

**Calendar Year 2005 Academic Affairs Annual Report: Text Portion
Unit Information**

For activities January – December 2005

Date Submitted February 27, 2006
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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

Collegium for Advancement of Schools, Schooling and Education (CASSE)
Center for Educational Research and Evaluation (CERE)
Center for Educational Studies and Development (CESD)
Center for School Accountability (CSA)
College Foundation of North Carolina (CFNC)
Piedmont Triad Education Consortium (PTEC)
Reading Together USA (RTUSA)
Recruitment, Retention & Professional Development (RRPD)
Southeastern Regional Vision for Education (SERVE)
Student Advising and Recruitment Center (SARC)
Teachers Academy (TED)
Teaching Fellows (TF)
Teaching Resources Center (TRC)

Other

Associate Dean for Operations
Development
Instructional Technology

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Academic Affairs Report Outline: CY 2005 (Jan – December 2005)

Text responses should be pasted into the space after each item listed below. After each entry, insert the unit code in parentheses.

I. Activities in Support of the UNCG Plan

Cornerstone 1: Public & Private Support

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

Total amount received from private, corporate, and foundation gifts.

\$970,664.70 (SOE/Development)

\$1500 – Sponsorship for Children's Festival and Health Celebration (CESD)

The Wachovia Foundation granted the SOE/Teachers Academy three annual grants beginning January 1, 2006 and ending in 2008. The total is \$719,801 (TED)

The Teaching Resources Center received a \$1,000 donation from Elizabeth Shaw to purchase middle school social studies materials for the Center (TRC)

Number of gifts of \$10,000 or more:

15 totaling \$888,372.60 (SOE/Development)

1=Extension of the ARC Scholarship for two additional years @ \$36,000/year (SES)

Initiatives to enhance potential for public and private support, formation of boards, etc..

Initiatives listed in the Students First Campaign (SOE/Development)

Established a technical advisory committee to provide external advice concerning our courses and program initiatives. This committee is composed vice-presidents from ACT, ETS, AICPA, The College Board, and Through the Guilford County Partnership, three cohorts of 25 students each will matriculate in January 2006. Guilford County Schools will pay for all 75 students to get their master's degrees (TED)

Initiatives to strengthen relations and affinity with UNCG alumni.

Continue producing newsletter, hosting Distinguished Alumni Awards, collecting Alumni data, and providing alumni events (SOE/Development)

Alumni database started (SES)

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

In 2005, SES faculty members submitted approximately \$5 million in new grant proposals (N=4) for U.S. Department of Education grant competitions. Funded: Project LEADS, \$800,000

SES submitted 3 continuation applications for federal grants already obtained (CENT-eR, Auditory-Oral, and RESTART). Several additional small external proposals were submitted for individual faculty research interests. (SES)

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Cornerstone 2: Technology

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

List major projects to upgrade technological resources for administration.

Replaced all staff computers that were 3 years old. Purchased printers and other peripherals for staff (SOE/Development)

Implemented new NetSuite database to better serve students, parents and educators (CFNC)

All teacher education programs in the university have implemented program evaluation systems. An arrangement has been made with TaskStream so that students can submit their final portfolios electronically and programs can easily obtain aggregated student performance data.

The Teachers Academy is working on developing a web-based data system that will facilitate tracking and advising students in education. In 2005, the existing data was verified and data points for all professional education students were expanded to include demographics, progress through programs, placements and other information pertinent to program evaluation (TED)

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

Upgraded all classroom teaching stations to include Extron panels, large electronic screens, as well as new computers, DVD players, and document cameras. Replaced all faculty computers that were 3 years old. Purchased additional equipment for faculty such as laptops, scanners, and cameras. Purchased additional software for faculty and programs (SOE/Development)

Purchased equipment to transfer videotape to DVD format. Purchased software to enhance voice narration of PPT slides used in on-line courses (SES)

Describe major initiatives to change or improve technological systems.

Completed retrofitting project for wireless computing.

Provided training sessions for faculty on electronic portfolios.

Purchased new equipment for the Counseling and Consulting Services Clinic, the Teaching Resources Center, and all academic departments. (SOE/Technology)

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

Provided training for SEDONA faculty data-base system. Assisted faculty in SEDONA data entry. (SOE)

Partnered with Guilford County Schools to provide summer technology camp for rising ninth grade girls and on. (SOE/Technology)

Cornerstone 3: Administration

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

List major initiatives to upgrade administrative systems and processes.

New NetSuite database has substantially improved task and project tracking as well as publication inventory control (CFNC)

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

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List substantial restructuring of academic units.

Roles and responsibilities of the staff of the Teachers Academy were re-assigned and a part-time position was converted to full time. The primary responsibilities of the staff are as follows: full time data manager, full time licensure processor with administrative responsibilities, full time licensure advisor with responsibilities for team leadership, half time internship placement coordinator, assistant director and director/associate dean. (TED)

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

Drafted technical standards and is in the process of refining them with the goal of putting them in place as policy for the Fall 2006 semester. SES has adopted SOE dispositions and created a departmental structure for addressing concerns about student dispositions at the undergraduate, licensure, M.Ed., and Ph.D. levels. Faculty members voted in Fall 2005 to keep in place its current system of merit review.

Completed a department policy manual that articulates policies and procedures on key department functions for faculty members and students. (SES)

An assessment plan for all the professional education preparation programs was developed and is being implemented.

- There is a Professional Behavior Intervention Policy that will assist teacher preparation programs in ensuring that all teacher education candidates develop and practice appropriate professional behaviors. A Professional Disposition Matrix, based on the conceptual framework, has been integrated into the Intervention Policy. Disposition data are now being gathered, using this instrument, on all teacher candidates.
- All teacher preparation programs are requiring candidates to produce final teaching portfolios. A rubric was developed to use when evaluating these portfolios (an NCATE requirement).
- The Council of Program Coordinators approved an assessment plan that includes a schedule for evaluating students at entry, prior to student teaching and after final student teaching.

The handbooks and advising sheets for licensure candidates were revised. (TED)

Cornerstone 4: Facilities

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

Total dollars spent by unit on repair and renovation (amount only - do not include central funds).

\$4,809 (SOE)

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

Completed planning for Curry waterproofing project. (SOE)

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

Once completed, the waterproofing project will eliminate flooding in the ground level offices and ceiling leaks in third floor classrooms and offices. (SOE)

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

2 computers for new faculty members, 2 notebook computers, 4 VCRs (for deaf education and interpreting programs), and a device to convert VHS to DVD. (SES)

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

The Collegium leased approximately 1400 square feet of space at 3200 Northline Avenue, Suite 142 to accommodate the needs of an externally-funded leadership development program. (CASSE)

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

Developed a long-range space plan for faculty and staff offices covering the years 2005-2010.
Converted a large multiuse office space into a student lounge and computer center. (SOE)

Strategic Direction 1

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

Goal Clusters: Please Do Not Insert Text Inside Box

- 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 2005 calendar year.

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

Initiatives in support of Goal Cluster 1.4: Expand use of technology to improve teaching and learning for students on campus and at a distance.

Several faculty members attended technology-related programs at professional conferences. (CED, 1.4)
Dept. will continue its off-campus masters programs with Asheboro and they will invite Randolph county to join them. Thomasville started an off-campus masters program and we are developing a plan to start another in Chatham county. Courses are offered on-site or on-line. The number of on-line courses continues to increase as we attempt to meet this growing need. (CUI, 1.4)

A state of the art distance learning system was installed in Fairbanks, Alaska to permit interactive instruction between UNCG and there. Also instruction can occur simultaneously within the district connected schools. (CSA, 1.4)

SES 660 has been significantly revised and upgraded for improved on-line delivery. (SES, 1.4)

One new course (SES 640 Special Education Policy and Procedures) has been developed for complete on-line delivery. (SES, 1.4)

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The Teachers Academy developed an 18 semester hour sequence of core education courses for lateral entry teachers. Six hours are delivered by the Teachers Academy in an intensive summer institute, two courses are Teachers Academy seminars, and two courses are delivered by the Department of Curriculum and Instruction. In spring 2005, an online format was developed for the summer institute. The online format for the seminars is under construction. (TED, 1.2, 1.3)

Materials available in the Teaching Resources Center are now listed online through the Jackson Library catalog. Additionally, the TRC is able to circulate materials through the Jackson Library online circulation system. (TRC, 1.4)

The SOE webmaster upgraded the website for the Teaching Resources Center. (TRC, 1.4)

The Director of the Teaching Resources Center met with faculty at Rockingham Community College to train them on the use of the PRAXIS / PLATO online courseware that the School of Education is providing for RCC students to use to prepare for the PRAXIS I test. (TRC, 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. (TRC, 1.2, 1.4, 1.8)

Initiatives in support of Goal Cluster 1.5: Expand and enhance opportunities for experiential learning including internships, research assistantships, and service learning. (this cluster set by the University as a priority).

Doctoral students in the consultation class provided consultation to 1) The Volunteer Center and 2) DOVIA (Directors of Volunteers in Action) professional group. (CED, 1.5)

Students in the family violence course delivered psychoeducational group workshops in the community focusing on family violence prevention. The student projects included conducting a date rape workshop in an adolescent residential treatment facility, providing a training experience for clergy on domestic violence, and facilitating a group on emotional abuse at a battered women's shelter. (CED, 1.5)

Students in the family counseling course participated in two different service-learning projects. The first group worked as Family Partners through the NC African Services Coalition. Students in this group provided support to African immigrant and refugee families. The second group participated in a Fall Festival at Glen Haven Apartment Complex, a community of immigrant and refugee families. These students interacted with the resident families while building picnic tables that were left at the apartment complex to help foster community involvement. (CED, 1.5)

Students in the community counseling course provided consultation to various UNCG offices, providing presentations, booklets, etc., based on the offices' stated needs and the students' research (interviews) regarding the needs. (CED, 1.5)

Offered a course ELC 688 Experiential Education (ELC, 1.5)

A full day Institute on Experiential Education in the Classroom, School, and District was attended by students, UNCG staff members, and community members (ELC, 1.5)

Had one section of ELC 690 Practicum approved as a service learning course (ELC, 1.5)

Dr. Kurtts and several of the undergraduate special education majors will be presenting a session on their service learning activities at the North Carolina Council for Exceptional Children conference in March 2006. (SES, 1.5)

Initiatives in support of Goal Cluster 1.6: Expand opportunities for international research, study, and education for students, faculty, and staff.

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

Assisted in the development of an international program between UNCG and the University of Foggia in Italy. Professors have visited from both organizations in the respective countries. I believe that agreements have been developed, signed and implemented. (CSA, 1.6)

Section of ELC 381 Institution of Education taught abroad (ELC, 1.6)

Dr. Kurtts made presentations at conferences in Grenada, Spain and China. (SES, 1.6)

Dr. Hardin spent time in Summer 2005 in Guatemala working with the Secretaría de Bienestar Social de la Presidencia de la Republica (Secretaría of Social Well-Being). (SES, 1.6)

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Faculty members are discussing the possibility of an international summer internship experience (Guatemala) for undergraduate and graduate students. (SES, 1.6)

Initiatives in support of Goal Cluster 1.6: Expand opportunities for international research, study, and education for students, faculty, and staff.

List all new degrees approved to ESTABLISH by the UNCG Board of Governors during CY 2005:

List any new degrees approved to PLAN by the UNCG Board of Governors during CY 2005:

Ed.S/Ed.D Program in Educational Leadership in Alamance County submitted for permission to plan; not sure where it currently is in process (contact Bill Taylor, DCL) (ELC, 1.6)

List all new degrees in active planning stages within the units or departments.

Currently in the planning stage for two new degrees: a Certificate of Assessment for district testing coordinators around the state, and a new Ph.D. program in Institutional Research. This last degree will be an interdisciplinary degree with the Department of Curriculum and Instruction (CUI) and the Department of Information Systems and Operation Management (ISM). (ERM, 1.6)
Early planning to establish a master's degree in special education with a concentration in deaf education. (SES, 1.6)

List all new degrees in which students were enrolled for the first time in this reporting period.

List all ongoing and regular opportunities for student internships.

Adoption Alliance of Children's Home Society (CED, 1.5)
Alcohol & Drug Services of Guilford Inc. (CED, 1.5)
Altamahaw-Ossipee Elementary School (CED, 1.5)
Brightwood Elementary School (CED, 1.5)
CenterPoint Human Services (CED, 1.5)
Children's Cancer Patient Support Program at Wake Forest University (CED, 1.5)
Chrysalis Counseling Center (CED, 1.5)
Crossroads Counseling Services (CED, 1.5)
Daymark Recovery Services-Davidson County (CED, 1.5)
Eastern Guilford Middle School (CED, 1.5)
Elon University Career Center (CED, 1.5)
Erwin Montessori School (CED, 1.5)
Falkner Elementary School (CED, 1.5)
Family Counseling Services of Durham (CED, 1.5)
Family Life Center (CED, 1.5)
Family Service of the Piedmont-Greensboro (CED, 1.5)
Family Service of the Piedmont-The Slane Center (CED, 1.5)
Family Solutions (CED, 1.5)
Forsyth Medical Center (CED, 1.5)
Glenn High School (CED, 1.5)
Graham High School (CED, 1.5)
Greensboro College (CED, 1.5)
Guilford College Career Development Center (CED, 1.5)
Guilford College Counseling Center (CED, 1.5)
High Point Central High School (CED, 1.5)
Hospice and Palliative Care Center (CED, 1.5)
Kernersville Middle School (CED, 1.5)
KidsPath Hospice of Greensboro (CED, 1.5)
Kirkman Park Elementary School (CED, 1.5)
Middle College at NC A&T (CED, 1.5)

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Moses Cone Behavioral Health Center (CED, 1.5)
Moses Cone Behavioral Health Center, Outpatient (CED, 1.5)
Moses Cone Health System Pastoral Care Service (CED, 1.5)
North Carolina A&T Career Services Office (CED, 1.5)
Northwest Guilford High School (CED, 1.5)
Page High School (CED, 1.5)
Southeast Guilford High School (CED, 1.5)
Southern Guilford High School (CED, 1.5)
Southwest Guilford High School (CED, 1.5)
Stanford Middle School (CED, 1.5)
Telecare (CED, 1.5)
The Pisgah Institute (CED, 1.5)
Three Springs of North Carolina (CED, 1.5)
Triad Behavioral Resources (CED, 1.5)
Triangle Family Services (CED, 1.5)
Trinity Center (CED, 1.5)
Triumph (CED, 1.5)
UNCG Career Services Center (CED, 1.5)
UNCG Counseling and Testing Center (CED, 1.5)
UNCG Division of Student Affairs (CED, 1.5)
UNCG Office of Leadership and Service Learning (CED, 1.5)
UNCG Office of Orientation (CED, 1.5)
UNCG Special Support Services (CED, 1.5)
UNCG Student Disability Services (CED, 1.5)
UNCG Team Quest/Student Recreation (CED, 1.5)
Vacc Counseling and Consulting Clinic (CED, 1.5)
Wake Forest University Cancer Patient Support (CED, 1.5)
Wallburg Elementary (CED, 1.5)
Washington Elementary School (CED, 1.5)
Western Wake Human Services (CED, 1.5)
Youth Focus (CED, 1.5)
Youth Focus Residential Treatment Center (CED, 1.5)
We continue our internship program with our teacher education program. We presently have 17 teams (20 to 25 students per team) in the elementary and middle schools serving 10 hour per week internships. The secondary program has 100+ students serving internships or student teaching. (CUI, 1.5)
Routinely encourages its students to seek summer internships with testing agencies to gain hands-on experience outside of the classroom. We currently have an external ERM Advisory Committee made up of vice presidents at ACT, ETS, College Board, AICPA and Measured Progress. Part of this relationship we have with these people is to promote summer internships at these companies. We also have students who have done internships at MCAT. (ERM, 1.5)
LIS 601 Practicum, LIS 602A Field Experience in School Library Media, LIS 602B Practicum in School Library Media (LIS, 1.6)
Field experiences in undergraduate special education and deaf education programs: SES 350a, SES 350b, SES 350c (SES, 1.5)
Student teaching in undergraduate special education and deaf education programs: SES 461 and SES 465
Internships in interpreter training: SES 486 , SES 487 (SES, 1.5)
Practicum and student teaching in graduate special education programs: SES 661, SES 649 (SES, 1.5)
Practicum and internship in graduate birth-kindergarten program: SES 649, SES 604 (SES, 1.5)
Internship for doctoral students: SES 762 (Supervision of Student Teaching: Specialized Education), SES 764 (College Teaching Practicum), SES 749 (Internship in Specialized Education) (SES, 1.5)
Teaching Fellows have internships in the following schools: Brooks Elementary, Grimsley High School, Jones Elementary, Kiser Middle School, Lutheran Family Services, Peeler Elementary, and Rankin Elementary (TF, 1.5)

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Indicate the total number of students involved in internships.

65 (CED, 1.5)
82 (LIS, 1.5)
201 (SES, 1.5)
110 Teaching Fellows (SARC/TF, 1.5)

List any other important examples of fulfillment of Strategic Direction 1 (such as new concentrations, initiatives to support teaching and learning, special recruitment initiatives, new assessment activities, etc.

We have developed a plan to offer a graduate degree with licensure in teaching English to Second Language Learners. We will be discussing this effort with the Dean and would be able to implement it next January if the resources are available. (CUI, 1.5)

This past summer we had two students do internships, one at GED in Washington D.C. and one at Measured Progress, a testing company which heavily involved in mandated state testing across the country. (ERM, 1.5)

Approval of leadership certificate in birth-kindergarten

Significant improvement of SES assessment system, including the requirements that all student enroll in Taskstream during their professional preparation.

Implementation of a twice-yearly Data Day, a meeting at which each program area considers data it has gathered to make decisions regarding needed program revisions to improve student outcomes.

Revisions to post-baccalaureate teacher licensure program approved for Summer 2005. Changes intended to increase program efficiency and effectiveness. (SES, 1.5)

During SOAR summer advising sessions and fall 2005 advising sessions, SARC staff used the computer classroom to assist students in accessing online degree evaluations to check completion of degree requirements (first time available to SOE), & updated information on availability of classes using UNCGenie (SARC, 1.4)

Teaching Fellows seminars provide the mechanism for delivering “cutting edge” practice in teacher education. Built in a developmental pattern, the freshman seminar focuses on the student and his/her educational experience, the sophomore seminar focuses on the student and the community, the junior seminar focuses on the community of learners, and the senior seminar joins the student, the community, and the future. These seminars offer one credit hour per semester and are graded courses. Freshman, sophomore, junior, and senior Teaching Fellows are expected to attend all seminars.

The major thrust of the UNCG Teaching Fellows seminar program is the belief that teachers who learn about the communities from which their students come will be able to relate to these students in ways that enhance student achievement. As much as possible, this is experiential in nature so that Teaching Fellows can absorb pieces of the lives of students they teach.

Faculty coordinators continually assess the seminars through formal questionnaires given to students each spring. However, perhaps, of greater importance, the coordinators meet several times each semester to discuss the seminars, the Teaching Fellows, and possible improvements in the program. Detailed minutes are kept.

Dr. Jewell Cooper, Ms Toni Knight, Dr. Carl Lashley and selected Teaching Fellows have presented this seminar program at a national conference as a model for teacher preparation whereby pre-service teachers are moved into the communities of their learners:

Cooper, J., Lashley, C., Knight, T., Carter, S. (2005, February). Getting on and getting off the bus: preparing “highly qualified teachers” who know their students. Presentation at the AACTE 57th Annual Meeting. Washington, DC. (TF, 1.2)

Strategic Direction 2

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

Goal Clusters: Please Do Not Insert Text Inside Box

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|------------|---|
| 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.

Initiatives in Support of Goal Cluster 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.

Arranged for two professors at UNCG to sub contract with the Fairbanks North Star School District to assist in a research project re secondary content area reading instruction. (RTUSA, 2.1)
 I have completed my segment of a tech transfer for Reading Together so that further evaluation and research can be completed through SERVE this year. End of program research has been completed and submitted to the federal government Dept. Of Ed for review. (RTUSA, 2.1)
 Release time in Spring 2005 for three SES faculty members to prepare federal grant proposals (one was funded) (SES, 2.7)
 The Director of the Teaching Resources Center assisted other SOE faculty and staff with a USTEP grant, *Fostering Classroom Action Research among Experienced National-Board Certified Teachers in the Piedmont Triad Education Consortium*. Grant participants take part in an online professional development module while conducting action research projects in their classrooms. (TRC, 2.1, 2.4, 2.5, 2.7, 2.8)

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)	xx
Refereed articles (published)	5
Book chapters (published)	20
Book reviews (published)	68
Abstracts (published)	27
Public performances (concerts, plays, etc.)	04
Juried exhibitions (art, film, etc.)	xx
Non-juried exhibitions	xx
Presentations at professional meetings	296
Other (presentations)	61
Other (publications)	38
Other scholarly/creative activities (specify type)	27

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

Dr. Micheline Chalhoub-Deville (ERM, 2.9)

J. David Smith, Ph.D., hired as professor in SES; he has an international reputation for his historical research on the treatment of individuals with mental retardation and other disabilities. (SES, 2.9)

Belinda G. Hardin, Ph.D., hired as assistant professor, has expertise in early child special education, cultural differences in children, programs, and services for young children with disabilities in Latino and American cultures (SES, 2.9)

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

Summer Leadership Institute for School Administrators, co-sponsored by ELC & SOE

A full day Institute on Experiential Education in the Classroom, School, and District was attended by students, UNCG staff members, and community members (ELC, 2.4)

Children's Literature Conference (Fall 2005) (LIS, 2.4)

Dr. Michael Epstein, William E. Barkley Professor and Director of the Center for At-Risk Children's Services, University of Nebraska-Lincoln, presented two sessions to faculty members and graduate students. One session focused on the status of services for students with emotional disabilities. The other emphasized successful grant-writing strategies. (SES, 2.5)

Children's Festival and Health Celebration and The Piedmont Young Writer's Conference (CESD, 2.4)

In April, Teaching Career Day included 90 future teachers and 15 teacher sponsors from Asheboro City Schools, Davidson County Schools, Mt. Airy City Schools, Winston-Salem Forsyth County Schools, Randolph County Schools, Rockingham County Schools, and Stokes County Schools.

In June, the Educational Leadership Symposium, "Developing School Leaders: A Changing Landscape," included 88 principals, assistant principals, and other school leaders from area school districts

In October, the Children's Festival included 36 future teachers from Guilford, Forsyth, and Randolph Counties. (RRPD, 2.4)

In October, SENIOR DAY... "Is Teacher Education Right for Me" included 36 future teachers from Charlotte-Mecklenburg, Guilford, Randolph, and Rockingham school districts.

In November, *Be Inspired! A Teacher's Story* included 200 future educators and their sponsors from Guilford, Stokes, Winston-Salem Forsyth, Asheboro City, Thomasville City, Alamance Burlington, and Randolph County school systems. Hazel Haley, a teacher in her 67th year of teaching, was the keynote speaker. (RRPD, 2.4)

November included a district conference with nationally recognized speakers on special education entitled "Evidenced-Based Approaches to the Assessment and Treatment of Attention Deficit/Hyperactivity Disorder." 118 teachers, counselors, psychologists, and other allied and mental health professionals attended. This event was planned and sponsored by the School of Education, Department of Psychology, Department of Specialized Education Services, and Greensboro AHEC. (RRPD, 2.4)

The University/School Teacher Education Partnership sponsored three colloquia in June. Teams from the University of Wisconsin Milwaukee, University of Colorado Denver, and University of West Virginia presented their partnerships to UNCG & school district faculty and administrators. (TED, 2.7)

Supply number of graduate assistantships offered in unit.

9 Departmental assistantships (CED, 2.1)

2 Doctoral students and 1 Master's student funded by NBCC (CED, 2.1)

6 Master's students funded by CFNC (CED, 2.1)

A number of other students had assistantships in various other offices and centers on campus (CED, 2.1)

Approximately 11 per semester (ELC, 2.1)

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12 (ERM, 2.1)

10 (LIS, 2.1)

Spring 2005- (6) at M.Ed. level, (3) at Ph.D. level, *Fall 2005-* (6) at M.Ed. level, (4) at Ph.D. level (SES, 2.1)

Offered 8 graduate assistantships (CFNC, 2.1)

3 (SERVE, 2.1)

2 (SARC, 2.1)

4 (TED, 2.1)

List other important examples of fulfillment of Strategic Direction 2 (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.)

Through a grant from the North Carolina Department of Public Instruction, the Collegium provided leadership training through multi-day academies for approximately 35 child nutrition directors and supervisors as a part of the Educational Leadership Academy for Child Nutrition Directors and Supervisors grant. (CASSE, 2.7)

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. (TED, 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

In 2005-06, USTEP funded eight projects for a total of \$35,580. The projects are:

- Building Inclusive Learning Communities: A K-12 Partnership Model
- Crossing the Chasms of the Disciplines: Integrating the Secondary School Curriculum at New Century High School with the M & Ms
- Early Childhood Partnership Project
- Improving Elementary Science Education at UNCG's Professional Development Schools in Rockingham County
- Launching into Space Science: A Collaborative USTEP Project
- PTEC-UNCG USTEP Project for 2005-2006: Fostering Classroom Action Research among Experienced National Board Certified Teachers in the Piedmont Triad Education Consortium
- Secondary Teacher Education Program Collaborative (STEPC) . (TED, 2.7)

Strategic Direction 3

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

Goal Clusters: *DO NOT INSERT TEXT INSIDE BOX*

- | |
|---|
| <ol style="list-style-type: none">3.1 Nurture a campus community that reflects and embraces the increasing diversity of North Carolina3.2 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. <p>(No SD 3 goal clusters were designated by the Deans as focal points for this reporting period).</p> |
|---|

List any major unit initiatives to recruit a diverse faculty.

We advertised our position via a number of listervs focused on doctoral students and counselor educators-of-color (various ethnicities) and recruited persons-of-color at our national conference. The clinical position was posted on North Carolina A&T's career services website. (CED, 3.1)
Personal contacts and follow-up phone conversations with qualified applicants. Two minority candidates invited to interview, but both declined because of more attractive options available at major universities (i.e., Columbia University and Ohio State University). (SES, 3.1)

Initiatives in support of Goal Cluster 3.1: Nurture a campus community that reflects and embraces the increasing diversity of North Carolina. (this Cluster established as a priority by the University)

Development of a plan for student diversity recruitment (LIS, 3.1)
Diversity component addressed in every grant proposal prepared. Funded new Ph.D. grant includes diversity training. (SES, 3.1)
Adopted a diversity statement to characterize the department's efforts in this area.
PRAXIS I Workshops co-sponsored by SES, Project RESTART, and the Teachers Academy. (SES, 3.1)

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

List here any other initiatives in support of SD 3 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.

Faculty participated in a TeamQuest team-building experience at Piney Lake. (CED, 3.2)
SES has twice-yearly retreats to discuss key department issues. (SES, 3.2)
SES employed both in Spring and Fall 2005 two parents of children with disabilities to serve as co-teacher in SES 460, a course required of nearly all undergraduate students in the department. (SES, 3.2)
Ms. Glenda Torres and/or students in the interpreter training program completed the following:

- o 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 September 2005
- o Sign Consultant for shadowed interpreted play "Sunday, Sunday" performed by students in the Theatre Department & Interpreter Program March-April 2005

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- Coordinated interpreting services for events not covered by Disability Services such as Teaching Career Day, Ron Clark Presentation, and extracurricular activities involving deaf and hard-of-hearing students
- Coordinated volunteer interpreters and participated as an interpreter for events with Greensboro Parks and Recreation.
- Provided interpreting services for January and February Basketball Tournament Planning Meetings
- March –interpreting for Flag Football meetings and games
- Collaboration with Communication Services for the Deaf and Hard-of-Hearing to provide volunteers for the center and individuals in the community. Services included weekly SSP volunteers assisting three different deaf-blind individuals with daily living needs as well as events such as the Thanksgiving retreat at Hagan Stone Park; interpreting exercise classes at the YWCA, softball games, community plays, and teaching sign language classes.
- Coordinated community interpreting services for Deaf and hard-of-hearing individuals who contacted the university directly for student volunteers. Assignments included dancing classes, boxing sessions, horseback riding lessons, job interviews, business socials, gliders club, etc.
- Assisted the Piedmont Association for the Deaf in hosting the Southeastern Athletic Association of the Deaf Basketball Tournament. Involvement included:
 - Serving as the university liaison at monthly planning meetings
 - Organizing and running the concession stand
 - Coordinating interpreter services at the hotel for 4 days
 - Coordinating interpreter services at the tournament on the basketball courts and for pre-game meetings
- Made site visits to teach preschool children sign language in Mt Airy followed by three customized sign language teaching tapes
- 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 2005
- 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, Lenoir Rhyne, GTCC, and Forsyth Technical Community College who meet for weekly Bible Studies, annual camping trips, beach retreats and community service.
- Provided a workshop for the Library staff on how to communicate and assist students at the university who are deaf or hard-of-hearing April 1, 2005
- Students have worked with the Office of Disability Services to provide interpreting services for deaf students on campus.
 - 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. (SES, 3.3, 3.5, 3.6, 3.7)

In January, 27 School of Education faculty members registered for the SOE Professional Development Network to support Piedmont school districts with professional development upon request. (RRPD, 3.5)

In January and April, sessions were held for Triad University/School Teacher Education Partnership for grant entitled “Collaborating for Teacher Quality: IHE, LEAs, and National Board Certification.” UNCG SOE, Greensboro College, Elon University, Alamance Burlington, Davidson County, Guilford County, Lexington City, Randolph County, Thomasville City, Winston-Salem/Forsyth County, National Board for Professional Teaching Standards, and NC DPI Center for Recruitment and Retention participated. (RRPD, 3.5)

In June, the Educational Leadership Symposium, “Developing School Leaders: A Changing Landscape,” included 88 principals, assistant principals, and other school leaders from area school districts. (RRPD, 3.5)

In July, the Director of Recruitment, Retention and Professional Development completed training using the Safe and Civil Schools series, *A Positive and Proactive Approach to Classroom Management*. (RRPD, 3.5)

In September, 4 SOE faculty members, 1 Greensboro College Faculty, 13 National Board Certified Teachers from 8 Piedmont districts participated in a workshop for Triad University/School Teacher

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Education Partnership and the School of Education grant entitled “Fostering Classroom Action Research among Experiences National Board Certified Teachers.” (RRPD, 3.5)

November included a district conference with national recognized speakers on special education entitled “Evidenced-Based Approaches to the Assessment and Treatment of Attention Deficit/Hyperactivity Disorder.” 118 teachers, counselors, psychologists, and other allied and mental health professionals attended. This event was planned and sponsored by the School of Education, Department of Psychology, Department of Specialized Education Services, and Greensboro AHEC. (RRPD, 3.5)

During Fall Semester, 26 seniors from Department of Specialized Education Services completed first half of classroom management training entitled, “A Positive and Proactive Approach to Classroom Management.” (RRPD, 3.5)

The Teaching Fellows Executive Council is comprised of undergraduate Teaching Fellows. There is an elected president, vice-president, and secretary. Committee chairs are appointed through a self-nominating process. Chairs include philanthropy; communications; social; recruitment; mentoring; student government representative. Class representatives are elected by each class. This group met bi-weekly throughout the year to make decisions regarding the Teaching Fellows program. They also went on a weekend planning retreat in April 2005. The Teaching Fellows Director and Assistant Director serve as ex officio members. (TF, 3.2)

The Teaching Fellows program joined with the Office of Leadership and Service Learning to identify specific activities required of Teaching Fellows as leadership activities. All Teaching Fellows complete these activities. Those who choose can submit reflections about the activities and earn bronze and/or silver medals for their accomplishments. Four freshman Teaching Fellows earned bronze medals. The program is expanding to the sophomore class where Fellows can earn either bronze or silver. (TF, 3.5)

In the area of community citizenship, the Teaching Fellows:

- cosponsored a teen dance for Guilford County middle school students in partnership with Youth First, a division of Greensboro Parks and Recreation.
- 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.
- participated in a camera safari during their junior seminar 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*.
- Adopted the Harper McCaughan Middle School in Long Beach, Mississippi and raised \$10,500 for that school. (TF, 3.5)

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:

DO NOT INSERT TEXT INSIDE BOX

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 2005 calendar year.	

Initiatives in support of Goal Cluster 4.2: “Establish with N.C. A&T State University, The Joint Millennial Campus.

The Director of the Teaching Resources Center provided consulting services to the American Hebrew Academy to help them with plans for their new media center. (TRC, 4.1, 4.8)

The Director of the Teaching Resources Center served 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. (TRC, 4.1, 4.8)

The Director of the Teaching Resources Center assisted faculty and staff from UNC-G and Greensboro College with a USTEP grant, *Fostering Classroom Action Research among Experienced National-Board Certified Teachers in the Piedmont Triad Education Consortium*. (TRC, 4.1, 4.8)

The Director of the Teaching Resources Center assisted faculty and staff from UNC-G with a USTEP grant, *Launching into Space Science*, that provided four Triad elementary schools with a visit from a NASA scientist and author as well as space science professional development opportunities. (TRC, 4.1, 4.8)

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.

Initiatives for lifelong learning (not DCL related) open to the public (lectures, performances, workshops, festivals, exhibitions)	4
Clinics or other health services offered to community clients (indicate total number of clients)	140
Opportunities for student internships in the local, state, national or international community (indicate total number of internships)	92
Consultations with public organizations and agencies	161
Educational partnerships with other educational institutions and non-profit agencies aimed at B-12 education	173

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Sophomore Teaching Fellows were trained in rudimentary English as a Second Language instruction by facilitators from Lutheran Family Services. (TF, 4.1)

Sophomore Teaching Fellows also volunteered hours with Lutheran Family Services tutoring program for immigrants/refugees. (TF, 4.1)

Sophomore Teaching Fellows volunteered hours with the Greensboro ARC (TF, 4.1)

List major Triad-based entrepreneurial activities.

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. (SES, 4.4)

List major initiatives to address regional workforce needs.

Operated SPED-Ex program Summer and Fall 2005, a special cohort program that enrolled 24 students seeking initial teacher licensure in special education: general curriculum. (SES, 4.9)

In January, 27 School of Education faculty members registered for the SOE Professional Development Network to support Piedmont school districts with professional development upon request.

(Focus: Teacher Retention) (RRPD, 4.9)

In January and April, sessions were held for Triad University/School Teacher Education Partnership for grant entitled “Collaborating for Teacher Quality: IHE, LEAs, and National Board Certification.” UNCG SOE, Greensboro College, Elon University, Alamance Burlington, Davidson County, Guilford County, Lexington City, Randolph County, Thomasville City, Winston-Salem/Forsyth County, National Board for Professional Teaching Standards, and NC DPI Center for Recruitment and Retention participated. (Focus: Teacher Retention/Support of Teachers Seeking National Board Certification) (RRPD, 4.8)

In June, the Educational Leadership Symposium, “Developing School Leaders: A Changing Landscape,” included 88 principals, assistant principals, and other school leaders from area school districts. (Focus: Principal Role in Teacher Retention) (RRPD, 4.8)

In September, 4 SOE faculty members, 1 Greensboro College Faculty, 13 National Board Certified Teachers from 8 Piedmont districts participated in a workshop for Triad University/School Teacher Education Partnership and the School of Education grant entitled “Fostering Classroom Action Research among Experiences National Board Certified Teachers.” (Focus: Teacher Retention/Enhancing Professional Development Opportunities for Experienced National Board Certified Teachers) (RRPD, 4.8)

November included a district conference with national recognized speakers on special education entitled “Evidenced-Based Approaches to the Assessment and Treatment of Attention Deficit/Hyperactivity Disorder.” 118 teachers, counselors, psychologists, and other allied and mental health professionals.

This event was planned and sponsored by the School of Education, Department of Psychology, Department of Specialized Education Services, and Greensboro AHEC. (Focus: Linking Research to Practice) (RRPD, 4.8)

Add any other important examples of fulfillment of SD 4, including 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. .

Two professors are leading wellness initiatives at a local school. (CED, 4.10)

One faculty member received a TRIAD mentor grant to identify health needs (physical and mental health) of Latino students in a rural county in North Carolina. Another faculty member is co-PI on a TRIAD grant addressing diabetes risks in persons-of-color in our region. (CED, 4.10)

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.

SES had its annual EC Directors Breakfast meeting in October 2005. This meeting serves the purpose of exchanging information with local directors of EC programs so that department members learn about employers’ perspectives on SES students’ competencies and missing skills. These data are addressed in the twice-yearly data meetings established by the department. (SES, 4.10)

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All SES portfolio reviews (e.g., technology, professional encompassing all candidates for licensure) include input from practitioners in the field. (SES, 4.6)

Provided services to 17,841 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. (PTEC, 4.8, 4.9)

Strategic Direction 5

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

Goal Clusters:

Do not insert text inside this box.

- 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 2005 calendar year.

Initiatives in support of Goal Cluster 5.1: List unit initiatives to recruit and retain a diverse student population.

Participated in the Institute for the recruitment of Teachers annual minority recruitment event. The SOE currently provides support for three IRT scholars. (SOE, 5.1)

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

Currently we have four minority graduate students in our program. We plan to use these students as part of our recruiting efforts when we go to talk with students at our local colleges and universities (e.g., NC A&T). (ERM, 5.1)

Recruitment at conferences of the North Carolina Library Association and the North Carolina School library Media Association (LIS, 5.1)

Priority in three operating grant-funded program is to recruit students from diverse groups (i.e., undergraduate special education through Project RESTART, undergraduates in the Auditory-Oral deaf education program, and doctoral students in Project LEADS) (SES, 1.5)

The Director of Recruitment, Retention, and Professional Development plans and hosts four campus events for recruitment. In addition, visits are made to high schools for the 15 school systems in the Piedmont Triad Education Consortium. (RRPD, 1.5)

In April, Teaching Career Day included 90 future teachers and 15 teacher sponsors from Asheboro City Schools, Davidson County Schools, Mt. Airy City Schools, Winston-Salem Forsyth County Schools, Randolph County Schools, Rockingham County Schools, and Stokes County Schools.

In October, the Children's Festival included 36 future teachers from Guilford, Forsyth, and Randolph Counties. (RRPD, 1.5)

In October, SENIOR DAY... "Is Teacher Education Right for Me" included 36 future teachers from Charlotte-Mecklenburg, Guilford, Randolph, and Rockingham school districts. (RRPD, 1.5)

In November, *Be Inspired! A Teacher's Story* included 200 future educators and their sponsors from Guilford, Stokes, Winston-Salem Forsyth, Asheboro City, Thomasville City, Alamance Burlington, and

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Randolph County school systems. Hazel Haley, a teacher in her 67th year of teaching, was the keynote speaker. (RRPD, 1.5)

January through May and September through December 2005, the Director of Recruitment, Retention, and Professional Development visited 15 schools in 7 school districts to meet with students and present a program on teacher education. (RRPD, 1.5)

On-campus recruiting includes nurturing of 25+ students who participate in the Exploring Teaching as a Profession Learning Community and/or spring semester special meetings. Field trips were planned and delivered for students to visit the Natural Science Center (promoting science education) and Grimsley High School (promoting secondary education), both in Guilford County. (RRPD, 1.5)

Participation in seminars for lateral entry teachers to recruit for alternative licensure and M.Ed. programs. (TED, 5.1)

Initiatives in support of Goal Cluster 5.5: List efforts to continue improvement of the academic profile of new entering students.

SES: Faculty discussion of admission standards and several revisions to admissions policies in order to raise standards. (SES, 5.5)

Initiatives in support of Goal Cluster 5.9: List unit initiatives to develop and expand opportunities for adult learners.

CED: Course proposals for the PMC in Advanced School Counseling were developed and submitted to the curriculum committee. (CED, 5.9)

SES: Continued refinement of on-line courses and evening university courses. (SES, 5.9)

TED: National Board Teacher Certification Workshops, Summer Leadership Institute: Outstanding Teachers, Outstanding Mentors, and 3 Summer Short Courses for Teachers:

- o Meeting IEP Goals in General Education Classrooms: Instructional Strategies (TED, 5.9)
- o Working with Diverse Learners: Planning Instruction for All Children (TED, 5.9)
- o Enhancing the Learning of the ESOL Student in General Education Classrooms (TED, 5.9)

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 (TED, 5.9)
- o Summer 2006: Congratulations! You are an "A2."What is Next?. (TED, 5.9)

Initiatives in support of Goal Cluster 5.10: List unit efforts to ensure that student services meet the needs of all learners.

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

Luther Self Fellowships: \$25,000 (ELC, 5.10)

6 – ARC Scholarships (1 junior, 4 seniors, 1 graduate student)

2 – Crystal Woods Scholarships

Total amount of all awards in 2004-2005: \$50,500 (SES, 5.10)

List major unit initiatives in marketing or publicity.

We are in the process of working with Scott Hudgins in the Graduate School to develop a new department brochure. We are also working with the North Carolina Department of Public Instruction to develop a Certificate of Assessment that will provide quality psychometric and statistical courses for district testing coordinators around the state and beyond. We feel this effort will strengthen the numbers enrolling in our MS program. (ERM, 5.5)

All SES program brochures revised/updated. (SES, 5.3)

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

Making a concerted effort to encourage provide financial support for our students to attend and present at national and international research conferences (AERA/NCME/Psychometric Society/AEA). This past year we funded travel, lodging, and conference registration fees for eight of our graduate students. (ERM, 5.8)
Established listserv for job announcements and appointed a graduate assistant to monitor and place employment announcements. (LIS, 5.8)
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. (SES, 5.8)

List here any other important examples of fulfillment of Strategic Direction 5, including 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.

Attainment of Academic Common Market status with Virginia for the LIS program. (LIS, 5.2, 5.3, 5.4)
Worked with UNCG Admissions Office to host a college visit day for over 70 Hispanic high school students in Fall 2005 (CFNC, 5.2)
SARC staff and Ginger Parnell updated handouts on all licensure programs on campus (including B-K, elementary/middle grades; secondary, and K-12 specialty areas) for Destination UNCG (SARC, 5.2, 5.3)

II. Other Significant Achievements

(Names should be used in this section. Please limit your submissions to those relatively few awards of great importance, as space is limited. Achievements of national and regional importance should be the focus; departmental and college/school awards are not the focus of this section.)

National Rankings: List here any program (please give full name of program or degree) that has been awarded a national ranking during the reporting period. Also identify the complete name of the organization publishing the ranking.

US News and World Report ranked the SOE 35th among graduate schools of education. (SOE)
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. (CED)

National Program Recognition : List here any program (please give full name of program or degree) that has received national recognition (not a ranking) during the reporting period. Also identify the complete name of the organization that gave the recognition.

Selected to be part of the Academic Common Market. (ERM)
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. (SES)

Faculty: List here any faculty receiving a national-level competitive award, such as a Fulbright or other comparable competitive award. Give the full name of the faculty member, their Department, and the exact name of the award.

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Faculty: List here awards or recognition given by professional associations to faculty

Dr. Craig Cashwell – Past-President Award, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Dr. Craig Cashwell – Meritorious Service Award, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Dr. Todd Lewis – Exemplary Research Award, International Association for Addictions and Offender Counseling
Dr. Keith Mobley – Outstanding Practitioner Supervisor Award, Upsilon Nu Chi, Chi Sigma Iota
Dr. Keith Mobley – Emerging Leader Grant, American College Counseling Association (ACCA)
Dr. Jane Myers – Extended Research Award, American Counseling Association
Dr. Jane Myers – Fellow, American Counseling Association
Dr. Kelly Wester – Outstanding Research Award, Chi Sigma Iota International (CED)

Faculty: List here offices or leadership positions held by faculty in regional or national professional organizations or associations.

Dr. James Benschhoff – President, of the Association for Counselor Education and Supervision (ACES)
Dr. James Benschhoff – Member, Executive Council, ACES
Dr. James Benschhoff – Chair, Ethics committee, National Board for Certified Counselors
Dr. Craig Cashwell – Member, Board of Directors, Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
Dr. Craig Cashwell – Member, Internal Process Committee, CACREP Board of Directors
Dr. Todd Lewis – Chair, Committee on Collegiate Addictions, International Association for Addictions and Offender Counseling (IAAOC)
Dr. Amy Milsom – Chair, Students with Special Needs Professional Interest Network, American School Counselor Association (ASCA)
Dr. Keith Mobley – Board Member, Licensed Professional Counselors Association of North Carolina (LPCANC)
Dr. Keith Mobley – Chair, 2005 Annual State Conference, LPCANC
Dr. Jane Myers – Member, CSI Research Grants Committee
Dr. Jane Myers – Member, CSI Advocacy Committee
Dr. Jane Myers – Member, Committee on Standards, Association for Adult Development and Aging
Dr. Jane Myers – Member, Retirement Committee, Association for Adult Development and Aging
Dr. José Villalba – Member, Multicultural Counselor Certification Taskforce, Association for Multicultural Counseling and Development
Dr. José Villalba – Chair, Multicultural Addictions Counseling Committee, International Association of Addictions and Offenders Counseling
Dr. José Villalba – Member, North Carolina Department of Public Instruction, committee charged with re-writing the state licensure standards for school counselors in North Carolina
Dr. Kelly Wester – Editor, SACES Newsletter
Dr. Kelly Wester – Statistical Consultant to the Editor, *Journal of College Counseling*
Dr. Kelly Wester – Co-founder and Co-Chair, New Faculty Interest Network, Association for Counselor Education and Supervision
Dr. Kelly Wester – Member, Research Grant Awards Review Committee, Southern Association for Counselor Education and Supervision
*All CED faculty members served on at least on editorial board for a professional refereed journal. (CED)

Sam Miller, Chair of International Committee for the National Reading Conference
David Ayers, Secretary for the Council for the Study of Community Colleges, an affiliate council of the American Association of Community Colleges.
Francine Johnston, Treasurer of North Carolina Professors of Reading Association
Barbara Levin, Associate Editor of Teacher Education Quarterly & SIG Executive Committee for AERA
Sherri Merritt, Treasurer-elect, Action Research SIG, AERA
Cos Fi, Central Region Vice President for Colleges for the North Carolina Council of Teachers of Mathematics (NCCTM). (CUI)

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Ulrich Reitzug - Editor, Journal of School Leadership (ELC)

Terry Ackerman: Board Member, National Council on Measurement in Education, Member, Defense Advisory Council Member, American Institute of Certified Public Accounts Technical Advisory Board Measured Progress, Technical Advisory Committee

Ric Luecht: Medical Council of Canada

TRIO AICPA

College Board Research Advisory Group

College Board Advanced Placement Working Group

Georgia DPI Technical Advisor Committee

North Carolina DPI Technical Advisory Committee

ETS Visiting Panel for Research

Ordinate Systems Technical Advisory Committee

Micheline-Chalhoub TOEFL Committee of Examiners

(ERM)

J. David Smith, Advisory Board Member for Center for Opportunities and Outcomes for People with Disabilities (2005-06) and National Advisory Committee for the National Resource Center on Community Integration.

Bill Bursuck, Advisory Board Member for Hill Center (Chapel Hill, NC)

Judith Niemeyer, member of Division for Early Childhood of the Council for Exceptional Children/Research Committee, Conference and Planning Committee, and Personnel Preparation Committee.

Marilyn Friend, member of the Executive Board of the Teacher Education Division of the Council for Exceptional Children (Elected Representative to the Representative Assembly)

(SES)

Betty Epanchin – President of the Teacher Education Division of the Council for Exceptional Children (TED)

The Director of the Teaching Resources Center served as the 2004-2005 President of the NC Curriculum Center Director's Association composed of members from 28 NC colleges and universities.

The Director of the Teaching Resources Center serves on the 2004-2006 Teaching and Learning Committee of the American Association of School Librarians.

The Director of the Teaching Resources Center serves as the 2005-2006 Chairman of the Research Committee of the NC School Library Media Association.

(TRC)

Faculty: List here the major university-wide or external achievements, awards, honors of faculty (please do not list departmental awards, or service on faculty committees, as space will not permit inclusion)

Dr. Todd Lewis – Selected by Graduate School as UNCG nominee for the Conference for Southern Schools research award for junior faculty member

(CED)

Terry Ackerman, Faculty Athletic Representative to the NCAA (ERM)

Sandra Andrews: President of the North Carolina School Library Media Association
Member, American Association of School Librarians Affiliate Assembly

Pam Barron: Member Weston Woods Film Advisory Board

Chair, Association for Library Service to Children, Carnegie Committee Awards
Task Force

Jim Carmichael: Member Editorial Board, *Journal of Gay and Lesbian Issues in Education*

Edna Cogdell: Member Editorial Board, *Knowledge Quest*

Past-President, North Carolina School Library Media Association

Julie Hersberger: Co-Chair, Conference Committee, Association for Library and Information
Science Education, Member Board of Directors, ALISE.

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Lee Shiflett: Member Editorial Board, Association of College and Research Libraries *Publications in Librarianship*
(LIS)

In addition to activities noted elsewhere in this report, the following were accomplished:

- Dr. Judy Niemeyer (SES)
 - attended the HECSE meeting in Washington and participated in discussions related to legislative changes for individuals with disabilities.
 - 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 (SES)
 - Appointed to Advisory Board for Hill Center
 - Assisted Clayton County Public Schools in writing Reading First Preschool Literacy Grant
 - Reviewer, two journals

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

- Dr. Stephanie Kurtts (SES)
 - 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

- Dr. Mary V Compton (SES)
 - Expert Working Group in Effective Interventions for Infants and Young Children with Hearing Loss
 - Council on Exceptional Children-Division of Communication Disorders and Deafness-Member, Leadership Committee
 - Council on Exceptional Children-Division of Early Childhood, Personnel Preparation Committee

- Dr. Belinda Hardin (SES)
 - Global Guidelines Task Force Member, Association for Childhood Education International

- Dr. Marilyn Friend (SES)
 - Reviewer, four special education journals
 - Reviewer, CEC proposals
 - Facilitator/presenter, CEC web seminar on collaboration and co-teaching in special education
 - Facilitator/presenter, 2 Center for Teacher Quality teleconferences on highly qualified teacher (HQT) for special education and service delivery options

- Dr. J. David Smith (SES)
 - Reviewer, 3 special education journals

Students: List here important university-wide or external achievements, awards, honors. (Do not include departmental or college/school awards, as space will not permit inclusion)

Michael Murray, undergraduate special education major: selected to serve on the National Council for Disabilities, Youth Advisory Committee

Alicia Tate, member of the NC-DPI National Board Certification Advisory Committee and appointed EC director for Scotland County

Carrie Nicolson, undergraduate special education major, received 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.

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

Students: List here important university-wide or external achievements, awards, honors. (Do not include departmental or college/school awards, as space will not permit inclusion)

Carla Emerson – ACES Research Grant Award (CED)
Melinda Miller Gibbons – ACA Best Practices Award (for research study) (CED)
Karen Hall – Outstanding Entry-Level Student, Chi Sigma Iota International Honor Society (CED)
Karen Hall – ACES Research Grant Award (CED)
Kerrie Kardatzke – CSI Fellow, Chi Sigma Iota International Honor Society (CED)
Lucy Lewis – Ross Scholarship Award, American Counseling Association (CED)
P. Clay Rowell, Courtland C. Lee Multicultural Excellence Scholarship Award (CED)
Julie B. Stephan – Glen Hubele National Graduate Student Award, American Counseling Association (CED)
Julie Stephan – Ross Scholarship Award, American Counseling Association (CED)
Cathy DuPre won a 2005 Time Warner National Teacher Award (LIS)

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

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

Insert here a 2- page narrative of the major accomplishments and endeavors of your unit toward the successful achievement of the Cornerstones and Strategic Directions. Please write the narrative so that it might be reprinted or excerpted for a wide variety of constituencies (avoiding acronyms and unit codes, for example). Executive Summaries that extend beyond two pages will be returned for revision.

Research and Creative Activity

The School of Education (SOE) ranked 35th in the nation on this year's *U.S. News and World Report* list of schools of education; among counseling programs ours ranked 6th. To further enhance the research mission, a search began for the SOE Research Director, who will work with faculty members to identify potential sources for external funding and assist them with proposal development.

External funding for research garnered by the SOE and its affiliated units totaled over \$16 million. The Wachovia Foundation funded a three-year project, "The UNCG/Wachovia Teacher Mentoring Network," for \$719,000. This project will form in area school systems a network of master teacher mentors who will work with beginning teachers to ensure their success and foster retention. The U.S. Department of Education provided \$800,000 in funding for doctoral fellowships in special education, which will help recruit outstanding students to the new doctoral program in special education.

To continue to attract high-quality doctoral students the SOE again raised graduate stipends. Planning began for the 2nd SOE Research Symposium to be held in March 2006. This event will feature keynote speakers, poster sessions, and discussion panels focusing on key educational research issues.

Teaching and Learning

The SOE steered the preparation of all program reports for the national and State re-accreditation visits of UNCG teacher education programs during fall semester 2006. The SOE Director of Assessment worked with program coordinators to ensure that assessment data for students will be available.

In 2004 target enrollments were established with the UNC President's office. The first year's data showed that UNCG far exceeded its target for traditional students but fell short in alternative licensure. The SOE developed a plan to raise the number of students in alternative licensure programs.

Master's and doctoral student cohort programs were established in Alamance County, Guilford County, Asheboro, and Thomasville. Professional Development Schools (PDS) 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. Planning began to develop a PDS secondary school.

With an endowment from the Michel Family Foundation, the Teaching Resources Center (TRC) expanded its collection of books, materials, and technology, to enhance the professional preparation of UNCG teacher education students. The TRC also provides students with access to Praxis preparation software; the SOE also funds site licenses at Guilford Technical Community College and Rockingham Community College.

Recruitment, Retention, and Professional Development

The SOE Director of Recruitment, Retention, and Professional Development 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: a talk by master teacher Hazel Haley and a Teaching Career day on campus attended by over 100 high school students.

The Exploring Teaching as a Profession (ETAP) program—designed to recruit into teaching UNCG students with undeclared majors—began its fourth year. The program now is part of the Grogan Learning Community. The SOE 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.

The Guilford Education Partnership was formed between UNCG and Guilford County Schools. Its purpose is to foster collaboration in recruitment, preparation, and retention of educators. A master's program for middle grades science teachers began, and in 2006 programs will begin in mathematics education and social studies.

The SOE participated in the Institute for the Recruitment of Teachers (Andover, MA), to recruit capable minority students for graduate study. The Dean and department chairs participated in graduate recruitment fairs held on campus. The SOE sponsored several summer professional development workshops, including the Yopp Professional Development Institute (with a focus on beginning teachers). The SOE Dean served on the North Carolina State Board of Education Teacher Retention Task Force.

Development and Alumni Relations

Through December 2005 the SOE raised \$3.25 million toward its goal of \$6.5 million (50%) in the UNCG Students First Capital Campaign. The major gift was a distinguished professorship from James and Jo Yopp for mathematics and science education.

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 began its fifth year. The 28 members represent a broad constituency of educators and community leaders who either are UNCG alumni or have a close connection to UNCG, and many serve on the SOE Campaign Committee. The Board met twice during 2005 (one meeting was at Asheboro High School); members learned about SOE activities and advised the Dean on educational issues.

Community and Outreach

The Teaching Fellows program passed its State evaluation with all excellent or satisfactory ratings and no areas for improvement. The SOE teacher education PDS cohorts and the Principal Fellows Program help students feel part of a student community. The SOE Marshals (University Marshals who are SOE majors) assist at various events. Education students also are members of the Curry Education Society and the Kappa Delta Pi honorary.

The SOE 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 their schools. The Dean also hosted luncheons for superintendents, human resources directors, and directors of teacher education.

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