

# Program Review

## **Doctor of Education (EdD)**

### **College of Education and Human Services Graduate School of Education and Professional Development**

**February 2006**



# Program Review

Marshall University  
March 2005

Date: October 1, 2005

Program: Doctor of Education  
Degree and Title

Date of Last Review: \_\_\_\_\_

## Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code(#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1 Recommendation: \_\_\_\_\_ Date: 10/31/05

1 Recommendation: Signature of Program Chair: \_\_\_\_\_ Date: 10/31/05

1 Recommendation: Signature of Academic Dean: \_\_\_\_\_ Date: 10/31/05

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation: Signature of the President: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation: Signature of Chair, Board of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

# College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Doctor of Education: Continue program at current level of activity

**Rationale:**

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

The EdD in Education became a free-standing Marshall University program in 2001. This action followed a 20 year involvement in a Cooperative EdD Program with WVU and the West Virginia Graduate College. The program has successfully completed two reviews by the Higher Learning Commission of the North Central Association and an October 2004 review by the National Council for the Accreditation of Teacher Education.

The program has adopted a "controlled growth" strategy as we strive to create capacity consistent with growth. The program has a strong and committed faculty that continues to expand as additional existing faculty become involved in the program.

The program has developed a comprehensive assessment system and is using data from this system to inform program and curricular decisions. The addition of the program has had a significant impact on organizational culture as faculty and students have become more actively involved in research and scholarly endeavors.

Enrollment projections for the program are good as the number of qualified applicants continues to be greater than program capacity.

The EdD in Education is a very healthy program which has truly added a new dimension to the Marshall University mission.

Signature of the Dean:

\_Ron Childress (GSEPD)\_\_\_\_\_

Date: \_February 2006\_\_\_\_\_

**Marshall University**  
**Program Review**  
March 2005

**Program:**   Doctor of Education  

**College:**                                 College of Education and Human Services                                

**Date of Last Review:** \_\_\_\_\_

## **I PROGRAM DESCRIPTION**

The doctoral program in education is designed to offer eligible students in Southern West Virginia and neighboring states the opportunity to earn the Doctor of Education (EdD) degree in Educational Leadership (public school administration or higher education administration) and Curriculum and Instruction. The majority of coursework and other requirements are met on the South Charleston campus, although some coursework is available on the Huntington campus.

The mission of the Doctoral Program in Education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

Specifically, program graduates are expected to:

1. Demonstrate a broad and in-depth knowledge and understanding of the educational field;
2. Demonstrate an in-depth knowledge and understanding of a selected minor/cognate area;
3. Demonstrate knowledge and skill as scholars and researchers;
4. Become participants and active contributors in the community of scholars;
5. Become reflective, ethical leaders who contribute to best practice in the field of education.

## **II ACCREDITATION INFORMATION**

**A** Name and description of the accreditation organization:

The Doctor of Education program is housed in the Marshall University Professional Education Unit (PEU). The Professional Education Unit is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). The most recent NCATE review occurred in October 2004 and resulted in the continuing accreditation of the unit through fall 2009. This was the maximum period for which accreditation could be received. The PEU passed all six NCATE standards for advanced (graduate) programs. The Superintendent licensure program embedded in the Public School Administration major is approved by the West Virginia department of Education.

Additionally, the program was reviewed in October of 2001 by the North Central Association (NCA), with a follow-up focus visit in October of 2003. The recommendation of the visiting team from the 2001 visit was the authority for MU to offer the Doctor of Education degree with a major in Educational Leadership. The team involved in the focus visit of 2003 further extended this authority for additional majors, established through the university's basic procedures for adding additional majors.

**B** Most recent year program accredited:

The most recent NCATE review occurred in October 2004. See Attachment 1.

**C** Accreditation status:

The October 2004 NCATE review resulted in the continuing accreditation of the unit through fall 2009. This was the maximum period for which accreditation could be received. The PEU passed all six NCATE standards for advanced (graduate) programs.

**D** Accreditation organization's report to the University

This program has been reviewed twice by the North Central Association. The final reports from the focused visits are on file in the Office of Academic Affairs. See Attachment 2 for resulting letter of affiliation.

**E** Deficiencies noted:

The 2003 NCA visiting team noted four areas of concern in the doctoral program. Each of these concerns has been addressed, as noted in the following.

1. Policy issue of minimum and maximum number of dissertation status students that a faculty member may be assigned toward workload reduction;

A policy governing the number of dissertation students that may be chaired by a single faculty member has been developed and implemented. This policy is:

- Accumulation of 27 SCHs in CI 797/LS 797 will equate to one three credit hour course for workload credit.
- Dissertation SCHs will be cumulative.
- Workload credit may be taken in any semester after 27 SCHs have been accumulated; the resulting workload credit must be applied in the following fall or spring semester, subject to program needs/commitments.
- Workload credit for dissertation SCHs will be limited to a maximum of three hours per semester and 6 hours in a year.
- All faculty workload assignments for dissertation SCHs must have prior approval of the program director and dean.
- THE GSEPD Dean will maintain a database reflecting accumulated dissertation SCHs for each faculty member.
- The guidelines will be effective with the fall semester 2004.

2. Development of a fully operational assessment of student learning outcomes plan for the EdD program;

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555

A comprehensive assessment plan for the EdD Program has been developed and implemented. The plan has been reviewed and approved by the MU Assessment Office and Annual reports were prepared for 2003-04 and 2004-05. The plan and annual report for 2003-04 were also reviewed as a component of an October 2004 joint NCATE and WVDE accreditation visit. The program was in full compliance with all applicable NCATE assessment standards.

3. Development of an appropriate IRB protocol for the EdD program;

A complete IRB protocol, including online training program, for the Social Service has been developed and is operational. A separate Social Service review board has also been established.

4. Recognition of the responsibilities and authority of the program coordinator position in the workload expectations assigned to that position;

Effective with the summer 2005 semester, the Coordinator of Doctoral Programs in Education has been granted one-course reassigned time for program coordination functions. The part-time classified staff position supporting the program has also been converted to a full-time position.

- F Most recent self-study report: On file in the Office of Academic Affairs.

### **III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission**

#### **A ADEQUACY**

**1 Curriculum:** The program of study in the doctoral program is a combination of structured experiences required for each student and individual consideration for experiences and past coursework. Each program consists of three areas: the major, the area of emphasis, and foundation/support courses.

The major area contains a minimum of 33 hours in the major (Educational Leadership or Curriculum and Instruction). The area of emphasis is designed by the student in cooperation with a faculty member to provide a stronger basis for the student in a complementary area. The foundations courses are designed to support the student in the process of research and the study of educational foundations. Minimum credit hours and required courses are established in each area, and the student's advisor works with the student to build a program within the guidelines and in line with the student's experiences and goals. See Appendix I for course lists.

**2 Faculty:** Faculty participate in the doctoral program in several ways: chairing committees, serving on committees, teaching, and providing additional experiences to students. Currently 12 faculty members serve as **chairs of doctoral committees**; these faculty have doctoral graduate faculty status, which is required prior to agreeing to chair

a committee. Four additional faculty have attained this status, but are not yet chairing committees. Doctoral Graduate Faculty status requires that the individual faculty member have at least three significant scholarly activities over the last three years. The 16 individuals just cited have well above the minimum in scholarly contributions to the field. Eleven of the 16 are tenured, and 10 hold the rank of Professor, with 6 Associate Professors. Additionally, one faculty position allocated for the doctoral program is vacant.

Faculty who **serve on committees** are required to have graduate faculty status, and a teaching appointment in the major area (Educational Leadership or Curriculum and Instruction). All faculty serving in these positions have at least graduate faculty status. Graduate Faculty status requires that individual faculty members have made at least two scholarly contributions to the field over the past five years; these individuals exceed this minimum requirement.

Committees include a faculty member representing the student's **area of emphasis**; these faculty members must have at least graduate faculty status. Committees include an **external member**, which may be a faculty member outside the student's program areas, or may be outside the university. All external members have a terminal degree and have experience relevant to the research of the students. This provides for a variety of resources for students as they examine and contribute to the field of study. Currently, both the current and previous State Schools Superintendents serve as outside members, as well as faculty and administrators from a number of other institutions.

**Part-time and adjunct faculty** members are used on a limited basis as instructors. These faculty all have terminal degrees, with rare exceptions made for individuals with particularly relevant and extensive experience. Historically, graduate students have not been used to a great degree. Students do, however, serve as **teaching assistants**, working closely with faculty. Part-time faculty, adjunct instructors, and teaching assistants are carefully screened and supervised by full-time faculty.

See Appendix II for Faculty Data Sheets.

### **3 Students:**

#### **a Entrance Standards:**

An applicant must have earned at least a master's degree from an accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. Applicants for Public School Administration must have an earned Principal's certification.

The preferred grade point averages for applicants are 2.75 on undergraduate coursework and 3.25 on graduate coursework. Applicants with GPAs below these preferred minimums will be considered if they meet the minimum test scores for the Miller's Analogy Test (MAT) or the Graduate Records Examination (GRE) as indicated below.

*60th percentile minimum with an "acceptable" or better writing sample OR *55th percentile minimum with an "exceptional" writing sample
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The applicant must complete a writing sample at least two weeks prior to the application deadline. The applicant will be given access to a computer, a choice of three writing prompts, and 90 minutes to provide a response. The sample will be subjected to a blind review by three (3) doctoral faculty members using a rubric to evaluate graduate level writing skills – grammar, spelling, sentence construction, etc. The evaluation of the writing sample will be reported as Exceptional, Acceptable, or Unacceptable. The applicant must have a writing evaluation of “Acceptable” to be considered for the program.

Additionally, the applicant submits a current vita, a written goal statement, and three recommendations. If the applicant meets all of these required minimum standards, the faculty conducts an interview with the applicant to determine appropriate fit of the program and the applicant.

**b Entrance Abilities**

Semester	Number Incoming Students	Average GRE		Average MAT	Average Graduate GPA
		Verbal	Quantitative		
2000-01	Prior to approval of program as a Marshall degree				
2001-02					
2002-03	11			62	3.72
2003-04	6			58	3.73
2004-05	22			65	3.83

**c Exit Abilities**

Graduation Year	Number of Graduates	Mean Cumulative Graduate GPA
2003	8	3.92
2004	3	3.58
2005	7	3.97

**4 Resources:**

**a Financial:**

The Doctor of Education degree is housed in the Professional Education Unit (PEU) within the College of Education and Human Services. Despite a 3% mid-year base budget reduction in the fiscal year 2003 and a 6% base budget reduction in fiscal year 2004, the PEU has been able to function effectively. PEU budgets for the past five years were:

Area	FY2004	FY2003	FY2002	FY2001	FY2000
Personnel* Services	\$5,690,159	\$6,071,188	\$5,773,248	\$5,321,670	\$4,791,916
Operations*	\$297,793	\$333,535	\$320,138	\$335,177	\$366,122
Equipment*	\$83,354	\$31,386	\$61,922	\$44,797	\$0



Faculty Development	\$69,281	\$61,451	\$87,957	\$92,132	\$62,165
Technology	\$165,465	\$150,896	\$168,818	\$28,345	\$79,831
*State appropriated funds					

These reductions in base budget have been offset with funds received from a variety of external sources (third party contracts, grants, cost recovery accounts, alumni giving, gifts, revenue production, etc). These resources have allowed the Professional Education Unit to remain fiscally viable during a period of tight state appropriations. These resources have included:

Source	FY2004	FY2003	FY2002	FY2001	FY2000
Contracts	\$915,246	\$1,344,258	\$1,344,258	\$1,053,940	\$1,046,551
Grants	\$5,924,038	\$5,263,587	\$6,396,065	\$3,907,248	\$2,606,967
Other Revenue	\$246,099	\$300,984	\$361,854	\$115,981	\$35,126

Upon approval of the EdD in Educational Leadership, the following commitment was made to funding specifically for the doctoral programs in education. Salaries noted included a half-time clerical position (secretary), and an additional faculty member to have been added 2003-2004. Due to the lack of a competitive salary, filling this position has been problematic.

	2001-02	2002-03	2003-04	2004-05	2005-06
Salaries	\$43,580	\$44,080	\$111,100	\$114,140	\$117,103
Current Expenses	\$6000	\$6000	\$6000	\$7000	\$7000

The approval of the additional major in Curriculum and instruction carried with it the commitment of the following additional funds. This reflects an additional faculty member to be added in 2006-2007, and the increase in the clerical position (secretary) from half-time to full-time.

	2004-05	2005-06	2006-07	2007-08	2008-09
Salaries	\$53,580	\$54,080	\$121,100	\$128,140	\$131,203
Current Expenses	\$6000	\$6000	\$7000	\$7000	\$7000
Library books & materials	\$7500	\$7500	\$5000	\$5000	\$5000

**b Facilities:**

Jenkins Hall, located on the Huntington campus, houses the executive dean's suite, professional staff work stations, offices for faculty of the School of Education, and a variety of classrooms. All classrooms located in Jenkins Hall are equipped with Internet connections and an LCD projector and computer for multimedia classroom presentations. Jenkins Hall also houses the Learning Resource Center, The Susan Runyan Maier Distance Learning Classroom and the Reading Center Classroom.

On the South Charleston campus the Professional Education Unit programs are located in the administration building. The administration building has 40,000 square feet and houses faculty and staff offices, two computer labs, 5 classrooms with equipment for multimedia classroom presentations, a poly-com for conferencing, and a bookstore. Additionally, on the South Charleston campus is the Robert C. Byrd Academic Center. The academic center has 24,000 square feet and contains a library, the Byrd Center for Manufacturing Technology, three distance learning electronic classrooms, and ten traditional classrooms. The PEU also operates the 3,000 square feet Community Clinical Services Center in Dunbar, a modern clinical teaching facility to support clinical instruction in the human services and teaching areas.

The Professional Education Unit also offers classes, coordinates clinical and practicum experiences, and provides faculty offices at several additional Marshall University satellite campus sites. These include the Beckley Center, Beckley, WV; the Dunbar Center, Dunbar, WV; the Mid-Ohio Valley Center, Point Pleasant, WV; the Southern Mountain Center, Logan, WV; and the Harless Center, Gilbert, WV, and at some 30 other locations throughout the state.

**5 Assessment Information:**

a The assessment model adopted for this program addresses three broad areas: the program, the faculty, and the candidate's performance. This assessment model has three major components: data/information collection, forming judgments and making decisions. Based on these three components, assessment is defined as a process in which data information are collected and used as a basis for forming judgments which become the basis for decision making. These decisions involve actions related to the program, faculty and candidates.

b Assessment data are collected at several key points. Upon entry into the program, students are evaluated using the GRE or MAT, a writing sample, and in an interview with faculty members. Additionally data are collected on both undergraduate and graduate GPAs.

Each spring, each student participates in the Annual Review of Student Progress. At this time, the student meets with his or her chair or advisor to discuss the progress the student has made over the previous year, any problems that the student is encountering, and plans for the coming year. Following the completion of these reviews, faculty members meet to discuss issues raised by students.

Within their first year in the program, students take LS 703 Research Design. Upon entering this course, the student takes a form of the *Research Knowledge Base Assessment*. At the end of this course, the student is given another form of the same instrument, in order to measure the knowledge and understanding of basic research methods.

At the completion of coursework, the student presents a portfolio of program experiences, including documentation of involvement in scholarly activities with faculty, and a brief paper reflecting holistically on the program to date. The student's committee, using an established rubric, evaluates the student's performance, and determines whether the student is ready to proceed to the dissertation stage of the program.

The final evaluation of the student occurs at the completion of the student's research. The committee evaluates the student on both his/her oral defense of the research, and on the written document.

One of the final documents submitted by the graduating student is an Exit Survey. The purpose of this survey is to collect data about the student's experiences in the program. Questions are asked about information provided to the student, relationships within the program, and the adequacy of program services.

One year after degree completion, graduates are contacted for the purpose of continued evaluation of the graduate's experience in the program. Graduates are asked to once again reflect on their experiences and comment on strengths and weaknesses in their preparation.

See Attachment Three: Chart 1 Assessment Summary.

c Based on the analysis of collected data, a number of changes have been made in the program:

In the Exit Survey, graduates noted a need for the program to address writing skills prior to the dissertation. *Admissions requirements* have been revised to include a writing sample and an interview. These elements, when taken into consideration with the existing application materials, provide for a more holistic judgment of the applicant's abilities and needs. This also provides information valuable to the admitted student's committee for the purpose of designing a program of studies appropriate to the individual student's needs.

The traditional residency was cited repeatedly by students as being cumbersome, difficult to fulfill and meaningless. The *Residency* has been redefined to reflect the needs and characteristics of the student population. As a part of this experience, students will be required to collaborate with faculty on presentations or publications. Seminars will be provided to help students in pursuing these activities.

The *Qualifying Assessment*, formerly the comprehensive exam, has been redesigned to include the presentation of the student's residency portfolio, a written expression of the student's experiences and reflections of the program to date, and a discussion of the student's knowledge and understanding of relevant information and issues.

In evaluating the research knowledge of students, a severe dearth of information and understanding was evident. The *Research Course Requirements* for the program have been revised. LS 703 Research Design has been instituted and added as a required course for entering students. Student research knowledge will be measured at

two points in the course – upon entry and upon course completion. These data will be used to track changes in student research knowledge. A database will be created to provide appropriate tracking. All students will be required to take courses in both qualitative and quantitative research. EDF 711 Survey Research has been instituted and added as a requirement for entering students. This course has been designed to supplement student knowledge and abilities in both qualitative and quantitative research.

d Graduate and Employer Satisfaction:

In an effort to continually evaluate and update the Professional Education Unit (PEU), conceptual framework for advanced programs PEU conducted a conceptual framework study in the fall of 2003 and again in the spring of 2005. The response rate of surveys from Spring 2005 was as follows:

Principals –  $140/600 = 23.3\%$

Personnel Directors –  $18/55 = 32.7\%$

Graduates –  $422/1000 = 42.2\%$

Current Students –  $778/1208 = 64.4\%$

Graduates reported a high level of satisfaction in current knowledge base, research and problem solving skills, attitudes, knowledge and skills for effective functioning within the professional/social setting, independence and self-confidence, and commitment to continued learning. Areas in which a need for additional preparation was reported included knowledge of human growth and development, children with special needs and cultural diversity.

Graduating students complete an Exit Survey, indicating their level of satisfaction with various aspects of the program. Seventeen of these surveys have been completed, and students overwhelmingly rate the elements of the program in a positive manner. Elements which graduating students note needs included career counseling on future opportunities, information about continuing research efforts, and information about writing and publishing within the field.

One year after graduation, students are asked to respond to another series of questions, created to follow their experiences after completing the program. Eleven students fall into this category, and all eleven have responded to the request for information. Only 5 of these students have changed jobs since graduation, with 3 of those being in the nature of promotions from their previous positions. Strengths noted by these students included a challenging curriculum and a wide range of experiences. Weaknesses or suggestions for improvement included a wider variety of faculty in the Higher Education Administration program, more information about finance in the HE major, and information about grant writing.

e Previous five years of summary reports: Because this is a new program, only one summary report is available. See Attachment 4.

**6 Previous Reviews:** Not applicable. At the time of the last review, this was a cooperative program under the auspices of West Virginia University. Data from that review are not available.

**7 Strengths/Weaknesses:** Since the authorization of the doctoral programs in education, faculty have worked to strengthen and improve the elements of the program which were once restricted by the nature of the cooperative agreement. The results of these efforts have been a strong, student-friendly program with continuing efforts to provide the best possible experiences for students and faculty. The major strengths of the program include:

- A well-prepared and diverse faculty. Faculty come from a variety of institutions, with experience in research and teaching. Program faculty continuously work to involve additional faculty to continue to broaden and enrich their ranks.
- Continuing potential for program growth. The growing diversity of faculty opens the way for broadening the experiences for students. As faculty support continues to grow, service to students grows likewise, with expanding resources for learning and research.
- Excellent student access. The student-centered nature of the program is reflected in the efforts to make coursework accessible to students, to provide opportunities for student involvement in research and writing, and to provide advising and guidance to students throughout their experiences in the program.

As program faculty continue to evaluate and work toward improving the program, some weaknesses become evident. Where faculty have control over some issues, other situations require support or action at a higher level of administration.

- Inadequate support for faculty and student research. While some funding is available, it is minimal, and consequently restricts the nature and scope of research activities.
- Inadequate support for graduate assistants. The positions funded and supported by the university are valuable, but limit the ability of the program to compete with similar programs and institutions.
- Non-competitive faculty salaries. In spite of the provision of additional faculty positions, the salary level is not adequate to attract and keep experienced and qualified faculty. Over the past year, two top-notch prospects for the faculty position in the Educational Leadership major have been lost to other institutions who offered better financial incentives.

Removing these weaknesses is not within the purview of the faculty. The committed resources provide for the program to continue at a limited level, but in order to grow the program to a higher research level will require a significant amount of support in financial matters.

## **B VIABILITY**

**1 Articulation Agreements:** none

**2 Off-Campus/Distance Delivery Classes:** none

**3 Service Courses:** none

**4 Program Course Enrollment:** All courses in the program are provided within a two year rotation framework (see Attachment 5). The frequency with which courses are offered is dependent upon the historical course enrollment, and the projected enrollment based on required coursework and active students. Courses are offered at least once every two years, which fits well with the average length of time a student spends in the coursework phase of the program. Students have access to this rotation, and work with their advisor to plan their studies. Appendix V includes the list of all required courses in the doctor of education program, including both Curriculum and Instruction and Educational Leadership majors. Many courses in the C&I major were offered by WVU when this program was being done cooperatively; these courses have not yet been offered as MU classes, but have been approved to be offered as they fall in the rotation.

**5 Program Enrollment:** This program has shown enormous growth during its short existence. From 42 students who transferred from the cooperative program at the time the program was first authorized, to 82 active students with 16 graduates at the initiation of this report, the number of active students has shown an increase of over 135% in 3 years. While much of this increase can be attributed to the accessibility of the program and the addition of the Curriculum and Instruction major, it still represents a significant growth over a short period of time. Of the 82 active students, 27 have a Curriculum and Instruction major, and 55 had a major in Educational Leadership (33 in Higher Education Administration and 22 in Public School Administration). Three students were admitted to the program and then chose to withdraw without completing the program. Appendix VI provides specific enrollment data.

**6 Enrollment Projections:** Since the initiation of this report, the program has had 3 more graduates, 2 additional students have opted to withdraw, and 19 students have been admitted, for an active enrollment of 96. The initial proposal for this program projected a total enrollment of 80 (Educational Leadership only), with 8 to 10 graduates per year. The number admitted to the Educational Leadership major has been slightly less than originally projected; it would appear that students who might originally have applied for this major are taking advantage of the availability of Curriculum and Instruction major instead. Conversely, applications for the C&I major have exceeded expectations. The initial projection for the current time would have 25 students in the C&I major with 5-7 graduates. The total number of students in doctoral programs in education is almost exactly as initially projected for the current time (105 projected, 96 actual).

It is anticipated that the number of students in the Educational Leadership major will remain relatively constant over the next 5 years, with a slight increase in the number of students in the Curriculum and Instruction major.

At the current time, 27 Educational Leadership students and 12 Curriculum and Instruction students are at the dissertation stage; this would imply that the number of graduates in the next 2-3 years will meet the original expectations for the doctoral program.

The number of students in the Public School area of the Educational Leadership major continues to lag behind the number of students in Higher Education. This has been a traditional issue, as educators in the public schools have little incentive to

pursue a doctoral degree, as compared to the career motivation of individuals in universities and colleges. Additionally, employees of state institutions of higher education have been provided with tuition waivers, which further encourage their participation in a degree program. It is unlikely that the balance between the two areas in the Educational Leadership major will change significantly.

## **C NECESSITY:**

**1 Advisory Committee:** The Educational Personnel Preparation Advisory Committee is mandated by the West Virginia Department of Education's Policy 5100, the policy for preparation of educational personnel. The EPPAC committee advises concerning design, delivery, and evaluation of programs for the preparation of teachers and other school personnel. The EPPAC committee is chaired by the executive dean as head of the Professional Education Unit with assistance from the dean of the Graduate School of Education and Professional Development and the associate dean for academic programs.

The EPPAC is composed of P-12 personnel representing public school districts, faculty from within the Professional Education Unit, faculty from arts and sciences within the university that work closely in the preparation of teachers, a representative from the West Virginia Department of Education, education candidates, and community members involved in the work of the Professional Education Unit. EPPAC serves as an advisory body to the executive dean, who is responsible for developing and reviewing all programs and policies for the preparation of educational personnel within the institution.

**2 Graduates:** The typical doctor of education student is an employed professional who is a part-time graduate student seeking to upgrade or acquire new skills. Although the traditional array of job placement services is available through the Huntington campus, Doctor of Education students tend to have little need for these services. Information regarding available employment opportunities is routinely made available through local school system job postings and, statewide, through the West Virginia Department of Education.

**3 Job Placement:** Program graduates are routinely recommended by faculty for other/new employment opportunities and for admission to advanced graduate programs. Follow-up studies of graduates are conducted annually and program faculty maintain contact with employers and graduates through the delivery of staff development, licensure courses, continuing education programs, and involvement in clinical/field-based experiences.

Graduates complete survey information at the time of program completion, one year after program completion, and will complete survey information five years after program completion.

**D CONSISTENCY WITH UNIVERSITY MISSION:** The program mission is consistent with the missions of the Graduate School of Education and Professional Development, the College of Education and Human Services and the overall mission of Marshall University. The institutional strategic plan, *Owning the Opportunity*, identifies

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the development of doctoral programs as one of Marshall's major initiatives for the next planning period.

**IV PROGRAM OF EXCELLENCE:** Not applicable.



**Appendix I  
Required/Elective Course Work in the Program**

Degree Program: Doctor of Education Person responsible for the report: Teresa R. Eagle

**EDUCATIONAL LEADERSHIP (Public School Administration) PLAN OF STUDY**

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
LS 705 Administrative Theory	3	Minimum of two courses related to Public School Administration as determined by student's doctoral committee	6	LS 719 Introduction to Doctoral Studies	3
LS 707 Ethical Theories	3			LS 703 Research Design	3
LS 710 Principles of Leadership	3			EDF 517 Statistical Methods	3
LS 700 Superintendency	3			EDF 625 Qualitative Research in Education	3
LS 720 Public School Finance	3			EDF 711 Survey Research in Education	3
LS 730 Facility Planning and Management	3			Area of Emphasis: minimum of 9 hours in an area related to student's goals as determined by the student's doctoral committee	9
LS 740 Public School Law	3	LS 776 Computer Analysis or EDF 626 Advanced Qualitative Research	3		
LS 760 Politics of Education	3	LS 797 Dissertation Research	12+		
CI 702 Curriculum Theories	3				
<b>Total required in the Major</b>	<b>27</b>	<b>Total Elective Credit</b>	<b>15</b>	<b>Total Related Fields</b>	<b>33</b>
Note: courses marked with a "+" are given as a minimum number of hours; students take these courses until they have achieved the necessary benchmarks in the research process					

**Total of 75 Credits required for graduation.**

**Appendix I  
Required/Elective Course Work in the Program**

Degree Program: Doctor of Education Person responsible for the report: Teresa R. Eagle

**EDUCATIONAL LEADERSHIP (Higher Education Administration) PLAN OF STUDY**

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
LS 705 Administrative Theory	3	Minimum of three courses related to Higher Education Administration as determined by student's doctoral committee	9	LS 719 Introduction to Doctoral Studies	3
LS 707 Ethical Theories	3			LS 703 Research Design	3
LS 710 Principles of Leadership	3			EDF 517 Statistical Methods	3
LS 714 Administration and Organization of Higher Education	3			EDF 625 Qualitative Research in Education	3
LS 725 Higher Education Finance	3			EDF 711 Survey Research in Education	3
LS 745 Higher Education Law	3			LS 765 Advanced Research	3+
LS 756 Current Issues in Higher Education	3			LS 776 Computer Analysis or EDF 626 Advanced Qualitative Research	3
LS 760 Politics of Education	3			LS 797 Dissertation Research	12+
<b>Total required in the Major</b>	<b>24</b>	<b>Total Elective Credit</b>	<b>18</b>	<b>Total Related Fields</b>	<b>33</b>
Note: courses marked with a "+" are given as a minimum number of hours; students take these courses until they have achieved the necessary benchmarks in the research process					

**Total of 75 Credits required for graduation.**

**Appendix I  
Required/Elective Course Work in the Program**

Degree Program: Doctor of Education Person responsible for the report: Teresa R. Eagle

**CURRICULUM AND INSTRUCTION PLAN OF STUDY**

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours		
CI 701 Curriculum Development	3	Minimum of three courses related to Curriculum and Instruction as determined by student's doctoral committee  Area of Emphasis: minimum of 9 hours in an area related to student's goals as determined by the student's doctoral committee	9	LS 719 Introduction to Doctoral Studies	3		
CI 702 Curriculum Theories	3		Area of Emphasis: minimum of 9 hours in an area related to student's goals as determined by the student's doctoral committee	9	LS 703 Research Design	3	
CI 703 Theories, Models and Research of Teaching	3				EDF 517 Statistical Methods	3	
CI 704 Social and Political Determinants of Curriculum Developments	3				EDF 625 Qualitative Research in Education	3	
CI 706 Multicultural Education	3				EDF 711 Survey Research in Education	3	
CI 707 Curricular Change – Models and Practices	3				LS 765 Advanced Research	3+	
CIEC 700 Technology and Curriculum	3				LS 776 Computer Analysis or EDF 626 Advanced Qualitative Research	3	
CI 677 Writing for Publication	3				CI 797 Dissertation Research	12+	
<b>Total required in the Major</b>	<b>24</b>				<b>Total Elective Credit</b>	<b>18</b>	<b>Total Related Fields</b>
Note: courses marked with a "+" are given as a minimum number of hours; students take these courses until they have achieved the necessary benchmarks in the research process							

**Total of 75 Credits required for graduation.**

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Michael L. Cunningham Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1996

Conferred by: West Virginia University

Area of Specialization: Education Administration

Professional Registration/Licensure: Agency: \_\_\_\_\_

Years non-teaching experience	_____
Years of employment other than Marshall	_____ 24
Years of employment at Marshall	_____ 10
Years of employment in higher education	_____ 10
Years in service at Marshall during this period of review	_____ 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 550	Schools as Systems	32
2003/Summer	LS 797	Dissertation Research	2
2003/Fall	LS 630	School and Community Relations	24
2003/Fall	LS 797	Dissertation Research	1
2004/Spring	LS 600	School Personnel Administration	29
2004/Spring	LS 780	Special Topics	3
2004/Spring	LS 797	Dissertation Research	1
2004/Summer	LS 550	Schools as Systems	25
2004/Summer	LS 780	Special Topics	3
2004/Summer	LS 797	Dissertation Research	1
2005/Fall	LS 703	Advanced Research	10

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

**Goodwin, R., Cunningham, M., & Childress, R.B. (2003). The Changing Role of the Secondary Principal, NASSP Bulletin, Vol. 67, No. 634, March, 2003.**

**Jones, J.D., Goodwin, R., & Cunningham, M., (2003). Leadership for Learning: A Study of Successful School Systems, The Journal of School Improvement.**

**(PR) Eagle, T., & Cunningham, M.,(2001). Preparing Future Principals Using the Internet: The Effective Use of Distance Education in Rural Environs, Southern Regional Council on 2001 Yearbook Improvement (Accepted & Awaiting Publication.)**

**Cunningham, M., Eagle, T., Farrow, B. ,(2001). The Rhetoric and Reality of Change, Proceedings of the Association for the Advancement of Computing in Education - Ed-Media 2001 World Conference on Educational Multimedia, Hypermedia and Telecommunications.**

4 Papers presented at state, regional, national, or international conferences.

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WebCT Annual User Conference: Impact 2004, Orlando FL, "Graduate Students' Perceptions of WebCT: A Five Year Quantitative Analysis" and "WebCT Vista: A Roadmap for Implementation" (2004)

National Council for Professors of Educational Administration Conference, Branson MO. – "How Low Can You Go: Principals Preparation Programs in Limbo" (2004)

Southern Regional Conference of Education Administration, Little Rock, AK "The Rhetoric of Reality of Change: A Model for Supporting Higher Education Faculty Adoption of Web-Based Instruction" (2003).

WVNET Conference, Morgantown, WV, "Instructional Strategies for Facilitating Online Student Participation – Best Practices", (2003).

Almost Heaven III Conference, "Ask the Experts". Panel Presentation, (2003).

National Council for Professors of Educational Administration Conference, Burlington, Vermont, "Educational Leadership Programs: Escaping from "Between a Rock and a Hard Place" (2002).

Southern Regional Conference of Education Administration, Kansas City, MO, "The Changing Face of Teacher Education: Technology's Impact on Teaching and Learning, (2002).

West Virginia Association of School Administrators' State Conference, Snowshoe, WV, "Five Critical Attributes of Leading Edge Districts" (2002).

The rhetoric and reality of change. Association for the Advancement of Computing in Education – Ed-Media 2001 World Conference on Educational Multimedia, Hypermedia and Telecommunications, Tampere, Finland (2001)

Using the bulletin board forum feature to facilitate group work in the WebCT Environment, Almost Heaven II WebCT Conference, Marshall University, South Charleston, WV (2001)

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Consultant on Middle School Practices and Administration**

**2003 Andrew Jackson Middle School, Kanawha County, WV School**

**2000 Kanawha County, WV Schools**

**President, National Association of Secondary School Principals, 1997-Present**

**West Virginia Association of Secondary School Principals, 1997-Present**

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Green book*.

**Kanawha Valley Track and Field Officials Association,**

**Member, 1994 Present**

**Elk Lions Club**

**President, 1977, 1986**

**Vice President, 1976, 1985, 1997**

**Director 1973-1992**

**Member 1973 - Present**

## Appendix II Faculty Data Sheet (for the period of this review)

Name: Teresa R. Eagle Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1996

Conferred by: West Virginia University

Area of Specialization: Public School Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 515	Instructional Leadership	37
2003/Summer	LS 797	Dissertation Research	3
2003/Fall	LS 512	Curriculum Leadership	34
2003/Fall	LS 719	Introduction to Doctoral Studies	9
2003/Fall	LS 797	Dissertation Research	1
2004/Spring	LS 520	Administration of Elementary, Middle & Secondary Schools	24
2004/Spring	LS 797	Dissertation Research	1
2004/Summer	LS 515	Instructional Leadership	22
2004/Summer	LS 797	Dissertation Research	2
2005/Fall	LS 512	Curriculum Leadership	28
2005/Fall	LS 719	Introduction to Doctoral Studies	9
2005/Fall	LS 797	Dissertation Research	2
2005/Spring	LS 520 (50%)	Administration of Elementary, Middle & Secondary Schools	22
2005/Spring	LS 719	Introduction to Doctoral Studies	7
2005/Spring	LS 780	Special Topics	1
2005/Spring	LS 797	Dissertation Research	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.  
**Yes**

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

**"The Changing Role of the Secondary School Principal in the United States: An Historical Perspective." With Rebecca H. Goodwin and Michael Cunningham, accepted for publication 2005, The Journal of Educational Administration and History, England.**

**"Electronic Research: An Analysis of the Methods in an Electronic Delphi Study." With Rebecca H. Goodwin and Michael Cunningham, submitted to *Current Issues in Education*.**

**"Poor Rural Neighborhoods and Early School Achievement." With Robert Bickel and Cynthia Smith, *Journal of Poverty*, Vol. 5, No. 3, 2002.**

4 Papers presented at state, regional, national, or international conferences.

**Invited participant, Fifteenth Oxford Conference, Educational Leadership and Ethics, March 20-27, 2004,**

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Oxford University, Oxford, England.

"How Low Can You Go: Principalship Preparation Programs in Limbo." Paper presented August 5, 2004, National Council for Professors of Educational Administration Conference, Branson, Missouri.

"Multimedia and Interactive Technology Applications." Presentation March 15, 2004, Virginia Society for Technology in Education, Roanoke, Virginia.

"Multimedia and Interactive Technology Applications," "Integrating Technology into Language Arts and Mathematics Instruction," and More Than a Personal Data Assistant: Using the Palm for Instruction." Presentations December 9, 2003, 9th Annual Educational Technology Leadership Conference, Roanoke, Virginia.

"Character in the Post-Kohlbergian Environment: conformity, Commitment and the Evaluation Paradox." Paper presented November 17, 2003, International Conference on Civic Education Research, New Orleans, Louisiana.

"The Rhetoric and Reality of Change: A Model for Supporting Higher Education Faculty Adoption of Web-Based Instruction." Paper presented October 25, 2003, Southern Regional Council on Educational Administration, Little Rock, Arkansas.

"The Changing Face of Graduate Education: Technology's Impact on Teaching and Learning." Paper presented October 6, 2002, Southern Regional Council on Educational Administration, Kansas City, Missouri.

"Educational Leadership Programs: Escaping from 'Between a Rock and a Hard Place'." Paper presented August 8, 2002, National Council of Professors of Educational Administration, Burlington, Vermont.

"The Changing Role of the High School Principal." Paper presented August 9, 2002, National Council of Professors of Educational Administration, Burlington, Vermont.

"Ask the Experts." Panel presentation, April 18, 2002, Almost Heaven Conference.

"Internet Based Education, Cohort Groups and the Principal Shortage." Paper presented November 2, 2001, Southern Regional Council on Educational Administration, Jacksonville, FL.

"Ask the Faculty: Teaching and Learning On-Line." Panel presentation, September 25, 2001, WVNET Conference, Morgantown, WV.

"The Rhetoric and Reality of Change" paper presented at ED Media 2001, Tampere, Finland, June 28, 2001

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**NASSP, WVASSP, AESA, PDK, ADK, ASCD, KDP, NSTOY, NCPEA**

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Green book*.

Appendix II  
**Faculty Data Sheet**  
 (for the period of this review)

Name: Michael W. Galbraith Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1984

Conferred by: Oklahoma State University

Area of Specialization: Adult Education

Professional Registration/Licensure None Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_ 12  
 Years of employment other than Marshall \_\_\_\_\_ 16  
 Years of employment at Marshall \_\_\_\_\_ 4  
 Years of employment in higher education \_\_\_\_\_ 20  
 Years in service at Marshall during this period of review \_\_\_\_\_ 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 500	Introduction to School Leadership	17
2003/Summer	LS 532	Human Relations in the Public Sector	16
2003/Summer	LS 780	Special Topics	3
2003/Summer	LS 797	Dissertation Research	1
2003/Fall	LS 532	Human Relations in the Public Sector	27
2003/Fall	LS 716	Governance of Higher Education	1
2004/Spring	LS 532	Human Relations in the Public Sector	24
2004/Spring	LS 645	Community Relations in the Public Sector	17
2004/Spring	LS 755	Externship	1
2004/Spring	LS 780	Special Topics	8
2004/Summer	LS 532	Human Relations in the Public Sector	19
2004/Summer	LS 797	Dissertation Research	2
2005/Fall	LS 532	Human Relations in the Public Sector	32
2005/Fall	LS 765	Advanced Research	8
2005/Spring	LS 765	Advanced Research	10
2005/Spring	LS 532	Human Relations in the Public Sector	24
2005/Spring	LS 625	Human Resource Management	10
2005/Spring	LS 780	Special Topics	1
2005/Summer	LS 765	Advanced Research	3
2005/Summer	LS 532	Human Relations in the Public Sector	24

1 If your degree is not in your area of current assignment, please explain.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

**Galbraith, M. W. (Ed.). (2004). Adult learning methods: A guide for effective instruction (3rd. ed.). Malabar: Krieger.**

**Galbraith, M. W. (2004). The teacher of adults. In M. W. Galbraith (Ed.), Adult learning methods (3rd. ed.) (pp. 3-21) Malabar: Kreiger.**

**Galbraith, M.W., (in press). Mentoring toward self-directedness. *Adult Learning*.**

**Galbraith, M.W., (2003). Celebrating mentoring. *Adult Learning*.14(1), 2-3, [note: publication came out in 2005]**

**Galbraith, M.W., & James, W.B. (2004). Mentorship of the community college professor: One role among many. *Community College Journal of Research and Practice*, 28(8), 689-701.**

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Galbraith, M. W. (2001). Philosophy and the instructional process. *Adult Learning*, 11(2), 11-13

Galbraith, M. W. (2001). Mentoring development for community college faculty. *Michigan Community College Journal: Research and Practice*, 7(2), 29-39.

Galbraith, M. W., & James, W. B. (2002). Implications of social role research for community colleges. *Community College Journal of Research and Practice*, 26, 521-533.

Galbraith, M. W. (2002/2003). The adult education professor as mentor role: A means to enhance teaching and learning. *Perspectives: The New York Journal of Adult Learning*, 1(1), 9-20.

Galbraith, M. W., & Jones, J. D. (2003). Promotion and benefits of enhancing creativity in higher and adult education. *MPAEA Journal of Adult Education*, 32 (1), 18-28.

James, W. B., Witte, J. E., & Galbraith, M. W. (in press). Havighurst's social roles revisited. *Journal of Adult Development*.

4 Papers presented at state, regional, national, or international conferences.

"Improving Adult Learning Facilitation," 53<sup>rd</sup> National Adult and Continuing Education Conference, Louisville, KY, November 5, 2004.

"Selecting Appropriate Strategies and Techniques for the Adult Classroom," 52<sup>nd</sup> National Adult and Continuing Education Conference, Detroit, MI, November 20, 2003.

"E-Course Development: Strategies to Enhance Utilization," 2003 Stop Surfing-Start Teaching National Conference, Las Vegas, NV, February 17, 2003.

"Creativity in Adult Education," 51<sup>st</sup> National Adult and Continuing Education Conference, St. Louis, MO, November 21, 2002.

"Fostering Creativity in Higher and Adult Education," Mountain Plains Adult Education Association Conference 60<sup>th</sup> Annual Conference, Phoenix, AZ, May 2, 2002.

"Applications of Learning Styles Within Higher Education," Institute for Learning Styles Research Winter 2002 Conference, Tampa, FL, February 22, 2002.

"Mentoring: Potential Effects on Improving Instruction," 50<sup>th</sup> Annual Adult Education Conference, Baltimore, MD, October 19, 2001.

**A Teaching Alone/Teaching Together: Transforming the Structure of Teams for Teaching," American Educational Research Association, 2000 Annual Meeting, New Orleans, LA, April 28, 2000.**

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Association for the Study of Higher Education, 2001 to present**

**Commission of Professors of Adult Education, 1984-Present**

**Instructional Improvement Task Force, 1988-Present**

**American Association for Adult and Continuing Education, 1982-Present**

**Pennsylvania Association for Adult Continuing Education, 1989-Present**

**Mountain Plains Adult Education Association, 1982-Present**

6 Externally funded research grants and contracts you received. **None**

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition. **None in last 5 years**

8 Community service as defined in the *Green book*.

**Judge, Kanawha County Schools Social Studies and Science Fair, 2005**

**Judge, 2005 State Social Studies Fair**

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## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Jerry D. Jones Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1978

Conferred by: Virginia Polytechnic Institute and State University

Area of Specialization: Supervision

Professional Registration/Licensure : Counselor K-8, Superintendent K-12, Vocational Director, Principal K-12, Social Science 1-8, Pre-K

Certification, Elementary 1-8

Agency: West Virginia Department of Education

Years non-teaching experience	_____	
Years of employment other than Marshall	_____	<u>13 College teaching, 9 public school employment</u>
Years of employment at Marshall	_____	<u>4</u>
Years of employment in higher education	_____	<u>17</u>
Years in service at Marshall during this period of review	_____	<u>4</u>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 610	Leadership for School Improvement	18
2003/Summer	LS 700	The Superintendency	4
2003/Summer	LS 771	District Leadership I	2
2003/Summer	LS 772	District Leadership II	2
2003/Summer	LS 661	Internship: Supervision	2
2003/Summer	LS 780	Special Topics	3
2003/Fall	LS 530	Human Relations	34
2003/Fall	LS 650	Internship: School Principal I	4
2003/Fall	LS 660	Internship; School Principal II	1
2004/Spring	LS 510	The Principalship	25
2004/Summer	LS 610	Leadership for School Improvement	34
2004/Summer	LS 700	The Superintendency	9
2005/Fall	LS 530	Human Relations	27
2005/Fall	LS 797	Dissertation Research	1
2005/Spring	LS 510	The Principalship	57
2005/Spring	LS 797	Dissertation Research	1
2005/Summer	LS 700	The Superintendency	5
2005/Summer	LS 775	District Leadership I	2
2005/Summer	LS 797	Dissertation Research	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.  
-Yes

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.  
-User Meetings for VISTA/WebCT

3 Discipline-related books/papers published (provide a full citation).  
-*The Republic of Creative Thought (how to incorporate creativity in your work and everyday life.* Jd jones: iuniverse, Lincoln, NE, ISBN: 0-595-33533-0  
-*101 Tips for School District Leadership (The essential guidebook).* Jones, Jerry: iuniverse, Lincolnb, NE, 2004 ISBN: 0-595-31206-3

4 Papers presented at state, regional, national, or international conferences.  
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**-The Republic of Creative Thought: National Conference on At Risk Students, Savannah, GA, March 2005.**

- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.  
**-West Virginia School Administrators Association.**
- 6 Externally funded research grants and contracts you received.  
**-No Child Left Behind Grant: Calhoun County Schools, Summer 2004.**
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
**-Invited to speak at the West Virginia Association of Assistant Principals: Glade Springs Resort, WV, April 2005 on the Art and Science of Supervising People.**  
**-Invited to speak to employees of Monongalia County (WV) School System on team building, Summer 2004.**  
**-Invited to speak to Green Bank (WV) Middle School employees on team building, January 2005.**  
**-Invited to speak to employees of Fayette County (WV) school on communications, February 2005.**
- 8 Community service as defined in the *Green book*.  
**President, Local Homeowners Association**  
**Volunteer work with Vietnam Veterans, Counseling/Advisor**  
**Volunteer work at Roane County (WV) Schools, girls basketball transportation and fund raising.**

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Paul A. Leary Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1978

Conferred by: University of Massachusetts

Area of Specialization: Educational Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Fall	LS 506	Planning, Research and Evaluation for School Leaders	13
2003/Fall	LS 765	Advanced Research	8
2003/Fall	LS 703	Advanced Research	9
2003/Fall	LS 797	Dissertation Research	3
2004/Spring	LS 506	Planning, Research and Evaluation for School Leaders	8
2004/Spring	LS 765	Advanced Research	10
2004/Spring	LS 797	Dissertation Research	3
2004/Summer	LS 506	Planning, Research and Evaluation for School Leaders	12
2004/Summer	LS 765	Advanced Research	6
2004/Summer	LS 797	Dissertation Research	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Green book*.

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## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Barbara L. Nicholson Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ph.D. Date Degree Received: 1987

Conferred by: Ohio University

Area of Specialization: Philosophy/Education Administration

Professional Registration/Licensure: Permanent Teaching Agency: West Virginia Department of Education

Years non-teaching experience 4  
 Years of employment other than Marshall 18  
 Years of employment at Marshall 8  
 Years of employment in higher education 21  
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 650	Internship: School Principal I	3
2003/Summer	LS 660	Internship: School Principal II	6
2003/Summer	LS 685	Internship: Portfolio	28
2003/Summer	LS 797	Dissertation Research	2
2003/Fall	LS 500	Introduction to School Leadership	23
2003/Fall	LS 685	Internship: Portfolio	9
2003/Fall	LS 797	Dissertation Research	2
2003/Fall	LS 780	Special Topics	1
2004/Spring	LS 500	Introduction to School Leadership	9
2004/Spring	LS 685	Internship: Portfolio	5
2004/Spring	LS 705	Administrative Theory	9
2004/Spring	LS 797	Dissertation Research	2
2004/Summer	LS 500	Introduction to School Leadership	9
2004/Summer	LS 685	Internship: Portfolio	18
2005/Fall	LS 500	Introduction to School Leadership	16
2005/Fall	LS 685	Internship: Portfolio	5
2005/Fall	LS 797	Dissertation Research	1
2005/Spring	LS 685	Internship: Portfolio	7
2005/Spring	LS 780	Special Topics	7
2005/Spring	LS 797	Dissertation Research	1
2005/Spring	LS 705	Administrative Theory	2
2005/Summer	LS 685	Internship: Portfolio	12
2005/Summer	LS 797	Dissertation Research	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).  
**2005. *Narrowing the gaps, broadening the opportunities: A framework for P-20 education in West Virginia.* Charleston: Appalachian Educational Laboratory.**  
**2005. *E-portfolios for educational leaders: An ISLLC-based self-assessment model.* Lanham, MD: Scarecrow Press/Roman and Littlefield Publishers.**  
**2003. *Beyond Jefferson: The rhetoric of meritocracy and the funding of public education. Educational Foundations 17(1): 21-40.***  
**2003. *Mentoring the preservice principal: Preservice vs. induction-year approaches. Report to DeWitt-Wallace Foundation, as part of Ventures in Leadership grantees' collection.***  
**2003. (November 2). *Unjust desserts: High-stakes tests misunderstood, misused. Charleston Gazette: C1.***

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2003. Can't we just keep the test? Self-assessment and student accountability: Making the transition. (Under review)
2003. Changes in comprehensive assessment strategies in MA programs. (With Lenoard Deutsch, under review).
- 4 Papers presented at state, regional, national, or international conferences.
2004. Alienated labor: Human capital and educator's work under *No Child Left Behind*. Paper presented to the American Educational Studies Association, Kansas City. November 3-7.
2004. No Child Left Behind: Designed to fail. *Charleston Gazette* (9 May, p. C3).
2003. Misguided assumptions, misplaced trust, missed opportunities: The failure of school intervention practices to create meaningful reform. Paper presented to the American Educational Studies Association, Mexico City. October 3-November 4.
2003. Character education in the post-Kohlbergian environment: Conformity or commitment? Paper presented to the International Conference on Civic Education, new Orleans. November 16-19. (With T. Eagle and A. Gall).
2003. The PROMISE Scholarship: Myth, ideology and the rhetoric of meritocracy. Paper presented to the annual meeting of the American Educational Studies Association, Pittsburgh, PA. November 1.
2003. Still shedding their rights at the schoolhouse gate: Student dissension in an environment of fear. Paper presented to the annual meeting of the American Educational Studies Association, Pittsburgh, PA. November 2.
2003. (November 2). Unjust desserts: High-stakes tests misunderstood, misused. *Charleston Gazette*: C1.
2003. Establishing a reflective practice: The role of self-assessment in portfolio-based administrative programs. Paper presented to the National Council of Professors of Educational Administration, Sedona, AZ. July 21-24. (With P. Toth).
2003. Mentoring the preservice principal: Sharing the responsibility for leadership preparation. Accepted as paper presentation to annual meeting of the American Educational Research Association, Chicago, April.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- American Educational Research Association  
 American Educational Studies Association  
 American Association of University Women  
 Fulbright Association  
 National Association of Women in Higher Education  
 National Society for the Study of Education  
 Commentator with Mainstream Media Project (nonprofit organization providing policy analysts to media on educational and social issues)  
 Reviewer, educational administration texts, Sage Publications, Inc.  
 Reviewer, National Society for the Study of Education *Yearbook*  
 Reviewer, Southern Regional Council on Educational Administration *Yearbook*  
 Editorial board, *Educational Foundations*  
 Reviewer, applications for fellowships, Fulbright Association  
 Reviewer, AERA proposals for annual meeting for Ed Ad, Social Foundations and Ed Policy SIGs  
 Session moderator and respondent, AESA Conferences
- 6 Externally funded research grants and contracts you received.
2005. Appalachian Educational Laboratory, administrative professional development project  
 2004. Appalachian Educational Laboratory, P-20 project.  
 2003. Wallace Foundation, *Ventures in Leadership* mentoring project
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
2005. Keynote speaker, New Jersey Ed Leadership Consortium (January)  
 2005. Keynote speaker and seminar director, Texas Preservice Principals' Preparation Project (February)  
 2004. Invited delegate, 15<sup>th</sup> Ethics and Educational Leadership Conference, Exeter College, Oxford, England  
 2004. Hedrick Outstanding Faculty Award  
 2003/2002. Visiting Professor, University of Glasgow, Scotland
- 8 Community service as defined in the *Green book*.
- Center for Professional Development, Board of Directors  
 Center for the Study of Ethnicity and Gender in Appalachia, Board  
 Kanawha County Social Studies and Science Fair Judge  
 MU Distinguished Artists and Scholars Committee  
 MU Research and Creative Activities Council  
 WV Arts Advocacy Council  
 WV Civil Liberties Union  
 WV Social Studies and Science Fair Judge

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## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Linda Spatig Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1986

Conferred by: University of Houston

Area of Specialization: Foundations of Education

Professional Registration/Licensure Elementary Education Agency: State of North Carolina

Years non-teaching experience	1
Years of employment other than Marshall	7
Years of employment at Marshall	18
Years of employment in higher education	19
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Fall	EdF 625	Qualitative Research	13
2003/Fall	LS 797	Dissertation Research	2
2003/Fall	LS 764	Advanced Research I	6
2004/Spring	EdF 625	Qualitative Research	16
2004/Spring	LS 764	Advanced Research I	7
2004/Spring	LS 797	Dissertation Research	1
2004/Summer	EdF 626	Advanced Qualitative Research	5
2004/Fall	EdF 625	Qualitative Research	10
2004/Fall	LS 764	Advanced Research I	5
2004/Fall	LS 797	Dissertation Research	2
2005/Fall	LS 764	Advanced Research I	5
2005/Fall	LS 797	Dissertation Research	2
2005/Spring	LS 797	Dissertation Research	2
2005/Spring	LS 780	Special Topics	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

**Jones, J., Goodwin, R., Cunningham, M., *Leadership for Learning: A Study of Successful School Systems*, NCA Commission on Accreditation and School Improvement: Journal of School Improvement, V 4.1, Sp 2005**

**Jones, J., Staats, W., Bowling, N., Bickel, R., Cunningham, M., Cadle, C. *An Evaluation of the Merit Reading Software Program in The Couhoun County (WV) Middle/High School* Journal of Research on Technology in Education, V 37 N2, p. 177-195, Winter 2004-2005**

4 Papers presented at state, regional, national, or international conferences.

**WebCT Annual User Conference: Impact 2004, Orlando FL, “Graduate Students’ Perceptions of WebCT: A Five Year Quantitative Analysis” and “WebCT Vista: A Roadmap for Implementation” (2004)**

**National Council for Professors of Educational Administration Conference, Branson MO. – “How Low Can You Go: Principalship Preparation Programs in Limbo” (2004)**

**West Virginia Association of School Administrators’ State Conference, Snowshoe, WV, “Five Critical**

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Attributes of Leading Edge Districts” (2002).

The rhetoric and reality of change. Association for the Advancement of Computing in Education – Ed-Media 2001 World Conference on Educational Multimedia, Hypermedia and Telecommunications, Tampere, Finland (2001)

Using the bulletin board forum feature to facilitate group work in the WebCT Environment, Almost Heaven II WebCT Conference, Marshall University, South Charleston, WV (2001)

That’s not the way we have always done it. Southern Regional Council on Educational Administration Annual Conference, Nashville, TN

Moving toward a web-based instructional delivery model for graduate education: A case study. Association for the Advancement of Computing in Education – WebNet 2000 World Conference, San Antonio, TX (2000)

Faculty mentoring: How to develop a successful WebCT monitoring program. International WebCT Conference, Athens, GA (2000)

Training student WebCT users. International WebCT Conference, Athens, GA. (2000)

Changing attitudes and behaviors: A model for broad-based implementation of WebCT-based delivery of instruction. (2000)

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**President, National Association of Secondary School Principals, 1997-Present**  
**West Virginia Association of Secondary School Principals, 1997-Present**  
**West Virginia Association for Middle Level Education, 1997-Present, Treasurer**  
**National Middle School Association, 1992-Present**  
**Phi Delta Kappa, 1994-Present**

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
**2003 Ashland Graduate Advising Award Recipient**

8 Community service as defined in the *Green book*.

**Kanawha Valley Track and Field Officials Association,**  
**Member, 1994 Present**  
**Elk Lions Club**  
**President, 1977, 1986**  
**Vice President, 1976, 1985, 1997**  
**Director 1973-1992**  
**Member 1973 - Present**

**Consultant on Middle School Practices and Administration**  
**2005 Wood County Schools, Wood County WV**  
**2003 Andrew Jackson Middle School, Kanawha County, WV School**  
**2000 Kanawha County, WV Schools**



## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Dennis P. Prisk Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1975

Conferred by: Virginia Polytechnic Institute and State University

Area of Specialization: Education Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 756	Current Issues in Higher Education	3
2003/Summer	LS 785	Externship	1
2003/Summer	LS 780	Special Topics	3
2003/Summer	LS 797	Dissertation Research	5
2003/Fall	LS 725	Higher Education Finance	16
2003/Fall	LS 762	Politics of Education	9
2003/Fall	LS 785	Externship	2
2003/Fall	LS 797	Dissertation Research	6
2004/Spring	LS 655	Externship	2
2004/Spring	LS 718	History of American Higher Education	11
2004/Spring	LS 726	Institutional Advancement in Higher Education	4
2004/Spring	LS 797	Dissertation Research	5
2004/Summer	LS 755	Internship in Higher Education	4
2004/Summer	LS 756	Current Issues in Higher Education	8
2004/Sumemr	LS 797	Dissertation Research	8
2005/Fall	LS 617	Student Personnel Administration in Higher Education	15
2005/Fall	LS 745	Higher Education Law	11
2005/Fall	LS 797	Dissertation Research	10
2005/Spring	LS 647	Adult and Continuing Education Administration	12
2005/spring	LS 714	Administration and Organization of Higher Education	16
2005/Spring	LS 797	Dissertation Research	5
2005/Summer	LS 646	Community and Technical Education	5
2005/Summer	LS 655	Externship	4
2005/Summer	LS 745	Higher Education Law	7
2005/Summer	LS 764	Advanced Research I	1
2005/Summer	LS 797	Dissertation Research	5

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

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- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Green book*.

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## Appendix II Faculty Data Sheet (for the period of this review)

Name: Powell E. Toth Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ph.D. Date Degree Received: 1967

Conferred by: The Ohio State University

Area of Specialization: Educational Administration

Professional Registration/Licensure: N/A Agency: \_\_\_\_\_

Years non-teaching experience	_____
Years of employment other than Marshall	_____ <u>11</u>
Years of employment at Marshall	_____ <u>37</u>
Years of employment in higher education	_____ <u>38</u>
Years in service at Marshall during this period of review	_____ <u>5</u>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 675	Legal and Policy Issues	17
2003/Summer	LS 710	Principles of Leadership	13
2003/Summer	LS 797	Dissertation Research	3
2003/Fall	LS 615	Leadership in the Public Sector	16
2003/Fall	LS 710	Principles of Leadership	11
2003/Fall	LS 797	Dissertation Research	1
2003/Fall	LS 780	Special Topics	1
2004/Spring	LS 675	Legal and Policy Issues	21
2004/Spring	LS 660	Internship: School Principal I	4
2004/Spring	LS 780	Special Topics	1
2004/Spring	LS 797	Dissertation Research	3
2005/Summer	LS 710	Principles of Leadership	10
2004/Summer	LS 650	Internship: School Principal I	1
2004/Summer	LS 655	Externship	3
2004/Summer	LS 771	School District Leadership	6
2004/Summer	LS 780	Special Topics	1
2005/Fall	LS 615	Leadership in the Public Sector	17
2005/Fall	LS 650	Internship: School Principal I	1
2005/Fall	LS 660	Internship: School Principal II	1
2005/Fall	LS 710	Principles of Leadership	10
2005/Fall	LS 797	Dissertation Research	5
2005/Spring	LS 675	Legal and Policy Issues	52
2005/Spring	LS 797	Dissertation Research	6
2005/Summer	LS 660	Internship: School Principal II	7
2005/Summer	LS 755	Internship in Higher Education	2
2005/Summer	LS 797	Dissertation Research	2
2005/Summer	LS 780	Special Topics	2

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain. N/A

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

- **Developed electronic courses:**

**Legal and Policy Issues**

**Principles of Leadership**

**Principalship**

**Leadership in the Public Sector**

- **Chaired seven (7) EdD Student dissertation defense to successful conclusion**

- **Chaired six (6) EdD committees (in progress)**

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- Serve on 18 EdD Committees
  - Review reflective work of graduating MA students
  - Participate in all "Student Portfolio Presentations"
  - Member of EdD Admissions review committee
  - Participate in all oral interviews of EdD candidates
  - WV Board of Regents Graduate Program Review Committee
  - NCATE Stearing/Coordinating: Graduate School of Education and Human Services Program Review
  - Attended "Brain & Learning Conference, Boston, MA, 2000
- 3 Discipline-related books/papers published (provide a full citation).
- Toth, P., and Lauber, C., (2003). "Difference Between Program Directors' and Clinical Instructors' Perceptions of Important Clinical Instructor Categories and Behaviors." *Journal of Athletic Training*.
  - Toth, P., Pauley, R., and Cunningham, M., (1999). "Doctoral Student Attrition and Retention: A Study of a Non-Traditional EdD Program." Amityville, NY: Baywood Publishing Co., Inc.
  - Toth, P., and Farmer, T. (1999). "Brain Hemispheric Characteristics and Leadership Style of School Superintendents." *National Forum of Applied Educational Research Journal*. 10E (3), 218-226.
- 4 Papers presented at state, regional, national, or international conferences.
- Presentation: "Meeting the Needs of Rural Principals," the National Conference of Professors of Educational Administration, 2004.
  - Attended National Conference of Professors of Educational Administration, 2000, 2001, 2003, 2004
  - Presentation: "Establishing a Reflective Practice," The National Conference of Professors of Educational Administration, 2003.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- National Professor of Educational Administration
  - Southern Regional Conference of Professors of Educational Administration
  - National Association of Secondary School Principals
  - Phi Delta Kappa (Past President, Kanawha Valley Chapter)
- 6 Externally funded research grants and contracts you received. N/A
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Marshall University Distinguished Service Award
  - Leadership Training Presentations:
    - Tri-State Leadership Academy
    - Kanawha County Schools
    - Putnam County Schools
- 8 Community service as defined in the *Green book*.
- Hurricane High School Improvement Committee
  - Putnam County Board of Education
  - President, Museum in the Community, Board of Directors
  - Putnam County Route #35 Planning Committee

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Jack E. Yeager Rank: Professor Emeritus

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1975

Conferred by: Virginia Polytechnic Institute and State University

Area of Specialization: Educational Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 625	Human Resource Manage	13
2003/Summer	LS 645	Community Relations in the Public Sector	1
2003/Fall	LS 740	Public School Law	8
2003/Fall	LS 780	Special Topics	4
2005/Spring	LS 655	Externship	2
2005/Spring	LS 645	Community Relations in the Public Sector	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Green book*.

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## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Rebecca Goodwin Rank: Part time faculty

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 2001

Conferred by: West Virginia University

Area of Specialization: Educational Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 506	Planning, Research and Evaluation for School Leaders	19
2003/Summer	LS 780	Special Topics	8
2003/Fall	LS 510	The Principalship	14
2004/Spring	LS 685	Portfolio	10
2005/Spring	LS 780	Special Topics	2
2005/Fall	LS 506	Planning, Research and Evaluation for School Leaders	10
2005/Fall	LS 661	Internship: Supervision	11
2005/Spring	LS 506	Planning, Research and Evaluation for School Leaders	12

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Green book*.

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(for the period of this review)

Name: Samuel Securro Rank: Part time faculty

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: yes no

Highest Degree Earned: Ed.D. Date Degree Received: 1970

Conferred by: West Virginia University

Area of Specialization: Educational Psychology, and Counseling and Guidance

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003/Summer	LS 776	Computer Analysis in Educational Leadership	14
2003/Fall	LS 776	Computer Analysis in Educational Leadership	7
2004/Spring	LS 776	Computer Analysis in Educational Leadership	7
2005/Fall	LS 776	Computer Analysis in Educational Leadership	6
2005/Spring	LS 776	Computer Analysis in Educational Leadership	8

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Green book*.

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## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Mary Harris-John Rank: Assistant Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1995

Conferred by: University of Pittsburgh

Area of Specialization: Administration and Policy Studies

Professional Registration/Licensure: Superintendent (WV & PA), Elem/Middle School Principal (WV)  
Elementary Principal (PA); Comprehensive Social Studies 6-12 (PA) Agency: \_\_\_\_\_

Years non-teaching experience	1
Years of employment other than Marshall	29
Years of employment at Marshall	1
Years of employment in higher education	8
Years in service at Marshall during this period of review	1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005/Fall	LS 630	School and Community	24
2005/Fall	LS 760	Politics of Education	17
2005 Spring	LS 500	Introduction to School Leadership	14
2005 Spring	LS 660	Internship: School Principal II	2
2005/Summer	LS 500	Introduction to School Leadership	13
2005/Summer	LS 550	Schools as Systems	26
2005/Summer	LS 610	Leadership for School Improvement	22

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.  
**2005. Research Associate on AEL/MUG Research Project "Professional Development for Principals". Feb-Dec 2005 (with B. Nicholson, C. Schimmel)**  
**2005. Member of on-site visit teams for the Office of Educational Performance Audits (May 11-13, Mercer County; May 31, Wood County)**  
**2005. Test Reviewer for ETS: Test questions for new test in School Administration (June/July)**  
**2005. Research for article submitted to *Educational Leadership*, January.**  
**2005. Attendance at NAESP Convention in Baltimore, MD, April 17-19.**  
**2005. Research for articles: *The Woman in the Superintendent's Office* (May/June); and *Dealing with Childhood Depression in the Elementary School* (June/July)**  
**2004. Team teaching with Dr. Jack Yeager, LS 760, Politics of Education (Fall Semester).**  
**2005. Completion of IRB course (March 4)**  
**2005. Reviewer of manuscript for NAESP (Feb 8)**  
**2005. Designer of LS 660 course in WebCT/VISTA**

3 Discipline-related books/papers published (provide a full citation).  
**2005. Article submitted to *Educational Leadership* (Jan) (Not accepted)**  
**2005. In progress: *The Woman in the Superintendent's Office* (for *Women in School Leadership* (Aug)**  
**2005. *Dealing with Childhood Depression in the Elementary School* (for *Principal* magazine of the NAESP, Sept.**  
***Leadership in Multicultural Education* (Chapter I); Multicultural Education: Diverse Perspectives (2001); J. Nwoye and A.S. Sehlaoui; Trafford Publishers, B.C., Canada**

4 Papers presented at state, regional, national, or international conferences.

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Scheduled to present at NCEA Conference in Washington, DC, July 27-29, 2005; title of presentation – *Developing Standards-Based Field Experiences for Principal Preparation Programs*.

Monongalia County WV Schools Project Enrich, “Entering Educational Administration”, Options in Principalship Preparation Programs (2002).

Pete Dye Country Club, Clarksburg, WV, presentation to West Milford School teachers: “Renewal of the Teaching Professional” (2002).

Notre Dame High School, Clarksburg, WV, presentation to K-12 teachers: “Effective Teaching” (2002).

Harden Elementary School, Salem WV, presentation to PTO: “Homework Without Tears or Fears” (2001)

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**National Association of Elementary School Principals  
National Association of Secondary School Principals  
American Association of School Administrators  
Association for Supervision and Curriculum Development**

6 Externally funded research grants and contracts you received.

**AEL/MUGC research project: *Professional Development for Principals* (with B. Nicholson and C. Schimmel); Feb – Dec 2005.  
Educational Testing Service: Test Reviewer for new School Administrator examination, June 2005-June 2007.**

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

**Invited speaker for teacher workshop – Doddridge County Schools, June 15, 2004 (topic: *Future Directions for NCLB and the Public Schools*)  
Invited speaker for teacher inservice – Hampshire County Schools, August 26, 2005 (topic: *Using Differentiated Instruction in the Middle School*).  
Appointed as a biographical candidate to represent Charleston, WV in the Empire Who’s Who of Women in Education, in the 2005/06 “Honors Edition” of the registry**

8 Community service as defined in the *Green book*.

**2005. Teacher Inservice presentation, Hampshire County Schools (August 26)  
2005. Teacher Workshop presentation, Doddridge County Schools (June 15)  
2005. OEPA onsite visit, Wood County Schools (May 31)  
2005. OEPA onsite visit, Mercer County Schools (May 11-13)  
2005. Presenter, Boy Scout College, Marshall University (February 5)  
2005. Appointed member of IT-START Committee (February 15)  
2005. Volunteered as a member of Graduate Program Committee’s subcommittee on Assessment (March)  
2005/2004. Attended Supersaturday, assisted new students and participated in panel discussion  
2005. Presenter at Doctoral seminars (April)  
2005. Reviewed doctoral writing samples for new applicants (June)  
2005. Assisted in development of VISTA portfolio site for the 18 credit hour principal’s program (June)  
2005. Arranged interviews for two LS program candidates (Linda Dunlap and Barbara Mallory)  
2005. Participated in doctoral interviews (February)  
2005. Attended interviews for Executive Dean candidates (March, May, June)  
2005. Volunteer tutor for pre-service teachers on PPST team (March, June)  
2004. Appointed member of COEHS Graduate Program Committee (September)**

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Ronald B. Childress Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: EdD Date Degree Received: 1975

Conferred by: University of Tennessee – Knoxville, TN

Area of Specialization: Curriculum and Instruction and Educational Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience 0  
 Years of employment other than Marshall 3  
 Years of employment at Marshall 30  
 Years of employment in higher education 30  
 Years in service at Marshall during this period of review 30

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	CI 797-101	Curriculum & Instruction Dissertation Research	2
Fall 2003	CI 585-103	Independent Study	1
Spring 2004	CI 797-201	Curriculum & Instruction Dissertation Research	2
Summer 2004	CI 797-401	Curriculum & Instruction Dissertation Research	1
Summer 2004	LS 797-406	Dissertation Research	1
Fall 2004	CI 797-102	Curriculum & Instruction Dissertation Research	1
Fall 2004	LS 797-108	Dissertation Research	1
Spring 2005	CI 797-202	Curriculum & Instruction Dissertation Research	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

Member, (Chair, 2002-04) Appalachian Education Laboratory Higher Education Co-Venture Cabinet, 2002-Present  
 Member, (Vice President, 2003-04) Board of Directors, Marshall University Research Corporation, 2001-05.

3 Discipline-related books/papers published (provide a full citation).

"Bridging the Achievement Gap: The Role of Professional Development for Teachers," (with R. Pauley). Policy paper prepared for the Education Alliance, Charleston, WV, February, 2005.  
 "Closing the Achievement Gap: Policy Implications for Teacher Quality, Curriculum and Teacher Expectations," (with R. Pauley). Policy paper prepared for the Education Alliance, Charleston, WV, Spring, 2004.  
 "Closing the Achievement Gap: A Focus on Rural Schools," (with R. Pauley). Policy paper prepared for the Education Alliance, Charleston, WV, May, 2004.  
 "Closing the Achievement Gap: State-Level Policy Implications for Secondary Schools," (with R. Pauley). Policy paper prepared for the Education Alliance, Charleston, WV, October 2004.  
 "Transitioning to an Online Instructional Delivery System: Successes and Challenges" (with R. Pauley). Mid-Western Educational Researcher, Winter, 2003-04.  
 "The Changing Role of the Secondary Pricipal" (with R. Goodwin and M. Cunningham). NASSP Bulletin, Vol. 87, No. 634, March, 2003  
 "Quality Control for Online Graduate Course Delivery: A Case Study" (with L. Heaton and R. Pauley). Computers in the Schools, Vol. 19, No. 314, December, 2002.  
 "Quality Control for Online Graduate Course Delivery: A Case Study" (with L. Heaton and R. Pauley). Chapter in Distance Education: Issues and Concerns. (Edited by C. Maddux, J. Ewing-Taylor and D. Johnson) published by The Haworth Press, Inc., New York, 2002.

4-5 Papers presented at state, regional, national, or international conferences.  
 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

"The Appalachian Accomplished Teaching Project" (with R. Pauley and E. Hundley). Presentation at the WVACTE?WVATE Spring

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Conference, North Bend State Park, WV, February 9, 2003.

"Online Instruction and the Changing Role of Faculty" (with R. Pauley). Paper presented at the AHEA/Alliance Conference, Asheville, NC, October 8-11, 2003. Paper published in Extending the Boundaries of Adult Learning, the Proceedings of the Twenty-Third National Conference on alternative and External Degree Programs for Adults, Adult Higher Education Alliance, Asheville, NC, October 2003.

"Exporting Graduate Education to Four Year Institutions: A Technology Assisted Model for Institutional Collaboration" (with R. Pauley). Paper presented at the XXI International Council for Innovation in Higher Education International Conference, Las Vegas, Nevada, November 2-6, 2003.

The Inservice Teacher as the Adult Learner: Implications for Higher Education" (with R. Pauley). Paper presented at the Innovations in Higher Education Conference, Orlando, Florida, March 14-17, 2004.

"Using Technology to Increase Access to Graduate Education in Rural Areas – A Statewide Model" (with R. Pauley). Paper presented at the Innovations in Higher Education Conference, Orlando, Florida, March 14-17, 2004.

"Strategic Issues in Developing and Integrating an Online Instructional Delivery System" (with R. Pauley). Paper presented at the Innovations in Higher Education Conference, Orlando, Florida, March 14-17, 2004.

"Understanding and Responding to the NCATE Diversity Standard – Lessons from the Field" (with S. Starcher). Paper presented at The Mid Atlantic Conference on the Scholarship of Diversity, Roanoke, Virginia, March 17-18, 2005.

"West Virginia's Teaching Quality Initiative: Supporting Teaching Quality from the Grassroots to Policy" (with R. Pauley). Paper presented to The Education Alliance Statewide Education Summit, Charleston, WV, May 26, 2005.

"Funding Online Programs – Which Way Does the Money Flow?" (with R. Pauley). Paper presented at the XXIII International Council for Innovation in Higher Education International Conference, Belfast, Northern Ireland, June 26-30, 2005.

6 Externally funded research grants and contracts you received.

Developer and Director, \$50,000 grant from the West Virginia Higher Education Policy Commission to provide regional access to Reading Education endorsement program, (2005).

Developer and Director, \$43,348 NCLB grant to provide vocabulary instruction strategies to K-12 teachers in Raleigh County, (2005).

Developer and Director, \$40,648 NCLB grant to provide vocabulary instruction strategies to K-12 teachers in Raleigh County, (2004).

Co-developer and Co-director, \$2.1 million three-year grant from IBM Corporation and the West Virginia Board of Education to fund West Virginia Collaborative for Reinventing Education 3, (2002-05).

Co-developer and Co-director, \$139,600 grant from the National Board for Professional Teaching Standards to support state and regional NBCT training programs, (2002).

Developer and Director, \$53,163 EPDP grant to provide biology instruction to K-6 teachers in Raleigh County (2002).

Developer and Director, \$36,085 EPDP grant to provide math instruction to K-6 teacher in Monroe County, (2002).

Developer and Director, \$160,000 (4 grants) from State Priorities Incentive Grant Program for providing increased access to graduate programs in Special Education, Leadership Studies, Technology and Middle Childhood Education, (2001-02).

Developer and Director, \$200,000 grant from West Virginia Office of the Secretary of Education to provide collaborative masters degree programs with three undergraduate colleges, (2001-02).

Developer and Director, \$72,065 EPDP grant to provide training in meteorology for 75 elementary teachers in Raleigh County (2001).

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
NONE

8 Community service as defined in the *Greenbook*.

Member, MU-WVDE Advisory Committee on Preparing Teachers of the Hearing Impaired, 2001-Present.

Member, MU, WVU, WVDE Advisory Committee on Preparing Teachers of the Visually Impaired, 1999-Present.

NCATE Consultant/State Observer, Higher Education Policy Commission, 1994-Present.

Member, Higher Education Policy Committee's Statewide Teacher Education Advisory Committee, 1983-Present.

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## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Louis Watts Rank: Adjunct Professor

Status (Check one): Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct  Current MU Faculty:  yes \_\_\_\_\_ no \_\_\_\_\_

Highest Degree Earned: Ed.D. Date Degree Received: 1997

Conferred by: West Virginia University

Area of Specialization: Educational Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	CI 609-101	Curric Modern Elem School	14
Sprg 04	CI 609-201	Curric Modern Elem School	22
Sprg 04	CI 609-202	Curric Modern Elem School	12
Sum 04	CI 609-401	Curric Modern Elem School	19
Sum 04	CI 609-402	Curric Modern Elem School	18
Fall 04	CI 609-101	Curric Modern Elem School	19
Sprg 05	CI 609-201	Curric Modern Elem School	16
Sprg 05	CI 609-202	Curric Modern Elem School	19

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Emily H. Waugh Rank: Adjunct Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.S Date Degree Received: 2003

Conferred by: Marshall University Graduate College

Area of Specialization: Superintendency

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	CI 559-101	Multicultural Influences in Education: Materials and Techniques	16
Sprg 04	EDF 616-203	Adv Studies Human Development	20
Sum 04	EDF 616-401	Adv Studies Human Development	20
Sprg 05	EDF 616E-201	Adv Studies Human Development	20

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.
- 3 Discipline-related books/papers published (provide a full citation).
- 4 Papers presented at state, regional, national, or international conferences.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Bruce Flack Rank: Adjunct Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ph.D. Date Degree Received: \_\_\_\_\_

Conferred by: Ohio State University

Area of Specialization: History

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Sum 04	EDF 635-401	Policy Studies in Education	7
Fall 04	CI 583-101	Special Topics	15

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.
- 3 Discipline-related books/papers published (provide a full citation).
- 4 Papers presented at state, regional, national, or international conferences.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Dr. Nega Debala Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: PhD Date Degree Received: 1995

Conferred by: University of Adelaide, Australia

Area of Specialization: Sociology of Education/ Language Education

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

<u>Years non-teaching experience</u>	
<u>Years of employment other than Marshall</u>	<u>10</u>
<u>Years of employment at Marshall</u>	<u>4</u>
<u>Years of employment in higher education</u>	<u>14</u>
<u>Years in service at Marshall during this period of review</u>	

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	CIEC 534-102		16
Fall 03	CISL 552-101		19
Fall 03	CISL 555-101		9
Sprg 04	CI 659-201		10
Sprg 04	CISL 553-201		19
Sprg 04	EDF 625-202		9
Sprg 04	CISL 562-201		12
Sum 04	CI 680-401		18
Sum 04	CISL 554-401		4
Fall 04	CISL 555-101		7
Fall 04	CISL 552-103		19
Fall 04	CISL 553-101		15
Fall 04	CI 583-102		1
Fall 04	CI 563-101		6
Sprg 05	CISL 553-201		17
Sprg 05	CISL 555-201		15
Sprg 05	CISL 555-202		15
Sprg 05	CISL 555-203		12
Sprg 05	CISL 563-201		7

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

### University Service

Nominated as a Senator at the University Senate (April 2003- Present).

### College Service

Nominated as a member of the Graduate Council (April 2003 – Present).

Nominated as a member of the IRB#2 representing the Graduate School (April 2003 – Present).

January – April 2004. Offered a professional development course for Cabell County Teachers.

Animated power point presentation to St. Joe's Kindergarten Kids.

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June 21, 2004. Presented to ESL students at Andrew Jackson Middle School.

3 Discipline-related books/papers published (provide a full citation).

Debela, N. A Closer Look at Distance Learning From Students' Perspective: A Qualitative Analysis of Web Based Online Courses, *Journal of Systemics, Cybernetics and Informatics*, Volume 2 - Number 1, 2004.

Debela, N. A Closer Look at Distance Learning From Students' Perspective: A Qualitative Analysis of Web Based Online Courses, *Education and Information Systems: Technologies and Applications Proceedings*, 2003.

Debela, N. and Hudson, D. Migrants' Perception of Schools and Peers :Australia in *Education and Society*, *International Journal in Education and Sociology*, Vol 15, Number1, 1997, pp.69-80.  
<http://ultibase.rmit.edu.au/Resources/contents/education.html>

Debela, N. and Milosh, R. Language Maintenance and Loss Among Armenians and Ethiopians in South Australia, in *Educational Practice and Theory*, Vol 17, Number 2, 1995.

Debela, N. Community Language Classroom: A Triangulation Approach, in *Curriculum and Teaching*, *International Review of Curriculum and Teaching*, Vol. 9, Number 1, 1994, pp.63-74.

Debela, N. The Cultural Adaptation of Ethiopians in South Australia, in *Ethnic Studies in Focus*, 1995.

Debela, N. Educational and Cultural Background of School Children from Africa: The Case of Amharic and Tigregrna Speakers in *ESLTA Newsletter*, South Australia, Vol. 10, Number 2, 1994, page 9.

Debela, N. Language Teaching in Large Classes, in *The Ethiopian Journal of Education*, Institute of Educational Research, Addis Ababa, Ethiopia, pp. 50-84.

4 Papers presented at state, regional, national, or international conferences.

August, 3, 2004, A Closer Look at Distance Learning From Students' Perspective: A Qualitative Analysis of Web Based Online Courses. West Virginia Technology Conference, Charleston, WV.

May 10-13, 2004. Handling Technological Change, Netlearning Conference, Sweden.

June 26-27, 2003 WebCT VISTA, Marshall University Graduate College.

May 19-21, 2003 Electronic Portfolio Development, MUGC, organized by WVDE.

July 31 – August 2, 2003, International Conference on Education and Information Systems: Technologies and Applications, Florida, USA.  
<http://www.confinf.org/eista04/Pastconference/bestpapers2003.asp>

February 2- 7, 2002, Nudist 5 Conference, London, UK, A Poster Presentation on "An N5 From Novice User Perspective."

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

WVDE grants to train ESL students, Funds exceed 100,000, 2001-2004

RESA 8 grants to train ESL students, Funds exceed 150,000, 2004 - 2005

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Overseas Postgraduate Research Scholarship and the University of Adelaide Scholarship, 1992-1995.

British Council Technical Aid Scholarship, 1987-1988

8 Community service as defined in the *Greenbook*.

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## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Edna Meisel Rank: Adjunct Professor

Status (Check one): Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct  Current MU Faculty:  yes \_\_\_\_\_ no \_\_\_\_\_

Highest Degree Earned: M.A. Date Degree Received: 1994

Conferred by: Marshall University

Area of Specialization: Secondary Education / Science and Mathematics

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience \_\_\_\_\_  
 Years of employment other than Marshall \_\_\_\_\_  
 Years of employment at Marshall \_\_\_\_\_  
 Years of employment in higher education \_\_\_\_\_  
 Years in service at Marshall during this period of review \_\_\_\_\_

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	EDF 665-102	Sociology of American Schools	17
Sprg 04	CIME 555-201	Technical Mathematics for Mathematics Educators	13
Sprg 04	EDF 517-203	Statistical Methods	17
Sum 04	EDF 517-401	Statistical Methods	12
Sprg 05	EDF 621-204	Educational Research & Writing	19
Sprg 05	CIME 577-203	Superv Field Pract/ Math 9-12	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.
- 3 Discipline-related books/papers published (provide a full citation).
- 4 Papers presented at state, regional, national, or international conferences.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6 Externally funded research grants and contracts you received.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8 Community service as defined in the *Greenbook*.

**Appendix II  
Faculty Data Sheet**  
(for the period of this review)

Name: Dr. Rudy Pauley Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1998

Conferred by: West Virginia University

Area of Specialization: Elementary & Secondary Education

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

Years non-teaching experience	
Years of employment other than Marshall	0
Years of employment at Marshall	7
Years of employment in higher education	7
Years in service at Marshall during this period of review	

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	CI 672-101	Practicum in Education	1
Fall 03	EDF 621-104	Educational Research and Writing	22
Fall 03	CI 797-102	Curriculum and Instruction Dissertation Research	1
Fall 03	EDF 585	Independent Study	1
Sprg 04	CI 797-202	Curriculum and Instruction Dissertation Research	1
Sprg 04	EDF 621-204	Educational Research and Writing	20
Sprg 04	CI 588-231	Special Topic	1
Sum 04	CI 797-402	Curriculum and Instruction Dissertation Research	1
Sum 04	EDF 619-401	Educational Psychology	21
Sum 04	CI 588-401	Special Topic	1
Sum 04	EDF 665-403	Sociology of American Schools	
Fall 04	CI 797-103	Curriculum and Instruction Dissertation Research	3
Fall 04	LS 703-101	Research Design	9
Fall 04	CI 672-102	Practicum in Education	3
Fall 04	CI 588-131	Special Topic	1
Sprg 05	CI 704-201	Social and Political Determinants of Curriculum Development	6
Sprg 05	CI 797-201	Curriculum and Instruction Dissertation Research	5
Sprg 05	EDF 502-203	Psychology of Middle Childhood Student	2

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

- 1 If your degree is not in your area of current assignment, please explain.  
N/A

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.

Professional Evaluation Activities

- Evaluator for "Teaching Quality Initiative" for the Education Alliance (Co-evaluator with R. Childress)-Three year project with completion date June 2005.
- Evaluator for Kanawha County Technology Grant (Co-evaluator with R. Childress-Two year project with completion date scheduled for June 2005.
- Evaluator for Clay County Technology Grant (with R. Childress) one year project 2005.
- Evaluator for six Improving Teaching Quality Grants (2003-2005)
- Graduate courses taught related to evaluation:
  - CI 676 Program Evaluation (Doctoral level)
  - LS 703 Research Design (Doctoral level)
  - EDF 621 Research & Writing (MA/Doc level)

Conference program Reviewer

AERA 2004 Conference Reviewer for Division K-Rural Education  
AACE (CITE) 2004 Reviewer for CITE Journal

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- 3 Discipline-related books/papers published (provide a full citation).  
Childress, R. & Pauley, R. (2003). Transitioning to an Online Delivery System: Successes and Challenges. *Midwestern Researcher*, 16(4), 7-12.  
Heaton, L., Pauley, R. & Childress, R. (2002). Quality control for online graduate course delivery: A case study. *Computers in Schools*, 19,(3/4).  
Heaton, L., Pauley, R. & Childress, R. (2002). Quality control for online graduate course delivery: A case study. In C.D.Maddux, J. Ewing-Taylor, & D.L. Johnson (Eds.) *Distance Education: Issues and Concerns* (pp. 103-114). New York: Haworth.  
Childress, R. & Pauley, R. (2003). "Online instruction and the changing role of the faculty: A case study" Annual Proceedings of the AHEA / Alliance, Asheville, North Carolina, 341-352.  
Daniel, C. & Pauley, R. (February, 2003, in press). "Language and Culturally Relevant Instruction: Strategies for Closing the Achievement Gap" National Forum of Teacher Education Journal.
- 4 Papers presented at state, regional, national, or international conferences.  
Pauley, R. & Childress, R. (June 28, 2005). "Funding Online Programs-Which Way Does the Money Flow?" Presentation at the International Council for Innovation in Higher Education Conference, Belfast, Northern Ireland.  
Heaton, L., Pauley, R., & Murphy, M. (April 23, 2005) "Inquiry Based Learning in the Middle School Science Classroom" West Virginia Association for Middle Level Education, Stonewall Jackson Resort.  
Flaherty, P., & Pauley, R. (March 18, 2005). "K-H Service Learning Partnerships: The Good, The Bad, and The Ugly" National Service Learning Conference, Long Beach, CA.  
Hundley, E., Pauley, R. & Childress, R. (February 9, 2003). "The Appalachian Accomplished Teaching Project – An Overview" Presented at the WVACTE/WVATE Spring 2003 meeting, North Bend State Park, WV.  
Pauley, R., & Heaton, L. A. (2001-2002). *WebCT Workshops*. Eight sessions presented to faculty at West Virginia University, Parkersburg, West Virginia.  
Pauley, R & Childress, R. (July 12, 2002). "Marshall University's Accomplished Teacher Project: Support for the Rural Practitioner" Presentation given at NBPTS Appalachian Region focus meeting. Roanoke, VA .  
Pauley, R. & Childress, R. (August 4, 2001). "Taking it to the Streets: Online Support for NBPTS," Invited presentation at National Board of Professional Teaching Standards Conference, Baltimore, MD.  
Pauley, R. (November 10, 2000) "Using WebCT with Project MERIT," Presentation to statewide cohort at Morgantown, WV.  
Pauley, R. (May 24-26, 2000). "Marshall University's Philosophy for Distance Education," Maine Community and Technical College Symposium 2000, Portland ME, And Bangor, ME (invited keynote speaker for three sessions).
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.  
Member Association for Supervision and Curriculum Development  
Member American Association of Colleges for Teacher Education  
Member WV Association of Colleges for Teacher Education  
Member West Virginia Association of Mid Level Educators  
Member of Phi Delta Kappa
- 6 Externally funded research grants and contracts you received.  
"Using Handheld Computers to Enhance Science Education" Clay County NCLB Grant (2004-2005). Total funds \$61,249.00  
"Instructional Strategies for Math Teachers: Discovery Learning via Technology" Lincoln County NCLB Grant (2004-05). Total funds \$31,815.00  
"Appalachian Accomplished Teaching Project" NBPTS National grant (2003 - 2004). Total funds \$174,050.00  
Co-author and project co-director.  
"Software Applications for Mathematics and Reading Instruction" Clay County. (NCLB-2003)  
Total funds \$42,584.00. Project director and author of grant.  
"Appalachian Accomplished Teaching Project" NBPTS National grant (2002 - 2003). Total funds \$139,100.00  
Co-author and project co-director.  
"Software Applications for Mathematics and Reading Instruction" Lincoln County. (NCLB-2003). Total funds \$45,079.00.  
Project director and co-author of grant.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.  
Recipient of the Carolyn Hunter Distinguished Faculty Service Award 2005  
Award for "Innovative Excellence in Teaching, Learning and Technology - 2002" International Conference on College Teaching and Learning, Jacksonville, FL (April 2002)
- 8 Community service as defined in the *Greenbook*.

## Appendix II

Date Created: March 6, 2002; Date Revised: February 23, 2006

### Program Review Doc 2-16-06

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

# Faculty Data Sheet

(for the period of this review)

Name: Dr. Lisa A. Heaton Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Doctor of Philosophy Date Degree Received: 1999

Conferred by: University of Virginia, Charlottesville

Area of Specialization: Instructional Technology with an Emphasis in K-12 Education

Professional Registration/Licensure \_\_\_\_\_ Agency: American Educational Research Association

Years non-teaching experience	_____
Years of employment other than Marshall	1
Years of employment at Marshall	5
Years of employment in higher education	6
Years in service at Marshall during this period of review	_____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	CIEC 534-101	Application Software in the Classroom Curriculum Area	21
Fall 03	CIEC 600-101	Computing and Instructional Design	13
Fall 03	CIEC 660-101	Using Computers to Improve Instruction in the Classroom	15
Sprg 04	CIEC 630-201	Authoring System and Multimedia	14
Sprg 04	CIEC 583-201	Special Topics	2
Sum 04	CIEC 699-401	Final Projects in Educational Computing	5
Sum 04	CIEC 580-401	Special Topics	1
Fall 04	CIEC 582-101	Special Topics	11
Fall 04	CI 672-101	Practicum in Education	1
Fall 04	CIEC 699-101	Final Project in Educational Computing	1
Sprg 05	CI 672-201	Practicum in Education	3
Sprg 05	CI 797-204	Curriculum and Instruction Dissertation Research	1
Sprg 05	CIEC 630-201	Authoring Systems and Multimedia	7
Sprg 05	CIEC 583-201	Special Topics	1

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

1 If your degree is not in your area of current assignment, please explain.  
N/A

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.
- Conference attendee and presenter, Society for Information Technology and Teacher Education, 2000-2002, 2005
  - Conference attendee and presenter, Virginia Society for Technology in Education, 2000, 2004
  - Conference attendee and presenter, Virginia Educational Technology Leadership Conference, 2001-2004
  - Conference attendee and presenter, WebCT, 2001-2002, 2004
  - Conference attendee and presenter, WebNet, 2000
  - Conference attendee and presenter, WVNet, 2001-2002
  - Conference attendee and presenter, WV Middle Level Education Conference, 2005
  - Conference attendee and presenter, WV Statewide Technology Conference, 2004-2005

3 Discipline-related books/papers published (provide a full citation).  
Heaton, L.A., Pauley, R., & Childress, R. (2002). Quality control for online graduate course delivery: A case study. In C.D. Maddox, J. Ewing-Taylor, & D. L. Johnson (Eds.), *Distance education issues and concerns* (pp. 103-114). New York: The Haworth Press.

Heaton, L.A., Pauley, R., & Childress, R. (2002). Quality control for online graduate course delivery: A case study. *Computers in the Schools*, 19(3/4), pp.103-114.

Heaton, L. A., Washington, L. A., & Pauley, R. (2002). *The professional development series: Web-based staff development for K12 teachers*. Proceedings of SITE 2002 sponsored by the Association for the Advancement of Computing in Education, Nashville, Tennessee, pp. 182-183.

Milam, J. H., Santo, S. A., & Heaton, L. A. (2000). *Concept Maps for Web-Based Applications*. ERIC Technical Report.

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- Heaton, L. A., Stemhagen, K., & Burbach, H. J. (2000). Virginia Algebra Resource Center: Connecting Your Algebra Classroom to the Real World. *Virginia Mathematics Teacher*, 27(1), 29-31.
- Nonis, A.S., Bronack, S.C., & Heaton, L.A. (2000). Web-based discussions: building effective electronic communities for pre-service technology education. *Journal of Technology and Teacher Education*, 8(1), 3-11
- 4 Papers presented at state, regional, national, or international conferences.
- Heaton, L.A., Smith, L., & Orr, S. (2005, August 10). *Technology in the science classroom*. Session presented at the WV statewide Technology Conference, Morgantown, West Virginia.
- Orr, S. & Heaton, L.A. (2005, March 4) *Multicultural education and the Internet*. Paper presented at the 16<sup>th</sup> annual meeting of the Society for Information Technology and Teacher Education (SITE), Phoenix, Arizona.
- Pauley, R., Heaton, L.A., & Cunningham, M. (2004 July 13). *Graduate students' perceptions of WebCT: A five year quantitative analysis*. Paper presented at the 6<sup>th</sup> annual WebCT User Conference (Impact 2004), Orlando, Florida.
- Heaton, L.A., Pauley, R., & Eagle, T. (2003, December 9). *Multimedia and interactive technology applications*. Session presented at the 9<sup>th</sup> annual Virginia Educational Technology Leadership Conference. Roanoke, Virginia.
- Heaton, L.A. (2002, March 26). *Using WebCT to deliver professional development to K-12 educators*. Session presented At the annual WebCT Asia Pacific Conference. Melbourne, Australia.
- Pauley, R., & Heaton, L.A. (2002, March 20). *Establishing graduate cohorts for in-service teachers in rural regions*. Paper presented at the 13<sup>th</sup> annual meeting of the Society for Information Technology and Teacher Education (SITE). Nashville, Tennessee.
- Heaton, L.A., Huxley, J. (2001, June 27). *Using WebCT to deliver professional development to West Virginia teachers*. Papers presented at the Third Annual WebCT Conference, Vancouver, British Columbia, Canada.
- Heaton, L.A., & Stemhagen, K. (2001, March 8). *Creating a Web-based curriculum tool: Helping k-12 teachers harness The potential of the World Wide Web*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education (SITE), Orlando, Florida.)
- Heaton, L.A. (2000, November 2). *Facilitating face to face instruction with online resources*. Paper presented at the Annual meeting of WebNet, San Antonio, Texas.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- Member and conference program reviewer, American Educational Research Association (AERA), 1999-present
  - Member, Association for the Advancement of Computing in Education (AACE), 1998-present
  - Member, International Society for Technology in Education, 2005-present
  - Member, Phi Delta Kappa, 1999-present
- 6 Externally funded research grants and contracts you received.
- Participation in development and delivery of 4 Eisenhower Grants funding summer institutes for teachers from 2000-2002.
  - Participation in development and delivery of 11 Improving Teacher Quality Grants (NCLB) funding summer institutes for teachers from 2003-2005.
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Heaton, L.A., & Pauley, R. (2005, June 21). *Technology Across the Curriculum*. Workshop presented for Roane County Schools, Spencer, West Virginia.
- Pauley, R., & Heaton, L.A. (2001-2002). *WebCT workshops*. Eight sessions presented to faculty at West Virginia University, Parkersburg, West Virginia.
- Pauley, R., & Heaton, L.A. (2000, September 22). *WebCT demonstration*. Session presented to the West Virginia Reading Cadre, Beckley, West Virginia.
- 8 Community service as defined in the *Greenbook*.
- Guest Student Presentation Evaluator. *Advanced Placement Benchmark Project (Language and Composition)*, Buffalo High School. (2005).
  - Project Evaluation. *Kanawha County Schools Education Technology Grant Project Co-evaluator*. (2003-present).
  - Member of Editorial Board for the online publication: *Contemporary Issues in Technology and Teacher Education*. (2003-present).
  - University, College, and Division Service. (2000-present). Technology-related committees, search committees, website development and maintenance, etc.
  - Online Reviewer for American Educational Research Association (1999-present). Division K1d: Teaching, teacher education and learning with technology and for student learning with technology and Division C7: Technology Research.
  - Conference Volunteer (2000). Technology Assistant, Web Net in San Antonio, Texas.

## Appendix II

### Faculty Data Sheet

(for the period of this review)

Date Created: March 6, 2002; Date Revised: February 23, 2006

**Program Review Doc 2-16-06**

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Name: Dr. Fred Pauley Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ph.D. Date Degree Received: 1994

Conferred by: University of Connecticut

Area of Specialization: Higher Education Administration

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

<u>Years non-teaching experience</u>	
<u>Years of employment other than Marshall</u>	<u>18</u>
<u>Years of employment at Marshall</u>	<u>4</u>
<u>Years of employment in higher education</u>	<u>22</u>
<u>Years in service at Marshall during this period of review</u>	

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	CI 515-101	Integrated Methods and Materials: Secondary Education	22
Fall 03	EDF 612-103	Educational Evaluation	22
Fall 03	EDF 665-103	Sociology of American Schools	20
Fall 03	CISE 574-101	Integrated Science for the Elementary School	22
Sprg 04	CI 515-201	Integrated Methods and Materials: Secondary Education	11
Sprg 04	CISE 572-201	Environmental Education for the Elementary/Middle School Teacher	7
Sprg 04	CISE 574-201	Integrated Science for the Elementary School	10
Sprg 04	CI 582-201	Special Topic	1
Sum 04	EDF 621-404	Educational Research and Writing	24
Sum 04	EDF 665-401	Sociology of American Schools	20
Fall 04	CI 515-101	Integrated Methods and Materials: Secondary Education	20
Fall 04	EDF 619-101	Educational Psychology	22
Fall 04	EDF 619-102	Educational Psychology	18
Fall 04	CISE 571-131	Developing Thematic Science in the Elementary/Middle School	1
Sprg 05	CI 515-201	Integrated Methods and Materials: Secondary Education	16
Sprg 05	CI 515-202	Integrated Methods and Materials: Secondary Education	14
Sprg 05	CISE 574-201	Integrated Science for the Elementary School	3
Sprg 05	EDF 621-231	Educational Research and Writing	12

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

- 1 If your degree is not in your area of current assignment, please explain.  
N/A

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

- 2 Activities that have enhanced your teaching and or research.
- Pre-doctoral and Doctoral Fellowship Recipient
  - Graduate Fellowship Recipient, Education Department, Marshall University
  - Membership on Graduate Council
  - Faculty Senator
  - Faculty Advisor for Student Government Association
  - Participated on Committee to Address Student Grievances
  - Seventeen years experience teaching courses in teacher education degree programs at the undergraduate and graduate levels
  - Chaired steering committee for regional accreditation
- 3 Discipline-related books/papers published (provide a full citation).
- 4 Papers presented at state, regional, national, or international conferences.
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- Presenter, Stop Surfing Start Teaching National conference, Las Vegas, Nevada, February 2003

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- Presenter, National Council for the Social Studies, Phoenix, AZ, November 2002
- Presenter, Mountain Plains Adult Education Conference, Phoenix, AZ, May 2002
- Presenter, American Psychological Conference, Miami Florida, June 2000
- Presenter, National Council for the Social Studies, Anaheim, CA, November 1998
- Presenter, West Virginia Social Studies Council, "Appalachian Humor," November 1998

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

## Appendix II Faculty Data Sheet

(for the period of this review)

Name: Dr. Calvin Meyer Rank: Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty:  yes  no

Highest Degree Earned: Ed.D. Date Degree Received: 1979

Conferred by: University of South Carolina

Area of Specialization: Curriculum and Instruction

Professional Registration/Licensure \_\_\_\_\_ Agency: \_\_\_\_\_

<u>Years non-teaching experience</u>	
<u>Years of employment other than Marshall</u>	<u>13</u>
<u>Years of employment at Marshall</u>	<u>5</u>
<u>Years of employment in higher education</u>	<u>18</u>
<u>Years in service at Marshall during this period of review</u>	

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 03	CI 583-101	Special Topic	13
Fall 03	CI 797-103	Curriculum and Instruction Dissertation Research	2
Fall 03	CI 680-101	Symposium-Elementary and Secondary Education, Part II	22
Fall 03	CI 501-101	Middle Childhood Curriculum	22
Fall 03	CI 501-103	Middle Childhood Curriculum	24
Sprg 04	CI 501-202	Middle Childhood Curriculum	24
Sprg 04	CI 797-203	Curriculum and Instruction Dissertation Research	1
Sprg 04	CI 503-203	Methods and Materials of Teaching in the Middle Childhood Grades	18
Sprg 04	CI 503-204	Methods and Materials of Teaching in the Middle Childhood Grades	22
Sum 04	CI 501-401	Middle Childhood Curriculum	15
Sum 04	CI 503-401	Methods and Materials of Teaching in the Middle Childhood Grades	23
Sum 04	CI 797-403	Curriculum and Instruction Dissertation Research	1
Sum 04	CI 501-404	Middle Childhood Curriculum	15
Fall 04	CI 501-101	Middle Childhood Curriculum	19
Fall 04	CI 797-101	Curriculum and Instruction Dissertation Research	3
Fall 04	CI 672-104	Practicum in Education	18
Fall 04	CI 672-105	Practicum in Education	19
Sprg 05	CI 503-201	Methods and Materials of Teaching in the Middle Childhood Grades	20
Sprg 05	CI 680-201	Symposium-Elementary and Secondary Education, Part II	10
Sprg 05	CI 797-203	Curriculum and Instruction Dissertation Research	2
Sprg 05	EDF 502-201	Psychology of the Middle Childhood Student	7

**NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.**

N/A

**(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)**

2 Activities that have enhanced your teaching and or research.

**Consultant**

Professional Association of Georgia Educators, Federal Grants Assistance. GEORGIA, 1995

U.S. Department of Education, Secretary's Fund for Innovation in Education. WASHINGTON, D.C., 1994

National Association of Secondary School Principals, Principal's Assessment Center. GEORGIA, 1989-1995, MISSOURI, 1987-1989, SOUTH CAROLINA, 1985-1986

National Science Foundation, GIMS Project. GEORGIA, 1992-1994

Joint Council of Economic Education, Choices Program. GEORGIA, 1991

South Carolina Task Force, APT Project. SOUTH CAROLINA, 1981

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**Committee Membership:**

Member, MARSHALL UNIVERSITY, 2000-Present

Commission on Multicultural Education

Ethics Ad Hoc Committee

Faculty Evaluation Ad Hoc Subcommittee

Judicial Committee

Merit Pay Committee

NCATE Coordinating Committee

Search Committee for Early Childhood

Search Committee Technologies Position

Search Committee Science Education

3 Discipline-related books/papers published (provide a full citation).

*Developing Middle Level Teaching Skills via an Online Process: It Can Be Done.* National Middle School Journal. January, 2005, edition.

*Observations of the Educational Reform in China's Middle School Education Program.* National Social Science Perspectives Journal. 2004. (Vol. 24, #1).

*Authentic Assessment Correlated to Achievement.* Proceedings Journal International Conference on Education. 2004.

*Computer Assisted Instruction: Is There a Difference in Achievement?* National Social Science Journal. 2004 (Vol. 23-1, 81-82).

*Multiculturalism: Beyond Food, Festival, Folklore and Fashion.* Kappa Delta Pi Record. 2004.

*Is Your School a Jiddle? Becoming.* GMSA Journal. December 2003.

*The Affect of Computer-Assisted Instruction versus Traditional Delivery.* National Social Science Perspectives Journal. Summer 2003 (Vol. 23-2, 82-85).

*Teaching Instructional Methods Online.* National Social Science Journal. Summer 2003.

*Criteria for Designing an Assessment.* [Abstract] China International Conference

Center for Science and Technology, Beijing Normal University. Summer 2002.

*Teaching Distance Learning to a Generation of dot.com Teachers.* National Social Science Perspectives Journal. Summer 2002.

*Turkey and the United Arab Republics: A Secondary Unit of Study.* National Social Science Journal, Fall 2001 (Vol. 17-2, 59-67)

*Turkey and the United Arab Republics.* National Social Science Perspective Journal. Summer 2001 (Vol. 18-1, 140-150).

4 Papers presented at state, regional, national, or international conferences.

Association of Supervision and Curriculum Development, NEW YORK, 1984, HOUSTON, 1983, ANAHEIM, 1982, ST. LOUIS, 1982, KANSAS CITY, 2001

Center for Science, Mathematics and Engineering Education, University of Virginia, CHARLOTTESVILLE, VA, 1999

China Association of Science and Technology Education, BEIJING, 2002

International Conference on Education, Honolulu, 2004

Kappa Delta Pi Biennial Conference, ORLANDO, 2001

Missouri Association of Supervision and Curriculum Development, ST. LOUIS, 2000

National Social Science Association, WASHINGTON, DC, 1995, ST. LOUIS, 1999, NEW ORLEANS, 2000, LAS VEGAS, 2002, 2003, Seattle, 2003, Baltimore, 2004

National Middle School Association, DETROIT, 1979, WASHINGTON, DC, 2001, PORTLAND, 2002

Syllabus 2001 Conference, SANTA CLARA, CA., 2001

West Virginia Association of Middle Level Education, CHARLESTON, WV, 2001, SNOWSHOE, WV, 2002

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Association of Supervision and Curriculum Development (ASCD) – Presenter

Association of Teacher Educators (ATE) – Presenter, Ad Hoc Subcommittee Bylaws SIG for Middle Level Education

Christian Educator's Association International (CEA) - Presenter

Georgia Council of Social Studies - Presenter

National Association of Science Teachers - Presenter

National Council of Teachers for Mathematics

National Middle School Association - Presenter/Journal Referee/Affiliate Leader

National Social Science Association - Presenter

Professors of Middle Level Education - National Conference Committee

West Virginia Association of Middle Level Education - Editor of Newsletter, Board Member

6 Externally funded research grants and contracts you received.

West Virginia Council of Higher Education, \$54,000, 2001

Eisenhower Professional Development Grant, \$52,000, 2001

Marshall University Technology Grant, \$2800, 2001

Multicultural/Social Justice Education, \$2500, 2000

Eisenhower Consortium for Mathematics/Science Education, \$5500, 1996

National Association of Secondary School Principals, \$3600, 1989-1995

Educational Data Systems, \$126,000, 1983

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Liberty University, Board of Regents - 2002

West Virginia University, Regular Faculty Graduate Status - 2002

Who's Who Among America's Teachers - 1998, 2000

Kappa Delta Pi - 1994 -2000

Phi Delta Kappa - 1991-2000

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**Appendix III**  
**Off-Campus Classes**  
**None**

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

<b>Year</b>	<b>Location</b>	<b>Courses Offered</b>	<b>Enrollment</b>

**Appendix IV  
Service Courses  
None**

Course Number	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
i.e. 101																

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**Appendix V**  
**Program Course Enrollment**  
**Educational Leadership – Public School Administration**

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
LS 700	Superintendency	R	1	2	1	12			1			4			9		
LS 705	Administrative Theory	R*	1	2				27			5			9			2
LS 707	Ethical Theories	R* (2005)															7
LS 710	Principles of Leadership	R*	21	19	24	17			21			13	13		10	11	
LS 720	Public School Finance	R		1		2		14						11			
LS 730	Facility Planning and Management	R	3		9			1			6	1	1				8
LS 740	Public School Law	R		14		1	17	1								8	
LS 760	Politics of Education	R*		16			14			13						6	
LS 764	Advanced Research	R/E**				1	6			6			6	7		7	
LS 771/2	School District Leadership	E	2		1		4		1	1	6	4	1		6		
LS 797	Dissertation Research	R*	7	10	8	5	10	15	13	22	22	18	22	16	20	14	16
CI 702	Curriculum Theories	R***															

\*Also required for Higher Education Administration students.

\*\*Required until 2004. This course became unnecessary with the change in comprehensive assessment.

\*\*\*Also required for Curriculum and Instruction students.

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**Appendix V**  
**Program Course Enrollment**  
**Educational Leadership – Higher Education Administration**

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
LS 647	Adult and Continuing Education Administration	E															12
LS 705	Administrative Theory	R*	1	2				27			5			9			2
LS 707	Ethical Theories	R* (2005)															7
LS 710	Principles of Leadership	R*	21	19	24	17			21			13	13		10	11	
LS 714	Administration and Organization of Higher Education	R			21						14						16
LS 716	Higher Education Governance	E				9											
LS 717	Introduction to Student Personnel	E		19						6						13	
LS 718	History of Higher Education	E	1					16						11			
LS 725	Higher Education Finance	R						19					13				
LS 726	Institutional Advancement in Higher Education	E						7		6				4		4	
LS 745	Higher Education Law	R		23	1					15			15			10	

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Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
LS 746	Administration of Community and Technical Colleges	E								5			5				
LS 748	Adult and Continuing Education	E			8			16			8						
LS 755	Internship: Administration in Higher Education	E	4	1	5	8	1	4	2	1	2			1	4		
LS 756	Current Issues in Higher Education	R				15			3			3			6	1	
LS 760	Politics of Education	R*					14			13							
LS 764	Advanced Research	R/E**			11		6	6			4						
LS 797	Dissertation Research	R*	7	10	8	5	10	15	13	22	22	18	22	16	20	14	16

\*Also required for Public School Administration students.

\*\*Required until 2004. This course became unnecessary with the change in comprehensive assessment.

## Appendix V Program Course Enrollment Curriculum and Instruction

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
CI 583	Teaching in Higher Education	E									7						
CI 583/LS 780	Advanced Adult Learning	E						2						1			
CI 609	Curriculum in the Modern Elementary School	E					8										35
CI 610	Curriculum in the Modern Secondary School	E							7								
CI 641/676	Program Evaluation	E			12												
CI 677	Writing for Publication	R												3			9
CI 701	Curriculum Development	R															
CI 702	Curriculum Theories	R*															
CI 703	Theories, Models and Research in Teaching	R											13				
CI 704	Social and Political Determinants of Curriculum Development	R															6

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Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
CI 705	Curriculum in Higher Education	E														15	
CI 706	Multicultural Education	R															
CI 707	Curricular Change – Models and Practices	R															
CI 797	Dissertation Research	R											5	2	3	7	4
CIEC 700	Technology and Curriculum	R					15						15				

\*Also required for Educational Leadership - Public School Administration students.



## Appendix V Program Course Enrollment Courses Across Majors

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
LS 703	Research Design	R								8			9			9	
LS 719	Introduction to Doctoral Studies	R		3	5		7			6			9			9	7
LS 765	Advanced Research	R		20	17		11	6	1	6	8		6	10	6	8	10
LS 776	Computer Analysis	E	1	2	5	6	3	8	2	3	6	14	3	7		7	8
EDF 517	Statistical Methods	R							15					17	21		
EDF 625	Qualitative Research in Education	R						14						9			9
EDF 626	Advanced Qualitative Research	E															
EDF 635	Policy Studies in Education	E											7				
EDF 711	Survey Research in Education	R														11	

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## Appendix VI Program Enrollment

Students	Year 1 2000-2001	Year 2 2001-2002	Year 3 2002-2003	Year 4 2003-2004	Year 5 2004-2005
New Students Admitted		42	11	6	42
Principal Majors Enrolled			Fall: 43 Spring: 41 Sum: 29	Fall: 42 Spring: 42 Sum: 34	Fall: 73 Spring: 73 Sum: 63
Area of Emphasis:					
Area of Emphasis					
Area of Emphasis, etc.					
Second Majors Enrolled*					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors**					
Withdrew from program prior to admission to candidacy			2		1
Reached candidacy but time expired without completion ("ABD")					
<b>Grand Total of Students Enrolled in the Program</b>		42	43	46	82
<b>Graduates of the program</b>			8	3	5

**Notes:**

July 2002: 42 students from the WVU/MU Cooperative Doctoral Program in Educational Leadership transferred to the Marshall program

October 2004: 21 students from the WVU/MU Cooperative Doctoral Program in Curriculum and Instruction transferred to the Marshall program

## Attachment One



The Standard of Excellence  
in Teacher Preparation

National Council for Accreditation of Teacher Education  
Arthur E. Wise  
President

March 21, 2005

Michael J. Farrell  
Interim President  
Marshall University  
One John Marshall Drive  
Huntington, WV 25755-2400

Dear President Farrell:

At its March 13-17, 2005 meeting in Palm Springs, CA, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education and Human Services as the unit that oversees the professional education offerings at Marshall University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education and Human Services at Marshall University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation. I would also like to express appreciation for the cooperation received from the faculty, staff, and administration of your institution. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion. Any areas for improvement that have been cited are listed in the enclosed areas for improvement document.

The next NCATE visit is scheduled for fall 2009, which is seven years after the originally scheduled fall 2002 visit. You will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the actual date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.

2010 Massachusetts Avenue, NW, Suite 500  
Washington, DC 20036-1023  
phone 202.466.7496 fax 202.296.8620  
email [ncate@ncate.org](mailto:ncate@ncate.org) [www.ncate.org](http://www.ncate.org)

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Michael J. Farrell  
March 21, 2005  
Page 2

Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

To assist you in letting potential students and the public know the benefits of attending a professionally accredited institution, we have also enclosed an information packet in the copy of this letter sent to the head of the education unit. Please feel free to contact NCATE's Communications Department if you would like further assistance.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

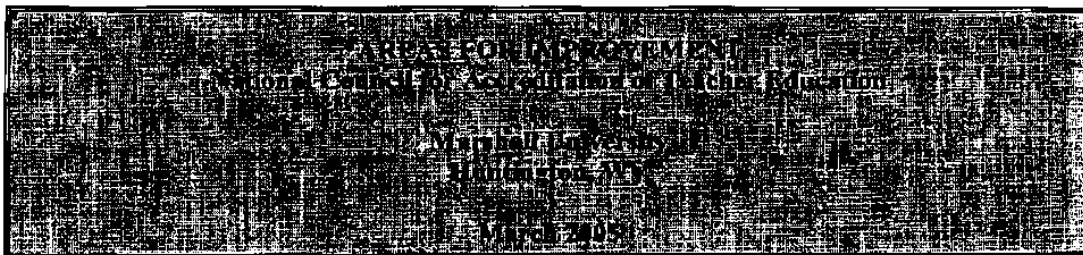
Respectfully submitted,



Arthur E. Wise

Enclosures

cc: Tony Williams, Interim Dean, College of Education and Human Services  
Bruce Flack, Director of Academic Affairs, Higher Education Policy Commission  
Serena L. Starcher, Coordinator, Teacher Education, West Virginia Department of  
Education  
Board of Examiners Team



*The following areas for improvement apply to the initial and advanced preparation levels except where otherwise indicated.*

**Standard 1. Candidate Knowledge, Skills, and Dispositions**

*(Initial Teacher Preparation)* The physical education program has not been nationally recognized.

*(Advanced Preparation)* The school psychology program has not been nationally recognized.

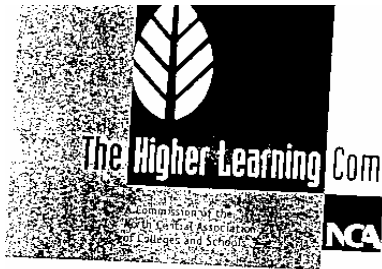
**Standard 6. Unit Governance and Resources**

The unit lacks the permanent leadership and authority to coordinate and manage all of its programs.

*NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself.*

*This areas for improvement document is accessible to the institution, NCATE, and state partners (if the institution is located within an NCATE partner state). It may not be shared with others without the consent of the institution.*

Attachment Two



RECEIVED

2004 MAY 17 AM 11:35

OFFICE OF THE PRESIDENT  
MARSHALL UNIVERSITY

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504 | 312-263-0456  
800-621-7470 | Fax: 312-263-7462 | www.ncahigherlearningcommission.org

SARAH DENNA

Serving the common good by assuring and advancing the quality of higher learning

April 27, 2004

Dr. Dan Angel  
President  
Marshall University  
One John Marshall Drive  
Huntington, WV 25755

Dear President Angel:

This letter is formal notification of the action taken concerning Marshall University by The Higher Learning Commission. At its meeting on April 19, 2004, the Institutional Actions Council voted to adopt the attached Statement of Affiliation Status, thereby acknowledging the successful completion of a Commission mandated focused visit. The Commission Board of Trustees validated that action through its validation process concluded on April 27, 2004. The date on this letter constitutes the effective date of this new status with the Commission.

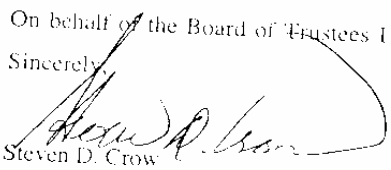
Normally a new Record of Status and Scope (RSS) is attached to this letter. The RSS includes the Statement of Affiliation Status (SAS) and the Statement of Institutional Scope and Activities (SISA). The SISA is generated from the database and includes specific information gleaned from your Annual Report as well as from the team. This year we are holding the annual report information gathered online until our database redesign is complete. The Annual Report was designed to link with the new database, not our current one. Therefore, instead of sending you a Record of Status and Scope that is not current, I choose only to send the SAS portion of it. As soon as the new database is finished and tested, I will forward your full Record of Status and Scope. It will summarize the relationship between the Commission and Marshall University. Modifications to it may require prior approval from the Commission, although several sections of the Statement of Institutional Scope and Activity can be modified through submission of the Annual Report. In the meantime, I highly recommend that if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call Mary B. Breslin, BVM, your staff liaison.

Changes in your institution that would require further Commission action prior to their initiation are found in Chapter 7.2 of The Handbook of Accreditation, Third Edition. Please review them with care.

Information about informing the public of this action is found in Chapter 8.3 of the Commission's Handbook.

On behalf of the Board of Trustees I thank you and your associates for your cooperation.

Sincerely,

  
Steven D. Crow  
Executive Director

Enclosure: Statement of Affiliation Status

cc: Evaluation Team Members  
Chair of the Board

cc: Cabinet

per B. Breslin  
11/13/04



# The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456  
800-621-7440 | FAX: 312-263-7452 | www.ncahigherlearningcommission.org

## STATEMENT OF AFFILIATION STATUS

MARSHALL UNIVERSITY  
One John Marshall Drive  
Huntington, WV 25755

*Affiliation Status:* Candidate: 0  
Member: (1928- )

### Nature of Organization

*Legal Status:* Public  
*Degrees Awarded:* A, B, M, S, D

### Conditions of Affiliation:

*Stipulations on Affiliation Status:* Accreditation at the Doctor's level is limited to the Ph.D in Biomedical Sciences, the doctor of Psychology (Psy.D.) the Doctor of Education (Ed.D.) and the M.D.

*Approval of New Degree Sites:* No prior Commission approval required for offering, via distance delivery methods, when appropriate, existing degree programs at new sites throughout the State of West Virginia and in Lawrence County, Ohio and Boyd, Greenup, Carter and Lawrence Counties in Kentucky; and, for offering existing graduate degree programs within the State of West Virginia.

*Approval of Distance Education Degrees:*

*Reports Required:*

*Other Visits Scheduled:*

### Summary of Commission Review

*Year of Last Comprehensive Evaluation:* 1995 - 1996

*Year of Admission to AQIP:*

*Year for Next Comprehensive Evaluation:* 2005 - 2006

*Year of Next System Appraisal:*

*Year of Next Reaffirmation of Accreditation:*

*Date of Last Action:* 04/27/2004

### Chart 1 Attachment Three Assessment Summary

<b>Student Outcome</b>	<b>Assessment Tools/Approach</b>	<b>Standards/Benchmarks</b>	<b>Results/Analysis</b>	<b>Action Taken</b>
Graduates will have a strong foundation in research methods.	Research Survey Instrument	80% or better	Students are tested within the first year of being admitted to the program, and again at the completion of LS 703 Research Design. Entering scores are consistently very low. Data from the end of the course show an increase in knowledge and understanding, but continued deficits in qualitative methods.	All students are now required to take LS 703 Research Design within the first year after admission. All students are now required to take both Statistics and Qualitative Research. An additional course in Survey Research (EDF 711) has been added as a requirement.
Students will produce scholarly publications and presentations.	Qualifying Assessment	Successfully passing this assessment as determined by the student's doctoral committee using an established rubric.	This requirement was instituted in the Fall of 2003, so students subject to this requirement are just now reaching this point in their programs. To date, three students have completed the qualifying assessment/portfolio review. All three have been awarded passing scores and have been admitted to candidacy.	Faculty are continuing to review the scoring rubric and the procedures followed for this assessment. To assist students in preparing for this element of their programs, expectations are being clarified, and examples of successful assessments are being made available to students.
<b>Student Outcome</b>	<b>Assessment Tools/Approach</b>	<b>Standards/Benchmarks</b>	<b>Results/Analysis</b>	<b>Action Taken</b>
Students will do a reflective analysis of their experiences in the program.	Qualifying Assessment	Successfully passing this portion of the assessment as determined by the student's doctoral committee using the established rubric.	While the three students who have reached this benchmark have been given a passing evaluation, faculty have expressed concern about the quality of the reflection and the conceptualization of the document in looking at all the experiences in the program as a whole.	An extensive discussion of this requirement is now a part of LS 719, Introduction to Doctoral Studies. Expectations are being clarified, and students are doing a Learning Journal during their involvement in the program. This issue will be revisited with each new qualifying assessment document.

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## Attachment Four



Office of Program Review & Assessment

To: Teresa Eagle, Program Coordinator, EdD Education  
From: Bob Edmunds, Coordinator for Program Review and Assessment   
Date: July 5, 2005

### Yearly Assessment Report for: EdD, Education

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2005-2006.

The Yearly Assessment Report for documenting AY 2004-2005 assessment activities is due by October 3, 2005. If the program is scheduled for a program review during the 2005-6 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

### Reviewer summary of yearly assessment report:

What follows is a brief critique of the report you submitted for the academic year 2003-2004. In most cases the report has been reviewed by 3 members of the University Assessment Committee.

Yearly Assessment Report Critique	
I. a. Program goals:	Program Goals were listed and explained
b. Learning outcomes and data collection:	The assessment summary chart only lists 2 student outcomes, one of which is not entirely related to student academic achievement. Several of the program goals have not been translated into student outcomes. Because the program has been in existence as a stand-alone program for only 2 years, the amount of data is limited.
c. Results:	To add a research methods class for students within the first year of admission to the program.
II. BOT Initiative #3:	Not applicable to graduate programs.
III. Plans for current year:	Several ideas were presented.
IV. Assistance needed:	None at present
V. Lessons learned:	None listed

### Review of the Assessment Summary Chart "Marshall University: Assessment of Student Outcomes."

This chart will help the program and the University Assessment Committee monitor a program's patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The assessment summary chart was presented. There were only two outcomes listed on the chart. The first outcome is definitely measurable and relates to student academic achievement; however, the second outcome, while laudable, is not particularly a measure of student academic achievement and doesn't completely fit in with the program outcomes. Program goals 2, 3, and 5 have not been translated into learning outcomes at the present. A course in ethics is being designed. There is no set of learning objectives for goal #2 at present. This omission needs to be addressed.

### Efficacy of Assessment:

As Marshall approaches its ten year self-study by the North Central Association's Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated

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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

<b>Scores:</b>				
<b>Categories</b>	<b>Scores</b>			
	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
I. Learning Outcomes				<b>2</b>
II. Assessment Measures				<b>2</b>
III. Feedback Loop				<b>2</b>
Total Overall Score:				<b>6</b>
Level of Implementation (efficacy of assessment)		New Stand Alone Program	Assessment Plan Submitted	<b>2</b>

<b>Score Ranges</b>	
Score Ranges 0-3 in each of the three categories	A score of 0 indicates minimum activity in the category
	A score of 1 indicates that a program is in the beginning stages of assessment
	A score of 2 indicates that a program is making progress toward implementing a viable assessment program
	A score of 3 indicates that a program is in the maturing stages of its assessment program

<b>Levels of Implementation Efficacy of Assessment</b>	
A total overall score between 0 and 3 indicates	Level 1: the program is in the beginning stages of its assessment of student academic achievement
A total overall score between 4 and 6 indicates	Level 2: the program is making progress toward implementing a viable assessment program
A total overall score between 7 and 9 indicates	Level 3: the program is in the maturing stages of continuous improvement of student academic achievement
<b>The goal is to have the majority of our programs in level 3 by May 2006.</b>	

**Interpretation:**

The program is a new degree granting program on Marshall's campus. It is in its second year as a stand-alone program. Program goals and assessment measures are in place, but too little data have been collected to produce meaningful interpretation. As the program graduates more students more data will become available for interpretation.

**Recommendations:**

The program needs to look at the program goals and learning outcomes and revise/extend/add appropriate learning outcomes to match the two together. Outcome #2, producing scholarly work—presentations and publications is a goal, but not necessarily an outcome. At present there is no emphasis on academic achievement in the selected area of emphasis.

**General Comments:**

It is imperative that programs maintain a record of their assessment activities and have this information available for the NCA/ILC site committee if requested.

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures

# Attachment Five

**Doctoral Programs in Education**  
**Rotation of Required Courses and Frequently Used Electives**  
 (For general planning only, subject to change based on faculty availability)

Fall		Spring		Summer	
LS 703 Research Design		LS 705 Administrative Theory		CI 702 Curriculum Theories	
LS 719 Introduction to Doctoral Studies		CI 677 Writing for Publication		EDF 711 Survey Research in Education	
LS 710 Principles of Leadership				LS 700 Superintendency	
LS 776 Computer Analysis in LS Research		LS 776 Computer Analysis in LS Research		LS 661 Supervisor of Instruction Internship	
LS 765/CI 765 Advanced Research		LS 765/CI 765 Advanced Research		LS 765/CI 765 Advanced Research	
EDF 625 Qualitative Research in Education		EDF 626 Advanced Qualitative Research in Education		EDF 517 Statistical Methods	
LS 797/CI 797 Doctoral Research		LS 797/CI 797 Doctoral Research		LS 797/CI 797 Doctoral Research	
LS 707 Ethical Theories		CI 609 Elementary Education: Curriculum in the Modern Elementary School		LS 771 School District Leadership	
		EDF 615 History of Education in the US		LS 755 Internship: Administration in Higher Education	
EDF 619 Educational Psychology		EDF 619 Educational Psychology		EDF 619 Educational Psychology	
EDF 665 Sociology of American Schools		EDF 665 Sociology of American Schools		EDF 665 Sociology of American Schools	
Odd Years	Even Years	Odd Years	Even Years	Odd Years	Even Years
LS 725 Higher Education Finance	LS 760 Politics of Education	LS 714 Administration and Organization of Higher Education	LS 720 Public School Finance	LS 745 Higher Education Law	LS 756 Current Issues in Higher Education
LS 740 Public School Law		LS 730 Facility Planning and Management			
CIEC 700 Technology and Curriculum	(CI 707) Curricular Change	CI 704 Social and Political Developments of Curriculum Development	CI 703 Theories, Models and Research of Teaching	CI 706 Multicultural & Diversity Issues In C&I	CI 701 Curriculum Development
LS 616 Governance of Higher Education	LS 617 Student Affairs Administration in Higher Education	LS 647 Adult and Continuing Education Administration	LS 626 Institutional Advancement in Higher Education	LS 646 Administration of Community and Technical Colleges	LS 618 History of American Higher Education
CI 610 Secondary Education: Curriculum in the Modern Secondary School	(CI 705) Higher Education Curriculum	CI 676 Program Evaluation	CI 638 Curriculum Planning		EDF 635 Policy Studies in Education

All EdD All Ed Leadership PS Leadership HE Leadership C&I InIn

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