.</p> <p>Participant implementation: System coordinators delineate specific steps taken to strengthen student achievement. In Asheville, seminar participants led the system in an in-depth study and revision of the reading</p>	<p>SBE Priority 1&3</p> <p>SCOS: English Language Arts; (K-3) Goal 1 Goal 2 Goal 3 Goal 4 Goal 5</p>	4.93 4.52

			<p>program; Davie County teachers met quarterly to establish literacy benchmarks and an alignment of the benchmarks with report cards; Lexington City teachers completed comprehensive integrated units to guide instruction in all schools.</p> <p>Results: Teachers and their system leaders report a high degree of satisfaction with the work they have completed.</p>		
Ventures in Leadership	October 24-26, 2003	<p>#43</p> <p>Alamance-Burlington, Asheboro City, Gaston, Iredell Statesville, Jackson, McDowell</p>	<p>Audience: Leadership Teams</p> <p>Description: The goal of this project was to enhance the development of leadership skills and support excellence in instructional practices to increased student achievement in schools of low wealth and rural regions of the state.</p> <p>Follow up: The program is still ongoing</p> <p>Participant Implementation: A number of the schools involved in Ventures in Leadership programs used the FISH philosophy as a theme for the school year to promote a positive climate for learning. NCCAT staff continued to work with principals in presenting FISH for faculty professional development. Some school teams decided to use the Parker Team survey for assessing grade level team strengths. School teams planned to incorporate Building Bridges activities, Ruby Payne's poverty material in their professional development activities</p>	SBE Priority 1&3	
Re-Gathering of Holocaust Educators	February 19-22, 2004	<p>#40</p> <p>Ashe, Buncombe, Cabarrus, Charlotte/Mecklenburg Mecklenburg City,</p>	<p>Audience: NCCAT Alumni who attended a Holocaust Education seminar</p> <p>Description: Alumni of previous Holocaust education seminars came together to discuss identity, history of anti-Semitism, the Ghetto Fighters' Museum in Israel, Rwandan genocide, and the concept of race. They also discussed applications used in their classrooms.</p>	<p>SBE Priority 1&3</p> <p>SCOS: Social Studies Goal 2 Goal 4 Goal 7</p> <p>English Language Arts</p>	4.90

		Cumberland, Forsyth, Gaston, Guilford, Haywood, Henderson, Iredell-Statesville City, Johnston, Lee, Nash-Rocky Mount City, New Hanover, Pender, Person, Randolph, Robeson, Scotland, Wake, Wilkes	<p>Participant implementation: Teachers shared lesson plans and ideas.</p> <p>Results: A recent analysis of teachers who attended an NCCAT seminar from July 1, 2000 – June 30, 2003 revealed that 96% remain in education in North Carolina's public schools. This compares to 88% for North Carolina and 84% nationally.</p>	Theater Arts	
Davidson County	March 19-21, 2004	#50 Davidson, Thomasville City, Lexington City	<p>Audience: Teachers and principals from Lexington City, Thomasville City, and Davidson County schools.</p> <p>Description: In continuation of a 3 year partnership, school systems met to discuss how the Fish philosophy applied to the book by Marzano, "What Works in Schools." Action plans were then developed as to how these factors applied in each system to improve student achievement.</p> <p>Results: Each school system left with an action plan. Schools were to monitor the progress of their action plans for this fiscal year 2003-2004 and return to NCCAT in March 2005 for continued follow-up.</p>	SBE Priority 1&3	
Intel: Teach to the Future	October 27-31, 2003 March 12, 2004 March 29 – April 2, 2004	#70 Cherokee, Cumberland, Davidson, Duplin, Edenton-Chowan, Franklin, Martin, Mooresville City, Union, Anson, Ashe, Avery,	<p>Audience: All North Carolina public school teachers</p> <p>Description: This a cooperative program with the Department of Public Instruction. The goal is to further train teachers in technology.</p>	SBE Priority 1&3 SCOS: Teaching Competencies	

	May 10-14, 2004	Caldwell, Chapel Hill/Carrboro, Charlotte-Mecklenburg, Guilford, Jackson, New Hanover, Person, Wake			
Conferences and Meetings	September 2003 – August 2004	#1149 Alexander, Ashe, Buncombe, Chatham, Charlotte/Mecklenburg, Cherokee, Cumberland, Durham, Eastern Band of the Cherokee Indians, Forsyth, Haywood, Henderson, Hickory City, Gaston, Guilford, Iredell-Statesville, Jackson, Lincoln, Macon, McDowell, Newton-Conover, Pender, Pitt, Robeson, Rutherford, Shelby City, Swain, Transylvania, Union, Wake, Watauga, Winston Salem-Forsyth	Audience: Educators Description: School faculty and staff members, school system administrators, and other educational institutions and groups may schedule short-term conference or day-meetings at the NCCAT facility, when space is available.	SBE Priority 1&2	

UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Name: North Carolina Mathematics and Science Education Network (NC-MSEN)

Professional Development Activity (Name)	Date(s) Offered	Number of Participants and LEAs Served	Brief Description of Activity including Intended Audience	Supports/Directly Relates to SBE Priorities and/or SCOS	Participant Evaluation of Activity
<p>Advanced Functions and Modeling (AFM) Train-the-Trainer Workshops</p> <p>Appalachian State University (ASU), East Carolina University (ECU), Fayetteville State University (FSU), GAMSEC (NC A&T State University / UNC-Greensboro), North Carolina School of Science and Mathematics (NCSSM), NC-PIMS, UNC-Chapel Hill (UNCCH), UNC-Charlotte (UNCC), Wake Technical Community College (WTCC), Western Carolina University (WCU)</p>	<p>Oct 31 – Nov 2, 2003 March 26 – 27, 2004</p>	<p>25 Participants</p> <p>Ashe, Asheville City, Bladen Cabarrus, Cumberland, Durham, Graham, Guilford, Hickory City, Hoke, New Hanover, Pender, Pitt, Sampson, Scotland, Shelby City,</p>	<p>The Train-the-Trainer workshops involved preparation for conducting workshops to high school mathematics teachers in each of the NC-MSEN service regions. This involved developing materials and resources.</p> <p>Activity follow-up: Follow-up workshop for trainers is planned for fall 2004.</p> <p>Participant implementation: The trainers conducted workshops for high school mathematics teachers in each of the NC-MSEN service regions.</p>	<p>SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4, 3.5</p>	

<p>Advanced Functions and Modeling (AFM) Workshops</p> <p>ASU, ECU, FSU, GAMSEC, NC-PIMS, NCSSM, UNCCH, UNCC, UNCW, WCU, WTCC</p>	<p>June 7 – July 23, 2004</p>	<p>311 Participants</p> <p>Alamance-Burlington, Alexander, Alleghany, Ashe, Asheboro City, Beaufort, Bertie, Brunswick, Buncombe, Cabarrus, Caldwell, Camden, Carteret, Catawba, Chapel Hill-Carrboro City, Charlotte-Mecklenburg, Chatham, Craven, Cumberland, Currituck, Davidson, Davie, Duplin, Durham, Edgecombe, Franklin, Gaston, Gates, Granville, Guilford, Harnett, Henderson, Hickory City, Iredell-Statesville-Statesville, Jackson, Johnston, Kannapolis City, Kings Mountain City, Lenoir, Lexington City, Lincoln, Martin, Moore, Mount Airy City, Nash-Rocky Mount, New Hanover, Onslow, Orange, Pamlico, Pender, Person, Pitt, Polk, Randolph, Richmond, Roanoke Rapids City, Rockingham, Rowan-Salisbury, Rutherford, Sampson, Scotland, Stanly, Stokes, Surry, Union, Wake, Washington, Watauga, Wayne, Whiteville City, Wilson, Winston-Salem / Forsyth, Yadkin, Yancey</p>	<p>The teacher workshops involved a review of the course philosophy, content, textbook, and available resources. Teachers also prepared the content of their course in these workshops.</p> <p>Activity follow-up: Follow-up for summer workshop participants is planned for fall 2004.</p> <p>Participant implementation: Participants will be able to teach the Advanced Functions and Modeling course in the 2005 – 2006 academic year.</p> <p>Results: None to be reported currently</p>	<p>SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>Qualitative; Percent Responding</p> <p>(1) Agree / Strongly Agree – “I plan to use information from this activity in my classroom.” 96%</p> <p>(2) Agree / Strongly Agree – Overall, I feel that this professional development activity was valuable for my teaching.” 94 %</p>
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<p>North Carolina Middle Mathematics (NCM2) Project – Collaboration among ASU, ECU, FSU, GAMSEC, NC State University (NCSU) - internal evaluator, UNCC, UNCCH, UNCW, and WCU</p> <p>NSF Award No.: ESI-0101943</p>	<p>Project Year 3 June 1, 2003 – May 31, 2004</p> <p>The first project year was Sept. 15, 2001- May 31, 2002</p>	<p>139 Participants, including 53 Lead Teachers</p> <p>Alamance-Burlington, Asheville City, Beaufort, Bertie, Brunswick, Buncombe, Cabarrus, Caldwell, Carteret, Caswell, Catawba, Chatham, Charlotte-Mecklenburg, Cherokee, Columbus, Craven, Cumberland, Currituck, Duplin, Durham, Edgecombe, Franklin, Granville, Guilford, Halifax, Haywood, Iredell-Statesville, Jackson, Kannapolis City, Lenoir, Moore, Nash, New Hanover, Northampton, Onslow, Orange, Pender, Pitt, Randolph, Richmond, Rockingham, Rowan, Sampson, Scotland, Stanly, Swain, Vance, Wake, Wayne, Watauga, Wilkes, Wilson</p>	<p>The project is a collaboration between NC-MSEN and the NC Department of Public Instruction (NCDPI) to improve mathematics education in grades 6-8 statewide, support teachers in their professional development, and provide academic renewal and financial recognition to support their retention. Tuition-free graduate –level courses (statistics and data analysis, geometry and measurement, and numbers and algebra) serve as the foundation for a master’s degree in middle school mathematics and for NBPTS certification in Early Adolescence/Mathematics. For more information, see http://www.unc.edu/depts/cmse/NCM2/</p> <p>Activity follow-up: 60 teachers will be supported next project year for certification by NBPTS</p> <p>Participant implementation: Teachers are using what they learn from the project’s graduate courses in the classroom</p> <p>Results: Since project startup, the following pertains to NBPTS certification:</p> <ol style="list-style-type: none"> 1. 14 teachers have received certification. 2. 68 teachers are current candidates. 3. 37 teachers will pursue certification in 2005-2006. <p>Ninety-two (92) teachers are currently pursuing a master’s degree in middle school mathematics education.</p>	<p>SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>The evaluation addresses questions based on the project’s description and explanation using: instructors’ records, teachers’ reflections, final course grades, teacher interviews, classroom observations, student questionnaires, applicants for certification by the National Board of Professional Teaching Standards, and participants in masters programs. Some results include the following:</p> <ol style="list-style-type: none"> 1. Teachers are taking a more conceptual approach to teaching mathematics. 2. Teachers have become more reflective about their own practice. 3. Teachers have more interest in and insight into how students learn. 4. Teachers’ attitudes toward the need for multiple representations (using various strategies) have become more positive. 5. Teachers are using a mixture of teacher-directed and student-centered methodologies in the classroom. 6. Teachers learned to use technology and are using it with their students <p><i>Source:</i> Year 3 Internal Evaluation, Center for Research in Mathematics and Science Education, NC State University (an NC-MSEN Center)</p>
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<p>North Carolina Partnership for Improving Mathematics and Science (NC-PIMS)</p> <p>University Hubs: NC-MSEN Centers at ECU, FSU in collaboration with UNC-Pembroke (UNCP), and UNCW</p> <p>NSF Award No. EHR-0226877 and U.S. Department of Education Award No. S366A0200001</p>	<p>Oct 1, 2003-Sept 30, 2004</p> <p>Project Startup and Implementation, April 15, 2003</p>	<p>24 Facilitators (Master Teachers) 520 Lead Teachers 6600+ classroom teachers</p> <p>Beaufort, Bladen, Brunswick, Columbus, Craven, Cumberland, Duplin, Edgecombe, Greene, Hoke, Jones, Martin, Onslow, Pitt, Sampson, Wayne, Wilson</p>	<p>NC-PIMS works with 17 school districts to increase K-12 mathematics and science learning and to decrease current achievement gaps using three foci:</p> <ol style="list-style-type: none"> 1. District Leadership and Policy 2. Teacher Professional Development, K-5 (elementary) and 6-12 (secondary) 3. Student Encouragement/Parental Involvement (K-8) <p>Aspects of the project include:</p> <ol style="list-style-type: none"> 1. District Leadership Teams (DLTs) determine needs for mathematics and science professional development in relation to their district's improvement plans. 2. Facilitators serve as liaisons between the project and school districts to which they are assigned. 3. Lead Teachers from each elementary and secondary school in the partner districts receive content-rich course work and leadership training so they can conduct professional development workshops and serve as resources for teachers in their schools. 4. Twenty-four hours of professional development is provided for all classroom teachers of mathematics and science during the academic year by Facilitators and Lead Teachers. 5. Parent workshops designed to help them become knowledgeable advocates for their children's mathematics and science education. 6. Age-appropriate community-based student activities designed to motivate them to learn and increase their mathematics and science performance. <p>For more information, see http://www.ncpims.org</p> <p>Activity follow-up: Continual professional development for Facilitators, Lead Teachers, and classroom teachers. Ongoing parent workshops and student-centered activities in the districts' communities.</p> <p>Participant implementation: Teachers are using information from their professional development in the classroom. Parents indicate that they will use information from workshops to help their children.</p>	<p>SBE Priority #3, Goals: 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3</p>	<p>Qualitative, internal evaluation (samples)</p> <p><u>Pilot Lead Teacher Training</u></p> <ol style="list-style-type: none"> 1. Seventy percent (70%) of K-5 science Lead Teachers in Wayne County felt prepared to conduct professional development for teachers in their building and district. Eighty-one percent (81%) rated the professional development to be good to excellent as compared to other professional development that they have received. 2. All of the secondary science (grades 6-12) Lead Teachers in Wayne County felt prepared to conduct professional development for their peer teachers. Over 80% of them rated professional development to be good to excellent as compared to other professional development that they have received. 3. One hundred percent (100%) of elementary (K-5) Lead Teachers in Cumberland County felt the training had prepared in their role as mathematics Lead Teachers. <p><u>Pilot Mathematics Professional Development –Brunswick County</u></p> <ol style="list-style-type: none"> 1. Elementary mathematics professional development in Brunswick County was rated good to excellent by all participating K-5 (elementary) teachers. 2. Ninety-five percent (95%) of the participants rated the secondary (6-12) mathematics professional development as good to excellent as compared to other professional dev. they had received.
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North Carolina Partnership for Improving Mathematics and Science (NC-PIMS)			<p>Results:</p> <ol style="list-style-type: none"> 1. In excess of 500 Lead Teachers have completed an initial orientation and leadership training and a graduate-level physical science or algebraic reasoning course during summer 2004. Some Lead Teachers have conducted pilot professional development for other classroom teachers of mathematics and science. 2. From October 2003 to May 2004, 110 parent workshops were conducted for 2213 participants that included 1666 parents, foster parents, group home parents, guardians, and community leaders; 422 teachers; 32 principals; 21 counselors; 30 NC Teaching Fellows Program participants; and 33 pre-service teachers. 3. During spring 2004, 60 after-school and summer program providers were trained to conduct student activities. To date, 1000 students, representing the three University Hubs, have been served. <p><i>For more information, contact Thomas B. Clark, Project Director or Verna L. Holoman, Principal Investigator.</i></p>		<p><u>Parent Workshops</u></p> <ol style="list-style-type: none"> 1. Ninety-five percent (95%) indicated that they would recommend the workshop to other parents 2. Ninety-two percent (92%) indicated they would attend more parent workshops. 3. Almost all of the parents indicated they would include their child more in mathematics because of their workshop attendance. <p><i>Source: Center for Educational Research and Evaluation (CERE), UNC-Greensboro.</i></p>
WebQuest (ECU)	June 7 – 11, 2004	13 Participants Bertie, Halifax	The purpose of the workshop is to provide a basic understanding about WebQuests and how they can be used as effective tools for actively engaging students in the reading process.	SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4	<p>Qualitative; Percent Responding</p> <p>(1) Agree / Strongly Agree – “I plan to use information from this activity in my classroom.” 100%</p> <p>(2) Agree / Strongly Agree – “Overall, I feel that this professional development activity was valuable for my teaching.” 100%</p>
Adventures in Astronomy (ECU)	July 12 – 16, 2004	9 Participants Currituck, Greene, Northampton, Pitt, Wayne	Teachers taking this workshop earned the right to use the StarLab portable Planetarium. Participants performed hands-on classroom experiments with inexpensive equipment, examined multimedia curricular material, and explored a variety of topics in astronomy and space science. Topics were matched to State and National Standards.	SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4	<p>Qualitative; Percent Responding</p> <p>(1) Agree / Strongly Agree – “I plan to use information from this activity in my classroom.” 88.9%</p> <p>(2) Agree / Strongly Agree – “Overall, I feel that this professional development activity was valuable for my teaching.” 88.9%</p>

Inquiry Mathematics and Science Teaching for Middle and High School Teachers (GAMSEC)	June 21 – 25, 2004	19 Participants Guilford, Lexington, NC A&T State University, Shaw University, Forsyth, Danville, VA	<p>This 30-hour workshop focused on the learning mathematics and science through inquiry. It revolved around the successful implementation strategies for the new NC Standard Course of Study in science and mathematics with emphasis on inquiry, higher order thinking skills, literacy strategies across the curriculum, and the other middle and high school courses (mathematics, English/language arts, technology, and personal development). Participating teachers completed instructional plans for teaching grade-appropriate science and mathematics to 420 students in a four-week summer program. Each student completed a portfolio of their work. The work-sample was shared with parents at an open-house and will be used by students to enhance their performance in science and mathematics during the 2004-05 school year.</p> <p>Activity follow-up: Follow-up will consist of 20 contact hours in September 2004 and January 2005. The follow-up will provide opportunities for sharing the workable inquiry strategies used to teach inquiry mathematics and science in their school-based classrooms and for providing additional inquiry knowledge, skills, and materials.</p>	SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4	<p>Qualitative; Percent Responding</p> <p>(1) Agree / Strongly Agree – “I plan to use information from this activity in my classroom.” 100%</p> <p>(2) Agree / Strongly Agree – “Overall, I feel that this professional development activity was valuable for my teaching.” 100%</p>
Effective Approaches for Middle School Science Teaching and Learning (GAMSEC)	June 21- 25, 2004	8 Participants Alamance-Burlington, Asheboro City, Guilford, Randolph	<p>The workshop focus was learning science in a real-world context. It revolved around the successful implementation strategies for the new NC SCOS with emphasis on higher order thinking skills, literacy strategies across the curriculum and the other middle grades courses (mathematics, English/language arts, writing, and social studies).</p> <p>Activity follow-up: Follow-up will consist of 30 contact hours in the 2004-05 school year. The principal at each of the participating middle schools will select the additional teachers for 6 teams of 3 teachers (one teacher each for grades 6, 7, and 8). The GAMSEC staff and the collaborative teams of teachers will develop instructional guides that are aligned with the DPI North Carolina SCOS and other DPI/NC priorities for teaching middle school science.</p>	SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4	<p>Qualitative; Percent Responding</p> <p>(1) Agree / Strongly Agree – “I plan to use information from this activity in my classroom.” 100%</p> <p>(2) Agree / Strongly Agree – “Overall, I feel that this professional development activity was valuable for my teaching.” 100%</p>

NOTES:

- O For more information on the NC-MSEN Centers’ programs, go to <http://www.unc.edu/depts/msen>
- O All teacher courses, workshops, institutes, and other activities support the State Board of Education strategic priorities and are aligned with the North Carolina Standard Course of Study.

UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Name: NC Model Teacher Education Consortium (NCMTEC)

Professional Development Activity (Name)	Date(s) offered	Number of Participants & LEAs Served	Brief Description of activity including intended audience	Supports/directly relates to SBE priorities and/or SCOS	Participant evaluation of activity
Reduced Tuition Scholarships for NCMTEC –Sponsored Courses	September 2003-August 2004	<p>716 clients took 1383 courses (or tuition slots)</p> <p>List LEAs Served:</p> <p>Alamance, Bertie, Bladen, Clinton, Columbus, Duplin, Edenton-Chowan, Edgecombe, Elizabeth City-Pasquotank, Franklin, Gates, Granville, Greene, Halifax, Harnett, Hertford, Hoke, Johnston, Lenoir, Martin, Nash, Northampton, Onslow, Person, Richmond, Roanoke Rapids, Robeson, Sampson, Tyrrell, Vance, Warren,</p>	<p>Reduced tuition for teachers (lateral entry, emergency, provisional) and paraprofessionals (teacher assistants, substitutes, clerical, etc.) for a menu of NCMTEC-sponsored courses each semester.</p> <p>Activity follow-up: Assistance is provided each semester with transcript evaluations to secure a plan of study and registration for the courses through mail-in and on-site sessions. Individual coaching and advising from NCMTEC staff is also available.</p> <p>Participant implementation: Participants received college credit for the courses that lead to a teaching license. Each participant paid \$80 for each 3 -semester hour college course. NCMTEC paid the remaining tuition for the 1383 courses.</p> <p>Results: Lateral entry and emergency teachers earned the college semester hours needed to retain their positions. Teacher assistants and other paraprofessionals successfully completed college courses needed to earn a college degree and teacher licensure.</p>	SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4	The college courses are evaluated by each IHE that is offering them.

		Washington, Wayne, Weldon, Whiteville, Wilson			
Scholarship for full Reimbursement =/ < \$500	September 2003- August 2004	<p>22 clients took 22 courses</p> <p>List LEAs served:</p> <p>Columbus, Duplin, Granville, Hertford, Johnston, Lenoir, Nash, Northampton, Roanoke Rapids, Robeson, Sampson, Vance, Warren, Wayne, Wilson</p>	<p>Full reimbursement up to \$ 500 for an undergraduate college course/school year</p> <p>Activity follow-up: Assistance with transcript evaluations to secure a plan of study and registration for the courses through mail-in and on-site sessions is provided each semester. In addition, individual coaching and advising from NCMTEC staff is available.</p> <p>Participant implementation: When NCMTEC was not sponsoring a course required for teacher licensure, participants received one reimbursement/school year (up to \$500) to take the course at the IHE of their choice.</p> <p>Results: All participants successfully completed the course and earned a “c” or above, thus reducing the number of courses needed for licensure.</p>	SBE Priority #3, Goals: 3.1, 3.2, 3.3, 3.4, 3.5	The college courses are evaluated by each IHE that is offering them.
Tuition scholarships for community college courses	September 2003- August 2004	<p>135 clients took 368 courses</p> <p>List LEAs served:</p> <p>Alamance, Bertie, Bladen, Brunswick, Clinton, Columbus, Duplin, Edgecombe, Elizabeth City/Pasquotank, Franklin, Granville, Greene, Halifax, Harnett, Hertford, Johnston,</p>	<p>Tuition scholarships (Participants pay \$60/course; NCMTEC pays remaining tuition), activity fees, and \$60 textbook assistance/course for 100-200 level community college courses are offered each semester.</p> <p>Activity follow-up: Advising sessions and assistance with transcript evaluations to secure a plan of study are offered each semester. Ongoing individual coaching and advising from NCMTEC staff is available.</p> <p>Participant implementation: Participants attend one of 28 community colleges, take the required college transfer courses agreed upon through the UNC Articulation Agreement (at \$60/course). NCMTEC pays the remaining tuition, activity fees, and a maximum of \$60/course for required textbooks.</p> <p>Results: Many of the financial and geographic barriers that have prohibited teacher assistants and other paraprofessionals from becoming teachers have been removed.</p>	SBE Priority #3, Goals: 3.1, 3.2,3.3, 3.4, 3.5	Applications for paraprofessionals require an essay on why they want to be a teacher. Focus groups are held each year to receive input from paraprofessionals. The community college courses are evaluated by the specific community college.

		Lenoir, Martin, Nash, Northampton, Onslow, Person, Richmond, Roanoke Rapids, Robeson, Vance, Warren, Washington, Wayne, Weldon, Wilson			
Student teacher tuition scholarships	September 2003-August 2004	<p>6 clients received Scholarships</p> <p>List Leas served:</p> <p>Columbus, Franklin, Gates, Johnston, Robeson</p>	<p>Full tuition scholarships are provided during the student teaching semester.</p> <p>Activity follow-up: After the student teaching semester, participants are invited to an NCMTEC-sponsored technology seminar. Once they have signed a contract with an NCMTEC LEA, they are issued a laptop computer on loan. Each summer they come back for a renewal seminar in order to keep the laptop on loan and update their technology skills.</p> <p>Participant implementation: When no other financial aid is available (NCMTEC checks with IHEs to confirm), NCMTEC provides a full semester of tuition assistance (scholarship) during student teaching.</p> <p>Results: Teacher assistants and other paraprofessionals are able to complete their teacher education programs fulfilling their goal of becoming a teacher.</p>	SBE Priority # 3, Goals: 3.1, 3.2, 3.4, 3.5	Qualitative testimonials entitled “The Long Journey to Becoming a Teacher” from paraprofessionals can be found at www.ncmtec.org .
Student Teacher stipends	September 2003-August 2004	<p>7 clients served</p> <p>List Leas served:</p> <p>Alamance, Columbus, Gates, Johnston, Nash, Richmond, Robeson</p>	<p>A stipend of \$500/month is provided for paraprofessionals who have to take a leave of absence without pay during student teaching.</p> <p>Activity follow-up: After the student teaching semester, participants are invited to a technology seminar. Once they have signed a contract with an NCMTEC LEA, they are issued a laptop computer on loan. Each summer they come back for a renewal seminar in order to keep the laptop on loan.</p> <p>Participant implementation: When teacher assistants and other paraprofessionals must take a leave of absence from their jobs to do their student teaching, NCMTEC pays them a stipend of \$500/month</p>	SBE Priority # 3, Goals: 3.1, 3.2, 3.4, 3.5	Qualitative testimonials entitled “It Has Been a Long Journey” from paraprofessionals can be found at www.ncmtec.org

			during the student teaching experience. Results: Teacher assistants and other paraprofessionals are able to complete their teacher education programs fulfilling their goal of becoming a teacher.		
Student teacher Technology seminars	September 2003- August 2004	8 clients served List Leas served: Alamance, Columbus, Franklin, Gates, Halifax, Johnston, Nash, Onslow	NCMTEC sponsors an annual technology seminar for program participants who have completed student teaching. Activity follow-up: After the student teaching semester, participants are invited to a technology seminar. Once they have signed a contract with an NCMTEC LEA, they are issued a laptop computer on loan. Each summer they come back for a renewal seminar in order to keep the laptop on loan. NCMTEC's technology consultant checks with them during the year and coaches them when technology challenges arise. Participant implementation: Each summer, NCMTEC honors the previous year's student teachers by inviting them to a technology seminar. When they sign a contract with an NCMTEC LEA, they are issued a laptop computer on loan. Each summer they come back for a renewal seminar in order to keep the laptop on loan. Teachers use the laptops for classroom instruction and management. Results: Recent college graduates who are beginning their first year of teaching receive additional staff development in technology and leave equipped with a laptop on loan to enhance their teaching. In addition, they are treated as the true professionals they are.	SBE Priority # 3, Goals: 3.1, 3.2,3.3,3.4,3.5	
Praxis I Preparation seminars	September 2003- August 2004	38 clients took 77 seminars (Clients may take reading, writing and/or math) List of LEAs served: Alamance, Brunswick, Duplin, Edgecombe, Franklin, Granville, Hoke, Johnston, Lenoir, Nash, Robeson	One-day Praxis I preparation seminars are held several times/year in reading, writing, and math. Activity follow-up: The facilitator of the seminar communicates with the participants and provides additional help as needed. A planned math tutorial sponsored by NCMTEC will provide additional assistance beginning fall 2004. Participant implementation: Participants receive a full day of preparation in reading, a day in writing, and a day in math when they attend NCMTEC Praxis I seminars. Test taking skills and strategies are covered, practice tests are given, and extensive content is covered. Results: Participants are better prepared and more confident in taking Praxis I tests. Once they pass Praxis I, they can then be admitted to a teacher education program at the IHE of their choice. Teachers who must take Praxis I because of a low GPA are also given an opportunity to attend the seminars and prepare for the exam.	SBE Priority # 3, Goals: 3.1,3.2,3.4,3.5	95% of the participants gave the seminar the highest possible rating (5), while 5% gave them the next highest rating (4).

		Robeson, Vance, Washington, Wayne			
Praxis II Preparation seminars	September 2003- August 2004	<p>154 clients served</p> <p>List of LEAs served:</p> <p>Alamance, Beaufort, Bladen, Duplin, Edgecombe, Franklin, Granville, Halifax, Johnston, Lenoir, Nash, Northampton, Onslow, Person, Roanoke Rapids, Robeson, Sampson, Vance, Warren, Washington, Wayne, Wilson</p>	<p>Praxis II preparation seminars are offered each semester in specific content areas.</p> <p>Activity follow-up: The facilitator of the seminar communicates with the participants and provides additional help as needed.</p> <p>Participant implementation: Participants attend a full day of extensive content preparation and some test taking skills/strategies that prepare them for taking Praxis II exams. Facilitators are master teachers who have taken the exam in the last two years.</p> <p>Results: Participants are better prepared and more confident in taking Praxis II tests</p>	SBE Priority # 3, Goals: 3.1,3.2,3.3,3.4,3.5	84% of the participants gave the seminars the highest possible rating (5), while 16% gave them the next highest rating (4).
On-site registration/advising sessions	September 2003- August 2004	<p>491 clients served</p> <p>List of LEAs served:</p> <p>Alamance, Bertie, Bladen, Columbus, Craven, Duplin, Edenton/ Chowan, Edgecombe, Elizabeth City/ Pasquotank, Franklin, Gates, Granville, Halifax,</p>	<p>Each semester NCMTEC sponsors on-site registration that includes transcript evaluations and advising sessions.</p> <p>Activity follow-up: Transcript evaluation and advising sessions are offered each semester. Ongoing individual coaching and advising from NCMTEC staff is available</p> <p>Participant implementation: Each semester, NCMTEC offers onsite and mail-in registration for the upper-level NCMTEC-sponsored college courses. Representatives from the participating IHEs, the local community college, and the Regional Alternative Licensure Center are contracted to attend the sessions to advise participants and evaluate their transcripts.</p> <p>Results: 491 clients had the opportunity to have their transcripts evaluated, be advised as to what courses they need, and to register on-site for the college courses needed, thus removing geographic and financial barriers.</p>	SBE Priority # 3, Goals: 3.2,3..3,	

		Harnett, Hertford, Hoke, Johnston, Lenoir, Martin, Nash, Northampton, Onslow, Person, Richmond, Roanoke Rapids, Robeson, Sampson, Vance, Warren, Washington, Wayne, Weldon, Whiteville, Wilson			
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UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Names: NC Restructuring Initiative in Special Education (NC RISE) and NC State Improvement Project (NC SIP)

Professional Development Activity (Name)	Date(s) Provided	Number of Participants & LEAs Served	Brief Description of activity including intended audience	Supports/directly relates to SBE priorities and/or SCOS	Participant evaluation of activity
Foundation Training: Research To Practice Reading Instruction (Multiple Sessions)	11/20 - 11/21/03 01/22-01/23/04 02/19-02/20/04	68 Teachers from 11 LEAs: Iredell-Statesville; Lincoln; Moore; Cleveland; Carteret; Washington; Caldwell; Yancey; Orange; Henderson; McDowell	Series of research-based workshops (approximately 36 hours of direct instruction and 10 hours of follow-through activities) for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. Activity follow-up: participants (a) develop and present staff development session for their home school personnel, (b) respond to online discussion forum questions, (c) assess a student with reading problem and, using results, develop instructional plan for the student Implementation: Participants committed to select instructional materials and begin implementation of a research to practice reading program for their students. Results: Students of participating teachers receiving instruction demonstrate 3 times greater progress in reading than students receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	On a 4 point satisfaction rating scale participants rating range from 3.65 to 3.75 Rating Scale 4 = Very Satisfied 3 = Satisfied 2 = Somewhat Satisfied 1 = Not Satisfied
Reading Programs' Developmental Reviews and On-site Technical Assistance	10/03 - 06/04	Staff of seventeen LEA Based NCSIP Reading Programs LEAs: Caswell, Scotland, Guilford, Edenton-Chowan, Rockingham, Macon, Duplin, Wilson, Martin, Charlotte-Mecklenberg, Transylvania, Madison, Mitchell, Swain, Cabarrus, Winston-Salem, Caldwell	Developmental Review site visits were conducted for seventeen of the established NC SIP reading programs. These visits followed a structured review of the extent to which each program demonstrated appropriate development across expected milestones. The developmental review evaluated the progress of the (a) Implementation of Model Reading Instruction, (b) Research to Practice Foundation Training within the district, (c) Model Training, (d) Student Progress Evaluation, (e) Outreach Program, and the Parent Program Activity follow-up: Review with program staff the strengths and weaknesses and develop improvement plan for the reading program Implementation: Program is expected to implement improvements. Results: Students in participating reading programs demonstrate 3 times greater progress in reading than students receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3	NC SIP Program Development Rating Scale. On a 4 point rating scale participants rating ranges from 2.9 to 3.7 Rating Scale: 1 = No progress on this task 2 = Some progress- much more work to do 3=Good progress, with some exceptions 4 = Yes, task completed or demonstrated in exemplary fashion

Reading Programs Fidelity Reviews and On-site TA	09/03 - 05/04	Staff of 16 LEA Based NC SIP Reading Programs Gaston County, Wilson County, Martin County, Cabarrus County, Macon County, Guilford County, Onslow County, Wake County, Scotland County, Edenton-Chowan County, Rockingham County, Swain County, Winston-Salem County, Mitchell County, Caswell County	Reading Instruction “Fidelity Observations” were conducted for 16 of the LEA Based NC SIP reading programs. The structured classroom observations are designed to determine the extent to which the model reading instruction (Language!, SRA Corrective Reading, or the Wilson Reading System) is delivered with a high level of fidelity with the original research-based model instruction. Activity follow-up: Review with observed teacher the level of fidelity of her/his reading instruction. Implementation: Teacher incorporates recommendations into the reading instruction. Results: Students in participating teachers reading programs demonstrate 3 times greater progress in reading than students receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3	The fidelity observation rating scale uses a 3 point rating scale across multiple instructional activities for the specific reading model adopted. On a 3 point rating scale participants rating ranges from 2.92 to 3.0 Rating Scale: 3 = Appropriate 2 = Somewhat Appropriate 1- Inappropriate
IHE Faculty Workshops: Implementing and Evaluation for New License Standards	10/23 /03 04/01 /04	16 Special Education programs participated in 10/23/03 workshop, 21 Special Education programs participated in 04/01/04 workshop 33 individual participants at 04/01/04 meeting, 28 individual participants at 10/23/03 meeting	In collaboration with the Cooperative Planning Consortium (CPC) of the University of North Carolina, two workshops for faculty were held to assist teacher education programs develop applications for temporary authorization to offer newly approved special education licenses. The new SBE license standards for special education were reviewed along with the rationale for the changes in standards. In addition an “Evaluation Items Bank” was developed that contains course projects and other participant evaluation procedures to measure the extent that pre-service teachers have met the competencies imbedded in the new standards. Activity follow-up: TA with teacher educators throughout the application process Participant implementation: Developed and submitted request for temporary authorization to DPI. Results: All applications submitted to date have been approved. Three requests required revisions before approval.	NC SCOS All Basic Skill Areas And Guidance Curric.	NC SIP staff participated in the DPI review of submitted license program applications
IHE Research-Based Reading Course Orientation and Training Chapel Hill	01/29/- 01/30/04	18 individual participants: ECU, Lenoir-Rhyne, Pfeiffer, Mars Hill, Shaw, UNCG, Barton, Elon, NCA&T, ECSU, FSU	Two one day workshops were held for faculty members who will have the responsibility of developing and teaching courses in reading instruction for students with disabilities. New reading instruction standards were reviewed along with reading structure and content of the courses, and student evaluation procedures Activity follow-up: Instructional materials were provided to participants to use in their reading course. Participant implementation: As a result of these workshops approximately eight teacher education programs in the state will be using the research to practice reading instruction course developed by NC SIP beginning in the	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3	

			fall of 2004. Results: Same as above		
Development and Use of On-line Courses for Special Education Certification	Fall, Spring, 2003-04	197 students enrolled in online courses at their home university (FSU, UNC-W; UNC-G)	NC RISE developed and managed course access to 5 online courses required for current certification in special education to teacher education programs in NC. Three special education teacher education programs used the courses to enroll their own students serving; Behavior Management, Seminar in Learning Disabilities, Introduction to Teaching with Behavioral and Emotional Disabilities, Methods for Teaching Students with Learning Disabilities, Methods for Teaching Students with Behavior and Emotional Disabilities Activity Follow-up: Participants required to conduct classroom projects demonstrating competencies consistent with license standards. Participant Implementation: Participants are required to conduct classroom projects designed to demonstrate course competencies in their classrooms..	NC SCOS All Basic Skill Areas And Guidance Curric.	

UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Name: North Carolina Teacher Academy (NCTA)

Professional Development Activity (Name)	Date(s) offered	Number of Participants & LEAs Served	Brief Description of activity including intended audience	Supports/directly relates to SBE priorities and/or SCOS	Participant evaluation of activity
Integrating Technology into Instruction	October 21, 2004	25 participants LEA served: Johnston County 75 contact hours	Participants learn strategies to integrate the North Carolina computer skills curriculum goals with curriculum goals for the grade level that they teach and develop appropriate classroom activities	SBE Priority #1 Goals 1.3, 1.4 SBE Priority #3 Goals 3.1, 3.4	On a 4 point scale, the average approval rating is 3.8
	March 15, 2004	75 participants LEA served: NCDPI 225 contact hours	Activity follow-up: Two 1-day follow-up sessions are held for all 4-day academies		
	April 1, 2004	20 participants LEA served: Clinton City 120 contact hours	Participant implementation: Development of classroom strategies and the development of an action plan for implementation and create bookmark files for resources located.		
	April 21, 28, 2004	20 participants LEA served: Wilkes County 120 contact hours	Results: 100% of the participants develop at least one learning activity that integrates technology into the curriculum that they teach		
	June 14-17, 2004	74 participants LEA served: Nash-Rocky Mount 1776 contact hours			
	June 21-24	48 participants LEA served: Halifax County 1152 contact hours			
	July 19-22, 2004	43 participants LEA served: Robeson County 1032 contact hours			
	July 26-28, 2004	40 participants LEA served: Duplin County 720 contact hours			
Web Connections	October 17, 2003	80 participants LEA served: Orange County 480 contact hours	Participants learn to develop internet rich learning activities that correlate with the North Carolina Standard Course of Study and identify web-based learning resources to support the curriculum that they teach.	SBE Priority #1 Goals 1.3, 1.4 SBE Priority #3 Goals 3.1, 3.4	On a 4 point scale, the average approval rating is 3.7

Web Connections	November 11, 2003	25 participants LEA served: Lexington City 150 contact hours	<p>Participant implementation: Development of webpage design skills and the creation of a webquest for use in the classroom.</p> <p>Results: 100% of the participants develop a webpage to use with their students.</p> <p>Activity follow-up: Two 1-day follow-up sessions are held for all 4-day academies</p>		
	June 6-10, 2004	74 participants LEAs served: Anson, Camp Lejeune, Caswell, Cleveland, Ft. Bragg, Halifax, Iredell- Statesville, Johnston, Martin, Nash-Rocky Mount, Robeson 1776 contact hours			
	June 13-17, 2004	68 participants LEAs served: Anson, Charlotte- Mecklenburg, Clay, Cleveland, Cumberland, Gaston, Person, Robeson Rutherford, Wake, Watauga 1632 contact hours			
	June 28-July 1, 2004	69 participants LEAs served: Johnston County 1656 contact hours			
	July 11-15, 2004	69 participants LEAs served: Catawba, Cherokee, Clinton City, Franklin Guilford, Hertford, Lenoir, Rowan- Salisbury, Wake 1656 contact hours			

Multiple Intelligences: Teaching and Learning Strategies That Allow All Students to Reach Their Potential Multiple Intelligences: Teaching and Learning Strategies That Allow All Students to Reach Their Potential	02/19/04	20 participants LEA served: Harnett County 120 contact hours	For teachers/administrators: Use of Gardner's eight intelligences to open the door to a wide variety of strategies that are implemented in all core content areas...to increase student achievement. Activity follow-up: None Participant implementation: Produced products/strategies for student achievement Activity follow-up: Two 1-day follow-up sessions are held for all 4-day academies	SBE - 1.3, 1.4, 2.1, 2.3, 3.1, 3.3, 3.4	Average rating on a 10-point scale was 9.8
	04/24/04	10 participants LEA served: Forsyth County 60 contact hours			
	06/08/04	20 participants LEA served: Wake County 120 contact hours			
	7/29/04	35 participants LEA served: Rowan Salisbury 105 contact hours			
	08/04/04	15 participants LEA served: Wake County 45 contact hours			
	06/07/04 – 06/10/04	45 participants LEA served: Guilford County 1620 contact hours			
	06/14/04 – 06/17/04	35 participants LEA served: Rowan/Salisbury 1260 contact hours			
	07/12/04-07/15/04	43 participants LEA served: Harnett County 1548 contact hours			
	07/19/04 – 07/22/04	55 participants LEA served: Halifax County 1980 contact hours			

Mindful Instruction: Using Current Brain Research to Redesign Classroom Instruction	11/05/03 – 11/06/03	45 participants LEA served: Robeson County 375 contact hours	For teachers/administrators: Based on research and training of Eric Jensen, provides participants with a better understanding of how brain research can help educators work with today's diverse learners. Activity follow-up: None Participant implementation: Produced products/strategies for student achievement	SBE - 1.3, 1.4, 2.1, 2.3, 3.1, 3.3, 3.4	Average rating on a 10-point scale was 9.9
	12/06/03	25 participants LEA served: Robeson 150 contact hours			

Mindful Instruction: Using Current Brain Research to Redesign Classroom Instruction	08/02/04	20 participants LEA served: Randolph County 120 contact hours	Activity follow-up: None		
	08/18/04	25 participants LEA served: Nash/Rocky Mount 75 contact hours	Activity follow-up: None		
	06/14/04 – 06/17/04	49 participants LEA served: Brunswick County 1764 contact hours	Activity follow-up: Fall and Spring (6 hours each)		
	06/13/04-06/17/04	108 participants LEAs served: Elon University: Buncombe, Craven, Cabarrus, Guilford, Cumberland, Gaston, Currituck, Harnett, Wake, Yadkin, Granville 3888 contact hours	Activity follow-up: Fall and Spring (6 hours each)		
	06/20/04 – 06/24/04	102 participants LEAs served: Elon University: Ashe, Chatham, Davidson, Durham, Gates, Granville, Iredell/Statesville, Martin, McDowell, Moore, New Hanover, Pender, Pitt, Rockingham, 3672 contact hours	Activity follow-up: Fall and Spring (6 hours each)		
	07/11/04 – 07/15/04	88 participants LEAs served: Elon University: Charlotte/Meck., Cleveland, Durham, Cumberland, Granville, Johnson, Lenoir, Richmond, Scotland, Shelby City, Wake, Wayne 3168 contact hours	Activity follow-up: Fall and Spring (6 hours each)		

Cooperative Learning: A Researched Best Practice to Maximize Student Learning	09/22/03	30 participants LEA served: Robeson County 180 contact hours	For teachers/administrators: Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. Participant implementation: Produced products/strategies for student achievement Activity follow-up: Two 1-day follow-up sessions are held for all 4-day academies	SBE - 1.3, 1.4, 2.1, 2.3, 3.1, 3.3, 3.4	Average rating on a 10-point scale was 9.8
	06/07/04 – 06/10/04	44 participants LEA served: Lenoir County 1584 contact hours			
	07/12/04 – 07/15/04	57 participants LEA served: Guilford County 2052 contact hours			

The Student-Centered Classroom: Using Learning Styles to Improve Student Achievement	11/20/03 – 11/21/03	50 participants LEA served: Montgomery County 600 contact hours	For teachers/administrators: Use of the Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. Participant implementation: Produced products/strategies for student achievement	SBE - 1.3, 1.4, 2.1, 2.3, 3.1, 3.3, 3.4	Average rating on a 10-point scale was 9.6
	03/15/04	75 participants LEA served: NCDPI 225 contact hours			
The Student-Centered Classroom: Using Learning Styles to Improve Student Achievement	04/21/04	10 participants LEA served: Forsyth County 30 contact hours	Activity follow-up: Fall and Spring (6 hours each) Activity follow-up: Fall and Spring (6 hours each)		
	7/12/04	30 participants LEA served: Hoke County 180 contact hours			
	06/07/04 – 06/10/04	50 participants LEA served: Randolph County 1800 contact hours			
	06/07/04 – 06/10/04	76 participants LEA served: New Hanover County 2736 contact hours			

Reading First: Critical Components for K-2	March 15, 2003	40 participants LEA served: DPI: CSR identified schools 120 contact hours	Provide research strategies in the five critical components for early reading as aligned with the SCOS. Provide training in phonemic awareness and phonics Participant implementation: K-2 implementation of a phonics program Activity follow-up: two one-day follow-up sessions (12 hrs.)	SBE Priority #1, Goals: 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.4, 3.5	Average on a 4-point scales was 3.8
	June 7-10, 2004	76 participants LEA served: Johnston 2736 contact hours			
	June 13-17, 2004	71 participants LEA served: Buncombe Burke Columbus Cumberland Granville Halifax Pitt Robeson Rutherford Stanley Wayne 2556 contact hours			
	June 20-24, 2004	82 participants LEAs served: Cabarrus Caswell Cumberland Fort Bragg Mount Airy Rowan Wake Wayne Wilkes Winston-Salem/Forsyth 2952 contact hours			
	July 19-22, 2004	55 participants LEA served: Rockingham 1980 contact hours			
	July 19-22, 2004	64 participants LEA served: Caldwell 2304 contact hours			
	August 8, 2004	14 participants LEA served Pitt 112 contact hours			
Reading First: Critical Components for K-2					

Literacy Strategies to Increase Student Achievement	August 17-18, 2004	25 participants LEA served: Rockingham 900 contact hours	Participant implementation: produced products for student achievement; learned reading/writing methods and strategies to increase student achievement	SBE Priority #1, Goals: 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.4, 3.5	Average rating on a 4 point scale was 3.8
	September 19-21, 2003	40 participants LEA served: Macon 720 contact hours			
	September 22, 2003	60 participants LEA served: Winston-Salem/Forsyth. 480 contact hours			
	October 31, 2003	20 participants LEA served: Guilford 120 contact hours			
	November 11, 2003	50 participants LEA served: Buncombe 300 contact hours			
	January 5, 2004	40 participants LEA served: Harnett 240 contact hours			
	January 6, 2004	30 participants LEA served: Brunswick 180 contact hours			
	April 26, 2004	18 participants LEA served: Harnett 54 contact hours			
	May 7, 2004	15 participants LEA served: DHS state schools 90 contact hours			
	May 27, 2004	25 participants LEA served: New Hanover 150 contact hours			
		57 participants LEA served:			

	<p>June 1-4, 2004</p> <p>June 14-17, 2004</p> <p>July 19-22, 2004</p>	<p>Moore 2052 contact hours</p> <p>55 participants LEA served: Rutherford 1980 contact hours</p> <p>49 participants LEA served: 1764 contact hours</p>	<p>Activity follow-up: Two 1-day follow-up sessions are held for all 4-day academies</p>		
<p>Engaging Students in Literacy Learning</p>	<p>June 14-17, 2004</p> <p>September 25-28, 2004</p>	<p>69 participants LEA served: Pitt 2484 contact hours</p> <p>25 participants 600 contact hours LEA served: Brunswick County</p>	<p>Provide reading and writing strategies aligned with the SCOS to improve student achievement.</p> <p>Participant implementation: Produce products for student achievement; learn reading/writing strategies to increase student classroom performance and achievement. Provide student strategies for independent learning.</p> <p>Activity follow-up: two one-day sessions (12 hours)</p>	<p>SBE Priority #1, Goals: 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.4, 3.5</p>	<p>Average rating on a 4 point scale was 3.8</p>
<p>Framework for Understanding Poverty</p> <p>Framework for Understanding Poverty</p>	<p>October 1, 2003</p> <p>October 3, 2003</p> <p>October 6, 2003</p> <p>November 11, 2003</p> <p>February 17, March 2, and March 9, 2004</p>	<p>250 participants LEA served: NCDPI / CSR Schools 750 contact hours</p> <p>45 participants LEA served: Hoke County 270 contact hours</p> <p>45 participants LEA served: Orange County 135 contact hours</p> <p>45 participants LEA served: Caldwell 270 contact hours</p> <p>25 participants LEA served: Person County 450 contact hours</p>	<p>Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds.</p> <p>Activity follow-up: Two 1-day follow-up sessions are held for all 4-day academies</p> <p>Participant implementation: Produced products for student achievement</p>	<p>SBE Priority #1, Goals: 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3, SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goals: 4.1</p>	<p>Average rating on a 4 point scale was 3.8</p>

Framework for	February 20, 2004	50 participants LEA served: Duplin 150 contact hours			
	March 15, 2004	275 participants LEA served: NCDPI 825 contact hours			
	June 7-8, 2004	10 participants LEA served: Chatham County 60 contact hours			
	June 7-10, 2004	148 participants LEA served: Transylvania County, Carteret County 5328 contact hours			
	June 14-18, 2004	74 participants LEA served: Buncombe County 2664 contact hours			
	June 17, 2004	50 participants LEA served: Orange County 150 contact hours			
	June 21-24, 2004	54 participants LEA served: Gaston County 1944 contact hours			
	June 28-July 1, 2004	62 participants LEA served: Columbus County 2232 contact hours			
	July 12-15, 2004	74 participants LEA served: Vance County 2664 contact hours			
	July 19-22, 2004	63 participants LEA served: Randolph County 2268 contact hours			
	July 21, 2004	25 participants LEA served: Brunswick County 150 contact hours			
	July 29, 2004	90 participants			

Understanding Poverty	July 29-30, 2004	LEA served: Anson County 540 contact hours			
		105 participants LEA's served: Iredell-Statesville, Winston-Salem/Forsyth 1260 contact hours			
	August 3-5, 2004	43 participants LEA served: Winston-Salem/Forsyth 516 contact hours			
	August 3, 2004	60 participants LEA served: Orange County 180 contact hours			
	August 3, 2004	27 participants LEA served: Bladen County 81 contact hours			
	August 4, 2004	60 participants LEA served: Iredell-Statesville 180 contact hours			
	August 5, 2004	80 participants LEA served: Guilford County 240 contact hours			
	August 6, 2004	10 participants LEA served: Chatham County 60 contact hours			
	August 9, 2004	25 participants LEA served: Roanoke Rapids 150 contact hours			
Reading in the Content Areas	October 13, 2003	60 participants LEA served:	Provide middle and high school teachers with strategies to help students learn and retain content information across the	SBE Priority #1, Goals: 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	Average rating on a 4 point scale was 3.8

Reading in the Content Areas	October 13, November 11, 2003, and May 25, 2004	Winston-Salem / Forsyth 360 contact hours 30 participants LEA served: Swain 540 contact hours	curriculum. Activity follow-up: Two one-day follow-up sessions Participant implementation: Produce products for student achievement		
	October 17, 2003	60 participants LEA served: McDowell County 720 contact hours			
	October 25, November 14-15, December 5-6, 2003	60 participants LEA served: Gaston County 1440 contact hours			
	December 3-4, 2003	25 participants LEA served: Montgomery County 300 contact hours			
	February 20-21, 2004	20 participants LEA served: Rowan / Salisbury 180 contact hours			
	March 15, 2004	75 participants LEA served: NCDPI / CSR Schools 225 contact hours			
	April 8-9, 2004	25 participants LEA served: Anson County 300 contact hours			
	May 31- June 3, 2004	59 participants LEA served: Clinton City 2124 contact hours			
	June 14-17, 2004	65 participants LEA served: Cumberland County 2340 contact hours			
	June 21-24, 2004	67 participants LEA served: Brunswick County 2412 contact hours			

Reading in the Content Areas	July 12-15, 2004	53 participants LEA served: Onslow County 1908 contact hours			
	July 19-22, 2004	51 participants LEA served: Cabarrus County 1836 contact hours			
	July 23, 2004	55 participants LEA served: Onslow County 330 contact hours			
	August 2, 2004	35 participants LEA served: Stanly County 210 contact hours			
	August 23, 2004	66 participants LEA served: Randolph County 396 contact hours			
Shaping Successful Schools: A Continuous Improvement Model	October 10-11, 2003	50 participants LEA served: Robeson County 600 contact hours	Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning. Activity follow-up: Internal Participant implementation: Products and strategies to use with students	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.8 on a 4 point scale
	October 13, 2003	55 participants LEA served: W-S/Forsyth 330 contact hours			
	October 22, 2003	50 participants LEA served: Rockingham County 150 contact hours			
	November 11, 2003	50 participants LEA served: Rockingham County 150 contact hours			
	March 12-13, 2004	40 participants LEA served: Wilson County 360 contact hours			
	March 15, 2004	75 participants LEA served: NCDPI			

Shaping Successful Schools: A Continuous Improvement Model	March 16, 2004	225 contact hours 275 participants LEA served: NCDPI 825 contact hours			
	April 13, 2004	9 participants LEA served: W-S/Forsyth 54 contact hours			
	April 17, 2004	9 participants LEA served: W_S Forsyth 54 contact hours			
	May 05, 2004	9 participants LEA served: W-S Forsyth 27 contact hours			
	June 1-4, 2004	56 participants LEA served: Bladen County 1,344 contact hours			
	July 30, 2004	30 participants LEA served: McDowell County 180 contact hours			
	August 11-12, 2004	90 participants LEA served: Brunswick County 1,080 contact hours			
Making Connections: Integrating the Curriculum	June 14-15, 2004	50 participants LEA served: Clinton City 600 contact hours	Instructs and guides teachers in the development of integrated units of study, both within and across disciplines Activity follow-up: Internal Participant implementation: Products and strategies to use with students	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.1, 3.4	8.7 on a 10 point scale
	July 12-15, 2004	61 participants LEA served: Wake County 1,464 contact hours			
	July 29, 2004	30 participants LEA served: Rowan-Salisbury 180 Contact Hours			
Meeting the Needs of English	November 11, 2003	50 participants LEA served:	This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1	3.8 on a 4 point scale

<p>Language Learners [Secondary and Elementary Combined]</p>	<p>February 9 & 16, 2004</p>	<p>Lexington City 300 contact hours</p> <p>48 participants LEA served: Alamance-Burlington 576 contact hours</p>	<p>Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included.</p> <p>Activity follow-up: Internal</p> <p>Participant implementation: Products and strategies to use with students</p>		
<p>Meeting the Needs of English Language Learners [Secondary and Elementary Combined]</p>	<p>June 7-10, 2004</p>	<p>81 participants LEA served: Yadkin, Elkin City 1,944 contact hours</p>			
	<p>June 7-10, 2004</p>	<p>104 participants LEA served: New Hanover 2,496 contact hours</p>			
	<p>June 14-17, 2004</p>	<p>77 participants LEA served: Burlington-Alamance 1,848 contact hours</p>			
	<p>July 12-15, 2004</p>	<p>47 participants LEA served: Henderson County 1128 contact hours</p>			
	<p>July 19-22, 2004</p>	<p>62 participants LEA served: Johnston County 1728 contact hours</p>			
<p>Using Data for Student Achievement</p>	<p>June 13-17, 2004</p>	<p>80 participants LEAs Served: Beaufort, Charlotte-Mecklenburg, Clinton City, Hoke, Iredell-Statesville, Lee, Lincoln, Macon, Pamlico, Randolph, Rockingham, Wayne 1,920 contact hours</p>	<p>Defines the 4 comprehensive types of educational data, and demonstrates how to gather, analyze, and utilize the data for school improvement, planning, and raising student achievement</p> <p>Activity follow-up: Two 1-day follow-up sessions are held for all 4-day academies</p> <p>Participant implementation: Products and strategies to use with students</p>	<p>SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4</p>	<p>3.8 on a 4 point scale</p>
	<p>June 20-24, 2004</p>	<p>64 Participants LEAs Served: Charlotte-Mecklenburg, Chatham, Duplin, Gaston, Granville, Johnston, Martin, Onslow, Rockingham, Wake Wayne 1,536 contact hours</p>			

	July 11-15, 2004	81 participants LEAs Served: Alexander, Brunswick, Charlotte-Mecklenburg, Chatham, Clinton City, Cumberland, Granville, Iredell-Statesville, Moore, Robeson, Rowan-Salisbury, Rutherford, Wake 1,944 contact hours			
	July 28, 2004	100 participants LEA Served: Hoke 300 contact hours			
	August 5, 2004	14 participants LEA served: Hyde County 84 contact hours			

UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Name: NC Teachers of Excellence for All Children (NC TEACH)

Professional Development Activity (Name)	Date(s) offered	Number of Participants & LEAs Served	Brief Description of activity including intended audience	Supports/directly relates to SBE priorities and/or SCOS	Participant evaluation of activity
NC TEACH Cohort IV	September 1, 2003 – May 31, 2004	<p># Participants: 452 total enrolled</p> <p>Licensure Areas: Secondary Science – 50 Secondary Math – 45 Secondary Social Studies – 41 Secondary English – 26 Middle Grades Science – 32 Middle Grades Math – 36 Middle Grades LA – 41 Middle Grades SS – 50 K-12 Special Populations – 86 K-12 Foreign Language – 9 Other - 36</p> <p># Host Site Locations: 10</p> <p>LEAs where NC TEACHers are employed: NC TEACHers are employed in 154 schools in 84 school districts in NC</p>	<p>As a continuation of the NC TEACH Program (Cohort IV began in June 2003), fall and spring semester alternative route teacher preparation (pedagogy and content methods) courses/modules for mid-career professionals are held at the following host site locations: ECU, ECU-Johnston County, ECU-Onslow County, UNCW, FSU, NCCU, UNC-CH, UNCG, LRC, WCU.</p> <p>Audience: Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession.</p> <p>NC TEACH Courses/Modules: Content Methods - continued, Effective Teaching – continued, Diversity - continued, Technology - continued</p> <p>Credit Hours: Participants earn 3-6 graduate hours each semester</p> <p>Advising/Mentoring: Each program participant received an individualized program plan of study. Faculty advisors, a site coordinator, mentoring and support from master teachers (National Board Certified) and faculty instructors were made available to program participants.</p> <p>Results: 94% of participants completed program. 92% of participants employed by 152 schools in 84 school districts.</p> <p>Retention Rate: TBD in October 2004</p> <p># Participants obtaining clear initial license: TBD in October 2004</p>	<p>SBE Priority #3, Goals: 3.1, 3.2, 3.3</p>	<p>Program and course evaluations are done for the summer institute, fall and spring semesters, and at the end of the program. The instrument includes 5-point scaled responses and open-ended questions.</p> <p>End of Year Results: Participants statewide rated the quality of their preparation using a 5 point scale: 5 = excellent 4 = very good 3 = good 2 = fair 1 = poor</p> <p>Teaching in your content area: 88% rated very good to excellent Student development: 86% rated very good to excellent Diverse learners: 84% rated very good to excellent Multiple instructional strategies: 94% rated very good to excellent Motivating Students: 91% rated very good to excellent Classroom management:</p>

					<p>93% rated very good to excellent</p> <p>Technology: 62% rated very good to excellent; 35% rated good</p> <p>Planning: 86% rated very good to excellent</p> <p>Assessment: 94% rated very good to excellent</p> <p>Feedback on your teaching: 92% rated very good to excellent</p> <p>Pace of learning for NC TEACH participant: 89% rated very good to excellent</p> <p>Pace of assignments for NC TEACH Participant: 81% rated very good to excellent</p>
NC TEACH Cohort V	June 16, 2004 – July 21, 2004	<p># Participants: 343 total enrolled</p> <p>Licensure Areas: Secondary Science – 52 Secondary Math – 18 Secondary Social Studies – 31 Secondary English – 24 Middle Grades Science – 41 Middle Grades Math – 28 Middle Grades LA – 26 Middle Grades SS – 36 K-12 Special Populations – 72 K-12 Foreign Language – 6 Other – 9</p> <p># Host Site Locations: 13</p> <p>LEAs where NC TEACHers are employed: TBD in October 2004</p>	<p>The NC TEACH Summer Institute included 5 weeks of full-time, intensive teacher preparation courses/modules at the following host site campuses: ECU, ECU-Johnston County, ECU-Onslow County, NCCU, NCSU, UNC-CH, UNCG, LRC, WSSU, and WCU. Evening and weekend courses/modules were offered at the following campuses: FSU and UNCW and UNCW in Jacksonville.</p> <p>Audience: Mid-career professionals with a Bachelor’s degree who wish to enter the teaching profession.</p> <p>NC TEACH Courses/Modules: The Professional Role of Teachers, Understanding the Learner, Effective Teaching, Content Methods, Technology, Diversity</p> <p>Credit Hours: Participants earn 6 – 9 credit hours for the summer institute</p> <p>Advising/Mentoring: Each program participant received an individualized program plan of study. Faculty advisors, a site coordinator, mentoring and support from master teachers (National Board Certified) and faculty instructors are made available to program participants.</p> <p>Results: Percent participants completing program TBD in</p>	SBE Priority #3, Goals: 3.1, 3.2, 3.3	<p>Program and course evaluations are done for the summer institute, fall and spring semesters, and at the end of the program. The instrument includes 5-point scaled responses and open-ended questions.</p> <p>Results: Data for the summer institutes has been collected and is currently being assimilated.</p>

			<p>May 2005. Total employment numbers to be determined in October 2004 (over 50% of Cohort V participants are employed to date).</p> <p>Retention Rate: TBD in October 2005</p> <p># Participants obtaining clear initial license: TBD in October 2005</p>		
NC TEACH OnLine	June 7, 2003 – August 6, 2004	<p># Participants: 25 enrolled in pilot cohort</p> <p># Host Site Locations: 1</p> <p>LEAs where NC TEACHers are employed: TBD in October 2004</p>	<p>NC TEACH OnLine began as a pilot program at WCU in June 2004. The completely online 36-week program will continue through spring of 2005.</p> <p>NC TEACH OnLine Modules: OL Student Resource Center, OL Module I – The Teacher, The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity</p> <p>Audience: Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. Participants must have aptitude to succeed in the online learning environment and meet minimum hardware and software requirements.</p> <p>Credit Hours: Participants earn 15 graduate credit hours for the program</p> <p>Advising/Mentoring: All online participants attended an intensive face-to-face orientation in May 2004. Each program participant received an individualized program plan of study. Faculty advisors, mentoring and support from master teachers (National Board Certified) and faculty instructors are made available to program participants. Support includes a site coordinator, an online coordinator, online course manager, Blackboard technical support services, an extensive online student resource center, and</p>	SBE Priority #3, Goals: 3.1, 3.2, 3.3	<p>Using focus groups and online instruments, participants evaluate the orientation session, each online module, support services, advising, and the online program in general.</p> <p>Results: TBD</p>

			<p>extensive support from online faculty instructors through lessons, synchronous and asynchronous discussion forums.</p> <p>Results: 22 participants have successfully completed OL Modules I, II, and III. Module IV begins in October 2004. Total employment will be determined in October 2004 (over 50% of online participants have been employed to date).</p> <p>Retention Rate: TBD in October 2005</p> <p># Participants obtaining clear initial license: TBD in October 2005</p>																																																		
NC TEACH Affiliate Programs	September 2003 – August 2004 (ongoing)	<p># Participants: Please see next column</p> <p>Licensure Areas Include: Secondary Science Secondary Math Secondary Social Studies Secondary English Middle Grades Science Middle Grades Math Middle Grades LA Middle Grades SS K-12 Special Populations K-12 English Health Education Business Education Family and Consumer Science Dance Theatre Art Music Spanish Hispanic Studies K-6 Elementary Education Comprehensive Science Biology Chemistry Earth Science Physics</p>	<p>In addition to recruiting for and supporting the standard and online NC TEACH programs, NC TEACH now recruits for these additional university alternative route teacher preparation programs. Recruitment includes advertising, distributing information, referrals, providing website links, and attending career fairs and information sessions.</p> <p>University NC TEACH Affiliate Programs include:</p> <table><tr><td>Program</td><td>2003 - 2004</td><td>2004 - 2005</td></tr><tr><td>ECU</td><td></td><td></td></tr><tr><td>Project ACT</td><td>50</td><td>55</td></tr><tr><td>MAT</td><td>55</td><td>58</td></tr><tr><td>Fast Track Licensure</td><td>98</td><td>100</td></tr><tr><td>UNCW</td><td></td><td></td></tr><tr><td>CT3</td><td>16</td><td>25</td></tr><tr><td>Licensure Only</td><td>47</td><td>50</td></tr><tr><td>UNCC</td><td></td><td></td></tr><tr><td>MAT</td><td>118</td><td>208</td></tr><tr><td>Fast Track</td><td>222</td><td>371</td></tr><tr><td>WCU</td><td></td><td></td></tr><tr><td>MAT</td><td>97</td><td>100</td></tr><tr><td>UNCG</td><td></td><td></td></tr><tr><td>PAIL SPEC ED</td><td>44*</td><td>TBD</td></tr><tr><td>Alt. Licensure Only</td><td>233*</td><td>TBD</td></tr></table> <p>MAT - Master in Arts in Teaching CT3 - Coalition for Transition to Teaching PAIL - Post Baccalaureate Alternative Initial Licensure *Enrolled as of October 2003</p>	Program	2003 - 2004	2004 - 2005	ECU			Project ACT	50	55	MAT	55	58	Fast Track Licensure	98	100	UNCW			CT3	16	25	Licensure Only	47	50	UNCC			MAT	118	208	Fast Track	222	371	WCU			MAT	97	100	UNCG			PAIL SPEC ED	44*	TBD	Alt. Licensure Only	233*	TBD	SBE Priority #3, Goals: 3.1, 3.2, 3.3	Program and course evaluations are conducted by the universities
Program	2003 - 2004	2004 - 2005																																																			
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		Child and Family Studies Physical Education	It is anticipated that more programs will be added next year.		
Additional Program Activity 1: Continued and Expanded Recruitment	September 1, 2003 – August 2004 (ongoing)	Comprehensive statewide	<p>NC TEACH recruits through its website, newspapers, journals, printed materials, direct mailings to school districts and lateral entry teachers, radio (public and commercial), television (public and network), job fairs, industry, out placement firms, the Employment Securities Commission, and information sessions at universities and some school districts. NC TEACH now recruits for the standard and online NC TEACH programs and the NC TEACH affiliate programs at certain host site campuses.</p> <p>Results: Recruitment efforts during the first three years of NC TEACH (1999 – 2002) saw an increase in the number of applications from about 289 to almost 1,500 with an increase in diversity from 15% to 22% during that time. In 2003, NC TEACH received 1075 applications and diversity was 33% for those who enrolled in the program. Numbers of applications and % diversity for the 2004 – 2005 NC TEACH, NC TEACH OnLine and the NC TEACH Affiliate programs will be made available in October 2004.</p> <p>NC TEACH is collaborating with the NC RALCs on recruitment for additional NC TEACH OnLine cohorts.</p>	SBE Priority #3, Goals: 3.1, 3.2, 3.3	
Additional Program Activity 2: Professional Development CD	September 1, 2003 – February 2, 2004	Product Distribution: All 117 NC School Districts	<p>The NC DPI, LEARN NC, and NC TEACH collaborated on the development of the CD: Professional Development for New Teachers: 1st Days. This product was completed and distributed (by DPI) to all NC School Districts in February 2004.</p> <p>Participant Implementation: At the end of participating in this CD, new teachers will have compiled a professional resources notebook to assist them in teaching during the first year in the classroom.</p>	SBE Priority #3, Goals: 3.3, 3.4	
Additional Program Activity 3: NC TEACH OnLine Module	November 1, 2003 – August 2004	Product Distribution: These online modules and the student resource center are available to all of the North Carolina public and private universities and colleges	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of NC TEACH OnLine. Online modules include the following: OL Student Resource Center, OL Module I – The Teacher, The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and	SBE Priority #3, Goals: 3.1, 3.2, 3.3	

Development			<p>Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity</p> <p>Results: Nine faculty, master teachers, and others, attended a series of extensive training and planning meetings leading to the development of eight completely online modules based upon the NC TEACH curriculum and a comprehensive online student resource center. A demonstration of the online modules was provided for the UNC Deans' Council and the North Carolina Independent Colleges and Universities in spring of 2004.</p>		
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UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Name: Principals' Executive Program (PEP)

Professional Development Activity (Name)	Date(s) offered	Number of Participants & LEAs Served	Brief Description of activity including intended audience	Supports/directly relates to SBE priorities and/or SCOS	Participant evaluation of activity
Leadership Program for High School Principals (LPHSP)	June 23-24, 2003 Sept. 9-10, 2003 Oct. 21-22, 2003 Dec. 2-3, 2003 Jan. 27-28, 2004	21 Participants List LEA's served: Cabarrus Carteret Catawba Chatham Charlotte/Mecklenburg Office of Charter Schools Cherokee Elkin City Elizabeth City/Pasquotank Guilford Lexington Macon Martin Mooresville Pamlico Person Robeson Union Wake Weldon	This program provided high school principals an opportunity to gain information and develop skills for leadership in the following areas: instruction, personnel, student activities, community involvement, and law. Activity follow-up: consultative phone calls, email, and listervs	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	98 % of principals stated that program was well worth the time and effort it required.

Leadership Program for Assistant Principals 38 (LPAP 38)	Aug. 6-8, 2003 Sept. 10-12, 2003 Oct. 22-24, 2003 Dec. 3-5, 2003	25 Participants List LEA's served: Brunswick Catawba Charlotte/Mecklenburg Cumberland Durham Public Edgecombe Franklin Guilford Iredell/Statesville Lincoln Nash/Rocky Mount New Hanover Onslow Rockingham Rowan/Salisbury Union Wake Winston Salem/Forsyth	LPAP provides professional development to NC's new and experienced assistant principals. LPAP's goal is not only to enhance managerial skills but also to develop individual leadership capacities.	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	97% found the program extremely useful in terms of the preparation materials and program sessions.
Consulting engagements for specific LEA's	Aug. 14, 2003 Aug. 21, 2003 Sept. 10, 2003 Sept. 23, 2003 June 17, 2004	167 Participants List LEA's served: Catawba Craven Haywood Hoke Lee Lincoln	Data Driven Decision Making (Haywood, Hoke, Lee, Lincoln) Effective Communications Skills (Craven)	SBE Priorities 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3	
School System Consultation	Sept. 9, 2003 Nov. 20, 2003 Mar. 9, 2004 Apr. 21, 2004 May 21, 2004 June 24-25, 2004	60 Participants List LEA's served: Nash/Rocky Mount	Facilitated two day administrative retreat for Nash/Rocky Mount Schools	SBE Priorities 1.2, 2.3, 3.1, 3.4, 4.2	

Students and Teachers Achieving Results (STAR) Initiative	Sept. 11, 2003 Sept 30, 2003 Oct. 1-2, 2003 Oct. 29-30, 2003 Nov. 4-6, 2003 Dec. 3-5, 2003 Jan. 7-8, 2004 Feb. 4-5, 2004 Mar. 3-5, 2004 Apr.1-2, 2004 May 5-6, 2004 June 2-3, 2004 July 20-22, 2004 Aug. 24-25, 2004 Sept. 2, 2004	10 Principals 10 CO 10 Com members 20 Students 120 Parents & Teachers List LEA's served: Duplin County	Strategic Plan for Duplin County Schools for the next decade focusing on graduates being life long learners who are healthy, responsible citizens, with choices upon high school graduation. Activity follow-up: on-going Participant implementation: Community Forum, 8-23-04 Results: School discussions about implementation in 2005.	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4, 5.5	Ongoing
Developing Future Leaders 9 (DFL 9)	Sept. 16-17, 2003 Oct. 14, 2003 Nov. 11, 2003 Jan. 13, 2004 Feb.17, 2004 Mar.16, 2004	34 Participants List LEA's served: Ashe Buncombe Cabarrus Catawba Charlotte/Mecklenburg Office of Charter Schools Cherokee Gaston Iredell/Statesville Lincoln Mooresville City Randolph Surry Transylvania Watauga Wilkes Yadkin	Identify teachers with demonstrated or potential leadership qualities as identified by their superintendent and provide them with leadership and management skills to pursue careers in school administration. Activity follow-up: 4 sessions-participants had homework between each session to apply what was learned in program.	SBE Priorities 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3	4.3 on a 5 point scale

Leadership Program for New Principals (LPNP 06)	Sept. 17-19, 2003 Nov. 12-14, 2003 Jan. 14-16, 2004 Mar. 3-5, 2004	30 Participants List LEA's served: Brunswick Catawba Charlotte/Mecklenburg Office of Charter Schools Cleveland Columbus Duplin Durham Public Guilford Haywood Iredell/Statesville Montgomery New Hanover Northampton Stokes Transylvania Union Wake Wilkes Winston Salem/Forsyth	Helps new principals develop management skills necessary to become effective school leaders. Activity follow-up: 6 sessions-participants had homework between each session to apply what was learned in program	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	4.6 on a 5 point scale
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Developing Future Leaders 8 (DFL 08)	Sept. 18, 2003 Oct. 23, 2003 Nov. 20, 2003 Dec. 11, 2003 Jan. 22, 2004 Feb. 19, 2004 Mar. 18, 2004 Apr. 8, 2004	41 Participants List LEA's served: Bladen Camden Office of Charter Schools Cumberland Duplin Durham Public Elizabeth City/Pasquotank Hertford Johnston Lenoir Moore Nash/Rocky Mount Orange Perquimans Person Pitt Wake Wayne	This program was designed for teachers identified by their school systems as having the potential to move into school administration. Activity follow-up: PEP listserv, invitations to attended PEP sponsored seminars.	SBE Priorities 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3	4.9 on a 5 point scale
Higher School Performance Program 6 (HSPP 06)	Sept. 22-24, 2003 Nov. 19-21, 2003 Jan. 21-23, 2004 Mar. 10-12, 2004	42 Participants List LEA's served: Brunswick Burke Office of Charter Schools Davidson Durham Public Franklin Guilford Jackson Johnston Lee Madison Mitchell Moore Nash/Rocky Mount Northampton Robeson Rowan/Salisbury Vance Wake Weldon City	Designed for principals of schools not meeting their ABC goals target. The program focused on developing the instructional leadership capacity of the principals. Focus was on developing strategies that would increase student achievement. Activity follow-up: PEP listserv, consulting visits. Participant implementation: Participants implemented strategies in their schools.	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	4.5 on a 5 point scale
Conference for New Principals and Assistant Principals	Oct. 7-10, 2003	192 Participants List LEA's served: Alamance/Burlington Alleghany	Provide professional development on school law, data driven decision making and effective school practices for those administrators who are in their first year as an administrator (either as principal or assistant	SBE Priorities 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4	96% of respondents found this program

		Anson Ashe Asheboro City Avery Beaufort Brunswick Burke Carteret Catawba Charlotte/Mecklenburg Office of Charter Schools Chatham Craven Cumberland Dare Duplin Durham Public Elkin City Franklin Hertford Hickory City Hoke Iredell/Statesville Johnston Lee Lexington City Lincoln Macon McDowell Montgomery NC Central Univ. Newton/Conover City Onslow Pamlico Perquimans Person Pitt Randolph Robeson Rockingham Sampson Scotland Stanly Stokes Swain Transylvania UNC-Chapel Hill Union	principal). This program was co-sponsored with NCDPI.		beneficial.
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		Wake Wayne Whiteville City Winston Salem/Forsyth Yadkin			
School Law Workshops (Does not include legal presentations given in other off-site programs)	Oct. 14, 2003 June 8, 2004 July 14, 2004	40 Participants List LEA's served: Cherokee Clay Graham Haywood Jackson Macon McDowell 60 Participants List LEA's served: Anson Richmond 40 Participants List LEA's served: Yadkin	Workshops are offered to school systems to assist their administrators with legal compliance.	SBE Priorities 2.2, 2.4, 3.1, 3.4, 3.6	
Principals As Technology Leaders 25 (PATL 25)	Oct. 14-15, 2003 Jan. 13-14, 2004	37 Participants List LEA's served: Alamance/Burlington Anson Asheville City Catawba Chapel Hill/Carrboro Charlotte/Mecklenburg Arts Based Charter Cumberland Gaston Granville Guilford Lee New Hanover Northampton Person Yancey	Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school. Activity follow-up: Culminating conference September 28 & 29, 2004 Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school. Results: Web site detailing action plan for school in the area of instructional technology.	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.

Principals As Technology Leaders 26 (PATL 26)	Oct.16-17, 2003 Jan. 15-16, 2004	25 Participants List LEA's served: Ashe Asheboro City Carteret Charlotte/Mecklenburg Cumberland Currituck Gaston Guilford Jackson Kannapolis City Lee Orange Robeson Union Warren Whiteville City Winston Salem/Forsyth	Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school. Activity follow-up: Culminating conference September 28 & 29, 2004 Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school. Results: Web site detailing action plan for school in the area of instructional technology.	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.
Instructional Leadership for Reform Program 01 (ILRP 01)	Oct. 16-17, 2003 Nov. 5-7, 2003 Dec. 10-12, 2003 Jan. 28-30, 2004 Feb. 23-25, 2004	97 Participants List LEA's served: Asheboro City Bertie Bladen Brunswick Office of Charter Schools Chatham Columbus Cumberland Duplin Durham Public Guilford Halifax Haywood Hertford Hoke Johnston Lexington City Martin Northampton Pender Pitt Randolph Robeson Vance Wake Wayne Weldon City Winston Salem/Forsyth	Program designed for principals of schools receiving Comprehensive School Reform Grants. This is a two year initiative. The focus of the program is to build the capacity of the principals to implement their reform models. This program also had a coaching component for central office administrators of those schools participating in the program. Activity follow-up: Program director assisted in the review of CSR renewal applications and impact studies. PEP listserv, consulting visits. Results: 38 of the 43 schools represented in the first year program agreed to participate in the second year program.	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	4.3 on a 5 point scale.

2003 Regional Fall Law Update – Hickory	Oct. 21, 2003	48 Participants List LEA's served: Burke Caldwell Catawba Davie Iredell/Statesville Lincoln Macon McDowell Mitchell Mooresville City Newton/Conover City Rockingham Stanly Swain Transylvania Union Yancey	Inform participants about recent developments in school laws which affect school administration in North Carolina.	SBE Priorities 2.2, 2.4, 3.1, 3.4, 3.6	4.68 on a 5 point scale.
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Principals As Technology Leaders NE (PATL NE)	Oct. 21-22, 2003 Dec. 9-10, 2003	26 Participants List LEA's served: Beaufort Columbus Edenton/Chowan Edgecombe Halifax Hyde Lenoir Martin New Hanover Pitt Washington	<p>Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school.</p> <p>Activity follow-up: Culminating conference September 28 & 29, 2004</p> <p>Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school.</p> <p>Results: Web site detailing action plan for school in the area of instructional technology.</p>	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.
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Data Driven Decision Making	Oct. 28, 2003	26 Participants List LEA's served: Asheboro City Buncombe Burke Office of Charter Schools Currituck Davidson Edgecombe Henderson Lexington City McDowell Montgomery Randolph Robeson Rutherford Vance Wake Wayne	Provided hands on training on how to implement Data Driven Decision Making concepts to their individual schools and analyze data using Excel. Activity follow-up: Clients asked for their files from their local testing coordinator.	SBE Priorities 1.2, 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 4.2, 5.1, 5.2, 5.4	4.0 on a 4 point scale.
2003 Regional Fall Law Update - Fayetteville	Oct. 28, 2003	41 Participants List LEA's served: Cumberland Hoke Johnston Lee Robeson Sampson Scotland	Inform participants about recent developments in school law relating to education which affect school administration in North Carolina.	SBE Priorities 2.2, 2.4, 3.1, 3.4, 3.6	4.56 on a 5 point scale.

ABC Tools	Oct.29, 2003	22 Participants List LEA's served: Asheboro City Asheville City Burke Chatham Currituck Durham Public Edgecombe Haywood Henderson Lexington City Macon McDowell Mooresville City Robeson Rutherford Vance Wayne	Provides assistant principals, principals, and central office administrators training on how to use the NCDPI ABC Tools software to analyze student achievement. Activity follow-up: Clients asked for their files from their local testing coordinator.	SBE Priorities 1.2, 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 4.2, 5.1, 5.2, 5.4	3.75 on 4 point scale.
Tech Seminar- PowerPoint	Oct. 30, 2003	13 Participants List LEA's served: Asheville City Currituck Durham Public Guilford Montgomery Mooresville City Randolph Robeson Wayne	Trained assistant principals, principals, and central office administrators how to use PowerPoint to make effective presentations to various groups. Activity follow-up: Clients had to create and deliver a PowerPoint presentation to an outside group.	SBE Priorities 3.1, 3.3, 3.4, 5.3	3.77 on a 4.0 scale.
Curriculum Compacting: A Differentiation Technique	Nov. 7-8, 2003	19 Participants List LEA's served: Lexington City	Participants were taught a sequential and easy to follow approach for differentiating the curriculum to meet the needs of high ability students. This differentiation strategy is a practical, inexpensive management technique that enables teachers to streamline the regular curriculum, ensure students' mastery of basic skills, and provide time for challenging enrichment and/or acceleration activities.	SBE Priorities 1.2, 1.3, 1.4, 3.3, 3.4, 3.5	

Principals As Technology Leaders 27 (PATL 27)	Nov. 11-12, 2003 Feb. 10-11, 2004	29 Participants List LEA's served: Alexander Asheboro City Brunswick Carteret Catawba Charlotte/Mecklenburg Clinton City Durham Public Edgecombe Halifax Kings Mountain City Nash/Rocky Mount Orange Randolph Richmond Robeson Rowan/Salisbury Rutherford Stokes Vance Wake Winston Salem/Forsyth	Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school. Activity follow-up: Culminating conference September 28 & 29, 2004 Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school. Results: Web site detailing action plan for school in the area of instructional technology.	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.
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Principals As Technology Leaders 28 (PATL 28)	Nov. 13-14, 2003 Feb. 12-13, 2004	30 Participants List LEA's served: Bertie Bladen Charlotte/Mecklenburg Cleveland Clinton City Cumberland Duplin Johnston Kannapolis City Lenoir Mount Airy City Randolph Richmond SPARC Academy Stanly Union Washington Winston Salem/Forsyth	Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school. Activity follow-up: Culminating conference September 28 & 29, 2004 Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school. Results: Web site detailing action plan for school in the area of instructional technology.	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.
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2003 Regional Fall Law Update - Chapel Hill	Nov. 18, 2003	53 Participants List LEA's served: Alamance/Burlington Asheboro City Brunswick Carteret Caswell Charlotte/Mecklenburg Chatham Cumberland Davidson Durham Public Gates Guilford Harnett Hertford Johnston Lee Nash/Rocky Mount Randolph Rockingham Vance Wake Winston Salem/Forsyth	Inform participants about recent developments in school laws, which affect school administration in North Carolina.	SBE Priorities 2.2, 2.4, 3.1, 3.4, 3.6	4.8 on a 5 point scale.
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Charter School Law Academy	Dec. 9, 2003	<p>40 Participants</p> <p>List LEA's served:</p> <p>Amer. Ren.</p> <p>Arapahoe Charter</p> <p>Arts Based Elem.</p> <p>Cape Fear Ctr for Inquiry</p> <p>Carolina Internat'l</p> <p>Casa Esperanza</p> <p>Montessori</p> <p>Central Park Sch for Children</p> <p>Crossroads Charter High</p> <p>Evergreen Community Center</p> <p>Kennedy Charter</p> <p>Lake Norman & Lakeside Charter</p> <p>Magellan Charter</p> <p>Maureen Joy Charter</p> <p>Met'l Regional Scholars' Academy</p> <p>Millennium Charter</p> <p>Mountain Discovery Charter</p> <p>New Century Charter High</p> <p>North Asheboro Middle</p> <p>Omuteko Gwamaziima</p> <p>Orange County Charter</p> <p>Piedmont Community Charter</p> <p>Queen's Grant Community</p> <p>Research Triangle Charter</p> <p>SPARC Academy</p> <p>The Artspace Charter</p> <p>The Downtown School</p> <p>Thomas Jefferson Classical</p> <p>Tiller School & Clover Garden</p> <p>Vance Charter & Woods Charter</p> <p>Washington Montessori</p>	<p>Intensive investigation of basic, need-to-know, school-law issues regarding personnel, students, and operations. The Charter School Law Academy is designed to serve NC Charter School officials who have not received a comprehensive overview of school law "nuts and bolts." Also, to help improve the leadership abilities of Charter School officials by increasing their competence and confidence in complying with the law.</p> <p>Activity follow-up: Received a one-year subscription (a \$175 value) to PEP's Education Law in North Carolina. Added to PEP's e-Law listserv.</p>	SBE Priorities 2.2, 2.4, 3.1, 3.4, 3.6, 5.3	4.94 on a 5 point scale.
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Leadership Program for Assistant Principals 39 (LPAP 39)	Jan. 7-9, 2004 Mar. 24-26, 2004 Mar. 31-Apr.1, 2004 Apr. 28-30, 2004	21 Participants List LEA's served: Charlotte/Mecklenburg Cumberland Duplin Gaston Haywood Iredell/Statesville Robeson Rockingham Rowan/Salisbury Vance Wake Wayne Wilkes Wilson Winston Salem/Forsyth	LPAP provides professional development to NC's new and experienced assistant principals. LPAP's goal is not only to enhance managerial skills but also to develop individual leadership capacities.	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	95% found the program extremely useful in terms of the preparation materials and program sessions.
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Leadership Program for Career Administrators (LPCA)	Feb. 3-5, 2004 Apr. 20-22, 2004	33 Participants List LEA's served: Alamance/Burlington Burke Catawba Chapel Hill/Carrboro Charlotte/Mecklenburg Office of Charter Schools Chatham Clinton City Craven Cumberland Dept of Juvenile Justice & Delinquency Prevention Fort Bragg Schools Gaston Lenoir Lincoln Mitchell Mooresville City NC Central Univ. Person Randolph Sampson Warren Weldon City Wilkes Wilson Winston Salem/Forsyth	Residential program for veteran school administrators focusing on effective resource management, school politics, organizational culture, and school structures.	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	97% of respondents found this program beneficial and worth their time and effort.
Leadership Seminar for School Executives	Feb. 24, 2004	137 Participants LEA's Served: Alexander Anson Appalachian State Univ. Asheboro City Bertie Bladen Brunswick Burke Cabarrus Carteret Charlotte/Mecklenburg Office of Charter Schools Chatham Cleveland	This one day seminar featured Dr. Kent Peterson who led a session on school culture and leadership. Attendees also included faculty from various UNC constituent institutions as well as members from NCDPI.	SBE Priorities 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3	97% rated this seminar excellent or very good.

		Clinton City Columbus Craven Cumberland Dare Davidson DPI Duplin Durham Public East Carolina Univ. Guilford Halifax Haywood Hertford Hickory City Hoke Johnston Lexington City MTEC Montgomery NC Central Univ. New Hanover Northampton Onslow Orange Pitt Randolph Roanoke Rapids Graded Schools Robeson Tyrrell UNC-Chapel Hill UNC-Charlotte UNC-Greensboro UNC-Wilmington Vance Wake Wayne Weldon City Western Carolina Univ. Wilkes Winston Salem/Forsyth Yadkin Yancey			
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Principals As Technology Leaders SW (PATL SW)	Mar. 2-3, 2004 May 4-5, 2004	45 Participants List LEA's served: Asheville City Buncombe Caldwell Charlotte/Mecklenburg Cherokee Clay Cleveland Cumberland Gaston Graham Henderson Jackson Macon McDowell Mitchell Mooresville City Rutherford Swain Transylvania Union Academy Charter Watauga Winston Salem/Forsyth	Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school. Activity follow-up: Culminating conference September 28 & 29, 2004 Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school. Results: Web site detailing action plan for school in the area of instructional technology.	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.
Planning meeting	Mar. 8, 2004	For Lexington High School	Planning meeting to discuss needs of Lexington High School with a consultant.	SBE Priorities 3.1, 3.2, 3.4, 3.5	

Data Driven Decision Making	Mar. 9, 2004	29 Participants List LEA's served: Asheville City Brunswick Buncombe Catawba Chapel Hill/Carrboro Charlotte/Mecklenburg Office of Charter Schools Chatham Cumberland Durham Public Guilford Moore Newton/Conover City Northampton Onslow Randolph Rutherford Wayne Yadkin	Provided hands on training on how to implement Data Driven Decision Making concepts to their individual schools and analyze data using Excel. Activity follow-up: Clients asked for their files from their local testing coordinator.	SBE Priorities 1.2, 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 4.2, 5.1, 5.2, 5.4	3.89 on a 4.0 scale.
Data Driven Decision Making for Testing Coordinators	Mar. 9, 2004	14 Participants List LEA's served: Catawba Guilford Henderson Johnston Mount Airy City Nash/Rocky Mount Newton/Conover City Person Randolph Stokes Surry	Provided hands on training on how to implement Data Driven Decision Making concepts to their individual schools and analyze data using Excel. Activity follow-up: Clients asked for their files from their local testing coordinator.	SBE Priorities 1.2, 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 4.2, 5.1, 5.2, 5.4	3.9 on a 4 point scale.

Tech Seminar-School Finance	Mar. 10, 2004	25 Participants List LEA's served: Alamance/Burlington Alexander Asheville City Bertie Catawba Office of Charter Schools Chatham DPI Durham Public East Carolina Univ. Elkin City Gaston Greene Moore Onslow Orange Rutherford Union Winston Salem/Forsyth Yadkin	One day session on school finance focusing on allotments, school finance flexibility, checks and balances between school finance officers, school administrators, and bookkeepers. Also outlined strategies to reduce likelihood of fraud.	SBE Priorities 3.1, 3.3, 3.4, 5.3	3.8 on a 4.0 point scale
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Tech Seminar- PowerPoint/Excel	Mar. 11, 2004	11 Participants List LEA's served: Bertie Chatham Durham Public Gaston Union Winston Salem/Forsyth	Trained assistant principals, principals, and central office administrators how to use Excel to analyze data and finances, and then use PowerPoint to make effective presentations to various groups. Activity follow-up: Clients had to use Excel to analyze data trends, then create and deliver a PowerPoint presentation to an outside group.	SBE Priorities 3.1, 3.3, 3.4, 5.3	3.68 on a 4.0 scale.
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Principals As Technology Leaders 29 (PATL 29)	Mar. 16-17, 2004 Apr. 20-21, 2004	42 Participants List LEA's served: Alamance/Burlington Anson Ashe Chapel Hill/Carrboro Columbus Community Partner Charter Craven Crossroads Charter Duplin Exploris Charter Gaston Granville Halifax Lenoir Magellan Charter Nash/Rocky Mount New Century Charter River Mill Charter Raleigh Charter Rowan/Salisbury Rutherford Sampson Stanly Stokes Wake Wayne Whiteville City Winston Salem/Forsyth Yadkin	Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school. Activity follow-up: Culminating conference September 28 & 29, 2004 Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school. Results: Web site detailing action plan for school in the area of instructional technology.	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.
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Principals As Technology Leaders 30 (PATL 30)	Mar. 18-19, 2004 Apr. 22-23, 2004	41 Participants List LEA's served: Alexander Alleghany Anson Avery Brunswick Buncombe Burke Casa Esperanza Charter Chapel Hill/Carrboro Charlotte/Mecklenburg Cumberland Davidson Duplin Guilford Johnston Lake Norman Charter McDowell Person Randolph Rockingham Rowan/Salisbury Scotland Wake Wayne Winston Salem/Forsyth	Principals and superintendents were involved in becoming aware of national instructional technology standards. Intensive utilization of online activities and resources. Laptop computer given to each school. Activity follow-up: Culminating conference September 28 & 29, 2004 Participant implementation: All principals and 80% of teachers completed online technology assessment, TAGLIT. All principals generated final report indicating expenditures, skills professional development and instructional time involving technology in their school. Results: Web site detailing action plan for school in the area of instructional technology.	SBE Priorities 1.2, 1.3, 1.4, 2.1, 3.3, 3.4, 3.5 5.1, 5.2, 5.5	100% rated PATL as more than justifying the amount of work required.
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Planning meeting	Apr. 5, 2004	For Lexington High School	Meeting to discuss needs of Lexington High School with consultant and superintendent of Lexington City	SBE Priorities 3.1, 3.2, 3.4, 3.5	
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School Law Academy	Apr. 27-29, 2004	60 Participants List LEA's served: Anson Cabarrus Chapel Hill/Carrboro Charlotte/Mecklenburg Chatham Cleveland Columbus Duplin Durham Public Haywood Hoke Iredell/Statesville Lee Lenoir NC School of Science & Math Northampton Pender Person Randolph Richmond Robeson Rockingham Sampson Scotland Stanly Surry Union Vance Winston Salem/Forsyth	<p>PEP's School Law Academy is a two-and-one-half-day intensive and practical review of need-to-know school law issues for school administrators. The program includes employment issues, student issues, and operational/other issues.</p> <p>Activity follow-up: Provide subscription to Education Law in North Carolina</p> <p>Participant implementation: Received a one-year subscription (a \$175 value) to PEP's Education Law in North Carolina. Added to PEP's e-Law listserv.</p>	SBE Priorities 2.2, 2.4, 3.1, 3.4, 3.6, 5.3	4.4 on a 5 point scale.
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Leadership Seminar in the Humanities	June 21-25, 2004	25 Participants List LEA's served: Alamance/Burlington Avery County Charlotte/Mecklenburg Columbus County Davie County Hyde County Mooresville Roanoke Rapids Robeson County Rockingham County Scotland County Winston Salem/Forsyth	<p>The Humanities provide insight into human values through in-depth discussions structured around a set of readings that offer a variety of views on profound cultural and educational issues. The goal is to put contemporary school issues into broad historical and cultural perspective and acquire insight into how to think critically about education and roles as educators.</p> <p>The program was held at NCCAT and co-sponsored by UNC-Chapel Hill's program in the Humanities and Human Values.</p>	SBE Priorities 1.2, 1.3, 1.5, 2.3, 3.5, 3.6,	4.37 on a 5 point scale.
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Leadership Program for Assistant Principals 40 (LPAP 40)	Aug. 18-20, 2004	36 Participants List LEA's served: Alamance/Burlington Bertie Brunswick Buncombe Charlotte/Mecklenburg Office of Charter Schools Craven Cumberland Fort Bragg Schools Gaston Guilford Iredell/Statesville Lenoir Lexington City Moore Mooresville City Onslow Pender Randolph Rockingham Sampson Scotland Union Wake Wilson Winston Salem/Forsyth	LPAP provides professional development to NC's new and experienced assistant principals. LPAP's goal is not only to enhance managerial skills but also to develop individual leadership capacities.	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5	Evaluation will occur after the session.
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School Law Telephone Consultations	2003-Present	<p>≈190 Participants</p> <p>List LEA's served:</p> <p>Alamance/Burlington</p> <p>Anson</p> <p>Avery</p> <p>Bertie</p> <p>Beaufort</p> <p>Bertie</p> <p>Burke</p> <p>Cabarrus</p> <p>Caldwell</p> <p>Cherokee</p> <p>Cleveland</p> <p>Cumberland</p> <p>Davidson</p> <p>Duplin</p> <p>Durham Public</p> <p>Edenton/Chowan</p> <p>Gates</p> <p>Guilford</p> <p>Halifax</p> <p>Hickory City</p> <p>Hyde</p> <p>Iredell/Statesville</p> <p>Johnston</p> <p>Lenoir</p> <p>Lexington</p> <p>Lincoln</p> <p>Macon</p> <p>Mitchell</p> <p>Mooreville City</p> <p>Moore</p> <p>New Hanover</p> <p>Onslow</p> <p>Pender</p> <p>Randolph</p> <p>Richmond</p> <p>Robeson</p> <p>Rowan/Salisbury</p> <p>Rutherford</p> <p>Sampson</p> <p>Stanly</p> <p>Swain</p> <p>Union</p> <p>Vance</p> <p>Wilkes</p> <p>Wake</p> <p>Other (undesignated)</p>	<p>PEP's two attorneys provide free telephone consultation regarding legal requirements for N.C. public schools administrators.</p> <p>Cannot determine specific costs-savings and other results for schools.</p> <p>Estimated cost of comparable legal consultation from private attorneys would exceed \$10,000.</p>	SBE Priorities 2.2, 2.4, 3.1, 3.4, 3.6	
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		Office of Charter Schools Crossroads Eastpine Sugar Creek Lake Norman Lincoln Am. Renaissance Washington Montessori Mountain Discovery Queens Grant Evergreen New Century Other ASU DPI – Assistance Team			
Turning Points Coaching	3 full-day visits monthly to each of 2 participating schools from Sept. thru June 3 full-day visits monthly for one school (HMS) from October to June	90 Participants List LEA's served: Bladen- (Tar Heel Middle) Vance- (Henderson Middle) Durham Public- (Chewning Middle)	Turning Points Coaching is intended to improve middle school instruction through intensive, long term coaching for teachers and administrators. Activities include: create a vision for the schools, conducted classroom observations, reviewed lesson plan development, higher level questioning strategies, differentiated instruction, equity, and data driven decision making. Activity follow-up: Upon return to each of the schools, the coach reviews what was accomplished the visit before and answers questions in team meetings. Participant implementation – Each coach has benchmark check sheets to assess the level of implementation 3 times a year.	SBE Priorities 1.2, 1.3., 2.3, 2.1, 3.3, 3.4, 3.5., 5.2	100% of the respondents gave the program positive ratings.

Charter Schools Coaching Project	5 sessions per Charter School spread out over the school year	5 Participants List LEA's served: Community Partners Charter Crossroads Charter Dillard Academy Laurinburg HWC Omuteko Gwamaziima Charter	Ongoing coaching for Charter Schools' principals to improve their management and instructional leadership skills. (co-sponsored by NCDPI) Activity follow-up: Each coach was required to submit a report with action items followed upon from the previous coaching visit to improve the follow through by the Charter Schools' principal.	SBE Priorities 1.2, 2.3, 3.1, 3.4, 4.2	Clients found their time with the coaches valuable.
Presentations at various state/national conferences and symposiums	Sept. 2003 Oct. 2003 Nov. 2003 Feb. 2004 Mar. 2004 Apr. 2004 June 2004 July 2004		WRESA Fall Conference CCSSO National Conference NCASA Legislative Summit North Carolina Accountability Conference North Carolina Closing the Gap Conference National CCSSO Leadership Consortium Southeastern Regional Technology Conference University of North Carolina-Greensboro Conference on Educational Leadership NCASA Summer Leadership Conference		

UNC - CSLD Professional Development Activities

September 2003 – August 2004

Program Name: North Carolina Principal Fellows Program (PFP)

Professional Development Activity (Name)	Date(s) Offered	Number of Participants & LEAs Served	Brief Description of activity including intended audience	Supports/Directly Relates to SBE priorities and/or SCOS	Participant Evaluation of activity
On-Campus Classes for Year 1 Principal Fellows	August, 2003, thru August, 2004	87 members of Class 10, PFP	Classes were conducted for members of Class 10 at the Schools of Education of the 11 universities that enroll Principal Fellows in their full-time MSA programs. Each Principal Fellow was enrolled as a full-time student both semesters of 2003-04, and in summer school at some campuses. The target audience was Class 10, PFP.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	
Internships for Year 2 Principal Fellows	August 2003, thru May, 2004	90 members of Class 9, PFP	Each member of Class 9 of the PFP participated in a full-time, ten-month, administrative internship in a public school in North Carolina. The internships were arranged and supervised by the Schools of Education in the 9 universities that enrolled second-year PF's. In addition to the internships, members of Class 9 also participated in on-campus activities and seminars. The target audience was Class 9, PFP.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	
Instructional Symposium	October 7-9, 2003	14 members of Classes 9 and 10, PFP	A three-day symposium in Chapel Hill on the topic "Effective Schools for the 21 st Century: Leaving No Child Behind" featuring Larry Lezotte and Robert Lynn Canady. Conducted by PEP. Principal Fellows were provided reduced registration rate. PFP contacted PF's and encouraged attendance. Designed for educators across North Carolina.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	
Law Updates	October 21, 28, and November 18, 2003	37 members of Classes 9 and 10, PFP	A series of three day-long workshops on school law conducted by PEP in Hickory, Fayetteville, and Chapel Hill. The Principal Fellows were provided a reduced registration rate. PFP contacted PF's and encouraged attendance. Designed for education administrators across North Carolina.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	
SLLA Workshops	December 1, 3, and 8, 2003	68 members of Class 9, PFP	A series of three half-day workshops on the School Leaders Licensure Assessment conducted by the PFP Director in Graham, Charlotte and Greenville. The target audience was the 90 members of PFP Class 9.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	4.5 on a 5-point scale
Kent Peterson Presentation	February 24, 2004	25 members of Classes 9 and 10, PFP	A half-day presentation by Dr. Kent Peterson in Chapel Hill on the topic of shaping school culture. This program was sponsored by PEP, and PF's were afforded a special invitation to attend. Designed for educators across North Carolina.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	
Technology Seminars	March 9, 10, and 11, 2004	1 member of Classes 9 and 10, PFP	A series of three day-long seminars provided by PEP in Chapel Hill on the topics of Data-Based Decision Making, Fundamentals of School Finance, and Building Data-Based Presentations. The target audience was education administrators across North Carolina.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	

NCASA Annual Meeting	March 10, 11, and 12, 2004	55 members of Class 9, PFP	A three-day conference presented by NCASA in Chapel Hill and designed to update education administrators on current topics and issues in education. PF's registration, at a reduced rate, was paid by the PFP. The target audience was education administrators across North Carolina.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	
Principal Fellows Spring Conference	April 12, 13, and 14, 2004	86 members of Class 10, PFP	A three-day conference conducted by the PFP in Chapel Hill and designed to acquaint first-year Principal Fellows with one another, education leaders in North Carolina, and current topics of interest in education.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	3.5 on a 4-point scale
Principal Fellows Orientation	August 8-14, 2004	75 members of Class 11, PFP	A four-day orientation for new Principal Fellows conducted by the PFP at NCCAT in Cullowhee (two groups with half of the PF's in each group) and designed to acquaint the Fellows with the program, each other, the different campus cohorts and the world of education administration	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5	3.7 on a 4-point scale

Reports to Committee on Education Planning Policies and Programs

I. Reports to General Assembly - Approved by EPPP and BOG

Title of Report	Frequency	Person Responsible	Date Due to General Assembly
Annual Report on the All Students Succeed through Excellent Teaching (ASSET) Project	Annual	Thompson/Gerringer	10/3
Report on Turfgrass Environmental Research and Education	Annual (final '04)	Lea	3/1
Annual Report on UNC Enrollment Planning	Annual	Mabe	12/15
Third Annual Report on Teacher Assistant Scholarship Fund	Annual	Kanoy	3/1
Report on Teacher Education/Distance Ed	Annual	Thompson/Bataille/Sadler	Not specified
Report Principal Supply and Demand	Annual	Thompson/Sneeden	3/1
Monitoring the Progress of NC Graduates Entering Primary Care Careers	Annual	Bacon	12/1
Primary Care Medical Education Plans	Biennial	Bacon	5/1
Report on Plans to Increase Mid-Level Primary Health Care Providers	Biennial	Mabe	5/1
Report on Expanding Access to Higher Education through State-Funded Distance Education Programs (Distance Learning Report)	Biennial	Sadler	5/1/04
Report on Measures Used in Decision Making for Incoming Freshmen for Admission and Placement	Two Reports (final)	Kanoy	2/25/02 and 12/1/03
Report on Academic Common Market	End of 12/03 & end of 1/05	Howard-Vital	By end of 12/03 and end of 1/05
Engineering Feasibility Study	One Time	Mabe	03/21/03
Prospective Teacher Scholar Program	One-Time	Kanoy	11/15/02
Report on the Pharmacy Study	One-Time	Bataille	03/06/02
Report on Dentistry	One-Time	Bataille	07/12/02
Film Industry Feasibility Study	One-Time	Bataille	04/01/04

II. Regular Reports to the Planning Committee and BOG (for vote)

Title of Report	Frequency	Person Responsible	Last Date Given
Revisions to the Articulation Agreement between UNC and the NCCCS	As needed	Kanoy	01/08/04
Annual Report on Research and Sponsored Programs and Public Service	Annual	Lea	03/29/03
Report on Remedial/Developmental Instruction in UNC Institutions	Annual	Kanoy/Mabe	03/18/04
IHE Performance Report (2001-2002)	Annual	Thompson	02/07/02
Biennial Report on Academic Degree Program Productivity Report	Biennial	Mabe/Sadler	10/10/03
Long-Range Plan	Biennial	Mabe/Sadler	01/09/04
Biennial Report on Centers and Institutes	Biennial	Lea	01/09/04

III. Periodic Reports Requiring Committee and Board Action

Revision of Mission Statements	Biennial	Mabe
Reports on Program Changes (Plan [doctoral], Establish, Discontinue)	As needed	Mabe
Reports on Request for Authorization to Establish Centers/Institutes	As needed	Lea/Klimas
Request for Policy changes within UNC which are w/in the purview of the Planning Comm	As needed	Staff
Management Flexibility for Information Tech	As needed	Render
Request to Establish, Discontinue or Change the Name of an Institutional school	As needed	Mabe
Report on Diversity Planning	As needed	Kanoy, Howard-Vital
NC QUEST Title IIA Grant Program		Thompson
Board of Education's Proposed Changes in the IHE Performance Standard	As needed	Thompson
Task Force on Meeting Teacher Supply and Demand	As needed	Thompson
Reports on Request for Licensure	As needed	Howard-Vital

IV. Reports to Planning Committee (for information)

Title of Report		Person Responsible	Last Date Given
Report on Passing Rates on Law Board Exam	Annual	Mabe	09/11/03
Report on Enrollment Planning	Annual	Mabe	10/09/03
Annual Report on Enrollment	Annual	Mabe	11/13/03
2003 NCLEX-RN Nursing Results and Report on Enrollment and Degrees Conferred	Annual	Mabe	03/18/04
Report on Retention, Graduation, and Time to Degree	Annual	Mabe/Kanoy	03/18/04
Report on Academic Degree Program Development	Semi-Annual (Sept - March)	Mabe	3/ /18/04
Report on Faculty Teaching Workload	Annual	Mabe	05/13/04
Annual Report on the Training, Monitoring, and Evaluation of Graduate Teaching Assistants (GTAs)	Annual	Brown	07/08/04
Financial and Non-Financial Indicators	Annual	Mabe	06/20/02
Special Legislative Scholarship Program	Annual	McDuffie	09/12/02
Annual Report of the Committee on Educational Planning, Policies, and Programs	Annual	Mabe	11/13/03
Report on Internationalization	Annual	Brown	05/08/03
Inventory and Status Report on Recently Established Academic Programs	Biennial	Mabe/Sadler	01/09/03

V. Recent Reports to Planning Committee

Title of Report	Person Responsible	Last Date Given
Report on the Task Force on the NC Nursing Workforce	Mabe/Bataille	5/13/04
Report on Nursing Task Force	Mabe/Bataille	2/12/04
Interim Report on Task Force on Meeting Teacher Supply and Demand	Thompson	1/8/04
Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers	Thompson	1/8/04
Profile on Master's Level Education in UNC	Mabe	5/8/03
Report on Recommendations to Increase Supply of Nurses in North Carolina	Mabe	3/18/04
Report on Biomanufacturing Training and Education Initiative	Mabe	8/7/03
UNC in Washington program	Kanoy/Atkins	5/13/04
Report on College Access Initiatives in North Carolina	Kanoy	9/12/02
Profile of Master's Level Education in UNC	Mabe	5/8/03
Report on General Studies Curriculum	Kanoy	2/13/03
Report on UNC Foreign Language Access Committee	Brown	2/13/03