Program Review

B.A. in Elementary Education

College of Education and Human Services

October 2005

MARSHALL UNIVERSITY
Program Review
Marshall University
March 2005

Date: November 1, 2005

Program: B.A. in Elementary Education
Degree and Title

Date of Last Review: 2000-2001

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.)

Recommendation: Signature of Person preparing the report: Date:

Recommendation: Signature of Program Chair: Date:

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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I. PROGRAM DESCRIPTION for:  B.A. in Elementary Education
Date of last review:  2000-2001

Narrative:
A commitment to schools and schooling has always been integral to Marshall University’s history. The university traces its origin to 1837 when residents of Guyandotte and the nearby farming country created Marshall Academy under the leadership of lawyer John Laidley. They named their school, designed to provide for the basic educational needs of the area’s youngsters, in honor of Laidley’s friend, United States Supreme Court Justice John Marshall. Since then, Marshall’s expansion has been consistent and sometimes spectacular. The Teachers College was organized in 1920 and the first college degree was awarded in 1921. The College of Education and Human Services has grown and developed with the rest of the university preparing more educators than any other college or university in the state.

The Bachelor of Arts in Elementary Education is housed in the School of Education, a division of the College of Education and Human Services, and provides teaching certification in Elementary Education K-6 for the graduates. Graduates can also attain other certification areas within the Elementary Education K-6 program such as early childhood education, special education, and middle childhood education content areas. Graduates of the program are prepared to teach multiple subjects in multiple grades.

The mission and philosophical beliefs of the School of Education align to the college vision goals through the mission of preparing teachers and other school personnel. Intrinsic to the unit mission is to assure the integrity of the curriculum, field experiences, and clinical practice through the maintenance of rigorous standards and high expectations for candidate learning and performance. Other philosophical beliefs of the School include the conceptual framework of critical thinking for all education majors. The unit also believes in assisting faculty in attaining the highest possible faculty development both through unit sessions and personal involvement in professional organizations and conferences. The School of Education aligns all programs to national standards that measure content knowledge, content and professional pedagogy, and dispositions. The professional education unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The B.A. in Elementary Education adheres to national standards. The Marshall University Elementary Education K-6 program was one of the first programs in the United States to be accredited by the Association for Childhood Education International (ACEI) under the new performance standards for elementary majors. The program was accredited in 2001 and was invited by NCATE to present the program and its accreditation folio at a national conference in Washington, D.C. The ACEI is the Elementary Education K-6 program’s specialized professional association (SPA).
SPA is a member of the NCATE organization, and the ACEI standards require graduates to know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The early education program, the special education program, and the middle childhood area were also accredited by their specialized professional associations.

II. ACCREDITATION INFORMATION

A. Accreditation is a process for assessing and enhancing academic and educational quality through peer review. Accreditation informs the public that the accredited college or university operates at a high level of educational quality and integrity. NCATE accreditation is the process by which a professional education unit is recognized by the profession as meeting national standards for the content and operation of the unit. The NCATE agreement for West Virginia is among the Higher Education Policy Commission, the West Virginia Department of Education, and NCATE.

B. The School of Education and the Graduate School of Education and Professional Development, known as the Professional Education Unit, are accredited by the National Council for the Accreditation of Teacher Education. NCATE is a national organization under the auspices of the United States Department of Education. The NCATE mission is to study and accredit schools, colleges, and departments of education that prepare teachers and other school personnel. NCATE is composed of 35 member organizations that assist in a thorough application of standards-based review.

C. The College of Education and Human Services hosted an NCATE continuing accreditation team visit in fall 2004. The Professional Education Unit was granted full continuing accreditation by the NCATE Unit Accreditation Board in spring 2005 (see Attachment A, p. 22).

D. The report from the NCATE Unit Accreditation Board is found in Attachment B, p. 23.

E. The Unit Accreditation Board noted three areas of improvement. Only two programs with specialized professional associations were not recognized by the associations. The report noted that the programs should seek recognition. The programs, School Psychology and Physical Education, submitted rejoinders, responses with evidence of meeting standards, to the SPAs on September 15, 2005.
The third area for improvement was the need for the College of Education and Human Development to hire a full-time dean. Dr. Rosalyn Anstine Templeton became Executive Dean on July 1, 2005, so that area of improvement has been removed.

F. The NCATE Institutional Report is contained in this program review (see Attachment C, p. 27).

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with Mission

A. ADEQUACY

1. Curriculum. Curriculum for the Elementary Education K-6 program in the College of Education and Human Services contains courses that align with the standards of the Association of Childhood Education International. Elementary education majors take courses in general education, in teaching specialization, and in professional education. They study many subjects in order to be well-rounded in knowledge for elementary curricula. Elementary education majors take 12 hours of mathematics and mathematics methods and 12 hours of reading/language arts and methods. They are prepared to teach music, art, and physical education if necessary. The majors also take methods courses in science and social studies. Courses are listed in Appendix I: Courses for Elementary Education.

2. Faculty. Faculty are highly qualified to teach in the College of Education and Human Services. Of 58 faculty members, 92% have doctoral degrees, 44% have attained the status of professor, and 57% are tenured faculty. On candidate evaluation forms, faculty score very high, especially in possession of current and adequate knowledge of the subject, communication, relevant assignments, and understanding of course topics. Over the past three years, faculty have made 771 national, state, or local presentations; published 263 documents including books, book chapters, journal articles, etc.; and brought approximately $12 million dollars in grant awards to the College. The faculty information is presented in Standard V of the abbreviated NCATE Institutional Report, beginning on page 61 in this program review. Faculty Data Sheets are available in Appendix II, which is contained in attached Word document: Faculty Vitae. No data sheets are included for graduate assistants because no graduate assistants teach School of Education courses.

3. Students. The Elementary Education Program is part of the professional education unit accredited by the National Council for the Accreditation of Teacher Education (NCATE).
a. **Entrance Standards.** Entrance requirements for admittance to teacher education are contained in the abbreviated Professional Education Unit Institutional Report to NCATE on page 35 of this review. There are three levels during the educational program where candidates are assessed. The first level is the admittance to teacher education, the second level is admittance to junior methods, and the third level is admittance to student teaching. The chart below gives each level and each requirement for progress through the program.

b. **Entrance Abilities.** Scores for the ACT, the GPA, and the PPST are found beginning on page 199. The Pre-Professional Skills Test (PPST) is a test of mathematics, reading, and writing that must be successfully completed before students are admitted to teacher education. Mean scores of students taking the PPST exceed the cut score for the West Virginia Department of Education.

### Initial Program Transition Points

**ADMISSION TO THE PROGRAM**

<table>
<thead>
<tr>
<th>Admission to Initial Teacher Education Programs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 2.7 Grade Point Average (GPA) Overall and Marshall</td>
</tr>
<tr>
<td>B. Pre-Professional Skills Test (PPST: Reading, Writing, Mathematics)</td>
</tr>
<tr>
<td>C. 21 Act Composite Score</td>
</tr>
<tr>
<td>D. EDF 218/270 (Performance Task: Case Study)</td>
</tr>
<tr>
<td>E. 24 Marshall credit hours (12 hours for transfer students)</td>
</tr>
</tbody>
</table>

*Alternative Admissions Policy

20 or less ACT composite score & 2.71 or higher GPA will admit student to Teacher Education

2.5 to 2.69 GPA and 22 or higher ACT composite score will admit student to Teacher Education

(Other Admission to Initial Teacher Education Programs requirements must be met.)

### PROGRESS THROUGH THE PROGRAM
Admission to Methods and Level II Clinical
A. Admitted to Teacher Education
B. 2.7 GPA Overall, Marshall, Specialization, Professional Education
C. EDF 319 (Performance Task: Research Critique)
D. 12 hours of professional education courses (9 hours for 9-12 majors)
E. Performance tasks that align with the 12 (or 9) hours of professional education courses

Admission to Student Teaching, Level III Clinical
A. 2.7 GPA Overall, Marshall, Specialization, Professional Education
B. Completion of professional education courses with the exception of EDF 475 (Performance C. Task: Belief Statement about Teaching and Learning)
D. Completion of at least 90% of specialization courses
E. Successful completion of all performance tasks except EDF 475
F. All specialization courses and professional education courses with grade of C or better

Graduation
A. 2.7 GPA Overall, Marshall, Specialization, Professional Education
B. All specialization courses and professional education courses with a grade of C or better
C. All program requirements completed including performance tasks
D. Student teaching evaluation
E. Portfolio assessment
F. Oral capstone assessment

PROGRAM COMPLETERS: RECOMMENDATION FOR CERTIFICATION
A. Praxis II:
   Content Test(s) and
   Principles of Learning and Teaching

   c. Exit Abilities. Education students must pass the Praxis II content test and the Principles of Learning K-6 in order to be recommended for certification. Praxis II content test scores are found on page 38 of the abbreviated Institutional Report. Eighty-six to 93% of students taking the content test passed on the first attempt. However, the scores in the unit's Institutional Report are for both elementary and secondary students. Table 1 below indicates scores for Elementary Education K-6 students only. Scores for the PLT are found on page 40 of the abbreviated Institutional Report. These scores also are for a combined elementary and secondary population. Table 1 below indicates Elementary K-6 content scores only. Table 2 indicates Elementary K-6 scores for the Principles of Learning and Teaching (PLT), the test on pedagogy that is part of Praxis II testing.
Table 1: Praxis II Content Test Scores from the Title II Higher Education Report: 2000-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Candidates</th>
<th>% Passing on First Attempt</th>
<th>% Passing on Best Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>84</td>
<td>86.9%</td>
<td>13%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>112</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>92</td>
<td>96.7%</td>
<td>3%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>116</td>
<td>93%</td>
<td>6.8%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>100</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>Mean Scores</td>
<td>504</td>
<td>91.3%</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

Table 2: Praxis II Scores for Principles of Learning and Teaching: Title II Higher Education Report

<table>
<thead>
<tr>
<th>Test</th>
<th>Year</th>
<th># of Candidates Taking the Test and % of Candidates Passing on First Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Learning and Teaching</td>
<td>2003-2004</td>
<td>84/ 91%</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td>112/ 92%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>92/ 91%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>116/ 94%</td>
</tr>
<tr>
<td></td>
<td>1999-2000</td>
<td>100/ 85%</td>
</tr>
</tbody>
</table>

4. Resources.
   A. The information on financial resources is contained in the abbreviated NCATE Institutional Report, beginning on page 68. The unit budget is sufficient to allow the unit to properly prepare teachers and related P-12 school personnel. The budget also is supportive of the unit mission, including faculty functions of teaching and advising, research and scholarship, university service, and community service. The budget figures for the professional education unit have ranged from $5.2 million dollars to $6.1 million dollars. These figures represent state appropriated dollars that reflect budget reductions that have largely been offset by increases in student tuition and fees.

The College of Education and Human Services’ average budget for the past academic years is $8,917,512.00, which compares favorably with other colleges at Marshall University. The COEHS receives extra funding from third-party contracts, grant resources, technology resources, and private gift resources. The teacher education program is funded by the College. Equipment is budgeted at the university,
college, and school level with most of the funding occurring at the university level. Other funding sources include revenue from the Testing Center located in Morrow Library (PPST and GRE tests) and from grants. The incomes from the grants typically assist with the purchase of equipment and not toward salaries. The college also obtains some money from third party contracts with local school systems and from the annual Alumni Drive.

Education is an integral part of the College. If the education degrees did not exist, the College would not exist. The large number of education students sustains not only the College of Education and Human Services but also the College of Liberal Arts and the College of Science. Majors in elementary and secondary education take content courses in the other colleges on campus. Without the education degrees, most of the university campus would suffer reductions in faculty, staff, and courses.

B. Facilities. Jenkins Hall is known as the education building on the Marshall campus; however, students in elementary and secondary education take courses in other colleges across the campus. There are three computer/electronic classrooms, two distance education classrooms, and 11 traditional classrooms in Jenkins Hall. The 11 traditional classrooms are wired to accommodate a computer hookup. Faculty/student meetings can also occur in the Dean’s Conference Room, Jenkins Hall 219, which has poly-com capabilities. The distance education classrooms permit real time teaching experiences to occur for off-site locations. Further information on facilities can be found in the abbreviated NCATE Institutional Report, page 69. Jenkins Hall also has a Learning Resource Center (LRC) which houses one of the computer labs. The LRC is used by students and faculty for media supplies, art supplies, lesson plans, portfolios, bulletin boards, and check-out multi-media resources.

5. Assessment Information

A. Summary of principal goals. The principal goals of the B.A. in Elementary Education program are to prepare teachers who are competent teachers in self-contained classrooms in grades K through six, to assess that teachers are highly qualified through evaluation forms and rubrics based on the national, state, and institutional standards, and to use multiple measures of evaluation such as Praxis tests, portfolio, and oral presentation to assess the abilities of the teachers. The Standards for Teacher Certification guide the pre-teacher preparation. The standards include content knowledge, human development and learning, diverse learners, instructional strategies, learning environment, communication, planning,
assessment, reflective teaching/professional growth, and professional relationships.

Principal goals also include providing support for faculty to meet the requirements of teaching/advising, scholarly research, and university/community service. The College has provided professional development, support for workshop and annual meeting attendance, and professional development sessions for faculty. During the past five years faculty members have attended approximately 350 local, state, and national conferences. They have participated in approximately 250 professional development activities, received approximately $12 million dollars in external grants, made approximately 500 presentations, and published approximately 200 educational works. Information is contained in the abbreviated NCATE Institutional Report, beginning with page 65.

B. The Standards for Teacher Certification that guide the elementary education program are standards that are based on national organizational standards, state department of education standards, and institutional standards. The standards originated from faculty using the following standards as guides: the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Association of Childhood Education International (ACEI), the Interstate New Teacher Assessment and Support Consortium (INTASC), the West Virginia Department of Education professional teaching standards, and institutional standards from faculty expertise, practice, and research.

In order to be an accredited professional education unit, the College of Education and Human Services must show competency in these national standards. The unit aligns the standards, plans the courses and assignments, sets up field and clinical experiences, and chooses testing based on the need to show a highly qualified program. This work manifests itself in the Standards for Teacher Certification evaluation forms and rubrics that accompany the forms. Attachment F: Chart I Assessment Summary indicates actions that have occurred during the past five years to strengthen the elementary education program based on assessment data from national, state, and local agencies.

C. Assessment data go through a process that allows input and approval from all stakeholders involved in teacher preparation. The assessment system for the professional education unit is demonstrated in the abbreviated NCATE Institutional Report beginning on page 45. Data are collected from courses, Banner, field and clinical experiences and entered on a unit database. Database reports are given to various
College committees including the School of Education Leadership Team and the College of Education and Human Services Undergraduate Program Curriculum Committee. Dissemination of the data to education faculty and arts and sciences faculty results in suggestions that are approved by the committees; by the Executive Dean of the College; by the advisory committee of the unit, the Educational Personnel Preparation Advisory Committee (EPPAC); by the various committees of the university; and finally, if necessary, the Faculty Senate.

Three examples of the process are the following. Pre-service teachers’ scores on the STC were lower on assessment than on any other standard. Faculty realized the importance of an assessment class and made EDF 435 Classroom Assessment required for all education students. During the NCATE Continuing Accreditation Visit in 1997, the team felt that pre-service teachers, especially elementary teachers, did not have the skills to teach grammar. The unit has bought materials for the LRC, collaborated with the English liaison to strengthen grammar in English courses, added grammar topics in several courses, added grammar as a topic for evaluation in field and clinical experiences, and made it a program priority. The results are better grammar and removal of the weakness by NCATE. Because of the importance of having multiple assessments that indicate competency in standards, the faculty created a series of performance tasks that are evaluated throughout the pre-service teacher’s career. These tasks assist the faculty in monitoring a student’s progress through the elementary education program. Tasks are assigned to classes. In order to complete the class successfully, pre-service teachers must receive C or better on each performance task. If necessary, pre-service teachers work with faculty until a satisfactory performance ensures.

D. Every two years, a survey is sent to all principals and personnel officers in school districts in the state of West Virginia. Survey questions mirror the STC, and results show satisfaction with graduates in the elementary education program. Survey data are found in the abbreviated NCATE Institutional Report beginning with page 34. Respondents for the past two surveys total 345. Over 60% of the respondents find the professional education unit graduates to be either distinguished or proficient in practice in public schools. Each year at the Educator Expo, recruiters are asked to complete a survey regarding the preparation of the pre-service teachers who are interviewed. Over 80% of the recruiters find the teachers well-prepared.
E. Five years of summary reports from the Marshall University Office of Assessment for elementary education are attached to this report in the attached PDF file: Program Review Assessment.

6. Previous Reviews.
The previous program review for elementary education occurred in 2000. The letter from the university president, Dr. Dan Angel, stated, “BA-Elementary Education. The Committee concurs with the institutional recommendation to continue at the current level of activity. The Department is commended for having a strong assessment program that includes good graduate follow-up.” The professional education unit has continued to analyze and strengthen its assessment system. The grade point average (GPA) was changed from 2.5 to 2.7 in 2001. This GPA is required for admittance to the program, progress through the program, and graduation. The PPST requirement was moved from admittance to student teaching to admittance to teacher education. This move created an entrance test into the program.

7. Strengths/Weaknesses.
Strengths for the program include alignment to national, state, and institutional standards; strong assessment system that monitors pre-service teacher progress throughout the program; high standards that assure highly qualified teachers; over 700 hours in public school classrooms; the Partnership Schools Project that involves all partners in teacher preparation (the unit was commended by the NCATE team for collaborative activities (see BOE Team Report Summary, page 25, under Standard 3: Field Experiences and Clinical Practice); systemic review and analysis of data collection; expertise of faculty and their involvement in all areas of the program; NCATE accreditation; specialty professional association accreditation (ACEI); and strong leadership from the executive dean, the associate dean for academic programs, the chair of the school of education, and the coordinator for elementary/secondary education.

Weaknesses might really be called areas for improvement. Review and analysis of data will always yield questions for discussion. Discussions with collaborative partners bring questions for discussion. Future plans include discussion of creating an area of emphasis within the Elementary Education K-6 program such as mathematics or science, addition of a second special education course at the request of the WVDE, and continued surveys for the pre-service teachers to get their input on preparation. Future plans include expansion of professional development schools in order to have as many pre-service teachers do field and clinical experiences in professional development schools as possible.
B. Viability

1. Off-Campus/Distance Delivery Classes. Very few Elementary Education K-6 courses are delivered off-campus. The ones that were delivered in the past five years were delivered on the Mid-Ohio Valley Marshall University Campus at Point Pleasant. Appendix III: Off-Campus Classes indicates 10 courses offered during the past five years with enrollment of a total of 118 students.

2. Service Courses. The Elementary Education K-6 program contains three courses that are service courses for other programs in Marshall University. The courses are SOS 207 Problems of a Multicultural Society, EDF 218 Child to Adolescent Development in Schools, and EDF 319 Applications of Learning Theory. The campus students who attend the courses include service certifications outside the School of Education such as Speech Language Pathology, nursing, counseling, and athletic training. These students are part of the classes offered to education majors. Enrollment for those classes are found in Appendix IV: Service Courses.

3. Articulation Agreements. The College of Education and Human Services has an articulation agreement with Southern West Virginia Community and Technical College. The agreement is a 2 plus 2 program in Elementary Education K-6 with Southern. This relationship began many years ago, and at one time Southern was a branch campus for Marshall University. The 2 plus 2 program means that approximately one half of the courses for the program can be taken at Southern and will count as part of the courses required for elementary education when students transfer. The other Marshall courses will be delivered on the Southern campus by Marshall faculty either by distance learning or by faculty traveling to that location. The 2 plus 2 program will begin in spring 2006.

4. Program Course Enrollment. Elementary Education K-6 students take courses in educational foundations (EDF), curriculum and instruction (CI), and social studies (SOS) in the College of Education and Human Services. Other courses are taught by arts and sciences. All courses in the program are required; there are no elective courses. EDF, CI, and SOS courses are taught each semester and during summer sessions. Classes are rarely cancelled due to low enrollment. Appendix V: Program Course Enrollment indicates that over the past five years, 150 courses have been offered with total student enrollment reaching 4500.

5. Program Enrollment. Appendix VI: Program Enrollment displays data for Elementary Education K-6. The Elementary Education K-6 has always been a high demand, robust program with high retention and highly qualified students. The five year data presented in this appendix show the number of students and graduates in this program.
6. Enrollment Projections. Probably the most important trend that will influence Elementary Education K-6 over the next few years is the recent research indicating 40% of the teaching force will retire in the next few years. Elementary Education K-6 will continue to be a high demand area for college students.

Enrollment projections are difficult to predict. In the state of West Virginia, there is a shortage of special education, mathematics, and science majors. These three certification areas are also in great demand nationally. The demand for special education, mathematics, and science teachers will increase over the next five years. Presently, there is a demand for teachers in all certification areas in the states of Virginia, Kentucky, North Carolina, South Carolina, Georgia, Florida, New York, and Delaware. The current teacher population is nearing the retirement age and the demand for teachers, in all certification areas, will increase.

Since the demand for teachers will increase, the enrollment of students in the teacher education program will also increase. The National Education Association estimates the need for 2.2 million teachers over the next decade. In the midst of a sluggish economy “education” is a true growth industry. There was an 8% increase in the need for new public teachers between school years 2003-04 and 2004-05. Clark County School District in Nevada (Las Vegas) is planning for an increase of 13,600.00 new students for next year over the previous year. The district is planning to open 14 new schools to accommodate the swelling school population and inducted over 2000 new teachers into the system. It is a good time to be going into the education profession.

Another trend that makes enrollment projection difficult is the alternative certification trend in which teachers often have “short cuts” to certification especially if their area is a critical need area. While the classrooms will be full of teaching majors, teacher preparation programs will also be offering alternative ways of becoming certified. The College of Education and Human Services has had a Master of Arts in Teaching (MAT) for a number of years. This program allows graduates with majors in arts and sciences to earn both a master’s degree and teaching certification.

The enrollment for the Elementary Education K-6 program should not decrease in the coming years and will, in fact, increase if the retirement figures are correct. Over the past five years enrollment figures for elementary education have fluctuated, and the figures indicated a declining enrollment over the past two years. Several reasons account for this. According to the U.S. Department of Labor, job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. Elementary school growth is slow at the moment with shortages of teachers occurring in secondary areas. Enrollment in the elementary education program reflects this national trend.
Another reason for the decrease in enrollment in elementary education is the rigorous standards adopted by the program. Many variables have gone into this rigor including the increase from 2.5 GPA requirement to 2.7 GPA for Marshall courses, overall courses, general education courses, teaching specialization courses, and professional education courses; the requirement of successful completion of all parts of the PPST prior to admission to teacher education; the requirement of grades no lower than C in teaching and education courses; and the increase in field and clinical hours. However, the College believes the changes in requirements are essential for two reasons. P-12 children need more and more knowledge, beginning in the pre-kindergarten years. Graduates of an elementary education program must have this knowledge. Also the more rigorous standards of the program lead to a higher retention rate and an increase in the graduation rates.

Students tend to want to teach in their local areas. West Virginia students know that the shortages in teaching fields are secondary in nature, not elementary. Faculty advising is assisting the students in understanding the job placement market.

C. Necessity

1. Advisory Committee. The professional education unit has an advisory committee known as the Educational Personnel Preparation Advisory Committee (EPPAC). The EPPAC is a mandated committee from the West Virginia Department of Education and is contained in the WVDE’s Policy 5100: Approval of Educational Personnel Preparation Programs. The EPPAC has members representing education, arts and sciences, community, public schools, and students. The committee meets each semester to hear and comment on changes, additions, and future plans for educational endeavors at both the undergraduate and graduate levels. Information in the abbreviated NCATE Institutional Report begins on page 52.

2. Graduates. Providing information on job placement for education graduates is very difficult. States do not provide information on the educational background of teachers. The professional education unit relies on the alumni association and the surveys sent by the university. Surveys are not sent from the COEHS because the university assessment office felt this would be too many surveys and graduates might not answer any of them. The COEHS has a series of questions that appear on the university survey for data collection. These data yield input on how students view important areas of their program.

The COEHS knows that graduates are employed in West Virginia and in many other states. Salary levels differ from state to state and often from rural to urban schools. Average salaries run from $32,000 to $56,000. The average salary in West Virginia is $38,500 and ranks 36th in the nation. Often the College hears
from the graduates; often the College works in a master’s level capacity with graduates. The Educator Expo held by the Career Center in the spring attracts recruiters from various states in the East and in the South. Recruiters from Arizona were at the expo for the past two years. Calls come almost daily from school districts in West Virginia and in other states asking about graduates. Our graduates are highly thought of and in high demand. A report is given to the WVDE each year, but most of the locations for the graduates are unknown. The College is fortunate to know about a third of the graduates. Of the graduates in elementary education that are located, approximately 85% of the teachers are either teaching or substitute teaching. The remaining teachers are in graduate school or in another line of work.

3. Job Placement. Because the College of Education and Human Services is constantly asked for the job placement of its graduates, many avenues have been explored. The most successful venture was a telephone interview with a random selection of graduates. The interviewer was able to locate approximately 50% of the randomly selected graduates. The findings were consistent with the reports given to the WVDE. Approximately 85% of the graduates were teaching either as a substitute or full-time teacher. The other 15% were in graduate school or in another line of work.

The College of Education and Human Services would find it most helpful if more information were available from the university assessment office, the alumni affairs office, and the West Virginia Department of Education.

D. Consistency with University Mission
The B.A. in Elementary Education is a strong, viable degree program that is part of the mission of Marshall University. The mission is to provide “innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge” (2005-2007 Marshall University Undergraduate Catalog). The preparation of teachers is a high calling that will assist in accomplishing all aspects of the university mission.

The professional education unit’s mission is aligned with the mission of the College and the university linking with the university’s mission to be an exemplar of excellence in teaching and learning with highest priority on providing outstanding undergraduate and graduate education. The conceptual framework, “Preparing the Educator as Critical Thinker,” not only is the foundation for teacher preparation but is a goal for all programs at the university.

The Elementary Education K-6 program is related to the arts and sciences programs because pre-service teachers take many courses in other departments. The program liaisons for other departments have an active role in the discussion of teacher preparation. It is indeed the entire university that educates a teacher. Outreach for the program occurs with the many activities
and assignments that are conducted in schools. Mutual support and concern from all stakeholders originate from the deep desire to improve education for all P-12 students.

IV. Program of Excellence

The B.A. in Elementary Education requests the Designation of Excellence for the program that prepares Elementary Education K-6 teachers. The program is rigorous, nationally accredited, and strong in field and clinical practice. Graduates of the Elementary Education K-6 program are in demand in many states, and the Educator Expo held each spring draws teacher recruiters from West Virginia and other states in the eastern and southern parts of the United States.

Recognition. The Elementary Education K-6 program is recognized by the Association of Childhood Education International (ACEI). National standards for ACEI changed to performance-based standards around the year 2000. Using the new standards, the Marshall University elementary program sought national recognition. The program was one of the first recognized in the United States. The National Council for the Accreditation of Teacher Education (NCATE) asked Marshall University faculty to make a presentation at a national meeting. This presentation outlined the process, the curriculum, the field and clinical experiences, and the requirements that led to ACEI recognition.

The Elementary Education K-6 program is also part of the professional education unit that is accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE teams visit schools, departments, and colleges of education to review educator preparation programs. NCATE expects a professional education unit that is accredited to be involved in ongoing planning, evaluation, and improvement. To retain accreditation, a unit should be engaged in continuous assessment and development, should ensure that faculty and programs reflect new knowledge, practices, and technology, and meet the needs of an evolving world of education and educational reform (NCATE, Handbook for Accreditation Visits, page 1). NCATE also expects continuous reform to grow from the collection and analysis of data about the B.A. in Elementary Education.

Curriculum. The curriculum for the B.A. in Elementary Education meets the discipline requirements for ACEI and the curriculum requirements for the West Virginia Department of Education. ACEI requires standards be met in the following subjects: language arts, science, mathematics, social studies, the arts, health education, and physical education. The program has 12 hours of reading including methods, 12 hours of mathematics including methods, 15 hours of science including methods, and 18 hours of social studies plus methods. The capstone experience for elementary majors includes a 700 hour student teaching experience, a portfolio demonstrating P-12 student learning, and an oral presentation of portfolio information.
Faculty. The faculty members in elementary education are very well qualified. Ninety-two percent of faculty members hold a doctorate. Forty-four percent of faculty members are professors, and 57% of faculty members are tenured. Constant professional development, both within the College of Education and Human Services and with external professional organizations, keeps faculty members on the cutting edge of educational issues and policy. For the spring 2004 student evaluations, 97% of students agreed that faculty members possessed current and adequate knowledge of the subject.

Over the past three years, faculty members have published 263 articles, chapters, or books. They have made 771 presentations for local, state, regional, national, and international organizations. They have been awarded an average of $4,000,000 each year in grant funding. They serve on community, university, state, and national professional committees and collaborate with other organizations and institutions to assist both higher education and public education.

Students. Students reach high standards academically. To be admitted to teacher education students must pass the Praxis I: Pre-Professional Skills Test (PPST), a test of reading, mathematics, and writing. The pass scores are set by the West Virginia Department of Education and Educational Testing Service. Other criteria are required for admittance to the education program including a grade point average (GPA) of 2.70. This GPA is higher than most undergraduate programs at the university. Progress through the program is observed through a series of performance tasks; a continuing GPA of 2.70 in overall, Marshall courses, teaching specialization courses, and professional education courses; and approximately 800 hours in field and clinical experiences. Exit examinations for education students include the Praxis II content test in the major and the Principles of Learning and Teaching test, a test of pedagogy. During the student teaching semester, students engage in a capstone experience that consists of a portfolio that documents P-12 student learning and an oral capstone presentation of the data and their analysis. When all requirements of the program are met, students are recommended for West Virginia certification.

Graduates. Marshall University education graduates are successfully employed in many states. They are employed in Cabell County Schools and other state systems. They are substituting in counties until they are able to get a teaching position. They distinguish themselves in many ways. A graduate is the current Kentucky State Agency Teacher of the Year. Other graduates have been county teachers of the year. Graduates have received various teaching awards. Graduates were recipients of the Milken Foundation Award. Many graduates have received national certification through the National Board for Professional Teaching Standards (NBPTS). Graduates give input to the undergraduate education program in many ways. They serve on College committees; they are members of the Partnership Schools Project; they visit classrooms and serve as exemplary teacher lecturers. Many graduates have returned to Marshall for other endorsements and have become county coordinators, county principals, county superintendents. Graduates have entered Master’s level programs and the
doctoral programs offered by the College of Education and Human Services. Education graduates are extremely successful in their careers.

**Assessment.** The B.A. in Elementary Education is part of the Professional Education Unit Assessment System which is attached to this request (see Attachment 1). The unit has a strong assessment system that provides data useful for the many reports required of the unit. There is a systematic way that data are analyzed and disseminated so that program review and changes are made based on the best possible data available. Several charts in the Unit Assessment System document indicate the flow of data from collection to use.

**Accreditation.** In fall 2004 NCATE held a Continuing Accreditation Visit for the Professional Education Unit in the College of Education and Human Services. The unit was granted full accreditation, and each of the six standards was fully met, both undergraduate and graduate. The unit received a commendation from NCATE for the collaboration with the public schools and other members of the learning community.

The final report from the Unit Accreditation Board at NCATE noted only three areas for improvement:

The physical education program is not nationally recognized (rejoinder was sent to the National Association of Sport and Physical Education (NASPE) September 15, 2005).

The school psychologist program is not nationally recognized (rejoinder was sent to National Association of School Psychology (NASP) September 15, 2005).

The College of Education and Human Services needs a dean (Dr. Rosalyn Templeton was hired as of July 1, 2005).

The following excerpt from the NCATE Handbook for Accreditation Visits exemplifies the standard that NCATE expects from the Professional Education Unit:

“Professional education units that are serious about continuing their professional accreditation are future oriented. They have a vision that guides their work. They are involved in a process in which faculty and administrators, in collaboration with practitioners, are thinking and talking about the preparation of teachers and other educators. They plan and work toward improving their programs and operations. They collect and analyze data about their effectiveness and make changes to improve their programs. They are engaged in on-going self-study in which they assess the needs of schools and candidates, identify potential problems and points of vulnerability, and develop strategies for becoming more effective” (pp.1-2).
Based on the above evidence, the College of Education and Human Services respectfully requests the Designation of Excellence for the B.A. in Elementary Education. The program goes above the “good” program because of the unit assessment system that ensures continuous analysis of data and use of the data for program changes. The program also has rigorous requirements for entrance, progress, and exit from the program in addition to a strong clinical component. The collaboration with the professional learning community makes this program responsive to the needs in education today.
Attachment A:  
NCATE Unit Accreditation Board Letter

See PDF files that are included with the B. A. in Secondary Education report.

The PDF files include the following documents.

1. Continuing Accreditation Letter from NCATE.

2. 2000 Program Review Letter from Dr. Angel.

3. Evaluations from the Marshall University Assessment Committee  
   2004-2005  
   2003-2004  
   2002-2003  
   2001-2002  
   2000-2001
Attachment B:
Summary of the Board of Examiners Report:
Accreditation Visit to Marshall University
October 23-27, 2004
The Board of Examiners Team that visited the College of Education and Human Services in the fall of 2005 for the continuing accreditation visit returned a report to NCATE that said the professional education unit met every standard, including the conceptual frameworks, both at the initial, or undergraduate, level and the advanced, or graduate level. The professional education unit includes the School of Education and the Graduate School of Education and Professional Development. Below is a summary of the findings of the accreditation team in their own words.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Team Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M* M</td>
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<tr>
<td>2</td>
<td>M M</td>
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<tr>
<td>3</td>
<td>M M</td>
</tr>
<tr>
<td>4</td>
<td>M M</td>
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<tr>
<td>5</td>
<td>M M</td>
</tr>
<tr>
<td>6</td>
<td>M M</td>
</tr>
</tbody>
</table>

*Met

Conceptual Frameworks

The conceptual framework for the Professional Education Unit at Marshall University has been developed to reflect the mission of the university. The mission of the university is to be an exemplary school of excellence in teaching and learning, and places its highest priority on providing outstanding undergraduate and graduate education. “Candidates will be well prepared for the workforce and the changing needs of the state and region and will return to the community and state as an outstanding value for the resources invested in the university”.

The unit's philosophy, purposes, professional commitments, and dispositions are clearly explicated and integrated throughout the Professional Education Unit (PEU) in formal documents, course syllabi and partners materials. Performance expectations are aligned with professional, state and institutional standards for beginning teachers, accomplished teachers, school personnel and on-going professional development.

Each area is systematically assessed to ensure that candidate proficiencies are being met. The unit assessment system is the strategy by which candidates' proficiencies are regularly assessed. The professional community understands and can articulate the conceptual
framework. The unit is committed to ensuring that candidates develop the knowledge, skills and dispositions to be critical thinkers and professional specialists. (The BOE Team also noted a commitment to technology, to diversity, and to standards-based learning.)

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

Initial and advanced teacher education candidates know their content as demonstrated by performance assessments and reflections of their teaching. They possess pedagogical content knowledge as demonstrated by various course experiences and ratings by cooperating teachers, supervisors, and hiring principals. They demonstrate professional and pedagogical knowledge and skills through the construction of lesson plans and unit plans and participating in extensive clinical experiences. Dispositions are clearly delineated and formally assessed in all teacher education programs.

**Standard 2: Assessment System and Unit Evaluation**

Evidence of an assessment system at the initial and advanced levels suggests that the expected phase of the assessment plan is in place. Evidence of implementation of the assessment system is noted in syllabi, candidate products, faculty and candidate interviews, and data reports and analysis. The unit’s plan and implementation show a system for analyzing and sharing data to facilitate unit and program improvement.

**Standard 3: Field Experiences and Clinical Practice**

Based on extensive review of the data, visits, and interviews with a variety of constituents, the standard has been met. Collaboration between unit and school partners is commendable in the design, implementation, and evaluation of field experiences and clinical practice. Upon completion of the selected program, it is well documented both by data and anecdotal responses that the Marshall graduate demonstrates the knowledge, skills, and dispositions necessary to help all candidates learn.

**Standard 4: Diversity**

The unit has shown evidence that curriculum and experiences for candidates to acquire and apply knowledge, skills and dispositions to help diverse, exceptional and all students learn have been designed, implemented and evaluated at both the initial and advanced levels. Documents, interview data, and observations were used to determine that the unit has put forth good faith efforts in recruiting both faculty and candidates and has identified collaborative initiatives and future plans to help ensure that diversity is expanded and maintained.

**Standard 5: Faculty Qualifications, Performance, and Development**

Evidence suggests that the majority of the faculty members in the unit are well qualified for their role. They actively engage in professional development and collaborate with P-12 school personnel in the delivery of services. They complete scholarly and service activities in conjunction with their discipline and in support of the unit’s mission and conceptual frameworks. Faculty are respected by colleagues as is also evidenced by the engagement of other unit faculty and school personnel in various initiatives. The on-site visit found documented sources suggesting that the standard is met overall.
Standard 6: Unit Governance and Resources

The unit continues to grow and develop programs to support its mission to provide initial and advanced education preparation for the citizens of West Virginia. Through state allocations and external resources, the unit has adequate resources to support its conceptual framework. Partners from the community and professional linkages regularly participate in the support of the unit. The unit is acknowledged as the most productive unit for educators in the state. The faculty, staff and candidates have adequate resources to engage in service, teaching, learning and research.

The final report from NCATE headquarters listed three areas of improvement, one of which has already been removed.

The Physical Education 5-Adult, PreK-Adult programs are not nationally recognized.
The School Psychology program is not nationally recognized.
The College of Education and Human Services would be better served with permanent leadership.

All three programs have submitted a rejoinder to their national associations.

Dr. Rosalyn Anstine Templeton was hired as executive dean on July 1, 2005.
Attachment C:

College of Education and Human Services
Institutional Report
NCATE Continuing Accreditation Visit
October 2004
PROFESSIONAL EDUCATION UNIT

INSTITUTIONAL REPORT

ABBREVIATED
Overview

A commitment to schools and schooling has always been integral to Marshall University’s history. The university traces its origin to 1837 when residents of Guyandotte and the nearby farming country created Marshall Academy under the leadership of lawyer John Laidley. They named their school, designed to provide for the basic educational needs of the area’s youngsters, in honor of Laidley’s friend, United States Supreme Court Justice John Marshall, who had died two years earlier.

At a spot called Maple Grove, located in the area that later would become Huntington, they chose one and one-quarter acres of land, paying $40 for the site. On March 30, 1838, the Virginia General Assembly formally incorporated Marshall Academy and its first full term was conducted in 1838-39. The fledgling, often troubled school was renamed Marshall College in 1858. It was forced to close during the Civil War, but in 1867 the West Virginia Legislature renewed its vitality by creating the State Normal School at Marshall College to train teachers. It was not until the tenure of President Lawrence J. Corbly, 1896-1915, that the college began its real growth.

Since then, Marshall’s expansion has been consistent and sometimes spectacular. The Teachers College was organized in 1920 and the first college degree was awarded in 1921. Other colleges and schools were added over the years and the West Virginia Legislature designated Marshall a university in 1961. After the addition of several non-teaching degrees, the College of Education became the College of Education and Human Services (COEHS) in 1995.

July 1, 1997, was a landmark day in the history of two extremely diverse West Virginia higher education institutions. On that day by an act of the West Virginia legislature, the West Virginia Graduate College, headquartered in South Charleston, formally merged with Marshall University, creating the Marshall University Graduate College. The merged institution has an enrollment of more than 16,000, including more than 4,000 graduate students, on two campuses and several learning centers throughout central and southern West Virginia. With the merger the Graduate School of Education and Professional Development became part of the College of Education and Human Services and along with the School of Education became the Professional Education Unit for the university.

Since the West Virginia Graduate College mission was to take graduate studies throughout the state, the merger of Marshall University and the West Virginia Graduate College in 1997 expanded a commitment to graduate programs and human services and again renewed the vitality of the College of Education and Human Services by expanding graduate education within the
college. The continuing commitment to this mission is reflected in the mission of the Graduate School of Education and Professional Development.

**Introduction to the College of Education and Human Services**

The College of Education and Human Services (COEHS) is the second largest college in the Marshall University organizational structure. Table 1 gives a breakdown of the totals by full-time and part-time students. The 4,401 students constitute approximately 27% of the total enrollment at Marshall.

| Table 1: 2003 Enrollment Figures for COEHS Education Students (source: 2003 AACTE Report) |
|------------------------------------------|-----------------|----------------|-----------------|-----------------|-----------------|
|                                          | Full-time       | Part-time      | Full-time       | Part-time       | Total           |
|                                          | Undergraduate   | Undergraduate  | Graduate        | Graduate        | Enrollment      |
|                                          | 1,788           | 163            | 553             | 1,897           | 4,401           |

**College Mission and Goals**

The College of Education and Human Services is one of the oldest academic units within Marshall University and provides educational services for students and the community. The college prepares teachers and other school personnel and provides continuing education opportunities for professional educators. In addition to education programs, the college administers related academic programs in Adult and Technical Education, Adult Fitness, Family and Consumer Sciences, agency and clinical Counseling, Recreation and Park Resources, and Sport Management and Marketing. The vision for the College of Education and Human Services is expressed in five goals that were formulated by the College faculty under the direction of the Planning and Review Committee. The five goals are concerned with faculty development, social and technological needs, clinical practice, regional leadership, and plans for recruitment and retention of culturally diverse students (see General Document 4: Vision 2005 Goals). The five-year plan for the college lists goals, strategies, and assessments for the general goals.

The mission and philosophical beliefs of the Professional Education Unit align to the college vision goals through the mission of preparing teachers and other school personnel. Intrinsic to the unit mission is to assure the integrity of the curriculum, field experiences, and clinical practice through the maintenance of rigorous standards and high expectations for candidate learning and performance. Other philosophical beliefs of the unit include assisting faculty in attaining the highest possible faculty development both through unit sessions and personal involvement in professional organizations and conferences.
CONCEPTUAL FRAMEWORK(S)

The conceptual framework(s) establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

History and Development of the Conceptual Frameworks

The Professional Education Unit at Marshall University is guided by two conceptual frameworks. The initial programs are guided by the framework, Preparing the Educator as Critical Thinker, and the advanced programs are guided by the framework, Preparing the Experienced Professional as Specialist. Both frameworks closely reflect the missions of the university and the college, since educators are prepared as critical thinkers and specialists who will contribute to the development of society and the individual. The college philosophy is reflected in the frameworks as candidates are prepared through opportunities to experience excellent teaching and advising, to use effective technology tools, to experience the work place through clinical practice, and to engage in collaborative relationships with schools and communities.

Coherence of the Conceptual Frameworks

Initial Programs. The unit’s conceptual frameworks describe the vision and purpose of the unit’s efforts in preparing educators to work in P-12 schools. Initial programs seek to prepare highly qualified, critically engaged education professionals. Program curricula emphasize best practices, integrated technology, and a variety of unique learning experiences, including clinical practice, that integrate the themes of critical thinking. The critical thinking themes of willingness to examine a variety of perspectives, promotion of independence in thought and action, use of inquiry, reasoned decision-making, and relation of theory to practice are aligned to the assessment instruments and rubrics as well as course assignments.

The Standards for Teacher Certification are the standards in which initial candidates must display competence in order to progress through the teacher preparation program and graduate. The ten standards were created from standards of several state and national organizations. These organizations include standards from the institution, Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), National Board for Professional Teaching Standards (NBPTS), and West Virginia Department of Education (WVDE). The Standards for Teacher Certification reflect what a teacher should know and be able to do upon graduation from the Marshall University teacher preparation program (see
General Document 5: Standards for Teacher Certification and Rubrics. Content knowledge is Standard 1 and a critical standard for teaching success. However, the other nine standards deal with highly important teacher characteristics. The Standards for Teacher Certification for initial programs are as follows:

**Standard 1. Content Knowledge.** The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses national standards and West Virginia Content Standards and Objectives appropriate to the content.

**Standard 2. Human Development and Learning.** The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.

**Standard 3. Diverse Learners.** The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.

**Standard 4. Instructional Strategies.** The teacher examines, applies, adapts, and evaluates a variety of instructional strategies, including technology, to encourage students’ development of critical thinking, problem solving, and performance skills.

**Standard 5. Learning Environment.** The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.

**Standard 6. Communication.** The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7. Planning.** The teacher plans instruction based upon critical understanding of subject matter, students, the community, and the West Virginia Content Standards and Objectives.

**Standard 8. Assessment.** The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.

**Standard 9. Reflective Teaching/Professional Growth.** The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.

**Standard 10. Professional Relationships.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
Candidates are assessed in three major clinical experiences using the Standards for Teacher Certification. Requirements for candidate performance are contained on the evaluation instruments and the rubrics for each instrument. The requirements for all clinical experiences are given to candidates during the first education course, EDF 218 Child and Adolescent Development in Schools. The conceptual framework and standards infuse each initial program and help

Professional Commitments and Dispositions

The unit’s conceptual frameworks clearly articulate commitments to knowledge, teaching competence, and student learning.

Commitment to P-12 Students. Commitment to students means that candidates believe that all children can learn. Students become the number one priority of all education personnel. By treating students equitably and exhibiting an ethic of caring for all students, a positive learning environment is created.

Commitment to the Profession. Commitment to the profession is evidenced when candidates see P-12 students as the first priority of all education personnel. By maintaining professional preparation in the field and gaining a sense of professional ethics, candidates become the professionals who work cooperatively with parents, the community, and other professionals to enhance classroom teaching and learning.

Commitment to Diversity. Commitment to diversity is demonstrated when candidates value and celebrate cultural and other types of diversity and utilize community and family resources to provide culturally rich experiences for all students. It is also evidenced when candidates design a variety of strategies to meet regular and special needs of all learners so that all children learn.

Commitment to Technology. Commitment to technology is evident when candidates integrate technology into instructional practices and use technology to enhance all aspects of the educational experience. Commitment to technology includes enhancement of the skills of students and educators alike. The technology disposition also includes delivery modes and system support as evidence of commitment to educational enrichment.

Assignments, practice, and candidate behaviors demonstrate these dispositional statements in each of the programs, both initial and advanced. Table 7 presents survey data from principals and personnel officers that support candidate proficiency in PEU dispositions. The surveys are given every two years to all principals in West Virginia and the personnel officers in each of the 55 West Virginia counties. The aggregated data for the principal and personnel officer survey indicate that over 60% of the responses were for either distinguished or proficient in areas that align with dispositions.
### Table 7: Survey Data from West Virginia Principals and Personnel Directors Regarding Graduates

<table>
<thead>
<tr>
<th>Disposition</th>
<th># of Responses from Principals/Personnel Officers</th>
<th>% Distinguished or Proficient</th>
<th>% Basic</th>
<th>% Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to P-12 Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey Question: Demonstrates and applies current knowledge base in specializations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>212</td>
<td>93.9</td>
<td>4.2</td>
<td>0.5</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>133</td>
<td>88</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Commitment to P-12 Students, Commitment to the Profession</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey Question: Demonstrates and applies a basic understanding of human growth and development to all educational decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>212</td>
<td>76.7</td>
<td>16.9</td>
<td>0.5</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>133</td>
<td>72.9</td>
<td>20.3</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Commitment to P-12 Students, Commitment to Diversity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey Question: Demonstrates an understanding of children with special needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>212</td>
<td>73.2</td>
<td>21.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>133</td>
<td>63.2</td>
<td>25.6</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Commitment to P-12 Students, Commitment to Diversity</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates an understanding of cultural pluralism/diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>212</td>
<td>63.4</td>
<td>29.1</td>
<td>4.7</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>133</td>
<td>66.1</td>
<td>25.6</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Commitment to Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies technology effectively (D-4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>212</td>
<td>67.1</td>
<td>26.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>133</td>
<td>69.9</td>
<td>21.1</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Commitment to the Profession</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functions effectively within the social setting of the school and community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>212</td>
<td>89.7</td>
<td>8.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>133</td>
<td>81.2</td>
<td>9.0</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Commitment to the Profession</strong></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates commitment to continued professional growth and life-long learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002</td>
<td>212</td>
<td>85.9</td>
<td>11.3</td>
<td>0.9</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>133</td>
<td>81.9</td>
<td>10.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Content Knowledge for Teacher Candidates

Candidates know subject matter. Content knowledge is developed primarily through coursework provided through the Colleges of Fine Arts, Liberal Arts, Education, and Science. A baccalaureate degree at Marshall University requires 128 minimum semester credit hours for graduation. Of these hours, 45 of the candidates’ semester hours must be upper division hours.

Table 8: Required General Studies Courses for Teacher Candidates

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>9</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3*</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Requirements</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

*Secondary education majors take 6 hours of mathematics with the exception of mathematics majors

Teaching specialization courses combine instruction geared to content and pedagogical knowledge, skills, and dispositions. The number of required hours for teaching specialization courses varies from program to program. Required credit hours are determined by alignment with state and national standards and discussions with arts and sciences professors through two PEU committees. The EPPAC also reviews education programs and advises on curriculum and clinical experiences.

Admission to Teacher Education: Initial Programs. Higher standards are required for admission to Marshall University and to Teacher Education than at the previous NCATE visit. Since fall 2000, students who enter Marshall University must have a 19 ACT composite score and a 2.00 high school grade point average (GPA). Since fall 2001, freshmen and transfer students seeking admission to teacher education must have a 21 ACT composite score and 2.7
overall and Marshall GPAs. In order to provide flexibility in admission and to allow for individual strengths and weaknesses, alternatives for admission to teacher education have been established. Candidates with an ACT score of less than 21, but with a GPA of 2.71 or above may be admitted; and candidates with a GPA of less than 2.7, but who earned an ACT score of 22 or higher may also be admitted. Table 10 presents the number of hours in content fields in the teaching specialization for elementary education majors. Tables 11 and 12 present the mean GPA and ACT scores of students entering Marshall University and students admitted to teacher education.

Table 10: Elementary Initial Teaching Specialization with Required Credit Hours

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Credit Hours in Major Taken in Content Areas in the Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>First Aid</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

Students entering Marshall University have a high grade point average for their high school work. The mean GPA for students admitted to teacher education is 3.0 or above, an excellent GPA considering this is a university GPA, not a high school GPA. The ACT composite score for candidates entering teacher education rose from 20.4 in 2001-2002 to 21.6 in 2002-2003. The mean ACT score is similar to that of the entering Marshall students.

Table 11: ACT and GPA Mean Scores for Students Entering Marshall University

<table>
<thead>
<tr>
<th>Year</th>
<th>High School GPA</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>3.32</td>
<td>22.1</td>
</tr>
<tr>
<td>2001-2002</td>
<td>3.28</td>
<td>21.8</td>
</tr>
</tbody>
</table>

Table 12: ACT and GPA Mean Scores for Candidates Admitted to Teacher Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Marshall GPA</th>
<th>Overall GPA</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>3.19</td>
<td>3.16</td>
<td>21.60</td>
</tr>
<tr>
<td>2001-2002</td>
<td>3.15</td>
<td>3.0</td>
<td>20.40</td>
</tr>
</tbody>
</table>
Table 13 gives the mean scores for the PPST. In all categories mean candidate scores were higher than the cut scores established by the state of West Virginia.

### Table 13: PPST Mean Scores for Teacher Candidates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004*</td>
<td>n=66</td>
<td></td>
<td>177.91</td>
<td>175.53</td>
<td>178.72</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Paper Test</td>
<td>179</td>
<td></td>
<td>175.74</td>
<td>178.88</td>
</tr>
<tr>
<td>n=193</td>
<td>Computer</td>
<td>324.71</td>
<td>320.67</td>
<td>326</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>Paper Test</td>
<td>178.50</td>
<td>176.00</td>
<td>179.80</td>
<td></td>
</tr>
<tr>
<td>n=85</td>
<td>Computer</td>
<td>328.58</td>
<td>323.39</td>
<td>324.27</td>
<td></td>
</tr>
</tbody>
</table>

*Scores for paper test and computer test became similar numbers.

Admission to Student Teaching, Level III Clinical Experience. Admission to student teaching, or Level III Clinical Experience, requires 2.70 GPA in four areas: Marshall, overall, teaching specialization, and professional education; completion of all professional education courses (with the exception of EDF 475), including corresponding performance tasks; completion of at least 90% of the content specialization courses (all specialization courses and professional education courses must be completed with a grade of C or higher); and completion of a minimum of 100 semester hours. The Standards for Teacher Certification assessment instrument is used to assess candidate performance at Level III Clinical Experience.

Table 16 presents scores for the standard for content knowledge for 2000-2004. During the student teaching assignment the majority of candidates will have two placements. Elementary candidates will have lower grade and upper grade placements. Secondary candidates who are 5-Adult will have middle school and high school. Data for 2000-2004 show the mean percentage of candidates who scored distinguished or proficient in the Standards for Teacher Certification 1: Content Knowledge was 96.2%. This mean percentage represents 1,750 placements.

### Table 16: Student Teaching Content Standard Scores by Percentage: 2000-2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Teaching Standard 1: Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Distinguished or Proficient</td>
</tr>
<tr>
<td>2003-2004</td>
<td>97.7</td>
</tr>
<tr>
<td>399 school placements</td>
<td></td>
</tr>
</tbody>
</table>
Graduation. In order to graduate, candidates must meet the following criteria: 2.70 GPA for Marshall, for overall, for teaching specialization, for professional education; all specialization courses and professional education courses with a grade of “C” or better; all program requirements completed; student teaching evaluations; portfolio assessment; and oral capstone assessment. When all program requirements and performance assessments are satisfactorily completed, candidates are placed on the graduation list for the university.

Recommendation for Certification. Candidates are not recommended for West Virginia teaching certification until all program requirements are completed and the Praxis II tests are taken and passed. Praxis II tests include a content test and a test of pedagogy called the Principles of Learning and Teaching (PLT). The Title II Higher Education Report, which is a federal report for initial teacher education, indicates if candidates passed Praxis II tests on the first attempt or on the best attempt. Table 17 indicates the first attempt and best attempt passing scores on Praxis II content tests for initial candidates according to the Title II Higher Education Report from 2000-2003. For the past four years data show that the mean percentage of initial candidates passing content tests on the first attempt is 90.2%. Candidates are confident in content knowledge and pass the Praxis II content test on the first attempt at a high rate (see Standard 1.11: Title II Higher Education Report Data).

Table 17: Praxis II Content Test Scores from the Title II Higher Education Report: 2000-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Candidates</th>
<th>% Passing on First Attempt</th>
<th>% Passing on Best Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>262</td>
<td>85.9%</td>
<td>14.1%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>232</td>
<td>90.2%</td>
<td>9.8%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>213</td>
<td>92.3%</td>
<td>7.7%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>210</td>
<td>92.6%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Mean Scores</td>
<td>917</td>
<td>90.2%</td>
<td>9.8%</td>
</tr>
</tbody>
</table>
Pedagogical Content Knowledge for Teacher Candidates

Teacher candidates have a broad knowledge of instructional strategies and content knowledge that enables P-12 students to be successful in the content area in which they teach. Elementary education majors have content specific methods courses in reading, language arts, science, mathematics, and social studies in which they learn instructional strategies to meet the learning needs of all students.

Other assessments during the program assist in assessing candidate strengths and weaknesses in content pedagogy. Elementary candidates must successfully complete a performance task in CI 447 Integrated Reading and Language Arts Methods in which they create reading lessons according to scientifically researched reading methods and teach them in public school classrooms. In secondary methods courses, students complete a content unit that is taught in the public schools for a period of two weeks. Table 22 displays the two performance tasks and the percentage of candidates who were assessed as excellent or good for 2002-2004. The score for tasks is on a continuum from 1 to 4 with 4 being the highest. Candidates used instructor feedback to maintain excellent or good scores on the performance tasks. Candidates have also improved scores from spring 2004 to fall 2004.

Table 22: Mean Scores for Performance Tasks: Lessons and Content Unit

<table>
<thead>
<tr>
<th>Year</th>
<th>CI 447: Integrating Reading and Language Arts Methods Lessons</th>
<th>CI 415: Methods &amp; Materials: Secondary Education Content Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>n=53 94%</td>
<td>n=60 100%</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>n=39 85%</td>
<td>n=17 94%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>n=60 90%</td>
<td>n=23 91%</td>
</tr>
</tbody>
</table>

Table 23 displays the scores from Educational Testing Service on the Praxis II test, Principles of Learning and Teaching (PLT). The PLT is a test of pedagogy that initial candidates must pass before being recommended for teaching certification. The percentage for first attempt pass rate is 90% or over for each of the four years. Candidates have a strong knowledge of pedagogy and score well on this test. The mean percentage for the four years is 92.2%.
<table>
<thead>
<tr>
<th>Test</th>
<th>Year</th>
<th># of Candidates Taking the Test and % of Candidates Passing on First Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Learning and Teaching</td>
<td>2002-2003</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>1999-2000</td>
<td>90%</td>
</tr>
</tbody>
</table>

* See Table 17 for Praxis II Scores for Content Tests: Title II Higher Education Report

<table>
<thead>
<tr>
<th>Standard</th>
<th>Year</th>
<th>% of Candidates Assessed as Distinguished or Proficient</th>
<th>% Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Content Knowledge</td>
<td>2004-2003</td>
<td>97.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>96.2%</strong></td>
<td><strong>3.8%</strong></td>
</tr>
<tr>
<td>2. Human Development and Learning</td>
<td>2003-2004</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>96.5%</strong></td>
<td><strong>3.5%</strong></td>
</tr>
<tr>
<td>3: Diverse Learners</td>
<td>2003-2004</td>
<td>95.9%</td>
<td>3.8%</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>95.4%</strong></td>
<td><strong>4.5%</strong></td>
</tr>
<tr>
<td>4. Instructional Strategies</td>
<td>2003-2004</td>
<td>95.2%</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>94.8%</strong></td>
<td><strong>5.1%</strong></td>
</tr>
<tr>
<td>5: Learning Environment</td>
<td>2003-2004</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>2002-2003</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>95.8%</strong></td>
<td><strong>4.2%</strong></td>
</tr>
<tr>
<td>6: Communication</td>
<td>2003-2004</td>
<td>96.5%</td>
<td>3.3%</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>2002-2003</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>96%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>2000-2001</td>
<td>94%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>95.4%</strong></td>
<td><strong>4.6%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7: Planning</th>
<th>2003-2004</th>
<th>95.5%</th>
<th>4.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>96%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2000-2001</td>
<td>94%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>95.1%</strong></td>
<td><strong>4.8%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8: Assessment</th>
<th>2003-2004</th>
<th>96.7%</th>
<th>3.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td>97%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>2000-2001</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>95.9%</strong></td>
<td><strong>4%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9: Professional Growth/ Reflective Teaching</th>
<th>2003-2004</th>
<th>96.7%</th>
<th>3.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002-2003</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>95%</strong></td>
<td><strong>4.6%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10: Professional Relationships</th>
<th>2003-2004</th>
<th>97.7%</th>
<th>2%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002-2003</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2001-2002</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>2000-2001</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>96.1%</strong></td>
<td><strong>3.8%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Candidate portfolios also allow candidates to demonstrate their mastery of content, content pedagogy, and professional knowledge and skills. The portfolio includes seven items: goals, belief statement, analysis of the context of teaching, unit and assessment plans, analysis of the degree to which students learned, and final reflection. Table 26 presents the mean score for fall 2003 and spring 2004.

<table>
<thead>
<tr>
<th>Table 26: Mean Scores for Portfolio Requirement: 2003-2004</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Mean Score</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Spring 2004 (n=110)</td>
<td>3.80</td>
</tr>
<tr>
<td>Fall 2003 (n=86)</td>
<td>3.66</td>
</tr>
</tbody>
</table>

Candidates are assessed in many ways regarding the ability to present in clear and meaningful ways. Throughout the educational program, the candidate is asked to present in some way whether to peers or to P-12 students. The Standards for Teacher Certification have a standard for communication. The final oral capstone presentation requires candidates to present the data on student learning that is contained in the portfolio assignment. Assessment of the oral capstone presentation is with a four point scale. Distinguished is 4;
proficient is 3; basic is 2; and unsatisfactory is 1. The data indicate that candidates have strong presentation skills and are able to clearly articulate their concepts. Table 27 displays data for the oral capstone presentation.

Table 27: Mean Scores for Oral Capstone Presentations: 2003-2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004 (n=110)</td>
<td>3.45</td>
</tr>
<tr>
<td>Fall 2003 (n=86)</td>
<td>3.49</td>
</tr>
</tbody>
</table>

**Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

The professional education core for initial candidates constitutes 36 to 42 hours of pedagogical coursework, depending on the licensure level of the candidate. These core courses ensure that students develop the professional and pedagogical knowledge, skills, and dispositions required to be an effective educator. Core courses are required in human growth and development, learning theory, foundations of education, management, methods, assessment, diversity, and clinical practice. Key assignments known as performance tasks are located in required courses in the professional education core and help ensure the integration of the conceptual framework and related Standards for Teacher Certification (see General Document 7: Performance Tasks).

The teaching specialization sequence in elementary education links content knowledge with pedagogy through courses such as CI 301 Mathematics Methods for Elementary Teachers, CI 360 Social Studies Methods for Elementary Teachers, CI 343 Developmental Reading, CI 446 Individual Assessment and Prescription Language Instruction, CI 448 Integrated Science Methods: Elementary Education, and CI 447 Integrated Reading and Language Arts Methods. The link between specialized content and pedagogy is developed primarily through the methods course in the professional education core. The course numbers of methods courses vary depending on the content field.

Candidates apply professional and pedagogical knowledge through clinical practice that occurs in three major clinical experiences. Each clinical experience is assessed using an evaluation with the Standards for Teacher Certification and a rubric that assists in defining each of the standards. Other field experiences occur in early childhood courses, middle level education courses, and special education courses. Teacher candidates often accept positions as tutors in several tutoring programs that are housed in the College of Education and Human Services. Data related to the three major clinical experiences are collected and entered into the database (see Bound Document 22: Initial Programs Profile). Table 28 gives information on these experiences regarding hours in clinical experiences and duties and responsibilities while in the P-12 schools. The number of clinical hours increase with each level of
experience. Responsibilities increase until candidates assume the total responsibility of the teacher in the classroom.

Candidates are aware of the importance of consideration of school, family, and community context for preparation of lessons and units of instruction. In preparing lessons for classroom delivery, candidates plan according to the background of their students. The portfolio compiled during the student teaching experience asks candidates to include a piece on context for learning. The context for learning includes school culture, family, and community. Indicators in the rubric for the Standards for Teacher Certification also call attention to the importance of school, family, and community. The importance of prior experiences of students is threaded throughout the programs. Candidates study in the university classroom about the impact of environment and culture and apply that knowledge in the public school classroom. Tables 29 and 30 demonstrate standards and indicators that expect candidates to consider the factors that impact student learning. These factors include community, district, school, and class factors as well as home, personal, and prior experience factors. Table 29 lists information on context of teaching, one of the items necessary for the portfolio assignment. Table 30 lists rubric language for the student teaching evaluation form that speaks to the context of learning.

Table 28: Major Clinical Experiences for Initial Teacher Candidates

<table>
<thead>
<tr>
<th>Clinical Experience</th>
<th>Requirements</th>
<th>Hours in Public Schools</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I Clinical Experience</td>
<td>Admission to Marshall University</td>
<td>20 hours in public school classroom during sophomore year</td>
<td>Observation in a classroom that candidate chooses as a future major; Work with small groups; Work with individual students; Teach limited lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II Clinical Experience</td>
<td>Admission to teacher education; 12 hours education courses; EDF 319; Performance Task (Case Study and Research Critique); 2.7 GPA in overall, MU, teaching specialization, and professional core</td>
<td>60 hours in public school classroom over a period of several weeks during junior/senior year</td>
<td>Observation; Work with small groups; Work with individual students; Teach an 8 to 10 day content unit if secondary; Teach a series of lessons in reading and language if elementary</td>
</tr>
<tr>
<td>Level III Clinical Experience</td>
<td>All courses completed except EDF 475 Schools in public school classrooms during senior year</td>
<td>700 hours in public school classrooms during senior year</td>
<td>Observation; Working with small</td>
</tr>
</tbody>
</table>
Table 29: Student Teaching Portfolio Requirement

<table>
<thead>
<tr>
<th>Portfolio Requirement</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Analysis of the context of teaching | Discuss factors that may affect learning:  
- Community, district, and school  
- Classroom  
- Student Characteristics |

Table 30: Rubric Indicators from Standards for Teacher Certification

<table>
<thead>
<tr>
<th>Standard and Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Content Knowledge/Indicator B</td>
<td>The teacher uses a variety of examples and explanations of concepts and links them to students’ prior understandings…and life experiences…</td>
</tr>
<tr>
<td>Standard 3: Diverse Learners/Indicator D</td>
<td>The teacher uses cultural diversity and individual student experiences to enrich instruction…</td>
</tr>
<tr>
<td>Standard 5: Learning Environment/Indicator B</td>
<td>The teacher helps students develop the motivation to achieve by…relating lessons to their interests…providing opportunities to students to pursue problems that are meaningful to them.</td>
</tr>
<tr>
<td>Standard 10: Professional Relationships/Indicator A</td>
<td>The teacher collaborates with parents, counselors, and other professionals in the school and community to understand students’ lives outside school, promote student learning, solve problems, and make decisions to ensure student success.</td>
</tr>
</tbody>
</table>
Another source of data for graduates and their level of preparation for unit expectations is the survey given to recruiters at the annual job fair for education majors. For the past two years 80% or more of the recruiters have given an excellent or good rating to graduates on the expectations of preparation in content area, knowledge of human development, delivery of instruction, impact on student learning, ability to interact with school and community, and exemplifying professionalism.

**Standard 2: Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

**Assessment System**

The PEU focus on assessment of performance is a critical element for the initial and advanced programs. A focus on assessment for the university began in 1997 when a university wide assessment system was developed. University programs were asked to make data collection a centerpiece of their individual plans and to submit an assessment report each year. Even before the university focus, the PEU was attentive to effective ways to assess candidate progress and performance. The programs wanted information about candidate progress so that coursework and clinical practice could be reviewed and revised if necessary. Reports from the PEU were required by the West Virginia Department of Education, the Higher Education Policy Commission, SPAs, and NCATE.

The PEU realized the importance of aligning the UAS with the conceptual frameworks. In both the initial framework and the advanced framework, the PEU along with the professional community built an assessment system that embraced both critical thinking and characteristics of the specialist. Through the conceptualization statements and the candidate outcomes of the conceptual frameworks, the PEU captured the essential characteristics of the critical thinker and the professional who develops into a specialist.

Candidates in initial programs have specified courses and field-based and clinical experiences that require reflection, analysis, planning, and assessment to insure that all students learn. The initial set of standards called Standards for Teacher Certification requires that candidates demonstrate competency in principles that require examination, inquiry, analysis, appraisal, and evaluation so that they may make informed decisions and become independent thinkers. Candidates in advanced programs have clear philosophical and operational distinctions that extend candidates’ knowledge and skills. A theoretical orientation in an area of specialization and a breadth and depth of knowledge are found in advanced programs. Advanced candidates also focus on research and problem-solving skills.
The unit developed an assessment system that evolved from requests for assessment data from programs, the unit, the institution, the state, and national organizations including SPAs and NCATE. Sources of data include candidates, faculty, and programs. These data are used to form judgments and guide decisions. Figure 1 indicates a model for assessment and the flow of decision making in the UAS. The professional community is involved in the UAS through providing standards, providing guidelines for demonstrating competence in standards, and providing service on committees such as the EPPAC and UPLCITE that assist the unit in making curricular and pedagogical decisions. Public school personnel assist in teaching courses, supervising candidates, and serving on various committees. Communication with the professional community through EPPAC and UPLCITE regarding the unit and its programs for preparing professional educators occurs on a regular basis.

**Figure 1: UAS Assessment Model and the Flow of Decision Making**

The UAS gathers data for the following areas: programs, the unit, the university, the West Virginia Department of Education, the Marshall University Board of Governors, and national associations. The data derive from programs, faculty, and candidate performance; and the unit uses the data collection to inform decision making about candidate performance, faculty effectiveness, and program improvement.

Figure 2 indicates the levels of assessment that are contained in the UAS. The UAS collects appropriate data, aggregates, analyzes, and utilizes the data. These data become part of levels of assessment that start with program level, go to unit level, then university level, state, and national levels. Collection, analysis, and utilization of the data result in improved candidate performance, increased faculty effectiveness, and improved programs. The UAS has been designed as an integrated component of the PEU and institutional governance system. This
integration ensures multilevel review and feedback relative to unit and program assessment plans and results.

The UAS reflects state and professional standards. West Virginia is a partnership state with NCATE. The Higher Education Policy Commission requires all public institutions to be NCATE accredited and to submit programs to SPAs for program review. Unit licensure programs, which are filed with the West Virginia State Department of Education every five years and approved by the West Virginia Board of Education, are aligned with West Virginia Content Standards and Objectives (CSOs). Teaching Standards in Policy 5100, the policy for professional preparation of teachers, and CSOs are aligned with specialized professional organizations. Therefore, state and national standards are aligned with institutional programs (see General Document 13: Alignment of Standards and Outcomes with State and Professional Standards).

Figure 2: Levels of Assessment for the Unit Assessment System

LEVELS OF ASSESSMENT

![Diagram of levels of assessment]

Initial program performance data are also reported to the WVDE each year for the Title II Higher Education Report. Table 17 presents the Title II data for the past four years for initial programs. Table 2 presents licensure programs that are recognized by national associations and programs that are approved by the West Virginia Board of Education. Licensure programs that do not have national review by a SPA prepare Curriculum Analysis Reports for the NCATE Continuing Accreditation Visit.
Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Candidates must successfully complete all requirements and make appropriate scores on entrance examinations into the programs and exit examinations after completion of program requirements. Table 37 presents program assessments for initial and advanced candidates. Emphasis is placed on GPA and Praxis testing for both initial and advanced programs. Clinical practice or internships are also part of the programs.

Table 37: Program Assessments for Candidates by Initial and Advanced Programs

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Initial Programs</th>
<th>Advanced Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Program</td>
<td>ACT GPa Praxis I Level I Clinical Experience Case Study 24 credit hours</td>
<td>GPA Praxis I GRE or MAT Bachelor's Degree from Accredited Institution</td>
</tr>
<tr>
<td>Progress through the Program</td>
<td>GPA Performance Tasks Level II Clinical Experience Teaching Specialization and Professional Education Core Courses “C” or better</td>
<td>GPA Individual Program Assignments/Requirements</td>
</tr>
<tr>
<td>Program Completion</td>
<td>GPA Performance Tasks Student Teaching</td>
<td>GPA Program Assignments Program Internships/Performance Assignments</td>
</tr>
<tr>
<td>Exit Examinations</td>
<td>Praxis II</td>
<td>Praxis II</td>
</tr>
</tbody>
</table>

The unit assessment system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. For initial programs, the Standards for Teacher Certification are integrated throughout the programs. The standards serve as the evaluation for the three major clinical experiences, and rubrics define the meaning of the standards for each field-based and clinical experience.

Aggregated data are first presented to the leadership team, an advisory group for initial teacher education that includes the associate dean for academic programs, the chair of the School of Education, program coordinators, the
director of clinical experiences, and the director of academic services. Dissemination of the data to faculty members is through communication from program coordinators. Decisions are made when all data are collected and all comments have been heard.

Assessments are used to determine admission and continuation in programs. Initial program data for each of the major clinical experiences are entered into the unit database along with data for performance tasks, portfolio assignments, and oral capstone presentations. Performance tasks track the progress of candidates as they apply knowledge gained from professional education courses. Candidates receive feedback from professors and review and revise performance tasks until they gain the understanding necessary for a critical thinking professional. Table 39 lists the performance tasks for initial programs.

Table 39: Performance Tasks for Initial Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 218</td>
<td>Child and Adolescent Development in Schools</td>
<td>Case Study</td>
</tr>
<tr>
<td>EDF 319</td>
<td>Applications of Learning Theory</td>
<td>Research Critique</td>
</tr>
<tr>
<td>CI 350</td>
<td>Instructional Technology and Computing</td>
<td>Lesson Plan with Technology</td>
</tr>
<tr>
<td>CI 415</td>
<td>Integrated Methods and Materials: Secondary Education</td>
<td>Content Unit</td>
</tr>
<tr>
<td>CI 442/449</td>
<td>Instructional and Classroom Management</td>
<td>Management Portfolio</td>
</tr>
<tr>
<td>CI 447</td>
<td>Integrated Reading and Language Arts</td>
<td>Lesson Plans: Elementary Education</td>
</tr>
<tr>
<td>CISP 421</td>
<td>Special Education: Children with Exceptionalities</td>
<td>Diversity Tutoring Project</td>
</tr>
<tr>
<td>EDF 475</td>
<td>Schools in a Diverse Society</td>
<td>Belief Statement about Teaching and Learning</td>
</tr>
</tbody>
</table>

Data Collection, Analysis, and Evaluation

The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications. Using multiple assessments from internal and external sources, the unit collects data regarding applicants, candidates, recent graduates, and faculty. Initial and advanced programs have requirements for entry into programs. Initial candidates are admitted to the College of Education and Human Services as pre-teacher candidates until they meet the requirements for Admission to Teacher Education. Each advanced program has a set of qualifications that candidates must meet before being granted admission to the program. Data, including student programs, advisors, entrance test scores, grade point averages, and program standings, are entered into the unit database. As candidates advance through
the programs, the proficiency of candidate performance along with other candidate assessments, such as Praxis II tests and graduate surveys, are noted and entered into the database. The program profiles list initial and advanced program data collected for each program.

Data on faculty are housed in the offices of the chair of the School of Education and the dean of the Graduate School of Education and Professional Development as well as the executive dean’s office. The faculty annual report begins in the PEU. The reports then proceed to the executive dean of the college and on to the Office of Academic Services at the university. Decisions on promotion and tenure are initiated in the Professional Education Unit. When applicants are recognized as deserving promotion or tenure by peers in the unit and by the executive dean, the information is sent to the academic affairs office for final approval.

Data on formal complaints are maintained, and resolutions are documented. Two unit committees resolve difficulties with initial candidates. The committees are the Admission and Retentions Committee and the Teacher Education Standards Committee. Data on problems and solutions for initial candidates are kept in files and minutes in the executive dean’s office. Data contribute to decisions made regarding improvement of candidate performance, programs, and unit operations. At the advanced level, formal complaints are managed by program directors and program faculty. If necessary, the dean also has input into the situation. The unit follows grievance procedures for the university.

The unit maintains its assessment system through the use of information technologies. Data are collected from multiple sources, entered into the databases, analyzed, and utilized to improve the quality of programs and candidate performance (see Bound Document 2: Unit Assessment System). Unit databases are maintained and manipulated through the information technologies of Access, Excel, and Statistical Package for the Social Sciences (SPSS).

**Use of Data for Program Improvement**

The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit creates program profiles that supply data for assessment requests from the unit, from the university and from other assessment levels. The profile is then shared with committees and faculty, and program changes occur if necessary. Figure 3: Annual Assessment Cycle for the Professional Education Unit indicates the way in which data are used to implement program change. Unit data and program data compose the program profile. This profile is used to create the annual program assessment report which is reviewed by the executive dean of the College of Education and Human Services, the dean of the Graduate School of Education and Professional
Development, and the chair of the School of Education. Faculty input is also received through the Undergraduate Program Curriculum Committee for initial programs and the Graduate Program Committee for advanced programs. The profile data are reviewed by the professional advisory committee, EPPAC. Once the data have been analyzed and changes have been initiated, the final institutional assessment report is written for the university. All comments along the pathway of the assessment cycle feed back into the data bank for the changes that will improve student performance, increase faculty effectiveness, and create better programs.

**Figure 3: Annual Assessment Cycle for the Professional Development Unit**
Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Collaboration between Unit and School Partners

The unit, school partners, and other professional community members assist in designing, delivering, and evaluating field experiences and clinical practice. Field-based and clinical experiences systematically provide opportunities for candidates to work in a variety of settings on a continuum from weekly participation/observation to full-time, on-site professional responsibility. Field-based assignments may include observing classrooms, micro teaching, developing case studies, tutoring, assisting school administrators, developing curricula, using technology, and participating in school and community-wide activities prior to assuming full professional responsibility. The professional community is involved in the planning of these assignments in multiple ways.

The Educational Personnel Preparation Advisory Committee, an advisory committee for the unit, is composed of higher education and public education faculty, students, community representatives, and West Virginia Department of Education representatives. The EPPAC advises the unit regarding program curriculum, field experiences and clinical practice, and assessment practices. Feedback is also collected from other members of the professional community regarding candidate assignments and assessment.

Field-based and clinical experiences in initial and advanced programs are accompanied by professional supervision and feedback. The professional community who engages in supervision and feedback includes both higher education personnel and public school personnel. The actual structures and operations of the supervision process vary depending on the specific program; however, all supervision efforts are guided by a pre-specified set of competencies which constitute the basis for feedback on performance.

The unit and school partners jointly determine placement of student teachers/interns. The Professional Education Unit works closely with its public school partners so that candidates are placed in assignments that will assist them in gaining the knowledge, skills, and dispositions needed to be successful with P-12 students.
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Candidates have field experiences before clinical practice. Candidates seeking state licensure have field experiences as components of their preparation programs. These experiences are supervised jointly by unit faculty and cooperating school professionals. In order to help candidates develop the knowledge, skills, and dispositions necessary to be successful with P-12 students, the PEU sets a series of events sequenced to assist in the development of professionals. Table 40 summarizes the various field-based experiences in initial programs.

Table 40: Field-Based Experiences in Initial and Advanced Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Field-based Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Programs</td>
<td>EDF 270—20 hours in public schools</td>
</tr>
<tr>
<td></td>
<td>CI 470/471—60 hours in public schools</td>
</tr>
<tr>
<td></td>
<td>CI 321—Early childhood observation</td>
</tr>
<tr>
<td></td>
<td>CI 403—Middle childhood observation</td>
</tr>
<tr>
<td></td>
<td>CISP 421—Diversity Tutoring Project</td>
</tr>
</tbody>
</table>

Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Initial programs require approximately 700 hours in public school classrooms in a variety of field-based and clinical experiences. The final student teaching clinical experience requires a full day every day for a semester. The candidate eventually takes on all responsibilities of the public school teacher.

Public school supervisors and mentors for candidates are highly qualified professionals in the field in which the candidates are preparing. Supervisors hold licensure in professional areas in which candidates are preparing, and public school teachers have three or more years of experience in P-12 schools.

Clinical faculty give regular support through coaching and conferencing so that candidates are prepared for reflective thinking that will assist their development as professionals. In a survey administered in fall 2003, public school supervisors indicated that they held conferences with candidates on a regular basis. Several topics were discussed by a majority of supervisors. Some topics were discussed only sometimes or never. Table 41 presents topics that were part of public school supervising conferences.

Table 41: Conference Topics for Public School Supervisors/Candidates

<table>
<thead>
<tr>
<th>Conferencing Topic</th>
<th>High % of Discussion</th>
<th>Low % of Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting special needs children</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Addressing developmental needs of children</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Questioning skills</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demonstrating content knowledge</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Making daily plans</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Stating daily objectives</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using school district curriculum</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Suggestions for instructional strategies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using a variety of instructional strategies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creating a positive learning environment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Managing student behavior</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Following school rules and regulations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Maintaining ethical behavior as a professional</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using reflection to assess teaching and learning</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Keeping student information confidential</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using technology to enhance student learning</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Integrating vocational concepts into education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using technology to keep accurate records of student work</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using outside agencies to find help for students</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using technology to enhance candidate knowledge</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using professional literature to enhance knowledge and performance</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Candidates’ Development/Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn**

Candidates have sufficient opportunities to demonstrate proficiency in their knowledge, skills, and dispositions for the fields in which they are preparing. Field-based and clinical experiences afford hours in the public schools and/or ways of interacting with students that assist candidate understanding and performance. Entry and exit criteria exist for field-based experiences that assure candidates are ready to enter a particular level of the program. Passage of all parts of Praxis I, or the Pre-Professional Skills Test, is required for admission to teacher education. Until the Praxis II tests are successfully completed, candidates are not recommended for professional licensure. The average percent of initial candidates passing the Praxis tests is 88% for the past four years. The average percent of advanced candidates passing the Praxis tests is 94.6% for the past four.
Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Design, Implementation, and Evaluation of Curriculum and Experiences

The Professional Education Unit has a strong commitment to the concepts of diversity in education. Diversity as defined by the PEU includes diversity in the university student body, the PEU candidates, the university faculty, the PEU faculty, P-12 classrooms, and P-12 faculty. Types of diversity include racial, ethnic, gender, socio-economic, exceptionalities, rural, Appalachian, and gay/lesbian. The unit commitment to diversity is so strong that diversity is a unit disposition, a standard in the initial programs assessment plan, and an outcome for advanced programs. Faculty are aware of the importance of assisting candidates in understanding effective interaction with diverse populations in order that all children can learn. Faculty are also aware of the need to emphasize multicultural activities that will enhance the awareness of P-12 students of the pluralistic nature of the society in which they live. The evaluation form for candidates to complete on course instructors contains items on positive climate for all students regardless of race, color, sexual orientation, religion, or gender. In spring 2004 97% of candidates agreed or strongly agreed that unit instructors created climates of equity and fairness for all candidates.

The unit has a faculty member who is hearing impaired and a faculty member who is visually impaired. Among candidates in the unit are several candidates who are part of the Higher Education Learning Problems center. Other candidates in the unit are part of the Disabled Student Services here at the university. Currently two candidates are visually impaired. The gay/lesbian population is represented in unit faculty and candidates as well as the university faculty and student population. Because West Virginia is totally located in the Appalachian Mountain region, the Association for Appalachian Studies, a national organization focused on Appalachian culture, chose Marshall University for its home base. The Journal of Appalachian Studies is a publication of the organization, and the assistant editor is a unit faculty member.

Figure 4 shows diversity components in the unit plan to achieve diversity goals. The unit works with the concepts of diversity through coursework and field-based and clinical experiences. The unit also has special activities and programs that focus on diversity and interaction with diverse children. The unit plan for infusing diversity throughout curricula and experiences of candidates is a two-fold plan. The academic segment of the plan deals with the diversity topics and content that become part of courses in each program. In this segment are
field-based and clinical experiences. The performance assessments require application of diversity knowledge in working with the students in the classroom. Specialized professional associations and state and national associations require the demonstration of competence in standards that address knowledge about diverse students and how to enhance their learning. The coursework and field-based and clinical experiences feed into candidate knowledge, skills, and dispositions for their work in P-12 schools.

The activity segment of the unit diversity plan has to do with unit activities that feed into candidate knowledge, skills, and dispositions. These actions are unit activities that align with diversity commitments and also assist in candidate knowledge and skills regarding diverse students. Plans with specific steps exist for the recruitment of minority candidates and faculty. The Social Justice Plan is part of a university-wide initiative and is reviewed and revised each year by the college.

The knowledge, skills, and dispositions that candidates possess about diverse populations are measured in a variety of ways. Course assignments include tests, products, and discussions. Field-based and clinical experiences include evaluations and rubrics that define proficiencies for successfully working with diverse populations. Candidates have diversity questions and assignments in many program courses.

In addition to courses, candidates have a series of field-based and clinical experiences depending on the program in which they are enrolled. In the initial program the Standards for Teacher Certification contains a standard on diversity. Candidates are expected to meet the diversity standard in the areas of lesson planning, climate setting, instructional strategies, and lesson adaptation in methods classes, in field experiences, and in student teaching. The student teaching rubric for Standard for Teacher Certification 3: Diverse Learners expects candidates to do the following:

- Appraise differences in learning and create instructional opportunities adapted to diverse learners,
- Focus on differing learning styles, the belief that all children can learn, equity for children, and individual needs,
- Use cultural diversity and individual student experiences to enrich instruction, and
- Bring multiple perspectives to the discussion of subject matter.
Figure 4: Professional Education Unit Diversity Plan

Diversity Components

ACADEMIC: UNIT CURRICULA AND CLINICAL EXPERIENCES

UNIT DISPOSITION: Commitment to Diversity

Initial: Diversity Standard
Advanced: Diversity and Special Needs Outcome

Course Objectives and Assignments

Topic on Assessment Instruments

State and National Standards

Program and Unit Accreditation

ACTIVITY: UNIT ACTIVITIES

Recruitment Plan for Candidates and Faculty / Social Justice Plan

Initial: Teacher Lecturer Program

Advanced: Minority Faculty Fellows Program

Unit Diversity Committee

Participation in University Multicultural Activities

Appalachian Studies Association

KNOWLEDGE SKILLS DISPOSITIONS FOR DIVERSE POPULATIONS
Candidates demonstrate dispositions that value fairness and learning by all children through candidate commitments to P-12 students and to the profession. By attaining content knowledge that is current in field and aligned to state and national standards, candidates prepare lessons, assignments, and learning climates for P-12 students that value equity and opportunities for all children to learn. Rubric data for two years indicate that over 87% of candidates scored distinguished or proficient on the Standard for Teacher Certification on content for both Level II Clinical Experience and student teaching. Rubric data for student teachers for the standard on diverse learners indicated that over 90% of candidates scored distinguished or proficient on adapting instruction to diverse styles, appreciating diversity, treating all students equitably, and using cultural diversity and student experiences to enrich instruction.

The Appalachian Studies Association (ASA), which is housed in the College of Education and Human Services, gives shape and voice to many of the diverse populations that compose West Virginia and Marshall University. The mission of ASA is to encourage study, advance scholarship, disseminate information, and enhance communication among Appalachian peoples, their communities, governmental organizations, and educational institutions. ASA holds an annual conference, publishes a journal twice a year, and publishes a newsletter twice a year. The ASA collaborates to continue the work of the Center for the Study of Ethnicity and Gender in Appalachia (CSEGA), a center at Marshall University funded for several years by the Rockefeller Center.

The study of ethnicity in the state and region is enhanced by the *Journal of Appalachian Studies*. Recent issues of the journal contain articles on Finnish ethnicity in Clarksburg, West Virginia; Spanish immigrants in Spelter, West Virginia; thoughts on gay life in Matewan, West Virginia; and women in Appalachian community organizations. The ASA is planning a P-12 teacher conference on Appalachian ethnicity and gender.

**Experience Working with Diverse Faculty**

Additional activities enhance the knowledge, skills, and dispositions of candidates regarding diverse populations. Candidates interact with professors from various racial and cultural groups both in the PEU and throughout the university.

Candidates have the opportunity to interact with faculty members who are from different regions and cultures. In looking at the unit faculty and the university faculty, the unit has a higher percentage of African American faculty than the university in spite of a fewer number of faculty members. The unit improved from 3 diverse faculty members in 2000-2001 to 5 diverse faculty members in 2001-2002 and has held that number ever since. Candidates experience faculty diversity in unit courses, in general studies courses, and in teaching specialization courses as they interact with university faculty.
Unit candidates have opportunity to interact with unit faculty members who have studied at many universities and bring experiences that enhance candidate understanding regarding diverse peoples. Unit faculty have attended 23 different universities in all areas of the United States. Faculty also have degrees from the University of Adelaide in Australia and the University of Toronto in Canada. Of the unit faculty members listed below, 66% hold doctoral degrees from an institution outside West Virginia.

Unit faculty also bring employment and personal experiences with diversity to share with candidates. Faculty members have been public school educators in various areas of the country encompassing urban, inner-city areas, and rural schools. Some faculty members have taught school in other countries of the world. One faculty member who is from Ethiopia has studied on four continents and has taught on three continents. Another faculty member from Ethiopia has extensive work experience with early childhood programs in Ethiopia, Denmark, Canada, and the United States. Many faculty members are involved in programs that assist diverse children with remedial needs or with limited English proficiency. Some faculty members are engaged in research on diverse populations. Some graduate assistants have participated in research projects, especially on gender issues. The June Harless Center for Rural Educational Research and Development took a group of educators to the Dominican Republic to a partnership school this summer for teacher training. The group included university and P-12 faculty members, graduate assistants, a PEU candidate, and community members. The purpose of the trip was to offer staff development to the teachers of the school so that children in that area will receive a stronger.

For some Marshall University students who are from rural counties in West Virginia, the racial diversity of the student population is greater than their home counties. The university was home to 335 international students during 2003-2004. The international students represented 58 countries with 72 Japanese students, 69 Chinese students, and 20 South Korean students (see Standard 4.13: Marshall University International Students: 2003-2004). The Appalachian population also has many ethnic roots including Italian, Irish, African American, Polish, and Welsh. These roots stem from the early coal mining days of the state that drew workers from the immigrant ranks and from the low socio-economic ranks of the country. Not only do P-12 students represent those ethnic groups, but the student populations of the university, which is composed of 85% West Virginians, also represent the ethnic groups.

Experiences Working with Diverse Students in P-12 Schools

Candidates have opportunities to work with diverse students in P-12 schools. Students in public schools are from low socio-economic groups; some
have special needs; some are racially diverse; and some need special learning style strategies to retain content. Candidates are expected to gain the knowledge, skills, and dispositions to help all children learn. Initial and advanced programs have various field-based and clinical experiences; and since the mission of the advanced programs is to bring graduate education to all parts of the state, the candidates in the PEU have field-based and clinical placements in schools all over the state. Data for each West Virginia school are in the exhibit room. Data give the racial composition of schools and faculty, the percentage of needy in schools, and the gender make up of schools.

P-12 students and faculty are descendants of many ethnic groups that still maintain cultural traditions. In a recent study by the Division of Culture and History in the state, a significant number of ethnic activities were found in West Virginia. The study focused on larger communities; however research by the Division of Culture and History is underway on folk artists and activities in smaller communities. Table 50 lists the major regions of West Virginia and the ethnic populations found in each.

<table>
<thead>
<tr>
<th>Region</th>
<th>Ethnic Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Panhandle</td>
<td>African American, Hungarian</td>
</tr>
<tr>
<td>Metro Valley</td>
<td>African American, Asian Indian, Greek, Irish, Japanese, Jewish, Middle Eastern, Native American Scottish</td>
</tr>
<tr>
<td>Mid-Ohio Valley</td>
<td>African American, Asian Indian, Jewish, Middle Eastern, Native American</td>
</tr>
<tr>
<td>Mountain Lakes</td>
<td>Irish, Native American, Slovenian</td>
</tr>
<tr>
<td>Mountaineer Country</td>
<td>African American, Carpatho-Russian, Carpatho-Ruthenian, Greek, Italian, Japanese, Jewish, Middle Eastern, Native American</td>
</tr>
<tr>
<td>New River/Greenbrier Valley</td>
<td>African American, Carpatho-Russian, Irish, Italian, Jewish, Middle Eastern, Native American</td>
</tr>
<tr>
<td>Northern Panhandle</td>
<td>African American, Carpatho-Russian, Carpatho-Ruthenian, Croatian, Czechoslovakian, Finnish, German, Greek, Irish, Italian, Jewish, Middle Eastern, Polish, Scottish, Serbian, Ukrainian</td>
</tr>
<tr>
<td>Potomac Highlands</td>
<td>African American, German, Scottish, Swiss</td>
</tr>
</tbody>
</table>

Because candidates for initial and advanced programs are engaged in activities throughout all West Virginia counties, they interact with diverse ethnic groups in schools and communities and have opportunities to engage in culturally diverse activities.

The “Cohort of 42” includes the first group of PEU graduates that had all program data included in a database from the admission to teacher education until the final graduation. Studying the school placements for the 42 indicates
that 100% of them had a placement in a school with 50 or more low socio economic students, 85% of the candidates had placements in schools with 50 or more special education student, 29% had placements in schools with 50 or more African American students, and 68% had placements in Title I schools.

The Diversity Tutoring Project is a performance task that is part of the unit assessment system for initial programs. The purpose of the task is to expose the candidate to appropriate teaching practices for successfully educating special needs children.

**Standard 5: Faculty Qualifications, Performance, and Development**

Faculty are qualified and model best practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Qualified Faculty**

The faculty members in the Professional Education Unit are fully prepared in their respective fields and experienced in professional education. In accordance with the University’s mission and the unit’s mission, faculty members have been selected for excellence in teaching, ability in research, and interest in university and community service.

The faculty members in the School of Education at Marshall University are well prepared to teach and mentor both candidates and practitioners. The PEU advertises for faculty with terminal degrees, commitment to technology, and recent public school experience in an area of expertise. All full-time, tenure-track faculty members either hold a terminal degree in their field of specialization or are currently working on that degree. A majority of full-time faculty members have experience in P-12 schools, and professors who teach methods courses have K-12 teaching experience and continue to be actively involved in public school education.

The Professional Education Unit consists of 63 full-time faculty representing both initial and advanced programs (see Standard 5.1: Unit Faculty Qualifications). Of the 63 faculty in tenure track positions, 92% hold earned doctorates. The additional 8% anticipate an earned doctorate in the near future. The average number of years of service at Marshall University is 12.8. Table 51 displays faculty degree qualifications for the academic year 2003-2004.
Table 51: Faculty Degree Qualifications: 2003-2004 (n=63)

<table>
<thead>
<tr>
<th>Faculty Members</th>
<th>Doctorate</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Tenured</th>
<th>Non-tenured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>58</td>
<td>28</td>
<td>22</td>
<td>13</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>Percentage</td>
<td>92%</td>
<td>44%</td>
<td>35%</td>
<td>21%</td>
<td>57%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Professional development in teaching and learning is a yearly occurrence in the College of Education and Human Services.

Table 52: Faculty Professional Development Sessions Offered by the Professional Education Unit

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Education Unit Development Sessions</th>
<th>University Development Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>No Child Left Behind, Framework for Teaching, Technology, NCATE Study</td>
<td>Service Learning, Peer Instruction, Faculty Writing Initiative, Case Studies</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Technology, Grant Writing, NCATE Process, Student Advising</td>
<td>Faculty Evaluation, Ethnicity, Technology, Writing the Syllabus</td>
</tr>
<tr>
<td>2001-2002</td>
<td>WebCT, Grant Writing, Technology, Student Advising, Distance Learning</td>
<td>Technology, Assessment, Service Learning</td>
</tr>
</tbody>
</table>

Unit faculty are dedicated to providing quality education for all candidates. They have specialized expertise in their teaching fields and incorporate research-based practices in their teaching. Table 53 presents instructional strategies, assessment strategies, technology strategies, and diversity strategies that are part of faculty teaching and assessing. The strategies reflect commitments to technology and diversity.

Table 53: Instructional Strategies and Assessment Strategies Listed in Course Syllabi and Field-based and Clinical Practice

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology:</strong></td>
<td><strong>Paper and Pen Assessments:</strong></td>
</tr>
<tr>
<td>Web CT</td>
<td>Pre-writing assignment</td>
</tr>
<tr>
<td>Internet searches</td>
<td>Quiz</td>
</tr>
<tr>
<td>Integrate technology</td>
<td>Test</td>
</tr>
<tr>
<td>programs into lesson</td>
<td>Reflections</td>
</tr>
<tr>
<td>and unit plans</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Integrate technology</td>
<td>Journals</td>
</tr>
<tr>
<td>programs into other</td>
<td></td>
</tr>
<tr>
<td>school personnel duties</td>
<td></td>
</tr>
<tr>
<td>and responsibilities</td>
<td></td>
</tr>
<tr>
<td>Integrate technology</td>
<td></td>
</tr>
<tr>
<td>into record keeping</td>
<td></td>
</tr>
<tr>
<td>responsibilities</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate Engagement:</strong></td>
<td><strong>Authentic Assessment:</strong></td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>Simulations</td>
</tr>
<tr>
<td>Kinesthetic Assignments</td>
<td>Role Play</td>
</tr>
<tr>
<td>Products</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>
Professors stay current in their respective fields of study by attending conferences, making presentations, conducting research, and integrating new knowledge into their coursework. Through scholarship, the faculty become cognizant of and subsequently include appropriate innovations and technology in the development of their courses. Faculty in the Professional Education Unit use a variety of instructional strategies, including WebCT, model teaching, hands-on activities, cooperative learning, case studies, and research. Candidates evaluate faculty teaching each semester. Table 54 below displays candidate evaluations for spring 2004. Data from student evaluations for spring 2004 indicate that unit instructors create learning environments that demonstrate excellent knowledge and organization and strong communications.

### Table 54: Candidate Evaluation of Unit Faculty: Spring 2004

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Number of Candidates</th>
<th>Percent of Candidates Who Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instructor possesses current and adequate knowledge of the subject</td>
<td>950</td>
<td>97%</td>
</tr>
<tr>
<td>My instructor communicates ideas effectively</td>
<td>950</td>
<td>90%</td>
</tr>
<tr>
<td>My assignments are relevant to course objectives</td>
<td>950</td>
<td>92%</td>
</tr>
<tr>
<td>My instructor displays a clear understanding of course topics.</td>
<td>950</td>
<td>95%</td>
</tr>
</tbody>
</table>

Faculty model best practices in teaching. Faculty model a variety of assessment strategies for candidates that include tests, quizzes, projects, presentations, portfolios, problem solving activities, performance tasks, and field-
based and clinical experiences. Assessment of candidate knowledge, skills, and dispositions plays an important part in initial and advanced programs. Dispositions are assessed by faculty members through the instructional strategies and assessment strategies listed in Table 53 as well as by classroom discussions and seminar meetings.

Faculty encourage and model the use of technology and keep current in advances in technology in teaching, especially through the use of WebCT in e-courses and t-courses. The unit has fully supported the efforts of faculty to utilize web-based instruction. Both e-courses, which are completely electronic in nature, and t-courses, which combine technology and face-to-face meetings, are offered at the initial and advanced levels. Training programs and grant monies have been offered for faculty interested in developing courses.

Faculty are expected to be aware, accepting, and accommodating of student diversity. The unit, via the Planning and Review Committee, has developed and adopted a Social Justice Plan. In addition, each faculty member is encouraged to include a social justice statement on his/her syllabi. This statement ensures that the COEHS has made a commitment to fostering social justice by demonstrating respectful treatment of all human beings regardless of race, sex, ethnicity, age, religion, sexual orientation, social class, and abilities. Integrating diversity into courses and field-based or clinical experiences is demonstrated through course assignments and performance standards.

**Modeling Best Professional Practices in Scholarship**

Although teaching is considered to be a primary focus of PEU faculty, there is expectation for scholarly activity. Faculty members in the PEU are actively involved in scholarship and research activities, covering a wide range of topics. Several faculty members provide leadership in state, national, and international organizations and have served on editorial boards for various professional journals. Table 55 below lists scholarly activities by PEU faculty in the area of publications.

<table>
<thead>
<tr>
<th>Table 55: Faculty Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calendar Year</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Book Chapters</td>
</tr>
<tr>
<td>Journal Articles</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
*Other includes monographs, technical reports, critical reviews, creative works, and proceedings.
Another indicator of faculty scholarship is professional presentations. Faculty members have presented at local, state, national, and international conferences. Table 56 lists the number of PEU faculty presentations for the past three years.

Table 56: Faculty Presentations

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>2002-2003 n=67</th>
<th>2001-02 n=69</th>
<th>2000-01 n=61</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Conference</td>
<td>7</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>National Conference</td>
<td>52</td>
<td>76</td>
<td>87</td>
</tr>
<tr>
<td>Regional Conference</td>
<td>22</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>State Conference</td>
<td>40</td>
<td>70</td>
<td>56</td>
</tr>
<tr>
<td>Local Conference</td>
<td>67</td>
<td>94</td>
<td>114</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>188</strong></td>
<td><strong>297</strong></td>
<td><strong>286</strong></td>
</tr>
</tbody>
</table>

Scholarship is also evident in submitting grant proposals that help to support professional activities. Faculty members have experienced success in securing external funding. Table 57 shows the activity of PEU faculty in submitting grant proposals and in proposals awarded. An average of 44 proposals were submitted for three years, and an average of 37 proposals were funded for an average award amount of $4,399,620.

Table 57: External Grant Proposals Submitted and Awarded

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>2002-03 n=67</th>
<th>2001-02 n=69</th>
<th>2000-01 n=61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Submitted</td>
<td>(44)</td>
<td>(40)</td>
<td>(47)</td>
</tr>
<tr>
<td>37 funded</td>
<td>30 funded</td>
<td>43 funded</td>
<td></td>
</tr>
<tr>
<td>Amount Awarded</td>
<td>$4,183,461</td>
<td>$4,034,731</td>
<td>$4,980,670</td>
</tr>
</tbody>
</table>

Modeling Best Professional Practices in Service

The unit provides strong leadership to schools, institutions, and communities through service efforts. Our faculty view service as a fundamental professional responsibility. This commitment has been demonstrated through active participation in collaborative efforts with P-12 schools, by extensive service on department and university committees, through faculty involvement in professional organizations, and by voluntary contributions of time to the local community. Service is a component of the annual faculty evaluation process and is also considered when determining recommendations for tenure or promotion. Table 58 illustrates the professional involvement of the faculty in committee assignments for the unit, the college, the university, and state and national organizations. Faculty serve on an average of five committees per year. The most committee assignments are for professional education unit committees. The drop in committee membership for 2002-2003 most likely reflects the loss of faculty positions due to budget reductions.
Table 58: Number of Committee Memberships Held by Full-Time Faculty Members

<table>
<thead>
<tr>
<th>Committee Assignments</th>
<th>2002-03 n=67</th>
<th>2001-02 n=69</th>
<th>2000-01 n=61</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEU</td>
<td>110</td>
<td>131</td>
<td>121</td>
</tr>
<tr>
<td>COEHS</td>
<td>45</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>University</td>
<td>80</td>
<td>97</td>
<td>81</td>
</tr>
<tr>
<td>Professional Organization: National</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Professional Organization: State</td>
<td>25</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>302</td>
<td>345</td>
<td>333</td>
</tr>
<tr>
<td>Number of Faculty*</td>
<td>65</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>Average Number of Committees per Faculty Member</td>
<td>4.6</td>
<td>5.3</td>
<td>5.3</td>
</tr>
</tbody>
</table>

The unit hosts a number of programs that support curriculum development and/or increased training for P-12 professionals. Faculty members work with programs including the Enterprise Tutoring Project, the Child Development Academy, the Autism Training Center, the Community Clinical Services Center, the Center for Higher Education for Learning Problems, the Center for Reading Excellence, the June Harless Center for Rural Educational Research and Development, the Regional Center for Distance Education and Professional Development, and West Virginia Prevention Resource Center.

Collaboration

Faculty are involved in collaborative activities with educators in P-12 settings. Our faculty actively collaborate with the personnel, curricular programs, and scholarly endeavors in our public schools. The Educational Personnel Preparation Advisory Committee (EPPAC) provides a forum in which PEU faculty and faculty in other colleges within the university meet on a regular basis with public school educators to advise education programs in the PEU. This collaborative effort provides an arena for the design, development, and evaluation of instruction.

The PEU collaborates with members of arts and sciences in various ways. Unit faculty serve on campus committees with arts and sciences faculty. They also interact in community service activities with members of the arts and sciences. Two formal committees composed of education faculty and arts and sciences faculty exist in the unit:

Unit Facilitation of Professional Development
The unit is actively engaged in the professional development of its faculty and staff and offers opportunities for the discussion and debate of topics relevant to professional education. Faculty is consistently encouraged to develop professionally and to work to expand knowledge bases and enhance levels of expertise. These goals are attained by attending workshops, taking additional courses, and engaging in scholarly research and sabbaticals.

**Table 60: Faculty Participation in Professional Development Activities**

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>2002-03</th>
<th>2001-02</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>86</td>
<td>75</td>
<td>98</td>
</tr>
</tbody>
</table>

**Table 61: Number of Conferences Attended for Faculty Development**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International Conference</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>National Conference</td>
<td>23</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td>Regional Conference</td>
<td>31</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>State Conference</td>
<td>46</td>
<td>50</td>
<td>41</td>
</tr>
<tr>
<td>Local Conference</td>
<td>64</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>185</td>
<td>152</td>
</tr>
</tbody>
</table>

**STANDARD 6 - Unit Governance and Resources**

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

**Unit Leadership and Authority**

All professional education programs at Marshall University are included in and administered by the Professional Education Unit. The executive dean of the College of Education and Human Services serves as the head of the Professional Education Unit and has overall academic and fiscal responsibility for the unit. The *College Of Education and Human Services Faculty Handbook*, in describing the administrative functions of the Executive Dean, gives specific leadership reference to the Executive Dean’s vested responsibility to “Sustaining an environment leading to accreditation and academic excellence.”
Unit Budget

The Professional Education Unit budget is sufficient to allow the unit to properly prepare teachers and related P-12 school personnel. The 2000-2004 budgets are supportive of the mission of the Professional Education Unit including the faculty functions of teaching and advising, research and scholarship, university service, and community service.

The Professional Education Unit experienced a 3% mid-year base budget reduction in fiscal year 2003 and a 6% base budget reduction in fiscal year 2004. However, a determination has been made that no budget reduction will occur for the division of academic affairs for the 2005 fiscal year. The budget reductions in state appropriated dollars for fiscal year 2004 have been somewhat offset by increases in student tuition and fees. Table 62 displays an average state appropriation for the past five years of approximately 65 million dollars.

Table 62: Marshall University State Appropriations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$62,429,245</td>
<td>$67,453,819</td>
<td>$70,154,419</td>
<td>$66,905,143</td>
<td>$63,480,979</td>
<td></td>
</tr>
</tbody>
</table>

Note: FY 2003 reflects a mid-year budget reduction.
FY 2004 reflects a beginning of the year budget reduction.

Table 63: Professional Education Unit Budget: FY 2000-2004*

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

A third party contract is a contractual agreement established between an educational agency and Marshall University. It defines the fees that will be charged for a tuition-waived course that is held at an off-campus location. The course is often a professional development course used for recertification or salary purposes. Figures in Table 65 represent total contractual amounts. For the past five years the college has received extra funding from several different revenue sources including the third-party contracts, grants, technology resources, private gifts, and other revenue sources. Approximately 27 million dollars have assisted in funding college projects and activities. Tables 66-69 indicate revenue sources.

Table 65: Third Party Contracts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Party Contracts</td>
<td>$915,246</td>
<td>$1,344,258</td>
<td>$1,344,258</td>
<td>$1,053,940</td>
<td>$1,046,551</td>
</tr>
</tbody>
</table>
Table 66: Grant Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$5,758,573</td>
<td>$5,112,691</td>
<td>$6,227,247</td>
<td>$3,878,903</td>
<td>$2,527,136</td>
</tr>
</tbody>
</table>

(Figures represent total grant amounts.)

Table 67: Technology Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$165,465</td>
<td>$150,896</td>
<td>$168,818</td>
<td>$28,345</td>
<td>$79,831</td>
</tr>
</tbody>
</table>

(Includes computers, software and peripherals.)

Table 68: Other Revenue Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>$216,099</td>
<td>$274,393</td>
<td>$320,674</td>
<td>$53,774</td>
<td>$0</td>
</tr>
</tbody>
</table>

(Figures represent the Testing Center, June Harless Center, etc.)

Table 69: Private Gift Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>$30,000</td>
<td>$26,591</td>
<td>$41,180</td>
<td>$62,207</td>
<td>$35,126</td>
</tr>
</tbody>
</table>

(Figures represent the Annual Alumni Drive, gifts through the Marshall University Foundation, etc.)

Table 70: Faculty Development Funding

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$70,632</td>
<td>$61,451</td>
<td>$87,957</td>
<td>$92,132</td>
<td>$62,165</td>
</tr>
</tbody>
</table>

Unit Facilities

The Professional Education Unit’s facilities are adequate to support the preparation of teachers and school-related personnel. The academic disciplines that support the preparation of candidates are located in buildings throughout the Huntington campus. In recent years major renovations have occurred in the most of the Huntington campus buildings, and, as a result, facilities are both attractive and easily accessible to the handicapped.

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. The School of Education delivers initial and advanced classes and programs to both candidates living on campus and those commuting within the Huntington area. The facilities in Jenkins Hall are satisfactory to support candidates for licensure. All classrooms located in Jenkins Hall are equipped with internet connections to access resource information and
assist with PowerPoint presentations. Every classroom in Jenkins Hall has available an LCD projector and computer for multimedia classroom presentations.

Jenkins Hall also houses the Learning Resource Center which provides educational resources, including media and technological resources, and maintains an excellent supply of materials to assist faculty and candidates in their teacher preparation classes. The Learning Resource Center also has a twelve-computer laboratory for daily candidate use. Television monitors are located in the hallways of Jenkins Hall for advising and information purposes. They are controlled and operated from the Learning Resource Center. Jenkins Hall is also equipped with two other computer laboratories and two distance learning classrooms. The rooms are equipped with modern, high quality machinery and technology. They are used extensively by faculty and candidates in the delivery of the curriculum.

The Susan Runyan Maier Distance Learning Classroom (235 Jenkins) provides teleconferencing capabilities to faculty and students as does the reading center classroom in B7 Jenkins Hall. Both rooms are available for virtual field trips and poly-com conferencing for the delivery of professional development.

The equipment found in the computer labs of 236 Jenkins Hall and 136 Jenkins Hall is state-of-the-art. New Dell machines for the labs were purchased in 2001 and 2002. Both computer labs have internet access and laser printing capabilities. The computer labs are used extensively to prepare candidates through course instruction, faculty modeling, and technology demonstrations. B7 Jenkins Hall houses the Center for Reading Excellence. This center was dedicated in October 2002 and is a model resource center having poly-com capabilities for teaching reading and promoting literacy.

Also located in Jenkins Hall are the mathematics and science labs in B2 Jenkins Hall and B12 Jenkins Hall. Science on Wheels and Imagination on Wheels provided demonstration elementary science lessons and experiments in the public schools through a mobile van. Candidates enrolled in science methods classes participated in the public school experience.

Unit faculty on the Huntington campus are affiliated with several grant activities that directly support the unit mission. The main administrative centers are located in Jenkins Hall:

The June Harless Center for Rural Educational Research and Development (217 Jenkins) promotes distance learning and professional development activities, especially in the areas of foreign language and reading, for school systems located in rural areas of the state. It also supports “Arts on Wheels,” a collaborative venture with the College of Fine Arts to take the arts into P-12 schools.
The Enterprise Tutoring Program (124 Jenkins) provides opportunities for School of Education candidates to be employed as tutors in the areas of math and reading in the public schools. Affiliated with this project are the Hedrick Tutoring program and the America Reads program. Both programs employ undergraduate candidates as tutors.

The IBM Reinventing Education 3 Grant (239 Jenkins) provides leadership in the application and development of technology to instruction in the public schools.

The Project ACCLAIM Grant (240 Jenkins) promotes professional development and graduate level study in mathematics in Appalachia.

The Appalachian Studies Association (111 Jenkins) is a nationally recognized society of scholars promoting research and publication related to the life and culture of Appalachia.

Appalachian Rural Systemic Initiative (ARSI) (B13 Jenkins) coordinates a math and science improvement program in high poverty regions of Appalachia.
<table>
<thead>
<tr>
<th>Student Outcome</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>Content Knowledge</td>
<td>School of Education Program Liaisons</td>
<td>Standards for Teacher Certification (STC) Evaluation Form</td>
<td>Distinguished, Proficient, Basic</td>
<td>Over 85% distinguished or proficient;</td>
<td>Specific science courses identified and required for elementary majors;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Praxis II Content Test</td>
<td>West Virginia Department of Education (WVDE) Cut Score</td>
<td>Concern by liaisons that science courses match Content Standards and Objectives for WV students;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Content pedagogy concerns by faculty and public school supervisors:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>School of Education Educational Foundations and Technology Faculty</td>
<td>STC Evaluation Form Principles of Teaching and Learning (PLT): Praxis II</td>
<td>Distinguished, Proficient, Basic WVDE Cut Score</td>
<td>Over 85% distinguished or proficient;</td>
<td>Addition of performance task on research critique</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Desire to improve pre-service teachers understanding of content;</td>
<td>Addition of CI 350 Instructional Technology and Computing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Desire to improve use of technology</td>
<td></td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>School of Education</td>
<td>STC Evaluation Form PLT</td>
<td>Distinguished, Proficient, Basic WVDE Cut Score</td>
<td>Pre-service teachers work with children of diverse ability and faculty wanted an additional way to evaluate this important standard</td>
<td>Created the Diversity Tutoring Project, a performance task that is connected to CISP 421 Exceptional Children</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>School of Education</td>
<td>STC Evaluation Form PLT</td>
<td>Distinguished, Proficient, Basic WVDE Cut Score</td>
<td>Critical part of planning and presenting instruction; faculty felt more methods courses would improve program</td>
<td>Addition of stand alone mathematics methods, science methods, and social studies methods to go with reading and</td>
</tr>
</tbody>
</table>

**Chart I Assessment Summary for Elementary Education K-6**

**Chart 1 Assessment Summary for Elementary Education K-6: Marshall University**

**Assessment of Student Outcomes: Component/Course/Program Level: Five Year Summary**
<table>
<thead>
<tr>
<th>Learning Environment</th>
<th>School of Education</th>
<th>STC Evaluation Form</th>
<th>Distinguished, Proficient, Basic</th>
<th>WVDE Cut Score</th>
<th>Important link in the chain of teaching and learning</th>
<th>Performance task created for pre-service teachers to create a management plan; connected with CI 442: Instructional and Classroom Management: Elementary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>School of Education</td>
<td>STC Evaluation Form</td>
<td>Distinguished, Proficient, Basic</td>
<td>WVDE—Knowledge introduced, practiced, applied</td>
<td>NCATE weakness: Pre-service teachers do not have the skills to teach grammar</td>
<td>Work with English Department to add grammar component to linguistics; added grammar component to reading/language arts methods; added grammar to evaluation forms—</td>
</tr>
<tr>
<td>Planning</td>
<td>School of Education</td>
<td>STC Evaluation Form</td>
<td>Distinguished, Proficient, Basic</td>
<td>WVDE Cut Score</td>
<td>Critical to success in the classroom; faculty wanted another way to evaluate pre-service students’ ability to plan</td>
<td>Created the performance task unit/lesson plans connected to CI 447 Reading and Language Arts Methods</td>
</tr>
<tr>
<td>Assessment</td>
<td>School of Education</td>
<td>STC Evaluation Form</td>
<td>Distinguished, Proficient, Basic</td>
<td>WVDE Cut Score</td>
<td>Critical to success in the classroom; faculty felt that no assessment class was a definite weakness in the program; lower assessment scores indicated the need</td>
<td>Created EDF 435 Classroom Assessment that is required for all pre-service teachers</td>
</tr>
<tr>
<td>Reflective Teaching/Professional Growth</td>
<td>School of Education</td>
<td>STC Evaluation Form</td>
<td>Distinguished, Proficient, Basic</td>
<td>WVDE Cut Score</td>
<td>Critical part of self-evaluation and improvement as a teacher; faculty wanted more ways to assess pre-service teachers’ ability to self-assess</td>
<td>Portfolio capstone was changed to a portfolio that demonstrated learning by P-12 students during the pre-service teacher’s student teaching</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>School of Education</td>
<td>STC Evaluation Form</td>
<td>Distinguished, Proficient, Basic</td>
<td>WVDE Cut Score</td>
<td>Faculty concern was over the opportunities that were presented to pre-service teachers</td>
<td>Partnership Schools Project has established Professional Development Schools whose emphasis</td>
</tr>
</tbody>
</table>
on collaboration and relationships includes pre-service teachers
# Appendix I

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

Degree Program: Elementary Education K-6

Person responsible for the report: Dr. Jane McKee

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 101 Mathematics for Elementary Teachers I</td>
<td>3</td>
<td>No Electives</td>
<td></td>
<td>ART 335 Art Education: 2D&amp;3D Media &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>CI 201 Mathematics for Elementary Teachers II</td>
<td>3</td>
<td></td>
<td></td>
<td>GEO 317 World Geography Problems</td>
<td>3</td>
</tr>
<tr>
<td>CI 301 Mathematics Methods for Elementary Teachers</td>
<td>3</td>
<td></td>
<td></td>
<td>HS 122 First Aid for Children and Infants</td>
<td>1</td>
</tr>
<tr>
<td>CI 321 Early Childhood Curriculum &amp; Methods including Field Experience</td>
<td>3</td>
<td></td>
<td></td>
<td>HST 103 The World Since 1850</td>
<td>3</td>
</tr>
<tr>
<td>CI 342 Literature and Language Arts</td>
<td>3</td>
<td></td>
<td></td>
<td>HST 230 American History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>CI 360 Social Studies Methods in Elementary Schools</td>
<td>3</td>
<td></td>
<td></td>
<td>HST 231 American History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>CI 343 Developmental Reading</td>
<td>3</td>
<td></td>
<td></td>
<td>HST 440 West Virginia History</td>
<td>3</td>
</tr>
<tr>
<td>CI 442 Instructional &amp; Classroom</td>
<td>3</td>
<td></td>
<td></td>
<td>MUS 342 Music in the</td>
<td>3</td>
</tr>
<tr>
<td>Management: Elementary Education</td>
<td></td>
<td></td>
<td>Elementary Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 446 Individual Assessment &amp; Prescription Language Instruction</td>
<td>3</td>
<td></td>
<td>PE 305 Health &amp; Physical Education in Early Childhood Programs 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 448 Science Methods: Elementary Education including Field Experience</td>
<td>3</td>
<td></td>
<td>SOS 207 Problems of a Multicultural Society 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 447 Integrated Reading/Language Arts: Elementary Education</td>
<td>3</td>
<td></td>
<td>BSC 105 Introduction to Biology 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 471 Clinical Experience II</td>
<td>0</td>
<td></td>
<td>PS 109 General Physical Science 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI ___ Student Teaching</td>
<td>12</td>
<td></td>
<td>PS 109L General Physical Science Laboratory 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CISP 421 Children with Exceptionalities</td>
<td>3</td>
<td></td>
<td>PS 110 General Physical Science 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 218 Child to Adolescent Development in Schools</td>
<td>3</td>
<td></td>
<td>PS110L General Physical Science Laboratory 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 270 Clinical Experience I</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 319 Applications of Learning Theory</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 435 Classroom Assessment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 475</td>
<td>Schools in a Diverse Society</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Appendix IIa
Graduate Assistant Data Sheet

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>NOT APPLICABLE—No graduate assistants teach Elementary Education courses.</td>
<td>e.g. 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete graduate teaching assistant’s name; course number and course name taught; indicate enrollment in the semesters taught.
Appendix III
Off-Campus Classes

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>Point Pleasant</td>
<td>EDF 218, SOS 207</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Point Pleasant</td>
<td>EDF 218, SOS 207</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
## Appendix IV
### Service Courses

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOS 207 Problems of a Multicultural Society</td>
<td>Su 33</td>
<td>Fa NC</td>
<td>Sp 129</td>
<td>Su 24</td>
<td>Fa 132</td>
</tr>
<tr>
<td>EDF 218 Child to Adolescent Development in Schools</td>
<td>NC* 228</td>
<td>196</td>
<td>11</td>
<td>199</td>
<td>196</td>
</tr>
<tr>
<td>EDF 319 Applications of Learning Theory</td>
<td>26</td>
<td>81</td>
<td>104</td>
<td>32</td>
<td>109</td>
</tr>
</tbody>
</table>

*NC= No classes offered
## Appendix V: Program Course Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Su</td>
<td>Fall</td>
<td>Sp</td>
<td>Su</td>
<td>Fall</td>
<td>Sp</td>
</tr>
<tr>
<td>EDF 270</td>
<td>Level I Clinical Experience</td>
<td>Required</td>
<td>NC *</td>
<td>226</td>
<td>182</td>
<td>9</td>
<td>187</td>
</tr>
<tr>
<td>EDF 435</td>
<td>Classroom Assessment</td>
<td>Required</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>NC</td>
<td>4</td>
</tr>
<tr>
<td>EDF 475</td>
<td>Schools in a Diverse Society</td>
<td>Required</td>
<td>NC</td>
<td>80</td>
<td>90</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>CI 321</td>
<td>Early Childhood Curriculum and Methods</td>
<td>Required</td>
<td>16</td>
<td>58</td>
<td>73</td>
<td>15</td>
<td>67</td>
</tr>
<tr>
<td>CI 442</td>
<td>Instructional and Classroom Management: Elementary Education</td>
<td>Required</td>
<td>14</td>
<td>23</td>
<td>30</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Requirement</td>
<td>26</td>
<td>NC</td>
<td>77</td>
<td>18</td>
<td>59</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
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<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>CISP 421</td>
<td>Children with Exceptionalities</td>
<td>Required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 447</td>
<td>Integrated Reading and Language Arts Methods</td>
<td>Required</td>
<td>NC</td>
<td>81</td>
<td>52</td>
<td>22</td>
<td>61</td>
</tr>
<tr>
<td>CI 471</td>
<td>Level II Clinical Experience: Elementary Education</td>
<td>Required</td>
<td>NC</td>
<td>80</td>
<td>52</td>
<td>22</td>
<td>62</td>
</tr>
<tr>
<td>CI 405</td>
<td>Elementary Education: Student Teaching</td>
<td>Required</td>
<td>NC</td>
<td>10</td>
<td>13 1</td>
<td>NC</td>
<td>59</td>
</tr>
<tr>
<td>CI 410</td>
<td>Early Education: Student Teaching</td>
<td>Required</td>
<td>NC</td>
<td>15</td>
<td>15</td>
<td>NC</td>
<td>35</td>
</tr>
</tbody>
</table>

*NC = No Class*
## Program Enrollment

**Elementary Education K-6**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>194</td>
<td>201</td>
<td>183</td>
<td>166</td>
<td>174</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td>616</td>
<td>562</td>
<td>599</td>
<td>555</td>
<td>527</td>
</tr>
<tr>
<td>Area of Emphasis:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Emphasis, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td>810</td>
<td>763</td>
<td>782</td>
<td>721</td>
<td>701</td>
</tr>
</tbody>
</table>

| Graduates of the program  | 146               | 122               | 143               | 112               | 131               |

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

Name: Robert Angel
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: DEC 77
Conferred by: University of Arizona

Area of Specialization: Special Education

Professional Registration/Licensure: Agency:

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa/03</td>
<td>CISP 320</td>
<td>Survey of Exceptional Children 1</td>
<td>27</td>
</tr>
<tr>
<td>Fa/03</td>
<td>CISP 429</td>
<td>Intro to Physical Handicaps</td>
<td>7</td>
</tr>
<tr>
<td>Fa/03</td>
<td>CISP 529</td>
<td>Intro to Physical Handicaps</td>
<td>10</td>
</tr>
<tr>
<td>Fa/03</td>
<td>CISP 627</td>
<td>Issues in Special Edu</td>
<td>13</td>
</tr>
<tr>
<td>Fa/03</td>
<td>CISP 661</td>
<td>Intro to Preschool Special Edu</td>
<td>9</td>
</tr>
<tr>
<td>Fa/03</td>
<td>CISP 663</td>
<td>Develop Issues in preschool Special Edu</td>
<td>9</td>
</tr>
<tr>
<td>Fa/03</td>
<td>UNI 101</td>
<td>New Student Seminar</td>
<td>17</td>
</tr>
<tr>
<td>Sp/04</td>
<td>CISP 320</td>
<td>Survey of Exceptional Children 1</td>
<td>16</td>
</tr>
<tr>
<td>Sp/04</td>
<td>CISP 421</td>
<td>Children w/Exceptionalities</td>
<td>33</td>
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<td>Issues in Special Edu</td>
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1. If your degree is not in your area of current assignment, please explain.
   NA

2. Activities that have enhanced your teaching and or research.
   - During the summer of 2004, I taught four classes that were part of our Pre-School Summer Institute.
   - Part of a team that developed a new undergraduate program that combines certifications in Birth-Four with pre-School
     Special Needs.
   - Four doctoral dissertation committees.
   - Seminar each semester for the Special Education undergraduates on how to prepare for the praxis exams.
   - Seminar each semester for Special Education student teachers on professionalism.
   - Organized and taught in the 12th annual Marshall university Preschool Summer Institute.
   - Professional Development Team project involving several area schools.
   - Coordinated the Comprehensive Examination for all Special Education Master’s students.

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

4. Papers presented at state, regional, national, or international conferences.
   - Teacher Education Division (CEC) Conference, “Creating Opportunities: A Collaborative Training Model,”
     Savannah, Georgia, October 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.
   - Council for Exceptional Children
   - Teacher Education Division
   - Division on Early Childhood
   - Division on Physical Disabilities
   - Partnership School Conference held in Charleston on June 15, 2004.
   - Council for Exceptional Children, New Orleans, April 2004
   - West Virginia Department of Education on State Improvement Grants on 9/30/04.
   - Huntington High School—Inclusion and Co-Teaching
   - Geneva Kent Elementary—Inclusion
   - Huntington High School—Team Development
   - Huntington High School—Inclusion Policies
   - Spring Valley High School—Upcoming Changes in Inclusion
   - Geneva Kent Elementary—Special Education and Diversity
   - Cabell-Midland High School—Inclusion and Co-Teaching
   - Cabell County Board Office—Involving Parents
   - Barboursville Middle School—Teaming and Inclusion
   - Spring Hill Elementary School on the importance of parent involvement on October 13 and 14, 2004
   - Evaluator for Cabell County Schools for the Family Connection 2002-2003 school year.
   - Phi Delta Kappa (PDK)
   - National Association for the Education of Young Children (NAEYC)
   - Representative to the Higher Education Consortium of the Governor’s Cabinet on Children and Youth
   - Representative to the Cabell County Early Childhood council
   - West Virginia Department of Education PIECES sub-committee
   - Attended NCATE Meeting on Continuing Accreditation and Beyond, Washington, D.C.
   - Personnel Committee (Chair)
   - Teacher Education Standards Committee
   - Scholarship Committee (Chair)
   - Dean’s Search Committee

6. Externally funded research grants and contracts you received.
   - $60,000 grant from the West Virginia Department of Education to conduct Summer Institutes at Marshall and at
     Shepherd University
   - Received grants totaling $23,000 from the West Virginia Department of Education to work with early childhood
     professionals and para-professionals during the Summer
   - Received funding from Southwest Community Action Council to teach a course for Head Start
     Teachers and paraprofessionals.
Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Community service as defined in the Greenbook.

- Class “Parents Forever” for parents who are getting a divorce or making changes in a prior custody agreement.
- A member of the Tadpole Team in Cabell County.
- Member of the Head Start Education Advisory Committee for the Southwestern Community Action Council.
- Marjorie Sisk Memorial Scholarship committee.
  - Cabell County Early Childhood Council
- Member, Cabell County Family Resource Network
- Member, Cabell-Wayne Educare Training Committee
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Arneson, Neil  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:  1991

Conferred by: University of Virginia

Area of Specialization: Social Studies

Professional Registration/Licensure: Social Studies  Agency: Georgia Department of Ed

<table>
<thead>
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<td>Years in service at Marshall during this period of review</td>
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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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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.
   • Workshop on NCATE portfolio for Social Studies on August 23, 2003
   • Judged proposals for NASDAQ award—Tampa, FL, September 18-19, 2003
   • Instructional Technology in the SOS 404 courses

3. Discipline-related books/papers published (provide a full citation).
   • “When America Almost Went Bankrupt-Deficit Spending and Financing the War of 1812.” An article commissioned by the Federal Reserve System for a special publication on teaching nontraditional topics in US history.

4. Papers presented at state, regional, national, or international conferences.
   • Presented session at Concord College workshop for the State Geographic Alliance, June 18
   • National meeting of Executive Directors of State Councils for Economic Education, Washington, DC, May 14-17
   • National Symposium for the Stock Market Game, Philadelphia, PA, June 7-10
   • Presentation at West Virginia Council for the Social Studies annual meeting on using computer simulation in the classroom

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.
   • Phi Delta Kappa, National Council for the Social Studies
   • Tenure and Promotion Committee 2003-2004
   • Program Committee 2004-2005
   • Economic Education, Judged teaching units for NASDAQ teaching award, Richmond, VA, September 25-26, 2002
   • Economic Educations, advised Treasurer’s Office on financial education, Charleston, WV, June 25, 2003
   • Workshop for writing NCATE social studies report, Fairmont State
   • Workshop for writing NCATE social studies report, Marshall University
   • Executive Director, West Virginia Council for Economic Education
   • General Education Committee
   • Promotion and Tenure Committee
   • National Meeting of Executive Directors of State Councils for Economic Education. Washington, DC, May 13-14
   • West Virginia Council for the Social Studies annual meeting Pipestem, WV, Mar. 1-2, 2002
   • Attended IMPACT meetings
   • Economic Education
   • Economic Education
   • Economic Education
   • Served on committee writing performance expectations for new state standardized test

6. Externally funded research grants and contracts you received.
   • Grant from Securities Industries Foundation for running the Stock Market Game in WV—$2,500

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

8. Community service as defined in the Greenbook.
   • Judged at the Kanawha County Social Studies Fair and the West Virginia State Social Studies Fair
   • State textbook adoption committee for social studies textbooks
   • Church council at St. Paul Lutheran Church
   • Member of the board of directors of the Marshall University Campus Christian Center
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: George Arthur
Rank: Professor

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

Highest Degree Earned: Ph.D. Date Degree Received: 1991

Conferred by: Florida State University

Area of Specialization: Educational Foundations and Policy Studies

Professional Registration/Licensure: Country of Ghana 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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If your degree is not in your area of current assignment, please explain.

NA

Activities that have enhanced your teaching and or research.
- All my courses EDF 218, 475, 560, 615, and 621 utilize the WebCT program used in the E-Courses. These courses are listed under the UNDER DEVELOPMENT section of the WebCT.
- Use WebCT in all my classes that has encouraged lively e-mail exchanges between me and students. Access to computer lab will facilitate the use of the chat room facility on the WebCT to encourage more student-student exchange of ideas and discussions.
- Worked with a number of school districts in Ghana in promoting the use of ICT in schools in Ghana.
- Developed web site for the Media Foundation for West Africa, a non-profit and non-government organization based in Accra, Ghana.
- Research activities in progress: Akan Cultural Symbols Project (Carved in Wood); Akan-English Dictionary Project

Discipline-related books/papers published (provide a full citation).
- Cloth as Metaphor: (Re)reading adinkra cloth symbols of the Akan of Ghana (Peter land, Dec 2000).
- Submitted two proposals to Ford Foundation and NEH for Spring 2001 and Summer 2001 respectively. Ford Foundation proposal will fund further research on Akan symbols. NEH proposal will fund the writing and publication of a comprehensive dictionary for the Akan language. Another proposal has been submitted to the US Department of Education to take a group of fifteen university and public school personnel to Ghana to develop instructional materials and activity guide to promote diversity across the university and public school curricula.

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.
- Gave demonstrations at workshops on the use of computers and various computer software programs to teachers, school administrators, and students.
- Worked with the Center for Indigenous Knowledge Systems (CIKS) in Ghana to digitally store and transcribe oral stories for use as local language instructional materials in schools in Ghana. Developed CD-ROM with lesson plans and other educational resources for school districts in Ghana.
- Multicultural Commissions

Externally funded research grants and contracts you received.
- Akan Cultural Symbols project - Ford Foundation - July 31, 2000
- Akan-English Dictionary Project - NEH - July 1, 2000

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

Community service as defined in the Greenbook.
- Develop a multicultural activity guide for use in public schools.
- Continue school visitations with the Akan Cultural Symbols.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:___________Melinda Beth Backus______________
Rank:______Assistant Professor__________________

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

Highest Degree Earned: ____Educational Specialist______________________
Date Degree Received:_____July-03___________

Conferred by:____________Marshall University

Area of Specialization:_________Curriculum & Instruction

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

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<td>Years in service at Marshall during this period of review</td>
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</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)

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<th>Enrollment</th>
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<td>Level II Clinical Experience</td>
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<td>CI 447</td>
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1. If your degree is not in your area of current assignment, please explain.
   NA

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

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

4. Papers presented at state, regional, national, or international conferences.
   - WVCTM Annual Conference, Co-Presenter, Flatwoods, WV, March 21-22, 2003 “Using Hands-on Activities to Teach Middle School Math Concepts”
   - Accepted as Presenter at WV Reading Association Conference White Sulfur Spring, WV, December 12-14, 2002, Topic: Picture Books Across the Curriculum.
5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

- Phi Delta Kappa
- Kappa Delta Pi
- WV Council of Teacher of Mathematics (WVCTM)
- WV Reading Association (WVRA)
- Visual Impairment workshop: Attended on January 8, 2004 in Huntington
- Ruby Payne workshop/A Framework for Understanding Poverty: attended on February 20, 2004 in Huntington
- Charlotte Danielson training: attended on March 24, 2004 in Huntington
- Understanding by Design workshop: attended on April 24, 2004 in Huntington
- Reading Higher Education Summit workshop: attended on April 27, 2004 at Stonewall Jackson Resort, WV
- Reading First Staff Development workshop: attended on May 12, 2004 in Huntington
- WV Reinventing Education- Teacher Education Grant meeting: attended on September 9, 2004 at MUGC
- NCATE Meetings attended
  - 6/16/03 – Teays Vally: Standard 5
  - 12/10/03 – Huntington
  - 9/16/04 – Huntington: NCATE preparation
  - 4/29/04 – Huntington NCATE update
  - 10/25/04 – University Supervisors; Personnel Committee
  - 10/26/04 – Technology
- Member of Assessment Review Committee for evaluation of teacher candidates to evaluate and improve evaluations for Level I, II, and III clinical experiences for the School of Education
- Member of COEHS Undergraduate Program Curriculum Committee: August 2003-August 2004
- Member of COEHS Personal Committee : September 2004- Present
- Member of COEHS Planning and Review Committee: September 2004- Present
- Member of COEHS Teacher Education Standards Committee: August 2003- August 2004
- Member of WV Reinventing Education Collaborative Executive Committee: August 2003-Present
- Co-op Doctoral Program Fall Meeting, Marshall University, September 14, 2002
- WVRA Reading Best Practices, Huntington, WV, October 5, 2002
- No child Left Behind, Marshall University, January 31, 2003
- School Partnership Project, Kellogg Elementary School, June 10, 2003
- Teaching All Students through Inquire, October 17, 2002
- RE3, December 11, January 8, 20, 24, 27, 2002-2003
- Clinical Experience Alignment, February 28, 2003
- Charlotte Danielson Training, March 3, 20
- Member of Phi Delta Kappa, Marshall University Chapter 0164
- Member of WVCTM, West Virginia Council of Teachers of Mathematics
- Committee on Performance Tasks, NCATE

6 Externally funded research grants and contracts you received.

- PT3 Implementation Grant Workshop

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

- Who’s Who Among America’s Teachers: 2004
- Awarded certificate of recognition and invited/attended the Gamma Beta Phi Faculty Appreciation Brunch on April 10, 2002.
- I participated in two We Are … Marshall commercials, having a solo speaking part, “We Are… Designing Tomorrow’s Teaching”, in one of them.

8 Community service as defined in the Greenbook.

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

Name: Steven Banks
Rank: Associate Professor

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

Highest Degree Earned: Doctorate
Date Degree Received: 1980

Conferred by: University of Tennessee

Area of Specialization: Educational Psychology

Professional Registration/Licensure Agency:

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

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

<table>
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<tr>
<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>Advanced Developmental Psychology</td>
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<tr>
<td>2004 /Spring</td>
<td>EDF 435</td>
<td>Tests and Measurements</td>
<td>40</td>
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<td>EDF 435</td>
<td>Tests and Measurements</td>
<td>40</td>
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<tr>
<td>2005 /Summer</td>
<td>EDF 417</td>
<td>Statistical Methods</td>
<td>20</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.
   • Submitted two new WebCT courses
   • Developed and taught two WebCT classes for the Fall semester of 2003
   • Served on two dissertation committees
   • Evaluation Consultant—Mission, West Virginia, January 20, 2004 to present
   • Local Evaluation Coordinator—21st Century Community Learning Center grant. Awarded October 1, 2004
   • Revised and implemented our new Classroom Assessment course for the COE
   • Faculty development grant to create new WebCT course
   • Kyrgyzstan at the invitation of the Psychology Department at the National University of Kyrgyzstan
   • Survey project with Dr. Diana Stotts, School of Nursing and Wayne County public schools

3 Discipline-related books/papers published (provide a full citation).
   • Textbook-Classroom Assessment: Issues and Practices. Published August 8, 2004
   • Classroom Assessment Textbook
   • Six chapters submitted to Wadsworth Publishing for Managing Children textbook
   • Issues in Early Childhood Education Conference at the University of Illinois, Champaign on November 7, 2000

4 Papers presented at state, regional, national, or international conferences.
   • Presented a workshop on “Classroom Assessment” as part of the Marshall University Center for Teaching
   • Traveled to Russia at the invitation of Orel University

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.
   • Two workshops for the Army Corps of Engineer Leadership Training Program
   • Completed four workshops on Leadership Training for the Army Corps of Engineers
   • Chair, College Promotion and Tenure Committee
   • Faculty Senate Committee on Constitutional Reform

6 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.
- Crossroads 2000
- Renaissance Treatment Program---Grant Director
- School Violence Prevention Program
- Research and career counseling for Army Corps of Engineers
- Renaissance Place
- Consultant to RESA—II
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Robert Bickel
Rank: Professor

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

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

Conferred by: Florida State University

Area of Specialization __ Educational Foundations and Policy Study

Professional Registration/Licensure ___________________________ Agency: ___________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall 18
Years of employment in higher education 18
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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<tr>
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<td>EDF 517 501</td>
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<td>SP/05</td>
<td>EDF 417 201</td>
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If your degree is not in your area of current assignment, please explain.

NA

Activities that have enhanced your teaching and or research.

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

- Top-Down, Routinized Reform in Low-Income Rural Schools: NSF's Appalachian Rural Systemic Initiative. Education Policy Analysis Archives, 8 (12) [http://epaa.asu.edu/epaa/v8n22.html](http://epaa.asu.edu/epaa/v8n22.html) (with Craig Howley)
- High School Size, Achievement-Equity, and Costs: Robust Interaction Effects and Tentative Results. Ongoing research project (with Craig Howley and Tony Williams).
- Rural Neighborhood Effects on Student Achievement: A Contextual Analysis. Ongoing research project (with Catherine Glasscock, Craig Howley, and Teresa Hardman Ealge).
- Top-Down, Routinized Reform in Low-Income Rural Schools: NSF's Appalachian Rural Systemic Initiative. Education Policy Analysis Archives, 8 (12) [http://epaa.asu.edu/epaa/v8n22.html](http://epaa.asu.edu/epaa/v8n22.html) (with Craig Howley)
- High School Size, Achievement-Equity, and Costs: Robust Interaction Effects and Tentative Results. Ongoing research project (with Craig Howley and Tony Williams).
- Rural Neighborhood Effects on Student Achievement: A Contextual Analysis. Ongoing research project (with Catherine Glasscock, Craig Howley, and Teresa Hardman Ealge).

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

- Co-authored, with MAT student Crystal Howell, two papers to be presented in the same concurrent session: "Undercutting Achievement in a Poor Rural Middle: A Case Study of No Child Left Behind," and "No Child Left Behind and Reading Achievement in the Appalachian U.S., Context and Social Ascription for the Poorest of the Poor."
- "Research About School Size and School Performance in Impoverished Communities. ERIC Digest, Charleston, WV: ERIC Clearinghouse on Rural and Small Schools & Office of
- Educational Research and Improvement, 2000 (with Craig Howley and Marty Strange).
- "Opportunity, Community, and Crime on School Property: A Quantitative Case Study." Accepted for publication by Educational Foundations (with Roxane Dufrene). Expected publication date September or December, 2001.
- "Will the Real 'Texas Miracle in Education' Please Stand Up? Grade Span Configuration, Achievement, and Expenditure Per Pupil." Accepted for publication by Educational Policy Analysis Archives (with Craig Howley, Tony Williams, and Catherine Glasscock). Expected publication date September, 2001.
- "Poor Rural Neighborhoods and Early School Achievement." Under review with The Journal of Poverty (with Cynthia Smith and Teresa Eagle).
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 of Appalachian Studies Association
- ACCLAIM Scholar in Rural Education at Ohio University
- University Grade Appeals Committee
- Consultant on evaluation of instructional software Calhoun County, Staats Associates and Merit
- Statistical Consultant
- Statistical Consultant
- Department of Family and Community Health, Marshall University School of Medicine, 2001 – Present
- McDowell County Parents Organization on consequences of high school consolidation
- Consultant for Coordinator for Vocational Education with the Higher Education Policy Commission, with use of SPSS statistical software.
- Member of the Editorial Board, ERIC Clearinghouse on Rural Education and Small Schools.
- Parents’ Social Capital and Students’ Health and Achievement in Rural Appalachia.
- Member of NCATE Committee on Diversity
- Evaluator for Student Teaching Portfolios
- Evaluator for Capstone Oral Presentations

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.
- Evaluated “Prevention and Management of Training to Deal with Aggressive Students.
- Contributed a chapter on research and evaluation to “Handbook for Dealing with Aggressive Students,” produced by Dr. Terry Smith of RESA II.
- Evaluator for two student retention grants, Rio Grande University.
- Co-Facilitator for Matthew Project, funded by the Annenberg Rural Trust, with Ohio University as fiscal agent.
- Co-Facilitator and evaluator for the Micro-Society Project located at Harts High School
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ______ James O. Burton ______ Rank: ______ Assistant Professor ______

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

Highest Degree Earned: ___ Ed D. ______ Date Degree Received: ___ May 15, 2005 ______

Conferred by: West Virginia University ______

Area of Specialization: _____ Special Education & Social Work ______

Professional Registration/Licensure: French (5-12), SLD (K-12), EBD (K-12) Agency: WVDE ______

Years non-teaching experience
Years of employment other than Marshall: 4
Years of employment at Marshall: 4
Years of employment in higher education: 6
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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<thead>
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<td>Field Exp: Mental Retardation</td>
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<td>Intro to Mental Retardation</td>
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<td>CISP 626</td>
<td>Diagnostic – Clinical Practices</td>
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<td>CISP 629</td>
<td>Special Education Seminar</td>
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</table>

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

NA

Activities that have enhanced your teaching and or research.

• Participated in Educational Testing Service’s of “Framework Observation Training Program.”
• Participated in the Writing Across the Curriculum Training Workshop in Ripley, WV on November 3, 2001
• Development and utilization of “IDEASHARE” as a final assessment method for students enrolled in CISP 421
• Provide simulation activities that replicate many actual situations facing current educators
• Participated in the “Connecting West Virginia Content Standards and Objectives to Individualized Education Program Development: A Trainer’s Guide” Organized by the Office of Special Education Leadership and the WVDE in Charleston, WV on December 16, 2004

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

• “Child abuse and neglect: Are school personnel prepared to recognize and report?” – Journal of School Social Work
• General educators perceptions of inclusive education: Before and after training” – Teacher Education/Special Education (Journal of the Council for Exception Children: Teacher Education Division)
• “Emotional/behavioral disorders rural inclusion project: A program description” – Teacher Education/Special Education (Journal of the Council for Exceptional Children: Teacher Education Division)

Burton 2
4 Papers presented at state, regional, national, or international conferences.
   • “Identifying Students with Exceptionalities in Inclusive Science Classrooms” to McDowell County science teachers on Saturday, October 13, 2001
   • “A neglected culture? Sexual orientation and teacher preparation” Paper presented at the annual conference of the Council for Exceptional Children Teacher Education Division (National), Albuquerque, New Mexico
   • “Innovative ideas for the limited budget classroom.” Session presented at the annual conference of the WV Federation of the Council for Exceptional Children (State), Snowshoe, WV on October 8, 2004
   • “Project TASK: Transitioning for pre-adolescents for success and knowledge” presented to the faculty of East Fairmont Junior High, Marion County Schools on Friday, August 22, 2003
   • “Working with children with special needs” Presented to the Access Network Group of Early Learning Substitutes in Huntington, WV on Monday, May 12, 2003
   • Family and service providers: Building strong relationships. Presented at the WV Federation Council for Exceptional Children Conference (State) on October 10-11, 2002.
   • Teaching gay, lesbian, and bisexual students with exceptionalities: Best practice for education and advocacy. Presented at the International Child & Adolescent Conference in Miami, FL. On October 30-November 2, 2003.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.
   • “Project Task: Transition of pre-Adolescents for Success and Knowledge” Presented at the Council for Children with Behavior Disorders Annual Conference (National) in Atlanta, GA on October 6, 2001
   • School of Education NCATE Conceptual Framework Committee
   • Special Education Department Library Liaison
   • Special Education Program Webmaster

6 List any offices you hold in professional organizations.
   • Council for Exceptional Children
   • Marshall University Faculty Senate Representative
   • School of Education Scholarship Committee
   • School of Education: Undergraduate Program Committee
   • Special Education Program: Faculty Search Committee
   • Special Education Program Coordinator
   • Attended the Council for Exceptional Children: Teacher Education Division Conference (National) Albuquerque, New Mexico on November 10-13, 2004
   • Attended the Council for Exceptional Children Conference (National) in New Orleans, Louisiana on April 14-17, 2004
   • Attended the Council for Exceptional Children Conference (National) in Biloxi, Mississippi on November 11-16, 2004
   • Attended the WV Federation of the Council for Exceptional Children (State), Morgantown, WV on October 9-10, 2004

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.
   • WV Gear Up Program—Steering Committee Member
   • International Brotherhood of Painters and Allied: Trades Instructors/Coordinators Seminar (Instructor)
   • I am currently working with families who have children with low incident disabilities in north central WV. I work with school districts and families to insure that students are receiving appropriate services. Currently have families in Monongalia, Harrison, Taylor, and Barbour counties
   • Cabell County Alternative School Students—Each semester I monitored the progress of approximately 10 students on a weekly basis who were returning to their “home school” after spending time in the Cabell County Alternative School
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
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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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.
   • 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.

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.
   • 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 paper work associated with each hire
• MU June Harless Center for Rural Educational Development and Research Advisor Board
• Serve on most of the SOE Search Committees—we had 3 search committees last year
• Student Advisor for Kappa Delta Pi

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

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

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

Name: William Carter
__________________________________________ Rank: Professor

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

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

Conferred by: University of South Carolina

Area of Specialization: ______ Curriculum and Instruction (Science and Elementary Education) ______

Professional Registration/Licensure ______ Science ______ Agency: ______ South Carolina Department of Education ______

Years non-teaching experience
Years of employment other than Marshall 18
Years of employment at Marshall 11
Years of employment in higher education 19
Years in service at Marshall during this period of review 5

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>CI 448</td>
<td>Science Methods: Elementary Education</td>
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<tr>
<td></td>
<td>CI 415</td>
<td>Instructional Methods and Materials: Secondary Ed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CI 515</td>
<td>Instructional Methods and Materials: Secondary Ed</td>
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<tr>
<td></td>
<td>EDF 612</td>
<td>Seminar III: Educational Evaluation</td>
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<td>2003-2004</td>
<td>CI 448</td>
<td>Science Methods: Elementary Education</td>
<td></td>
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<tr>
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<td>CI 415</td>
<td>Instructional Methods and Materials: Secondary Ed</td>
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<td></td>
<td>CI 515</td>
<td>Instructional Methods and Materials: Secondary Ed</td>
<td></td>
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<tr>
<td></td>
<td>EDF 612</td>
<td>Seminar III: Educational Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

4 Papers presented at state, regional, national, or international conferences.
   • Carter, Bill. Robotics and Computer Programming in the Schools. Two 3-hour workshops delivered at the Annual State Conference of the West Virginia Science Teachers Association, Charleston, WV.
   • Carter, Bill & Sottile, James (2001). Changing the ecosystem of preservice math and science methods classes to enhance students’ social, cognitive, and emotional development. A paper submitted for presentation to
Eastern Educational Research Association at its annual meeting in February, 2002, in Sarasota, FL

Carter, 2

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

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

6 Externally funded research grants and contracts you received.

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

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

- Honorary member of Washington Area Occupational Educators
- Honorary member of West Virginia Association of Attendance Directors

8 Community service as defined in the Greenbook.

- Established science materials center for Crum Elementary, first grade
- Developed, implemented and provided oversight for ATI’s outreach program which served 3200 students
- Developed day camps in Lincoln County which served 125 students in July, 2003
- Developed and maintained Mars Station South Pole. A partnership with the Planetary Society and NASA. This model is in Jenkins Hall and is accessible through the World Wide Web.
- Implemented the continuation of the Science on Wheels Program for the benefit of the community.
- Demonstration Teaching
  - Beale Elementary
  - Omar Elementary
  - Burlington Elementary
  - Hite-Saunders Middle
  - Fort Gay Middle
- Trained Science Fair Judges for
  - WV State Science Fair
  - RESA II Science Fair
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Debra Conner
Rank: Assistant Professor

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

Highest Degree Earned: Masters+75
Date Degree Received:

Conferred by:

Area of Specialization: Special Education

Professional Registration/Licensure: Certified Multi-Categorically in Special Education
Agency:

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<tr>
<td>Years in service at Marshall during this period of review</td>
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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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>Fall 2003</td>
<td>CISP 520</td>
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<td>CISP 533</td>
<td>Introduction to Mental Retardation</td>
<td>8</td>
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<td>Spring 2004</td>
<td>CISP 521</td>
<td>Characteristics of Exceptionalities</td>
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<td>Spring 2004</td>
<td>CISP 533</td>
<td>Introduction to Mental Retardation</td>
<td>18</td>
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<td>CISP 421-Mon. 4:00</td>
<td>Introduction to Exceptional Children</td>
<td>13</td>
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<td>Fall 2004</td>
<td>CISP 421 Mon. 6:30</td>
<td>Introduction to Exceptional Children</td>
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<td>Introduction to Exceptional Children</td>
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<td>CISP 421-Mon.4:00</td>
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<td>Spring 2004</td>
<td>CISP 421-TR.6:30</td>
<td>Introduction to Exceptional Children</td>
<td>19</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.
- Advisor to Student Council for Exceptional Children
- Wrote the NCATE undergraduate program requirements to certify the mentally impaired program
- The course that I have been teaching, CISO 453/553 is not a new course, but a course I have hoped to re-design to help better meet the needs for incoming student teachers.
- Advise students daily on different approaches to take within the classroom environment on management
- I have been involved with and judge capstone presentations
- Monitoring the comprehensive exams in November—monitoring very closely the scores of special education students on the Praxis Content Tests-Mentally Impaired sections
- Spoke at a local agency of head start in Logan County about behavior management
- Attended two seminars: 1) multiculturalism 2) behavior management
- I conduct a weekly seminar that is held for special education student teachers
- Planning on going to West Virginia University to obtain a doctorate in special education

3 Discipline-related books/papers published (provide a full citation).
Papers presented at state, regional, national, or international conferences.

Conner 2

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 National Student Council for Exceptional Children National Conference in New York City, New York. April 3-6, 2002
- Member of the Council for Exceptional Children, Kappa Delta Pi
- School of Education Field Experience
- NCATE Committee
- I am currently a member of Kappa Delta Pi, the educational honor society, and Student Council for Exceptional Children

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.

- Working with Special Olympics
- Involved in consist of the Red Cross Blood Drive, and activities at the Trinity Church of God
Appendix II
Faculty Data Sheet
(Adjunct faculty)

Name: Donald Gregory Deaton

Rank: __________________________

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

Highest Degree Earned: M.A. __________________________ Date Degree Received: 1985

Conferred by: Marshall University

Area of Specialization: Elementary Education & BD/Autism K-12

Professional Registration/Licensure __________________________ Agency: West Virginia Dept. of Education

Years non-teaching experience 10.5
Years of employment other than Marshall 19
Years of employment at Marshall 5
Years of employment in higher education 5
Years in service at Marshall during this period of review 5

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

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<thead>
<tr>
<th>Year/Semester</th>
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<td>EDF 319</td>
<td>Application Of Learning Theory</td>
<td>~ 30</td>
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<td>2003 Spring</td>
<td>EDF 218</td>
<td>Child/Adol. Dev. In Schools</td>
<td>~ 30</td>
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<tr>
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<td>Appl. of Learning Theory</td>
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<td>2004 Spring</td>
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<td>Appl. of Learning Theory</td>
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<tr>
<td>2004 Fall</td>
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<td>Child/Adol. Dev. In Schools</td>
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<td>2005 Spring</td>
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<td>Appl. of Learning Theory</td>
<td>~ 30</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>EDF 218</td>
<td>Child/Adol Dev. In Schools</td>
<td>~ 30</td>
</tr>
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Appendix II
Faculty Data Sheet
(Adjunct Faculty)

Name: Susan R. DeFazio  
Rank: ____________________________

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

Highest Degree Earned: M.A. + 60  Date Degree Received: 1975

Conferred by: Marshall University

Area of Specialization: Elementary Education, Special Education

Professional Registration/Licensure _______ Agency: ________________________________

Years non-teaching experience
Years of employment other than Marshall 33
Years of employment at Marshall 15
Years of employment in higher education
Years in service at Marshall during this period of review 15

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>General programming for Mildly Disabled</td>
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<td>2004/Spring</td>
<td>CISP 535</td>
<td>General programming for Mildly Disabled</td>
<td>22</td>
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</table>
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: _Janet Dozier_ Rank: ____________________________

Status (Check one): Full-time _X_ Part-time______ Adjunct______ Current MU Faculty: _X_ yes __no

Highest Degree Earned: __Ed.D______ Date Degree Received: __5/7/2005_____________________

Conferred by: _West Virginia University_

Area of Specialization: _Curriculum and Instruction_

Professional Registration/Licensure __Pk-8____________ Agency: _WV Department of Ed._

Years non-teaching experience __3__
Years of employment other than Marshall __20__
Years of employment at Marshall __6__
Years of employment in higher education __6__
Years in service at Marshall during this period of review __6__

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

<table>
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<td>Fall/Spring 2001</td>
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<td>Literature and Language Arts</td>
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<td>Fall/Spring 2001</td>
<td>CI 459</td>
<td>Multicultural Influences in Education: Techniques and Strategies</td>
<td>-</td>
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<td>Fall/Spring 2001</td>
<td>CI 631</td>
<td>Current Influences on Early Childhood Programs</td>
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<td>CI 632</td>
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<td>Language and Cognition in Early Childhood</td>
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<td>Fall 2002</td>
<td>CI 459</td>
<td>Multicultural Influences in Education: Techniques and Strategies</td>
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<td>Fall 2002</td>
<td>CI 632</td>
<td>Early Childhood Programs</td>
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<td>Spring 2002</td>
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<td>Multicultural Influences in Education: Techniques and Strategies</td>
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<td>Special Topics</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 Activities that have enhanced your teaching and or research.

- Magnetic Training, Cincinnati, OH, March, 2004
- Preschool Assessment Survey data collection and analysis
- Wrote the syllabus for a new class Language, Literacy, and Numeracy and one entitled Early Childhood Assessment
- Development of E-Courses
- Developed and implemented CI 459/559 as a Multicultural class
3 Discipline-related books/papers published (provide a full citation).
   - Four Ways to Help Children in Crisis, Dimensions of Young Children, spring, 2004
   - Creating a Violence Free Classroom, West Virginia Early Childhood Quarterly, Fall 2004

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

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   - West Virginia Association for the Education of Young Children
   - Southern Early Childhood Association
   - National Institute for Early Childhood Professional Development
   - Faculty Senator
   - Cabell-County Pre-Kindergarten Collaborative Committee
   - Early Childhood Education committee
   - Supervised two graduate capstone experiences
   - ERASE Barriers: Numeracy (State)
   - ERASE Barriers: Literacy (State)
   - Children’s Place: Parent Involvement (Local)
   - Children’s Place: Challenging Behaviors (Local)
   -Phi Delta Kappa
   - Presented at the WV Early Childhood Conference in April, 2002 on the topic of Physical Development “Why do they move so much?”
   - Multicultural committee
   - Member of University Multicultural Committee
   - Personnel Committee
   - NCATE (Wrote the interim report for early ed.)
   - Selection committee for elementary education and special education
   - National Association for the Education of Young Children
   - Scholarship committee

6 Externally funded research grants and contracts you received.

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

8 Community service as defined in the Greenbook.
   - Board of Directors:
     - Saint John’s House
   - Cabell County Pre-kindergarten Collaborative
   - Children's Place Personnel Committee
   - Saint John’s House personnel Committee
   - Board member of the Huntington Child Development Academy
   - Curriculum Development at 6th Avenue Church of Christ
Name: Betty Ellis

Rank: _______________________

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

Highest Degree Earned: ___M. A. _________________________ Date Degree Received: ___1964

Conferred by: ________Marshall University

Area of Specialization: ____Elementary education

Professional Registration/Licensure: Permanent Professional K-8, Permanent Professional Administrative K-8

Agency: ___W.Va.___

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>Title</th>
<th>Enrollment</th>
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<td>05/Spring</td>
<td>1540-202;1541-203</td>
<td>Literature and language Arts Methods</td>
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<td>05/Fall</td>
<td>1526-101;1528-103</td>
<td>Literature and Language Arts Methods</td>
<td>53</td>
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</tbody>
</table>
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:

Conferred by:

Area of Specialization

Professional Registration/Licensure  Agency:

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP/05</td>
<td>CI 343 203</td>
<td>INTRO TO TEACHING READING</td>
<td>24</td>
</tr>
<tr>
<td>SP/05</td>
<td>CI 446 203</td>
<td>READING EDU: IND ASSESS. &amp; PRESC LANG INST</td>
<td>24</td>
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<tr>
<td>FA/04</td>
<td>CI 343 102</td>
<td>INTRO TO TEACHING READING</td>
<td>25</td>
</tr>
<tr>
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<td>CI 446 102</td>
<td>READING EDU: IND ASSESS. &amp; PRESC LANG INST</td>
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<tr>
<td>FA/04</td>
<td>CIRG 613 101</td>
<td>CHILDREN’S LITERATURE</td>
<td>17</td>
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<tr>
<td>SP/04</td>
<td>SICK LEAVE</td>
<td></td>
<td></td>
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<tr>
<td>FA/03</td>
<td>SICK LEAVE</td>
<td></td>
<td></td>
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<td>SP/03</td>
<td>CI 343 203</td>
<td>INTRO TO TEACHING READING</td>
<td>26</td>
</tr>
<tr>
<td>SP/03</td>
<td>CI 446 203</td>
<td>READING EDU: IND ASSESS. &amp; PRESC LANG INST</td>
<td>26</td>
</tr>
<tr>
<td>SP/03</td>
<td>CI 343 203</td>
<td>INTRO TO TEACHING READING</td>
<td>27</td>
</tr>
<tr>
<td>SP/03</td>
<td>CI 446 203</td>
<td>READING EDU: IND ASSESS. &amp; PRESC LANG INST</td>
<td>27</td>
</tr>
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<td>FA/02</td>
<td>CI 343 103</td>
<td>INTRO TO TEACHING READING</td>
<td>25</td>
</tr>
<tr>
<td>FA/02</td>
<td>CI 446 103</td>
<td>READING EDU: IND ASSESS. &amp; PRESC LANG INST</td>
<td>25</td>
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<tr>
<td>FA/02</td>
<td>CI 343 104</td>
<td>INTRO TO TEACHING READING</td>
<td>25</td>
</tr>
<tr>
<td>FA/02</td>
<td>CI 446 104</td>
<td>READING EDU: IND ASSESS. &amp; PRESC LANG INST</td>
<td>25</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.
   - 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.

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 Guyer
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: 1977

Conferred by: University of Virginia

Area of Specialization: Learning Disabilities and Educational Administration

Professional Registration/Licensure Learning Disabilities & Principal Agency Marshall University

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 Spring</td>
<td>CISP523</td>
<td>Intro to LD</td>
<td>18</td>
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<tr>
<td>2003 Spring</td>
<td>CISP647</td>
<td>Educ. of LD</td>
<td>10</td>
</tr>
<tr>
<td>2003 Fall</td>
<td>CISP523</td>
<td>Intro to LD</td>
<td>15</td>
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<tr>
<td>2004 Fall</td>
<td>CISP523</td>
<td>Intro to LD</td>
<td>11</td>
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<tr>
<td>2004 Fall</td>
<td>CISP521</td>
<td>Beh. Of Exceptional Children</td>
<td>28</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>CISP647</td>
<td>Educ. of LD</td>
<td>10</td>
</tr>
<tr>
<td>2004 Spring</td>
<td>CISP647</td>
<td>Educ. of LD</td>
<td>10</td>
</tr>
<tr>
<td>2004 Spring</td>
<td>CISP646</td>
<td>Practicum LD</td>
<td>4</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>CISP523</td>
<td>Intro to LD</td>
<td>14</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>CISP523</td>
<td>Intro to LD</td>
<td>22</td>
</tr>
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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.

3. Discipline-related books/papers published (provide a full citation).
   - “Self-esteem and the Adult with LD” Newsbriefs, a publication of the Learning Disabilities Association of America, Fall 2003
   - “Don’t Get Angry, Get Better” Newsbriefs, a publication of the Learning Disabilities Association of America
   - “ADHD and the Adolescent or Young Adult” Smart Kids with LD, newsletter, Winter 2003
   - “Reading, Learning, and Self-Esteem: The Cost of Reading Failure and What WE Can Do About It”, accepted by High Tide Press. Expected date of publication: Spring 2005

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.
   - Director of H.E.L.P.
   - November 2003 “Professional Students with LD and/or ADHD.” International Dyslexia Association, Atlanta, GA. International Conference.
- February 2004-Learning Disabilities Association of America
- April 2002—April 2003. 2nd Vice President of Learning Disabilities Association of America.
- AAUP
- International Dyslexia Association
- Learning Disabilities Association of America (and WV)
- AHEAD (Association for Higher Education for Adults with Disabilities)
- Delta Kappa Gamma
- Phi Delta Kappa
- Committee for the Marshall University Distinguished Artists and Scholars Award (MU-DASA).
- Committee for Rights of Handicapped Students
- Committee for Rights of Disabled Student Athletes
- Curriculum Committee
- Oversight Committee for H.E.L.P.
- September, 2000. Wisconsin Dyslexia Institute, Milwaukee, Wisconsin. “Pretending They Can When They Can’t.”

6 Externally funded research grants and contracts you received.
- Massey Coal Company Foundation $6,000
- Duncan Box Company $10,000
- HELP Program $250,000
- Actively involved in raising $1,000,000 in endowment funds for HELP
- Analyzing data obtained form medical students in Medical HELP
- 1997-present. Actively involved in H.E.L.P. Program Golf Scramble

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- Ron Yost City of Huntington Award for Services to Learning Disabled

8 Community service as defined in the Greenbook.
- Consultant for WV Bar Association-advising on accommodations for people with Learning Disabilities
- Speak to civic, church, faculty and service groups regarding learning disabilities
- New faculty seminars regarding LD and ADHD in Marshall students
- Teach Bible study groups and Sunday school classes
Name: Thelma M. Isaacs  
Rank: Assoc. Professor

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

Current MU Faculty: X yes  no

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

Conferred by: West Virginia University

Area of Specialization: Educational Leadership/Curriculum and Instruction

Professional Registration/Licensure: WV Language Arts 5-12; Lic. Phy Edu 5-12

Years non-teaching experience: 2
Years of employment at Marshall: 6
Years of employment in higher education: 6
Years in service at Marshall during this period of review: 6

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>
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<td>CI 449 (2 Sec)</td>
<td>Secondary Classroom Management</td>
<td>25, 27</td>
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<tr>
<td>SP/05</td>
<td>CI 401</td>
<td>Middle Childhood Curriculum</td>
<td>27</td>
</tr>
<tr>
<td>SP/05</td>
<td>CI 501</td>
<td>Middle Childhood Curriculum</td>
<td>23</td>
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<tr>
<td>FA/04</td>
<td>CI 401/501</td>
<td>Middle Childhood Curriculum</td>
<td>17, 23</td>
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<td>FA/04</td>
<td>CI 449</td>
<td>Secondary Classroom Management</td>
<td>27, 22</td>
</tr>
<tr>
<td>SM/04</td>
<td>CI 449/549</td>
<td>Secondary Classroom Management</td>
<td>12</td>
</tr>
<tr>
<td>SM/04</td>
<td>CI 401/501</td>
<td>Middle Childhood Curriculum</td>
<td>28</td>
</tr>
<tr>
<td>SP/03</td>
<td>CI 449</td>
<td>Secondary Classroom Management</td>
<td>25</td>
</tr>
<tr>
<td>SP/03</td>
<td>CI 401</td>
<td>Middle Childhood Curriculum</td>
<td>27</td>
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<tr>
<td>SP/03</td>
<td>CI 401/501</td>
<td>Middle Childhood Curriculum</td>
<td>31, 30</td>
</tr>
<tr>
<td>FA/03</td>
<td>CI 401/501</td>
<td>Middle Childhood Curriculum</td>
<td>19, 29</td>
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<td>FA/03</td>
<td>CI 449/549</td>
<td>Secondary Classroom Management</td>
<td>28</td>
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<td>SM/03</td>
<td>CI 401/501</td>
<td>Middle Childhood Curriculum</td>
<td>28</td>
</tr>
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<td>SP/03</td>
<td>CI 403/503</td>
<td>Methods &amp; Materials for Middle Grades</td>
<td>27, 28</td>
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<td>SP/03</td>
<td>CI 401/501</td>
<td>Middle Childhood Curriculum</td>
<td>24</td>
</tr>
<tr>
<td>SP/03</td>
<td>CI 449/549</td>
<td>Secondary Classroom Management</td>
<td>29</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.

- Presenter for PDK – "The Status of West Virginia Middle Schools" April 17, 2002, Huntington, WV
- Co-Presenter (with Paula Lucas) at the WVAMLE 21st Annual Conference (State) "Putting West Virginia Middle Schools to the test: Implementation of Key Practices" April 27-28, 2002 Snowshoe, WV.
- Attended 11th Annual National Urban Middle Schools Conference March 8-10, 2002 Pittsburgh, PA
- Involved in development of an electronic version of CI 501.

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

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

- Isaacs, T., Murphy, R., Sottile, J., & Lucas, P. (2003). What characteristics do pre-service teachers report a 'good' teacher should have to empower learners? Paper presented at the annual meeting of the Eastern

Accepted for presentation at the WV Reading Association Conference Co-presentation with Mindy Bachus and Ruth Ann Murphy, "Picture Books Across the Curriculum" December 12-14, 2002 White Sulphur Springs, 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.

- NMSA
- WVAMLE
- Kappa Delta Pi
- Phi Delta Kappa
- NCTE
- Faculty Senate Member 2004-05, 2003-04
- Planning and Review Committee Member 2004-05, 2003-04
- Sub-committee member for Vision 2005 Goals review 2004
- Personnel Committee Member 2004-05, 2003-04
- Dean’s Search Committee Member 2004-05
- Search Committee for EDF&T 2004
- Physical Education Search Committee Member 2003
- EDF 270 Rubric Evaluation Revision 2003
- Assistant NCATE Coordinator 2003-04
- Currently serving on two doctoral committees
- Attended 2004 EERA Conference
- Attended 23rd Annual WVAMLE State Conference
- Attended several NCATE workshops, one Advising workshop, and one Teaching Excellence workshop at AEL
- NCATE Performance Tasks Committee, Chair
- Planning and Review Committee, Member
- SOE Scholarship Committee, Member
- Personnel Committee, Member
- Attended 10th Annual National Middle School Urban Schools Conference, Columbus, OH, March.
- Attended annual WV Association of Middle Level Educators Conference, Charleston, WV, April
- Attended WebQuest workshop sponsored by PDK.
- Attended NCATE workshop.
- Consultant for Effective Partnership Schools
  - Lincoln County Schools
  - Member of Physical Facilities and Planning Committee
  - Member of Clinical Experiences Committee
  - Member of Program Committee
  - Assisted in writing the NCA TE Interim Report for Middle Childhood Education
  - Served on search committee for Reading Position
  - Team member for the Middle School Project in Kanawha County Schools
    - Presenter at the 2nd Annual Effective Partnership Schools Academy with Lincoln County
  - Vice President for Programs (PDK)

Externally funded research grants and contracts you received.

- Presenter at the 2004 EERA Conference
- Testing the Middle School Concept: What Are the Principles and How Do They Impact Schools Achievement? Feb 12, 2004 Clearwater Beach, FL
- Co-presenter at the 23rd Annual WVAMLE State Conference
  - The Power of Pre-Reading
    - April 24, 2004, Stonewall Jackson Resort, WV
- Staff Development Presenter, Raleigh County Schools, Aug 2003
- Recognized as a “Fabulous Faculty Member” by member of the Phi Eta Sigma National Honor Society
- Recipient of the “Undergraduate Outstanding Advising Award” for 2002 for the School of Education

Community service as defined in the Greenbook.

- Staff Development Presenter for Raleigh County Schools
• Science Fair Judge for Winfield Middle School
Courtney Isaacs 3

• State West Virginia Social Studies Fair Judge
• Team member for the Middle School Project in Raleigh County Schools
• Consultant for Putnam County Middle School Curriculum Committee
• COEHS United Way Team Captain
  Served on the Interview Committee for selecting Outstanding Seniors at Spring Valley High
Appendix II
Faculty Data Sheet
(Adjunct Faculty)

Name: Cheryl Jeffers
____________________________________       Rank:________________________
Status (Check one): Full-time_____ Part-time__X__ Adjunct_____ Current MU Faculty: ___yes ___no
Highest Degree Earned: ___Masters_______________________       Date Degree Received:____________
Conferred by: ___________________________       Date Degree Received:____________
Area of Specialization: __Reading Specialist
Professional Registration/Licensure ___________________________ Agency: ___________________________
Years non-teaching experience
Years of employment other than Marshall 13
Years of employment at Marshall 1.5
Years of employment in higher education
Years in service at Marshall during this period of review

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 Spring</td>
<td>CI 345</td>
<td>Critical Reading, Writing, and Thinking</td>
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</tr>
<tr>
<td>2004 Fall</td>
<td>CI 345</td>
<td>Critical Reading, Writing, and Thinking</td>
<td>25</td>
</tr>
</tbody>
</table>
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Thomas J. Klein  
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: 12/16/1993

Conferred by:  Vanderbilt University

Area of Specialization:  Mathematics Education

Professional Registration/Licensure:  Mathematics 9-12 (Expired)
Agency:  Indiana

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<th>Years non-teaching experience</th>
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<tr>
<td>Years of employment at Marshall</td>
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</tr>
<tr>
<td>Years of employment in higher education</td>
<td>13</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
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<td>Concepts &amp; Application in Mathematics</td>
<td>25</td>
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<tr>
<td></td>
<td>CI 101-101</td>
<td>Mathematics for Elementary Teachers I</td>
<td>28</td>
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<tr>
<td></td>
<td>CI 350-107</td>
<td>Instructional Technology &amp; Computing</td>
<td>20</td>
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<td>2004 Spring</td>
<td>CI 201-201</td>
<td>Mathematics for Elementary Teachers II</td>
<td>21</td>
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<tr>
<td></td>
<td>CI 350-205</td>
<td>Instructional Technology &amp; Computing</td>
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<td></td>
<td>CI 350-206</td>
<td>Instructional Technology &amp; Computing</td>
<td>20</td>
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<td>2004 Summer</td>
<td>CI 350-501</td>
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<td>6</td>
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<td>CI 101-501</td>
<td>Mathematics for Elementary Teachers I</td>
<td>8</td>
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<td>CI 101-101</td>
<td>Mathematics for Elementary Teachers I</td>
<td>23</td>
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<td>EDF 435-101</td>
<td>Classroom Assessment</td>
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<td>Classroom Assessment</td>
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<td>CI 201-201</td>
<td>Mathematics for Elementary Teachers II</td>
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<td>Classroom Assessment</td>
<td>30</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.
- The TI-83 graphing calculator was used in MTH 121 for demonstration purposes. The TI-73 graphing calculator was also used occasionally in CI 101 for demonstration purposes.
- I prepared and used lecture notes in my MTH 121 and CI 101 class sessions. These notes were distributed to the students, and these students added to the notes during each applicable class session. This allowed the students more time to think about the subject matter being presented and actively participate in the solving of mathematics exercises and problems. Students were encouraged to collaborate in the solving of these exercises and problems during class sessions. During the 2002-2003 academic year, class packs consisting of these notes were prepared for use in MTH 121 and CI 101 in the 2003-2004 academic year. The CI 101 class pack was used for the Summer A session.
- Dr. Karen Mitchell and I are conducting a landscape study of mathematics teacher preparation programs in the Appalachian regions of West Virginia, Ohio, Kentucky, and Tennessee.
- Evaluator for portfolios and presentations for the Student Teaching Capstone Experience.

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

4  Papers presented at state, regional, national, or international conferences.
- Presentation titled “Using Past Olympic Data to Predict Winning Times in the 2004 Summer Olympics” with Dr.
• I assisted Dr. Karen Mitchell with the planning and hosting of the ACCLAIM-sponsored Mathematics Teacher Preparation in Appalachia: Mathematics Pedagogy Conference held on September 17-18, 2004 in Huntington, WV. This regional conference was attended by approximately 100 mathematics and education faculty and doctoral students from central Appalachia.

• I assisted Dr. Karen Mitchell with the planning and hosting of the ACCLAIM-sponsored Mathematics Teachers in Appalachia: Future and Present Conference held on February 27-28, 2004 in Knoxville, TN. This regional conference was attended by approximately 170 participants-mostly preservice mathematics teachers but also college mathematics and education faculty and mathematics teachers from central Appalachia.

• Teacher Education Standards Committee (alternate member)
• Graded portfolios and presentations for the Student Teaching Capstone Experience
• Faculty Advisor for Campus Flood (formerly Marshall's New Life)
• Academic Advisor of 41 students

Externally funded research grants and contracts you received.
• I am the Marshall University Co-Principal Investigator for a 5-year $10 million NSF grant to establish The Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics (ACCLAIM). ACCLAIM is an NSF-funded Center for Learning and Teaching established to build capacity in rural mathematics education in the middle and secondary grades. The partner institutions in ACCLAIM are the Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics (ACCLAIM).
University of Tennessee, the University of Kentucky, the University of Louisville, Ohio University, West Virginia University, and Marshall University, along with the Appalachian Rural Systemic Initiative (ARSI). Responsibilities of the center are to offer advanced degrees in mathematics and education, provide professional development for mathematics teachers, improve mathematics teacher education programs, and encourage research in mathematics education in rural settings. I am also a Co-Director of the Teacher Development Initiative of ACCLAIM, along with Dr. Karen Mitchell.

- Dr. Carl Johnson and I submitted and Eisenhower Professional Development Program proposal titled “Problem Solving for Grades 6-12” to provide intensive training for secondary mathematics teachers in the teaching of problem solving. It was not funded.
- Dr. Carl Johnson and I received $15,048 for an Eisenhower Professional Development Program proposal titled “Problem Solving for Grades 1-5” to provide intensive training for elementary mathematics teachers in the teaching of problem solving. Dr. Carl Johnson served as the Project Director, and I served as Instructor for a one-week workshop.
- Received $2000 in college faculty development funds for traveling to and attending professional conferences and workshops.

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

Community service as defined in the Greenbook.

- Deacon at New Life Church and oversee Marshall’s New Life, a campus ministry associated with New Life Church.
- As part of the WVEDUCATION2 PT3 project, Melinda Backus, two Mason County teachers, two preservice teachers and I developed a second-grade thematic unit called “Down on the Farm” that will be placed on the West Virginia Department of Education Learning Village web site. This unit addresses instructional objectives where improvement in instruction is desired and will be available for use by West Virginia teachers.
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

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>Number</th>
<th>Title</th>
<th>Enrollment</th>
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<td>Fall, 03</td>
<td>CI 343</td>
<td>Intro. to the Teaching of Reading, K-6</td>
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<td>Fall 03</td>
<td>CI 446</td>
<td>Assessment of Reading</td>
<td>29</td>
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<td>CI 345</td>
<td>Critical Reading and Writing: Content Areas</td>
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<tr>
<td>Spring 04 – 2 sections</td>
<td>CI 446</td>
<td>Assessment of Reading</td>
<td>20 + 20 = 60</td>
</tr>
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<td>Summer 04</td>
<td>CI RG 644</td>
<td>Content Area Reading</td>
<td>20</td>
</tr>
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<td>Fall 04</td>
<td>CI 343</td>
<td>Intro. to the Teaching of Reading, K-6</td>
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<td>CI 446</td>
<td>Assessment of Reading</td>
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<td>Fall 04</td>
<td>CI RG 636</td>
<td>Modern Developmental Reading</td>
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</tr>
<tr>
<td>Fall 04</td>
<td>CI RG 621</td>
<td>Current Issues in Reading</td>
<td>8</td>
</tr>
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<td>Spring 05</td>
<td>CI 343</td>
<td>Intro. to the Teaching of Reading, K-6</td>
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<td>Spring 05</td>
<td>CI 446</td>
<td>Assessment of Reading</td>
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<td>Spring 05</td>
<td>CI RG 644</td>
<td>Content Area Reading</td>
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<td>Summer 05</td>
<td>CI RG 621</td>
<td>Current Issues in Reading</td>
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<td>Summer 05</td>
<td>CI RG 643</td>
<td>Reading: Clinical Experience</td>
<td>16</td>
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Scholarship


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. Presentation at annual meeting of American Reading Forum, Sanibel Island, Florida, December, 2003.

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, Marshall University, 2003, 2004
• Reviewer COEHS Summer Research Proposals, 2004

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

Community Service
• School Board of Education: W.E.B. DuBois Academy, Unified Community Schools, Cincinnati, Ohio, 2005-2006.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Paula Lucas
Rank: Full Professor

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

Highest Degree Earned: _Ed.D_____________ Date Degree Received: _Dec-98____________________

Conferred by: West Virginia University
Area of Specialization: Curriculum and Instruction/Math Education

Professional Registration/Licensure ____________________________ Agency:

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<td>Years of employment at Marshall</td>
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<tr>
<td>Years of employment in higher education</td>
<td>12</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 Fall</td>
<td>UNI 101</td>
<td>New Student Seminar</td>
<td>17</td>
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<td>Teaching Elementary School Mathematics</td>
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<tr>
<td>2003 Fall</td>
<td>CI 301</td>
<td>Teaching Elementary School Mathematics</td>
<td>22</td>
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<tr>
<td>2003 Fall</td>
<td>CI 201</td>
<td>Math for Elementary Teachers II</td>
<td>28</td>
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<tr>
<td>2003 Fall</td>
<td>CI 201</td>
<td>Math for Elementary Teachers II</td>
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<td>2004 Spring</td>
<td>CI 301</td>
<td>Teaching Elementary School Mathematics</td>
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<td>2004 Spring</td>
<td>CI 301</td>
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<td>CI 201</td>
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<td>CI 201</td>
<td>Math for Elementary Teachers II</td>
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<tr>
<td>2004 Summer A</td>
<td>CI 403</td>
<td>Methods for Teaching Middle Childhood Grades</td>
<td>16</td>
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<td>2004 Fall</td>
<td>CI 301</td>
<td>Teaching Elementary School Mathematics</td>
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<tr>
<td>2004 Fall</td>
<td>CI 301</td>
<td>Teaching Elementary School Mathematics</td>
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<td>2004 Fall</td>
<td>UNI 101</td>
<td>New Student Seminar</td>
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<td>2005 Spring</td>
<td>CI 301</td>
<td>Teaching Elementary School Mathematics</td>
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<tr>
<td>2005 Spring</td>
<td>CI 301</td>
<td>Teaching Elementary School Mathematics</td>
<td>24</td>
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</table>

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

NA

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

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

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

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

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

6 Externally funded research grants and contracts you received.

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

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

• Presenter at the WV Council of Teachers of Mathematics Conference
• Session: “Home-made Math Manipulatives and Activities” March 19-20, 2004 Flatwoods, WV
• Nominated and included in the Who’s Who among America’s Teachers
• Awarded merit pay
Promoted to Full Professor

8. **Community service as defined in the Greenbook.**

- **Tutoring**
  - 4th grade Lavalette Elementary student (math)
  - 4th grade home-schooled student (math)
  - RESA II Regional Math Field Day
- Wrote the county tests (grades 4-12)
- Wrote the regional tests (grade 4-12)
- Supervised the regional event-Huntington Civic Arena
- Helped score the tests for the regional event
- Organized Regional Math Field Day event on MU campus
- Project Co-Director, Math Grant ($250,000) with RESA II, COEHS, MU Math Department, Mason, Mingo, and Logan Counties
- RESA II Regional Math Field Day
  - Wrote the county tests (grade 4-12)
  - Wrote the regional tests (grade 4-12)
  - Supervised the Regional event – Huntington Civic Arena
  - Helped score the tests for the Regional event
- **Judge**
  - RESA II 2002 Science and Technology Fair
  - March 27, 2002
  - Marshall University
- Presented 2 workshops for the teachers at Hannan High School
- “Writing Across the Curriculum” (co-presented with Susan Ferrell)
  - May 24, 2002
  - Hannan High School
- Presenter at the 19th Annual Early Childhood Conference, April 20-21, 2001, Huntington Civic Arena
- Presenter at the 2nd Annual Effective Partnership Schools Academy, June 18-20, 2001, Huntington High School tutoring
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Arthur S. Maynard

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: 1978

Conferred by: Ohio University

Area of Specialization: Reading Education; Higher 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 of employment 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>
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<tr>
<td>2003/Fall</td>
<td>CI 343</td>
<td>Introduction to the Teaching of Reading</td>
<td>30</td>
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<tr>
<td>2003/Fall</td>
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<td>Individual Assessment Reading Education</td>
<td>30</td>
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<td>CIRG 613</td>
<td>Children’s Literature</td>
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<td>2003/Fall</td>
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<td>Current Issues and Problem Reading</td>
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<tr>
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<tr>
<td>2004/Spring</td>
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<td>CIRG 653</td>
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<td>CIRG 653</td>
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<td>2004/Summer D</td>
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<td>Introduction to the Teaching of Reading</td>
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<td>13</td>
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<td>CIRG 644</td>
<td>Teaching Content 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.
- Working with Verizon to provide Spanish II/French I, II course to Hannan High School. Tucker County, Pendleton County, Wayne Middle School
- Working with Pendleton County to provide Reading Education Graduate Program via video conference from Jenkins Hall

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.

- Worked with the South Charleston campus on developing the New Reading Specialist Program
- Developed and piloted the new reading education course for Literacy Facilitators: CIRG 623
- Process of developing a Center for Reading Excellence at Harless Center that will be utilized as a diagnostic and remediation center for the Graduate Reading Education Program
- Directed the June Harless staff in developing electronic professional development modules in the following areas: Foreign Language; Science; Children’s Literature; Language Arts
- The June Harless staff is developing electronic courses in the graduate reading program. CIRG 621, CIRG 637
- Advised undergraduate students
- Advised graduate students (Reading Specialist Program)
- Developed the Higher Education consortium for Reading Programs (WV Colleges/Universities)
- Attend the WV State Reading conference in Lewisburg, WV
- Learning Village Technology Training; Capstone Presentations
- Training sessions presented on how to develop interactive video conference courses/ professional development sponsored by Verizon and Polycom
- Consultation
  - Lincoln county (6 Elem. Schools)
  - Effective school training: School reform regarding school organization and leadership
  - Summer 04 (July 7-9)
  - Saturday: Oct, Nov.
- International Reading Association
- Attended WV State Reading Conference, Lewisburg, WV, Dec 2003
- MU Alumni Board of Directors
- International Education Council developed by Secretary of Education and the Arts
- COEHS Standards Committee
- COEHS Leadership team
- COEHS Assessment Review team; developing assessment procedures for pre-service teachers

Externally funded research grants and contracts you received.

- RESA I Distance Learning Initiative $850,000
- Research: Impact of interactive video conferencing on curriculum, enrichment for rural schools, Wayne county
- Professional Development of non-teaching organizations
- Firefighters
- Bankers
- Counselors
- Athletic trainers
- Coaches
- Development/continuance of the June Harless Center for Rural Education
- Center for Reading Excellence: Diagnostic and remediation center for graduate reading students at June Harless
- Demonstration site
- Statewide demonstration site for professional development for elementary teachers re “best practices” (utilizing interactive video conferencing)
- June Harless demonstration site
- Director of the Dominican Republic Professional development team (teachers/administrators) Feb 2-9, 04; Aug. 9-13, 04
- International “footprint” for the COEHS: Faculty, graduate studies, undergraduate programs will be impacted by exchange programs
- Center for Distance Learning $1,000,000
- June Harless Center for Rural Education Research & Development $1,000,000 (over 5 years) $210,000 for 2002-2003
- Center for Ready Excellence $10,000
- Education First Grant (Mason County) $115,000
- Strong Mountaineer Prog (Mingo County) $ 75,000
- Governor’s Drug Free Community Grant $ 30,000
- Governor’s Office of Technology $ 65,000
- June Harless Center for Rural Educational Research & Development $1,000,000 (over 5 years)
Awards/honors (including invitations to speak in your area of expertise) or special recognition.

- National Teach. Prep. Conf. (Nashville, TN) Oct 8-11, 2003, Distance Education Models for rural schools
- WV Reading Higher ED Symposium, April 2004; Nov. 2004, Distance Education’s role in improving professional development for rural educators (Stonewall Jackson Resort)

Community service as defined in the Greenbook.

- Eagles’ Nest Program, Director
- Key to Your Heart Program, Coordinator
- Developed Family Learning Centers: Mingo, Cabell, Wayne, Mason
- Developed Strong Mountaineer program (Community Involvement Program for-3 Families)
- Pastor: Church in the Valley, Milton, WV
**Appendix II**

**Faculty Data Sheet**

(for the period of this review)

Name: Barbara Maynard

Rank: Associate Professor - Staff

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

Highest Degree Earned: _X_ Ed.D _______________ Date Degree Received: 5-15-94

Conferred by: WV University and MU College of Graduate Studies

Area of Specialization: Educational Administration

Professional Registration/Licensure: Read-K-12, SOS 7-12, Prin, Voc. Dir. Supt. Agency: WV

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>FA/03</td>
<td>CI 343, 446</td>
<td>Intro to Teach Reading; Early CH &amp; Middle Read Edu; Indiv Assess. &amp; Presc Lang Inst.</td>
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<tr>
<td>SM/04</td>
<td>EDF 270, CI 488</td>
<td>Clin. Exp; Indep Study</td>
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1. If your degree is not in your area of current assignment, please explain.
   NA

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

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

4. Papers presented at state, regional, national, or international conferences.
   - Curriculum and Professional Development," December 18, 2002, State meeting, Interactive teleconference from Drinko Library to Charleston, WV.
   - Presentation at Mingo County Teachers' Academy, "WV Content Standards and Objectives," August 21, 2002, Williamson, WV.
   - Staff development sessions for the 6 Wayne County Middle Schools in "Writing Across the Curriculum," January 29, 2003, Vinson Middle School (delivered via interactive video conferencing.
   - Staff development session for Mingo and McDowell Counties in "Distance Learning for Curriculum and Professional Development," March 14, 2003, Gilbert, WV.

5. Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.
   - Development of the Comprehensive Strategic Plan for the eight Regional Educational Service Agencies in WV.
   - Assistance in the development of the WV Informal Reading Assessment instrument for all K-3 students; development of the Comprehensive Strategic Plan for all RESA's; acquisition of $30,000 for the June Harless Center for Reading Excellence from AEL for support of attendance of 5 WV schools at the Summer WVDE Reading Academy; presentation at the WV Reading Research Symposium.
   - Member Cabell County Reading Association and International Reading Association.
   - College of Education Leadership Team.
   - College of Education Clinical Experiences Team.

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

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

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

Name: JANE MCKEE _____________________________________________
Rank: PROFESSOR ____________________________________________
Status (Check one): 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 ____________

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
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<tbody>
<tr>
<td>Years of employment other than Marshall</td>
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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>16</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>16</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>
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<tr>
<td>SP/05</td>
<td>CI 624</td>
<td>Advanced Instructional Strategies</td>
<td>20</td>
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<td>FA/03</td>
<td>CI 280 101</td>
<td>Special Topics</td>
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<td>FA/03</td>
<td>CI 503 101</td>
<td>Methods &amp; Materials to Teach in Middle CH Grades</td>
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</tr>
<tr>
<td>SP/02</td>
<td>CI 483 201</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>2000-2005</td>
<td></td>
<td>Associate Dean for the College of Education and Human Serv</td>
<td></td>
</tr>
</tbody>
</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
- Presentation on performance-based assessment, SRATE, Lexington, KY, Nov 2-4, 2000 (regional)
- Reader for AACTE annual conference proposals, Oct 2000 (national)
- Planned and implemented a two-day conference on performance-based assessment for IMPACT group, Marshall University, June 11-12, 2001 (local).

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
6 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
- 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)
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Ruth Ann Murphy    Rank: Associate Professor

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

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

Conferred by:  Ohio University

Area of Specialization:  Elementary Mathematics Education

Professional Registration/Licensure__________________ Agency:__________________________

Years non-teaching experience
Years of employment other than Marshall  __16__
Years of employment at Marshall  __6__
Years of employment in higher education  __4__
Years in service at Marshall during this period of review

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>Mathematics for Elementary Teachers I (2 sections)</td>
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<tr>
<td></td>
<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education</td>
<td>32</td>
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<tr>
<td></td>
<td>CI 624</td>
<td>Instructional Strategies</td>
<td>18</td>
</tr>
<tr>
<td>04 Summer</td>
<td>CI 624</td>
<td>Instructional Strategies</td>
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<tr>
<td></td>
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<tr>
<td>04 Fall</td>
<td>CI 101</td>
<td>Mathematics for Elementary Teachers (2 sections)</td>
<td>55</td>
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<tr>
<td></td>
<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education (2 sections)</td>
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<td>05 Spring</td>
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<td>Mathematics for Elementary Teachers (2 sections)</td>
<td>52</td>
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<td>05 Summer</td>
<td>CI 632</td>
<td>Adult Involvement in Early Childhood Education</td>
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<td>CI 442</td>
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<td>05 Fall</td>
<td>CI 101</td>
<td>Mathematics for Elementary Teachers (2 sections)</td>
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<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education (2 sections)</td>
<td>56</td>
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1  If your degree is not in your area of current assignment, please explain.

2  Activities that have enhanced your teaching and or research.

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

3  Discipline-related books/papers published (provide a full citation).
Papers presented at state, regional, national, or international conferences.

- Paper presented “Can differences be found in the self-efficacy and the concepts of mathematics in rural and urban students” at the Eastern Educational Research Association’s annual meeting in Clearwater, Florida February 11-14, 2004.

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

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

Externally funded research grants and contracts you received.

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

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

Name: William H. Paynter
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: 1973

Conferred by: The Ohio State University

Area of Specialization: Sociology, Social Studies Education, Philosophy of Education

Professional Registration/Licensure: Social Studies 7-12/Secondary Principal Agency: Ohio/WV

Years non-teaching experience 4
Years of employment other than Marshall 7
Years of employment at Marshall 37
Years of employment in higher education 40
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>
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<th>Enrollment</th>
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<td>2004/Fall</td>
<td>SOS 207</td>
<td>Problems of a Multicultural Society</td>
<td>34</td>
</tr>
<tr>
<td>2004/Fall</td>
<td>SOS 207</td>
<td>Problems of a Multicultural Society</td>
<td>35</td>
</tr>
<tr>
<td>2004/Summer</td>
<td>SOS 207</td>
<td>Problems of a Multicultural Society</td>
<td>35</td>
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<td>2004/Spring</td>
<td>SOS 207</td>
<td>Problems of a Multicultural Society</td>
<td>15</td>
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<td>2004/Spring</td>
<td>SOS 207</td>
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<td>36</td>
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<td>2004/Spring</td>
<td>SOS 207</td>
<td>Problems of a Multicultural Society</td>
<td>35</td>
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<td>2004/Spring</td>
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<td>36</td>
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<td>2003/Fall</td>
<td>SOS 207</td>
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<td>15</td>
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<td>2003/Fall</td>
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<td>2003/Summer</td>
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<td>Problems of a Multicultural Society</td>
<td>16</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.
   Advised all assigned students.

3 Discipline-related books/papers published (provide a full citation).
   • “Determining Value Priorities” to be submitted for publication in Social Education (Journal of the National Council of the Social Studies)
   • A paper prepared for publication in a nationally recognized educational journal – “Value Conflict and the Teaching of American History”
   • “Motivating Moral Conduct” (Submitted to referees of journal)
   • “Examining Conflicting Moral Values in the Classroom” (to be submitted)

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.**

- Tutored, counseled, and advised students
- Member of Panel-The Huntington and Marshall Community Remembers: Brown v. Board of Education, Sept 17, 2004. Program was open to students and community members
- Member National Council for the Social Studies
- Member American Academy of Political and Social Sciences
- Member National Society for the Study of Education
- Member American Sociological Association
- Member NCATE Committee on Diversity
- I have three papers which are now in process to be submitted for publication in nationally recognized educational journals – “Value Conflict and Teaching of History,” “Teaching Value Decision-Making in the Social Studies,” and “Values and the Social Studies Teacher.”
- NCATE committee on diversity.
- COEHS Personnel Committee (term ended at the finish of Fall semester, 2000)

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: Edwina Pendarvis

Rank: Professor

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

Current MU Faculty: yes no

Highest Degree Earned: Ed.D Date Degree Received: 1983

Conferred by: University of Kentucky

Area of Specialization: Special Education

Professional Registration/Licensure

Agency:

Years non-teaching experience __1__

Years of employment other than Marshall __8__

Years of employment at Marshall __26__

Years of employment in higher education __26__

Years in service at Marshall during this period of review __5__

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tr>
<td>2003 Fall</td>
<td>CISP 602</td>
<td>Education of Gifted</td>
<td>8</td>
</tr>
<tr>
<td>2003 Fall</td>
<td>CISP 611</td>
<td>Special Education Research I</td>
<td>12</td>
</tr>
<tr>
<td>2004 Spring</td>
<td>Hon 396</td>
<td>Tests, Tests, and More Tests</td>
<td>18</td>
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<tr>
<td>2004 Spring</td>
<td>CISP 601</td>
<td>Psychological Foundations of Gifted</td>
<td>10</td>
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<tr>
<td>2004 Spring</td>
<td>CISP 603</td>
<td>Field Experience in Gifted Education</td>
<td>7</td>
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<td>2004 Fall</td>
<td>CISP 439</td>
<td>Assessment in Special Education</td>
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</tr>
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<td>2005 Spring</td>
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<td>2005 Spring</td>
<td>CISP615</td>
<td>Special Education Research II</td>
<td>10</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.

- Taught a T-Course that I had developed in WebCT format and modified it to use Visa, the new format
- Co-authored ERIC Digest on recruiting and retaining rural school administrators, December 2002.

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

- "Mountains and Clouds: Book review," Appalachian Heritage, fall 2003
- "The Jenny Wiley Story, Its relevance Today” Now and Then Magazine, 20, in fall 2003
- Recruiting and Retaining Rural School Administrators, ERIC Digest, 2003
- Administering Rural Schools (co-authored with Howley and Woodrum) ERIC Center for Rural and Small Schools
- "How Talented Students in a Rural School District Experience Mathematics" submitted to Journal for Education of the Gift who asked me to revise and resubmit (and almost certainly will publish)
- "Whitney: A Case Study of Acceleration" being written with gifted student who participated in Marshall’s Young
Scholars Program

- "In Rem Suam" published in Indian Review, Fall 2003
- Book review on The Silence of Blackberries and In Praise of Motels, Appalachian Journal (Spring 2001)
- Book review on The Death and the River in Now and Then Magazine (Spring 2001)
- Book review on Windfall in Journal of Appalachian Studies (Spring 2001)
- Co-edited and published a short story in Appalachian Love Stories published by Jesse Stuart Foundation (Summer 2001)

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

- Nov. 2004, with Dr. Burton, I presented an interactive session entitled “A Neglected Culture? Sexual Orientation and Teacher Preparation” at the CEC-TED annual conference in Albuquerque, NM (National)
- April, 2004, I did a presentation entitled “Identifying Giftedness in Poor and African-American Students in Rural West Virginia Schools,” for the CEC annual conference in New Orleans, LA (National)
- October 2003, I presented a session entitled “How rural Gifted Students think about math” at the WV Association for Talented and Gifted annual conference in Clarksburg (State)
- In March 2003, I presented a paper on disaffected gifted youth in Appalachia at the Appalachia Studies Association conference in Richmond, KY.
- In October, 2002, I presented a session on identification of historically underrepresented gifted students, at West Virginia for Gifted Talented conference in Mineral Wells, WV.
- National & Regional Conferences: In November, 2001, I presented a paper on acceleration of gifted students at a gifted education conference sponsored by the Roeper Review, in Bloomfield Hills, MI.
- Presenter, “Gifted Students from Rural communities,” Detroit, Michigan (Roeper Review conference, November, 2000);

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

List any offices you hold in professional organizations.

- With Dr. Holliway, I developed an honors course entitled Tests, Tests and More Test, which could be used as an elective in education and other majors
- Taught an independent study course in gifted education, “Identification of Historically Underrepresented Gifted Students” in spring 2004
- Advise all students in the Education graduate program
- Advise undergraduate students who are working on certification in Special Education
- Directed Tepepi Kiyose’s education specialist thesis (replacing Dr. Holliway after he moved) 2003-2004
- Evaluate School of Education capstone presentations and portfolios every semester
- Attended CEC-TED (Teacher Education Division), Albuquerque, NM, Nov. 2004
- Dec. 2004, WV Reading Assoc. conference, Lewisburg
- Oct. 2004, attended three sessions of the COEHS teacher-lecturer series presentations by educator Cheryl Plear
- Spr. 2004, attended meetings with NCATE consultant to learn about accreditation visit process
- Sept. 2004, Commemoration of Brown V. Board of Ed., participated in the COEHS seminar as a panel member and in the College of Liberal Arts multicultural seminar as a participant
- Public Reading for Bd V. Brown commemoration, Drinko Library, Sept. 2004
- Developed math professional development literature review, for Project Acclaim, January-September 2004
- Teacher-consultant, Marshall University Writing Project, 2003-2005
- Summer Writing Workshop for Allegheny Echoes, Marlinton, WV, in June 2004 (sponsored by WV Arts Council)
- Appalachian Studies Association conference in spring 2004
- Member WV Association for Gifted and Talented
- Member Council for Exceptional Children
- Member Appalachian Studies Association
- Assoc. Editor, Journal of Appalachian Studies
- Appalachian Studies Association Editorial Board
- Journal of Appalachian Studies
- Appalachian Studies Association
- Member, search committee, Director of Center for Academic Excellence (2004)
- Member, search committee, Dean, college of Business (2004)
- On-campus workshop for Booth Scholars, in summer 2004
- COEHS Planning and Review Committee
- Ad Hoc Subcommittee on Diversity
- Coordinate diversity recruitment activities for COEHS
- Assisted in writing Standard 1 report for NCATE accreditation
- Member, search committee, MI Faculty position (2003 and 2004)
- Coordinate gifted education graduate program
- Presentation on acceleration to Student CEC
6 Externally funded research grants and contracts you received.
   • Research on gifted students in rural WV county (analyzing data already collected)
     Developing research using structured interviews and surveys on sexual orientation and the teacher education Profession.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   • Public Reading for BD V. Brown commemoration, Drinko Library, Sept.2004
   • Presented on a panel entitled “Women and The Creative Process,” Women and Creativity conference, West Virginia University, Morgantown, WV, October 2004

8 Community service as defined in the Greenbook.
   • Poetry reading, WV Book Festival, Charleston, Oct.2004
   • Poetry reading, Allegheny Echoes, Marlinton, August 2004
   • Poetry reading, Appalachian Studies assoc., Cherokee, NC, March 2004
   • Poetry reading, WV Book Festival, Charleston, Nov.2003
   • Identifying Gifted Students and developing curriculum for gifted Students for McDowell county Special Education Department, Jan.2002-May 2004
   • Teach science enrichment courses to historically underrepresented gifted students at Peyton Elementary School, Fall 2004
   • Board member, Barnett Child Care Center (ongoing)
   • Advocate for parents of gifted students by serving on children’s IEP committees (ongoing)
   • Juror, poetry, Tamarack, Beckley, WV
   • American Federation of Teachers, secretary or Marshall Faculty Chapter
   • Provided free consultation to parents of gifted students who asked for advice about their children’s education (approximately 20 hours during 2001-2002 school year). Worked with the Salt Rock Library and provided the six-week literacy program Prime Time for economically disadvantaged children and their parents, September-October, 2001
Appendix II
Faculty Data Sheet
(Adjunct Faculty)

Name: __Kimberly Ramsey________________________________________ Rank:________________________

Status (Check one): Full-time_____ Part-time_____ Adjunct ______ Current MU Faculty: _x_ yes ____no

Highest Degree Earned: _Ed. D_________________________ Date Degree Received: ___9-11-01_________

Conferred by: __Nova Southeastern University_____________________________________________________

Area of Specialization: ____Child, Youth, Family Studies

Professional Registration/Licensure _K-12 special education; K-adult, autism; 1-8 Elementary Education
Agency: ____WV 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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<thead>
<tr>
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<th>Enrollment</th>
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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Melisa Reed

Rank: Associate Professor

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

Highest Degree Earned: Ed.D. Date Degree Received: 12/28/2001

Conferred by: West Virginia University

Area of Specialization: Educational Psychology (minor in special 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>2004/Spring CISP 615</td>
<td>Special Education Research II</td>
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1 If your degree is not in your area of current assignment, please explain.

NA

2 Activities that have enhanced your teaching and or research.

• Teach students to use basic technology that would be available to educators and many families; teach students to evaluate as well as use instructional technology.
• Developing CISP 615 to be offered in 2004
• Advise undergraduate and graduate students
• Committee member for doctoral student in WVU special education program
• “Why Not Use Manipulatives with Students Who have Special Needs”. Written with Dr. Paula Lucas. Submitted to Teaching Children Mathematics.
• Developed CISP 420 in summer 1999, first implemented in Fall 2000.

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

• Two untitled manuscripts in progress-1 to Education and Treatment of Children, 1-to Behavior Disorders.

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.

- Implemented new course-CISP 615
- Developed and implemented CISP 524-T
- Advised undergraduate MI, graduate BD, Multicategorical, and Autism
- Served on the dissertation committee for doctoral students in WVU’s special education program
- Evaluate student capstone projects; serve on committees that determine capstone content and evaluation methods
- Attend State special Education Director’s meetings in Aug and Dec.
- Member Council for Exceptional Children
- Member Council for children with Behavior Disorders
- Member WV Council for Exceptional Children
- Attended Council for Children with Behavioral Disorders, Oct. 2004
- Invited textbook reviewer for The inclusive Classroom
- Faculty senate
- Vice-president Executive Committee
- Chair, Ad Hoc constitutional Committee (Fall 2003)
- Member, Ad Hoc Constitutional Committee (Spring 2004)
- Search committee member for opening in Biology Department
- Scholarship committee
- Portfolio committee
- Clinical evaluations committee
- Assessment committee
- COEHS Handbook committee
- Various NCATE committees
- Leadership team
- Capstone evaluations
- Helped organize the COEHS poster session for NCATE
- Chair for search committees
- Program coordinator for special education
- Organized open house for special education program
- Faculty advisor for Student Council for Exceptional Children
- Trained to be program reviewer for NCATE, New York City, April 2002.
- Presented poster at Fourth International Conference on Children and Youth with Behavioral Disorders.

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.

- Cabell county Schools-continuous Improvement and Focused Monitoring Process (Team Member
  Fall 2004)
- Cabell County Schools-completed program evaluation for their alternative school
- Director of Mountaineer Spina Bifida Camp
- Board member, Mountaineer Spina Bifida Camp (vice-president of the board)
- Member of WV state training team for Positive Behavior Support
- Mentor for Central City Reading Connection
- Red Cross: Disaster Services volunteer
- Armed Forces Case Worker
- Family Services Case Manager
- Consultation with Head Start
- Member of WV state training team for Positive Behavior Support
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: _______ SEELINGER, KATHY________________________ Rank: __Associate Professor __________________________

Status (Check one): Full-time____x____ Part-time____ Adjunct____ Current MU Faculty: ___yes ___no

Highest Degree Earned: ___Ed.D._ __________________ Date Degree Received: ___May 6, 2000 _____________

Conferred by: ___WV University ______________________________

Area of Specialization ___Educational Leadership________________

Professional Registration/Licensure___Permanent________ Agency: ___WV Dept of Education___ _________________

Years non-teaching experience
Years of employment other than Marshall __11____
Years of employment at Marshall __20____
Years of employment in higher education __21____
Years in service at Marshall during this period of review __5____

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

<table>
<thead>
<tr>
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1 If your degree is not in your area of current assignment, please explain.

NA

2 Activities that have enhanced your teaching and or research.

- Field supervision of the indicated student teachers in Cabell County public schools
- Working with students on forming a new student organization to be affiliated with Phi Delta Kappa International
- Serving on Ms. Lara Dial’s thesis committee in the SOE
- Integrating WebCT into EDF 475 classes
- Utilizing the I-Search process for research writing in EDF 475 classes
- Received WAC certification November, 2000
- Sponsored an H-Option student project in EDF 475 during Fall 2000 semester
- Advising three student projects to be submitted to Student Research Colloquium, COLA; Spring 2001
- Advising a Yeager Senior Project
- Participant in new faculty orientation, Marshall University, November 2000
- Working to establish new student service organization in the COEHS
Discipline-related books/papers published (provide a full citation).

- In press, with L. Spatig: “From an Ethnographic Team to Feminist Learning Community: A reflective • • • Tale,” Human Organization, Spring 2005
- Published dissertation (I’m Right Here: Central Appalachian Women in Public School Leadership) on West Virginia University Electronic Thesis and Dissertation Website (http://etd.wvu.edu/templates/showETD.cfm?recnum=1418)
- “A Tale of Four Women: From an Ethnographic Team to a Feminist Learning Community.” With Linda Spatig, et al.; submitted to Journal of Qualitative Studies
- “Three Women in Charge: An Uneasy Triad of Leadership.” With Linda Spatig and Teresa Eagle; to be submitted to the International Journal of Qualitative Studies in Education
- “Social Capital and Rural Child Care: the Educare Collaborative in Monongalia County, West Virginia.” To be submitted to the Journal of Appalachian Studies and the Appalachian Studies National Conference 2002 for a prospective paper session.

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.

- Assumed a vacated section of EDF 475 on November 1, 2003
- Supervised clinical students in field placements in area public schools
- Teach UNI 101 every fall as an overload
- Actively advise 77 assigned students from both graduate and undergraduate levels; serve as unofficial advisor to another 40 unassigned students per semester seeking supplemental assistance
- Continued to teach self-designed Writing Intensive section EDF 475
- Continued to utilize the I-search process as a tool for teaching research writing in EDF 475, using authentic research on original gender topics
- Continued to offer EDF 475 at a Writing Intensive course at 4:00 pm., allowing the opportunity for COEHS students to fulfill the Marshall Plan WAC requirement while completing student teaching if necessary
- Evaluated four written/oral student teaching capstone projects, Fall 2003
- Evaluated four written/oral student teaching capstone projects, Spring 2004
- Evaluated four written/oral student teaching capstone projects, Fall 2004
- Participated on “Reflections on the Historic Brown v. Board Decision” panel at Marshall University
- Diversity Festival, September 17, 2004
- Member American Educational Research Association
- Member American Educational Studies Association
- Member Appalachian Students Association
- Fellow of the MU Writing Project
- Completed CITI program requirements for Protection of Human Research Subjects on September 7, 2004
- Pickens-Queen/Reynolds Award committee
- Drinko Public Art Committee
- UIN Advisory Board
- Student Conduct and Welfare committee
- SCORES event coordinator
- Undergraduate program curriculum committee-secretary 2003-present
- Performance task committee
- Clinical Experiences handbook Revision Committee
- Capstone committee
- NCATE preparation committee as necessary
- Drinko library liaison for elementary and secondary education
- Work with WSSA Projects (The Vagina Monologues, Take Back the Night)

Externally funded research grants and contracts you received.

- Received full funding from the June Harless Center for Rural Educational Research and Development to perform language arts teacher training in Consuelo, Dominican Republic, August 5-16, 2004
- Working with Eddy Pendarvis and Burton on a study of sexual identity in the workplace
- Conference proposal accepted for forthcoming Appalachian Studies Association National conference, March 18-20, 2005, Radford University, Virginia
- Awarded historic building preservation grant by West Virginia Department of Culture and History, Spring 2000

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

- Promoted to Associate Professor Spring 2004
- Performed in production of The Vagina Monologues, Marshall University, February 13-15, 2004
Community service as defined in the Greenbook.

- BASF Community Advisory Panel
- Liaison to public schools as supervisor of clinical II experience
- West Middle Local School Improvement Council
- Supporter of Huntington Symphony
- Supporter of Huntington Museum of Art
- Continue to serve the community as a representative of MU’s continuing education program in Wayne and Mason Counties and will seek other service opportunities with the help of COEHS administration.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: James Sottile
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: 1995

Conferred by: West Virginia University
Area of Specialization: Educational Psychology

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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</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.

• Served on the assessment team for five students who presented their oral capstone experience and evaluated five portfolios related to the capstone experience

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

• Carter, Bill., Sottile, Jr., James M., Watson, George., and Jennifer Carter McCain.(2001) Science and Self-Efficacy Among Middle School Age Children as Related to Student Development A paper submitted to Eastern the Educational Research Association for presentation in February
• Sottile, Jr., James, M.,& Carter, Bill.(2001) Increasing Science Achievement and Student Development as

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

- Isaacs, T., Murphy, R and Sottile, J. (2005). What critical thinking elements do students perceive and important characteristics in a teacher education training program? Paper accepted for presentation at the annual meeting of the Eastern Educational research Association Sarasota, FL.

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 two Master’s level written comprehensive assessment committees
- Served on the assessment team for four students who presented their oral capstone experience and evaluated four portfolios related to the capstone experience
- Session chair for the 2003 Eastern Educational Research Association annual meeting, Division three, Human Development (regional)
- 12th Annual Teaching/ Learning Conference (November 4-5, 2004). Building a learning community one student at a time Ashland, KY.
- Responsible for the research design and assessment of “ Math Partnership Grant “ through the WV Regional Educational Service Agency II
- Eastern Educational Research Association
- American Educational Research Association
- Hawaii International conference on Education
- Session chair: Eastern Educational Research Association, Division three, Human Development
- Attended 2004 EERA
- Attended 2004 HICE
- Attended Faculty Senate meetings as BOG member
- Attended Faculty Senate Executive committee meetings as BOG member
- Board Academic Program review committee
- BOG Annual Training workshop
- Faculty Evaluation and Compensation committee member
- Faculty Evaluation and Compensation Student Rating committee
- North Central Accreditation Team-Resource Committee Chair
- North Central Accreditation Team-Criteria 1e subcommittee member
- Promotion and Tenure committee
• Teacher education Portfolio Evaluation team

• NCATE Assessment Teacher Education Database committee

6 Externally funded research grants and contracts you received.

• Granted $1,300.00 in Faculty Development Funds. Select to collaborate with faculty in SOE to present refereed research at EERA and HICE
• $1,556 in Faculty Development Funds

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

7 Community service as defined in the Greenbook.

• Haven Program:” White Ribbon Campaign” and “Hands are not for Hitting”
• Assisted with student eVoting program
• Silent witness program
• MU Panel member for community involvement rebated to prevention of violence against women
• Reader, “Read To Me Day “, Barboursville Elementary School
• Board Member, Secretary, T3
• Marshall University 2002 United Way Campaign
• WV State Department of ED WV Jr. Science Fair Judge
• Board member, Secretary for T3 (Technology, Teacher Education, Tomorrow)
• Instructional designer/evaluator, Local member of the West Virginia dental society
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

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<td>Years of employment in higher education</td>
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<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>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>
</tr>
<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>
</tr>
<tr>
<td>Spring, 2004</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>1</td>
</tr>
<tr>
<td>Summer, 2004</td>
<td>EDF 626</td>
<td>Advanced Qualitative Research Educ</td>
<td>5</td>
</tr>
<tr>
<td>Fall, 2004</td>
<td>EDF 625</td>
<td>Qualitative Research Educ</td>
<td>10</td>
</tr>
<tr>
<td>Fall, 2004</td>
<td>LS 764</td>
<td>Advanced Research 1</td>
<td>5</td>
</tr>
<tr>
<td>Fall, 2004</td>
<td>LS 797</td>
<td>Dissertation Research</td>
<td>2</td>
</tr>
<tr>
<td>Spring, 2004</td>
<td>EDF 625</td>
<td>Qualitative Research Educ</td>
<td>10</td>
</tr>
<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 developmentation: 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 Developmentation: 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 – “Etnicity 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: GEORGE WATSON ____________________ Rank: ASST. PROFESSOR ____________________

Status (Check one): Full-time__x__ Part-time_____ Adjunct_____ Current MU Faculty: _x__yes ___no

Highest Degree Earned: ___M.A._______________________ Date Degree Received: ___1993__________

Conferred by: ___ MARSHALL UNIVERSITY ______________________________

Area of Specialization _______MATHEMATICS EDUCATION 5-12_____________________

Professional Registration/Licensure____MATH 5-12_____________ Agency: ________________WV DEPT OF EDU

| Years non-teaching experience | ___7____ |
| Years of employment other than Marshall | ___2____ |
| Years of employment at Marshall | ___11____ |
| Years of employment in higher education | ___11____ |
| Years in service at Marshall during this period of review | ___5____ |

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA/03</td>
<td>CI 350 (4 SEC)</td>
<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>80</td>
</tr>
<tr>
<td>FA/03</td>
<td>UNI 101</td>
<td>FRESHMAN ORIENTATION SEMINAR</td>
<td>17</td>
</tr>
<tr>
<td>SP/04</td>
<td>CI 350 (4 SEC)</td>
<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>80</td>
</tr>
<tr>
<td>SM/04</td>
<td>CI 350 (2 SEC)</td>
<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>35</td>
</tr>
<tr>
<td>SM/04</td>
<td>ITL 430/530</td>
<td>TECHNOLOGY AND THE LIBRARY</td>
<td>24</td>
</tr>
<tr>
<td>FA/04</td>
<td>CI 350 (4 SEC)</td>
<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>80</td>
</tr>
<tr>
<td>FA/04</td>
<td>CIEC 530</td>
<td>COMPUTERS IN EDUCATION</td>
<td>20</td>
</tr>
<tr>
<td>FA/04</td>
<td>UNI 101</td>
<td>FRESHMAN ORIENTATION SEMINAR</td>
<td>17</td>
</tr>
<tr>
<td>SP/05</td>
<td>CI 350 (3 SEC)</td>
<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>60</td>
</tr>
<tr>
<td>SP/05</td>
<td>CI 350 (2 SEC)</td>
<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>35</td>
</tr>
<tr>
<td>SP/05</td>
<td>ITL 530</td>
<td>TECHNOLOGY AND THE LIBRARY</td>
<td>22</td>
</tr>
</tbody>
</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.

- Completing my dissertation (Fall 2005)
- Attend statewide technology conference (WVTEC) 2005
- Developed the use of portfolios in CI 350 to bring together all learning into one overall project.
- Long-term effects on Internet self-efficacy of WV K-12 RuralNet Project. Work to be submitted for publication
- Journal of Research on Computers in Education.
- Dissertation on computer self-efficacy of teachers. Tentative finishing date: May 2004
- Revamped CI 350 to use Web CT for materials and submission of assignments
- Revamped CI 350 for use on the new WebCT Vista system for Fall 2004
- Revamped ITL 530 with new materials and assignments
- Revamped ITL 530 for use on the new WebCT Vista system
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.

- Participated in capstone presentation evaluations in both Fall and Spring
- Advised graduate students on the Educational Computing (Curriculum and Instruction major as well as Library Science certification, with 3 students as primary advisor. Also, I did basic advising of undergraduate students on courses to take, majors, etc. through office meetings and UNI 101 class.
- Thesis committee member (Larry Davis)
- Presented Roundtable presentation on long-term effects of professional development on teacher Internet use and self-efficacy, NECC, June 22, 2004, in New Orleans, LA (national)
- Attended NECC, June 19-23, 2004, in New Orleans, LA
- Attended annual meeting of Eisenhower National Clearinghouse Advisory Committee Meeting, Columbus, OH, Oct 6-7, 2004
- Member Association for the Advancement of Computing in Education
- Member International Society for Technology in Education
- Member WV council of Teachers of Mathematics
- Renewed WV teaching certification (Mathematics 5-12)
- Chair, Hedrick Outstanding Faculty Award Committee (Fall 2004)
- College of Education Leadership team Committee (Begin Fall 2004)
- Program Coordinator, department of Educational Foundations and Technology (Began Fall 2004)
- Attend meeting of Eisenhower National Clearinghouse Advisory Committee, Columbus, OH, Oct 15-16, 2001

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.

Webmaster, HardRockCandles.com
Webmaster, WestVirginiaCrafts.com
Webmaster, A+Home Solutions
Sports Ministry, Bethesda United Methodist Church

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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 in service at Marshall during this period of review  5

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

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

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 WVU Cooperative Doctoral Committees in Leadership Studies
   • West Virginia University conference on Professional Development Schools
   • Served on the West Virginia University Graduate Faculty
   • Faculty representative to (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
- 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
March 21, 2005

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

Dear President Farrell:

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

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

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

The next NCATE visit is scheduled for fall 2009, which is seven years after the originally scheduled fall 2002 visit. You will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the actual date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.
Enclosed is a copy of NCATE’s Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

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

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

Respectfully submitted,

Arthur E. Wise

Enclosures

cc: Tony Williams, Interim Dean, College of Education and Human Services
    Bruce Flack, Director of Academic Affairs, Higher Education Policy Commission
    Serena L. Starcher, Coordinator, Teacher Education, West Virginia Department of Education
    Board of Examiners Team
The following areas for improvement apply to the initial and advanced preparation levels except where otherwise indicated.

Standard 1. Candidate Knowledge, Skills, and Dispositions

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

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

Standard 6. Unit Governance and Resources

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

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

This areas for improvement document is accessible to the institution, NCATE, and state partners (if the institution is located within an NCATE partner state). It may not be shared with others without the consent of the institution.
April 30, 2001

Dr. Dan Angel  
President  
Marshall University  
Old Main 216  
Huntington, WV 25755

Dear Dr. Angel:

In accordance with Series 11, Policy Regarding Program Review, the Baccalaureate Program Review Committee has completed its review of selected baccalaureate programs at Marshall University. General comments and the committee's recommendations for the programs reviewed in 2001 are provided below.

This is the final year for the current program review process as defined in Series 11. With the passage of Senate Bill 653, primary responsibility for the conduct of program review has been delegated to the institutional governing boards. Since the statewide program review committees as presently constituted will no longer exist, the committee in its 2001 meeting did not request follow-up reports from the institutions. It did, however, make recommendations for corrective actions when deemed appropriate. The committee suggests that you take note of any such recommendations and share them with your institutional governing board.

In recent years, a foremost concern of the committee has been the quality of assessment efforts on each campus and how elements of the assessment program are used to improve student learning. Though there have been small incremental improvements in the last few years, the committee is pleased to note that the quality of assessment efforts in the academic programs reviewed this year has increased substantially. Though most institutions still have a way to go, it is apparent that the NCA Higher Learning Commission assessment standards and exhortations from the state program review committees have had a substantive impact.

Further, the committee wishes to go on record as supporting collaborative efforts in the development of academic programs in selected areas. Teacher education and foreign languages are two areas which can benefit from cooperative efforts.
Beginning next year, the West Virginia Higher Education Policy Commission will exercise a general program review responsibility, but one which does not duplicate the efforts of the institutional governing boards. This process will be developed in accordance with Chancellor’s Interpretive Memorandum No. 11.

I am convinced that academic program review as conducted by the statewide review committees has been a significant and positive force in maintaining high quality standards for the academic offerings of the state colleges and universities. I encourage you to work with your institutional governing boards to maintain this high standard.

**Regular Reviews**

**BA - Elementary Education**

The Committee concurs with the institutional recommendation to continue at the current level of activity. The Department is commended for having a strong assessment program that includes good graduate follow-up.

**BA - Secondary Education**

The Committee concurs with the institutional recommendation to continue at the current level of activity. The Department is commended for its excellent response to concerns raised by NCATE.

**BA - Counseling**

The Committee concurs with the institutional recommendation to continue at the current level of activity. The Committee noted that there is no evidence of assessing learning outcomes and limited tracking of graduates. These areas of concern need to be addressed in order to have an effective assessment process.

**BA - Physical Education**

The Committee concurs with the institutional recommendation to continue at the current level of activity. The Committee noted that the weak assessment plan is currently being revised. The Department is strongly encouraged to monitor the development and implementation of this plan.

**BA - Family and Consumer Sciences**

The Committee concurs with the institutional recommendation to continue at the current level of activity.
BS - Dietetics

The Committee concurs with the institutional recommendation to continue at the current level of activity. It was noted that this is a developing program with all new faculty.

BA - Psychology

The Committee concurs with the institutional recommendation to continue at the current level of activity. The Department is encouraged to continue efforts to obtain data on employer satisfaction.

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Series 11 requires that each president send copies of the Committee's recommendations to the institution's chief academic officer, the division/department chairperson and/or dean and affected program faculty. The policy further requires that "the president or his designee shall consult in a timely fashion with affected faculty and administration in subsequent discussions relative to those reports requiring corrective action."

We appreciate the cooperation and assistance your institutional personnel have provided in preparation of the reports and information that are necessary for review of programs. Please contact me or Mark Stotler if you have questions or need additional information.

Sincerely,

Bruce C. Flack
Director of Academic Affairs

CC: J. Michael Mullen
Mark Stotler
Baccalaureate Degree Program Review Committee
Office of Program Review & Assessment

To: Dr. Jane McKee, COEHS; Dr. Carl Johnson, COE  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: June 20, 2005

Yearly Assessment Report for: BA Elementary 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: Program goals well stated and comprehensive</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection: Standards are well stated according to NCATE requirements</td>
</tr>
<tr>
<td>c. Results: Results listed throughout the report.</td>
</tr>
<tr>
<td>II. BOT Initiative #3: Met.</td>
</tr>
<tr>
<td>III. Plans for current year: Activities include matching course outcomes to WV CSO’s.</td>
</tr>
<tr>
<td>IV. Assistance needed: Time, money, faculty position</td>
</tr>
<tr>
<td>V. Lessons learned: The program is a strong program and is using assessment data to make decisions about the program.</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.

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>Categories</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>3</td>
</tr>
<tr>
<td>Overall Score:</td>
<td>9</td>
</tr>
<tr>
<td>Level of Implementation (efficacy of assessment)</td>
<td>3</td>
</tr>
</tbody>
</table>

Score Ranges:

Score Ranges 0-3 in each category

- 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 score between 0 and 3 indicates Level 1: the program is in the beginning stages of its assessment of student academic achievement
- A total score between 4 and 6 indicates Level 2: the program is making progress toward implementing a viable assessment program
- A total 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 BA Elementary Education program at Marshall University is a strong program. The University completed the rigorous analysis by NCATE and the WV Dept. of Education during the 2004-2005 academic year. The program has maintained its high level of assessment activities and has matured into a highly successful program in terms of its efficacy of assessment.

Recommendations:

The program is to be commended for its rigorous assessment program and its success in maintaining consistently high standards.

General Comments:

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

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

Enclosures
To: Jane McKee, Associate Dean, COEHS  
Carl Johnson, Chair, School of Education  
Bob Edmunds, Coordinator for Program Review and Assessment  
Date: June 25, 2004  

Subject: Yearly Assessment Report, BA Secondary Education  

1. Thank you for submitting the Yearly Assessment Report for the program, BA Secondary Education. Please use the information in this report to guide your assessment activities during AY 2004-2005.  

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

<table>
<thead>
<tr>
<th>I. a. Program goals:</th>
<th>Well defined goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Learning outcomes and data collection:</td>
<td>Learning outcomes are consistent with NCATE standards. Data is being collected in a number of areas.</td>
</tr>
<tr>
<td>c. Results:</td>
<td>Results available from a number of different sources: PPST; Praxis II; Student Teacher Scoring Rubric.</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
<td>Compliance: Praxis I and Praxis II.</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
<td>NCATE</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
<td>Faculty and resources. Some help from MU Foundation and MURC</td>
</tr>
<tr>
<td>V. Lessens learned:</td>
<td>Data is important. Data Base Manager position created.</td>
</tr>
</tbody>
</table>

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that you do not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.  
Numerous charts to identify and present outcomes and data are present. These charts are extremely helpful. The narrative section provides an excellent summary of the assessment activities of the program.  

4. Efficacy of Assessment:  
As Marshal 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.
Interpretation: The program has achieved an overall score of 9 which places it in Level 3 (Maturing stages of continuous improvement). The presence of NCATE as an accrediting body has been one of the driving forces behind excellence in assessment by the BA Secondary Education program. Competency in pedagogical matters as well as competency in content matters has driven schools of education to develop and achieve high standards in assessment practices. Good work!

5. Recommendations:
   UAC has no formal recommendations at this time. Be sure to keep up with the requirements from NCATE and the WV State Department of Education. Good luck with the NCATE visit during the fall 2004.

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
Office of Program Review & Assessment

To: Jane McKee, Associate Dean, COE
     Carl Johnson, Chair, School of Education
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 5, 2005

Yearly Assessment Report for: BA Secondary 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>
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<tbody>
<tr>
<td>I. a. Program goals:</td>
</tr>
<tr>
<td>b. Learning outcomes and data</td>
</tr>
<tr>
<td>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>
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<tr>
<td>V. Lessons learned:</td>
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</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 program has maintained high academic standards for its candidates for a number of years and continues to reevaluate those standards. The program is using an analysis of the data to continue to raise the standards for the program.

Efficacy of Assessment:

As Marshal 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.
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

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
<th>Levels of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total overall score between 0 and 3 indicates</td>
<td>Level 1: the program is in the beginning stages of its assessment of student academic achievement</td>
</tr>
<tr>
<td>A total overall score between 4 and 6 indicates</td>
<td>Level 2: the program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>A total overall score between 7 and 9 indicates</td>
<td>Level 3: the program is in the maturing stages of continuous improvement of student academic achievement</td>
</tr>
</tbody>
</table>

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

Interpretation:

The program is to be commended on its recent reaccreditation by NCATE. The BA Secondary Education program continues to maintain its high standards of excellence.

Recommendations:

The Committee recommends that the program continue with its current plan of action. The program has maintained a consistent Level 3 in the assessment efforts and has a well developed mature program of assessment.

General Comments:

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

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

Enclosures
July 8, 2005

Dr. Jane McKee, Associate Dean, COEHS
Dr. Carl Johnson, Chair, School of Education
Marshall University

Dear Jane and Carl:

The University Assessment Committee has reviewed the programs in the College of Education. We reviewed the BA Elementary Education and the BA Secondary Education programs.

Using the assessment guidelines based on the Levels of Implementation for the Efficacy of Assessment Programs from NCA’s Higher Learning Commission, both of these programs rate at the Level 3, maturing stages of continuous improvement. Congratulations.

The rigorous guidelines set forth by NCATE have produced performance worthy of such designations. Keep up the good work.

Sincerely,

Robert F. Edmunds
Coordinator, Office of Program Review and Assessment
MEMORANDUM

TO: Dr. Jane McKee, Associate Dean, School of Education, COEHS
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 1, 2003

SUBJECT: Review of Yearly Assessment Report
PROGRAM: BA Elementary Education

1. Thanks for submitting the yearly assessment report for BA Elementary Education. Your report has been reviewed by members of the University Assessment Committee. What follows is a brief summary of the reviewer's 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: Program goals were well stated.
   2. Learning Outcomes and Data Collection: The program is now collecting excellent assessment data, both for the University and for NCATE Results: Results were prepared in several charts.
   3. Assessment Chart: Chart was prepared. Perhaps more clearly defined benchmarks and standards could be included.
   4. BOT Initiative #3: This is being phased out. The program must meet rigorous standards with the PPST and the PRAXIS II examinations.
   5. Plans for the current year: Well stated.
   6. Assistance needed: Faculty and Resources.
   7. Lessons learned: A new data-base manager was hired.

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:

a. Learning Objectives: Level 3
b. Assessment Measures: Level 3
c. Feedback Loop: Level 3

Overall Score: 8.3
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 Program overall score is 8.3 which places it in Level 3: Maturing Stages of Continuous Improvement. Because of the high standards set by NCATE, the program continues to develop and assess its students effectively.

5. The program is monitoring its progress effectively and preparing for the NCATE visit well. Thanks for a job well done.

6. Thank you for your report. If you have any questions please do not hesitate to contact the office.
September 3, 2003

Dr. Tony Williams, Dean
College of Education and Human Services

Dear Tony:

Enclosed are the results of the University Assessment Committee's (UAC) evaluation of the Yearly Assessment Reports submitted by the College of Education and Human Services. The college has eleven programs which were eligible for an evaluation. Family and Consumer Sciences chose to rewrite the assessment plans for the BA and MA in Family and Consumer Sciences. A report from the UAC will be forthcoming to those programs. The other nine programs have been reviewed by the committee. Please distribute the results of UAC's work to the responsible program chairs.

Each program not under program review will need to complete a yearly assessment report for the AY 2002-2003 and submit the report to the UAC by October 1, 2003. Please remind the program directors that the comments on the enclosed reviews are for guidance for the 2003-2004 academic year and not for inclusion in the report due Oct. 1. Those programs are BA Physical Education, MS Health and Physical Education, BA Adult and Technical Education, MS Adult and Technical Education, BA Education Counselor, BA Elementary Education; BA Secondary Education, BA and MA Family and Consumer Sciences. Those programs which will complete program reviews, BS Park Resources and Leisure Services and MS Exercise Science, will not need to complete a separate yearly assessment report. A section of the 5-year program review is dedicated to assessment and the UAC will extract that section from the program review for evaluation.

With the impending North Central Association Higher Learning Commission's ten year accreditation due in 2005 we hope to have a majority of our programs rated at the Level Three category of "Efficacy of Assessment at the Program Level." All programs should be working toward this level in the upcoming academic year. Programs in the College of Education and Human Services scored in the range from 1 to 8.7. Four programs rated at the Level One category, two programs rated at the Level Two category and, three programs rated at the Level Three category, and two programs were not rated because revised assessment plans were being constructed.
Level One: Beginning Implementation of Assessment Programs  
Level Two: Making Progress in Implementing Assessment Programs  
Level Three: Maturing Stages of Continuous Improvement  

The primary reason the programs in the Exercise Science, Sports and Recreation scored at Level One was because the newly revised assessment plans had only been in place for a short time and a new chair of the Division had been named. UAC believes that as SEER continues to implement its assessment activities that the programs will improve significantly. Data needs to be collected and all members of the faculty need to be involved in the assessment process.

The BA in Adult and Technical Education is a relatively new program. It has already reached Level Two in its Efficacy of Assessment at the Program Level. UAC believes that as this program continues to grow and mature that the feedback loops will be established and that the program will be quite effective in its assessment efforts. The BA in Counseling did not submit a report of its assessment activities for the AY 2001-2002. All that was submitted was the 2000-2001 report with a brief one paragraph update. The program needs to be collecting evidence of its assessment efforts and report those efforts to the UAC. The report due in October should include assessment activities by the program for the 2002-2003 academic year. Continued assessment efforts for the current academic year—2003-2004 should be in process with the report due in October 1, 2004.

Three programs, BS Elementary Education, BS Secondary Education and the MS in Adult and Technical Education have achieved Level Three. The primary area of concern with these three programs is the development of the feedback loop. The problem stems from the fact that the programs did not fully describe how assessment data was used to continually improve student academic achievement. The MS Adult and Technical Education has all of the elements in place; however, the program needs to tweak a few of its outcomes to identify them more fully with the program. Additionally, specific data needs to be collected and used for program improvement. The program appears to be doing well, but there is no specific evidence to back up these claims.

NCATE has mandated that all programs in the College of Education conduct stringent assessment activities. This impetus from the accrediting body has proven to be quite beneficial for the programs. UAC will continue to monitor the accreditation reports by NCATE of Marshall's education programs.

Good luck with the NCATE site visit.

If you have any questions, please contact this office.

Sincerely,

Robert F. Edmunds, Coordinator
Program Review and Assessment
MEMORANDUM

TO: Dr. Jane McKee, Associate Dean, School of Education, COEHS
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 1, 2003

SUBJECT: Review of Yearly Assessment Report
PROGRAM: BA Secondary Education

1. Thanks for submitting the yearly assessment report for BA Secondary Education. Your report has been reviewed by members of the University Assessment Committee. What follows is a brief summary of the reviewer's 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: Program goals were well stated.
   2. Learning Outcomes and Data Collection: The program is now collecting excellent assessment data, both for the University and for NCATE Results.
   3. Results: Results were prepared in several charts.
   4. Assessment Chart: Chart was prepared. Perhaps more clearly defined benchmarks and standards could be included.
   5. BOT Initiative #3: This is being phased out. The program must meet rigorous standards with the PPST and the PRAXIS II examinations.
   6. Plans for the current year: Well stated.
   7. Assistance needed: Faculty and Resources.
   8. Lessons learned: A new data-base manager was hired.

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.
To: Dr. Jane McKee, Associate Dean, COEHS  
Dr. Carl Johnson, Chair, School of Education  
Rfl-Bob Edmunds, Coordinator for Program Review and Assessment  

From: Bob Edmunds, Coordinator for Program Review and Assessment  

Date: June 28, 2004  

Subject: Yearly Assessment Report, BA Elementary Education

1. Thank you for submitting the Yearly Assessment Report for the program, BA Elementary Education. Please use the information in this report to guide your assessment activities during AY 2004-2005.

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

<table>
<thead>
<tr>
<th>I. a. Program goals:</th>
<th>Program goals were listed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Learning outcomes and data collection:</td>
<td>Outcomes presented in a clear and concise manner with appropriate data collected by multiple measures</td>
</tr>
<tr>
<td>c. Results:</td>
<td>Results well presented. A narrative summary of the Praxis II results was not presented. The assessment summary chart lists the percentages of the results of the evaluation of the student teaching portfolio and standards, but does not give a benchmark of what the expectations are. What percentage of students, for example, should score at the distinguished level?</td>
</tr>
</tbody>
</table>

II. BOT Initiative #3: Praxis I and Praxis II examinations

III. Plans for current year: The School of Education will be evaluated by NCATE during the fall semester, 2004.

IV. Assistance needed: Adequate funding.

V. Lessons learned: By the addition of a database manager, the program has begun collecting, sorting, and using the data collected by the assessment measures.


   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 indicates the performance criteria or standards for teacher certification in elementary education. Column 4 (Standards/Benchmarks) actually doesn’t list the standards or benchmarks desired. It lists the levels of proficiency, but does not indicate what the goals of the program are. Does NCATE have any standards by which it measures a program? What percentage of students should be at the distinguished level, etc.? And if the students aren’t performing at this level, how is the program addressing this issue.

4. Efficacy of Assessment:

   As Marshal 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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>3</td>
</tr>
<tr>
<td>Overall Score:</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Interpretation: The BA Elementary Education has a highly developed system for evaluating its students. With an overall score of 8.7 the program rates in Level 3 (Maturing stages of continuous improvement) in its efficacy of assessment. Continue to fine-tune the assessment process.

5. Recommendations:
   In future reports, develop a narrative summary for performance on the Praxis I and Praxis II tests. Are the performance levels on these tests up to expectations? Additionally, are the percentages of the various performance levels at the standard by which the program wishes to be measured? If so, how is the program attempting to maintain these performance levels; if not, how is the program going to improve the performance standards.

   Since the program is accredited by NCATE, re-accreditation is of extreme importance. Continue to strive for excellence of performance by the student population.

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. Jane McKee, Associate Dean, College of Education
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 13, 2002

SUBJECT: Review of AY 2001 Yearly Assessment Report: BA Elementary Education

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 presented by the BA Elementary Education program the following observations were made. Area 1. Learning Objectives. The program rates at a level 3. Area 2. Assessment Measures. The program rates at a level 3. Area 3 Feedback Loop. The program rates at a level 3. Good Job.

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 to often, changes in curriculum are made based on limited evidence. NCA wants each program to be able to document change based on evidence collected. This chart must be filled out and returned with the AY 2002 Assessment Review. Please remember that you do not have to assess...
every outcome every year, however, within a 3-4 year period of time all of the objectives must be evaluated, results listed and documentation of actions taken. This form will be e-mailed to you for your convenience in both Word and WordPerfect formats depending on which word processing program you use. All you will need to do is to enter the information in the appropriate places on the form and submit it along with your narrative summary of your assessment activities. You should continue to update this form as the years go by. This information will prove invaluable as you begin to prepare your 5 year program review documents. Some programs completed this form and returned it with the AY 2001 report. Thanks to you!!

4. Thanks for a well done report. We do have information concerning the critical thinking from our recent surveys. You should be getting copies of this information within the next several weeks.

Enclosures