Department of Teaching and Learning

Course Information

<table>
<thead>
<tr>
<th>Secondary Supervised Student Teaching</th>
<th>EDSC 481A</th>
<th>12 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>Full Time/ hours of the School Partnership Site</td>
<td></td>
</tr>
</tbody>
</table>

Instructor

<table>
<thead>
<tr>
<th>Mrs. Lois Paretti</th>
<th>Office Location</th>
<th>Office Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Field Experience/ Dept. of Teaching and Learning</td>
<td>CEB 3399 A</td>
<td>702-895-3095</td>
</tr>
</tbody>
</table>

| Office Hours: Monday: 9:30-11:30 | E-Mail: Lois.Paretti@unlv.edu |
| 1:00-2:00                        |                                |
| Tuesday: 9:30-11:30 or by appointment |                                |

Course Description

Full time teaching as a teacher candidate in an secondary school related directly to the student’s Secondary education program of study. Secondary teacher candidates demonstrate their knowledge, skills and disposition for teaching through directed mentorship from certified licensed teachers and university site facilitators and participate in all aspects of a secondary school for a total of 12-16 credit hours.

COE Principles Addressed

1. Content Knowledge: The COE graduate knows and understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of content meaningful. They are passionate about their subjects and their work.

2. Individual Development: The COE graduate knows and understands how individuals learn and can develop and provide opportunities that support intellectual, career, social, and personal development. They seek ways to enhance the success of their future students.

3. Diverse Learners: The COE graduate knows and understands how individuals differ in their approaches to learning and creates opportunities that are equitable and adaptable to the needs of Diverse learners. They demonstrate dispositions that reflect a caring nature toward their clients.

4. Planning Processes: The COE graduate understands planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards. They are active participants in the local k-12 education system.

5. Strategies and Methods: The COE graduate knows and understands and can employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills. They create lessons that promote student achievement.

6. Learning Environments: The COE graduate knows and understands individual and group motivation and behavior and creates a learning environment that encourages positive social
interaction, active engagement in learning, and self-motivation. They create enriched learning environments.

7. Communication: The COE graduate knows and understands effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation and can foster active inquiry, collaboration, and supporting interactions. They use technology to facilitate student learning.

8. Assessments: The COE graduate understands and promotes formal and informal assessment strategies and evaluates the learner's continuous intellectual, social, and physical development. They develop fair assessments of student achievement.

9. Collaboration, Ethics, and Relationships: The COE graduate understands and fosters ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual's learning development. They build communication opportunities through trust and genuine regard for student personal and academic growth.

10. Reflection and Professional Development: The COE graduate is a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally. They respond to the rapidly changing educational context of Southern Nevada in a thoughtful manner.

[Knowledge INTASC 1 and 5]
- Working knowledge of general teaching models including expository, inquiry, demonstration and integration
- Recognition of effective teaching practices
- Differentiation between instructional and managerial dimensions of teaching

[Performance: INTASC 1,2,3,and 7]
- Demonstration of lesson planning, teaching and exhibit presentation
- Demonstration of teaching strategies
- Integration of relevant technology into teaching demonstrations

[Dispositions: INTASC 3,9, and 10]
- Demonstration of strategies that promote responsibility, motivation and appreciation of diversity
- Collaboration with colleagues for purposes of effective teaching/learning experiences for themselves and for elementary students (Deering 2007)

[Results: INTASC 2,3,4,5,6,7,8,9,and 10]

Prospective secondary teachers in this course will address the following NCATE criteria for compliance. This will be accomplished through the coordination of coursework and field experiences. Accordingly, prospective teachers will be able to:
• Understand and describe personal beliefs that influence the ways teachers organize and manage classrooms for diverse learners

• Study selected literature on teacher roles, classroom environments, planning, organization, and management of instruction, managing behavior, and meeting learning needs of diverse students and assessing children’s learning in schools

• Applying knowledge of the teaching/learning process in organizing for teaching

• Demonstrate an understanding of the relationships among environment, curriculum, instruction, organization, and management in the elementary classroom.

• Understand and demonstrate classroom management strategies that create an effective classroom and support behavioral growth in their students.

• Understand and utilize the UNLV Department of Teaching and Learning Lesson Planning Template and meet the standards of the department rubric.

• Develop lesson plans that align with the CCSD Standards and those of the State of Nevada

• Develop and demonstrate classroom management strategies that allow for whole group, small group, cooperative group, paired/shared grouping patterns that support a variety of learning opportunities for students

• Develop skills for assessment of learning and decision making that a data-driven classroom teacher needs in order to successfully educate students

• Develop a “toolbox” of teaching strategies in various content and management areas

• Recognize the diversity of learners that they will be expected to teach and develop and demonstrate strategies to meet their needs

Required Textbook/Resource:


**Supplemental Texts and/or Materials**

The following are available on the Office of Field Experiences website:

- Absence Form
- Collaborative Assessment Log
- Community Service Log
- Field Experience Handbook
- Performance Evaluation Form
- Performance Evaluation Criteria
- Professional Dispositions Form
- Professional Dispositions Rubric
- Secondary Lesson Planning Rubric
- Secondary Lesson Planning Template
- Time Record

**Assessment Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Planning and Implementation</td>
<td>30%</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>40%</td>
</tr>
<tr>
<td>Lemov Strategies Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>E Portfolio</td>
<td>15%</td>
</tr>
<tr>
<td>Service</td>
<td>5%</td>
</tr>
</tbody>
</table>

Dispositions will only reviewed if issues arise and will result in a lowered letter grade.

**Performance Assessments**

1. **Lesson Planning and Implementation**

Interns are required to use the Secondary Lesson Planning Template during the initial period of their Internship and until the Pre-Service Mentor Teacher feels that the Intern has a strong enough pedagogy to use the short form. All lessons throughout the semester must be approved in advance of the lesson being taught. Interns are reminded to complete the reflection portion of the template after each teaching experience.

2. **Evaluation of Instruction:**

Instruction will be evaluated by the Pre-service mentor teacher at midterm (10/19) and at the end of the semester (12/7) by submitting the Performance Evaluation online. This evaluation will be discussed during a three-way conference with the intern, the PSMT and the site facilitator.

In addition, the PSMT will complete the (ungraded) **Collaborative Assessment Log (CAL)**. Formative assessment should be provided on a bi-weekly basis after the second week of school as the intern and the PSMT meet to assess progress and set goals. The intern is required to provide this form to the Pre-Service Mentor Teacher. It can be downloaded from the OFE website. **A copy of each CAL is to be given to the Site Facilitator upon completion.**
3. Lemov Strategies Assignment

Clinical students need to bridge the gap between the theory of creating instruction based solely on the transmission of standards and objectives to implementation in a way that provides students with rigor and success. If we truly believe that all children can learn, then we must believe that we can teach them effectively. This text was selected because it is unique in its practicality and the volume of effective, proven pedagogical strategies that are effective in all grades and subjects. This assignment is deigned to provide each clinical student with daily experience and reflection on these techniques.

Materials

- Small (3x5 or 4x6) Binder
- File cards
- Process:
  - Read the entire text as an overview to the acquisition of the 49 strategies.
  - Choose the strategies that you want to learn/master during this semester. At least one strategy must be utilized during each of the lessons that are taught. The Site Facilitator will check and review the student’s progress and check that the strategies are documented in the lesson plan. An additional 15 strategies are required.
  - Start a “card” for each strategy. As you use it, note its effectiveness or challenges and the date.

Examples:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Effectiveness Rating</th>
<th>Date Implemented/Reflection/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Opt Out</strong></td>
<td>+</td>
<td>(2/5/11) Asked student A if the drawing was ‘one’ or ‘two’ point perspective. His response was incorrect, so I asked Student B who responded correctly and then had him explain ‘why.’ Then, came back to student A, asking him the same question on a different one-point example. This time, his answer was correct and he was able to give me the reason why: one vanishing point. Next step: use the same technique on different content and, to involve more of the class, get several other students to respond before returning to the original responder.</td>
</tr>
<tr>
<td><strong>Stretch It</strong></td>
<td>+</td>
<td>It worked because the ELL students were able to expand their thinking and gain confidence in their ideas (2/5/12)</td>
</tr>
<tr>
<td><strong>Stretch It</strong></td>
<td>-</td>
<td>My questions did not stimulate the</td>
</tr>
</tbody>
</table>
students enough; I need to be better prepared next time. The kids seemed confused about what I was asking. (2/7/12)

**Right is Right**
Only allowing correct responses to be accepted

- This was challenging; I didn’t have enough information myself to ask a better follow-up question. (3/14/12)

  **Next step:** Prepare a list of correct ideas to feel confident in addressing student responses

**Precise Praise**
Providing specific praise to students exhibiting good work habits such as following the directions, working quietly; ideally, working to provide this to every student during a session

+ (3/17/11) AP students enjoy receiving praise for completing each step of challenging work; it kept momentum and provided a confidence boost.

  **Next step:** use a chart or other tracker to help identify which students were provided specific praise so that all students can be contacted.

*NOTE: You will need to create definitions in YOUR OWN WORDS – please, do not copy from the student examples above.*

- Discuss your strategy use throughout the semester as you learn from/with others.
- Take this binder into the classroom with you as you begin your career along and continue to develop and refine your pedagogical skills. Expect 3 years to proficiency and 5 to mastery. Be patient. Champion teachers can do these things. Be one!

**Rubric: Lemov Assignment**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Acceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>Cards loose and disorganized and the # of strategies less than the minimum required</td>
<td>Cards in binder; required number of strategies present</td>
<td>Cards in binder, organized and neatly maintained; required number of strategies present; detailed documentation</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Entries are infrequent and do not display clear understanding of each strategy</td>
<td>Entries are regular and demonstrate an understanding of the strategies</td>
<td>Entries are regular, demonstrate an understanding of the strategies and reflect success/challenges and next steps</td>
</tr>
</tbody>
</table>

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The Site Facilitator will periodically review the Lemov assignment and grade it during the final visit (at a date to be determined). The assignment will be grading according to the rubric.

4. E Portfolio
   a. Continue the work that was started in the previous semester, and as described on the 21 cportfolio website: [http://sites.google.com/site/21cportfolio1/](http://sites.google.com/site/21cportfolio1/)
   b. Continue to archive artifacts from the field
   c. Choose a theme
   d. Connect 5-8 sample artifacts from the three semesters of this project and connect them to the College of Education Principles.
   e. Practice presenting the portfolio to an audience
   f. Present the portfolio on your assigned portfolio day at the end of the semester.

Grading Scale:
10 points = Satisfactory completion
0 points = Any components not completed

5. Service
   o Each UNLV intern is to contribute to the school by earning a total of 5 service points during the internship semester. Each point represents one hour of service.
   o Points can be accumulated by a cohort developed project, tutoring, research for a teacher, creating teaching materials, volunteering at school events, committee membership, etc.
   o Interns are required to keep a log of their efforts and submit it to the Site Facilitator at the end of the semester (the specific date is to be determined by the SF).

Attendance:
1. The standard of performance is that Interns will be present on campus at their expected time. Interns are expected to be present at their schools during the required hours of teacher attendance. It is suggested that students make every effort to shadow the hours of their Pre-Service Mentor Teacher if that is beyond the required hours.
2. If an absence occurs the student must do the following:
   a. Contact the PSMT on his/her cell phone by 6:00 AM
   b. Call or email the Site Facilitator (based on his/her instructions) by 6:00 AM
   c. Fill out an absence form to be signed by the PSMT and SF and turned in to Mrs. Paretti indicating the reason for the absence and when the time is to be made up.
   d. If all of the steps outlined above are not taken, the intern will be penalized a day’s absence without leave and his/her grade lowered ½ (i.e. A becomes A-)
   e. Student tardiness is not tolerated. If a candidate fails to arrive before the students are in class, the day is considered an absence and it must be made up. An attendance form needs to be filled out as in an absence.
3. PSMT’s are not permitted to approve absences from campus, early departures or late arrivals. They are to be approved only by Site Facilitators.

Dress Code: UNLV interns are expected to dress in compliance with the CCSD expectations which are posted on their website

Grading Policy
Effective Fall 2009, the Pre-Service Mentor Teachers at the Partnership Schools will make grade recommendations to the UNLV instructor of record. The UNLV evaluation form, lesson plan and rubric are the standards for evaluation. In addition, Interns must model professional behavior, a positive open response to mentor-student feedback and work to meet all classroom/school expectations. If an Intern is performing at an unsatisfactory level in the judgment of the Pre-Service Mentor Teacher, he/she must contact the UNLV Site Facilitator or the Coordinator of Field Experiences. The UNLV staff will then work directly in the classroom and with the Pre-Service Mentor Teacher to support the growth of the intern and work towards their success. If a Pre-Service Mentor Teacher is unsure of how to evaluate an intern, and requests support, it will be provided.

Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>Activity</td>
<td>Due Dates</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Interns report to assigned school site</td>
<td>8/22/12</td>
</tr>
<tr>
<td>Interns submit all forms, syllabi, and supplemental materials to PSMT and review jointly</td>
<td>8/27/12</td>
</tr>
<tr>
<td>Interns begin planning and instruction within the co-teaching model</td>
<td>8/27/12</td>
</tr>
<tr>
<td>First CAL due</td>
<td>9/14/12 and bi-weekly thereafter; more if needed</td>
</tr>
<tr>
<td>Mid-term Performance Evaluation by PSMT due</td>
<td>10/19/12</td>
</tr>
<tr>
<td>Three-week leadership take over</td>
<td>Dates determined for individual interns at each site by the PSMT and Site Facilitator</td>
</tr>
<tr>
<td>Last day in field for Palo Verde interns; Time Record, Service Log, and Lemov Binder of these interns due to Site Facilitator</td>
<td>11/30/12</td>
</tr>
<tr>
<td>E Portfolio preparation for Palo Verde interns</td>
<td>12/3/12-12/4/12</td>
</tr>
<tr>
<td>E Portfolio presentations at school sites for Palo Verde interns</td>
<td>12/5/12</td>
</tr>
<tr>
<td>E Portfolio presentations at UNLV</td>
<td>12/6/12 at 9:00 am</td>
</tr>
<tr>
<td>Last day in field for secondary interns</td>
<td>12/6/12</td>
</tr>
<tr>
<td>Time Record, Service Log, and Lemov Binder, and E-portfolio requirements due to Site Facilitator</td>
<td></td>
</tr>
<tr>
<td>Final Performance Evaluation by PSMT due</td>
<td></td>
</tr>
<tr>
<td>Grade recommendation due to Site Facilitator</td>
<td></td>
</tr>
<tr>
<td>Grades submitted by SF to Mrs. Paretti</td>
<td>12/10/12</td>
</tr>
</tbody>
</table>
College of Education Policies

**ADA Accommodations** – For all faculty and staff (professional and classified) ADA accommodation determinations, please contact EEO/AA Compliance Office, located in Flora Dungan Humanities (FDH), Room 514, (702) 895-3656. See [http://hr.unlv.edu/policies/ada.html](http://hr.unlv.edu/policies/ada.html) for additional information.

**Classroom Policies/Rules** – It is a faculty member's discretion and prerogative to determine what is and is not acceptable behavior in his or her classroom (e.g., late arrival, wearing hats). Also, classroom occupants are at the discretion of the instructor (per UNLV General Counsel). If faculty do not wish to permit students to bring their children to class, they may want to note it on their syllabus. Although there is no policy prohibiting bringing children to class, it falls within the Student Conduct Code, Section Two, III. K. and L. relating to “disrupting” the classroom and/or university operations. See [http://studentconduct.unlv.edu/](http://studentconduct.unlv.edu/).

**Consensual Relationships** – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see [http://hr.unlv.edu/policies/consensual.html](http://hr.unlv.edu/policies/consensual.html).

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://financialaid.unlv.edu/apps/Academic_Calendar/Calendars.asp](http://financialaid.unlv.edu/apps/Academic_Calendar/Calendars.asp)

**General Classroom Procedures** – Faculty members are expected to hold class meetings that are:

- Consistent with the course schedule. When faculty members must miss an occasional class (e.g., for professional meetings, due to sickness, or for the observance of a religious holiday), they are expected to reschedule that class meeting or to arrange for a replacement, or provide alternative instruction or assignments (see complete *Missed Classes* policy and procedures at: [http://provost.unlv.edu/policies.html#list_m](http://provost.unlv.edu/policies.html#list_m));

- Maintain a predictable number of office hours which shall be posted and the faculty shall be available to students, colleagues, and others;

- Evaluate academic performance fairly;

- Counsel students;

- Carry through with their workload commitment in accordance with UNLV, college/school, and department/unit bylaws. Faculty members should have prior approval from their supervisor before missing/rescheduling classes and/or missing other scheduled duties, with the exception of emergencies (see complete *Missed Classes* policy and procedures at: [http://provost.unlv.edu/policies.html#list_m](http://provost.unlv.edu/policies.html#list_m));

- Continue their professional development; and

- Meet their obligations to the university community.
Grading/Exams/Grade Posting – All syllabi should clearly indicate processes for grading, exams, and grade posting. In keeping with the Family Educational Rights and Privacy Act (FERPA), grades should not be posted unless you can ensure complete confidentiality for individual students. Please remember that Social Security numbers are not adequate protection of privacy. The preferred method for posting grades is to assign random numbers to the students and scramble the listings so that they are not in alphabetical order.

Mid-semester Grades – Mid-semester grades will be reported using MyUNLV for students in all 09X, 100, and 200 level courses. For Fall 2012, grade rosters will open in MyUNLV on October 1 for entering mid-semester grades. All mid-semester grades must be entered into MyUNLV by 5pm on October 19. This deadline will allow Academic Success Center (ASC) Staff and Academic Advisors in each Advising Center to contact students in need in sufficient time to allow them to register for mid-semester courses. Additionally, this timetable allows for adjustments prior to the November 2 final drop date. The ASC Academic Success coaches and tutors will also work with advisors to provide additional support and resources to students who are struggling in one or more courses.

Although assignment of mid-semester grades is not required, the Executive Vice President and Provost strongly urges those teaching pre-junior level courses to participate and the tool is available for all undergraduate courses.

If you do not have a login for MyUNLV, please contact pstraining@unlv.edu.

Mid-Semester Courses - For Fall 2012, instruction of mid-semester courses will begin November 5 and end December 7. This will allow for five weeks of instruction before final exams begin. As in prior semesters, these classes should include a minimum of 750 minutes of classroom instruction per credit. Please send mid-semester course scheduling information to scheduling@unlv.edu in the Registrar's Office by October 15. This timetable allows for scheduling and advertising. Note that this semester these courses will be FTE generating courses just as any others that are taught in a department. Thus, each department will need to complete the employment documents for its courses.

Missed Class(es)/Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences no later than the end of the first two weeks of classes, September 7, 2012, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline.

NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be a good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.
Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication, information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Saturday Classes Holiday Schedule – In general, if a holiday falls on a Monday, then Saturday classes meet. If a holiday falls on a Friday, then Saturday classes do not meet. To review the Faculty Senate policy detailing when Saturday classes are considered holidays, please see “Saturday Classes Holiday Policy” in the alphabetical listing, http://provost.unlv.edu/policies.html#list_s.

Student of Concern – Faculty may come in contact with students whose behavior may cause concern. A process has been developed to deal with such situations and training is also available by contacting the Office of Student Conduct at 895-2308. To report an issue, go to http://studentconduct.unlv.edu/. For immediate, emergency assistance from UNLV Police Services, dial 911 on a UNLV land-line phone or 895-3668 option 2 from a cell phone.

MB/gg revised 5.2012

Teaching Evaluations – In order to evaluate the effectiveness of teaching at UNLV, course evaluations are required to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. The minimum standards for administering these evaluations (Anonymity, Objectivity and Post-Evaluation Procedures) are outlined in the document “Minimum Standards for Teaching Evaluation by Students.” This document has been approved unanimously by the Academic Council of Deans and the Executive Vice President and Provost as reflecting the minimum standards that apply to all departments/schools/units when administering student evaluations of teaching.

To review the policy, please see “Evaluations by Students - Minimum Standards for” in the alphabetical listing at:

http://provost.unlv.edu/policies.html#list_e

Textbooks/Faculty Requiring Own Textbook(s) for Class – In order for faculty members to assign their own textbook for use in one of their classes, it must be approved by the faculty member’s dean. These guidelines were developed to protect both faculty and students. The policy and form can be found at: http://provost.unlv.edu/policies.html#list_t. Approval is granted by completing the request form and obtaining the requisite signatures prior to submitting book orders each semester. An approval is good for three years, so it will not be necessary to complete a form for the same book/class during that time period. The offices of the deans maintain these records.

Requirements specified by the NSHE attorneys are as follows: 1) published books must be properly copyrighted by the authors; 2) published books are available for open sale; 3) UNLV faculty do not make sales directly to students; and 4) published books being assigned as texts in a course are approved for such use by the Dean of the College/School concerned. NOTE: This does not apply to course packets that go through Reprographics/Design Services and the UNLV Bookstore. They are covered by another policy, see http://repro.unlv.edu/print/academic_printing_service.php.
UNLV Email Communication

UNLV Today – a daily e-newsletter that delivers information to UNLV faculty and staff via their Lotus Notes e-mail account. Information shared in UNLV Today includes upcoming events, training, benefit changes, organizational changes, and more. You can submit an item for consideration via http://www.unlv.edu/facultystaff/unlvtoday.

UNLV Official – an electronic mail list that disseminates information the entire campus must receive. Subscription to the UNLV Official list is automatic and occurs at the time an employee e-mail account is established. Our expectation is that employees will read these daily.