



University of North Carolina Greensboro

School of Education - Teachers Academy

NCATE Continuing Accreditation Report

Overview of Institution

The University of North Carolina at Greensboro is located on a 200-acre campus one mile from the center of Greensboro, a city of 238,440. The Greensboro/Winston-Salem/High Point Metropolitan Area has a population of approximately 1,295,500. Committed to linking the Piedmont Triad area to the world through learning, discovery and service, UNCG is one of three state universities and six private colleges and universities located in the region.

Historical Review of Academic Program

The University of North Carolina at Greensboro was established by legislative enactment on February 18, 1891 for the education of women. Greensboro, situated near the geographical center of the state, was selected as the site for the new institution after its citizens voted bonds to the sum of \$30,000 for the erection of the first buildings. The university opened on October 5, 1892 with a student body of 223 and a faculty of 15. Classes were organized in three departments: Business, Domestic Science, and Teaching.

Since its inception, the mission of the University has evolved, as reflected in its sequence of names. It was known first as the State Normal and Industrial School. In 1919 the name was changed to the North Carolina College for Women. It became the Woman's College of the University of North Carolina in 1932, and is warmly remembered as "the WC" by its many alumnae of the period. During the years 1932-1963 the University was one of the three branches of the Consolidated University of North Carolina. In 1962, the Board of Trustees recommended that the Greensboro campus become coeducational at all levels of instruction beginning fall, 1964. Subsequently, by act of the General Assembly in the spring of 1963, the name of the institution was changed to the University of North Carolina at Greensboro.

During its first seven decades, the institution's mission was to prepare women, primarily undergraduates, for the most effective living of that day. Today that goal -- effective living -- remains the same, but its scope has been greatly expanded. The University is classified by the Carnegie Foundation for the Advancement of Teaching as

a Research University with High Research Activity. There are over 100 undergraduate, 59 master's, and 22 doctoral programs in seven schools, plus the College of Arts and Sciences. The schools and their dates of establishment are noted below.

- School of Education 1921
- School of Music 1921
- Graduate School 1921-22
- School of Human Environmental Sciences 1949
- School of Nursing 1966
- Joseph M. Bryan School of Business & Economics 1969-70
- College Arts & Sciences 1969
- School of Health and Human Performance 1970-71

In 2004-05 UNCG awarded 2,044 bachelor's degrees, 901 master's degrees, and 83 doctoral degrees. Doctoral degrees were awarded in English, Psychology, Education, Nutrition, Human Development & Family Studies, Exercise and Sport Science, and Music. There were 771 full-time faculty and 218 part-time faculty for a total of 989 faculty members; 83% of the faculty held a terminal degree and 44% of the faculty were tenured. Of the 771 full-time faculty, 86% were white, 6% were African American, 5% were Asian Pacific, 2% Hispanic, and 1% other. The student to faculty ratio was 16 to 1.

Student Body

Today the student body reflects the rich cultural diversity of the state, nation, and world as well as the growing emphasis on graduate education. Of UNCG's 16,060 students in 2005-06, 79% were undergraduates and 21% were graduate students; 68% of the student body was female and 32% male. Ninety three percent (93%) of the undergraduates and 86% of the graduate students were from North Carolina. The ethnic minority enrollment was 29%, and approximately 65.22% of degree-seeking undergraduate students received financial aid. In the fall of 2005, 2,424 students enrolled as first-time freshman and 1,253 students enrolled as transfer students. Of the students applying as freshman, 60% were accepted and 39% enrolled. The average SAT score for enrolled freshman was 1051 and the middle range for the Verbal scale was 460 to 570 and 470 to 570 for math. Of the freshman admitted in fall, 2004, 64% returned and of the freshman admitted in 1999, 51% of the students graduated within six years.

The School of Education and Teachers Academy

UNCG has the fourth largest teacher education program in the state, enrolling over 600 full-time students annually. Within the School of Education there are six departments:

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)

School Administration, Media Coordinator and Elementary Education offer off-campus cohort programs in seven school districts. NC TEACH, the undergraduate licensure-only program at UNCG, delivers six semester hours online and all programs now use Blackboard for online components of their coursework. **Table 1** shows UNCG Off-Campus and On-line Programs.

Table 1: UNCG Off-Campus and On-line Programs

Department	Program	Current locations	Prior locations
ELC	MSA/Principal	Guilford	Randolph, Alamance
	Ed.D./Principal or superintendent	Guilford	
LIS	MLIS	Charlotte (since 1990), Asheville	
CUI	M.Ed.	Asheboro, Thomasville	

As noted earlier, four professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music) and the College of Arts and Sciences offer 30 licensure programs at the undergraduate, licensure-only and graduate levels.

The U.S. News and World Report regularly ranks the UNCG School of Education (SOE) among the top 50 in the United States and a number of the programs have been nationally recognized and/or are unique programs within the state.

- The counselor education program was ranked second in the nation in 2006 by the U.S. News and World Report.
- UNCG was one of 30 institutions invited to be a member of the Carnegie Foundation's Teachers for a New Era Learning Network.
- The Department of Specialized Education Services (SES) is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas.
- The SES Collaborative Early Intervention National Training E-Resource (CENTe-R) is the only one of its kind in the nation, established to develop online materials and guidelines for training professionals to meet the special needs of infants and toddlers who are deaf and hard of hearing and their families.
- SES also offers an undergraduate educational interpreting program, one of only 10 in the nation, and an Auditory/Oral Birth-Kindergarten undergraduate program, one of four in the nation. The National Association for the Education of Young Children has cited the early childhood special education program as a national model.
- The SOE supports one of the largest Teaching Fellows program in the state.
- The Music School has the only doctoral program in music as well as in the arts in the state.

- UNCG is one of three universities in the state that offers a School Social Work program.
- The Department of Dance offers the only master's degree with licensure in the UNC system.
- The Department of Classical Studies is one of three programs in North Carolina that offers a licensure program in Latin.

The Teachers Academy

The School of Education (SOE) is the designated administrative unit for professional education programs at UNCG and the Teachers Academy is the organizational umbrella for all professional education programs on campus. Sponsored by the SOE and located administratively within the SOE, the central purposes of the Teachers Academy are the coordination of teacher education on the UNCG campus and the creation and maintenance of community among all university faculty, both within and outside a school of education, who are involved in professional education. The Teachers Academy coordinates ...

- The policies and practices of the professional education programs on campus
- The process of placement and evaluation of student teaching
- The school-university partnership activities
- NCTEACH/alternative licensure programs
- The ongoing program evaluation of professional education programs (NCATE and DPI reviews)

The Teachers Academy manages ...

- The licensure application process for all professional education programs
- Dissemination of information about North Carolina State Department of Public Instruction (SDPI) licensing requirements for undergraduate, graduate and adult continuing students who are pursuing a licensure program
- The administration of the Triad University-School Teacher Education Partnership (USTEP)
- The scheduling and delivery of NC TEACH courses at UNCG

The director of the Teachers Academy is also an Associate Dean in the School of Education (see School of Education Organizational Chart). All programs involved in the preparation of teachers, principals, and other school personnel have a representative on the **Teachers Academy Council of Program Coordinators**. The Council of Program Coordinators acts as the policy-making body of the Teachers Academy, including the approval of course proposals and changes in program requirements.

Characteristics of Education Candidates

Table 2 shows the number of students admitted to a professional education program. An important consideration when viewing Table 2 is the fact that we started constructing the Teachers Academy Data Base in 04-05. Initially, the focus of this data base was on licensure programs, but as we began to use the data base, it became obvious that it should include all SOE students as well as education candidates across campus.

Thus, even though in 05-06 we began to include all students, the data about non-licensure programs is incomplete (this includes CED, ELC, ERM and LIS).

Given the limitations of this data base, several additional observations are important when viewing these data: Counseling and Educational Research are both graduate-only programs that by design have limited admissions. Counseling prepares masters and doctoral counselors, some of whom become school counselors. ERM prepares statisticians who become research faculty at universities or statisticians at agencies such as Educational Testing Service. Specialized Education Services is a relatively new department that has been building and stabilizing its enrollment over this time period.

Table 2: Number of Students Matriculated in the Program

Department	00-01	01-02	02-03	03-04	04-05	05-06
Counseling & Ed Development (CED)	7	16	38	36	18	25
Curriculum & Instruction (CUI)	257	300	307	322	351	387
Ed Leadership & Cultural Found (ELC)	80	78	71	100	74	90
Ed Research Methodology (ERM)	7	4	5	6	5	7
Library & Information Sciences (LIS)	60	59	73	62	43	51
Specialized Education Services (SES)	42	62	102	90	87	74
Total	453	519	596	616	578	634

The majority of education candidates are white females, and unfortunately, fewer students who identify themselves as members of an ethnic/racial minority group are in education than in the UNCG student population as a whole. Increasing the minority student enrollment is a goal of the SOE, and progress toward this goal is seen in the fact that the number of candidates who are identified as members of an ethnic/racial minority group has increased over the past five years.

Table 3 shows the number of graduations by department since our last DPI/NCATE visit. It should be noted that the lower numbers in the 05-06 may be attributed to the fact that summer graduations are not included in the data for that year.

Table 3: Number of Students Graduating from the Program

Department	00-01	01-02	02-03	03-04	04-05	05-06
Counseling & Ed Development	5	5	14	23	27	11
Curriculum & Instruction	181	194	204	230	222	229
Ed Leadership & Cultural Found.	36	46	78	60	81	32
Ed Research Methodology	8	4	4	0	3	4
Library & Information Sciences	77	66	82	88	104	91
Specialized Education Services	21	25	49	47	62	38
Total	328	340	431	448	499	405

Table 4 shows the number of faculty in Education during the academic year, 2005-2006.

Table 4: Academic Rank of Professional Education Faculty For Academic Year: 2005-2006

Academic Rank	# of Faculty with Tenure	Non-tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors	27	0	0
Associate Professors	22	0	3
Assistant Professors	1	34	4
Adjuncts	0	0	70
Lecturers	1	0	27
Graduate Teaching Assistants	0	0	38
Other		0	
Total	51	34	142

Professional Education Programs Offered at UNCG

The North Carolina State Department of Public Instruction approves professional education licensing programs. By virtue of the NCATE – NC DPI agreement, programs identified with an * gain national recognition from their specialty area professional organizations as part of the NC DPI review. Programs identified with a double ** submitted to their national specialty area professional organizations, as detailed in the table. **Table 5** lists the programs at UNCG and identifies the levels and licensure areas, the credit hours required by the program, and the number of students enrolled in the program.

Table 5: Characteristics of UNCG Licensure Programs

(AO = Add-On License, ULO = Undergraduate License Only, GLO = Graduate License Only)

Program and Accreditation Status	Level	Licensure (Initial or Adv.)	Number of Hours	Number of Students Currently Enrolled	National Accrediting Organization
Birth-Kindergarten *	BS	I	122	38	National Association for the Education of Young Children
	MEd	A	39	18	
	PhD			1	
	ULO			15	

Auditory-Oral Birth-Kindergarten	BS	I	125	12	
Elementary Education*	BS MEd	I A	127 39	291 67	Association of Childhood Education International
Middle Grades*	BS MEd ULO	I A	126 39	40 63 14	National Middle School Association
Curriculum & Instruction	PhD	A	72		
SECONDARY (9-12)					
English	BA MEd ULO	I A	122 39	44 25 21	
Mathematics *	BA, BS MEd ULO	I A	122 39	17 2 10	National Council of Teachers of Mathematics
Comprehensive Science	MEd	A	39	18	
Biology	BA, BS ULO	I	122	6 16	
Chemistry	BA, BS MEd ULO	I A	122 39	2 1 4	
Comprehensive Social Studies	BA, BS MEd NC TEACH	I A	122 39	36 19 10	
Latin	BA MEd ULO	I A	122 38	1 6	

Physics	BS ULO	I	122	0 2	
K-12 SUBJECTS					
Reading	MEd GLO	A	39	58 1	
Art	BFA ULO	I	128	21 13	
Dance	BS MA ULO	I A	128	13 1	
Music	BM MM DMA ULO	I A	124-125 34 69	67 4 2 3	
Theater Arts	BFA MEd ULO	I A	124-128 37	13 8 3	
Physical Education*	BS ULO	I	122	41 1	American Alliance for Health, Physical Education, Recreation and Dance
Foreign Languages*					
French	BA MEd ULO	I A	122 39	2 2 1	American Council on the Teaching of Foreign Languages
German	BA ULO MEd	I	122	1 1	
Spanish	BA MEd ULO	I A	122 39	7 7 6	

English as a Second Language *	AO MEd	I A	Varies 39	21 16	Teachers of English to Speakers of Other Languages
EXCEPTIONALITIES					
General Curriculum *	BA ULO MEd PhD	I	127	43 1 102 25	Council for Exceptional Children
Hearing Impaired	BS ULO MEd	I	128	22 2 1	
SPECIAL SERVICES					
School Administrator	MSA EdS EdD	I A A	42 33 77	93 37 54	
School Counselor ** (National Recognition granted October, 2002. Next report must be submitted before December, 2009)	MS EdS EdD, PhD	I A A	48 66 108	21 10 32	Council for Accreditation of Counseling and Related Educational Programs
School Social Worker** (Undergraduate submitted in 2004/ will submit again in 2012. Graduate submitted in 2003 and will submit again in 2011.)	BS MSW	I A	122 60	18 7	Council on Social Work Education
Media Coordinator ** (National Recognition with Conditions – Report must be submitted by 2/1/2008)	MLIS	A	36	77 16	American Library Association/ American Association of School

					Librarians
Instr. Tech. Spec.	Lic- Only	I A	Varies	1 1	

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