

Annual Report from College/School Deans
School of Education
2002-2003

SCHOOL OF EDUCATION (SOE)

Dr. Dale H. Schunk, Dean
Dr. Ada Vallecorsa, Associate Dean for Operations
Dr. Ceola Ross Baber, Associate Dean for Teacher Education and School Relationships

Academic Departments

Counseling and Educational Development (CED)
Curriculum and Instruction (CUI)
Educational Leadership and Cultural Foundations (ELC)
Educational Research Methodology (ERM)
Library and Information Studies (LIS)
Specialized Education Services (SES)

Affiliated Units

Center for Educational Research and Evaluation (CERE)
Center for Educational Studies and Development (CESD)
Collegium for the Advancement of Schools, Schooling and Education (CASSE)
Pathways Resource Center (PRC)
Piedmont Triad Education Consortium (PTEC)
Reading Together USA (RTUSA)
Southeastern Regional Vision for Education (SERVE)
Student Advising and Recruitment Center (SARC)
Teachers Academy
Teaching Fellows
Teaching Resources Center (TRC)

Activities in Support of the UNCG Plan

Cornerstone: Technology

- T-1 Indicate new telephone or telephone-related systems or improvements.
- School of Education (SOE) - Telephone services completed the E-911 project whereby 84 telephone numbers from the "serving" telephone terminal in Ferguson were moved to a new Bell South serving terminal in Curry.
- T-3 Indicate new or improved technology infrastructure to support administrative systems.
- SERVE upgraded its email and calendaring software to Groupwise 6. Additionally, server hardware and financial accounting software were updated and improved to support administrative process.
- Teaching Resources Center (TRC) - A new circulation station has been installed at the TRC that includes a computer station and a scanner. This system works with the Jackson Library circulation system to provide automated checkout and circulation reports and data for Jackson and the Teaching Resources Center. The TRC also acquired a new color laser printer as well as a digital media converter.
- T-5 Indicate number of faculty personal computers scheduled by plan to be updated during the year and the number of faculty personal computers actually updated.
- School of Education (SOE) - 27 scheduled; 29 actually updated

Cornerstone: Facilities

- F-0 Indicate new or improved facilities not listed under T, above, including repairs or modifications.
- School of Education (SOE) - New faculty office added to room 347 Curry (science lab). Existing faculty office located in Curry 219 divided to create two faculty offices. Existing faculty office located in Curry 333 divided to create two faculty offices. All classrooms were equipped with teaching/technology stations.
- Library and Information Studies (LIS) Major improvements in computer facilities for web development, course delivery, and in the LIS computer lab are in process including new furniture.
- SERVE - leased approximately 1,800 s.f. of office space in Atlanta, GA to support continued and expanding staff operations in that state. To accommodate local staff growth, SERVE requested approximately 300 sq. ft. of additional space at 915 Northridge.
- Teaching Resources Center (TRC) - New shelving added for award-winning books.
- F-2 Indicate progress toward converting underutilized classrooms to faculty offices.

Cornerstone: Public and Private Support

P-0 Indicate results of Unit fund-raising activity, if any.

School of Education (SOE) - As of 12/31/02, \$706,458 in total dollars had been raised as the result of unit fundraising activities. Of this amount, approximately \$410,000 was designated for the direct benefit of the School of Education with the balance designated for the benefit of the University at large. Also as of 12/31/02, 84 personal visits/fundraising calls to individual prospects were made on behalf of the School, with 12 proposals submitted totaling approximately \$1,200,000. Several of these proposals are still pending. 1 personal visit/fundraising call to corporate/foundation prospects were made on behalf of the School with 0 proposals submitted. 12 personal visits/fundraising calls to either individual or corporate/foundation prospects were made on behalf of the School by development staff other than the Directors of Development for the School. During this same period, relationships with several new individual major gift prospects were initiated, while existing relationships with individual major gift prospects and donors were stewarded and strengthened as documented in prospect files.

Counseling and Educational Development (CED) - Department student organizations conducted annual fundraisers in support of their professional development activities, including providing grants to students to attend and/or present at professional conferences (state, regional, national).

Center for Educational Studies and Development (CESD) - Celebration T-shirts were supplied by a grant funded through the Department of Health in Guilford County.

Library and Information Studies (LIS) \$2,500 USTEP grant by Gail Dickinson and Karen Gavigan.

Specialized Education Services (SES) engaged in one small fund-raising activity: The Annual Tootsie Roll drive with the local Knights of Columbus. The department received \$400 for this effort. SES also learned that the ARC Scholarship fund will be replenished for the unspecified future by an anonymous donor. This fund permits the awarding of two full scholarships each year for undergraduates (\$17,000 total) and up to three scholarships for graduate students (\$3000 total).

P-1 Describe the process initiated to set/refine unit development priorities.

School of Education (SOE) - The development officer meets periodically with department chairs and other members of the dean's staff to learn of priorities and determine possibilities for private support. The dean and development officer meet regularly to establish SOE developmental priorities consistent with UNCG objectives. Based on conversations with department chairs in anticipation of the pending University-wide "Students First" fundraising initiative, the Dean and Director of Development identified three priorities for fundraising activities for 2002-2003:

- I. Scholarships for undergraduate students
- II. Fellowships for graduate students
- III. Support for the School's Recruitment & Retention Initiative for 2002-2006

Counseling and Educational Development (CED) - Series of meetings with Jeff Woods, Development Officer for School of Education, regarding existing funds (Purkey fund, Franklin fund) as well as potential new initiatives and activities.

Educational Research Methodology (ERM) - faculty meets twice a month to work toward the following defined goals: (1) Revising Educational Research Methodology program curriculum for each of the M.Ed., Ph.D., and the combined M.Ed/Ph.D. programs; (2) developing new course offerings to support changes in program requirements; (3) change the designation of the Master's degree from M.Ed. to M.S.. and (4) increase exposure to and opportunity for hands-on research for Educational Research Methodology Ph.D. students.

Specialized Education Services (SES) priorities are set using a combination of strategies: (a) discussion at the annual SES departmental retreat; (b) creation of a formal department plan at the beginning of each academic year; (c) ongoing conversations about departmental work in department meetings and other interactions; and (d) participation in activities that require analysis of departmental functioning (e.g., self-study; NCATE preparation; SACS preparation). The department is also a full participant in School of Education activities designed to facilitate the development of goals related to development. SES fund-raising priority is currently for assistive technology hardware and software. Priority was set with department input, and a proposal for such funding was developed and provided to Jeff Woods.

P-2 Describe any changes in administrative structure for Unit fund-raising activities.

School of Education (SOE) - A full-time staff position was established to work with the dean (.5) on alumni relations and the development officer (.5) on developmental activities. Changes in the process of identifying and prioritizing unit development priorities for the School of Education for 2002-2003 were brought about by University Advancement's planning for the pending University-wide "Students First" fundraising initiative. The Dean and Director of Development were directed by University Advancement to list scholarships and fellowships as the top development priorities for the School along with one additional priority identified by the Dean. The School's Recruitment & Retention Initiative for 2002-2006 was chosen as this third priority.

Counseling and Educational Development (CED) - Chair initiated contact with Carol Feisler, Director of Corporate and Foundation Relations for the School of Education, and met with her about needs and potential contacts.

Cornerstone: Administrative Systems

As-0 Indicate significant development / modification of unit policy / administrative procedures, if any.

School of Education (SOE) space planning task force drafted guidelines and policies for allocating space.

Counseling and Educational Development (CED) - Faculty are in the process of revising the Department's policy regarding peer review of faculty.

Educational Research Methodology (ERM) - Revised practice for developing and administering Ph.D.

The Library and Information Studies (LIS) faculty is currently in the process of revising the Policies and Procedures Manual of the Department. Sections have been assigned to sub-committees of the faculty and some areas, such as distance education, have already been addressed in draft form by the group. We plan to fully begin ratifying the revisions proposed in the fall of 2003.

Specialized Education Services (SES) policies are being gathered into a department policy handbook.

Strategic Direction 1: UNCG will provide exemplary learning environments.

1.1 *A program of undergraduate liberal education requirements that reflects student learning goals will be in place by fall 2001.*

1.1.4 Indicate courses approved for General Education credit during the year, including Writing Intensive, Speaking Intensive, and Global/Global Nonwestern markers.

Curriculum and Instruction (CUI)

W: CUI 400; CUI 375; CUI 551

S: CUI 400, CUI 375

1.2 *A campus-wide vision for teaching and learning will be developed and adopted. (GOAL ACCOMPLISHED)*

1.3 *Learning environments (on campus and off-campus) will be evaluated and improved using student learning outcome data and the vision for teaching and learning as a benchmark.*

1.3.1 a. Concisely describe improvements in courses and degree programs based on student learning outcome data as a result of departmental assessment plans.

Counseling and Educational Development (CED) - Student learning outcome data include results on the National Counselor Exam (NCE) and Departmental annual follow-up surveys of graduates and employers. These are reviewed by faculty each year, who make changes in course syllabi as needed. NCE scores indicate CED students consistently score higher on all subscales than all students taking the exam as well as the subgroup of students in CACREP-accredited programs.

Educational Leadership and Cultural Foundations (ELC) - Changes were made and approved in the Ed.D. program in Educational Leadership. Some changes resulted in direct response to students' stated needs; others resulted from the need to bring the certification concentration areas of the program in line with ISSLC standards (Interstate School Leaders Consortium).

Educational Research Methodology (ERM) - developed and continued to enhance two blended courses to combine the best of classroom practice and technology. These courses are ERM604 and ERM605 – both of which are service courses populated primarily by graduate students from departments outside ERM.

Specialized Education Services (SES) - Educational Interpreting program was completely revised to reflect more contemporary practices, trends in the field, and feedback from

program graduates. Program now encompasses both educational and community interpreting. Some new courses were developed, some courses were substantially changed, and some courses were revised slightly. Education of Deaf Children programs were significantly revised to reflect recent changes in the field. Program changes were based on student feedback and a focus group session conducted with program graduates, employers, and other practitioners in the field. Some new courses were developed, some courses were substantially changed, and some courses were revised slightly. Undergraduate special education program was revised to reflect feedback from students and changes made in other departments' offerings that affected the program. Input was also obtained from the annual fall luncheon meeting held by SES with local directors of exceptional children programs. Changes included making one course a requirement (previously an elective) and making other routine changes. Ph.D. program (Authorization to Establish) was proposed and approved at UNCG. Proposal will be presented for approval at the Office of the President level during the Fall 2003 semester.

b. Concisely describe improvements in courses and degree programs which directly reflect the Vision Statement, "best practices" research, professional guidelines, employer needs, or student preferences.

Counseling and Educational Development (CED) - Increased use of technology in most courses (e.g., Blackboard discussion groups). Study of internship procedures currently underway.

Curriculum and Instruction (CUI) - New certificate in Community College Teaching developed and readied for approval in 2003-04.

Educational Leadership and Cultural Foundations (ELC) - Changes in the Ed.D. program in Educational Leadership resulted in direct response to students' stated needs included adding Ed.D. program concentration areas that met the needs of non-traditional pathways many students took to get to this point in their careers. Changes resulting from the need to bring the certification concentration areas of the Ed.D. program in line with ISSLC standards (Interstate School Leaders Consortium) included the addition of a course in the School Superintendency as well as an Advanced School Law course.

Educational Research Methodology (ERM) - Two ERM statistics methods classes made extensive use of wireless laptops to give students supervised hands on application experience as part of the classroom instruction.

Library and Information Studies (LIS) We have begun offering Practica in the summer sessions and have dropped the "type of library" and materials course requirements for the MLIS degree. Dr. Gail Dickinson is actively working with the School of Library and Information Science of the University of North Carolina at Chapel Hill to develop a cooperative licensure program for librarians holding the MLIS degree to certify them for school media employment in North Carolina. The Department's technology committee has developed entrance and exit competencies for students in the MLIS program and we are in the process of developing program elements to address these. This year, a joint minor concentration in instructional technology with CUI has been approved.

Student Advising and Recruitment Center (SARC) - After a successful pilot experience in community based learning for the junior Teaching Fellows in 2001/2002, the entire curriculum for Teaching Fellows was evaluated and re-aligned. Below is the schematic presentation of the Teaching Fellows seminar curriculum.

TEACHING FELLOWS SEMINAR CURRICULUM

Freshman

“What was my School Like?”

- Autobiography: my school experiences in the community where I live
- Tour of Greensboro with Gayle Fripp
 - Snap Shot
- Vision Process—Teacher as Leader

Sophomore

“My School is a Part of A Community”

- Camera Safari
- Child Service Agencies
- School Service

Junior

“Who Else In the School/Community do I Serve?”

- Privilege Walk
- Round Tables
- Adventures
- School Internships
- Meet in Schools

Seniors

“What Do I Do with What I’ve Learned?”

- Student Teaching
- Vision Process
- How does what I’ve learned impact my teaching?

Student Advising and Recruitment Center (SARC) - Dr. Jewell Cooper, selected Teaching Fellows, and Ms Toni Knight made four presentations based on the experiences of Teaching Fellows in the seminars: “The Road Not Traveled: Moving from the Inside Out” at the 20th Annual North Carolina Teacher Forum; “Cultivating the Ground of Pre-Professional Practice Through Community Based Learning” at the Association of Teacher Education 2003 Conference; “Camera Safari” at the Southern Association of Colleges and Schools North Carolina Elementary and Middle School Winter Meeting; and, “The Privilege to Know the Difference: Preservice Teachers Preparing to Close the Achievement Gap” at the Closing the Gap: Improving Minority and At Risk Conference VII.

c. Concisely describe any changes toward enhancement of student outcomes measures.

Counseling and Educational Development (CED) - Study of current master’s comprehensive exams is underway.

Curriculum and Instruction (CUI) has provided summer stipend to develop assessment measures for students in majors and licensure programs.

Educational Research Methodology (ERM) - The department developed a list of skills and competencies that define the contents of master’s and doctoral comprehensive examinations. These skills and competencies are provided to ERM graduate students to help them structure their programs and monitor their learning throughout the program as well as prepare for the comprehensive examination.

Specialized Education Services (SES) - Teacher technology portfolio was aligned with Council for Exceptional Children (CEC) and ISTE standards for students in the undergraduate special education, auditory-oral, and PAIL programs. SES has begun the process of creating a comprehensive departmental assessment system. Anticipated completion date is December 2003. System will include entry, mid-point, exit, and follow-up on students and will provide data for the SOE assessment system.

1.3.2 a. Concisely describe improvements during the year based on the Five-year Departmental Undergraduate Review process.

b. Concisely describe program accreditation activity

Counseling and Educational Development (CED) - Based on the self-study and on-site visit completed in 2001-2002, we were granted full re-accreditation for all degree programs by CACREP at its fall 2002 meeting.

Curriculum and Instruction (CUI) participated in SACS accreditation visits and other documentation.

Library and Information Studies (LIS) The MLIS program at UNCG is accredited by the American Library Association. This past year, I filed the statistical survey and the biennial narrative report to the ALA Office of Accreditation. We have been, as a departmental faculty, addressing the planning for our upcoming accreditation self-study report to the American Library Association which we will begin in the fall, 2003 semester.

Specialized Education Services (SES) participated with the rest of UNCG in the SACS review, completing all required documentation and being available when SACS team members were on campus.

1.3.3 List departmental efforts to evaluate, modify and/or enhance student academic support services appropriate for diverse learning environments. (For improvements to the advising process, see 5.6.5)

Specialized Education Services (SES) is engaged in ongoing efforts to enhance student academic support services. Improvements made during the current academic year include these: posting of all student handbooks on the department website; addition of links and other navigation assistance on the department website so that students can find needed information easily; and changes were made in the assignment of advisors in preparation for additional changes that will be made in the next academic year.

Teaching Resources Center (TRC) - Resources are purchased that reflect a variety of ethnic groups and support a variety of learning styles. For example, an SES professor provided a list of titles about children with special needs. The TRC purchased a large number of these titles and has them labeled in a special section of the Center.

1.4 *Instructional/informational technologies will be used to facilitate learning where appropriate*

1.4.0 Indicate the total number of courses offered in the unit that have added an instructional/informational technology component in the current year.

Counseling and Educational Development (CED) - Technology component added to ten (10) courses this year.

Curriculum and Instruction (CUI) - ten

Educational Leadership and Cultural Foundations (ELC) - Four courses (ELC 381, 615, 670, 683, 687, 688A & B, 690, 751, and 752; CUI 399A) added an instructional technology component during the past year.

Educational Research Methodology (ERM) - All ERM courses have been at the cutting edge of using technology in the classroom. Two classes made use of new wireless laptop computers. All ERM classes continue to make use of power point, blackboard, and teaching stations in classrooms. Five courses incorporated applications using statistical analysis packages.

Instructional Technology (IT) - Possibly the plan for our Masters in Instructional Technology (contact Julie Reinhart) Also, we have 2 sets of wireless computers currently being used for classroom instruction. We have funded a new wireless infrastructure to be done this summer or fall.

Library and Information Studies (LIS) All courses offered by the LIS department include appropriate components of information technology. During the 2002/03 academic year, several instructors have begun using MOO.

Student Advising and Recruitment Center (SARC) - All Teaching Fellows seminars are now on Blackboard. Because Teaching Fellows is a blend of classroom work and organizational work, we requested and received a unique blackboard configuration whereby all Teaching Fellows seminars share one blackboard address and materials are not frozen at the end of each semester. Hence, Teaching Fellows can access their Teaching Fellows blackboard for information throughout the year.

Specialized Education Services (SES) - Nearly all courses in undergraduate special education, PAIL, cross-categorical M.Ed., and BK:ISED M.Ed. include technology components. Several courses in EDC include a technology component. Five courses are being upgraded with "second generation" technology during the late spring and early summer of 2004.

Teaching Resources Center (TRC) - The Director of the TRC is teaching two sections of LIS 120 this summer.

- 1.4.1 List instructional/informational technologies priorities at the unit level and indicate whether departmental lists of priorities have been maintained.

Counseling and Educational Development (CED) - Priority is for a new sound system for the Counseling and Consulting Clinic in Ferguson (the current system is the original one, some 20+ years old, and is experiencing some serious problems). This has been funded.

Curriculum and Instruction (CUI) - Departmental lists of priorities are aligned with those of the unit and CUI is on track for accomplishing its priorities.

Educational Research Methodology (ERM) - A PRIORITY IS TO INCREASE THE USE OF TECHNOLOGY TO DELIVER MOST EFFECTIVE INSTRUCTION.

Library and Information Studies (LIS) Department's Technology Committee maintains an ongoing assessment of departmental technology needs.

Specialized Education Services (SES) has a strong interest in assistive technology and proposed a graduate course on this topic (SES 661-approved). Cross-categorical M.Ed. program now will permit students to create a technology emphasis within the program of studies.

- 1.4.2 Briefly describe any new infrastructure developed to support unit or departmental technologies priorities.

School of Education (SOE) - Procedures have been developed to allow for online evaluation of fully online courses.

Library and Information Studies (LIS) The Department is in the process of acquiring equipment to support the distance learning needs for LIS 616, especially consisting of media production equipment and tools for web-based instruction.

Current Specialized Education Services (SES) priorities are to refine on-line courses as the graduate level, increase the use of technology in undergraduate courses, and streamline the logistics and other aspects of on-line program offerings (e.g., orientation sessions; assessment; course evaluation).

- 1.5 *Best practices for diverse learning environments will be specified and professional development programs designed and offered to faculty.*

- 1.5.0 Indicate the total number of unit faculty who during the current year

34	1) participated in workshops at TLC;
8	2) applied for a TLC grant to improve instruction;
43	3) attended other workshops, conferences, etc. on instruction improvement;
2	4) received a non-TLC grant to improve instruction.

- 1.5.1 Indicate progress made toward identifying best practices for facilitating student learning with different learning environments.

Curriculum and Instruction (CUI) - Assessment system to address this issue is in design stage.

Instructional Technology (IT) - Developed model electronic portfolio for teacher licensure

Teaching Resources Center (TRC) - The TRC provides resources that will facilitate these types of best practices in the schools.

- 1.5.2 Concisely describe any professional development programs designed, developed and/or conducted by the unit or departments.

Counseling and Educational Development (CED) - Workshop on suicide assessment was conducted/offered to students and professionals in the area (Benshoff/Juhnke). The two student organizations offered a series of "brown bag" luncheons speakers on a variety of topics (e.g., counseling gay and lesbian clients).

Curriculum and Instruction (CUI) conducted professional development program on using student work samples

Educational Leadership and Cultural Foundations (ELC) - Many of our faculty provided professional development workshops for schools and districts.

Instructional Technology (IT) - Symposium for area school administrators (to be in June) on "Leading with Technology"

Specialized Education Services (SES) - offered an invitational, late-afternoon seminar in October 2003 on ADHD featuring Dr. Marian Earls. Participants included local general education and special education teachers, students from SES programs, and faculty members from SES and CUI. Program was funded through an SES endowment (Cross). Faculty members in SES offered to SES and CUI students workshops to prepare for the PRAXIS I exams. SES conducted professional development for its own members with Margie Crutchfield of the Council for Exceptional Children on creating a program and department system of assessment that would then provide the data needed for the School of Education assessment system.

Teaching Resources Center (TRC) - The Director of the TRC provided the following workshops in schools and at conferences: Presented a session on teaching poetry with pizzaz at the North Carolina School Library Media Association Conference; Presented a session on effectively sharing the job of school librarian and technology facilitator at the NC Association of Educational Computing and Technology; Provided WebQuest training for students and teachers at a school in Burlington; Served as a group leader at UNCG's Young Writer's Conference; Co-facilitated a workshop on National Board Certification for School Library Media Specialists with an LIS professor as part of a USTEP grant

1.6 *Special academic programs such as honors, teaching fellows, living/learning communities, and international student exchanges that can demonstrate effectiveness relative to student learning outcomes and retention will be enhanced and/or expanded.*

Class	1998-99	1999-00	2000-01	2001-02	2002-03
Recipients	60	48	33	31	52
Females	55 (92%)	36 (75%)	27 (82%)	28 (90%)	40(77%)
Males	5 (8%)	12 (25%)	6 (18%)	3 (10%)	12(23%)
African American	12 (20%)	4 (8%)	5 (15%)	5 (16%)	14(27%)
Asian American	1 (2%)	0	0	0	0
Hispanic	0	0	0	0	3(6%)
SATV	580	590	575	597	566
SATM	560	577	590	586	581
SATT	1140	1167	1165	1183	1147
UNCG	1030	1035	1037	1036	1060
Withdrew	10	7	2	0	2
Transferred	3	2	1	0	0
Added	1	2	4	2	0
Probation	0	1	1	0	0
Graduated	42	2	0	0	0
Total	6	39	34	33	50

The complete Teaching Fellows Annual Report will follow in June.

- 1.6.3 List any changes in the level of support given to unit/ department special academic programs. Include the reason(s) for the changes.

Student Advising and Recruitment Center (SARC) - The Teaching Fellows program received \$3,000 in additional support from Associate Provost Anita Lawson to create recruiting materials. The brochure is under construction.

- 1.7 *Diversity and Global Awareness will be promoted by increasing the number of international students on campus and by developing new international programming.*

- 1.7.0 List efforts to increase presence of international students.

School of Education (SOE) - Exploring the possibility of developing a doctoral cohort project within our CUI and ELC programs in conjunction with the Oak League Education Institute in Taiwan.

Counseling and Educational Development (CED) - Exploratory meeting arranged by Chair to discuss potential collaborative international initiatives.

Curriculum and Instruction (CUI) has two doctoral international students on assistantships and tuition waivers. One is from China; one is from Kuwait

Educational Research Methodology (ERM) - The department provided graduate assistantships with tuition waivers to three international students.

Specialized Education Services (SES) - Judy Niemeyer, SES Director of Graduate Studies, makes a focused effort to stay in close touch with prospective international students and ensures that they access all necessary information concerning requirements, financial assistance, and housing. During the current academic year SES had 4 international students in M.Ed. and Ph.D. programs representing 4 countries.

Teaching Resources Center (TRC) - The TRC has a graduate assistant who is an international student from China. She has worked in the TRC this academic year and will continue to do so this summer and in the fall.

- 1.7.1 Concisely describe any new departmental or unit international student recruitment programs.

- 1.7.3 Concisely describe any new unit or departmental international programming activities designed, developed, or implemented which are expected to attract broad participation by campus and community constituencies.

Curriculum and Instruction (CUI) - The new proposed certificate in community college teaching was developed with the English Department and will be used by English as well as other academic departments.

Student Advising and Recruitment Center (SARC) - The joint effort between Teaching Fellows and the Department of Educational Leadership and Cultural Foundations culminated in the first offering of a travel abroad experience designed for undergraduate students seeking teacher licensure. Students traveled to Manchester England in spring 2003 to take courses there and visit public schools in the area.

- 1.7.4 List new external funding in support of international students and programs in the unit or departments.
- 1.8 *New undergraduate programs/learning opportunities will be planned and established on the basis of centrality to mission, needs assessment data, and faculty expertise.*
- 1.8.0 Concisely list new programs, structural changes in programs, and program discontinuations. Include authorizations to plan or establish new programs.
- Curriculum and Instruction (CUI) - Program discontinuations: MEd in Supervision; MEd in Middle Grades
- Educational Leadership and Cultural Foundations (ELC)
 Graduate level Program Changes: Changes to Ed.D. in Educational Leadership program; Commenced planning and delivery of off-campus MSA and Ed.d. programs for cohorts of Guilford County Schools employees.
- New Courses:
 ELC 625 Seminar in Teaching the Social Foundations of Education
 ELC 688 Continuing Problems: Technology and School Leadership
 ELC 688 Continuing Problems: Feminist Theories and Education
 ELC 688 Continuing Problems: Women's Social Voice and the Aesthetic
 ELC 688 Continuing Problems: Popular Culture and Education
 ELC 688 Continuing Problems: Spirituality and Education
 ELC 688 Continuing Problems: Adv Sem in Philosophy, Spirituality, and Pop Culture
 ELC 688 Continuing Problems: Qualitative Inquiry in Educational Leadership
 ELC 701 The School Superintendency
 ELC 754 Personal Leadership Development and Assessment
- Specialized Education Services (SES) - Program revisions were made to the undergraduate special education program, educational and community interpreting program, and education of deaf children teacher program as described earlier. Authorization to Establish document has been prepared for the Ph.D. in special education.
- 1.9 *Selected academic programs will be offered by distance learning/extension to provide access for students both within and outside the state, and possibly overseas as well.*
- 1.9.1 Describe assessment of academic program and faculty strengths relative to offering distance learning / extension opportunities.
- Curriculum and Instruction (CUI) - Assessment of academic programs and faculty strengths is informal and ongoing. The number of courses offered in a blended model now includes nearly all CUI courses and the total (100%) web based course number is 2
- Specialized Education Services (SES) - Dr. Lew Johnson has strong technology background, including the use of streaming video/audio and the use of CD-ROM and other technology to support web instruction. He has assumed responsibilities as the Director of Technology for the department, and he assists faculty members with questions and concerns about on-line learning and related technology topics. Most other faculty members offer on-line or web-supported courses. Faculty members are integrally involved in on-line course development and revision. In addition, SES has several

adjunct faculty members who are proficient in offering on-line courses and do so as needed (e.g., Dr. Rebecca Evers of Winthrop University; Dr. Beth Holder of Bennett College; Dr. Beth Hair of Guilford County Schools).

1.9.2 Briefly describe new distance learning/extension programs [for courses, see 4.2]

Counseling and Educational Development (CED) - We offered the first course in the online advanced post-master's certificate (for practicing school counselors licensed at the M level) during Spring 2002.

Curriculum and Instruction (CUI) - Continuation of MEd program in Asheboro; new ESL programming Rockingham county.

Educational Leadership and Cultural Foundations (ELC) - Commenced planning and delivery of off-campus MSA and Ed.D. programs for cohorts of Guilford County Schools employees.

Library and Information Studies (LIS) No new distance education programs have been established. We had hoped to expand into the Greenville area in the fall of 2003, but funding limitations precluded this.

1.10 *Faculty Roles, responsibilities, and rewards will be expanded in scope to encourage and to facilitate faculty participation in a variety of activities related to learning, discovery, and service. (GOAL ACCOMPLISHED)*

1.11 *Ensure a diverse faculty to support the university mission to "sustain a community in which women and men of every race are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others."*

1.11.0 Indicate (by number) affirmative action progress in new hires for next year (2003-04).

School of Education (SOE) – 6 affirmative action hires (2003-04)

Strategic Direction 2: UNCG will expand its research and infuse the excitement of scholarship into its teaching and learning.

2.1 *High quality research/inquiry will be valued and rewarded.*

2.1.0 Provide statistics (total unit numbers only) on scholarly and creative work:
8 number of books published
80 number of refereed journal articles and book chapters published
280 number of invitational or juried presentations at professional meetings
0 number of faculty creative performances, juried exhibitions, etc.

2.1.1 Indicate progress in establishing unit level awards for excellence in research / inquiry activity.

School of Education (SOE) - Plans have been developed to establish an annual School of Education Research Symposium. Special recognition will be given for outstanding research projects. The first symposium will take place in October, 2003

SERVE - maintains one Research Scientist position dedicated to the conduct of rigorous, high quality peer-reviewed educational research.

- 2.1.2 Indicate increases in levels of support for refereed research / inquiry presentations at national and international meetings.

Counseling and Educational Development (CED) - The Department choose to use some released 101 dollars (due to 107 activity) in support of faculty travel to make presentations at national and international conferences.

Educational Leadership and Cultural Foundations (ELC) - The department provided up to \$1500 per faculty member to support refereed research / inquiry presentations at national and international meetings this past year.

Library and Information Studies (LIS) We have achieved a substantial increase in the amount of money available for faculty travel to conferences.

Specialized Education Services (SES) funded at least part of all faculty travel to national and international presentations during the current academic year (see data above). Some support was provided from departmental funds, some from 107 funding, and some from department overhead account.

- 2.1.5 List any mechanisms designed, developed and / or implemented for faculty and students to share their research / inquiry work with colleagues and students.

Counseling and Educational Development (CED) - The Department continued its practice of having doctoral students present their dissertation proposals (first three chapters) to their committee and all CED faculty; all students (master's and doctoral) are invited to attend. Students distribute a copy of the abstract of their proposal to all doctoral students and faculty at least two weeks prior to the proposal seminar; a complete copy of the proposal is distributed to each faculty member and one copy is made available to students. Presentations at the dissertation defense also are open to faculty and students.

Curriculum and Instruction (CUI) has colloquia once per semester to share faculty and student research. We also have faculty / student collaborations on research through the Center for School Accountability

Educational Research Methodology (ERM) - Faculty identified several on-going research projects with which graduate students could become involved. A monthly brown bag lunch enabled students and faculty to share the work they were doing, and obtain input and suggestions to move forward.

Specialized Education Services (SES) now has a page on its website devoted to faculty and student research. BK:ISED students have their research at a culminating program experience. Faculty members also work with M.Ed. and doctoral students to present their work at state, national, and international conferences. They also collaborate to produce manuscripts for publication. Doctoral students are being encouraged to present their work at the planned fall SOE research symposium.

Teacher's Academy - Through USTEP Partnership Council Meetings and other activities, university faculty and school partners are provided the opportunity to share action research and other scholarship: 10/27/02 - The Impact of Partnering on Preservice Preparation, presented by UNCG faculty and public school teachers and administrators; 5/1/03 - Impact of Collaborative School Improvement and/or Research Projects on B-12 Learning, Pre-service Learning and Professional Development, presented by UNCG faculty and public school teachers and administrators; 1/8/03 - *Taking Your Class Online: Learning about the Ins and Outs of Using Computers to Enhance Instruction*, presented by Prof. Pam Barron; 4/2/03 - *Peace Education in a Time of War*, presented by Prof. Svi Shapiro

2.2 *Learning environments (on-campus and off-campus) will be improved/developed on the basis of new knowledge and research.*

2.2.1 Concisely list unit / departmental efforts and successes at recruiting new faculty who have an active research / inquiry agenda.

Counseling and Educational Development (CED) - The two new faculty members hired for 2003-2004, both beginning-level assistant professors, have several publications and several empirically-based works in progress. One has worked in a grant-supported research center.

Curriculum and Instruction (CUI) - One in higher education and two in teacher education have been recruited with active research agendas.

Educational Leadership and Cultural Foundations (ELC) - We have commitments from 3 new faculty members, all of whom have active research agendas.

Educational Research Methodology (ERM) - No searches conducted during the 2002-2003 academic year.

Library and Information Studies (LIS) We have hired Kevin Rioux who has an active research interest in electronic information transfer.

Specialized Education Services (SES) has completed one search for a special education faculty member this year. The position has been accepted by Dr. Pamela Baker. As this report is being prepared, SES is completing a second search in the special education area. It is anticipated that this search will be successfully completed by July 1, 2003. Candidates for faculty position in SES are not considered unless they have an active research/inquiry agenda with plans to continue their work upon joining the UNCG faculty.

2.2.2 Indicate number and percentage of unit faculty who articulated their research / inquiry agenda in the annual UNCG Report Form.

Counseling and Educational Development (CED) - 10; 100%

Curriculum and Instruction (CUI) - 16; 100%

Educational Leadership and Cultural Foundations (ELC) - 7; 100%

Educational Research Methodology (ERM) – 4; 100%

Library and Information Studies (LIS) – 8; 100%

Specialized Education Services (SES) – 8; 100%

- 2.2.3 Indicate procedures for review of course syllabi / teaching relative to new knowledge and research as part of the peer review process of teaching.

Counseling and Educational Development (CED) - Faculty conduct ongoing reviews of their course syllabi and teaching for each of their courses each year. All faculty members at the assistant and associate levels have systematic peer reviews of their teaching.

Curriculum and Instruction (CUI) - Peer reviewers and the Department Chair all review coursed syllabi and readings lists as part of the routine review for current and new knowledge in courses.

Educational Leadership and Cultural Foundations (ELC) - We periodically review all the syllabi for required courses in a degree program. We also discuss, as a department, course syllabi for any new courses that are being proposed for approval.

Educational Research Methodology (ERM) - Sharing course content and pedagogy are a regular part of bi-monthly department meetings.

Library and Information Studies (LIS) Inventory of syllabi for research content for LIS courses is in progress. The LIS Curriculum Committee is also auditing syllabi for technology content.

Specialized Education Services (SES) completed peer review of all untenured faculty members during the fall and spring semesters of the current academic year. SES is reviewing syllabi based on two critical developments: First, SES is in the midst of the process of developing a comprehensive assessment system. Part of this process is requiring faculty to examine syllabi to ensure that they are aligned with state and national professional standards. Second, NC DPI has completely changed the teacher licensing standards for special education. Thus, all syllabi for special education undergraduate and graduate programs are being reviewed in order to meet the new standards. All courses will have small changes; graduate courses will likely undergo significant revisions.

- 2.2.4 Indicate evaluations of academic programs / curricula relative to new knowledge and research via the Five-Year Departmental Review Process and / or professional accreditation self-studies.

Counseling and Educational Development (CED) - The accreditation self-study (CACREP) involved detailed review of curricular offerings.

Educational Leadership and Cultural Foundations (ELC) - The department, along with the SOE, successfully went through the NCATE and DPI review processes this past year.

Educational Research Methodology (ERM) - In response to the 2000 department review,

both the M.Ed and Ph.D program requirements were revised following a lengthy department review. Revised programs require students to include courses that reflect cutting edge knowledge and technology in their program of study. one new course, ERM625, was developed and approved.

Library and Information Studies (LIS) will undergo a Five-Year Departmental review in the fall of 2003 and is beginning the development of a self-study report for reaccreditation by the American Library Association with the site visit scheduled for spring 2005.

2.3 *The number of undergraduate and graduate students involved in faculty research/inquiry will increase.*

2.3.1 Indicate the number of undergraduate assistantships offered as a result of a matching funds program.

Curriculum and Instruction (CUI) - 2

2.3.2 Indicate the number of graduate assistantships supported by state funds and the number supported by external funds.

Counseling and Educational Development (CED) - Several GAs were supported through our partnerships with NBCC and the CFNC Resource Center. Other students were supported by external funds in other departments/centers. A few had paid internships.

College Foundation of North Carolina (CFNC) - 9 state; 1 external

Curriculum and Instruction (CUI) - 12 state; 2 external

Educational Leadership and Cultural Foundations (ELC) - 10 state; 0 external

Educational Research Methodology (ERM) - 5 state; 4 external (NBPTS)

Library and Information Studies (LIS) - 8 state; 0 external

Student Advising and Recruitment Center (SARC) - 3 state; 0 external

SERVE - 0 state; 8 external

Specialized Education Services (SES) - 6 state; 3 external

2.3.3 Indicate:
3 students in unit with Undergraduate Research Assistantships
12 undergraduates involved in faculty research/inquiry outside URA program
88 graduate students in unit involved in faculty research

Steps taken by the unit or departments to encourage faculty to engage students actively in their individual and collaborative programs of research / inquiry:

Counseling and Educational Development (CED) - Faculty report their collaborations with students on research and publication. These efforts are given a high priority in our annual review, post-tenure review, and promotion and tenure documents.

Curriculum and Instruction (CUI) - Value of collaborative research with students is codified in promotion and tenure policy and in reward system for merit.

Educational Research Methodology (ERM) - Students are encouraged to attend and participate in local and national research conferences (e.g., NCARE, AREA, NCME). Faculty meet with participating students on a regular basis to discuss the goals and objectives of the research as well as to carve out specific research assignments. Students actively participating in a research project are included as co-authors on presentations and publications resulting from the research.

Specialized Education Services (SES) - The EDC faculty members support a student organization whose purpose includes encouraging students to contribute to knowledge of the profession. They participate in activities such as working with parents, having cyber-mentors, and electronic discussions. All GAs employed by the department are assigned for at least part of their responsibilities to assist faculty and participate in their research. One doctoral GA is spending significant time on an externally supported research project with primary responsibility for data collection. Undergraduates employed through external grant funds also assist faculty in the pursuit of their research agendas. Students in the educational interpreter program give workshops to teachers in the local public schools, and they prepare for this activity by doing these workshops for UNCG students in other programs. Topic: Interpreter roles and responsibilities. Doctoral students in special education all complete independent study courses that require the development, implementation, analysis, and interpretation of applied research.

2.4 *University Centers and Institutes will be used to increase collaborative research efforts with educational, environmental, health, and other public and private agencies.*

2.4.0 For any of the thirteen GA-approved Centers/Institutes which are in the unit, indicate activities, new initiatives, and number of faculty involved

Counseling and Educational Development (CED) - Three faculty have met with CSSI and/or IHSS about potential grant activity.

Center for Educational Studies and Development (CESD) activities included the Children's Festival/ Health Celebration, Piedmont Young Writers' Conference, Study Skills, Creative Writing Workshops, Psychological Evaluations and the Summer Institutes. Ten faculty members were involved.

College Foundation of North Carolina (CFNC) - The CFNC Resource Center has four primary responsibilities: handling phone and email inquiries related to college planning, training of North Carolina educators on CFNC resources, developing and disseminating publications, and coordinating the state's new Spanish Services initiative (new for 02-03). The chair of CED has been involved in implementation of a research project to study high school students' college planning needs. The CED chair has also provided consultation on new strategies for serving students and counselors.

Curriculum and Instruction (CUI) - Center for School Accountability, Staff Development and Teacher Quality: Lighthouse to Study: High Performing high School Study. Faculty involved = 8

EDUCATIONAL RESEARCH METHODOLOGY (ERM) - ONE ERM FACULTY MEMBER IS THE DIRECTOR OF THE CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION (CERE). TWO ERM FACULTY MEMBERS ARE ASSIGNED AS ZERO-TIME SENIOR RESEARCH FELLOWS FOR THE CERE. ONE ERM JUNIOR FACULTY MEMBER IS ASSIGNED AS A ZERO-TIME RESEARCH FELLOW FOR THE CERE. THE CERE IS EMPHASIZING ITS SERVICES IN THE AREA OF EVALUATION AS IT SEEKS NEW FUNDING OPPORTUNITIES. A NEW FULL TIME PROJECT DIRECTOR WAS HIRED TO OVERSEE CENTER PROJECTS, TO HELP OBTAIN NEW FUNDING, AND DIRECT GRADUATE STUDENTS WHO ARE WORKING ON THOSE PROJECTS. TWO NEW FUNDED PROJECTS WERE OBTAINED. THERE ARE THREE ADDITIONAL PENDING PROPOSALS.

Reading Together (RTO) - This year we have hired Dr. Deborah J. Bartz from the Department of Educational Research Methodology to review our methodology for Reading Together information and to make recommendations for the collection and analysis of data for the 2002-03 grant year. We will continue working with the department during the 2003-04 grant year to further analyze data and to provide research information that may be reviewed by other agencies. The number of faculty involved is equal to five.

- 2.4.1 List any information sessions, seminars and / or workshops held for faculty interested in collaborative research / inquiry projects, including total attendance.

Counseling and Educational Development (CED) - Both Dr. Rosemary Wander and Dr. Vince Henrich attended Departmental faculty meetings to discuss current initiatives on campus and potential ways CED faculty could be involved.

Curriculum and Instruction (CUI) - Three information sessions hosted by CSASDTQ; total attendance = 8

SERVE - The SERVE Executive Director and other members of the SERVE Management Team have held regular meetings with Deans and Department Heads to continue to develop collaborative research projects

- 2.4.2 List any faculty research / inquiry teams organized within or across academic units to respond to Requests for Proposals / Help from public and private agencies.

Counseling and Educational Development (CED) - Dr. Borders is a member of an Adoption Research Work Group (includes HDFS, SWK, CSSI). Dr. Shoffner met with several faculty in Women's Studies to explore potential collaborative grant activities.

The Center for Educational Studies and Development (CESD) works with The Guilford County Coalition on Infant Mortality, Guilford Safe, Ceiner Woods Ford, 98.7 The Point and Women's Hospital.

Educational Research Methodology (ERM) - Culturally Relevant Pedagogy team was formed to seek internal funding to develop a proposal to investigate the role of culturally relevant pedagogy to narrow the academic achievement gap. the PI for the team is from Educational Research Methodology; other members are from two departments within the SOE (CUI and ELC) and one department from Arts and Sciences (Sociology). The proposal was funded.

Library and Information Studies (LIS) Pam Barron and Jewell Cooper (CUI) produced one grant proposal.

SERVE - A number of UNCG faculty have been involved in various SERVE/UNCG proposal development efforts.

Specialized Education Services (SES) and HDF faculty members are collaborating on two projects. One is a state-sponsored initiative to increase on-line undergraduate course offerings; the other is a federal grant proposal submitted to the U.S. Department of Education (pending)

Teacher's Academy organized a collaborative research team to develop and submit a proposal to the ORS External Proposal Development Incentive Program. The team was awarded one of the EPDIP grants for \$49,950 to develop and validate an instrument for measuring culturally relevant pedagogy. Prof. C.R. Baber with Prof. Jerry Walsh (CHEM) organized a collaborative team to develop and submit a proposal to the UNC- Division of University-School Programs and Center for School Leadership Development NC QUEST (Quality Educators through Staff Development and Training across North Carolina) grant program in the amount of \$336,318. Other team members included Profs. P. Keltner (CHEM), W. Weigel (MATH), C. Matthews (CUI) as well as Drs. K. Charles (SERVE), S. Bingham (SERVE), M. Cole-White (Edenton-Chowan Schools), and K. Eades (Pamlico County Schools).

2.4.3 Indicate new support provided for faculty in preparation and administration of grants and contracts

Counseling and Educational Development (CED) - Dr. Borders and Dr. Cashwell participated in the intensive grant proposal writing workshop with GrantCentral. Dr. Shoffner and Dr. Benschhoff attended a 1 ½ day grant writing workshop with GrantCentral.

SERVE provides continuous support to its management staff to pursue contract and grant proposal opportunities in their quest on-going external funding. Additionally, SERVE is structured to provide on-going post-award administrative support.

Specialized Education Services (SES) - Two SES faculty members attended grant-writing workshops at the invitation of the Associate Provost for Research.

2.4.4 Indicate revisions, if any, to the mission of selected centers and institutes

SERVE mission is to promote and support the continuous improvement of educational opportunities for all learners in the Southeast. To address this mission, SEVE engages in research and development on education issues of critical importance to educators in the region, and in the provision of research-based services to educators, policymakers and others who strive for improved student performance.

2.5 *External funding will be increased to support research, development, and training activities.*

2.5.1 List efforts taken to recruit faculty who have active research / inquiry agendas AND a record of external funding to support their work.

Counseling and Educational Development (CED) - The two new assistant professors both have research agendas in highly fundable areas. One has worked for several years in a grant-supported research center. The need to seek external funding has been emphasized throughout the search process with candidates.

Educational Leadership and Cultural Foundations (ELC) - We recruited 3 new faculty members who have active research/inquiry agendas.

SERVE - At the Program and Project Management level, SERVE actively recruits staff with proven funded-research track records to enhance their research agendas. Additionally, SERVE routinely bids successful researchers/scholars in its pursuit of externally-funded opportunities

Specialized Education Services (SES) - One search is completed. Applicants were reviewed for evidence of research and only those with as established record or evidence of promise in this area were considered for the position. Because the faculty lines awarded was very junior, a record of external funding was a secondary consideration. A second search is nearing completion. The top candidate has an established record of evidence as well as having received federal funding for a grant project.

- 2.5.2 List by department the total number and amount of external grants and contracts awarded.

Collegium for the Advancement of Schools, Schooling, and Education (CASSE) - A grant in the amount of \$700,433 was funded by the North Carolina Department of Public Instruction, Child Nutrition Services Section effective January 1, 2003 for the continuation and expansion of the Educational Leadership Academy for North Carolina Child Nutrition Directors and Supervisors.

Counseling and Educational Development (CED) - Drs. Juhnke and Purkey, \$88,000 total (2 grants) from Washington, DC, school system.

- 2.5.3 Indicate efforts taken to recruit / build interdisciplinary research teams via new faculty hires within and across academic units.

Curriculum and Instruction (CUI) - Collaboration with the Mathematical Sciences Department for the new math Ed Assistant Professor.

SERVE - At the Program and Project Management level, SERVE actively recruits staff with proven funded-research track records to enhance their research agendas. Additionally, SERVE routinely bids successful researchers/scholars in its pursuit of externally-funded opportunities

Specialized Education Services (SES) - New BK faculty member wrote a federal grant proposal in collaboration with faculty members in HDF.

- 2.5.4 Indicate seed money provided to faculty teams pursuing significant external funding opportunities.

School of Education (SOE) - The dean's office provides small research and travel funding for expenses for faculty pursuing external grants.

SERVE provides continuous support to its management staff to pursue contract and grant proposal opportunities in their quest on-going external funding. Additionally, SERVE is structured to provide on-going post-award administrative support.

- 2.5.5 List any external consultants utilized to identify federal grant and contract opportunities and network faculty with federal agencies.

Counseling and Educational Development (CED) - Dr. Borders and Dr. Cashwell worked with David Morrison (GrantCentral) as part of the intensive grant writing workshop to identify sources of federal funding for their grants. The Department scheduled a consultation with Dr. Morrison also, but he had to cancel (twice).

Specialized Education Services (SES) - No formal use of consultants other than the Meyers and Associates contacts provided by UNCG. Informal contact maintained with federal grant officer who provides feedback on competitions worth applying for. In addition, SES faculty members who are principal investigators on federally funded grant projects attended a project directors' meeting in Washington, D. C. This affords an opportunity for networking, including learning about funding opportunities.

- 2.6 *External grant and contract activity will be more appropriately distributed across academic units.*

- 2.6.2 Indicate annual unit and five-year targets for grant and contract activity

School of Education (SOE) - The Provost supplies funding for our contracts and grants administrator, contingent on a yearly increase in proposal submissions. The goal is to continue to increase submissions. Our annual funding ranges from \$16 to \$20 million, with an annual goal of \$1 million increase (\$5 million over five years).

Counseling and Educational Development (CED) - All CED faculty have created individual goals for grant-related activity.

The Center for Educational Studies and Development (CESD) will pursue 1 award per year over the next 4 years.

Curriculum and Instruction (CUI) annual target: \$200,000: Five year target: \$1,000,000+

Educational Leadership and Cultural Foundations (ELC) - 1 external grant (\$700, 433); 3 internal grants (\$50,000; \$5,000; \$5,000)

Educational Research Methodology (ERM) - has a long-term target of half a million dollars per year in grant and contract activity. Achieving this target is dependent on the department being fully staffed. One senior faculty member was on unpaid leave during the past academic year, leaving a critical gap in funding, teaching and advising support in a small department of only five members.

Library and Information Studies (LIS) - The five-year target for LIS is \$50,000.

SERVE - From 1990 to 2001, SERVE at UNCG's contract and grant activity grew from approximately \$4 million per year to over \$12 million per year. Contract and grant activity decreased slightly in 2002. SERVE shall strive to increase the dollar amount of its contract and grant portfolio over the next five years by an annual target of 10% per year.

Specialized Education Services (SES) goal for the current academic year was to submit two proposals. Four were submitted. Overall SES goal for the next five years is to submit at least two proposals each year for federal funding (new or renewal), to take advantage of opportunities for funding from the North Carolina Department of Public Instruction and other state agencies, and to prepare at least one proposal each year collaboratively with another SOE department or another UNCG unit.

2.7 *Space allocations for funded research projects will increase.*

2.7.3 Indicate space on campus assigned to externally funded projects during the past year.

Curriculum and Instruction (CUI) - Curry 110 for CUI related projects

Educational Research Methodology (ERM) - All ERM externally funded projects are housed in the CERE, Curry 211.

SERVE - With continuous growth in funded contract and grant activity, it is anticipated that staff growth will be proportional. SERVE, staff in Greensboro currently occupies approximately 11,000 square feet of space. Based on projected growth in contract and grant funding referenced in 2.6.2 above, space to support additional staff will need to increase approximately 10% per year, (1,000 square feet per year).

Specialized Education Services (SES) - No new space allocations were made. In fact, SES federal grant projects are sharing more space than ever before (e.g., the "temporary" arrangement to have grant graduate assistants share space with department graduate assistants has now lasted for an entire academic year. Three SES projects (Auditory-Oral training grant; CAPE-DHH resource center grant; and CENTeR training resources clearinghouse grant) are supposed to be moved off campus to leased space, but the date for that move is not yet set.

2.7.4 Indicate space leased off-campus during the past year to accommodate needs of major externally funded projects.

School of Education (SOE) - Overhead funds from the grants listed in 2.7.3 have been used to lease space at Tate and Walker for those projects. Leasing began as of 1/15/03.

Collegium for the Advancement of Schools, Schooling, and Education (CASSE) - The University leases on behalf of the Collegium approximately 2,000 square feet of space at 101 South Elm Street, Suite 225 to accommodate needs of two externally funded projects - Child Nutrition Program Managers Leadership Development Program and Educational Leadership Academy for North Carolina Child Nutrition Directors and Supervisors.

Educational Leadership and Cultural Foundations (ELC) - Dr. Larry Coble rents space in downtown Greensboro to accommodate the needs of his externally funded projects.

South Eastern Regional Vision for Education (SERVE) - SERVE/UNCG leased approximately 1,800 s.f. of office space in Atlanta, GA to support continued and expanding staff operations in that state.

Strategic Direction 3: UNCG will build a strong sense of community as a student-centered university.

3.1 *A University Compact to serve as a code of behavior for individuals and groups will be explored, and if appropriate, developed and adopted.*

3.1.1 Indicate any exploration with faculty and students of how liberal learning contributes to the formation of attributes of mind, character, and a sensibility that includes responsibility to and leadership in behalf of a larger community.

Counseling and Educational Development (CED) - Discussion of our professional ethics is the primary focus of one course and is infused in most courses; these ethics involve responsibilities of professional counselors for society as well as specific client populations.

Educational Leadership and Cultural Foundations (ELC) faculty members continued to be student-centered in their daily activities with students, including personalized and careful program advising, dissertation advising. In addition, we continued with the MSA capstone experience, a student-centered experience added in 2001-2002. Faculty also did things such as invite classes to their homes.

Educational Research Methodology (ERM) - graduate students take one or more courses from the Department of Educational Leadership and Cultural Foundations. On a national level, students are encouraged to participate in professional educational research organizations such as AERA and NCME. These organizations strongly promote leadership, ethical and professional behaviors.

Library and Information Studies (LIS) Kevin Rioux has started a chapter of the Progressive Librarians Guild in Greensboro.

Specialized Education Services (SES) - Related topics were discussed at department retreat, pertinent conversations occur during student advising. Other avenues of discussion were the development of program documentation for self-SACS reviews as well as participation in the development of marker courses for the new general education program requirements. Additional conversations are occurring as undergraduate programs are revised for the development of an assessment system and to meet the changes in NC teacher licensure standards.

3.2 *The Race and Gender Institute will continue to be decentralized, modified, and strengthened.*

Teacher's Academy - Dr. R. Jones participated in the Summer 2002 Race and Gender Institute

3.2.2 Concisely describe composition/activities of the College / School Race and Gender Committee.

3.2.3 Discuss any programs during the year that strengthened the sense of community among faculty, staff, and students by addressing multi-cultural issues.

School of Education (SOE) - The SOE personnel committee sponsored two brown bag sessions dealing with issues related to recruitment of minority faculty. Two meetings of the SOE were also devoted to follow up discussion of these issues.

3.3 *Policies and procedures will be systematically reviewed and modified to make them more student-centered.*

3.3.1 Concisely describe results of any review of policies and procedures for unreasonable barriers / obstacles to student progress. For specific changes to advising processes, see 5.6.5.

Counseling and Educational Development (CED) - The student handbooks, which contain all Departmental policies and procedures, are reviewed and revised (as needed) each year. No unreasonable barriers/obstacles to student progress were identified.

Educational Research Methodology (ERM) - policies and procedures were reviewed in Spring 2000 as part of the Department Review Process. The department continues that review as part of its annual retreat. No barriers were identified.

Library and Information Studies (LIS) We have dropped requirements for a type of library and a materials course from the MLIS program. This is consistent with trends in LIS education and it is felt that the release of these hours from required courses will enable the students to develop programs more suited to their individual needs.

Specialized Education Services (SES) - Ongoing program revision is occurring for the new undergraduate major in special education to ensure that students can complete the second academic concentration in a reasonable amount of time.

3.3.2 Concisely describe plan to improve student services and any implementation of the plan which occurred during 2002-2003. Improvements to student advising go in 5.6.5.

Counseling and Educational Development (CED) - The Department has enhanced the use of its listservs for current students and graduates; job postings at all levels, local to national, are distributed via these listservs. Other information regarding policies and procedures also is distributed in this way, as are announcements about campus and community events of interest (e.g., conferences, legislation affecting the profession, etc.).

Educational Research Methodology (ERM) - A plan of study worksheet was developed for entering graduate students. This work sheet is mailed each newly admitted graduate students with a letter requesting that they make an appointment to meet with their advisor prior to registering for classes. Work on an ERM graduate student handbook is underway.

The new ERM department secretary is especially responsive to graduate students and is continually involved in helping them with bureaucratic matters ranging from course registration and financial aid to filing graduation paperwork.

Specialized Education Services (SES) website continues to be enhanced so that most information needed by students is available on-line. For example, all student handbooks are now available on-line. Most course materials are also available on-line. Also accomplished was streamlining of department procedures for handling initial inquiries about programs and services.

Teacher's Academy - NC TEACH: Initiated meetings with principals at schools that employ NC TEACH participants. Provided ongoing observations, email and personal contact with NC TEACH participants. Presented at meetings for Alternative Licensure Teachers and ILTs in Rockingham County Schools and Guilford County Schools. Re-

instituted NC TEACH Advisory Committee. Collected evaluations by students and master teachers (summer, fall and spring). Conducted research (lit. research) concerning training and professional development needs of lateral entry teachers. Alternative Licensure Program: Developed information brochure for distribution to applicants, school system personnel directors, and faculty. Provided orientation for all "A" licensure-only programs for advising potential licensure students using the staff "script" developed in 2001-2002. Developed a set of guidelines for a comprehensive and coherent alternative licensure program. Began development of the comprehensive and coherent alternative licensure program

3.4 *Cross-divisional community-building activities (intellectual and social) for students, faculty, staff, and/or families will be developed and implemented.*

3.4.1 Indicate ways in which unit personnel supported or worked with student organizations within and across academic units to improve intellectual and social environments

Counseling and Educational Development (CED) - All faculty attended several social events (e.g., picnic for students and families), fundraisers, and professional events (e.g., honorary society induction ceremony, awards program) sponsored and conducted by our two student organizations. The faculty advisor, Dr. Myers, worked with these groups on other events/activities, such as professional development brown bag lunches. Faculty mentored and/or collaborated with students on presentations at professional conferences and writing projects.

Center for Educational Studies and Development (CESD) works with 152 Teaching Fellows to coordinate the Children's Festival/Health Celebration and the Piedmont Young Writers' Conference. The Festival brought over 8,000 people to campus and the Piedmont Young Writers' Conference brought 882 students k-8th grades to campus.

Curriculum and Instruction (CUI) personnel worked with Undergraduate Research Committee, International Programs Committee; Service Learning Advisory; Student leadership Advisory

Educational Research Methodology (ERM) - Two ERM graduate students represent the department at meetings of the UNCG Graduate Students Association. The department actively supports the Graduate Educational Research Methodology Students (GERMS) Association. International graduate students have been very involved in activities and programs sponsored by the Graduate School and the Office of International Programs.

Library and Information Studies (LIS) has two student groups. The Library and Information Studies Student Association, a student chapter of the American Library Association, has been active in promoting interaction among the students in the program. It has chapters in Greensboro, Asheville, and Charlotte. The Faculty advisor for the Association is Dr. Julie Hersberger. The Special Library Association Student group, advised by Dr. Bea Kovacs, is also an active component of our student involvement at the three sites served by the LIS department.

Student Advising and Recruitment Center (SARC) - Faculty mentoring for UNCG Teaching Fellows continues to present opportunities for students and faculty throughout the campus to interact with one another. There were significant changes in the Teaching Fellows mentoring program this year. Students were able to choose their own mentor rather than being having them assigned by a committee. Additionally, the annual

Chancellor's Reception was combined with a Teaching Fellows "freshman tea" hosted by Drs. Laurie White and Pamela McRae, Assistant Directors of the Honors program. The event was a success with a total of 83 students and 40 faculty/staff members in attendance. Faculty participation increased significantly using this approach. Specialized Education Services (SES) - EDC faculty members sponsor the University Association of Educators of the Deaf, a student organization.

Specialized Education Services (SES) faculty members worked with their students to participate in the Children's Festival. SPED faculty members have held an organizational meeting to re-activate the Student Council for Exceptional Children UNCG Chapter.

Teacher's Academy - Dr. Cheryl Greenberg served as advisor to the Student North Carolina Association of Educators (SNCAE). SNCAE met monthly, elected officers, participated in professional development seminars as part of their meetings, and planned community volunteer activities. Six to 12 members attend each meeting. In addition, the total membership has increased to 79 active members as the result of outreach by the student members and the Council of Program Coordinators. Dr. Greenberg is also the co-counselor for the Phi Epsilon Chapter of Kappa Delta Pi, the international education honor society. Kappa Delta Pi initiated 44 new members and planned activities for the 2003-2004 academic year.

- 3.4.2 Indicate any College/School Programs Committees whose purpose is to generate intellectual community-building programs of broad interest.

Center for Educational Studies and Development (CESD) - Piedmont Young Writers' Conference, Study Skills and Creative Writing workshops.

Piedmont Triad Education Consortium (PTEC) - High School Advisory Committee comprised of public high school leaders and UNCG faculty and staff.

Specialized Education Services (SES) BK faculty members and students participated in Undoing Racism training with HDF.

- 3.4.3 Indicate any substantial participation in developing a University-wide calendar to publicize cross-divisional community building activities.

- 3.4.4 Indicate any encouragement of faculty, staff, and students in university-sponsored events.

Counseling and Educational Development (CED) - The Department Chair forwards email messages and flyers weekly to faculty, staff, and/or students regarding these events.

Center for Educational Studies and Development (CESD) - Piedmont Young Writers' Conference and Children's Festival/Health Celebration.

Educational Research Methodology (ERM) - faculty routinely attend convocations, graduations, opening ceremonies, and groundbreaking ceremonies on campus.

Specialized Education Services (SES) faculty members were encouraged to participate in and made a contribution to UNCG-sponsored events by direct request, e-mail reminders from the department chair, distribution of pertinent print material, general verbal

invitation, discussion at department meetings. SES has a strong culture of being represented at key UNCG activities and this responsibility is shared among department members. Examples of participation include these: Faculty participates in SOE and UNCG graduation activities; Faculty participates in all recruiting activities as requested by Undergraduate and Graduate Admissions; Faculty participates in a variety of UNCG-sponsored professional development activities; Department staff members attend workshops to stay abreast of changes in procedures/policies regarding student admissions, systems such as Banner, and the like; Students are asked to participate in sponsored events, either through announcements in class or personal invitation; Examples of involvement include the Young Writers conference, Children's Festival.

3.4.5 List Campus representatives from other divisions invited to participate in Academic Unit / Department and Deans Council Retreats.

School of Education (SOE) - The Director of the Office of Disability Services participates in the SOE task force on issues related to inclusion of individuals with disabilities in educational settings.

Counseling and Educational Development (CED) - Dr. Rosemary Wander and Dr. Vince Henrich

3.5 *Explore the feasibility of implementing a campus-wide mediation services program for faculty, staff, and students. (Target year 2001-2002).*

3.6 *Professional development activities focusing on leadership, human behavior, and human relationships will be offered to academic administrators, faculty, and staff.*

3.6.0 Indicate number of administrators, faculty, staff from the unit who have taken part in TLC or HRS professional development (not curriculum development) workshops.

Counseling and Educational Development (CED) - Dr. Borders serves on a university committee that is exploring ways to provide training/professional development for UNCG department chairs. 2 staff members have attended 8 workshops.

Curriculum and Instruction (CUI) - 6 faculty, 2 staff

Educational Research Methodology (ERM) - 1 staff member attended 8 workshops

Library and Information Studies (LIS) - 1 staff member attended 3 workshops

Student Advising and Recruitment Center (SARC) - Sandra Rouse, assistant director of SARC and Teaching Fellows, attended Banner Training, Blackboard training, and "Twelve Keys to Grantwriting" hosted by the Center for Creative Leadership. Sandra Sands, administrative assistant, attended "Managing Public Records in North Carolina State Government" through the NC Division of Historical Records.

SERVE - Five staff attended HRS workshops.

Specialized Education Services (SES) - One faculty member participated in the master advising training. A total of 3 SES faculty members (total, including grant personnel) attended TLC or HRS professional development, including new staff member orientation

Teacher's Academy
C.R. Baber - 1 workshop
Greenberg - 5 workshops
M. Nickerson - 4 workshops
B. Green - 1 workshop
J. Rouse - 4 workshops

Teaching Resources Center (TRC) - One

Strategic Direction 4: UNCG will expand its outreach in the Piedmont Triad, the state of North Carolina, and beyond.

4.1 *Academic departments, centers, and institutes will increase outreach activities and expand partnerships with public and private agencies to meet research and/or service needs when the agenda is mutually beneficial to all parties.*

4.1.0 List community workshops, seminars, lectures
Indicate nursing/public health services (include number of clients served)
Indicate public lectures, workshops, seminars (include total attendance estimate)
Indicate public arts events/productions/concerts (include total attendance estimate)
Concisely describe other consulting/applied research not listed in 4.1.3, 4.1.4 or 4.1.5.

Collegium for the Advancement of Schools, Schooling, and Education (CASSE) -

- Atlanta Public Schools, Atlanta, Georgia (Multi-Day Leadership Development Program for Future Principals)
- Florida Association of District School Superintendents, Tallahassee, Florida (Multi-Day Leadership Development Programs for Superintendents and Principals)
- Florida Board of Education/Secretary of Education, Tallahassee, Florida (Day-Long Leadership Development Session for the Secretary and His Executive Staff)
- Florida Division of Community Colleges, Tallahassee, Florida (Day-Long Leadership Development Session for the Executive Director and His Staff)
- Ohio School Leadership Institute, Columbus, Ohio (Spoke to Superintendents About Leadership Lessons Learned from Experience)
- National Education Association/Charleston Public Schools, Charleston, South Carolina (Spoke on Strategies for Turning Around Low Performing Schools)
- Peach County Schools, Fort Valley, Georgia (Spoke on Strategies for Improving Student Performance and Teacher Instruction in Mathematics)

Counseling and Educational Development (CED) -

Community workshops, seminars, lectures:

- Dr. Benshoff coordinated one professional development workshop offered by the Department for professional counselors (practitioners).

Presentations by faculty:

- Presentations on wellness at Friends Home West and Shepherd's Center (Myers)

Committee/Board memberships:

- Guilford County Council on Aging (Myers is Chair)
- Guilford County Aging Network (Myers)
- American Red Cross, Disaster Mental Health Services Committee (Myers)

Public Services Provided

- Counseling and Consulting Clinic (service hours only):
 - 24 community clients served (120 hours of service)
 - 37 UNCG students served (220 hours of service)
 - 396 individual counseling sessions provided
 - 21 SIP programs/classes offered
 - 112 UNCG students in attendance at SIP programs
 - 23 one-on-one assessments (70 hours)
- Outreach activities included the following
 - Jolie Long, Clinic Manager, provided staff development or consultation for the UNCG Office of Student Life and the ESS department.
 - Ms. Long represented the Department/Clinic at various meetings with Guilford County mental health agencies concerning the state divestiture plans, its impact on services and clients, etc.
 - Ms. Long volunteers and leads a support group for lesbian women at Alternative Resources of the Triad, Greensboro.
 - Ms. Long coordinated outreach to UNCG, Guilford College, Greensboro College, and NC A&T concerning Clinic services for DWI.

Center for Educational Studies and Development (CESD) workshops and attendance:
Children's Festival/Health Celebration 8,000
Piedmont Young Writers' Conference 882
Study Skills Workshop 50
Creative Writing Workshop 40
Psychoeducational Evaluations 33
Study Skills presented to area schools 1,200
Study Skills presented to Magnate Centers 42

College Foundation of North Carolina (CFNC) -
CFNC Training Workshops, approximately 25 across the state serving over 400 middle and high school counselors
North Carolina School Counselors Association, Annual Conference, workshop (60)
Carolinans Association of Collegiate Registrars and Admissions Officers, Annual Conference, workshop (18)
Closing the Gap, Annual Conference, workshop (7)
Hispanic Educational Summit, Annual Conference, workshop (55)
Americorps Access, Professional Development Meeting, workshop (30)
CFNC Training Workshop for ESL Teachers, workshop (13)
North Carolina College Access Conference, Annual Conference, workshop (25)
CFNC Training for Admissions Professionals, 4 workshops (30)

Curriculum and Instruction (CUI) - 10 CUI faculty involved in consulting or applied research individually or with SERVE, CSASDTQ.

Educational Leadership and Cultural Foundations (ELC) -
NC Humanities Council Speaker's Bureau
NC Governor's School guest lecturer
NC-Israel Partnership Peace Education Workshop
Greensboro News & Record lead article
Guilford County Community Partners Initiative

Workshop for Black Data Processors' Association
Child Nutrition Services Section, North Carolina Department of Public Instruction
Atlanta (GA) Public Schools
Florida Association of District School Superintendents
Florida Board of Education
Florida Division of Community Colleges
Ohio School Leadership Institute
National Education Association/Charleston (SC) Public Schools
Ohio University Southern Campus
Peach County (GA) Schools
Perry (OH) Public Schools
Center for Educational and Community Renewal (OK)
Southern Association for the Credentialing of Schools (SACS)
Pennsylvania State Education Association
Harlem (NY) Family Institute
NC middle schools professional development and technical assistance
Special Education Leadership Training at University of Massachusetts
NC Department of Public Instruction MSA review team
Research design panel member, Center on Personnel Studies, University of Florida
IDEA Re-authorization workshop
Board of Directors, Guilford Coalition for the Prevention of Adolescent Pregnancy

Educational Research Methodology (ERM) - One faculty member presented and IRT workshop at the University of Maryland

Library and Information Studies (LIS)
Gail Dickinson, collaborative information for the Salisbury-Rowan Public Schools (20)
Julie Hersberger, Asheville-Buncombe County Library (90)
Pam Barron distance learning for in-service teachers (30)
Bea Kovacs: "Active Minds Promote Healthful Bodies." (80)
Jim Carmichael, "Flames, Tresh, Noise, Jargon, and Jet-Trails" (110)
Jim Carmichael, "Serving Yourself out of Depression..." (50)
Jim Carmichael. "With the Best of Intentions..." (75)

Reading Together (RTO) -

Presentations:

- San Francisco International Reading Association Conference
- National African American Parent Involvement Day
- California Reading Association
- Fairbanks North Star Borough School District
- Michael Jordan Foundation- Chicago
- San Jose Unified School System
- Chicago Public Schools
- Guilford County YMCA
- Guilford County Schools
- Teleconference for North Carolina Department of Public Instruction
- North Carolina Teacher Cadet Conference

Conferences Attended:

- International Reading Association- San Francisco
- International Reading Association- North Carolina
- International Reading Association- Florida
- American Association of School Administrators- New Orleans
- National Educational Computing Conference- Washington
- California Reading Association
- Teacher Cadet Conference- North Carolina

Student Advising and Recruitment Center (SARC) - Knight, T. (2003, February), Team building. Presentation for the Volunteer Services and Communication Division of Moses Cone Hospital, Greensboro, North Carolina.

Specialized Education Services (SES) -

Workshops, seminars, lecture: 11

Public arts events: 1 (play shadowed by interpreting students)

Other consulting/applied research: 57

With the exception of the shadowed play, no events were sponsored that were open to the public. Events were arranged for targeted groups. For example, many of the "other" items listed here are the 47 workshops conducted by staff members of Project CAPE. These workshops, for educators and others in VA, NC, GA, LA, TN, SC, and AL affected 2087 participants.

- 4.1.2 Concisely describe any identification of shared applied research agendas between academic departments / centers / institutes and public / private agencies.

Counseling and Educational Development (CED) - Dr. Cashwell is working with staff from Family Life Council on a grant proposal.

Library and Information Studies (LIS) - Pam Barron is working with Carol Doll of Wayne State University on several projects in children's literature and service. Julie Hersberger is working with researchers from the Australian National University and the University of Toronto on "The Diffusion of AIDS Information among the Homeless via Social Networks." Kevin Rioux has made preliminary forays into a joint project with the researchers at the University of Utah.

Specialized Education Services (SES) works with SERVE, HDF, our own CENTeR project, and several local school districts.

- 4.1.3 Describe connections and partnerships to support the strategic and global interests of selected industries in the triad area and methods to evaluate them.
- 4.1.4 Provide the following data. Follow the university definition of internships and internship/practicum courses found on page 10 of the *Curriculum Guide*. Please note that data should NOT include pre-teaching or student teaching experiences.

In the period May 2002 - May 2003 for each department:

	#Paid	#Unpaid	Total
Counseling and Educational Development (CED) How many graduate students participated in an internship/practicum for credit offered by the unit?	2	67	69
Curriculum and Instruction (CUI) How many undergraduate students participated in an internship/practicum for credit offered by the unit	0	300	300
How many graduate students participated in an internship/practicum for credit offered by the unit?	0	45	45
Educational Leadership and Cultural Foundations (ELC) How many graduate students participated in an internship/practicum for credit offered by the unit?	10	50	60

How many graduate students participated in an internship/practicum for credit offered by the unit?

Educational Research Methodology (ERM) - 4
Library and Information Studies (LIS) - 9

- 4.1.5 Describe outreach activities/partnerships/linkages with public education [SOE: Include reports on Teacher's Academy and Teaching Fellows here]

Collegium for the Advancement of Schools, Schooling, and Education (CASSE) - Child Nutrition Services Section, North Carolina Department of Public Instruction, Raleigh, North Carolina (Facilitating the development of a Continuous Improvement Plan for the Section.) Ohio University Southern Campus, Ironton, Ohio (Advised on the Development of a Residential Leadership Training and Development Facility) Perry Public Schools, Perry, Ohio (Advised on the Development of a Leadership Development Program for Future Leaders)

Counseling and Educational Development (CED) - Drs. Purkey and Juhnke worked on a school violence project (funded by external grant) in the DC schools. Dr. Shoffner was integrally involved with the Teachers Academy and Council of Program Coordinators. Dr. Shoffner established or continued partnerships with the following school systems: Winston-Salem/Forsyth County, Thomasville City Schools, and Davidson County.

Center for Educational Studies and Development (CESD) - Teaching Fellows participate in the Young Writers' Conference and the Children's Festival/Health Celebration. The Center does extensive outreach in the community. Over 1,200 Guilford County and Asheboro County School students have been presented with Study Skills workshops. The Center has held workshops for The Black Childs Development Centers.

Curriculum and Instruction (CUI) had linkages with over 25 schools in the region; 10 were PDS relationships.

Educational Leadership and Cultural Foundations (ELC) -
NC Governor's School guest lecturer
NC-Israel Partnership Peace Education Workshop
Greensboro News & Record lead article
Guilford County Community Partners Initiative
Child Nutrition Services Section, North Carolina Department of Public Instruction
Atlanta (GA) Public Schools
Florida Association of District School Superintendents
Florida Board of Education
Florida Division of Community Colleges
Ohio School Leadership Institute
National Education Association/Charleston (SC) Public Schools
Ohio University Southern Campus
Peach County (GA) Schools
Perry (OH) Public Schools
Center for Educational and Community Renewal (OK)
Southern Association for the Credentialing of Schools (SACS)
Pennsylvania State Education Association
Harlem (NY) Family Institute
NC middle schools professional development and technical assistance
Special Education Leadership Training at University of Massachusetts
NC Department of Public Instruction MSA review team
Research design panel member, Center on Personnel Studies at the University of Florida
IDEA Re-authorization workshop
Board of Directors, Guilford Coalition for the Prevention of Adolescent Pregnancy

EDUCATIONAL RESEARCH METHODOLOGY (ERM) - THE ERM DEPARTMENT AND THE CERE CONSULT WITH THE GUILFORD COUNTY SCHOOLS ON EVALUATION RESEARCH AND MEASUREMENT ISSUES. One ERM faculty member has an on-going relationship with Guilford County Schools to provide a hands-on evaluation project each spring semester for an advanced applied evaluation course. In return, ERM provides a complete evaluation of the project to the schools. Two ERM faculty members sit on the North Carolina Dept. of Public Instruction Technical Advisory Committee on Testing. Three ERM faculty members are working on research projects sponsored by the National Board of Professional Teaching Standards.

Library and Information Studies (LIS) Gail Dickinson: Collaboration Fair: Salisbury-Rowan County Public Schools, April 8, 2003.

Piedmont Triad Education Consortium (PTEC) - provided services to 8,204 people this year through their program of work.

Student Advising and Recruitment Center (SARC) - Teaching Fellows and selected teams of elementary education majors assisted the Teague Family Foundation in the "Hooked on Books" project whereby all third and fourth graders at Jones Elementary School took a trip to Borders Book store and were allowed to purchase \$75 in books. The Teaching Fellows, Dr. Matthew's undergraduate inquiry team and Ms. Betty Dean's graduate classroom practice track team assisted the Jones students in purchasing appropriate books. This year the Teaching Fellows and Youth First Program of Greensboro co-sponsored a teen Sweetheart Dance at the Folk Teen Center on February 15th. Flyers were distributed to area middle schools and many middle schoolers attended the dance.

Specialized Education Services (SES) undergraduate program in special education continued PDS partnerships with selected schools in Rockingham County. The same program also implemented partnerships in Guilford County for the first time during the current academic year.

Teacher's Academy

- Support for Professional Development School Teaching Staff in the Area of Assessment and Accountability in Mathematics, Southwest Elementary School, \$4950
- Seventh Grade Team Differentiated Instruction and Assessment, Rockingham County Middle School, \$5000.
- Diverse Learners, Diverse Teaching, Hairston Middle School, \$5000
- Wolves Track Turtles, Bethany Community Middle School, \$5000
- Curriculum Integration and School-wide Planning Projects, Jamestown Elementary School, \$3600
- Secondary Principals Network, \$5000
- Integration of Science and Thinking Skills, Jesse Wharton Elementary School, \$5000
- Monticello-Brown Summit Elementary School Literacy and Assessment Project, Monticello-Brown Summit Elementary School \$5000
- Classroom Management Workshop for Beginning Teachers/Rockingham County Schools, 11/6/02, 48 teachers and 1 administrator attended.
- Jazz Directors' Summit, 6/12/03-6/13/03, attended by 50 public school teachers and UNCG students
- Improving Supervision and Mentoring through Book Club Discussions, fall and spring 2003, attended by 32 public school teachers
- Workshop for Regular Education Teachers Who Mentor Special Education Teachers, Fall and Spring 2003, attended by 20 public school teachers
- National Board Candidate Support Services/ Rockingham County Schools, fall and spring 2003, attended by 25 public school teachers
- National Board Candidate Support Services/ Guilford County Schools, fall and spring 2003, attended by 60 public school teachers
- National Board Candidate Training for School Library Media Specialists, spring 2003, attended by 30 public school media specialists
- Praxis II workshop for NC TEACH, Guilford County Schools and Rockingham County Schools, 4/1/03, 66 teachers attended.
- Renewing School Partnerships, Building School Teams: Collaborating to Meet Diverse Learner Needs, fall and spring 2003, 30 teachers participated.
- USTEP Summer Leadership Institute: *Conflict Management: Safe and Successful Schools*, 6/16/03-6/18/03, attended by 35 teachers and 6 principals sponsored by UNCG, and 35 teachers and 6 principals sponsored by NCA&T; presentations by 2 UNCG faculty members, 3 NCA&T faculty members, 2 public school teachers, 1 public school principal, 1 community member and the Center for the Prevention of School Violence.

- The Yopp Professional Development Institute: *Connecting INTASC, TPAI, IGPs and Instruction*, 6/19/03-6/20/03, attended by 70 second year teachers and their mentors; presentations by 13 public school teachers, 3 public school principals and 2 UNCG faculty members.
- NC Social Studies Conference, 2/19/03-2/21/03, three students and one faculty member participated, supported by USTEP funds.
- Closing the Gap Conference, 3/24/03-3/26/03, five teachers, one principal and one faculty member from Dillard Primary School participated, supported by USTEP funds.
- NC Middle School Conference, date, number, Bethany Community School teachers and students presented their research, *Wolves Track Turtles*, supported by USTEP funds.
- NC State Museum, *Using Your School Work Grounds*, attended by Bethany Community School teachers and students, attended by Bethany Community School teachers and students, supported by USTEP funds.
- NC State Museum, *Naturalist Center Workshops*, attended by Bethany Community School teachers and students, supported by USTEP funds.
- NC Middle School Conference, date, number, General Greene Elementary School teachers participated, supported by USTEP funds.
- Meetings and telephone conversations with Guilford County Schools, Rockingham County Schools, Asheboro City Schools, Chatham County Schools regarding professional development needs for teachers and administrators.
- Outreach (notices and invitations) to Alamance/Burlington School System, Asheboro City Schools, Chatham County Schools, Davie County Schools, Guilford County Schools, Lexington City Schools, and Rockingham County Schools regarding professional development workshops, Yopp Professional Development Institute, and Summer Leadership Institute.

Teaching Resources Center (TRC)

- Served as a SACS peer review team member for two middle schools in Guilford County
- Served as a moderator for Battle of the Books competitions in Guilford County Schools and in Davidson County Schools
- Served as a moderator for Hi Q - Guilford County Schools Battle of the Books competition for high school students
- Co-facilitated a workshop on National Board Certification for School Library Media Specialists with an LIS professor as part of a USTEP grant
- Participate in "Best Books" sessions with school library media specialists in Guilford County Schools

4.2 *Academic departments, centers, and institutes will work with the Division of Continual Learning to increase the number of credit and non-credit course offerings for life-long learners.*

4.2.1 Indicate ways in which the relationship between the Academic Unit and Continual Learning was strengthened.

School of Education (SOE) - Associate Dean for Operations serves on the DCL Airport Advisory Committee. The new DCL dean met with the SOE Executive Council to learn more about SOE programs and interests and to share his priorities for DCL.

Counseling and Educational Development (CED) - has worked with DCL this year to begin offering the post-master's certificate in advanced school counseling.

Curriculum and Instruction (CUI) participated in the AEHC, extension programs in Rockingham county and in Asheboro, and developed three blended web courses.

Educational Leadership and Cultural Foundations (ELC) - We initiated, in conjunction with the Guilford County Schools and the Division of Continual Learning, a Master of School Administration off-campus cohort and an Ed.D. in Educational Leadership cohort.

Library and Information Studies (LIS) - We have met on several occasions with the new Dean of Continual Learning, Dr. Robert Brown, to attempt to alleviate some of the problems we have had in delivering distance education. Additionally, we have met with the Dean of the Graduate School at UNCC in an attempt to delineate the responsibilities of UNCC in delivering our courses.

Specialized Education Services (SES) - Members of the EDC and BK faculty received a cooperative grant to put SES 240 and SES 242 on-line. SES has substantial offerings through DCL (some M.Ed. in Cross-Categorical Special Education courses, all core PAIL SES courses, all core SES LD and BED add-on licensure courses), and department has worked closely with DCL to address offerings and procedural matters.

4.2.2 Indicate any progress toward establishing a UNCG/Triad training Network, comprised of university-based and business/industry-based trainers.

4.2.4 Describe new credit and non-credit courses designed or offered for targeted groups, including distance learning courses / programs when appropriate (in addition to those courses which are part of degree programs, 1.9).

Counseling and Educational Development (CED) - We offered the first online credit courses for practicing school counselors seeking the advanced state license through the new post-master's certificate in advanced school counseling.

Educational Leadership and Cultural Foundations (ELC) - ELC 688 Continuing Problems: Technology and School Leadership

Specialized Education Services (SES) - In addition to courses for degree programs described elsewhere in this document, the following courses were approved for post-undergraduate licensure students (PAIL): SES 660 (Parent Collaboration) and SES 661 (Clinical Experience). In addition, approval was obtained for SES 662 (Assistive Technology), an elective course for graduate students in SES and a required course in a new program offered in several departments in the School of Education (CUI, LIS).

Teacher's Academy - CEUs for In-Service Teachers

- Enhancing the Learning of the ESOL Student, 6/16/03-6/20/03
- Meeting IEP Goals in General Education Classrooms: Instructional Strategies, 6/23/03-6/27/03
- Working with Diverse Learners: Planning Instruction for All Children, 6/23/03-6/27/03

4.3 *All outreach and public service activities will be coordinated through the Division of Continual Learning.*

4.4 *All UNCG students will have the opportunity to participate in a service-learning experience (e.g. internship, practicum, community volunteer)*

4.4.0 Indicate any review of degree programs in the unit to determine if each offers some opportunity for experience in the community, whether through service-learning courses, student teaching, internships, practicums, or other means.

Educational Leadership and Cultural Foundations (ELC) - * ELC 660, ELC 683, ELC 690, and ELC 790 all have community-based components

Specialized Education Services (SES) - This topic has been discussed at SES department meetings and specific plans have been made to ensure that undergraduate courses create opportunities for service learning.

4.4.3 List new service-learning courses offered or under development.
List new internship courses offered or under development.

Counseling and Educational Development (CED) - All master's and doctoral students complete a 600-hour (2-semester) internship in a school, community, or university setting.

Reading Together (RTO) - Courses are offered in Reading Together USA for parents, volunteers, and other caring individuals. The course is offered to teachers, and teacher aids. A subsequent 3-12 comprehension service learning course is being prepared for parents, volunteers, and teachers.

4.4.4 Indicate any existing courses into which service-learning experiences have been integrated.

Curriculum and Instruction (CUI) - CUI 545; CUI 375

Educational Leadership and Cultural Foundations (ELC) - ELC 660, ELC 683

Student Advising and Recruitment Center (SARC) - The spring semester Freshman Teaching Fellows seminar included a 15 hour service-learning component at Brooks Global Magnet Elementary School. The year long sophomore Teaching Fellows seminar included a 30 hour service-learning component whereby Fellows worked in a variety of settings including Jackson Middle School, Gateway Center, the Montegard/Dega Center, etc. The junior Teaching Fellows seminar included pre-student teaching, a camera safari, adventures in Greensboro, all designed to assist students in learning about diverse populations they will encounter as public school teachers.

Specialized Education Services (SES) - Several courses in various SES programs have service learning activities, but they had not previously been identified as such. Such activities are now being identified as service learning.

4.5 *UNCG will expand existing and develop new linkages with overseas universities for the purpose of enhancing student and faculty exchange opportunities.*

4.5.1 Concisely describe or number any international experiences for students and faculty, including exchanges, short-course study abroad, and contact with students and faculty in other countries.

Counseling and Educational Development (CED) –

- Dr. Fidan Korkut has been in residence here with us as a post-doctoral fellow since January 2002.
- Dr. Borders hosted a visiting scholar from Australia, and Dr. Cashwell hosted a research team from Russia.
- Dr. Borders arranged a meeting between Dr. Tom Clawson, Executive Director of NBCC, and Dr. Charles Lyons concerning possible collaborative international activities.
- Dr. Benschhoff made several presentations at a conference in Australia in Summer 2002.
- Several faculty are conducting research with a former post-doctoral fellow in Israel.

Educational Leadership and Cultural Foundations (ELC) - ELC 381 offered for a group of students at the University of Manchester (United Kingdom)

4.5.2 List any new summer study abroad opportunities for students.

4.5.3 List strategic alliances with foreign universities to facilitate collaborative research and study among faculty and graduate students. Indicate whether said alliances are new or continuing.

Specialized Education Services (SES) - One faculty member maintains a professional working relationship with a faculty member in Portugal and is currently mentoring him in the preparation of his thesis.

4.5.4 Indicate any international internships for students in professional programs.

Specialized Education Services (SES) students take advantage of the same opportunities as students in other undergraduate SOE programs.

4.6 *UNCG will provide leadership for the UNC system in the area of outreach by serving as the host for selected system-wide public service units.*

Strategic Direction 5: UNCG will increase its enrollment by actively recruiting and retaining students with the academic preparedness and potential to succeed in a rigorous academic environment.

Teacher's Academy - With funding from the Z. Smith Reynolds Foundation, the School of Education in collaboration with the College of Arts and Sciences launched an innovative program for the recruitment and retention of teachers by targeting undeclared majors. The purpose of Exploring Teaching as a Profession (ETAP) is to introduce freshmen and sophomores to the teaching profession by providing them with informative, supportive, and educational experiences that will motivate them to seek a career in the teaching profession. These experiences include career assessments; mentoring by faculty, school partners, and peers; early field-based activities; pre-professional development seminars; and scholarship information and incentives. The first ETAP cohort includes 15 participants who over the next two years will explore teaching at the preschool, elementary, middle grades, and secondary levels. Janelle Rouse in the Teachers Academy is coordinator of the program

- 5.1 *The minimum admission requirement for first-time freshmen in Fall 1999 will be a PGPA of 2.0. (GOAL ACCOMPLISHED)*
- 5.2 *Beginning in Fall 2000, first-time freshmen will be required to meet new admissions standards. (GOAL ACCOMPLISHED)*
- 5.3 *The first-time freshman class will be no fewer than 1600 in Fall 1999 and no fewer than 1700 between the years 2000 and 2003.*

- 5.3.3 Indicate any enhancement to the existing scholarship program for new students.

Counseling and Educational Development (CED) - Marian Pope Franklin Scholarships are now available (graduate level).

Educational Leadership and Cultural Foundations (ELC) - The Luther Self Fellowship fund continued to provide approximately \$25,000 in fellowship funding for ELC doctoral students.

Student Advising and Recruitment Center (SARC) - The Tom Haggai Foundation increased their scholarship to \$55,000 per year.

Specialized Education Services (SES) received word that the fund for their 5-year ARC of Greensboro Scholarship totaling \$200,000 would be replenished each year so that the funding level remains at \$200,000. These funds provide for two 2-year full scholarships for undergraduates each year, and one scholarship for a fulltime graduate student. SES has also refined procedures for identifying scholarship recipients (ARC, Wood, Cato, Franklin).

- 5.3.4 Indicate any new involvement by Unit faculty, staff, students and alumni in recruiting activities.

Counseling and Educational Development (CED) - Faculty are very involved in recruitment activities for our graduate program. They respond to emails from prospective students, meet with prospective students who come to campus for a visit, send letters to admitted students and do follow-up correspondence with them, etc.

Educational Leadership and Cultural Foundations (ELC) - Participated in the Graduate School recruitment nights. Held a prospective Principal Fellows orientation, resulting in our largest ever class of Principal Fellows (16)

Student Advising and Recruitment Center (SARC) - Guilford, Davie, Iredell, Cabarrus, Mecklenberg, and Rowan counties were targeted for recruitment for Teaching Fellows this year. During the summer, letters were sent from the Teaching Fellows Director and Teaching Fellows recruitment chair, Paul Jones to all high schools in these counties offering to visit the schools during August and September, 2002 to discuss the Teaching Fellows program. SARC staff, selected Teaching Fellows, and Paul made visits to approximately 40 high schools during the course of the year.

Specialized Education Services (SES) - With some financial support from SOE Dean, hosted a luncheon for EC directors from the Piedmont area for the purpose of discussing issues and advertising existing and new programs. One SES faculty member spoke with

special education administrators at their regional meeting. Recruitment letters explaining UNCG programs sent to all high school counselors in North Carolina. Recruitment letters explaining UNCG programs sent to selected community college counselors in North Carolina and across the region. (e.g., Georgia, Tennessee, West Virginia, Virginia, South Carolina) SES faculty members with a new grant to fund undergraduates in special education have advertised their program with local directors, held information sessions, and otherwise made multiple efforts to recruit new students. Department profile for use by Admissions Office revised. Several SES faculty members made presentations for local high school service clubs and for other interested groups. SES revised and re-printed the brochures describing each program housed in the department. SES distributed approximately 25 posters with return postcards in local high schools, community colleges, and community locations. SES continued to use and expand the activities related to Apply Yourself. A database of all inquiries about programs is kept, and follow-up correspondence (e-mail and mail) is scheduled. A system has been put in place to indicate whether inquiries pertain to traditional or on-line programs. The system now accommodates the new licensure programs (PAIL-LD; PAIL-BED). Project RESTART is holding a summer conference (2003) to recruit students and provide professional development for local teachers.

5.4 *The diversity of the first-time freshman class should approximate current freshman class proportions relative to gender, reflect the State's college going rate for each race, and increase the representation of out-of-state students without exceeding the 18% cap.*

5.4.3 Indicate special emphasis placed on programs and organizations that are of interest to under-represented groups through publications, video, the web, and personal contacts.

Counseling and Educational Development (CED) - We have several collaborative efforts with the Office of Multicultural Affairs related to our graduate programs.

Specialized Education Services (SES) - Department grant projects with funding for students are written with an emphasis on recruiting individuals from underrepresented groups, including students with disabilities. The effort is successful as are informal efforts in this area since a number of SES students have disabilities or are the parents of students with disabilities. The undergraduate special education major currently enrolls 38 students who are African-American. The programs that are especially committed to this goal include Project RESTART, the BK undergraduate program, and the EDC Auditory-Oral program. In addition, all print materials are reviewed to be sure that photos reflect the diversity of individuals in schools and the community, and faculty discuss strategies for ensuring that SES programs are presented to attract diverse student groups. Data suggest that these efforts are successful; minority student enrollment in SES programs is strong (particularly African-American students and students with disabilities).

5.5 *The University's share of the North Carolina college applicant pool will increase 0.5 % annually.*

5.5.3 Describe new recruitment materials including publications, video, the web, advertising, visits to feeder schools, and personal contacts.

Specialized Education Services (SES) - New brochures have been printed for all SES programs. In addition, all contacts with the department are responded to on a personal basis. This includes sending e-mail to students, having phone conversations with them, arranging appointments for campus visits, and interacting with drop-in candidates, often

students and their parents attending campus recruiting activities.

Teaching Resources Center (TRC) - A TRC website was added to the School of Ed website. A brochure was created that has been distributed at workshops and conferences. The brochure is also distributed at the Jackson Library and the TLC. The Director of the TRC has visited several schools throughout the Triad area to promote the TRC.

- 5.5.4 Describe new academic programs and special academic opportunities designed to attract prospective students.

Specialized Education Services (SES) - The Post-undergraduate Alternative Initial Licensure programs (PAIL) (for learning disabilities and behavior/emotional disabilities) was created last year to attract students teaching in NC schools without licensure. It is now fully operational. Because of the requirements in No Child Left Behind for fully qualified teachers, including those in special education, a decision was made to offer the entire set of program offerings during Summer 2003. Many of those courses are already full.

- 5.6 *Freshman year to sophomore year retention rates will increase 0.5 % per year over 1995 levels.*

- 5.6.1 Describe changes designed to enhance academic support services. For improvements to student advising, see 5.6.5.

Specialized Education Services (SES) - These changes have been described elsewhere in this document and include enhancement of the website, clarification in department procedures, production of new brochures, clearer communication among department program members.

- 5.6.3 Indicate learning environment changes designed to foster academic integration, student/faculty interaction, active learning, or student success.

Specialized Education Services (SES) - The use of technology continues to be a strong initiative for improving undergraduate learning environments.

- 5.6.5 Indicate improvement in the advising process for UNCG students.

Library and Information Studies (LIS) Student advisement loads have been more equitably distributed among the LIS faculty members. At present, each member of the faculty is assigned between fifty and sixty students in the MLIS program including the department chair who is assigned to advise fifty students. The only students assigned advisors are those who have been fully admitted to the program and the chair, for the most part, advises those who are in the process of admission

The Student Advising and Recruitment Center (SARC) - now has a prominent web page as a part of the School of Education Web site. Included on the web site is a copy of the Undergraduate Elementary and Middle Grades Handbook. Dr. Holly Thornton, Dr. Carolyn Boyles, Dr. Mary V. Compton, Ms. Sandra Rouse, and Ms. Janelle Rouse participated in the Master Advisor Training in January.

Specialized Education Services (SES) - Faculty members in the EDC and SPED areas completed revisions of all student handbooks. In addition, some programs were able to

align the ISTE and CEC. Additional changes in advising procedures (e.g., group advising) have been discussed and will be tried during the next academic year. For M.Ed. and add-on licensure programs in special education, advising sheets were revised yet again to reflect program revisions, new advising materials were prepared for the PAIL programs, and student handbooks for all graduate program options were developed. EDC advising checklist was revised to clarify several program requirements. Advising checklist was implemented for the undergraduate special education program.

5.7 *Graduate enrollment will increase at the same rate as the undergraduate enrollment with the most significant increases occurring at the master's/certificate levels.*

Student Advising and Recruitment Center (SARC) - mailed 942 information packets to prospective graduate students and processed 758 Graduate School applications:

	MASTERS				DOCTORAL				CERT ONLY				TOTAL			
	A	Pr	D	Pe	A	Pr	D	Pe	A	Pr	D	Pe	A	Pr	D	Pe
CUI	99	26	19	65	25	2	21	21	14	0	0	17	138	28	40	103
ELC	121	8	30	66	32	0	34	9	0	0	0	0	153	8	64	75
ERM	8	2	2	1	7	0	8	8	0	0	0	0	15	2	10	9
SES	29	14	9	25	0	0	0	0	17	12	0	7	46	26	9	32
Total	257	50	60	157	64	2	63	38	31	12	0	24	352	64	123	219

(Admission code: A=admitted; Pr=admitted provisionally; D=denied admission; Pe=Pending, either incomplete, waiting review, or in review) This is the sum total of all applications processed from May 2002, through April 2003.

x.x.o Indicate learning environment changes designed to foster academic integration, student/faculty interaction, active learning, or student success.

Library and Information Studies (LIS) - We have begun experimenting with utilizing the limited television time available on the NCREN system to take advantage of the time allotted to us in the delivery of courses. The first attempt was to split the time between two courses this year and the success of that has encouraged us to develop a more aggressive schedule for the summer session. Through the use of a blended model of instruction – web-based, face-to-face, and television – we hope to be able to offer students in the distance education sites a wider array of courses than otherwise possible.

5.7.1 List additional support obtained for graduate fee waivers, assistantships, and scholarships.

Counseling and Educational Development (CED) -

- Marian Pope Franklin Scholarship funds are now available.
- Contributions to Purkey fund ongoing.
- Pathways/CFNC.org funded 1 doctoral and 6 master's-level students.

Educational Research Methodology (ERM) - Two newly acquired grants provide funding for 5 graduate assistants. Each newly submitted grant includes graduate student support. There are three major proposals under external review.

The Library and Information Studies (LIS) Department has been awarded \$10,000 by the H. W. Wilson Foundation for student support. This money will become available in the next few years

SERVE - UNCG Business School provides a fee waiver for a graduate student assistantship with SERVE

Specialized Education Services (SES) - As noted elsewhere, ARC-Greensboro scholarship now has a "top-off" that replenishes funds expended each year to make the scholarship exist *in perpetuity*. One faculty member received a Spencer Foundation grant that supports a research assistant.

5.7.2 Describe new graduate student recruiting strategies.

Counseling and Educational Development (CED) - The Department continues to explore and expand its work with ApplyYourself (e.g., emails to targeted groups). Expanded on campus visits for doctoral applicants brought to campus for admissions interviews; funded current student to take each to coffee/lunch, etc. Faculty member or admissions staff member (student) attended three Graduate School open houses at UNCG.

Curriculum and Instruction (CUI) has developed a new web site for its Higher Education program

Library and Information Studies (LIS) - We are in the process of developing a comprehensive recruitment plan for the MLIS program

Specialized Education Services (SES) - Described elsewhere: new brochures, expanded use of Apply Yourself (database and consistent follow-up correspondence), distribution of posters, enhanced website for department, Department participation in NC-TEACH, department participation in all recruiting events. It should be noted that NCLB has caused program enrollment increases at the graduate level. With the exception of the BED licensure programs, programs are fully enrolled.

5.7.3 List any new graduate programs offered.

Educational Leadership and Cultural Foundations (ELC) - An off-campus Master of School Administration cohort, as well as an Ed.D. in Educational Leadership cohort with the Guilford County Schools.

Library and Information Studies (LIS) We have received approval for an 077 specialization in the MLIS program which is being coordinated by Dr. Julie Reinhart.

Specialized Education Services (SES) - Ph.D. Authorization to Establish submitted. Approval is anticipated Fall 2003.

5.7.4 Describe briefly any changes in requirements, curriculum, and policies for existing graduate programs.

Curriculum and Instruction (CUI) - Higher Education has changed requirements in its doctoral program to limit internships to the masters level and allow for up to two practica (CUI 790) on the doctoral level

Educational Leadership and Cultural Foundations (ELC) - Changes in the Ed.D. program in Educational Leadership resulted in direct response to students' stated needs included

adding Ed.D. program concentration areas that met the needs of non-traditional pathways many students took to get to this point in their careers. Changes resulting from the need to bring the certification concentration areas of the Ed.D. program in line with ISSLC standards (Interstate School Leaders Consortium) included the addition of a course in the School Superintendency as well as an Advanced School Law course.

Educational Research Methodology (ERM) - Course requirements for both the Masters and Doctoral degrees were revised. The primary goal of the revision was to make the ERM program nationally competitive. The Master's degree designation was changed from M.Ed. to M.S. The format and structure of the Comprehensive Examination was modified to align the content of the examination with a list of skills and competencies that is made available to all ERM graduate students.

Library and Information Studies (LIS) Requirements for types of library courses and types of materials courses have been dropped. It is assumed that advisement will direct students into appropriate coursework for their career goals.

Specialized Education Services (SES) - M.Ed. in BKISED eliminated comprehensive examination and revised to increased requirements for the portfolio and its review process. No major changes in requirements, curriculum, or policies this year for other existing graduate programs.

- 5.7.5 Indicate measures (resource allocations, enrollment caps, recruiting strategies) which have been utilized to manage graduate enrollment growth.

Counseling and Educational Development (CED) - See recruitment strategies above.

Educational Leadership and Cultural Foundations (ELC) - We have gone to a twice a year admissions policy in our Master of School Administration program in order to manage growth in that program.

Library and Information Studies (LIS) Deadline dates for applications for the MLIS program have been established with March 31 for enrollment in the following fall semester and October 31st for the next spring.

Specialized Education Services (SES) - Enrollment goals are set for all undergraduate and graduate programs in SES. Enrollments for the year are reviewed at the spring department retreat.

- 5.7.6 Describe graduate summer programs for students.

Counseling and Educational Development (CED) - One core course, one advanced course, internship sections, and two elective courses were offered Summer 2002. One advanced course, internship sections, and three electives will be offered Summer 2003.

Educational Leadership and Cultural Foundations (ELC) - We continue to offer as many courses during the summer as financial and human resources permit. Were additional resources available, we could offer additional courses that would attract a sufficient number of students.

Educational Research Methodology (ERM) - Three widely sought ERM service course offerings – ERM604, ERM605, and ERM617 – are offered during the summer session.

Library and Information Studies (LIS) Since the demand for LIS courses maintains throughout the year, the LIS summer program parallels that of the fall and spring semesters.

Specialized Education Services (SES) - M.Ed. course offerings are on a clear and consistent course rotation, including summer. For Summer 2003, SES faculty members made the decision to offer our entire PAIL licensure program because of the changes going on in NC and around the nation because of NCLB. This led to the temporary addition of 6 courses to the summer offerings.

5.7.7 Describe efforts to make graduate programs available through Evening University.

Curriculum and Instruction (CUI) - All Higher Education courses and many of the teacher ed courses have been scheduled at 6:00PM or later.

Educational Leadership and Cultural Foundations (ELC) - Almost all of our department courses are offered during the late afternoon or evening, in order to accommodate the needs of our primarily adult students.

Specialized Education Services (SES) - During the academic year, all SES graduate courses are offered beginning at 4 pm or later. During the summer when teachers can take courses during the day, some courses are offered between 8 am and 5 pm. Others remain in the evening hours. No additional effort to participate in the Evening University is planned at this time.

5.8 *Undergraduate scholarship funds will be restructured wherever possible to create additional four-year merit scholarships for freshmen.*

5.9 *Adult undergraduate enrollment will increase by 2% annually over the next five years.*

5.9.3 Describe support for the Evening University.

Educational Leadership and Cultural Foundations (ELC) - Almost all of our department courses are offered during the late afternoon or evening, in order to accommodate the needs of our primarily adult students.

Specialized Education Services (SES) graduate courses are offered beginning at 4 pm during the academic year, and thus they fall within the parameters of the Evening University. Other courses are offered on-line. Several undergraduate courses in the special education and EDC programs also are offered within the time parameters of the Evening University.

Teaching Resources Center (TRC) - The TRC is open on Monday and Wednesday evenings until 9:00.

5.9.6 Describe progress towards creating campus projects in the airport area and High Point.

Curriculum and Instruction (CUI) - All Higher Education courses and many of the teacher education courses have been scheduled at 6:00PM or later.

Educational Leadership and Cultural Foundations (ELC) - We are offering the courses in our Guilford County Schools Ed.D. in Educational Leadership program at the airport, as well as a variety of summer courses.

Specialized Education Services (SES) - After conversations with Dean Brown it is clear that SES at this time will not be participating in this initiative.

Significant Achievements outside the Strategic Plan

List the following according to the outline below:

A. Program recognitions and awards

Counseling and Educational Development (CED) - The Counseling program was ranked 5th in the nation in the latest U.S. News and World Report study. UNCG's program is the only top ten program not located in a major research/flagship university or elite private institution.

Teacher's Academy - For the third consecutive UNCG Teacher Education Programs were rated as exemplary by the North Carolina State Board of Education, based on the IHE Performance Report prepared by the Teachers Academy. Based on the exemplary Fall 2001 NCATE Accreditation site visit, UNCG was selected as a national training site for the NCATE Board of Examiners. The Teachers Academy organized materials, facilities, and logistics for this training simulation.

B. Faculty: university-wide or external achievements, awards, honors, professional service

Counseling and Educational Development (CED)

Awards and Honors

- Dr. Cashwell - American Counseling Association "Best Practices" Research Award (co-recipient with former student at MSU).
- Dr. Juhnke - Ralph F. Berdie Research Award.
- Dr. Myers - selected one of 23 "most notable leaders" in counseling profession, featured in Leaders and Legacies in Counseling.
- Dr. Myers - Member, National Panel of Experts on Caregiving and Mental Health, Rosalyn Center Institute for Human Development Caregivers Program.
- Dr. Myers - Outstanding Research Award, Chi Sigma Iota (co-recipient with alum).
- Dr. Myers - Advocacy Showcase Excellence Award (co-recipient with two students).

Professional Service

Dr. James Benshoff

- President, Southern Association for Counselor Education and Supervision
- Member, Executive Council, Association for Counselor Education and Supervision
- Member, Disciplinary Review Committee, National Board for Certified Counselors
- Member, Editorial Review Board, Journal of College Counseling
- Member, Supervision Interest Network, Association for Counselor Education and Supervision

Dr. L. DiAnne Borders

- Member, American Counseling Association Ethics Appeal Committee

- Reader/Evaluator, 2002 American Counseling Association Foundation's Graduate Student Essay Competition
- Member, Supervision Interest Network, Association for Counselor Education and Supervision
- Editorial Board, Counselor Education and Supervision
- Editorial Board, The Clinical Supervisor
- Ad hoc Reviewer, Measurement and Evaluation in Counseling and Development
- Ad hoc Reviewer, Family Relations

Dr. Craig S. Cashwell

- President-elect, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Member, Board of Directors, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Chair, Bylaws Committee, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Chair, Nominations Committee, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- CACREP site team chair and site team visitor
- Editorial Board, Measurement and Evaluation in Counseling and Development
- Consulting Reader, Psychological Reports: Perceptual and Motor Skills

Dr. Gerald A. Juhnke

- President-elect, International Association of Addictions and Offender Counseling (IAAOC)
- Member, Advisory Council, American Counseling Association
- Member, Practice Research Network, American Counseling Association
- Member, Editorial Board, Journal of Addictions and Offender Counseling
- Ad hoc Reviewer, Measurement and Evaluation in Counseling and Development

Dr. Todd F. Lewis

- Co-Chair, Community Counseling Network, Southern Association for Counselor Education and Supervision

Dr. Jane E. Myers

- Member, Research and Knowledge Committee, American Counseling Association
- Member, Advocacy Network, Association for Counselor Education and Supervision Advocacy Network
- Web Administrator, Chi Sigma Iota
- Member, Advocacy Committee, Chi Sigma Iota
- Member, Committee on Standards, Association for Adult Development and Aging
- Member, Retirement Committee, Association for Adult Development and Aging
- Editorial Board, Directions in Rehabilitation Counseling
- Editorial Board, Directions in Mental Health Counseling
- Editorial Board, Measurement and Evaluation in Counseling and Development
- Guest Reviewer, Journal of Counseling and Development
- Guest Reviewer, Adultspan Journal
- Guest Reviewer, Journal of Adolescence

Dr. William W. Purkey

- Director, International Alliance for Invitational Education
- Editorial Board, Research in the Schools

- Editorial Board, Journal of Invitational Theory and Practice

Dr. Marie F. Shoffner

- Secretary, Association for Assessment in Counseling
- Chair, Committee in Diversity in Assessment, Association for Assessment in Counseling
- Editor, Newsnotes (newsletter), Association for Assessment in Counseling
- Editorial Board, Journal of Counseling and Development
- Editorial Board, Measurement and Evaluation in Counseling and Development
- Editorial Board, Career Development Quarterly

Educational Leadership and Cultural Foundations (ELC) -

- Donation by Principal Fellows Class 7 to UNCG Child Care Center in honor of their mentor, Dr. Carl Lashley
- Nominations by students of Dr. Svi Shapiro for the Carnegie Scholars Program and for the Baylor University Cherry Award for Great Teaching

Library and Information Studies (LIS)

- Bea Kovacs: "Instructor Responsibilities and Learner Responsibilities," American Association of Heating, Refrigeration, and Airconditioning Engineers (ASHRAE) Annual Conference, Chicago, January 22, 2003. (95)
- Bea Kovacs: Developed a continuing professional development course, "Creating Web-based Professional Development Workshops: Introduction to the Basics" accepted for four continuing education credits by the Medical Library Association and offered at the South Atlantic Regional Conference of the Special Libraries Association
- Bea Kovacs: Faculty representative for the Sara Aull Student Paper Award competition of the North Carolina Chapter of the Special Library Association.
- Gail Dickinson: "Preparing for National Board Certification" Workshop for the North Carolina School Library Media Association, September 2002. (75)
- Gail Dickinson: National Board Certification Workshop" for the South Carolina Association of School Librarians, March 7-8, 2003. (60)
- Gail Dickinson: "Preparing for National Board Certification (USTEP funded). Two half day sessions, April 12, May 10, 2003. (20)
- Gail Dickinson: External Evaluator, UNC-Chapel Hill School Library Media Program, Summer 2003.
- Gail Dickinson: External Reviewer, NCATE.
- Gail Dickinson: Convener, American Association of School librarians, National Board Institute, Chicago, October 5-6, 2003.
- Jim Carmichael: Member, Editorial Board, Journal of Gay and Lesbian Issues in Education
- Jim Carmichael: Member, Board of Directors, North Carolina Library Association.
- Jim Carmichael: Consultant, EBSCO LGBTQ Database Advisory Committee.

Teacher's Academy

C.R. Baber

Chair, Teachers Academy Council of Program Coordinators
Chair, Teachers Academy Executive Committee
Chair, SOE/Teachers Academy Assessment System Committee
Chair, Teachers Academy Secondary Education Advisory Committee
Pamela Wilson Memorial Scholarship Committee
International Programs Advisory Committee
Kappa Delta Pi International Honor Society in Education, Phi Epsilon Chapter Counselor
Teaching Fellows Advisory Council
Piedmont Triad Education Consortium; attended Annual Fall Meeting and Superintendents-Higher Education Leaders spring meeting
School of Education Inclusion Task Force; Survey Subcommittee
School of Education Advisory Board
School of Education Executive Committee
School of Education Recruitment and Alumni Relations Committee
Reviewer, AERJ Section on Social and Institutional Analysis
Reviewed chapter for *Handbook on Research in Multicultural Education*
Reviewed *Becoming Multicultural Educators: Personal Journal Toward Professional Agency*
Chair/Discussant for session at AACTE Annual Meeting
Program Proposal Reviewer for National Council for Social Studies Annual Meeting
NCATE Board of Examiners; visits to University of Arkansas and Virginia Tech
Reappointed by Gov. Easley to the NC Professional Teaching Standards Commission
Attended SDPI Program Approval Training, 8/5-8/7/02
North Carolina Department of Public Instruction Program Approval Site Visit Team
Greensboro Education Development Council Board of Directors
Friends Home Advisory Board

C. Greenberg

Chair, Alternative Licensure Ad Hoc Subcommittee, Teachers Academy
Chair, Assessment and Support for ILTs Subcommittee, Teachers Academy
Co-chair, NC TEACH Advisory Committee
Member, Council of Program Coordinators, Teachers Academy
Member, Executive Committee, Teachers Academy
Member, Assessment Committee, Teachers Academy
Attended SDPI Program meeting for ESL Program Revisions, 2/6/03
Attended SDPI Program Approval Training, 3/19/03-3/21/03
Reviewer, 2003 AACTE Annual Meeting

Teaching Resources Center (TRC) – Karen Gavigan, Director
2003 conference planning committee for the American Association of School Librarians
Past President of the North Carolina Association of School Library Media Specialists
President of the Beta Omega Chapter of Delta Kappa Gamma
Member, American Library Association
Member, American Association of School Librarians
Member, North Carolina School Library Media Association
Member, North Carolina Association of Educational Computing and Technology
Member, Delta Kappa Gamma
UNCG SOE Teacher Academy Council of Program Coordinators
UNCG SOE Teacher Academy Executive Committee

C. Students: university-wide or external achievements, awards, honors

Counseling and Educational Development (CED) -

- 7 - number of refereed journal articles published
- 6 - in press refereed journal articles, book chapters, ERIC/CASS digests, etc.
- 2 - number of students on editorial boards of refereed journals
- 36 - number of presentations at state, regional, and national conferences
- 11 - number of offices and/or positions in state, regional, national professional associations

Number of summer research awards from Graduate School - 5 (2002), 5 (2003)

Excellence Fellowships for 2002-2003 awarded to 3 new students

Greensboro Graduate Scholars for 2002-2003 awarded to 2 new students 5 returning students

External Awards/Scholarships/Honors

American Counseling Association Awards 3 doctoral students

Chi Sigma Iota International

Fellow or Intern 1 student selected

Outstanding Student awards 2 students selected

Educational Leadership and Cultural Foundations (ELC) - 4 Ph.D. in Cultural Studies 2002

graduates obtained tenure-track university teaching positions. Many of our MSA and Ed.D. 2002

graduates obtained positions as assistant principals and principals

Library and Information Studies (LIS) - Bonnie Sugden won the NCSLA Sara Aull Student Paper Award Competition for 2002.

Specialized Education Services (SES) - 6 undergraduates and 1 graduate student have received scholarship awards.

D. Other significant achievements that do not relate to any goal above

Educational Leadership and Cultural Foundations (ELC) - Dr. Riehl selected as AERA, Division A Program Chair for 2004 (AERA Division A Program Chair has come from UNCG ELC Department 2 out of past 4 years)

SERVE - In FY'02, SERVE successfully competed for and was awarded: a two-year research award from the National Board for Professional Teaching Standards (NBPTS) in the amount of \$328,394. Other awards included funds from the A Plus Foundation (\$10,000); MottFoundation/NCCE (\$75,000); and, the Burroughs Wellcome Foundation (\$20,000).

Specialized Education Services (SES) - Participation in community events such as the Tootsie Roll Drive (Knights of Columbus fund raiser for children and adults with disabilities); Participation in Special Olympics; Participation in Polar Plunge (fund raiser for Special Olympics); Participation in shadowing UNCG production that involved interpreting students (undergraduate).

The Teachers Academy placed 291 student teachers and other school personnel interns in 83 schools across 17 school systems and processed 251 applications for state licensure.

Executive Summary

Cornerstone: Technology

The School of Education (SOE) continues its commitment to providing a technology-rich learning environment for students. Technology is infused throughout the curricula of undergraduate and graduate programs. The goal is to ensure that UNCG students are technologically competent so that they can use it profitably during instruction.

Teacher education students develop a technology portfolio. Our graduates report that this greatly simplifies their preparation of the professional portfolio, which, although no longer a requirement of all initially licensed teachers is used by many school systems.

This marks the second year for the Teaching Resources Center (TRC) in Ferguson Building. The TRC is primarily a technology center to assist students in preparing for classes, teaching practica, and student teaching. We received an endowment from the Michel Family Foundation to support purchases of materials and equipment for the next several years.

Several SOE faculty members received training in the use of technology in teaching and the development of portfolios. The attitude of SOE faculty toward technology is positive. They view it as a means of improving their teaching and better preparing students for educational careers.

All classrooms in the Curry Building now have teaching stations. We have a wireless unit for use in teaching, and wireless systems can be used in all Curry classrooms.

Cornerstone: Facilities

The School of Education continues to upgrade its facilities to enhance student learning and faculty productivity. There was a significant amount of office remodeling and renovation, which was part of an ongoing program to refurbish all faculty offices in the SOE. New office spaces were added to accommodate additional faculty hired primarily from 107 funds. Some SOE teaching stations in classrooms have been upgraded.

We have begun to improve the overall appearance of facilities. Several areas have been repainted, and a continuing project is to showcase the history of the School of Education by displaying historical photos in the halls. In the dean's complex plaques will be added showing recipients of alumni awards and the levels of dean's club donors.

Cornerstone: Public and Private Support

The School of Education works to raise student quality and instructional programs through increased public and private support. Our full-time development officer has done a stellar job in cultivating contacts and securing donations. For the year the School has received almost \$1 million in private gifts and pledges, with several large proposals pending.

We far exceeded our target for scholarships/fellowships for undergraduate and graduate students. Program enrichment support came primarily from the Michel Family Foundation for the Teaching Resources Center and from the Yopp Family for summer teacher training institutes.

The Dean's National Advisory Board, established in 2001, continued its work. All Board members are either UNCG alumni or educators with a close connection to UNCG. The Board met twice during this year, during which time members learned about SOE activities, advised the dean on key educational issues, and toured two schools where we have student interns and teachers. During the year SOE alumni receptions were held in Greensboro, Durham, and Asheboro, and four distinguished alumni were honored.

Important developmental priorities include recruitment of students into teaching and retention of educators in their careers. These require private giving because, although they are State priorities, they are largely non-funded by the State. We believe that alumni and others will be favorably inclined to contribute to these initiatives to improve teaching in North Carolina.

Cornerstone: Administrative Systems

The School of Education views itself as a self-renewing organization, and a central way to accomplish that is by creating effective administrative structures. The Executive Committee of the School of Education is charged with determining whether changes in administrative structures are needed so that we can conduct our business better.

A new administrative position was added this past year, that of SOE web coordinator. This individual is working to improve the SOE website and is our contact person for the UNCG website redesign. We presently are establishing an office of professional development, which will be responsible for determining professional development needs of school systems and matching these will faculty capabilities.

The SOE Personnel Committee developed faculty workload guidelines, consistent with the new UNCG Guidelines. The SOE faculty voted to employ these guidelines on a trial basis during fall semester 2003, change as needed, and adopt by the end of the semester. The revision plan for the SOE Policies and Procedures Manual was completed, which includes access to the Manual from the SOE website.

Strategic Direction 1 - UNCG will provide exemplary learning environments

The School of Education continually seeks ways to improve the learning environments for its students. In conjunction with the NCATE accreditation visit in 2001 and the NCATE on-site simulation visit in 2002, all programs were reviewed to align course content and offerings with national and state standards. An SOE task force has compiled information on ways to infuse content on students with exceptional needs throughout the professional preparation curricula. We plan to hire a faculty member with .50 FTE responsibilities for working with methods faculty to facilitate this infusion, which will assist UNCG students in their interactions with diverse learners.

Work continues on E learning to determine which programs, courses, and parts of courses, can be delivered electronically. Our distance education enrollments are increasing. This year we began a fully on-line school counseling post-master's certificate program. This spring we implemented for Guilford County Schools (GCS) doctoral cohort in educational leadership at the UNCG airport facility. The class meets periodically, with much of the work done on-line. Course content is tailored to working in schools in high-impacted areas, at the request of the GCS superintendent. We also are seeking to hire a faculty member in English as a Second Language (ESL), who will develop a fully online certification program in ESL and an on-campus ESL licensure program.

The new undergraduate program in learning disabilities and behavior disorders graduated its first students this spring. Enrollments have grown in subsequent cohorts. New faculty positions created primarily with 107 funds include faculty to work on the post-master's certification program in school counseling, English as a Second Language, special education, and educational leadership.

The Teaching Resources Center provides students with a state-of-the-art, technologically-rich environment to use in preparing teaching materials and offers a venue for instruction and workshops in technology. The TRC, coupled with the Children's Collection, gives students a rich array of resources available for their use in Ferguson.

Professional Development Schools, which presently are in Guilford and Rockingham counties, will be expanded into Chatham County, with a secondary student cohort to be placed in Siler City in fall semester 2003. We also increased USTEP partnership opportunities to include more Piedmont Triad schools.

Strategic Direction 2 – UNCG will expand its research and infuse the excitement of scholarship into its teaching and learning

The School of Education believes in the value of research to advance the profession and enhance student learning. We ranked 33rd in the nation on this year's U.S. News and World Report list of Schools of Education. The UNCG SOE was the highest ranked institution that was not a private university or a flagship public university.

Complementing this ranking of graduate programs is the State Department of Public Instruction's Institutions of Higher Education Report Card, which rates teacher preparation programs on various criteria. For the 3rd year in a row UNCG was ranked in the top (exemplary) category. UNCG has the distinction of being the only university in North Carolina to be on the "best list" for both its undergraduate and graduate education programs.

External grant activity continued to grow with more faculty obtaining external grants. We are seeking additional opportunities to secure research and training grants, and especially as a means of increasing graduate student stipends. These must be raised so that we can recruit and retain the best graduate students.

To further address the university's emphasis on research, this year a committee met to plan a School of Education Research Symposium. This symposium will be held on October 4th, and will feature poster sessions, invited speakers, and discussions of current research in various areas of education.

Strategic Direction 3 – UNCG will build a strong sense of community as a student-centered university

The School of Education is firmly committed to the core value of being a student-centered research university. We are engaged in improving student services. Contact information is readily available through printed literature and the web site. The advising office has improved procedures to keep students up-to-date on policies and procedures. We currently are in the process of hiring a full-time adviser to work with community college and transfer students, as we seek to strengthen our articulation agreements with community colleges. Through work with various student groups faculty have much contact with students outside of formal instruction. The Teaching Fellows program uses faculty mentoring and hosts various events where faculty and students mingle. Our teacher education PDS cohorts and the Principal Fellows Program help students feel part of a student community. We also formed the SOE Marshals, whose members are University Marshals who are SOE majors.

Strategic Direction 4 – UNCG will expand its outreach in the Piedmont Triad, the state of North Carolina, and beyond

Our School of Education is highly engaged in outreach at multiple levels. Faculty and students are active in professional organizations, attended many conferences, and made several presentations at the local, state, national, and international levels. The Counseling Clinic provides services to the community and offered workshops. A major grant project is examining school violence in the Washington, DC schools. We have expanded our distance education offerings of courses and programs.

A key goal is to link the SOE better with area school districts. This year the dean visited all 15 Piedmont Triad school districts, met with the superintendents in their offices, and accompanied the superintendents on a tour of one or more of the schools in their districts. The dean also hosted luncheons for superintendents, at which time we discussed ways to collaborate on key issues (e.g., alternative licensure, support for initially licensed teachers). Collectively these efforts have sent a clear message to superintendents that we are serious about working them on ways to improve education.

Continuing professional development is a high priority for educators in North Carolina. The dean has begun to develop an umbrella structure for professional development in the SOE. Two key components of this thrust are to conduct site-based needs assessments with local school systems and to

catalog faculty expertise so that they can be offered potential opportunities. It is expected that the SOE professional development network will be fully operational during fall 2003 semester. We offered several professional development activities including symposia, workshops, and credit courses (e.g., math courses for GCS middle-grades math teachers).

Our affiliated units continued to provide needed services to schools and educational programs: The Collegium for the Advancement of Schools, Schooling, and Education; the Reading Together Program; the Piedmont Triad Education Consortium; the Center for Educational Studies and Development, the ERIC Clearinghouse on Counseling and Student Services, and SERVE.

Strategic Direction 5 - UNCG will increase its enrollment by actively recruiting and retaining students with the academic preparedness and potential to succeed in a rigorous academic environment

We are committed to recruiting and retaining high-quality students from diverse backgrounds. The SOE participated in the Institute for the Recruitment of Teachers (Andover, MA) last summer and will again this year. This program is designed to recruit capable minority students for graduate study.

The dean and department chairs participated in the graduate recruitment fairs held this spring on campus. Over 90 students interested in education programs attended these fairs, an increase of 30% from last year.

The dean received funding from the Z. Smith Reynolds Foundation for a two-year project ("Exploring Teaching as a Profession") to recruit UNCG students with undeclared majors into teaching, and especially into those areas where critical shortages exist (special education, mathematics and science education). Our first cohort included 18 students who participated in seminars, toured schools, and were mentored by school personnel.

The SOE offers the NCTEACH curriculum. This year the SOE alternative certification task force developed a plan for expanding our role in preparing lateral entry teachers while upholding the same high standards as in our regular preparation programs.