Program Review

Master of Arts in Early Childhood Education

College of Education and Human Services

February 2006
Program Review
Marshall University
October 2005

Date: October 1, 2005

Program: Master of Arts – Early Childhood Education
Degree and Title

Date of Last Review: January 2001

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: Signature of person preparing the report:      Date:

___1______ _________________________________________________  ______________
Recommendation: Signature of Program Chair:                    Date:

___1______ _________________________________________________  ______________
Recommendation: Signature of Academic Dean:                   Date:

___1______ _________________________________________________  ______________
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: Master of Arts in Early Childhood 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 Early Childhood Education program is designed to focus on a broad base of developmental, experimental, experiential, and pedagogical theory and literature in early childhood education. The program is designed to provide a master’s degree to those certified in Early Education (Pre K-K). There is also an option for those Elementary teachers with no endorsement in Early Childhood Education. The program has been reviewed and approved by the West Virginia Department of Education.

There are two full-time faculty primarily responsible in the program. These two faculty are supported by 13 Huntington, South Charleston and Beckley based faculty who have responsibilities for program courses. Approximately 15 part-time faculty complement the full-time faculty. The faculty are productive in scholarly endeavors.

The program has a developing assessment system which is providing data to guide program management and revision. The program regularly surveys employers and graduates and responses indicate a high level of satisfaction with the program.

Program enrollment suffered for several years because of the inability to fill the South Charleston faculty position. With the addition of Dr. Bizunesh Wubie in January 2003, course enrollments have risen to the highest in a decade.

Given the renewed federal and state emphasis on early education, the demands for “Highly Qualified” teachers as a result of NCLB, and the projected teacher shortage, the demand for the program should increase. The increased use of web-based delivery will also expand access to the program across the state and region. This is a strong academic program, now fully staffed, that continues to serve a unique component of the market.

Signature of the Dean:

_Ron Childress (GSEPD)______________ Date: _February 2006______
Marshall University
Program Review

Program: M.A. – Early Childhood Education
College: College of Education and Human Services
Date of Last Review: January, 2001

I PROGRAM DESCRIPTION

The goal of the Master of Arts in Early Childhood Education program is to provide a
coordinated, sequential program of study in Early Childhood Education. Each student
must also select one of two options consisting of 18 hours of required coursework.
Option I is designed for licensed teachers who already hold early childhood certification
and are seeking an advanced degree. Option II is designed for teachers certified at the
elementary level but do not hold an endorsement in early childhood education. The
program provides the student with 15 hours of common core coursework that includes a
foundation in research, advanced teaching methods, technology, evaluation and human
growth and development. This foundation component supports the knowledge, skills,
and understanding developed through concentrated study in the specialized area of
Early Childhood Education. The MA in Early Childhood Education is designed to
produce a trained teacher as a specialist.

Student Objectives

Program graduates are expected to be able to:

• Understand and apply the current knowledge base for working in pre-
school and kindergarten schools;
• Demonstrate skills in research methodology, problem solving, and critical
thinking in relation to areas of concern in early childhood education;
• Demonstrate the attitudes, knowledge, and skills necessary to function
effectively within the social setting of the school, community and society
as a whole;
• Understand and evaluate teacher-learner interactions to facilitate and
guide pupil achievement of varied learning outcomes in different
instructional situations;
• Develop and implement a personal approach to teaching;
• Analyze, synthesize, evaluate, and apply research findings in an
educational setting;
• Demonstrate a basic understanding of human growth and development
and the implications of developmental characteristics for curricular and
instructional decisions;
• Understand significant theory and research in teacher effectiveness and classroom management, and demonstrate skills in instructional implementation appropriate to the developmental level of students;
• Demonstrate an understanding of cultural diversity and the implications of these differences for curriculum and instruction;
• Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents, and other community members;
• Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
• Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning; and
• Apply computers and related technologies to support instruction.

II ACCREDITATION INFORMATION

Provide the following information about the program’s accreditation status:

A. The Early Childhood Education Program is housed in the Marshall University Professional Education Unit (PEU). The Professional Education Unit is 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 Early Childhood (PreK-K) licensure component has been reviewed and approved by the West Virginia Department of Education.

B. The program received full accreditation from NCATE in May 2005 (See Attachment 1).

C. Accreditation status: Continuing accreditation through 2009 (NCATE).

D. N/A

E. No major deficiencies were noted (see attachment 2).

F. A copy of the NCATE accreditation report is on file in Marshall’s University’s Office of Academic Affairs.
III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A. ADEQUACY

1. Curriculum: The Early Childhood Education Program is designed to focus on a broad base of developmental, experiential, experimental, and pedagogical theory and literature. The curriculum is directed at extending the capabilities of the professional educator to function as a generalist as well as a specialist in Early Childhood Education. Students are provided with a common core of knowledge in research, evaluation, technology, advanced instructional methods, human growth and development. These common core courses and requirements build the knowledge base of the generalist while providing the foundation for more in-depth study.

The 39 credit hour program is divided into three components which span the two areas of emphases. These three components are: (1) the core courses (15 credit hours), (2) Early Childhood Specialization, Option 1 or 2 (18 credit hours), and (3) the capstone experience (6 credit hours). (See Appendix I)

2. Faculty: The Graduate Program in Early Childhood Education is staffed primarily by two full-time faculty (Dr. Dozier and Dr. Wubie). The program is supported by 16 other faculty members who are appointed to and represent the Early Childhood Education, Elementary Education and Secondary Education Graduate Programs. All 18 hold an earned doctorate and 10 are tenured (two more are eligible to apply for tenure in the fall of 2005). Nine full time faculty hold Full Graduate Faculty Status and six of the 18 hold Doctoral Faculty status. Huntington based faculty have dual responsibilities teaching in the graduate and undergraduate programs. The Early Childhood Education degree is supported by a cadre of part-time faculty (approximately 15 are used each semester) who provide instruction and field based supervision. Faculty data are provided in the table below.
Table 1. Full-Time Graduate Faculty Appointed to Elementary & Early Childhood Education

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Ed.D./Ph.D.</th>
<th>Tenured</th>
<th>Full Professor</th>
<th>Associate</th>
<th>Assistant</th>
<th>Graduate Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backus, Melinda*</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
<td>Associate</td>
</tr>
<tr>
<td>Bailey, Sandra</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Carter, William*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Childress, Ron</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>Dozier, Janet*</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Debela, Nega</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Heaton, Lisa</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Johnson, Carl*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Doctoral</td>
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<tr>
<td>Lucas, Paula*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Maynard, Barbara*</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Murphy, Ruth*</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
<td>Associate</td>
</tr>
<tr>
<td>Meyer, Calvin</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>Pauley, Rudy</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>Pauley, Willian F.</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Simone, Fran</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Wilson, Nancy</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>Williams, Tony*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>Wubie, Bizunesh</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td></td>
<td>Full</td>
</tr>
</tbody>
</table>

* Denotes Huntington based faculty with dual responsibilities in undergraduate and graduate programs.

Dr. Bizunesh Wubie and Dr. Janet Dozier are the primary professors and coordinators of the program. See Appendix II for Faculty Data Sheets.

3. Students:

   a. Entrance Standards: All applicants must meet the admission requirements of the Marshall University Graduate College. The MA in Early Childhood Education program is available to
applicants who meet the following requirements:

1. Hold a baccalaureate degree from a regionally accredited college or university;
2. Have an undergraduate grade point average of 2.5 or higher;
3. Submit Graduate Record Examination (GRE) Test or Miller Analogies Test (MAT) scores. Applicants should have a combined Verbal and Quantitative GRE score of 800 or a MAT raw score (pre 2005) of 30 or a scaled score (2005) of 378 or above.

Each applicant is evaluated with reference to the above criteria and the student’s performance on prior graduate work. Flexibility is maintained in applying the criteria to individual cases. Superior performance in one area may compensate for failing to meet one of the other requirements.

b. Entrance Abilities:

Table 1: Applicant Data for Early Childhood Education MA program

<table>
<thead>
<tr>
<th></th>
<th>January 1, 2003 to June 30, 2003</th>
<th>July 1, 2003 to June 30 2004</th>
<th>July 1, 2004 to May 15, 2005</th>
<th>Cumulative totals 1/1/03 to 5/15/05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
<td>11</td>
<td>11</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Number of Admissions*</td>
<td>12</td>
<td>12</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>Undergraduate GPA (mean)</td>
<td>3.25</td>
<td>3.38</td>
<td>3.28</td>
<td>3.30</td>
</tr>
<tr>
<td>Mean Mat Scores</td>
<td>34</td>
<td>34</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Mean GRE Quantitative Scores</td>
<td>510</td>
<td>300</td>
<td>416</td>
<td></td>
</tr>
<tr>
<td>Mean GRE Verbal Scores</td>
<td>448</td>
<td>404</td>
<td>409</td>
<td></td>
</tr>
</tbody>
</table>

*Note that application numbers and admissions numbers may not match in each reporting cell due to the difference in the date applications are received and the date that all admission criteria are met.

c. Exit Abilities: Identify abilities of students who graduate from the program (GPA, licensure exam, certification tests, etc.)

For this review period, all six of the Graduate ECE candidates taking the Praxis test (ECE) passed.
4. Resources:

a. Financial

The Elementary Education Program is housed in the Professional Education Unit (PEU) within the College of Education and Human Services. Financial resources available to the PEU suffered a 3% mid-year base budget reduction in the FY 2003 and a 6% base budget reduction in FY 2004. PEU budgets for the past five years were:

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Personnel*</td>
<td>$5,690,159</td>
<td>$6,071,188</td>
<td>$5,773,248</td>
<td>$5,321,670</td>
<td>$4,791,916</td>
</tr>
<tr>
<td>Services</td>
<td>$297,793</td>
<td>$333,535</td>
<td>$320,138</td>
<td>$335,177</td>
<td>$366,122</td>
</tr>
<tr>
<td>Operations*</td>
<td>$83,354</td>
<td>$31,386</td>
<td>$61,922</td>
<td>$44,797</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment*</td>
<td>$69,281</td>
<td>$61,451</td>
<td>$87,957</td>
<td>$92,132</td>
<td>$62,165</td>
</tr>
<tr>
<td>Faculty</td>
<td>$165,465</td>
<td>$150,896</td>
<td>$168,818</td>
<td>$28,345</td>
<td>$79,831</td>
</tr>
</tbody>
</table>

*State appropriated funds

These reductions in base budgets 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 PEU to remain fiscally viable during a period of reduced state appropriations. These resources have included:

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<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts</td>
<td>$915,246</td>
<td>$1,344,258</td>
<td>$1,344,258</td>
<td>$1,053,940</td>
<td>$1,046,551</td>
</tr>
<tr>
<td>Grants</td>
<td>$5,924,038</td>
<td>$5,263,587</td>
<td>$6,396,065</td>
<td>$3,907,248</td>
<td>$2,606,967</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>$246,099</td>
<td>$300,984</td>
<td>$361,854</td>
<td>$115,981</td>
<td>$35,126</td>
</tr>
</tbody>
</table>

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 office, two computer labs, 5 classrooms with equipment for multimedia classroom presentation, 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 for the Byrd Center of Manufacturing Technology, three distance learning electronic classrooms, and ten traditional classrooms. The PEU also operates a 3,000 square feet Community Clinical Services Center in Dunbar, a modern clinical teaching facility to support clinical instruction in 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.

Marshall University has an Early Education Center which is a nationally accredited laboratory for the College of Education and Human Services at Marshall University. It is housed in the Family and Consumer Sciences (FaCS) program area. The laboratory is administered by a full time director assisted by a Faculty advisor and two graduate students who are certified early childhood teachers.

The Center consists of a large classroom, library, playground and child sized restroom facilities. In addition, children have access to the Marshall University campus and regularly explore the many resources available including science laboratories, University library, theater and arts departments, athletic facilities and outdoor campus fields. The Center is also equipped with an observation room, parent/teacher computer lab and professional early childhood resources.

Overall, the available classroom facilities, computer labs and clinical space are adequate to support the MA in Early Childhood Education.

5. **Assessment Information**: NOTE: This section is a summary of your yearly assessment reports.

   a. Summarize the principal goals of the assessment program. The four principle goals of the assessment program for the Early Childhood Program are to ensure that:
      - The ECE program is addressing student professional dispositions
      - Students exit the program with current knowledge in the content field
      - Students satisfactorily complete a developmentally appropriate clinical practicum
• Candidates for the ECE degree pass the appropriate Praxis test (Pre-Kindergarten Education #530)

b. Provide summary information on the following elements:
• student outcomes
• assessment tools; approach
• standards/benchmarks (HEPC Initiative #3)
• results/analysis
• action taken
(See Chart 1: Assessment Summary)

c. Provide information on how assessment data are used to improve program quality.
• The results of the assessment data have been used by the department to make the following changes:
  o New emphasis on diversity is now being placed in specific courses in an attempt to address student needs identified from the dispositions surveys
  o Based on student feedback (data from the student exit surveys, more emphasis has been added on current issues in ECE in the CI 631 course.
  o A second clinical activity has been added (FCS 535) to the program to address clinical concerns.
  o A new practicum handbook and student performance rubric have been developed to capture student data concerning the viability of the experience.

d. Graduate and Employer Satisfaction:
Employer follow-up surveys were conducted in the Spring, 2000, followed by others in the Spring, 2002; Fall, 2003; Spring, 2004 and Spring 2005. These surveys directed respondents to rate how well they felt graduates were prepared in regard to each of ten outcome areas. These areas reflect PEU graduate program outcomes as described in the conceptual framework for the Professional Education Unit. The overall results of the ratings were combined for principals and personnel directors for Spring, 2000 (n=133) and Spring, 2002 (n=212) Overall, respondents rated graduates very favorably, with the majority of ratings in all ten outcome areas falling in the “Distinguished” and “Proficient” categories. On average, between 15-16% of the ratings are in the “Basic” category and 2-3% in the “Needs Improvement” area.
For the Fall 2003 and Spring 2005, 141 principals and 22 personnel directors responded. Overall, results are very similar to those noted for the previous employer evaluations, with very few observations occurring in the “Below Expectation” category. Recruiters who participated in Marshall University’s job fairs in 2000, 2002, 2004, and 2005 were also surveyed regarding the preparation of program graduates. Responses were reviewed from more than 200 recruiters. The recruiters’ responses were very positive and were consistent with those of principals and personnel directors. Graduate follow-up data collected from Early Childhood students indicate that students generally rated the program good to excellent in preparation in relation to the unit’s conceptual framework. In the 2003 survey, 100% of the graduates rated the program as “good to excellent” in the area of preparation. The 2005 data indicated that 67% of the graduates rated the program preparation as “good to excellent” across all domains. In the area of “importance” of the domains included in the program, 100% of the graduates for both survey years rated the domains as “moderately important to important”.

e. The previous four years’ summary reports from the MU Office of Assessment are attached to this report.

6. Previous Reviews: The last review of the Early Childhood Education MA program was in 2000. The HEPC Program Review Committee asked for an interim (2001) Program Review of the Early Childhood Education Program in relation to the number of graduates from the program. The recommendation of the HEPC committee was “continuation of the program at the current level of activity”.

7. Strengths/Weaknesses: A major strength of the Early Childhood Education MA program is the ability to quickly respond to federal, state, and local education needs. The ability of the program to deliver masters level programs throughout the state and region to fully employed practicing teachers is another often cited benefit. Another strength of the program is the ability to deliver courses / programs via online to reach a diminishing target population. One fact which somewhat dilutes the visibility of the Early Childhood MA degree is that the Early Childhood certification is also an area of emphasis which is available in the Elementary Education MA program. For various reasons, many of the potential students for the ECE degree program are actually reflected in the Elementary
Education Program statistics. The increased competition from the four new masters granting institutions in the state represents an area of vulnerability for the program. A third factor which is of great concern to this program is the faculty salary levels which essentially prevented the filling of the ECE position on the South Charleston Campus for nearly four years.

B. **VIABILITY** Provide a narrative summary for each of the following items in addition to requested appendices.

1. **Articulation Agreements:** There were no formal agreements with other institutions for delivery of the Early Childhood Education Program during this review period.

2. **Off-Campus/Distance Delivery Classes:** The Early Childhood Education Program offers a variety of courses in Marshall's University's Beckley center. It should be noted that with the increasing use of computer mediated education (Vista) the number of “off campus” offerings is decreasing and the entire degree can be obtained “off campus.” Extensive use of distance education courses (Vista) allows the program to be delivered on a regional basis. (see Appendix III.)

3. **Service Courses:** The Early Childhood Education Program does not offer service courses for other programs.

4. **Program Course Enrollment:** Program course enrollment data are provided in Appendix V.

5. **Program Enrollment:** Enrollment in the Early Childhood Education has grown over the past three years. The addition of two faculty members whose primary responsibilities lie within the ECE domain has been a major factor in this increase. See Appendix VI.

6. **Enrollment Projections:** Program enrollment should increase slowly over the next five years. The need for Early Childhood Specialists will increase as the No Child Left Behind legislation is phased in. Current statistics show that WV has over 100,000 children under five years of age which suggests that enrollment in PreK-K programs will continue to increase.

C. **NECESSITY:**

1. **Advisory Committee:** The Educational Personnel Preparation Advisory Committee is mandated by the West Virginia Department of Education.
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 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.

2.-3. Graduates/Job Placement: The typical Early Childhood Education student is an employed professional who is a part-time graduate student seeking to upgrade or acquire new skills. Information regarding available employment opportunities is routinely made available through local school system job postings and, statewide, through the West Virginia Department of Education. 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 regularly 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.

D CONSISTENCY WITH UNIVERSITY MISSION:
The mission of the Marshall University Graduate College includes providing quality graduate education to the people of West Virginia in a mode that is primarily for the convenience of fully employed adults. Consistent with this charge, the Early Childhood Education program provides a master’s degree, professional development courses, areas of emphasis, and educational licensure programs for educators in southern and central West Virginia. These offerings are provided at times, at-locations, and in delivery modes that best serve the needs and interests of full-employed professionals.

The goal of the Early Childhood Education Program is consistent with the general statement of purpose and philosophy for Marshall University. This relationship is especially evident when framed within the context of Marshall’s major commitment to enhance graduate education.

The Early Childhood Education Program is also consistent with and a logical extension of three of the areas identified for emphasis by Marshall University. These areas of current emphasis include:
• Schools and schooling, including teacher education and the setting of the agenda for education in southern West Virginia.
• Economic development, which would include education, science and business, the community and technical college, perhaps engineering, and a broad range of fields;
• High quality graduate programs.
Appendix I – page 1
Required/Elective Course Work in the Program

Degree Program: **MA in Early Childhood Education**
Person responsible for the report: **Calvin Meyer**

*NOTE: Since the MA in Early Childhood Education includes two options, the common core courses are listed on this page and specific courses for option will be described on individual pages in this appendix.*

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 621 - Educational Research or EDF 625 - Qualitative Research</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EDF 616 - Advanced Human Growth &amp; Development</td>
<td>3</td>
<td></td>
<td></td>
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<td>EDF 612 - Educational Evaluation</td>
<td>3</td>
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<tr>
<td>CI 624 – Advanced Instructional Strategies or CI 623 Instructional Models &amp; Assessment Techniques</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIEC 530 – Computer Software in Education or CIEC 534 – Computer Applications in the Classroom or CIEC 600 – Computing and Inst. Design or CIEC 660 – Using Computers to Improve Instruction</td>
<td>3</td>
<td></td>
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<tr>
<td>CI 659 – Symposium Part I</td>
<td>3</td>
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</tr>
<tr>
<td>CI 680 – Symposium Part II</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

*Note that the capstone requirements may also be met by completion of two advisor approved electives and completion of a comprehensive exam.*

Professional society that may have influenced the program offering and/or requirements: National Council for Accreditation of Teacher Education (NCATE)
Appendix I – page 2
Required/Elective Course Work in the Program

Degree Program: **MA in Early Childhood Education – Option 1**

Person responsible for the report: **Calvin Meyer**

This chart contains the area of emphasis courses needed for the ECE Option 1. Note that the core requirements (15 hours) are the same for both of emphasis and are listed on the first chart.

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 653 – Literary Acquisition</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>CI 631 – Current Influences in Early Childhood Ed.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 632 – Early Childhood Education Programs</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 633 – Adult Involvement in Early Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 634 – Language and Cognition</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 513 – Human Growth and Development Birth to 8 years of Age</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

Professional society that may have influenced the program offering and/or requirements: National Association for the Education of Young Children (NAEYC)
### Required/Elective Course Work in the Program

**Degree Program:** MA in Early Childhood Education  -  Early Childhood Education – Option 2  

**Person responsible for the report:** Calvin Meyer  

This chart contains the area of emphasis courses needed for the Early Childhood – Option 2 track. Note that the core requirements (15 hours) are the same for both areas of emphasis and are listed on the first chart.

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 632 – Early Childhood Education Programs</td>
<td>3</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>CI 633 – Adult Involvement Early Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 634 – Language and Cognition in Early Childhood</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCS 535 – Administration of Day Care Centers</td>
<td>3</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EDF 513 – Human Growth and Development: Birth to 8 Years</td>
<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CI 630 – ECE – Practicum in Early Childhood Education</td>
<td>3</td>
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</tr>
</tbody>
</table>

### Professional society that may have influenced the program offering and/or requirements

National Association for the Education of Young Children (NAEYC)
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ____________ Melinda Beth Backus ____________ Rank: ____________ Assistant Professor ____________

Status (Check one): Full-time ___ X__ Part-time_______ Adjunct_______ Current MU Faculty: ___ yes ___ no

Highest Degree Earned: ___ Educational Specialist ______________________ Date Degree Received: July-03

Conferred by: ____________________________

Area of Specialization: ______________________

Professional Registration/Licensure __ K-8, Multi-Subj, Reading K-12, C&I

Years non-teaching experience:

Years of employment other than Marshall: 11

Years of employment at Marshall: 5 full-time/2 part-time

Years of employment in higher education: 5

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/Fall</td>
<td>CI 447</td>
<td>Integrated Reading and Language Arts Methods</td>
<td>63</td>
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<tr>
<td>2003/Fall</td>
<td>CI 471</td>
<td>Level II Clinical Experience</td>
<td>63</td>
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<tr>
<td>2004/Spring</td>
<td>CI 447</td>
<td>Integrated Reading and Language Arts Methods</td>
<td>54</td>
</tr>
<tr>
<td>2004/Spring</td>
<td>CI 471</td>
<td>Level II Clinical Experience</td>
<td>54</td>
</tr>
<tr>
<td>2004/Fall</td>
<td>CI 447</td>
<td>Integrated Reading and Language Arts Methods</td>
<td>75</td>
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<tr>
<td>2004/Fall</td>
<td>CI 471</td>
<td>Level II Clinical Experience</td>
<td>78</td>
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<tr>
<td>2005/Spring</td>
<td>CI 447</td>
<td>Integrated Reading and Language Arts Methods</td>
<td>50</td>
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<tr>
<td>2005/Spring</td>
<td>CI 471</td>
<td>Level II Clinical Experience</td>
<td>49</td>
</tr>
</tbody>
</table>

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

NA

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

- Development and use of home page in CI 471 for teacher candidates to use during the level II clinical experience
- Dissertation in progress: A Descriptive Analysis of the Quality of Staff Development Experiences as Perceived by West Virginia Teacher.
- Incorporation of instructional technology: Students in all of my courses use a class mailing list to share classroom projects, assignments, and communication through email attachments; Students make use of a digital camera for one assignment; Students in all CI350 classes utilize a website for project information; Students in all CI447 classes use a website to download class information; All aspects of CI350 incorporate class instruction with technology-word processors, databases, spreadsheets, multimedia presentations, websites, internet usage, creation of materials for basic equipment, study of hardware and software.

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

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

- WVCTM Annual Conference, Co-Presenter, Flatwoods, WV, March 21-22, 2003 “Using Hands-on Activities to Teach Middle School Math Concepts”
- Accepted as Presenter at WV Reading Association Conference White Sulfur Spring, WV, December 12-14, 2002, Topic: Picture Books Across the Curriculum.

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.

ECE prog rev 2-16-06
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
• Phi Delta Kappa
• Kappa Delta Pi
• WV Council of Teacher of Mathematics (WVCTM)
• WV Reading Association (WVRA)
• Visual Impairment workshop: Attended on January 8, 2004 in Huntington
• Ruby Payne workshop/A Framework for Understanding Poverty: attended on February 20, 2004 in Huntington
• Charlotte Danielson training: attended on March 24, 2004 in Huntington
• Understanding by Design workshop: attended on April 24, 2004 in Huntington
• Reading Higher Education Summit workshop: attended on April 27, 2004 at Stonewall Jackson Resort, WV
• Reading First Staff Development workshop: attended on May 12, 2004 in Huntington
• WV Reinventing Education-Teacher Education Grant meeting: attended on September 9, 2004 at MUGC
• NCATE Meetings attended
  6/16/03 – Teays Vally: Standard 5
  12/10/03 – Huntington
  9/16/04 – Huntington: NCATE preparation
  4/29/04 – Huntington NCATE update
  10/25/04 – University Supervisors; Personnel Committee
  10/28/04 – Technology
• Member of Assessment Review Committee for evaluation of teacher candidates to evaluate and improve evaluations for Level I, II, and III clinical experiences for the School of Education
• Member of COEHS Undergraduate Program Curriculum Committee: August 2003-August 2004
• Member of COEHS Personal Committee: August 2003-August 2004
• Member of COEHS Planning and Review Committee: September 2004- Present
• Member of COEHS Teacher Education Standards Committee: August 2003- August 2004
• Member of WV Reinventing Education Collaborative Executive Committee: August 2003-Present
• Co-op Doctoral Program Fall Meeting, Marshall University, September 14, 2002
• WVRA Reading Best Practices, Huntington, WV, October 5, 2002
• No child Left Behind, Marshall University, January 31, 2003
• School Partnership Project, Kellogg Elementary School, June 10, 2003
• Teaching All Students through Inquiry, October 17, 2002
• RE3, December 11, January 8, 20, 24, 27, 2002-2003
• Clinical Experience Alignment, February 28, 2003
• Charlotte Danielson Training, March 3, 20
• Member of Phi Delta Kappa, Marshall University Chapter 0164
• Member of WVCTM, West Virginia Council of Teachers of Mathematics
• Committee on Performance Tasks, NCATE

6 Externally funded research grants and contracts you received.
• PT3 Implementation Grant Workshop

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
• Who’s Who Among America’s Teachers: 2004
• Awarded certificate of recognition and invited/attended the Gamma Beta Phi Faculty Appreciation Brunch on April 10, 2002.
• I participated in two We Are … Marshall commercials, having a solo speaking part, “We Are… Designing Tomorrow’s Teaching”, in one of them.

8 Community service as defined in the Greenbook.
• Booth Scholars Program committee member: August 2003- May 2004
• Reading Connection: Reading Partner with Central City Elementary School/ Read to and with first grade student every week: September 2004- Present
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: William Carter ____________________________________________ Rank: Professor

Status (Check one): Full-time___X__ Part-time_____ Adjunct_____ Current MU Faculty: _X_ yes ___no

Highest Degree Earned: ___Ed.D._______________________Date Degree Received:___1989_____________

Conferred by:_________University of South Carolina___________________________________________

Area of Specialization:_________Science, English__________________________________________

Professional Registration/Licensure__Science, English__________ Agency:___South Carolina Department of Education___

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP/05</td>
<td>CI 415 201</td>
<td>Integrated Methods &amp; Mat: Sec Ed</td>
<td>8</td>
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<tr>
<td>SP/05</td>
<td>CI 448 201</td>
<td>Integrated Math &amp; Science Methods</td>
<td>23</td>
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<tr>
<td>SP/05</td>
<td>CI 448 202</td>
<td>Integrated Math &amp; Science Methods</td>
<td>18</td>
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<tr>
<td>SP/05</td>
<td>EDF 616 201</td>
<td>Adv Studies in Human Develop</td>
<td>15</td>
</tr>
<tr>
<td>FA/04</td>
<td>CI 415 102</td>
<td>Integrated Methods &amp; Mat: Sec Ed</td>
<td>5</td>
</tr>
<tr>
<td>FA/04</td>
<td>CI 448 101</td>
<td>Integrated Math &amp; Science Methods</td>
<td>23</td>
</tr>
<tr>
<td>FA/04</td>
<td>CI 448 102</td>
<td>Integrated Math &amp; Science Methods</td>
<td>24</td>
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<td>FA/04</td>
<td>EDF 616 101</td>
<td>Adv Studies in Human Develop</td>
<td>23</td>
</tr>
<tr>
<td>SM/04</td>
<td>CI 448 501</td>
<td>Integrated Math &amp; Science Methods</td>
<td>11</td>
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<tr>
<td>SM/04</td>
<td>EDF 660 501</td>
<td>Philosophy of Education</td>
<td>5</td>
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<tr>
<td>SM/04</td>
<td>EDF 615 501</td>
<td>History of Edu in US</td>
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<td>SP/04</td>
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<td>Integrated Math &amp; Science Methods</td>
<td>20</td>
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<td>SP/04</td>
<td>EDF 616 201</td>
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<td>9</td>
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<td>CI 448 102</td>
<td>Integrated Math &amp; Science Methods</td>
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<td>CI 448 103</td>
<td>Integrated Math &amp; Science Methods</td>
<td>13</td>
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<td>FA/03</td>
<td>EDF 612 101</td>
<td>Educational Evaluation</td>
<td>17</td>
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<td>Integrated Math &amp; Science Methods</td>
<td>12</td>
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<td>SM/03</td>
<td>EDF 660 501</td>
<td>Philosophy of Education</td>
<td>7</td>
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<tr>
<td>SP/03</td>
<td>CI 448 201</td>
<td>Integrated Math &amp; Science Methods</td>
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<td>SP/03</td>
<td>CI 448 204</td>
<td>Integrated Math &amp; Science Methods</td>
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</tr>
<tr>
<td>SP/03</td>
<td>CI 561 201</td>
<td>Staff Development</td>
<td>11</td>
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</tbody>
</table>

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

2 Activities that have enhanced your teaching and or research.
   • Implemented use of Vernier probes into science methods classes
   • Developed unit on robotics
   • Served as Academic Coordinator for RTI/Marshall imagination on Wheels
   • Served as Project Director for ITQ “Brighter Kids with Brighter Futures”
   • Taught ARSI (Appalachian Rural Systemic Initiative) teacher partners the use of constructivism and hands-on science
   • The activities and requirements for the CI 448 course had to be selected. A graphics packet was developed to serve as a text and a workbook for the course.

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

Date Created:  March 6, 2002; Date Revised:  February 23, 2006
ECE prog rev 2-16-06
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
Papers presented at state, regional, national, or international conferences.

- Carter, Bill. Robotics and Computer Programming in the Schools. Two 3-hour workshops delivered at the Annual State Conference of the West Virginia Science Teachers Association, Charleston, WV.
- Fan-tastic Star Bubbles: Astronomy for the Elementary/Middle School Teacher. Two presentations to be presented at the annual meeting of the West Virginia Science Teachers Association in Pipestem, WV, in September, 2001, by Bill Carter, James Sottile, Jr.
- Avoiding School Violence, Parents and Teachers at Hamilton Jr. High, Parkersburg, WV—September 1999
- Avoiding School Violence—Annual meeting, WV Association of Attendance Directors—February, 2000
- Project IMPACT Colloquium, WVDE, Charleston, WV—Spring 2000

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.

- Attended WVSTA Fall 2004, Morgantown, WV
- Provided workshops for Governor’s Honors Academy, 2.5 hours each, June and July 2004
- Worked with NCATE, provided exhibits for NCATE
- CRS!—A multi-state initiative to enhance math and science in the coalfield sections. A three hour workshop on Hands-On Science using a constructivist approach. 35 teachers present
- WVSTA. October, 2002. Charleston, WV 2-3 hour workshops on the use of Robotics and Computers to improve science and math skills
- NSTA ASTA
- "Sea Turtles" Presentation to Kenova Elementary, April 12, 2002
- "Transportation Outreach on Wheels" Appalachian Regional Commission, Washington, DC April 7, 2002
- Member—Undergraduate Program Committee
- Member—Program committee, State Science Fair Committee
- Project Director—Toyota/ Marshall Science on Wheels Project
- Project CATS Advisory Board
- Dept. of Environmental Protection Advisory Board
- Department of Natural Resources Advisory Board
- OVAS (Ohio Valley Astronomical Society)

Externally funded research grants and contracts you received.

- A partnership among HEPC, Marshall University, Rahall ATI, Lincoln County, and WV Extension Service. Funded for $51,000. Summer 2003
- Contributed 4 research papers to refereed committees. All accepted for presentation (3 at EERA and 1 at WVSTA Annual Conference)
- Wrote $18,675 grant to EDPD for professional development in Cabell County, (funded)
- Wrote $14,475 grant to EDPD for professional development in McDowell County (funded)
- Grant Writing Consultant for Wood County Community Action Group to develop grant for At-Risk students at VanDevender Junior High, March 2001 (funded)

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

- Honorary member of Washington Area Occupational Educators
- Honorary member of West Virginia Association of Attendance Directors
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Ronald B. Childress_________________________Rank:_Professor____________________
Status (Check one):  Full-time_X___ Part-time____ Adjunct____ Current MU Faculty: _X__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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Fall 2003</td>
<td>CI 797-101</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
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<tr>
<td>Fall 2003</td>
<td>CI 585-103</td>
<td>Independent Study</td>
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<tr>
<td>Spring 2004</td>
<td>CI 797-201</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
<td>2</td>
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<tr>
<td>Summer 2004</td>
<td>CI 797-401</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
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<tr>
<td>Summer 2004</td>
<td>LS 797-406</td>
<td>Dissertation Research</td>
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<tr>
<td>Fall 2004</td>
<td>CI 797-102</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>LS 797-108</td>
<td>Dissertation Research</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>CI 797-202</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
<td>1</td>
</tr>
</tbody>
</table>

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.
2 For each of the following sections, list only events during the period of this review and begin with the most recent activities.
3 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).
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.


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).

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

NONE

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.

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

Name: Janet Dozier

Rank: __________________________

Status (Check one): Full-time _X_ Part-time_____ Adjunct_____ Current MU Faculty: _X_ yes ___no

Highest Degree Earned: __Ed.D __________________Date Degree Received: 5/7/2005

Conferred by: West Virginia University

Area of Specialization: Curriculum and Instruction

Professional Registration/Licensure Pk-8 ___________________ Agency: WV Department of Ed.

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>3</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Years of employment in higher education</td>
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</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>6</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
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<th>Enrollment</th>
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<td>Multicultural Influences in Education: Techniques and Strategies</td>
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<td>CI 631</td>
<td>Current Influences on Early Childhood Programs</td>
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<td></td>
<td>CI 632</td>
<td>Early Childhood Programs</td>
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<td></td>
<td>CI 634</td>
<td>Language and Cognition in Early Childhood</td>
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<td>23</td>
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<td>Multicultural Influences in Education: Techniques and Strategies</td>
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<td>Spring 2004</td>
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<td>Multicultural Influences in Education: Techniques and Strategies</td>
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</table>

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.

2. Activities that have enhanced your teaching and or research.
   - Magnetic Training, Cincinnati, OH, March, 2004
   - Preschool Assessment Survey data collection and analysis
   - Wrote the syllabus for a new class Language, Literacy, and Numeracy and one entitled Early Childhood Assessment
   - Development of E-Courses
   - Developed and implemented CI 459/559 as a Multicultural class

3. Discipline-related books/papers published (provide a full citation).
   - Four Ways to Help Children in Crisis, Dimensions of Young Children, spring, 2004
   - Creating a Violence Free Classroom, West Virginia Early Childhood Quarterly, Fall 2004

4. Papers presented at state, regional, national, or international conferences.
   - Paper to be presented at the EERA conference in February 2005, "Assessment Practices for Four-Year-Olds in West Virginia

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 Association for the Education of Young Children
   - Southern Early Childhood Association
   - National Institute for Early Childhood Professional Development
   - Faculty Senator
   - Cabell-County Pre-Kindergarten Collaborative Committee
   - Early Childhood Education committee
   - Supervised two graduate capstone experiences
   - ERASE Barriers: Numeracy (State)
   - ERASE Barriers: Literacy (State)
   - Children’s Place: Parent Involvement (Local)
   - Children’s Place: Challenging Behaviors (Local)
   - Phi Delta Kappa
   - Presented at the WV Early Childhood Conference in April, 2002 on the topic of Physical Development "Why do they move so much?"
   - Multicultural committee
   - Member of University Multicultural Committee
   - Personnel Committee
   - NCATE (Wrote the interim report for early ed.)
   - Selection committee for elementary education and special education
   - National Association for the Education of Young Children
   - Scholarship committee

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.
   - Board of Directors:
     - Salt John’s House
     - Cabell County Pre-kindergarten Collaborative
     - Children’s Place Personnel Committee
     - Saint John’s House personnel Committee
     - Board member of the Huntington Child Development Academy
     - Curriculum Development at 6th Avenue Church of Christ
Appendix II

Faculty Data Sheet
(for the period of this review)

Name: Dr. Sandra S. Bailey

Rank: Professor

Status (Check one): Full-time ___ X ___ Part-time ____ Adjunct____ Current MU Faculty: ___ X ___ yes ___ no

Highest Degree Earned: ___ Ed.D ___ Date Degree Received: ___ 1988 ___

Conferred by: ___ West Virginia University ___

Area of Specialization: ___ Educational Administration ___

Professional Registration/Licensure: ___ Agency: ___

Years non-teaching experience

| Years of employment other than Marshall | 8 |
| Years of employment at Marshall | 9 |
| Years of employment in higher education | 17 |
| 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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>Fall 03</td>
<td>CI 672-102</td>
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<td>Fall 03</td>
<td>CI 672-103</td>
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<td>Sprg 04</td>
<td>CI 624-202</td>
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<td>Sprg 04</td>
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</table>

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).


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

Childress, R., Bailey, S., & Pauley, R. (April 2002). "Middle School Endorsement: Do You Need It?" WV Association for Middle Level Education, 21st Annual Conference, Snowshoe, WV.


Date Created: March 6, 2002   Revised: 2/23/2006
ECE prog rev 2-16-06
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Bailey, S., & Santon, B. (February 1994). "Student Teaching 101." 74th Annual Conference of the Association of Teacher Educators, Atlanta, GA.


Bailey, S. (June 1993). "Key to Successful Middle Childhood Education." RESA I, Beckley, WV.


Childress, R., Hall, J., & Bailey, S. (Spring 1991). "A Model for Developing and Delivering Professional Development Programs for Educators." National Conference for Adult Learners at the University of South Carolina, Columbia, SC.

Bailey, S. (Fall 1991). "What is an Exemplary Middle School?" Fall Conference of the West Virginia Association of Middle Level Education, Morgantown, WV.

Bailey, S. (Fall 1990). "Understanding the Range of the Strange." Fall Conference of the West Virginia Association of Middle Level Education, Morgantown, WV.


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 for the Middle School Transition Program, Raleigh County Schools, 2002-2003
- Member of the Board of Directors - Center for Professional Development, 1997-Present.
- Member of Program Review Board, WV Department of Education, 1998-Present.
- Higher Education Representative to RESA I and RESA IV Regional Staff Development Councils, 1998-Present.
- Higher Education Representative to State NCATE Team, West Virginia University, Fall 1998.
- Chair, West Virginia Teacher Education Advisory Committee (WVTEAC), 1997-98.
- Faculty Representative - Concord College Board of Advisors, 1996-98.
- President, West Virginia Association of Teacher Educators (WVATE), 1996-97.
- Co-Chair, Policy 5202 Revision Committee, West Virginia Board of Education.
- Educators for West Virginia’s Future Committee, West Virginia Board of Education, 1996-97.
- NCATE State Team Chair, West Virginia State College, 1996.
- Board of Directors, West Virginia Association of Middle Level Educators, 1989-95.

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 __X__ Part-time_____ Adjunct_____ Current MU Faculty: __X__ yes ___no

Highest Degree Earned: PhD_________ Date Degree Received: 1995

Conferred by: University of Adelaide, Australiia

Area of Specialization: Sociology of Education/ Language Education

Professional Registration/Licensure Agency:

Years non-teaching experience
Years of employment other than Marshall 10
Years of employment at Marshall 4
Years of employment in higher education 14
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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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</table>

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.


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

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.
June 26-27, 2003 WebCT VISTA, Marshall University Graduate College.
May 19-21, 2003 Electronic Portfolio Development, MUGC, organized by WVDE.
http://www.confinf.org/eista04/Pastconference/bestpapers2003.asp

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.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Dr. Carl S. Johnson______________________________Rank: ___Professor_________________

Status (Check one):  Full-time__X___ Part-time_____ Adjunct_____ Current MU Faculty:  _X__yes   ___no

Highest Degree Earned: _Ph.D.________________________Date Degree Received: __August, 1975_____________
Conferring by: ___Kansas State University________________________________________________________________

Area of Specialization: _____Mathematics Education & Statistics________________________________________

Professional Registration/Licensure__Mathematics/Science________ Agency:____State of Missouri______________________

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)

<table>
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<td>Summer 2004</td>
<td>CIEC 530, CI 640/641</td>
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<td>CIEC 530, CI 640/641</td>
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<td>18,8,4</td>
</tr>
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<td>Fall, 2003</td>
<td>CIEC 530, CI 640/641</td>
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<td>20,7,3</td>
</tr>
</tbody>
</table>

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.

1 Activities that have enhanced your teaching and or research.

   • Use WebCT to supplement what I do in class for CIEC 530/660.

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

   • Revised “Technology in the Classroom,” a text used in CI 102 and CIEC 530/660

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

   • Made a presentation, “Using the TI-83 to Enhance Your Math Classes” at the T3 Regional Conference, Cleveland, OH, November 13, 2004.


4 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.

   • Administrative Coordinator for our Master’s programs and served as an academic advisor in the programs—especially when students cannot find advisor in office.

   • Helped give the Comprehensive Exams each semester and during the summer for students completing Master’s degrees in the School of Education.

   • Also assisted in the development of these exams—along with grading many of them.

   • Serve on Oral Committees for 2 to 4 students in the department of ESSR every year.

   • Main “architect” for all schedules for the School of Education. This involves hiring 25 to 30 part-time instructors during the fall and spring semesters, in addition to our 30 full-time instructors.

   • Developed an E-course—CI 101 E

   • Interact with students regarding concerns, grade appeals and offer support

   • Served as a summer new student orientation advisor for 18 sessions.

   • Advise both undergraduate and graduate students

   • Attained doctoral faculty status
• Evaluated student teaching portfolios during the fall and spring semesters
• Member of a team for oral capstone presentations
• Attended the following conferences:
  o 12th Annual Teaching/Learning Conference, Ashland, KY, October 4-5, 2004
  o T3 Regional Conference, Cleveland, OH, November 13, 2004
  o Workshop titled “Using Calculators in the Elementary and Middle Grades” by Stuart Moskowitz on November 12, 2004 at Marshall University. The workshop was funded by the Texas Instruments College
  o Short Course Program at the Ohio State University
  o EERA Conference in Clearwater, FL, February 12, 2004
  o 16th Annual International T3 Conference, New Orleans, LA, March 12-14, 2004
• Attended the following faculty development programs/workshops:
  o Framework for Teaching, Huntington, WV, September 2003
  o Learning Village, Huntington, WV, October 2003
  o Framework for Understanding Poverty, Huntington, WV, February 2004
  o An Introduction to Grant Writing: Grantsmanship for the Non-Science Disciplines by Dr. Kenneth Henson on October 10, 2003 at Marshall University
• Faculty representative for (WVACTE)
• NCTM
• WVCTM
• PDK
• Kappa Delta Pi—Treasurer and Counselor
• Kappa Delta Pi—Executive Board—one meeting each semester
• University Functions Committee
• MU Council of Chairs
• Cabell Count Staff Development Council
• Attended a meeting on assessment
• Served on the College of education and Human Services EPPAC Committee
• NCATE Coordinating Committee
• Leadership Team Committee
• COEHS Cabinet
• NCATE Standard V Committee
• Committee to Revise Level I and II Field Experiences
• Served as Chair for the School of Education
• Employ between 25 and 30 part-time employees each semester and oversee the necessary paper work associated with each hire
• MU June Harless Center for Rural Educational Development and Research Advisor Board
• Serve on most of the SOE Search Committees—we had 3 search committees last year
• Student Advisor for Kappa Delta Pi

6 Externally funded research grants and contracts you received.
• Received $1,200 Faculty Development Grant to present at EERA and T3 International Conference

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

8 Community service as defined in the Greenbook.
• Webmaster for the West Virginia Council of Teachers Mathematics
• Webmaster for Huntington Habitat for Humanity
• Webmaster for Kappa Delta Pi
• Served on Fifth Avenue Baptist Missions and Ministries Commission
• Serve on several other church committees
• Worked at the Ronald McDonald House
• Worked with the Ronald McDonald House Chili Fest
• Worked at Habitat House
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Paula Lucas
_________________________________________
Rank: Full Professor

Status (Check one): Full-time X Part-time____ Adjunct____
Current MU Faculty: X yes __no

Highest Degree Earned: Ed.D________ Date Degree Received: Dec-98________
Conferral by: West Virginia University

Area of Specialization: Curriculum and Instruction/Math Education

Professional Registration/Licensure Agency:

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<th>Years non-teaching experience</th>
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</thead>
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<td>Years of employment other than Marshall</td>
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<td>Years of employment at Marshall</td>
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<tr>
<td>Years of employment in higher education</td>
<td>12</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>12</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>UNI 101</td>
<td>New Student Seminar</td>
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<td>CI 201</td>
<td>Math for Elementary Teachers II</td>
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<td>Methods for Teaching Middle Childhood Grades</td>
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<td>CI 301</td>
<td>Teaching Elementary School Mathematics</td>
<td>24</td>
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</table>

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).

4 Papers presented at state, regional, national, or international conferences.
   • Co-presenter (with Sissy Isaacs) at the WV association for Middle Level Education 21st Annual Conference (state) “Putting WV Middle School to the Test: Implementation of Key Practices” April 2028, 2002 Snowshoe, WV
   • Co-presenter (with Susan Ferrell) at the WV Council of Teachers of Mathematics “2002: The Year of the Palindrome” Conference (State) “Literature in the Math Classroom” March 15-16, 2002 Flatwoods, WV.
   • Presenter at the 2nd Annual Effective Partnership Schools Academy (Regional)
   • Session on Middle School Mathematics, June 18-20, 2001, Huntington High School
   • Presenter at the 19th Annual Early Childhood Conference (State), Session on “Mega Fun Math: Game & Activities”, April 20-21, 2001, Huntington, Civic Arena
- Presenter at 2nd Annual Effective Partnership Schools, Academy (Regional), Session in Middle Schools Mathematics, June 18-20, Huntington High School
- Presenter at 19th Annual Early Childhood Conference (State) session on "Mega Fun Math: Game & Activities, April 20-21, 2001, Huntington Civic Arena

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.

- Elementary/Secondary Coordinator
  - Work on class schedule for each semester
  - Assign advisors for Graduate Students enrolling in Elem/Sec Master’s Programs
  - Performing admission procedures for admitting students into Graduate Elem/Sec Master’s Programs
  - Work on assigning MU student teaching supervisors their school assignments
- Help faculty when they have concerns, problems, etc.
- Work with the assigned Graduate Assistants.
- Conducted PPST Math Study Sessions-open to all students
- Advised approximately 100+ students
- Evaluated student teaching portfolios
- Member of team for oral capstone presentations
- Taught a section of UNI 101 (Fall 03 and Fall 04)
- Attended the WVCTM Conference March 19-20, 2004 Flatwoods, WV
- Attended numerous NCATE workshops for COEHS
- Attended workshop on “Teaching Visually Impaired College Students”
- Member, dissertation Committee for Linda Hunt
- NCTM
- NMSA
- WVAMLE
- WVCTM
- PDK
- PDK Treasurer for the MU Chapter-until discontinuing this chapter
- S.C.O.R.E.S. Liaison for Teacher Education-“Teaching Strategies”
- Shirley Reynolds and Pickens-Queen Teacher Award Committee, Chair
- EPPAC
- NCATE Coordinating Committee
- COEHS Program Committee, Chair (Undergraduate and Graduate)
- Leadership Team Committee, Member
- SOE Promotion and Tenure Committee
- NCATE Standards Committee: Elementary Education, Chair
- NCATE Standard 1: Candidate Knowledge, Skills and dispositions, Chair
- NCATE Coordinating Team, Member
- COEHS Field Experience and Clinical Practices Committee
- Committee to Revise Level I and II Field Experiences, Chair
- COEHS Clinical Experiences Handbook Committee, Chair
- Coordinator for Elementary and Secondary Programs
- Volunteered to help with COEHS Graduation Ceremony
- Teacher Education Standards Committee
- Faculty advisor for Campus Crusade for Christ
- Allowed Student Health Education and Substance Abuse Prevention Programs survey my classes about substance abuse issues at Marshall University

6 Externally funded research grants and contracts you received.

- Grant-RESA II/MU COEHS and Math Department/Logan, Mason and Mingo Counties
- “Contexts for Learning: Mathematical Thinking and Classroom Practice to Increase Student Learning and Teacher Effectiveness”
- Project Co-director
- Awarded $20,000 grant-“Empowering Teachers in Mathematics” in collaboration with RESA II

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

- Presenter at the WV Council of Teachers of Mathematics Conference
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Barbara Maynard
______________________________
Rank: Associate Professor - Staff

Status (Check one): Full-time__X__ Part-time_____ Adjunct_____ Current MU Faculty: _X__yes ____no

Highest Degree Earned: __Ed.D______________________Date Degree Received: ____5-15-94____________
Conferred by:_______WV University and MU College of Graduate Studies_________________

Area of Specialization:__________Educational Administration_____________________________________

Professional Registration/Licensure_Read-K-12, SOS 7-12, Prin, Voc. Dir. Supt._ Agency:__WV___________

Years non-teaching experience
Years of employment other than Marshall ________
Years of employment at Marshall ________
Years of employment in higher education __3_____
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)

<table>
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<tr>
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<th>Title</th>
<th>Enrollment</th>
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<td>Cl 446</td>
<td>Read Edu; Indiv Assess. &amp; Presc Lang Inst.</td>
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<td>Cl 588</td>
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1 If your degree is not in your area of current assignment, please explain.
NA

2 Activities that have enhanced your teaching and or research.
   • Incorporation of interactive video-conferencing with the Harless Demonstration Site for preservice teachers to view and interact with K-2 teachers involved in research based practices in Cl 343.

3 Discipline-related books/papers published (provide a full citation).
4 Papers presented at state, regional, national, or international conferences.
   • Presentation at the Second Annual Reading Research Symposium, "Exploring Reading Through Scientifically Based Research," A New Look at Professional Development, March 9, 2003, State meeting, Charleston, WV.
   • Curriculum and Professional Development," December 18, 2002, State meeting, Interactive teleconference from Drinko Library to Charleston, WV. Presentation at Mingo County Teachers’ Academy, "WV Content Standards and Objectives," August 21, 2002, Williamson, WV.
   • Staff development sessions for the 6 Wayne County Middle Schools in “Writing Across the Curriculum,” January 29, 2003, Vinson Middle School (delivered via interactive video conferencing).
   • Staff development session for Mingo and McDowell Counties in “Distance Learning for Curriculum and Professional Development,” March 14, 2003, Gilbert, WV.

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.
   • Development of the Comprehensive Strategic Plan for the eight Regional Educational Service Agencies in WV.
   • Assistance in the development of the WV Informal Reading Assessment and an accompanying video tape.
   • Consultation with McDowell County regarding Literacy Program, McDowell County Central Office Personnel, April, 2003.
   • Member Cabell County Reading Association and International Reading Association.
   • College of Education Leadership Team.
   • College of Education Clinical Experiences Team.

6 Externally funded research grants and contracts you received.
   • Funded to the Harless Center for Reading Excellence - $30,000 to support the attendance of five improving WV schools at the WV Reading Academy, June, 2003.
   • Assistance in the development of the WV Informal Reading Assessment instrument for all K-3 students; development of the Comprehensive Strategic Plan for all RESA’s; acquisition of $30,000 for the June Harless Center for Reading Excellence from AEL for support of attendance of 5 WV schools at the Summer WVDE Reading Academy; presentation at the WV Reading Research Symposium.

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

8 Community service as defined in the Greenbook.
   • Involvement in activities at the Church in the Valley; provision of planning and implementation of targeted staff development to WV k-12 schools.
Appendix II  
Faculty Data Sheet  
(for the period of this review)

Name: Ruth Ann Murphy  
Rank: Associate Professor

Status (Check one): Full-time X  Part-time_____ Adjunct_____  Current MU Faculty: _X_ yes ___ no

Highest Degree Earned: ________Ph.D.____  Date Degree Received:   May 2001

Conferred by: Ohio University

Area of Specialization: Elementary Mathematics Education

Professional Registration/Licensure___________________ Agency: ______________________

Years non-teaching experience
Years of employment other than Marshall ___16___
Years of employment at Marshall ___6____
Years of employment in higher education ___4____
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)

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<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education</td>
<td>32</td>
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<td>CI 624</td>
<td>Instructional Strategies</td>
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<td>CI 624</td>
<td>Instructional Strategies</td>
<td>10</td>
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<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education</td>
<td>20</td>
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<td>04 Fall</td>
<td>CI 101</td>
<td>Mathematics for Elementary Teachers (2 sections)</td>
<td>55</td>
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<td></td>
<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education (2 sections)</td>
<td>54</td>
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<td>CI 101</td>
<td>Mathematics for Elementary Teachers (2 sections)</td>
<td>52</td>
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<td>CI 632</td>
<td>Adult Involvement in Early Childhood Education</td>
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<td>Instructional and Classroom Management in Elementary Education</td>
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<td>Mathematics for Elementary Teachers (2 sections)</td>
<td>57</td>
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<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education (2 sections)</td>
<td>56</td>
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</table>

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

2  Activities that have enhanced your teaching and or research.
   • Attended the National Council of Teachers of Mathematics Research Presession in Philadelphia, PA April 17-19, 2004
   • Attended “The Learning Village” presented by Karen Lucas, October 24,2003
   • Attended Ruby Payne’s A Framework for the Understanding of Poverty presented by Gayle Manchin, Shawkey Room MSC February 20, 2004
   • Attended “Facilitating Long Term Memory Retention in our Students: What Cognitive Psychology Can Offer” presented by Dr. Steven Mewaldt, Professor of Psychology, 2003 recipient of the Marshall and Shirley Reynolds Outstanding Teacher Award and the CASE Outstanding West Virginia Professor Award. Harris Hall March 9,2004

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

   Murphy 2

4  Papers presented at state, regional, national, or international conferences.
- Presented “Teaching problem solving through multiple instructional formats” at the National Council Teachers of Mathematics annual convention in Philadelphia, PA April 19-22, 2004
- Paper presented “Can differences be found in the self-efficacy and the concepts of mathematics in rural and urban students” at the Eastern Educational Research Association’s annual meeting in Clearwater, Florida February 11-14, 2004.

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 Council of Teachers of Mathematics
- Ohio Council of Teachers of Mathematics
- West Virginia Council of Teachers of Mathematics
- District Director for the South Region of Ohio Council Teachers of Mathematics

Externally funded research grants and contracts you received.

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

Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

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

Status (Check one): Full-time  X  Part-time  Adjunct  Current MU Faculty:  X  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)

<table>
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<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>CIEC 600-101</td>
<td>Computing and Instructional Design</td>
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<td>Fall 03</td>
<td>CIEC 660-101</td>
<td>Using Computers to Improve Instruction in the Classroom</td>
<td>15</td>
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<tr>
<td>Sprg 04</td>
<td>CIEC 630-201</td>
<td>Authoring System and Multimedia</td>
<td>14</td>
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<td>Sprg 04</td>
<td>CIEC 583-201</td>
<td>Special Topics</td>
<td>2</td>
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<tr>
<td>Sum 04</td>
<td>CIEC 699-401</td>
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<td>CIEC 580-401</td>
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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, 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).


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.

- 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 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.


8 Community service as defined in the Greenbook.

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

Name: Dr. Calvin Meyer  
Rank: Professor

Status (Check one): Full-time **X**  Part-time  Adjunct  Current MU Faculty: **X**  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: ____________________________

Years non-teaching experience

| Years of employment other than Marshall | 13 |
| Years of employment at Marshall       | 6  |
| Years of employment in higher education | 18 |

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)

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<th>Enrollment</th>
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<td>CI 501-101</td>
<td>Middle Childhood Curriculum</td>
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<td>CI 501-103</td>
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<td>EDF 502-201</td>
<td>Psychology of the Middle Childhood Student</td>
<td>7</td>
</tr>
</tbody>
</table>

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.

Consultant

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

4 Papers presented at state, regional, national, or international conferences.
   National Middle School Association, DETROIT, 1979, WASHINGTON, DC, 2001, PORTLAND, 2002
   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
   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
   Kappa Delta Pi - 1994 -2000
   Phi Delta Kappa - 1991-2000
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Dr. Fred Pauley
Rank: Associate Professor

Status (Check one): Full-time ___X__ Part-time_____ Adjunct_____ Current MU Faculty: ___X_ 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: _______________________

Years non-teaching experience
Years of employment other than Marshall 18
Years of employment at Marshall 4
Years of employment in higher education 22
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)

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

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
- 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

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  ___X___ Part-time____ Adjunct  ___X___ Current MU Faculty:  ___X___ 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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Enrollment</th>
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<tbody>
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<td>Fall 03</td>
<td>EDF 621-104</td>
<td>Educational Research and Writing</td>
<td>22</td>
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<td>Fall 03</td>
<td>CI 797-102</td>
<td>Curriculum and Instruction Dissertation Research</td>
<td>1</td>
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<td>Fall 03</td>
<td>EDF 585</td>
<td>Independent Study</td>
<td>1</td>
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<tr>
<td>Sprg 04</td>
<td>CI 797-202</td>
<td>Curriculum and Instruction Dissertation Research</td>
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</tr>
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<td>Sprg 04</td>
<td>EDF 621-204</td>
<td>Educational Research and Writing</td>
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<td>Sprg 04</td>
<td>CI 588-231</td>
<td>Special Topic</td>
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<td>CI 797-402</td>
<td>Curriculum and Instruction Dissertation Research</td>
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<td>EDF 619-401</td>
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<td>Sum 04</td>
<td>CI 588-401</td>
<td>Special Topic</td>
<td>1</td>
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<tr>
<td>Sum 04</td>
<td>EDF 665-403</td>
<td>Sociology of American Schools</td>
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<td>Fall 04</td>
<td>CI 797-103</td>
<td>Curriculum and Instruction Dissertation Research</td>
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<td>Fall 04</td>
<td>LS 703-101</td>
<td>Research Design</td>
<td>9</td>
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<td>CI 672-102</td>
<td>Practicum in Education</td>
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<td>CI 588-131</td>
<td>Special Topic</td>
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<td>Sprg 05</td>
<td>CI 704-201</td>
<td>Social and Political Determinants of Curriculum Development</td>
<td>6</td>
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<td>Sprg 05</td>
<td>CI 797-201</td>
<td>Curriculum and Instruction Dissertation Research</td>
<td>5</td>
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<td>Sprg 05</td>
<td>EDF 502-203</td>
<td>Psychology of Middle Childhood Student</td>
<td>2</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
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

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

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

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
Faculty Data Sheet
(for the period of this review)

Name: Dr. Fran Simone Rank: Professor

Status (Check one): Full-time _X_ Part-time_____ Adjunct_____ Current MU Faculty: _X_ yes ___no

Highest Degree Earned: __Ph.D.____ Date Degree Received: ___1974____

Conferred by: Duke University

Area of Specialization: English Education

Professional Registration/Licensure____________________ Agency: _______________________

Years non-teaching experience

| Years of employment other than Marshall | 4 |
| Years of employment at Marshall | 17 |
| Years of employment in higher education | 21 |
| 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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
</tr>
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<td>Fall 03</td>
<td>CI 551-101</td>
<td>Writing to Learn in Content Areas</td>
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<td>Sprg 04</td>
<td>CI 677-201</td>
<td>Literacy in the Content Area</td>
<td>3</td>
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<td>Sprg 04</td>
<td>CIRG 644-203</td>
<td>Writing for Publication in Professional Education</td>
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<td>Sprg 04</td>
<td>CI 583-201</td>
<td>Independent Study</td>
<td>1</td>
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<td>Fall 04</td>
<td>CIRG 644-101</td>
<td>Literacy in the Content Area</td>
<td>20</td>
</tr>
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<td>Sprg 05</td>
<td>CI 677-201</td>
<td>Writing for Publication in Professional Education</td>
<td>9</td>
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</tbody>
</table>

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.

Marshall Magazine Editorial Advisory Board, 2004 to present
Board Member, WV Humanities Council, appointed, spring 2002

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

Simone, F. “The Not-So-Big Jump from Teaching to Politicking.” Voices of the NWP, Fall, 1996.
Simone, F. "Wrestling with an Alien Craft.” The Quarterly of the NWP, 17, 2, pp. 29.

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.

National Writing Project
National Council of Teachers of English
West Virginia Reading Council
Dana Foundation
Institute for Noetic Sciences
6 Externally funded research grants and contracts you received.

Grants from WV Department of Education for statewide West Virginia Writing Project network. Initial grant 1986-87; refunded each year to present.
Grants from National Writing Project from 1992-93; refunded each year to present. In 2002-03 grant to restructured Central West Virginia Writing Project.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Consultant, Buffalo Elementary School, professional development activities, 2001-2002
WV Facilitator for the National Board for Professional Teaching Standards.
Grant reviewer for National Writing Project federal grant awards at University of California at Berkeley, February, 1994.
Visiting Scholar, Western Pennsylvania Writing Project, Department of English, University of Pittsburgh, spring semester, 1993.
Esteemed Colleague Award, West Virginia English Language Arts Council, April, 1989.
National Council of Teachers of English, Judge for Achievement Awards in Writing, 1984-95.
West Virginia English/Language Arts Council, Executive Committee Member, 1984 to present.
West Virginia Young Writers Contest and Awards, Steering Committee Chair, 1985 to present.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Dr. Nancy Wilson
Rank: Professor

Status (Check one): Full-time _X_ Part-time _____ Adjunct_____
Current MU Faculty: _X_ yes ___no

Highest Degree Earned: ______ Ed.D.___________ Date Degree Received: ______

Conferred by: ___ West Virginia University__________

Area of Specialization: _ Educational Administration/ Mathematics_____

Professional Registration/Licensure ____________ Agency: _________________________

Years non-teaching experience
Years of employment other than Marshall 8
Years of employment at Marshall 15
Years of employment in higher education 23
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)

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<td>EDF 621-106</td>
<td>Educational Research and Writing</td>
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<td>Fall 03</td>
<td>EDF 621-107</td>
<td>Educational Research and Writing</td>
<td>16</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CI 680-201</td>
<td>Symposium-Elementary and Secondary Education Part II</td>
<td>6</td>
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<td>Sprg 04</td>
<td>EDF 621-207</td>
<td>Educational Research and Writing</td>
<td>18</td>
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<td>Sprg 04</td>
<td>EDF 621-208</td>
<td>Educational Research and Writing</td>
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<td>Sum 04</td>
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<td>Fall 04</td>
<td>CI 659-101</td>
<td>Symposium-Elementary and Secondary Education Part I</td>
<td>11</td>
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<td>Fall 04</td>
<td>CIME 557-101</td>
<td>Precalculus for Mathematics Educators</td>
<td>7</td>
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</table>

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.


Consultant to the University of Louisville regarding the NSF-funded grant on middle school mathematics teacher preparation and testing.

MERIT MU/WVU Curriculum Coordination Team Chair, MERIT Discrete Math and Data Analysis Team

MERIS Mentor Teacher [MMT], member MERIT Mathematics Leadership

Date Created: March 6, 2002 (1:35PM)  Date Revised February 23, 2006 (3:34PM)
ECE prog rev 2-16-06
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555
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.
Member, Central Development Team for the Enhanced Assessment Grant (2003). AITP, Board of Directors, Kanawha Valley Chapter.

6 Externally funded research grants and contracts you received.
*Graphing to Enrich Middle School Mathematics* (2000). Eisenhower Professional Development Program (Raleigh County Schools). Grant funded for $22,000.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Dr. Bizunesh Wubie
Rank: Assistant Professor

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

Highest Degree Earned: Doctor of Philosophy Date Degree Received: 2001
Conferred by: OISE/University of Toronto

Area of Specialization: Curriculum Studies with emphasis on Early Childhood Education

Professional Registration/Licensure
Agency:

Years non-teaching experience
Years of employment other than Marshall 0
Years of employment at Marshall 3
Years of employment in higher education 3
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)

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<th>Title</th>
<th>Enrollment</th>
</tr>
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<td>CI 631-101</td>
<td>Early Childhood Education: Current Influences on Early Childhood</td>
<td>16</td>
</tr>
<tr>
<td>Fall 03</td>
<td>EDF 513-101</td>
<td>Human Growth and Development Birth-8</td>
<td>21</td>
</tr>
<tr>
<td>Fall 03</td>
<td>EDF 616-104</td>
<td>Adv Studies Human Development</td>
<td>21</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CI 634-202</td>
<td>Lang/Cog Early Childhood</td>
<td>21</td>
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<tr>
<td>Sprg 04</td>
<td>EDF 616-204</td>
<td>Advanced Studies in Human Development</td>
<td>23</td>
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<td>Sprg 04</td>
<td>FCS 535-202</td>
<td>Administration of Day Care Centers</td>
<td>18</td>
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<tr>
<td>Sum 04</td>
<td>CI 630-431</td>
<td>Practicum Kindergarten Ed</td>
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<td>Sum 04</td>
<td>CI 632-401</td>
<td>Early Childhood Programs</td>
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<td>Sum 04</td>
<td>CI 633-401</td>
<td>Adult Involve in Early Ed</td>
<td>22</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 631-101</td>
<td>Early Childhood Education: Current Influences on Early Childhood</td>
<td>14</td>
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<tr>
<td>Fall 04</td>
<td>EDF 513-101</td>
<td>Human Growth and Development Birth-8</td>
<td>15</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 616-102</td>
<td>Adv Studies Human Development</td>
<td>17</td>
</tr>
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<td>Fall 04</td>
<td>CI 630-101</td>
<td>Practicum Kindergarten Ed</td>
<td>3</td>
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<td>Sprg 05</td>
<td>CI 585-231</td>
<td>Independent Study</td>
<td>1</td>
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<td>CI 630-231</td>
<td>Practicum Kindergarten Ed</td>
<td>3</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CI 634-201</td>
<td>Lang/Cog Early Childhood</td>
<td>15</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 616-203</td>
<td>Adv Studies Human Development</td>
<td>19</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>FCS 535-201</td>
<td>Administration of Day Care Centers</td>
<td>8</td>
</tr>
</tbody>
</table>

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.
(2003) Member of the Collaborative Planning Committee for the Kanawha County Schools, WV Pre-K Plan for Services to Eligible Preschool Children

(1992 - 1997) Project Proposal Writer and Member of Education Committee. Ethiopian Association, Toronto, Canada

(1992-1995) Member of Local Outreach Committee. Bloor Street United Church, Toronto


Date Created: March 6, 2002 (1:35PM); Date Revised February 23, 2006 (3:34PM)
ECE prog rev 2-16-06
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555
3 Discipline-related books/papers published (provide a full citation).
Wubie, B. Interconnectedness of Young Children's Home and Classroom Experience: Implication for Multicultural Curriculum is being considered by the Journal of Canadian Association for Young Children for publication in the Fall of 2005.

4 Papers presented at state, regional, national, or international conferences.
Wubie, B. (2005). Inculcating Positive Attitudes Toward Different Races in the Mind of Young Children. Presented at an International Conference at Brigham Young University, Salt Lake City, UT.
Wubie, B. (2004). Transition from Home to Early Childhood Education Settings. Presented at Comparative International Education Society Conference at Brigham Young University, Salt Lake City, UT.

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.
- Attended the 2005 regional conference on Celebrating Connections of Early Childhood Educators in Charleston, West Virginia
- Attended the 2005 International conference on Globalization, Diversity and Education at Washington State University, Pullman, WA.
- Attended the 2004 International conference on Comparative Education at Brigham University, Salt Lake City, UT.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Ontario Graduate Scholarship (OGS) Ministry of Training, Colleges and Universities, Ontario, Canada (2000 - 2001)
- OISE/University of Toronto Graduate Assistantship, OISE/University of Toronto (2000 - 2001)
- OISE/University of Toronto Graduate Assistantship, OISE/University of Toronto (1996 - 1998)
- Fellowship from African Curriculum Organization, University of Nairobi, Nairobi (1982)
- UNESCO Scholarship, Froebel College, Copenhagen, Denmark (1968 - 1969)

8 Community service as defined in the Greenbook.
- Volunteered in providing professional comments on policy handbook for St. Andrews Presbyterian Church Weekday Nursery School, Charleston.
- Participated in Current Issues Discussion Committee at Cross Roads Methodist Church, Huntington.
## Appendix II
### Faculty Data Sheet
(for the period of this review)

**Name:** Dr. Tony Williams*  
**Rank:** Professor

Status (Check one): Full-time _____ Part-time X Adjunct_____  
Current MU Faculty: yes ___ no

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

Conferred by: West Virginia University

Area of Specialization: Curriculum and Instruction

**Professional Registration/Licensure**  
**Agency:**

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
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<tbody>
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<td>Years of employment at Marshall</td>
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<td>Years of employment in higher education</td>
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<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tr>
<td>Fall, 05</td>
<td>EDF 616</td>
<td>Human Development</td>
<td>20</td>
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</tbody>
</table>

* Executive Dean, COEHS 2002-2005

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

2. **Activities that have enhanced your teaching and or research.**
   - Administrative Coordinator for the Master of Arts in Teaching program.
   - Social Studies liaison for the COEHS/West Virginia Department of Education Impact Grant

3. **Discipline-related books/papers published (provide a full citation).**
   - Paper accepted for publication in the journal Education Policy Analysis Archives, for Fall quarter, 2001.

4. **Papers presented at state, regional, national, or international conferences.**
   - "The Effectiveness of a Graduate and Undergraduate Teacher Education Training Program on Student Development" Eastern Educational Research Association, Sarasota, Florida, March, 2005 (with Jim Sottile)

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.**
   - Served on three WVU Cooperative Doctoral Committees in Leadership Studies
   - West Virginia University conference on Professional Development Schools
   - Served on the West Virginia University Graduate Faculty
   - Faculty representative to (AECT) American Association of Colleges for Teacher Education
   - Marshall University Graduate Education Advisory Board
   - Served at University Commencement
   - College of Education and Human Services EPPAC Committee
   - Assisted in writing the Social Studies NCATE program report
   - NCATE 2002 Coordination Committee
   - Chaired the College of Education and Human Services graduate program committee
   - Served as Assistant Chair for the School of Education
   - Served on the COEHS Executive Cabinet
   - Served on the School of Education Leadership Team
   - Served on the Marshall University June Harless Center for Rural Educational Development and Research
Advisor Board
• Huntington C & I Cooperative Doctoral program coordinator
• School of Education standards committee for student appeals
• School of Education clinical experiences oversight committee
• School of Education UPLCITE Committee
• Search committee for COEHS Director of Academic Student Services
• Assistant chair for the School of Education
• RESA Staff Development Council

6 Externally funded research grants and contracts you received.
• College of Education and Human Services: Partnership for Teacher Quality Grant

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
• Cabell County Schools Strategic Planning Team

8 Community service as defined in the Greenbook.
• Fifth Avenue Baptist Church Day Care Advisory Board
• School related activities at Central City Elementary
• Appointed by state superintendent to the West Virginia Department of Education Committee “Learning for Life: Goals for Refining Public Education in West Virginia”
• Served on the R.E.S.A. II staff development consortium to develop goals for professional development
• Hannan High School, Mason County, Improvement Project
• Lincoln County Schools External Evaluation Audit Project
• RESA Essay Evaluation Team
• Fifth Avenue Baptist Church Day Care Advisory Board, April, 2000
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Charles Bethel  Rank: Adjunct Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Education in Leadership Studies

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)

<table>
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<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>Educational Research &amp; Writing</td>
<td>17</td>
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<td>Sprg 04</td>
<td>EDF 621-205</td>
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<td>17</td>
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<td>Sum 04</td>
<td>EDF 621-405</td>
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<td>EDF 621-206</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  Rebecca Butler  Rank:  Adjunct Professor

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

Highest Degree Earned:  M.S.  Date Degree Received:  1988

Conferred by:  University of Charleston

Area of Specialization:  Educational Computing

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)

<table>
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<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>Sum 04</td>
<td>CIEC 600-401</td>
<td>Computing &amp; Instructional Design</td>
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<td>Computing &amp; Instructional Design</td>
<td>12</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Beth Cipoletti  Rank: Adjunct Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Higher Education Administration/ Mathematics Education

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)

<table>
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<td>CIME 570-101</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Donald Moroose
Rank: Adjunct Professor

Status (Check one): Full-time _____ Part-time_____ Adjunct__X___ Current MU Faculty: __X__ yes ___no

Highest Degree Earned: __Ed.D._ Date Degree Received: ____1970_____

Conferred by: West Virginia University

Area of Specialization: __ Guidance Counseling

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)

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<td>Fall 03</td>
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<td>Classroom Assessment</td>
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<td>EDF 535-202</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
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  X  Current MU Faculty:  X  yes  no

Highest Degree Earned: Ed.D  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)

<table>
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<th>Title</th>
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<td>Adv Studies Human Development</td>
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<td>Sprg 04</td>
<td>EDF 616-203</td>
<td>Adv Studies Human Development</td>
<td>20</td>
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<td>Sum 04</td>
<td>EDF 616-401</td>
<td>Adv Studies Human Development</td>
<td>20</td>
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<td>Sprg 05</td>
<td>EDF 616E-201</td>
<td>Adv Studies Human Development</td>
<td>20</td>
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Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Judy Hodge  Rank: Adjunct Professor

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

Highest Degree Earned: M.A. Date Degree Received: 1996

Conferred by: Widener University

Area of Specialization: Elementary Education Curriculum

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)

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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Murrel Hoover  Rank: Adjunct Professor

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

Highest Degree Earned: M.S.  Date Degree Received: 1992

Conferred by: University of West Virginia College of Graduate Studies

Area of Specialization: Special Education/ Gifted

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)

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

Conferring university: Ohio State University

Area of Specialization: History

Professional Registration/Licensure: Agency:

Years non-teaching experience:

- Years of employment at Marshall:
- Years of employment other than 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)

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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Celene Seymour  Rank: Adjunct Professor

Status (Check one): Full-time  Part-time  Adjunct  X  Current MU Faculty:  X  yes  ___no

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

Conferred by: Indiana University of Pennsylvania

Area of Specialization: English

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)

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<td>Library Practice</td>
<td>7</td>
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<td>Sprg 04</td>
<td>ITL 502-201</td>
<td>Lib Materials for Adolsc</td>
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<tr>
<td>Sum 04</td>
<td>ITL 502-401</td>
<td>Lib Materials for Adolsc</td>
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<td>ITL 550-102</td>
<td>Library Practice</td>
<td>5</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>ITL 502-201</td>
<td>Lib Materials for Adolsc</td>
<td>14</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>ITL 550-231</td>
<td>Library Practice</td>
<td>9</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Gerald H. Sapp  Rank: Adjunct Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Curriculum and Instruction

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)

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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: John Huxley  Rank: Adjunct Professor

Status (Check one): Full-time _____ Part-time_____ Adjunct X  Current MU Faculty: X yes __no

Highest Degree Earned: M.A. Date Degree Received: 1997

Conferred by: Marshall University

Area of Specialization: School Principal (5-12)

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)

<table>
<thead>
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<th>Title</th>
<th>Enrollment</th>
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<tbody>
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<td>Middle Childhood Curriculum</td>
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<td>Sprng 04</td>
<td>CI 503-205</td>
<td>Meth Teach Mid Child Grd</td>
<td>17</td>
</tr>
<tr>
<td>Sprng 04</td>
<td>CI 564-208</td>
<td>Staff Development</td>
<td>10</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 501-403</td>
<td>Middle Childhood Curriculum</td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 612-103</td>
<td>Practicum in Education</td>
<td>10</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 562-103</td>
<td>Staff Development</td>
<td>23</td>
</tr>
<tr>
<td>Sprng 05</td>
<td>CI 563-203</td>
<td>Staff Development</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Lori Tate______ Rank: ___Adjunct Professor____

Status (Check one): Full-time _____ Part-time_____ Adjunct ___X___ Current MU Faculty: ___X_ yes ___no

Highest Degree Earned: ___________________ Date Degree Received: ______2002_____

Conferred by: __Lesley University__

Area of Specialization: ___Technology in Education____

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>EDF 619-103</td>
<td>Educational Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 619-202</td>
<td>Educational Psychology</td>
<td>23</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 619-402</td>
<td>Educational Psychology</td>
<td>22</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 619E-101</td>
<td>Educational Psychology</td>
<td>22</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 619E-204</td>
<td>Educational Psychology</td>
<td>19</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  Michael Murphy  Rank:  Adjunct Professor

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

Highest Degree Earned:  M.A.  Date Degree Received:  2002

Conferred by:  Marshall University Graduate College

Area of Specialization:  Guidance Counseling

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sprg 04</td>
<td>EDF 615-201</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 665-402</td>
<td>Sociology of Amer Schools</td>
<td>16</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CIEC 610-101</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: _Barbara Scofield_______ Rank: _Adjunct Professor____________

Status (Check one): Full-time_____ Part-time_____ Adjunct _X___ Current MU Faculty: _X_ yes ___no

Highest Degree Earned: ______M.A.____________________ Date Degree Received: _____1971_________

Conferred by: _Kean College, Union, NJ_____

Area of Specialization: _Education and Humanities___

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>CI 591-101</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CI 592-203</td>
<td>Workshop</td>
<td>4</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 591-102</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CI 592-201</td>
<td>Workshop</td>
<td>15</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Deborah D. Clark
Rank: Adjunct Professor

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

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

Conferred by: West Virginia College of Graduate Studies

Area of Specialization: Elementary Education/ Early Childhood Education

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>CIEC 560-103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CIEC 560-202</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CIEC 581-105</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
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 _X_ Current MU Faculty: _X_ yes ___no

Highest Degree Earned: Ed.D. Date Degree Received: 2005

Conferred by: WVU

Area of Specialization: _ Curriculum & Instruction

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>EDF 665-102</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CIME 555-201</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 517-203</td>
<td>Statistical Methods</td>
<td>17</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 517-401</td>
<td>Statistical Methods</td>
<td>12</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 621-204</td>
<td>Educational Research &amp; Writing</td>
<td>19</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CIME 577-203</td>
<td>Superv Field Pract/ Math 9-12</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: JoAnn Hall  Rank: Adjunct Professor

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

Highest Degree Earned: Ed.D.  Date Degree Received: 1980

Conferred by: Virginia Tech

Area of Specialization: Curriculum and Instruction Supervision

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>CI 672-104</td>
<td>Practicum in Education</td>
<td>24</td>
</tr>
<tr>
<td>Fall 03</td>
<td>CI 672-105</td>
<td>Practicum in Education</td>
<td>11</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDP 502-202</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 501-402</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 501-103</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CI 503-202</td>
<td>Meth Teach Mid Child Grd</td>
<td>15</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  Kathryn W. Burgess  Rank:  Adjunct Professor

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

Highest Degree Earned:  M.A.  Date Degree Received:  2001

Conferred by:  Marshall University Graduate College

Area of Specialization:  School Counseling

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>EDF 616-103</td>
<td>Adv Studies Human Development</td>
<td>19</td>
</tr>
<tr>
<td>Sprng 04</td>
<td>EDF 616-205</td>
<td>Adv Studies Human Development</td>
<td>18</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 616-402</td>
<td>Adv Studies Human Development</td>
<td>18</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
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_X___ Current MU Faculty: _X_ 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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>CI 609-101</td>
<td>Curric Modern Elem School</td>
<td>14</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CI 609-201</td>
<td>Curric Modern Elem School</td>
<td>22</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CI 609-202</td>
<td>Curric Modern Elem School</td>
<td>12</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 609-401</td>
<td>Curric Modern Elem School</td>
<td>19</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 609-402</td>
<td>Curric Modern Elem School</td>
<td>18</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 609-101</td>
<td>Curric Modern Elem School</td>
<td>19</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CI 609-201</td>
<td>Curric Modern Elem School</td>
<td>16</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CI 609-202</td>
<td>Curric Modern Elem School</td>
<td>19</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  Sherri Ritter  Rank:  Adjunct Professor

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

Highest Degree Earned:  M.S.  Date Degree Received:  1997

Conferred by:  Marshall University

Area of Specialization:  Adult Technical Education Interdisciplinary Studies

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sprg 04</td>
<td>CIEC 534E-201</td>
<td>Application Software Class Curriculum Area</td>
<td>18</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CIEC 534E-102</td>
<td>Application Software Class Curriculum Area</td>
<td>18</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CIEC 534E-201</td>
<td>Application Software Class Curriculum Area</td>
<td>19</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix III
Early Childhood Courses Utilizing VISTA (WebCT) as a delivery mode.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Online delivery as a “T” course</th>
<th>Courses Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp. 2004</td>
<td>VISTA</td>
<td>FCS 535</td>
<td>18</td>
</tr>
<tr>
<td>Sp. 2004</td>
<td>VISTA</td>
<td>CI 634</td>
<td>21</td>
</tr>
<tr>
<td>Su 2004</td>
<td>VISTA</td>
<td>CI 632</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>VISTA</td>
<td>EDF 513</td>
<td>21</td>
</tr>
<tr>
<td>Sp. 2005</td>
<td>VISTA</td>
<td>CI 634</td>
<td>15</td>
</tr>
<tr>
<td>Su. 2005</td>
<td>VISTA</td>
<td>CI 633</td>
<td>20</td>
</tr>
</tbody>
</table>

Appendix IV
The ECE program does not offer service courses to other programs.
## Appendix V

### Program Course Enrollment

**Early Childhood Education – ECE**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Year 1 2000-2001</th>
<th>Year 2 2001-2002</th>
<th>Year 3 2002-2003</th>
<th>Year 4 2003-2004</th>
<th>Year 5 2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
</tr>
<tr>
<td>CIRG 653</td>
<td>--</td>
<td>21</td>
<td>56</td>
<td>24</td>
<td>27</td>
<td>15</td>
<td>62</td>
</tr>
<tr>
<td>CI 631</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>CI 632</td>
<td>--</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>--</td>
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</tr>
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<td>CI 633</td>
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<td>8</td>
<td>1</td>
<td>8</td>
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<td>CI 634</td>
<td>--</td>
<td>11</td>
<td>--</td>
<td>25</td>
<td>--</td>
<td>32</td>
<td>--</td>
</tr>
<tr>
<td>EDF 513</td>
<td>--</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>CI 630</td>
<td>--</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>FCS 535</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
</tbody>
</table>

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but **DO NOT** include individual names or the titles of the independent studies.
# Appendix VI
## Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
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<td></td>
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</tr>
<tr>
<td>Area of Emphasis</td>
<td></td>
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</tr>
<tr>
<td>Area of Emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Emphasis, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>Person or Office Responsible</td>
<td>Assessment Tool or Approach</td>
<td>Standards/Benchmark</td>
<td>Results/Analysis</td>
<td>Action Taken</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Students will be able to articulate and exhibit the dispositions relevant</td>
<td>Program Faculty / Department</td>
<td>Candidate Self-Assessment of Professional Characteristics Survey (conducted as a pre –</td>
<td>Upon exit of the program all students should be comfortable in rating themselves as</td>
<td>Data from the preliminary year suggested that the program could be strengthened in the area of Cultural Pluralism and Diversity</td>
<td>The program began to emphasize diversity in several existing classes and added a diversity component to one of the core courses (EDF 616).</td>
</tr>
<tr>
<td>to the field of ECE</td>
<td></td>
<td>post assessment of student dispositions)</td>
<td>“Proficient” in all domains.</td>
<td></td>
<td>A clinical component was added to FCS 535.</td>
</tr>
<tr>
<td>2. Students will exhibit current knowledge in the ECE content field</td>
<td>Program Faculty</td>
<td>Comprehensive Program exam or Portfolio presentation</td>
<td>Comprehensive exams and portfolio exhibits are both judged by a 3 member panel of</td>
<td>Data have shown that in general students are knowledgeable in the current issues of ECE, but faculty have agreed to emphasize a higher level of community involvement in local programs.</td>
<td>No action needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>faculty – the standard is “pass” on the faculty developed rubric.</td>
<td></td>
<td>No action needed.</td>
</tr>
<tr>
<td>3. Students will successfully complete a clinical placement in a development-ally</td>
<td>Program Faculty / site based</td>
<td>Assessment of Clinical Experience (Likert scaled instrument) – faculty rated Practicum</td>
<td>The benchmark for this standard is a mean score of “satisfactory” in all categories</td>
<td>Data retrieved from the instruments indicate that generally students are meeting this benchmark.</td>
<td>Though students appear to be meeting this benchmark, the faculty have decided to revise the assessment instruments to be more specific.</td>
</tr>
<tr>
<td>appropriate setting.</td>
<td>supervisor / student</td>
<td>Evaluation Form – site based supervisors Student self assessment of clinical experience</td>
<td>by the three entities.</td>
<td></td>
<td>No action needed.</td>
</tr>
<tr>
<td>4. Students will meet or exceed the state mandated Praxis benchmark score for</td>
<td>Departmental records via Banner.</td>
<td>Praxis Test – Pre-Kindergarten Education #530</td>
<td>A score of 590 on Praxis # 530</td>
<td>All students taking the Praxis #530 during this review period passed this benchmark.</td>
<td>No action needed.</td>
</tr>
<tr>
<td>licensure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No action needed.</td>
</tr>
</tbody>
</table>
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.
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
Office of Program Review & Assessment

To:       Rudy Pauley, Program Director, Elementary and Secondary Education
From:    Bob Edmunds, Coordinator for Program Review and Assessment
Date: June 30, 2005

Yearly Assessment Report for: MA Early Childhood 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.

<table>
<thead>
<tr>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals: The program goals are listed; however one reviewer felt that that they were too generally sketched out.</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection: The learning outcomes are stated; however, goal 1 is multifaceted and perhaps difficult to measure. Outcome #3 is dependant upon the job market and may not be the result of a rigorous program in ECE. Some of the data collection is based on course completion as opposed to student academic achievement.</td>
</tr>
<tr>
<td>c. Results: The results section and analysis is the most fully developed part of the chart. Data are being collected. It appears that some specific artifacts in the courses are used as opposed to the class—this is a good practice. The program has listed Improvements and Challenges. It should be the goal of the program to base curricular changes on solid assessment data.</td>
</tr>
<tr>
<td>II. BOT Initiative #3: Graduate programs are not subject to BOT #3.</td>
</tr>
<tr>
<td>III. Plans for current year: Two plans listed. One is not relevant to the assessment process. The other is a laudable goal.</td>
</tr>
<tr>
<td>IV. Assistance needed: None requested.</td>
</tr>
<tr>
<td>V. Lessons learned: None listed.</td>
</tr>
</tbody>
</table>

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 is included. At first glance, Outcome #1 is multifaceted and probably should be revisited so as to make each of the elements measurable. Outcome #3 focuses on post graduation activities and cannot be controlled by the program. Obviously the program would like to see its graduates employed in the field, but has no control over this. However, the feedback from employers and graduates in the form of surveys will provide a wealth of information which can be used in further developing the program. The standards and results section bear praise. Data is being used and

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interpreted. The handbook revision is an excellent way of using the data to effect change. Future reports should monitor how students are using the document and what benefits the revision engenders.

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 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.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>1</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>2</td>
</tr>
<tr>
<td>Total Overall Score:</td>
<td>4</td>
</tr>
<tr>
<td>Level of Implementation</td>
<td>2</td>
</tr>
</tbody>
</table>

Score Ranges

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

Levels of Implementation

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>A total overall score between 4 and 6 indicates Level 2: the program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

The goal is to have the majority of our programs in level 3 by May 2006.

Interpretation:

During the past 3 years the program has made continued progress towards its goals. The program has moved solidly into Level 2 in its efficacy of assessment. The primary stumbling blocks include several difficult to measure outcomes, course based grades instead of specific artifacts as measuring instruments, and a well developed way of feeding back conclusions drawn from the assessment process into making positive changes in the overall achievement of students and to continue to improve the program.

Recommendations:

It appears that some of the results and analysis are based on grades in the course as opposed to artifacts from the courses. The program may wish to move to more of an artifact based analysis of student academic achievement as opposed to performance in a ‘course.’ Clinicals on the other hand, are a great source of student performance, as student achievement is based on performance—not just one artifact from the experience. Continued use of the Praxis II test is an excellent way of measuring student academic achievement with a national perspective.
The program needs to revisit Outcome #3. As it is stated outcome #3 is based upon future activity of the graduate, and in essence, cannot be controlled by the program. However, the data gleaned from employer and student surveys can be an invaluable tool in assessing the strength of the program and the preparation of the graduates for jobs in the market-place.

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

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

Enclosures
Office of Program Review & Assessment

To: Dr. Rudy Paulley, Chair, Early Childhood Education
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: August 19, 2004

Subject: Yearly Assessment Report, MA Early Childhood Education

1. 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 2004-2005.

2. What follows is a brief critique of the report you submitted for the academic year 2002-2003.

<table>
<thead>
<tr>
<th>I. a. Program goals:</th>
<th>The program goals were listed. However, the reviewers indicated that they were unsure of what is meant by &quot;trained specialist, researcher, teacher, etc.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Learning outcomes and data collection:</td>
<td>The outcomes are listed. The program has listed a group of comprehensive outcomes, data are being collected. Perhaps course grades indicate cutting across outcomes, producing no real data on the specific outcome.</td>
</tr>
<tr>
<td>c. Results:</td>
<td>Low enrollment has not produced sufficient data for a thorough analysis. An increase in enrollment this year should begin to produce more results.</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
<td>Not applicable for Graduate Programs. However, the FRAXIS II satisfies the requirement for NCATE.</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
<td>Listed.</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
<td>None needed at this time</td>
</tr>
<tr>
<td>V. Lessons learned:</td>
<td>The program must adapt quickly to changes in federal requirements.</td>
</tr>
</tbody>
</table>


This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that you do 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 chart is present. Outcomes are listed. Assessment tools are listed. The program may wish to reevaluate the use of course grades as appropriate assessment tools. Perhaps specific assignments in some of the courses will more narrowly assess student competence as opposed to blanket grades. Specific results of the data collection was not presented, a brief analysis was presented. As the enrollments in the program increase, the program should indicate specific evidence to support each of the outcomes. In outcome two, the results indicate that the graduates of the program are successful, however, in the action the discussion does not indicate the same thing. Please make sure that the evidence and analysis supports the action taken.

4. 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 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. Scores can range from 0-3 in each category. Overall total scores ranging from 1-3 indicate that the program is in the Beginning Stages of developing a viable assessment program.
Overall scores ranging from 4-6 indicate that a program is making progress toward implementing a viable assessment program and overall scores ranging from 7-9 indicate that a program is in the maturing stages of continuous improvement. All programs should be in Level 2 (overall score 4-6) (Making progress toward implementing a viable assessment program) or Level 3 (overall score 7-9) (Maturing stages of continuous improvement) by May 2005.

<table>
<thead>
<tr>
<th>Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
</tr>
<tr>
<td>Overall Score:</td>
</tr>
</tbody>
</table>

Interpretation: The program achieved an overall score of 6.7 which places it in Level 2 of the NCA/HLC efficacy of assessment at the program level. Generally the program is making significant progress in its assessment efforts. One problem is the inconsistency between the evidence and the action taken. The program needs to remedy this.

5. Recommendations:
The program should revisit its assessment measures. Grades in courses are generally fairly broad in measurement of objectives. Perhaps specific assignments in some of those classes would more accurately measure specific competencies. The PRAXIS II is a good overall gauge of performance. Data on this exam should be presented as well. The introduction of the electronic portfolio should produce more data for the program.

6. General Comments:
It is imperative that programs keep a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.

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

Enclosures
MEMORANDUM

TO: Dr. Rudy Pauley. Program Director, Early Childhood Education
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 11, 2003

SUBJECT: Review of Yearly Assessment Report
PROGRAM: MA Early Childhood Education

1. Thanks for submitting the yearly assessment report for MA Early Childhood Education. Your report has been reviewed by members of the University Assessment Committee. What follows is a brief summary of the reviewers’ comments as well as some suggestions for the program to consider as it begins its assessment work for 2003-2004.

2. Guidelines for Yearly Assessment Reports:
   1. Program Goals: The program goals were listed, but not particularly distinctive from other graduate education programs.
   2. Learning Outcomes and Data Collection: Learning outcomes were listed. Outcome #1 is an entrance requirement, not an outcome. No data were collected.

3. Results: No results were listed.
4. Assessment Chart: A portion of an assessment chart was present. This may have been due to poor copying.
5. BOT Initiative #3: Not applicable to graduate programs.
6. Plans for the current year: Noted.
7. Assistance needed: None.

3. The feedback loop from data collection, analysis and interpretation to the addressed faculty will be important in future reports. Specific changes in the courses, program, requirements, etc., should be well documented. Programmatic changes should be based upon careful examination of the data presented.

4. Primary Traits Analysis: As a part of our ongoing accreditation process with NCA/Higher
Learning Commission, UAC has completed a chart identified as Efficacy of Assessment at the Program Level. This is based on the student academic achievement assessment levels of implementation. Here is the committee’s perception of the program’s Efficacy of Assessment:

1. Learning Objectives: Level 1
2. Assessment Measures: Level 2
3. Feedback Loop: Level 1

Overall Score: 3.7

Range:

- **Level One:** Beginning Implementation of Assessment Programs
  - Range: 1-3
- **Level Two:** Making Progress in Implementing Assessment Programs
  - Range: 4-6
- **Level Three:** Maturing Stages of Continuous Improvement
  - Range: 7-9

The reviewers have scored the program with an overall score of 3.7. This places the program at the top of Level One: Beginning Implementation of Assessment Programs. The reviewers felt that the learning objectives were not sufficiently discipline specific. Also, entrance standards are not really a part of the outcome. It was not possible to tell very much from the chart, because a portion of it was missing, which would reflect the extent of the feedback process. Therefore, the low marks on the Feedback loop.

5. The program appears to have had staffing problems this past year or so. It is hoped that with the employment of dedicated professionals, that the program will flourish. That said, the program needs to investigate its student outcomes so that they may be revised so as to be clearly measurable. Outcome #2 is complex; could it be divided into several different outcomes? Also grades in particular courses are not reliable sources of student academic achievement.

6. Constant fine-tuning of the objectives with measures in mind will help this program immensely. Moreover, a dedicated faculty, examining all facets of the program, will help to improve the overall performance of the program.

7. Thank you for your report. If you have any questions please do not hesitate to contact this office.
MEMORANDUM

TO:        Dr. Rudy Pauley, Program Director, Elementary and Secondary Education
FROM:      Bob Edmonds, Coordinator for Program Review and Assessment
DATE:      August 16, 2002


1. This memorandum is the review of the Yearly Assessment Report for the Academic Year 2001 which was completed last October. These reports have been reviewed by members of the University Assessment Committee. I am enclosing a copy of the reviewer’s comments. I will also provide comments from my review of the assessment report submitted by your program.

2. As we come upon our 10 year self study by the North Central Association’s Higher Learning Commission, I am enclosing several other documents for your information. Document 1 is the Departmental Assessment Program Primary Traits Analysis form. This form mirrors the Student Academic Achievement Levels of Implementation provided by NCA. You will notice that there are three areas of importance to be considered: (1) Learning Objectives; (2) Assessment Measures; and (3) Feedback loop. The current report has been evaluated based on these levels. At this point in time, programs should be at Level 2 or better in each of the categories. If your program does not receive marks in Level 2, your program should work on those areas during the coming year. This is important as Marshall will be judged on the NCA committee’s perception of our assessment program in terms of these various levels. After a cursory examination of the assessment report submitted by the MA Early Childhood Education program the following observations were made. Area 1. Learning Objectives. The program rates at a level 1. Learning objectives were identified, but not particularly directed towards student academic achievement in Early Childhood Education. In fact, the ones from Elementary and Secondary Education looks suspiciously similar. What specific student competencies are a part of this degree program which differentiates it from all the rest. Area 2. Assessment Measures. The program rates at a level 1 as well. Assessment measures were listed, but are not tied directly to student academic achievement if there are no appropriate learning objectives listed. Area 3. Feedback Loop. The program rates at a level 2. What data is being collected the program appears to use.

3. Document 2 is a chart entitled “Marshall University: Assessment of Student Outcomes.” Each program must begin completing this chart for your records as well as our records.

July 24, 2002
C:\2002-2003 Program Assessment\MA Early Childhood Education.wpd
One of the criteria NCA will be using in our accreditation will be patterns of evidence. Patterns of evidence is the documentation that we are using the data we collect in our assessment efforts as a basis for making changes in our programs. This is only one part of the puzzle, but a very necessary piece of information. All too often, changes in curriculum are made based on limited evidence. NCA wants each program to be able to document change based on evidence collected. This chart must be filled out and returned with the AY 2002 Assessment Review. Please remember that you do not have to assess every outcome every year, however, within a 3-4 year period of time all of the objectives must be evaluated, results listed and documentation of actions taken. This form will be e-mailed to you for your convenience in both Word and WordPerfect formats depending on which word processing program you use. All you will need to do is to enter the information in the appropriate places on the form and submit it along with your narrative summary of your assessment activities. You should continue to update this form as the years go by. This information will prove invaluable as you begin to prepare your 5 year program review documents. Some programs completed this form and returned it with the AY 2001 report. Thanks to you!

4. Please review the learning outcomes for the program, as well as the other programs in your area. What specific competencies make each program unique? Add these to the chart you have on student outcomes. The faculty and program outcomes are ok. As well, entrance levels brought by applicants are not something about which the program can do nothing. However, the entrance standards set by the program do limit the number of possible candidates. This is not really an assessment measure of student academic achievement, but a part of the program as a whole. One goal of which is to admit candidates with impressive test scores.

Enclosures