

AGENDA
West Virginia State University
BOARD OF GOVERNORS
Erickson Alumni Center, Grand Hall
March 17, 2016
10:30 a.m.

1. Call to Order and Roll Call – Chair Ann Brothers Smith, presiding
2. Verification of Appropriate Notification of Public Meeting Action 2
3. Review and Approval of Agenda Action 1
4. Review and Approval of Minutes of Previous Meetings Action 3
5. Reports from Board Committees
 - a. Presidential Search Advisory Committee
 - b. Institutional Advancement
 - c. Audit
 - d. Recruitment and Retention
 - e. Academic Policies
 - f. Finance
6. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters
7. Report from the University President
 - a. University Reports Forwarded by Board Committees
 - i. Education, B.S. (Elementary) Program Review Action 12
 - ii. Education, B.S. (Secondary) Program Review Action 87
 - iii. Psychology, B.A. Program Review Action 178
 - iv. BOG Budget Report – January and February Information 245
8. Other Matters
9. Next Meeting Date – *April 28, 2016*
10. Adjournment

**West Virginia State University
Board of Governors**

Date/Time: 3/17/2016 -- 10:30 AM

Location:

West Virginia State University, Erickson Alumni Center, Grand Hall, Institute, WV

Purpose: To conduct regular business of the Board

Notes:

This is a compliant meeting.

Meeting was approved : 3/1/2016 9:11:45 AM

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
January 27, 2016
Minutes

1. Call to Order and Roll Call

Dr. Smith called the meeting of the West Virginia State University Board of Governors to order at 4:00 p.m.

Present: Dr. Guetzloff, Mr. Konstanty, Mr. Lipscomb, Mrs. Pitchford, Dr. Smith, Mrs. Squirts, Mr. Swingle, Dr. Thralls, and Mr. Williams. Several members of the administration, faculty, and staff were also present.

2. Verification of Appropriate Notice of Public Meeting

Dr. Smith verified the appropriate notice of public meeting.

3. Review and Approval of Meeting Agenda

Mrs. Pitchford motioned for approval of the agenda as presented, and Mr. Lipscomb seconded the motion. The motion carried.

4. Roundtable Discussions

Dr. Smith said the meeting was being held in accordance with West Virginia Code to provide an opportunity for campus constituent groups to share their thoughts and ideas about the University. Each group was allotted time on the agenda to participate in a roundtable discussion.

- Item 4.a: Dr. Smith welcomed the classified staff members in attendance. She also acknowledged Mrs. Squirts for her service as the classified staff representative on the Board. Dr. Smith opened the floor for discussion and asked Classified Staff Council Chair Robin Tabor for general comments. Ms. Tabor stated this year has been a rebuilding stage for classified staff; all positions on the Classified Staff Council have been filled and the incumbents are active. Sean McAndrews expressed concerns about student-athletes' schedules, particularly with classes offered during times that conflict with practice schedules. President Hemphill said Provost Jayasuriya has been in discussion with faculty about this issue. Provost Jayasuriya stated several changes have been made in terms of class scheduling. Student-athletes are now allowed to register with seniors to provide more class options. In addition, several evening classes will be offered during morning hours. There is also an initiative to have Monday, Wednesday, Friday classes, beginning in the fall. Provost Jayasuriya said a change in the blocks, actual times, and lengths of classes are also being considered.

Ms. Tabor commented about proposed legislation that calls for a market study on salaries for classified staff, as well as non-classified staff and faculty. The University is currently on the 2001 salary schedule, and the proposed legislation is intended to bring staff salaries more in line with the current market; however, there is an expectation that the institutions must identify funding to support the salary schedule.

Dr. Thralls commented that the salary schedule is a tough issue and continued budget cuts make it more difficult to fund salary increases. He expressed concern about increasing tuition to help fund salary increases. President Hemphill stated that, if the bill passes, the University would be mandated to meet the salary schedule. Ms. Tabor said the Classified Staff Council worked on revitalizing the tuition and fee waiver for classified staff, which was recently approved by President Hemphill. She stated that professional development is another area where classified staff would like to receive more funding from the University. Ms. Tabor said classified staff members attended meetings held throughout the state regarding the potential PEIA increase. Ms. Tabor said another major concern she has heard from classified staff is future outsourcing. She also asked where the University stands in terms of percentages of classified and non-classified staff, and Mr. Jones stated he would provide that information. Dr. Smith thanked staff for participating and encouraged them to reach out via email or through the Board's liaison, Ashley Schumaker.

- Item 4.b: Dr. Smith welcomed the faculty members in attendance. She also acknowledged Dr. Guetzloff for his service as the faculty representative on the Board. Dr. Smith acknowledged Faculty Senate Chair Dr. Tim Ruhnke and opened the floor for discussion. Dr. Ruhnke said this is his last year on the Faculty Senate. He commented that there are many challenges facing the University and noted the importance of remaining focused on the tasks ahead and continuing the level of communication. Dr. Ruhnke complemented Provost and Vice President for Academic Affairs Jayasuriya and the Dean's Council for their leadership and expressed his appreciation for their support. Dr. Thralls commented that the self-study for the reaffirmation of accreditation reaches to the core of the University, which is the faculty, and the assessment review team spoke to the quality of the faculty.

Dr. Richard Ford stated, on behalf of the State Advisory Council of Faculty, that the openness of the Board and opportunities for faculty to meet with them are appreciated. Mr. Williams inquired if the different disciplines relate well in terms of sciences versus liberal arts. Dr. Frank Vaughan felt there is less interaction across the different disciplines than there should be due to the campus layout. Through discussion, there was a consensus among the group that cross disciplines and interacting with other faculty could better serve students. Dr. Ford said the faculty's morale reflects on the students, and they recognize the commitment to the University. Students are showing more pride in attending State. There is also a sense in the community that the University has gained traction in terms of being recognized for its progress and high quality academic programs. The faculty expressed appreciation for President Hemphill's ambitions and vision and hope his successor has the same outlook and drive. There is also a considerable increase in academically strong students with higher ACT scores who are enrolling, and the University was not experiencing this five to six years ago. More students are also presenting research projects. Dr. Guetzloff gave kudos to the faculty for their work on the general education curriculum restructuring. Mr. Swingle thanked the faculty for working

with the administration. President Hemphill said he appreciates that there is a mutual respect among the faculty and the administration.

- Item 4.c: Dr. Smith welcomed the students in attendance. She also acknowledged Mr. Payton for his service as the student representative on the Board. Dr. Smith acknowledged Student Government Association (SGA) President Briana Edwards and opened the floor for discussion. Ms. Edwards said the students have been looking forward to the meeting and hope for more engagement opportunities moving forward. SGA Vice President Josh Means said the honors program has been a great asset for students and helps them grow professionally and academically. Some of the courses have allowed students to excel and make them more competitive when applying for graduate school. Shealyn Shafer agreed and said the honors program is growing every day. Ms. Edwards said, when looking for the next president, the students hope to have someone who is very engaged with students and the SGA. A non-traditional, commuter student inquired about plans for class schedules for students such as him who work full-time during the day. Provost and Vice President for Academic Affairs Jayasuriya stated that scheduling blocks are being reviewed to help provide more options to ensure that students are enrolling in courses and able to graduate in the four-year period.

Dr. Thralls inquired about the sense of community among the students and the diverse population in terms of traditional, non-traditional, commuter, and on-campus students. Ms. Edwards said she has met students and became friends with people she never imagined connecting with before coming to State. Mr. Means said he commutes, and he was not as engaged during his first year on campus; however, with the increased focus on student engagement, he has become much more involved. Students have expressed the sense of community they felt when visiting campus. Ms. Shafer said she was recruited to play basketball, and when she toured campus she was impressed by the level of engagement and excitement of the faculty in her field of study. D'Von Dorsey stated he was also recruited for athletics, and he did not want to be here at first; however, he quickly learned that it is a great University, and he loves the family-oriented environment and positive support he receives from faculty and staff. Mr. Swingle asked students how they see themselves connecting to the University after graduating. Senaia Harris said she is from the Kanawha Valley and chose State because of its history and status as an HBCU, and she felt that would play a key role in her staying connected after graduating. Ms. Edwards said the connections she has made through the SGA is one of the main things that will bring her back to the campus to see how things have grown and expanded from where they were since her time at State.

Dr. Guetzloff inquired about facilities students would like to see that the University does not have currently. Students expressed that the University Union is small and there is not a large area for students to gather for recreation. Many students felt a recreation center would be more welcoming to commuter students, as well to help them connect to the University during their down time in between classes. Students also said that more apartment-style housing or campus houses would be appealing to

many students. Dr. Guetzloff also inquired about changes in the dining hall and retail areas. The students generally felt that the cafeteria improved, but the retail spaces were a downgrade, and many students still leave campus for meals if they do not eat in the dining hall. The lines in the cafeteria are long, and seating is limited. There were also concerns expressed about food service staff being able to properly prepare an adequate amount of food for the number of students being served. Ms. Edwards said the Dining Services Committee has done well to address issues brought before them, although the response time is often slow. The students commented that meal plans previously could be used for the retail areas and food truck, but now only flex dollars may be used. Vice Presidents Jones and McCarthy said they would look into this issue, because the meal plan should be accepted at all food service locations on campus. Takeiya Smith said she is a leader in the campus social justice chapter, and the group currently has three areas of focus – improving the percent ratio of African American to Caucasian students, increasing the number of African American professors, and increasing the number of diversity/race and gender courses in the curriculum. She stated that the group is not clear on who to approach to begin addressing their concerns. President Hemphill said students should always contact Vice President McCarthy, and she will get them connected with the appropriate staff and help navigate the different governance components of the University. Provost Jayasuriya clarified that the number of race and gender courses were not reduced, and the only change made to the curriculum as it relates to those courses is that they are no longer a requirement for all students. He said this decision was made based on feedback from students. Dr. Smith thanked the students for taking time to attend the meeting and for choosing West Virginia State University.

5. Next Meeting Date

January 28, 2016

6. Adjournment

With there being no further business, the meeting adjourned at 6:13 p.m.

Respectfully submitted,

William Lipscomb
Secretary

Approved: _____
Dr. Ann Brothers Smith
Chair

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
January 28, 2016
Minutes

1. Call to Order and Roll Call

Dr. Smith called the meeting of the West Virginia State University Board of Governors to order at 12:07 p.m.

Present: Dr. Guetzloff, Mr. Konstanty, Mr. Lipscomb, Mr. Payton, Dr. Smith, Mrs. Squirts, Mr. Swingle, Dr. Thralls, and Mr. Williams. Several members of the administration, faculty, and staff were also present.

2. Verification of Appropriate Notice of Public Meeting

Dr. Smith announced the verification of appropriate notice of public meeting.

3. Review and Approval of Agenda

Mr. Swingle motioned for approval of the agenda as presented, and Mr. Konstanty seconded the motion. The motion carried.

4. Review and Approval of Minutes of Previous Meetings

Mr. Konstanty motioned for approval of the minutes of the December 11, 2015 and January 4, 2016 meetings, and Mr. Lipscomb seconded the motion. The motion carried.

5. Reports from Board Committees

Presidential Search Advisory Committee:

Mr. Lipscomb and Mrs. Pitchford co-chaired the Committee, and Mr. Lipscomb presented the report.

- The Committee met on January 22, 2016 and selected the search firm of Greenwood Asher.
- Dr. Asher visited campus yesterday and participated in forums with alumni, community members, staff, faculty, students, and Foundation Board members.
- The Committee met following the forums and received a summary of feedback from the forums by Dr. Asher. Information obtained in the forums will assist in the preparation of a job description, which will be advertised locally and nationally. Dr. Asher also provided a review of the search process.
- The Committee will meet again in mid-March, and it is anticipated that there will be a pool of candidates at that time.

Institutional Advancement:

Dr. Smith chaired the Committee and presented the report.

- The Committee received a comparative gift report. To date, more than \$5.2 million has been raised this year.
- The number of new donors this year is 647 compared to 808 this time last year.

- New gifts received include \$125,000 from the Maier Foundation, \$50,000 from Reserve Oil and Gas, and \$50,000 from Thurgood Marshall College Fund. Several proposals are pending.
- The Committee received an overview of events planned for the 125 Years of Service Celebration.

Audit:

Mr. Swingle chaired the Committee and presented the report.

- The Committee received an in-depth presentation by Chris Knopik and Christina Bowman of CliftonLarsonAllen.
- The audit report will be presented to the full Board later on the agenda.

Recruitment and Retention:

Mrs. Pitchford chaired the Committee, but could not attend the full Board meeting. Therefore, Dr. Thralls presented the report.

- The Committee discussed the partnership between the University and Royall and Company. Positive reports were received with respect to early results from the partnership, and applications have increased dramatically.
- Admits increased from 540 to 1,646; although, these are not enrolled students, the Admissions staff is very pleased with the increased pool of students, and they are working diligently on confirmations.

Academic Policies Committee:

Dr. Thralls chaired the Committee and presented the report.

- The Committee will receive two program reviews at the next meeting.
- The Committee received informational updates on two programs, Sports Studies and Business Administration.
- The Business Administration program was recently accredited for 10 years by the Accreditation Council for Business Schools and Programs (ACBSP).

Finance:

Mr. Susman was unable to attend the meeting. Therefore, Mr. Swingle chaired the Committee and presented the report.

- The Committee received a presentation from Adam Krason of ZMM Architects and Engineers on the revised Campus Development Plan.
- The Committee went into executive session to discuss a land purchase, which will be recommended to the full Board for approval later on the agenda.
- Vice President Jones presented the December BOG Budget Report.

6. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters

Mr. Swingle motioned for approval to go into executive session, under the authority of West Virginia Code §6-9A-4, to discuss legal, personnel, and property matters. Mr. Konstanty seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Swingle, and Mr. Konstanty seconded the motion. The motion carried. Dr. Smith asked for the record to reflect that the Board only discussed items related to the topics listed, that no decisions were made in executive session, and no motions or votes were taken.

7. Report from the University President

President Hemphill began his report with a highlight of the 125 Years of Service Celebration that will take place on March 17, 2016 in the D. Stephen and Diane H. Walker Convocation Center. The event will include a program highlighting 125 Years of Service followed by a luncheon. Another featured event will be the public release and private signing of *A Place We Love so Dear, a Collection of Campus Drawings* by Dr. R. Charles Byers. Each member of the Board will receive a personalized, signed copy to commemorate this special year of celebration.

a. University Reports Forwarded by Board Committees

- Item 8.a.i: President Hemphill introduced Chris Knopik and Christina Bowman of CliftonLarsonAllen. Mr. Knopik participated via conference call. The auditors provided a financial statement audit presentation to the full Board, which included an overview of the audit process, audit results, governance communication, and higher education trends. Ms. Bowman reported that the audit results indicate the financial statement amounts are an unmodified opinion and there were no findings of non-compliance. One material weakness was identified related to internal control; no significant deficiencies were found. The Statement of Net Position shows capital assets and noncurrent liabilities increased because of the new residence hall. Operating revenues totaled \$28,703,862 compared to \$29,569,290 the previous year; the decrease is partly due to the nearly \$400,000 reduction in funding from the state. Total operating expenses were essentially flat, totaling \$48,133,008 compared to \$48,268,054 last year. The auditors provided an overview of the required governance communication letter, which addresses the overall audit, estimate, difficulties, and other items of note, such as postemployment benefit liability adjustment, no passed/waived adjustments, etc. The final communication is for this particular audit relates to the delay in information provided by the state, which delayed the auditors' ability to conclude the financial statement audit within the normal timeframe. Following Board discussion, Mr. Williams motioned that the West Virginia State University Board of Governors accepts the financial statements audit as presented. Mr. Swingle seconded the motion, and the motion carried.
- Item 8.a.ii: President Hemphill asked Adam Krason of ZMM Architects and Engineers to come forward and present the updated final draft Campus Development Plan. Mr. Krason said the Campus Development Plan focuses on maintaining and enhancing existing facilities on campus for the next 10 years. The Plan also identifies more long-range planning beyond the 10-year period.

Mr. Krason said the plan does not include any new facilities on campus; however, it includes a proposed property acquisition that is currently in process. He provided an overview of the schedule of deferred maintenance project, which is broken down into multiple phases. Following Board discussion, Mr. Swingle motioned that the Board approves the Campus Development Plan as presented. Dr. Guetzloff seconded the motion, and the motion carried.

- Item 7.a.iii: President Hemphill said he brings before the Board for approval a recent land purchase. As reported by Mr. Swingle, the land purchase was approved by the Finance Committee as part of their meeting earlier today and is recommended to the full Board for approval. Mr. Swingle motioned that the West Virginia State University Board of Governors approve the recent land purchase. Mr. Williams seconded the motion, and the motion carried.
- Item 7.a.iv: President Hemphill asked Mr. Jones to provide the budget report. Mr. Jones said adjustments were made to the November report and have been incorporated into the December report. The report is on a modified cash basis. The general revenue target is 50 percent and performance indicators in the report are based on that percentage. The University's total income is at 47.60 percent. The report also includes the four percent cut from state appropriations that occurred on January 1, 2016. Mr. Jones referred to footnotes four and five regarding reductions to additional income items. Expenses are at 49.01 percent, and the target is 50 percent. For the auxiliary accounts, the Student Union Operation account deficit is being analyzed. The Housing account was reviewed, and it was discovered that the bulk of the deficit is due to payments that have not been applied to the account, and some expenses were higher than anticipated. The Dining Food Services account is performing well. The Athletics accounts continue to face fiscal challenges. The Faculty Housing and Parking are fiscally healthy. The Bookstore account should be more favorable than currently reported, and staff are reviewing this area, as well.

Before concluding his report, President Hemphill distributed special edition lapel pins commemorating the University's 125th Celebration. He announced that the University will be releasing the full schedule of events, including dates, times, locations, and descriptions, to the campus community and the general public in the coming days.

8. Other Matters

No other matters were brought before the Board for discussion.

9. Next Meeting Date

Dr. Smith said the next Board of Governors meeting will be held on March 17, 2016.

10. Adjournment

With there being no further business, the meeting adjourned at 1:51 p.m.

Respectfully submitted,

William Lipscomb
Secretary

Approved: _____
Dr. Ann Brothers Smith
Chair

Agenda Item 7.a.i.
March 17, 2016

Action

Education, B.S. (Elementary) Program Review



PROGRAM REVIEW Committee
Committee Recommendation Form

2015-16

Program: Bachelor of Science in Education – Elementary Education

Date: November 2015

Type of Review: X Comprehensive Self-Study
Follow-Up / Progress Report

Recommendation to the Board of Governors:

- X 1. Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
- 2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
- 3. Identification of the program for further development (e.g., providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
- 6. Other. Specify.

Rationale for Recommendation:

The Program Review Committee recommends the Bachelor of Science in Education – Elementary Education be continued at the current level of activity.

The program has a number of strengths. It has a consistent number of majors and graduates. The program has faculty members who are committed to professional development activities. It also offers undergraduate students opportunities to participate and gain experience in a variety of outreach activities. All the above makes the program unique among others in the region.

The program needs to continue to work on how it presents its assessment program and generated data to outside audiences in order to demonstrate program effectiveness and improvement.

The Committee recommends a formal Follow-Up/Progress Report on program assessment, including data, due December 1, 2017.

Place a check if additional sheet(s) attached

Signature of Committee Chairperson



West Virginia State University

Comprehensive Program Review

for

**Department of Education
(Elementary Education)**

Submitted to

The Program Review Committee

Fall 2010 – Spring 2015

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

“The Teacher as H.U.M.A.N. Developer” is the program’s conceptual framework. This framework, implemented in 1990, is the backbone of the teacher preparation program at West Virginia State University. In September 2003, the Education Department faculty reviewed this conceptual framework, obtained input from public schools, and established a revised mission or purpose statement that complements the institution’s mission. *The mission of the teacher education program at West Virginia State University is to prepare teachers as human developers who love to teach.*

The Conceptual Framework at West Virginia State University represents the knowledge and skills expected from our candidates. It articulates the dispositions that are valued as an education community. The Conceptual Framework, Teacher as Human Developer, serves as the foundation for decision making and planning for the Unit. Collectively, the vision, mission, and the PEU outcomes represent the philosophical constructs upon which the dedicated efforts of faculty, colleagues, and constituents are grounded.

Background Information

The Teacher as Human Developer is the basis for the conceptual framework for teacher education at West Virginia State University. This conceptual framework has evolved from the institution’s mission statement.

West Virginia State University Mission

West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

West Virginia State University Vision

West Virginia State University will become the most student-centered, research and teaching, land-grant university in the State of West Virginia and beyond.

West Virginia College of Professional Studies Mission

To prepare qualified professionals to serve and lead in a global society

West Virginia State University Department of Education Mission

To prepare teachers to be human developers who love to teach.

West Virginia State University Department of Education Vision

We support our candidates’ development into teachers who themselves will devote their lives to nurturing, encouraging, and promoting a new generation of citizens intent on bringing our world closer to the ideals of justice and equality for all.

West Virginia State University Department of Education Commitments

The Teacher Education Unit is committed to modeling for and developing teacher educators who are committed to: public school student learning, diversity, technology, and the profession.

Conceptual Framework Components

The components of our program grow from our institutional mission, college mission, and the unit mission, vision, and commitments:

H-Holistically approaches student learning

- Demonstrates knowledge of human growth and development and applies this to classroom instruction
- Demonstrates knowledge of learning theories and applies this to classroom instruction
- Demonstrates knowledge about parental, peer, societal, legal, and historical influences on education and applies this to classroom instruction

U-Understands diversity

- Demonstrates knowledge of being able to adapt classroom instruction to address diverse student populations and applies this to classroom instruction
- Demonstrates knowledge of promoting classroom equity so that the diversity of public school students may emerge and applies this to classroom instruction
- Demonstrates knowledge of classroom management strategies to avoid bullying and applies this to classroom instruction

M-Manages learning environments

- Demonstrates knowledge of creating learning communities that promote high student achievement and applies this to classroom instruction
- Demonstrates classroom management skills that promote confidentiality of student records, reduce disruptions, and promote student safety and applies this to classroom instruction
- Demonstrates the ability to use reading, writing, speaking, listening and viewing problem-solving strategies to develop lesson plans, record/report student progress, and communicate with parents, colleagues, and administrators

A-Assesses student learning based on national and state standards

- Demonstrates knowledge of national and state content standards and designs lesson plans that incorporate these standards
- Demonstrates knowledge of national and state assessments and develops classroom assessments that incorporate these assessment types
- Demonstrates knowledge of multiple assessment techniques and utilizes multiple assessments to assess student learning

N-Newer approaches to student learning through technology.

- Exhibits knowledge of and uses technology to perform educational tasks such as communications, classroom record keeping, and information retrieval
- Exhibits knowledge of and uses technology to present lessons to public school students

- Exhibits knowledge of and uses technology to provide enrichment and additional instruction to increase public school student achievement

Conceptual Framework Dispositions

Student Focused Educator – Future teachers must have the needs, self-esteem, safety, and future success of their students as their highest priority. This disposition is the essence of the total conceptual framework of “Teacher as HUMAN Developer” at West Virginia State University.

Role Model – Future teachers should model in this preparation program the behaviors they will be expecting from their public school students.

Member of a Profession – Future teachers must see themselves as a member of a faculty, community, school district, state and national educational learning system.

The key domains of the conceptual framework that support the department’s mission and vision are as follows:

1. Knowledge-What do candidates know?
2. Skills-What are candidates able to do?
3. Dispositions-What are the candidates’ beliefs about teaching and learning?

To address these key domains, all teacher education majors complete components in general education, professional education, and a content specialization. This leads to a Bachelor of Science in Education; however, the candidate is also working towards teacher licensure and certification, which is not automatically earned with the completion of the degree. Additional certification or licensure requirements include national and state assessments, field placements, student teaching, and results of a Federal Bureau of Investigation (FBI) Criminal Background Check.

B. Program Outcomes

Student outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program, and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multimodal methods, including the SCOPE review, grade point requirements, portfolios, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Additional information is contained in the Teacher Education Handbook, purchased by each candidate in Education 200 or Education 290. Failure to comply with the dispositions of the THD model may lead to referral to the Candidate Assistance Team and/or dismissal from the Education Program.

Program Outcomes:

Teacher education graduates will be able to:

1. Know their chosen content field(s);
2. Teach units and lessons aligned with national and state standards that address the learning needs of all students;
3. Integrate technology and twenty-first century learning tools and skills in their own teaching as well as the learning processes of their students;
4. Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework;
- 5a. maintain effective learning communities that value diverse abilities and talents and facilitate respect for all; and
- 5b. Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Approved by the Department on April 3, 2014.)

C. Consistency with University Mission

The mission of West Virginia State University is to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. The teacher education program at this university works towards this mission by producing teachers who recognize the importance of the public school system in the economic development of this region and the state. Future teachers, who complete this program, share the belief that all persons are capable of learning. They are focused on developing students in public schools in the region who are educated to achieve at their maximum potential. They believe that education is a shared human enterprise and are committed to lifelong learning.

D. Previous Reviews and Corrective Actions

In the previous review, the WVSU Program Review Committee recommended continuation of the program at the current level of activity with the designation as a program of excellence. No corrective actions were suggested.

E. Accreditation Information

1. Accreditation Organization:

The National Council for the Accreditation of Teacher Education (NCATE) is the national accrediting agency for the Teacher Education Program at West Virginia State University. NCATE accredits institutions at either an initial preparation program (undergraduate only) or advanced preparation program (graduate level).

2. Year of Accreditation:

The last NCATE accreditation visit and review was in March 17-19, 2015. (Exhibit 1) West Virginia State University is accredited through March 2021.

3. Accreditation Status:

The program is fully accredited at the initial preparation level.

4. Accreditation Organization Report:

The Teacher Education Program met all six standards.

5. Deficiencies and Corrective Actions:

None cited.

SECTION II: ADEQUACY

A. Curriculum

The Bachelor of Science Degree in Education requires all teacher education candidates to complete three program components: General Education, Professional Education, and a Content Specialization.

The General Education Component requirements are basically consistent with the University requirements for all bachelor's degrees. Candidates complete 48 semester hours of general education courses. These courses are designed to increase the candidates' general knowledge of the world and its impact on the public schools system. In addition, the general education courses increase a candidate's basic skills in the areas of reading, writing and problem solving, which they will need as teachers.

The Professional Education Component for elementary education teacher education candidates requires 39 semester hours. All candidates must complete the following courses with a grade of "C" or higher and an overall GPA of 2.5:

- Education 200-Foundations of Education-3 semester hours credit
- Education 201-Human Growth and Development-3 semester hours credit
- Education 202-Educational Psychology-3 semester hours credit
- Education 227-Exceptionalities and Human Diversity-3 semester hours credit
- Education 300-Educational Technology-3 semester hours credit
- Education 316-Integrated Methods-3 semester hours credit
- Education 320-Teaching Reading I-3 semester hours credit
- Education 331 – Curriculum for Special Education – 3 semester hours credit
- Education 426-Creating Learning Communities-3 semester hours credit

- Education 480-487-Student Teaching-12 Semester hours credit minimum

All candidates complete a total of 800 clock hours of field experiences (200 clock hours earned prior to student teaching) and student teaching (600 clock hours earned during student teaching). Education 200 and 300 are the only courses that currently do not require some type of field experiences.

The Content Specialization Component requirements for elementary education majors total 69 semester hours. Requirements are determined by guidelines from The West Virginia Board of Education in Policy 5100-Approval of Professional Preparation Programs and the West Virginia Higher Education Policy Commission (WVHEPC) in Series 46 Policy related to academic rigor in teacher education content specializations. Briefly summarized these policies require a minimum of 69 semester hours for each content specialization in elementary education. Exhibit 2 contains tables that summarize how the teacher education program complies with these policies.

B. Faculty

The Education Department has seven faculty members, three fewer than cited in the previous review. There are six full time, tenure track faculty members; and one non-tenure full time faculty member. The academic ranks of the faculty include one Professor, two Associate Professors, and three Assistant Professors. One faculty member holds a temporary, one-year appointment at the rank of Assistant Professor. A national search is being conducted for a position left vacant in summer 2015. The Chairperson of the Education Department holds the rank of Associate Professor and is tenured.

The major strength of the faculty is that all faculty members meet the definition of “Highly Qualified” as contained in the Federal Title I reauthorization entitled, “No Child Left Behind.” To be a Highly Qualified Teacher Education Faculty Member, one must meet at least one of the following criteria: a terminal degree (71% of the faculty), current teacher certification or licensure in the area they teach (90% of the faculty), academic preparation in the area they teach (100%), and/or professional public school experience in the area they teach (90%). In addition, all faculty members are currently engaged in some form of service to the public schools in the service region of the institution such as tutoring programs, field based research projects, and serving on public school committees for instructional improvement.

Adjunct faculty members are hired to teach specialized education courses that are infrequently offered or supervise student teachers when there is a need based on the supervision ratios. With budgetary constraints, the Education Department is only allowed to hire five adjunct faculty members per semester. All adjunct faculty members must and do meet the definition of “Highly Qualified” at the time of employment.

C. Students

1. Entrance Standards:

A teacher education candidate is defined by NCATE as a person who enrolls at West Virginia State University and declares education as the major. NCATE also requires a candidate to complete a teacher education program that contains four distinct phases or transition points. These four phases of the teacher education program are (1) Pre-Professional, (2) Professional, (3) Capstone and Extended Clinical, and (4) Continuing Professional Development Phases. During each phase or transition point, a teacher education program must define entrance and exit abilities. Both West Virginia Board of Education (WVBE) and/or West Virginia Higher Education Commission (WVHEPC) Policies determine many of the program standards.

2. Entrance Abilities:

Pre-Professional- The candidate is admitted to the University and declares Education as a major. The candidate then signs a statement that the candidate is aware that an FBI Criminal Background Check is required as a condition for issuance of a teaching certificate or license and that based on the results of this background check, the candidate may be ineligible for employment.

Professional- The candidate must maintain a Grade Point Average (GPA) of 2.5 or better in the following areas: overall, general education, professional education, and content specialization courses and earned no less than a “C” in these courses. The candidate must complete a minimum of 60 semester hours; pass the Educational Testing Service (ETS) basic skills assessments in Reading, Writing and Mathematics, and earn a grade of “C” or better in Education 200, 201, and 202; English 101, 102, 201; and a Mathematics course of 100 or higher. The candidate applies for provisional admission to the program at the end of the semester in which Education 202 is completed.

Capstone and Extended Clinical- The candidate maintains a GPA of 2.5 or better in the following areas: overall, general education, professional education and content specialization courses. The candidate earns no less than a “C” in these courses, completes 90 semester hours, 75% of the content specialization courses, and 100% of the professional education courses; and passes the Educational Testing Service (ETS) Principles of Learning and Teaching Test. Finally, the candidate successfully completes the Education and Content Specialization Capstone Requirements and is fully admitted to the teacher education program.

Continuing Professional Development In this final phase of the program the candidate has maintained a GPA of 2.5 or better in the following areas: overall, general education, professional education and content specialization courses and earns no less than a “C” in these courses. The candidate completes student teaching with a “C” or higher, and is eligible to graduate with a Bachelor of Science in Education Degree. The candidate passes the remaining ETS Content Specialization Tests required for certification and licensure and is recommended for and receives a professional teaching certificate.

3. Exit Abilities:

Pre-Professional The candidate meets all the requirements for admission to the Professional Phase.

Professional The candidate meets all the criteria for admission to the Capstone and Extended Clinical Phase.

Capstone and Extended Clinical The candidate meets all the requirements for the Continuing Professional Development Phase.

Continuing Professional Development Phase The candidate successfully completes the Beginning Teacher Internship, provided by the local county school district where the candidate is employed and meets the requirements for Professional Certification Renewal in three years. WVSU education graduates develop a continuing professional development plan at the end of student teaching, which they share with their Beginning Teacher Mentor. This plan assists with the planning of staff development topics for the beginning teacher.

4. Graduates:

Federal Title II-Teacher Quality Guidelines require that all states establish criteria for evaluation of all program completers of teacher education programs within the state. Based on the criteria established by the WVHEPC and the WVBE, WVSU program completers achieved a 100% pass rate for PRAXIS II in their content area and a first quartile ranking for the last five years. A program completer is a teacher education candidate who completes a state approved teacher education program and meets all the requirements for a teaching certificate between September 1 and August 31 of each year. Feedback obtained from employers show that graduates are well-prepared for the schools for which they are employed.

D. Resources

1. Financial

The financial resources provided by the institution for the operation of the Education Department include \$1,000 for supplies and \$ 5,500 for supervision of student teachers that includes \$50 stipends per semester for cooperating teachers and reimbursement for mileage for university supervisors of student teaching.

In addition the Education Department receives Title III funds of \$8,000 to sponsor a Beginning Teacher Camp each summer to recruit minority high school students for the teaching profession. Recently, additional Title III funds were used to update the technology lab in Wallace Hall in Room 623 and to create a High Tech classroom in Room 622.

Since 2002, the West Virginia Legislature and the Claude Worthington Benedum Foundation have allocated funds for the design and development of Professional Development Schools. Since 2010 this amount has been steady at \$ 80,000 per year, based on WVSU's professional development school success

2. Facilities

The facilities are adequate to deliver the program. Most of the professional education courses are offered on the sixth floor of Wallace Hall or throughout Wallace Hall. Room 623, the Educational Technology Laboratory was upgraded in summer 2015 using Title III funds to replace equipment that was 10 years old. The Drain-Jordan Library contains a separate curriculum materials room for education majors. The Department uses grant funds to sustain and support through staff development, Professional Development Schools where most education majors complete their field placements and student teaching.

E. Assessment

1. Student Outcome Assessment Plan

The primary document for the Student Outcome Assessment Procedures is the WVSU Professional Education Unit Assessment System document which is attached as Appendix II-C. The Assessment System is designed to provide assessment data for national accrediting bodies and specialized professional associations as well as to assess the Program Learning Outcomes (PLOs) as listed below.

The graduates of the Education program will be able to:

1. Know their chosen content field(s);
2. Teach units and lessons aligned with national and state standards that address the learning needs of all students’
3. Integrate technology and twenty-first century learning tools and skills in their own teaching, as well as the learning processes of their students;
4. Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework;
- 5a. maintain effective learning communities that value diverse abilities and talents and facilitate respect for all; and
- 5b. Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Approved by the Department on April 12, 2013.)

The complete list of assessments is included in Appendix II-C. A brief listing of these assessments is included below:

- Pre-professional Assessment Record (PAR), administered before entry into Junior Level Courses
- Praxis II for the particular content area, administered before graduation.
- Senior Capstone Oral Proficiency E-portfolio (SCOPE), administered before entry into student teaching.
- Student Teacher Assessment Record (STAR), administered during student teaching.
- Method’s Course Evaluations (Lesson Plan Evaluation and Candidate Ability to Plan and Teach), administered during Junior and Senior level methods courses (Educ. 316 & 426).

- Action Research (AR)
- Surveys – Graduate Surveys, Employer Surveys, etc., administered annually to identified stakeholders.

National Council for the Accreditation of Teacher Education (NCATE), now Council for the Accreditation of Educator Preparation (CAEP), is the primary accrediting body for teacher education, but WVSU also supplies reports to other specialized professional associations (SPAs).

Elementary Education programs are reviewed via the standards of the Association for Childhood Education International (ACEI) standards. The recognition status as of February 15, 2015 is that the elementary education program is nationally recognized.

2. Use of Assessment Data: Learning-Teaching-Curriculum

Data from the key program assessments show that candidates are strong in all assessed areas. There are no areas that show systemic programmatic weakness. That said, through review of the data from the key program assessments, the department has found that Assessment and Classroom Management are *relatively* weak areas for candidates overall. To improve these areas, the program has added Assessment features to the Education 202 class, and the professor who teaches Education 426, which is a senior level course that focuses on both of the weak areas has revised the course to spend half of the time on assessment and half of the time on classroom management. In addition, the professor who teaches Education 316, the first course in instructional methods, which mainly focuses on planning, has made a conscious effort to monitor assessment and to infuse the classes with discussions of assessment and management. The department is monitoring candidate progress on Assessment and Management, mainly by monitoring scores on the Student Teacher Assessment Record (STAR), since those scores most closely reflect real world teaching skills.

Because the Education Department has recently completed the NCATE accreditation review, which is accompanied by Specialized Professional Association reviews of individual programs, the information for the elementary education program was that the department will verify the alignment of assessments to standards with the evidence presented as assessment data. This area of responsibility has been addressed in the department Assessment Committee which includes participation from principals and educators who serve as our Professional Development Schools Partnerships. School participating on the Assessment Committee include Anne Bailey Elementary, Point Harmony Elementary, and George Washington High.

3. Graduate and Employer Satisfaction

Responses to surveys in the Fall of 2013 and 2015 show that graduates mainly believe that their preparation at WVSU was the same as or superior to that of other institutions. On average, about 85% graduates believe that their preparation in course work and in field experiences was the same or better than preparation of their peers on various measures. The one area that stood out in the Fall 2015 survey as lower than that was preparation in Technology Courses, since the percentage of graduates who said their

preparation was average or above average was 65%. The area that stood out as higher than average was the quality of the field experience placements prior to student teaching, since 100% of graduates said that the placements were average or above average as compared to their peers from other institutions.

Overall graduates from both recent surveys were highly satisfied with the preparation at WVSU.

Reviewing the most recent employer surveys shows that employers were satisfied with graduates from WVSU. Several were highly satisfied. Scores from the surveys show that most respondents feel that our graduates were better prepared than those of other institutions. Some employers mentioned high level of technology skills as a positive, which seems to contradict the opinion of candidates that they needed to learn more technology skills in their pre-service training. Some mentioned that classroom management skills needed to be improved. This finding aligns with program findings from the Student Teaching Assessment Record data.

F. Advisory Committee(s)

Several Education Advisory Committees exist for purposes of program improvement. These committees must review all changes in teacher education before they can be approved for implementation by the Educational Policy Committee of the Faculty Senate. The Campus-Wide Committee on Teacher Education was created by the Faculty Senate to advise the Education Department and make recommendations for program improvement.

WVBE Policy 5100 requires all teacher preparation programs in the state to have an Education Professional Preparation Advisory Council (EPPAC). This committee of building principals, public school teachers, teacher union representatives, and WVBE representatives makes recommendations for program improvement.

G. Program Strengths and Weaknesses

One of the major strengths of the Education Department is the department's history of continued accreditation with NCATE since 1963. Founded in 1954, NCATE is recognized by the United States Department of Education as a specialized accrediting body for schools, colleges and Departments of Education. NCATE and the Teacher Education Accreditation Council (TEAC) have consolidated and are now transitioning into the Council for the Accreditation of Educator Preparation (CAEP).

The major strength of the Education Department is the high commitment level of the teacher education candidates to public school teaching and learning as evidenced and assessed in their field placements and student teaching.

Another major strength is the faculty. The faculty consistently model for the candidates and the public school personnel with whom they work, the three dispositions of the program: student focused, role model, and member of a profession.

A last strength of the program is the responsiveness of the program to the needs of the public school systems it serves in RESA III.

The major weakness of the program is a lack of financial and personnel resources to deliver the program. Prior to 2000, there were adequate resources to deliver the program; however, the new accountability measures as defined by federal, state, and national accrediting bodies require many faculty members to be overextended. In addition, the annual budget cuts by the state legislature exacerbates the problems association with inadequate financial and personnel resources.

Another weakness is the loss of faculty which has not been replaced. Although enrollment of teacher education candidates has remained consistent, faculty have not been immediately replaced for existing vacancies.

Another weakness of the program is the inability to meet the rapidly changing nature of public schools. Certification requirements can change annually, and there is the dilemma of dealing with congruence with degree and certification requirements. For example, a candidate may begin the program in Fall 2015 under the current catalog and be eligible for the degree based on the requirements contained in that catalog; however, if certification requirements have changed within that same time period, the candidate must meet these additional requirements to be eligible to earn a teaching certificate.

SECTION III: VIABILITY

A. Program Enrollment

The enrollment of teacher education candidates pursuing a degree in elementary education in the Education Department has grown for the first two years of this program review period and remained relatively stable in the last three years.

The enrollment in elementary education has decreased yearly since 2010 from 284 in the 2010-2011 academic year to 222 candidates in the 2014-2015 academic year. This is due in part to the increased assessments required for completion of this program. In addition to the completion of PRAXIS I and II and the Principles of Learning and Theory assessment, all candidates with a content specialization in elementary education must take the following additional assessments: reading and language arts, mathematics, social studies, science, and teaching of reading.

See APPENDIX III-A.

The termination of the Teacher Education Program at West Virginia State University would result in a major financial loss to the institution and a societal loss to the region. The program produces the highest or second highest number of graduates per year. There are no Bachelor's degrees awarded with majors in modern foreign languages or music except the B.S. in Education Degrees. These majors would cease to exist. Other academic units would feel the loss since many of their courses enroll candidates who are education majors seeking content specializations in their disciplines. The WVSU teacher education program is the largest supplier of certified teachers for Boone, Kanawha, Clay and Putnam Counties or Regional Education Service Agency (RESA III). RESA III contains the largest public school population in the state. The loss of the program would create public school job shortages especially in English, the sciences, mathematics, foreign languages and special education.

The major need of the Education Department is to continue to upgrade the technology so that candidates have access to and are provided training in the technology being used in the public schools of RESA III.

B. Course Enrollment

See APPENDIX III-B.

C. Enrollment Projections

Based on current enrollments, the Education Department enrollments of elementary education candidates should remain between 200-225 candidates. This projection of enrollment is based upon the number of students who are enrolling at West Virginia State University who have entered the program as an education major with a content specialization in elementary education. Some students change their content specialization when a thorough review of the required PRAXIS and content assessments.

D. Cost Analysis

The Departmental Cost of Instruction (DCI) encompasses two components: (1) departmental cost to offer the major and (2) departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations were conducted to generate the program cost per graduate and the cost per students in the major. In this cost analysis only salaries and fringe benefits were included.

$$\text{Cost per student in major} = \frac{\text{2014-2015 program faculty salary}}{\text{Average number of majors in program 2010-2015}}$$

$$\text{Cost per graduate} = \frac{\text{2014-2015 program faculty salary}}{\text{Average number of majors in program 2010-2015}}$$

The total salary including fringe benefits for Education faculty during the 2014-2015 year of the review period was \$497,667 with full time faculty included. Dividing by the average number of majors in the degree program annually which is 516, the cost per major is calculated to be \$964.

To calculate the program cost per graduate the numerator remains the same, but the denominator used is the average number of annual program graduates for the 2010-2015 period, which was found to be 61; thus the Education cost per graduate was determined to be \$8,158.

The cost of offering courses in the program for all students is calculated using the same numerator; the denominator is the average number of student credit hours produced for the academic years 2010-2015. Aggregating spring and fall terms there was an average of 4,815 credit hours associated with courses taken by majors during this period. Based on these numbers, the cost per credit hour in the program is \$103.

E. Service Courses

The Education Department currently offers Education 100-Peer Education in conjunction with Student Services and Education 200 – Foundations of Education.

F. Off-Campus Courses

Not Applicable

G. Articulation Agreements

Not Applicable

SECTION IV: NECESSITY

A. Similar Programs

The Education Department at West Virginia State University is the only state supported, undergraduate teacher preparation program in the Kanawha Valley that prepares teachers for initial teaching licenses. The Kanawha Valley contains four local county school districts whose public school student enrollment figures surpass the rest of the state. The University of Charleston is a privately supported undergraduate teacher education program in Charleston, West Virginia. Marshall University Graduate College in South Charleston, West Virginia primarily prepares educators at the advanced level for licensure as administrators and supervisors of instruction.

B. Job Placement

Most graduates of the program readily find employment in the region in high demand content specializations such as English, the sciences, mathematics and foreign languages. Candidates who complete content specializations that are not in such high demand as elementary education or business, are usually hired as substitutes and work their way into the public school systems within three years after graduation. If candidates want to relocate outside West Virginia in another state, they have no trouble finding employment as a teacher.

Teacher-In-Residence Programs

The “teacher in residence” program provides an opportunity for students who have maintained a 3.0 GPA, have completed all course work, and have passing scores on all assessments to obtain employment while they are completing their student teaching. If a vacancy exists in a county school district for which no fully certified teacher has applied, the student teacher may be employed in this position at 65% of the regular teacher salary.

The “teacher-in-residence program” is an intensively supervised and mentored residency program for prospective teachers during their final program year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. Policy 5100 of the West Virginia Board of Education (WVBE) was adopted to provide for teacher-in- residence programs and requires authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).

In December 2012 the first teacher-in-residence program was created under Policy 5100 to address teacher shortages in the state of West Virginia. Under this policy an institution of higher education with a WVBE approved teacher preparation program in the state may enter into an agreement with a county board of education to establish a teacher- in-residence program. The minimum requirements as provided by state policy are:

- The prospective teachers-in-residence shall: 1) have completed the content preparation courses with a minimum 3.0 GPA; 2) shall have meet the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in §126-114- 6.2.c of this policy; and 3) shall have meet the proficiency

score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which s/he is seeking certification.

- The prospective teachers-in-residence shall only be eligible to serve in a teaching position in the county, which has been posted and for which no other fully certified teacher has been employed.
- The agreement between the institution of higher education and the county board shall include the specifics regarding the program of instruction and the responsibilities for supervision and mentoring by the institution of higher education, the school principal, peer and mentor teachers.
- The salary and benefit costs for the position to which the teacher-in-residence is assigned shall be used only for program support and to pay the teacher-in-residence a stipend that is no less than 65% of all state aid funding.
- The prospective teacher-in residence shall satisfy the requirements for the Teacher-In-Resident Permit as identified in Policy 5202.
- The agreement established between an institution of higher education and a county board must be approved by the WVBE.

In Fall 2012, West Virginia State University collaborated with Clay County Schools to develop the pilot partnership which placed a senior teacher education candidate in a public school classroom when no other certified candidate was available to fill the vacancy. The program differs from student teaching where the college student spends twelve weeks in a class under a veteran teacher's supervision. The teacher-in-residence program allows the teacher education candidate to lead a classroom for the entire school year.

Since the program's inception in 2012 and through Spring 2015, West Virginia State University has placed 13 teacher education candidates as teachers-in-residence; seven of these placements were elementary education majors, with one having a placement at a combined elementary/middle school. Six of the seven teachers-in residence were hired in the counties where they completed their placement as a TIR. The participating county boards of education with TIR placements were: Boone, Clay, Kanawha, and Mingo.

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Education Elementary Education K-6	Total number of credit hours required for graduation: 124
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Professional society that may have influenced the program offering and requirements: Association for Childhood Education International (ACEI)

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Education				Reading & Language Arts			
EDUC 200 Foundation of Ed OR	3			ENGL 324 Literature for Children	3	CPS 101 Freshman Experience	1
EDUC 290 Advanced Foundations of Ed.*	1					ENGL 101 English Composition I	3
EDUC 201 Human Growth/Dev	3			Social Studies		ENGL 102 English Composition II	3
EDUC 202 Ed. Psych & Learn	3			HIST 201 World History to 1865 OR	3	ENGL 150 Introduction to Lit.	3
EDUC 227 Except/Diversity	3			HIST 202 World History from 1865		ENGL 201 Effective Communication OR	
EDUC 300 Ed Technology	3			HIST 207 History of the US OR	3	COMM 100 Speech	3
EDUC 316 Integrated Methods	3			HIST 208 History of the US		EDUC 200 for GE 100 *	3
EDUC 318 Teach Science	3			GEOG 200 Intro to Geography OR	3	EDUC 227 for GE 200 *	3
EDUC 320 Teaching Reading I	3			GEOG 201 World Regional Geog.		EDUC 321 Int'l Perspectives *	
EDUC 321 Teaching Writing	3			HIST 209 WV & the Appalachian Region	3		
EDUC 324 Math for Teachers	3			Natural Sciences		BIOL 101 Principles of Biology *	4
EDUC 325 Teach Social Studies	3			BIOL 101 Principles of Biology	4	MATH 104 Geometry & Measurement *	3
EDUC 331 Curriculum for Special Education	3			Science 1 (Physics 101, 103 134 or CHEM 100)	3-4	EDUC 201 for Social Structures *	3
EDUC 423 Teaching Reading II	3			Science 2 (Physics 102, 106, 110 or 120)	3-4	HIST 201 OR 202 World History *	3
EDUC 426 Creating Learning Communities	3			Math		HIST 207 OR 208 American History *	
EDUC 436 Capstone Experience For Elem. Teachers	3			MATH 103 Problem Solving/Number Sense	3		
EDUC 480 Student Teaching	15			MATH 104 Algebra, Statistics & Probability	3		
				MATH 105 Geometry & Measurement	3	* Hours were also counted in columns 1 or 3	
* Required for all new Transfer Students				The Arts			
				A. Dance	3		
				HHP 446 Methods of Elem/Mid School/PE			
				B. Music	3		
				MUSIC 105 Music Skills			
				C. Visual Arts	3		
				ART 416 Visual Arts in Elementary			
				Wellness	3		
				HHP 359 Elem. & Middle School Health Program.			
				HHP 369 Elem & Middle School Safety Program.	2		
					2		
Total Required Major Hours:	58-60	Total Additional Major Hours:		Total Cognate Hours:	54-56	Total Gen. Ed. / Elective Hours:	38

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Angela D. Abbott	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: MA
Degree Conferred by: Marshall University	Date Degree Received: 1997
Area of Specialization: Early Childhood Education	

Professional registration/licensure:	Elem. Ed, Tech, Admin,
Years of employment at present institution:	1 year
Years of employment in higher education:	1 year
Years of related experience outside higher education:	18

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Spring	Educ 318 Science Methods	17

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

WVAYC
Using computers in the Early Childhood setting

KCS PRINCIPALS' MEETING
Project Based Learning

WEST VIRGINIA STATE TECH CONFERENCE
1:1 Laptop programs in the elementary classroom setting
Project Based Learning – How one classroom transformed learning for students
Collaborative Professional Development
Using online tools for portfolio assessment
Maked in the elementary classroom (Summer 2014)
Minecraft and beyond: gaming for learning (Summer 2014)

NYSCATE
1:1 Laptop programs in the elementary classroom setting

ICQI
Encountering the Common Core

- (E).** Indicate any other activities that have contributed to effective teaching.

K-12 Classroom teacher
Technology Integration Specialist

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Dr. James M. Blackwell	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Ed.D.
Degree Conferred Marshall University	Date Degree May, 2011
Area of Specialization: Educational Leadership	

Professional registration/licensure:	Superintendent, K-12 Supervisor of Instruction, K-12 Elementary/Middle/Junior High Principal, K-8 Middle/Junior/High School Principal, 5-12 Vocational Administration, K-12 English/Language Arts, 5-12
Years of employment at present institution:	2
Years of employment in higher education:	2
Years of related experience outside higher education:	26

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2014/Fall	Education 201-02 Human Growth and Development (1285)	13
2014/Fall	Education 201-03 Human Growth and Development (1286)	21
2014/Fall	Education 316-01 Integrated methods of Teaching (1297)	22
2014/Fall	Education 316-02 Integrated methods of Teaching (1298)	11
2015/Spring	Education 201-01 Human Growth and Development (1280)	32
2015/Spring	Education 201-02 Human Growth and Development (1281)	31
2015/Spring	Education 316-01 Integrated methods of Teaching (1294)	17
2015/Spring	Education 316-02 Integrated methods of Teaching (1295)	19

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.
1. 2014 CAEP Conference Sept 30-October 1, 2014
 2. WVSU Retention Summit January 2015
 3. National Book Festival September 2014
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
1. Presentation to First Year Principals Conference.
West Virginia Center for Professional Development
October 2014
 2. Presentation to Principals Conference.
WV Association of Elem./Middle School Principals
November 2014
 3. Presentation to Assistant Principals Conference
WV Association of Assistant Principals
March 2015
- (E).** Indicate any other activities that have contributed to effective teaching.
1. I serve as member of the West Virginia Commission on the Arts
Appointed by Governor Earl Ray Tomblin
July 2015
 2. I serve as Executive Director for the West Virginia Association of Elementary/Middle School Principals
August 2015
 3. I serve as member of the Elk Valley Library Board of Directors
September 2009
 4. I serve as member of the West Virginia Center for Professional Development's Advisory Board
November 2013
 5. I serve as member of the West Virginia Center for Professional Development's PLA Credit Council
July 2015
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: J. Paige Carney, Ed.D	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Doctorate
Degree Conferred by: University of Kentucky	Date Degree Received: May, 1995
Area of Specialization: Curriculum & Leadership, Reading & Social Studies	

Professional registration/licensure:	Permanent
Years of employment at present institution:	13 Years
Years of employment in higher education:	20 Years
Years of related experience outside higher education:	12 Years

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Education 480, 481, 484, & 486-Student Teaching (Director)	32
2014/Spring	Acting Dean, College of Professional Studies-No courses taught	
2014/Fall	Acting Dean, College of Professional Studies-CPS 101-First Year	25
2015/Spring	Dean, College of Professional Studies, No courses taught	

- (B).** If degree is not in area of current assignment, explain: NA
- (C).** Identify your professional development activities during the past five years.
 -Attended and presented at the following:
 Kappa Delta Pi International Conference – Presented with WVSU students in Dallas, TX, 2013
 Kappa Delta Pi International Conference – Attended with WVSU students as Counselor in Indianapolis, IN, 2011
 -West Virginia Professional Development Schools conference – presented on ACE: Auditing Clinical Experiences – What is Best?
 Attended West Virginia Reading Association Conference, November 2014 – Served as the WVRA Institution Higher Education representative and served on the WVRA Leadership Committee
 -“West Virginia State University’s Teacher Candidates Create Community Connections with Across the Curriculum Literature Experiences in a Culturally Diverse School” West Virginia Reading Association Conference, November 2013.

-“Global 21: Integrating the Next Generation Standards and Objectives in P-16 Learning” WVSU Faculty Lecture Series, Spring 2012.

-“Pre-Service Teachers Carry the Torch for Literacy” West Virginia Reading Association Conference, November 2012.

-“West Virginia State University Partnership for Teacher Quality” West Virginia Professional Schools’ Conference, March 2012.

-“Reaching New Reading Heights through Cross Curricular Integration of Technology, Inquiry, and Student Self-Reflection and Evaluation” West Virginia Reading Association Conference, November 2011.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

AWARDS & HONORS

- Received WVSU *Making and Difference* certificate, Fall 2014
- Nominee for West Virginia Reading Association Madge McDaniel Award, November 2013

(E). Indicate any other activities that have contributed to effective teaching.
Member of the following:

PROFESSIONAL ORGANIZATIONS

- International Literacy Association
 - West Virginia Literacy Association
 - Kappa Delta Pi International Education Honor Society
 - Association of Supervision & Curriculum Development
 - National Association of Education of Young Children
 - Association for Childhood Education International
 - Continually research and read research-based journals related to reading and literacy.
- Serve as West Virginia Reading Association – Institutions of Higher Education - Chair
 - Served as Director for Field and Clinical Experiences 9Fall 2013 – Spring 2014)
 - Served as Council for Accreditation of Educator Preparation (CAEP) Coordinator
 - Served on Smarter Balanced Higher Education Advisory Council
 - Served on Education Testing Service (ETS) multi-state Praxis Series Standard Setting Study in Princeton, NJ
 - Participated in the ETS HBCU, HSI and Tribal Colleges/Native American Institutions Invitation Conference

(F). List professional books/papers published during the last five years.
Carney, P. *West Virginia Center for Professional Development Principals’ Leadership Academy Summary Reports*, Fall 2011, December 2011 & April 2012

(G). List externally funded research (grants and contracts) during the last five years.
Awarded Improving Teacher Quality grant from HEPC
Serve as Principal Investigator for grant
Title: Hungry for Words
Amount awarded: \$100,340.00
Year: 2015-2016
Grant implemented in collaboration with Clay and Calhoun Counties

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Dawn Embrey-King	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Ass	Highest Degree Earned: Masters in Special Education
Degree Conferred by: Marshall University	Date Degree Received: 1990
Area of Specialization: Special Education (LD AND MI)	

Professional registration/licensure: Permanent
Years of employment at present institution: 3
Years of employment in higher education: 3
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Education 227 Exceptionalities/ Human Diversity	27
2013/Spring	Education 227 Exceptionalities/ Human Diversity	30
2014/Fall	Education 227 Exceptionalities/ Human Diversity	28
2014/Spring	Education 227 Exceptionalities/ Human Diversity	33

- (B).** If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

2012-2015 - PreK Conference (special needs) WVDE
 2012-2015 - Priority Schools Conference WVDE
 2012-2015 - WVDE School Improvement Conference
 2013 - AESA National Conference, San Antonio TX
 2014-2015 - Catalyst Schools Conference-Becoming a Learning School WVDE
 2014-2015 - Positive Behavior Support PBIS WVDE
 2014 - Standards Based IEP's WVDE
 2014 - AESA National Conference, San Diego California
 2015 - KCS Superintendents Retreat
 2015 - Graduation 20/20 WVDE
 2015 - ASCD National Conference/Differentiated Instruction

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

2014 - Presented at AESA National Conference San Diego California

“How to Differentiate Professional Development”

2015 - Presenting at AESA National Conference New Orleans

“Becoming a Learning School-How WV is turning the heat up on Professional Learning”

(E). Indicate any other activities that have contributed to effective teaching.

Provide Professional Development to RESA 3 counties:

Support for Personalized Learning

Support for Personalized Instruction

Differentiated Instruction

Universal Design for Learning

Formative Assessment

Scaffolding

Co- Teaching

Acceleration Framework

Standards Based IEPs

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Tenna Gray	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Masters
Degree Conferred by: Marshall University	Date Degree Received: 2005
Area of Specialization: Special Education	

Professional registration/licensure: K-12 Sp. Ed K-6 Elementary Ed
Years of employment at present institution: 12 years
Years of employment in higher education: 8 years
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Educ 227-01, Exceptionalities/Human Diversity	25
2014/Spring	Educ 227-01, Exceptionalities/Human Diversity	14
2014/Fall	Educ 227-02, Exceptionalities/Human Diversity	14
2015/Spring	Educ 200-04, Foundations of Education	20

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.
 In 2011-2012, participated in a project organized by the Monarch Center in Chicago with Dr. Brenda Wilson, to improve special education field experiences at WVSU.
 In 2012, presented at the Professional Development Statewide conference in Flatwoods, WV on the Language Barriers in our classrooms.
 In 2015, attended sessions in Beckley and Morgantown on Using

Technology in the classroom.

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E).** Indicate any other activities that have contributed to effective teaching.

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Barbara Korn	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Master of Arts
Degree Conferred by: West Virginia University	Date Degree Received: December, 1978
Area of Specialization: Reading, Social Studies	

Professional registration/licensure: Permanent Professional Certification (does not need renewed)
Years of employment at present institution: 5 years
Years of employment in higher education: 8 years
Years of related experience outside higher education: 32 years

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Spring	Education 320 Teach Reading in the Elementary School	18
2013/Spring	Education 321 Teach Writing in the Elementary School	18
2013/Spring	Education 325 Teach Social Studies in the Elementary School	16
2013/Spring	Education 423 Teach Reading II in the Elementary School	22
2013/Fall	Education 320 Teach Reading in the Elementary School	19
2013/Fall	Education 321 Teach Writing in the Elementary School	17
2013/Fall	Education 325 Teach Social Studies in the Elementary School	18
2013/Fall	Education 423 Teach Reading II in the Elementary School	20
2014/Spring	Education 320 Teach Reading in the Elementary School	16
2014/Spring	Education 321 Teach Writing in the Elementary School	17
2014/Spring	Education 325 Teach Social Studies in the Elementary School	21
2014/Spring	Education 423 Teach Reading II in the Elementary School	16
2014/Fall	Education 320 Teach Reading in the Elementary School	18
2014/Fall	Education 321 Teach Writing in the Elementary School	16
2014/Fall	Education 325 Teach Social Studies in the Elementary School	18
2014/Fall	Education 423 Teach Reading II in the Elementary School	25

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

2013-2015 Attended the WV Reading Conference

2014 - Attended the PRAXIS training in the spring

2013 - Attended the Live Text training in the fall.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

NONE

(E). Indicate any other activities that have contributed to effective teaching.
Reading journals to keep up to date in the areas of Reading, Writing and Social Studies.

(F). List professional books/papers published during the last five years.

NONE

(G). List externally funded research (grants and contracts) during the last five years.

2015-16 Professional Development Schools Grant

2015-16 ITQ Grant – Hungry for Words in collaboration with Clay County Schools

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Gregg Suzanne McAllister	Rank: Instructor
Status: <input checked="" type="checkbox"/> Asst. Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate	Highest Degree Earned: Masters in Counseling
Degree Conferred by: Marshall University	Date Degree Received: 5/2007
Area of Specialization: Leadership & Equity	

Professional registration/licensure: WVDE Counselir	
Years of employment at present institution: 2	
Years of employment in higher education: 7	
Years of related experience outside higher education:	17

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2014/Fall	Race Gender and Human Diversity GED 200 1240	30
2014/Fall	Foundations of American Education ED 200 1268	15
2015 /Spring	Race Gender and Human Diversity GED 200 1384/5	40
2015/Spring	Foundations of American Education ED 200 1279	14

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.
- WVSU Extension Service Program Leader for Youth Development 2009-2011
 - Garnered over one million in external funds for collaborative programs with Department of Education, Department of Sociology, Department of Social Work, Office of Judicial Affairs and Athletics.
 - Kanawha County Schools Counselor at South Charleston High and JE Robins Elementary 2011-2013
 - Special Projects with parents, social work, Diversity Cadre, Title IX, Anti bullying, Child Safety
 - Garnered \$30,000 in external funding
 - WVU Division of Diversity Equity and Inclusion 2013-2014
 - Developed Children on Campus Policy and Title IX protocols
 - Investigated all Discrimination Cases
 - Conducted individual and group trainings and interventions on Discrimination, Diversity

Indicate any other activities that have contributed to effective teaching.

- (E).**
- Arts in Education Coordinator for WV
 - New York Public School Certification
 - Pittsburgh Public School Certification
 - Doctoral Candidacy in Leadership Studies, Marshall University, exp. 2017

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.
- Grants: Children Youth and Families--\$660,000; USDA Capacity Building 1891--\$300,000;
 - OJJDP-\$82,000; WV Arts in Education Challenge America-\$14,000; Greater Kanawha Foundation-\$10,000

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Kathy McDilda	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ed. S.
Degree Conferred by: Marshall University	Date Degree Received: August, 2014
Area of Specialization:	Curriculum and Instruction with Science Education emphasis

Professional registration/licensure:	Professional Teaching License
Years of employment at present institution:	4
Years of employment in higher education:	3
Years of related experience outside higher education:	17

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	TEACH SCIENCE IN SEC SCHOOL - EDUC 411 01	8
2013/Fall	ST: PEDAGOGY FOR LEARNING ASST - EDUC 299 03	4
2013/Fall	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 01	10
2013/Fall	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 02	8
2014/Spring	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 01	13
2014/Spring	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 02	9
2014/Summer	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 01	7
2014/Fall	TEACH SCIENCE IN SEC SCHOOL - EDUC 411 01	4

- (B).** If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Instructional Strategies in Elementary Science	2010, 2011, 2012, 2013, 2014
Facilitative Leadership	2015
Program Evaluation	2011 - 2014
Supervising Student Teachers	2011 - 2014
PDS Conference Workshops	2012 - 2014
Developing and Using Anchor Charts	2014
Online Course Design (semester)	2014
Formative Assessment	2011
LEGO Rootics	2014
Project Wet	2015

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

2014-2015	ITQ Math/Science Instructor and PD Designer	RESA 1 & RESA 4	WV
9/20/2013	Mid-Atlantic Association of Science Teacher Educators	Daniels, WV	
4/12/2013	NSTA National Conference	San Antonio, TX	
3/30/2012	NSTA National Conference	Indianapolis, IN	
3/12/2011	NSTA National Conference	San Francisco, CA	

(E). Indicate any other activities that have contributed to effective teaching.

Oversee programs STEM + Literacy, Research Rookies, STEM Outreach and LSAMP
Design, deliver and coordinate informal science program (SCI-Talks) funded by NSF grant
Supervise student teachers, advise teacher candidates, evaluate capstone projects.

(G). List externally funded research (grants and contracts) during the last five years.

SCI-TALKS

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Robin L. Tabor, MA	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Masters of Arts
Degree Conferred by: Marshall University	Date Degree Received: August 1998
Area of Specialization: Clinical Psychology	

Professional registration/licensure:	
Years of employment at present institution:	14
Years of employment in higher education:	14
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Ed.110-01 Peer Education	13
2014/Spring	Ed. 110-01 Peer Education	15
2014/Fall	Ed. 110-01 Peer Education	14
2015/Spring	Ed. 110-01 Peer Education	9

- (B).** If degree is not in area of current assignment, explain:
 As the Mental Health Specialist on campus, I am responsible for advising the Peer Education student organization on campus. These students learn effective listening skills, referral and recommendations, presentation and programming skills and become Nationally Certified as a Peer Educator, which allows them to assist me with health promotion and education.

- (C).** Identify your professional development activities during the past five years.

Fall 2010 participated in Counseling and Academic Support Services (CASS) in-service training.
Fall 2010 completed Mentors in violence Prevention (MVP) train the trainer.
Spring 2011 attended the WV Collegiate Initiative to Address Alcohol Abuse (WVCIA) training.
Spring 2011 participated in the Intercollegiate Council on Sexual Violence training.
Spring 2011 attended the Bacchus Peer Education Network Area 12 Spring Conference. (Regional)
Fall 2011 attended the HBCU Peer Education Summit. (National)
Fall 2011 attended the WV Collegiate Initiative to Address Alcohol Abuse (WVCIA) training.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Received the "Outstanding Advisor" award for Peer Education in 2010.
Received the "Outstanding Advisor" award for Peer Education in 2011. (Regional Level)
Received 10 years of Service award from WVSU in 2011.
Won "Outstanding Student Organization" at WVSU in 2012-2013.
Won "Outstanding Student Organization" at WVSU in 2014-2015.

(E). Indicate any other activities that have contributed to effective teaching.

We participated in the Office for Violence Against Women grant as a part of a state-wide consortia from July 2012-June 2015, and are currently participating in a one-year extension of the grant through June 2016.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Emily H. Waugh	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: EdD
Degree Conferred by: Marshall University	Date Degree Received: May 7, 2005
Area of Specialization: Elementary Education, Professional Development, Assessment of Student Learning	

Professional registration/licensure: Professional Teaching Certificate – Elementary Education Professional Teaching Certificate – Mentally Impaired Professional Administrative Certificate – Superintendent Professional Administrative Certificate – Principal
Years of employment at present institution: 9 years
Years of employment in higher education: 13 years
Years of related experience outside higher education: 8

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	EDUC 316-01: Integrated Methods	28
2013/Fall	EDUC 316-02: Integrated Methods	23
2013/Fall	EDUC 436-01: Capstone Experience – Elementary Teachers	12
2014/Spring	EDUC 316-01: Integrated Methods	22
2013/Fall	EDUC 316-02: Integrated Methods	6
2013/Fall	EDUC 436-01: Capstone Experience – Elementary Teachers	14
2014/Summer	EDUC 227-01: Exceptionalities/Human Diversity	11
2014/Fall	EDUC 426-01: Creating Learning Communities	27
2014/Fall	EDUC 426-02: Creating Learning Communities	22
2014/Fall	EDUC 436-01: Capstone Experience – Elementary Teachers	27
2015/Spring	EDUC 426-01: Creating Learning Communities	22
2015/Spring	EDUC 426-02: Creating Learning Communities	7
2015/Spring	EDUC 436-01: Capstone Experience – Elementary Teachers	17

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

- **Spring 2013 — Conducted Book Study with WVSU Teacher Education Candidates. How Children Succeed: Grit, Curiosity, and the Hidden Power of Character by Paul Tough (March 31—May 5)**
- **2014 February 26-27 — Attended 2014 WV Professional Development Schools Conference held in Flatwoods, WV**
- **2013 October 29 — WVSU Partnership for Teacher Quality Fall Workshop featuring Dave Weber’s “I’m Spread So Thin You Can See Right Through Me” (Coordinated and Attended)**
- 2013 February 27-28 — Attended 2013 WV Professional Development Schools Conference held in Flatwoods, WV. Submitted and was accepted for two presentations. “Supporting PDS Partnerships with Out-of-School Time STEM Opportunities” with Katie McDilda and “If Momma Ain’t Happy, Ain’t Nobody Happy” with Stephanie Berry, WVSU Teacher Education Candidate.
- 2013 and 2014 – Hosted Fishbowl Activity – brought two 5th grade classes from a local elementary school to conduct demonstration lessons in front of education classes.
- Barry, K., Seyedmonir, B., Seyedmonir, M., & Waugh, E. *Sound and Practical Advice for Flipping your Classroom* a Wiley Professional Development Webinar Series, April 21, 2014

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.

- Waugh, E. *Fostering Collaboration for Student Success: A Panel Discussion*, invited panelist at the West Virginia Professional Development Schools Conference held in Flatwoods, WV, February 28-March 1, 2011
- **2013, November 19 — Invited Speaker to Education Subcommittee A of the West Virginia Legislature. Subject — Teacher Preparation Programs — Professional Development Schools**

(E). Indicate any other activities that have contributed to effective teaching.

- Member, ASCD
- Member, AACTE
- Member, Leadership Board WV Partnerships to Assure Student Success
- Member and Assistant Counselor, Kappa Delta Pi

(F). List professional books/papers published during the last five years. None.

(G). List externally funded research (grants and contracts) during the last five years.

Dr. Waugh was PI for the WVSU-WV Partnerships for Teacher Quality grants funded by the WV Department of Education and the Arts for the following years:

2014-2015 when the grant was funded for \$84,453

2013-2014 when the grant was funded for \$89,839

2012-2013 when the grant was funded for \$91,300

2011-2012 when the grant was funded for \$87,500

2010-2011 when the grant was funded for \$90,000

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Leah Williams	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: BS Education
Degree Conferred by: WVSC	Date Degree Received: May 1991
Area of Specialization: English/ Social Studies 5-12	

Professional registration/licensure: Permanent Certificate 5-12 English/ Social Studies
Years of employment at present institution: 1 year
Years of employment in higher education: 1 year
Years of related experience outside higher education: 15 years

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2014/Fall	Ed 200:Foundations of Education	3

- (B).** If degree is not in area of current assignment, explain:
Teacher at South Charleston High School
Employee of Kanawha County Schools
- (C).** Identify your professional development activities during the past five years. Only those required by Kanawha County Schools, none through WVSU
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E).** Indicate any other activities that have contributed to effective teaching.

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Brenda Wilson	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ed.D
Degree Conferred by: West Virginia University	Date Degree Received: December 2000
Area of Specialization: Special Education	

Professional registration/licensure:	WV Teaching licenses: Math 7-12, Special Education (SLD, E/BD, MI), K-12
Years of employment at present institution:	15
Years of employment in higher education:	25
Years of related experience outside higher education:	11

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Educ 330-01, Assessing the Exceptional Learner	17
2013/Fall	Educ 331-01, Curriculum for Special Education	26
2013/Fall	Educ 331-02, Curriculum for Special Education	18
2014/Spring	Educ 331-01, Curriculum for Special Education	34
2014/Spring	Educ 331-02, Curriculum for Special Education	22
2014/Spring	Educ 460-01, Characteristics of Individuals with Mild Disabilities	19
2014/Fall	Educ 331-01, Curriculum for Special Education	14
2014/Fall	Educ 331-02, Curriculum for Special Education	13
2015/Spring	Educ 331-01, Curriculum for Special Education	19
2015/Spring	Educ 331-02, Curriculum for Special Education	12

- (B).** If degree is not in area of current assignment, explain:
(C). Identify your professional development activities during the past five years.

- In 2011-2012, participated in a project, organized by the Monarch Center in Chicago with USDoe funds, to improve special education field experiences at WVSU.
- CAEP/NCATE Conference in Virginia - September 12-15, 2012 (National level)
- NCIPP (National Center to Inform Policy and Practice in Special Education Professional Development) follow-up Webinar on October 17, 2012 (State level)
- Common Core Math Training at Flatwoods, WV on December 4, 2012 (State level)

-ACCREDITATION TRAINING: Attended a Livetext training in Pittsburg with the Director of University Research – to help prepare for NCATE and HLC accreditation – February 20,

2014 (Regional level)

- IHE Special Education Personnel Prep Partnership Workgroup at Flatwoods on August 13, 2013 with follow up by teleconference on August 27, 2013 (State level)
- IHE Special Education Personnel Prep Partnership Workgroup at Stonewall Resort on October 25, 2013
- CEC one-hour Webinar on Culturally Diverse Learners with Special Education Needs on October 8, 2013 (National Level)
- Professional Studies one hour Convocation: Food Fat Fitness at the Erikson Center on October 29, 2013.
- CAEP Conference in Nashville, to prepare for NCATE legacy visit in Spring 2015 - March 26-28, 2014
- 2013-2015, Multiple free Webinars presented by Livetext on how to create rubrics, how to analyze data, and how to make instructional decisions based on data.

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

At their invitation, on 12/15/12, provided consultation for Dr. Betsy Steenken and colleagues from Bluefield State regarding assessment for NCATE using LiveText rubrics for assessment.

Presentations at Conferences

- Sept 31, 2011 – At the annual conference of the Mid-Atlantic Association of Science Teacher Educators. Olive Hill, KY. Presented a paper: Carver, J.S., Ghattas, N., Cartwright, T., Taylor, D., Toth, E., Woodrum, B., Shinde, A., Wilson, B., Hallar, B., & Shrewsbury, S. (2011). Moving nanobiotechnology into the mainstream of educational practice.
- Nov. 16, 2012 – at the WVSU Regional Workforce Development Conference, on panel discussing the topic: How can schools of education provide programs to certify math and science teachers from other-career professionals to meet impending teacher needs?
- October 24, 2014 - At the Pursuing Exceptional Outcomes in Public Education National Conference in Charlotte, presented a paper on "Improving STEM Education through a Climate of Inquiry."
- February 26, 2015 - at the WV Professional Development School Conference in Flatwoods, WV,

- (E).** Indicate any other activities that have contributed to effective teaching.

Member of Professional Associations

Council for Exceptional Children

- Division for Learning Disabilities
- Teacher Education Division
- Division on Mental Retardation

American Association of Colleges of Teacher Education

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

- From 2010-2012, acted as Education Department liaison with the TREK-LA program, an NSF funded program to improve the effectiveness of science teaching and learning through various activities.
- From 2010-2014, Agreement Project: SCI-TALKS (Supporting Community Initiatives for Teaching, Learning, and Knowing Science), Awarding Agency: National Science Foundation, Principal Investigators: Tina Cartwright (Marshall) Brenda Wilson (WV State), WVSU had a sub-award totaling \$375,500 for the three year grant period.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Patricia A. Wilson	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Master of Arts
Degree Conferred by: Marshall University	Date Degree Received: May, 1972
Area of Specialization: Counseling and Guidance	

Professional registration/licensure:	WV Teaching Licenses: English 7-12, Spanish 7-12, Counselor 7-12. Administrative Certificate 7-12.
Years of employment at present institution:	15
Years of employment in higher education:	20
Years of related experience outside higher education:	26

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER	COURSE TITLE	ENROLLMENT
2013/ Fall	Education 201-01	Human Growth and Development	24
2013/Fall	Education 201-02	Human Growth and Development	19
2013/ Fall	Education 201-03	Human Growth and Development	11
2013/Fall	Education 319-01	Content Area Literacy	18
2014/Spring	Education 201-01	Human Growth and Development	29
2014/Spring	Education 201-02	Human Growth and Development	21
2014/Spring	Education 319-01	Content Area Literacy	19
2014/Fall	Education 319-01	Content Area Literacy	14
2015/Spring	Education 319-01	Content Area Literacy	10

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.

NCATE/CAEP National Conference in Arlington, Virginia - September 2012
IHE Special Education Personnel Prep Partnership Conference in Flatwoods, WV – August 2013
NCATE/CAEP Conference in Washington, DC-September 2013
NCATE/CAEP Conference in Washington, DC – September 2014
Livetext Webinar in September 2014
NCATE Webinar – September 2014

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Special Recognition on February 4, 2015 from the Eleventh Family Court Circuit – Fifth Division for outstanding dedication to education. Presented by Judge Sharon M. Mullens.

Invited Speaker at the Fair Shake Network Partnership with Counseling and Academic Services – October 7, 2014 (Topic: Inclusive Education)

- (E).** Indicate any other activities that have contributed to effective teaching.

Member of Professional Associations:

American Association of Colleges of Teacher Education

West Virginia Education Association

Work at the University Level:

Education Department Chair; Coordinator of the NCATE Accreditation Team

Member of Department of Education Assessment Committee

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

Community Service Grant for the Booker T. Washington Community Center in London, WV. Received a \$25,000.00 Grant in 2012, 2013, and 2014 for program development.

Served as the principal investigator for the Community Service Grant for the Booker T. Washington Community Center in London, WV. This grant was funded by the West Virginia Legislature Community Development Fund for fiscal years 2012, 2013 and 2014.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Robert Winter	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Bachelor of Science
Degree Conferred by: WV State University	Date Degree Received: May, 2014
Area of Specialization: Business-Finance	

Professional registration/licensure:	None
Years of employment at present institution:	4
Years of employment in higher education:	8
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	EDU 299-PPST Math	5
2014/Spring	EDU 299-PPST Math	8
2014/Fall	EDU 299-Core Math	7
2015/Spring	EDU 299-Core Math	8

- (B).** If degree is not in area of current assignment, explain: After teaching Developmental Math at WV State CTC/ Kanawha Valley CTC for 6 years, in 2012 I was asked by Dr. Orr to teach the Education 299 class to help students pass the mathematics portion of the Praxis Core (formerly PPST) standardize test.

- (C).** Identify your professional development activities during the past five years. None

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years. None

(E). Indicate any other activities that have contributed to effective teaching. None

(F). List professional books/papers published during the last five years. None

(G). List externally funded research (grants and contracts) during the last five years. None

**Professional Education
Unit Assessment System**



**Education Department
June 4, 2014**

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Introduction

The Professional Unit at West Virginia State University is defined as the full time and adjunct faculty assigned to teach courses offered by the Education Department.

West Virginia State University is organized into four colleges: (1) The College of Arts and Humanities, (2) The College of Business Administration and Social Sciences, (3) The College of Natural Sciences and Mathematics, and (4) the College of Professional Studies. **The Professional Unit is located in the College of Professional Studies.**

The Education Department at West Virginia State University offers initial teaching preparation at the Bachelor's level only. Bachelor of Science in Education degrees are linked to initial teaching licenses in 14 programs and additional endorsements in six other programs. A complete list of licenses and endorsements offered is included in Appendix A.

History of the Unit's Assessment System (UAS)

West Virginia State University has been preparing teachers since its earliest inception, and has been preparing teachers with Bachelor's degrees since the early 20th Century.

The West Virginia Legislature created West Virginia State in March 17, 1891 as part of The Justin Morrill Land-Grant Act of 1890, which provided federal support for the establishment of institutions, primarily in the areas of agricultural education, mechanical arts and teacher education for Black citizens in the then-segregated Southern states. These are referred to as the "1890 land-grant institutions." From its beginnings until 1915, West Virginia State offered the equivalent of a high school education, with a curriculum devoted primarily to agriculture, trades, and teacher education. In 1915, the school was given the authority to award college degrees that included instruction in mathematics, chemistry, French, and English. The first college degrees were awarded in 1919. First of America's Negro land-grant colleges to earn accreditation, it has the distinction of having the longest continuous accreditation in the North Central Association of the public four-year institutions in West Virginia.

It is the history of accreditation that is pertinent here, since accreditation is undertaken through self-study that requires an assessment system. In 2005, the institution underwent re-accreditation by North Central and received a commendation for its university's assessment system. The institution first received National Council for the Accreditation of Teacher Education (NCATE) accreditation in 1964. Through the years the UAS has evolved, especially with respect to monitoring effectiveness in preparing teachers, the subject of NCATE self-study reports.

The WVSU program is fully accredited with NCATE through 2014. It is also approved by the West Virginia Department of Education.

Development of the Unit Assessment System (UAS)

Since 2000, NCATE has had an expectation that the unit have a functioning assessment system. At the time of the 2007 NCATE review, the unit's assessment system was built around multiple assessments from internal and external sources. In addition to collecting data on candidate demographics, faculty accomplishments, candidate evaluation of faculty, numbers of graduates in each program, and numbers of teaching licenses received, the unit collected program data on six key assessments: 1) data on Praxis scores and item analysis data, 2) Senior Panel Interview data, 3) Student Teaching Summary Scores, 4) Education 316 grades, 5) Pre-post test Action Research Project results from Student Teaching, and 6) Surveys of views of University Supervisors, Cooperating Teachers and Student Teachers.

The current version of the WVSU Education Department Assessment System was built around three of the key assessments from 2007: 1) a pre-student teaching portfolio presentation, called Senior Panel Interview, 2) Pre-post test Action Research Project assessment during student teaching, and 3) a multifaceted assessment of student teaching. These three assessments have been the heart of the unit's assessment system, and they have not been stagnant. They continue to be revised and refined, and other assessments have been added to the system over the years.

During the summer of 2011, the unit examined the key program assessments and came to agreement on which assessments would continue to be used for data collection. Based on internal and external feedback, key assessments were refined in the Spring of 2013, and again in the Spring 2014. The primary contacts for Assessment in the Education Department are the Chair and the Assessment Coordinator. Currently, the Department Chair is Patricia Wilson, and the Assessment Coordinator is Brenda Wilson.

Many of the improvements to the UAS have been spurred by the NCATE accreditation process. NCATE Standard 2 was judged to be an Area for Improvement (AFI) during the 2007 NCATE review. The specific criticism cited was that the unit "lacks comprehensive data to analyze candidate success and improve programs." In the intervening years, the department has taken several concrete and substantial steps to correct this deficiency. During 2007, we hired a new faculty member with expertise in assessment, who received release time every semester to collect and analyze data and present the data to the faculty and other stakeholders. In 2008, we corrected the deficiencies cited for the Math, Special Education, Physical Education and Social Studies programs. We received "Nationally recognized" designations for these programs. For Modern Foreign Language, the program opted to seek state recognition of our program, and submitted the report in March 2010. Recognition of our Modern Foreign Language is still pending. In Fall 2011, we began to use Livetext to store all assessment scores from key program assessments. From Fall 2011 onward, we have used Livetext to generate reports every semester.

Relationship of the UAS to the Institutional and College Missions

Since the 1800's West Virginia State has had a rich tradition of teacher preparation. This tradition is exemplified in the department's mission, which is to *prepare teachers as human developers who love to teach*. The Department nurtures future teachers through a formative process to become exemplary teachers in the region, state, and nation.

The College of Professional Studies mission is to *prepare qualified professionals to serve and lead in a global society*. The department mission is aligned with the College mission since by preparing teachers who are human developers who love to teach, the Education Department is preparing highly qualified professional teachers who serve their communities through teaching and leadership.

The WVSU mission is to *meet the higher education and economic development needs of the state and region through innovative teaching and applied research*. By following the Education Department's Mission of preparing teachers who are human developers who love to teach, the Education Department supplies teachers who train the workforce that meets the economic development needs of the state and region. Therefore, the Education Department mission is aligned with the University Mission.

The UAS monitors both the Program Learning Outcomes and the professional dispositions that are the hallmarks of our Conceptual Framework, the Teacher as Human Developer. Candidates who complete the program believe that all public school students can learn. Graduates demonstrate that (1) They are **focused on public school student achievement and success**. (2) They are **role models** for public school students. (3) They behave professionally as **members of the teaching profession**. Candidates demonstrate these three dispositions throughout the program that requires the completion of a rigorous academic content specialization, combined

with a complementary sequence of related general education courses, and a professional sequence of education courses that contain at least 800 clock hours of field placements and student teaching.

The dispositions combined with the Program Learning Outcomes (PLOs) provide the bases for the preparation program and its assessment system. The PLOs are listed below.

The graduates of the Education program will be able to:

- 1. Know their chosen content field(s).*
- 2. Teach units and lessons aligned with national and state standards that address the learning needs of all students.*
- 3. Integrate technology and twenty-first century learning tools and skills in their own teaching as well as the learning processes of their students*
- 4. Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework*
- 5a. Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all and*
- 5b. Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Approved by the Department on April 12, 2013)*

These outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program, and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers are measured by multi-modal methods, including faculty panel review, grade point requirements, portfolios, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Information about sequence through the program, program outcomes and assessments is contained in the Teacher Education Handbook, which each candidate receives in Education 200, and which is available on the Education Department's Website (http://www.wvstateu.edu/getattachment/1a7ded49-f1a7-43ce-bf4d-498094580214/WVSU-20Handbook-202011-20w-20Dress-20Code-20March-202012_3-pdf.aspx).

Unit Assessment System

The UAS consists of assessments beyond those key program assessments listed in the section above. The UAS incorporates results of myriad assessments including national assessments of candidates, candidates' evaluation of faculty, administrator evaluation of faculty, and surveys of candidates, graduates and employers. By evaluating information from myriad assessments, a picture of the program's effectiveness emerges. This picture is not stagnant, but it changes as data from each new assessment is added. See Table B for a list of key program assessments with their collection and analysis procedures.

Each semester the Assessment Coordinator presents key assessment data from the previous semester to the Unit faculty and content faculty. The faculty members discuss data and data trends to determine if action is needed for program improvement. Suggestions are made for program improvement, and a decision is made about next steps. These suggestions are compiled and incorporated into the Chair's Annual Report to the University, the NCATE/CAEP Annual Report, and documents needed for program review by the West Virginia Department of Education and the University.

As action steps are taken and more data are collected, actions are evaluated and revised as deemed necessary.

The Assessment Cycle

Most assessments are collected during certain courses every semester. Other assessments are collected annually. The schedule of assessments and information about data analysis and reporting are listed in the Key Assessment Implementation Guide table in Appendix B. Information from the key program assessments is stored online in a database maintained by Livetext.

Using Assessment Data for Decision Making

Data are used to make decisions about faculty, programs and unit operations.

Program Decisions

The Unit keeps minutes of assessment meetings and records program decisions for next steps or action steps. These meetings occur at least three times per year: during the Department's Fall Assessment Meeting, during the Department's Spring Assessment Meeting, and at the Professional Development School Partnership (PDS) Assessment Meeting, usually in the Spring. The PDS meeting includes representatives from WVSU's partner schools, content area faculty, community representatives, and candidate representatives. The PDS Assessment Meeting occurs simultaneously with an Education Personnel Preparation Advisory Committee Meeting of which the WVDE Liaison is also a member.

The process of decision making starts with *collecting data* from the Key Assessments as well as specialized assessments related to specific program. These data are typically collected in specific courses and are recorded in Livetext. Data from the Praxis I and Praxis II exams are collected by ETS, and are made available to the Unit administrators through a secure website. Data from surveys that are developed by the Unit are collected using Livetext and are available by contacting the Assessment Coordinator. Data from surveys that are collected by the university are available through the University Research Office.

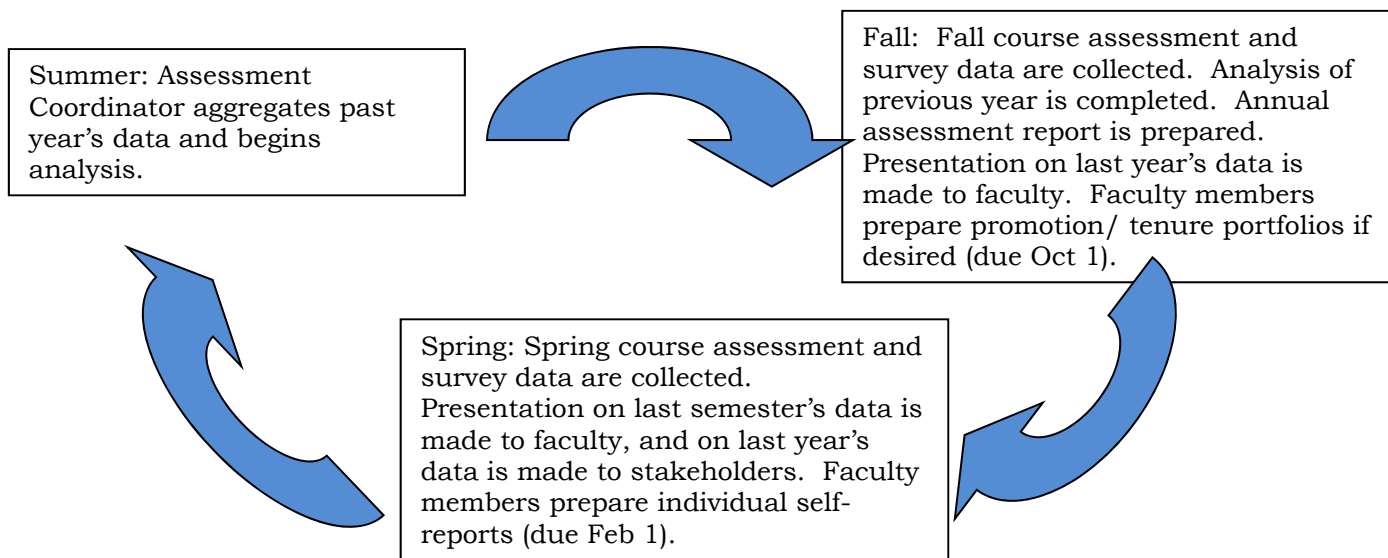
Once data have been collected, the Assessment Coordinator reviews the collected data and attempts to resolve difficulties with missing data and erroneous data before aggregating the data for the Unit and disaggregating data for individual programs.

The aggregated data are presented graphically during the Department Assessment Meetings and the PDS Assessment Meeting. At these meetings, participants review the data and make decisions on whether changes are needed for program improvement and what those changes might be.

Suggested changes are implemented by the Unit and then reviewed after suitable implementation period.

Data from other assessments are collected at the department level and used by the department chair for the Department's Annual Report to the University, the Unit's Annual Report to the WVDE, WV Higher Education Policy Commission Reports, and other reports as required.

The Data collection cycle is presented graphically on the following page.



External sources also provide information for program improvement. During SPA review process, which take place approximately every seven years, reviewers suggest ways to improve programs, including the assessment process. During University Program Review of the Education Department Programs, the University reviews the assessment process and suggests improvements. During the West Virginia Department of Education (WVDE) Program Re-approval process, the WVDE gives suggestions for improvements and validates existing teacher preparation programs.

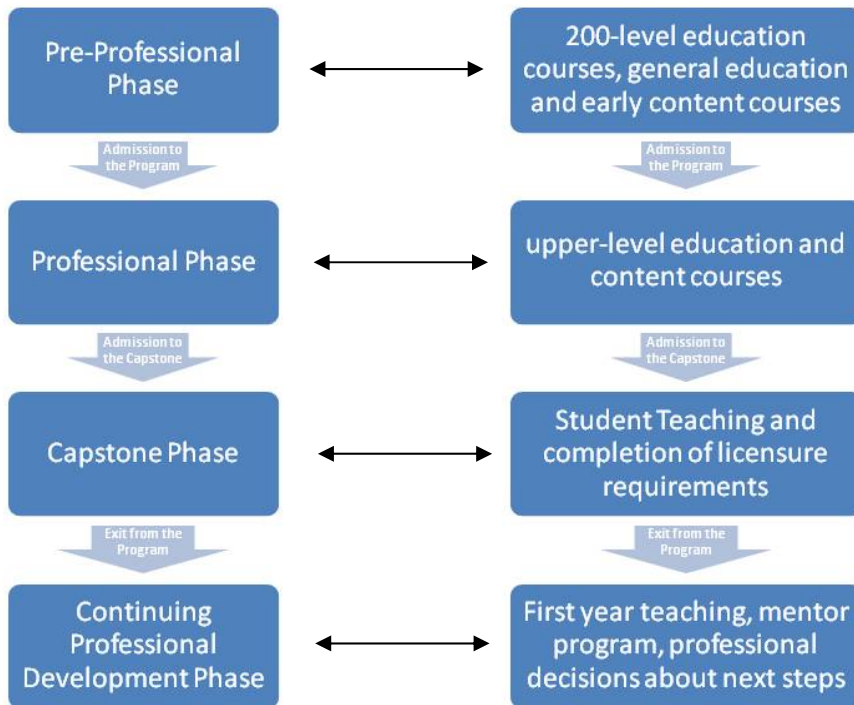
Transition Points

The program transition points represent opportunities for data collection at significant junctures. The transition points are introduced in the first Education course, either Education 200 or 290, and they are reinforced subsequent coursework and advisement. The transition points are:

1. **Admission to the Teacher Education Program.** Before making this transition, candidates are in the Pre-Professional Phase of the program. This transition occurs before entry into the Professional Phase. After being admitted into the teacher Education Program, candidates may take Education 316, Integrated Methods, and Education 300, Instructional Technology.
2. **Admission to the Capstone.** After taking Education 300, 316 and other key methods course, candidates make the transition from the Professional Phase to the Capstone Phase. Candidates are admitted to the Capstone during Education 426, which is taken the semester before student teaching. Candidates must be admitted to the Capstone before student teaching.
3. **Exit from the Program and entry into the Continuing Professional Development Phase.** After completing all program requirements, including student teaching and passing related Praxis II exams, candidates graduate, obtain teaching licenses, and continue to develop professionally.
- 4.

Transition Points are presented graphically below. A more detailed review of transition is presented in Appendix C.

Phases and Transition Points



Procedures for Ensuring Fairness, Accuracy, Consistency and Avoidance of Bias

The unit uses a variety of strategies to ensure fairness, accuracy, consistency and avoidance of bias in unit assessments. To ensure fairness, care is taken to assess what is taught, and to examine the teaching process if candidates are not achieving as expected. Candidates are regularly provided copies of assessments and information on how assessments are scored and how the scores are used for candidate evaluation and program evaluation.

To ensure accuracy in assessment, Unit faculty align state and national standards to instruction and assessment. Assessments are evaluated in part through examination of alignment with standards and in part through examination of the data that the assessments generate. Assessments are redesigned if almost all candidates achieve a certain score, such as all candidates achieve “distinguished,” or all candidates achieve “accomplished” on a certain rubric element. This is taken as an opportunity to evaluate the assessment instrument to see if the element descriptors are clear enough that differences in level of competency can be distinguished. Through examination of the data generated by certain assessments, the unit becomes more sophisticated in assessment development, and gradually the assessments begin to become more accurate indicators of candidate behavior.

The unit attempts to ensure consistency of assessment. One example is that all the Action Research Projects are scored by the same faculty member to attempt to achieve fair and consistent scoring. Another example is the implementation of training sessions for Cooperating Teachers and University Supervisors who score student teachers on the STAR assessment. This training includes scoring brief video segments of teaching and then discussion of the scores in an attempt to score candidates consistently based on the descriptors in the levels of the rubric. Furthermore, the unit examines inter-rater reliability studies to see which elements of rubrics need to be clarified so that evaluators can score more objectively.

To eliminate bias in assessment, unit faculty members examine assessments for poorly worded questions and questions that might contain cultural bias or insensitivity.

Summary of the Unit Assessment System

The unit uses many sources of data in its assessment System. Key program assessments are collected during the semester of the course to which the assessments are connected. These data are compiled in an online electronic database maintained by Livetext. Other data sources include candidate evaluation of faculty, administrator evaluation of faculty, graduate exit surveys, department and college budget information, graduate follow up surveys, employer follow up surveys, and University data on candidate characteristics. All of these are available for the unit decision making process.

External sources of data provide key insight, since these sources are likely to be more objective and more focused on examining the program elements that are crucial to program quality. These include University program review, WVDE program reapproval, and feedback from SPAs and CARs during the program accreditation process.

By examining, refining and using multiple sources of data in its decision making process, the unit will produce effective teachers through a continual process of program improvement.

Appendix A – List of Programs Offered

WVSU Programs Leading to Initial Teaching License

Program	Accreditation Process	Accreditation Status as of August 2014
Art Education, pre-K through Adult	State Curriculum Analysis Report (CAR) – using NAEA standards	Not nationally recognized
Business Education, 5 through Adult	ACBSP	Accredited
Elementary Education, K-6	ACEI	Recognized w/ condition
English Education, 5 through Adult	NCTE	Recognized w/ condition
Health Education, pre-K through Adult	AAHE	Recognized w/ condition
Math Education, 5 through Adult	NCTM	Recognized w/ condition
Music Education, pre-K through Adult	State Curriculum Analysis Report (CAR) – using NAfME standards	Not nationally recognized
Physical Education, pre-K through Adult	NASPE	Recognized w/ condition
Social Studies Education, 5 through Adult	NCSS	Recognized
Spanish Education, Pre-K through Adult	ACTFL	Not nationally recognized
French Education, Pre-K through Adult	ACTFL	Not nationally recognized
Biology Education, 9 through Adult	NSTA	Further development required
Chemistry Education, 9 through Adult	NSTA	Further development required
General Science Education, 5 through Adult	NSTA	Further development required

WVSU Programs Leading to Additional Endorsement

Program	May be added to	Accreditation Process	Accreditation Status as of July 2014
PreK-K Education, pre-K through K	Elementary Education Teaching License	NAEYC	Not nationally recognized
Multicategorical Special Education, K-6	Elementary Education Teaching License	CEC	Recognized
Multicategorical Special Education, 5-Adult	English Education, Math Education, General Science Education, Biology Education, Chemistry Education or Social Studies Education	CEC	Recognized
English Education, 5 through 9	Any Initial License	NCTE	Recognized w/ condition
Math Education, 5 through 9	Any Initial License	NCTM	Recognized w/ condition
Social Studies Education, 5 through 9	Any Initial License	NCSS	Recognized w/ condition, decision on response to conditions in progress

Accreditation Standards Used:

- AAHE – American Association for Health Education
- ACBSP – Accreditation Council for Business Schools & Programs
- ACEI – Association for Childhood Education International
- ACTFL – American Council on the Teaching of Foreign Languages
- CEC – Council for Exceptional Children
- NAEA – National Arts Education Association
- NAEYC – National Association on the Education of Young Children
- NAfME – National Association for Music Education
- NASPE – National Association for Sport and Physical Education
- NCSS – National Council for the Social Studies
- NCTE – National Council for Teachers of English
- NCTM – National Council for Teachers of Mathematics
- NSTA – National Science Teachers Association

Appendix B – Assessment Implementation Guide

WVSU Department of Education - Key Assessment Implementation Guide

Key Assessment	When	Data Collection Process	Data Analysis	Reporting Process
PAR: Rubric to assess readiness for Admission to Teacher Education Program	At the time of admission to the Teacher Education Program at the beginning of Education 316	Candidates submit documentation to the Chair	Chair & Assessment Coordinator	Reported to faculty and key stakeholders
WVSU Lesson Plan: Rubric on ability to develop a lesson plan and reflect on the plan after teaching	Educ 316 (primary data collection point)	Scored by Educ 316 Instructor	Educ 316 Instructor and Assessment Coordinator	Reported to faculty and key stakeholders
CAPT: Candidate Ability to Plan and Teach, Rubric on both planning and teaching behaviors	Educ 316 (primary data collection point)	Scored by Educ 316 Instructor	Educ 316 Instructor and Assessment Coordinator	Reported to faculty and key stakeholders
SCOPE: Senior Capstone Oral Presentation E-Portfolio, Rubric scores evaluate artifacts from multiple teaching and professional development activities.	During the semester immediately before student teaching, usually during Educ 426	Scored by Education and Content faculty	Chair & Assessment Coordinator	Reported to faculty and key stakeholders
AR: Action Research, Rubric scores evaluate assessment design, data analysis, reflection and P-12 student achievement	During student Teaching	Candidate report is scored by Assessment Coordinator	Assessment Coordinator	Reported to faculty and key stakeholders
STAR: Student Teacher Assessment Record, rubric that scores planning, teaching, assessment and other professional behaviors.	During student Teaching	Scored through classroom observation by University supervisor and Cooperating Teacher	Assessment Coordinator	Reported to faculty and key stakeholders

Key Assessment	When	Data Collection Process	Data Analysis	Reporting Process
Student Evaluation of Faculty	During each Education course each semester	Data collected from candidates using paper or electronically. Data are organized by computer services.	Analyzed by Chair	Chairs give summary to the deans (each faculty member gets his/her own report)
Professional Evaluation of Faculty	At least annually for each full time and part time faculty member	Chair or designee conducts classroom observation & syllabus review	Analyzed by Chair	Chairs give summary to the deans
Annual Faculty Report	Annually/ as needed	Faculty submit to Chairs	Analyzed by Chair	Chairs give summary to the deans
Promotion & Tenure Portfolio	Annually/ as needed	Collected from faculty	Reviewed by Promotion & Tenure Committee, Dean, Provost, President	Reported to Dean.
Student grievances	As they occur	-	-	Chairs keep record of grievances.
University data on candidate characteristic	Annually	The University Office of Institutional Research and Effectiveness (IRE) maintains the database of student data	By the IRE.	Chair reports to Dean and to outside agencies as required.
Survey of graduates regarding program quality	Annually	Collected electronically from graduates at final meeting	Analyzed by Chair & Assessment Coordinator	Reported to Dean & faculty
Survey of candidates regarding program dispositions	Once per semester in Educ 200, 316 and student teaching.	Collected electronically during semester	Analyzed by Chair & Assessment Coordinator	Reported to Dean & faculty
Survey of employers (principals) regarding teacher quality	Annually	Collected electronically from principals in region	Analyzed by Chair & Assessment Coordinator	Reported to Dean & faculty
WVSU Education Department Report	Annually	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to Dean
WVDE Annual Report	Annually	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to WVDE
WVDE Program Refiling	As required	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to WVDE

Key Assessment	When	Data Collection Process	Data Analysis	Reporting Process
NCATE/CAEP/SPA review	Every seven years	Chair and faculty aggregate program data	Analyzed by Chair, faculty & Assessment Coordinator	Reported to NCATE/CAEP/SPAs
AACTE/NCATE/CAEP Annual Reports	Annually	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to AACTE/NCATE/CAEP through AIMS website
Title II Higher Education Reports	Annually	Chair Collects program data	Analyzed by Chair & Assessment Coordinator	Reported to Federal Government through their website

Appendix C – Transition Points

WVSU Department of Education – Transition Points toward Initial Certification Admission to the University – this is the start of the Pre-professional Phase

FIRST-TIME FRESHMEN	TRANSFERS
<ul style="list-style-type: none">• Official high school transcript or GED (sent by high school or Department of Education) (2.0 GPA or higher)• ACT or SAT Scores (18 ACT or 870 Composite SAT [combination of critical reading and math scores])	<ul style="list-style-type: none">• College Transcript (from accredited institution(s); must have a 2.0 GPA)• Official high school transcript and ACT/SAT scores if transferring less than 30 credit hours

Admission to the Teacher Education Program: PAR assessment Review – this is the start of the Professional Phase

<p>To be admitted to the upper level education courses, starting with Education 316, candidates must have:</p> <ul style="list-style-type: none">• GPA of 2.5• Satisfactory Evaluations from one Education Faculty Member and one Content Faculty Member (A-4 and A-5 forms)• Satisfactory Field Experience Evaluations from Education 201 and 202.• Passing scores on the Praxis I exam in all three basic skill areas.
--

Admission to the Student Teaching – this is the start of the Capstone Phase

<p>To be admitted to student teaching, candidates must have:</p> <ul style="list-style-type: none">• GPA of 2.5 in Professional Education courses, Content courses and overall.• Grades of “C” or better in all required Professional Education and Content courses.• Satisfactory Evaluations from three Education Faculty Members and three Content Faculty Members (A-4 and A-5 forms).• Satisfactory completion of all Professional Education courses, except student teaching, and at least 80% of all Content courses.• Taken the ETS: Principles of Learning and Teaching (PLT) exam.

Recommendation for Certification – this is the start of the Continuing Professional Development Phase

To be recommended for licensure, candidates must have

- Successfully completed all program requirements
- Received confirmation of Bachelor's degree
- Passed the Praxis II Content and PLT exams.

Appendix E

Plans for Continuing Development of the UAS

Area of Focus	Planned Activities
Rubric refinement	Revise Field Experience Evaluation Rubric, at a minimum to include descriptors for all levels of all elements.
Data Collection	Devise a system by which all students in all Education Department classes use Livetext to upload course assignments and other artifacts.
Annual Assessment Report	Devise a format for the Annual Assessment Report to be given to the Dean each Fall.
Data Base Development	Develop a unified data base to unite the field experience worksheets into one database.
Data summary and analysis	Provide faculty training on summarizing, analyzing, and using data for program improvement.
Reliability of Data	Conduct inter-rater reliability studies of each key assessment on a rotating basis (one per year).
Reliability of Data	Revise the descriptions of the elements of the Action Research Rubric so that they are clearer and lead to better inter-rater reliability.
Reliability of Data	Revise the descriptions of the elements of the Student Teacher Assessment Record Rubric with poor inter-rater reliability so that they are clearer and lead to more reliable data.
Assessment System	Establish an assessment committee to work with the Assessment Coordinator to review assessment data and suggest improvements.

APPENDIX III-A: Elementary Program Enrollment Data

ACADEMIC YEAR	NUMBER OF ELEMENTARY MAJORS	NUMBER OF GRADUATES
2010-2011	284	20
2011-2012	263	29
2012-2013	245	23
2013-2014	239	26
2014-2015	221	45

Appendix III-B: Course Enrollment Data (Elementary Education)

Course	Academic Year	No. of Sections	Credit Hours	Enrollment	C.H.P
EDUC 110	2010-2011	2	3	24	72
EDUC 110	2011-2012	2	3	27	81
EDUC 110	2012-2013	2	3	19	57
EDUC 110	2013-2014	2	3	28	84
EDUC 110	2014-2015	2	3	23	69
EDUC 200	2010-2011	8	3	225	675
EDUC 200	2011-2012	7	3	186	558
EDUC 200	2012-2013	7	3	196	588
EDUC 200	2013-2014	7	3	192	576
EDUC 200	2014-2015	8	3	194	582
EDUC 201	2010-2011	7	3	179	537
EDUC 201	2011-2012	8	3	170	510
EDUC 201	2012-2013	7	3	154	462
EDUC 201	2013-2014	7	3	138	414
EDUC 201	2014-2015	7	3	157	471
EDUC 202	2010-2011	6	3	128	384
EDUC 202	2011-2012	6	3	136	408
EDUC 202	2012-2013	6	3	146	438
EDUC 202	2013-2014	5	3	121	363
EDUC 202	2014-2015	6	3	113	339
EDUC 227	2011-2012	4	3	97	291
EDUC 227	2012-2013	4	3	126	378
EDUC 227	2013-2014	5	3	118	354
EDUC 227	2014-2015	5	3	120	360
EDUC 290	2010-2011	2	1	27	27
EDUC 290	2011-2012	2	1	10	10
EDUC 290	2012-2013	2	1	16	16
EDUC 290	2013-2014	2	1	21	21
EDUC 290	2014-2015	2	1	12	12
EDUC 300	2010-2011	4	3	71	213
EDUC 300	2011-2012	4	3	77	231
EDUC 300	2012-2013	4	3	84	252
EDUC 300	2013-2014	4	3	71	213
EDUC 300	2014-2015	4	3	63	189
EDUC 301	2011-2012	2	3	9	27
EDUC 301	2013-2014	1	3	9	27
EDUC 316	2010-2011	4	3	77	231
EDUC 316	2011-2012	4	3	88	264
EDUC 316	2012-2013	4	3	84	252
EDUC 316	2013-2014	4	3	79	237
EDUC 316	2014-2015	4	3	69	207
EDUC 318	2010-2011	2	3	26	78
EDUC 318	2011-2012	2	3	21	63

Appendix III-B: Course Enrollment Data (Elementary Education)

EDUC 318	2012-2013	4	3	33	99
EDUC 318	2013-2014	4	3	120	360
EDUC 318	2014-2015	3	3	40	120
EDUC 319	2010-2011	2	3	30	90
EDUC 319	2011-2012	3	3	31	93
EDUC 319	2012-2013	2	3	27	81
EDUC 319	2013-2014	2	3	38	114
EDUC 319	2014-2015	2	3	24	72
EDUC 320	2010-2011	2	3	30	90
EDUC 320	2011-2012	2	3	45	135
EDUC 320	2012-2013	2	3	43	129
EDUC 320	2013-2014	2	3	50	150
EDUC 320	2014-2015	2	3	31	93
EDUC 321	2010-2011	2	3	39	117
EDUC 321	2011-2012	2	3	39	117
EDUC 321	2012-2013	2	3	28	84
EDUC 321	2013-2014	2	3	48	144
EDUC 321	2014-2015	2	3	30	90
EDUC 325	2010-2011	2	3	27	81
EDUC 325	2011-2012	2	3	31	93
EDUC 325	2012-2013	2	3	24	72
EDUC 325	2013-2014	2	3	42	126
EDUC 325	2014-2015	2	3	43	129
EDUC 327	2010-2011	5	3	120	360
EDUC 327	2011-2012	1	3	11	33
EDUC 330	2010-2011	1	3	9	27
EDUC 330	2011-2012	1	3	5	15
EDUC 330	2013-2014	1	3	17	51
EDUC 330	2014-2015	1	3	7	21
EDUC 331	2010-2011	3	3	57	171
EDUC 331	2011-2012	2	3	69	207
EDUC 331	2012-2013	4	3	67	201
EDUC 331	2013-2014	4	3	99	297
EDUC 331	2014-2015	4	3	54	162
EDUC 341	2010-2011	1	3	6	18
EDUC 341	2011-2012	2	3	6	18
EDUC 341	2013-2014	1	3	10	30
EDUC 342	2010-2011	1	3	7	21
EDUC 342	2011-2012	1	3	4	12
EDUC 342	2013-2014	1	3	6	18
EDUC 423	2010-2011	2	3	30	90
EDUC 423	2011-2012	2	3	27	81
EDUC 423	2012-2013	2	3	30	90
EDUC 423	2013-2014	2	3	45	135
EDUC 423	2014-2015	2	3	25	75
EDUC 426	2010-2011	3	3	56	168

Appendix III-B: Course Enrollment Data (Elementary Education)

EDUC 426	2011-2012	4	3	52	156
EDUC 426	2012-2013	4	3	58	174
EDUC 426	2013-2014	4	3	70	210
EDUC 426	2014-2015	4	3	73	219
EDUC 450	2011-2012	1	3	7	21
EDUC 450	2012-2013	1	3	14	42
EDUC 450	2014-2015	1	3	15	45
EDUC 460	2010-2011	1	3	14	42
EDUC 460	2012-2013	1	3	11	33
EDUC 460	2013-2014	2	3	20	60
EDUC 480	2012-2013	2	3	0	0
EDUC 480	2014-2015	1	3	1	3
EDUC 481	2010-2011	2	6	6	36
EDUC 481	2011-2012	2	6	11	66
EDUC 481	2012-2013	2	6	10	60
EDUC 481	2013-2014	3	6	13	78
EDUC 481	2014-2015	4	6	22	132
EDUC 482	2012-2013	1	6	0	0
EDUC 482	2013-2014	1	6	1	6
EDUC 483	2012-2013	1	6	1	6
EDUC 483	2013-2014	1	6	2	12
EDUC 484	2010-2011	3	9	7	63
EDUC 484	2011-2012	3	9	12	108
EDUC 484	2012-2013	3	9	11	99
EDUC 484	2013-2014	2	9	16	144
EDUC 484	2014-2015	3	9	19	171
EDUC 485	2012-2013	1	12	0	0
EDUC 486	2010-2011	2	15	34	510
EDUC 486	2011-2012	2	15	55	825
EDUC 486	2012-2013	2	15	42	630
EDUC 486	2013-2014	2	15	43	645
EDUC 486	2014-2015	2	15	65	975
EDUC 487	2012-2013	1	18	0	0

APPENDIX III-E: Service Courses

Course	Other Program
	None

APPENDIX III-F: Off-Campus Courses

<u>Course</u>	<u>Enrollment</u>	<u>Location</u>	<u>Semester</u>
Education 200	3	South Charleston High School	Fall 2014
Education 200	4	South Charleston High School	Fall 2015

EXHIBIT I: NCATE Accreditation Status Email

NCATE ACCREDITATION STATUS EMAIL

From: patty.garvin@caepnet.org [mailto:patty.garvin@caepnet.org]
Sent: Wednesday, October 28, 2015 1:16 PM
To: wilsonpat@wvstateu.edu
Cc: kbutler@HEPC.wvnet.edu; Linda Bragg <lbragg@k12.wv.us>; rchildress@marshall.edu; Robert Hagerman <rhagerma@k12.wv.us>; wilsonbr@wvstateu.edu
Subject: SI/TI Commission Decision

Dear Dr. Wilson:

CAEP's Selected Improvement Commission met earlier this week to determine the accreditation status of 61 institutions being reviewed with NCATE standards. We are pleased to inform you that accreditation has been continued for the professional education unit at West Virginia State University.

An official letter and action report, including any areas for improvement, if assigned, will be sent within two weeks, and will include contact information for questions or concerns.

Congratulations!

Sincerely yours,

Patty Garvin
Senior Director, Accreditation Operations, CAEP
202-223-0077
patty.garvin@caepnet.org
www.caepnet.org

Agenda Item 7.a.ii.
March 17, 2016

Action

Education, B.S. (Secondary) Program Review



West Virginia State University

Comprehensive Program Review

for

Department of Education (Secondary Education)

Submitted to

The Program Review Committee

Fall 2010 – Spring 2015

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

“The Teacher as H.U.M.A.N. Developer” is the program’s conceptual framework. This framework, implemented in 1990, is the backbone of the teacher preparation program at West Virginia State University. In September 2003, the Education Department faculty reviewed this conceptual framework, obtained input from public schools, and established a revised mission or purpose statement that complements the institution’s mission. *The mission of the teacher education program at West Virginia State University is to prepare teachers as human developers who love to teach.*

The Conceptual Framework at West Virginia State University represents the knowledge and skills expected from our candidates. It articulates the dispositions that are valued as an education community. The Conceptual Framework, Teacher as Human Developer, serves as the foundation for decision making and planning for the Unit. Collectively, the vision, mission and the PEU outcomes represent the philosophical constructs upon which the dedicated efforts of faculty, colleagues, and constituents are grounded.

Background Information

The Teacher as Human Developer is the basis for the conceptual framework for teacher education at West Virginia State University. This conceptual framework has evolved from the institution’s mission statement.

West Virginia State University Mission

West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

West Virginia State University Vision

West Virginia State University will become the most student-centered, research and teaching, land-grant university in the State of West Virginia and beyond.

West Virginia College of Professional Studies Mission

To prepare qualified professionals to serve and lead in a global society

West Virginia State University Department of Education Mission

To prepare teachers to be human developers who love to teach.

West Virginia State University Department of Education Vision

We support our candidates’ development into teachers who themselves will devote their lives to nurturing, encouraging, and promoting a new generation of citizens intent on bringing our world closer to the ideals of justice and equality for all.

West Virginia State University Department of Education Commitments

The Teacher Education Unit is committed to modeling for and developing teacher educators who are committed to: public school student learning, diversity, technology, and the profession.

Conceptual Framework Components

The components of our program grow from our institutional mission, college mission, and the unit mission, vision, and commitments:

H-Holistically approaches student learning

- Demonstrates knowledge of human growth and development and applies this to classroom instruction
- Demonstrates knowledge of learning theories and applies this to classroom instruction
- Demonstrates knowledge about parental, peer, societal, legal, and historical influences on education and applies this to classroom instruction

U-Understands diversity

- Demonstrates knowledge of being able to adapt classroom instruction to address diverse student populations and applies this to classroom instruction
- Demonstrates knowledge of promoting classroom equity so that the diversity of public school students may emerge and applies this to classroom instruction
- Demonstrates knowledge of classroom management strategies to avoid bullying and applies this to classroom instruction

M-Manages learning environments

- Demonstrates knowledge of creating learning communities that promote high student achievement and applies this to classroom instruction
- Demonstrates classroom management skills that promote confidentiality of student records, reduce disruptions, and promote student safety and applies this to classroom instruction
- Demonstrates the ability to use reading, writing, speaking, listening and viewing problem-solving strategies to develop lesson plans, record/report student progress, and communicate with parents, colleagues, and administrators

A-Assesses student learning based on national and state standards

- Demonstrates knowledge of national and state content standards and designs lesson plans that incorporate these standards
- Demonstrates knowledge of national and state assessments and develops classroom assessments that incorporate these assessment types
- Demonstrates knowledge of multiple assessment techniques and utilizes multiple assessments to assess student learning

N-Newer approaches to student learning through technology

- Exhibits knowledge of and uses technology to perform educational tasks such as communications, classroom record keeping, and information retrieval
- Exhibits knowledge of and uses technology to present lessons to public school students.

- Exhibits knowledge of and uses technology to provide enrichment and additional instruction to increase public school student achievement.

Conceptual Framework Dispositions

Student Focused Educator - Future teachers must have the needs, self-esteem, safety, and future success of their students as their highest priority. This disposition is the essence of the total conceptual framework of “Teacher as HUMAN Developer” at West Virginia State University.

Role Model - Future teachers should model in this preparation program the behaviors they will be expecting from their public school students.

Member of a Profession - Future teachers must see themselves as a member of a faculty, community, school district, state and national educational learning system.

The key domains of the conceptual framework that support the department’s mission and vision are as follows:

1. Knowledge-What do candidates know?
2. Skills-What are candidates able to do?
3. Dispositions-What are the candidates’ beliefs about teaching and learning?

To address these key domains, all teacher education majors complete components in general education, professional education, and a content specialization. This leads to a Bachelor of Science in Education; however, the candidate is also working towards teacher licensure and certification, which is not automatically earned with the completion of the degree. Additional certification or licensure requirements include national and state assessments, field placements, student teaching and results of a Federal Bureau of Investigation (FBI) Criminal Background Check.

B. Program Outcomes

Student outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program, and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multimodal methods, including the SCOPE review, grade point requirements, portfolios, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Additional information is contained in the Teacher Education Handbook, purchased by each candidate in Education 200 or Education 290.

Program Outcomes:

The Teacher Education Candidates will be able to:

1. Demonstrate a knowledge of their chosen content field(s);
2. Teach units and lessons aligned with national and state standards that address the learning needs of all students;
3. Integrate technology and twenty-first century learning tools and skills in their own teaching, as well as the learning processes of their students;
4. Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework;
- 5a. Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all; and
- 5b. Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Approved by the Department on April 3, 2014.)

C. Consistency with University Mission

The mission of West Virginia State University is to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. The teacher education program at this university works towards this mission by producing teachers who recognize the importance of the public school system in the economic development of this region and the state. Future teachers, who complete this program, share the belief that all persons are capable of learning. They are focused on developing students in public schools in the region who are educated to achieve at their maximum potential. They believe that education is a shared human enterprise and are committed to lifelong learning.

D. Previous Reviews and Corrective Actions

In the previous review, the WVSU Program Review Committee recommended continuation of the program at the current level of activity with the designation as a program of excellence. No corrective actions were suggested.

E. Accreditation Information

1. Accreditation Organization:

The National Council for the Accreditation of Teacher Education (NCATE) is the national accrediting agency for the Teacher Education Program at West Virginia State University. NCATE accredits institutions at as either an initial preparation program (undergraduate only) or advanced preparation program (graduate level).

2. Year of Accreditation:

The last NCATE accreditation visit and review was in March 17-19, 2015. (Exhibit 1) West Virginia State University is accredited through March 2021.

3. Accreditation Status:

The program is fully accredited at the initial preparation level.

4. Accreditation Organization Report:

The Teacher Education Program met all six standards.

5. Deficiencies and Corrective Actions:

None cited.

SECTION II: ADEQUACY

A. Curriculum

The Bachelor of Science Degree in Education requires all teacher education candidates to complete three program components: General Education, Professional Education, and a Content Specialization.

The General Education Component requirements are basically consistent with the University requirements for all bachelor's degrees. Candidates complete 48 semester hours of general education courses. These courses are designed to increase the candidates' general knowledge of the world and its impact on the public schools system. In addition, the general education courses increase a candidates basic skills in the areas of reading, writing and problem solving, which they will need as teachers.

The Professional Education Component for elementary education teacher education candidates requires 39 semester hours. All candidates must complete the following courses with a grade of "C" or higher and an overall GPA of 2.5:

- Education 200-Foundations of Education-3 semester hours credit
- Education 201-Human Growth and Development-3 semester hours credit
- Education 202-Educational Psychology-3 semester hours credit
- Education 227-Exceptionalities and Human Diversity-3 semester hours credit
- Education 300-Educational Technology-3 semester hours credit
- Education 316-Integrated Methods-3 semester hours credit
- Education 319-Content Area Literacy-3 semester hours credit
- Education 331 – Curriculum for Special Education-3 semester hours credit
- Education 426-Creating Learning Communities-3 semester hours credit

- Education 480-487-Student Teaching-12 semester hours credit minimum

All candidates complete a total of 800 clock hours of field experiences (200 clock hours earned prior to student teaching) and student teaching (600 clock hours earned during student teaching). Education 200 and 300 are the only courses that currently do not require some type of field experiences.

The Content Specialization Component requirements vary from 36-67 semester hours. Requirements for each content specialization are determined by guidelines from The West Virginia Board of Education in Policy 5100-Approval of Professional Preparation Programs and the West Virginia Higher Education Policy Commission (WVHEPC) in Series 46 Policy related to academic rigor in teacher education content specializations. Briefly summarized these policies require a minimum of 36 semester hours for each content specialization and/or the equivalent number of semester hours in a Bachelor of Arts or Science degree in the academic major. Exhibit 2 contains tables that summarize how the teacher education program complies with these policies.

B. Faculty

The Education Department has seven faculty members, three fewer than cited in the previous review. There are six full time, tenure track faculty members; and one non-tenure full time faculty member. The academic ranks of the faculty include one Professor, two Associate Professors, and three Assistant Professors. One faculty member holds a temporary, one-year appointment at the rank of Assistant Professor. A national search is being conducted for a position left vacant in summer 2015. The Chairperson of the Education Department holds the rank of Associate Professor and is tenured.

The major strength of the faculty is that all faculty members meet the definition of “Highly Qualified” as contained in the Federal Title I reauthorization entitled, “No Child Left Behind.” To be a Highly Qualified Teacher Education Faculty Member, one must meet at least one of the following criteria: a terminal degree (71% of the faculty), current teacher certification or licensure in the area they teach (90% of the faculty), academic preparation in the area they teach (100%), and/or professional public school experience in the area they teach (90%). In addition, all faculty members are currently engaged in some form of service to the public schools in the service region of the institution such as tutoring programs, field based research projects, and serving on public school committees for instructional improvement.

Adjunct faculty members are hired to teach specialized education courses that are infrequently offered or supervise student teachers when there is a need based on the supervision ratios. With budgetary constraints, the Education Department is only allowed to hire five adjunct faculty members per semester. All adjunct faculty members must and do meet the definition of “Highly Qualified” at the time of employment.

C. Students

1. Entrance Standards:

A teacher education candidate is defined by NCATE as a person who enrolls at West Virginia State University and declares education as the major. NCATE also requires a candidate to complete a teacher education program that contains four distinct phases or transition points. These four phases of the teacher education program are (1) Pre-Professional, (2) Professional, (3) Capstone and Extended Clinical, and (4) Continuing Professional Development Phases. During each phase or transition point, a teacher education program must define entrance and exit abilities. Both West Virginia Board of Education (WVBE) and/or West Virginia Higher Education Commission (WVHEPC) Policies determine many of the program standards.

2. Entrance Abilities:

Pre-Professional- The candidate is admitted to the University and declares Education as a major. The candidate then signs a statement that the candidate is aware that an FBI Criminal Background Check is required as a condition for issuance of a teaching certificate or license and that based on the results of this background check, the candidate may be ineligible for employment.

Professional- The candidate must maintain a Grade Point Average (GPA) of 2.5 or better in the following areas: overall, general education, professional education, and content specialization courses and earned no less than a “C” in these courses. The candidate must complete a minimum of 60 semester hours; pass the Educational Testing Service (ETS) basic skills assessments in Reading, Writing and Mathematics, and earn a grade of “C” or better in Education 200, 201, and 202; English 101, 102, 201; and a Mathematics course of 100 or higher. The candidate applies for provisional admission to the program at the end of the semester in which Education 202 is completed.

Capstone and Extended Clinical- The candidate maintains a GPA of 2.5 or better in the following areas: overall, general education, professional education and content specialization courses. The candidate earns no less than a “C” in these courses, completes 90 semester hours, 75% of the content specialization courses, and 100% of the professional education courses; and passes the Educational Testing Service (ETS) Principles of Learning and Teaching Test. Lastly, the candidate successfully completes the Education and Content Specialization Capstone Requirements and is fully admitted to the teacher education program.

Continuing Professional Development In this final phase of the program the candidate has maintained a GPA of 2.5 or better in the following areas: overall, general education, professional education and content specialization courses and earns no less than a “C” in these courses. The candidate completes student teaching with a “C” or higher, and is eligible to graduate with a Bachelor of Science in Education Degree. The candidate passes the remaining ETS Content Specialization Tests required for certification and licensure and is recommended for and receives a professional teaching certificate.

3. Exit Abilities:

Pre-Professional The candidate meets all the requirements for admission to the Professional Phase.

Professional The candidate meets all the criteria for admission to the Capstone and Extended Clinical Phase.

Capstone and Extended Clinical The candidate meets all the requirements for the Continuing Professional Development Phase.

Continuing Professional Development Phase The candidate successfully completes the Beginning Teacher Internship, provided by the local county school district where the candidate is employed and meets the requirements for Professional Certification Renewal in three years. WVSU education graduates develop a continuing professional development plan at the end of student teaching, which they share with their Beginning Teacher Mentor. This plan assists with the planning of staff development topics for the beginning teacher.

4. Graduates:

Federal Title II-Teacher Quality Guidelines require that all states establish criteria for evaluation of all program completers of teacher education programs within the state. Based on the criteria established by the WVHEPC and the WVBE, WVSU program completers achieved a 100% pass rate for PRAXIS II in their content area and a first quartile ranking for the last five years. A program completer is a teacher education candidate who completes a state approved teacher education program and meets all the requirements for a teaching certificate between September 1 and August 31 of each year. Feedback obtained from employers show that graduates are well-prepared for the schools for which they are employed.

D. Resources

1. Financial

The financial resources provided by the institution for the operation of the Education Department include \$1,000 for supplies and \$ 5,500 for supervision of student teachers that includes \$50 stipends per semester for cooperating teachers and reimbursement for mileage for university supervisors of student teaching.

In addition the Education Department receives Title III funds of \$8,000.00 to sponsor a Beginning Teacher Camp each summer to recruit minority high school students for the teaching profession. Recently, additional Title III funds were used to update the technology lab in Wallace Hall in Room 623 and to create a High Tech classroom in Room 622.

Since 2002, the West Virginia Legislature and the Claude Worthington Benedum Foundation have allocated funds for the design and development of Professional

Development Schools. Since 2010 this amount has been steady at \$ 80,000.00 per year, based on WVSU's professional development school success.

2. Facilities

The facilities are adequate to deliver the program. Most of the professional education courses are offered on the sixth floor of Wallace Hall or throughout Wallace Hall. Room 623, the Educational Technology Laboratory was upgraded in summer 2015 using Title III funds to replace equipment that was 10 years old. The Drain-Jordan Library contains a separate curriculum materials room for education majors. The Department uses grant funds to sustain and support through staff development, Professional Development Schools where most education majors complete their field placements and student teaching.

E. Assessment

1. Student Outcome Assessment Plan

The primary document for the Student Outcome Assessment Procedures is the WVSU Professional Education Unit Assessment System document which is attached as Appendix II-C. The Assessment System is designed to provide assessment data for national accrediting bodies and specialized professional associations as well as to assess the Program Learning Outcomes (PLOs) as listed below.

The graduates of the Education program will be able to:

1. Know their chosen content field(s);
2. Teach units and lessons aligned with national and state standards that address the learning needs of all students;
3. Integrate technology and twenty-first century learning tools and skills in their own teaching as well as the learning processes of their students;
4. Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework;
- 5a. Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all; and
- 5b. Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Approved by the Department on April 12, 2013)

The complete list of assessments is included in Appendix II-C. A brief listing of these assessments is included below:

- Pre-professional Assessment Record (PAR), administered before entry into Junior Level Courses
- Praxis II for the particular content area, administered before graduation.
- Senior Capstone Oral Proficiency E-portfolio (SCOPE), administered before entry into student teaching.

- Student Teacher Assessment Record (STAR), administered during student teaching.
- Method's Course Evaluations (Lesson Plan Evaluation and Candidate Ability to Plan and Teach), administered during Junior and Senior level methods courses (Educ. 316 & 426).
- Action Research (AR)
- Surveys – Graduate Surveys, Employer Surveys, etc., administered annually to identified stakeholders.

National Council for the Accreditation of Teacher Education (NCATE), now Council for the Accreditation of Educator Preparation (CAEP), is the primary accrediting body for teacher education, but WVSU also supplies reports to other specialized professional associations (SPAs). A summary of these reports is included to show the status of each of the content area specializations for secondary education.

Secondary Education programs are reviewed via the standards of their respective accrediting body. The recognition status of the secondary education programs is as indicated: (a) Nationally Accredited—Business Education; (b) Recognized through the WV CAR process as of February 2015—Art Education, Music Education, Spanish Education, and French Education; (c) National recognition as of February 2015—English Education, Math Education, Physical Education, Social Studies Education; (c) National Recognition with conditions—Health Education, Biology Education, Chemistry Education, and General Science Education.

2. Use of Assessment Data: Learning-Teaching-Curriculum

Data from the key program assessments show that candidates are strong in all assessed areas. There are no areas that show systemic programmatic weakness. That said, through review of the data from the key program assessments, the department has found that Assessment and Classroom Management are *relatively* weak areas for candidates overall. To improve these areas, the program has added Assessment features to the Education 202 class, and the professor who teaches Education 426, which is a senior level course that focuses on both of the weak areas has revised the course to spend half of the time on assessment and half of the time on classroom management. In addition, the professor who teaches Education 316, the first course in instructional methods, which mainly focuses on planning, has made a conscious effort to monitor assessment and to infuse the classes with discussions of assessment and management. The department is monitoring candidate progress on Assessment and Management, mainly by monitoring scores on the Student Teacher Assessment Record (STAR), since those scores most closely reflect real world teaching skills.

Because the Education Department has recently completed the NCATE accreditation review, which is accompanied by Specialized Professional Association reviews of individual programs, the information for the elementary education program was that the department will verify the alignment of assessments to standards with the evidence presented as assessment data. This area of responsibility has been addressed in the department Assessment Committee which includes participation from principals and educators who serve as our Professional Development Schools Partnerships. School participating on the Assessment Committee include Anne Bailey Elementary, Point Harmony Elementary, and George Washington High.

3. Graduate and Employer Satisfaction

Responses to surveys in the Fall of 2013 and 2015 show that graduates mainly believe that their preparation at WVSU was the same as or superior to that of other institutions. On average, about 85% graduates believe that their preparation in course work and in field experiences was the same or better than preparation of their peers on various measures. The one area that stood out in the Fall 2015 survey as lower than that was preparation in Technology Courses, since the percentage of graduates who said their preparation was average or above average was 65%. The area that stood out as higher than average was the quality of the field experience placements prior to student teaching, since 100% of graduates said that the placements were average or above average as compared to their peers from other institutions.

Overall graduates from both recent surveys were highly satisfied with the preparation at WVSU.

Reviewing the most recent employer surveys shows that employers were satisfied with graduates from WVSU. Several were highly satisfied. Scores from the surveys show that most respondents feel that our graduates were better prepared than those of other institutions. Some employers mentioned high level of technology skills as a positive, which seems to contradict the opinion of candidates that they needed to learn more technology skills in their pre-service training. Some mentioned that classroom management skills needed to be improved. This finding aligns with program findings from the Student Teaching Assessment Record data.

F. Advisory Committee(s)

Several Education Advisory Committees exist for purposes of program improvement. These committees must review all changes in teacher education before they can be approved for implementation by the Educational Policy Committee of the Faculty Senate. The Campus-Wide Committee on Teacher Education was created by the Faculty Senate to advise the Education Department and make recommendations for program improvement.

WVBE Policy 5100 requires all teacher preparation programs in the state to have an Education Professional Preparation Advisory Council (EPPAC). This committee of building principals, public school teachers, teacher union representatives, and WVBE representatives makes recommendations for program improvement.

G. Program Strengths and Weaknesses

One of the major strengths of the Education Department is the department's history of continued accreditation with NCATE since 1963. Founded in 1954, NCATE is recognized by the United States Department of Education as a specialized accrediting body for schools, colleges and Departments of Education. NCATE and the Teacher Education Accreditation Council (TEAC) have consolidated and are now transitioning into the Council for the Accreditation of Educator Preparation (CAEP).

The major strength of the Education Department is the high commitment level of the teacher education candidates to public school teaching and learning as evidenced and assessed in their field placements and student teaching.

Another major strength is the faculty. The faculty consistently model for the candidates and the public school personnel with whom they work, the three dispositions of the program: student focused, role model and member of a profession.

A last strength of the program is the responsiveness of the program to the needs of the public school systems it serves in RESA III.

The major weakness of the program is a lack of financial and personnel resources to deliver the program. Prior to 2000, there were adequate resources to deliver the program; however, the new accountability measures as defined by federal, state, and national accrediting bodies require many faculty members to be overextended. In addition, the annual budget cuts by the state legislature exacerbates the problems association with inadequate financial and personnel resources.

Another weakness is the loss of faculty which has not been replaced. Although enrollment of teacher education candidates has remained consistent, faculty have not been immediately replaced for existing vacancies.

Another weakness of the program is the inability to meet the rapidly changing nature of public schools. Certification requirements can change annually, and there is the dilemma of dealing with congruence with degree and certification requirements. For example, a candidate may begin the program in Fall 2015 under the current catalog and be eligible for the degree based on the requirements contained in that catalog; however, if certification requirements have changed within that same time period, the candidate must meet these additional requirements to be eligible to earn a teaching certificate.

SECTION III: VIABILITY

A. Program Enrollment

The enrollment of teacher education candidates pursuing a Bachelor of Science Degree with secondary content in the Education Department has declined for the last five years. In 2010, there were 284 secondary majors and 20 graduates; in the 2014-2015 academic year, there were 222 secondary majors and 55 graduates. The decline of majors is due in part to the rigorous assessment instrument, the CORE, which replaced the previous version of PRAXIS I—the PPST.

See APPENDIX III-A.

The termination of the Teacher Education Program at West Virginia State University would result in a major financial loss to the institution and a societal loss to the region. The program produces the highest or second highest number of graduates per year. There are no Bachelor's degrees awarded with majors in modern foreign languages or music except the B.S. in Education Degrees. These majors would cease to exist. Other academic units would feel the loss since many of their courses enroll candidates who are education majors seeking content specializations in their disciplines. The WVSU teacher education program is the largest supplier of certified teachers for Boone, Kanawha, Clay and Putnam Counties or Regional Education Service Agency (RESA III). RESA III contains the largest public school population in the state. The loss of the program would create public school job shortages especially in English, the sciences, mathematics, foreign languages and special education.

The major need of the Education Department is to continue to upgrade the technology so that candidates have access to and are provided training in the technology being used in the public schools of RESA III.

B. Course Enrollment

See APPENDIX III-B.

C. Enrollment Projections

Based on current enrollments, the Education Department enrollments of secondary education candidates should remain between 200-225 candidates. This projection of enrollment is based upon the number of students who are enrolling at West Virginia State University who have entered the program as an education major with a content specialization in secondary education. Students are provided support in passing the PRAXIS I through the implementation of Education 299 courses designed to give additional assistance for students who need passing scores.

D. Cost Analysis

The Departmental Cost of Instruction (DCI) encompasses two components: (1) departmental cost to offer the major and (2) departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations were conducted to generate the

program cost per graduate and the cost per students in the major. In this cost analysis only salaries and fringe benefits were included.

$$\text{Cost per student in major} = \frac{\text{2014-2015 program faculty salary}}{\text{Average number of majors in program 2010-2015}}$$

$$\text{Cost per graduate} = \frac{\text{2014-2015 program faculty salary}}{\text{Average number of majors in program 2010-2015}}$$

The total salary including fringe benefits for Education faculty during the 2014-2015 year of the review period was \$497,667 with full time faculty included. Dividing by the average number of majors in the degree program annually which is 516, the cost per major is calculated to be \$964.

To calculate the program cost per graduate the numerator remains the same, but the denominator used is the average number of annual program graduates for the 2010-2015 period, which was found to be 61; thus the Education cost per graduate was determined to be \$8,158.

The cost of offering courses in the program for all students is calculated using the same numerator; the denominator is the average number of student credit hours produced for the academic years 2010-2015. Aggregating spring and fall terms there was an average of 4,815 credit hours associated with courses taken by majors during this period. Based on these numbers, the cost per credit hour in the program is \$103.

E. Service Courses

The Education Department currently offers Education 100-Peer Education in conjunction with Student Services and Education 200 – Foundations of Education.

F. Off-Campus Courses

Not Applicable

G. Articulation Agreements

Not Applicable

SECTION IV: NECESSITY

A. Similar Programs

The Education Department at West Virginia State University is the only state supported, undergraduate teacher preparation program in the Kanawha Valley that prepares teachers for initial teaching licenses. The Kanawha Valley contains four local county school districts whose public school student enrollment figures surpass the rest of the state. The University of Charleston is a privately supported undergraduate teacher education program in Charleston, West Virginia. Marshall University Graduate College in South Charleston, West Virginia primarily

prepares educators at the advanced level for licensure as administrators and supervisors of instruction.

B. Job Placement

Most graduates of the program readily find employment in the region in high demand content specializations such as English, the sciences, mathematics and foreign languages. Candidates who complete content specializations that are not in such high demand as elementary education or business, are usually hired as substitutes and work their way into the public school systems within three years after graduation. If candidates want to relocate outside West Virginia in another state, they have no trouble finding employment as a teacher.

Teacher-In-Residence Programs

The “teacher in residence” program provides an opportunity for students who have maintained a 3.0 GPA, have completed all course work, and have passing scores on all assessments to obtain employment while they are completing their student teaching. If a vacancy exists in a county school district for which no fully certified teacher has applied, the student teacher may be employed in this position at 65% of the regular teacher salary.

The “teacher-in-residence program” is an intensively supervised and mentored residency program for prospective teachers during their final program year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. Policy 5100 of the West Virginia Board of Education (WVBE) was adopted to provide for teacher-in- residence programs and requires authorization of the WVBE pursuant to W. Va. Code §18A-3-1(e).

In December 2012 the first teacher-in-residence program was created under Policy 5100 to address teacher shortages in the state of West Virginia. Under this policy an institution of higher education with a WVBE approved teacher preparation program in the state may enter into an agreement with a county board of education to establish a teacher- in-residence program. The minimum requirements as provided by state policy are:

- The prospective teachers-in-residence shall: 1) have completed the content preparation courses with a minimum 3.0 GPA; 2) shall have meet the proficiency score(s) on the state competency exam(s) in pre-professional skills or qualify for an exemption as described in §126-114- 6.2.c of this policy; and 3) shall have meet the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which s/he is seeking certification.
- The prospective teachers-in-residence shall only be eligible to serve in a teaching position in the county which has been posted and for which no other fully certified teacher has been employed.
- The agreement between the institution of higher education and the county board shall include the specifics regarding the program of instruction and the responsibilities for supervision and mentoring by the institution of higher education, the school principal, peer and mentor teachers.

- The salary and benefit costs for the position to which the teacher-in-residence is assigned shall be used only for program support and to pay the teacher-in-residence a stipend that is no less than 65% of all state aid funding.
- The prospective teacher-in residence shall satisfy the requirements for the Teacher-In-Resident Permit as identified in Policy 5202.
- The agreement established between an institution of higher education and a county board must be approved by the WVBE.

In Fall 2012, West Virginia State University collaborated with Clay County Schools to develop the pilot partnership which placed a senior teacher education candidate in a public school classroom when no other certified candidate was available to fill the vacancy. The program differs from student teaching where the college student spends twelve weeks in a class under a veteran teacher's supervision. The teacher-in-residence program allows the teacher education candidate to lead a classroom for the entire school year.

Since the program's inception in 2012 and through Spring 2015, West Virginia State University has placed 13 teacher education candidates as teachers-in-residence; six of these placements were secondary education majors, with one having a placement at a combined elementary/middle school. Five of the six teachers-in residence were hired in the counties where they completed their placement as a TIR. The participating county boards of education with TIR placements were: Boone, Clay, Kanawha, and Mingo.

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Education Chemistry 9-Adult	Total number of credit hours required for graduation: 120
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Professional society that may have influenced the program offering and requirements: National Science Teachers Association (NSTA)

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
<p><u>Education</u> EDUC 200 Foundation of Ed OR EDUC 290 Advanced Foundations of Ed.* EDUC 201 Human Growth/Dev EDUC 202 Ed. Psych & Learn EDUC 227 Except/Diversity EDUC 300 Ed Technology EDUC 316 Integrated Methods EDUC 319 Content Literacy EDUC 331 Curriculum for Special Education EDUC 411 Teaching Science EDUC 426 Creating Learning Communities EDUC 480 Student Teaching</p> <p><i>* Required for all new Transfer Students</i></p>	3 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 15			<p><u>Chemistry</u> CHEM 105 General Chemistry I CHEM 106 General Chemistry II CHEM 107 General Chemistry Lab I CHEM 108 General Chemistry Lab II CHEM 205 Organic Chemistry I CHEM 206 Organic Chemistry II CHEM 207 Organic Chemistry Lab I CHEM 208 Organic Chemistry Lab II CHEM 211 Intro to Analytical Chemistry CHEM 301 Physical Chemistry I (P. Math 206 & Chem. 106) OR CHEM 311 Biochemistry (P. Chem. 201 or 206)</p> <p><u>Math</u> MATH 222 Statistics AND MATH 206 Calculus I</p> <p><u>Physics</u> 201 General Physics I</p>	3 3 2 2 3 3 2 2 4 3 3 4 4	<p>CPS 101 Freshman Experience ENGL 101 English Composition I ENGL 102 English Composition II ENGL 150 Introduction to Lit. ENGL 201 Effective Communication OR COMM 100 Speech EDUC 200 for GE 100 * EDUC 227 for GE 200 * EDUC 319 Int'l Perspectives *</p> <p>BIOL 120 MATH 120 EDUC 201 for Social Structures * HIST 201 OR 202 World History HIST 207 OR 208 American History Fine Arts</p> <p>HHP 122 Fitness for Living OR HHP 157 Healthy Living</p> <p><i>* Hours were also counted in columns 1 or 3</i></p>	1 3 3 3 3 3 3 3 3 4 3 3 3 3 3 3 2
Total Required Major Hours:	43-45	Total Additional Major Hours:		Total Cognate Hours:	41	Total Gen. Ed. / Elective Hours:	43

APPENDIX II-A: Curriculum

Courses Required in Major (by course number and title)		Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Education					English			
EDUC 200	Foundation of Education OR	3			COMM 100	3	CPS 101	1
EDUC 290	Advanced Foundations of Ed. *	1			ENGL 230	3	COMM 100	3
EDUC 201	Human Growth/Dev	3			ENGL 306		ENGL 101	3
EDUC 202	Ed. Psych & Learn	3			ENGL 250	3	ENGL 102	3
EDUC 227	Except/Diversity	3			ENGL 255	3	ENGL 150	3
EDUC 300	Ed Technology	3			ENGL 303	3	ENGL 303	3
EDUC 316	Integrated Methods	3			ENGL 315	3	EDUC 200 for GE 100 *	3
EDUC 319	Content Literacy	3			ENGL 322	3	EDUC 227 for GE 200 *	3
EDUC 331	Curriculum for Special Ed	3			ENGL 325	3	EDUC 319	3
EDUC 426	Creating Learning Communities	3			ENGL 334	3	Int'l Perspectives *	3
EDUC 480	Student Teaching	15			ENGL 401	3	Science	3
*Required for all new Transfer Students					ENGL 421	3	MATH 111 OR 120	3
					ENGL 477	3	EDUC 201 for Social Structures *	3
							HIST 201 OR 202	3
					One Course From:		HIST 207 OR 208	3
					ENGL 320	3	American History	3
					ENGL 321	3	Fine Arts	3
					ENGL 350	3	HHP 122	2
					ENGL 351	3	HHP 157	2
							* Hours were also counted in columns 1 or 3	
					One Course From:			
					ENGL 402	3		
					ENGL 403	3		
					ENGL 405	3		
					ENGL 406	3		
					ENGL 407	3		
					ENGL 409	3		
					One Course From:			
					ENGL 337	3		
					ENGL 338	3		
					ENGL 339	3		
					ENGL 342	3		
					ENGL 343	3		
					Two Courses From:			
					ENGL 316	3		
					ENGL 317	3		
					ENGL 408	3		
Total Required Major Hours:		40-42	Total Additional Major Hours:		Total Cognate Hours:	51	Total Gen. Ed. / Elective Hours:	45

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Education General Science 5 - Adult	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements: National Science Teachers Association (NSTA)	

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Education				Biology			
EDUC 200 Foundation of Ed OR	3			BIOL 120 Fundamentals of Biology	4	CPS 101 Freshman Experience	1
EDUC 290 Advanced Foundations of Ed.*	1			BIOL 121 Biological Diversity	4	ENGL 101 English Composition I	3
EDUC 201 Human Growth/Dev	3			BIOL 250 General Ecology	4	ENGL 102 English Composition II	3
EDUC 202 Ed. Psych & Learn	3					ENGL 150 Introduction to Lit.	3
EDUC 227 Except/Diversity	3			Chemistry		ENGL 201 Effective Communication OR	3
EDUC 300 Ed Technology	3			CHEM 105 General Chemistry I	3	COMM 100 Speech	3
EDUC 316 Integrated Methods	3			CHEM 106 General Chemistry II	3	EDUC 200 for GE 100 *	3
EDUC 319 Content Literacy	3			CHEM 107 General Chemistry Lab I	2	EDUC 227 for GE 200 *	3
EDUC 331 Curriculum for Special Education	3			CHEM 108 General Chemistry Lab II	2	EDUC 319 Int'l Perspectives*	3
EDUC 411 Teaching Science	3					Science	3
EDUC 426 Creating Learning Communities	3			Physics		MATH 111 OR 120*	3
EDUC 480 Student Teaching	15			PHYS 106 General Geology	4	EDUC 201 for Social Structure*	3
				PHYS 120 Astronomy	3	EDUC 201 OR 202 World History	3
				PHYS 201 General Physics	4	HIST 207 OR 208 American History	3
				PHYS 202 General Physics	4	Fine Arts	3
				PHYS 203 General Physics Lab I	1	HHP 122 Fitness for Living OR	
				PHYS 204 General Physics Lab II	1	HHP 157 Healthy Living	2
						<i>* Hours were also counted in columns 1 or 3</i>	
				Math			
				MATH 120 College Algebra and	3		
				MATH 122 Statistics OR	3		
				MATH 206 Calculus I	4		
				Senior Capstone			
				299 Physical Science Capstone OR	1		
				CHEM 460 Chemical Science			
				Capstone OR	1		
				BIOL 490 Biological Science			
				Capstone	1		
Total Required Major Hours:	43 - 45	Total Additional Major Hours:		Total Cognate Hours:	46	Total Gen. Ed. / Elective Hours:	45

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Education Health Education Pre K-Adult	Total number of credit hours required for graduation: 120
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Professional society that may have influenced the program offering and requirements: American Association for Health Education (AAHE)

Courses Required in Major (by course number and title)	Hour s	Additional Credit Required in Major	Hour s	Courses Required in Related Fields	Hour s	Courses Required in General Education and Elective Hours	Hour s
<p>Education</p> <p>EDUC 200 Foundation of Ed OR EDUC 290 Advanced Foundations of Ed.* EDUC 201 Human Growth/Dev EDUC 202 Ed. Psych & Learn EDUC 227 Except/Diversity EDUC 300 Ed Technology EDUC 316 Integrated Methods EDUC 319 Content Literacy EDUC 331 Curriculum for Special Education EDUC 426 Creating Learning Communities EDUC 480 Student Teaching</p> <p><i>*Required for all new Transfer Students</i></p>	<p>3 1 3 3 3 3 3 3 3 3 3 3 3 3 15</p>			<p>HHP 150 Introduction to HHP HHP 251 Consumer Health HHP 252 Emergency Health Care HHP 352 Community Health HHP 359 Methods of Health Education HHP 456 Methods HE/HP HHP 458 Plan/Implement/Eval/HHP</p> <p>Biology</p> <p>BIOL 120 Fundamentals of Biology BIOL 210 Human Anatomy and Physiology BIOL 340 Energy Source & Body Comp.</p> <p>Additional electives needed to meet the required 120 hours to graduate</p>	<p>3 3 2 3 3 3 3 3 4 4 3</p>	<p>CPS 101 Freshman Experience ENGL 101 English Composition I ENGL 102 English Composition II ENGL 150 Introduction to Lit. ENGL 201 Effective Communication OR COMM 100 Speech EDUC 200 for GE 100 * EDUC 227 for GE 200 * EDUC 319 Int'l Perspectives *</p> <p>Science MATH 111 OR 120 EDUC 201 for Social Structures* HIST 201 OR 202 World History HIST 207 OR 208 American History Fine Arts</p> <p><i>* Hours were also counted in columns 1 or 3</i></p>	<p>1 3</p>
Total Required Major Hours:	43- 45	Total Additional Major Hours:		Total Cognate Hours:	31	Total Gen. Ed. / Elective Hours:	43

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Education Music Pre K-Adult	Total number of credit hours required for graduation: 134
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Professional society that may have influenced the program offering and requirements: National Association for Music Educators (NAfME)

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Education				Music			
EDUC 200 Foundation of Ed OR	3			MUS 101 Elementary Theory I	3	CPS 101 Freshman Experience	1
EDUC 290 Advanced Foundations of Ed.*	1			MUS 102 Elementary Theory II	3	ENGL 101 English Composition I	3
EDUC 201 Human Growth/Dev	3			MUS 115 Elem. Aural Theory I	1	ENGL 102 English Composition II	3
EDUC 202 Ed. Psych & Learn	3			MUS 116 Elem. Aural Theory II	1	ENGL 150 Introduction to Lit.	3
EDUC 227 Except/Diversity	3			MUS 201 Advanced Theory III	3	ENGL 201 Effective Communication	3
EDUC 300 Ed Technology OR	3			MUS 202 Advanced Theory IV	3	OR	
EDUC 320 Music Technology	3			MUS 215 Advanced Aural Theory III	1	COMM 100 Speech	3
EDUC 316 Integrated Methods	3			MUS 216 Advanced Aural Theory IV	1	EDUC 200 for GE 100 *	3
EDUC 319 Content Literacy	3			MUS 303 History & Lit. of Music I	3	EDUC 227 for GE 200 *	3
EDUC 331 Curriculum for Special Education	3			MUS 304 History & Lit. of Music II	3	EDUC 319 Int'l Perspectives*	3
EDUC 426 Creating Learning Communities	3			MUS 405 Orchestration & Arranging	3	Science	3
EDUC 480 Student Teaching	3			MUS 150 Concert Choir AND/OR	1	MATH 111 OR 120	3
	15			MUS 160/161 Marching (Fall) AND	1	EDUC 201 for Social Structures*	3
				Concert (Spring) Band	1	HIST 201 OR 202 World History	3
*Required for all new Transfer Students				(7 semesters; each semester of full-time enrollment except for student teaching semester)		HIST 207 OR 208 American History	3
				MUS 305 Woodwinds & Strings	1	Fine Arts	3
				MUS 306 Brass & Percussion	3	HHP 122 Fitness for Living OR	2
				MUS 307 Instrumental Conducting	3	HHP 157 Healthy Living	
				MUS 313 Teach Music Elem. & Middle School	3	* Hours were also counted in columns 1 or 3	
				MUS 314 Teach Music Middle & Secondary	3		
				Primary Applied Music (12 hours total)			
				MUS 191 Applied Music	1		
				MUS 192 Applied Music	1		
				MUS 291 Applied Music	1		
				MUS 292 Applied Music	1		
				MUS 391 Applied Music	2		
				MUS 392 Applied Music	2		
				MUS 491 Applied Music	2		
				MUS 492 Applied Music	2		
Total Required Major Hours:	40-42	Total Additional Major Hours:		Total Cognate Hours:	65	Total Gen. Ed. / Elective Hours:	42

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Education Physical Education Pre K-Adult	Total number of credit hours required for graduation: 120
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Professional society that may have influenced the program offering and requirements: National Association of Sports and PE (NASPE)

Courses Required in Major (by course number and title)	Hours	Additional Credit Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Education EDUC 200 Foundation of Ed OR EDUC 290 Advanced Foundations of Ed.* EDUC 201 Human Growth/Dev EDUC 202 Ed. Psych & Learn EDUC 227 Except/Diversity EDUC 300 Ed Technology EDUC 316 Integrated Methods EDUC 319 Content Literacy OR EDUC 320 Teaching Reading I EDUC 331 Curriculum for Special Ed EDUC 426 Creating Learning Communities EDUC 480 Student Teaching	3 1 3 3 3 3 3 3 3 3 3 3 15			Health & Human Performance (HHP) HHP 150 Introduction to HHP HHP 135 Dance Methods HHP 225 Biomechanics HHP 238 Methods of Gym/Aerobics HHP 242 Team Sports I HHP 327 Exercise Physiology HHP 329 Adapted PE and Recreation HHP 341 Individual and Dual Sports I HHP 446 Methods of Elem-Mid School PE Biology BIOL 210 Human Anatomy and Physiology	3 2 3 3 3 3 3 3 3 3 4	CPS 101 Freshman Experience ENGL 101 English Composition I ENGL 102 English Composition II ENGL 150 Introduction to Lit. ENGL 201 Effective Communication OR COMM 100 Speech EDUC 200 for GE 100 * EDUC 227 for GE 200 * EDUC 319 Int'l Perspectives * Science MATH 111 OR 120 EDUC 201 for Social Structures* HIST 201 OR 202 World History HIST 207 OR 208 American History Fine Arts <i>* Hours were also counted in columns 1 or 3</i>	1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
Total Required Major Hours:	40-42	Total Additional Major Hours:		Total Cognate Hours:	30	Total Gen. Ed. / Elective Hours:	40

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Angela D. Abbott	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: MA
Degree Conferred by: Marshall University	Date Degree Received: 1997
Area of Specialization: Early Childhood Education	

Professional registration/licensure:	Elem. Ed, Tech, Admin,
Years of employment at present institution:	1 year
Years of employment in higher education:	1 year
Years of related experience outside higher education:	18

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015/Spring	Educ 318 Science Methods	17

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

WVAYC
Using computers in the Early Childhood setting

KCS PRINCIPALS' MEETING
Project Based Learning

WEST VIRGINIA STATE TECH CONFERENCE
1:1 Laptop programs in the elementary classroom setting
Project Based Learning – How one classroom transformed learning for students
Collaborative Professional Development
Using online tools for portfolio assessment
Maked in the elementary classroom (Summer 2014)
Minecraft and beyond: gaming for learning (Summer 2014)

NYSCATE
1:1 Laptop programs in the elementary classroom setting

ICQI
Encountering the Common Core

- (E).** Indicate any other activities that have contributed to effective teaching.

K-12 Classroom teacher
Technology Integration Specialist

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Dr. James M. Blackwell	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Ed.D.
Degree Conferred Marshall University	Date Degree May, 2011
Area of Specialization: Educational Leadership	

Professional registration/licensure:	Superintendent, K-12 Supervisor of Instruction, K-12 Elementary/Middle/Junior High Principal, K-8 Middle/Junior/High School Principal, 5-12 Vocational Administration, K-12 English/Language Arts, 5-12
Years of employment at present institution:	2
Years of employment in higher education:	2
Years of related experience outside higher education:	26

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2014/Fall	Education 201-02 Human Growth and Development (1285)	13
2014/Fall	Education 201-03 Human Growth and Development (1286)	21
2014/Fall	Education 316-01 Integrated methods of Teaching (1297)	22
2014/Fall	Education 316-02 Integrated methods of Teaching (1298)	11
2015/Spring	Education 201-01 Human Growth and Development (1280)	32
2015/Spring	Education 201-02 Human Growth and Development (1281)	31
2015/Spring	Education 316-01 Integrated methods of Teaching (1294)	17
2015/Spring	Education 316-02 Integrated methods of Teaching (1295)	19

- (B).** If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

1. 2014 CAEP Conference Sept 30-October 1, 2014
2. WVSU Retention Summit January 2015
3. National Book Festival September 2014

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

1. Presentation to First Year Principals Conference.
West Virginia Center for Professional Development
October 2014
2. Presentation to Principals Conference.
WV Association of Elem./Middle School Principals
November 2014
3. Presentation to Assistant Principals Conference
WV Association of Assistant Principals
March 2015

(E). Indicate any other activities that have contributed to effective teaching.

1. I serve as member of the West Virginia Commission on the Arts
Appointed by Governor Earl Ray Tomblin
July 2015
2. I serve as Executive Director for the West Virginia Association of Elementary/Middle School Principals
August 2015
3. I serve as member of the Elk Valley Library Board of Directors
September 2009
4. I serve as member of the West Virginia Center for Professional Development's Advisory Board
November 2013
5. I serve as member of the West Virginia Center for Professional Development's PLA Credit Council
July 2015

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: J. Paige Carney, Ed.D	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Doctorate
Degree Conferred by: University of Kentucky	Date Degree Received: May, 1995
Area of Specialization: Curriculum & Leadership, Reading & Social Studies	

Professional registration/licensure:	Permanent
Years of employment at present institution:	13 Years
Years of employment in higher education:	20 Years
Years of related experience outside higher education:	12 Years

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Education 480, 481, 484, & 486-Student Teaching (Director)	32
2014/Spring	Acting Dean, College of Professional Studies-No courses taught	
2014/Fall	Acting Dean, College of Professional Studies-CPS 101-First Year	25
2015/Spring	Dean, College of Professional Studies, No courses taught	

- (B).** If degree is not in area of current assignment, explain: NA
- (C).** Identify your professional development activities during the past five years.
 -Attended and presented at the following:
 Kappa Delta Pi International Conference – Presented with WVSU students in Dallas, TX, 2013
 Kappa Delta Pi International Conference – Attended with WVSU students as Counselor in Indianapolis, IN, 2011
 -West Virginia Professional Development Schools conference – presented on ACE: Auditing Clinical Experiences – What is Best?
 Attended West Virginia Reading Association Conference, November 2014 – Served as the WVRA Institution Higher Education representative and served on the WVRA Leadership Committee
 -“West Virginia State University’s Teacher Candidates Create Community Connections with Across the Curriculum Literature Experiences in a Culturally Diverse School” West Virginia Reading Association Conference, November 2013.

 -“Global 21: Integrating the Next Generation Standards and Objectives in P-16 Learning” WVSU Faculty Lecture Series, Spring 2012.

- “Pre-Service Teachers Carry the Torch for Literacy” West Virginia Reading Association Conference, November 2012.
- “West Virginia State University Partnership for Teacher Quality” West Virginia Professional Schools’ Conference, March 2012.
- “Reaching New Reading Heights through Cross Curricular Integration of Technology, Inquiry, and Student Self-Reflection and Evaluation” West Virginia Reading Association Conference, November 2011.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

AWARDS & HONORS

- Received WVSU *Making and Difference* certificate, Fall 2014
- Nominee for West Virginia Reading Association Madge McDaniel Award, November 2013

(E). Indicate any other activities that have contributed to effective teaching.
Member of the following:

PROFESSIONAL ORGANIZATIONS

- International Literacy Association
- West Virginia Literacy Association
- Kappa Delta Pi International Education Honor Society
- Association of Supervision & Curriculum Development
- National Association of Education of Young Children
- Association for Childhood Education International
- Continually research and read research-based journals related to reading and literacy.
- Serve as West Virginia Reading Association – Institutions of Higher Education - Chair
- Served as Director for Field and Clinical Experiences 9Fall 2013 – Spring 2014)
- Served as Council for Accreditation of Educator Preparation (CAEP) Coordinator
- Served on Smarter Balanced Higher Education Advisory Council
- Served on Education Testing Service (ETS) multi-state Praxis Series Standard Setting Study in Princeton, NJ
- Participated in the ETS HBCU, HSI and Tribal Colleges/Native American Institutions Invitation Conference

(F). List professional books/papers published during the last five years.
Carney, P. *West Virginia Center for Professional Development Principals’ Leadership Academy Summary Reports*, Fall 2011, December 2011 & April 2012

(G). List externally funded research (grants and contracts) during the last five years.
Awarded Improving Teacher Quality grant from HEPC
Serve as Principal Investigator for grant
Title: Hungry for Words
Amount awarded: \$100,340.00
Year: 2015-2016
Grant implemented in collaboration with Clay and Calhoun Counties

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Dawn Embrey-King	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Ass	Highest Degree Earned: Masters in Special Education
Degree Conferred by: Marshall University	Date Degree Received: 1990
Area of Specialization: Special Education (LD AND MI)	

Professional registration/licensure: Permanent
Years of employment at present institution: 3
Years of employment in higher education: 3
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Education 227 Exceptionalities/ Human Diversity	27
2013/Spring	Education 227 Exceptionalities/ Human Diversity	30
2014/Fall	Education 227 Exceptionalities/ Human Diversity	28
2014/Spring	Education 227 Exceptionalities/ Human Diversity	33

- (B).** If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

2012-2015 - PreK Conference (special needs) WVDE
 2012-2015 - Priority Schools Conference WVDE
 2012-2015 - WVDE School Improvement Conference
 2013 - AESA National Conference, San Antonio TX
 2014-2015 - Catalyst Schools Conference-Becoming a Learning School WVDE
 2014-2015 - Positive Behavior Support PBIS WVDE
 2014 - Standards Based IEP's WVDE
 2014 - AESA National Conference, San Diego California
 2015 - KCS Superintendents Retreat
 2015 - Graduation 20/20 WVDE
 2015 - ASCD National Conference/Differentiated Instruction

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.**

2014 - Presented at AESA National Conference San Diego California

“How to Differentiate Professional Development”
2015 - Presenting at AESA National Conference New Orleans
“Becoming a Learning School-How WV is turning the heat up on Professional Learning”

(E). Indicate any other activities that have contributed to effective teaching.

Provide Professional Development to RESA 3 counties:

Support for Personalized Learning
Support for Personalized Instruction
Differentiated Instruction
Universal Design for Learning
Formative Assessment
Scaffolding
Co- Teaching
Acceleration Framework
Standards Based IEPs

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Tenna Gray	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Masters
Degree Conferred by: Marshall University	Date Degree Received: 2005
Area of Specialization: Special Education	

Professional registration/licensure: K-12 Sp. Ed K-6 Elementary Ed
Years of employment at present institution: 12 years
Years of employment in higher education: 8 years
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Educ 227-01, Exceptionalities/Human Diversity	25
2014/Spring	Educ 227-01, Exceptionalities/Human Diversity	14
2014/Fall	Educ 227-02, Exceptionalities/Human Diversity	14
2015/Spring	Educ 200-04, Foundations of Education	20

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.
 In 2011-2012, participated in a project organized by the Monarch Center in Chicago with Dr. Brenda Wilson, to improve special education field experiences at WVSU.
 In 2012, presented at the Professional Development Statewide conference in Flatwoods, WV on the Language Barriers in our classrooms.
 In 2015, attended sessions in Beckley and Morgantown on Using Technology in the classroom.

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E).** Indicate any other activities that have contributed to effective teaching.
- (F).** List professional books/papers published during the last five years.
- (G).** List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Barbara Korn	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Master of Arts
Degree Conferred by: West Virginia University	Date Degree Received: December, 1978
Area of Specialization: Reading, Social Studies	

Professional registration/licensure: Permanent Professional Certification (does not need renewed)
Years of employment at present institution: 5 years
Years of employment in higher education: 8 years
Years of related experience outside higher education: 32 years

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Spring	Education 320 Teach Reading in the Elementary School	18
2013/Spring	Education 321 Teach Writing in the Elementary School	18
2013/Spring	Education 325 Teach Social Studies in the Elementary School	16
2013/Spring	Education 423 Teach Reading II in the Elementary School	22
2013/Fall	Education 320 Teach Reading in the Elementary School	19
2013/Fall	Education 321 Teach Writing in the Elementary School	17
2013/Fall	Education 325 Teach Social Studies in the Elementary School	18
2013/Fall	Education 423 Teach Reading II in the Elementary School	20
2014/Spring	Education 320 Teach Reading in the Elementary School	16
2014/Spring	Education 321 Teach Writing in the Elementary School	17
2014/Spring	Education 325 Teach Social Studies in the Elementary School	21
2014/Spring	Education 423 Teach Reading II in the Elementary School	16
2014/Fall	Education 320 Teach Reading in the Elementary School	18
2014/Fall	Education 321 Teach Writing in the Elementary School	16
2014/Fall	Education 325 Teach Social Studies in the Elementary School	18
2014/Fall	Education 423 Teach Reading II in the Elementary School	25

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

2013-2015 Attended the WV Reading Conference

2014 - Attended the PRAXIS training in the spring

2013 - Attended the Live Text training in the fall.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

NONE

(E). Indicate any other activities that have contributed to effective teaching.
Reading journals to keep up to date in the areas of Reading, Writing and Social Studies.

(F). List professional books/papers published during the last five years.

NONE

(G). List externally funded research (grants and contracts) during the last five years.

2015-16 Professional Development Schools Grant

2015-16 ITQ Grant – Hungry for Words in collaboration with Clay County Schools

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Gregg Suzanne McAllister	Rank: Instructor
Status: <input checked="" type="checkbox"/> Asst. Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate	Highest Degree Earned: Masters in Counseling
Degree Conferred by: Marshall University	Date Degree Received: 5/2007
Area of Specialization: Leadership & Equity	

Professional registration/licensure: WVDE Counselir
Years of employment at present institution: 2
Years of employment in higher education: 7
Years of related experience outside higher education: 17

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2014/Fall	Race Gender and Human Diversity GED 200 1240	30
2014/Fall	Foundations of American Education ED 200 1268	15
2015 /Spring	Race Gender and Human Diversity GED 200 1384/5	40
2015/Spring	Foundations of American Education ED 200 1279	14

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.
WVSU Extension Service Program Leader for Youth Development 2009-2011

Garnered over one million in external funds for collaborative programs with Department of Education, Department of Sociology, Department of Social Work, Office of Judicial Affairs and Athletics.

Kanawha County Schools Counselor at South Charleston High and JE Robins Elementary 2011-2013

Special Projects with parents, social work, Diversity Cadre, Title IX, Anti bullying, Child Safety

Garnered \$30,000 in external funding

WVU Division of Diversity Equity and Inclusion 2013-2014

Developed Children on Campus Policy and Title IX protocols

Investigated all Discrimination Cases

Conducted individual and group trainings and interventions on Discrimination, Diversity

Indicate any other activities that have contributed to effective teaching.

(E).

Arts in Education Coordinator for WV

New York Public School Certification

Pittsburgh Public School Certification

Doctoral Candidacy in Leadership Studies, Marshall University, exp. 2017

(F).

List professional books/papers published during the last five years.

(G).

List externally funded research (grants and contracts) during the last five years.

Grants: Children Youth and Families--\$660,000; USDA Capacity Building 1891--\$300,000;

OJJDP-\$82,000; WV Arts in Education Challenge America-\$14,000; Greater Kanawha Foundation-\$10,000

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Kathy McDilda	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ed. S.
Degree Conferred by: Marshall University	Date Degree Received: August, 2014
Area of Specialization:	Curriculum and Instruction with Science Education emphasis

Professional registration/licensure:	Professional Teaching License
Years of employment at present institution:	4
Years of employment in higher education:	3
Years of related experience outside higher education:	17

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	TEACH SCIENCE IN SEC SCHOOL - EDUC 411 01	8
2013/Fall	ST: PEDAGOGY FOR LEARNING ASST - EDUC 299 03	4
2013/Fall	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 01	10
2013/Fall	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 02	8
2014/Spring	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 01	13
2014/Spring	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 02	9
2014/Summer	TEACH SCIENCE IN ELEM/MID SCHL - EDUC 318 01	7
2014/Fall	TEACH SCIENCE IN SEC SCHOOL - EDUC 411 01	4

- (B).** If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Instructional Strategies in Elementary Science	2010, 2011, 2012, 2013, 2014
Facilitative Leadership	2015
Program Evaluation	2011 - 2014
Supervising Student Teachers	2011 -2014
PDS Conference Workshops	2012 - 2014
Developing and Using Anchor Charts	2014
Online Course Design (semester)	2014
Formative Assessment	2011
LEGO Rootics	2014
Project Wet	2015

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

2014-2015	ITQ Math/Science Instructor and PD Designer	RESA 1 & RESA 4	WV
9/20/2013	Mid-Atlantic Association of Science Teacher Educators	Daniels, WV	
4/12/2013	NSTA National Conference	San Antonio, TX	
3/30/2012	NSTA National Conference	Indianapolis, IN	
3/12/2011	NSTA National Conference	San Francisco, CA	

(E). Indicate any other activities that have contributed to effective teaching.

Oversee programs STEM + Literacy, Research Rookies, STEM Outreach and LSAMP
Design, deliver and coordinate informal science program (SCI-Talks) funded by NSF grant
Supervise student teachers, advise teacher candidates, evaluate capstone projects.

(G). List externally funded research (grants and contracts) during the last five years.

SCI-TALKS

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Robin L. Tabor, MA	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Masters of Arts
Degree Conferred by: Marshall University	Date Degree Received: August 1998
Area of Specialization: Clinical Psychology	

Professional registration/licensure:	
Years of employment at present institution:	14
Years of employment in higher education:	14
Years of related experience outside higher education:	3

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Ed.110-01 Peer Education	13
2014/Spring	Ed. 110-01 Peer Education	15
2014/Fall	Ed. 110-01 Peer Education	14
2015/Spring	Ed. 110-01 Peer Education	9

- (B).** If degree is not in area of current assignment, explain:

As the Mental Health Specialist on campus, I am responsible for advising the Peer Education student organization on campus. These students learn effective listening skills, referral and recommendations, presentation and programming skills and become Nationally Certified as a Peer Educator, which allows them to assist me with health promotion and education.

- (C).** Identify your professional development activities during the past five years.

Fall 2010 participated in Counseling and Academic Support Services (CASS) in-service training.
Fall 2010 completed Mentors in violence Prevention (MVP) train the trainer.
Spring 2011 attended the WV Collegiate Initiative to Address Alcohol Abuse (WVCIA) training.
Spring 2011 participated in the Intercollegiate Council on Sexual Violence training.
Spring 2011 attended the Bacchus Peer Education Network Area 12 Spring Conference. (Regional)
Fall 2011 attended the HBCU Peer Education Summit. (National)
Fall 2011 attended the WV Collegiate Initiative to Address Alcohol Abuse (WVCIA) training.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Received the “Outstanding Advisor” award for Peer Education in 2010.
Received the “Outstanding Advisor” award for Peer Education in 2011. (Regional Level)
Received 10 years of Service award from WVSU in 2011.
Won “Outstanding Student Organization” at WVSU in 2012-2013.
Won “Outstanding Student Organization” at WVSU in 2014-2015.

(E). Indicate any other activities that have contributed to effective teaching.

We participated in the Office for Violence Against Women grant as a part of a state-wide consortia from July 2012-June 2015, and are currently participating in a one-year extension of the grant through June 2016.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Emily H. Waugh	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: EdD
Degree Conferred by: Marshall University	Date Degree Received: May 7, 2005
Area of Specialization: Elementary Education, Professional Development, Assessment of Student Learning	

Professional registration/licensure: Professional Teaching Certificate – Elementary Education Professional Teaching Certificate – Mentally Impaired Professional Administrative Certificate – Superintendent Professional Administrative Certificate – Principal
Years of employment at present institution: 9 years
Years of employment in higher education: 13 years
Years of related experience outside higher education: 8

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	EDUC 316-01: Integrated Methods	28
2013/Fall	EDUC 316-02: Integrated Methods	23
2013/Fall	EDUC 436-01: Capstone Experience – Elementary Teachers	12
2014/Spring	EDUC 316-01: Integrated Methods	22
2013/Fall	EDUC 316-02: Integrated Methods	6
2013/Fall	EDUC 436-01: Capstone Experience – Elementary Teachers	14
2014/Summer	EDUC 227-01: Exceptionalities/Human Diversity	11
2014/Fall	EDUC 426-01: Creating Learning Communities	27
2014/Fall	EDUC 426-02: Creating Learning Communities	22
2014/Fall	EDUC 436-01: Capstone Experience – Elementary Teachers	27
2015/Spring	EDUC 426-01: Creating Learning Communities	22
2015/Spring	EDUC 426-02: Creating Learning Communities	7
2015/Spring	EDUC 436-01: Capstone Experience – Elementary Teachers	17

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- **Spring 2013 — Conducted Book Study with WVSU Teacher Education Candidates. How Children Succeed: Grit, Curiosity, and the Hidden Power of Character by Paul Tough (March 31—May 5)**
- **2014 February 26-27 — Attended 2014 WV Professional Development Schools Conference held in Flatwoods, WV**
- **2013 October 29 — WVSU Partnership for Teacher Quality Fall Workshop featuring Dave Weber’s “I’m Spread So Thin You Can See Right Through Me” (Coordinated and Attended)**
- 2013 February 27-28 — Attended 2013 WV Professional Development Schools Conference held in Flatwoods, WV. Submitted and was accepted for two presentations. “Supporting PDS Partnerships with Out-of-School Time STEM Opportunities” with Katie McDilda and “If Momma Ain’t Happy, Ain’t Nobody Happy” with Stephanie Berry, WVSU Teacher Education Candidate.
- 2013 and 2014 – Hosted Fishbowl Activity – brought two 5th grade classes from a local elementary school to conduct demonstration lessons in front of education classes.
- Barry, K., Seyedmonir, B., Seyedmonir, M., & Waugh, E. *Sound and Practical Advice for Flipping your Classroom* a Wiley Professional Development Webinar Series, April 21, 2014

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.

- Waugh, E. *Fostering Collaboration for Student Success: A Panel Discussion*, invited panelist at the West Virginia Professional Development Schools Conference held in Flatwoods, WV, February 28-March 1, 2011
- **2013, November 19 — Invited Speaker to Education Subcommittee A of the West Virginia Legislature. Subject — Teacher Preparation Programs — Professional Development Schools**

(E). Indicate any other activities that have contributed to effective teaching.

- Member, ASCD
- Member, AACTE
- Member, Leadership Board WV Partnerships to Assure Student Success
- Member and Assistant Counselor, Kappa Delta Pi

(F). List professional books/papers published during the last five years. None.

(G). List externally funded research (grants and contracts) during the last five years.

Dr. Waugh was PI for the WVSU-WV Partnerships for Teacher Quality grants funded by the WV Department of Education and the Arts for the following years:

- 2014-2015 when the grant was funded for \$84,453**
- 2013-2014 when the grant was funded for \$89,839**
- 2012-2013 when the grant was funded for \$91,300**
- 2011-2012 when the grant was funded for \$87,500**
- 2010-2011 when the grant was funded for \$90,000**

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Leah Williams	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: BS Education
Degree Conferred by: WVSC	Date Degree Received: May 1991
Area of Specialization: English/ Social Studies 5-12	

Professional registration/licensure: Permanent Certificate 5-12 English/ Social Studies
Years of employment at present institution: 1 year
Years of employment in higher education: 1 year
Years of related experience outside higher education: 15 years

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2014/Fall	Ed 200:Foundations of Education	3

- (B).** If degree is not in area of current assignment, explain:
Teacher at South Charleston High School
Employee of Kanawha County Schools
- (C).** Identify your professional development activities during the past five years. Only those required by Kanawha County Schools, none through WVSU
- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Brenda Wilson	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ed.D
Degree Conferred by: West Virginia University	Date Degree Received: December 2000
Area of Specialization: Special Education	

Professional registration/licensure:	WV Teaching licenses: Math 7-12, Special Education (SLD, E/BD, MI, K-12
Years of employment at present institution:	15
Years of employment in higher education:	25
Years of related experience outside higher education:	11

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	Educ 330-01, Assessing the Exceptional Learner	17
2013/Fall	Educ 331-01, Curriculum for Special Education	26
2013/Fall	Educ 331-02, Curriculum for Special Education	18
2014/Spring	Educ 331-01, Curriculum for Special Education	34
2014/Spring	Educ 331-02, Curriculum for Special Education	22
2014/Spring	Educ 460-01, Characteristics of Individuals with Mild Disabilities	19
2014/Fall	Educ 331-01, Curriculum for Special Education	14
2014/Fall	Educ 331-02, Curriculum for Special Education	13
2015/Spring	Educ 331-01, Curriculum for Special Education	19
2015/Spring	Educ 331-02, Curriculum for Special Education	12

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.

- In 2011-2012, participated in a project, organized by the Monarch Center in Chicago with USDoE funds, to improve special education field experiences at WVSU.
- CAEP/NCATE Conference in Virginia - September 12-15, 2012 (National level)
- NCIPP (National Center to Inform Policy and Practice in Special Education Professional Development) follow-up Webinar on October 17, 2012 (State level)
- Common Core Math Training at Flatwoods, WV on December 4, 2012 (State level)

- ACCREDITATION TRAINING: Attended a Livetext training in Pittsburg with the Director of University Research – to help prepare for NCATE and HLC accreditation – February 20, 2014 (Regional level)
- IHE Special Education Personnel Prep Partnership Workgroup at Flatwoods on August

13, 2013 with follow up by teleconference on August 27, 2013 (State level)
 -IHE Special Education Personnel Prep Partnership Workgroup at Stonewall Resort on October 25, 2013
 -CEC one-hour Webinar on Culturally Diverse Learners with Special Education Needs on October 8, 2013 (National Level)
 -Professional Studies one hour Convocation: Food Fat Fitness at the Erikson Center on October 29, 2013.
 -CAEP Conference in Nashville, to prepare for NCATE legacy visit in Spring 2015 - March 26-28, 2014
 -2013-2015, Multiple free Webinars presented by Livetext on how to create rubrics, how to analyze data, and how to make instructional decisions based on data.

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

At their invitation, on 12/15/12, provided consultation for Dr. Betsy Steenzen and colleagues from Bluefield State regarding assessment for NCATE using LiveText rubrics for assessment.

Presentations at Conferences

- Sept 31, 2011 – At the annual conference of the Mid-Atlantic Association of Science Teacher Educators. Olive Hill, KY. Presented a paper: Carver, J.S., Ghattas, N., Cartwright, T., Taylor, D., Toth, E., Woodrum, B., Shinde, A., Wilson, B., Hallar, B., & Shrewsbury, S. (2011). Moving nanobiotechnology into the mainstream of educational practice.
- Nov. 16, 2012 – at the WVSU Regional Workforce Development Conference, on panel discussing the topic: How can schools of education provide programs to certify math and science teachers from other-career professionals to meet impending teacher needs?
- October 24, 2014 - At the Pursuing Exceptional Outcomes in Public Education National Conference in Charlotte, presented a paper on "Improving STEM Education through a Climate of Inquiry."
- February 26, 2015 - at the WV Professional Development School Conference in Flatwoods, WV,

- (E).** Indicate any other activities that have contributed to effective teaching.

Member of Professional Associations

Council for Exceptional Children

- Division for Learning Disabilities
- Teacher Education Division
- Division on Mental Retardation

American Association of Colleges of Teacher Education

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

- From 2010-2012, acted as Education Department liaison with the TREK-LA program, an NSF funded program to improve the effectiveness of science teaching and learning through various activities.
- From 2010-2014, Agreement Project: SCI-TALKS (Supporting Community Initiatives for Teaching, Learning, and Knowing Science), Awarding Agency: National Science Foundation, Principal Investigators: Tina Cartwright (Marshall) Brenda Wilson (WV State), WVSU had a sub-award totaling \$375,500 for the three year grant period.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Patricia A. Wilson	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Master of Arts
Degree Conferred by: Marshall University	Date Degree Received: May, 1972
Area of Specialization: Counseling and Guidance	

Professional registration/licensure:	WV Teaching Licenses: English 7-12, Spanish 7-12, Counselor 7-12. Administrative Certificate 7-12.
Years of employment at present institution:	15
Years of employment in higher education:	20
Years of related experience outside higher education:	26

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/ Fall	Education 201-01 Human Growth and Development	24
2013/ Fall	Education 201-02 Human Growth and Development	19
2013/ Fall	Education 201-03 Human Growth and Development	11
2013/ Fall	Education 319-01 Content Area Literacy	18
2014/ Spring	Education 201-01 Human Growth and Development	29
2014/ Spring	Education 201-02 Human Growth and Development	21
2014/ Spring	Education 319-01 Content Area Literacy	19
2014/ Fall	Education 319-01 Content Area Literacy	14
2015/ Spring	Education 319-01 Content Area Literacy	10

- (B).** If degree is not in area of current assignment, explain:

- (C).** Identify your professional development activities during the past five years.

NCATE/CAEP National Conference in Arlington, Virginia - September 2012
IHE Special Education Personnel Prep Partnership Conference in Flatwoods, WV – August 2013
NCATE/CAEP Conference in Washington, DC-September 2013
NCATE/CAEP Conference in Washington, DC – September 2014
Livetext Webinar in September 2014
NCATE Webinar – September 2014

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Special Recognition on February 4, 2015 from the Eleventh Family Court Circuit – Fifth Division for outstanding dedication to education. Presented by Judge Sharon M. Mullens.

Invited Speaker at the Fair Shake Network Partnership with Counseling and Academic Services – October 7, 2014 (Topic: Inclusive Education)

- (E).** Indicate any other activities that have contributed to effective teaching.

Member of Professional Associations:

American Association of Colleges of Teacher Education

West Virginia Education Association

Work at the University Level:

Education Department Chair; Coordinator of the NCATE Accreditation Team

Member of Department of Education Assessment Committee

- (F).** List professional books/papers published during the last five years.

- (G).** List externally funded research (grants and contracts) during the last five years.

Community Service Grant for the Booker T. Washington Community Center in London, WV. Received a \$25,000.00 Grant in 2012, 2013, and 2014 for program development.

Served as the principal investigator for the Community Service Grant for the Booker T. Washington Community Center in London, WV. This grant was funded by the West Virginia Legislature Community Development Fund for fiscal years 2012, 2013 and 2014.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Robert Winter	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Bachelor of Science
Degree Conferred by: WV State University	Date Degree Received: May, 2014
Area of Specialization: Business-Finance	

Professional registration/licensure:	None
Years of employment at present institution:	4
Years of employment in higher education:	8
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A).** List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013/Fall	EDU 299-PPST Math	5
2014/Spring	EDU 299-PPST Math	8
2014/Fall	EDU 299-Core Math	7
2015/Spring	EDU 299-Core Math	8

- (B).** If degree is not in area of current assignment, explain: After teaching Developmental Math at WV State CTC/ Kanawha Valley CTC for 6 years, in 2012 I was asked by Dr. Orr to teach the Education 299 class to help students pass the mathematics portion of the Praxis Core (formerly PPST) standardize test.

- (C).** Identify your professional development activities during the past five years. None

- (D).** List awards/honors (including invitations to speak in your area of expertise) or special

recognitions in last five years. None

(E). Indicate any other activities that have contributed to effective teaching. None

(F). List professional books/papers published during the last five years. None

(G). List externally funded research (grants and contracts) during the last five years. None

Professional Education
Unit Assessment System



Education Department
June 4, 2014

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Introduction

The Professional Unit at West Virginia State University is defined as the full time and adjunct faculty assigned to teach courses offered by the Education Department.

West Virginia State University is organized into four colleges: (1) The College of Arts and Humanities, (2) The College of Business Administration and Social Sciences, (3) The College of Natural Sciences and Mathematics, and (4) the College of Professional Studies. **The Professional Unit is located in the College of Professional Studies.**

The Education Department at West Virginia State University offers initial teaching preparation at the Bachelor's level only. Bachelor of Science in Education degrees are linked to initial teaching licenses in 14 programs and additional endorsements in six other programs. A complete list of licenses and endorsements offered is included in Appendix A.

History of the Unit's Assessment System (UAS)

West Virginia State University has been preparing teachers since its earliest inception, and has been preparing teachers with Bachelor's degrees since the early 20th Century.

The West Virginia Legislature created West Virginia State in March 17, 1891 as part of The Justin Morrill Land-Grant Act of 1890, which provided federal support for the establishment of institutions, primarily in the areas of agricultural education, mechanical arts and teacher education for Black citizens in the then-segregated Southern states. These are referred to as the "1890 land-grant institutions." From its beginnings until 1915, West Virginia State offered the equivalent of a high school education, with a curriculum devoted primarily to agriculture, trades, and teacher education. In 1915, the school was given the authority to award college degrees that included instruction in mathematics, chemistry, French, and English. The first college degrees were awarded in 1919. First of America's Negro land-grant colleges to earn accreditation, it has the distinction of having the longest continuous accreditation in the North Central Association of the public four-year institutions in West Virginia.

It is the history of accreditation that is pertinent here, since accreditation is undertaken through self-study that requires an assessment system. In 2005, the institution underwent re-accreditation by North Central and received a commendation for its university's assessment system. The institution first received National Council for the Accreditation of Teacher Education (NCATE) accreditation in 1964. Through the years the UAS has evolved, especially with respect to monitoring effectiveness in preparing teachers, the subject of NCATE self-study reports.

The WVSU program is fully accredited with NCATE through 2014. It is also approved by the West Virginia Department of Education.

Development of the Unit Assessment System (UAS)

Since 2000, NCATE has had an expectation that the unit have a functioning assessment system. At the time of the 2007 NCATE review, the unit's assessment system was built around multiple assessments from internal and external sources. In addition to collecting data on candidate demographics, faculty accomplishments, candidate evaluation of faculty, numbers of graduates in each program, and numbers of teaching licenses received, the unit collected program data on six key assessments: 1) data on Praxis scores and item analysis data, 2) Senior Panel Interview data, 3) Student Teaching Summary Scores, 4) Education 316 grades, 5) Pre-post test Action Research Project results from Student Teaching, and 6) Surveys of views of University Supervisors, Cooperating Teachers and Student Teachers.

The current version of the WVSU Education Department Assessment System was built around three of the key assessments from 2007: 1) a pre-student teaching portfolio presentation, called Senior Panel Interview, 2) Pre-post test Action Research Project assessment during student teaching, and 3) a multifaceted assessment of student teaching. These three assessments have been the heart of the unit's assessment system, and they have not been stagnant. They continue to be revised and refined, and other assessments have been added to the system over the years.

During the summer of 2011, the unit examined the key program assessments and came to agreement on which assessments would continue to be used for data collection. Based on internal and external feedback, key assessments were refined in the Spring of 2013, and again in the Spring 2014. The primary contacts for Assessment in the Education Department are the Chair and the Assessment Coordinator. Currently, the Department Chair is Patricia Wilson, and the Assessment Coordinator is Brenda Wilson.

Many of the improvements to the UAS have been spurred by the NCATE accreditation process. NCATE Standard 2 was judged to be an Area for Improvement (AFI) during the 2007 NCATE review. The specific criticism cited was that the unit “lacks comprehensive data to analyze candidate success and improve programs.” In the intervening years, the department has taken several concrete and substantial steps to correct this deficiency. During 2007, we hired a new faculty member with expertise in assessment, who received release time every semester to collect and analyze data and present the data to the faculty and other stakeholders. In 2008, we corrected the deficiencies cited for the Math, Special Education, Physical Education and Social Studies programs. We received “Nationally recognized” designations for these programs. For Modern Foreign Language, the program opted to seek state recognition of our program, and submitted the report in March 2010. Recognition of our Modern Foreign Language is still pending. In Fall 2011, we began to use Livetext to store all assessment scores from key program assessments. From Fall 2011 onward, we have used Livetext to generate reports every semester.

Relationship of the UAS to the Institutional and College Missions

Since the 1800’s West Virginia State has had a rich tradition of teacher preparation. This tradition is exemplified in the department’s mission, which is to *prepare teachers as human developers who love to teach*. The Department nurtures future teachers through a formative process to become exemplary teachers in the region, state, and nation.

The College of Professional Studies mission is to *prepare qualified professionals to serve and lead in a global society*. The department mission is aligned with the College mission since by preparing teachers who are human developers who love to teach, the Education Department is preparing highly qualified professional teachers who serve their communities through teaching and leadership.

The WVSU mission is to *meet the higher education and economic development needs of the state and region through innovative teaching and applied research*. By following the Education Department’s Mission of preparing teachers who are human developers who love to teach, the Education Department supplies teachers who train the workforce that meets the economic development needs of the state and region. Therefore, the Education Department mission is aligned with the University Mission.

The UAS monitors both the Program Learning Outcomes and the professional dispositions that are the hallmarks of our Conceptual Framework, the Teacher as Human Developer. Candidates who complete the program believe that all public school students can learn. Graduates demonstrate that (1) They are **focused on public school student achievement and success**. (2) They are **role models** for public school students. (3) They behave professionally as **members of the teaching profession**. Candidates demonstrate these three dispositions throughout the program that requires the completion of a rigorous academic content specialization, combined with a complementary sequence of related general education courses, and a professional sequence of education courses that contain at least 800 clock hours of field placements and student teaching.

The dispositions combined with the Program Learning Outcomes (PLOs) provide the bases for the preparation program and its assessment system. The PLOs are listed below.

The graduates of the Education program will be able to:

- 1. Know their chosen content field(s).*
- 2. Teach units and lessons aligned with national and state standards that address the learning needs of all students.*
- 3. Integrate technology and twenty-first century learning tools and skills in their own teaching as well as the learning processes of their students.*

4. *Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer conceptual framework*

5a. *Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all and*

5b. *Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Approved by the Department on April 12, 2013)*

These outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments, and program evaluation components and are articulated by the theme for the WVSU teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program, and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers are measured by multi-modal methods, including faculty panel review, grade point requirements, portfolios, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects, and state and national assessments required by the West Virginia Board of Education. Information about sequence through the program, program outcomes and assessments is contained in the Teacher Education Handbook, which each candidate receives in Education 200, and which is available on the Education Department's Website (http://www.wvstateu.edu/getattachment/1a7ded49-f1a7-43ce-bf4d-498094580214/WVSU-20Handbook-202011-20w-20Dress-20Code-20March-202012_3-pdf.aspx).

Unit Assessment System

The UAS consists of assessments beyond those key program assessments listed in the section above. The UAS incorporates results of myriad assessments including national assessments of candidates, candidates' evaluation of faculty, administrator evaluation of faculty, and surveys of candidates, graduates and employers. By evaluating information from myriad assessments, a picture of the program's effectiveness emerges. This picture is not stagnant, but it changes as data from each new assessment is added. See Table B for a list of key program assessments with their collection and analysis procedures.

Each semester the Assessment Coordinator presents key assessment data from the previous semester to the Unit faculty and content faculty. The faculty members discuss data and data trends to determine if action is needed for program improvement. Suggestions are made for program improvement, and a decision is made about next steps. These suggestions are compiled and incorporated into the Chair's Annual Report to the University, the NCATE/CAEP Annual Report, and documents needed for program review by the West Virginia Department of Education and the University.

As action steps are taken and more data are collected, actions are evaluated and revised as deemed necessary.

The Assessment Cycle

Most assessments are collected during certain courses every semester. Other assessments are collected annually. The schedule of assessments and information about data analysis and reporting are listed in the Key Assessment Implementation Guide table in Appendix B. Information from the key program assessments is stored online in a database maintained by Livetext.

Using Assessment Data for Decision Making

Data are used to make decisions about faculty, programs, and unit operations.

Program Decisions

The Unit keeps minutes of assessment meetings and records program decisions for next steps or action steps. These meetings occur at least three times per year: during the Department's Fall Assessment Meeting, during the Department's Spring Assessment Meeting, and at the Professional Development School Partnership (PDS) Assessment

Meeting, usually in the Spring. The PDS meeting includes representatives from WVSU's partner schools, content area faculty, community representatives, and candidate representatives. The PDS Assessment Meeting occurs simultaneously with an Education Personnel Preparation Advisory Committee Meeting of which the WVDE Liaison is also a member.

The process of decision making starts with *collecting data* from the Key Assessments as well as specialized assessments related to specific program. These data are typically collected in specific courses and are recorded in Livetext. Data from the Praxis I and Praxis II exams are collected by ETS, and are made available to the Unit administrators through a secure website. Data from surveys that are developed by the Unit are collected using Livetext and are available by contacting the Assessment Coordinator. Data from surveys that are collected by the university are available through the University Research Office.

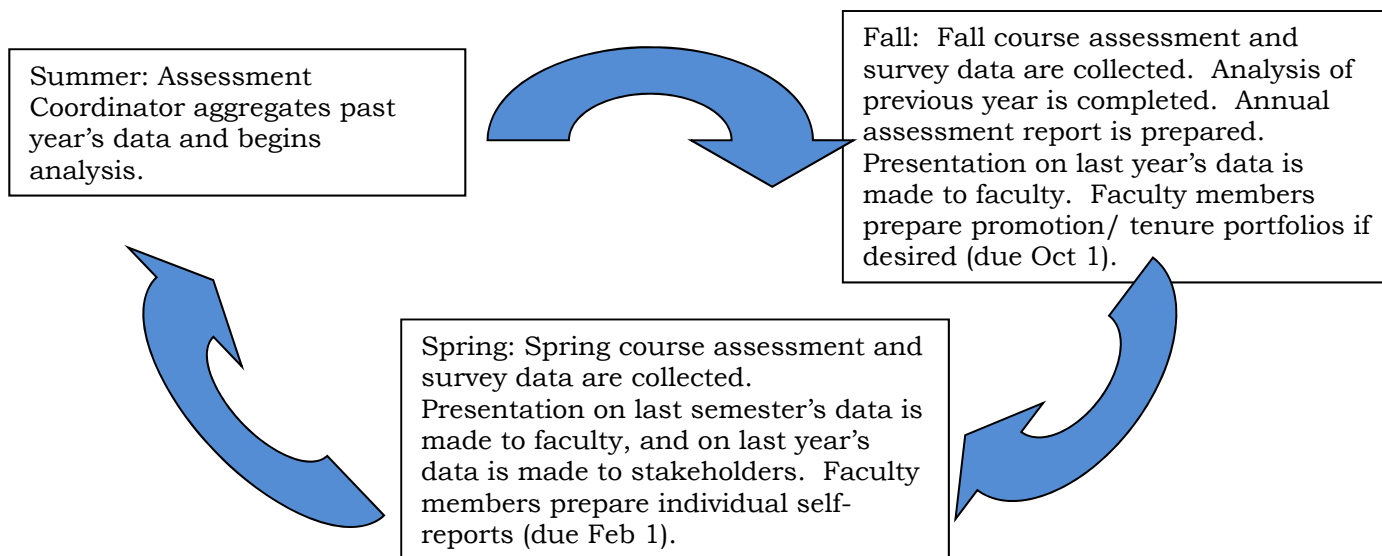
Once data have been collected, the Assessment Coordinator reviews the collected data and attempts to resolve difficulties with missing data and erroneous data before aggregating the data for the Unit and disaggregating data for individual programs.

The aggregated data are presented graphically during the Department Assessment Meetings and the PDS Assessment Meeting. At these meetings, participants review the data and make decisions on whether changes are needed for program improvement and what those changes might be.

Suggested changes are implemented by the Unit and then reviewed after suitable implementation period.

Data from other assessments are collected at the department level and used by the department chair for the Department's Annual Report to the University, the Unit's Annual Report to the WVDE, WV Higher Education Policy Commission Reports, and other reports as required.

The Data collection cycle is presented graphically below.



External sources also provide information for program improvement. During SPA review process, which take place approximately every seven years, reviewers suggest ways to improve programs, including the assessment process. During University Program Review of the Education Department Programs, the University reviews the assessment process and suggests improvements. During the West Virginia Department of Education (WVDE) Program Re-approval process, the WVDE gives suggestions for improvements and validates existing teacher preparation programs.

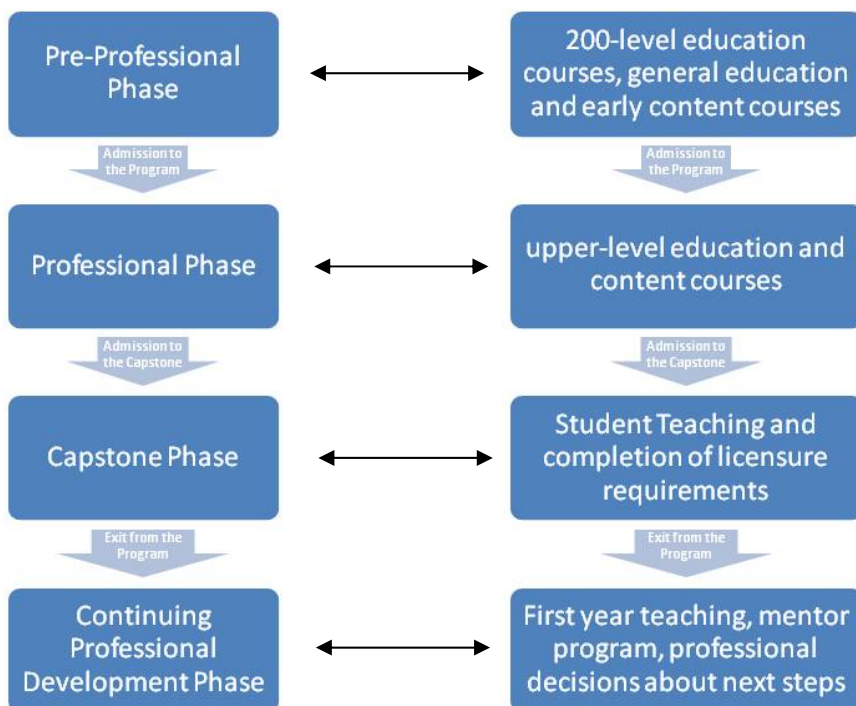
Transition Points

The program transition points represent opportunities for data collection at significant junctures. The transition points are introduced in the first Education course, either Education 200 or 290, and they are reinforced subsequent coursework and advisement. The transition points are:

1. **Admission to the Teacher Education Program.** Before making this transition, candidates are in the Pre-Professional Phase of the program. This transition occurs before entry into the Professional Phase. After being admitted into the teacher Education Program, candidates may take Education 316, Integrated Methods, and Education 300, Instructional Technology.
2. **Admission to the Capstone.** After taking Education 300, 316 and other key methods course, candidates make the transition from the Professional Phase to the Capstone Phase. Candidates are admitted to the Capstone during Education 426, which is taken the semester before student teaching. Candidates must be admitted to the Capstone before student teaching.
3. **Exit from the Program and entry into the Continuing Professional Development Phase.** After completing all program requirements, including student teaching and passing related Praxis II exams, candidates graduate, obtain teaching licenses, and continue to develop professionally.

Transition Points are presented graphically below. A more detailed review of transition is presented in Appendix C:

Phases and Transition Points



Procedures for Ensuring Fairness, Accuracy, Consistency and Avoidance of Bias

The unit uses a variety of strategies to ensure fairness, accuracy, consistency and avoidance of bias in unit assessments. To ensure fairness, care is taken to assess what is taught, and to examine the teaching process if candidates are not achieving as expected. Candidates are regularly provided copies of assessments and information on how assessments are scored and how the scores are used for candidate evaluation and program evaluation.

To ensure accuracy in assessment, Unit faculty align state and national standards to instruction and assessment. Assessments are evaluated in part through examination of alignment with standards and in part through examination of the data that the assessments generate. Assessments are redesigned if almost all candidates achieve a certain score, such as all candidates achieve “distinguished,” or all candidates achieve “accomplished” on a certain rubric element. This is taken as an opportunity to evaluate the assessment instrument to see if the element descriptors are clear enough that differences in level of competency can be distinguished. Through examination of the data generated by certain assessments, the unit becomes more sophisticated in assessment development, and gradually the assessments begin to become more accurate indicators of candidate behavior.

The unit attempts to ensure consistency of assessment. One example is that all the Action Research Projects are scored by the same faculty member to attempt to achieve fair and consistent scoring. Another example is the implementation of training sessions for Cooperating Teachers and University Supervisors who score student teachers on the STAR assessment. This training includes scoring brief video segments of teaching and then discussion of the scores in an attempt to score candidates consistently based on the descriptors in the levels of the rubric. Furthermore, the unit examines inter-rater reliability studies to see which elements of rubrics need to be clarified so that evaluators can score more objectively.

To eliminate bias in assessment, unit faculty members examine assessments for poorly worded questions and questions that might contain cultural bias or insensitivity.

Summary of the Unit Assessment System

The unit uses many sources of data in its assessment System. Key program assessments are collected during the semester of the course to which the assessments are connected. These data are compiled in an online electronic database maintained by Livetext. Other data sources include candidate evaluation of faculty, administrator evaluation of faculty, graduate exit surveys, department and college budget information, graduate follow up surveys, employer follow up surveys, and University data on candidate characteristics. All of these are available for the unit decision making process.

External sources of data provide key insight, since these sources are likely to be more objective and more focused on examining the program elements that are crucial to program quality. These include University program review, WVDE program reapproval, and feedback from SPAs and CARs during the program accreditation process.

By examining, refining and using multiple sources of data in its decision making process, the unit will produce effective teachers through a continual process of program improvement.

Appendix A – List of Programs Offered

WVSU Programs Leading to Initial Teaching License

Program	Accreditation Process	Accreditation Status as of August 2014
Art Education, pre-K through Adult	State Curriculum Analysis Report (CAR) – using NAEA standards	Not nationally recognized
Business Education, 5 through Adult	ACBSP	Accredited
Elementary Education, K-6	ACEI	Recognized w/ condition
English Education, 5 through Adult	NCTE	Recognized w/ condition
Health Education, pre-K through Adult	AAHE	Recognized w/ condition
Math Education, 5 through Adult	NCTM	Recognized w/ condition
Music Education, pre-K through Adult	State Curriculum Analysis Report (CAR) – using NAfME standards	Not nationally recognized
Physical Education, pre-K through Adult	NASPE	Recognized w/ condition
Social Studies Education, 5 through Adult	NCSS	Recognized
Spanish Education, Pre-K through Adult	ACTFL	Not nationally recognized
French Education, Pre-K through Adult	ACTFL	Not nationally recognized
Biology Education, 9 through Adult	NSTA	Further development required
Chemistry Education, 9 through Adult	NSTA	Further development required
General Science Education, 5 through Adult	NSTA	Further development required

WVSU Programs Leading to Additional Endorsement

Program	May be added to	Accreditation Process	Accreditation Status as of July 2014
PreK-K Education, pre-K through K	Elementary Education Teaching License	NAEYC	Not nationally recognized
Multicategorical Special Education, K-6	Elementary Education Teaching License	CEC	Recognized
Multicategorical Special Education, 5-Adult	English Education, Math Education, General Science Education, Biology Education, Chemistry Education or Social Studies Education	CEC	Recognized
English Education, 5 through 9	Any Initial License	NCTE	Recognized w/ condition
Math Education, 5 through 9	Any Initial License	NCTM	Recognized w/ condition
Social Studies Education, 5 through 9	Any Initial License	NCSS	Recognized w/ condition, decision on response to conditions in progress

Accreditation Standards Used:

AAHE – American Association for Health Education
 ACBSP – Accreditation Council for Business Schools & Programs
 ACEI – Association for Childhood Education International
 ACTFL – American Council on the Teaching of Foreign Languages
 CEC – Council for Exceptional Children
 NAEA – National Arts Education Association
 NAEYC – National Association on the Education of Young Children
 NAFME – National Association for Music Education
 NASPE – National Association for Sport and Physical Education
 NCSS – National Council for the Social Studies
 NCTE – National Council for Teachers of English
 NCTM – National Council for Teachers of Mathematics
 NSTA – National Science Teachers Association

Appendix B – Program Assessment Implementation Guide

WVSU Department of Education - Key Assessment Implementation Guide

Key Assessment	When	Data Collection Process	Data Analysis	Reporting Process
PAR: Rubric to assess readiness for Admission to Teacher Education Program	At the time of admission to the Teacher Education Program at the beginning of Education 316	Candidates submit documentation to the Chair	Chair & Assessment Coordinator	Reported to faculty and key stakeholders
WVSU Lesson Plan: Rubric on ability to develop a lesson plan and reflect on the plan after teaching	Educ 316 (primary data collection point)	Scored by Educ 316 Instructor	Educ 316 Instructor and Assessment Coordinator	Reported to faculty and key stakeholders
CAPT: Candidate Ability to Plan and Teach, Rubric on both planning and teaching behaviors	Educ 316 (primary data collection point)	Scored by Educ 316 Instructor	Educ 316 Instructor and Assessment Coordinator	Reported to faculty and key stakeholders
SCOPE: Senior Capstone Oral Presentation E-Portfolio, Rubric scores evaluate artifacts from multiple teaching and professional development activities.	During the semester immediately before student teaching, usually during Educ 426	Scored by Education and Content faculty	Chair & Assessment Coordinator	Reported to faculty and key stakeholders
AR: Action Research, Rubric scores evaluate assessment design, data analysis, reflection and P-12 student achievement	During student Teaching	Candidate report is scored by Assessment Coordinator	Assessment Coordinator	Reported to faculty and key stakeholders

Key Assessment	When	Data Collection Process	Data Analysis	Reporting Process
STAR: Student Teacher Assessment Record, rubric that scores planning, teaching, assessment and other professional behaviors.	During student Teaching	Scored through classroom observation by University supervisor and Cooperating Teacher	Assessment Coordinator	Reported to faculty and key stakeholders
Student Evaluation of Faculty	During each Education course each semester	Data collected from candidates using paper or electronically. Data are organized by computer services.	Analyzed by Chair	Chairs give summary to the deans (each faculty member gets his/her own report)
Professional Evaluation of Faculty	At least annually for each full time and part time faculty member	Chair or designee conducts classroom observation & syllabus review	Analyzed by Chair	Chairs give summary to the deans
Annual Faculty Report	Annually/ as needed	Faculty submit to Chairs	Analyzed by Chair	Chairs give summary to the deans
Promotion & Tenure Portfolio	Annually/ as needed	Collected from faculty	Reviewed by Promotion & Tenure Committee, Dean, Provost, President	Reported to Dean.
Student grievances	As they occur	-	-	Chairs keep record of grievances.
University data on candidate characteristic	Annually	The University Office of Institutional Research and Effectiveness (IRE) maintains the database of student data	By the IRE.	Chair reports to Dean and to outside agencies as required.

Key Assessment	When	Data Collection Process	Data Analysis	Reporting Process
Survey of graduates regarding program quality	Annually	Collected electronically from graduates at final meeting	Analyzed by Chair & Assessment Coordinator	Reported to Dean & faculty
Survey of candidates regarding program dispositions	Once per semester in Educ 200, 316 and student teaching.	Collected electronically during semester	Analyzed by Chair & Assessment Coordinator	Reported to Dean & faculty
Survey of employers (principals) regarding teacher quality	Annually	Collected electronically from principals in region	Analyzed by Chair & Assessment Coordinator	Reported to Dean & faculty
WVSU Education Department Report	Annually	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to Dean
WVDE Annual Report	Annually	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to WVDE
WVDE Program Refiling	As required	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to WVDE
NCATE/CAEP/SPA review	Every seven years	Chair and faculty aggregate program data	Analyzed by Chair, faculty & Assessment Coordinator	Reported to NCATE/CAEP/SPAs
AACTE/NCATE/CAEP Annual Reports	Annually	Chair collects program data	Analyzed by Chair & Assessment Coordinator	Reported to AACTE/NCATE/CAEP through AIMS website
Title II Higher Education Reports	Annually	Chair Collects program data	Analyzed by Chair & Assessment Coordinator	Reported to Federal Government through their website

Appendix C – Transition Points

WVSU Department of Education – Transition Points toward Initial Certification

Admission to the University – this is the start of the Pre-professional Phase

FIRST-TIME FRESHMEN <ul style="list-style-type: none">• Official high school transcript or GED (sent by high school or Department of Education) (2.0 GPA or higher)• ACT or SAT Scores (18 ACT or 870 Composite SAT [combination of critical reading and math scores])	TRANSFERS <ul style="list-style-type: none">• College Transcript (from accredited institution(s); must have a 2.0 GPA)• Official high school transcript and ACT/SAT scores if transferring less than 30 credit hours
--	--

Admission to the Teacher Education Program: PAR assessment Review – this is the start of the Professional Phase

To be admitted to the upper level education courses, starting with Education 316, candidates must have: <ul style="list-style-type: none">• GPA of 2.5• Satisfactory Evaluations from one Education Faculty Member and one Content Faculty Member (A-4 and A-5 forms)• Satisfactory Field Experience Evaluations from Education 201 and 202.• Passing scores on the Praxis I exam in all three basic skill areas.

Admission to the Student Teaching – this is the start of the Capstone Phase

To be admitted to student teaching, candidates must have: <ul style="list-style-type: none">• GPA of 2.5 in Professional Education courses, Content courses and overall.• Grades of “C” or better in all required Professional Education and Content courses.• Satisfactory Evaluations from three Education Faculty Members and three Content Faculty Members (A-4 and A-5 forms).• Satisfactory completion of all Professional Education courses, except student teaching, and at least 80% of all Content courses.• Taken the ETS: Principles of Learning and Teaching (PLT) exam.
--

Recommendation for Certification – this is the start of the Continuing Professional Development Phase

To be recommended for licensure, candidates must have <ul style="list-style-type: none">• Successfully completed all program requirements• Received confirmation of Bachelor’s degree• Passed the Praxis II Content and PLT exams.

Appendix E

Plans for Continuing Development of the UAS

Area of Focus	Planned Activities
Rubric refinement	Revise Field Experience Evaluation Rubric, at a minimum to include descriptors for all levels of all elements.
Data Collection	Devise a system by which all students in all Education Department classes use Livetext to upload course assignments and other artifacts.
Annual Assessment Report	Devise a format for the Annual Assessment Report to be given to the Dean each Fall.
Data Base Development	Develop a unified data base to unite the field experience worksheets into one database.
Data summary and analysis	Provide faculty training on summarizing, analyzing, and using data for program improvement.
Reliability of Data	Conduct inter-rater reliability studies of each key assessment on a rotating basis (one per year).
Reliability of Data	Revise the descriptions of the elements of the Action Research Rubric so that they are clearer and lead to better inter-rater reliability.
Reliability of Data	Revise the descriptions of the elements of the Student Teacher Assessment Record Rubric with poor inter-rater reliability so that they are clearer and lead to more reliable data.
Assessment System	Establish an assessment committee to work with the Assessment Coordinator to review assessment data and suggest improvements.

APPENDIX III-A: Secondary Program Enrollment Data

ACADEMIC YEAR	NUMBER OF SECONDARY MAJORS	NUMBER OF GRADUATES
2010-2011	284	20
2011-2012	264	39
2012-2013	255	31
2013-2014	228	33
2014-2015	222	45

Appendix III-B: Course Enrollment Data (Secondary Education)

Course	Academic Year	No. of Sections	Credit Hours	Enrollment	C.H.P
EDUC 110	2010-2011	2	3	24	72
EDUC 110	2011-2012	2	3	27	81
EDUC 110	2012-2013	2	3	19	57
EDUC 110	2013-2014	2	3	28	84
EDUC 110	2014-2015	2	3	23	69
EDUC 200	2010-2011	8	3	225	675
EDUC 200	2011-2012	7	3	186	558
EDUC 200	2012-2013	7	3	196	588
EDUC 200	2013-2014	7	3	192	576
EDUC 200	2014-2015	8	3	194	582
EDUC 201	2010-2011	7	3	179	537
EDUC 201	2011-2012	8	3	170	510
EDUC 201	2012-2013	7	3	154	462
EDUC 201	2013-2014	7	3	138	414
EDUC 201	2014-2015	7	3	157	471
EDUC 202	2010-2011	6	3	128	384
EDUC 202	2011-2012	6	3	136	408
EDUC 202	2012-2013	6	3	146	438
EDUC 202	2013-2014	5	3	121	363
EDUC 202	2014-2015	6	3	113	339
EDUC 227	2011-2012	4	3	97	291
EDUC 227	2012-2013	4	3	126	378
EDUC 227	2013-2014	5	3	118	354
EDUC 227	2014-2015	5	3	120	360
EDUC 290	2010-2011	2	1	27	27
EDUC 290	2011-2012	2	1	10	10
EDUC 290	2012-2013	2	1	16	16
EDUC 290	2013-2014	2	1	21	21
EDUC 290	2014-2015	2	1	12	12
EDUC 300	2010-2011	4	3	71	213
EDUC 300	2011-2012	4	3	77	231
EDUC 300	2012-2013	4	3	84	252
EDUC 300	2013-2014	4	3	71	213
EDUC 300	2014-2015	4	3	63	189
EDUC 301	2011-2012	2	3	9	27
EDUC 301	2013-2014	1	3	9	27
EDUC 316	2010-2011	4	3	77	231
EDUC 316	2011-2012	4	3	88	264
EDUC 316	2012-2013	4	3	84	252
EDUC 316	2013-2014	4	3	79	237
EDUC 316	2014-2015	4	3	69	207
EDUC 318	2010-2011	2	3	26	78
EDUC 318	2011-2012	2	3	21	63

Appendix III-B: Course Enrollment Data (Secondary Education)

EDUC 318	2012-2013	4	3	33	99
EDUC 318	2013-2014	4	3	120	360
EDUC 318	2014-2015	3	3	40	120
EDUC 319	2010-2011	2	3	30	90
EDUC 319	2011-2012	3	3	31	93
EDUC 319	2012-2013	2	3	27	81
EDUC 319	2013-2014	2	3	38	114
EDUC 319	2014-2015	2	3	24	72
EDUC 320	2010-2011	2	3	30	90
EDUC 320	2011-2012	2	3	45	135
EDUC 320	2012-2013	2	3	43	129
EDUC 320	2013-2014	2	3	50	150
EDUC 320	2014-2015	2	3	31	93
EDUC 321	2010-2011	2	3	39	117
EDUC 321	2011-2012	2	3	39	117
EDUC 321	2012-2013	2	3	28	84
EDUC 321	2013-2014	2	3	48	144
EDUC 321	2014-2015	2	3	30	90
EDUC 325	2010-2011	2	3	27	81
EDUC 325	2011-2012	2	3	31	93
EDUC 325	2012-2013	2	3	24	72
EDUC 325	2013-2014	2	3	42	126
EDUC 325	2014-2015	2	3	43	129
EDUC 327	2010-2011	5	3	120	360
EDUC 327	2011-2012	1	3	11	33
EDUC 330	2010-2011	1	3	9	27
EDUC 330	2011-2012	1	3	5	15
EDUC 330	2013-2014	1	3	17	51
EDUC 330	2014-2015	1	3	7	21
EDUC 331	2010-2011	3	3	57	171
EDUC 331	2011-2012	2	3	69	207
EDUC 331	2012-2013	4	3	67	201
EDUC 331	2013-2014	4	3	99	297
EDUC 331	2014-2015	4	3	54	162
EDUC 341	2010-2011	1	3	6	18
EDUC 341	2011-2012	2	3	6	18
EDUC 341	2013-2014	1	3	10	30
EDUC 342	2010-2011	1	3	7	21
EDUC 342	2011-2012	1	3	4	12
EDUC 342	2013-2014	1	3	6	18
EDUC 423	2010-2011	2	3	30	90
EDUC 423	2011-2012	2	3	27	81
EDUC 423	2012-2013	2	3	30	90
EDUC 423	2013-2014	2	3	45	135
EDUC 423	2014-2015	2	3	25	75
EDUC 426	2010-2011	3	3	56	168

Appendix III-B: Course Enrollment Data (Secondary Education)

EDUC 426	2011-2012	4	3	52	156
EDUC 426	2012-2013	4	3	58	174
EDUC 426	2013-2014	4	3	70	210
EDUC 426	2014-2015	4	3	73	219
EDUC 450	2011-2012	1	3	7	21
EDUC 450	2012-2013	1	3	14	42
EDUC 450	2014-2015	1	3	15	45
EDUC 460	2010-2011	1	3	14	42
EDUC 460	2012-2013	1	3	11	33
EDUC 460	2013-2014	2	3	20	60
EDUC 480	2012-2013	2	3	0	0
EDUC 480	2014-2015	1	3	1	3
EDUC 481	2010-2011	2	6	6	36
EDUC 481	2011-2012	2	6	11	66
EDUC 481	2012-2013	2	6	10	60
EDUC 481	2013-2014	3	6	13	78
EDUC 481	2014-2015	4	6	22	132
EDUC 482	2012-2013	1	6	0	0
EDUC 482	2013-2014	1	6	1	6
EDUC 483	2012-2013	1	6	1	6
EDUC 483	2013-2014	1	6	2	12
EDUC 484	2010-2011	3	9	7	63
EDUC 484	2011-2012	3	9	12	108
EDUC 484	2012-2013	3	9	11	99
EDUC 484	2013-2014	2	9	16	144
EDUC 484	2014-2015	3	9	19	171
EDUC 485	2012-2013	1	12	0	0
EDUC 486	2010-2011	2	15	34	510
EDUC 486	2011-2012	2	15	55	825
EDUC 486	2012-2013	2	15	42	630
EDUC 486	2013-2014	2	15	43	645
EDUC 486	2014-2015	2	15	65	975
EDUC 487	2012-2013	1	18	0	0

APPENDIX III-E: Service Courses

Course	Other Program
	None

APPENDIX III-F: Off-Campus Courses

<u>Course</u>	<u>Enrollment</u>	<u>Location</u>	<u>Semester</u>
Education 200	3	South Charleston High School	Fall 2014
Education 200	4	South Charleston High School	Fall 2015

EXHIBIT 1

NCATE ACCREDITATION STATUS E-MAIL

NCATE ACCREDITATION STATUS EMAIL

From: patty.garvin@caepnet.org [mailto:patty.garvin@caepnet.org]
Sent: Wednesday, October 28, 2015 1:16 PM
To: wilsonpat@wvstateu.edu
Cc: kbutler@HEPC.wvnet.edu; Linda Bragg <lnbragg@k12.wv.us>; rchildress@marshall.edu;
Robert Hagerman <rhagerma@k12.wv.us>; wilsonbr@wvstateu.edu
Subject: SI/TI Commission Decision

Dear Dr. Wilson:

CAEP's Selected Improvement Commission met earlier this week to determine the accreditation status of 61 institutions being reviewed with NCATE standards. We are pleased to inform you that accreditation has been continued for the professional education unit at West Virginia State University.

An official letter and action report, including any areas for improvement, if assigned, will be sent within two weeks, and will include contact information for questions or concerns.

Congratulations!

Sincerely yours,

Patty Garvin
Senior Director, Accreditation Operations, CAEP
202-223-0077
patty.garvin@caepnet.org
www.caepnet.org

EXHIBIT 2
POLICY 46 HEPC REPORT

**TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SERIES 46
TITLE: STANDARDS FOR SUBJECT- AREA CONTENT IN SECONDARYLEVEL
TEACHER PREPARATION PROGRAMS
SECTION 1. GENERAL**

1.1 Scope: This rule establishes minimum standards for subject-area content in secondary-level teacher preparation programs.

1.2 Authority - W. Va. Code '18B-1B-4

1.3 Filing Date - November 23, 2004

1.4 Effective Date - December 23, 2004

SECTION 2. PURPOSE

2.1 The West Virginia Higher Education Policy Commission is committed to doing its part in improving the quality of education in the schools. It shares the conclusion of the Teaching Commission report, *Teaching at Risk*, one of many recent reports on the importance of teacher quality, "All good schools have one thing in common: good teachers. Top quality teaching fosters high achievement — and high achievers can harness their talents and energies to become successful contributing citizens."

Clearly, good teachers who have a solid grasp of the subjects they teach are essential in the educational process to the attainment of a well-educated, highly skilled citizenry.

The Commission concurs with the conclusion of the National Council on Teacher Quality that an alarming number of teachers are insufficiently grounded in the subjects they teach. This rule is designed to help address the issue of adequate preparation in content fields.

2.2 The West Virginia Higher Education Policy Commission established a Task Force on Content Majors in Teacher Preparation to recommend ways to improve the quality of teacher preparation in secondary-level subject-content areas. The provisions of this rule are an outgrowth of the recommendations of the Task Force. The rationale of the Task Force in shaping its report was:

1. Teacher quality is the major single determinant in improving student learning,
2. All teacher preparation programs must be academically rigorous, and
3. Extensive content preparation for prospective teachers is a key factor in improving quality.

2.3 The standards which follow are designed to assure minimum levels of subject-area preparation in secondary-level teacher preparation programs. A higher education institution under the jurisdiction of the HEPC may implement more extensive and rigorous programs for preparation of secondary-level teachers, including requirements for a baccalaureate degree in the content field, dual baccalaureate degrees in education and in the content area, and baccalaureate degree in-field and a master's degree in education.

SECTION 3. STANDARDS FOR SUBJECT-AREA CONTENT PREPARATION

3.1 Each college or university with secondary-level teacher preparation programs shall provide that its secondary-level programs (those programs emphasizing the secondary-level grades and including licensure to teach grades 10-12) in core academic areas require at least the equivalency of corresponding content majors in terms of academic rigor and credit hours completed in content areas.

3.2 Secondary-level education certification areas for which equivalency in content majors would be required are: biology, business education, chemistry, English, general science, mathematics, modern foreign languages, physics, and social studies.

3.3 Each secondary-level certification area referenced in Section 3.2 must include an equivalent number of credit hours of subject area content coursework to the institution's baccalaureate major in the corresponding content field, with the following exceptions:

3.3.1 For a baccalaureate major in a content field in which the credit hours for content coursework exceed 48 credit hours, the number of content credit hours in the corresponding secondary-level teacher preparation program shall not be less than 48 credit hours.

3.3.2 For secondary-level teacher preparation programs in social studies and general science, areas in which there is typically no corresponding baccalaureate degree, the minimum number of required credit hours in the content area shall not be less than 48.

While the number of content hours in other secondary-level teacher preparation programs for certification areas listed in section 3.2 is to be at least the equivalent of corresponding baccalaureate degrees, in no instance shall the number of credit hours in the content area of a secondary-level teacher preparation program be less than 36.

3.4 Each secondary-level certification area referenced in Section 3.2 must meet expectations of academic rigor similar to that of the corresponding baccalaureate degree programs. While the subject-area curriculum of the teacher preparation program may vary somewhat from the subject-area curriculum of the baccalaureate degree program, it must include some form of culminating educational experience in the content area, such as a capstone course. At the discretion of the institution, the curriculum may include applied courses in the content areas as deemed appropriate.

3.5 All content coursework in a secondary-level teacher preparation program must be taught by faculty with appropriate in-field academic credentials. Typically, the faculty would serve in the academic department.

3.6 At the discretion of the institution, the secondary-level teacher preparation program could be administered in the appropriate academic department or the school/college of education.

3.7 At the discretion of the institution, the degrees awarded for successful completion of the secondary-level teacher preparation program could be in the appropriate academic field or in education.

3.8 Each institution will file a copy of revised secondary-level teacher preparation curricula with the Higher Education Policy Commission office.

**Agenda Item 7.a.iii.
March 17, 2016**

Action

Psychology, B.A. Program Review

West Virginia State University

Comprehensive Program Review

for

Bachelor of Arts
in
Psychology

Fall 2010-Spring 2015

Submitted to

The Program Review Committee

January 2016

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The Psychology Program at West Virginia State University serves multiple purposes. For those students seeking to become professional psychologists, the program is designed to provide a comprehensive curriculum and field experiences to prepare them for graduate education and careers in psychological services. For those students primarily interested in psychology as a scientific discipline, the goal of the program is to prepare them both to be proficient researchers in the field and to be adequately prepared for graduate education. For those enrolled in our service courses, the goal is to present a balanced, thorough view of psychology as a behavioral science, while also emphasizing the practical importance of the subject matter in their daily lives.

The Psychology Program is committed to supporting faculty and student research activities, advising all students interested in careers in psychology-related fields, and maintaining an active role in the community through off-campus classes and public speaking engagements.

More generally, the Psychology program attempts to prepare students not only for careers in psychology or mental health services, but also to help them enter the workforce in business and industry; as well as to prepare them for graduate or professional education in other fields, such as medicine or law.

B. Program Outcomes

The Program Learning Objectives for the Psychology Program are based in part on the American Psychological Association (APA) Learning Goals, as described in the APA publication *Guidelines for the Undergraduate Psychology Major*, as well as previously established criteria specific to the Psychology Program at West Virginia State University. They may be summarized as follows:

- A) *Knowledge Base of Psychology.* Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- B) *Research Methods in Psychology.* Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. Basic quantitative and statistical skills include the ability to use computers and other related technology.
- C) *Critical Thinking Skills in Psychology.* Students will use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
- D) *Applications of Psychology.* Students will understand and apply psychological principles to personal, social, and organizational issues, including adjustment, mental health, and interventions.

E) *Values in Psychology*. Students will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. They will recognize and respect human diversity, and understand the limitations of their psychological knowledge and skills.

F) *Communication Skills*. Students will be able to communicate effectively in a variety of formats, including, speech, writing, and other appropriate approaches such as online and electronic resources. This would include using APA Publication Manual writing guidelines effectively in empirical research reports, literature reviews, and theoretical papers.

Appendix II-E.1 provides information on the various major course contributions to the program-level outcomes.

C. Consistency with University Mission

The West Virginia State University mission statement emphasizes our role as a land-grant institution in fulfilling the educational needs and contributing to the economic development of the community. These tasks are to be accomplished in part by cultivating scholarship, excellence in teaching, research, and creativity.

The mission of the Psychology Program complements and supports that of the University. Our mission is to promote academic and scientific scholarship in the discipline, as well as providing education and training for future psychological practitioners and scientists. Students are provided with opportunities to learn about various professional specializations such as clinical psychology, counseling psychology, school psychology, health psychology, and forensic psychology; they are also prepared to pursue advance degrees in those areas. Field placements are made available to students in a variety of community settings where they might work such as hospitals, psychological practices, counseling centers, or government agencies; many of these placements result in continued employment after graduation. Students are also offered opportunities for research, including faculty-guided individual research projects suitable for publication.

Additionally, the Psychology Program supports the University by providing a General Education service course, as well as courses that are required or recommended by other programs. The program regularly offers Early Enrollment courses in collaboration with community high schools, as well as in state correctional facilities as part of rehabilitative efforts.

D. Previous Reviews and Corrective Actions

No corrective actions were required as a result of the last program review (see Exhibit I, Institutional Response Form for 2010 – 2011).

SECTION II: ADEQUACY

A. Curriculum

The curriculum of the Psychology Program is intended to provide majors with information on the important concepts, theoretical perspectives, and empirical research in the discipline, as well as develop their skills in research methodology, critical thinking, and professional communication. The courses in the curriculum are intended to give students an advantage in the post-graduation workplace, and to prepare them for the pursuit of advanced degrees and potential careers as practitioners or researchers.

Six core courses (18 credit hours) are required of all psychology majors, beginning with General Psychology (Psychology 151), a survey course that is a prerequisite for all other courses in the major. Psychology as a Profession (Psychology 175) serves as an early introduction to possible careers in the field and the occupations open to individuals at various levels of training and expertise. Statistics for the Behavioral Sciences (Psychology 200) and Research Methods for the Behavioral Sciences (Psychology 390) are designed to create students who are analytical thinkers, competent consumers of scientific research, and creative researchers in their own right. History and Systems of Psychology (Psychology 315) provides historical context for the development of the discipline and the many specializations within the field. Senior Seminar (Psychology 412) serves as the capstone course for the major; career opportunities and graduate training in psychology are reviewed in greater detail as students near completion of their studies. Additionally, Psychology 412 requires that students complete a Senior Thesis as well as a final comprehensive assessment, the nationally standardized ETS Major Field Test in Psychology.

Students are required to take an additional 21 hours of psychology courses; these seven courses are selected by students from a catalog of 24 courses, but must be distributed across three conceptually-related groups of courses. One group is comprised of foundational areas of psychology such as Physiological Psychology (Psychology 303), Learning and Memory (Psychology 310), and Sensation and Perception (Psychology 320). Another cluster of courses includes applied areas such as Forensic Psychology (Psychology 307) and Industrial/Organizational Psychology (Psychology 312). A third set of courses covers clinically-relevant areas such as Abnormal Psychology (Psychology 335), Clinical Psychology (Psychology 340), and Tests and Measurements (Psychology 301). Included in this third course cluster is Field Experience in Psychology (Psychology 398), which offers students a supervised practicum in a variety of settings, such as health care, government agencies, counseling centers, and psychological service providers. The placements are appropriate to the students' level of preparation and are supervised by a clinical psychologist on our faculty.

As a mechanism to foster flexibility, creativity, and ongoing curriculum development, faculty members may teach Special Topics Seminars (Psychology 330) on subjects of professional or scientific interest, such as aging, neuropsychology, consciousness, or childhood behavior problems. If warranted by demand and congruence with the needs of the program, these may be converted into regular courses in the curriculum.

Psychology 321 (Special Problems in Psychology) is intended to encourage individual student research activities by offering course credit for student research projects conducted under the supervision of Psychology Program faculty. This course allows for more complex research design and more extensive data collection than would be typically feasible in the other courses that involve components of student research.

According to a national survey of undergraduate psychology programs conducted by the American Psychological Association (APA), the average major requires completion of 39 hours of psychology coursework. The WVSU major requires 39 hours of psychology courses. The program offers a minor in psychology as well, requiring completion of the General Psychology course plus 12 to 13 additional credit hours in psychology.

The Psychology program is intended as a general preparation for all students who seek immediate employment and/or advanced degrees after graduation. There is no national accrediting organization for psychological education at the undergraduate level, but our curriculum is structured in a manner that is consistent with the *Guidelines for the Undergraduate Psychology Major* created by the APA in 2007. The APA is responsible for the accreditation of graduate programs in psychology.

Appendix II-A describes the degree requirements for a Bachelor of Arts in Psychology.

B. Faculty

From 2010 to 2013, the Psychology Program employed four full-time faculty members, all of them tenured and holding doctoral degrees in psychology. In the Spring of 2013 a full-time faculty member retired, leaving the position unfilled until the Spring of 2015. At that time a full-time faculty member in the Education department, holding a doctoral degree in Educational Psychology, was transferred to the Psychology Program as a tenured faculty member.

The faculty in the Psychology Program teach a wide range of courses, as reflected in the earlier description of the program curriculum. Each faculty member must be responsible for teaching a variety of subjects, in part due to the relatively small number of full time instructors.

Research interests of the Psychology faculty include the study of environmental issues, ageism, psychological factors in obesity, the impact of psychological stressors on physical health, self-directed learning, learning strategies and problem solving, and the efficacy of technology-enhanced learning and instructional approaches.

Appendix II-B contains Faculty Data Sheets for Psychology faculty members.

C. Students

1. Entrance Standards:

The psychology program is an open admission program with no formal application process other than the declaration of major. There are no additional entrance requirements other than those generally required for admission to West Virginia State University.

2. Entrance Abilities:

As an open admission program, no particular assessment of entrance abilities is made other than the information required from each student for admission and utilized in the advising process. The Student Assessment Center provided the ACT Composite Scores and High School GPAs for WVSU students admitted during the review period. The average High School GPA for entering psychology majors was 3.24, compared to 3.03 for all incoming freshmen; the average ACT Composite score for entering psychology majors was 19.52, compared to 19.80 for all incoming freshmen.

3. Exit Abilities:

The primary measure of exit abilities for senior psychology students at WVSU is now the Major Field Test (MFT) in Psychology developed by the Educational Testing Service (ETS). The ETS-MFT is designed to assess the knowledge and understanding of students, as well as their ability to analyze problems and interpret data from the field of psychology. According to a national survey by the American Psychological Association, the ETS-MFT is the most frequently used instrument among psychology programs that employ standardized measures for assessment.

The MFT for Psychology provides data on six Assessment Indicators, with each score representing proficiency in different components of the discipline: 1) Memory and Cognition; 2) Social Psychology; 3) Perception, Sensation, and Physiology; 4) Measurement and Methodology; 5) Developmental Psychology; and 6) Clinical and Abnormal Psychology.

Appendix II-C.2 presents the average Assessment Indicator scores of WVSU Psychology graduates (in the form of percentages of items answered correctly) for each academic year of the reporting period. To better interpret the relative performance of WVSU majors, the table also reports the percentile rank (PR) of these Assessment Indicator scores when compared to scores from other psychology programs in the region.

Based on these Assessment Indicators, WVSU psychology graduates appeared most proficient in the areas of Clinical and Abnormal Psychology, with an average of 64% correct responses on those items over the reporting period. Compared to other regional institutions, in this assessment area the scores of WVSU psychology seniors were in the 68th percentile (i.e., scoring higher than 68% of examinees from other regional programs). This was especially positive in

the sense that a significant number of WVSU psychology majors express an interest in pursuing careers in Clinical or Counseling Psychology.

Developmental Psychology appeared to represent a relatively weaker area of performance; WVSU psychology majors scored an average of 43% correct over the review period. Compared to other regional institutions, in this assessment area the scores of WVSU psychology seniors were in the 38th percentile compared to examinees from these programs. In part, this may reflect an over-dependence on adjunct instructors to teach the most significant course in this area, Life-Span Developmental Psychology. The newest full-time faculty member, with expertise in this area, is now assuming responsibility for teaching this course.

Across all assessment indicators, student performance appeared to improve slightly during the review period: overall, assessment indicator scores expressed as the percentage of items correctly answered increased by an average of 1.6 points per academic year. Similarly, overall assessment indicator scores expressed as percentile ranks increased by an average of 6.6 PR points per academic year.

In terms of GPA at the time of graduation, Psychology program graduates had an average GPA of 3.02.

4. Graduates:

One hundred and thirty-two students received the BA in Psychology during the period under review, an average of over 26 per academic year. There was no detectable trend in the number of graduates per academic year over the review period; changes in the number of graduates over this span did not approach statistical significance ($\chi^2 = 4.67, p = .32$). (See Exhibit III for a breakdown of graduates by academic year and semester.)

Graduates from this cohort were contacted by telephone and email to gather information about their employment, graduate school attendance, and satisfaction with the undergraduate psychology major at WVSU. A sample of twenty-eight graduates ($N = 28$) responded. This represents a response rate of approximately 21%; not ideal but acceptable given the number of graduates we discovered had changed their phone numbers and email addresses in the intervening time period.

D. Resources

1. Financial

Financial support of the Psychology Program is determined by the budget of the College of Business and Social Sciences, and the resulting allocations to the Department of Social Sciences.

2. Facilities

Until the Fall of 2013, the Psychology program was located on the 9th floor of Wallace Hall. At that location, the psychology faculty and secretary utilized five offices, plus six auxiliary research and storage rooms, a student computer lab (shared with the social work program), and a classroom on the same floor used almost exclusively for psychology courses.

In the Fall semester of 2013, the Psychology program faculty were relocated to the 1st floor of Hill Hall. Faculty members currently utilize 4 offices. The Psychology program shares a student computer lab with other programs in the Department of Social Sciences.

E. Assessment

1. Assessment Procedures

The Program Learning Outcome Curriculum Map in Appendix II-C.1 summarizes the student outcome assessment plan of the Psychology Program at the beginning of the review period. However, a revised and simplified plan, developed in collaboration with the consultants brought in to help develop program assessment procedures, is now focused on the Major Field Test in Psychology developed by the Educational Testing Service as the core assessment instrument. The MFT for Psychology provides data on six Assessment Indicators, with each score representing proficiency in different components of the discipline: 1) Memory and Cognition; 2) Social Psychology; 3) Perception, Sensation, and Physiology; 4) Measurement and Methodology; 5) Developmental Psychology; and 6) Clinical and Abnormal Psychology. Scores are reported as percentages of correct responses in each area, and may be assigned percentile ranks when compared to data from a set of comparison institutions.

The ETS MFT in Psychology is administered as part of the required capstone course, Senior Seminar (Psychology 412); it is administered during the regularly scheduled final exam period assigned for the course. Originally paper-and-pencil versions of the test were used, but currently the test is administered online via computers in a proctored environment. An ongoing concern is that the standard ETS MFT protocol allows students two hours to complete the test, but WVSU final exam schedules typically only allot an hour and 50 minutes per final examination period; it may be that some of the psychology students are ending their sessions early, and thus reducing the number of test items attempted. Whether this has a significant impact on their MFT scores is unknown.

2. Use of Assessment Data: Learning-Teaching-Curriculum

The Assessment Indicator scores from the ETS Major Field Test in Psychology indicated that WVSU psychology students are often above the median (sometimes substantially) when compared to a sample of regional colleges. WVSU psychology majors seem to be as proficient as the students coming from comparable colleges.

As noted earlier, the lowest assessment indicator scores appeared to be in the area of developmental psychology. Across the 5 academic years of the review period, program scores in this area ranged from 39% correct (a percentile rank of 20) to 50% correct (a percentile rank of 60). After four years of improvement in this area, a decline in performance was noted in the last year of the review period. One of the expectations in the recent hiring of a full-time faculty member with considerable expertise in this area is that we will be able to refine our course content and improve student performance related to this component.

A more general issue is that over the 5-year review period, there has been some variability in the various Assessment Indicator scores from semester to semester; it is unclear whether this degree of inconsistency is unusual or routine for this type of longitudinal data. The program faculty intend to monitor significant increases or decreases from semester to semester in order to understand these fluctuations.

3. Graduate and Employer Satisfaction

The sample of graduates contacted by telephone and email were asked to respond to the following question: *“Overall, how satisfied were you with the education that you received in the undergraduate Psychology program at West Virginia State University?”* Responses were obtained on a 5-point rating scale, with a 5 = *Very Satisfied*, 4 = *Mostly Satisfied*, 3 = *Neutral or Not Sure*, 2 = *Mostly Unsatisfied*, and 1 = *Very Unsatisfied*.

The resulting responses were very favorable. Fifty percent of the respondents described themselves as “Very Satisfied” with their undergraduate education as a Psychology major; the other 50% described themselves as “Mostly Satisfied” with their experience. (None of the respondents described themselves as being dissatisfied to any extent, or even “not sure.”) The average rating given by respondents was a 4.5 on the 5-point scale.

The survey also asked working graduates the following question: *“Do you feel that your undergraduate Psychology degree is helpful in your current position?”* Ninety-six percent of the working respondents answered “Yes;” one person indicated that they were “Unsure” about whether their undergraduate psychology degree was useful in their current job.

When graduates were surveyed for this review, they were asked for their impressions of the strengths of the program; the most frequently cited positive characteristic was the quality of the faculty. Repeated mention was made of the

“variety of teaching methods” employed and the manner in which instructors kept students “engaged,” “motivated,” and attentive in class.

The quality of advising was commented on as well. One graduate, currently enrolled in a Ph.D program, praised the faculty for their individualized mentoring and attention; she wrote that “students are supported and feel like they matter; they are not just a number.” Overall, she stated that she believed that “students leaving the program with a degree have received a very good education that will benefit them throughout their lives in many ways.”

Other student responses focused on the breadth of the curriculum and the selection of courses offered: one student remarked that “a good variety of content classes are offered.” Two other students currently enrolled in Master’s degree programs independently commended their courses in quantitative skills and research methods as being extremely helpful to them in graduate school.

Supervisors from three employers responded to requests for evaluations of WVSU Psychology Program graduates as employees: Pretera Center (services related to addiction treatment, intellectual disabilities, etc.), Thomas Memorial Hospital Outpatient Services, and Highland Hospital (mental health inpatient services). As part of these evaluations, the supervisors were asked to evaluate WVSU psychology graduates in the following domains: Academic Preparation, Responsibility & Dependability, Motivation, and Writing Skills. In addition, they were asked to give their impression of the overall work performance observed for WVSU Psychology Program graduates over the past 5 years. A 5-point rating scale was used for evaluation in each area: 5 = *outstanding*, 4 = *very good*, 3 = *acceptable*, 2 = *poor*, and 1 = *unacceptable*.

The average rating for WVSU psychology graduates in terms of Academic Preparation was 4.67 (between *outstanding* and *very good*); the average rating for Responsibility & Dependability was 4.33 (above *very good*), the average rating for Motivation was 4.00 (*very good*), and for Writing Skills the average supervisor rating was 3.5 (between *very good* and *acceptable*).

The average rating for WVSU psychology graduates in terms of their overall work performance was 4.33 (above *very good*). A supervisor at Highland Hospital described WVSU psychology graduates as “wonderful” to work with, “very professional” with acceptable writing skills who needed only a modest amount of instruction on advanced technical or clinical terminology.

F. Advisory Committee

In 2010 the Psychology Program created a list of individuals intended to form an advisory committee. However, after consideration by the Dean it was suggested that the make-up of the proposed committee was unsuitable, as it was comprised entirely of psychologists. A second list of potential members was proposed in 2011 (see Exhibit IV), consisting of individuals from Pretera Center, Highland Hospital, the Kanawha County Victims Service Center and a private practice, Clayman & Associates; those individuals were approached to confirm that they would be willing to participate. Since that time, however, the committee has not met in its entirety;

logistically it has been difficult to schedule meetings of all committee members and faculty members. Individual members have been consulted on an ad hoc basis but no formal meetings of the group as a whole have occurred. The Psychology program faculty members plan to rectify this in the future by attempting to establish a schedule of regular meetings with the committee.

G. Program Strengths and Weaknesses

Strengths:

One of the greatest strengths of the Psychology program continues to be its faculty members. The psychology faculty represent a broad array of teaching experiences, training, and research interests that allow them to provide a comprehensive major that prepares students for a variety of possible careers. We offer a catalog of 30 separate courses covering multiple critical content areas in the field with only four full time faculty members, which requires a great range of expertise and pedagogic flexibility. (According to American Psychological association data, our requirement of 39 credit hours of psychology courses for majors is the same as the national average for Bachelor's degree granting programs; however, the same survey indicates that the typical baccalaureate psychology program accomplishes this with an average of seven full-time faculty members.)

Our faculty members remain strongly committed to the nurturing of student research. For example, faculty members have served as mentors in the McNair Scholars Program, a U.S. Department of Education initiative to prepare undergraduate students for doctoral research. Our students recently presented their empirical research on parenting styles and personality development at the Undergraduate Research Day at the Capitol. Collaborative student research projects have been presented at the Carolinas Psychology Conference and the Annual West Virginia Academy of Science meetings.

The Psychology faculty participate in scholarly and research activities. For example, a faculty member examined community reactions to environmental pollution and contamination and reported that research in the Annual Conference on International Human Rights hosted by West Virginia State University. During this same period, another member of the program was invited to present the findings of his research on the psychological aspects of obesity and impact of bariatric surgery at the CAMC Wellness Conference on the Multi-Sector Approach to the Economics of the Obesity Epidemic; he also authored an article on Ageism in *The Encyclopedia of Adulthood and Aging*. Another faculty member authored a chapter on Behaviorism in a History of Psychology textbook, and has presented his research at both the West Virginia Academy of Science and the Kentucky Academy of Science.

The Field Experience course (Psychology 398) continues to be a remarkably successful component of the curriculum. Students are placed in a variety of settings where they work closely with people actually providing psychological services, counseling, social or rehabilitative services, government or judicial services, or in businesses that are consumers of psychological services. (For a list of these placement sites, see Exhibit V).

Weaknesses:

With a relatively small number of full-time faculty (normally four but only three for a significant period during the time frame of this review), the program is forced to put the majority of its non-core courses on a “rotation” schedule in which a particular course may be offered only every other semester, or every other year. Some students have reported that given the practical scheduling considerations necessary to graduate in a timely manner, they have been unable to enroll in a desired course. This is an issue that is difficult to address without expanding the complement of full-time faculty, or becoming more dependent on adjunct instructors.

The Psychology faculty have attempted to engage in scholarly and research activities to the extent possible given the demands of supporting the Psychology curriculum and the advising of our students. However, the Psychology Program could benefit greatly from additional support for these activities, including added library resources, computer software for data analysis, and access to research space.

While online courses are not universally popular among our students, they are often important in a diverse undergraduate population, especially for nontraditional students and those with scheduling constraints (family and work responsibilities, or student athletes). During the review period we have offered approximately 25% of our course catalog in the form of predominantly online classes (WEB 80 or 100 format). Many of our courses, however, have never been made available in online form; only three of our six core courses have been offered as online sections. Without abandoning the strengths and the quality of our traditional classroom offerings, the Psychology program is hoping to expand the availability of online courses.

SECTION III: VIABILITY

A. Program Enrollment

Tables summarizing the major headcount and number of graduates for the five years covered by this program review are presented in Appendix III-A. The Psychology program averaged almost 129 enrolled students per semester over the reporting period, with an average of over 26 graduates per academic year. Examination of the table and graph summarizing program enrollments over the five-year period suggests that it would be difficult to draw conclusions about trends in headcounts from this data. Visual inspection of the graph indicates that there is no simple linear trend; the average number of majors decreased from the AY 2011-2012 to the AY 2013-2014, but headcount increased from AY 2013-2014 to the most recent year.

B. Course Enrollment

Enrollment by semester for all Psychology classes is included in Appendix III-B. Not unexpectedly, core courses in the program (required for all majors and offered every semester) were among those with the highest enrollments: these included Statistics for the Social Sciences (Psychology 200), Psychology as a Profession (Psychology 175), History & Systems of Psychology (Psychology 315), Research Methods (Psychology 390), and Senior Seminar (Psychology 412). Enrollment for Statistics for the Social Sciences (Psychology 200) was augmented in part by the fact that it serves as a cognate in other programs such as Sociology, Social Work, Health Sciences, and Political Science. Developmental Psychology, Forensic Psychology, and Abnormal Psychology were the top three courses from the non-core curriculum in terms of overall enrollments. Special Topics Seminars were among the courses with the lowest enrollments, which was predictable given that they are not offered with the same frequency as courses in the permanent curriculum. It should be noted that Forensic Psychology, now a popular component of the curriculum, was initially introduced as a Special Topics Seminar; after being taught in that format for several semesters the faculty voted to convert it permanently to Psychology 307.

C. Enrollment Projections

Psychology enrollment appears to be roughly proportional to the enrollment of the University as a whole. In the strategic document *VISION 2020: State's Roadmap to the Future*, enrollment projections were made for WVSU for each year until 2020. Based on these analyses, total enrollments for WVSU are predicted to steadily increase over the coming five years. If a similar pattern prevails, it is not unreasonable to expect that Psychology program enrollments will demonstrate a similar trend.

One of the reasons that the Psychology program is committed to supporting the Early Enrollment psychology courses in area high schools is that they provide a mechanism for outreach to potential WVSU students and psychology majors. By engaging students this early, we can both stimulate an interest in the discipline and foster an investment in WVSU. Similarly, by participating in college-sponsored recruitment activities both on-and-off campus, we hope to provide a portrait of Psychology as a

career that will encourage more students to consider Psychology as a major, or perhaps an advantageous minor when combined with other majors.

D. Cost Analysis

The Departmental Cost of Instruction (DCI) encompasses two components: (1) departmental cost to offer the major and (2) departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations were conducted to generate the program cost per graduate and the cost per student in the major. In this cost analysis we only considered salaries, including fringe benefits.

$$\text{Cost per student in major} = \frac{\text{2014 – 2015 program faculty salary}}{\text{Average number of majors in program 2010 – 2015}}$$

$$\text{Cost per graduate} = \frac{\text{2014 – 2015 program faculty salary}}{\text{Average number of program graduates 2010 – 2015}}$$

The total salary including fringe benefits for Psychology faculty during the 2014-2015 year of the review period was \$311,783 when both part-time and full-time faculty were included. Dividing by the average number of (unduplicated) majors in the degree program annually, which is 128.8, the *cost per major* is calculated to be \$2,420.

To calculate the program *cost per graduate*, the numerator remains the same but the denominator used is the average number of annual program graduates for the 2010-2015 period, which was found to be 26.4; thus the Psychology cost per graduate was determined to be \$11,809.

$$\text{Cost of courses offered in the program} = \frac{\text{2014–2015 program faculty salary}}{\text{Average student credit hours produced by program 2010-2015}}$$

The cost of offering courses in the program for all students is calculated using the same numerator; the denominator is the average number of student credit hours produced for the academic years 2010–2015. Aggregating Spring and Fall terms there was an average of 3062.6 credit hours associated with courses taken by both majors and non-majors during this period. Based on these numbers, the *cost per credit hour* (CPCH) in the program is \$101.80. (See Exhibit VI).

The Facilities and Administrative cost (non-instructional operational cost) is also computed the using total faculty compensation for 2014–2015; in calculating this value, it is multiplied by the federal indirect rate of 56.9% or .569, which is a measure that is used to determine the cost of operation for grant administration.

The *Psychology Facilities and Administrative cost* (non-instructional cost) is therefore \$311,783 * 0.569 = \$177,404.

E. Service Courses

General Psychology (Psychology 151) is part of the General Education curriculum and as such is taken by many students outside of the Psychology major. The average enrollment for Psychology 151 is approximately 392 students per year, not counting Early Enrollment or Off-Campus sections. Appendix III-E lists the enrollment for this course, by semester, for the review period.

Numerous programs have incorporated Psychology courses as a requirement in their curriculum:

- Two Psychology courses are cognates for Social Work majors; Psychology 151 is a prerequisite for Social Work 245, and Statistics for the Social Sciences (Psychology 200) is a prerequisite for Social Work 400
- Psychology 200 is a requirement for all Political Science majors
- Health Sciences (General Education) majors are required to take Psychology 200
- Psychology 151 is a prerequisite for Business Administration students taking Organizational Behavior (BA 320)
- Psychology 151 is a prerequisite for Health and Human Performance students taking Coaching Methodology (HHP 220)
- Psychology 200 is a cognate for Sociology majors
- Until 2013, Psychology 200 was a cognate for Criminal Justice majors, at which time the CJ department developed their own statistics course
- Students completing a Minor in Women's Studies are required to take the Psychology of Sex Roles (Psychology 245)

Psychology 151 is listed in Suggested Course Sequences for majors in Sport Studies, Criminal Justice, Health Sciences, Physics – Industrial Engineering, Mechanical Engineering (Pre-Engineering) and the Civil Engineering (Pre-Engineering) program.

F. Off-Campus Courses

The primary course offered in off-campus venues is General Psychology (Psychology 151). As part of the Early Enrollment initiative by WVSU, dual-credit sections of this course were taught in area high schools such as Nitro High School, St. Albans High School, George Washington High School, and Sissonville High School. Sections were also offered for inmates at Lakin Correctional Center at West Columbus, WV and for inmates of Pruntytown Correctional Center in Grafton, WV.

Appendix III-F describes the semester enrollments for Early Enrollment sections of Psychology 151 for the last five years. These courses enrolled an average of almost 135 students per year.

G. Articulation Agreements

There are no articulation agreements.

SECTION IV: NECESSITY

A. Job Placement

As indicated earlier, 85% of the respondents in our survey of psychology graduates (N = 28) are currently employed. Thirty-nine percent of the employed graduates were in positions involving psychological services, 9% were employed in healthcare, 9% were employed in areas related to social services, and 4% in sales positions; 39% are employed in a variety of “other” types of work.

“*Psychological services*” included varied positions, such as:

- Psychological assistant administering and scoring mental tests for a private practice
- Therapeutic coordinator working with clients who are intellectually disabled
- Psychological evaluator of employees making disability claims
- Behavior Analyst modifying self-injurious behaviors in profoundly Autistic children
- Therapist working with abused children

“*Healthcare*” included positions such as:

- Conducting patient intakes at Thomas Memorial Hospital
- Physical disability evaluations conducted for the state of Minnesota

The “*Other*” category included diverse positions such as:

- Coaching at Golden West College
- Massage therapist
- Human Resources
- WV Lottery clerical position
- Teaching at an alternative school

The Clinical Field Experience course (Psychology 398) has played a useful role in helping students obtain job placements; students working in those organizations may often receive job offers as a consequence. Twenty of the 52 Clinical Field Experience students in the past five years have later received offers of employment, in the following settings:

- Veterans Affairs Department
- Pretera Center
- Clayman & Associates
- Boone County Hospice
- Dr. Christine Arco (Child Psychology Private Practice)
- Kanawha County Adult Probation Services
- Kanawha County Victims Service Unit (Prosecuting Attorney’s office)
- Lowe’s Home Improvement (Industrial/Organizational Psychology placement)
- Chandler Academy
- Donald R. Kuhn Diagnostic and Detention Center
- Highland Hospital
- Kanawha County Schools CHANCE program
- Giltinan Men’s Center

Eleven percent (N = 3) of the respondents had already earned a Master's degree; another 21% (N = 6) are currently enrolled in a Master's degree program. One of the respondents (3%) is currently enrolled in a doctoral program.

Eighty-nine percent of those respondents who are not currently enrolled in any graduate program say that they “plan” on enrolling in such a program in the future; one respondent was “unsure” of their plans, while one was not planning to enroll in a graduate program. This is consistent with national patterns, in which the majority of psychology BA recipients do not go to graduate school immediately, but eventually do so in order to increase their occupational prospects.

Eighty-six percent of the respondents were employed at the time. Thirty-eight percent of the employed graduates were in positions involving psychological services, 8% were employed in healthcare, 8% were employed in areas related to social services, and 4% in sales positions; 42% were employed in a variety of “other” types of work.

Supervisors from three employers responded to requests for evaluations of WVSU Psychology Program graduates as employees: Pretera Center (services related to addiction treatment, intellectual disabilities, etc.), Thomas Memorial Hospital Outpatient Services, and Highland Hospital (mental health inpatient services). As part of these evaluations, the supervisors were asked to evaluate WVSU psychology graduates in the following domains: Academic Preparation, Responsibility & Dependability, Motivation, and Writing Skills. In addition, they were asked to give their impression of the overall work performance observed for WVSU Psychology Program graduates over the past 5 years. A 5-point rating scale was used for evaluation in each area: 5 = *outstanding*, 4 = *very good*, 3 = *acceptable*, 2 = *poor*, and 1 = *unacceptable*.

The average rating for WVSU psychology graduates in terms of Academic Preparation was 4.67 (between *outstanding* and *very good*); the average rating for Responsibility & Dependability was 4.33 (above *very good*), the average rating for Motivation was 4.00 (*very good*), and for Writing Skills the average supervisor rating was 3.5 (between *very good* and *acceptable*).

The average rating for WVSU psychology graduates in terms of their overall work performance was 4.33 (above *very good*). A supervisor at Highland Hospital described WVSU psychology graduates as “wonderful” to work with, “very professional” with acceptable writing skills who needed only a modest amount of instruction on advanced technical or clinical terminology.

According to the *Occupational Outlook Handbook* published by the United States Department of Labor, overall employment of psychologists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Clinical, counseling, and school psychologists are predicted to experience the greatest growth over that period: a 20% increase from 2014 to 2024. This is expected to be driven by greater demand for psychological services in schools, hospitals, mental health centers, and social services agencies. Similarly, employment of industrial-organizational psychologists is estimated to grow 19% from 2014 to 2024. To the extent that undergraduate students “follow the jobs” in their selection of major fields, one might expect a continuing interest in Psychology as a major at WVSU.

B. Similar Programs

Marshall University (MU) also offers a BA degree in Psychology, requiring 33 credit hours to complete the major. The program at MU mandates three courses similar to three of the core courses in our major: *General Psychology*, *Elementary Behavioral Statistics*, and *Experimental Psychology* (equivalent to our Research Methods course). MU offers, but does not require, the courses *Careers in Psychology* and *History and Systems of Psychology* that are similar to another two of our core courses. MU does require a capstone course, but not one that resembles our Senior Seminar in the intent to prepare majors for graduate schools or the job market. MU is also barely within a 50-mile radius of students living in the Charleston area; many students in the WVSU Psychology Program have employment and family responsibilities that would make such a commute unrealistic. In the past several years we have accepted transfer students from MU to become Psychology majors at WVSU; when queried about differences between the two programs they have indicated that they prefer the smaller course sizes and greater individual attention they received from faculty in our program.

The University of Charleston (UC) offers Bachelor's degrees in Psychology, but has only two full-time faculty involved in the major. The UC program provides a much more restricted curriculum, offering fewer than half of the courses available at WVSU and giving majors almost no choices among psychology courses. The curriculum is structured in an idiosyncratic manner, mandating that students must take 12 hours of courses in research methods and statistics, but only 24 hours in substantive content areas of psychology. UC also does not offer a capstone course that resembles our Senior Seminar in the intent to prepare majors for graduate schools or the job market. Many of our students have remarked that the cost of obtaining a degree at UC is prohibitively expensive compared to the cost of completing a similar degree at WVSU.

Appendices

PSYCHOLOGY PROGRAM

APPENDIX II-A

CURRICULUM

APPENDIX II-A: Curriculum

Degree Program: Psychology (Bachelor of Arts)		Total number of credit hours required for graduation: 127					
Professional society that may have influenced the program offering and requirements: American Psychological Association (APA)							
Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
PSYC-151 General Psychology	3	Seven courses selected from following to equal 21 hours: PSYC 207. Psychological Adjustment	3	Two semesters of the same foreign language (i.e., Spanish 101 and 102; French 101 and 102; German 101 and 102; etc.)	6	Freshman Experience	1
PSYC-175 Psychology as a Profession	1	PSYC 215. Community Mental Health	3			Interdisciplinary Matrix	6
PSYC-200 Statistics	4	PSYC 245. Sex Roles	3			International Perspective	6
PSYC-315 History and Systems	3	PSYC 290. Lifespan Developmental Psychology	3			History	6
PSYC-390 Research Methods	4	PSYC 300. Social Psychology	3			English	6
PSYC-412 Senior Seminar	3	PSYC 301. Tests and Measurements	3			Mathematics	3
		PSYC 303. Physiological Psychology	3			Speech	3
		PSYC 305. Intermediate Behavioral Statistics	3			Lifetime Health and Fitness	2
		PSYC 306. Health Psychology	3			Literature	3
		PSYC 307. Forensic Psychology	3			Fine Arts	6
		PSYC 308. Psychology of Human Differences	3			Natural Science	7
		PSYC 309. Motivation and Emotions	3			Social Structure & Behavior	3
		PSYC 310. Learning and Memory	3				
		PSYC 312. Industrial and Organizational Psychology	3				
		PSYC 320. Sensation and Perception	3				
		PSYC 325. Comparative Behavior	1-3				
		PSYC 330. Special Topic Seminar	3				
		PSYC 335. Abnormal Psychology	3				
		PSYC 340. Clinical Psychology	3				
		PSYC 398. Clinical Field Experience	3				
		PSYC 400. Childhood Psychopathology	3				
		PSYC 401. Psychology of Personality	3				
Total Required Major Hours:	18	Total Additional Major Hours:	21	Total Cognate Hours:	6	Total Gen. Ed./Elective Hours:	51-53

NOTE: In addition to the above categories, completion of 35 credit hours of free electives will result in a total of 127 credit hours required for graduation.

PSYCHOLOGY PROGRAM

APPENDIX II-B

FACULTY DATA SHEETS

(B) If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teachings.

I have converted all of my classes to 100% online during this period.

(F). List professional books/papers published during the last five years.

PAPERS PRESENTED

Francis, R.S. The Intersection of teaching and human rights: gender issues , The Human Rights 21st Century Theory and Practice Conference, WVSU, Institute, WV, April, 2015.

Francis, R.S. The Environment and Pollution Prevention, The Human Rights 21st Century Theory and Practice Conference, WVSU, Institute, WV, April, 2014.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

Name: MEHDI SEYEDMONIR	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D
Degree Conferred by: West Virginia University (WVU)	Date Degree Received: December 2000
Area of Specialization: Educational Psychology, Human Growth & Development, Methodology	

Professional registration/licensure:	N/A
Years of employment at present institution:	19
Years of employment in higher education:	24
Years of related experience outside higher education:	5

Note: Joined Psychology Program Full Time in Fall 2015

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015 Spring	PSYC 310 Learning and Memory	6

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

As part of my online teaching certificate program with specialization on Design and Delivery I completed the following classes:

- The Foundation Course (9-week intensive online course, Sloan Consortium, April 2010 Cohort)
- Asynchronous Tools for the Blended Classroom. Online course, Sloan Consortium (June 6 – June 26, 2011)
- Developing Assessment Techniques for Online Education. Online course, Sloan Consortium (June 29 – July 8, 2011)
- Dynamic Collaboration, Discussion, and Facilitation Practices. Online course, Sloan Consortium (July 6 – July 15, 2011)
- Video and Audio Tools for Teaching and Learning. Online course, Sloan Consortium (July 20—July 29, 2011)

* Note: not a comprehensive list of activities due to space availability

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- Invited by the editors of the Wiley Faculty Network to deliver a synchronous presentation on the topic of “Sound and Practical Advice for Flipping Your Classroom” along with three other faculty colleagues (April 2014). The event was streamed from the WVSU EDC center.
- Served as the Reviewer/Consulting Editor for Journal of Experimental Education (2010-2014)
- Invited to speak at the Professional Development Schools (PDS) Spring Workshop on the topic of Project-Based Learning (PBL) held at Erikson Alumni Center (Spring 2010)
- Invited to present at Clay County “Teaching and Learning Math by Standards” seminars (May 2010)
- Invited to present at the Piedmont Elementary School staff development retreat at Stonewall Jackson Resort (June 9, 2010)

(E). Indicate any other activities that have contributed to effective teachings.

I have engaged in intensive, professional development activities during the past several years that have greatly contributed to continuous improvement of my teaching: (1) enrolling in a year-long Online Teaching Certificate at Sloan Consortium, (2) completing the training for Master Instructor for Intel Teach Program, (3) attending the week-long training at the Teacher Leadership Institute sponsored by the WV Department of Education, (4) participating in more than 37 webinars and online, self-paced training courses on various aspects of teaching, presentation design, multimedia development, etc., (5) conducting book studies every semester for students where we met for 8-9 weeks to read two books per semester with books provided free to students through PDS-funded site-based grants, (6) conducting multiple research projects on learning and technology and involving students in a number of projects, and (7) inviting colleagues to observe my classes and provide me with their feedback along with pedagogical discussions and debriefings.

(F). List professional books/papers published during the last five years.

- Seyedmonir, B., Barry, K., & Seyedmonir, M. (2014). Developing a community of practice through interdisciplinary research on flipped classrooms. *Internet Learning*, 3(1), 85-94.
- Seyedmonir, B., Seyedmonir, M., Waugh, E., & Barry, K. (April 2014). Sound and Practical Advice for Flipping Your Classroom. Presentation for Wiley Faculty Network: Global Online Event.
- Seyedmonir, B., Chatfield, M., Seyedmonir, M., & Barry, K. (October 2013). Developing a community of practice (CoP) through interdisciplinary research. Presented at the 5th Annual QM Conference. Nashville, TN.
- Seyedmonir, M., Seyedmonir, B., Reed, K. (February 2013). Developing cognitive processing skills in K-12 students through kamishibai storytelling. Presented at the Annual Statewide Professional Development School Conference. Flatwoods, WV.
- Seyedmonir, M., Seyedmonir, B., Carney, P. (February 2013). Getting started in flipped classrooms. Presented at the Annual Statewide Professional Development School Conference. Flatwoods, WV.
- Seyedmonir, M., Seyedmonir, B., Reed, K. (February 2012). The use of kamishibai story telling on sequencing and memory development in children of poverty. Presented at the Annual Statewide Professional Development School Conference. Flatwoods, WV.
- Seyedmonir, M., McClure, T., Seyedmonir, B., Young, C., & Jackson, J. (2010). The effects of providing online narrated feedback on student writing. Poster presentation at the Kanawha County Professional Development School Symposium, Institute, WV.

(G). List externally funded research (grants and contracts) during the last five years.

Learning and Teaching Biological & Agricultural Science Online: Increasing Success through Comprehensive Training, Development, and Research, USDA National Institute of Food and Agriculture, \$533,674.00, Award number: 2013-38821-21263. Co-Principal Investigators: Seyedmonir, M., Chatfield, M., Seyedmonir, B., & Halstead, S., 2013.

APPENDIX II-B: Faculty Data

Name: CHARLES PERDUE	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Princeton University (WVU)	Date Degree Received: 1983
Area of Specialization: Social Psychology, Industrial/Organizational Psychology, Methodology	

Professional registration/licensure:	N/A
Years of employment at present institution:	28
Years of employment in higher education:	32
Years of related experience outside higher education:	2

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013 Fall	PSYC 200 Statistics for the Social Sciences	45
	PSYC 330 Forensic Psychology	26
	PSYC 309 Motivation and Emotions	21
	PSYC 175 Psychology as a Profession	21
	PSYC 330 Adulthood & Aging	1
2014 Spring	PSYC 151 General Psychology	35
	PSYC 200 Statistics for the Social Sciences	45
	PSYC 390 Research Methods	21
	PSYC 175 Psychology as a Profession	26
2014 Fall	PSYC 200 Statistics for the Social Sciences	34
	PSYC 175 Psychology as a Profession	26
	PSYC 301 Tests and Measurements	14
	PSYC 412 Senior Seminar	19
2015 Spring	PSYC 151 General Psychology	41
	PSYC 200 Statistics for the Social Sciences	24
	PSYC 175 Psychology as a Profession	20
	PSYC 330 Forensic Psychology	35

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- Member of Sigma Xi, The Scientific Research Society
- 28th Annual Meeting of the American Society for Metabolic and Bariatric Surgery (Behavioral Health), June 12 - 17, 2011; Orlando, Florida
- Workshop: *An Introduction to the MMPI-2-RF* (training conducted by Pearson Publishing), 2011; Orlando, Florida

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Invited presentation: *Psychological aspects of obesity and bariatric surgery*. Presented at 2015 CAMC Wellness Conference: *A Multi-Sector Approach to the Economics of the Obesity Epidemic*, Roanoke, WV.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

Perdue, C. W. (in press). Ageism. *The Encyclopedia of Adulthood and Aging*, Wiley-Blackwell.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

Name: PAULA MCCOY	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph. D.
Degree Conferred by: University of North Texas	Date Degree Received: August 2001
Area of Specialization: Clinical Psychology with a subspecialty in Health Psychology	

Professional registration/licensure:	Licensed Clinical psychologist
Years of employment at present institution:	14
Years of employment in higher education:	16
Years of related experience outside higher education:	31 years as a practicing clinical psychologist

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013 Fall	PSYC 151 General Psychology	40
	PSYC 335 Abnormal Psychology	20
	PSYC 401 Psychology Of Personality	9
	PSYC 398 Clinical Field Experience	3
2014 Spring	PSYC 306 Health Psychology	25
	PSYC 340 Clinical Psychology	21
	PSYC 412 Senior Seminar	16
	PSYC 398 Field Experience	10
2014 Fall	PSYC 151 General Psychology	37
	PSYC 335 Abnormal Psychology	24
	PSYC 401 Psychology of Personality	16
	PSYC 303 Physiological Psychology	11
	PSYC 398 Teaching Field Experience	1
2015 Spring	PSYC 340 Clinical Psychology	17
	PSYC 306 Health Psychology	11
	PSYC 398 Clinical Field Experience	6

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

- Awarded status of supervising candidates for licensure by the WV Board of Examiners of Psychologists, August 2015
- 50 hours of continuing education credit as required by WV State Mental Health Law to maintain active licensure in WV
- “Clinical Supervision: Ethics and Skills for Enhanced Competence,” Workshop by Carol A. Falender, Ph. D. and Edward P. Shafranske, Ph. D., American Psychological Association, Washington, DC, August 2014
- “Addressing Microaggressions in Everyday Life: Clinical & Institutional Implications,” Workshop by David P. Rivera, Ph. D., American Psychological Association, Washington, DC, August 2014

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- Invited Address: “Chaplain screening of patients for suicide and other mental disorders”. St. Francis Hospital Pastoral Education Program, Charleston, WV., February 2010
- WVSU Faculty Merit Award—January 2014.
- Invited Address: “The Frequency of Mental Disorders in America”. Psi Chi Fall Colloquium, West Virginia State University, October 2014.

(E). Indicate any other activities that have contributed to effective teaching.

- Participation in research with the McMurren Scholar program on parenting styles and their influence on personality development beginning in June 2014 has informed by teaching, especially in the course, PSYC 401, Psychology of Personality.
- Invited, compensated book review of Clinical Psychology by Andrew Pomerantz; Sage Publishing , Fall 2014

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

Name: JAMES L. SPENCER	Rank: Professor (retired Spring 2013; now adjunct)
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Ohio State University	Date Degree Received: 1984
Area of Specialization: Comparative Psychology	

Professional registration/licensure:	N/A
Years of employment at present institution:	31
Years of employment in higher education:	31
Years of related experience outside higher education:	5

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015 Spring	PSYC 325 Comparative Behavior	27
	PSYC 330 SPT: Neuropsychology	18
2014 Fall	PSYC 320 Sensation and Perception	24
2014 Spring	PSYC 330 SPT: Consciousness	41
2013 Fall	PSYC 303 Physiological Psychology	10
	PSYC 325 Comparative Behavior	18

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- The West Virginia Lobotomy Project: 1948 – 1955. Presented at the 86th Annual West Virginia Academy of Science Meeting (Montgomery, WV), April 2, 2011.
- Edward Thorndike’s Puzzle Box Z with Cats: An Attempted Replication (4th author). Presented at the 86th Annual West Virginia Academy of Science Meeting (Montgomery, WV), April 2, 2011.
- Salient Objects Influence Elevator Conversation Latency and Content (4th author). Presented at the 87th Annual West Virginia Academy of Science Meeting (Institute, WV), April 21, 2012. Also served as Psychology Program Chair.
- “It Wasn’t as Good as the Original...” A Comparison of Film Sequels and Remakes to their Originals as a Function of Reviewer Ratings. Presented at the West Virginia State University Faculty Lecture Series February 14, 2013.
- “It Wasn’t as Good as the Original...” A Comparison of Film Sequels and Remakes to their Originals as a Function of Reviewer Ratings. Presented at the 99th Annual Kentucky Academy of Science Meeting (Morehead, KY), November 9, 2013.
- An Examination and Evaluation of Uniform Color Among North American Professional Sport Teams. Presented at the 99th Annual Kentucky Academy of Science Meeting (Morehead, KY), November 9, 2013.
- The Victory Loan Tour, 1945: A Memoir. Presented at the Archives and History Lecture Series, WV Culture Center, March 13, 2014.
- The West Virginia Lobotomy Project (1948 – 1955). Presented at the Archives and History Lecture Series, WV Culture Center, March 19, 2015.

(E). Indicate any other activities that have contributed to effective teaching.

- Spencer, J. (2011, Fall). Victory Loan Tour of 1945. *Goldenseal*, 37(3), 42 – 47.

(F). List professional books/papers published during the last five years.

- Spencer, J. (2014). Behaviorism. Chapter in *History of Psychology*. San Diego, CA: Bridgeport.
- Spencer, J. (2015). Herman G. Canady. In *West Virginia Encyclopedia*. (This is an on-line encyclopedia covering many aspects of WV culture and history. This submission was approved for publication).

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

Name: BRANDON C. DEAN	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University Graduate College	Date Degree Received: December 1998
Area of Specialization: Clinical and School Psychology	

Professional registration/licensure:	WV Licensed Psychologist # 877
Years of employment at present institution:	14
Years of employment in higher education:	14
Years of related experience outside higher education:	13

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015 Spring	PSYC 151 –General Psychology (off-campus: SHS)	11
2014 Fall	PSYC 151 –General Psychology (off-campus: GWHS)	40
	PSYC 151 –General Psychology (off-campus: GWHS)	43
	PSYC 151 –General Psychology (off-campus: SCHS)	18
2014 Spring	PSYC 151 –General Psychology (off-campus: SHS)	9
2013 Fall	PSYC 151 –General Psychology (off-campus: GWHS)	51
	PSYC 151 –General Psychology (off-campus: GWHS)	62
2013 Spring	PSYC 151 –General Psychology (off-campus: SAHS)	13
	PSYC 151 –General Psychology (off-campus: SAHS)	31
2011 Fall	PSYC 151 –General Psychology	28
2011 Spring	PSYC 151 –General Psychology (off-campus: SAHS)	28
	PSYC 151 –General Psychology (off-campus: SAHS)	28
2010 Fall	PSYC 151 –General Psychology	25

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.**
- (E). Indicate any other activities that have contributed to effective teaching.**
- (F). List professional books/papers published during the last five years.**
- (G). List externally funded research (grants and contracts) during the last five years.**

APPENDIX II-B: Faculty Data

Name: JOEL KUHN	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: May 1998
Area of Specialization: Counseling	

Professional registration/licensure:	N/A
Years of employment at present institution:	
Years of employment in higher education:	
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015 Spring	PSYC 290 Lifespan Developmental Psychology	17
2014 Fall	PSYC 290 Lifespan Developmental Psychology	13
2014 Spring	PSYC 290 Lifespan Developmental Psychology	11
2013 Fall	PSYC 290 Lifespan Developmental Psychology	17

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.**
- (E). Indicate any other activities that have contributed to effective teaching.**
- (F). List professional books/papers published during the last five years.**
- (G). List externally funded research (grants and contracts) during the last five years.**

APPENDIX II-B: Faculty Data

Name: JENNIFER WARDEN	Rank: Instructor
Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: M.A.
Degree Conferred by: Marshall University	Date Degree Received: May 2009
Area of Specialization: Psychology	

Professional registration/licensure:	N/A
Years of employment at present institution:	5
Years of employment in higher education:	5
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2015 Spring	PSYC 151 General Psychology	34
2014 Fall	PSYC 151 General Psychology	31
2014 Spring	PSYC 151 General Psychology	27
2013 Fall	PSYC 151 General Psychology	24

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E). Indicate any other activities that have contributed to effective teaching.**

- (F). List professional books/papers published during the last five years.**

- (G). List externally funded research (grants and contracts) during the last five years.**

PSYCHOLOGY PROGRAM

APPENDIX II-C

ASSESSMENT

APPENDIX II-C.1: ASSESSMENT MAP

PSYCHOLOGY PROGRAM LEVEL OUTCOMES

The Program Learning Objectives for the Psychology Program are based in part on the American Psychological Association (APA) Learning Goals, as described in the APA publication *Guidelines for the Undergraduate Psychology Major*, as well as previously established criteria specific to the Psychology Program at West Virginia State University. They may be summarized as follows:

- A) **Knowledge Base of Psychology.** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- B) **Research Methods in Psychology.** Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. Basic quantitative and statistical skills include the ability to use computers and other related technology.
- C) **Critical Thinking Skills in Psychology.** Students will use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
- D) **Applications of Psychology.** Students will understand and apply psychological principles to personal, social and organizational issues, including adjustment, mental health, and interventions.
- E) **Values in Psychology.** Students will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. They will recognize and respect human diversity, and understand the limitations of their psychological knowledge and skills.
- F) **Communication Skills.** Students will be able to communicate effectively in a variety of formats, including, speech, writing, and other appropriate approaches such as online and electronic resources. This would include using APA Publication Manual writing guidelines effectively in empirical research reports, literature reviews, and theoretical papers.

STUDENT ASSESSMENT METHODS

- a Course Testing (Subject Exams and Quizzes, either in-class or online)
- b Writing Assignments (essays, formal papers)
- c Oral Presentations
- d Empirical Research
- e Standardized/Normed Test (ETS-MFT)
- f Field/Professional Evaluation

APPENDIX II-C.1: ASSESSMENT MAP**PSYCHOLOGY PROGRAM CURRICULUM MAP (revised Sept. 2014)**

Course	Title	Program Learning Outcomes	Assessment Methods	When
PSYC 315	History & Systems of Psychology	A, C, F	a, b	Fall Spring
PSYC 390	Research Methods	B, C, E, F	a, b, c, d	Fall Spring
PSYC 398	Field Experience	D, E, F	c, f	Spring
PSYC 412	Senior Seminar	A, B, C, D, E, F	a, b, c, e	Fall Spring

APPENDIX II-C.2: MFT ASSESSMENT INDICATORS

	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
ASSESSMENT INDICATOR	Correct	PR	Correct	PR	Correct	PR	Correct	PR	Correct	PR
<i>Memory & Cognition</i>	39%	60	29%	10	37%	60	37%	60	36%	60
<i>Sensation Perception Physiology</i>	31%	10	44%	60	47%	60	47%	60	51%	70
<i>Developmental</i>	39%	20	40%	30	50%	60	46%	50	40%	30
<i>Clinical & Abnormal</i>	63%	60	64%	70	62%	60	62%	60	68%	90
<i>Social</i>	46%	30	50%	50	48%	30	52%	50	51%	50
<i>Measurement & Methodology</i>	42%	40	41%	30	43%	40	47%	70	47%	70

Note: PR = Percentile Rank in comparison to regional institutions

The current assessment protocol, developed as a result of consultation in assessment workshops conducted prior to accreditation, is now focused on the Major Field Test in Psychology developed by the Educational Testing Service as the core assessment instrument. The MFT for Psychology provides data on six Assessment Indicators, with each score reflecting competence in different components of the discipline. Items on the MFT assess: 1) familiarity with and application of the concepts, theories, and empirical findings in major areas of psychology (the *Knowledge Base and Application* PLOs); 2) research design, data analysis, and critical thinking (the *Research Methods and Critical Thinking* PLOs); 3) knowledge of ethical principles and values in psychology (relevant to the *Values* PLO); knowledge of APA Publication Manual writing guidelines (relevant to the *Communications* PLO).

PSYCHOLOGY PROGRAM

APPENDIX III-A

PROGRAM ENROLLMENT DATA

APPENDIX III-A: Program Enrollment Data

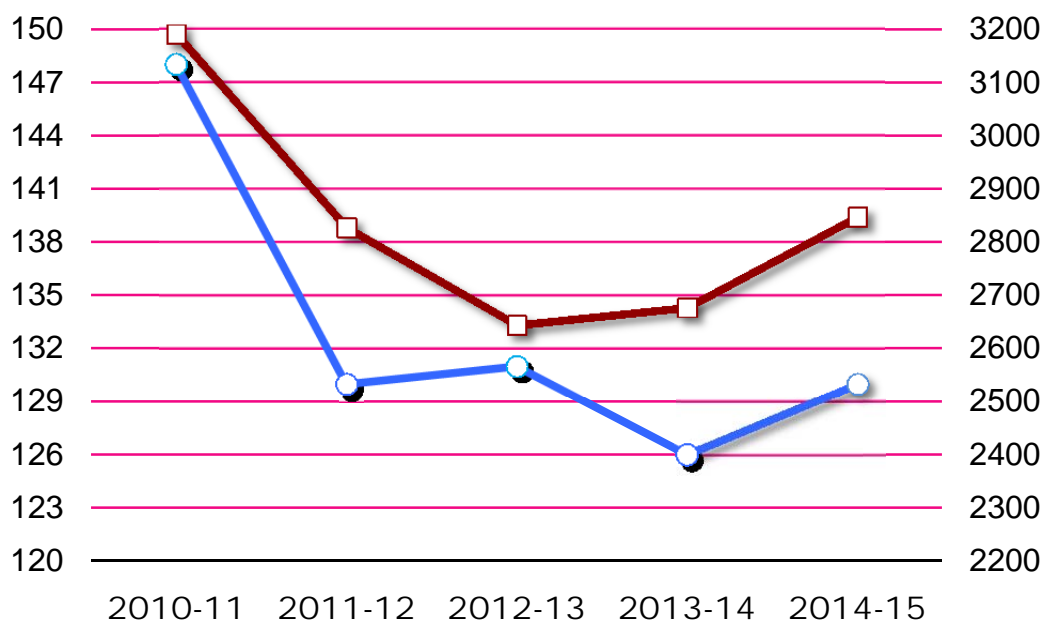
PROGRAM ENROLLMENT DATA

Psychology Headcount and FTE (2010-11 through 2014-15 Academic Years)

(FL = Fall SP = Spring SM = Summer)

	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM
	2010	2011	2011	2011	2012	2012	2012	2013	2013	2013	2014	2014	2014	2015	2015
Total Students	148	135	20	130	130	15	131	124	20	126	117	18	130	117	11
FTE (12 CR)	158.4	151.8	8.2	145.5	150.3	6.8	150.3	139.9	8.3	144.6	134.3	8.2	148.7	135.2	4.3
FTE (15 CR)	126.7	121.4	6.5	116.4	120.3	5.5	120.2	111.9	6.6	115.7	107.5	6.5	118.9	108.1	3.4
Average Yearly Headcount (based on Fall and Spring data)	142			130			128			122			124		
Average Headcount: Five-Year Trend (based on Fall and Spring data)	129														

○ Fall Psychology Enrollment □ Fall WVSU Enrollment



PSYCHOLOGY PROGRAM

APPENDIX III-B

COURSE ENROLLMENT DATA

APPENDIX III-B: Course Enrollment Data

Psychology Major Course Enrollment (Appendix III-B)

Course #	Course Title	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM
		2010	2011	2011	2011	2012	2012	2012	2013	2013	2013	2014	2014	2014	2014	2015
151	General Psychology	250	180	9	236	155	8	197	122	0	269	111	14	252	121	35
175	Psychology as a profession	31	28		17	14		19	14		21	26		26	20	
200	Statistics	69	57		65	66	8	54	40	9	45	45		34	24	
207	Psychological Adjustment	23			16			16			18			23		
215	Community mental Health	29				31			22						19	
245	Sex Roles		33			17			28			17			21	
290	Developmental Psychology	29	27		27	15	17	16	11	16	17	11	10	13	17	11
300	Social Psychology		29			22			35			10				
301	Tests and Measurements				20				17					14		
303	Physiological Psychology				28						10			11		
306	Health Psychology		9			9			10			25			11	
307	Forensic Psychology	44				35					26				35	
309	Motivations and Emotions		38								21					
310	Learning and Memory							43			7				6	
312	Industrial & Organizational								14							
315	History & Systems of Psych.	20			33	23		17	20		28	12		23	25	
320	Sensation & Perception								38					24		
325	Comparative Behavior	40				34					18				27	
335	Abnormal Psychology	27			29			28			20			24		
340	Clinical Psychology		13			5			11			21			17	
390	Research Methods	17	20		5	15		18	13		7	21		10	19	
398	Clinical Field Experience		12		4	4		4	8		3	10		1	6	
400	Childhood Psychopathology							15				21			17	

APPENDIX III-B: Course Enrollment Data

Psychology Major Course Enrollment (Appendix III-B)

Course #	Course Title	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM
		2010	2011	2011	2011	2012	2012	2012	2013	2013	2013	2014	2014	2014	2014	2015
401	Psychology of Personality	22			7						9			16		
412	Senior Seminar	12	16		11	17		12	13		12	16		19	10	
330	SPT: Adulthood & Aging							39			22			15		
330	SPT: Consciousness				30						41					
330	SPT: Neuropsychology								21						18	
330	SPT: Childhood Problems	13			17											
330	SPT: Behavioral Economics														4	

PSYCHOLOGY PROGRAM

APPENDIX III-E

SERVICE COURSES

APPENDIX III-E: Service Courses

Psychology Service Course Enrollment (Appendix III-C)

Course #	Course Title	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
		FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM
		2010	2011	2011	2011	2012	2012	2012	2013	2013	2013	2013	2014	2014	2014	2015
151	General Psychology (3Credit Hours)	250	180	9	236	155	8	197	122	0	269	111	14	252	121	35
		439			399			319			394			408		
200	Statistics (4Credit Hours)	69	57		65	66	8	54	40	9	45	45		34	24	
		126			139			103			90			58		

Notes: Psychology-151 Fulfills General Education Social Structure and Behavior Component; Psychology-200 is required by several academic programs.

PSYCHOLOGY PROGRAM

APPENDIX III-F

OFF-CAMPUS COURSES

APPENDIX III-E: Off-Campus Courses

Psychology Off-Campus Course Enrollment (Appendix III-D)

(FL = Fall SP = Spring SM = Summer)

Course #	Course Title	Location	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
			FL 2010	SP 2011	SM 2011	FL 2011	SP 2012	SM 2012	FL 2012	SP 2013	SM 2013	FL 2013	SP 2014	SM 2014	FL 2014	SP 2015	SM 2015
151	General Psychology	George Washington High School	102			96			78			113			83		
		South Charleston High School													18		
		St. Albans High School		56			31				13			13			
		Sissonville High School											9			11	
		Scott High School													8		
		Pruntytown Correctional Center													14	10	
		Lakin Correctional Center													18		
Total for Academic Year			158			127			91			135			162		

NOTE: The disaggregated enrollment counts on this table are reflected as part of the "service course enrollment" data and do not represent additional headcount.

PSYCHOLOGY PROGRAM

EXHIBIT I

Institutional Response Form for 2010 – 2011

EXHIBIT I: Institutional Response Form for 2010 – 2011



ACADEMIC PROGRAM REVIEW

2010-11

Institutional Response Form

Program: Bachelor of Arts in Psychology

Date: 4-15-11

Type of Review: Comprehensive Self-Study
 Follow-Up / Progress Report

Recommendation to the Board of Governors:

X	1. Continuation of the program at the current level of activity <u>without</u> specific action;
	2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
	3. Identification of the program for further development (e.g., providing additional institutional commitment);
	4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
	5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
	6. Other. Specify.

Rationale for Recommendation:

The Program Review Committee recommended that the Bachelor of Arts in Psychology be continued at its present level of activity without specific action. The Psychology program features committed and prepared faculty members who bring diverse academic and professional backgrounds to the teaching environment. In addition to experiencing a stable headcount of majors, the program consistently produces graduates who are well received by employers and graduate schools. The program provides four service courses to other academic programs and regularly offers Early Enrollment courses in collaboration with high schools in Kanawha County. The program is commended for its use of assessment data to continuously improve its curriculum. For example, during the review period, the program strengthened its field experience component and refined the course, *PSYC 175: Psychology as a Profession*, which affords students an opportunity to assess early on if Psychology is a good fit with their individual career goals.

No substantive program weaknesses were noted; however the Psychology faculty were encouraged to continue to explore innovative teaching methodologies going forward including the use of online courses. In addition, the program will continue to benefit from recent significant steps it has taken to further define and refine its assessment plan, collect and manage assessment data on a regularly scheduled basis, and use assessment results to continuously improve its curriculum and services to students.

This is a popular major offering a strong, viable program with a large number of majors and graduates. This Review was well presented and highlighted the assessment program developed by the Department. I concur with the Program Review Committee's recommendation for continuation at the current level of activity without specific action.

Place a checkmark if additional sheet(s) attached

R. Charles Brown
 Signature of Chief Academic Officer

April 18, 2011
 Date

Harold W. Cart, Jr.
 Signature of President

MAY 18, 2011
 Date

PSYCHOLOGY PROGRAM

EXHIBIT II

ETS MAJOR FIELD TEST COMPARISON INSTITUTIONS

EXHIBIT II: ETS Major Field Test Comparison Institutions

MFT Custom Comparative Data Report for West Virginia State University
Data Includes Seniors From Institutions - 2010 to 2015

INSTITUTION
Alderson-Broaddus College, WV
American Public University System, WV
Bethany College (WV), WV
Concord University, WV
Ohio Valley University, WV
Shepherd University, WV
University of Pikeville, KY
West Liberty University, WV
West Virginia University - Parkersburg, WV
Wheeling Jesuit University, WV

The comparison sample consisted of all nine colleges and universities in West Virginia that use the Psychology MFT for assessment, as well as scores from the University of Pikeville in Kentucky. (The Educational Testing Service requires a selection of ten other schools to generate a comparative report; the University of Pikeville was selected as an appropriate comparison institution because of its geographic proximity as well as similarities in composite ACT scores and enrollment.

PSYCHOLOGY PROGRAM

EXHIBIT III

GRADUATES LISTED BY SEMESTER

EXHIBIT III: Graduates Listed by Semester

(EXHIBIT-III)

Psychology Graduate Headcount (2010-11 through 2014-15 Academic Years)

	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM	FL	SP	SM
	2010	2011	2011	2011	2012	2012	2012	2013	2013	2013	2014	2014	2014	2015	2015
Total by Semester	9	14	2	4	14	1	14	19	1	10	15	0	14	15	0
Total by Academic Year	25			19			34			25			29		
Average Graduates per Year (5-Year Trend)	26														

PSYCHOLOGY PROGRAM

EXHIBIT IV

ADVISORY COMMITTEE

EXHIBIT IV: Advisory Committee

Paul Hill

Pretera Center
511 Morris Street Charleston, WV 25301

Lora Dunn

Highland Hospital
300 56th Street SE Charleston, WV 25304

Felicia Bush

Kanawha Victims Service Center
409 Virginia Street East Charleston, WV 25301

Steven G. Cody

Clayman & Associates
1097 Fledderjohn Road, #3 Charleston, WV 25314

PSYCHOLOGY PROGRAM

EXHIBIT V

CLINICAL FIELD EXPERIENCE PLACEMENT SITES

EXHIBIT V: Clinical Field Experience Placement Sites

1. Appalachian Family Medicine
2. Boone County Hospice
3. Chandler Academy
4. Crisis Residential Unit
5. Damous Psychological Services
6. Donald R. Kuhn Diagnostic and Detention Center
7. Dr. Christine Arco (Child Psychology Private Practice)
8. Family Services of Kanawha County
9. Giltinan Men's Center
10. Highland Hospital –Adolescent Unit
11. Highland Hospital – Children's Unit
12. Highland Hospital – Adult Unit
13. Hospice of Kanawha County
14. Interchange Program
15. Job Corps
16. Kanawha County Adult Probation Services
17. Kanawha County Schools CHANCE program
18. Kanawha Victims Service Center
19. Lowe's Home Improvement (Industrial/Organizational Placement)
20. Pretera Center – Charleston Office
21. Pretera Center Day Program
22. Process Strategies
23. RESOLVE Domestic Violence Treatment Program for Children
24. RESOLVE Domestic Violence Treatment Program for Women
25. RESOLVE Perpetrator Treatment Program
26. Roosevelt Neighborhood Center
27. Schoenbaum Center – Veterans Affairs Assistance Program
28. St. Francis Hospital
29. Thomas Memorial Hospital
30. Veterans Affairs
31. WV Rehabilitation Hospital
32. WVSU Counseling Center
33. WVSU Assessment Center
34. WVSU Collegiate Support Services

PSYCHOLOGY PROGRAM

EXHIBIT VI

COST ANALYSIS

EXHIBIT VI: Cost Analysis

Total Salary: \$ \$311,783

	Avg Majors (AY10-AY14)	Avg Graduates (AY10-AY14)	CPCH (AY 10-AY14)	Cost of Operation (AY 2014)
Average per year	128.8	26.4	3062.6	0.569
Cost Ratios	\$2,420	\$11,809.96	\$101.80	\$177,404

Psychology program **cost per graduate** = $\$311,783/26.4 = \mathbf{\$11,809.96}$

Psychology program **cost per student in the major** = $\$311,783/128.8 = \mathbf{\$2,420.67}$

Psychology Program **cost per credit hour (CPCH)** = $\$311,783/3062.6 = \mathbf{\$101.80}$

Psychology **Facilities and Administrative cost** = $\$311,783 * 0.569 = \mathbf{\$177,404}$

Agenda Item 7.a.iv.
March 17, 2016

Information

BOG Budget Report – January and February

Materials are still being developed and will be provided at the meeting.