Program Review

Education Specialist (EdS)

College of Education and Human Services

February 2006
Date: **October 1, 2005**

Program: **Education Specialist in Education (Ed.S.)**

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.)

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1 Recommendation: Signature of person preparing the report: ___________________________ Date: ____________________

1 Recommendation: Signature of Program Chair: ___________________________ Date: ____________________

1 Recommendation: Signature of Academic Dean: ___________________________ Date: ____________________

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: ____________________

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Date Created: March 6, 2002 (1:35PM)  Date Revised February 23, 2006 (3:38PM)
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: Education Specialist in 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 EdS in Education provides post-master’s study for professionals desiring to pursue education beyond the master’s level for professional development and advanced salary classifications within the K-12 education sector. The EdS in Education is an “umbrella” degree which allows students to continue to develop core/foundation skills at the post-master’s level and also pursue advanced study in a selected area of emphasis. These areas of emphasis include Adult and Technical Education, Community College Studies, Counseling, Curriculum and Instruction, Leadership Studies, and Reading Education.

There are no resident faculty for this program. Faculty are generally full-time, tenured or tenured-track faculty in the programs in which a particular area of emphasis is available.

The program has undergone significant changes since the last program review. The Community College Studies area of emphasis has been added and the remaining areas of emphasis have all undergone major revisions.

Program applications are increasing with a five-year high of 51 applications in 2004-05. Enrollment has been stable and the number of graduates is increasing.

The program has developed a comprehensive assessment program and the data from this system were used to guide the major program revisions that occurred in 2004-05.

The recent program restructuring resulted in a program that is much more market driven and deliverable. The continuing expansion of electronic course delivery should also expand program access beyond the Huntington and South Charleston campuses. The addition of new areas of emphasis in areas such as Special Education and Instructional Technology should also enhance the program’s marketability and growth.

The EdS in Education is a healthy, viable and growing program with a good potential for future growth.

Signature of the Dean:

_Ron Childress (GSEPD)_________________ Date: _February 2006______
Program: Ed.S. in Education

College: College of Education and Human Services

Date of Last Review: January, 2001

I PROGRAM DESCRIPTION

The goal of the Education Specialist program is to provide a unified sequence of graduate studies for school and related personnel who wish to achieve proficiency beyond the master’s level in Adult and Technical Education, Community and Technical College Studies, Counseling, Curriculum and Instruction, Leadership Studies or Reading Education. The target population for the Ed.S. program is post-masters professionals who are seeking a planned and structured program of study: teachers, reading specialists, administrators, community college instructors, counselors and other education and human services personnel.

Students completing the program are expected to demonstrate the following:

- An in-depth knowledge and understanding in core studies (e.g., research, statistics, writing and technology);
- An in-depth understanding in a content (Adult & Technical Education, Community & Technical College Studies, Counseling, Curriculum & Instruction, Leadership Studies, or Reading Education); and
- The ability to synthesize and integrate the core and content knowledge gained in the program.

II ACCREDITATION INFORMATION

A. The Education Specialist 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. All programs leading to professional licensure were reviewed and granted continuing approval by the West Virginia Department of Education in 1999.
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 related to the EdS in Education.

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 Education Specialist 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 a selected aspect of the field.

For the areas of Counseling, Curriculum and Instruction, Leadership Studies, and Reading Education, the 30 credit hour program is divided into three components which span all areas of emphases. These three components are: (1) the core courses (15 credit hours), (2) Areas of Emphasis as determined by the candidate’s committee (12 credit hours), and (3) the capstone experience (3 credit hours). For the area of Adult and Technical Education, the program consists of 36 hours of approved courses including 21 hours of core courses, 6 hours in a minor field, 3 hours of research, and 6 hours of applied research. The Community and Technical College Studies area consists of 15 hours of specified core courses including 3 hours of applied research, 3 hours of professional seminars, 6 hours of thesis, and 9 hours of professional support coursework (total of 36 hours).

Appendix I lists the required courses, elective courses, and total hours required for the degree.

2. Faculty:

There are no “resident” faculty for this program. The Ed.S. in Education degree programs are staffed by full-time, tenured and tenure track faculty in the program in which a particular area of emphasis is available. These faculty, listed by program area are:
Adult and Technical Education and Community & Technical College Studies: Dr. Howard Gordon, Dr. LaVene Olson, Dr. Laura Wyant

Counseling: Dr. Michael Burton, Dr. Darlene Danecker, Dr. Beverly Farrow, Dr. Heather Hagerman, Dr. Robert Rubenstein, Dr. Carolyn Suppa

Curriculum & Instruction: Dr. Sandra Bailey, Dr. Ron Childress, Dr. Nega Debela, Dr. Lisa Heaton, Dr. Carl Johnson, Dr. Jane McKee, Dr. Cal Meyer, Dr. Rudy Pauley, Dr. Fred Pauley, Dr. Fran Simone, Dr. Linda Spatig, Dr. Tony Williams, Dr. Nancy Wilson, Dr. Bizu Wubie

Leadership Studies: Dr. Michael Cunningham, Dr. Teresa Eagle, Dr. Mike Galbraith, Dr. Jerry Jones, Dr. Paul Leary, Dr. Bobbi Nicholson, Dr. Dennis Prisk, Dr. Powell Toth

Reading Education: Dr. Noel Bowling, Dr. Barbara O’Byrne, Dr. Susan Ferrell, Dr. Barbara Loebach

Faculty Data Sheets are included in Appendix II

3. Students:

a. Entrance Standards: All program applicants must meet the admission requirements of the Marshall University Graduate College. The Education Specialist degree program is available to applicants who hold a Master of Arts Degree from a regionally accredited college or university.

b. Entrance Abilities: Identify potential ability of students admitted to the program as measured by standardized tests (ACT, SAT, GED, TOEFL, etc.) and high school GPA.

<table>
<thead>
<tr>
<th>Entrance Abilities of Ed.S. Applicants</th>
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<tbody>
<tr>
<td>Number of Admissions</td>
</tr>
<tr>
<td>2000-2001 21</td>
</tr>
<tr>
<td>2001-2002 37</td>
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<tr>
<td>2002-2003 13</td>
</tr>
<tr>
<td>2003-2004 29</td>
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<tr>
<td>2004-2005 51</td>
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<tr>
<td>Mean MAT Scores</td>
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<tr>
<td>Data not available</td>
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<tr>
<td>58 50 51</td>
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<tr>
<td>Combined GRE Verbal &amp; Quantitative Scores</td>
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<td>Data not available</td>
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<td>Data not available</td>
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<tr>
<td>889 995 902</td>
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</tbody>
</table>

c. Exit Abilities: The Ed.S. Programs does not lead to certification or licensure, thus external test data are not available. A review of the past five years' data revealed that the mean GPA of Ed.S. graduates upon exiting the programs was 3.89.

Date Created: March 6, 2002 (1:35PM); Date Revised February 23, 2006 (3:38PM)

EdS Program Review 2005 2-16-06

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555
4. **Resources:**
   
a. **Financial:**
   
The Education Specialist Program is housed in the Professional Education Unit (PEU) within the College of Education and Human Services. Despite a 3% mid-year base budget reduction in the fiscal year 2003 and a 6% base budget reduction in fiscal year 2004, the PEU has been able to function effectively. PEU budgets for the past five years were:

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<td>$5,321,670</td>
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<td>Services</td>
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<td>Operations*</td>
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<td>Equipment*</td>
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<td>$87,957</td>
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<td>Faculty</td>
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<td>$28,345</td>
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<td>Development</td>
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<td>$165,465</td>
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These reductions in base budget have been offset with funds received from a variety of external sources (third party contracts, grants, cost recovery accounts, alumni giving, gifts, revenue production, etc). These resources have allowed the Professional Education Unit to remain fiscally viable during a period of reduced state appropriations. These resources have included:

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<td>Contracts</td>
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<td>$1,344,258</td>
<td>$1,053,940</td>
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<td>Other</td>
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<td>$361,854</td>
<td>$115,981</td>
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<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. Faculty offices for the ATE programs are located in Harris Hall.
On the South Charleston campus the Professional Education Unit programs are located in the administration building. The administration building has 40,000 square feet and houses faculty and staff offices, two computer labs, 5 classrooms with equipment for multimedia classroom presentation, a poly-com for conferencing, and a bookstore. The Robert C. Byrd Academic Center is also located on the South Charleston Campus. The academic center has 24,000 square feet and contains the Marshall University Graduate College Library, Byrd Center of Manufacturing Technology, three distance learning electronic classrooms, and ten traditional classrooms. 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.

The facilities to support the Ed.S. in Education are more than adequate at this time.

5. **Assessment Information:**

   a. Summarize the principal goals of the assessment program. The principle goals of the assessment program are:
      i. To monitor student critical thinking skills
      ii. To measure the level of student research activity
      iii. To measure the degree and viability of student internships
      iv. To provide systematic feedback to the program for continuous program improvement

   b. Provide summary information on the following elements.
      - student outcomes
      - assessment tools; approach
      - standards/benchmarks (HEPC Initiative #3)
      - results/analysis
      - action taken

   See Chart I for Assessment Summary
c. Provide information on how assessment data are used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.

1. After reviewing the goals and outcomes from the Ed.S. program for the years leading to 2004, the program was restructured to include a common core of research and writing courses which will increase student knowledge.

2. Graduate follow-up surveys indicated that more emphasis was needed in the areas of diversity and pluralism. Material concerning these two issues is now embedded in several core Ed.S. courses.

3. Student data did not reflect a clear connection between the theory and practice in education. The Conceptual Framework survey was implemented in 2004 to track this issue.

d. Employer Follow up Studies

Employer follow-up studies of Professional Education Unit graduates were conducted in 2000, 2002, 2003 and 2005. All principals and school system personnel directors were surveyed regarding the preparation of program graduates across 10 outcome areas. The total number of principals and personnel directors responding included 133 in 2000, 212 in 2002, 159 in 2003 and 160 in 2005. Overall, principals and personnel directors rated program graduates an either “Proficient,” or “Distinguished,” or “Exemplary,” or “Exceeds Expectations” across all areas.

Although respondent ratings across all outcomes were generally positive, the ratings for those outcomes related to “understanding special needs,” “understanding cultured pluralism,” and “applies skills in research methodology” tended to be slightly lower then the ratings for the other outcomes. These findings were used to guide the major revision of the Ed.S. in Education Program that occurred in 2004-2005. Required courses in research and technology utilization were added and cultural pluralism competencies were added across courses.

Recruiters who participated in Marshall University 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 during this period. The responses from recruiters were generally very positive and were consistent with those of the principals and personnel directors.

Graduate Follow up Studies

The Professional Education Unit conducted follow up studies of graduates in 2003 and 2005. More than two hundred (207) graduates completed the follow-up survey in 2005. Graduates were requested to note both the “Importance” and their level of “Preparation” as they relate to 10 program outcomes. In both the 2003 and 2005 surveys, more than 90% of the responding graduates rated the 10 programs outcomes as either “Moderately Important” or “Very Important.” More then 88% of the 2003 and 2005 graduates participating in the survey, reported their preparation as either “Good” or “Excellent” on 7 of these 10 outcomes. Responses were slightly lower for those outcomes related to “applying technology,” “understanding children with special needs,” cultured pluralism,” and “community effecting.” These data provided guidance for the 2004-2005 revision of the program.

e. The previous four years of summary reports provided by the Office of Assessment are attached to this document.

6. Previous Reviews: The last review of the Education Specialist program was in 2000. The recommendation of the HEPC committee was “continuation of the program at the current level of activity”.

7. Strengths/Weaknesses: Strengths and Weaknesses

The Ed.S. in Education has several strengths. The program design which allows a student to complete a general required core and then specialize in one of six areas of emphasis provides and alternative to the doctorate for advanced graduate study. For those students pursuing the MA + 45 hour salary classification, the Ed.S. in Education offers a planned program of study ending in the awarding of a formal degree. Program courses are generally taught by full-time faculty and are available on the Huntington and South Charleston campuses. Major revisions resulting in a more focused and deliverable program were made 2004-2005.
Historically, the program has struggled with low enrollment classes in the areas of emphasis, however, the recent program revisions and the development of more courses for online delivery should result in larger class enrollment as access to the program can be expanded beyond the Huntington and South Charleston campuses.

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

1. **Articulation Agreements:** There are no formal agreements with other institutions for delivery of the Education Specialist Program.

2. **Off-Campus/Distance Delivery Classes:** The Education Specialist Program courses are typically campus based (Huntington and South Charleston).

3. **Service Courses:** The Education Specialist Program does not provide service courses for other programs at this time.

4. **Program Course Enrollment:** Appendix V displays the Ed.S. course enrollments for the five year review period. The tables are arranged to show the Ed.S. core classes (where applicable) and the content courses by discipline. See Appendix V.

5. **Program Enrollment:** Enrollment in the Education Specialist Program has been strong for this review period (an average of 30 fully admitted students per year). See Appendix VI.

6. **Enrollment Projections:** Program enrollment should increase moderately over the next five years. The number of teachers employed in West Virginia’s schools continues to represent the largest group of public education employees. The larger-than-normal retirements projected for the next decade will also create new markets for the program as this outflow of teachers should result in the entry to the profession of a substantial number of young teachers who do not hold graduate degrees. The demand for graduate-level retraining and professional development programs should continue to increase as public education continues to implement the many reforms mandated in recent years, particularly the “No Child Left Behind” legislation. The most recent data released by the WVDE indicate that there are more than 9,079 West Virginia teachers who do not hold a graduate degree. Concurrently, the continuing emphasis on enhancing teacher knowledge and skills, the NCLB mandate for “Highly
Qualified Teacher”, and the expansion of program delivery via e-based courses should positively influence program growth over the next five years.

C. NECESSITY:

1. **Advisory Committee:** The Educational Personnel Preparation Advisory Committee is mandated by the West Virginia Department of Education’s Policy 5100, the policy for preparation of educational personnel. The EPPAC committee advises concerning design, delivery, and evaluation of programs for the preparation of teachers and other school personnel. The EPPAC 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 Education Specialist student is an employed professional who is a part-time graduate student seeking to upgrade or acquire new skills. Although the traditional array of job placement services is available through the Huntington campus, Education Specialist students tend to have little need for these services. Information regarding available employment opportunities is routinely made available through local school system job postings and, statewide, through the West Virginia Department of Education.

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

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 Education Specialist Program provides a specialist 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 fully-employed professionals.
The goal of the Education Specialist 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 Education Specialist 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 Course Work in the Program

**Degree Program:** Ed.S. – Education Specialist (Counseling, Curriculum & Instruction, Leadership Studies and Reading areas of emphasis)

**Person responsible for the report:** Rudy Pauley

<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>
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<tbody>
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<td>Core Courses</td>
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<tr>
<td>LS 703 - Advanced Qualitative Research</td>
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<td>EDF 625 - Qualitative Research or EDF 626 – Advanced Qualitative Research in Education</td>
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<td>EDF 616 - Advanced Human Growth &amp; Development</td>
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<td>CIEC 660 – Using Computers to Improve Instruction</td>
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<tr>
<td>EDF 711 – Survey Research in Education or EDF 617 – Multiple Regression or EDF 618 – Multilevel Analysis and Growth Models</td>
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<tr>
<td>EDF 679 – Problem Report</td>
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<tr>
<td><em>Program completion requires 12 hours from area of emphasis in Counseling, Curriculum &amp; Instruction, Leadership studies or Reading.</em></td>
<td>12</td>
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**Professional society that may have influenced the program offering and/or requirements:** National Council for Accreditation of Teacher Education (NCATE)
### Required Course Work in the Program

#### Degree Program: Ed.S. – Education Specialist (ATE)

<table>
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<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>
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<td>Core Coursework*</td>
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<td>Minor Field Coursework*</td>
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<td>ATE 675 or ATE 677</td>
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<tr>
<td>Applied Research (Thesis)*</td>
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*Students who choose the Ed.S. in ATE develop a plan of study in conjunction with their assigned advisor. The specific coursework required varies due to the individualized nature of each plan of study (see Graduate Catalog p. 67)

Professional society that may have influenced the program offering and/or requirements: National Council for Accreditation of Teacher Education (NCATE)

### Required Course Work in the Program

#### Degree Program: Ed.S. – Education Specialist (Community and Technical College Studies)

<table>
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<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
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<td>ATE 603 Intro to Adult Education</td>
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<td>ATE 702 Analysis of Lit. on Comm. &amp; Tech Colleges</td>
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<td>ATE 726 Funding, Planning &amp; Admin. Of C&amp;TC</td>
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<td>ATE 707 - 709Professional Seminars</td>
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Professional society that may have influenced the program offering and/or requirements: National Council for Accreditation of Teacher Education (NCATE)
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______ Current MU Faculty: X yes ___no

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

Conferred by: West Virginia University

Area of Specialization: Major, Educational Administration Minor, Curriculum and Instruction

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 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>
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</thead>
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<tr>
<td>Fall 03</td>
<td>CI 624-101</td>
<td>Advanced Instructional Strategies</td>
<td>15</td>
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<td>Fall 03</td>
<td>EDF 612-102</td>
<td>Sem III Educational Evaluation</td>
<td>10</td>
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<td>Fall 03</td>
<td>CI 672-102</td>
<td>Practicum in Education</td>
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<td>Fall 03</td>
<td>CI 672-103</td>
<td>Practicum in Education</td>
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<td>Sprg 04</td>
<td>CI 624-202</td>
<td>Advanced Instructional Strategies</td>
<td>13</td>
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<tr>
<td>Sprg 04</td>
<td>CI 624-203</td>
<td>Advanced Instructional Strategies</td>
<td>12</td>
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<tr>
<td>Sprg 04</td>
<td>EDF 612-201</td>
<td>Sem III Educational Evaluation</td>
<td>19</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 624-401</td>
<td>Advanced Instructional Strategies</td>
<td>16</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 612-401</td>
<td>Sem III Educational Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 623-101</td>
<td>Learning Models and Assessment Techniques</td>
<td>16</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 612-101</td>
<td>Sem III Educational Evaluation</td>
<td>14</td>
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<td>Fall 04</td>
<td>EDF 612E-101</td>
<td>Sem III Educational Evaluation</td>
<td>20</td>
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<td>CI 624-202</td>
<td>Advanced Instructional Strategies</td>
<td>16</td>
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<td>CI 623E-201</td>
<td>Learning Models and Assessment Techniques</td>
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<td>CI 624-401</td>
<td>Advanced Instructional Strategies</td>
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<tr>
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<td>CI 624-402</td>
<td>Advanced Instructional Strategies</td>
<td>16</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.

(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.
   • Incorporated the IBM Learning Village technology into my CI 624 – Advanced Instructional Strategies class
   • Developed two E courses, CI 623 – Instructional Models and Assessment Techniques and EDF 612 – Sem III Educational Evaluation, for the new E Degrees in Elementary and Secondary Education.

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.


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 of the West Virginia Association of Middle Level Educators
- Attended the Ruby Payne “A Framework for Understanding Poverty” Professional Development Workshop, Raleigh County Schools, August 2005
- Provided Workshop entitled “An Overview of Middle Level Education” to Raleigh County Secondary School Principals and Trap Hill Middle School, November 2001 and January 2002 respectively
- Provided Professional Development Workshop, “Mapping the Curriculum” for all high school teachers in Raleigh County Schools, August 2003
- WV Association for Middle Level Education, 24th Annual Conference, Roanoke, WV. April 2005
- WV Association for Middle Level Education, 21st Annual Conference, Snowshoe, WV. April 2002
- Almost Heaven WebCT Conference - Charleston, WV. April 2000

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

- WVDE Technical Assistance Review Team for Shady Spring High School – Fall 2004
- Developed the Post Baccalaureate Certification Program – Summer 2004
- Coordinated two collaborative Master of Arts in Teaching Programs with Fairmont State University and Shepherd University 2001-2003
- Coordinated two collaborative Master of Arts in Teaching Programs with Fairmont State University and Shepherd University 2003-Present
- Instructor in the Kanawha County Middle School Project 1998-2002
- 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, 1998-2004
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:____________________________________

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<tr>
<td>Years of employment at Marshall</td>
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<tr>
<td>Years of employment in higher education</td>
<td>30</td>
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<tr>
<td>Years in service at Marshall during this period of review</td>
<td>30</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>
</tr>
</thead>
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<tr>
<td>Fall 2003</td>
<td>CI 797-101</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>CI 585-103</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>CI 797-201</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
<td>2</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>CI 797-401</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
<td>1</td>
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<tr>
<td>Summer 2004</td>
<td>LS 797-406</td>
<td>Dissertation Research</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>CI 797-102</td>
<td>Curriculum &amp; Instruction Dissertation Research</td>
<td>1</td>
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<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.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.
2 Activities that have enhanced your teaching and or research.
3 Discipline-related books/papers published (provide a full citation).


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


6 Externally funded research grants and contracts you received.
Developer and Director, $50,000 grant from the West Virginia Higher Education Policy Commission to provide regional access to Reading Education endorsement program, (2005).
Developer and Director, $43,348 NCLB grant to provide vocabulary instruction strategies to K-12 teachers in Raleigh County, (2005).
Developer and Director, $40,648 NCLB grant to provide vocabulary instruction strategies to K-12 teachers in Raleigh County, (2004).
Co-developer and Co-director, $2.1 million three-year grant from IBM Corporation and the West Virginia Board of Education to fund West Virginia Collaborative for Reinventing Education 3, (2002-05).
Co-developer and Co-director, $139,600 grant from the National Board for Professional Teaching Standards to support state and regional NBCT training programs, (2002).
Developer and Director, $53,163 EPDP grant to provide biology instruction to K-6 teachers in Raleigh County (2002).
Developer and Director, $36,085 EPDP grant to provide math instruction to K-6 teacher in Monroe County, (2002).

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

8 Community service as defined in the Greenbook.
Member, MU-WVDE Advisory Committee on Preparing Teachers of the Hearing Impaired, 2001-Present.
Member, MU, WVU, WVDE Advisory Committee on Preparing Teachers of the Visually Impaired, 1999-Present.
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, Australia

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>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
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<td>Application Software</td>
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<tr>
<td>Fall 03</td>
<td>CISL 552-101</td>
<td>Intercultural Communication</td>
<td>19</td>
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<td>Fall 03</td>
<td>CISL 555-101</td>
<td>Practicum for ESL</td>
<td>9</td>
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<tr>
<td>Sprg 04</td>
<td>CI 659-201</td>
<td>Symposium Portfolio I</td>
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<td>Sprg 04</td>
<td>CISL 553-201</td>
<td>Methods and Materials: Language Dev’t</td>
<td>19</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 625-202</td>
<td>Qualitative Research</td>
<td>9</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CISL 562-201</td>
<td>Theories and Issues in Teaching ESL</td>
<td>12</td>
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<tr>
<td>Sum 04</td>
<td>CI 680-401</td>
<td>Symposium Portfolio II</td>
<td>18</td>
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<td>Sum 04</td>
<td>CISL 554-401</td>
<td>Methods and Materials: Literacy</td>
<td>4</td>
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<tr>
<td>Fall 04</td>
<td>CISL 555-101</td>
<td>Practicum for ESL</td>
<td>7</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CISL 552-103</td>
<td>Intercultural Communication</td>
<td>19</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CISL 553-101</td>
<td>Methods and Materials: Language Dev’t</td>
<td>15</td>
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<td>Fall 04</td>
<td>CI 583-102</td>
<td>Sp.Topic Language Education</td>
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<td>Fall 04</td>
<td>CI 563-101</td>
<td>ESL In-service</td>
<td>6</td>
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<td>Sprg 05</td>
<td>CISL 553-201</td>
<td>Methods and Materials: Language Dev’t</td>
<td>17</td>
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<tr>
<td>Sprg 05</td>
<td>CISL 555-201</td>
<td>Practicum for ESL</td>
<td>15</td>
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<tr>
<td>Sprg 05</td>
<td>CISL 555-202</td>
<td>Practicum for ESL</td>
<td>15</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CISL 555-203</td>
<td>Practicum for ESL</td>
<td>12</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>CISL 563-201</td>
<td>ESL In-service II</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.

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

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. Lisa A. Heaton
Rank: Associate Professor
Status (Check one): Full-time X Part-time Adjunct
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>
<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 534-101</td>
<td>Application Software in the Classroom Curriculum Area</td>
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</tr>
<tr>
<td>Fall 03</td>
<td>CIEC 600-101</td>
<td>Computing and Instructional Design</td>
<td>13</td>
</tr>
<tr>
<td>Fall 03</td>
<td>CIEC 660-101</td>
<td>Using Computers to Improve Instruction in the Classroom</td>
<td>15</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CIEC 630-201</td>
<td>Authoring System and Multimedia</td>
<td>14</td>
</tr>
<tr>
<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>
<td>Final Projects in Educational Computing</td>
<td>5</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CIEC 580-401</td>
<td>Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CIEC 582-101</td>
<td>Special Topics</td>
<td>11</td>
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<td>Fall 04</td>
<td>CI 672-101</td>
<td>Practicum in Education</td>
<td>1</td>
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<tr>
<td>Fall 04</td>
<td>CIEC 699-101</td>
<td>Final Project in Educational Computing</td>
<td>1</td>
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<tr>
<td>Sprg 05</td>
<td>CI 672-201</td>
<td>Practicum in Education</td>
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<td>Sprg 05</td>
<td>CI 797-204</td>
<td>Curriculum and Instruction Dissertation Research</td>
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<td>Sprg 05</td>
<td>CIEC 630-201</td>
<td>Authoring Systems and Multimedia</td>
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<td>CIEC 583-201</td>
<td>Special Topics</td>
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</tbody>
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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, Society for Information Technology and Teacher Education, 2000-2002, 2005
   • Conference attendee and presenter, Virginia Society for Technology in Education, 2000, 2004
   • Conference attendee and presenter, Virginia Educational Technology Leadership Conference, 2001-2004
   • Conference attendee and presenter, WebCT, 2001-2002, 2004
   • Conference attendee and presenter, WebNet, 2000
   • Conference attendee and presenter, WVNet, 2001-2002
   • Conference attendee and presenter, WV Middle Level Education Conference, 2005
   • Conference attendee and presenter, WV Statewide Technology Conference, 2004-2005

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

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. 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_________
Conferred 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 ________30____
Years of employment in higher education ________37___
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 2004</td>
<td>CIEC 530, CI 640/641</td>
<td>18,9,4</td>
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<tr>
<td>Summer 2004</td>
<td>CIEC 530, CI 640/641</td>
<td>17,6,3</td>
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<tr>
<td>Spring 2004</td>
<td>CIEC 530, CI 640/641</td>
<td>18,8,4</td>
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<tr>
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<td>CIEC 530, CI 640/641</td>
<td>20,7,3-</td>
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</tbody>
</table>

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

3 Discipline-related books/papers published (provide a full citation).
   • Revised “Technology in the Classroom,” a text used in CI 102 and CIEC 530/660

4 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.
   • “The Effectiveness of a Graduate and Undergraduate Teacher Education Training Program on Student Development, EERA (2005) with Sottile, J., McKee, J., Loving, K., and Williams, T. Paper accepted for presentation at the annual meeting of the Eastern Educational Research Association (EERA), Sarasota, FL.

5 Professional development activities, including professional organizations to which you belong and state, regional, 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 16 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 paperwork 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: JANE MCKEE
Rank: PROFESSOR

Status: Full-time__X__ Part-time_____ Adjunct_____ Current MU Faculty: _X__yes ___no

Highest Degree Earned: Doctor of Education Date Degree Received: Dec 1988

Conferred by: West Virginia University

Area of Specialization Higher Edu Administration with a minor in Secondary Edu

Professional Registration/Licensure English 7-12; Gifted Agency: WVDE

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>CI 483 201</td>
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</table>

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

2 Activities that have enhanced your teaching and or research.
• As IBM facilitator I have worked with the Learning Village technology including the electronic portfolio. I have worked with both students and faculty regarding BM technology tools.
• Development of E-courses
• Developed instructional technology; received University grant to integrate technology into classroom. Created a CD with instructional materials for use in secondary methods.
• Certified Writing Intensive instructor.

3 Discipline-related books/papers published (provide a full citation).
• Chapter in textbook Classroom Management, published 2004
• Journal article on portfolio; will submit in May to Journal of Teacher Education

4 Papers presented at state, regional, national, or international conferences.
• Preparing a Mathematics Teacher, ACCLAIM conference, Lexington, KY, September 29, 2005
• Presented on teacher education research at the Hawaii International conference on Education (International Meeting, January 7, 2005, Honolulu)
• Presented on partnership schools at the annual meeting of the National Board for Professional Teaching Standards (November 14, 2004, Washington, DC)
• State: “Gap Analysis,” WVDE Reading Conference, Charleston, WV March 19, 2002
• Regional: “Professional Development Teams,” Association of Teachers Educators Summer Conference, Williamsburg, VA, Aug 7, 2002
• Presentation on performance-based assessment, SRATE, Lexington, KY, Nov 2-4, 2000 (regional)
• Reader for AACTE annual conference proposals, Oct 2000 (national0
• Planned and implemented a two-day conference on performance-based assessment for IMPACT group, Marshall University, June 11-12, 2001 (local).
• NCATE, Washington, DC, April 24-26, 2001.
5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- Sessions for Partnership Schools Project and the IBM project: Danielson’s Framework for Teaching; cognitive coaching; Team Planning and Organization
- Advise students regarding the MAT and the post-baccalaureate program as necessary; All students grade appeals come to my office after review by the division chair; counsel with students regarding other curriculum problems;
- Assist in advising the Student Advisory Council
- Serve on a committee that is reviewing the capstone experience
- Serve on a committee to review capstone courses for content area
- Attended Regional Education Service Agency (RESA) II retreat, Charleston, WV, June 2004
- Framework for Teaching, Huntington, WV, Sept 2003
- Learning Village, Huntington, WV, Oct 2003
- Understanding by Design, Huntington, April 2004
- FRAMEWORK FOR Understanding Poverty, Huntington, WV, Feb 2004
- Cognitive Coaching, NBPTS Conference, Charleston, WV 2003
- Cognitive Coaching, Cabell Midland High School, Huntington, WV 2004
- Cognitive Coaching, Supervising Teacher Conference, Huntington, WV 2004
- Cognitive Coaching, ARSI Conference, Huntington, WV 2004
- Member ASCD
- Member AACTE
- Member WVACTE
- Attended National Board for Professional Teaching Standards, Washington, DC, Nov 2003 (National meeting)
- Member University Assessment Committee
- Liaison with WV Partnerships to Assure Student Success (WV Pass)
- Teacher Quality Partnerships Advisory Committee, Vision Shared Legislative Committee
- IBM Grant Executive Committee
- Head Leadership team
- Head, Undergraduate Program Curriculum Committee
- Head, Educational Personnel Preparation Advisory Committee
- Head Partnership Schools Project Advisory Committee
- Member Executive Dean’s Cabinet
- NCATE Coordinator
- Liaison to RESA II

McKee 3

- NCATE Institutional Report, conceptual Framework, Unit Assessment System, Title II Higher Education Report
- Assessment Reports for BA in Elementary and BA in Secondary Education

6 Externally funded research grants and contracts you received.

- Partnership Schools Project; progress reports for 2003 and 2004
- Assisted in securing a grant for Partnership Schools Project from the Benedum Foundation
- Assisted in securing a grant with IBM and the WE Department of Education.
- IMPACT grant for $5000 to create CI 501E.

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

- Attained doctoral faculty status

8 Community service as defined in the Greenbook.

- Member, Underwood Smith Teacher Scholarship Panel
- Church activities
- Cabell County Schools Strategic Planning committee
- Professional development sessions for public school teachers
- Higher Education Policy Commission committee on teacher certification
- Representative to Regional Education Service Agency (RESA) II
- Teaching lessons for various church activities
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 5
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)

<table>
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<th>Year/Semester</th>
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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.

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).

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

4 Papers presented at state, regional, national, or international conferences.
Center for Science, Mathematics and Engineering Education, University of Virginia, CHARLOTTESVILLE, VA, 1999
China Association of Science and Technology Education, BEIJING, 2002
International Conference on Education, Honolulu, 2004
Kappa Delta Pi Biennial Conference, ORLANDO, 2001
Missouri Association of Supervision and Curriculum Development, ST. LOUIS, 2000
National 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 of 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)

<table>
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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.
   • 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  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)

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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.

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:
  o CI 676 Program Evaluation (Doctoral level)
  o LS 703 Research Design (Doctoral level)
  o 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
3 Discipline-related books/papers published (provide a full citation).

4 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.
Pauley, R. (November 10, 2000) "Using WebCT with Project MERIT," Presentation to statewide cohort at Morgantown, 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.
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. Co-author and project co-director.
"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. Co-author and project co-director.

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 of employment at Marshall during this period of review 17

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 03</td>
<td>CI 551-101</td>
<td>Writing to Learn in Content Areas</td>
<td>16</td>
</tr>
<tr>
<td>Sprng 04</td>
<td>CI 677-201</td>
<td>Writing for Publication in Professional Education</td>
<td>3</td>
</tr>
<tr>
<td>Sprng 04</td>
<td>CIRG 644-203</td>
<td>Literacy in the Content Area</td>
<td>13</td>
</tr>
<tr>
<td>Sprng 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>
<tr>
<td>Sprng 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.

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, 1984-96.
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: Linda Spatig
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: _____1986___________

Conferred by: University of Houston

Area of Specialization: Foundations of Education

Professional Registration/Licensure: Elementary 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>
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<tbody>
<tr>
<td>Fall, 2003</td>
<td>EDF 625</td>
<td>Qualitative Research Educ</td>
<td>13</td>
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<tr>
<td>Fall, 2003</td>
<td>LS 764</td>
<td>Advanced Research 1</td>
<td>6</td>
</tr>
<tr>
<td>Fall, 2003</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>2</td>
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<tr>
<td>Spring 2004</td>
<td>EDF 625</td>
<td>Qualitative Research Educ</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>LS 764</td>
<td>Advanced Research 1</td>
<td>7</td>
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<tr>
<td>Spring 2004</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>1</td>
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<tr>
<td>Summer 2004</td>
<td>EDF 626</td>
<td>Advanced Qualitative Research Educ</td>
<td>5</td>
</tr>
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<td>Fall, 2004</td>
<td>EDF 625</td>
<td>Qualitative Research Educ</td>
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<td>Advanced Research 1</td>
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<td>Fall, 2004</td>
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<td>Dissertation Research</td>
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<td>Spring 2004</td>
<td>EDF 625</td>
<td>Qualitative Research Educ</td>
<td>10</td>
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<tr>
<td>Spring 2004</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>2</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.

   • Advisor to MAT students
   • Doctoral Dissertation Committees
   • “From an Ethnographic Team to a Feminist Learning Community: A reflective tale”. Under review by Human Organization.
   • “Feminist critique of development: What’s in it for teachers?” Under review by Theory and Research in Education.

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

   “Feminist Critique of Development: What’s in it for Teachers?” revise and resubmit invitation received from theory of Research in Education

4. Papers presented at state, regional, national, or international conferences.
• “A matter of respect: Mother-home visitor relationships in a Healthy Family America Program in Appalachia.” Presented at the Appalachian Studies Association conference, Richmond, KY – April, 2003.
• “Community-school relationships in one-room schools in Mason County, WV”. Presented at the Appalachian Studies Association conference, Richmond, KY – April, 2003.
• “Voices from the margins: Childcare providers in Appalachia.” Presented at the American Educational Studies Association annual conference, Pittsburgh, PA – Fall, 2002.

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.

• MAT student advising
• Doctoral Dissertation Committee
• Thesis Committee
• Attended Marshall University Center for Teaching Excellence Professional Development Workshops
  ▪ “Peer Instruction: A Classroom Teaching Method for Active Student Engagement” (Nov 11, 2003)
  ▪ “Time and paper management” (April 2004)
• Qualitative Evaluation Research
  ▪ Lincoln County Girls’ Resiliency Program (June 03-March 04)
  ▪ High Rocks Girls’ Resiliency Program (Spring 03-July 04)
  ▪ WV Partnership to Promote Community Well-Being (Spring 04-present)
• Member American Educational research Assn.
• Member American Educational Studies Assoc
• Member Appalachian Studies Assoc
• Appalachian Studies Assoc Secretary and Appalink Editor (Fall 03-Spring 04)
• Appalachian Studies Association MY Faculty Liaison Officer (Fall 02-present)
• Member MU Research Committee (COEHS Representative)
• Center for Teaching Excellence Advisory Board
• Center for the Study of Ethnicity and Gender in Appalachia (Co-Director)
• Marshall for MY Commencement (Spring 03, Spring 04)
• Presentation of MY New Faculty: “Making Time for Research” (Fall 2004)
• NCATE Diversity Committee (chair)
• School of Education Leadership Team (through Dec. 04)
• Workshop presentations for COEHS Doctoral Seminars
  ▪ April 17, 2004-“Are You a Qualitative Thinker?’
  ▪ October 16, 2004-“Using Qualitative Methods to conduct Evaluation Research”
• Advanced Educational Studies (coordinator through Dec 04)
• School of Education Capstone Evaluations (Fall 03, Spring 04, Summer 04)

Externally funded research grants and contracts you received.

• National Endowment for the Humanities Challenge Grant. “Faces of Appalachia: Studies in Ethnicity and Gender”
  ▪ (Co-director-Spring 03-Dec 04.
• NEH challenge grant $500,000 – “Ethnicity and Gender in Appalachia” (Awarded – Dec 2002)

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


Community service as defined in the Greenbook.

• River Valley Child Development Services (Board Member)
• Team for WV Children (MY Representative for Pennies from Heaven Campaign)
• Lincoln County Girls’ Resiliency program
• Presentation to B’Nai Sholom Sisterhood: “Faces of Appalachia: Studies in Ethnicity and Gender” (Dec 2004).
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:

Years non-teaching experience
Years of employment other than Marshall  5
Years of employment at Marshall  36
Years of employment in higher education  37
Years of employment 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>
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<tbody>
<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.
List any offices you hold in professional organizations.
   - Served on three VWU 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 (AACTE) 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
Williams 2

- 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: 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)

<table>
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<tr>
<th>Year/Semester</th>
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<td>CI 659-101</td>
<td>Symposium-Elementary and Secondary Education Part I</td>
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<td>Fall 03</td>
<td>EDF 621-106</td>
<td>Educational Research and Writing</td>
<td>12</td>
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<tr>
<td>Fall 03</td>
<td>EDF 621-107</td>
<td>Educational Research and Writing</td>
<td>16</td>
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<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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<tr>
<td>Sprg 04</td>
<td>EDF 621-207</td>
<td>Educational Research and Writing</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>
<td>EDF 621-402</td>
<td>Educational Research and Writing</td>
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<td>Sum 04</td>
<td>EDF 621-106</td>
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<td>CI 659-101</td>
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<td>Fall 04</td>
<td>CIIME 557-101</td>
<td>Precalculus for Mathematics Educators</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

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.

Member, Central Development Team for the Enhanced Assessment Grant (2003). AITP, Board of Directors, Kanawha Valley Chapter

NCTM

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.

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_____ 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
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>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tr>
<td>Fall 03</td>
<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>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 616-204</td>
<td>Adv Studies in Human Development</td>
<td>23</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>FCS 535-202</td>
<td>Administration of Day Care Centers</td>
<td>18</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 630-431</td>
<td>Practicum Kindergarten Ed</td>
<td>2</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 632-401</td>
<td>Early Childhood Programs</td>
<td>21</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 513-101</td>
<td>Human Growth and Development Birth-8</td>
<td>15</td>
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<td>Fall 04</td>
<td>EDF 616-102</td>
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<tr>
<td>Fall 04</td>
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<td>Practicum Kindergarten Ed</td>
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<td>Sprg 05</td>
<td>CI 585-231</td>
<td>Independent Study</td>
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<td>CI 634-201</td>
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<td>15</td>
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<td>EDF 616-203</td>
<td>Adv Studies Human Development</td>
<td>19</td>
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<tr>
<td>Sprg 05</td>
<td>FCS 535-201</td>
<td>Administration of Day Care Centers</td>
<td>8</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.

(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


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)

• Social Science and Humanities Research Council of Canada (SSHRC) Doctoral Fellowship - (1998 - 2000)

• OISE/University of Toronto Graduate Assistantship, OISE/University of Toronto (1996 - 1998)

• OISE/Canadian International Development Agency (CIDA) Scholarship (1991 - 1993)

• Early Childhood Education Tour Grant, Government of France (1984)

• 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: Michael D. Burton
Rank: Professor

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

Highest Degree Earned: Doctorate – Ed.D __________________________ Date Degree Received: __Aug, 1975__________

Conferred by: __VPI - Virginia Polytechnic Institute & State University

Area of Specialization: __Counselor Education & Higher Education Administration_________________________

Professional Registration/Licensure ___________ Agency: ______________________________

Years non-teaching experience __________ 3________
Years of employment other than Marshall __________ 3________
Years of employment at Marshall __________ 30________
Years of employment in higher education __________ 33________

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>
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<td>Workshop: Mediation &amp; Conflict Resolution Strategies</td>
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<td>Independent Study: Ethical Issues in Counseling</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.

2 (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.

   Research Professional Associate on Theological Seminary dissertation committee for Candidate: Michael A. Poke. Sr.

   Currently serving as minor chairperson on 4 doctoral thesis committees

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


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

None

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

American Counseling Association

6 Externally funded research grants and contracts you received.

None

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

Faculty Advising Award

Community service as defined in the Greenbook.

Music Ministry – a majority of my community service is church-related. I participate in community based programs to feed homeless and disenfranchised individuals in the community.

Traveling music ministry to correctional facilities throughout the State.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Dr. Darlene Daneker
Rank: Assistant Professor

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

Highest Degree Earned: ___Ph.D________________ Date Degree Received: __2002________

Conferred by: ___ University of_North Carolina at Greensboro__________________________

Area of Specialization: ___Counseling and Counselor Education__________________________

Professional Registration/Licensure: National Certified Counselor #57551______________

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.

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.


MURC Research Training, Using the Community of Science. Spring 2005

Marshall University Faculty Writing Groups (Fall 2004).

Advanced Training in Filial Therapy (Dec. 2004). Three day long intensive training in providing Filial Therapy

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


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

Daneker, D. The Body, Mind, and Soul of Trauma. American Counseling Association National poster presentation. Atlanta, Georgia April 9 2005

Daneker, D. Trauma and brain development. Invited speaker, Elk River Schools, August 2005.

Daneker, D. The impact of trauma on the developing brain. Invited Keynote speaker, WV School Counseling State Conference. Charleston WV, March 1 2005


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

Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC): Member 1997-present; Media Committee member (1999); Ethics Committee member (1999-2003); Ethics Committee Co-Chair (2002-2003); Policy and Procedures Committee member (current); Webmaster (2002-current); Board of Directors (2005-2008)

Association for Death Education and Counseling (ADEC): Chair Body of Knowledge Committee (2002-2003); Chair Student Paper Awards committee (2000-2003); Chair Student Initiative committee (1999-2001); Co-Chair Student Initiative Silent Auction (1998-1999)


Chi Sigma Iota (CSI): Member 1997- current; Eastern Washington University, Workshop Coordinator (1998-1999); University of North Carolina at Greensboro, Newsletter Editor (1999-2000); University of North Carolina at Greensboro, Newsletter Associate Editor (2000)

PSI Chi: Member 1995- current; Public Relations Officer (1996)

6 Externally funded research grants and contracts you received.


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


- Daneker, D. Trauma and brain development. Invited speaker, Elk River Schools, August 2005.

- Daneker, D. The impact of trauma on the developing brain. Invited Keynote speaker, WV School Counseling State Conference. Charleston WV, March 1 2005


North Dakota Survivor’s Scholarship, 1999-2002

- Nicholas Curtis Scholarship, Eastern Washington University 1998

- Single Parent, Returning Student Scholarship, Eastern Washington University 1997


- Presidential Recognition of Academic Achievement (President Clinton) 1996

8 Community service as defined in the Greenbook.

Red Cross Volunteer 2004
Hospice Volunteer 2005
Committee Member, Adult education St. Johns Episcopal Church
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: _ Dr. Beverly Farrow ____________________________ 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:____1998____________

Conferred by:  ___ Kent State University______________________________

Area of Specialization:____ _Counselor Education and Supervision________________________________________________________

Professional Registration/Licensure_______________ Agency: American Counseling Association________________________________

Years non-teaching experience  ________

Years of employment other than Marshall  ____________________________

Years of employment at Marshall  ______ 8____

Years of employment in higher education  ______ 8____

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>Human Development &amp; Adjustment</td>
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<td>COUN 607-203</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.

(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.

-2001 – Mental Health and Domestic Violence Initiatives Committee
-2001 – Minority Task Force of the West Virginia Initiative to Improve End-of-Life Care
-1998 – 2000 Advisory Council Member, “Rural Grant Project” West Virginia Coalition Against Domestic Violence
-1999 – Marshall University Graduate College and West Virginia Coalition Against Domestic Violence Collaborative
-1998 – 1999 West Virginia Read Aloud Program – Tiskelwah Elementary School
-1998 – 1999 Chair of the Board of Directors for Bob Burdette Learning Center (Formerly Jim Paige Learning Center)1997 – 1998 -- Co-leader for weekly stress management/conflict resolution groups for physicians in psychiatric residency at CAMC Hospital

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


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

Farrow, B. A., (2001, October). Including Diversity in the Middle Level Classroom. Putnam County Middle Level Teacher Academy Putnam County Schools, Hurricane 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.

-All Ohio Counselors Conference. (1996, November). Columbus, Ohio.
-American Counseling Association
-Southern Association for Counselor Education and Supervision
-National Association of Multicultural Education
-1998 – Present Site Reviewer, CACREP (Council for Accreditation of Counseling and Related Educational Programs)

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. Heather Hagerman

Rank: Professor

Status (Check one): Full-time X Part-time ___ Adjunct ____

Current MU Faculty: X yes ___ no

Highest Degree Earned: PhD Date Degree Received: 1982

Conferred by: University of Arizona

Area of Specialization: Counseling and Guidance/ Educational Psychology

Professional Registration/Licensure Agency:

Years non-teaching experience
Years of employment other than Marshall 0
Years of employment at Marshall 21
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)

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<td>Family Education</td>
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<td>COUN 632-102</td>
<td>Intro Marriage, Couple and Family Coun</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.

(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.
- Child and Youth Advocacy Center – Raleigh County, 2001-2003
- Sexual Abuse Response Team – Raleigh County, 2001-2003
- West Virginia Association of Marriage and Family Therapists
  President September 2001-August 2002 and Secretary, 1999-2000
- Domestic Violence and Mental Health Initiative
- WV Coalition Against Domestic Violence, Charleston, WV; 2000-present
- Critical Incident Debriefing, Mercer County DHHR Staff, March 2001

3 Discipline-related books/papers published (provide a full citation).
- Hagerman, H. “So what if I don’t brush?” The Canadian Dental Hygiene Journal, Spring 1981
4 Papers presented at state, regional, national, or international conferences.

“The Affair: Patterns of Infidelity and Their Treatment”
WV Counseling Association Annual State Conference
Huntington, WV; November 20, 2003

His Needs, Her Needs: Affair Proofing Your Marriage and Creating a Dynamic Marriage
WV Counseling Association Annual State Conference
Huntington, WV; November 21, 2003

Evidence-Based Couple Communication: Integrating Research into Practice
WV Counseling Association Annual State Conference
Huntington, WV; November 21, 2003


“Evidence-Based Couple Counseling” West Virginia Psychological Association Spring Conference (by invitation) Charleston, West Virginia, April 4, 2003

“Increasing Our Effectiveness Using Family Systems Therapy” - Keynote Address WV Counseling Association Annual State Conference
Morgantown, WV, November 15, 2002

“Evidence Based Couples Therapy”
WV Counseling Association Annual State Conference
Morgantown, WV; November 15, 2002

“His, Hers and Ours: A Snapshot of Family Systems Therapy”
WV Psychology Association Annual State Conference
Pipestem State Park, WV; October 21, 2002

“Bringing Life to the Online Classroom through Partnership Building (with S. Ritter, MS) WVNET 2002 Conference: E-volution in Action
Morgantown, WV; September 23, 2002

His, Hers and Ours: A Snapshot of Family Systems Therapy”
West Virginia Psychological Association Fall Conference
Pipestem State Park; September 21, 2002

“Strategies that Facilitate Student Success”
WebCT Asia Pacific Conference 2002
Melbourne, Australia; March 29, 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 American Association for Marriage and Family Therapy -Clinical Member
American Psychotherapy Association - Diplomate
West Virginia Association for Marriage and Family Therapy

6 Externally funded research grants and contracts you received.
Time-Limited Reunification Services” awarded by the West Virginia Department of Health and Human Resources for a three county area in southern West Virginia; June 2001

“Time-Limited Reunification Services Using Family Group Decision Making” awarded by the West Virginia Department of Health and Human Resources for a three county area in southern West Virginia; November 2000

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. Bob Rubenstein_____________________________ 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: ___ X__ West Virginia University_____________________________________________________

Area of Specialization: ____ Counselor 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)

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<td>COUN 670-102</td>
<td>Interventions Current Issues School</td>
<td>10</td>
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<td>COUN 600-103</td>
<td>Professional Orientation</td>
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<td>Sprg 05</td>
<td>COUN 600-202</td>
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<td>COUN 603-203</td>
<td>Counseling Theories</td>
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<td>Sprg 05</td>
<td>COUN 760-201</td>
<td>Special Topics</td>
<td>2</td>
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</tbody>
</table>

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

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

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

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

4 Papers presented at state, regional, national, or international conferences.
- Invited Presenter, West Virginia Supreme Court of Appeals, Family Court Services, Family Mediator's Conference, Charleston, WV (June 2004) Two Presentations: (1) Creative Strategies in Mediation (2) Children in the Mediation Process: Keeping the Focus on Children's Needs

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.

- Co-founder, Marshall University Graduate College Community Clinical Services Center. Academic and training center for counseling and psychology practicum and internship students. Provides low-cost community based mental health care for clients in the Kanawha Valley region.

- Chair Credentialing Committee, West Virginia Board of Examiners in Counseling (2001-present) The Board oversees professional licensing procedures and examinations for 1,100 Licensed Professional Counselors in West Virginia. Appointed by Governor Cecil Underwood in Nov., 1998 for a five year term, reappointed by Governor Bob Wise in 2003 for an additional five year term.

6 Externally funded research grants and contracts you received. On-going with Dr. Ed. Jacobs, Assoc. Prof. Dept. of Counseling Psychology, West Virginia University, Client Treatment Modality Preference – MUGCCSC.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition. President's Service Award (1998). Presented by President Wade Gilley, Marshall University.


West Virginia Counseling Graduate Student of the Year (1985). Presented by West Virginia Association for Counseling and Development, Division of Counselor Education and Supervision.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet

Name: _Dr. Carolyn H. Suppa___________________________________ Rank:  ____Associate Professor___________________

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

Highest Degree Earned:  ______Ed.D____________________ Date Degree Received:____1981____________

Conferred by:  ___ West Virginia University________________________________________________________________

Area of Specialization:____ Counseling________________________________________________________

Professional Registration/Licensure___Psychologist;; certified school counselor K-12________ Agency:_State of WV

Years non-teaching experience  __11___
Years of employment other than Marshall  ___3___
Years of employment at Marshall   ___15___
Years of employment in higher education   ___18___

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>COUN 608-104</td>
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<td>COUN 620-102</td>
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<td>Fall 03</td>
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<td>COUN 631-202</td>
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<td>COUN 657-201</td>
<td>DVI: Working with Victims</td>
<td>12</td>
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</table>

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.

Faculty Search Committee; Masters theses committees; Faculty Marketing Committee; Dean’s Evaluation Committee
2 Community Memory Screeners; Presentations to the Brown Bag Diversity Luncheon Series; Chairman of the Diversity Committee
Faculty Affairs Committee; Student Appeal Committee; Operations Committee; Promotion and Tenure Committee
Sexual Harassment Liaison

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

- Buros Mental Measurements Yearbook reviews in print for the next edition regarding the Wechsler Memory Scale and The Adaptive Behavior Scales.
- Research on bid contract from WV Department of Corrections for psychological evaluation of Correctional Officer applicants; data collection includes testing, interpretation of test results, clinical interview and report for several hundred applicants
- “Diagnosing and Treating Grief Reactions” published in National Alliance for the Mentally Ill Conference proceedings; 2003
- 3 refereed journal articles in The Correctional Psychologist
- WV State Plan for Programs on Aging, 1978

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

National
- American Counseling Association National Conference, San Antonio, TX; March, 2001; “A Process Model for Grief Counseling”
- American Association of Counselor Education Southern Conference, Atlanta, GA; 1991; regarding mental health services in the schools
- National Conference on Blindness and Aging; Atlanta, GA; Spring, 1978; regarding pilot program in WV

State
- WV Library Association Spring Conference; Flatwoods, WV; April, 2004; “Surviving Office Politics”
- National Alliance for the Mentally Ill State Conference; University of Charleston; Spring, 2003; regarding grief
- WV Academy of Family Physicians Annual Conference; Lakeview, Morgantown, WV; Spring, 2001; regarding diagnosing grief
- WV Contractors Association Annual Conference; Charleston Civic Center, Charleston, WV; Spring, 2001; regarding balancing work and life
- WV Association of Association Executives; The Greenbrier, Lewisburg, WV; Fall, 2000; regarding dealing with transitions
- WV Association of Social Workers Annual Conference; Charleston Civic Center, Charleston, WV; Spring, 1998 & 1999
- State Health Education Council of WV; “Fit for Life Conference;” Canaan Valley, WV; 1992; “The Sandwich Family”
- WV School Counselor Association Spring Conference; Flatwoods, WV; 1992; loss education
- Marshall University Conference on Sexual Harassment; Huntington, WV; 1991; “What is a Victim to Do?”
- WV Counselor Association Spring Conference; Beckley and Morgantown, WV; 1990 &1991; regarding self-esteem and grief

Regional/Local
Numerous presentations (1990 to present) to AT&T, Mental Health Association, Adult Services Network, hospice, WV State College, the county school counselor association, individual schools, nursing homes, churches, etc. on grief, time management, aging, etc.

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

American Psychological Association
American Counseling Association
WV Counseling Association
Staff, Highland and St. Francis Hospitals
Joint Commission of Accreditation for Hospitals survey team
American Association for Adult Development and Aging (Continuum of Care Committee Member)
American Association for Counselor Education and Supervision
WV Counseling Association Board Member & State Conference Program Director
WV Association for Counselor Education and Supervision (Past President)
American Gerontological Association
WV Human Resources Network

6 Externally funded research grants and contracts you received.

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

Ashland Oil, Inc. Outstanding Advisor Award, Marshall University, 2004
Selected as 1 of 38 international participants for the Oxford University, England, Roundtable on Children, March, 2003
Community Service Award; Mental Health Association; 2002
“Leading Leader in Loss Education” from Active Parenting Publishers, 1995
“Certificate of Appreciation in Recognition of Achievement in and Contribution to the Field of Counselor Education and Supervision”; 1991
American Association for Counselor Education and Supervision

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

Name: Michael L. Cunningham  Rank: Associate Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Education Administration

Professional Registration/Licensure: Agency:

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

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<tr>
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<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>Schools as Systems</td>
<td>32</td>
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<tr>
<td>2003/Summer</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>2</td>
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<tr>
<td>2003/Fall</td>
<td>LS 630</td>
<td>School and Community Relations</td>
<td>24</td>
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<td>2003/Fall</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>1</td>
</tr>
<tr>
<td>2004/Spring</td>
<td>LS 600</td>
<td>School Personnel Administration</td>
<td>29</td>
</tr>
<tr>
<td>2004/Spring</td>
<td>LS 780</td>
<td>Special Topics</td>
<td>3</td>
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<td>2004/Spring</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>1</td>
</tr>
<tr>
<td>2004/Summer</td>
<td>LS 550</td>
<td>Schools as Systems</td>
<td>25</td>
</tr>
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<td>LS 780</td>
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<td>3</td>
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<td>LS 703</td>
<td>Advanced Research</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.

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

2 Activities that have enhanced your teaching and or research.

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


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


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


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

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

Consultant on Middle School Practices and Administration
2003 Andrew Jackson Middle School, Kanawha County, WV School
2000 Kanawha County, WV Schools
President, National Association of Secondary School Principals, 1997-Present
West Virginia Association of Secondary School Principals, 1997-Present

6 Externally funded research grants and contracts you received.

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

8 Community service as defined in the Green book.

Kanawha Valley Track and Field Officials Association,
Member, 1994 Present

Elk Lions Club
President, 1977, 1986
Vice President, 1976, 1985, 1997
Director 1973-1992
Member 1973 - Present
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Teresa R. Eagle  Rank: Associate Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Public School Administration

Professional Registration/Licensure ____________ Agency: _______________________

Years non-teaching experience ________

Years of employment other than Marshall ________

Years of employment at Marshall ________

Years of employment in higher education ________

Years in service at Marshall during this period of review ________

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

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<td>3</td>
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<td>2003/Fall</td>
<td>LS 512</td>
<td>Curriculum Leadership</td>
<td>34</td>
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<tr>
<td>2003/Fall</td>
<td>LS 719</td>
<td>Introduction to Doctoral Studies</td>
<td>9</td>
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<td>Dissertation Research</td>
<td>1</td>
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<td>2004/Spring</td>
<td>LS 520</td>
<td>Administration of Elementary, Middle &amp; Secondary Schools</td>
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<td>Dissertation Research</td>
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<td>2004/Summer</td>
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<td>Instructional Leadership</td>
<td>22</td>
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<td>2</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>LS 512</td>
<td>Curriculum Leadership</td>
<td>28</td>
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<td>2005/Fall</td>
<td>LS 719</td>
<td>Introduction to Doctoral Studies</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.
   Yes

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

2 Activities that have enhanced your teaching and or research.

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


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


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

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

6 Externally funded research grants and contracts you received.

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

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

Name: Michael W. Galbraith  Rank: Professor

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

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

Conferred by: Oklahoma State University

Area of Specialization: Adult Education

Professional Registration/Licensure:  None  Agency: ________________________________

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

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

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<td>Human Relations in the Public Sector</td>
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<td>Governance of Higher Education</td>
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<td>Human Relations in the Public Sector</td>
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<td>Human Relations in the Public Sector</td>
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<td>LS 625</td>
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<tr>
<td>2005/Summer</td>
<td>LS 532</td>
<td>Human Relations in the Public Sector</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.


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

Association for the Study of Higher Education, 2001 to present
Commission of Professors of Adult Education, 1984-Present
Instructional Improvement Task Force, 1988-Present
American Association for Adult and Continuing Education, 1982-Present
Pennsylvania Association for Adult Continuing Education, 1989-Present
Mountain Plains Adult Education Association, 1982-Present

6 Externally funded research grants and contracts you received. None

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

8 Community service as defined in the Green book.
Judge, Kanawha County Schools Social Studies and Science Fair, 2005
Judge, 2005 State Social Studies Fair
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Jerry D. Jones  Rank: Associate Professor

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

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

Conferred by: Virginia Polytechnic Institute and State University

Area of Specialization: Supervision

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

Certification, Elementary 1-8  Agency: West Virginia Department of Education

Years non-teaching experience  ____  7
Years of employment other than Marshall  ____  13 College teaching, 9 public school employment
Years of employment at Marshall  ____  4
Years of employment in higher education  ____  17
Years in service at Marshall during this period of review  ____  4

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

<table>
<thead>
<tr>
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<th>Enrollment</th>
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<td>Special Topics</td>
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<td>LS 700</td>
<td>The Superintendency</td>
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<td>Dissertation Research</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.  
   -Yes

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

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

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

4  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.
- West Virginia School Administrators Association.

Externally funded research grants and contracts you received.
- No Child Left Behind Grant: Calhoun County Schools, Summer 2004.

Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Invited to speak at the West Virginia Association of Assistant Principals: Glade Springs Resort, WV, April 2005 on the Art and Science of Supervising People.
- Invited to speak to employees of Monongalia County (WV) School System on team building, Summer 2004.
- Invited to speak to Green Bank (WV) Middle School employees on team building, January 2005.
- Invited to speak to employees of Fayette County (WV) school on communications, February 2005.

Community service as defined in the Green book.
President, Local Homeowners Association
Volunteer work with Vietnam Veterans, Counseling/Advisor
Volunteer work at Roane County (WV) Schools, girls basketball transportation and fund raising.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Paul A. Leary  Rank: Professor
Status (Check one): Full-time  X  Part-time_____  Adjunct_____  Current MU Faculty:  yes  x  no
Highest Degree Earned: Ed.D.  Date Degree Received:  1978
Conferred by: University of Massachusetts
Area of Specialization: Educational Administration
Professional Registration/Licensure  Agency:

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

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

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<th>Enrollment</th>
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<td>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.

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

2  Activities that have enhanced your teaching and or research.

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

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

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

6  Externally funded research grants and contracts you received.

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

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

Name: Barbara L. Nicholson  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:  1987
Conferred by: Ohio University
Area of Specialization: Philosophy/Education Administration
Professional Registration/Licensure: Permanent Teaching  Agency: West Virginia Department of Education

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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>Dissertation Research</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.

2  Activities that have enhanced your teaching and or research.

3  Discipline-related books/papers published (provide a full citation).
2003. Can’t we just keep the test? Self-assessment and student accountability: Making the transition. (Under review)


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


2003. Mentoring the preservice principal: Sharing the responsibility for leadership preparation. Accepted as paper presentation to annual meeting of the American Educational Research Association, Chicago, April.

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

American Educational Research Association
American Educational Studies Association
American Association of University Women
Fulbright Association
National Association of Women in Higher Education
National Society for the Study of Education
Commentator with Mainstream Media Project (nonprofit organization providing policy analysts to media on educational and social issues)
Reviewer, educational administration texts, Sage Publications, Inc.
Reviewer, National Society for the Study of Education Yearbook
Reviewer, Southern Regional Council on Educational Administration Yearbook
Editorial board, Educational Foundations
Reviewer, applications for fellowships, Fulbright Association
Reviewer, AERA proposals for annual meeting for Ed Ad, Social Foundations and Ed Policy SIGs
Session moderator and respondent, AESA Conferences

Externally funded research grants and contracts you received.

2005. Appalachian Educational Laboratory, administrative professional development project
2004. Appalachian Educational Laboratory, P-20 project.
2003. Wallace Foundation, Ventures in Leadership mentoring project

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

2005. Keynote speaker and seminar director, Texas Preservice Principals’ Preparation Project (February)
2004. Hedrick Outstanding Faculty Award
2003/2002. Visiting Professor, University of Glasgow, Scotland

Community service as defined in the Green book.

Center for Professional Development, Board of Directors
Center for the Study of Ethnicity and Gender in Appalachia, Board
Kanawha County Social Studies and Science Fair Judge
MU Distinguished Artists and Scholars Committee
MU Research and Creative Activities Council
WV Arts Advocacy Council
WV Civil Liberties Union
WV Social Studies and Science Fair Judge
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Dennis P. Prisk  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: 1975
Conferred by: Virginia Polytechnic Institute and State University

Area of Specialization: Education Administration

Professional Registration/Licensure__________________________  Agency:____________________________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

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

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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.

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

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6 Externally funded research grants and contracts you received.

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

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

Name: Powell E. Toth  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: 1967
Conferred by: The Ohio State University

Area of Specialization: Educational Administration

Professional Registration/Licensure: N/A  Agency: ____________________________

Years non-teaching experience  N/A
Years of employment other than Marshall  11
Years of employment at Marshall  37
Years of employment in higher education  38
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)

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<td>Special Topics</td>
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<td>Principles of Leadership</td>
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<td>2005/Fall</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>5</td>
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<td>2005/Spring</td>
<td>LS 675</td>
<td>Legal and Policy Issues</td>
<td>52</td>
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<td>LS 797</td>
<td>Dissertation Research</td>
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<td>2005/Summer</td>
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<td>Internship: School Principal II</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.

- Developed electronic courses:
  - Legal and Policy Issues
  - Principles of Leadership
  - Principalship
  - Leadership in the Public Sector
- Chaired seven (7) EdD Student dissertation defense to successful conclusion
- Chaired six (6) EdD committees (in progress)

Date Created:  March 6, 2002 (1:35PM);  Date Revised  February 23, 2006 (3:38PM)
EdS Program Review 2005 2-16-06
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 2555
- Serve on 18 EdD Committees
- Review reflective work of graduating MA students
- Participate in all “Student Portfolio Presentations”
- Member of EdD Admissions review committee
- Participate in all oral interviews of EdD candidates
- WV Board of Regents Graduate Program Review Committee
- NCATE Steering/Coordinating: Graduate School of Education and Human Services Program Review
- Attended “Brain & Learning Conference, Boston, MA, 2000

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

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 Professor of Educational Administration
- Southern Regional Conference of Professors of Educational Administration
- National Association of Secondary School Principals
- Phi Delta Kappa (Past President, Kanawha Valley Chapter)

6. Externally funded research grants and contracts you received. N/A

7. Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Marshall University Distinguished Service Award
- Leadership Training Presentations:
  - Tri-State Leadership Academy
  - Kanawha County Schools
  - Putnam County Schools

8. Community service as defined in the Green book.
- Hurricane High School Improvement Committee
- Putnam County Board of Education
- President, Museum in the Community, Board of Directors
- Putnam County Route #35 Planning Committee
### Appendix II
#### Faculty Data Sheet
(for the period of this review)

Name: Dr. Noel Bowling

Rank: Program Director

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

Highest Degree Earned: _____Ed.D.___________ Date Degree Received: 1975

Conferred by: University of Virginia

Area of Specialization: Reading Education

Professional Registration/Licensure __________ Agency: International Reading Association

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<th>Years of employment at Marshall</th>
<th>Years of employment in higher education</th>
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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>CIRG 637</td>
<td>Literacy Assessment</td>
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<td>2004/Spring</td>
<td>CIRG 654</td>
<td>Aligning Assessment with Instruction</td>
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<td>CIRG 654</td>
<td>Aligning Assessment with Instruction</td>
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<td>CIRG 637</td>
<td>Literacy Assessment</td>
<td>23</td>
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<td>2004/Fall</td>
<td>CIRG 642</td>
<td>Teaching Reading to Children with Special Needs</td>
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<td>Aligning Assessment with Instruction</td>
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<td>Teaching Reading to Children with Special Needs</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.
   NA

2. Activities that have enhanced your teaching and or research.
   *NCATE Program Reviewer for the International Reading Association.
   *Presented research regarding the field testing of Words Their Way at the 2001 West Virginia State Reading Association December 2001.
   *Presented research regarding student gains during summer reading practicum for 2003 at International Reading Association 2004 Conference, Reno. Nevada. Updated research on 2004 data is to be presented at the College Reading Association in November 2004 at Delray Beach, Florida.

3. Discipline-related books/papers published (provide a full citation).
   *West Virginia Legislative Program Review
   *NCATE Program Report for Reading Education
   *Dwight D. Eisenhower Professional Development Project

Jones, J., Bickel, R., Bowling, N., Cunningham, M., & Cadle, C. (2003) An Evaluation of the Merit Reading Software Program in the Calhoun County, WV Middle/High School. Submitted for publication to the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs.


4 Papers presented at state, regional, national, or international conferences.
See 2 above

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.

*International Reading Association from 1973 to present.
*West Virginia State Reading Association from 1977 to present.
*Reading Recovery Council of North America (charter member) from 1993 to present.
*College Reading Association from 2001 to present.

6 Externally funded research grants and contracts you received.

*West Virginia Legislative Program Review
*NCATE Program Report for Reading Education
*Dwight D. Eisenhower Professional Development Project

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

*Distinguished Faculty Service Award 2004-2005.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: _______Susan Ferrell___________________ __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: ___ 1980____________
Conferred by: ______University of Kentucky

Area of Specialization ___Curriculum & Instruction with emphasis in Reading_________________________

Professional Registration/Licensure_French____ Agency: __Kentucky State Department of Education_________

Years non-teaching experience
Years of employment other than Marshall __8__

Years of employment at Marshall ___18__
Years of employment in higher education ___23__
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)

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<td>CI 446 203</td>
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<td>FA/04</td>
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<td>FA/04</td>
<td>CIRG 613 101</td>
<td>CHILDREN’S LITERATURE</td>
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<td>SICK LEAVE</td>
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<td>SP/03</td>
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<td>INTRO TO TEACHING READING</td>
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</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.
- I directed a doctoral dissertation
- Developing modules that will be streamed into schools for teacher in-service and/or course work
- Approved as member of the WVU graduate faculty in 2002-2005
- Integrated computer instruction into my classroom teaching
- Involved in writing for children
- Focused a portion of my teaching on the new model that Cabell County adopted—The Four Blocks Program
- Completed revision of children’s book, I’m Hiding in the Closet
- Began work on manuscript for teachers—Planning Instruction with the Internet—Great Sites for Great Lessons
- I taught an independent study honors course in the Fall 2000 semester
- My classes and I participated in Cabell County’s Read Aloud Program.
Ferrell 2

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.
   • International Reading Association
   • West Virginia Reading Association
   • Cabell County Reading Association
   • Delta Kappa Gamma
   • Society of Children's Writers
   • West Virginia Writer's Association
   • Member, Committee on Clinical Experiences
   • Member, COEHS Tenure and Promotion Committee
   • Member, Merit Pay Criteria Committee
   • Member, Reading Search Committee
   • Member, Technology Search Committee
   • Member, Secondary Education Search Committee
   • West Virginia Reading Association
   • Teaching and Learning Conference, Ashland Community College
   • Workshops held by COEHS—“Homepage Editing Workshop”
   • New faculty mentor during the Fall 2000 semester

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.
   • Consultant, United Way River Cities program, “Success by Six”
   • Volunteer, “Read Aloud WV”
   • Article for the Success by Six program in the Herald Dispatch entitled “Children’s Literacy Begins at Birth”
   • Member of the Celebration of the Book, Executive Committee, 2001-2002
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Barbara Loebach
Rank: Assistant Professor

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

Highest Degree Earned: Ed.D. Date Degree Received: Sept. 3, 1998

Conferred by: University of Cincinnati

Area of Specialization: Teacher Education: Literacy Development

Professional/Licensure: Elementary K-8, Reading K-12, Guidance & Counseling, ESL
Agency: Ohio Department of Education

Years non-teaching experience 5
Years of employment other than Marshall 20
Years of employment at Marshall 2
Years of employment in higher education 3 1/2
Years in service at Marshall during this period of review 2

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>CIRG 644</td>
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<td>CIRG 621</td>
<td>Current Issues in Reading</td>
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<td>CIRG 636</td>
<td>Modern Developmental Reading</td>
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<td>CIRG 644</td>
<td>Content Area Reading</td>
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<td>CIRG 621</td>
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<td>Summer 05</td>
<td>CIRG 643</td>
<td>Reading: Clinical Experience</td>
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Scholarship


Research Roundtable (June, 2004). Current Issues and Problems in Reading, Marshall University department of education, Jenkins, Hall.

Papers and Presentations
Module Development, Reading Higher Education Summit, Elkins, WV, April 8, 2004
Role of Technology in Professional Development, Reading Higher Education Summit, Elkins, WV, November 15, 2004
Marshall University Students Are Invited to Study in Hong Kong. Marshall University Study Abroad Fair, November 15-16, 2004

Reading Education: Interactive Distance Learning Opportunities.

University and College Committees
Marshall University International Studies Executive Council, 2004-2005
International Student Exchange Program (ISEP), 2004-2005
Marshall University K-12 Outreach Roundtable, 2004-2005
Marshall University, Faculty Evaluation and Compensation Committee, 2004-2005
Fiftieth Anniversary Commemoration, The Huntington and Marshall Community Remembers: Brown versus the Board of Education., September 2004
United Way Campaign Committee, Marshal University, 2003, 2004
Reviewer COEHS Summer Research Proposals, 2004

Other Academic Activities
Comprehensive Examinations – Committee Chair
Advisor – Literacy Education Graduate Program

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

Name: LeVene A. Olson

Rank: Professor

Status (Check one): Full-time ___ X ___ Part-time ___ X ___ Adjunct ___

Current MU Faculty: ___ X ___ yes ___ no

Highest Degree Earned: ___ Ed.D. ___ Date Degree Received: ___ June 5, 1971 ___

Conferred by: ___ University of Georgia ___

Area of Specialization: ___ Vocational Education ___

Professional Registration/Licensure: ___ Marketing Education 9-12 ___ Agency: ___ State of Georgia ___

Years non-teaching experience: ___ 7 ___

Years of employment other than Marshall: ___ 2 ___

Years of employment at Marshall: ___ 34 ___

Years of employment in higher education: ___ 37 ___

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)

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<th>Year/Semester</th>
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<td>ATE 610</td>
<td>Current Issues in Business &amp; Marketing Education</td>
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<td>ATE 655</td>
<td>Developing Personnel Curriculum</td>
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<td>Principles of Cooperative Education</td>
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<td>Administration of Cooperative Programs</td>
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<td>Survey Practicum in Computer Applications</td>
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<td>ATE 651</td>
<td>Developing Marketing Curriculum</td>
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<td>ATE 549</td>
<td>Occupational Analysis and Instructional Design</td>
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<td>Individual Computer Program Applications</td>
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<td>Philosophy of Workforce Preparation</td>
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<td>Survey Practicum in Computer Applications</td>
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<td>ATE 605</td>
<td>Foundations of Business and Marketing Education</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. None

3 Discipline-related books/papers published (provide a full citation). None

4 Papers presented at state, regional, national, or international conferences. None

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 Career and Technical Education (Lifetime Member)
WV Association of Career and Technical Education
6 Externally funded research grants and contracts you received.

- Adult & Technical Education Personnel Development, 2005-2006 ($91,985)
- Adult & Technical Education Personnel Development, 2003-2004 ($109,751)
- Adult & Technical Education Personnel Development, 2002-2003 ($100,896)

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

8 Community service as defined in the *Greenbook*. **NONE**
Appendix II  
Faculty Data Sheet  
(for the period of this review)

Name: Laura Wyant  
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: May 1995

Conferred by: The Ohio State University

Area of Specialization: Doctor of Philosophy - Workforce Development

Professional Registration/Licensure  
Agency:

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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>ATE 661</td>
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<td>ATE 600</td>
<td>Aspect of Training and Development</td>
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<td>ATE 603</td>
<td>Intro to Adult Education and Adult Learners</td>
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<td>ATE 656</td>
<td>Instructional Planning for Adult Populations</td>
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<td>Introduction to Adult Learning Theory</td>
<td>15</td>
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<td>Society Ethics and Technology</td>
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<tr>
<td>Spring 2004</td>
<td>ATE 609</td>
<td>Developing Training Plans for Business &amp; Industry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ATE 618</td>
<td>Literature of Adult and Continuing Education</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>ATE 661</td>
<td>Practicum</td>
<td>4</td>
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<tr>
<td></td>
<td>ATE 675</td>
<td>Literature &amp; Applied Research in Adult/Tech Ed.</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>ATE 600</td>
<td>Aspects of Training and Development</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ATE 603</td>
<td>Intro to Adult Education and Adult Learners</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>ATE 652</td>
<td>Field Based Job Analysis and Curriculum Design</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>ATE 661</td>
<td>Practicum</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.  
Attended five conferences on teaching and learning  
Attended two conferences on Technology in Education

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.  
Marshall University Faculty Senate 2000  
College of Education Program Committee 1999-2000/Chair 2001-2002
Appendix II - Faculty Data Sheet (Laura Wyant –Continued)

Budget and Academic Policy Committee 2000-2002
Shirley Reynolds Awards Committee 2000
WVNET 2001 and 2005 Conference
The Hawaii Conference on Business, June 2001, Honolulu Hawaii
Chair Budget and Academic Policy Committee 2001-2002
Mentor for three new Marshall University Faculty 2000-2002

6 Externally funded research grants and contracts you received.
Knowledge Works Foundation, $5,000.00 grant, December 2000

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Mason County Commissioners, Consultant Economic Development 2000
Educational Liaison Society of Human Resource Management 2001

8 Community service as defined in the Greenbook.
Board of Directors Marshall University Child Care Academy 1999-20
Appendix III
Off-Campus Classes

Not Applicable

The Ed.S. programs typically meet only on the Huntington and South Charleston Campuses
Appendix IV

Service Courses

Not Applicable- the Ed.S programs do not provide service courses to other programs.
## Appendix V
### Program Course Enrollment
#### Ed.S. – Core Component

<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>
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<td>Sp</td>
<td>Su</td>
<td>Fa</td>
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<tr>
<td>LS 703</td>
<td>Advanced Research Design</td>
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<td>EDF 625</td>
<td>Qualitative Research</td>
<td>14</td>
<td>9</td>
<td>13</td>
<td>26</td>
<td>11</td>
<td>20</td>
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<td>EDF 626</td>
<td>Advanced Qualitative Research</td>
<td>1</td>
<td></td>
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<td>8</td>
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<tr>
<td>CIEC 660</td>
<td>Using Computers to Improve Instruction</td>
<td>15</td>
<td></td>
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<td>15</td>
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<tr>
<td>EDF 711</td>
<td>Survey Research in Education</td>
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<td>EDF 618</td>
<td>Multilevel Analysis and Growth Models</td>
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<td>CI 677</td>
<td>Writing for Publication</td>
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<tr>
<td>HUM 604</td>
<td>Expository Writing</td>
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<tr>
<td>EDF 679</td>
<td>Problem Report</td>
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### Appendix V

**Program Course Enrollment**

**Ed.S. – C & I Content Area**

<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>
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<tbody>
<tr>
<td>CI 701</td>
<td>Curriculum and Development</td>
<td></td>
<td>Su</td>
<td>Fa</td>
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<td>Su</td>
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<td>CI 702</td>
<td>Curriculum Theory</td>
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<tr>
<td>CI 703</td>
<td>Theories Models &amp; Research of Teaching</td>
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<tr>
<td>CI 704</td>
<td>Social &amp; Political Determinants of Curriculum</td>
<td></td>
<td></td>
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### Appendix V

**Program Course Enrollment**

**Ed.S. – Counseling Content Area**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/ Elective</th>
<th>Year 1 2000-2001</th>
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<th>Year 3 2002-2003</th>
<th>Year 4 2003-2004</th>
<th>Year 5 2004-2005</th>
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<tr>
<td>Coun 742</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
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<td>Coun 746</td>
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<td>3</td>
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### Appendix V

#### Program Course Enrollment

**Ed.S. – Leadership Studies Content Area**

<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>
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<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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<tr>
<td>LS 710</td>
<td>Principles of Leadership</td>
<td>21</td>
<td>19</td>
<td>24</td>
<td>17</td>
<td>21</td>
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<tr>
<td>LS 702</td>
<td>Politics of Education</td>
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<td>LS 740</td>
<td>Public School Law</td>
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<td>LS 745</td>
<td>Higher Education Law</td>
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<td>Higher Education Finance</td>
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### Appendix V

#### Program Course Enrollment

**Ed.S. – Reading Content Area**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Year 1 2000-2001</th>
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<th>Year 3 2002-2003</th>
<th>Year 4 2003-2004</th>
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<td>Fa</td>
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<td>Fa</td>
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<tr>
<td>CIRG 701</td>
<td>Reading Seminar 1</td>
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<td>CIRG 702</td>
<td>Reading Seminar 2</td>
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<tr>
<td>CIRG 704</td>
<td>Advanced Instructional Reading Processes</td>
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<td>CIRG 707</td>
<td>Issues in Reading</td>
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# Appendix V

**Program Course Enrollment**

**Ed.S. - Adult & Technical Education Content Area**

<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>
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<th>Year 4 2003-2004</th>
<th>Year 5 2004-2005</th>
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<tbody>
<tr>
<td>ATE 701</td>
<td>Community &amp; Technical College</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
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<tr>
<td>ATE 603</td>
<td>Intro to Adult Education and Adult Learners</td>
<td>20</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>28</td>
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<td>ATE 702</td>
<td>Analysis of Literature on Community &amp; Tech. Colleges</td>
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<tr>
<td>ATE 723</td>
<td>Perspectives and Strategies for Teaching Workforce Education</td>
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<td>ATE 726</td>
<td>Funding, Planning, and Administrative Issues of Community &amp; Tech. Colleges</td>
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## Appendix VI

### Program Enrollment

<table>
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<td>New Students Admitted</td>
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<td>37</td>
<td>13</td>
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<td>Principal Majors Enrolled (Fall Headcount)</td>
<td>68</td>
<td>80</td>
<td>76</td>
<td>87</td>
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<tr>
<td>Area of Emphasis:</td>
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<tr>
<td>Area of Emphasis</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Area of Emphasis, etc.</td>
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<td></td>
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<tr>
<td>Second Majors Enrolled*</td>
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<td></td>
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<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
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<td></td>
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<tr>
<td>Minors**</td>
<td></td>
<td></td>
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<tr>
<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
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<tr>
<td>Graduates of the program</td>
<td>20</td>
<td>17</td>
<td>17</td>
<td>30</td>
<td>23</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
To: Rudy Pauley, Program Chair, Elementary and Secondary Education
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 1, 2005

Yearly Assessment Report for: EdS, Education Specialist in 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:</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection:</td>
</tr>
<tr>
<td>c. Results:</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
</tr>
<tr>
<td>V. Lessons learned:</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 present. The chart paints the program in broad general strokes. The program should strive to indicate what makes this program have a special place both as a terminal degree for some students and as an interim degree between the masters programs and the EdD for other students.

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.

Scores:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Overall Score:</td>
<td>4</td>
<td>5.7</td>
<td>6.7</td>
<td>7</td>
</tr>
<tr>
<td>Level of Implementation</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>(efficacy of assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score Ranges

Score Ranges 0-3 in each of the three categories

A score of 0 indicates minimum activity in the category
A score of 1 indicates that a program is in the beginning stages of assessment
A score of 2 indicates that a program is making progress toward implementing a viable assessment program
A score of 3 indicates that a program is in the maturing stages of its assessment program

Levels of Implementation

Efficacy of Assessment

A total overall score between 0 and 3 indicates Level 1: the program is in the beginning stages of its assessment of student academic achievement
A total overall score between 4 and 6 indicates Level 2: the program is making progress toward implementing a viable assessment program
A total overall score between 7 and 9 indicates Level 3: the program is in the maturing stages of continuous improvement of student academic achievement

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

Interpretation:

The program has made steady in its assessment efforts during the past 4 years. The program should concentrate its efforts on closing the feedback loop during the coming years. The program does need to revisit the learning outcomes. At present there are three very general outcomes which on the surface appear to be somewhat difficult to measure. They are multifaceted and would have many indicators to mark the student academic achievement of its students. The action taken section and feedback appear to be the areas most in need of work.

Recommendations:

In revising its assessment plan, the program should discern what makes this program unique, concentrate on those elements and assess the academic achievement of students from entry in the program through matriculation.

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.
Office of Program Review & Assessment

To: Dr. Ron Zellers, Dean
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: August 30, 2004

Subject: Yearly Assessment Report, EdS, Education Specialist

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.

   I. Program goals:
      - Program goals stated and progress toward goals was noted.

   II. Learning outcomes and data collection:
      - Student learning outcomes were listed. Outcome five appears difficult to measure as stated. Data have been collected.

   III. Results:
      - Results of assessment measures have been noted. However, the action taken is not warranted in some cases. For instance, the action taken under outcomes 1 & 3. At first glance, it doesn't appear that a change in the capstone experience will remedy the problem—if it exists. The candidates have met or exceeded all of the assessment efforts, so why the change? Additionally, one might ask why the program director and divisions heads are 'studying ways to improve the field experience/internship when the objective has been met?' Just curious.

   II. BOT Initiative #3:
      - Not applicable to graduate programs; however, the PRAXIS I is a nationally recognized normed test.

   III. Plans for current year:
      - Excellent list of plans for the current year. They are more in the form of long—term goals.

   IV. Assistance needed:
      - None for PRAA

   V. Lessons learned:
      - The program has identified areas in which the program has learned a great deal.


   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 chart is present. The program is using a variety of assessment tools, but some specifics are lacking. The action taken doesn't appear warranted from an analysis of the data. The committee is aware that the program should make changes, but there should be evidence supporting those changes. It appears that the faculty is guiding the program effectively.

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 has achieved and overall score of 6.7 which places it at the top of Level 2 of NCA/HLC efficacy of assessment at the program level. The program should revisit at least one of the outcomes with the idea to make it more measurable. What does, “Engage routinely in inquiry...” mean? The measures used don’t indicate ‘routine inquiry’ to the committee. Perhaps the program could identify and use assessment tools which measure the outcome or revise the outcome to suit the types of measures. Please remember that you have a wide variety of measures and those measures do indicate student academic achievement, but may not indicate success with the outcome. It is evident that the faculty are working together to achieve the programmatic goals.

5. **Recommendations:** With no resident faculty in the field, it is difficult to pull the program together; however, the faculty teaching courses in the program appear to have a vested interest in the worth and health of the program. The program appears to be functioning quite well at the present. Perhaps the creation of a core of courses for the program will provide sufficient data to indicate necessary changes in 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. Ron Childress, Dean, Graduate School of Education and Professional Development
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 28, 2003

SUBJECT: Review of Yearly Assessment Report
PROGRAM: EdS Education

1. Thanks for submitting the yearly assessment report for EdS 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 well stated.
   2. Learning Outcomes and Data Collection: Outcomes are stated; however, no specific data was recorded.
   3. Results: Conclusions drawn, but no specific results listed.
   4. Assessment Chart: An assessment chart was present. In future reports please be more specific with the results/analysis column. Indicate the number of candidates and identifying scores along with a brief analysis. Also, when warranted, provide more specific comments in the action taken column. This is where the reviewers judge the feedback loop and its effectiveness.
   5. BOT Initiative #3: Not applicable to graduate programs.
   6. Plans for the current year: Well stated. Good luck with the NCATE visit.

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

Overall Score: 5.7
Range:
Level One: Beginning Implementation of Assessment Programs 1-3
Level Two: Making Progress in Implementing Assessment Programs 4-6
Level Three: Maturing Stages of Continuous Improvement 7-9

The reviewers have scored the program a 5.7 which places the program at the upper middle section of Level Two: Making Progress in Implementing Assessment Programs. Uppermost in the minds of the reviewers were the specific assessment tools other than PRAXIS II and the written comprehensives. Moreover, document the changes made in the program as a result of the assessment efforts. The program has a number of changes in the works, so careful documentation of these changes will be useful in further reports.

5. Since this program has a number of separate emphases it may be difficult to track all candidates in the program; however, the program may wish to track perhaps 2 emphases each year in its assessment efforts. This will make documentation easier. That is, unless NCATE wishes something else.

6. Of primary concern is data collection and analysis, and specific action taken. NCA wants programs to make sure that assessment evidence is used in making programmatic decisions.

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

TO: Dr. Ron Childress, Dean, Graduate School of Education
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 15, 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 EdS Education Specialist program the following observations were made. Area 1 Learning Outcomes. The program rates mostly at a level 2. The objectives are still a bit vague, especially the last one. Area 2 Assessment Measures. The program rates at a level 1. The assessment strategies or assessment measures were not specific. Area 3 feedback loop. The program rates mostly at a level 1. Data is being collected, but there is no evidence that this data is being used.

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. 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
# Chart 1
**Assessment of Student Outcomes: Component/Course/Program Level**

**Component Area/Program/Discipline:** Education Specialist – Ed.S. **October 2005**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will develop and utilize critical thinking skills</td>
<td>Program Faculty and program director</td>
<td>1) Plan of study</td>
<td>1) A consistent organized plan of study developed by the student and faculty advisor.</td>
<td>1) Plans of study are being filed through the Dean’s office for all admits</td>
<td>1) none – continue current practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Final problem report</td>
<td>2) Completion and acceptance of problem report – rubric scored assessment</td>
<td>2) The problem report is a new course and no completers during this reporting period</td>
<td>2) monitor as students complete process (first two scheduled for spring 2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Praxis Test Scores</td>
<td>3) All candidates pass the appropriate Praxis exam for content area</td>
<td>3) All candidates passed the appropriate Praxis test during this period</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Employer follow-up survey</td>
<td>4) 80% of scoring at the distinguished or proficient level</td>
<td>4) Most recent survey results indicated 86% distinguished or proficient</td>
<td>None</td>
</tr>
</tbody>
</table>

| Student will demonstrate Professional Skills & Knowledge relative to education. (Dispositions based on NCATE Standards) | Program Faculty Program Chairs | Student Assessment of Professional Characteristics | To have students exit the program with a mean of “4” (proficient) | Preliminary analyses of data suggest that students are entering the program with a mean of 3.41 across the 8 measures. Exit information indicated a mean score of 4.26 for this reporting year. | Continue to monitor this standard. |
| Students will engage in educational based inquiry that is systematic and based in educational theory. | Program faculty & Department Chairs | 1) Pre-Post scores on basic research skills (based in the new advance research course)  
2) Conceptual framework survey  
3) Internships and field based activities | 1) All students should score 80% or higher on survey  
2) Mean score of 4.0  
3) Students (where applicable) should complete an internship with a rating from the instructor & field supervisor of “proficient” | 1) First year results indicate a mean post score of 84%  
2) Mean score for group was 4.26  
3) Candidates completing an internship were rated “distinguished” in all categories | 1) Goal being met – continued monitoring  
2) Goal met, continued monitoring  
3) No action needed |