



UNIVERSITY *of* NORTH TEXAS
COLLEGE OF
EDUCATION

ANNUAL REPORT
JANUARY 1-DECEMBER 31, 2005

INTRODUCTION

The College of Education comprises four departments with 19 academic program areas that offer 43 degrees and 57 educator certificates. The College also houses 16 academic-related centers. Support offices include the Student Advising Office, the TExES Advising Office, the Office of Technology, the Center for Interdisciplinary Research and Analysis, and the Dean's Office. In Fall 2005, there were 87.25 FTE tenured/tenure-track faculty, 3 FTE visiting assistant professors (housed on the UNT Dallas campus), 22.33 FTE lecturers, 4 FTE modified service faculty, 40.2 FTE adjuncts, and 21.9 FTE teaching fellows. There were 69.45 FTE state-funded and 50.48 FTE grant-funded staff positions.

In the academic year 2004-2005, COE awarded 504 bachelor's, 458 master's, and 59 doctoral degrees for a total of 1,021 degrees. The importance of the certification programs can be seen by the number of students recommended for certification. The College recommended 1,221 students for standard, temporary, professional, and probationary certificates in areas as diverse as teaching, educational diagnostician, principal or superintendent, and school counselor.

The COE generated 102,021 semester credit hours (SCH). That figure includes 70,550 undergraduate SCH, 24,954 master's SCH, and 6,517 doctoral SCH. Recently, undergraduate SCH in the College have made up approximately 10% of UNT's undergraduate semester credit hours. However, master's SCH is approximately 33% and doctoral SCH approximately 31% of UNT's total semester credit hours at those levels.

College programs are accredited by national professional organizations. The University of North Texas educator preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). As part of NCATE's accreditation process, individual educator preparation programs are reviewed independently by program-specific specialist professional associations (SPAS). All educator preparation programs in the College have been approved by their specialist professional organizations. The programs are as follows:

- International Society for Technology in Education
- National Associate for the Education of Young Children
- Council for Accreditation of Counseling and Related ED Programs
- American Association for Leisure and Recreation
- National Recreation and Park Association
- International Reading Association
- Council for Exceptional Children
- American Alliance for Health, Physical Education, Recreation, and Dance
- American Assembly of Collegiate Schools of Business
- The Educational Leadership Constituent Council

The program in Recreation and Leisure Studies, which does not prepare educators, is accredited by the National Recreation and Parks Association and the American Association of Leisure and Recreation. The Child Development Laboratory School is accredited by the National Academy of Early Childhood Programs.

In 2005, faculty and staff in the College of Education were awarded \$7,402,169 in external contracts and grants. These included grants that support students in high-need programs such as bilingual/ESL and special education; grants that support collaborative work with school districts in North Central Texas; professional development for teachers in mathematics, science, and literacy; and research on participation and training in health sciences. External funds in the College of Education constituted 28.3% of all UNT awards in 2005.

In 2005, the College made minor modifications in its vision and mission statements. The vision and mission are:

Vision. The University of North Texas College of Education will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner-centered instruction, developing collaborative partnerships, and disseminating the results of these efforts.

Mission. The UNT College of Education mission is to develop the human capacity—cognitively, socially, emotionally, and physically—in our students and, ultimately, in the society they serve. College faculty contribute to achieving the

mission by expanding knowledge through teaching and learning, research and publication, and service and outreach.

In 2005, the College identified three interdisciplinary academic themes that will provide the framework for efforts toward national and international recognition. They are:

- PK-16 Teaching, Learning, and Technology,
- Physical Activity, Wellness, and
- Human Life-Span Studies and Services.

Part I: Data

Number of Publications

Unit	Refereed Article	Invited Article	Book	Book Chapter	Monograph	Editorship	Book Review	Other
COE	76	11	19	19	1	5	14	51

Number of Papers and Presentations

Unit	International	National	State	Regional	Seminar
COE	80	148	77	20	27

Number of Creative Activities

Unit	Video Tapes	Software Programs	Evaluations	Technical Reports	Other
COE	8	5	30	4	27

**Offices Held by Faculty and Staff
in Professional Organizations**

Unit	International	National	Regional	State	Local
COE	17	118	5	33	35

**Number of Non-Local External Awards
Given to Faculty and Staff**

Faculty Teaching Awards		Faculty Awards Other than Teaching		Staff Awards	
National-Intl	Regional-State	National-Intl	Regional-State	National-Intl	Regional-State
0	2	14	3	1	1

Notable individual awards are listed below.

Michael Altekruise, Chair and Professor of Counseling, Development, and Higher Education, was presented with the Arthur A. Hitchcock Distinguished Professional Service Award by the American Counseling Association for fostering public awareness and support of the counseling profession.

John Cox, Assistant Professor in Technology and Cognition, received the ASTD's International Excellence in Research-to-Practice Award.

Dennis Engels, Regents Professor of Counseling, Development, and Higher Education, received the American Counseling Association's Carl D. Perkins Government Relations Award for distinguished legislative policy leadership.

Jan Hodges, Assistant Professor in Kinesiology, Health Promotion, and Recreation, was named the Outstanding Therapeutic Recreation Professional of the Year by the Therapeutic Recreation Symposium for the Southwest.

Janice Holden, Professor of Counseling, Development, and Higher Education, was presented with the Publication in Counselor Education and Supervision award.

Jane Huffman, Associate Professor of Teacher Education and Administration, received the Outstanding Staff Development Publication in 2004-05 from the Texas Staff Development Council.

Allen Jackson, Regents Professor in Kinesiology, Health Promotion, and Recreation, won the AAHPERD Research Consortium's 2005 Research Writing award.

Gerald Knezek, Professor of Technology and Cognition, received the Distinguished Paper Award at the Hawaii Educational Research Association's 27th annual conference.

Garry Landreth, Regents Professor of Counseling, Development, and Higher Education, was awarded the Lifetime Achievement Award by the Association for Play Therapy.

Barry Lumsden, Professor of Counseling, Development, and High Education, was presented the Distinguished Service Award by the Council for the Study of Community Colleges.

Jeanie McMahan, Administrative Services Officer in Technology and Cognition, received the Professional Development Committee Award from the Council for Children with Behavioral Disorders at the annual national conference.

James Morrow, Regents Professor in Kinesiology, Health Promotion, and Recreation, won the AAHPERD Research Consortium's 2005 Research Writing award.

Derrick Paladino, Assistant Professor of Counseling, Development, and Higher Education, received the Dedicated Leadership and Service Award from the American College Counseling Association.

Dee Ray, Assistant Professor of Counseling, Development, and Higher Education, received the Texas Counseling Association's Distinguished Service Award.

Denise Stansel, Administrative Services Officer in Teacher Education and Administration, received the Lifetime Achievement Award from the Ryan High School Band Booster's organization.

Tandra Tyler-Wood, Associate Professor in Technology and Cognition, won both the Outstanding Paper Award and the Distinguished Paper Award at the American Educational Research Association's annual meeting.

Part II: Narrative

The narrative includes two sections. The first highlights College of Education accomplishments and links them to the College Academic Plan and the University Strategic Plan. The second provides an overview of planning and assessment processes in the College over the past decade with an emphasis on planning and assessment undertaken in 2005.

A. Accomplishments in the College of Education–Academic Plan and Strategic Plan

A. 1. COE Academic Plan Themes

In November 2005, the College of Education identified three themes that will guide planning for the next five years. These interdisciplinary themes cross program and departmental lines and may involve faculty from across the University of North Texas System. The themes are PK-16 Teaching, Learning, and Technology; Physical Activity, Wellness, and Health Studies; and Human Life-Span Studies and Services. These themes allow the college to build on existing strengths and respond to emerging needs in the service area and beyond.

PK-16 Teaching, Learning, and Technology

Science, Technology, Engineering, and Mathematics (STEM)

College of Education STEM initiatives in 2005 emphasized professional development for Texas teachers through new and continuing Teacher Quality grants from the Texas Coordinating Board for Higher Education. These grants address the need to increase academic achievement of all students by helping school systems ensure that all teachers are highly qualified to teach. Nationally, this program funds partnerships that include schools and colleges of education, colleges of arts and sciences, and high-need school systems. At UNT, these grants supported staff development to improve Pre-K-12 teaching in the STEM areas. The funds also support development of new instructional approaches and materials and participant tuition costs, where applicable. Teacher Quality activities included:

- Four separate awards to the Texas Center for Educational Technology (TCET) to improve instruction in mathematics and science. Through these grants, teachers in several parts of the state learned how to use technology to improve teaching and learning.
- Faculty in Teacher Education continued three eighth-grade science institutes funded through a Teacher Quality grant that began in the Summer of 2004.
- Teacher Education received a new award for work with teachers in development of Algebraic Thinking.
- Enhancing geographic education through technology, Grades 6-12.

In 2005, faculty in Computer Education and Cognitive Systems (CECS) and Teacher Education built on earlier initiatives focused on using technology to improve Pre-K-12 education. In addition to the Teacher Quality grants, TCET received a National Science Foundation grant that focuses on recruitment and educational opportunities for girls in STEM. This is a national initiative and TCET has partners in several states. Intel Foundation funded TCET for “Teach to the Future 2005,” and Verizon Foundation supported an initiative to use technology to improve literacy for special populations.

In 2005, CECS faculty and TCET staff began work on the creation of a Center for STEM efforts at UNT that will expand efforts beyond staff development for public school teachers. Their efforts led to a TCET collaborative proposal, with Provost Howard Johnson as Principal Investigator, that was submitted to the Texas Education Agency. UNT partners in the proposed center include faculty from the College of Engineering and

the College of Arts and Sciences. Some of the external partners include: The University of Texas at Arlington, Fort Worth ISD, Irving ISD, Region 10 Education Service Center, Region 11 Education Service Center, Verizon, and the Fort Worth Museum of Science.

The Science and Mathematics Teacher Academy (SAM), managed in partnership with Paul Quinn College, focuses on improving mathematics and science instruction for fifth- and sixth-grade students in South Dallas. The Regional Collaborative for Excellence in Science Teaching funded a graduate course, Physics for Teachers, and the Texas Commission of Environmental Quality supported a graduate course in environmental education.

Undergraduate preparation for science teachers at UNT was supported through the Robert Noyce Program of the National Science Foundation. The five-year award provides approximately \$100,000 annually and will provide scholarship support to future science teachers.

High School Reform Initiatives

Improvement of secondary schools is emerging as a national reform initiative. Communities Foundation of Texas/Texas High Schools Project is supporting two projects that will improve secondary education. The Early College High School project, which involves faculty from COE Higher Education and Teacher Education programs, planned for an innovative high school program targeting students at risk of not graduating. The program partners with school districts and community colleges to offer these students a program that accelerates their education as they attend classes on a community college

campus and combines the last two years of high school with the first two years of college. Those who complete the program will receive a high school diploma and an associate of arts degree. Three early college high schools will be implemented. The program awarded UNT a grant to prepare teachers to become effective secondary principals in urban school districts. The program requires collaboration between the colleges of education and business in delivery of instruction. UNT's grant will prepare professionals from Dallas ISD and Fort Worth ISD.

In 2005, Teacher Education faculty applied for a planning grant from the Sid Richardson Foundation that was awarded in 2006. This "Teachers for a New Era" project is a collaborative with the College of Education at the University of Texas at Arlington to prepare highly-qualified high school teachers with skills and knowledge to be teacher leaders. The planning grant allows the collaborative to develop a major proposal to participate in the Carnegie Corporation Teachers for a New Era program. This national initiative is designed to stimulate construction of excellent teacher education programs at selected colleges and universities. Success will require radical change in allocation of resources, academic organization, criteria for evaluating participating faculty, internal accountability measures, and relationships with practicing schools. At the conclusion of the project, the selected institutions should be regarded by the nation as administering the best programs possible for the standard primary route to employment as a beginning professional teacher. The UNT initiative emphasizes preparation of secondary teachers.

In 2005, the College joined the Center for Research, Evaluation, and Advancement of Teacher Education (CREATE), a consortium of major universities in Texas focused on

improving research on student outcomes and teacher education program quality. CREATE staff met with interested College of Education faculty, and faculty attended a CREATE workshop on Assessing Learner Outcomes. CREATE funded a teacher education initiative examining the evaluation of teacher education candidates.

Literacy

Literacy continues to be a national and statewide concern and a major focus for teacher education faculty. A group of teacher education faculty are forming a center of excellence focusing on the teaching of reading and writing. Their efforts include professional development of educators in the region, conducting research on literacy, and publishing the results. The North Star of Texas Writing Project, a site of the National Writing Project (NSTWP), has been continuously funded since 2002. NSTWP sponsors events and professional development activities to enhance writing instruction throughout the Dallas-Fort Worth Metroplex and North Texas area. Participants include teacher consultants, teachers attending the in-service workshops, and beginning teachers searching for support from experienced writing teachers. Project goals include the development of a vibrant learning community among literacy teachers and teacher researchers and expansion of use of theoretically sound, research-based writing instruction in K-16 classrooms in North central Texas.

New literacy learning opportunities for undergraduates were created. The Reading faculty sponsor the Texas Association for the Improvement of Reading (TAIR) conference. This meeting provides an opportunity for current teacher education students interested in

literacy to learn from experienced teachers in area school systems. “Earning by Learning,” summer literacy program at the UNT Dallas campus, enabled teacher education students to apply the knowledge and skills learned in the classroom by working with children who needed additional tutoring.

Supported by a grant from the North Texas Futures Fund, five faculty coordinated a doctoral seminar which reviewed literature and produced a report of research-based practices appropriate for literacy development of English language learners in Dallas-Fort Worth area schools. Faculty serve as editors and board members of literacy-related journals, including *English in Texas*; *Language Arts*; *Reading Research and Instruction*; the National Reading Conference yearbooks; and the *United States Board on Books for Young People (USBBY) Newsletter*. *English in Texas*, edited by two Teacher Education faculty, was recognized by the National Council of Teachers of English with the Outstanding State Journal Award in 2005. Individual research was published in the *Journal of Literacy Research*, a top-tier journal, and in *The Reading Teacher*, the premier journal of the International Reading Association with a circulation of 65,000.

Addressing the Needs of Diverse Students

Population change in Texas and nationally has created a need for teachers prepared to work with English language learners. To meet this need, the College of Education Teacher Certification program in Bilingual/ESL Education continues to grow. In December 2005, 31 undergraduate students graduated, and 23 more graduated in Spring 2006. Almost 60% of the graduates had received funding through Title III or from the state

Alonzo Scholars program. Additional scholarship funding was awarded by the Sid Richardson Foundation. All bilingual-certified graduates received job offers from school districts by the time of graduation.

In 2005, the Texas Higher Education Coordinating Board approved UNT's post-baccalaureate Bilingual/ESL program for initial certification. This program is offered at the Denton and the UNT Dallas campuses. Students in this program are eligible for U.S. Department of Education scholarships of \$3,000/year in a program administered by the Intra-Cultural Development Research Association (IDRA).

The Sid Richardson Foundation funds the Summer Academy for Future Bilingual Education teachers. This program provides an opportunity for bilingual high school students interested in teaching to explore higher education. In 2005, 25 high school students attended the three-day academy which included orientation about admission to the university and to teacher education, information about campus life, a tour of the campus, and some teacher training. This academy is one of many efforts to develop a strong network among UNT and area school districts to recruit seniors into teacher education.

In a departmental retreat in 2005, the Department of Teacher Education and Administration identified the need to enable all faculty to support efforts to help our students work effectively with English-language learners. This goal was supported through several activities. Faculty participated in two one-day meetings featuring presentations on multicultural education and English-language learners. Another initiative was to increase faculty fluency in Spanish. Planning for language acquisition activities in 2005 resulted in five Teacher Education and Administration faculty spending Maymester in an intensive

Spanish-language immersion program at the International University of Cuernavaca (México). Another initiative is building relationships with education faculty in Latin America. In 2005, an agreement was completed that brought a Latin American scholar to UNT. The visiting scholar from the faculty of the Universidad de Concepcion in Chile spent March 2006 on campus where he met with individual faculty, conducted research, and made two public presentations to UNT faculty and students. In 2005, the second annual Texas-Jalisco Conference of Education is a result of an ongoing research collaborative between faculty at UNT and in the state of Jalisco (México). Research presentations in Spanish and in English were attended by faculty and students.

Physical Activity, Wellness, Health Services

The College of Education has identified the broad area of Health Behavioral Research where current faculty members' skills and research interests are likely to match current federal research funding initiatives. The increased interest in physical activity epidemiological research is evidenced by the many federal requests for proposals and program announcements that have been generated by the National Institutes of Health and the U.S. Centers for Disease Control and Prevention.

New Doctoral Program in Physical Activity and Epidemiology

In 2005, the Department of Kinesiology, Health Promotion, and Recreation (KHPR) received planning approval to develop a Ph.D. in Physical Activity and Epidemiology, a highly-focused degree that does not duplicate other programs in the state and addresses a national-funding priority. Physical activity epidemiology investigates how

physical activity and health behaviors can control and prevent diseases (cancer, heart disease, diabetes, etc.) affecting large numbers of people. To do this, physical activity epidemiologists use a variety of research designs and statistical analyses, which include clinical trials and field investigations, and complex laboratory techniques to investigate the cause of a disease, its distribution (geographic, ecological, and ethnic), method of spread, and measures for control and prevention.

The new doctoral degree will help UNT take advantage of federal research funding initiatives. National concern with trends in obesity, especially childhood obesity, diabetes, osteoporosis and other health issues in an aging population, and health disparities among ethnic groups has led to recognition of a need for federally funded research on effects of physical activity. The increased interest in physical activity epidemiological research is evidenced by the many federal requests for proposals and program announcements from the National Institutes for Health and the U. S. Centers for Disease Control and Prevention. The doctoral program, which will focus the work of a strong current faculty and bring new research faculty and doctoral students to UNT, builds on KHPR strengths and will increase scholarly productivity in top-tier publications.

The Ph.D. program in Physical Activity Epidemiology will involve collaborations among the UNT Department of Kinesiology, Health Promotion and Recreation (KHPR) at the Denton campus; the UNT Health Science Center in Fort Worth (UNTHSC; Master of Public Health degree with a concentration in Epidemiology); and The Cooper Institute (a non-profit research and education center dedicated to advancing the understanding of the

relationship between living habits and health, and to providing leadership in implementing these concepts to enhance the physical and emotional well-being of individuals) in Dallas.

The degree is interdisciplinary, and students will take courses in the discipline of physical activity/kinesiology (e.g., exercise physiology, exercise psychology, motor control, cardiovascular regulation); biostatistics; and epidemiology. They will take classes on the UNT Denton campus and UNT Health Science Center in Fort Worth and have internships at The Cooper Institute. Internship opportunities at other national or regional research agencies (e.g., Centers for Disease Control and Prevention, The University of Texas Southwestern Medical Center at Dallas) will also be considered. In other words, the Ph.D. program in Physical Activity Epidemiology would be a collaborative partnership between UNT campuses and outside organizations and agencies.

In 2005, KHPR received approval to initiate a search for a faculty member at the associate professor/full professor rank under Workload Option III. The search is active but, to date, the faculty member has not been hired. In addition, the College Executive Committee committed \$50,000 in HEAF funds to upgrade research equipment in the Exercise Physiology Laboratory in order to conduct basic and applied research on health-related issues. Planning continues to identify the details of the collaboration among the UNT partners, the School of Public Health at the UNTHSC, and the Cooper Institute.

Human Life-Span Studies and Services

The Human Life-Span Studies and Services theme builds on strengths in several college programs. Beginning Fall semester 2005, a task force began planning a new

Department of Educational Psychology which will draw faculty from current programs in Development and Family Studies, Computer Education and Cognitive Systems, Educational Research, Special Education, and School Psychology. The study of psychology relates to examination of behavior, cognition, and emotion, while educational psychology is the study of these phenomena in educational settings. Educational psychology encompasses the research agendas of a core group of approximately 17 faculty.

The department will focus its efforts on some unified research themes in order to (a) consistently develop scholarship that is recognized externally, (b) efficiently utilize resources to facilitate research, and (c) strategically pursue external funding. To date, the planning group has done some preliminary thinking regarding a research theme (with multiple agenda applications) that has *strong potential* for both federal funding and national recognition. This theme is proposed to focus on rigorous evaluation of intervention-based research (often with special populations) contributing to an “educational effectiveness initiative,” a concept that focuses on outcome evaluation in educational settings and which can be used for national promotion purposes.

This framework can be applied with varied populations and settings and can be conceived as building resiliency across multiple domains. This theme is consistent with current federal policy as reflected in recent legislation such as the No Child Left Behind Act of 2001 and the Education Sciences Reform Act of 2002, as well as policy reflected in reports such as the National Research Council’s *Scientific Research in Education*. This theme will be founded on empirical, scientifically-based research.

Beginning in 2005 and continuing Spring 2006, a faculty committee identified the core faculty, common research themes, and a plan to consolidate graduate degrees. The College Executive Committee now is considering how to implement the new department and how its creation will impact the overall College of Education organizational structure.

A. 2. UNT Strategic Plan

In addition to the COE Academic Plan, College of Education units continue efforts in support of the UNT Strategic Plan.

Strategic Goal 1: Excellence in Student-Centered Education

Student Advising Office

The Student Advising Office supports Strategic Goal 1: Excellence in Student-Centered Education in its activities, and has addressed Goal 4: Improved Institutional Effectiveness in its practices and procedures. The Student Advising Office (SAO) supports the University of North Texas and the College of Education by providing developmental academic advising for undergraduate students who will become school leaders as well as other human-service professionals. The specific mission is to assist students in the development of academic plans in accordance with their life goals in a way that genuinely engages students in their academic careers and helps them synthesize their personal and academic lives. SAO works to empower students; promote collaboration; enhance diversity of thought, ideas, and methods of dissemination; and increase graduation rates.

TEExES

A unit within SAO, the Texas Examination of Educator Standards (testing) Office (TAO), manages the state educator certification testing process for UNT students. This involves administering practice tests over 75 separate practice-test sessions, scoring and reporting practice-test data to departments, processing 3,545 bar codes needed for students to register for testing, and reporting student performance data to departments. In 2005, the SAO/TAO had over 47,000 student interactions ranging from office appointments to telephone calls. The office also administered 60 graduate admissions examinations, 57 doctoral written qualifying examinations, and 8 statistics examinations for doctoral students.

Throughout 2005, SAO/TAO made continuous improvement in communications and data management that increased efficiency and effectiveness of student services. The SAO web page was redesigned to increase accessibility and ease of use and to allow more interaction between students and staff. SAO revised elementary and middle school education transfer guides and student handouts and added them to the web site for easy student access. Staff regularly update content of all official materials to assure accuracy and timeliness. SAO staff continued to use technology to improve efficiency and effectiveness. Accomplishments included the development of a new data base to track course substitutions, modification of existing data bases, and staff training in modifying Darwin data base. As a result, staff can use the data bases and Darwin efficiently to access information and manage records. The TAO designed a secure, paperless system for

electronic data transmission to students and department heads. This efficient process also allows staff to collect information in an internal data base.

The TAO staff developed a more effective procedure to enter student records into the state Accountability System for Educator Preparation (ASEP). As state accreditation of educator preparation programs rests on student performance on state examinations, it is crucial that all student data used to assess UNT programs are accurate. A related task is working with the State Board of Educator Certification to resolve questions and computer processing problems associated with new reports required of universities.

The SAO is the key unit in the College for outreach to other parts of UNT related to advising and undergraduate recruiting. The SAO has 14 FTE staff including a director, half time assistant director, 10 advisors, and 2.5 administrative staff. In 2005, SAO represented the College at UNT-sponsored outreach activities including eight Eagles Landings, Preview Day, NT Scholars Day, UNT orientations, UNT Dallas orientations, and Transfer Connections. Staff helped recruit high school students by making presentations to 400 TAFE future teachers and 60 Ready-Set-Teach students.

SAO advisors continue to develop as professionals. A 2005 milestone was the submission of two proposals by SAO advisor teams which were accepted for presentation at the state and regional National Academic Advising (NACADA) conferences. The SAO Director also presented at the 2005 National Association of Student Affairs Administrators in Higher Education (NASPA) conference and had a proposal accepted for the 2006 conference.

Strategic Goal 2: Increased Research, Scholarship, and Creative Activity

In 2005, faculty and staff in the College of Education were awarded \$7,402,169 in external contracts and grants, approximately \$80,000 less than in 2004. External funds in the College of Education constituted 28.3% of all UNT awards in 2005 compared with 30% in 2004. The College of Education receives more external funding than any other school or college at UNT.

In 2005, the College took steps to change the mix of external funds from contracts and awards supporting training and professional development to awards supporting research. Dr. Jon Williamson was hired as Associate Dean for Research and Professional Development. Dr. Williamson, a professor in Kinesiology, Health Promotion, and Recreation, was recruited from a position as professor at the University of Texas Southwestern Medical Center at Dallas where he also served as Director of the Division of Healthcare Education and Research and Assistant Dean for Research in the Allied Health Sciences School. Dr. Williamson's extensive research and publication record and experiences with grants from the National Institutes of Health (NIH) provide the appropriate expertise to help faculty seeking NIH and National Science Foundation funding to support their research.

The Center for Interdisciplinary Research and Analysis, consisting of a full-time director in 2005 and part-time graduate assistants, was established to improve the quality of research design and statistical analysis in COE dissertations and to provide expertise in statistical analysis to improve faculty research. Beginning in 2005 and continuing into

2006, Dr. Williamson began planning for the reorganization of this unit so that it can continue to provide support for doctoral student and faculty research.

Several initiatives supported student research. The College continued the Outstanding Thesis and Outstanding Dissertation awards. These awards recognize outstanding student contributions and faculty mentoring. The submission and review process also raises general awareness of criteria for excellent research and knowledge of good research that graduate students are doing.

The Fifth Education Research Exchange gave faculty and graduate students an opportunity to present and discuss their research. This mini-conference is sponsored by the College of Education for the purpose of providing an opportunity for faculty and students to share research in a collegial atmosphere, to become more familiar with a conference atmosphere, and to become more comfortable in presenting research.

The Developing Scholars program identifies five undergraduate students who are given some tuition support to participate in a program where they work with a faculty mentor on a research project. The program also provides students some training on preparation of poster presentations and preparation for graduate school. In the past, faculty and their developing scholar mentees have presented the results of their research at national professional conferences and, in some cases, have published the results.

The COE Diversity Scholar program provides mentoring and support for five doctoral students who also serve as part-time lecturers in their programs. The purpose of this program is to increase the diversity of UNT graduate students, increase diversity in undergraduate instruction, and to increase the diversity of the pool of higher education

faculty. In 2005, the scholars worked with a faculty mentor on research projects, met once a semester with faculty to discuss research on faculty expectations, and traveled to professional conferences.

Strategic Goal 3: Enhancing Institutional Reputation, Community Engagement, and Advancement

Development and External Relations Office

In 2005, the College implemented the Development and External Relations Office (DERO) as a collaborative venture between the Dean and the UNT Development Office. This new office combines staff shared with the UNT Office of Development, a reassigned staff position from another unit, and existing positions, and the office reports directly to the Dean. Its external relations responsibilities include alumni relations, publishing the annual *College of Education News Magazine*, donor relations, and fund raising.

This office conducted the Third Annual “Education: The Key to Success for North Texans” luncheon in November. This annual luncheon is an opportunity for representatives from public school districts, community colleges, and private corporations in the area to come together to celebrate education and hear a nationally prominent speaker. This year’s keynote speaker was Assistant Secretary of Education, Tom Luce, who has played an important role in education reform since working with Ross Perot on the Select Committee on Public Education which initiated major changes in the 1980s. Clarice Tinsley, a long-time Metroplex newscaster on KDFW Fox 4, served as the celebrity emcee.

This event raised approximately \$35,000 for scholarships and enhanced UNT’s visibility as a resource in public education.

The office also supervised the COE portion of the biannual phone-a-thons which generated pledges in excess of \$43,000. Fall pledges were \$19,333, and spring pledges were \$24,323.

Donor recognition in 2005 included the publication of the annual *College of Education News Magazine*, the annual Wall of Honor and General COE Scholarship reception, and the College’s “thank you note program.” The COE magazine provided alumni, donors, faculty, staff, potential donors, and retirees with updates on the successes of the College and highlighted the departments, centers, and clinics in the College. A comprehensive listing of donations and research grants received during the year was included in the publication. The Wall of Honor reception allowed donors and scholarship recipients to meet, as well as for the Dean and faculty to express their appreciation to the donors. The thank-you program was updated to provide additional recognition for repeat donors, regardless of level of contribution.

As a result of these efforts, giving increased significantly to \$2,279,613. The following table shows the history of growth of giving to the College over the past six years.

2000	2001	2002	2003	2004	2005
\$1,777,208	\$1,109,829	\$444,455	\$701,590	\$1,159,246	\$2,279,613

The largest portion of these funds has been allocated for student scholarships. However, major donations in the past continue to support research and other contributions from the three endowed chairs.

Advisory Board

In 2005, the College assessed the External Advisory Board and used the feedback to conclude its operations. A new body, the COE Development Board, was created. It consists of alumni and corporate supporters who believe in the vision and mission of the College and wish to assist its efforts to become nationally ranked for program quality while creating a highly skilled, educated workforce for the state.

Notable Conferences and Events

Traditionally COE sponsors conferences and other public events that raise the College's visibility as an intellectual resource to our many publics. Examples of 2005 events not described elsewhere in this report and their sponsors are listed below.

- The Center for Parent Education—the 13th annual conference on Parent Education, February 2005.
- Educational Administration—K-12 School Law Conference, March 2005.
- Curriculum and Instruction—Second Texas-Jalisco (México) Educational Conference, December 2005.
- 2005 Summer Institute: Parent Leadership, July 2005, sponsored by the COE Center for Parent Education and Dallas ISD—Parent Involvement.
- Counseling—Play Therapy Conference.

- College of Education–Developing Scholars Poster Session, April 2005, showcasing the research of five Developing Scholars.
- COE and the Division of Equity and Diversity–Community forum and student/faculty research presentation with Gloria Ladson-Billings, February 2005.
- Educational Administration–Assistant Principals’ Conference.
- Educational Administration–School Boards Workshop.
- Bilingual Education–Symposium on Second-Language Acquisition and Diversity.
- Counseling–Counseling Conference.
- Velma Schmidt Endowed Chair–Velma Schmidt Conference on Early Childhood Education.
- Higher Education Law Conference

Strategic Goal 4: Improved Institutional Effectiveness

Efforts to increase grants and gifts and the Student Advising Office work to increase effectiveness and efficiency have been described earlier in this report. To strengthen faculty development, recognition and reward systems, Dr. Williamson took leadership in developing a document to clarify faculty workload and evaluation guidelines and procedures beginning in 2005. These guidelines are a structure to provide support and recognition to faculty efforts to publish in top-tier journals and secure research grants. Draft guidelines are being circulated and will be addressed collegewide in the Fall. A

related effort will work with all program areas to identify and secure agreement on the list of top-tier journals in each academic area. In 2005, Dr. Williamson held a promotion and tenure workshop for untenured faculty, and in Spring 2006, he continued by meeting with associate professors to discuss expectations and procedures for promotion to professor.

B. Planning, Goal Setting, and Assessment

The College of Education traditionally has engaged in planning and goal setting. In some cases this has been linked with University efforts, and in others it has been independent. In 2001, the College began an extensive strategic planning process. A committee representing the Executive Committee and the Faculty Assembly Committee led the planning process. Steps included alignment with the UNT Strategic plan, an assessment of changes in the external environment, and consideration of the strengths and weaknesses within the College. The group developed a vision and mission statement that was reviewed by the Executive Committee and adopted in December 2001. The following year, the Executive Committee approved six planning initiatives for 2003-2008. They were:

1. Provide relevant, high-quality, accessible academic programs that address regional and national needs, meet national and state accreditation standards, and lead to national recognition.
2. Increase the College of Education's generation of semester credit hours through effective recruitment and retention.

3. Determine the academic programs that have the potential to obtain external research grants and provide support for seeking and managing grants.
4. Determine the role and scope of teacher preparation programs at the University of North Texas.
5. Continue to integrate technology throughout the College so that graduates can use the latest technologies in their fields and faculty can use technology effectively in teaching and research.
6. Revise the College of Education merit process to reward faculty efforts toward achieving the vision and mission and implementing the initiatives.

In 2003, individual departments, and in some cases individual programs, and college committees developed their own action plans to achieve the College initiatives. Annually, at the spring semester faculty meeting, the dean and associate deans reported to the faculty and staff on progress toward those goals. In 2004, program coordinators formally reviewed their progress to achieving the goals in the plan.

In 2004 and 2005, the College added or revised planning to participate in University planning and assessment initiatives. The UNT initiatives included the outcome-based structure for assessing all degree programs and the development of a College Academic Plan.

Institutional Effectiveness Assessments and Program Evaluation

The first was the assessment of degree programs and non-academic units as part of the UNT Institutional Effectiveness initiatives. In the past, while all programs assessed

their students and made changes to improve curriculum, individual courses, and instructional strategies, assessment of most degree programs in the College was not systematic. The UNT Institutional Effectiveness Assessment plans provided a framework for systemic planning and assessment of the degree programs. In 2004, the College held orientation and training sessions for program coordinators and other faculty who would take leadership in implementing the assessment of their degrees. The Associate Vice President for Planning introduced the new system, then College staff explained the processes and time line. The planning framework required each degree program to articulate its mission and link it to the UNT mission and goals; identify specific, measurable student learning outcomes; select and explain appropriate tools to measure student learning; use those instruments to collect student performance data, analyze the results, and, as a group, use that data to identify changes in curriculum, course content, policies, instructional strategies, and student assessment.

By 2005, all degree programs had gone through the assessment cycle twice. As faculty learned about the process, they revised or refined student learning outcomes and identified new assessment tools for their degree programs. In the College, the student learning outcomes often are shaped by external accrediting bodies. UNT's Educator Preparation program is accredited by the National Council for Accreditation of Teacher Education (NCATE). As part of the accreditation process, individual degrees are reviewed and approved by the academic area specialist professional associations (SPAS), and the SPAS typically specify the knowledge and skills that must be taught, and they often specify an assessment process as well. In addition, the State of Texas has identified skills and

knowledge in competency areas that students must know in order to be certified to practice in the state's public school systems. Other areas have student learning outcomes linked to the requirements of national tests. Degree programs also identified other student learning outcomes. Student learning outcomes are measured by many tools, including: In-class assignments; examinations; review of portfolios that include student work samples; clinical supervisor assessment of performance in internships, practica, and student teaching; faculty judgment of quality of theses and dissertations; student self-assessments of their knowledge of competency areas or their confidence in using skills learned in the program; and performance on standardized state certification examinations. The challenge for most programs was to move from the individual assessment of students to compiling and analyzing the group data to determine overall program effectiveness. Each year academic programs are becoming more sophisticated in thinking about student learning outcomes, identifying appropriate criteria and measures, and analyzing the data.

The State of Texas assesses every organization that prepares educators to work in public schools by examining summary data on individual student performance on the Texas Examination of Educator Standards (TExES) tests. Aggregate student performance as well as performance by sub groups determines state accreditation. UNT's 2005 pass rate for all test takers and for males and females was 99%. The high passing rates for African American students (97%), Hispanic students (98%), "Other" (99%), and White (99%) students are evidence of the effectiveness of faculty planning and assessment in educator preparation programs. Students in therapeutic recreation may take a national examination for certification. In 2005, UNT students had a 100% pass rate on this examination. Again,

this performance shows the results of faculty efforts to assure that the program prepares students with the knowledge and skills expected by the profession.

Additionally, degree programs continue to use other assessments where reviewers do not focus specifically on student learning outcome data but on whether the outcomes themselves are appropriate for professional positions and careers in the field. Periodically many programs have been reviewed by external groups that include representatives of the institutions that will hire program graduates. Typically these boards are made up of administrators from area school districts and community colleges, personnel directors from area corporations, and program graduates. They offer input on needed curriculum, faculty qualifications, structure of internships and practica, as well as mentoring and advising.

Academic Plan

In 2005, the College initiated the planning process for the Academic Plan. The College Academic Plan was developed to align with the UNT Academic Plan. In addition to the collegewide plan, 11 individual programs developed plans. A representative committee oversaw the initial planning process and reviewed departmental and program plans to offer feedback for improvement. The College plan focused on gaining national recognition for the quality of academic programs and faculty research. It identified three cross-departmental themes that provide a framework for advancement toward national and international recognition. They are: Pre-K-16 Teaching, Learning, and Technology; Physical Activity, Wellness, and Health Studies; and Human Life-Span Studies and Services. Specific goals include: Increasing external funding, especially federal research

dollars; increasing scholarly productivity, especially the number of top-tier publications; increase efficiency and quality in instruction; refocus graduate recruitment and scholarship toward full-time, research-oriented students; measure and promote excellence in teaching; and continue trends toward greater minority enrollment, retention, and graduation rates. To date, the details of the College Academic Plan are being finalized. Targets and milestones have been established, and the plan will step out the processes for evaluating progress and allocating resources to support approved activities.