

**Academic Affairs Annual Report
Unit Information**

For activities July 2004-June 2005
or January 2004 – December 2004

NOTE: Appendix Information: A separate request for Appendix materials (tables/charts) will be mailed to units in January 2005. Do not include such material in this report.

Date Submitted

Unit: School of Education (SOE)

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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)
College Foundation of North Carolina (CFNC)
Piedmont Triad Education Consortium (PTEC)
Reading Together USA (RTUSA)
Southeastern Regional Vision for Education (SERVE)
Student Advising and Recruitment Center & Teaching Fellows (SARC)
Teachers Academy (TED)
Teaching Resources Center (TRC)

Other

Associate Dean for Operations
Development
Instructional Technology

Academic Affairs Report Outline

For activities July 2004-June 2005
or January 2004 – December 2004

I. Activities in Support of the UNCG Plan

Cornerstone 1: Public & Private Support

Pursue and effectively use all sources of public and private support.

**Text responses to CS 1 should be entered in space provided for each item listed below.
Insert unit code in parentheses AFTER EACH entry.**

Required Facts and Figures for CS 1:

List total dollars received from private, corporate, and foundation gifts.

SOE/Development: \$530,669.70

LIS: \$28,472 in departmental scholarships and fellowships

SES: Transfer of funds for ARC scholarship accomplished.

Supply the number and total dollar amount of major gifts (i.e., \$10,000 or more).

SOE/Development: 12 gifts of \$10,000 or more

LIS: \$10,000 from H. W. Wilson Company (fellowships)

SES: Pat Cross Endowment (generates approximately \$2000 per year)

Other Important achievements for CS 1:

List efforts to enhance potential for public and private support, formation of boards.

Provide other information on important achievements for CS 1 as you wish.

ELC: Worked with Sally Self and Michael Lombardo with regards to Self and Lombardo Fellowships

ERM/CERE: We have formed a Technical Advisory Committee that will advise ERM on its programs and hopefully identify collaborative projects that can be used to support graduate funding. The people on this committee include:

Dr. Wayne Camara Vice President of Research and Development at the College Board

Dr. Michael Nering, Head Psychometrician at Measured Progress

Dr. John Mazzeo, Associate Vice President at Educational Testing Service

Dr. Doug Becker, Vice President of Development at the American College Testing, Inc.

Dr. Craig Mills, Executive Director of Examinations at the American Institute of Certified Public Accounts. We envision that faculty members will serve as liaisons with TAC members and their companies. Craig DeVille, our new Center Director, will also play an integral part, coordinating research/funding opportunities with the Center.

SES: Informal conversations are occurring with the Oberkotter Foundation for potential funding of a graduate program in auditory-oral deaf education teacher preparation. It is anticipated that a formal request for funding will occur during the next academic year.

Faculty members will have submitted approximately \$5 million in grant proposals (N=4) for U.S.

Department of Education grant competitions.

Obtained 2 continuation applications for federal grants already obtained (CENT-eR and RESTART).

Several additional small external proposals were submitted for individual faculty research interests.

Cornerstone 2: Technology

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Strengthen technology resources for effective use in academic programs and administrative services.

**Text responses to CS 2 should be entered in space provided for each item listed below.
Insert unit code in parentheses AFTER EACH entry.**

Required Facts and Figures for CS2: none specified

SOE: The Curry Building was retrofitted for wireless computing.
All faculty and staff computers 3 years or older were replaced.
A set of handheld computers was purchased for class use.
The Assistive Technology lab was completed and used by classes.
Classroom teaching stations were upgraded as needed.
Equipment and software was purchased for class use.
Faculty training was provided for electronic portfolios and online course development.
Replacement of computers in the computer lab.

Important achievements for CS2:

List substantial projects to upgrade technological resources for administration.

TED: Purchased Task Stream, which will enable students and faculty to create electronic portfolios.
Working on developing a web-based data system that will facilitate tracking and advising students in education.

List substantial projects to upgrade technological resources for academic programs and classrooms.

Describe major initiatives to change or improve technological systems.

ERM/CERE: Five Dell laptops were purchased for use graduate and faculty use in our Center of Educational Research and Evaluation

Provide other information on important achievements for CS 2 as you wish.

SES: One existing course (SES 660) was revised to significantly enhance on-line delivery.
One new course (SES 640 Special Education Policy and Procedures) has been developed for complete on-line delivery.

Cornerstone 3: Administration

Use effective policies and processes to deliver services to the University community.

**Text responses to CS 3 should be entered in space provided for each item listed below.
Insert unit code in parentheses AFTER EACH entry.**

Required Facts and Figures for CS 3: none specified

Other Important Achievements for CS 3:

List major initiatives to upgrade administrative systems and processes.

SOE: Created position of Research Director
ERM/CERE: We have hired Dr. Craig Deville from the University of Iowa. Dr. Deville will be the Director for the Center for Educational Research and Evaluation. His responsibilities include:

- 1) Supervising and coordinating the funding of research grants and contracts that are run through the Center;
- 2) Establishing a collaborative framework with the UNCG research community to foster and facilitate educational research activities;
- 3) Helping coordinate a biennial research symposium for the School of Education;
- 4) Facilitating and coordinating the involvement of graduate students in research activities that are funded by the Center;

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- 5) Overseeing and maintaining the facilities and supplies that are required to maintain the effective and productive mission of the Center;
- 6) When feasible, teaching graduate courses in measurement/statistics/evaluation in the Department of Educational Research Methodology (ERM);
- 7) Overseeing the hiring and supervision of staff and additional personnel (i.e., post-doctorates) that are needed to maintain and advance the mission of the Center; and,
- 8) Creating and implementing an evaluation plan that examines the effectiveness of the Center in carrying out its mission.

TED: Teachers' Academy developed a Professional Behavior Intervention Policy that will assist teacher preparation programs in ensuring that all teacher education candidates develop and practice appropriate professional behaviors.

Revising the handbooks and advising sheets for licensure candidates

Developed a Professional Disposition matrix that is being used with all teacher education candidates.

Adopted a policy that all teacher preparation programs will require candidates to produce final teaching portfolios. Also developed a rubric to use when evaluating these portfolios. (a NCATE requirement)

CPC approved an assessment plan that includes a schedule for evaluating students at entry, prior to student teaching and after final student teaching.

List substantial changes in policies and practices regarding faculty and EPA personnel. (hiring, promotion, evaluation, tenure, etc.)

List substantial restructuring of academic units.

TED: Hired half-time administrative assistant; submitted request for restructuring of staff responsibilities

Provide other information on important achievements for CS 3 as you wish

ERM: Begun to work with researchers at SERVE to promote a collaborative research environment between us. We have been meeting with them on a somewhat formal basis, reviewing their grant proposals and providing technical research design consultation. Our goal in the is relationship is to

- 1) Provide technical psychometric and research expertise that will strengthen SERVE's grant proposals;
- 2) Develop a collaborative relationship with SERVE that will eventually lead to faculty and graduate student funding opportunities and hands-on experience for students working on SERVE research activities;
- 3) Enhance the relationship between SERVE and the UNCG research community.

SARC: Completed a department policy manual that articulates policies and procedures on key department functions for faculty members and students.

Cornerstone 4: Facilities

Build and maintain high-quality facilities that permit good academic and support programs to operate.

Text responses to CS 4 should be entered in space provided for each item listed below.

Insert unit code in parentheses AFTER EACH entry.

Required Facts and Figures:

List total dollars spent by unit on repair and renovation (do not include central funds).

Other Important Achievements for CS4:

List major renovations to existing facilities, construction of new facilities, planning of facilities.

SOE: Created a lounge/computer work area for students.

The Curry Building was retrofitted for wireless computing.

Internet access was installed for the Assistive Technology Lab.

Describe how the facility changes enhance instruction, research and service (construction details will be supplied by another unit)

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SOE: Increasing the wireless capacity in the Curry Building has enabled faculty to routinely use wireless laptops as an integrated part of our instruction.

List major purchases of equipment (not routine replacement or individual small items).

List addition of facilities away from the main campus (focus on instructional, research, service opportunities).

CASSE: The Collegium leased approximately 1,400 square feet of space at 3200 Northline Avenue, Suite 142 to accommodate the needs of an externally-funded leadership development program.

Provide other information on important achievements for CS 4 as you wish

ERM: Increasing the wireless capacity in the Curry Building has enabled ERM faculty to routinely use wireless laptops as an integrated part of our instruction in statistics and measurement coursework.

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Strategic Direction 1

Teaching and Learning: Promote excellence in teaching and learning as the highest university priority.

Goal Clusters:

- 1.1 Maintain and enhance excellent academic programs to ensure that students acquire intellectual and academic skills.
- 1.2 Offer outstanding opportunities for students and faculty to participate actively in learning through the development and evaluation of innovative programs.
- 1.3 Support and reward faculty in their efforts to use best teaching practices to facilitate student learning and engagement.
- 1.4 Expand use of technology to improve teaching and learning for students on campus and at a distance.**
- 1.5 Expand and enhance opportunities for experiential learning including internships, research assistantships, and service learning.
- 1.6 Expand opportunities for international research, study, and education for students, faculty, and staff.**
- 1.7 Improve assessment of student learning to guide improvement in instructional practices, curriculum, and co-curricular experiences.
- 1.8 Improve support services for teaching and learning.
- 1.9 Recruit and retain a diverse and accomplished faculty and staff committed to the advancement of student learning.
- 1.10 Seek a reasonable balance among courses taught by tenure/tenure-track faculty, non-tenure track faculty, and graduate teaching assistants.
- 1.11 Establish new undergraduate and graduate degree programs that respond to emerging needs in education, government, industry, and broader society.

Bolded clusters were designated by the Deans as focal points for the 2004-2005 academic year.

Text responses to SD 1 should be entered in space provided for each item listed below.

At the end of each response, insert unit code and relevant Goal Cluster(s) in parentheses.

Required Facts and Figures for SD 1:

Focal Point 1.4: List efforts to expand the use of technology to improve teaching and learning both on campus and at a distance.

SOE: A research symposium on effective online learning was held.(1.4)
Classroom teaching stations were upgraded.(1.4)

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A variety of tools and equipment, as well as support, to enhance instruction was provided. (1.4)

Technology standards were aligned with program standards to ensure integration. (1.4)

A plan was created for developing student electronic portfolios. Training was provided for faculty and students.(1.7)

CED: Several Faculty members have participated in Bob King's ICE workshops and attended technology-related programs at professional conferences. (1.4)

SARC: Working to revise new graduate programs in special education teacher licensure so that they can be offered principally on-line.(1.4)

TRC: The Director of the Teaching Resources Center met with faculty at Rockingham Community College to assist them with the use of the PRAXIS / PLATO online courseware that the School of Education is providing for the use of RCC students to prepare for the PRAXIS 1 test. (1.1, 1.4, 1.8)

The Director of the Teaching Resources Center, along with the UNCG Blackboard Administrator, helped set up an online discussion board for a group of higher education and K-12 faculty to use to enhance opportunities to provide National Board Candidate support in the Triad. (1.2, 1.8)

Focal Point 1.6: List unit efforts to expand opportunities for international research, study, and education for students, faculty, and staff.

SOE: Established study abroad program for elementary education majors at (3) sites:
University of Southern Queensland (Australia); Australian Catholic University (Australia);
Massey University (New Zealand)

CED: The Department is in preliminary discussions concerning several international opportunities, including collaborative work with NBCC's new International Vanguard of Counsellors. (1.6)

ELC: Faculty worked with students to prepare papers for presentation at international conferences.

Faculty member served as a delegate at an International Conference in Rome, Italy

Faculty member received Kohler funding to work on internationalizing peace studies and globalization curriculum.(1.6)

ERM: We will begin an international graduate student exchange program with the University of Twente in Enschede, The Netherlands starting in the spring of 2006. We have worked closely with Associate Provost for International Programs Lynn Lawrance and Drs. Wim van der Linden, Cees Glas and Hans Vos in the Faculty of Educational Sciences and Technology at the University of Twente in this endeavor. We eventually want to extend the exchange to faculty.(1.6)

SES: One SES faculty member is pursuing an international research agenda that includes data collection in Central America.(1.6)

Other specific information required for SD1:

List all new degrees and majors approved during this reporting period.

ERM/CERE: We have a new minor in Educational Research Methodology.(1.11)

List all new degrees and majors in active planning stages.

ELC: Ed.S. in Educational leadership cohort with Stokes & Rockingham County Schools, MSA cohort with Guilford County Schools.(1.11)

SES: Revisions to post-baccalaureate teacher licensure program approved for Summer 2005. (1.11)

List all new degrees and programs offered for the first time in this reporting period.

SES: Ph.D. in SES began in August 2004.

Special Education: General Curriculum at the undergraduate, post-baccalaureate, and graduate level for licensure. Implemented beginning Summer 2004.(1.11)

List all ongoing and regular opportunities for student internships.

CED: Adoption Alliance of Children's Home Society (1.5)

Brightwood Elementary School (1.5)

CenterPoint Human Services (1.5)

Children's Cancer Patient Support Program (1.5)

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Eastern Guilford Middle School (1.5)
Elon University Career Center (1.5)
Family Service of the Piedmont-Greensboro (1.5)
Family Service of the Piedmont-The Slane Center (1.5)
Family Solutions (1.5)
Forsyth Medical Center (1.5)
Glenn High School (1.5)
Greensboro College (1.5)
Guilford College Career Development Center (1.5)
High Point Central High School (1.5)
Hospice and Palliative Care Center (1.5)
KidsPath Hospice of Greensboro (1.5)
Kirkman Park Elementary School (1.5)
Moses Cone Behavioral Health Center (1.5)
North Carolina A&T Career Services Office (1.5)
Northwest Guilford High School (1.5)
Page High School (1.5)
Southeast Guilford High School (1.5)
Southern Guilford High School (1.5)
Southwest Guilford High School (1.5)
Stanford Middle School (1.5)
The Pisgah Institute (1.5)
Triad Behavioral Resources (1.5)
Triangle Family Services (1.5)
Trinity Center (1.5)
UNCG Career Services Center (1.5)
UNCG Office of Leadership and Service Learning (1.5)
UNCG Office of Orientation (1.5)
UNCG Special Support Services (1.5)
UNCG Student Disability Services (1.5)
UNCG Team Quest/Student Recreation (1.5)
Vacc Counseling and Consulting Clinic (1.5)
Wake Forest University Cancer Patient Support (1.5)
Youth Focus (1.5)
Youth Focus Residential Treatment Center (1.5)

CUI: Undergraduates in the middle and elementary and middle school teacher education programs complete ten-hour weekly internships in local public schools during their junior year and the first semester of their senior year. We are in over 20 schools across school districts. (1.5)

ELC: Administrative internships in our MSA program (ELC 690 Practicum) and our Ed.D. in Educational Leadership program (ELC 790 Internship).(1.5)

ERM/CERE: Two ERM students, Kelly Godfrey and Wenmin Zhang have been awarded summer internships. Kelly will be working at Measured Progress, a moderate-sized testing company in Portsmouth, New Hampshire and Wenmin will be working at the General Educational Development (GED) Testing Service in Washington, D.C.(1.5)

SES: Field experiences in undergraduate special education and deaf education programs: SES 350a, SES 350b, SES 350c

Student teaching in undergraduate special education and deaf education programs: SES 461 and SES 465
Internships in interpreter training: SES 486, SES 487

Practicum and student teaching in graduate special education programs: SES 661, SES 649

Practicum and internship in graduate birth-kindergarten program: SES 649, SES 604

Internship for doctoral students: SES 762, SES 764, SES 749. (1.5)

SARC: Freshman Teaching Fellows interned at Brooks Global Elementary School spring semester.

Sophomore Teaching Fellows interned at Lutheran Family Services and ARC of Greensboro.(1.5)

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Indicate the total number of students involved in internships.

CED: 43 master's and doctoral students (1.5)

ELC: Approximately 75-100 different students during the academic year

SES: Approximately 75 students enrolled per semester (total for all experiences listed above).

Other Important Examples of fulfillment of Strategic Direction 1:

Include here items such as new concentrations, initiatives to support teaching and learning, special recruitment initiatives, new assessment activities, etc.

CUI: Expanded its offerings with the Asheboro cohort to include 2 courses per semester. CUI also contracted with Thomasville City to offer to graduate courses starting in the Fall.

ELC: We added a new concentration to our Ed.S. program in Educational Leadership that permits students to receive NC principal licensure through this program if they already have a masters degree in another area.(1.2, 1.11)

SES: Implementing department student assessment system, including electronic portfolios for all undergraduate students in the special education program. During the next academic year, all undergraduate teacher education programs in SES will be using this system.(1.7)

CASSE: Course content for ELC 701-81: School Superintendency was revised and was structured for delivery over four weekend sessions per semester (Fridays from 3 until 7 p.m. and Saturdays from 9 a.m. until 3 p.m.). The course was offered Fall of 2004 and Spring of 2005 off campus.(1.4)

RTUSA: Initiated opportunities for faculty, staff, and students from all schools within the university to study and teach at L'Universita' di Foggia, Italy. (1.6)
Presentation set with L'Universita' di Foggia, Bari, and Taranto to School of Linguistics. (1.6)

SARC: The Teaching Fellows program now has 8 one-hour graded seminars as the mode of delivery for the program. Supported by a theoretical framework of communities of practice and the benefits of community-based learning, the Teaching Fellows Program has developed a four-year seminar program that sequentially and developmentally moves pre-service teachers from their university campus in the freshman year to the city-wide community in the sophomore year into the communities of their schools and feeder communities in the junior year and ends with the student teaching experience where students use their knowledge from the previous three years to achieve a successful pre-service teacher experience. This program is oriented toward preparing teachers who are conscious of their identities, have experiences in diverse communities, and understand their roles in working for social justice. (1.2)

TED: The Teachers Academy has developed six courses (18 semester hours) as core education courses for lateral entry teachers. The courses have been approved and will be offered beginning summer 2005. An online format of the courses is under development.

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Strategic Direction 2

Creation and Application of Knowledge: Strengthen research, scholarship, and creative activity.

Goal Clusters:

- 2.1 Identify and develop research opportunities for undergraduate and graduate students to work with faculty.
 - 2.2 Improve the international, national and regional standing of graduate programs.
 - 2.3 Target and promote areas of interdisciplinary research emphasis.
 - 2.4 Strengthen the role of Centers and Institutes in enhancing opportunities for excellence in research scholarship, and creative activity for faculty and students.
 - 2.5 Provide a supportive environment for faculty and student research, scholarship, and creative activity by increasing external and internal support.
 - 2.6 Continue and enhance major initiatives to build basic and applied research strengths in the life, health, and physical sciences, and information technology.
 - 2.7 Increase support for basic and applied research excellence in the University's areas of traditional strength, including the arts, humanities, education, and social and behavioral sciences.**
 - 2.8 Use technology to expand and enhance research.
 - 2.9 Recruit and retain faculty with the potential for and demonstrated excellence in research, scholarship, and creative activity.
 - 2.10 Increase interactions among academic and research programs.
- Bolded clusters were designated by the Deans as focal points for the 2004-2005 academic year.

Text responses to SD 2 should be entered in space provided for each item listed below.

At the end of each response, insert unit code and relevant Goal Cluster(s) in parentheses.

Required Facts and Figures for SD 2:

Focal Point 2.7: List unit efforts to increase support for basic and applied research excellence in traditional areas such as the arts, humanities, education, and social and behavioral sciences.

SOE: Created position of Research Director

SOE: Funds were provided for a research symposium on effective online learning through the Interdisciplinary Center for eLearning (ICE).(2.3, 2.4)

Software was purchased for analyzing data.(2.8)

TED: The University/School Teacher Education Partnership (USTEP) continues to make available seed money grants for Collaborative School Improvement and/or Research Projects. In 2005-2006, seven projects were funded for a total of \$32,110. Nine faculty members worked in collaboration with faculty from four school districts. Two of the projects were begun in 2002-2003 and, over the years, have both expanded their impact and been replicated in a number of sites.(2.7)

- Phase III Secondary Principals' Partnership Collaborative
- Universal Design for Learning in Inclusive Classrooms: Principles to Instructional Practice
- Engaging the Public in Education in Highly-Impacted School Communities
- UNCG Middle Level PDS Exemplary Team Network
- RAMPING (Reptile and Amphibian Monitoring Program) Up Our Efforts to Keep Common Animals Common
- Improving Science Education One Lesson at a Time: Lesson Study as a Form of Collaborative Professional Development
- Improving Science Education One Lesson at a Time: Expanding Lesson Study Opportunities for UNCG's Professional Development Schools

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Scholarly/Creative Activities: In the following table, **enter a single number total** (in place of the xx's) for the scholarly/creative output of faculty and staff in your unit for this reporting period. Do not break down data by individual academic departments.

Include your unit code here: SOE	
Books (published)	11
Refereed articles (published)	74
Book chapters (published)	34
Book reviews (published)	5
Abstracts (published)	0
Public performances (concerts, plays, etc.)	0
Juried exhibitions (art, film, etc.)	0
Non-juried exhibitions	0
Presentations at professional meetings	200
Other (presentations)	34
Other (publications)	15
Other scholarly/creative activities (specify type)	3

Other specific information required for SD 2:

List new faculty hired with exceptional national/international reputations in research, scholarship, and creative activity.

ERM/CERE: We have hired Dr. Micheline Chalhoub-Deville from the University of Iowa. Dr. Chalhoub-Deville is an international expert in testing English as a Second Language (ESL) students. We expect that Dr. Chalhoub-Deville research will lead to significant research/funding opportunities with other UNCG faculty and local school districts.(2.9)

SES: J. David Smith, Ph.D., Professor (joining SES in August 2005): Mental retardation, inclusive education, sociological aspects of the treatment of individuals with disabilities.(2.9)

Belinda G. Hardin, Ph.D., Assistant Professor (joining SES in August 2005): Earlychild special education, cultural differences in children, programs, and services for young children with disabilities in Latino and American cultures.(2.9)

TED: National Board Teacher Certification Workshops(2.4)

Summer Leadership Institute: Outstanding Teachers, Outstanding Mentors

3 Summer Short Courses for Teachers(2.4)

- o Meeting IEP Goals in General Education Classrooms: Instructional Strategies
- o Working with Diverse Learners: Planning Instruction for All Children
- o Enhancing the Learning of the ESOL Student in General Education Classrooms

Principals' Leadership Institute (NAME?)

3 Seminars on School-University Partnerships

Yopp Professional Development Institute (for second-year teachers)

- o Fall 2005: Resolving Difficult Classroom Management Questions
- o Summer 2006: Congratulations! You are an "A2."What is Next?

List UNCG-hosted symposiums, festivals, major exhibits, etc. (major events only):

SOE: Planned and hosted First Annual Fall Recruitment Event on November 8, 2004, with featured presenter, Mr. Ron Clark, 2001 Disney Teacher of the Year. Approximately 800 potential future teachers, novice teachers and career teachers from nine Piedmont Triad School Districts, students in the UNCG Exploring Teaching as a Profession program, and students from UNCG and other area college attended this event. Planned and hosted First Annual Teaching Career Day for Piedmont Triad High Schools. Over 90 students and 15 sponsors attended the all day event on April 20, 2005.

Planned, in collaboration with TED and Dr. Carl Lashley, ELC Associate Professor, and managed Educational Leadership Symposium on June 22, 2005 focused on Developing School Leaders (retention). One hundred school administrators from Piedmont Triad Area Districts will attend.

SES: Low Vision Assistive Technology Workshop for the Guilford Coalition for Assistive Technology

CESD: Children's Festival and Health Celebration (2.4), Piedmont Young Writers' Conference (2.4)

Supply number of graduate assistantships offered in unit.

SOE: 120

Other Important Examples of fulfillment of Strategic Direction 2:

Include here items such as notable scholarly achievements, initiatives to increase activities in research, scholarship, and creative activity, regional/national/international partnerships in research, scholarship, and creative activity.

CASSE: Through a grant from the North Carolina Department of Public Instruction, the Collegium provided leadership training through multi-day academies for approximately 80 child nutrition directors and supervisors through the Educational Leadership Academy for Child Nutrition Directors and Supervisors grant.(2.4)

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Strategic Direction 3

Campus Community: Become a more diverse and actively engaged community of students, faculty, staff, and alumni.

Goal Clusters:

- | | |
|---|--|
| 3.1 | Nurture a campus community that reflects and embraces the increasing diversity of North Carolina |
| 3.2 | Cultivate a community life based on open dialog, shared responsibility, and respect for the distinct contributions and needs of each member. |
| 3.3 | Offer programs and experiences that promote communities of learners. |
| 3.4 | Develop a competitive Division I athletic program that is nationally recognized as a leader in the welfare of the student-athlete. |
| 3.5 | Promote leadership training, community citizenship, and professional development programs for students, faculty, staff, and alumni. |
| 3.6 | Ensure a positive and supportive environment for faculty, staff, and students. |
| 3.7 | Expand recognition of significant service to the institution and the broader UNCG community by faculty, staff, students, and alumni. |
| 3.8 | Maintain and enhance the artistic and cultural climate and aesthetic appeal of the campus. |
| No SD 3 goal clusters were designated by the Deans as focal points for the 2004-05 academic year. | |

Unit responses to SD 3 should be entered in space provided for each item listed below. At the end of each response, insert unit code and relevant Goal Cluster(s) in parentheses.

Required Facts and Figures for SD 3:

List any unit initiatives to recruit a diverse faculty.

CED: We advertised our positions via a number of listervs focused on doctoral students and counselor educators-of-color (various ethnicities). (3.1)

CUI: Offered an ESL position to Professor Claudia Finkbeiner from Kassel, Germany. Due to difficulties in the hiring process related to administrative obstacles at her home university. We offered an assistant professor position in literacy to Dr. Rachel Salas and she accepted to become our first Mexican-American faculty member.(3.3)

LIS: Hired one new Africa-American faculty member

SES: Personal contacts were made with doctoral programs know to be graduating students from minority groups for special education and birth-kindergarten searches. Personal contacts were made with individuals from traditionally underrepresented groups concerning interest in the special education and birth-kindergarten faculty positions filled during the current academic year.(3.1)

List special events in the unit that promoted community engagement and citizenship.

ELC: Held forum on moral values in society, politics, governance, & education in which various prominent community leaders served as panelists.(3.2)

Faculty member developed a full day Institute on Experiential Education in the Classroom, School, & District.(3.3)

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Faculty member served as counselor for Harlem Family Institute (NYC) and Macedonia Family Center (High Point).(3.2)

Developed and held Summer Leadership Institute for area educators.(3.3)

LIS: Sponsored Alumni Day/Cora Paul Bomar Lecture in spring 2005.

SES: Undergraduate students participated in the local ARC (community organization providing services and working on behalf of individuals with mental retardation and other disabilities) holiday gift program. Students received the names of 4 individuals who did not have anyone to buy gifts for them during the holidays and items they would like to receive as gifts. The students raised the funds to purchase the gifts, made the purchases, and wrapped the items and delivered them to the ARC office. Students in SES 250 provided tutoring at Partnership Village and participated in community activities with participants at After Gateway as a service learning project.

Also offered PRAXIS I Workshops co-sponsored by SES, Project RESTART, and the Teachers Academy.(3.4)

CESD: Children's Festival and Health Celebration (3.3)

SARC: Teaching Fellows cosponsored a teen dance for Guilford County middle school students in partnership with Youth First, a division of Greensboro Parks and Recreation.

Teaching Fellows sponsored a Holiday Social and purchased gifts for the residents of Mary's House, a residential recovery facility for women and their children. They also collected jewelry for the Mary's House annual fundraiser.

Junior Teaching Fellows participated in a camera safari where they visited a community served by the school where they interned. They also participated in "Debunking the Community" where they visited churches, play grounds, grocery stores, gas stations, etc. in these same communities.

Senior Teaching Fellows participated in the All City Read, *The Middle of Everywhere*. Volunteers from the Greensboro Public Library facilitated the discussion of the book.

Teaching Fellows hosted a group of educators and public citizens from Cleveland County North Carolina to learn about their program for engaging African American students in the learning process as a means of closing the achievement gap in Cleveland County.(3.4)

List major initiatives by the unit to enhance the "artistic and cultural climate and aesthetic appeal of the campus."

List unit initiatives to recognize institutional service by faculty, staff, students, and alumni.

Other Important Examples of fulfillment of Strategic Direction 3:

Include here items such as unit initiatives to promote open dialog, shared responsibility, and respect for individuals, programs and experiences that promote community learning, leadership training and citizenship, etc.

SOE: Planned, in collaboration with TED and Dr. Carl Lashley, ELC Associate Professor, and managed Educational Leadership Symposium on June 22, 2005 focused on Developing School Leaders (retention). One hundred school administrators from Piedmont Triad Area Districts will attend.

Visited with superintendents, assistant superintendents, human resource directors, and/or professional development coordinators in 12 of 15 Piedmont Area School Districts to assess professional development needs, link SOE faculty to districts to support needs, and to promote SOE recruitment and retention efforts.

SES: Ms. Glenda Torres and/or students in the interpreter training program completed the following:

Collaboration with the North Carolina Deaf-Blind Association to prepare and coordinate students to work as Support Service Providers for Deaf-Blind Campers at Camp Dogwood.(3.5)

Served as a counselor for deaf and hard-of-hearing students at Camp Caraway for an annual camp sponsored by the North Carolina Baptist Association. May 2004

Served as a consultant for the Methodist Association in making the activities and materials for the "Walk to Emmaus" retreat accessible for Deaf and hard-of-hearing participants. March 2005

Provided interpreting services and trained interpreters for services at The Rock of Greensboro.

Leader for *Signs & Wonders*, a group of 20-25 college age deaf students from UNCG, Lenior Rhyne, GTCC, and Forsyth Technical Community College who meet for weekly Bible Studies, annual camping trips, beach retreats and community service.

Volunteer interpreter for Department of Communication Science Disorders – Initial screening and post-conference for a deaf client November 12 and December 2, 2005

Students have worked with the Office of Disability Services to provide interpreting services for deaf students on campus.

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Undergraduate special education majors were trained and became volunteers for Horsepower, a therapeutic horseback riding program for individuals with disabilities.

Undergraduate special education majors were volunteers for the Very Special Arts exhibition.

SARC: The Teaching Fellows Executive Council, comprised of undergraduate students, met bi-weekly throughout the academic year to make decisions regarding the program. The Teaching Fellows program sent Lisa Patterson, rising Vice President of the Executive Council to Leadershape, a national leadership program for college students. Additionally, the Council spent a weekend together planning for the next academic year. This is an active organization which allows students to make major decisions about their program at UNCG.(3.5)

TED: Seven University/School Collaborative School Improvement and/or Research Projects were awarded \$32,110 in funding.

Two leadership institutes (USTEP Summer Leadership and Principals' Leadership Institute) and a professional development institute for beginning teachers (Yopp Professional Development Institute) were planned collaboratively by university and school faculty.

USTEP funded three summer courses in response to requests from regional superintendents.

Master teachers from regional schools continue to serve as clinical faculty for professional education programs, with funding from USTEP. The contributions of the members of the Clinical Faculty Cadre are recognized at the end-of-the-year USTEP meeting.

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Strategic Direction 4

Economy and Quality of Life: Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.

Goal Clusters:

- | | |
|------------|--|
| 4.1 | Establish and maintain collaborations and alliances among academic institutions, Action Greensboro, economic development agencies, and industry. |
| 4.2 | Establish with N.C. A&T State University, The Joint Millennial Campus. |
| 4.3 | Develop and promote new opportunities for lifelong learning. |
| 4.4 | Promote and support entrepreneurial activities in the Triad. |
| 4.5 | Facilitate the transfer of products of research, innovation, and other academic endeavors to business and industry. |
| 4.6 | Enrich community life through programming and partnerships in the arts and humanities. |
| 4.7 | Facilitate and promote the application of UNCG faculty, staff, and student expertise to strengthen the social, scientific, and economic capacity of the Triad. |
| 4.8 | Strengthen partnerships with universities, community colleges, and non-profit agencies in educating children/youth from birth through twelfth grade. |
| 4.9 | Address regional workforce needs, including the shortage of trained professionals, through credit and non-credit programs and partnerships. |
| 4.10 | Address community needs in health and wellness, counseling, disability accommodation, and public health. |
| 4.11 | Promote efforts to develop the urban environment, enhance the rural economy, protect physical and natural resources, and facilitate the integration of the Piedmont into the global economy. |

Bolded clusters have been designated by the Deans as focal points for the 2004-05 academic year.

Text responses to SD 4 should be entered in space provided for each item listed below.

At the end of each response, insert unit code and relevant Goal Cluster(s) in parentheses.

Required Facts and Figures:

Focal Point 4.2: List projects and planning efforts underway to develop programs at the Millennial Campus.

Outreach Activities: in the following table, **enter a single number total** (in place of the xx's) for the indicated categories of outreach activities performed by faculty and staff in your unit during the reporting period.

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Initiatives for lifelong learning (not DCL related) open to the public (lectures, performances, workshops, festivals, exhibitions)	5
Clinics or other health services offered to community clients (indicate total number of clients)	169
Opportunities for student internships in the local, state, national or international community (indicate total number of internships)	163
Consultations with public organizations and agencies	20
Educational partnerships with other educational institutions and non-profit agencies aimed at B-12 education	97

Other specific information required for SD 4:

List all Triad-based entrepreneurial activities.

SOE: A technology camp for high school girls was sponsored in collaboration with Guilford County Schools.(4.8)

A leadership symposium for local public school principals was held.(4.8)

SES: Mary V. Compton and Judy Niemeyer are exploring the possibilities for moving their current federally funded project (CENTe-R) to an entrepreneurial endeavor upon completion of funding.

RTUSA: Meeting set for discussion of such activities between Italy and Greensboro, N.C.(4.11)

TRC: Provided consulting services to the American Hebrew Academy to help them plan their new media center. (4.1, 4.8)

Serve on a National Board Candidate Support Committee with faculty and staff from UNC-G, NC A&T, Greensboro College and K-12 representatives in the Triad. (4.1, 4.8)

List any unit initiatives to address regional workforce needs.

SOE: Planned, in collaboration with TED and Dr. Carl Lashley, ELC Associate Professor, and managed Educational Leadership Symposium on June 22, 2005 focused on Developing School Leaders (retention). One hundred school administrators from Piedmont Triad Area Districts will attend.

Planned, in collaboration with TRC, and managed three USTEP and SOE funded planning workshops for Piedmont Triad School Districts, Greensboro College, Elon University, NC Center for Recruitment and Retention, and National Board for Professional Teaching Standards focused on National Board Certification.

Visited with superintendents, assistant superintendents, human resource directors, and/or professional development coordinators in 12 of 15 Piedmont Area School Districts to assess professional development needs, linked SOE faculty to districts to support needs, and promoted SOE recruitment and retention efforts.

Established a professional development network of SOE faculty to work with Piedmont Triad School Districts and distributed that information via a published brochure mailed to all districts as well as through district visits. Twenty-seven SOE faculty participated.

Planned, in collaboration with Department of Psychology and Greensboro AHEC, an ADHD Symposium for the special education/general education workforce, parents, and other professionals, to be delivered November 5, 2005.

LIS: Participation in UNC-CH's IMLS funded study, "The Future of Librarians in the Workforce"

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Other Important Examples of fulfillment of Strategic Direction 4:

Include here any other items that illustrate fulfillment of Strategic Direction 4, such as the formation of external boards or advisory committees, collaborations between the unit and external organizations, etc. .

CUI: Hunter Elementary school, where we've had an active presence for the past 8 years, received a national recognition as one of the best 32 Title 1 schools in the country. We have an article coming out this May in Educational Leadership on the model for our activities at Hunter. This model has been extended to three other Title 1 schools in Guilford County. I think this prolonged effort has improved the quality of life for our citizens.

ELC: Faculty member served on Board of Directors of ARC of Greensboro.

Faculty member served on Board of Directors of Guilford Coalition for Adolescent Pregnancy Prevention.

LIS: Began discussions with the libraries of High Point University and the University of North Carolina at Charlotte to establish practicum/internship programs.

SES: These SES projects maintain external Advisory Boards:

RESTART has an advisory board that meets each fall

Auditory-Oral Project has an advisory board

CENTE-R has an advisory board called Partners that meets once a year, held off campus.

All SES portfolio reviews (e.g., technology, professional encompassing all candidates for licensure) include input from practitioners in the field.

PTEC: Provided services to 14,808 people this year through their program of work. The school districts served were:

Alamance/Burlington Schools

Asheboro City Schools

Chatham County Schools

Davidson County Schools

Davie County Schools

Guilford County Schools

Lexington City Schools

Mount Airy City Schools

Randolph County Schools

Rockingham County Schools

Stokes County Schools

Surry County Schools

Thomasville City Schools

Winston Salem/Forsyth County Schools

Yadkin County Schools

In addition, a listing of services is enclosed as a separate document. (4.8, 4.9)

SARC: Sophomore Teaching Fellows were trained in rudimentary English as a Second Language instruction by facilitators from Lutheran Family Services.

Sophomore Teaching Fellows also volunteered hours with Lutheran Family Services tutoring program for immigrants/refugees.

Sophomore Teaching Fellows volunteered hours with the Greensboro ARC.

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Strategic Direction 5

Access and Student Success: Recruit and retain students with the potential to succeed in a rigorous academic environment.

Goal Clusters:

- 5.1 Increase efforts to recruit and retain students from diverse backgrounds.**
 - 5.2 Increase enrollments at all levels among various populations.
 - 5.3 Become a university of first choice for an increasing number of students.
 - 5.4 Increase financial assistance for undergraduate and graduate students, to make UNCG more competitive in attracting and retaining able students.
 - 5.5 Continue to improve the academic profile of students entering the University.**
 - 5.6 Encourage all divisions of the University to work together to manage enrollment growth effectively.
 - 5.7 Work collaboratively to ensure an integrated approach to marketing the University and its programs.
 - 5.8 Support campus initiatives aimed at improving student satisfaction, retention, graduation, and career placement rates.
 - 5.9 Expand opportunities for adult learners.**
 - 5.10 Ensure that quality student services are available to meet the needs of all learners.**
- Bolded clusters were designated by the Deans as focal points for the 2004-05 academic year.

**Text responses to SD 5 should be entered in space provided for each item listed below.
At the end of each response, insert unit code and relevant Goal Cluster(s) in parentheses.**

Required Facts and Figures for SD 5:

Focal Point 5.1: List unit initiatives to recruit and retain a diverse student population.

SOE: Participated in the institute for Recruitment of Teachers (Andover,MA).

SOE: Planned for Piedmont Triad High School potential future teachers to volunteer at 15th Annual Children's Festival. Twenty-eight students and two sponsors from two Piedmont Triad School Districts participated in this service project.

Planned and hosted First Annual Fall Recruitment Event on November 8, 2004, with featured presenter, Mr. Ron Clark, 2001 Disney Teacher of the Year. Approximately 800 potential future teachers, novice teachers and career teachers from nine Piedmont Triad School Districts, students in the UNCG Exploring Teaching as a Profession program, and students from UNCG and other area college attended this event. Planned and hosted First Annual Teaching Career Day for Piedmont Triad High Schools. Over 90 students and 15 sponsors attended the all day event on April 20, 2005.

Promoted UNCG Teacher Education at Durham College Fair, Greensboro Area College Fair, and NC FTA and Teacher Cadet Conferences in conjunction with UNCG Office of UG Admissions.

Recruited minority students in key Guilford County High Schools by making school visits and meeting with students.

Recruited minority student during the UNCG Annual Multicultural Fair planned by the UNCG Office of UG Admission.

Promoted teacher education in two Piedmont Area School Districts by participating in class presentations, career day, and/or college night activities.

Fostered interest in teacher education among students participating in Grogan Learning Community – "Exploring Teaching as a Profession" through panel discussions and field trips; in two and one half years 34 students in that program have declared teacher education as their major.

CED: Participation in IRT. Contacts with graduates who are persons-of-color and teaching in counseling programs across the US. (CED, 5.1)

ERM/CERE: We have accepted two African American graduate students into our MS/Ph.D. program. Tiese Roxbury is a graduate in mathematics from Salem College. Tiese is a Bill Gates Scholar. Mark Darby is a graduate in mathematics from North Carolina State University. Mark was awarded a \$20,000 UNCG Minority Scholarship from UNCG.

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SES: Through Project RESTART, SES has worked to recruit students from diverse populations. Tried to recruit a master's student through the IRT program. The first-choice candidate declined the invitation; the second-choice candidate is currently being invited to pursue graduate studies in SES. Submitting a leadership federal grant proposal with a focus of recruiting doctoral students from diverse groups. A USDE proposal is being submitted to support graduate students with degrees outside the field of education to become special education teachers.

SARC: The Teaching Fellows program does an extensive recruiting initiative each year. This past year we Targeted Forsyth, Montgomery, Davidson, Moore, Yadkin, Surry, Guilford, and Cumberland county high schools to receive a letter from the recruitment chair and the director offering to meet with prospective candidates for Teaching Fellows. Eleven+ schools showed interest and the recruitment chair visited these schools. Organized a special recruitment event held at E.E.Cummings High School in Cumberland County. Students from surrounding high schools were invited to the event.

Sent letters from the Dean of the School of Education, postcards from the Teaching Fellows program director, and letters from academic department teacher licensure liaisons to the Teaching Fellows regional finalists who listed UNCG as one of their top five choices for the Teaching Fellows scholarship.

Held a phone-a-thon in the Admissions office to call all of these regional finalists.

Hosted individual visits for prospective students and their families when requested.

Focal Point 5.5: List efforts to continue improvement of the academic profile of new entering students.

CED: Unfortunately, the reassignment of out-of-state and in-state waivers greatly hampered our ability to maintain the strong academic profile of entering students, rather than improve it. The pool of applicants was quite strong, as usual, but we could not recruit them due to lack of waivers and funding. With a 50% reduction in out-of-state waivers plus a substantial cut in instate waivers, there is great concern about our future ability to recruit outstanding students. (CED, 5.5)

ERM/CERE: We plan on meeting with juniors in the departments of mathematics and psychology at North Carolina A & T in an effort to recruit more minority graduate students into our program.

Focal Point 5.9: List unit initiatives to develop and expand opportunities for adult learners.

SOE: Approved the (18)-credit alternative licensure program for teachers.

ERM/CERE: We are preparing to offer a six-course Certificate of Assessment online line for testing directors at school districts around the state. This program would be in conjunction with North Carolina Department of Public Instruction. Key people we are working with are Lou Fabrizio and William Tucci.

SES: Revising graduate teacher licensure programs (PAIL) to be able to offer them predominantly on-line but within the new requirements imposed by the NC-DPI in 2004.

Above program was packaged and marketed as SPED-Ex (offered Summer 2005) to provide an efficient and effective way for individuals with bachelor's degrees to obtain teacher licensure in special education.

Focal Point 5.10: List unit efforts to ensure that student services meet the needs of all learners.

Other specific information required for SD 5:

List total amount of student scholarship awards from unit funds (not university funds).

ELC: Self Fellowships: Approx. \$25,000, Lombardo Fellowship: \$2500

LIS: \$20,425

SES: \$50,500

List major unit initiatives in marketing or publicity.

ERM/CERE: We have met and are working with Dr. Scott Hudgins from UNCG's graduate school to create a recruiting brochure and marketing plan. We have also updated our website.

SES: Ph.D. program approval announced in local paper.

Posters were distributed to local merchants advertising the M.Ed., post-baccalaureate licensure, and undergraduate programs in the department.

TED: In collaboration with the Director of Recruitment, Retention and Professional Development, the Teachers Academy has communicated with and met with Triad personnel to plan professional development programs and to inform teachers and administrators about UNCG licensure programs.

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List major unit initiatives in student satisfaction, graduation rates, and career placement.

ERM/CERE: Through our TAC (mentioned above) we expect word will get out about the ERM measurement and evaluation program. One company, Measured Progress has agreed to make a two-day recruiting visit to ERM in the spring.

LIS: Established a current student Blackboard site to facilitate communication between students and faculty members in the LIS department.

Restarted annual MLIS graduate and employer surveys.

Other Important Examples of fulfillment of Strategic Direction 5:

Include here any other items that illustrate fulfillment of Strategic Direction 5, such as initiatives to enhance student advising, unit marketing or recruitment efforts, and initiatives undertaken to improve internship or career placement, etc.

ERM/CERE: Creating an international exchange program with the University of Twente in the Netherlands has been a big incentive for new recruitments to choose the ERM graduate program.

LIS: The department is currently (April 2005) conducting a survey of current students about advisement problems and satisfaction.

SES: Through project RESTART, SES held workshops for undergraduate students (SES and other departments as space allowed) on taking the PRAXIS tests, library skills, diversity, and other topics. Course evaluations are required for all courses. These are reviewed by the chair and discussed with each faculty member. Focus groups conducted with students to obtain input related to satisfaction (BK) All untenured faculty members observed while teaching (peer review). Input gathered from students as part of this process, feedback provided to faculty members, and suggestions for changes made.

SARC: Began advising all special education majors until entry to the upper division starting with new freshmen and new transfers.

Took over the process for admission to teacher education for special education.

Information sessions were given for teacher assistants at Guilford County Schools to provide information about the Teacher Assistant Scholarship Program (TASP), a collaboration with GCS and UNCG to assist teacher assistants in obtaining a bachelors degree in elementary education. Twenty-two applications to the TASP program and UNCG were submitted for the 2004-2005 academic year. Six teacher assistants have been admitted to teacher education with an anticipated graduation date of May 2006.

II. Other Significant Achievements

Program Recognition

SOE: Ranked 35th in the nation by, U.S. News & World Report

CED:

The counseling program (Department of Counseling and Educational Development) was ranked 6th in the nation by U.S. News and World Report for 2005 and 2006.

SES: SES is a member of the Higher Education Consortium in Special Education (HECSE), the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas.

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

SOE: Dean served as member of State Board of Education Teacher Retention Task Force

CED

Dr. Craig Cashwell received the 2004 School of Education Teaching Excellence Award, and was a finalist for the UNCG Tenured Alumni Teaching Excellence Award.

Dr. Craig Cashwell received the Meritorious Service Award from the Association for Spiritual, Ethical, and Religious Issues in Counseling (ASERVIC).

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Dr. Todd Lewis received the Outstanding Research Award from the International Association for Addictions and Offender Counseling (IAAOC)

Dr. Jane Myers was named an American Counseling Association (ACA) Fellow.

Dr. Jane Myers received the ACA Extended Research Award.

Dr. Jane Myers received an ACES Research Grant Award.

Dr. Kelly Wester received the Outstanding Research Award from Chi Sigma Iota International Honorary Society (CSI).

Dr. Kelly Wester received an ACES Research Grant Award.

In addition, 3 alumni received various ACA Awards.

CED

Dr. James M. Benshoff served as President-elect of the Association for Counselor Education and Supervision (ACES), and was the featured speaker at the ACES luncheon during the annual convention of the American Counseling Association.

Dr. Craig S. Cashwell completed his year as President and then Past-President of the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC).

Dr. Craig S. Cashwell was appointed to CACREP, the accreditation board for our profession.

ALL CED faculty members serve on at least one editorial board for a national journal in our profession.

CED Faculty held 22 other leadership positions in professional organizations.

LIS

Edna Cogdell: Current President of the North Carolina School Library Media Association.

Bea Kovacs: Has been given the "Meritorious Achievement Award" by the North Carolina Chapter of the Special Libraries Association.

SES

Dr. Judy Niemeyer completed the following:

Division for Early Childhood, member of Research Committee

Division for Early Childhood, member of Personnel Preparation Committee

Division for Early Childhood, Annual Conference Program Committee

Member of BK Higher Education Consortium

Dr. Bill Bursuck

Appointed to Advisory Board for Hill Center

Assisted Clayton County Public Schools in writing Reading First Preschool Literacy Grant

Reviewer, two journals

Glenda Torres served as faculty advisor for university student organization *Deaf Hearing College Connection* (see preceding section for service activities with students)

Dr. Stephanie Kurtts

Reviewer for proposals for annual meeting of CEC

Reviewer for proposals for American Education Research Association

Discussant for annual meeting of AERA

Task Force member for Guilford Coalition for AT

Mary V Compton

Expert Working Group in Effective Interventions for Infants and Young Children with Hearing Loss September 2004-present

Council on Exceptional Children-Division of Communication Disorders and Deafness-Member, Leadership Committee August 2004-present

Council on Exceptional Children-Division of Early Childhood, Personnel Preparation Committee April 2004-present
Review Panelist, US Department of Education, Office of Special Education and Rehabilitative Services, Low-incidence competition, July 2004.

Belinda Hardin

Global Guidelines Task Force Member, Association for Childhood Education International

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Marilyn Friend

Reviewer, four special education journals

Reviewer, CEC proposals

Member, HECSE Task Force on Highly Qualified Teacher for IDEA reauthorization

Representative to the Representative Assembly, Teacher Education Division of CEC

Facilitator/presenter, CEC web seminar on collaboration in special education

Facilitator/presenter, CTQ teleconference on highly qualified teacher (HQT) for special education

TED

Betty Epanchin is serving as the president of the Teacher Education Division of the Council for Exceptional Children

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

CED

Clay P. Rowell (doctoral student) received the Courtland C. Lee Multicultural Excellence Scholarship Award, awarded through the American Counseling Association.

Julie B. Stephan (doctoral student) received the Glen Hubele National Graduate Student Award, awarded through the American Counseling Association.

Julie B. Stephan (doctoral student) and Lucy Lewis (master's student) were 2 of only 15 recipients of a Ross Trust Graduate Scholarship, awarded through the American Counseling Association.

Melinda Miller Gibbons (doctoral student) received the ACA Best Practices Research Award.

Matthew Shurts received the Outstanding Dissertation Award from the Association for Counselor Education and Supervision (ACES).

Karen Hall and Carl Emerson (master's students) were co-recipients of an ACES Research Grant Award with Dr. Kelly Wester.

Karen Hall was named Outstanding Entry-Level Student by CSI International Honorary Society.

Kerrie Kardatzke was named a CSI Fellow.

Mike Pisarcik (doctoral student) was one of two recipients of a student research award from the Society for the Scientific Study of Sexuality.

Publications

3 articles in refereed journals published

3 book chapters published

Presentations

14 national conference presentations

11 regional conference presentations

23 state conference presentations

Professional Leadership

11 positions in national, regional, and state counseling organizations

SES

Deborah Marsh, M.Ed. student in special education, presented at the North Carolina Assistive Technology Conference.

Alicia Tate, M.Ed. student in special education, appointed EC Director of Scotland County Schools.

Carrie Nicholson, undergraduate special education major, will receive in May 2005 a Student Excellence Award from UNCG.

Undergraduate interpreting majors Debra Lyons and Caroline Gulick were both awarded an H. Michael Weaver Award for study abroad.

Three students from the K-12 hearing impaired licensure program were inducted into Kappa Delta Pi

Staff: university-wide or external achievements, awards, honors

[Insert your unit's name here.]

[Enter text response here]

III. Executive Summaries (Executive Summaries are not required from individual academic departments.)

Research and Creative Activity

The School of Education (SOE) believes in the value of research to advance the profession and enhance student learning. We ranked 35th in the nation on this year's *U.S. News and World Report* list of Schools of Education. It is noteworthy that the SOE is the highest ranked unit at UNCG and that all of the institutions ranked higher than the UNCG SOE were either private universities (many of which have either small teacher preparation programs or only graduate programs) or flagship public universities. The SOE counseling program ranked 6th in the nation.

A new position was created in the SOE for a Research Director. This individual will work with faculty members to identify potential sources for external funding and assist them with proposal development. Particular emphasis will be given to forming groups of faculty to develop collaborative proposals for external funding.

External grant activity was strong this year as the SOE garnered several grants. The Title IIA NC QUEST grant "Improving Teacher Quality"—a collaborative project between the SOE, the College of Arts and Sciences, and Guilford County Schools (GCS)—was renewed for a second year. This grant addresses literacy in science and mathematics.

To have strong research we must have high-quality doctoral students. Accordingly, the SOE has placed raising graduate student stipends as a high budget priority. Stipends were raised by as much as 50% and depending on new funding stipends will be raised again for next year.

A full-time Director for the Center for Educational Research and Evaluation has been hired for next year. This individual is expected to garner significant new funding for the Center.

Teaching and Learning

In preparation for national and State re-accreditation visits during fall semester 2006 the SOE finalized its re-accreditation plan to include assessment data collection and analyses. These steps will ensure that the necessary data will be collected and used to improve courses and programs.

The UNCG Alternative Licensure Program is in the final stages of being converted to on-line format. This licensure program is designed for students who have earned a baccalaureate or graduate degree but are not licensed to teach. Students will complete six credits during the summer, followed by 12 credits during the academic year while employed in schools.

The new Ph.D. program in special education began with six students. This program will help meet the need for graduate education in special education and will establish UNCG as a State and national leader in special education.

The Teaching Resources Center (TRC) provides students with a technologically-rich environment to prepare teaching materials and serves as a venue for instruction and workshops in technology. Funded largely with an endowment from the Michel Family Foundation, the TRC opened an assistive technology lab this year where UNCG students learn how to use technology to work with students with special needs.

Professional Development Schools continued in Guilford, Rockingham, and Chatham counties. Elementary and middle grades students spend over 1,000 hours in schools by the time they graduate, a number unmatched by other institutions. School superintendents report that UNCG graduates enter teaching exceptionally well prepared.

Recruitment, Retention, and Professional Development

The SOE is committed to the State goal of helping to reduce the shortage of educators in North Carolina. To this end, the SOE hired a full-time Director of Recruitment, Retention, and Professional Development. This individual traveled to all Piedmont Triad area school systems to meet with superintendents and human resources directors, and conducted recruiting events in high schools. Two major recruitment events were held at UNCG. Ron Clark, 2001 Disney Teacher of the Year, addressed over 1,000 people in Aycock Auditorium, the majority of who were high school students. Teaching Career Day was attended by over 100 high school students, who received information about teaching majors, met with faculty, students, and advisors, and toured campus facilities.

Funded by the Z. Smith Reynolds Foundation, the Exploring Teaching as a Profession (ETAP) program entered its third year. This program recruits UNCG students with undeclared majors into teaching and especially into critical-shortage areas (mathematics, science). Presently over 35 students have participated in seminars, toured schools, and have been mentored by school personnel, and the program became part of the Grogan Learning Community.

The superintendent of GCS—Dr. Terry Grier—is an adjunct assistant professor in the SOE. His responsibilities include recruitment, program development, and special opportunities. Next fall UNCG will enroll the first GCS Education Academy students from Dudley and Andrews High Schools. GCS pays tuition and forgives a year's loan for each year they teach in GCS after graduating from UNCG. We also have continued to offer courses for GCS middle school mathematics teachers to help them become highly qualified under the provisions of the No Child Left Behind Act.

Our academic advisor for transfer and community college students met with advisors and students on community college campuses to ensure that 2 + 2 arrangements lead to a smooth transition to teacher education at UNCG. To assist students to pass the Praxis 1 test (a State requirement for admittance into teacher education), the SOE added Praxis preparation software in Rockingham Community College, to complement that in the TRC and at Guilford Technical Community College.

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; 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.

Professional development for educators is seen as a means to help retain them in the profession and thereby decrease the shortage. The Yopp Professional Development Institute (with a focus on beginning teachers) and other workshops were offered by the SOE during the summer. The Director of Recruitment, Retention, and Professional Development, worked with school systems in the Piedmont Triad to determine professional development needs and refer them to appropriate practitioners. The Dean of the SOE served as a member of the North Carolina State Board of Education Teacher Retention Task Force.

Development and Alumni Relations

The SOE had an excellent year with over \$500,000 raised through gifts, bequests, and pledges. The SOE is well positioned for the UNCG Capital Campaign with a Major Gifts Officer, a director of alumni programs, and a corporate/foundations development officer (who also works with other units). SOE Campaign priorities are undergraduate scholarships and graduate fellowships, endowed professorships, the Teaching Resources Center, student recruitment, and continuing professional development.

The SOE held an alumni reception and awards ceremony in Greensboro on commencement weekend. This year's recipients of alumni awards were: Early Career – Alicia Tate (Director of Special Education Services in Scotland County); Outstanding Achievement – James Merrill (Superintendent of Alamance-Burlington Schools); Distinguished Career – John Schmidt (Distinguished Professor at East Carolina University), Richard Thompson (UNC Vice President for University-School Programs).

The SOE Advisory Board completed its fourth year of operation. The 20 members of the Board represent a broad constituency of educators and community leaders. All Board members are either UNCG alumni or have a close connection to UNCG, and many serve on the SOE Capital Campaign Committee. The Board met twice during this year, during which time members learned about SOE activities, advised the Dean on key educational issues, and toured Jones Elementary School in Guilford County. The principal of Jones Elementary is Dr. Maria Palmer (district representative on the North Carolina State Board of Education), and the school is the home of the Spanish immersion program.

Community and Outreach

The SOE is firmly committed to being a student-centered research university. The Teaching Fellows program uses faculty mentoring and hosts various events with faculty and students. Our teacher education PDS cohorts and the Principal Fellows Program help students feel part of a student community. The SOE Marshals, whose members are University Marshals who are SOE majors, assist at various events. *Exploring Teaching as a Profession* now is affiliated with the Grogan Learning Community. A new student organization—the Curry Education Society—was begun, with over 75 members.

SOE 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.

To link the SOE better with area school districts 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 send a clear message to superintendents that we are serious about working them to improve education.

Our affiliated units continued to provide needed services to schools and educational programs: The Collegium for the Advancement of Schools, Schooling, and Education; Reading Together U.S.A.; the Piedmont Triad Education Consortium; the Center for Educational Studies and Development; and SERVE.