COE Fall Back to School Meeting
Fall 2008

M. Christopher Brown II, Ph.D.
Professor and Dean
UNLV College of Education
Special Presentations

- Drs. Vicki Kilbury & Andre Denson
  *Phi Delta Kappa – Las Vegas Chapter*

- Ms. Jenny Wagner
  *Silver State Schools Credit Union*
Classified Staff Recognitions

- Ms. Monica Moreno – 1 year
- Ms. Laura Kaprelian – 1 year
- Ms. Marty Koch – 5 year
Classified Staff 20+ Honors

- Ms. Marilyn Thompson – 20 years
- Ms. Vonnie Gogert – 24 years
- Ms. Kathi Ducasse – 27 years
Tenured Faculty 20+ Honors

- Dr. W. Paul Jones, *Educational Psychology*
- Dr. Jerry Landwer, *Sports Education Leadership*
- Dr. Cliff McClain, *Educational Leadership*
- Dr. Marilyn McKinney, *Curriculum & Instruction*
- Dr. Carl Steinhoff, *Educational Leadership*
New hires (sans Gwen)
New COE Full Professors

- Dr. William Cross
  Department of Counselor Education

- Dr. Howard Gordon
  Department of Educational Leadership
New COE Assistant Professors

- Dr. Shiri Ayvazo  
  *Department of Sports Education Leadership*

- Dr. David Grant  
  *Department of Special Education*

- Dr. Sonya Horsford  
  *Department of Educational Leadership*

- Dr. Gwen Marchand  
  *Department of Educational Psychology*
Associate Professor Promotion

- Mr. Larry Ashley

Department of Counselor Education
Associate Professor w/ Tenure and Promotions

- Dr. Randy Astramovich
  Department of Counselor Education

- Dr. Emily Lin
  Department of Curriculum & Instruction

- Dr. Matt Tincani
  Department of Special Education
Full Professor Promotions

- Dr. Cyndi Giorgis
  Department of Curriculum & Instruction

- Dr. Steven McCafferty
  Department of Curriculum & Instruction
Other Hires and Appointments

- Ms. Anne Mulloy
  *Director of Development*

- Ms. Joyce Ahn
  *Director of Academic Advising*

- Mr. Conrad Oh Young
  *Web/Database Manager*

- Dr. William Speer
  *Associate Dean for Academic Affairs*
Special Merit

- Dr. Tom Pierce
  *Interim Associate Dean*

- Dr. Dale Pehrsson
  *Chair, CED*
Special Appointments

- Dr. John Readance
  Professor Emeritus, Curriculum & Instruction

- Dr. Pat Markos
  Associate Professor, Counselor Education
--- Recess ---
The State of the College II: An Open Conversation

M. Christopher Brown II, Ph.D.
Professor and Dean
UNLV College of Education
What do I know? What do I think? What do we do next?

- The College of Education remains poised to be a national leader in the arena of preparing professional educators if it carefully crafts a public image of new and existing activities.

- The inability of national associations and/or traditional bellwether states/schools provides an opportune moment for the education unit at UNLV to fulfill the clarion call for effectiveness and efficiency from university-based education preparation despite trends.

- The future of the College of Education will be preconditioned by the continued challenge of unity around common goals, fiscal realities, and a purposes series of initiatives.
I³ Education: Investigating, Impacting, Improving

The College of Education:

*investigates* important questions related to education;

*impacts* professional practice and public policy; and

*improves* educational settings and society.
I³ Education:
Investigating, Impacting, Improving

**Conceptual Framework:**
Preparing Professionals for Changing Educational Contexts

**Core Activities:**
Creating Knowledge: Examining topics incident to education
Transmitting Knowledge: Developing capacity to create conditions for learning
Community Service: Engaging in activities that provide educational benefit
I³ Education: Investigating, Impacting, Improving

Performance Goal:
Engage in professionally significant research and scholarship

- *Publication of peer-reviewed scholarly articles in refereed journals*
- *Publication of peer-reviewed books, chapters in books, and monographs*
- *Extramurally funded research grants and contracts*
- *Juried conference presentations of extant research*
- *Selection of unit and faculty for honors and awards*
I³ Education: Investigating, Impacting, Improving

Performance Goal:
Contribute to the production of professionals for educational contexts

- Matriculate and complete candidates in licensure programs
- Produce a significant corpus of graduate professionals
- Demonstrate professional excellence of graduates
I³ Education:
Investigating, Impacting, Improving

**Performance Goal:**
Develop and improve stakeholder and constituent initiatives
- Collaborate with Clark County and other Nevada school districts
- Establish continuing solutions to professional challenges
- Partner with relevant public stakeholder entities
- Garner public attention for programmatic achievements
I^3 Education:
Investigating, Impacting, Improving

Performance Goal:
Establish the unit as a recognized moderator of critical topics in education
- *Editorships, lectureships, and convening academic meetings*
- *Housing professional secretariats*
- *Election of faculty to professional leadership positions*
- *Interactive web-portal interfacing educational communities*
I^3 Education: Investigating, Impacting, Improving

**Performance Goal:**
Expand our programs and offerings to new populations and global markets
- *Expand modes of programmatic delivery*
- *Formalize international program agreements*
- *Evidence diversity of offerings, personnel, and students*
The Three Little Pigs: A (not so) Grimm Tale

- Fifer Pig (State funds only)
- Fiddler Pig (PTI supplement)
- Practical Pig (Entrepreneurial activities)
- The Big Bad Wolf (Budget crisis)
# 2003-2007 Undergraduate Headcounts

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<tr>
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## 2003-2007 Graduate Degrees Conferred

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# 2003-2007 Doctoral Degrees Conferred

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<td>21</td>
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</table>
2007-2008 Academic Year Cuts

- Fall 2007 -- $356,697 (PTIs and FIRs)
- Spring 2008 -- $863,669 (PTI only)
- Total = $1,220,366

NOTE: This does not include frozen lines and increased efficiencies in the College.
## University-wide PTI Context

<table>
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<tr>
<th>COLLEGE</th>
<th>OP BUDGET</th>
<th>PTI EXP</th>
<th>PERCENT</th>
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<th>EXP / FTE</th>
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<td>Honors</td>
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## FY2009 COE PTI Allocations

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<th>CAMPUS-BASED AMT</th>
<th>% REDUCED</th>
<th>LDRSHP TEAM ALLOC</th>
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# FY2009 COE PTI Allocations

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<td>$1,475,098.00</td>
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What does this mean?

- FY2008 PTI = $2,045,351
- FY2009 PTI (before reductions and tax) = $952,292
## COE Budget Details FY2009

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<th>Fringe</th>
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<td>405,378</td>
<td>26,476</td>
<td>2,177,736</td>
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<tr>
<td>SPECIAL EDUCATION</td>
<td>1,570,798</td>
<td>88,369</td>
<td>2,096</td>
<td>399,519</td>
<td>25,812</td>
<td>2,086,594</td>
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<td>SPORTS EDUCATION LEADERSHIP</td>
<td>659,993</td>
<td>47,607</td>
<td>1,000</td>
<td>171,741</td>
<td>14,895</td>
<td>895,236</td>
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<tr>
<td>EDUCATION TOTALS</td>
<td>10,366,290</td>
<td>863,833</td>
<td>38,692</td>
<td>2,731,927</td>
<td>329,460</td>
<td>14,330,202</td>
</tr>
</tbody>
</table>
Scholar’s Travel Funding

- FY2007 Faculty Travel Allocation = $160,770.80
- FY2008 Faculty Travel Allocation = $223,674.97

INCREASE = $62,904.17 (39%)
COE BUDGET 101

- 51 basic fund codes at UNLV

- 20 fund codes used in COE
  2101-  2104-  2124-  2220-
  2221-  2230-  2300-  2305-
  2330-  2331-  2340-  2341-
  2350-  2351-  2360-  2361-
  2362-  2363-  2367-  2776-

- Account = Fund code + Agency code + Organization code
  (e.g., 2101 -+- 253 -+- 1234)

- College has 418 accounts
Mrs. Evelyna speaks:

- Whenever you see a turtle on a stump, it is not because it jumped.

- Never get tired of doing good work.

- Consider the ant and be wise.
“Bold Moves, Necessary Decisions” Revisited

- Three New Task Forces
  -- TF on the Future of the College
  -- TF on Unit-wide Assessments
  -- TF on Internal Space Allocations

- “Office of Professional Experiences” (working name)

- Scholars’ Professional Development Fund

- Prestige Travel (Agent: Rosemary Rice)
New Initiatives and Activities

- COE Visiting Committee
- Holmes Scholars program
- Association for the Study of Higher Education
- Additional PDS (Paradise, Peterson, Fremont)
- NCATE Regional Institutional Orientation
- Bureau for Education Research and Dissemination
- COE Golf Tournament
- COE Tailgate and “Alumniary” events
- First Wednesdays
UNLV COE and I$^3$ Education

*Without respect to person...*

The College maintains a clear mission and a certain threshold.

We will be recognized for excellence.

We have unlimited potential to do, grow, and expand.

We are resilient, responsive, and highly regarded.
The One Remaining Challenge

N.C.A.T.E.
NCATE Unit Standards

- Developed with input from the professional community
- Effective for all visits in fall 2001 and beyond
- Emphasize results over inputs
Structure of the Unit Standards

- Six unit standards
- Apply to all programs, initial teacher preparation and advanced
- Divided into two categories, Candidate Performance and Unit Capacity
- Include the standard, a rubric, and an explanation
What is the Conceptual Framework?

- The conceptual framework represents the vision and direction for the unit and its work.
- The conceptual framework is a process, not a thing.
- Codified in a document but infused throughout the unit.
Standard #1 Candidate Knowledge, Skills, and Dispositions

- Candidates have knowledge, skills and dispositions
  - Content knowledge
  - Pedagogical content knowledge
  - Professional and pedagogical knowledge
  - Dispositions
- Candidates can analyze and assess student learning
Standard #1 Candidate Knowledge, Skills, and Dispositions

- Assessments indicate that candidates meet
  - Professional standards
  - State standards
  - Institutional standards
Standard #2  Assessment System and Unit Evaluation

- Unit has an assessment system or a plan for an assessment system
  - Monitors candidate performance and unit operations
  - Includes multiple assessments
  - Identifies key transition points in programs
  - Includes fair, accurate, and consistent assessments
  - Transition plan
Standard #2  Assessment System and Unit Evaluation

- Data collection, analysis, and evaluation
  - System is maintained, data are collected regularly
  - Data are summarized and analyzed regularly
  - System involves the use of information technology for maintenance
Standard #2  Assessment System and Unit Evaluation

- Use of data for program improvement
  - Changes in the unit are discussed and made based in systematic use of data
  - Data are shared with candidates and faculty to encourage reflection and improvement
Standard #3  Field Experiences and Clinical Practice

- Collaboration between unit and school partners
  - Includes design, implementation, evaluation
  - Includes determining placement
Standard #3  Field Experiences and Clinical Practice

- Design, Implementation, and Evaluation of Field Experiences
  - Both reflect the unit’s conceptual framework
  - Candidates use information technology
  - Sufficiently extensive and intensive
  - Criteria are known and include experience in schools
  - Clinical faculty provide regular support
Standard #3  Field Experiences and Clinical Practice

- Candidates develop KSD's to help all students learn
  - Entry and exit criteria exist
  - Assessments (multiple) are linked to standards
  - Assessments conducted jointly by partners
  - Allow time for reflection, feedback
  - All candidates are exposed to settings with diverse students
Standard #4  Diversity

- Design, Implementation, and Evaluation of Curriculum and Experiences
  - Clearly articulated proficiencies, assessments
  - Includes curriculum and field experiences that focus on importance of diversity
  - Candidates learn about climate, learning styles, adapting instruction so that all students learn
  - Fairness and belief in student ability
Standard #4  Diversity

- Experiences with diverse faculty
  - Students work with diverse faculty
  - Faculty have knowledge and skills around diversity in teaching and learning
  - Unit makes good faith effort to maintain or increase faculty diversity
Standard #4  Diversity

- Experiences working with diverse candidates
  - Diverse candidates work together
  - Unit makes good faith effort to increase or maintain candidate diversity
Standard #4  Diversity

- Experiences working with diverse students
  - Candidates are exposed to students from different racial, ethnic, gender, and socio-economic backgrounds
  - Candidates receive feedback from peers and supervisors to help them reflect
Standard # 5  Faculty Qualifications, Performance and Development

- Qualified
  - Professional education faculty have earned doctorates or expertise
  - School faculty are licensed
  - Clinical faculty from higher ed. have contemporary professional experiences
Standard # 5  Faculty Qualifications, Performance and Development

- Faculty model best practices
  - Know content
  - Connected to conceptual framework
  - Value and assess candidate learning
  - Use multiple strategies
  - Integrate technology
  - Reflective
Standard # 5  Faculty Qualifications, Performance and Development

- Faculty model scholarship
- Faculty provide service
- Faculty collaborate
- Unit conducts systematic evaluation of faculty
- Unit provides opportunities for professional development based on evaluations
Standard # 6  Unit Governance and Resources

- Unit leadership and authority
  - Unit effectively manages all programs
  - Professional community is involved in the design, implementation, and evaluation of the unit and its programs
Standard # 6  Unit Governance and Resources

**Personnel**
- Faculty loads generally do not exceed 12 hrs undergrad., 9 hrs. grad. Teaching
- Supervision for clinical practice generally does not exceed 18 candidates for each full-time equivalent faculty member
- Unit makes appropriate use of part-time and support personnel
- Unit provides resources for professional development
Standard # 6  Unit Governance and Resources

- Unit facilities
- Resources including technology
  - Adequate allocation of resources for programs
  - Information technology resources
  - Access to library, curricular resources, and electronic information
COE Concerns

- Standard 1 (element 3)
- Standard 2 (ALL)
- Standard 3 (element 3)

The Resolution = LiveText
Special Presentation

- Mr. Robert Budnik, *LiveText*