Program Review

Master of Arts in Teaching

College of Education and Human Services

February 2006
Program Review
Marshall University

Date: October 2005

Program: MAT - Master of Arts in Teaching Program
Degree and Title

Date of Last Review: January 2001

Recommendation

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

Recommendation Code(#):

1. Continuation of the program at the current level of activity; or

2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or

3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or

4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or

5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

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

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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:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Master of Arts in Teaching: Continue program at current level of activity

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

The Master of Arts in Teaching Program (MAT) is an alternative and accelerated means for individuals with degrees in science, mathematics, liberal arts, business and professional fields to obtain teacher licensure. The program has been reviewed and approved by the West Virginia Department of Education. The program has no resident faculty and is supported by 22 full-time faculty assigned to the School of Education in Huntington and the Graduate School of Education and Professional Development in South Charleston.

The faculty are productive in the scholarly and creative area and are actively involved with schools and school systems in the region. Approximately ten part-time or adjunct faculty teach selected courses and assist with supervision of clinical and field-based experiences each semester.

The program regularly conducts follow-up studies of employers and graduates. Results from these studies indicate a high level of satisfaction with the program.

The program has a strong outreach mission and serves students throughout the state. Program courses are also increasingly using electronic delivery to increase student access across the state.

Collaborative MAT programs have been developed with Fairmont State University and Shepherd University. These two institutions have now developed MAT programs of their own.

Enrollment in the MAT program remains strong with an average of 108 majors enrolled each fall over the past five years. The program has also produced an average of 36 graduates per year over the last five years.

The program has developed and implemented a comprehensive assessment and regularly uses the data from this system to provide direction for program modification and revision.

Despite increasing competition from other institutions, the pending teacher shortages and the increased demand for teachers in content fields mandated by NCLB should facilitate a continuing increase in demand for the MAT Program.

This is a healthy and viable program which serves a somewhat unique population.

Signature of the Dean:

_Ron Childress (GSEPD)_________________ Date: _February 2006_____
I. PROGRAM DESCRIPTION
The Master of Arts in Teaching (MAT) Program is an alternative means for college graduates with degrees in liberal arts, fine arts, business and professional fields to attain teacher licensure. The program provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching in a specific content area in grades PreK-Adult, 5-Adult or 9-Adult. The MAT program does not offer licensure in Elementary Education or Special Education.

The goals of the Master of Arts in Teaching Program are to:
- Provide a quality program that addresses current and established research, best practice, and the skills of problem solving, critical thinking, and reflection to prepare education personnel for initial licensure;
- Collaborate with other institutions, agencies, and school systems to provide optimal educational and clinical experiences in the preparation of reflective classroom practitioners;
- Utilize innovative instructional models, service delivery, and support systems, integrating technology where applicable in program delivery;
- Demonstrate a commitment to cultural diversity and social justice.

Student Objectives
Program graduates are expected to be able to:
- Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community;
- Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction;
- Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning; and
- Demonstrate self-direction toward becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.
II. ACCREDITATION INFORMATION

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

A. **Name and Description of Accreditation Organization:**
   The Master of Arts in Teaching Program is housed in the Marshall University Professional Education Unit (PEU). The Professional Education Unit is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). The most recent NCATE review occurred in October 2004 and resulted in the continuing accreditation of the unit through fall 2009. This was the maximum period for which accreditation could be received. The PEU passed all six NCATE standards for advanced (graduate) programs. All programs leading to professional licensure have been reviewed and approved by the West Virginia Department of Education.

B. **Most Recent Year Accredited**
   The unit received full accreditation from NCATE in May 2005 (see attachment 1).

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

D. **Copy of the Accreditation Organization’s Report:**
   NA

E. **Program Deficiencies Noted:**
   NA

F. **Most Recent Self-Study Report:**
   A copy of the NCATE accreditation self-study is on file in the Office of Academic Affairs.

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

A. **ADEQUACY**
   1. **Curriculum:** All MAT students follow a carefully planned program of study and must maintain a cumulative grade point average of 3.0. There are three program curricula that correspond with the developmental levels of the content specialization areas for which the candidate is seeking licensure, Prek-Adult, 5-Adult, and 9-Adult. Each 39 hour curriculum is built on the Interstate New Teachers Assessment Support Consortium (INTASC) standards and includes a minimum of 12 credit hours of foundation courses, 15 credit hours of curriculum and instruction courses, three credit hours of technology, and three clinical experiences. The third clinical experience is a six hour, full-semester of full-time student teaching. See Appendix I
Upon completion of the required courses and clinical experiences, MAT candidates must successfully pass a comprehensive examination that synthesizes the program curriculum.

In response to recent legislation on alternative certification, revisions in the West Virginia Department of Education’s Policy 5100, prevailing market conditions, and a number of MAT students with advanced degrees, the certification only courses were separated from the Master of Arts in Teaching Degree Program to create the Post Baccalaureate Certification Program. The program was approved by the West Virginia Department of Education in Summer 2004 and started accepting students for the Spring 2005 semester.

The Post Baccalaureate Certification Program is an 18 hour certification only program, but all 18 hours of the program may be applied toward completing a master’s degree through the Master of Arts in Teaching Program. Students applying for acceptance to the Post Baccalaureate program meet or exceed all admissions requirements of the MAT program, except for the Graduate Records Examination (GRE) or Miller's Analogy Test (MAT) since it is not a degree granting program. This program allows students to gain certification more quickly and to become employed as highly qualified teachers as defined by the No Child Left Behind legislature. The students may then apply for and complete the MAT program as they teach.

2. Faculty: The Master of Arts in Teaching Program is staffed by ten full-time faculty appointed to the Elementary and Secondary Education Program at the Graduate School of Education and Professional Development in South Charleston and twelve full-time faculty with dual responsibilities to the undergraduate and graduate programs in elementary and secondary education in Huntington. All but one of the full-time faculty hold an earned doctorate and 14 are tenured (two more are eligible to apply for tenure in the fall of 2005). All 10 of the South Charleston based faculty hold Graduate Faculty Status and four of the 10 hold Doctoral Faculty status. The Master of Arts in Teaching degree is supported by a cadre of part-time adjunct faculty (approximately 10-12 are used each semester) who provide course instruction and field-based supervision. Faculty data are provided in the Table 1 and Appendix II.
### Table 1: Full-Time Graduate Faculty Appointed to Elementary and Secondary Education that Deliver Courses in the MAT Program.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Ed.D./Ph.D.</th>
<th>Tenured</th>
<th>Full Professor</th>
<th>Associate</th>
<th>Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Arthur*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bailey, Sandra</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banks, Steve*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carter, William</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childress, Ronald B.</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debela, Nega</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Dozier, Janet*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heaton, Lisa</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Isaacs, Thelma*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnson, Carl*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara Maynard*</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>McKee, Jane*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meyer, Calvin</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Murphy, Ruth Ann*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauley, Rudi</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauley, William F.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Simone, Frances</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Sottile*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Watson*</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tony Williams*</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson, Nancy</td>
<td>Yes</td>
<td>Yes</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wubie, Bizunesh</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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

### 3. Students:

#### a. Entrance Standards:

All applicants must meet the graduate admission requirements of the Marshall University Graduate College and all program admission requirements. These requirements are:

1. Hold a baccalaureate degree from a regionally accredited college or university;
2. Have an undergraduate grade point average of 2.7 or higher (program requirement higher than university requirement of 2.5);
3. Submit Graduate Record Examination (GRE) Test or Miller Analogies Test (MAT) scores. Applicants should have a combined Verbal and Quantitative GRE score of 800 or a MAT raw score (pre 2005) of 30 or a scaled score (2005) of 378 or above;
4. Have a transcript analysis completed for the content specialization area(s) for which the candidate will be seeking certification;
5. Have a content grade point average of 2.7 or higher;
6. Have at least 50% of the content classes required for certification; (Note: 90% required for Post Baccalaureate Certification Program)
7. Take and pass the Praxis I, Pre Professional Skills Test (PPST) in reading, writing and math. This requirement may be met through a previously earned master’s degree or higher, an ACT composite score of 26 or higher, or a SAT score of 1125 or higher.
b. Entrance Abilities:
All applicants admitted to the Master of Arts in Teaching program meet the University requirements for admission to graduate programs and all program admission requirements. The averages for entrance test scores and undergraduate GPA for each of the reporting years are displayed in Table 2.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Applicants</th>
<th>Number of Admissions</th>
<th>Mean Mat Scores</th>
<th>GRE Mean Verbal Scores</th>
<th>GRE Mean Quantitative Scores</th>
<th>GRE Mean Analytical Scores</th>
<th>UGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>66</td>
<td>30</td>
<td>Data not available</td>
<td>485</td>
<td>545</td>
<td>553</td>
<td>3.15</td>
</tr>
<tr>
<td>2001-2002</td>
<td>85</td>
<td>43</td>
<td>Data not available</td>
<td>424</td>
<td>437</td>
<td>463</td>
<td>3.08</td>
</tr>
<tr>
<td>2002-2003</td>
<td>63</td>
<td>35</td>
<td>43</td>
<td>436</td>
<td>498</td>
<td>462</td>
<td>3.25</td>
</tr>
<tr>
<td>2003-2004</td>
<td>61</td>
<td>61</td>
<td>47</td>
<td>482</td>
<td>503</td>
<td>530</td>
<td>3.16</td>
</tr>
<tr>
<td>2004-2005</td>
<td>36**</td>
<td>58**</td>
<td>48</td>
<td>507</td>
<td>552</td>
<td>552</td>
<td>3.09</td>
</tr>
</tbody>
</table>

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

** Includes applicants and admissions to MAT and Post Baccalaureate Programs

C. Exit Abilities:
The 2000-2004 Graduates of the Master of Arts in Teaching Program had a mean cumulative GPA of 3.83, and a mean passage rate on the Praxis II, Principles of Learning and Teaching (PLT) of 97%. See Table 3.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
<th>Cumulative GPA</th>
<th>Praxis II Principles of Learning and Teaching (PLT) Pass Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>26</td>
<td>3.79</td>
<td>Data not available</td>
</tr>
<tr>
<td>2001-2002</td>
<td>35</td>
<td>3.81</td>
<td>22/23 96%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>36</td>
<td>3.84</td>
<td>26/27 97%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>52</td>
<td>3.87</td>
<td>42/43 98%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>34</td>
<td></td>
<td>Data not available</td>
</tr>
</tbody>
</table>

4. Resources
a. Financial: The Master of Arts in Teaching Program is housed in the Professional Education Unit (PEU) within the College of Education and Human Services. Financial resources available to the PEU suffered a 3% mid-year base budget reduction in FY 2003 and a 6% base budget reduction in FY 2004. PEU budgets for the past five years were:
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel*</td>
<td>$5,690,159</td>
<td>$6,071,188</td>
<td>$5,773,248</td>
<td>$5,321,670</td>
<td>$4,791,916</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>$69,281</td>
<td>$61,451</td>
<td>$87,957</td>
<td>$92,132</td>
<td>$62,165</td>
</tr>
<tr>
<td>Technology</td>
<td>$165,465</td>
<td>$150,896</td>
<td>$168,818</td>
<td>$28,345</td>
<td>$79,831</td>
</tr>
</tbody>
</table>

*State appropriated funds

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

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

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

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

The Professional Education Unit also offers classes, coordinates clinical and practicum experiences, and provides faculty offices at several additional Marshall University satellite campus sites. These include the Beckley Center, Beckley,
WV; the Dunbar Center, Dunbar, WV; the Mid-Ohio Valley Center, Point Pleasant, WV; the Southern Mountain Center, Logan, WV; and the Harless Center, Gilbert, WV, and at some 30 other locations throughout the state. Overall, the available classroom facilities, office space, computer labs and clinical space are adequate to support the MA in Secondary Education.

5. **Assessment Information**

a. Summarize the principal goals of the assessment program. The assessment model adopted for the Master of Arts in Teaching Program focuses on three broad areas: the program, the faculty and the candidate’s performance. This assessment model includes three major components: collecting data/information, forming judgments and making decisions. Based on these three components, assessment is operationally defined as a process in which data/information are collected and used as a basis in forming judgments, and then the judgments become the basis for making decisions. These decisions involve actions related to the program, faculty and candidates.

b. Provide summary information on the targeted elements. Based on feedback from our annual assessment reports, the Master of Arts in Teaching Program’s goals and objectives have been revised. In Fall 2001, the program had six goals and 13 objectives. The program now has four goals and four objectives that allow us to better focus on the major areas and components of the assessment plan. The assessment instruments for all of the clinical experiences were revised to reflect the Interstate New Teachers Assessment Support Consortium (INTASC) standards and a new data base has been established to collect data from the clinical assessments for annual review and decision making. Entrance criteria and clinical requirements were increased and the professional portfolio required during student teaching was revised to focus on student learning through assessment of performance. See Chart I - Assessment Summary.

c. Provide information on how assessment data are used to improve program quality. Include at least 3 specific examples drawn from the past 5 years. Data have consistently been used to improve the quality of the Master of Arts in Teaching Program as shown in Chart I. Faculty from the Huntington campus and the South Charleston campus have met on an annual basis to study, review and make recommendations for changes in the Master of Arts in Teaching Program based on the data we have collected, the state and national standards, and the recommendations from the literature regarding teacher preparation, teacher licensure and legislation such as No Child Left Behind. Specific examples of changes made in the program include:
Beginning Fall 2000, candidates are required to have at least 50 percent of the content specialization courses completed with at least a 2.50 GPA and to have taken and passed the Praxis I prior to admission.

The content specialization and overall GPA requirements were increased from 2.50 to 2.70 effective Fall 2001.

Students admitted to the program after July 1, 2002, are required to have completed 90% of the content courses prior to the Level III clinical (student teaching).

The number of hours required in the MAT Level II clinical experience was increased from 30 to 60 hours.

Handbooks, evaluation forms, and rubrics for all three clinical experiences were reviewed and revised for Fall 2003 to reflect more clearly the INTASC standards and dispositions in candidate performance.

A new portfolio design focusing on student learning was implemented in Fall 2003.

d. Graduate and Employer Satisfaction:
Employer follow-up surveys were conducted in Spring 2000, Spring 2002, Fall 2003, Spring 2004 and Spring 2005. These surveys directed respondents to rate how well they felt graduates were prepared in regard to each of ten outcome areas. These areas reflect a synthesis of basic and advanced program outcomes as described in the conceptual framework for the Professional Education Unit. The overall results of the ratings were combined for principals and personnel directors for Spring 2000, (n=133) and Spring 2002 (n=212) Overall, respondents rated graduates very favorably, with the majority of ratings in all ten outcomes areas falling in the “Distinguished” and “Proficient” categories. However, on average, between 15-16% of the ratings are in the “Basic” category and about 2-3% for “Needs Improvement.” For Fall 2003, and Spring 2005, 140 principals and 18 personnel directors responded. The descriptors for these ratings were revised to “Exemplary”; “Exceeds Expectation”; and “Below Expectation.” Overall results are very similar to those noted for the previous employer evaluations, with very few observations occurring in the “Below Expectation” category.

Recruiters who participated in the Marshall University job fair in 2000, 2002, 2004 and 2005 were also surveyed regarding the preparation of program graduates. Responses were reviewed from more than 200 recruiters during this period. The responses from recruiters were generally very positive and were consistent with those of the principals and personnel directors.

The Professional Education Unit conducted follow-up studies of graduates
in 2003 and 2005 to collect graduate perceptions regarding both the IMPORTANCE and the level of PREPARATION related to the Unit’s expected outcomes for candidates in advanced programs. Responses were received from 422 graduates from all program areas. Graduates were requested to rate each of 10 outcomes in one of the following categories: “Very Important,” Moderately Important,” Slightly Important,” or “Unimportant.” They also indicated the degree to which they felt the Unit was preparing candidates relative to the outcomes as “Poor,” “Fair,” “Good,” or “Excellent”. In general, the majority of the graduates reported the Importance of the outcomes as “Moderately” or “Very Important”. The same held true for the level of Preparation as “Good” or “Excellent”. The lowest rated outcomes related to “technology”; “cultural pluralism”; “special needs students”; and “communicating effectively with groups.

The responses to the 2005 Graduate Follow-up survey (n=26) for the Master of Arts in Teaching Program were generally perceived to be at “Moderate” or “Very Important” level in terms of the perceived “Importance” of the outcomes. The same held true for level of Preparation as the majority of the responses were at the “Good” or “Excellent” level. The level of preparation was rated the lowest for outcomes related to “human growth and development”, “special needs students”, “cultural pluralism”, and “communicating effectively with groups”.

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

6. **Previous Reviews:** The last review of the Master of Arts in Teaching (MAT) program was in 2000. The recommendation of the HEPC committee was “continuation of the program at the current level of activity”.

7. **Strengths/Weaknesses:**
A major strength of the Master of Arts in Teaching Program is that it is a program that allows professionals and second career adults to build on their undergraduate studies and become certified teachers through a master’s degree program. Before the MAT program, individuals seeking teacher certification traditionally had to seek certification through an undergraduate program regardless of previous degree(s) or experience. A second strength of the MAT program would be the curriculum and in particular the clinical experiences and their assessments. The ten Interstate New Teachers Assessment Support Consortium (INTASC) standards were used to guide the development of the curriculum, the clinical experiences, and assessment instruments. The INTASC standards help to insure highly qualified professionals for today’s schools.

An analysis of the evaluation data from the clinical assessment forms from Fall 2001 through Spring 2004 indicate that the overwhelming majority of the MAT students performed at the Partial Mastery to Mastery level on each of the ten
standards. The data from the EDF 677-MAT Level III Clinical Experience, student teaching, showed the lowest percentage of the student teachers judged to be performing at the partial mastery to mastery level was on standard 9, Reflective Teaching/Professional Growth and that percentage was 93.8%. The other standards were between standard 9 and standard 6, Communication, where 98.9% of the student teachers were judged to be performing at the partial mastery to master level. Clinical I and II showed similar results with two standards, Content Knowledge and Human Development and Learning, having 100% at the partial mastery to mastery level in the level I clinical experience.

An area of concern comes from the fact that at least two of the four new masters degree granting institutions, Fairmont State University and Shepherd University are currently in the process of developing and delivering MAT programs. Two other institutions, Concord University and West Virginia State University may add MAT programs in the near future. We must continue our efforts to be student centered, to offer convenient delivery methods at convenient times, and to work with students where they are located to remain the leader in graduate education that we have always been. To do this we must have the sufficient funding to support all of these in terms of highly qualified faculty and required technology.

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

1. Articulation Agreements: The MAT program has had four collaborative programs during the past five years, two with Fairmont State University and two with Shepherd University. The Master of Arts in Teaching Degrees earned by the students enrolled in the collaborative programs are awarded by Marshall University.

   Fairmont State University – Summer 2001-Summer 2003
   Fairmont State University – Fall 2003 – Fall 2005
   Shepherd University – Fall 2001-Fall 2003
   Shepherd University – Summer 2004 – will complete in Summer 2006

2. Off-Campus/Distance Delivery Classes: With the exception of one course (CI 515) and the clinical experiences, most of the courses in the MAT program are courses offered by the secondary education program. Some secondary education courses are offered in Marshall University’s Beckley Center each semester. Several of the courses are offered every semester via distance education courses (WebCT) giving virtually statewide access to the program. The MAT courses have been offered on the campuses of Fairmont State University and Shepherd University through collaborative agreements with each institution. See Appendix III and Appendix III-A.

3. Service Courses: The Master of Arts in Teaching does not offer service courses but instead is served by other programs, primarily the Secondary Education program. See Appendix IV.
4. **Program Course Enrollment:** Program course enrollment data are provided in Appendix V. Please note that the data include the MAT students but also include student enrolled in the Early Childhood, Elementary and Secondary Education MA programs. See Appendix V.

5. **Program Enrollment:** Enrollment of new students in the Master of Arts in Teaching Program has averaged 45 fully admitted students over the past five years. See Appendix VI and Table 2.

6. **Enrollment Projections:** The number of secondary teachers employed in West Virginia’s schools continues to represent a substantial group of public education employees. The demand for highly qualified teachers will most likely remain constant if not increase as public education continues to implement the reforms and mandates of the No Child Left Behind legislation, and to replace the potentially large number of teachers who will become eligible for retirement in the next few years. Some areas in the state are already experiencing a critical shortage of highly qualified teachers especially in the areas of math, science and foreign languages. The Master of Arts in Teaching Program and the Post Baccalaureate Certification Program offer viable options to teachers currently teaching on permit and to qualified professionals seeking to enter the teaching profession. However as previously noted, there is increased competition from in-state institutions for a finite number of potential students.

C. **NECESSITY:**

1. **Advisory Committee:** The Educational Personnel Preparation Advisory Committee is mandated by the West Virginia Department of Education’s Policy 5100, the policy for preparation of educational personnel. The EPPAC committee advises concerning design, delivery, and evaluation of programs for the preparation of teachers and other school personnel. The EPPAC is composed of P-12 personnel representing public school districts, faculty from within the Professional Education Unit, faculty from arts and sciences within the university that work closely in the preparation of teachers, a representative from the West Virginia Department of Education, education candidates, and community members involved in the work of the Professional Education Unit.

2. **Graduates:** The demographic data for the unit indicate that the majority of the Master of Arts in Teaching students are fully employed professionals and are seeking the degree while still working. The necessity of the program is validated by student enrollment in courses offered during the evening hours, on weekends and via distant delivery methods such as WebCT. Requests for certification, references and letters of recommendations serve as indicators that many of the students do change employment to enter the teaching profession upon completion of the program.

3. **Job Placement:** The typical Master of Arts in Teaching student is an employed professional who is a part-time graduate student seeking to acquire teacher licensure. Information regarding available employment opportunities is routinely
made available through local school system job postings and, statewide, through the West Virginia Department of Education. The Placement Office on the Huntington campus offers a full range of services for graduates. All students are eligible to participate in a job fair each year that includes representatives of many school districts, including out-of-state districts. Program graduates are routinely recommended by faculty for other/new employment opportunities and for admission to advanced graduate programs. The Office of Institutional Research and Planning routinely conducts follow-up studies of graduates, and program faculty maintain contact with employers and graduates through the delivery of staff development, licensure courses, continuing education programs, and involvement in clinical/field-based experiences.

D. CONSISTENCY WITH UNIVERSITY MISSION:
The mission of Marshall University includes providing affordable, high quality graduate education to the state and region using all appropriate modes of delivery. The Master of Arts in Teaching Program is reflective of this mission in that the program is delivered by a variety of modes that allow students from a wide range of professions across the state and region to participate in a quality graduate program that results not only in a master’s degree but also a license to teach in West Virginia’s public schools. These delivery modes include live class meetings in numerous locations, web based courses via WebCT, clinical experiences based in the schools and communities where the students work and live, and collaborative programs with other higher education institutions in the state.

The goals of the Master of Arts in Teaching Program are consistent with the general statement of purpose and philosophy for Marshall University. This relationship is especially evident when framed within the context of Marshall’s major commitment to enhance graduate education. The Master of Arts in Teaching Program is also consistent with and a logical extension of three of the areas identified for current emphasis by Marshall University. These areas of current emphasis include:

- Schools and schooling, including teacher education and the setting of the agenda for education in southern West Virginia;
- Economic development, which would include programs in education, science, business, the community and technical college, perhaps engineering, and a broad range of fields; and
- high quality graduate programs.
## Appendix I – page 1
### Required Course Work in the Program

**Degree Program: Master of Arts in Teaching – PreK-Adult**

**Person responsible for the report: Sandra S. Bailey**

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hrs</th>
<th>Elective Credit Required by the Major (By Course No. and Title)</th>
<th>Elective Hours</th>
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**Total Hours** 39

*Denotes courses and field-based clinical experiences in the Post Baccalaureate Program plus three hours in EDF 612  
**EDF 677 is only three credit hours in the Post Baccalaureate Program*
# Required Course Work in the Program

**Degree Program:** Master of Arts in Teaching – Grades 5-Adult  
**Person responsible for the report:** Sandra S. Bailey

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*Denotes courses and field-based clinical experiences in Post Baccalaureate Program plus three hours in EDF 612  
**EDF 677 is only three credit hours in the Post Baccalaureate Program
### Required Course Work in the Program

**Degree Program:** Master of Arts in Teaching – Grades 9-Adult  
**Person responsible for the report:** Sandra S. Bailey

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*Denotes courses and field-based clinical experiences in the Post Baccalaureate Program  
**EDF 677 is only three credit hours in the Post Baccalaureate Program
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: __Ed.D ___________ Date Degree Received: _______1990_______

Conferred by: ___________ Florida State University

Area of Specialization: _______ Higher Education Policy

Professional Registration/Licensure ___ _________________ Agency: ________________

Years non-teaching experience ___ 8 ___

Years of employment other than Marshall ___ 8 ___

Years of employment at Marshall ___ 16 ___

Years of employment in higher education ___ 16 ___

Years in service at Marshall during this period of review ___ 5 ___

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

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<td>17</td>
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</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.

- 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 and 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

3 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.
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.
   - 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

6 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

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

8 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: Dr. Sandra S. Bailey

Rank: Professor

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

Highest Degree Earned: ______Ed.D________ Date Degree Received: 1988

Conferred by: West Virginia University

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

Professional Registration/Licensure Professional Teaching Certification in Biology, Chemistry, General Science
Agency: WVDE

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<td>Years of employment in higher education</td>
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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)

<table>
<thead>
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<td>CI 623-101</td>
<td>Learning Models and Assessment Techniques</td>
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<td>EDF 612-101</td>
<td>Sem III Educational Evaluation</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.
   NA

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

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

3 Discipline-related books/papers published (provide a full citation).
   Childress, R., Bailey, S., & Pauley, R. (April 2002). “Middle School Endorsement: Do You Need It?” WV Association for Middle Level Education, 21st Annual Conference, Snowshoe, WV.


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

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

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.
- WVDE Technical Assistance Review Team for Shady Spring High School – Fall 2004
- Developed the Post Baccalaureate Certification Program – Summer 2004
- Coordinated two collaborative Master of Arts in Teaching Programs with Fairmont State University and Shepherd University 2001-2003
- Coordinated two collaborative Master of Arts in Teaching Programs with Fairmont State University and Shepherd University 2003-Present
- Instructor in the Kanawha County Middle School Project 1998-2002
- Consultant for the Middle School Transition Program, Raleigh County Schools, 2002-2003
- Member of the Board of Directors - Center for Professional Development, 1997-Present
- Member of Program Review Board, WV Department of Education, 1998-2004
- Higher Education Representative to RESA I and RESA IV Regional Staff Development Councils, 1998-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  6
Years of employment at Marshall  22
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>
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<th>Title</th>
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<td>2005/Summer</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.
- 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. List any offices you hold in professional organizations.
- 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
- Chair, College Promotion and Tenure Committee
- Faculty Senate Committee on Constitutional Reform

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.
• 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: William Carter __________________________ Rank: Professor

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

Highest Degree Earned: ___ Ed.D. __________________ Date Degree Received: ___ 1989 ________

Conferred by: University of South Carolina

Area of Specialization: Science, English

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

Years non-teaching experience ____

Years of employment other than Marshall ____

Years of employment at Marshall ____

Years of employment in higher education ____

Years in service at Marshall during this period of review ____

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

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<td>SP/03</td>
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</table>

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

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

25
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

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

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

Name: __Ronald B. Childress________________________________
Rank: _Professor____________________

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

Highest Degree Earned: _EdD_________________________Date Degree Received: ___1975_____________
Conferred by: _University of Tennessee – Knoxville, TN_____________________________________________

Area of Specialization: __Curriculum and Instruction_and Educational Administration______________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience  _0____

Years of employment other than Marshall  _3____

Years of employment at Marshall  __30____

Years of employment in higher education  __30____

Years in service at Marshall during this period of review  __30____

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

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<thead>
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<td>Spring 2005</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

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

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

2 Activities that have enhanced your teaching and or research.

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

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


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


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

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

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

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

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

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

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

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

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

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

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

NONE

Member, MU-WVDE Advisory Committee on Preparing Teachers of the Hearing Impaired, 2001-Present.
Member, MU, WVU, WVDE Advisory Committee on Preparing Teachers of the Visually Impaired, 1999-Present.
Member, Higher Education Policy Committee’s Statewide Teacher Education Advisory Committee, 1983-Present.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  Dr. Nega Debela  ______________________________  Rank:  ___Associate Professor___________

Status (Check one):  Full-time  ___X__  Part-time  ____Adjunct_____  Current MU Faculty:  ___x_ yes  ___no

Highest Degree Earned:  ______PhD____________________  Date Degree Received:  ____1995____________

Conferred by:  University of Adelaide, Australia

Area of Specialization:  Sociology of Education/ Language Education

Professional Registration/Licensure: ____________________________  Agency:  ____________________________________

Years non-teaching experience

Years of employment other than Marshall 10

Years of employment at Marshall 4

Years of employment in higher education 14

Years in service at Marshall during this period of review

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

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<td>CISL 555-101</td>
<td>Practicum for ESL</td>
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<td>CI 659-201</td>
<td>Symposium Portfolio I</td>
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<td>ESL In-service II</td>
<td>7</td>
</tr>
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</table>

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

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

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

College Service
Nominated as a member of the Graduate Council (April 2003 – Present).
Nominated as a member of the IRB#2 representing the Graduate School (April 2003 – Present).
January – April 2004. Offered a professional development course for Cabell County Teachers.
Animated power point presentation to St. Joe’s Kindergarten Kids.

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

4 Papers presented at state, regional, national, or international conferences.
August, 3, 2004, A Closer Look at Distance Learning From Students’ Perspective: A Qualitative Analysis of Web Based Online Courses. West Virginia Technology Conference, Charleston, WV.


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

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

http://www.coninf.org/eista04/Pastconference/bestpapers2003.asp


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

6 Externally funded research grants and contracts you received.
WVDE grants to train ESL students, Funds exceed 100,000, 2001-2004
RESA 8 grants to train ESL students, Funds exceed 150,000, 2004 - 2005

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


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

Name: Janet Dozier  
Rank: Associate Professor

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

Highest Degree Earned:  ___Ed.D_____  
Date Degree Received:  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)

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<thead>
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<td>CI 459</td>
<td>Multicultural Influences in Education: Techniques and Strategies</td>
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<td>CI 631</td>
<td>Current Influences on Early Childhood Programs</td>
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<td>CI 632</td>
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<td>Language and Cognition in Early Childhood</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
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Dr. Lisa A. Heaton

Rank: Associate Professor

Status (Check one): Full-time ___X__ Part-time____ Adjunct____

Current MU Faculty: ___X__ yes ___no

Highest Degree Earned: Doctor of Philosophy

Date Degree Received: 1999

Conferred by: University of Virginia, Charlottesville

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

Professional Registration/Licensure
Agency: American Educational Research Association

Years non-teaching experience

Years of employment other than Marshall 1

Years of employment at Marshall 5

Years of employment in higher education 6

Years in service at Marshall during this period of review

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

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<td>Computing and Instructional Design</td>
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<td>Using Computers to Improve Instruction in the Classroom</td>
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<td>Sprng 04</td>
<td>CIEC 630-201</td>
<td>Authoring System and Multimedia</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

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

N/A

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

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

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


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

- Member and conference program reviewer, American Educational Research Association (AERA), 1999-present
- Member, Association for the Advancement of Computing in Education (AACE), 1998-present
- Member, International Society for Technology in Education, 2005-present
- Member, Phi Delta Kappa, 1999-present

6 Externally funded research grants and contracts you received.

- Participation in development and delivery of 11 Improving Teacher Quality Grants (NCLB) funding summer institutes for teachers from 2003-2005.

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


8 Community service as defined in the Greenbook.

- Guest Student Presentation Evaluator. Advanced Placement Benchmark Project (Language and Composition), Buffalo High School. (2005).
- Member of Editorial Board for the online publication: Contemporary Issues in Technology and Teacher Education. (2003-present).
- University, College, and Division Service. (2000-present). Technology-related committees, search committees, website development and maintenance, etc.
- Online Reviewer for American Educational Research Association (1999-present). Division K1d: Teaching, teacher education and learning with technology and for student learning with technology and Division C7: Technology Research.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: 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 other than Marshall 9

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)

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<td>29</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.
- 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).
- 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

4 Papers presented at state, regional, national, or international conferences.
- 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 Rubic 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 and one Teaching Excellence workshop
- 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 they 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
- 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
(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)

<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>Spring 2005</td>
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<td>CIEC 530, CI 640/641</td>
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<td>Summer 2004</td>
<td>CIEC 530, CI 640/641</td>
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<td>17,6,3</td>
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<tr>
<td>Spring 2004</td>
<td>CIEC 530, CI 640/641</td>
<td></td>
<td>18,8,4</td>
</tr>
<tr>
<td>Fall, 2003</td>
<td>CIEC 530, CI 640/641</td>
<td></td>
<td>20,7,3-</td>
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</table>

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

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

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

2 Activities that have enhanced your teaching and or research.
   • Use WebCT to supplement what I do in class for CIEC 530/660.

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

4 Papers presented at state, regional, national, or international conferences.
   • Made a presentation, “Using the TI-83 to Enhance Your Math Classes” at the T3 Regional Conference, Cleveland, OH, November 13, 2004.
   • “The Effectiveness of a Graduate and Undergraduate Teacher Education Training Program on Student Development, EERA (2005) with Sottile, J., McKee, J., Loving, K., and Williams, T. Paper accepted for presentation at the annual meeting of the Eastern Educational Research Association (EERA), Sarasota, FL.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   • Administrative Coordinator for our Master’s programs and served as an academic advisor in the programs—especially when students cannot find advisor in office.
   • Helped give the Comprehensive Exams each semester and during the summer for students completing Master’s degrees in the School of Education.
   • Also assisted in the development of these exams—along with grading many of them.
   • Serve on Oral Committees for 2 to 4 students in the department of ESSR every year.
   • Main “architect” for all schedules for the School of Education. This involves hiring 25 to 30 part-time instructors during the fall and spring semesters, in addition to our 30 full-time instructors.
   • Developed an E-course—CI 101 E
   • Interact with students regarding concerns, grade appeals and offer support
• Served as a summer new student orientation advisor for 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: Barbara Maynard

Rank: Associate Professor • Staff

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

Highest Degree Earned: ___Ed.D______________________Date Degree Received: ___5-15-94____________
Conferred by: WV University and MU College of Graduate Studies

Area of Specialization: Educational Administration

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

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
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>
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<td>CI 405, 410, 450,</td>
<td>CI 405 Elem Ed, 410 Early Ed, 450 Sec Ed, 452 Middle Ed.Supv.</td>
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<td>677</td>
</tr>
<tr>
<td>SP/04</td>
<td>CI 405, 410, 450,</td>
<td>CI 405 Elem Ed, 410 Early Ed, 450 Sec Ed, 452 Middle Ed.Supv.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDF 270, 537, 637</td>
<td></td>
<td>677</td>
</tr>
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<td>FA/03</td>
<td>CI 343</td>
<td>Intro to Teach Reading: Early CH &amp; Middle</td>
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</tr>
<tr>
<td></td>
<td>CI 446</td>
<td>Read Edu: Indv Assess. &amp; Presc Lang Inst.</td>
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<td></td>
<td>CI 405, 410, 450,</td>
<td>CI 405 Elem Ed, 410 Early Ed, 450 Sec Ed, 452 Middle Ed.Supv.</td>
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<td></td>
<td>EDF 270, 537, 637</td>
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<td>677</td>
</tr>
<tr>
<td>SM/04</td>
<td>EDF 270, CI 488</td>
<td>Clin. Exp: Indep Study</td>
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<tr>
<td></td>
<td>CI 588</td>
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</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.
- 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,"

39
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.

Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.
List any offices you hold in professional organizations.
- Development of the Comprehensive Strategic Plan for the eight Regional Educational Service Agencies in WV.
- Assistance in the development of the WV Informal Reading Assessment and an accompanying video tape.
- Consultation with McDowell County regarding Literacy Program, McDowell County Central Office Personnel, April, 2003.
- Member Cabell County Reading Association and International Reading Association.
- College of Education Leadership Team.
- College of Education Clinical Experiences Team.

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.

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

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

Years non-teaching experience __3_
Years of employment other than Marshall ___18___
Years of employment at Marshall ___16___
Years of employment in higher education ___16___
Years in service at Marshall during this period of review ___16___

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>SP/05</td>
<td>CI 624</td>
<td>Advanced Instructional Strategies</td>
<td>20</td>
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<tr>
<td>FA/03</td>
<td>CI 280 101</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<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>
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</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).

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

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

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.

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

- Attained doctoral faculty status

Community service as defined in the Greenbook.

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

Name: Dr. Calvin Meyer

Rank: Professor

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

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

Conferred by: University of South Carolina

Area of Specialization: Curriculum and Instruction

Professional Registration/Licensure Agency:

Years non-teaching experience
Years of employment other than Marshall 13

Years of employment at Marshall 5

Years of employment in higher education 18

Years in service at Marshall during this period of review

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

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

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.
Consultant
Professional Association of Georgia Educators, Federal Grants Assistance, GEORGIA, 1995
National Science Foundation, GIMS Project, GEORGIA, 1992-1994
Joint Council of Economic Education, Choices Program, GEORGIA, 1991
South Carolina Task Force, APT Project, SOUTH CAROLINA, 1981

Committee Membership:
Commission on Multicultural Education
Ethics Ad Hoc Committee
Faculty Evaluation Ad Hoc Subcommittee
Judicial Committee
Merit Pay Committee
NCATE Coordinating Committee
Search Committee for Early Childhood
Search Committee Technologies Position
Search Committee Science Education

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


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

Center for Science, Mathematics and Engineering Education, University of Virginia, CHARLOTTESVILLE, VA, 1999
China Association of Science and Technology Education, BEIJING, 2002
International Conference on Education, Honolulu, 2004
Kappa Delta Pi Biennial Conference, ORLANDO, 2001
Missouri Association of Supervision and Curriculum Development, ST. LOUIS, 2000
National Middle School Association, DETROIT, 1979, WASHINGTON, DC, 2001, PORTLAND, 2002
West Virginia Association of Middle Level Education, CHARLESTON, WV, 2001, SNOWSHOE, WV, 2002

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

Association of Supervision and Curriculum Development (ASCD) – Presenter
Association of Teacher Educators (ATE) – Presenter, Ad Hoc Subcommittee Bylaws SIG for Middle Level Education
Christian Educator's Association International (CEA) - Presenter
Georgia Council of Social Studies - Presenter
National Association of Science Teachers - Presenter
National Council of Teachers for Mathematics
National Middle School Association - Presenter/Journal Referee/Affiliate Leader
National Social Science Association - Presenter
Professors of Middle Level Education - National Conference Committee
West Virginia Association of Middle Level Education - Editor of Newsletter, Board Member

6 Externally funded research grants and contracts you received.

West Virginia Council of Higher Education, $54,000, 2001
Eisenhower Professional Development Grant, $52,000, 2001
Marshall University Technology Grant, $2800, 2001
Multicultural/Social Justice Education, $2500, 2000
Eisenhower Consortium for Mathematics/Science Education, $5500, 1996
Educational Data Systems, $126,000, 1983

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

Liberty University, Board of Regents - 2002
West Virginia University, Regular Faculty Graduate Status - 2002
Kappa Delta Pi - 1994 -2000
Phi Delta Kappa - 1991-2000
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: 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 ________
Years of employment at Marshall _____6____
Years of employment in higher education _____4____
Years in service at Marshall during this period of review ________

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

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<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
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<th>Enrollment</th>
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<td>Mathematics for Elementary Teachers I (2 sections)</td>
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<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education</td>
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<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>
<td>10</td>
</tr>
<tr>
<td></td>
<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education</td>
<td>20</td>
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<td>04 Fall</td>
<td>CI 101</td>
<td>Mathematics for Elementary Teachers (2 sections)</td>
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<td></td>
<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education (2 sections)</td>
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<tr>
<td>05 Spring</td>
<td>CI 101</td>
<td>Mathematics for Elementary Teachers (2 sections)</td>
<td>52</td>
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<td></td>
<td>CI 442</td>
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<td>CI 632</td>
<td>Adult Involvement in Early Childhood Education</td>
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<td>Mathematics for Elementary Teachers (2 sections)</td>
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<tr>
<td></td>
<td>CI 442</td>
<td>Instructional and Classroom Management in Elementary Education (2 sections)</td>
<td>56</td>
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</table>

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

2 Activities that have enhanced your teaching and or research.

- Attended the National Council of Teachers of Mathematics Research Preession in Philadelphia, PA April 17-19, 2004
- 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.

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

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

List any offices you hold in professional organizations.

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

Externally funded research grants and contracts you received.

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

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

Name: Dr. Fred Pauley
Rank: Associate Professor

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

Highest Degree Earned: Ph.D. Date Degree Received: 1994
Conferred by: University of Connecticut
Area of Specialization: Higher Education Administration
Professional Registration/Licensure Agency:

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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)

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<th>Enrollment</th>
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<td>EDF 612-103</td>
<td>Educational Evaluation</td>
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<td>Fall 03</td>
<td>EDF 665-103</td>
<td>Sociology of American Schools</td>
<td>20</td>
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<td>Fall 03</td>
<td>CISE 574-101</td>
<td>Integrated Science for the Elementary School</td>
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<td>CI 515-201</td>
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<td>CI 582-201</td>
<td>Special Topic</td>
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<td>Sum 04</td>
<td>EDF 621-404</td>
<td>Educational Research and Writing</td>
<td>24</td>
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<td>Sum 04</td>
<td>EDF 665-401</td>
<td>Sociology of American Schools</td>
<td>20</td>
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<td>CI 515-101</td>
<td>Integrated Methods and Materials: Secondary Education</td>
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<td>Sprg 05</td>
<td>CI 515-202</td>
<td>Integrated Methods and Materials: Secondary Education</td>
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<td>EDF 621-231</td>
<td>Educational Research and Writing</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

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

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

2 Activities that have enhanced your teaching and or research.
   • Pre-doctoral and Doctoral Fellowship Recipient
   • Graduate Fellowship Recipient, Education Department, Marshall University
   • Membership on Graduate Council
   • Faculty Senator
   • Faculty Advisor for Student Government Association
   • Participated on Committee to Address Student Grievances
   • Seventeen years experience teaching courses in teacher education degree programs at the undergraduate and graduate levels
   • Chaired steering committee for regional accreditation

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

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

- Presenter, Stop Surfing Start Teaching National conference, Las Vegas, Nevada, February 2003
- Presenter, National Council for the Social Studies, Phoenix, AZ, November 2002
- Presenter, Mountain Plains Adult Education Conference, Phoenix, AZ, May 2002
- Presenter, American Psychological Conference, Miami Florida, June 2000
- Presenter, National Council for the Social Studies, Anaheim, CA, November 1998

6 Externally funded research grants and contracts you received.

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

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

Name: Dr. Rudy Pauley
Rank: Associate Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Elementary & Secondary Education

Professional Registration/Licensure Agency:

Years non-teaching experience

| Years of employment other than Marshall | 0 |
| Years of employment at Marshall | 7 |
| Years of employment in higher education | 7 |
| Years in service at Marshall during this period of review | |

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

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<td>Independent Study</td>
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<td>Special Topic</td>
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<tr>
<td>Sum 04</td>
<td>CI 797-402</td>
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<td>Sum 04</td>
<td>EDF 665-403</td>
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<td>CI 797-103</td>
<td>Curriculum and Instruction Dissertation Research</td>
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<td>Fall 04</td>
<td>LS 703-101</td>
<td>Research Design</td>
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<td>CI 672-102</td>
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<td>Special Topic</td>
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<td>Sprg 05</td>
<td>CI 704-201</td>
<td>Social and Political Determinants of Curriculum Development</td>
<td>6</td>
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<td>Sprg 05</td>
<td>CI 797-201</td>
<td>Curriculum and Instruction Dissertation Research</td>
<td>5</td>
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<td>Sprg 05</td>
<td>EDF 502-203</td>
<td>Psychology of Middle Childhood Student</td>
<td>2</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
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.
   Professional Evaluation Activities
   • Evaluator for “Teaching Quality Initiative” for the Education Alliance (Co-evaluator with R. Childress)-Three year project with completion date June 2005.
   • Evaluator for Kanawha County Technology Grant (Co-evaluator with R. Childress-Two year project with completion date scheduled for June 2005.
   • Evaluator for Clay County Technology Grant (with R. Childress) one year project 2005.
   • Evaluator for six Improving Teaching Quality Grants (2003-2005)
   • Graduate courses taught related to evaluation:
     - CI 676 Program Evaluation (Doctoral level)
     - LS 703 Research Design (Doctoral level)
     - EDF 621 Research & Writing (MA/Doc level)
   Conference program Reviewer
   AERA 2004 Conference Reviewer for Division K-Rural Education
   AACE (CITE) 2004 Reviewer for CITE Journal

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

4 Papers presented at state, regional, national, or international conferences.
   Heaton, L., Pauley, R., & Murphy, M. (April 23, 2005) "Inquiry Based Learning in the Middle School Science Classroom" West Virginia Association for Middle Level Education, Stonewall Jackson Resort.
   Pauley, R & Childress, R. (July 12, 2002). "Marshall University's Accomplished Teacher Project: Support for the Rural Practitioner" Presentation given at NBPTS Appalachian region focus meeting, Roanoke, VA.
   Pauley, R. (November 10, 2000) "Using WebCT with Project MERIT," Presentation to statewide cohort at Morgantown, WV.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   Member Association for Supervision and Curriculum Development
   Member American Association of Colleges for Teacher Education
   Member WV Association of Colleges for Teacher Education
   Member West Virginia Association of Mid Level Educators
   Member of Phi Delta Kappa

6 Externally funded research grants and contracts you received.
   "Using Handheld Computers to Enhance Science Education" Clay Couty NCLB Grant (2004-2005). Total funds $61,249.00
   "Instructional Strategies for Math Teachers: Discovery Learning via Technology" Lincoln County NCLB Grant (2004-05). Total funds $31,815.00
“Appalachian Accomplished Teaching Project” NBPTS National grant (2003 - 2004). Total funds $174,050.00
Co-author and project co-director.
“Software Applications for Mathematics and Reading Instruction” Clay County. (NCLB-2003)
Total funds $42,584.00. Project director and author of grant.
“Appalachian Accomplished Teaching Project” NBPTS National grant (2002 - 2003). Total funds $139,100.00
Co-author and project co-director.
“Software Applications for Mathematics and Reading Instruction” Lincoln County. (NCLB-2003). Total funds $45,079.00.
Project director and co-author of grant.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Recipient of the Carolyn Hunter Distinguished Faculty Service Award 2005
Award for “Innovative Excellence in Teaching, Learning and Technology - 2002” International Conference on College Teaching and Learning, Jacksonville, FL (April 2002)

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

Name: Dr. Frances Simone
Rank: Professor

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

Highest Degree Earned: Ph.D. Date Degree Received: 1974

Conferred by: Duke University

Area of Specialization: English Education

Professional Registration/Licensure Agency:

Years non-teaching experience

Years of employment other than Marshall 4
Years of employment at Marshall 17
Years of employment in higher education 21
Years in service at Marshall during this period of review 

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

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<th>Title</th>
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<td>Sprg 04</td>
<td>CI 677-201</td>
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<td>Sprg 04</td>
<td>CIRG 644-203</td>
<td>Literacy in the Content Area</td>
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<td>CI 583-201</td>
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<td>Sprg 05</td>
<td>CI 677-201</td>
<td>Writing for Publication in Professional Education</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

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

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

2 Activities that have enhanced your teaching and or research.
   Marshall Magazine Editorial Advisory Board, 2004 to present
   Board Member, WV Humanities Council, appointed, spring 2002

3 Discipline-related books/papers published (provide a full citation).
   Simone, F.  "Encountering Natalie: Five Days with a Writing Guru." Voices of the National Writing Project (NWP), Spring, 1999.
   Simone, F.  "The Not-So-Big Jump from Teaching to Politicking." Voices of the NWP, Fall, 1996.

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

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   National Writing Project
   National Council of Teachers of English
   West Virginia Reading Council
   Dana Foundation
   Institute for Noetic Sciences
6 Externally funded research grants and contracts you received.

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

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

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

Name: 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 9

Years of employment in higher education 9

Years in service at Marshall during this period of review 9

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

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<td>EDF 621</td>
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<td>2004 Spring</td>
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<td>2005 Spring</td>
<td>EDF 218</td>
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</table>

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

2 Activities that have enhanced your teaching and or research.
   - 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. (200) The impact of an experiential instructional design on human development. Educational Resources Information Center, Resources in Education (CG 030 092)
   - Carter, Bill., Sottile, Jr., James M., Watson, George., and Jennifer.(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 Related to Practicing Teachers’ Self-Efficacy. A paper submitted to Eastern the Educational Research Association for presentation in February

4 Papers presented at state, regional, national, or international conferences.
development, a critical review. Paper presented at 2004 Hawaii International Conf. on Education, Honolulu, HI

Loving, K and Sottile, J. (2005). Get up and get moving: A study of pre-service teachers' perception of self esteem, decision-making, and leadership abilities. Paper accepted for presentation at the annual meeting of the Eastern Educational research Association Sarasota, FL.

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


Murphy, R, Bobango, J. and Sottile(2003), Why inverting and multiplying makes sense, and answer to other question? Paper presentation at the 2003 National Council of Teachers of Mathematics, San Antonio, TX


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 and American Educational Research Association
- Hawaii International Conference on Education
- Session chair: Eastern Educational Research Association, Division three, Human Development
- Attended 2004 EERA and HICE
- Attended Faculty Senate and Executive Committee meetings as BOG member
- Board Academic Program review committee
- BOG Annual Training workshop
- Faculty Evaluation and Compensation committee member and Student Rating committee Rating committee
- North Central Accreditation Team-Resource Committee Chair and 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.

8 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: 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

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<td>UNI 101</td>
<td>FRESHMAN ORIENTATION SEMINAR</td>
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<td>SP/04</td>
<td>CI 350 (4 SEC)</td>
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<td>80</td>
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<tr>
<td>SM/04</td>
<td>CI 350 (2 SEC)</td>
<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>35</td>
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<td>ITL 430/530</td>
<td>TECHNOLOGY AND THE LIBRARY</td>
<td>24</td>
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<td>INSTRUCTIONAL TECH &amp; COMPUTING</td>
<td>80</td>
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<td>FRESHMAN ORIENTATION SEMINAR</td>
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<td>SP/05</td>
<td>ITL 530</td>
<td>TECHNOLOGY AND THE LIBRARY</td>
<td>22</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)

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.
   - 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

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.

- 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
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>
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<tr>
<td>Fall, 05</td>
<td>EDF 616</td>
<td>Human Development</td>
<td>20</td>
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</tbody>
</table>

* Executive Dean, COEHS 2002-2005

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

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

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

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

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   • Served on three VWU Cooperative Doctoral Committees in Leadership Studies
   • West Virginia University conference on Professional Development Schools
   • Served on the West Virginia University Graduate Faculty
   • Faculty representative to (AACTE) American Association of Colleges for Teacher Education
   • Marshall University Graduate Education Advisory Board
   • Served at University Commencement
   • College of Education and Human Services EPPAC Committee
   • Assisted in writing the Social Studies NCATE program report
   • NCATE 2002 Coordination Committee
   • Chaired the College of Education and Human Services graduate program committee
   • Served as Assistant Chair for the School of Education
   • Served on the COEHS Executive Cabinet
   • Served on the School of Education Leadership Team
   • Served on the Marshall University June Harless Center for Rural Educational Development and Research Advisor Board
• Huntington C & I Cooperative Doctoral program coordinator
• School of Education standards committee for student appeals
• School of Education clinical experiences oversight committee
• School of Education UPLCITE Committee
• Search committee for COEHS Director of Academic Student Services
• Assistant chair for the School of Education
• RESA Staff Development Council

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

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

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

Name: Dr. Nancy Wilson Rank: Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Educational Administration/ Mathematics

Professional Registration/Licensure Agency: 

Years non-teaching experience

Years of employment other than Marshall 8
Years of employment at Marshall 15
Years of employment in higher education 23
Years in service at Marshall during this period of review

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

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<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>Fall 03</td>
<td>EDF 621-106</td>
<td>Educational Research and Writing</td>
<td>12</td>
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<tr>
<td>Fall 03</td>
<td>EDF 621-107</td>
<td>Educational Research and Writing</td>
<td>16</td>
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<td>Sprg 04</td>
<td>CI 680-201</td>
<td>Symposium-Elementary and Secondary Education Part II</td>
<td>6</td>
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<td>Sprg 04</td>
<td>EDF 621-207</td>
<td>Educational Research and Writing</td>
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<td>Educational Research and Writing</td>
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<td>EDF 621-402</td>
<td>Educational Research and Writing</td>
<td>21</td>
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<tr>
<td>Sum 04</td>
<td>EDF 621-106</td>
<td>Educational Research and Writing</td>
<td>12</td>
</tr>
<tr>
<td>Fall 04</td>
<td>CI 659-101</td>
<td>Symposium-Elementary and Secondary Education Part I</td>
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<td>Fall 04</td>
<td>CIME 557-101</td>
<td>Precalculus for Mathematics Educators</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.


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

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

MERIS Mentor Teacher [MMT], member MERIT Mathematics Leadership

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


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


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

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

NCTM

6 Externally funded research grants and contracts you received.


*Graphing to Enrich Middle School Mathematics* (2000). Eisenhower Professional Development Program (Raleigh County Schools). Grant funded for $22,000.

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

8 Community service as defined in the *Greenbook*. 

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

Name:  Dr. Bizunesh Wubie  
Rank:  Assistant Professor  

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

Highest Degree Earned:  X  Doctor of Philosophy  
Date Degree Received:  2001  

Conferred by:  OISE/ University of Toronto  

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

Professional Registration/Licensure  
Agency:  

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

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

<table>
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<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>Early Childhood Education: Current Influences on Early Childhood</td>
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<td>Fall 03</td>
<td>EDF 513-101</td>
<td>Human Growth and Development Birth-8</td>
<td>21</td>
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<td>Fall 03</td>
<td>EDF 616-104</td>
<td>Adv Studies Human Development</td>
<td>21</td>
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<td>Sprg 04</td>
<td>CI 634-202</td>
<td>Lang/Cog Early Childhood</td>
<td>21</td>
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<tr>
<td>Sprg 04</td>
<td>EDF 616-204</td>
<td>Advanced Studies in Human Development</td>
<td>23</td>
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<td>Sprg 04</td>
<td>FCS 53-202</td>
<td>Administration of Day Care Centers</td>
<td>18</td>
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<tr>
<td>Sum 04</td>
<td>CI 630-431</td>
<td>Practicum Kindergarten Ed</td>
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<td>Sum 04</td>
<td>CI 632-401</td>
<td>Early Childhood Programs</td>
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<td>CI 633-401</td>
<td>Adult Involve in Early Ed</td>
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<td>Early Childhood Education: Current Influences on Early Childhood</td>
<td>14</td>
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<td>EDF 513-101</td>
<td>Human Growth and Development Birth-8</td>
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<td>Lang/Cog Early Childhood</td>
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<td>Adv Studies Human Development</td>
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<td>FCS 535-201</td>
<td>Administration of Day Care Centers</td>
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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.  
   (2003) Member of the Collaborative Planning Committee for the Kanawha County Schools, WV Pre-K Plan for Services to Eligible Preschool Children  
   (1992 - 1997) Project Proposal Writer and Member of Education Committee. Ethiopian Association, Toronto, Canada  
   (1992- 1995) Member of Local Outreach Committee. Bloor Street United Church, Toronto  

3. Discipline-related books/papers published (provide a full citation).  
   Wubie, B.  Interconnectedness of Young Children’s Home and Classroom Experience: Implication for Multicultural Curriculum  


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

Wubie, B. (2005). Inculcating Positive Attitudes Toward Different Races in the Mind of Young Children. Presented at an International Conference at Brigham Young University, Salt Lake City, UT.

Wubie, B. (2004). Transition from Home to Early Childhood Education Settings. Presented at Comparative International Education Society Conference at Brigham Young University, Salt Lake City, UT.


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

• Attended the 2005 regional conference on Celebrating Connections of Early Childhood Educators in Charleston, West Virginia.

• Attended the 2005 International conference on Globalization, Diversity and Education at Washington State University, Pullman, WA.

• Attended the 2004 International conference on Comparative Educ. at Brigham University, Salt Lake City, UT.

6 Externally funded research grants and contracts you received.

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

• Ontario Graduate Scholarship (OGS) Ministry of Training, Colleges and Universities, Ontario, Canada (2000 - 2001)

• OISE/University of Toronto Graduate Assistantship, OISE/University of Toronto (2000 - 2001)

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

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

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

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

• Fellowship from African Curriculum Organization, University of Nairobi, Nairobi (1982)


• UNESCO Scholarship, Froebel College, Copenhagen, Denmark (1968 - 1969)

8 Community service as defined in the Greenbook.

• Volunteered in providing professional comments on policy handbook for St. Andrews Presbyterian Church Weekday Nursery School, Charleston.

• Participated in Current Issues Discussion Committee at Cross Roads Methodist Church, Huntington.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Charles Bethel
Rank: Adjunct Professor

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

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

Conferred by: __West Virginia University_________________________________________

Area of Specialization: __Education in Leadership Studies

Professional Registration/Licensure __Agency:_________________________________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

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

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<th>Title</th>
<th>Enrollment</th>
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<td>Fall 03</td>
<td>EDF 621-108</td>
<td>Educational Research &amp; Writing</td>
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<td>Sprg 04</td>
<td>EDF 621-205</td>
<td>Educational Research &amp; Writing</td>
<td>17</td>
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<td>Sum 04</td>
<td>EDF 621-405</td>
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<td>Fall 04</td>
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<td>Educational Research &amp; Writing</td>
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<td>EDF 621-206</td>
<td>Educational Research &amp; Writing</td>
<td>20</td>
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<tr>
<td>Sprg 05</td>
<td>EDF 621-207</td>
<td>Educational Research &amp; Writing</td>
<td>17</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Rebecca Butler
Rank: Adjunct Professor

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

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

Conferred by: University of Charleston

Area of Specialization: Educational Computing

Professional Registration/Licensure Agency: ________________________________

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

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

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<th>Enrollment</th>
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<tr>
<td>Sum 04</td>
<td>CIEC 600-401</td>
<td>Computing &amp; Instructional Design</td>
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<tr>
<td>Fall 04</td>
<td>CIEC 600-102</td>
<td>Computing &amp; Instructional Design</td>
<td>12</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Monica Long
_________________________________
Rank: Adjunct Professor

Status (Check one): Full-time_____ Part-time_____ Adjunct___X___ Current MU Faculty: ___X yes ___no

Highest Degree Earned: ____M.S.____________________Date Degree Received: _____1975_________

Conferred by: Marshall University

Area of Specialization: Vocational Technical Education

Professional Registration/Licensure: Professional Teaching License in English Education Agency: WVDE

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

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

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<th>Title</th>
<th>Enrollment</th>
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<td>EDF 677</td>
<td>MAT Level III Clinical Experience</td>
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<td>Fall 2004</td>
<td>EDF 677</td>
<td>MAT Level III Clinical Experience</td>
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<td>Fall 2005</td>
<td>EDF 677</td>
<td>MAT Level III Clinical Experience</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Donald Moroose Rank: Adjunct Professor

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

Highest Degree Earned: ____ Ed.D. __ Date Degree Received: _____ 1970

Conferred by: West Virginia University

Area of Specialization: Guidance Counseling

Professional Registration/Licensure Agency: ________________________________

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

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

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<th>Enrollment</th>
</tr>
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<tbody>
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<td>Fall 03</td>
<td>EDF 619-102</td>
<td>Classroom Assessment</td>
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</tr>
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<td>Sprg 04</td>
<td>EDF 535-202</td>
<td>Classroom Assessment</td>
<td>9</td>
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<td>EDF 535-201</td>
<td>Classroom Assessment</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Emily H. Waugh  Rank: Adjunct Professor

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

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

Conferred by: Marshall University Graduate College

Area of Specialization: Superintendency

Professional Registration/Licensure  Agency: ____________________________

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

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

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<th>Enrollment</th>
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<td>16</td>
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<tr>
<td>Sprg 04</td>
<td>EDF 616-203</td>
<td>Adv Studies Human Development</td>
<td>20</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 616-401</td>
<td>Adv Studies Human Development</td>
<td>20</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 616E-201</td>
<td>Adv Studies Human Development</td>
<td>20</td>
</tr>
</tbody>
</table>
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Judy Hodge
Rank: Adjunct Professor

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

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

Conferred by: Widener University

Area of Specialization: Elementary Education Curriculum

Professional Registration/Licensure _______________ Agency: ______________________________

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>CI 623-101</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 665-203</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

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

Name: David E. Wood Rank: Adjunct Professor

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

Highest Degree Earned: M.A. Date Degree Received: 1969

Conferred by: West Virginia University

Area of Specialization: Math 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 of service at Marshall during this period of review

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>EDF 637-105</td>
<td>MAT Level II Clinical Exp</td>
<td>14</td>
</tr>
<tr>
<td>Fall 03</td>
<td>EDF 677-103</td>
<td>MAT Level III Clinical Exper</td>
<td>7</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 637-205</td>
<td>MAT Level II Clinical Exp</td>
<td>9</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 677-203</td>
<td>MAT Level III Clinical Exper</td>
<td>11</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 637-105</td>
<td>MAT Level II Clinical Exp</td>
<td>11</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 677-103</td>
<td>MAT Level III Clinical Exper</td>
<td>11</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 637-205</td>
<td>MAT Level II Clinical Exp</td>
<td>19</td>
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<tr>
<td>Sprg 05</td>
<td>EDF 677-203</td>
<td>MAT Level III Clinical Exper</td>
<td>9</td>
</tr>
</tbody>
</table>

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

Name: Gerald H. Sapp
Rank: Adjunct Professor

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

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

Conferred by: West Virginia University

Area of Specialization: Curriculum and Instruction

Professional Registration/Licensure Agency: 

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>EDF 619-104</td>
<td>Educational Psychology</td>
<td>16</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 619-203</td>
<td>Educational Psychology</td>
<td>24</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 612E-201</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

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

Name:  Dr. Sam Securro  Rank:  Adjunct Faculty

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

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

Conferred by:  West Virginia University

Area of Specialization:  Educational Psychology and Counseling and Guidance

Professional Registration/Licensure  Classroom Teacher/School Administrator  Agency: WVDE

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>EDF 621-105</td>
<td>Educational Writing and Research</td>
<td>14</td>
</tr>
<tr>
<td>Fall 03</td>
<td>LS 776-101</td>
<td>Computer Analysis and Ed L Research</td>
<td>7</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 621-209</td>
<td>Educational Writing and Research</td>
<td>18</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>LS 776-201</td>
<td>Computer Analysis and Ed L Research</td>
<td>7</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 621-401</td>
<td>Educational Writing and Research</td>
<td>12</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 621-403</td>
<td>Educational Writing and Research</td>
<td>18</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 621-104</td>
<td>Educational Writing and Research</td>
<td>21</td>
</tr>
<tr>
<td>Fall 04</td>
<td>LS 776-101</td>
<td>Computer Analysis and Ed L Research</td>
<td>6</td>
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<tr>
<td>Sprg 05</td>
<td>EDF 621-205</td>
<td>Educational Writing and Research</td>
<td>19</td>
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<tr>
<td>Sprg 05</td>
<td>LS 776-201</td>
<td>Computer Analysis and Ed L Research</td>
<td>8</td>
</tr>
</tbody>
</table>
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:  John Huxley                    Rank:  Adjunct Professor

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

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

Conferred by:  Marshall University

Area of Specialization:  School Principal (5-12)

Professional Registration/Licensure Agency:

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>CI 501-104</td>
<td>Middle Childhood Curriculum</td>
<td>16</td>
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<tr>
<td>Sprg 04</td>
<td>CI 503-205</td>
<td>Meth Teach Mid Child Grd</td>
<td>17</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CI 564-208</td>
<td>Staff Development</td>
<td>10</td>
</tr>
<tr>
<td>Sum 04</td>
<td>CI 501-403</td>
<td>Middle Childhood Curriculum</td>
<td>10</td>
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<tr>
<td>Fall 04</td>
<td>CI 672-103</td>
<td>Practicum in Education</td>
<td>10</td>
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<tr>
<td>Fall 04</td>
<td>CI 564-104</td>
<td>Staff Development</td>
<td>23</td>
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<tr>
<td>Sprg 05</td>
<td>CI 563-203</td>
<td>Staff Development</td>
<td>12</td>
</tr>
</tbody>
</table>

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

Name: Lori Tate Rank: Adjunct Professor

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

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

Conferred by: Lesley University

Area of Specialization: Technology in Education

Professional Registration/Licensure Agency:

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

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

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

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

Name: Michael Murphy  Rank: Adjunct Professor

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

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

Conferred by: Marshall University Graduate College

Area of Specialization: Guidance Counseling

Professional Registration/Licensure Agency: ________________________________

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

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

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

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

Name: Victoria A. Wood Rank: Adjunct Professor

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

Highest Degree Earned: M.A. Date Degree Received: 1967

Conferred by: Marshall University

Area of Specialization: History

Professional Registration/Licensure Agency:

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

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

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 03</td>
<td>EDF 537-102</td>
<td>MAT Level I Clinical Exper</td>
<td>16</td>
</tr>
<tr>
<td>Fall 03</td>
<td>EDF 677-103</td>
<td>MAT Level II Clinical Exper</td>
<td>7</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 537-202</td>
<td>MAT Level I Clinical Exper</td>
<td>12</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 677-203</td>
<td>MAT Level II Clinical Exper</td>
<td>11</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 537-102</td>
<td>MAT Level I Clinical Exper</td>
<td>26</td>
</tr>
<tr>
<td>Fall 04</td>
<td>EDF 677-104</td>
<td>MAT Level II Clinical Exper</td>
<td>9</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 537-202</td>
<td>MAT Level I Clinical Exper</td>
<td>21</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 677-204</td>
<td>MAT Level II Clinical Exper</td>
<td>9</td>
</tr>
</tbody>
</table>

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

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

Name: _Edna Meisel___ Rank: _Adjunct Professor______

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

Highest Degree Earned: Ed.D.  Date Degree Received: _2005_

Conferred by: _WVU _______________________________________________________________

Area of Specialization: _Curriculum & Instruction_

Professional Registration/Licensure __________  Agency: ______________________________

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>Years of employment other than Marshall</th>
<th>Years of employment at Marshall</th>
<th>Years of employment in higher education</th>
<th>Years in service at Marshall during this period of review</th>
</tr>
</thead>
</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>Fall 03</td>
<td>EDF 665-102</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>CIME 555-201</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Sprg 04</td>
<td>EDF 517-203</td>
<td>Statistical Methods</td>
<td>17</td>
</tr>
<tr>
<td>Sum 04</td>
<td>EDF 517-401</td>
<td>Statistical Methods</td>
<td>12</td>
</tr>
<tr>
<td>Sprg 05</td>
<td>EDF 621-204</td>
<td>Educational Research &amp; Writing</td>
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<tr>
<td>Sprg 05</td>
<td>CIME 577-203</td>
<td>Superv Field Pract/ Math 9-12</td>
<td>1</td>
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</tbody>
</table>

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

Name: Kathryn W. Burgess     Rank: Adjunct Professor

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

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

Conferred by: Marshall University Graduate College

Area of Specialization: School Counseling

Professional Registration/Licensure     Agency:

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

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

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

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

Name: Sherri Ritter  Rank: Adjunct Professor

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

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

Conferring by: Marshall University

Area of Specialization: Adult Technical Education Interdisciplinary Studies

Professional Registration/Licensure Agency:

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

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

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

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
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. These represent courses offered through our two collaborative MAT programs with Fairmont State University and Shepherd University.

<table>
<thead>
<tr>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Summer 2003 Fairmont</td>
<td>EDF 612</td>
<td>11</td>
</tr>
<tr>
<td>Summer 2003 Shepherdstown</td>
<td>EDF 612</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2003 Shepherdstown</td>
<td>EDF 677</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2004 Fairmont</td>
<td>EDF 665</td>
<td>18</td>
</tr>
<tr>
<td>Summer 2004 Fairmont</td>
<td>CI 501</td>
<td>17</td>
</tr>
<tr>
<td>Summer 2004 Shepherdstown</td>
<td>EDF 665</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2004 Fairmont</td>
<td>EDF 612</td>
<td>14</td>
</tr>
<tr>
<td>Fall 2004 Shepherdstown</td>
<td>EDF 619</td>
<td>22</td>
</tr>
<tr>
<td>Spring 2005 Fairmont</td>
<td>CI 515</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2005 Shepherdstown</td>
<td>EDF 621</td>
<td>17</td>
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<tr>
<td>Summer 2005 Fairmont</td>
<td>CI 624</td>
<td>14</td>
</tr>
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<td>Summer 2005 Shepherdstown</td>
<td>CI 503, EDF 612</td>
<td>14, 18</td>
</tr>
<tr>
<td>Fall 2005 Fairmont</td>
<td>EDF 677</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2005 Shepherdstown</td>
<td>CI 624</td>
<td>17</td>
</tr>
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</table>
Appendix III - A
Distance Education (WebCT) Courses

*This chart lists student enrollment in multiple sections of the listed courses delivered using WebCT for the two year period listed.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Spring 04</th>
<th>Su 04</th>
<th>Fall 04</th>
<th>Spring 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 612</td>
<td>22</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>EDF 615</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>EDF 616</td>
<td>36</td>
<td>40</td>
<td>61</td>
<td>38</td>
<td>76</td>
<td>51</td>
</tr>
<tr>
<td>EDF 619</td>
<td>48</td>
<td>52</td>
<td>47</td>
<td>43</td>
<td>84</td>
<td>37</td>
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<tr>
<td>EDF 621</td>
<td>66</td>
<td>57</td>
<td>68</td>
<td>78</td>
<td>51</td>
<td>71</td>
</tr>
<tr>
<td>EDF 665</td>
<td>22</td>
<td>37</td>
<td>54</td>
<td>39</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>CI 501</td>
<td></td>
<td>24</td>
<td>12</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>CI 503</td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>CIEC 534</td>
<td>43</td>
<td>37</td>
<td>36</td>
<td>31</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>CIEC 600</td>
<td></td>
<td>27</td>
<td></td>
<td>18</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>
Appendix IV
Service Courses

The MAT program does not provide any service courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Year 1 2000-2001</th>
<th>Year 2 2001-2002</th>
<th>Year 3 2002-2003</th>
<th>Year 4 2003-2004</th>
<th>Year 5 2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix V
### Program Course Enrollment

**Note:** MAT students are included in the total numbers for Elementary and Secondary Education.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Year 1 2000-2001</th>
<th>Year 2 2001-2002</th>
<th>Year 3 2002-2003</th>
<th>Year 4 2003-2004</th>
<th>Year 5 2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 621</td>
<td>Ed. Research &amp; Writing</td>
<td>Required</td>
<td>Su 88 Fa 68 Sp 87</td>
<td>Su 135 Fa 138 Sp 198</td>
<td>Su 93 Fa 106 Sp 176</td>
<td>Su 85 Fa 128 Sp 122</td>
<td>Su 106 Fa 95 Sp 159</td>
</tr>
<tr>
<td>EDF 616</td>
<td>Advanced Human Growth &amp; Development</td>
<td>Required</td>
<td>Su 26 Fa 60 Sp 88</td>
<td>Su 63 Fa 81 Sp 114</td>
<td>Su 41 Fa 98 Sp 91</td>
<td>Su 36 Fa 67 Sp 79</td>
<td>Su 38 Fa 99 Sp 98</td>
</tr>
<tr>
<td>EDF 612</td>
<td>Education Evaluation</td>
<td>Required</td>
<td>Su 36 Fa 17 Sp 4</td>
<td>Su 63 Fa 15 Sp 23</td>
<td>Su 37 Fa 23 Sp 27</td>
<td>Su 49 Fa 19 Sp 27</td>
<td>Su 34 Fa 20 Sp 19</td>
</tr>
<tr>
<td>EDF 619</td>
<td>Educational Psychology</td>
<td>Required</td>
<td>Su -- Fa 84 Sp 51</td>
<td>Su 17 Fa 93 Sp 85</td>
<td>Su 116 Fa 81 Sp 86</td>
<td>Su 70 Fa 83 Sp 81</td>
<td>Su 57 Fa 102 Sp 72</td>
</tr>
<tr>
<td>EDF 665</td>
<td>Sociology of American Schools</td>
<td>Required</td>
<td>Su -- Fa -- Sp --</td>
<td>Su 37 Fa 51 Sp 35</td>
<td>Su 27 Fa 45 Sp 38</td>
<td>Su 22 Fa 48 Sp 65</td>
<td>Su 60 Fa 44 Sp 33</td>
</tr>
<tr>
<td>EDF 537</td>
<td>MAT Level I Clinical</td>
<td>Required</td>
<td>Su -- Fa 23 Sp 28</td>
<td>Su 30 Fa 40 Sp 23</td>
<td>Su 32 Fa 18 Sp 27</td>
<td>Su 29 Fa 23 Sp 19</td>
<td>Su 38 Fa 32 Sp 38</td>
</tr>
<tr>
<td>EDF 637</td>
<td>MAT Level II Clinical</td>
<td>Required</td>
<td>Su -- Fa 18 Sp 22</td>
<td>Su 20 Fa 8 Sp 43</td>
<td>Su 29 Fa 23 Sp 27</td>
<td>Su 24 Fa 16 Sp 24</td>
<td>Su 20 Fa 34 Sp 34</td>
</tr>
<tr>
<td>EDF 677</td>
<td>MAT Level III Clinical</td>
<td>Required</td>
<td>Su -- Fa 16 Sp 30</td>
<td>Su 21 Fa 30 Sp 15</td>
<td>Su 40 Fa 40 Sp 28</td>
<td>Su 41 Fa 40 Sp 28</td>
<td>Su 32 Fa 33 Sp 32</td>
</tr>
<tr>
<td>CI 515</td>
<td>Integrated Methods</td>
<td>Required</td>
<td>Su -- Fa -- Sp 14</td>
<td>Su 21 Fa 7 Sp 40</td>
<td>Su 25 Fa 25 Sp 22</td>
<td>Su 11 Fa 25 Sp 11</td>
<td>Su 20 Fa 38 Sp 38</td>
</tr>
<tr>
<td>CI 624</td>
<td>Advanced Instructional Strategies</td>
<td>Required</td>
<td>Su 20 Fa 20 Sp 35</td>
<td>Su 9 Fa 15 Sp 76</td>
<td>Su 32 Fa 97 Sp 16</td>
<td>Su 24 Fa 25 Sp 16</td>
<td>Su 15 Fa 37 Sp 37</td>
</tr>
<tr>
<td>CIEC 534</td>
<td>Applications Software for the Classroom</td>
<td>Required</td>
<td>Su 42 Fa 26 Sp 114</td>
<td>Su 237 Fa 32 Sp 35</td>
<td>Su 41 Fa 62 Sp 46</td>
<td>Su 49 Fa 37 Sp 36</td>
<td>Su 31 Fa 38 Sp 43</td>
</tr>
<tr>
<td>CIEC 530</td>
<td>Computer Software and Methodology in Ed.</td>
<td>Required</td>
<td>Su -- Fa 20 Sp 18</td>
<td>Su 46 Fa 45 Sp 32</td>
<td>Su 17 Fa 19 Sp 18</td>
<td>Su -- Fa 18 Sp 32</td>
<td>Su -- Fa 38 --</td>
</tr>
<tr>
<td>CIEC 600</td>
<td>Computing and Instructional Design</td>
<td>Required</td>
<td>Su 12 Fa 30 Sp 15</td>
<td>Su -- Fa 15 Sp 77</td>
<td>Su 14 Fa 43 Sp 27</td>
<td>Su -- Fa 18 Sp 26</td>
<td>Su -- Fa 26 --</td>
</tr>
<tr>
<td>CI 501</td>
<td>Middle Childhood Curriculum</td>
<td>Required</td>
<td>Su 110 Fa 234 Sp 12</td>
<td>Su 23 Fa 25 Sp 38</td>
<td>Su 22 Fa 62 Sp 53</td>
<td>Su -- Fa 77 Sp 34</td>
<td>Su 41 Fa 47 Sp 23</td>
</tr>
<tr>
<td>CI 503</td>
<td>Methods &amp; Materials of Teaching MCE</td>
<td>Required</td>
<td>Su -- Fa 108 Sp 84</td>
<td>Su 65 Fa 76 Sp 11</td>
<td>Su 35 Fa 52 Sp 49</td>
<td>Su 47 Fa 21 Sp 21</td>
<td>Su 64 Fa 18 Sp 7</td>
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</table>
## Appendix VI
### Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>30</td>
<td>43</td>
<td>35</td>
<td>61</td>
<td>58</td>
</tr>
<tr>
<td>Principal Majors Enrolled (Fall Headcount)</td>
<td>105</td>
<td>133</td>
<td>130</td>
<td>119</td>
<td>159</td>
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<tr>
<td>Area of Emphasis:</td>
<td></td>
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<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>Grand Total of Students Enrolled in the Program</td>
<td>26</td>
<td>35</td>
<td>36</td>
<td>52</td>
<td>34</td>
</tr>
</tbody>
</table>

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

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
March 21, 2005

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

Dear President Farrell:

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

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

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

The next NCATE visit is scheduled for fall 2009, which is seven years after the originally scheduled fall 2002 visit. You will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the actual date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. During the accreditation period, you will be expected to report evaluations and changes in relation to all six standards.
Michael J. Farrell  
March 21, 2005  
Page 2

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

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

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

Respectfully submitted,

Arthur E. Wise

Enclosures

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

To: Sandy Bailey, Program Coordinator, MAT
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 1, 2005

Yearly Assessment Report for: MAT, Master of Arts in Teaching

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

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

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

<table>
<thead>
<tr>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals: The program goals are clearly stated.</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection: The learning outcomes are listed and data have been collected. The data are impressive as to the quality of the students.</td>
</tr>
<tr>
<td>c. Results: The results were listed and actions were taken based mostly on indirect measures. Was there a noticeable change in student performance in clinicals that helped to necessitate a change in the Level II Clinical hours from 30 to 60?</td>
</tr>
<tr>
<td>II. BOT Initiative #3: Graduate programs are not required to complete this section. However, the Praxis II is a national exam used for certification and the program has an impressive record here.</td>
</tr>
<tr>
<td>III. Plans for current year: Several changes have been mandated and are currently being implemented.</td>
</tr>
<tr>
<td>IV. Assistance needed: None cited.</td>
</tr>
<tr>
<td>V. Lessons learned: Definitely the assessment process as required by the University and NCATE has produced an assessment program that works.</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

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

The Assessment Summary Chart is complete. For the most part the actions taken are a result of an analysis and interpretation of the data collected.

Efficacy of Assessment:

As Marshall approaches its ten year self-study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and
the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

<table>
<thead>
<tr>
<th>Scores:</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000-</td>
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<tr>
<td>Categories</td>
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<tr>
<td></td>
<td>2002-</td>
</tr>
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<td></td>
<td>2003-</td>
</tr>
<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>Total 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 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>
</tr>
</thead>
<tbody>
<tr>
<td>A total overall score between 0 and 3 indicates Level 1: the program is in the beginning stages of its assessment of student academic achievement</td>
</tr>
<tr>
<td>A total overall score between 4 and 6 indicates Level 2: the program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>A total overall score between 7 and 9 indicates Level 3: the program is in the maturing stages of continuous improvement of student academic achievement</td>
</tr>
</tbody>
</table>

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

Interpretation:
The program continues to maintain a significant emphasis on assessment. NCATE requirements necessitate a carefully designed assessment program. The program has instituted changes which don’t appear to have come from the data collected. Perhaps this is because the requirements were imposed on by outside forces, but any changes in the program need to arise from a thorough analysis of the data including both direct measures and indirect measures.

Recommendations:
The program should continue to work towards the high standards it has set. The program should continue to work to collect both direct and indirect evidence and use both as a means to continue to improve the program.

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

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

Enclosures
Office of Program Review & Assessment

To: Dr. Sandra Bailey, MAT Coordinator
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: August 27, 2004

Subject: Yearly Assessment Report, MAT Teaching

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

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

   I. a. Program goals: Program goals are listed.
   b. Learning outcomes and data collection: Learning outcomes have been listed. No data have been indicated as being collected.
   c. Results: No results were listed. However, analyses are present.
   II. BOT Initiative #3: Not required for Graduate programs. However, the program uses PRAXIS I & II.
   III. Plans for current year: Indicated.
   IV. Assistance needed: Continued support
   V. Lessons learned: Faculty meetings are important to the success of the program.


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

   The chart is present. The chart should reflect the current year’s activity. However, no evidence is presented. Conclusions have been indicated and actions taken, with no evidence to indicate a change was necessary. The program needs to indicate the evidence collected as well as warranted actions.

4. Efficacy of Assessment:

   As Marshall approaches its ten year self-study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes; the use of viable assessment measures and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. Scores can range from 0-3 in each category. Overall total scores ranging from 1-3 indicate that the program is in the Beginning Stages of developing a viable assessment program. Overall scores ranging from 4-6 indicate that a program is making progress toward implementing a viable assessment program and overall scores ranging from 7-9 indicate that a program is in the maturing stages of continuous improvement. All programs should be in Level 2 (overall score 4-6) (Making progress toward implementing a viable assessment program) or Level 3 (overall score 7-9) (Maturing stages of continuous improvement) by May 2005.

   Scores:

   | I. Learning Outcomes | 2 |
   | II. Assessment Measures | 2 |
   | III. Feedback Loop | 2 |
   | Overall Score: | 6 |

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Interpretation: The program has achieved an overall score of 6 which places it at Level 2 of NCA/HLC efficacy of assessment at the program level. Please revisit the learning outcomes. Some appear difficult to measure, for instance, #2—How do you evaluate “Reflect upon and evaluate the teacher-learner relationships?” Additionally several of the outcomes are multifaceted. Are there any ways to tighten up the wording on the outcomes, or divide some of the outcomes into 2 or more parts? In terms of Assessment Measures, be more specific with the particular measures you are using. Since, for the most part, this is a yearly activity, choose one particular “course assignment” and report the findings on it. Next year, choose another assignment and report the findings on it. The standards are fine. The results haven’t been given, only summaries of what was discovered. Try to be a bit more specific. If changes (or action taken) are made, make sure that there is evidence to support said changes.

5. Recommendations:
The program should present data to support programmatic changes indicated. Revisit the outcomes and describe more fully how the program is closing the feedback loop.

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. Sandra S. Bailey, MAT Coordinator, GSEPD
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 1, 2003

SUBJECT: Review of Yearly Assessment Report
PROGRAM: MAT Teaching

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

2. Guidelines for Yearly Assessment Reports:
   1. Program Goals: Program Goals well documented.
   2. Learning Outcomes and Data Collection: Learning outcomes were identified; however, little specific data were presented.
   3. Results: The results were general summaries. Please be more specific as to how many students are involved and how many students have met the standard.
   4. Assessment Chart: The Chart presents only summary information. In the Standards/Benchmarks column, what are the passing scores for PRAXIS I? What does successful completion of coursework mean? Passing comprehensive exam—what are the standards for passage? In the Column Results/Analysis, add some actual data, i.e., how many graduates, etc.
   5. BOT Initiative #3: This is not used for graduate programs.
   6. Plans for the current year: Well documented.
   7. Assistance needed: Vague
   8. Lessons learned: Faculty involvement in the program is very good.

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

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

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

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 MAT Teaching program has been assigned a score of 8.3 by the reviewers. This score puts the program in Level 3: Maturing Stages of Continuous Improvement. The program should maintain its standards at the current level.

5. In future reports, please include the actual standards if they are known, i.e., the actual passing score for the PRAXIS 1, or what does successful completion of all course work and clinical areas mean? As well, please use actual numbers of students involved in the process in the results section. Otherwise the chart is an effective summary of the work of the program.

6. Thank you for your report. If you have any questions please do not hesitate to contact this office.
TO: Dr. Sandy Bailey, Program Coordinator, MAT Teaching  
FROM: Bob Edmunds, Coordinator for Program Review and Assessment  
DATE: August 20, 2002


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

2. As we come upon our 10 year self study by the North Central Association’s Higher Learning Commission, I am enclosing several other documents for your information. Document 1 is the Departmental Assessment Program Primary Traits Analysis form. This form mirrors the Student Academic Achievement Levels of Implementation provided by NCA. You will notice that there are three areas of importance to be considered: (1) Learning Objectives; (2) Assessment Measures; and (3) Feedback loop. The current report has been evaluated based on these levels. At this point in time, programs should be at Level 2 or better in each of the categories. If your program does not receive marks in Level 2, your program should work on those areas during the coming year. This is important as Marshall will be judged on the NCA committee’s perception of our assessment program in terms of these various levels. After a cursory examination of the assessment report submitted by the MAT Teaching program the following observations were made. Area 1, Learning Objectives. The program rates at a level 3. There are 13 objectives. This high number may be difficult to assess properly. As well, how does the program plan to measure objectives 1, 4, and 9. What does it mean in the MAT program to “Understand....” Area 2. Assessment Measures. The program rates mostly at a level 3. The best areas are Clinical Experiences and Student Portfolio evaluations. The problems seem to be 1) some direct measures of student learning, 2) the ETS tests are not directly integrated into the program--necessary for certification, but apart from the content material. Area 3. Feedback Loop. The program mostly rates at a level 3.

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.

July 24, 2002
C:\2002-2003 Program Assessment\MAT Teaching.wpd
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. The report is very good. Thanks. I am a bit concerned about the wording of objectives 1,4, & 9. What does it mean when you use the word “understand?” What are the program’s expectations of the students in these areas? Please review these objectives during the coming year.

Enclosures
### CHART I

**MARSHALL UNIVERSITY**

Assessment of Student Outcomes: Component/Course/Program Level

**Component Area/Program/Discipline:** Master of Arts in Teaching  
**Five Year Summary**

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/ Benchmarks</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
</table>
| 1. Demonstrate the knowledge, skills and dispositions necessary to function effectively as classroom teachers within the social setting of the school and community. | Faculty  
University and Public School Supervisors | Various course assessments  
Performance assessments in clinical experiences, EDF 537, 637, and EDF 677 (student teaching)  
Praxis I  
Comprehensive Examination | -3.0 GPA Graduate  
-2.70 GPA Content Specialization  
-2.70 GPA Overall  
Passing scores on Praxis I subtests in reading, writing, and math  
Successful completion of all coursework and clinical experiences  
Passing score on program comprehensive examination | All graduates have successfully completed the Praxis I requirement, required coursework, clinical experiences, and comprehensive examination, and maintain the required GPAs | Based on the recommendations of public and university supervisors, and national organizations, increasing the total number of clinical hours will help to insure this outcome.  
Beginning Fall 2000, candidates are required to have at least 50 percent of the content specialization courses completed with at least a 2.50 GPA and to have taken and passed the Praxis I prior to admission.  
The content specialization and overall GPA requirements were increased from 2.50 to 2.70 effective Fall 2001. |
Students admitted to the program after July 1, 2002 are required to have completed 90% of the content courses prior to the Level III clinical (student teaching).

The number of clinical hours required in EDF 637, Level II Clinical Experience was increased from 30 hours to 60 hours starting in fall 2003.
2. Reflect upon and evaluate their ability to teach in terms of teacher-student interactions, developmental characteristics of students, and the influence of student diversity in planning, implementing and evaluating instruction.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rubric guided assessments in all clinical experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>University and Public School Supervisors</td>
<td>Assignments in EDF 537 and 637, MAT Level I and Level II Clinical Experiences</td>
</tr>
<tr>
<td></td>
<td>Student teaching portfolio and presentation</td>
</tr>
<tr>
<td></td>
<td>Lesson plans</td>
</tr>
<tr>
<td></td>
<td>Teaching demonstrations within courses</td>
</tr>
</tbody>
</table>

Successful completion of all required courses

| Examination of clinical data indicate high level of mastery in nearly all cases |
| The rubrics and assessment forms based on the INTASC Standards used in the clinical experiences add a higher level of consistency to the assessment process |

A new assessment instrument and accompanying rubric aligning the Level III Clinical Experience with the INTASC standards were fully implemented during 2000-2001 academic year.

All clinical handbooks, evaluations forms, and rubrics were revised and aligned with the INTASC standards for Fall 2003.

A new portfolio design focusing on student learning was implemented in Fall 2003.

A data base was established to organize the data from the three clinical experiences over the past three years.
<table>
<thead>
<tr>
<th>3. Effectively use assessment, technology and communication tools in planning, implementing and evaluating teaching and learning.</th>
<th>Faculty</th>
<th>Course assignments</th>
<th>Successful completion of all coursework</th>
<th>Comprehensive exams and rewrites are word processed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>University and Public School Supervisors</td>
<td>Rubric guided assessment of all clinical experiences</td>
<td>Student teaching portfolio</td>
<td>Successful completion of all clinical experiences</td>
<td>The six hours of content electives in the curriculum for the MAT program for grades 9-12 were replaced with an assessment and evaluation course and a classroom management course, effective July 1, 2002.</td>
</tr>
<tr>
<td></td>
<td>Student teaching portfolio</td>
<td>Student teaching observations and evaluations (by rubric)</td>
<td>Successful completion of comprehensive examination</td>
<td>A rubric has been developed to evaluate the written comprehensive examination.</td>
</tr>
<tr>
<td></td>
<td>Program coursework</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Demonstrate self-direction towards becoming an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning.</th>
<th>Faculty</th>
<th>Student teaching portfolios</th>
<th>Successful completion of student teaching and program coursework</th>
<th>Continue monitoring of student academic progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>University and Public School Supervisors</td>
<td></td>
<td>Student teaching observations and evaluations (by rubric)</td>
<td></td>
<td>All teacher candidates work closely under the direct supervision of one or more public school teacher during their 15-week student teaching experience. They are also observed numerous times by a university supervisor.</td>
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<tr>
<td></td>
<td></td>
<td>Program coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All MAT candidates present a professional portfolio as part of the Capstone Experience. The portfolio and presentation are assessed using a rubric.</td>
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</tbody>
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