

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

In this section, information will be provided to demonstrate that the College of Education at Butler University has the leadership, authority, budget, personnel, facilities and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. The College of Education is one of five colleges within the university. The other colleges include the College of Liberal Arts and Sciences, the College of Business Administration, the College of Pharmacy and Health Sciences and the Jordan College of Fine Arts. The College of Education is housed in Jordan Hall, along with most of the departments of the College of Liberal Arts and Sciences and the offices of the central administration. The College of Education has a series of individual observation rooms in Jordan Hall Room 246 that are used by the graduate program in the College for counseling. These rooms include video recording and playback capabilities. The rooms were completely refurbished since the last NCATE accreditation visit, and meet the Council for the Accreditation of Counseling and Related Educational Programs standards. Of course, most College of Education "laboratory" work is not done on campus, but rather at one of the many K-12 schools where Butler sends its students for internship and training activities.

The College of Education at Butler University is dedicated to preparing outstanding teachers, administrators, and school counselors. At a time when colleges of education have never been more closely scrutinized for the way they prepare students for careers in education-related fields, Butler University has remained resolute in its commitment to providing comprehensive and extended learning opportunities for our students in a caring and person-centered environment.

A special feature of our teacher preparation programs involves an early introduction to the profession of teaching. Students are encouraged and provided with the opportunity to explore teaching as early as the freshman year to ensure that this career path is a good match for their interests and talents. Butler's professional school partnerships provide the student with additional opportunities for working with practicing teachers to further expand their knowledge and experience base. Individuals interested in pursuing graduate degrees are offered the opportunity to study in the areas of educational administration, school counseling, and effective teaching.

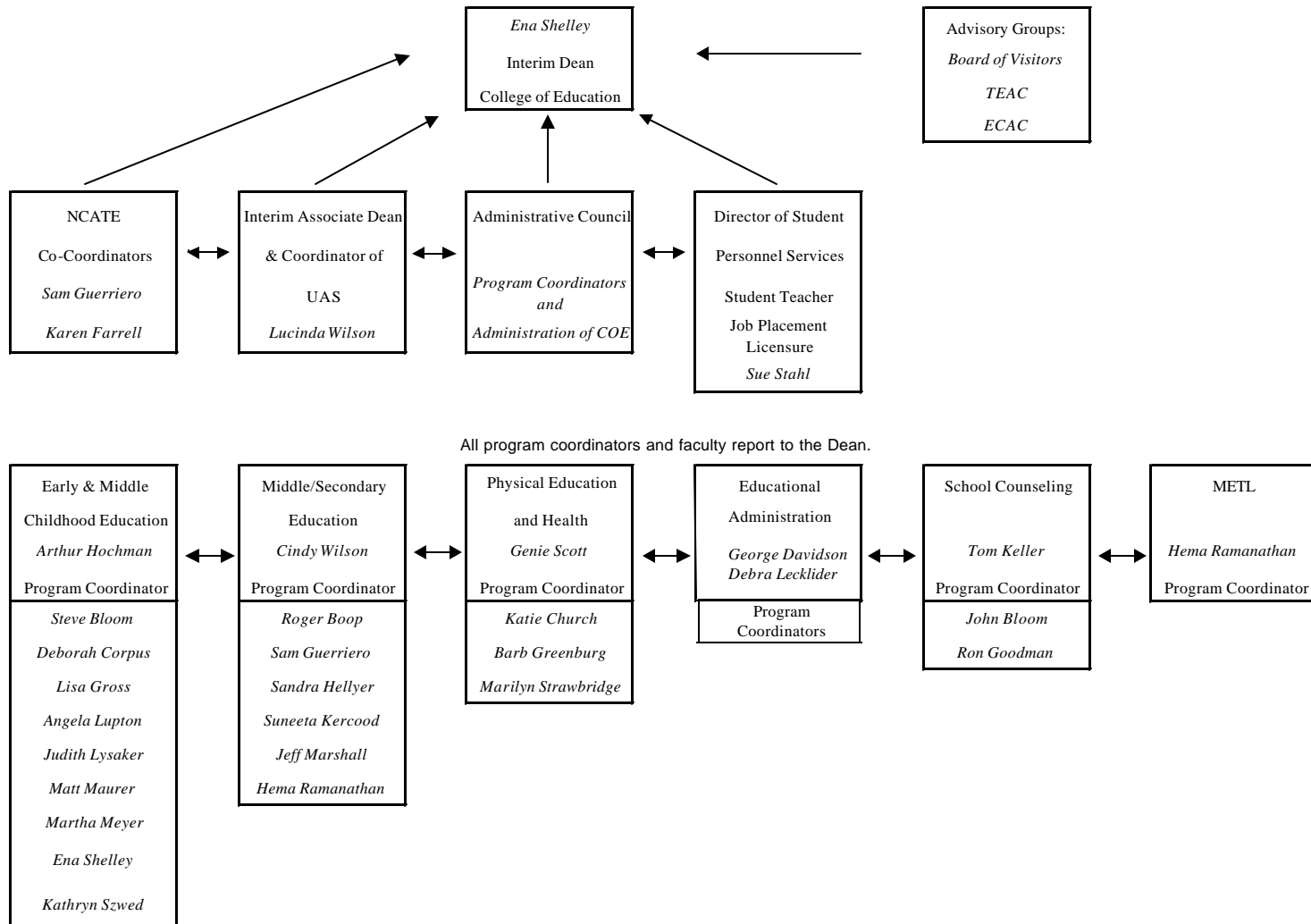
Unit Leadership and Authority

The administrative responsibility and authority in the College of Education at Butler University resides with the Interim Dean, Dr. Ena Shelley, Interim Associate Dean, Dr. Cindy Wilson, and Administrative Council, whose members are coordinators and directors of the various programs and offices in the unit (Figure 2). The Executive

Committee of the College, Chaired by Dr. Arthur Hochman is responsible for setting the agenda for Faculty Assembly, which meets once per month during the academic year. Within the configuration of Faculty Assembly exist the various standing committees of the College.

The chief executive and administrative officer for the College of Education is the dean, who is a tenured full professor in the College. The dean reports directly to the Provost and Vice-President for Academic Affairs and serves as a member of Dean's Council, Academic Council, University Cabinet, and Dean's Campaign Group with the President and Director of Development. The dean is responsible for the overall administration of the College of Education, budgetary planning, management and accountability, recruitment, retention, and evaluation of faculty and staff, and has oversight of all curricular and extracurricular programming conducted in the College. In addition, the dean is responsible for the procurement of additional resources through development and fundraising activities, as prescribed by university administration.

Figure 2. Administration Organization Chart - 2004
 College of Education
 Butler University



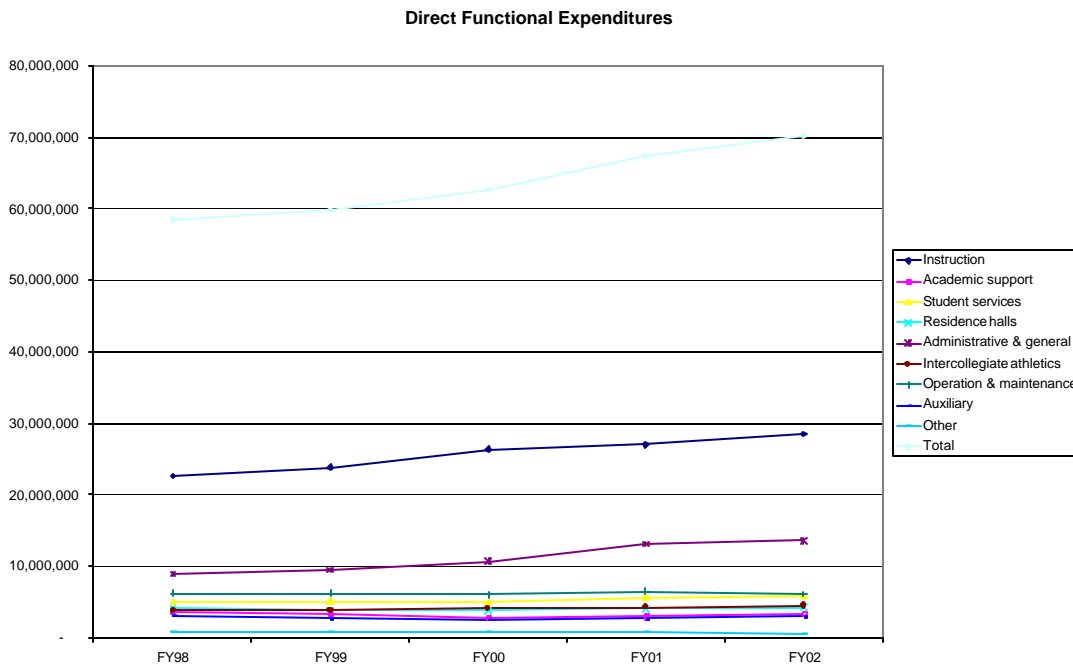
Unit Budget

The College of Education at Butler University is allocated budgetary resources proportional to the enrollment of the College and number of full time equivalent faculty and staff.

One measure of an organization's commitments and priorities is how it spends, and plans to spend, financial resources. For a university this can be quickly measured by reviewing the historical trend of direct functional expenditures on its annual audited financial statements, and reviewing the university's methodology for allocating financial resources for the future.

A review of Butler University's historical trends of direct functional expenditures included analysis of expenditures and percent allocation by functional category. A five-year history of direct functional expenditures is shown in the following figure (From NCA Report):

Figure 3.

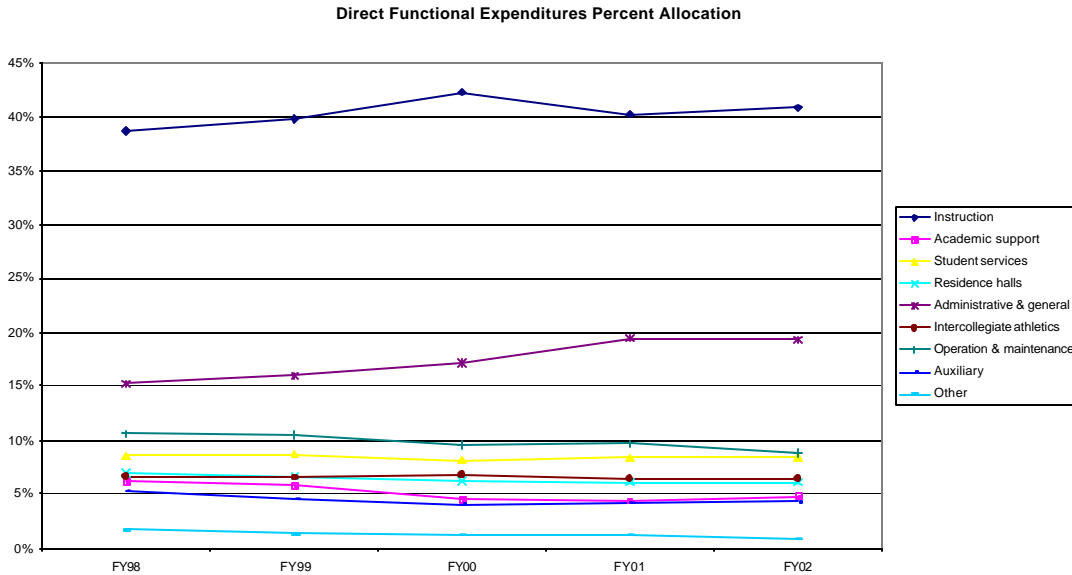


A significant portion of expenditures is focused in the teaching and learning functional categories of instruction, academic support, and student support. Total FTE enrollments grew 10% over the period illustrated from 3,625 to 3,984. Total expenditures grew 20% over the period from \$58.6 million to \$70.1 million. Overall expenditure growth appears reasonable, given the growth of FTE enrollments, and the efforts of the University to control expenditures over the period. Instruction, student services, and intercollegiate athletic expenditures experienced similar growth to total expenditure growth. Academic support expenditures declined 9% due to a major foundation grant ending by the end of fiscal year 1999. As the grant was closed, operating expenses that were continued were primarily reclassified to instruction expenditures. This explains the significant increase

in instruction expenditures between fiscal years 1999 and 2000. Residence Hall expenditures increased only 6.0% due to a favorable food service contract change. Administrative & general expenditures increased by 52% due to significant increases in technology costs, fundraising staff, and tuition remission benefit costs. Increases in technology costs were driven by an administrative software change to PeopleSoft. Operation & Maintenance expenditures declined one percent 1.0% due to budget reductions, favorable utility costs, and restructuring of the Jordan Hall operating lease. Auxiliary expenditures declined 6.0% due to a reduction in Broadway productions performed at Clowes Memorial Hall. Other expenditures decreased 39% due to reclassification of expenditures to other functional categories.

A five-year history of Direct Functional Expenditures Percent Allocation is illustrated in the figure below (Also from NCA Report):

Figure 4.



Approximately 53% of annual expenditures are allocated to the teaching and learning functional categories of instruction, academic support, and student support. Factoring the explanations highlighted above, allocations have remained relatively consistent over the period.

The University’s methodology for allocating financial resources for the future is based on a roll-forward of current allocations, incorporating growth assumptions for major cost drivers. An unallocated contingency is then used in projections to address unanticipated circumstances. New allocations of financial resources are researched thoroughly prior to start-up. A multi-year plan for new allocations is developed identifying the expected financial resources needed. Once approved, the actual financial resources used are monitored and finalized before they are incorporated into long-term allocations. The current methodology for allocating financial resources for the future does little to

incorporate current and projected enrollments by program. Enrollments are currently projected at the University level in categories of freshman, transfers, and continuing. In addition, the current methodology does little to formally incorporate benchmarking with peer institutions. The University must consider formally incorporating both projections of enrollments by program and benchmarking with peer institutions into the future allocation of financial resources.

The evidence reviewed supports a pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning. The evidence further shows that the University has been able to manage the growth of expenditures during a period of enrollment growth. The University can improve assessment of financial expenditures by incorporating more detailed planning of enrollments and more formal benchmarking with peer institutions.

Financial Resources

One significant measure of a university is the strength of its financial resources. To maximize financial strength, a university must build structures and processes to monitor, manage, and control its finances. Butler University utilizes a number of structures and processes in handling its financial resources. These include the university and board governance structures, long-range financial planning, and standardized processes for annual budget preparation and control, financial reporting, procurement of goods and services, long-term investment management, and long-term debt management. The College of Education receives an annual budget allocation commensurate with its relative size in comparison with the other colleges. Since the College of Education maintains the lowest enrollment of any college on campus, its budget is less than that of the other colleges. The following table shows the budget allocation to the College of Education for the past five years.

TABLE 20. COE Budget Allocation

Account Description	1999 - 2000	2000 - 2001	2001 - 2002	2002 -2003	20003 - 2004	2004 - 2005
Audio Visual Equipment	0.00			300.00	300.00	0.00
Books						500.00
Business Reply Mail	50.00	50.00	100.00	100.00	100.00	100.00
Computer Hardware	0.00	0.00		400.00	400.00	0.00
Computer Software	1,000.00				0.00	0.00
Conference Registration & Fees	2,900.00	3,000.00	4,000.00	4,000.00	4,000.00	5,000.00
Contingency	0.00	28,079.00	1,030.00	16,125.00		0.00
Contracted Services	31,200.00	31,200.00	36,200.00	41,200.00	41,200.00	45,000.00
Copy Machine Charges	15,000.00	12,000.00	12,200.00	12,200.00	12,200.00	15,000.00
Department Head Stipend	14,701.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00
Employee Benefit Plans	86,712.00	89,119.00	100,840.34	131,875.00	157,313.63	140,350.00
Entertainment Expense	5,500.00	1,500.00	1,000.00	1,000.00	1,000.00	0.00
Facilities Management Services	0.00	0.00	250.00	250.00	250.00	
Faculty Stipends	6,500.00	8,500.00	12,000.00	16,000.00	16,000.00	18,000.00
FICA Taxes	102,337.00	119,141.00	129,964.70	124,680.33	127,037.25	128,193.00
Food & Beverages	0.00	3,000.00	4,000.00	4,000.00	4,000.00	4,000.00

Full-Time Salary	1,055,702.00	1,143,619.00	1,253,422.00	1,258,432.00	1,252,508.00	1,288,181.00
Instructional Supplies	5,000.00	5,000.00	7,671.00	7,671.00	7,671.00	2,500.00
Internal Income	-18,200.00	-8,500.00				0.00
Legal Fees	0.00	0.00	200.00	200.00	200.00	0.00
Membership Dues	5,300.00					
Miscellaneous	1,008.00	0.00			0.00	500.00
Office Supplies	6,500.00	7,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Other Fringe Benefits	0.00	10,500.00	10,500.00			
Other Professional Fee	41,300.00	41,000.00	41,000.00	25,000.00	25,000.00	25,000.00
Other Supplies	0.00			500.00	500.00	500.00
Periodicals & Subscriptions	200.00	100.00	100.00	500.00	500.00	500.00
Personal Car Use	10,500.00					
Postage - 1st Class	7,000.00	3,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Postage - Bulk Rate	250.00					
Print Shop Charges	1,500.00	1,500.00	3,000.00	3,000.00	3,000.00	1,500.00
Professional Organization Dues	0.00	5,000.00	8,500.00	8,500.00	8,500.00	8,500.00
Repairs - Equipment	100.00	100.00	300.00	300.00	300.00	150.00
Salary - Part-Time Faculty	120,175.00	126,257.00	132,000.00	141,689.00	142,080.00	149,104.00
Salary - Part-Time Prof	5,680.00					
Salary - Part-Time Staff	7,890.00	8,127.00	8,000.00	8,000.00	0.00	
Staff Full-Time Salary	236,326.00	271,531.00	307,574.00	267,899.00	271,976.00	281,986.00
Student Wagers - Reg	5,407.00	2,500.00	2,480.00	2,480.00	823.00	1,799.00
Telephone - Basic	4,200.00	4,000.00	5,500.00	5,500.00	5,500.00	5,000.00
Telephone - Long Distance	2,800.00	3,000.00	3,000.00	3,000.00	3,000.00	1,000.00
Telephone Repair & Installation	0.00	500.00	500.00	500.00	500.00	250.00
TIAA-CREF	95,902.00	115,558.00	133,307.66	128,241.67	130,266.31	135,864.00
Travel - Faculty Prof Development	16,300.00	15,000.00	18,000.00	28,500.00	28,500.00	28,500.00
UPS or FedEx	0.00	0.00	0.00	0.00	0.00	200.00
TOTALS	1,876,740.00	2,064,381.00	2,262,639.70	2,268,043.00	2,270,625.19	2,313,177.00

TABLE 21.
Workshop Revenue 1999-2004

Year	Net Profits
1999-2000	\$22,913
2000-2001	\$29,668
2001-2002	\$29,016
2002-2003	\$32,146
2003-2004	\$35,781

Funds, which are recurring, accrued from this program provide significant financial supplementation of the normal operating budget that pays for additional faculty and staff professional development. COE faculty have access to up to \$2,000 per year in funding to support travel to professional meetings and other professional development initiatives.

Financial gifts, coming to the College of Education and deposited in the “Dean’s Fund” support other activities that assist the College in the fulfillment of its mission. Currently, the Dean has access to approximately \$140,000 in discretionary funds to support faculty and staff development activities. The table below shows the College of Education share of the University budget allocation in comparison with the four other colleges:

TABLE 22.
BUTLER UNIVERSITY
COE NCATE INFORMATION
FUNDING BY COLLEGE

COLLEGE	BUDGET 2004-05		BUDGET 2003-04		BUDGET 2002-03		BUDGET 2001-02		BUDGET 2000-01		BUDGET 1999-00	
COE	2,324,957	8%	2,241,478	8%	2,238,471	9%	2,233,047	9%	2,037,095	9%	1,984,275	9%
CBA	4,287,936	15%	4,042,472	15%	3,993,834	16%	3,838,564	16%	3,689,436	16%	3,558,345	17%
COPHS	5,179,556	18%	4,712,627	18%	4,097,637	16%	3,882,900	16%	3,702,587	16%	3,296,653	15%
JCFA	5,101,280	18%	4,868,119	18%	4,760,235	19%	4,609,401	19%	4,533,332	20%	4,323,176	20%
LAS	11,213,149	40%	10,838,753	41%	10,424,737	41%	9,840,414	40%	9,275,994	40%	8,393,070	39%
	28,106,878		26,703,449		25,514,914		24,404,326		23,238,444		21,555,519	

The Vice President for Finance and the Executive Director of Financial Planning and Budget coordinate long-range financial planning. Planning requires projecting operating revenues, expenditures, and net results from operations for the next three years. These projections utilize an interactive Excel-based budget model. Operating revenue projections are broken down by the University's primary revenue sources, which include tuition and fees, room and board, income from endowment funds, other investment income, auxiliary income and other miscellaneous income. Operating expenditure projections are categorized by the University's primary functional areas: instruction, academic support, student services, residence halls, administrative and general operations, information resources, intercollegiate athletics, physical plant operations and maintenance, auxiliary, debt service, and capital expenditures.

In addition to functional category, the budget model is flexible in that it can allocate revenues and expenditures by major budget areas, such as the Office of the President, the College of Liberal Arts and Sciences, Operations, and so forth. Alternatively, revenues and expenditures can be allocated by major expense classification, such as faculty and staff salaries, employee benefits, utilities, or contracts. Projections are derived primarily by fixed schedules, projected growth (based on prior year actual results), or goals and forecasts on such variables as enrollment size, retention numbers, tuition rate, discount rate, payroll raise pools, benefit inflation and general inflation on operating expenses. The budget model is updated regularly to incorporate actual results, new items with financial impact, and revised goals and forecasts based upon current data.

Annual budget preparation and control begin with the budget model, because the model provides an ability to break down revenues and expenditures into major budget areas. Each January, budget allocations, derived from the budget model, are distributed to each of the major budget areas for detailed preparation of their respective budgets. Major budget areas receive a summary of the assumptions used to derive their allocation, and payroll/benefit information for all full-time faculty and staff in their area to assist in the preparation of their budget. Major budget areas may submit "incremental requests" for funding needs not factored into their budget allocation. Detailed budgets and incremental requests are submitted to the Executive Director of Financial Planning and Budget and the Budget Director in February for initial review, comment, and clarification. Final drafts of the detailed budgets and incremental requests are submitted to the president and vice presidents for final internal review, comment, and approval in April. The final budget is submitted to the Finance/Facilities Core Committee of the Board, then to the entire Board of Trustees, in May of each year for review and approval.

Budget control during the fiscal year is ongoing. Electronic reports comparing actual results to the projected budget are generated and distributed monthly to the major budget areas to assist them with budget monitoring and control. In December and March of each year, the Executive Director of Financial Planning and Budget and the Budget Director hold formal meetings with the major budget areas to discuss the status of their actual results in comparison to the budget, and to identify potential issues for the current fiscal, and future, years. Quarterly updates of projected annual results are prepared by the Vice

President of Finance and submitted to the Finance/Facilities Core Committee of the Board for review and discussion.

An independent auditor audits the University's annual financial statements in accordance with generally accepted auditing standards. Annual audits are also performed on the University's television station and federal grant programs. In addition, Athletics Department proceeds are audited annually, in accordance with National Collegiate Athletic Association (NCAA) guidelines. The independent auditor also certifies compliance with all covenants associated with the University's outstanding debt, and performs analysis of key financial ratios. All annual reports, compliance letters, management letter, and key financial ratio analysis are submitted to the Audit Committee and Board of Trustees in September for review and approval. The University has consistently received unqualified opinions on its annual financial statements.

The University has policies and procedures for procurement of goods and services, revised most recently in September 2002. The procurement policies direct when purchase orders and bids are required, and provide acceptable guidelines for travel and business expenses to be reimbursed by the University. All expenditure requests must include original invoices and receipts, a statement of business purpose, and evidence of appropriate authorization before payment is made.

The Investment Subcommittee of the Board, with assistance from the Vice President of Finance, has primary responsibility for management and oversight of the long-term investments of the University. The Subcommittee's responsibilities include setting investment policy, establishing asset allocation, hiring and terminating investment managers and consultants, reviewing investment manager performance, and monitoring market conditions and trends. The Subcommittee accomplishes these responsibilities with the assistance of an independent investment-consulting firm. The Subcommittee meets quarterly, at a minimum, with additional meetings scheduled as necessary. The Investment Subcommittee of the Board has significantly increased its efforts in monitoring the investment markets and in guiding the University through one of the most difficult markets in history.

The Finance/Facilities Core Committee of the Board, with assistance from the Vice President of Finance, has primary responsibility for management and oversight of the long-term debt of the University. Over the last 15 years, the University has taken advantage of the low, tax-exempt interest rate markets to assist the accomplishment of its long-term capital objectives. Objectives accomplished included building a new residence hall, additions and renovations to facilities, and improving the campus grounds. In November 2001, the University issued \$53 million in long-term debt to refinance all outstanding long-term debt at favorable interest rates, and provide new money to repurchase a leased building on campus.

The current status of the University's financial resources is challenged, despite having met strategic objectives of growing the size and quality of student enrollments, enhancing academic programs, and improving campus facilities and grounds. Market pressures on tuition, tuition discounting, technology, benefits, and fundraising capabilities are all significant contributors to the University's financial resource challenges. The University has realized annual operating deficits over the last 10 years in addition to its target

endowment-spending rate of 6.0%. These deficits have been funded by favorable long-term investment returns, but at the expense of building up the University's quasi endowment reserves. Negative long-term investment returns since 2000, combined with the need to fund operating deficits, have significantly eroded the University's quasi endowment reserves, and its overall financial condition.

In March of 2001, the Board of Trustees Executive Committee directed the new president of the University to eliminate operating deficits, and to limit endowment spending to a maximum of 6% within five years, or by fiscal year 2005-2006. In response to continued deterioration in the long-term investment markets, the president has committed to the Board of Trustees that the University will eliminate the operating deficit, and will limit endowment spending to a maximum of 6% by the beginning of fiscal year 2003-04.

The University has made significant progress to date on improving the operating budget through improved net tuition, increased retention, additional fundraising, the refinancing of long-term debt, a restructuring of health benefits, and a one year freeze on faculty and staff raise pools for the 2002-2003 academic year. The University is currently on track towards meeting the commitment made by President Fong to the Board of Trustees.

The University and College of Education possesses the necessary structures, policies, and procedures for ensuring the ongoing effectiveness of its resources. Many of the resource challenges currently facing Butler are common to all universities. The key for continued success in maintaining resources is to focus on the University's and College's mission, regardless of how the educational and economic environments change. Specific items identified in this section as challenges and opportunities that the College must address over the next decade are:

1. Increasing the membership of the College of Education Board of Visitors to the optimal number of 20, placing emphasis on providing external guidance and strengthening support of the College and its programs.
2. Revising the College's fund-raising plan to reflect new priorities identified in its current vision and strategic plan.
3. Developing a Strategic Plan for the College of Education charting its course for the immediate future.
4. Establishing models for faculty growth and professional development commensurate with student needs and those of the profession.
5. Planning for future development of academic resources, including enhancing available instructional facilities and establishing staffing and student recruitment plans.
6. Improving assessment of financial expenditures by incorporating more detailed planning of enrollments and more formal benchmarking with peer institutions.

The University's most significant current challenge is to bring stability to its financial condition, and to reduce its dependence on funding from endowment. President Fong, the University's administration, and the Board of Trustees have already made significant progress on this initiative. The President has committed to the Board of Trustees that the University will eliminate the operating deficit, and will limit endowment spending to an approved maximum of 6% by the beginning of fiscal year 2003-2004. Analysis of current data indicates that deficit spending above this maximum may be nearly eliminated for fiscal year 2002-03. Although this represents a significant step forward, there is still significant work to be done to bring about long-term financial stability with sufficient flexibility of resources to meet the challenges of the future.

Unit Personnel

The workload policies and practices of Butler University make it possible for faculty in the College of Education to undertake an assignment of responsibilities that includes the opportunity to engage in teaching, scholarship and service. In particular, the average assignment in COE enables faculty to work in close partnership with our local P-12 school partners, an activity that is strongly encouraged within the assignment and overall workload. The typical assignment for faculty includes responsibility for teaching three 3 credit hour classes, a course load reduction for scholarship, and a percentage of time allocated to service. Some faculty who have administrative responsibilities, for example program coordinators, receive an additional course reduction each academic term to conduct administrative duties. In addition, program coordinators receive a \$2000 stipend for performing the administrative duties associated with their respective programs. Faculty may choose to teach at least one course during the summer terms, and some may even teach two classes if there is a need and interest on the part of the faculty member. Faculty also have responsibility for the advisement of students, which is subsumed within the aforementioned assignment of responsibilities. Advisement activities in the College include the faculty member meeting personally with each of their assigned students and guiding them toward the selection of courses appropriate to the core they currently reside in. This process has gone under significant change recently with the moving to online registration. With this change, faculty are better able to engage students in discussions around their programs of study and current course schedules, and are no longer responsible for inputting the student's course schedule into the university computer system directly.

Workload practices and policies allow for flexibility in assigning faculty should their roles in the College change. Program Coordinators, for example, are given a course load reduction for administration. Faculty engaged in contract and grant activity may negotiate to buy out some of their instructional time if deemed appropriate and necessary by the faculty member and dean. Workload practices in the College of Education are comparable to those in the other colleges at Butler University, including the College of Business Administration, the Jordan College of Fine Arts, the College of Pharmacy and Health Sciences, and the College of Liberal Arts and Sciences. Some faculty voluntarily choose to participate in the University's Honors Program, or Change and Tradition, a

unique offering focusing on world culture and part of the core curriculum, which could constitute a faculty requested overload of the basic assignment. This, however, does not occur very often and only impacts one or two faculty each semester.

The College of Education employs part-time teaching faculty or adjunct professors to assist in fulfilling the course load requirements. Adjunct Professors much possess a minimum of a Masters Degree in their field and have expertise and experience in the subject matter content they are assigned to teach. In addition to these part-time faculty, the College of Education, through a partnership with the Metropolitan School District of Pike Township, has employed a “Master Practitioner” or teacher in residence for the past seven years (Exhibit). This individual is selected among a group of applicants that must meet stringent criteria and go through an exhaustive interview process. Upon their selection, the Master Practitioners occupy an instructor’s position in the College of Education and receive a 100% teaching assignment for the academic year.

In addition to fulltime faculty who have supervisory responsibilities, the College of Education employs part-time Clinical Faculty or otherwise known as “University Supervisors” to supervise all student teachers and internship experiences emanating from the various programs. These faculty are all current or former educators who work very closely with Program Coordinators, faculty and staff in the conduct of supervision and evaluation of student teacher performance. All university supervisors are compensated for their work and receive appropriate training in the standards of conduct and performance expected of our student interns. In addition to university supervisors, the College has forged relationships with outstanding teachers who work in our various partner schools and serve as cooperating teachers. In this capacity, they supervise our student teachers and receive a stipend for their work. We also utilize some of these teachers, and others to mentor our pre-internship students participating in school-based methods classes. The close working relationship Butler faculty have with these teachers affords significant input and feedback between the University and the school to better guide the preparation of our future educators.

As an example, clinical faculty in the early/middle childhood program are an integral part of the instructional team. In our partnership with Lawrence Centralized Kindergarten (LCK), Mrs. Diane Pike, a kindergarten teacher, co-teaches the junior level course on early childhood curriculum with Dr. Shelley. This course also involves an in-depth practicum experience and Mrs. Pike helps coordinate the placement and supervision of the students. In the spring of 2004, we piloted a new model of student teaching supervision in LCK. Mrs. Pike and Mrs. Shackle shadowed Dr. Shelley in the fall ’03 semester as a part of their training to supervise student teachers. Both of these teachers have had many years of experience mentoring student teachers in their own classrooms. Supervising student teachers was a logical step in their own professional growth and an opportunity for them to provide support and leadership to their fellow teachers. Because Dr. Shelley is in the building at least two days a week, her support and guidance was readily available to both the teachers and students as well. This model of supervision has provided a logical transition for the college students as they move from being mentored by university personnel to being mentored by school personnel.

The students in this junior year early childhood experience also have a guided observation form that they complete over the course of the semester. The data is collected and summarized and then reviewed by Mrs. Pike, Dr. Renbarger, the principal of LCK, and Dr. Shelley. It is an excellent way to assess the LCK program and the practica experience. Each teacher who worked with a practicum student(s) also completes an evaluation form which provides information to review the course content and student knowledge. This information, along with the assessments conducted as a part of the curriculum course, provide a continual assessment of the program and the partnership.

Dr. Renbarger also serves as an adjunct faculty member in the early childhood strand of the Butler METL program. She was a part of the team who helped design the new strand that was approved by the faculty early in the spring '04 semester. Additionally, Dr. Renbarger, Mrs. Pike, Dr. Shelley and many other LCK teachers have collaborated in being a featured presentation at the statewide early childhood conference and have submitted a proposal to present at the national early childhood conference.

The College of Education maintains a full complement of support personnel. In addition to the Director of Student Personnel Services, there are four full time departmental secretaries and one administrative assistant to serve the needs of 26 faculty members. These individuals provide support in the areas of faculty assistance, course scheduling, budget, data management, student teaching, licensure, placement, student recruitment, grants management, public relations, accountability and accreditation, and other areas as needed.

Unit Facilities

Facilities, including office space, classrooms, computer labs and the like are more than sufficient here at Butler University to meet the needs and expectations of faculty, staff and students alike. The College of Education is housed in Jordan Hall which also serves as the primary administrative center on campus, in addition to housing the College of Liberal Arts and Sciences. The College occupies the west portion of this building and maintains space on three levels. Signage and banners, donated by a member of the Board of Visitors whose daughter graduated from the COE, were put up throughout the College to identify the College and give it visibility. The first floor includes administrative offices, including the dean, support personnel, and student services, as well as office space for most faculty assigned to the College of Education. In addition, most of the classrooms utilized by the College are contained on this floor. Speaking of classrooms, over the past two years, three of these classrooms have been mediated for enhanced technological instructional delivery, greatly increasing the capacity of our faculty to model the use of technology for our students. The lower level of Jordan Hall houses a University Technology Laboratory, which provides 22 computer stations used in the Introduction to Technology course (ED 245) as well as providing access to students on campus for various computer and technology activities. There is additional office space and classrooms also located on the lower level. The 3rd floor of Jordan Hall is home to the faculty, staff and students enrolled in our School Counseling Program. This space

provides for offices, standard sized classrooms, and smaller interview rooms for accommodating experiential education activities in connection with the program. The following table delineates more specifically the rooms and space provided for the College of Education on campus:

**TABLE 23.
Rooms and Space for the COE**

Location	Room Number	Square Footage	Usage
Lower Level	JH 72	275	Office
Lower Level	JH 74	275	Classroom
Lower Level	JH 76	985	Classroom/Mediated
Lower Level	JH 82	420	Classroom
Lower Level	JH 84	653	Classroom
Lower Level	JH 83	974	Computer Lab
TOTAL		3582	
First Floor	JH 170	815	Classroom/Mediated
First Floor	JH 172	688	Classroom
First Floor	JH 174	685	Classroom
First Floor	JH 176	492	Classroom
First Floor	JH 183	685	Classroom/Mediated
First Floor	JH 171,180,182,184	4415	Office Space
TOTAL		7780	
Second Floor	JH 246	1734	Office/Clinic/Observation
TOTAL		1734	
TOTAL Sq. Ft.		13,096	College of Education

It is important to note that many of the College of Education’s classes are taught in space provided by our partner schools, including elementary, middle and high schools located in the greater Indianapolis area. Not only do our faculty and students have access to private classroom space for lecture and discussion, they are able to utilize advanced technology applications provided by these schools. One primary example of this is Ben Davis High School, located in the southwest section of Indianapolis. Through a new partnership agreement with this school we will be teaching ED 433: Integrated Special Methods on site and will have access to classroom space, computer labs, and other resources instrumental in the provision of school-based experiences for our students. Ben Davis High School recently underwent a significant expansion and upgrading, making it the most technologically advanced and largest high school in the state of Indiana. There are other examples of schools that we have access to providing similar educational opportunities for our candidates (Exhibit).

Given that the College of Education has access to additional classroom space across campus, other computer laboratories, and specialized space and equipment as needed for class participation, including gymnasias, music laboratories and practice rooms, theatre space, and the like, the facilities accessible for use by the College are more than adequate for meeting the teaching and learning needs of our faculty and students. This, in conjunction with facilities available to us through our many school partnerships, provide excellent space and learning resources for accomplishing the mission of the College of Education.

Unit Resources including Technology

The technology resources within the College of Education effectively support the efforts of the College. All faculty members have a relatively up-to-date computer on their desk. These computers are updated and replaced according to the needs of the individual faculty member. The College has a pool of equipment to support instruction and scholarly activity. The College has access to a computer lab with 22 workstations, a projection system and internet access. Although this lab is officially a University lab, the College of Education has priority on scheduling and input on configuration to meet the specific needs of the College. The students and faculty of the College also have access to 8 other computer labs around campus. Faculty have access to two faculty development labs that contain specialty equipment to support instructional development activities. Additionally the University has been establishing wireless access nodes around campus to provide students and faculty access to campus network services on laptops equipped with the wireless capability.

The College currently has three mediated classrooms. The media includes a digital projector, computer network access, a VCR, and a DVD/CD player. The College is scheduled to have one additional classroom modified in a similar fashion in the coming year, and we are in negotiations for additional classrooms to be updated.

The University maintains a pool of media equipment in Instructional Services for the use by faculty and students. This pool includes VCR/TV units, DVD/TV units, portable computer/projector units, and a wide variety of simple items like CD players and cassette tape recorder/players. This pool of equipment has been adequate and available to the College as long as they are scheduled a few days in advance of the time needed.

The University maintains an on-campus as well as a wide area network for use by students and faculty. This network supports email, file service, web page hosting, access to the internet and international email.

The technology in the College is supported by the University's Information Resources group. This is a group of 39 employees who are responsible for all on-campus technology, including media, computers, and networks. Two of these staff members are specifically assigned to support faculty. They deliver staff development, support our on-

line course delivery system (Blackboard), and consult with faculty on instructional issues. This support has, for the most part, been adequate for the needs of the College.

One additional consideration with respect to the College of Education's technology resources is the large number of school connections and partnerships in which the College engages. The College aggressively pursues high quality relationships with schools that have strong potential to benefit our students and their learning. Many classes are taught on-site, using school based classrooms and technology. The extremely strong relationship that Butler University and the College of Education have with local schools allows us to choose districts and schools that meet all of our students needs, including the need for technology. Our heavily field based approach has not only allowed us to strengthen instruction, but it has allowed us to further enhance the technology that our students see and utilize. These relationships not only allow the College to benefit from school resources, but in many cases the schools also benefit from some of Butler's resources. As an example, we have a relationship with the Indiana School for the Blind (ISB). In this relationship, students see a wide range of expensive assistive technology that would be impractical for the College to purchase. Butler in turn offers on-going staff development opportunities for faculty and is currently hosting the ISB's school web page.

The following addresses Weakness 1 cited at the last NCATE Continuing Assessment Visit (January 1999): Library holdings are dated and some services are limited. Reports have been filed each year as updates on our progress (Exhibit).

The Irwin Library of Butler University, in the past several years, has been involved in an aggressive program of providing greater access to library related material through the use of technology. The most notable result of this effort has been the increasing availability of journals in full text and on-line. Through the Professional Development Collection, we have access to over 600 journals on-line. The following information will describe more specifically the resources available to the College of Education through the Butler University Library (Exhibit).

The libraries expended approximately \$203,000 during the 2002-03 budget year on non-serial materials. Of this amount, approximately \$11,000 was expended for materials in support of Education. This amounts to approximately five percent of the library budget for non-serial materials.

The libraries expended approximately \$516,000 during the 2002-03 budget year for serials (electronic and print). The libraries expended approximately \$49,000 for serials in support of Education. This amounts to approximately nine percent of the library budget for serials.

The libraries provide Web access to the following databases that are of particular value to students and faculty in the College of Education:

Academic Search Elite

Provides citations and abstracts from 2879 journals, magazines, and newspapers covering the humanities, social sciences, business, education, and the natural and applied sciences, including 1666 peer-reviewed journals. Selected full text of over 1250 journals.

Academic Universe

This LEXIS-NEXIS product provides access to the full text of hundreds of major business and legal journals, magazines, and U.S. and international newspapers. Company financial, country, tax, medical, federal and state legal information, and accounting information can also be accessed. Of great value for topics on education and the law.

EDRS

Partnering with the ERIC database, EDRS E*Subscribe provides access to over 1,200,000 education citations--many which are full-text.

ERIC

The primary education database in that it indexes both ERIC documents and journal literature. Article citations with abstracts from over 750 journals and over 350,000 books, theses, technical reports, conference papers, etc. on educational and related topics.

Professional Development Collection

Provides citations and abstracts for over 330 journals designed for professional educators. Selected full-text to 250 journals.

PsycInfo

Provides bibliographic citations and abstracts from more than 1300 journals as well as books, book chapters, dissertations, and reports in psychology and as well as business, education, law, social work, linguistics, and medicine.

PsycArticles

Covers general psychology as well as specialized and theoretical research in psychology. This database contains over 25,000 full text articles from numerous journals published by the APA and allied organizations. Coverage spans from 1988 to the present.

The libraries plan to continue their current level of support for the College of Education. Journal literature will likely become more available in electronic format and fewer education journals will be available in print. A number of books are now available electronically as well. However, the print book collection will continue to be a vital part of the mix of resources available--particularly the children's and juvenile literature collections.

The libraries will continue to teach information literacy classes which help Education students improve their ability to locate, evaluate, and use information. In addition, the libraries installed a new automation system (Ex Libris) in October 2003. The libraries plan to implement SFX, a linking feature of Ex Libris in Summer 2004. This feature will enhance student searches for information by linking searches to all full text results in most of the databases to which the libraries subscribe. Currently students must search each database individually.

The libraries are planning to install ILLIAD in the summer of 2004. This is an improved interlibrary loan management system which will greatly enhance the ability of Education students and faculty to request and receive materials through interlibrary loan.

For several years, the libraries have been adapting current study hall type spaces to accommodate group learning styles. This process will continue as funds are available for the purchase of new furniture.