

**College of Education**  
**Department/Center Effectiveness Toward Meeting**  
**COE 2005 Objectives (Jan. 1-Dec. 31, 2005)**  
**(Objectives keyed to COE Conceptual Framework Goals and Commitments**  
**and University Strategic Themes)**

***Commitment 1: Knowledge, Skills, and Dispositions of the Profession***

In preparation for NCATE, each initial and advanced educator preparation program was revised to align program and learner outcomes with the new NCATE performance standards, including key performance assessments for each program. (*Academic Distinction*)

Programs were revised to include a stronger emphasis on assessing student learning, as well as strategies for collecting, analyzing, interpreting, and using performance data in P-12 schools to modify one's teaching practices. Advanced programs will need further revision to include a stronger emphasis on assessing student learning, as well as using performance data to make informed decisions about instructional improvements. (*Academic Distinction*)

An emphasis was placed on increasing recognition of and communication programs. Websites were updated to provide information for students. Additional information was provided to students via a fall orientation sessions, large group information sessions, and increased student services programs. (*Student Centered*)

Faculty received grants to develop and implement school-based projects in area partner schools, to establish and implement learning communities and, to design and offer summer courses to assist teachers in improving instruction in mathematics, science, and literacy. Additional plans are needed to increase the number of faculty members involved in learning communities in the partner schools. (*Academic Distinction, Public and Private Partnerships*)

Programs were revised to include a greater emphasis on teaching diverse student populations, including children with special needs. Initial and advanced programs need further revision to include a greater emphasis on planning instruction for diverse learners. (*Academic Distinction, Student Centered*)

The new MAT was developed and will be implemented in Summer 2006 in order to meet the Board of Regents requirement that all candidates seeking initial certification in one of the secondary education teaching field have a degree in the discipline prior to enrolling in a teacher preparation program. (*Academic Distinction*)

Self-study and readiness for CACREP accreditation is complete. The on-site visit will be fall 2006. (*Academic Distinction*)

***Commitment 2: Diversity***

Programs were revised to include a greater emphasis on planning, teaching, and assessing diverse learners in P-12 schools. This initiative will continue to be strengthened in 2006. (*Academic Distinction, Student Centered*)

School-based projects were planned and implemented in partner schools emphasizing effective strategies for teaching diverse populations of students in P-12 schools. Additional projects are currently being planned for 2006. (*Academic Distinction, Student Centered*)

Programs were revised to include increased use of Technological Advancement to enhance learning among teacher candidates. Plans are in progress to broaden the types of Technological Advancement in each of the initial and advanced programs. (*Student Centered, Technological Advancement*)

Plans were made and implemented to offer the ESOL Endorsement to a larger number of teacher candidates. Advanced programs were revised to provide an opportunity for candidates to complete the endorsement as part of the M.Ed. or Ed.S. program. (*Academic Distinction, Student Centered*)

Opportunities are available for candidates to participate in the student teaching program in the UK. Additional recruitment efforts are in place to encourage more candidates to participate in the program. (*Academic Distinction, Student Centered, Transcultural Opportunities*)

More emphasis was devoted to graduate multicultural issues. One department adapted the Diversity and Ethics for Educational Leaders course for use in the leadership certification (L5) program. Another department held meetings to discuss the importance of Culturally Responsive Pedagogy and how it should inform the work. Evidence that supports the departmental emphasis on Culturally Responsive Pedagogy includes several completed dissertations focused on multicultural and cross-cultural research, faculty participation in a workshop on culturally responsive teaching, and the creation and maintenance of a "Closing the Achievement Gap" website that contains resources for educators. (*Academic Distinction, Student Centered*)

Faculty representing the College and the Dean were active committee members in the USG Board of Regents Area F initiative. The focus of the new courses will be on more culturally responsive teaching and modeling these strategies for our candidates. (*Academic Distinction, Student Centered, Transcultural Opportunities*)

The college faculty/departments created and produced three major conferences: Youth At Risk, Cross Cultural Conference, and Leadership Conference. All the conferences, though taking different approaches, focused on closing the academic achievement gap for children and youth. The conferences included international speakers, presenters, and participants from our partner schools in Georgia and the UK. (*Academic Distinction, Student Centered, Transcultural Opportunities*)

### ***Commitment 3: Technological Advancement***

Initial and advanced programs were revised to align program and learner outcomes with the national Technological Advancement standards. Programs will continue to be revised to include a broader emphasis on multiple technologies. (*Technological Advancement*)

Additional undergraduate and graduate courses were converted to online courses. Selected courses were revised to include a web-based component. Additional faculty will need to become

more involved in developing and implementing Technological Advancement-based courses over the next years. One department remains in the forefront of using the Internet for instructional purposes. Almost all full-time faculty members in that unit offered a fully or partially online course during the past year, and many of the face-to-face courses taught by department faculty were web-enhanced. A significant number of faculty and the Dean participated in WebCT Vista training in order to convert their Campus Edition courses to Vista. Faculty members also incorporated the use of TK20 into their undergraduate courses as a tool for data collection and assessment. (*Technological Advancement*)

Initial and advanced programs implemented the use of TK20 as a vehicle for collecting, analyzing, interpreting, and using candidate performance data to make informed decisions about program change. Efforts to refine the use of TK20 will continue in 2006, especially in the advanced programs. (*Academic Distinction, Technological Advancement*)

The College is creating an on-line mentoring/induction support program for beginning educators. (*Academic Distinction, Public and Private Partnerships*)

#### ***Commitment 4: Continuous Reflection and Assessment***

Programs were revised to include a greater emphasis on teaching dispositions, both the integration of dispositions across courses and programs and the development of strategies for assessing the dispositions of teacher candidates. One departmental committee is being formed to develop and implement a dispositions evaluation rubric that will be used at each transition point in each of the initial and graduate programs. (*Academic Distinction, Student Centered*)

Programs were revised to develop and implement a comprehensive performance assessment system for teacher candidates, including a process for collecting, analyzing, interpreting, and using performance data to make informed decisions about program improvements. Central to this process is the use of performance data to assess and reflect on program quality. (*Academic Distinction*)

New goal-setting procedures were developed and implemented for faculty in order to align faculty teaching, scholarship, and service with the four COE Conceptual Framework commitments and the goals of each department. (*Academic Distinction*)

A departmental mentoring plan for new and part-time faculty was developed and implemented in order to ensure that new faculty and part-time faculty had the support to ensure that they had a clear understanding of program objectives, the assessment system, the four COE Conceptual Framework Commitments, national standards, and the mission of the university. (*Academic Distinction*)

One department worked with public schools/agencies to improve mentoring/induction of first-year educators. The Department also hosted an induction workshop. (*Academic Distinction, Public and Private Partnerships*)

All department Chairs, Associate Deans, Directors and the Dean have been active participants in the EBDM (Evidence Based Decision Making) University initiative. We have completed learner outcomes, key assessments, and a Unit Assessment Model for the College. (*Academic Distinction, Student Centered*)

**Department/Center Summary of Strengths, Weaknesses and Needs  
(Keyed to COE Conceptual Framework Goals and Commitments  
and University Strategic Themes)**

**STRENGTHS**

**Faculty/Staff:**

1. Reflect diversity in theoretical orientations, preferred research methodologies, and pedagogical techniques. *(C.1, C.2, C.3, C.4; Transcultural Opportunities, Academic Distinction)*
2. Mentor student researchers at all levels (undergraduate, master's, specialist, and doctoral) *(C.1, C.4; Student Centered)*
3. Increased faculty and student participation in international initiatives. *(C.2, Transcultural Opportunities)*
4. Faculty regularly present at state, national and international conferences. *(C.1, C.4; Academic Distinction)*
5. Increasing staff skills to support faculty/staff. *(C.1, Academic Distinction)*
6. Successful recruitment for highly qualified faculty/staff. *(C.1, C.4; Academic Distinction, Student Centered)*
7. Re-assessed how student learning outcomes are assessed *(C.1, C.4; Academic Distinction, Student Centered)*
8. Staff have begun to assess their support and service to faculty and students. *(C.4, Student Centered, Academic Distinction)*
9. Increased grant activity by faculty and staff. *(C.1, Academic Distinction)*
10. Staff supports workshops and conferences presented by faculty *(C.1, Student Centered, Academic Distinction, Partnerships)*.
11. Staff and faculty increased Technological Advancement-based support of candidates and faculty. (TK20) *(C.3, C.4, C.1; Technological Advancement, Student Centered, Academic Distinction)*
12. Systematic assessment of staff is aligned with COE Conceptual Framework commitments. *(C.4, Student Centered)*
13. Committed to quality professional advisement for every undergraduate and alternative program student in the COE. *(C.1, Student Centered, Academic Distinction)*
14. Mentorship student research at all levels. (Undergraduate, master's, specialist, and doctoral) *(C.1, Academic Distinction, Student Centered)*
15. Possess Technological Advancement skills needed to incorporate Technological Advancement into instruction, facilitate assessment data collection, and meet the demand for online instruction. *(C.3, Technological Advancement)*
16. Provide high level of service to the academic community beyond the university. *(C.1, C.2, C.4; Public and Private Partnerships)*

**Programs:**

1. All programs focus on integration of community and school needs. *(C.1, C.2, C.4; Public and Private Partnerships)*
2. Strong field components in the certification and degrees with certification programs. These components comply with stated Board of Regents Principles. *(C.1, Academic Distinction, Student Centered)*
3. High level of student retention and program completion. *(C.1, Academic Distinction, Student Centered)*

4. Program curricula adhere to national standards. *(C.1, Academic Distinction, Student Centered)*
5. Meet coursework needs of students at a distance via online courses or modified residency programs. *(C.1, C.3; Academic Distinction, Student Centered, Technological Advancement)*
6. Programs have been revised to reflect a comprehensive alignment with national standards, including an alignment of key performance assessments with the new NCATE standards. *(C.1, Academic Distinction, Student Centered)*
7. Programs have increased the number of technology-based courses, including both online courses as well as an increase in technology components within the courses. *(C.1, C.3; Academic Distinction, Student Centered, Technological Advancement)*
8. Programs include a systematic process for collecting, analyzing, interpreting performance data. This system will serve as the basis for program improvement. *(C.4, Academic Distinction)*
9. Increased enrollments. *(C.1, C.3; Academic Distinction, Student Centered, Technological Advancement)*
10. Research is aligned with national needs and issues. *(C.1, C.2, C.4; Public and Private Partnerships, Academic Distinction)*

**Centers:**

1. Centers are involved in strategic planning based on Conceptual Framework. *(C.4, C.1; Academic Distinction, Public and Private Partnerships)*
2. Research is aligned with national needs and issues. *(C.4, C.1; Academic Distinction, Public and Private Partnerships)*

**WEAKNESSES**

**Faculty/Staff:**

1. Faculty roles and rewards process needs to better provide appropriate rewards to faculty involved in P-12 initiatives. A college level document created by a faculty committee is in process. *(C.4, Academic Distinction)*
2. Need to fill faculty lines that are currently unfilled or filled by temporary faculty. *(C.4; Academic Distinction)*
3. Mentorship/induction program for new faculty need to be fully implemented and funded. *(C.4; Academic Distinction, Public and Private Partnerships)*
4. Need to increase departmental access to external funding through greater faculty participation in securing grants. *(C.4, C.1; Academic Distinction)*
5. Need to strengthen communication and collaboration to promote consistency of learner outcomes, pedagogies, and assessment in courses. *(C.4; Academic Distinction)*

**Programs:**

1. Need to implement strategies that will help maintain quality of instruction with increased class sizes (undergraduate/graduate/online) *(C.4; Academic Distinction)*
2. Need to implement strategies that will increase student engagement in large enrollment courses. *(C.1, C.4; Student Centered, Academic Distinction)*
3. Need to clearly define and increase consistency in the roles and expectations of undergraduate and graduate program coordinators. *(C.4, C.1; Academic Distinction)*
4. Need to analyze online course delivery to ensure quality. *(C.1, C.3, Academic Distinction, Technological Advancement)*

5. Need to enhance college-wide dialogue concerning assessment and instructional issues. (*C.4, C.1; Academic Distinction*)
6. Need to develop a more comprehensive long-range technological advancement plan. (*C.3, C.1; Academic Distinction, Technological Advancement*)

**Centers:**

1. Improve fiscal self-sufficiency of COE centers through increased external funding. (*C.4, C.1; Academic Distinction, Public and Private Partnerships*)
2. Provide consistent and comprehensive evaluation of academic centers. (*C.4, C.1; Academic Distinction*)

**ENVIRONMENTAL/EXTERNAL FACTORS**

**Faculty/Staff:**

1. Impact of teaching loads on recruitment and retention of highly qualified faculty. (*C.4, C.1; Academic Distinction*)

**Programs:**

2. Emphasis on undergraduate experience at the University level restricts graduate program options and opportunities. (*C.4, C.1; Academic Distinction*)
3. Multiple agencies give conflicting guidance and mandates. (*C.4, C.1; Academic Distinction*)
4. Some mandates must be addressed without financial supports (Area F, BOR, PSC and accrediting agencies). (*C.4, C.1; Academic Distinction*)
5. P-16 demands and expectations are increasing. (*C.4, C.1; Public and Private Partnerships, Academic Distinction*)

**Centers:**

6. COE centers need to establish reputation and 'brand' outside of the University. (*C.4, C.1; Public and Private Partnerships, Academic Distinction*)
7. Centers need long- and short-range plans that involve faculty as well as external members. (*C.4, C.1; Public and Private Partnerships, Academic Distinction*)

**OBJECTIVES FOR 2006-2007**  
**Using Georgia Southern University's EBDM Model**  
**(Keyed to COE Conceptual Framework Goals and Commitments**  
**and University Strategic Themes)**

**Faculty/Staff:**

1. Increase number of faculty in growing programs. *(C.1, C.2; Academic Distinction, Student Centered)*
2. Further increase faculty/student involvement in international initiatives. *(C.2, C.1, Public and Private Partnerships, Transcultural Opportunities)*
3. Complete the roles and rewards documents—getting college-wide approval and defining actions at the department level. *(C.1, C.4.; Academic Distinction)*
4. Further increase the number of externally funded grants. *(C.1, C.3; Public and Private Partnerships, Academic Distinction)*
5. Create a Technological Advancement plan that focuses on the cutting edge instructional use of technology for the delivery of coursework—including in-school experiences, recruitment, student support, distance courses, etc. *(C.3, C.1, C.2, Transcultural Opportunities, Public and Private Partnerships, Technological Advancement, Student Centered)*

**Programs:**

6. Continue to refine programs in order to place greater emphasis on assessing candidate outcomes (national/state standards). *(C.4, C.1; Academic Distinction)*
7. Fully implement the data assessment system for candidate outcomes--EBDM. *(C.4, C.1; Academic Distinction, Student Centered)*
8. Examine and respond to certification/programmatic needs identified by the schools—ESOL, dual certification, increased numbers, etc. *(C.2, C.1; Public and Private Partnerships, Academic Distinction)*

**Centers:**

9. Create a systematic way to recruit, retain and support candidates through graduation and into professional induction. *(C.1, C.4; Student Centered, RPG, Academic Distinction)*
10. Develop a systematic process for collecting, analyzing, interpreting center performance—EBDM. *(C.1, C.4; Academic Distinction, Public and Private Partnerships, Student Centered)*
11. Increase internal grant support to help identify and support area school/system needs in response to NCLB and other state/national mandates. *(C.2, C.4; Public and Private Partnerships)*
12. Involve and support more faculty in Center initiatives.

**RESOURCE NEEDS**  
**(Keyed to COE Conceptual Framework Goals and Commitments  
and University Strategic Themes)**

**Materials/Funds:**

1. Additional technological advancement is needed to increase the level of technology use across programs on the campus as well as off-campus sites, including observations at distance sites such as Dublin, partner school in the UK, delivery of advising, better recruitment equipment/models, etc. (*C.3, C.3, C.2; Technological Advancement, Transcultural Opportunities, Academic Distinction, Public and Private Partnerships*)
2. Increased travel funds are needed to support off-campus delivery of courses. Graduate support is under-budgeted annually by at least \$15,000. There is no University budget for undergraduate faculty who teach off campus, therefore those programs delivering to off-campus sites are penalized for their efforts. Request additional \$49,500 to support RPG for off-campus graduate/undergraduate programs (\$37,000); supervision of student teachers and interns (\$10,500) and \$2,000 for required recruitment travel. (*C.1, C.2; Student Centered, Academic Distinction*)

**Facilities:**

Facilities are adequate to deliver programs.

**Personnel:**

Personnel are needed in the following areas. These have been submitted in the request for FY 07 and/or FY 08. (*C.1, C.2; Student Centered, Academic Distinction*)

1. All vacant lines (including unsuccessful 2007 searches) should be approved for a search for full-time faculty.
2. The following *new* lines are urgently needed in order to maintain quality programs and/or grow enrollments:

Assistant Professor	Educational Research to support graduate programs.
Assistant Professor	Elementary/Early Childhood Education to support increased enrollments
Assistant Professor	Educational Leadership, teach/supervise doctoral students
Assistant Professor	School Psychology (required to move program to accreditation—not presently accredited)
Assistant Professor	Curriculum Studies, teach/supervise doctoral students
Clinical Professor	Supervise MEd/Certification Educational Leadership candidates to adhere to BOR field requirements
1/2 Assistant Prof	English Education (1/2 English Dept) for MAT
1/2 Assistant Prof	Math Education (1/2 Math Dept) for MAT
1/2 Assistant Prof	Science Education (1/2 Geology) for MAT
Assistant Professor	ESOL/Elementary to develop and deliver an endorsement program.. (There are only two in Georgia but an increasing need and program demand.)

**Faculty/Staff Accomplishments**  
**(Keyed to COE Conceptual Framework Goals and Commitments**  
**and University Strategic Themes)**

**Teaching Effectiveness**

**Commitment 1: Knowledge, Skills, and Dispositions of the Profession:**

1. Student evaluations of teaching reflect an average score of 4.3 or higher for the college across all indicators. (*Student Centered, Academic Distinction*)
2. Faculty members have increased the number of school-based projects in area partner schools as part of the PRISM grants and other involvement. (*Student Centered, Public and Private Partnerships, Academic Distinction*)
3. Faculty continue to refine courses and programs in order to place a greater emphasis on preparing educators to assess student learning. (*Student Centered, Academic Distinction*)
4. Faculty have continued to develop and implement special summer graduate courses/workshops in response to school/area needs. (*Student Centered, Public and Private Partnerships, Academic Distinction*)
5. Faculty members have been involved in developing and implementing performance assessments that are aligned with the new NCATE standards. (*Student Centered, Academic Distinction*)

**Commitment 2: Diversity:**

1. Faculty members have encouraged students to pursue dissertation topics related to multicultural and cross-cultural issues. (*Transcultural Opportunities, Student Centered, Academic Distinction*)
2. Faculty have continued to refine course syllabi and programs to place a greater emphasis on preparing teachers to use instructional strategies and assessments to accommodate diverse learners. (*Transcultural Opportunities, Student Centered, Academic Distinction*)
3. Increased numbers of faculty and students have become more involved international initiatives. (*Transcultural Opportunities, Student Centered, Academic Distinction*)
4. School-based projects were planned and implemented in partner schools (in Georgia and the UK) emphasizing effective strategies for teaching diverse populations of students in P-12 schools. (*Transcultural Opportunities, Student Centered, Academic Distinction*)
5. Recruitment efforts were implemented in order to increase summer enrollments in the ESOL Endorsement courses. (*Transcultural Opportunities, Student Centered, Academic Distinction*)

**Commitment 3: Technological Advancement:**

1. Initial and advanced programs were revised to align program and learner outcomes with the national technology standards for educators. (*Technological Advancement, Academic Distinction*)
2. Additional undergraduate and graduate courses were converted to online or web-enhanced courses. Faculty revised existing courses to include web-based components. (*Technological Advancement, Academic Distinction*)
3. Faculty participated in training sessions to use TK20 as a vehicle for collecting, analyzing, interpreting, and using candidate performance data to make informed decisions about program change. (*Technological Advancement, Academic Distinction*)

4. Faculty continue to revise course syllabi to integrate a broader use of technologies as part of their instruction. (*Technological Advancement, Academic Distinction*)
5. Faculty continue to participate in technology-related workshops in order to increase effective technology use for their own professional growth. (*Technological Advancement, Academic Distinction*)

**Commitment 4: Continuous Reflection and Assessment:**

1. Program faculty are involved in refining course syllabi to integrate reflective practices directed toward teaching dispositions. (*RPG, Academic Distinction, Student Centered*)
2. Faculty committees were formed to develop and implement a rubric used to assess candidate reflections and dispositions. (*RPG, Academic Distinction, Student Centered*)
3. Program faculty met to analyze and interpret performance data in each of the programs in order to make informed decisions about program improvement. (*RPG, Academic Distinction, Student Centered*)
4. Faculty completed goal-setting conferences in order to reflect on their own professional accomplishments and plan goals for 2006. (*Academic Distinction, Student Centered*)
6. Faculty discussion were held to reflect on how programs, the candidate performance assessment system, and faculty goals and accomplishments are aligned with the mission of the department, college, and university. (*Reflection, Academic Distinction*)
7. Faculty discussions were held to identify the characteristics expected of graduates in each of the programs in the department. (*Reflection, Academic Distinction*)

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**APPENDIX IV**

**A. Scholarly Books, Textbooks, and Monographs**

**Provost and Vice President for Academic Affairs**

**College of Education**

**Curriculum Foundations & Reading, Dept of**

Adams, N.G., Shea, C.M., Liston, D. and Deever, B. Learning to Teach: Critical Approaches to the Field Experience, 2nd ed., Mahwah, NJ: Lawrence Erlbaum Associates, 2005.

Griffin, M.M. Classroom Management, 2005.

Grigory Dmitriyev. Anatomy of American Universities, 1st ed., Moscow, Russia: Narodnoe obrazovanie, 2005.

John A. Weaver. Popular CUlture: A Primer, 1st ed., New York: Peter Lang, 2005.

Marla Morris. Jewish Intellectuals and the University, In Press ed., NY: Palgrave McMillan, 2005.

Marla Morris. Teaching Through the Ill Body, under review ed., SUNY Press: 2005.

Phillion, J., He, M. F., & Connelly, F. M. (Eds.). (2005). Book, Handbook in Press, Books in Progress, 2005.

**Teaching & Learning, Dept of**

Diane Zigo, Beverly Stratton, Katie Sheppard, Kim Ruebel, Sheppard, Ronnie L. Using literature to connect young adolescent concerns throughout the curriculum, 1st ed., Westerville, OH: National Middle School Association, 2004.

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## Appendix IV

### B. Book Chapters

#### Provost and Vice President for Academic Affairs

#### College of Education

##### Curriculum Foundations & Reading, Dept of

Liston, D. and Moore-Rahimi, R. "A Disputation of a Bad Reputation: The Impact of Adverse Sexual Labels on the Lives of Twelve Southern Women,"

Geographies of Girlhood: Identities in-between, Bettis, P. and Adams, N.G., eds, ed., Mahwah, NJ: Lawrence Earlbaum Associates, 211-229, 2005.

Ming Fang He & Ming Fang He et al. "Handbook Chapters & Chapters in Books,"

Handbook Chapters & Chapters in Books, Chapters in Books, 2005.

##### Leadership, Technology, Human Development, Dept of

American School Counselor Association. "What can I do to best prepare for an interview as a school counselor,"

School counseling principles: Foundations and basics, Alexandria, VA: American School counselor Association, 2005.

Elizabeth Downs, Randal Carlson. "Digital resources and librarians: Case studies in innovation, invention, and implementation,"

Web-based tools for teachers, P. O. Libutti, ed., Chicago: American Library Association, 2005.

Harris, Meta. "Chapter 3: Black Women Writing Autobiography,"

Narrative and experience in multicultural education, Ming Fang He, Michael Connelly, ed., Thousand Oaks, CA: Sage, 2005.

Ottens, Allen J., Linda Black, James F. Klein. "Crisis intervention at college counseling centers,"

Crisis intervention handbook: Assessment, treatment, and research, Albert R. Roberts, ed., New York: Oxford University Press, 416-438, 2005.

Repman, J., Carlson, R., & Downs, E. "Web-based tools for teachers,"

Digital resources and librarians: Case studies in innovation, invention, and implementation., P.O. Libutti, ed., Chicago: American Library Association, 2004.

##### Teaching & Learning, Dept of

Smith, S. Z., Williams, S. R., & Smith, M. E. "A process model for change in elementary mathematics teachers' beliefs and practices.,"

Proceedings of the 27th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education., G. M. Lloyd, M. R. Wilson, J. L. M. Wilkins, & S. L. Behm., ed., Eugene, OR: All Academic, 2005.

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## Appendix IV

### Faculty Research and Accomplishments Provost and Vice President for Academic Affairs

#### B. Articles in Scholarly Journals, Chapters in Books, Scholarly Essays, and Other Similiar Publications

##### College of Education

##### Curriculum Foundations & Reading, Dept of

. "Beyond Chitlins and Typees: Critical Perspectives in Education," *The Journal of "Beyond Chitlins and Typees: Critical Perspectives in Education,"* The Journal of Imagination and Language Learning, Vol. Special Issue 8, Issue 1, 2005.

Digiovanni, Lee Woodham & Liston, Delores D. "Feminist pedagogy in the elementary classroom: An agenda for practice," Feminist Teacher, Vol. 15, Issue 2, 123-131, 2005.

Griffin, M.M. & Robinson, D.H. "Does spatial or visual information in maps facilitate text recall? Reconsidering the conjoint retention hypothesis.," Educational Technology, Research, and Development, Vol. 53, Issue 1, 23-36, 2005.

Grigory Dmitriyev. "Traditionals vs. Reconceptualists in US curriculum theory," Pedagogika, 2005.

John A. Weaver. "Digital Aesthetics," Journal of Curriculum Theorizing, Vol. 21, Issue 1, 77-94, 2005.

Johnson, Tara. "The "problem" of bodies and desires in teaching," Teaching Education, Vol. 16, Issue 2, 131-149, 2005.

Marla Morris. " Archiving Education and Psychoanalysis: Britzman's Anna Freud and Melanie Klein," The Journal of the Canadian Association for Curriculum Studies, Vol. Volume 3, Issue No. 1, Fall, n/a internet journal, 2005.

Marla Morris. " Queer Life and School Culture: Troubling Genders," Multicultural Education, Vol. Vol. 12, Issue No. 1, 8-13, 2005.

Mary Bruce,Peg Graham,Steve Oliver,Nicholas Oppong. "Giving Tree teachers: Women and the National Board certification process," Feminist Teacher, Vol. 15, Issue 3, 234-249, 2005.

Moore, M. T. & Murdock, M. C. (in press). "Qualitative research in Creativity," In Runco, M. (Ed.), The Handbook of Creativity Research, in press.

Moore, M.T. (in press). "Some Additional Effects of Varying the Structure of a Topic On," In O'Neill, P. (Ed.), Developing writers., in press.

Repman, J., Zinskie, C. D., & Carlson, R. "Effective use of CMC tools in interactive online learning," Computers in the Schools, Vol. 22, Issue 38719, 57-69, 2005.

Xu, S. J., Connelly, F. M., He, M. F., & Phillion, J. "Article, Book Reviews, Articles in Progress," Article, Book Reviews, Articles in Progress, 2005.

Zigo, D. & Moore, M.T. "Chicken soup for the science fiction soul: Breaking the," Journal of Curriculum Theorizing, Vol. 21, Issue 3, 29-45, 2005.

Zigo, D. & Moore, M.T. "Science fiction: Serious reading, critical reading," English Journal, Vol. 23, Issue 1, 85-90, 2005.

##### Leadership, Technology, Human Development, Dept of

Abebayehu Tekleselassie. "Teachers' career ladder policy in Ethiopia: an opportunity for professional growth or a stick disguised as a carrot ?," International Journal of Educational Development, Vol. 25, 618-636, 2005.

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## Appendix IV

### Faculty Research and Accomplishments

Galloway, J. P. "Our techno-future: Life and learning in the E-Bubble.," Technology and Learning Magazine, <http://techlearning.com/>, 2006.

Ottens, Allen J., James F. Klein. "Common factors: Where the soul of counseling and psychotherapy resides," Journal of Humanistic Counseling, Education, and Development, Vol. 44, 32-45, 2005.

Randal Carlson, Cordelia Zinskie. "Effective use of CMC tools in interactive online learning," Computers in the Schools, Vol. 22, Issue 38719, 57-69, 2005.

Repman, J., Zinskie, C., & Carlson, R. "Effective use of CMC tools in interactive online learning," Computers in the Schools, Vol. 22, Issue (1/2), 57-69, 2005.

Sell, James N., Fran Giordano, Laura Bokar, James F. Klein, Georgina Panting, Beverly Thumme. "The Honduran counseling profession: An examination into the preparation and practice of Honduran counselors," Journal of Counseling and Development, 2005.

### Teaching & Learning, Dept of

Bennett, Mary and Kirkland, Marni. " "Expanding our secondary partnerships: Including all stakeholders in a school-university learning community."," Action in Teacher Education, .

Bennett, Mary M. "Lesson closure, assignments, and re-teaching," Lincoln Educational Services, Statesboro, GA.: Georgia Center for Educational Renewal, 2005.

Brewton, C. C. "Personal Guiding Frameworks and Equity Teaching Practices," The Georgia Science Teacher XXXXV, Vol. 3, 2-3, 2005.

Gilpin, L. "Storying and De-Storying Black Teacher Identities," Teacher Education and Practice, Vol. 18, Issue 2, 2005.

Smith, S. Z., Smith, M. E., & Williams, S. R. "Elaborating a change process model for elementary mathematics teachers' beliefs and practices.," Current Issues in Education, Vol. 8, Issue 19, 2005.

Teemant, A., Smith, M., Pinnegar, S., & Egan, M. W. "Modeling sociocultural pedagogy in distance education.," Teachers College Record, Vol. 107, Issue 8, 1675-1698, 2005.

Trimble, S., Gaye, A., & Matthews, J. "Using Data to Focus Instruction," 2005, Vol. 36, Issue 4, 26-32, 2005.

Trimble, Susan. "Assessment for Adult Learners," Assessment for Adult Learners, Vol. n/a, Issue n/a, n/a, 2005.

Trimble, Susan. "Hiring savvy teachers: The questions to ask and the answers you want about assessments.," Hiring savvy teachers: The questions to ask and the answers you want about assessments., .

**APPENDIX IV****D. Journal Editor or Editorial Board Member****Provost and Vice President for Academic Affairs****College of Education****Curriculum Foundations & Reading, Dept of**

Battle, Dorothy	Editorial Review Board Member	Gifted Child Quarterly, 2005
Dmitriyev, Grigori	Editorial Board member	Obrazovanie: issledovanie v mire (Education: World Research), 2005
He, Ming	Editor, Associate Editor, & Invited Advisory Board Member	Curriculum Inquiry; Multicultural Perspectives, 2005
Jenkins, Stephen	Contributing manuscript reviewer	Psychological Reports, 2005
Jenkins, Stephen	Editorial review board member	Journal for Research in Education, 2005
Moore, Michael	Editor	English Education, 2005
Moore, Michael	Editorial Board	Language and Literacy Education, 2005
Morris, Marla	Editor	The Journal of Curriculum Theorizing, 2005
Reynolds, William	Section Editor	The Journal of Curriculum Theorizing, 2005

**Education, College Of - Dean**

Chance, Lucindia	Referee	The Professional Educator, Haley Center, Auburn, AL., 2005
Chance, Lucindia	Referee	Widening Participation and Lifelong Learning,, 2005
Kenney, Stephanie	Editorial Board Reviewer	Teacher Education and Special Education, 2005
Rakestraw, Jennie	Editorial Board	Georgia Journal of Reading, 2005

**Leadership, Technology, Human Development, Dept of**

Bergin, James	Editorial Board Member	Georgia School Counselors' Association Journal, 2005
Carlson, Randal	Editorial review Board	AACE Journals, 2005
Parks, Fayth	Reviewer	Cultural Diversity & Ethnic Minority Psychology, 2004-present
Parks, Fayth	Reviewer	PsycCRITIQUES (Contemporary Psychology: APA Book Review), 2005
Repman, Judith	Associate Editor	Linworth Books and Library Media Connection (Journal), 2005

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**D. Journal Editor or Editorial Board Member**

Repman, Judith	Editorial Review Board	Journal of Educational Multimedia and Hypermedia, 2005
Repman, Judith	Editorial Review Board	Journal of Research on Technology in Education, 2005
Repman, Judith	Manuscript Reviewer	Journal of Educational Computing Research, 2005
<b>Teaching &amp; Learning, Dept of</b>		
Beck, Scott	Advisory Board Member	Handbook of Latinos and Education (forthcoming), Murillo, Enrique (Ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc, 2005
Beck, Scott	Editorial Board Member, 2005-2009.	Journal of Latinos in Education, 2005
Bennett, Mary	Manuscript reviewer	Action in Teacher Education - Journal of Association of Teacher Educators, 2005
Gilpin, Lorraine	MEMBER -BOARD OF REVIEWERS	JOURNAL OF TEACHING AND LEARNING IN DIVERSE SETTINGS, 2005
Hammitte, Diana	Consulting Editor	Teacher Education & Special Education, 2005
Hammitte, Diana	Proposal Reviewer	The Council for Exceptional Children International Convention 2005, 2005
LaMontagne, Margaret	Manuscript Reviewer	Teaching Exceptional Children, 2005
McKenna, Beverly	Article Reviewer	Journal of Teacher Education, 2005
Schrivier, Martha	Reviewer	Science Scope - National Science Teachers Association, 2005
Thomas, Deborah	Review Board Member	Curent Issues in Middle Level Education, 2005
Thomas, Deborah	Review Board Member	Georgia Middle School Journal--Becoming, 2005

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## APPENDIX V

### Presentation of Papers or Invited Speeches

#### Provost and Vice President for Academic Affairs

#### College of Education

#### Curriculum Foundations & Reading, Dept of

##### International

- Dmitriyev, Grigori "Introducing education standards in US schools," Chretanovo school, Moscow, Russia, 38488.
- Griffin, Bryan "Multilevel generalized models: A comparison of population-averaged and unit-specific modeling," AERA Conference, American Educational Research Association, Montreal, Canada, 38455.
- He, Ming "AERA, NAME, GERA," 38457.
- Johnson, Tara "Sexual dynamics in the classroom: Crossing the line between pedagogical eroticism and abuse," Annual Meeting, American Educational Researchers Association, Montreal, 38456.
- Liston, Delores "Transforming Curriculum Through Multicultural Education: White Female Educators Moving Beyond the Tourist Approach to Multiculturalism," American Educational Research Association (AERA) Annual Meeting, American Educational Research Association (AERA), Montreal, Canada, 38455.
- Moore, Michael "Meet the Editors," National Council of Teachers of English, Pittsburgh, 38675.
- Moore, Michael "Readers ourselves: an interactive session for readers," National Council of Teachers of English, Pittsburgh, 38675.
- Moore, Michael "The problem of the problem: Conducting the research discussion with students," National Council of Teachers of English, Pittsburgh, 38675.
- Morris, Marla "The Caduceus: Teacher as Diviner," The American Association for the Advancement of Curriculum Studies, Montreal, 38459.
- Morris, Marla "PsyBC: Recent Developments in Relational Psychoanalysis," 38473.
- Rea, Dan "'Every Child a Rising Star': Education for Emergent Well-Being," American Educational Research Association, Montreal, Canada, 38457.
- Reynolds, William "Curriculum Studies in the Era of Fundamentalism(s): Bodies without Souls," Bergamo Conference on Curriculum Theory and Practice, Dayton, Ohio, 38646.
- Reynolds, William "Freedom in the Time of Empire: Multiplicities and Multitude," Bergamo Conference on Curriculum Theory and Practice, Dayton, Ohio, 38645.
- Weaver, John "Experiencing Life through the Body of Film," Bergamo Conference on Curriculum Theory, Dayton, Ohio, 38647.
- Zinskie, Cordelia "Development, implementation, and evaluation of educational materials for an introductory-level art and geology course," Annual meeting, Geological Society of America, Salt Lake City, UT, 38646.
- Zinskie, Cordelia "Exploring the use of instant messaging in an online graduate level course," Hawaii International Conference on Education, Honolulu, HI, 38359.

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## APPENDIX V

### Presentation of Papers or Invited Speeches

#### Local

Griffin, Marlynn "Behavior Management," Teacher Induction Drive-In Conference, GSU, 38465.

#### National

Chambers, Wendy "Instructional favoritism? Field dependence-independence does not predict self-perceptions or teaching preferences.," Annual Meeting, American Psychological Society, Los Angeles, CA, 38498.

Jenkins, Stephen "E-Learning: Creating an academic culture in hyperspace.," National conference, Society for Information Technology & Teacher Education, Phoenix, AZ, 38420.

Jenkins, Stephen "Project-based learning in an environmental geology course," National conference, Geological Society of America, Salt Lake City, UT, 38631.

Johnson, Tara "Blurred boundaries in teacher-student relationships," Annual Convention, National Council of Teachers of English, Pittsburgh, 38675.

Liston, Delores "Elementary Teachers and Multicultural Education: Developing Understandings," Association for Multicultural Education (NAME) Annual International Conference, National Association for Multicultural Education (NAME), Atlanta, GA, 38667.

Moore, Michael "Youth sports-Building character or creating," Annual Meeting of the Youth at Risk, Savannah, 38394.

Morris, Marla " On Not Being Able to Play," The Bergamo Conference for Curriculum Theory and Classroom Practice, Dayton, Ohio, 38644.

Rittschof, Kent "Instructional favoritism? Field dependence-independence does not predict self-perceptions or teaching preferences.," Annual Convention, American Psychological Society, Los Angeles, CA, 38498.

Stallworth-Clark, Rose "Creating Safe, Inclusive Learning Environments," National Youth-At-Risk Conference, 2005, Savannah, Georgia, 38420.

#### Regional

Dmitriyev, Grigori "Mentoring in Academia: Is It Really Possible?," Georgia Educational Research Association annual meeting, GERA, Savannah, GA, 38670.

Liston, Delores "Being White and Knowing It: A Philosophical Examination of White Identity," Southeast Philosophy of Education Society (SEPES) Annual Meeting, Southeast Philosophy of Education Society (SEPES), Orlando, FL, 38387.

Reynolds, William "Schooling in the Age of Fundamentalism(s)," Georgia Educational Research Association Meeting, Georgia Educational Research Association, Savannah, Georgia, 38672.

Rittschof, Kent "Migrant long distance learning and programs offered for the latino community: Learning and motivational characteristics.," Southeast Coastal Conference on Language and Literature, Georgia Southern University, Statesboro, GA, 38444.

#### State

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## APPENDIX V

### Presentation of Papers or Invited Speeches

- Griffin, Marlynn "Assessment issues: Extra credit and scoring rubrics," Faculty inservice, Davidson Fine Arts School, Augusta, GA, 38574.
- Griffin, Marlynn "Effective grading," Faculty Inservice, Davidson Fine Arts School, Augusta, GA, 38470.
- Jenkins, Stephen "Cyberbullying: Are your students at risk?," State conference, Georgia Educational Technology Conference, Atlanta, GA, 38667.

### Education, College Of - Dean

#### International

- Kenney, Stephanie "Partnering for Portal: A journey in network-building," 2005 Conference of the National Network for Educational Renewal, NNER, Myrtle Beach, SC, 38655.
- Kenney, Stephanie "Workshop for NNER Conference New Participants: The People and their Postulates," 2005 Conference of the National Network for Educational Renewal, National Network for Educational Renewal, Myrtle Beach, SC, 38652.

#### National

- Kenney, Stephanie "An international learning community: A successful PDS model," 2005 National PDS Conference, National Professional Development Schools, Orlando, FL, 38429.
- Kenney, Stephanie "Professional development district: P-16 partnership for teaching and learning," HOLMES Partnership Annual Meeting, HOLMES Partnership, Philadelphia, PA, 38375.
- Rakestraw, Jennie "Education in a Democracy: Strategies for the Teaching Profession," 45th Biennial Convocation, Kappa Delta Pi, Orlando, Florida, 38661.
- Rakestraw, Jennie "Growing Democracy: Harvesting Civic Responsibility," 45th Biennial Convocation, Kappa Delta Pi, Orlando, Florida, 38659.
- Rakestraw, Jennie "Implications of NCLB on SCDE's: The Pursuit of Constructive Responses," Annual Conference, American Association of Colleges of Teacher Education, Washington, DC, 38404.

#### Regional

- Rakestraw, Jennie "P-16 Partnerships," 2005 SACS-COC Annual Meeting, SACS-COC, Atlanta, Georgia, 38692.

#### State

- Rakestraw, Jennie ". Impact of "No Child Left Behind" Title II-A Requirements on Georgia's P-12 Practices.," 30th Annual Meeting, Georgia Educational Research Association, Savannah, Georgia, 38674.
- Rakestraw, Jennie ". Implications of Current NCLB Title II-A Requirements and State School Improvements Initiatives for Educator Preparation Programs.," Spring Conference, Georgia Association of Teacher Educators, St. Simons Island, Georgia, 38414.

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### Presentation of Papers or Invited Speeches

Rakestraw, Jennie "Title II-A Planning Requirements for Local Educational Authorities," Advancing Teacher Quality in Georgia Conference, Georgia Professional Standards Commission, Macon, Georgia, 38433.

#### Leadership, Technology, Human Development, Dept of

##### International

Bergin, James "Getting to and through college: Opinions of ten young adults with learning disabilities," Council for Exceptional Children's Division on Career Development and Transition International Conference, Albuquerque, NM, 38647.

Bergin, James "Counseling students with learning disabilities," Hawaii International Conference on Education, Honolulu, HI, 38359.

Clark, Kenneth "Enhancing science field trips with a digital camera," Leadership and Technology International Conference, Association for Educational Communications and Technology, Orlando, FL, 38647.

Galloway, Jerry "Science and Technology Demonstration Lectures," Galveston, Texas and Key West, Florida., 38353.

Galloway, Jerry "Science and Technology Demonstration Lectures," Galveston, TX; Cozumel and Progreso, Mexico., 38705.

Galloway, Jerry "Science and Technology Demonstration Lectures," Los Angeles, CA, Cabo San Lucas, Mazatlan, Puerto Vallarta, Mexico., 38474.

Harris, Meta "Mothering: Reflections and Reconstruction," Women's Worlds 2005: The 9th International Interdisciplinary Congress on Women, Seoul, Republic of Korea, 38524.

Jackson, Mary " Counseling cross-cultural populations. Licensed Professional," Counselors Association of Georgia 15th Annual Conference, Peachtree City, GA., 37758.

Jackson, Mary " Creating safe inclusive learning environments.," 15th Annual Youth-At-Risk Conference, Savannah, GA, 38412.

Jackson, Mary " Making managed care work for you: Getting in the door, Program Chair," American Counseling Association Conference, Denver, CO., 34809.

Jackson, Mary "A critical analysis for examining multicultural awareness among pre-professional educators," Southwest Educational Research Association Annual Conference, Austin, TX., 37299.

Jackson, Mary "Are research and spirituality compatible?," American Counseling Association Conference, Orlando, FL., 35538.

Jackson, Mary "Are research and spirituality compatible?: Implications for phenomenology in spirituality research," Fourth Qualitative Health Research Conference, Vancouver, BC., 35475.

Jackson, Mary "Assessing cross-cultural sensitivity and awareness: A basis for curricular change.," National Conference on Race & Ethnicity in American Higher Education 15th Annual Conference, New Orleans, LA., 37391.

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## APPENDIX V

### Presentation of Papers or Invited Speeches

- Jackson, Mary "Business education students' perceptions of gender, race, and worldview: Implications for program development in regional universities.," American Educational Research Association Annual Meeting Program, New Orleans, LA., 36637.
- Jackson, Mary "Change the school climate," Georgia School Counselors Association Conference, Columbus, GA., 36832.
- Jackson, Mary "Collaborative preparation across professions.," Teacher Education Division of Council on Exceptional Children National Conference, Savannah, GA., 35741.
- Jackson, Mary "Critical thinking requires critical doing: An analysis of students' multicultural experiences within Freire's framework," American Educational Research Association Conference, Chicago, IL., 37712.
- Jackson, Mary "Curriculum redesign based on collaborative partnerships between schools and community stakeholders.," Tenth Education Trust National Conference, Washington, D.C., 36473.
- Jackson, Mary "Effective counseling strategies for at-risk youth.," American Counseling Association Conference, Baltimore, MD., 33669.
- Jackson, Mary "Ethical issues in cross-cultural counseling," 2nd Annual Southeastern Conference on Cross-Cultural Issues in Counseling, Savannah, GA., 37670.
- Jackson, Mary "Intuition as a protection against sexual violence.," American Mental Health Counselors Association Annual Conference, Atlanta, GA., 37450.
- Jackson, Mary "Knowledge of students' attitudes toward racial diversity and gender equity issues supports curricula change.," Association for Business Communication Internal Conference, Vancouver, British Columbia, Canada., 36990.
- Jackson, Mary "Legislative Forum for College of Education, Coordinated program on how to influence the legislative process," 34898.
- Jackson, Mary "Meeting the needs of gay and lesbian students.," American School Counselors Association Conference, San Antonio, TX, 35997.
- Jackson, Mary "Mentoring is not Santa Claus without the suit.," Eleventh Annual Youth-At-Risk Conference, Savannah, GA, 36596.
- Jackson, Mary "Pre-teacher identity development: Creating inclusive learning environments," American Educational Research Association Conference, San Diego, CA., 38080.
- Jackson, Mary "Process of intervention for building self-esteem.," American Counseling Association Conference, Baltimore, MD., 33683.
- Jackson, Mary "Professional development district: P-16," National Network for Educational Renewal Annual Conference., St. Louis, MO., 38272.
- Jackson, Mary "Professional issues in cross-cultural counseling," Licensed Professional Counselors Association of Georgia 14th Annual Conference, Savannah, GA, 37392.
- Jackson, Mary "Respect, empathy, and congruence in effective student mentoring.," Georgia Association of Health, Physical Education, Recreation, and Dance Conference, Jekyll Island, GA., 36663.

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### Presentation of Papers or Invited Speeches

- Jackson, Mary "School counseling programs in effecting simultaneous educational renewal," National Network for Educational Renewal Annual Conference, Myrtle Beach, SC., 38637.
- Jackson, Mary "Shortchanging students shortchanges America: The role of decision making regarding controversial issues in school curriculum.," American Educational Research Association Conference, Chicago, IL, 37735.
- Jackson, Mary "Solution-oriented brief therapy: Skill building, Program Chair," American Counseling Association Conference, Denver, CO., 34799.
- Jackson, Mary "Structured experiences as a tool for bridging racial and cultural differences.," Georgia School Counselors Association, 35751.
- Jackson, Mary "Student attitudes toward racial diversity and gender equity issues.," Ninth Annual Gulf South Adult & Career Education Conference, Valdosta, GA., 37186.
- Jackson, Mary "The double edge of racism.," American Counseling Association Conference, Pittsburgh, PA., 35163.
- Jackson, Mary "The impact of spirituality on the life of education professional.," Tenth Annual Youth-At-Risk Conference, Savannah, GA., 36223.
- Jackson, Mary "Training practitioners for cultural complexities in practice.," 15th Annual National Youth-At-Risk Conference, Savannah, GA., 38048.
- Jackson, Mary "Using intuition, empowerment, and self-trust in predicting sexual violence.," American Association of Sex Educators, Counselors and Therapists, XXXIII Conference, San Francisco, CA., 37020.
- Jackson, Mary "What do I care? Restoring care in the high school classroom.," 14th Annual National Youth-At-Risk Conference, Savannah, GA., 37660.
- Parks, Fayth "Cultural competency in mental health practices: Healing themes in intervention and treatment with African American families," 16th Annual National Youth-At-Risk Conference, Savannah, GA, 38425.
- Polka, Walter " Cultural Diversity and the Governance of public School: Key Laws and Legal Decisions Affecting Identify Development in Contemporary America," American Teacher Educators Summer Conference, Association of Teacher educators (ATE), Bismarck, North Dakota, 38567.
- Polka, Walter " Cultural Diversity and the Governance of Public School: Key Laws and Legal Decisions Affecting Identify Development in Contemporary America," Georgia Southern's 2005 Conference on Ethics and Diveersity, jEducational Leadership Program @ Georgia Southern University, Statesboro Campus of Georgia Southern University, 38514.
- Polka, Walter " Cultural Diversity and the Governance of public School: Key Laws and Legal Decisions Affecting Identify Development in Contemporary America," Georgia Southern's Cross Cultrual Confecece, Human Development Program of College of education, Savannah, Georgia, 38415.
- Polka, Walter " Cultural Diversity and the Governance of public School: Key Laws and Legal Decisions Affecting Identify Development in Contemporary America," International Society of Educational Planners (ISEP), ISEP, Bologna, Italy, 38645.

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### Presentation of Papers or Invited Speeches

- Polka, Walter " Cultural Diversity and the Governance of Public School: Key Laws and Legal Decisions Affecting Identify Development in Contemporary America," National Conference of Educational Professors, National Conference of Educational Professors, Washington, D.C., 38560.
- Polka, Walter " Differentiated Instruction For Troubled Youth: Not Just What It Is, BUT, How To Do It," AMI Executive Directors' Spring Conference, Associated Marine Institute, Tampa, Fla., 38477.
- Polka, Walter " Education Leadership Changes to Meet Contemporary School Administration Expectations and NCATE Congruence," National Conference of Educational Professors, National Conference of Educational Professors, Washington, D.C., 38560.
- Polka, Walter " Educational Leadership at the Dawn of the twenty-first Century: Managing Accountability, Technology, Diversity and Constructivism To Promote Appropriate Curricula for ALL Students," AMI Executive Directors' Winter Conference, Associated Marine Institutes, Tampa, Fla., 38692.
- Polka, Walter " Invited Panel on Increasing Diversity in the teaching Force," American Teacher Educators Summer Conference, American Teacher Educators, Bismarck, North Dakota, 38566.
- Repman, Judith "The "art" of faculty development for e-learning.," E-Learn 2005: World Conference on E-learning in Corporate, Government, Healthcare, & Higher Education, Vancouver, BC, Canada., 38639.

#### Local

- Diamanduros, Terry "Careers in school psychology," Invited presentation to undergraduate psychology students enrolled in Careers in Psychology course, Statesboro, GA, 38652.
- Diamanduros, Terry "School psychology as a career," Invitation to speak to the Psychology Coalition, Statesboro, GA, 38405.
- Galloway, Jerry "Letting Computer Technology Take You to the Stars," Our Lady of Perpetual Help, – Jerry J. Torres, Minister., Hammond, Indiana, 38424.

#### National

- Repman, Judith "Designing performance assessments.," American Library Association Mid-Winter Conference,, Boston., 38359.
- Repman, Judith "Resources for NCATE report reviewers.," American Library Association Conference,, Chicago., 38527.
- Repman, Judith "School library media education for the 21st Century: Data-based decision making and performance outcomes.," 12th National AASL Conference and Exhibition,, Pittsburgh, PA., 38642.
- Repman, Judith "Writing a program report using ALA/AASL Standards.," Accreditation, Accountability and Quality: An Institutional Orientation and Professional Development Conference,, AACTE/NCATE., Arlington, VA., 38625.
- Spencer, Leon "Racial identity and reconciliation," Meadville/Lombard Winter Institute, Chicago, IL, 38371.

#### Regional

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### Presentation of Papers or Invited Speeches

- Harris, Meta "The Use of Autobiography to Facilitate Multicultural Education," Southeastern Conference on Cross-Cultural Issues in Counseling and Education, Savannah GA, 38387.
- Harris, Meta "Why in the 21st Century Are Black Women Still Asking, 'Ain't I A Woman?' Locating Black Women in the Women's and Gender Studies Programs in the US," Southeast Regional Women's Studies Association Annual Conference, Southeast Regional Women's Studies Association, Savannah GA, 38058.
- Jackson, Mary " A model for enhancing an appreciation for cultural diversity," Southern Association for Counselor Education and Supervision, Charlotte, NC., 34661.
- Jackson, Mary " An experience is an experience is an experience.," Arkansas Counseling Association Conference, Hot Springs, AR, 33523.
- Jackson, Mary " ArSCA time and function study," Arkansas Counseling Association Conference, Little Rock, AR., 33926.
- Jackson, Mary " Black/White issues in the counselor's office.," Georgia School Counselors Association Conference, Savannah, GA., 35010.
- Jackson, Mary " Developing self-esteem," American Counseling Association Conference, Baltimore, MD., 33673.
- Jackson, Mary " Model for collaboration between counselor education programs and governmental and/or service delivery entities.," Southern Association for Counselor Education and Supervision Conference, Charleston, SC, 34260.
- Jackson, Mary "Adolescent support group model for abstaining from sexual activity.," Georgia School Counselors Association Conference, Jekyll Island, GA., 35760.
- Jackson, Mary "Beyond socialization: Dismantling barriers to cross cultural relations.," Georgia School Counselors Association, Atlanta, GA., 35391.
- Jackson, Mary "Cultural influences on adolescent sexuality.," Georgia School Counselors Association Conference, Savannah, GA., 34278.
- Jackson, Mary "Culturally responsive group leadership.," Georgia Association of Special Program Personnel and South Carolina Council of Educational Opportunity Programs Personnel Conference, Savannah, GA, 38414.
- Jackson, Mary "Effective change agents in group presentations.," Texas Association of Counseling and Development Conference, El Paso, TX., 32793.
- Jackson, Mary "Empowering women through mythology.," Arkansas Counseling Association Conference, Little Rock, AR, 33925.
- Jackson, Mary "Enhancing cooperation in organizations," Counselor Education Series, University of Arkansas, Fayetteville, AR, 33645.
- Jackson, Mary "Evaluation in supervision.," Arkansas Association of Counselor Education and Supervision Midwinter Conference, Fayetteville, AR., 33655.
- Jackson, Mary "Experiential training for group facilitators," Arkansas Counseling Association Conference, Little Rock, AR., 33926.

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### Presentation of Papers or Invited Speeches

- Jackson, Mary "How world view differences affect the counseling relationship," Georgia School Counselors Association Conference, Atlanta, GA., 34660.
- Jackson, Mary "Impact of spirituality on the occupational quality of life of education professionals.," Georgia School Counselors Association Conference, Augusta, GA., 36105.
- Jackson, Mary "Integration of eastern and western thought in the counseling process.," Rho Alpha Beta Chapter Symposia, University of Arkansas, Fayetteville, AR., 33315.
- Jackson, Mary "Living with homicide: A survivor's perspective.," Arkansas Counseling Association Conference, Little Rock, AR., 33924.
- Jackson, Mary "Nature vs. nurture: No longer a debate," Arkansas Counseling Association Conference, Little Rock, AR., 33911.
- Jackson, Mary "Personality type in the workplace," University of Arkansas Library Staff In-service, Fayetteville, AR., 33315.
- Jackson, Mary "Reintegration into family life after the Kuwait/Iraq war.," Northwest Arkansas Crisis Counseling Task Force, Fayetteville, AR., 33372.
- Jackson, Mary "Social attitudes and multicultural sensitivity in the classroom.," Georgia Association for Health, Physical Education, Recreation & Dance, 33rd Annual Convention, Jekyll Island, GA., 37001.
- Jackson, Mary "Student/faculty relationships in counselor education.," Southern Association for Counselor Education and Supervision Conference, Knoxville, KY, 35012.
- Jackson, Mary "The counselor's role in sex education and pregnancy prevention," Georgia School Counselors Association Conference, Savannah, GA., 35746.
- Jackson, Mary "Who do I do now?: Mentoring research.," Southeast Teachers of English as a Second Language Conference, Charleston, SC., 35747.
- Parks, Fayth "Integrity and ethical practices," GASPP/SCCEOPP 2005 Annual Spring Training Conference, Savannah, GA, 38429.
- State
- Bergin, James "Counseling theories and approaches," University of Oklahoma Career Planning Institute Workshops, Oklahoma City, OK, 38438.
- Bergin, James "Implementing the ASCA Model to mee Georgia state law and DOE requirements," Middle Georgia Counselors' Association Conference, Macon, GA, 38653.
- Bergin, James "Implications of the ASCA Model for GSCA team building," GSCA Leadership Conference, Milledgeville, GA, 38484.
- Bergin, James "Organizing curriculum with the ASCA model," Coweta County Schools counselors conference, Newnan, GA, 38387.
- Bergin, James "Revised curriculum for school counselor education programs," GACES Conference, Atlanta, GA, 38465.
- Bergin, James "The ASCA national model and standards," GSCA Region 5 Conference, Columbus, GA, 38442.

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### Presentation of Papers or Invited Speeches

- Bergin, James "The ASCA national model and standards," GSCA Region 7 Conference, Milledgeville, GA, 38405.
- Bergin, James "The ASCA national model," GSCA Region 12 Conference, Jesup, GA, 38398.
- Bergin, James "The ASCA national model," GSCA Region 9 Conference, Swainsboro, GA, 38411.
- Diamanduros, Terry "Cyberbullying: Are your students at risk?," Georgia Educational Technology Conference, College Park, GA, 38667.
- Diamanduros, Terry "Emotional and behavioral problems in sexually abused school-aged boys," Georgia Educational Research Association, Savannah, GA, 38667.
- Diamanduros, Terry "Traumatic stress symptomatology in sexually abused boys," Georgia Association of School Psychologists, Savannah, GA, 38645.
- Jackson, Mary "Advanced group leadership training," WYMZARK of Russellville, AR., 35233.
- Jackson, Mary "Cross-cultural counseling," Licenses Professional Counselors Association of Georgia, Coastal District Workshop, Savannah, GA, 38042.
- Jackson, Mary "Culturally Responsive Teaching, Glynn County School District," Oglethorpe Elementary School, St. Simons Island, GA., 38068.
- Jackson, Mary "Excellence in counseling," Rho Alpha Beta Chapter of Chi Sigma Iota Honors Banquet, University of Arkansas, Fayetteville, AR., 34740.
- Jackson, Mary "Fear of leadership," Gamma Sigma Chapter of Chi Sigma Iota Initiation Banquet, Statesboro, GA., 34667.
- Jackson, Mary "Healing the unmothered self.," American Counseling Association Conference, Minneapolis, MN., 34442.
- Jackson, Mary "Journey to your common ground," WYMZARK Retreat, Steel Creek, Ponca, AR., 34815.
- Repman, Judith "Preventing student plagiarism with online tools and guidelines for intellectual integrity.," Georgia Conference on Information Literacy., Statesboro, GA., 38626.

### Teaching & Learning, Dept of

#### International

- Beck, Scott "Voices from the Margins: 'Black' Caribbean and Mexican Heritage Women Educators in the Rural South.," British Commonwealth and Postcolonial Studies Conference and the Conference of the US Chapter of the Association for Commonwealth Literature and Language Studies in Savannah, GA, February 2005, 38395.
- Gilpin, Lorraine "Voices from the Margins: 'Black' Caribbean and Mexican Heritage Women Educators in the Rural South," Paper presented at the 15th Annual British Commonwealth and Postcolonial Studies Conference, Savannah, Georgia, 38405.

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### Presentation of Papers or Invited Speeches

- Smith, Marvin "A process model for change in elementary mathematics teachers' beliefs and practices.," 27th Annual Conference, International Group for the Psychology of Mathematics Education-North American Chapter (PME-NA), Roanoke, VA, 38645.
- Sparkman, Dana "Is the Vision of NCTM Shared by Special Education Teachers," 2005 Annual Meeting, American Educational Research Association, Montreal, Quebec, 38456.

#### Local

- Beck, Scott "Comparing the Educational Systems of Mexico and the United States," For exchange students and visitors from Universidad Veracruzana, Mexico, Georgia Southern University, Statesboro, GA. April 2005., 38457.
- Beck, Scott "Meeting the Needs of Latinos, Migrants, and English Language Learners," Frequent and repeated guest lectures for graduate and undergraduate classes in all departments of the College of Education and for the Department of Foreign Languages, College of Liberal Arts and Social Sciences, Georgia Southern University, Statesboro, 38426.
- Gilpin, Lorraine "Education of Girls Around the World.," Colloquium, Georgia Southern University, 38398.
- Gilpin, Lorraine "Women's Issues Round Table," Women's History Month, Georgia Southern University, 38428.
- McKenna, Beverly "An Outsider's Challenge," Monthly Meeting for Circle 5, White Bluff Presbyterian Church, Savannah, GA, 38393.
- McKenna, Beverly "How to Have a Successful Field Experience," Williams Center Dining Room, 38580.
- McKenna, Beverly "Mary Magdalen: Myth and Metaphor," Women's Monthly Meeting for Circle 5, White Bluff Presbyterian Church, Savannah, GA, 38631.
- Powell, Pamela "Professionalism in the Public schools," Georgia Southern University, 38727.
- Strauser, Beverly "Speaker," Faculty Meeting, Bryan County Elementary School, Pembroke, GA, 38665.
- Thomas, Deborah "Demonstration of Dispositions in an On-Line Course," On-Line Course Design Project: Participant Showcase, Georgia Southern University, Georgia Southern University, 38593.

#### National

- Bennett, Mary "Winging Our Way Together: Expanding our partnership," National Conference of Professional Development Schools, Orlando, Florida., National Association of Professional Development Schools, Orlando, Florida, 38430.
- Bennett, Mary "Professional Development District: A Venue for Developing Hybrid Educators," National Network for Educational Renewal Annual Conference, National Network for Educational Renewal, Myrtle Beach, S.C., 38655.

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### Presentation of Papers or Invited Speeches

Bennett, Mary	"Promoting Engagement through Learning Communities: Including all P-16 Stakeholders – Preservice, P-12, Education and Arts and Sciences Faculty.," National Conference, National Network for Educational Renewal Annual Conference, Myrtle Beach, S.C., 38653.
Bennett, Mary	"Spreading Our Wings: Understanding the flight of the students we teach.," National Conference of Professional Development Schools, Orlando, Florida., National Association of Professional Development Schools, Orlando, Florida, 38430.
Bennett, Mary	"We are all Teacher Educators: Engaging Arts and Sciences Faculty in Teacher Preparation.," National Network for Educational Renewal Annual Conference, Myrtle Beach, S.C., National Network for Educational Renewal, Myrtle Beach, S.C., 38654.
Brewton, Cherry	"Multicultural Share-a-thon Workshop," Multicultural Hands-on/Minds-on Science Teaching Strategies, National Science Teachers Association (NSTA), Dallas, TX, 38443.
Brewton, Cherry	"Science for All: Can No Child Left Behind Highly Qualified Teacher Make a Difference in Student Achievement?," Invited keynote speaker and presented paper at National Science Teachers Association (NSTA) Annual Convention Alice Moses Breakfast, National Science Teachers Association (NSTA), Dallas, TX, 38443.
Chamblee, Gregory	"A synthesis of the Concerns-Based Adoption Model (CBAM) and Technology," 38422.
Chamblee, Gregory	"Integrating Problem Solving in the Elementary Mathematics: Findings, Pitfalls, and Hopes," 38666.
Chamblee, Gregory	"Partnering for Portal," 38513.
Chamblee, Gregory	"Partnering for Portal: A Journey in Network-Building," 38654.
Chamblee, Gregory	"What do middle grade and secondary mathematics teachers believe about mathematics teaching: An analysis of a WebCT-based course," 38422.
Gilpin, Lorraine	"The School: Guardian of the Status Quo or Agent of Change," National Association for Multicultural Education Annual Conference, Atlanta, Georgia, 38667.
Harris, Kymberly	"Transition from Alternate Placement to Public School," 6th Annual International Conference on Children & Youth with BD, Council for Children with BD, Irving, TX, 38253.
Schriver, Martha	"Professional development district: P-16 partnership focusing on equity and Excellence for all students.," Holmes Partnership Meeting, Philadelphia, PA, 38373.
Sheppard, Ronnie	"Teaming in a University Middle School Teacher Preparation Program," Middle School Symposium, National Middle School Association, Columbus, Ohio, 38387.
Sheppard, Ronnie	"Writing for Publication," National Conference, National Middle School Association, Philadelphia, PA, 38661.

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## APPENDIX V

### Presentation of Papers or Invited Speeches

- Sparkman, Dana "Integrating Problem-Solving in Elementary Mathematics: Findings, Pitfalls, and Hopes," SSMA Annual Convention, School Science and Mathematics Association, Fort Worth, TX, 38667.
- Trimble, Susan "From EEEKKKK to AHHH – Stages of teachers' growth in using data," Annual conference, National Middle School Association, Philadelphia, 38660.
- State
- Beck, Scott "Latinos in Southeast Georgia: Demographics, Immigration & Economic Impact," Workshop to be presented the news reporters and editorial staff of the Savannah Morning News, Savannah, GA . November 2005., 38671.
- Chamblee, Gregory "Bridging Algebra and Algebraic Thinking in Middle Grades," 38638.
- Chamblee, Gregory "Incorporating Algebraic Thinking in Upper Elementary Classrooms," 38638.
- Daniel, Michael "Differentiating Mathematics Instruction for Diverse Learners," Georgia Mathematics Conference, Rock Eagle Georgia, 38647.
- Harris, Kymberly "Supporting Students Transition from Alternative Placement to Public Schools," 6th Annual Child Placement Conference, Georgia Association of Homes & Services for Children, Augusta, GA, 38664.
- Robbins, Judith "Constructivism in Practice," Annual Conference, Georgia Charter School Association, Department of Education, Atlanta, GA, 38373.
- Sparkman, Dana "Differentiating Mathematics Instruction for Diverse Learners," 46th Annual Georgia Mathematics Conference, Georgia Council of Teachers of Mathematics, Eatonton, GA, 38645.
- Sparkman, Dana "Mastering Math Facts," 46th Annual Georgia Mathematics Conference, Georgia Council of Teachers of Mathematics, Eatonton, GA, 38645.
- Thomas, Deborah "So You Want to be a Middle School Teacher," Annual Conference, Georgia Middle School Association, Savannah, GA, 38386.

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## APPENDIX VI

### Consulting and Advisory Services

#### Provost and Vice President for Academic Affairs

##### College of Education

##### Curriculum Foundations & Reading, Dept of

Battle, Dorothy	Member, Advisory Council. 2005.
Dmitriyev, Grigori	Reviewer. Review of the book Weisman, D., et al. Becoming a teacher in a field-based setting.. Wadsworth group, Belmont, CA, 2005.
Griffin, Marlynn	School Board Member & Board Secretary; Member of Curriculum Committee; Member of Headmaster Evaluation Committee; Consult with teachers as needed. Assist in making policy decisions and serve in advisory capacity to headmaster; record and report minutes of meetings; collect, analyze and interpret data related to headmaster performance; assist in developing behavior management plans or in other areas. Trinity Christian School, Statesboro, GA, ongoing, 2005.
He, Ming	Supervisor, Advisor, Mentor, Dissertation External Examiner, President, Volunteer Interpreter, Liaison Person, and Advocate. Supervision, Consulting and Advisory Services, & Significant Community Participation. 2005.
Hotchkiss, Anna	University Supervisor for Student Teachers. University Supervisor Partnership with area schools. Langston Chapel Elementary, October, 2005.
Stallworth-Clark, Rose	Single Author. I was contracted by the Georgia Center for Educational Renewal Director, Dr. Charles A. Reavis, to create a video script for the Lincoln Services project. The video script is a computer-based guide on pedagogy to improve the teaching skills of instructors. Lincoln Technical Institutes, The eighth in a series on Instructional Design for Lincoln Technical Institutes all over the United States., Lincoln Technical Institutes, For use throughout the U.S., October, 2005, 2005.

##### Education, College Of - Dean

Rakestraw, Jennie	Consultant for NCLB, Title II-A. University consultant to state agency. Georgia Professional Standards Commission, Jan-Dec, 2005.
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##### Leadership, Technology, Human Development, Dept of

Bergin, James	Career counseling consultation. Workforce Oklahoma Career Planning Institute, 2005.
Bergin, James	School counseling consultation. Bulloch County Public Schools, 2005.
Bergin, James	School counseling consultation. Coweta County Public Schools, 2005.
Carlson, Randal	Evaluator. Military Installation Volunteer Education Review. Ft. Leonard Wood, MO, American Council on Education, Final report: MIVER site visit to Ft. Leonard Wood, MO, American Council for Education, Washington, DC, April, 2005.
Carlson, Randal	Evaluator. Military Installation Volunteer Education Review. Meridian NAS, MS, American Council on Education, Final report: MIVER site visit to Meridian NAS, MS, American Council on Education, Washington, DC, August, 2005.
Diamanduros, Terry	Consultant for content review of GACE. Review content for School Psychology GACE. 2005.

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### Consulting and Advisory Services

Galloway, Jerry	Assistance with Program Computer Services - Labs, Internet, Office, Student Needs, etc.. Gary Art Works, Children's Education Program – Miller, Indiana., Miller, Indiana., 2005.
Repman, Judith	Consultant. Instructional Resources evaluation. Military Installation Voluntary Education Review, American Council on Education, Meridian, MS, August, 2005.
Repman, Judith	Consultant. Instructional Resources evaluation. Military Installation Voluntary Education Review, American Council on Education, Osan and Kunsan Air Force Bases, Republic of Korea, April, 2005.
Repman, Judith	Trainer. Led training session for new consultants. Military Installation Voluntary Education Review, American Council on Education, Washington, DC, November, 2005.
Spencer, Leon	Advise M.Ed. and Ed.S. students enrolled in the Community Counseling track of the Counselor Education Program.. 2005.

### Teaching & Learning, Dept of

Beck, Scott	Coordinator. 2005.
Beck, Scott	Substitute Spanish Language and Mexican Culture Teacher (unpaid), J.P. Bryant Elementary School, Statesboro, GA. April 2005.. 2005.
Beck, Scott	Textbook Reviewer. Teaching Language and Literacy, second edition by Christie,ENZ, and Vukelich (Allyn and Bacon, publisher), Spring 2005., 2005.
Beck, Scott	Chair. Oversaw the implementation of need-based scholarships, funded by a \$500,000 endowment, for Latino undergraduates studying education. 2002 – present. 2005.
Beck, Scott	Co-Coordinator. Helped bring Maria Teresa (Mayte) de Jesus Mendoza (and potentially other teachers) from Xalapa, Veracruz to Statesboro, Georgia to teach in the local schools, contribute to the programs at Georgia Southern University, and study for a M.Ed. here. 2003 – p. 2005.
Beck, Scott	English as a Second Language Instructional Consultant. Assisted teachers and administrators of the Bulloch County School district, especially at Nevils and J.P. Bryant Elementary Schools, with meeting the needs of English language learning students. 2000 – present.. 2005.
Beck, Scott	Member. Migrant Education Comprehensive Needs Assessment Committee, Georgia Department of Education, Macon, GA. 2005.. 2005.
Beck, Scott	Member. Task Force to Identify Needs of Limited English Proficient Residents, Georgia Public Broadcasting, Atlanta, GA. Spring 2005. 2005.
Bennett, Mary	Faculty Advisor. 2005.
Bennett, Mary	Faculty advisor. 2005.
Brewton, Cherry	Planner and Facilitator. Planned and presented inquiry workshop for elementary teachers. PRISM Grant, PRISM, January - March, 2005.
Brewton, Cherry	Planner and Facilitator. Planned and presented workshop for elementary teachers. PRISM Grant, PRISM, Claxton, GA, April-May, 2005.
Daniel, Michael	Presenter. Inservice/training for public school teachers. Inservice Training, Mill Creek Elementary School, Statesboro, Georgia, May, 2005.

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## APPENDIX VI

### Consulting and Advisory Services

Daniel, Michael	Presenter. Inservice/training sessions for teachers. Inservice/Training, South Effingham Elementary School, Effingham, Georgia, March, 2005.
Daniel, Michael	Presenter. Teacher inservice/Training session. Teacher Inservice Training, Mill Creek Elementary School, Statesboro, Georgia, July, 2005.
Gilpin, Lorraine	Advisor and Instructor. Development of effective integrative lessons and resource kits and training of teachers in their utilization. Georgia Southern University Museum, Statesboro, Georgia, January-December, 2005.
Gilpin, Lorraine	Volunteer Teacher. Taught six lessons on economics to fourth graders. Bryan County Elementary School, Bryan County, Georgia, March, 2005.
Hammitte, Diana	Grant Director. Plan for and conduct Higher Education Consortium. 2005.
Harris, Kymberly	Committee Member. Feedback provided on Special Education General Curriculum for the GACE framework review. Georgia Professional Standards Commission, September, 2005.
Harris, Kymberly	Curriculum assistant. Design reading program. Church St Center, Evans Co Public Schools, Claxton, GA, December, 2005.
Nelson, Betty	Collaborator. Training. Higher Education Consortium, Savannah & Morrow, February & July, 2005.
Nelson, Betty	Trainer. Workshops. Families and Teams workshop, Project SCEIs grant, varies, 2005.
Sheppard, Ronnie	Chair, Board of Examiners. Served as Chair of the state Board of Examiners site visit for a university's continuing accreditation in teacher education.. Joint state/NCATE continuing accreditation review team., Professional Standards Commission/NCATE, Clayton State University, Atlanta, Georgia, 2005.
Sheppard, Ronnie	Committee Member. Served as a member of a committee to refine the GSU Program Review procedures.. Georgia Southern University, Statesboro, GA, 2005.
Sheppard, Ronnie	Member of NCATE Steering Committee. Served as member of the NCATE Steering Committee in the College of Education. Preparation for NCATE site review for continuing accreditation, PSC/NCATE, College of Education, Georgia Southern University, 2005.
Smith, Marvin	Presenter. Workshop: Understanding by Design and Performance Assessment.. English-Speaking Faculty Inservices, La Escuela Americana de Pachuca, Pachuca, Hidalgo, Mexico, November, 2005.
Smith, Marvin	Presenter and Facilitator. Cognitively Guided Instruction Professional Development. Project GRAD Atlanta, Atlanta, GA, July, 2005.
Smith, Marvin	Presenter and Facilitator. Cognitively Guided Instruction Workshop. District-Sponsored Professional Development, St. Mary's County Public Schools, Lexington Park, MD, July, 2005.
Sparkman, Dana	Facilitator. Full-day workshop. Mill Creek Elementary School; Statesboro, GA, July, 2005.
Sparkman, Dana	Facilitator. Presented 1/2 day workshop. Mill Creek Elementary School; Statesboro, GA, July, 2005.

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## APPENDIX VI

### Consulting and Advisory Services

Sparkman, Dana	Facilitator. Presented two 2-hour workshops on differentiated instruction. Langston Chapel Elementary School; Statesboro, GA, Sept., Oct., 2005.
Sparkman, Dana	Facilitator. Provided 12 hours of math workshops. Claxton Elementary School; Claxton, GA, March - May, 2005.
Sparkman, Dana	Workshop facilitator. Presented 12 hours of math workshops. PRISM, Claxton Elementary School, March-May, 2005.
Sparkman, Dana	Workshop facilitator. Provided 2 days of training / developed model for collaborative work. S. Effingham Elementary School, March, 2005.
Trimble, Susan	Designer and teachers. A workshop on diagramming sentences. Evans County School Board, 2005.

**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

**Provost and Vice President for Academic Affairs**

**College of Education**

**Curriculum Foundations & Reading, Dept of**

**International**

Battle, Dorothy	Member	AERA/Division C - Learning and Instruction
Battle, Dorothy	Member	AERA/Division J - Postsecondary Education
Battle, Dorothy	Member	AERA/Division K - Teaching and Teacher Education
Battle, Dorothy	Member	AERA/SIG: Research on Giftedness and Talent
Battle, Dorothy	Member	AERA/SIG: Rural Education
Battle, Dorothy	Member	AERA/SIG: Teaching Educational Psychology
Battle, Dorothy	Member	American Educational Research Association
Battle, Dorothy	Member	NAGC/Research and Evaluation Division
Battle, Dorothy	Member	National Association for Gifted Children
Battle, Dorothy	President	Chi Pi Omega Chapter of Alpha Kappa Alpha Sorority, Inc.
Dmitriyev, Grigori	Full memeber (Academician)	The Academy of Pedogogical and Social Sciences of Russian Federation
He, Ming	Member	Dept., College, University, Region, State, National, and International
Johnson, Tara	Member	American Educational Researchers Association
Moore, Michael	Executive Committee	Conference on English Education of the National Council of Teachers of English
Moore, Michael	Executive Committee	Georgia Council of Teachers of English
Moore, Michael	Liaison	Commission on Poetry-NCTE
Moore, Michael	Member	American Education Research Association
Moore, Michael	Member	Commission on High stakes Testing
Moore, Michael	member	International Reading Association
Stallworth-Clark, Rose	Program Chair	American Educational Research Association

**Local**

Zinskie, Cordelia	Faculty Advisor	Kappa Delta Pi International Honor Society in
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**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

Education/Georgia Southern chapter

**National**

Dmitriyev, Grigori	member	National Association for Multicultural Education
Griffin, Marlynn	Member	American Educational Research Association
Griffin, Marlynn	member	National Consortium for Instruction and Cognition
Johnson, Tara	Member	Conference on English Education
Johnson, Tara	Member	National Council of Teachers of English
Rittschof, Kent	Member	American Educational Research Association
Rittschof, Kent	Member and Presenter	American Psychological Society
Stallworth-Clark, Rose	Co-Chair	National Youth-At-Risk Conference

**State**

Dmitriyev, Grigori	member	Georgia Educational Research Association
Stallworth-Clark, Rose	Distinguished Research Paper Review Coordinator	Georgia Educational Research Association
Zinskie, Cordelia	Secretary/Treasurer	Georgia Educational Research Association

**Education, College Of - Dean**

**International**

Kenney, Stephanie	Setting Contact	National Network for Educational Renewal
Rakestraw, Jennie	Advisor for Education in a Democracy Project	Kappa Delta Pi

**State**

Chance, Lucindia	Board	GACTE
Rakestraw, Jennie	Birth to Five Program Consortium member	USG Board of Regents
Rakestraw, Jennie	Chair of Board of Examiners, Georgia Southwestern University	Georgia Professional Standards Commission
Rakestraw, Jennie	Member, Faculty Academy for Learning through Performance Assessment	USG Board of Regents
Rakestraw, Jennie	Member, Georgia National Board	Georgia Professional Standards Commission

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**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

	Certification Executive Committee	
Rakestraw, Jennie	Member, Georgia Regional Support Team	Georgia Department of Education
Rakestraw, Jennie	Member, Higher Education Subcommittee	Georgia National Board Certified Teacher Network
Rakestraw, Jennie	Member, PRISM State Leadership Team	USG Board of Regents

**Leadership, Technology, Human Development, Dept of**

**No Level Type Assigned**

Carlson, Randal	Member	American Association of Colleges for Teacher Education
Carlson, Randal	Member	Association for Educational Communications and Technology
Carlson, Randal	Member	International Society for Technology in Education
Carlson, Randal	Member	Society for Information Technology and Teacher Education

**International**

Clark, Kenneth	member	Association for Educational Communications and Technology
Clark, Kenneth	Member	Association for the Advancement of Computing in Education
Clark, Kenneth	member	International Society for Instructional Technology and Teacher Education
Jackson, Mary	President	Arkansas Association of Specialists in Group Work
Jackson, Mary	Arkansas representative	Association for Counselor Education and Supervision, San Antonio
Jackson, Mary	Assistant to Executive Director	Rho Alpha Beta Chapter
Jackson, Mary	Chair of Finance Committee	Arkansas Counseling Association Board of Directors
Jackson, Mary	Chair of Professional Development Committee	American Mental Health Counselors Association
Jackson, Mary	Coastal District Chair, 2001-2005, Diversity Committee	Licensed Professional Counselors Association of Georgia

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**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

	Member, 2005-present, Member of Program Committee, 2002, 2003	
Jackson, Mary	Faculty Advisor	Gamma Sigma chapter
Jackson, Mary	Featured Chapter Sponsor	The Exemplar
Jackson, Mary	Member	Arkansas Approved Supervisor
Jackson, Mary	Member	Arkansas Board of Examiners in Counseling
Jackson, Mary	Member	Chi Sigma Iota, American Educational Research Association, American Counseling Association, American School Counselors Association, Georgia Association of Counselor Educators and Supervisors, Licensed Professional Counselors Association of Georgia, Georgi
Jackson, Mary	Member	Chi Sigma Iota, Honorary Counseling Fraternity
Jackson, Mary	Member	Georgia Approved Supervisor
Jackson, Mary	Member	Licensed Professional Counselor, State of Arkansas
Jackson, Mary	Member	Licensed Professional Counselor, State of Georgia
Jackson, Mary	Member	National Certified Counselor
Jackson, Mary	Member of Awards Committee	American School Counselors Association
Jackson, Mary	Member of Government Relations Committee, 1	Georgia Mental Health Counselors Association
Jackson, Mary	President	Epsilon Tau Chapter
Parks, Fayth	Member	American Psychological Association (APA)
Parks, Fayth	Member	American Psychological Association (APA) Task Force for Multicultural Training
Parks, Fayth	Member	Georgia Licensed Professional Counselor Association
Parks, Fayth	Member	National Clearinghouse for Leadership Programs (NCLP)
Parks, Fayth	Member	Society for the Psychological Study of Ethnic Minority Issues APA Div. 45
Polka, Walter	A.T.E. 2006 Conference	Association of Teacher Educators

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**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

Planning Board

Polka, Walter	Board of Directors	International Society of Educational Planners (ISEP)
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**National**

Bergin, James	Member of trainers cadre for ASCA national standards project and Real Game program	American School Counselor Association
Diamanduros, Terry	Member	American Psychological Association
Diamanduros, Terry	Member	National Association of School Psychologists
Jackson, Mary	Member	Education Trust Companion School Initiative
Klein, James	Faculty Advisor	Chi Sigma Iota
Klein, James	Member	American Counseling Association
Klein, James	Member	American School Counselor Association
Mallory, Barbara	Member	National Association of Secondary School Principals
Mallory, Barbara	Member	National Council of Professors of Educational Administration
Repman, Judith	Chair, AASL NCATE Coordinating Committee	American Association of School Librarians
Repman, Judith	Secretary	Educators of Library Media Specialists Section, American Association of School Librarians
Spencer, Leon	Member	National Association For Multicultural Education (NAME), American Counseling Association, Association for Spiritual, Ethical and Religious Values in Counseling, International Association of Addictions and Offender Counselors, Association of Counselor Edu
Tekleselassie, Ababayehu	Member	American Educational Research Association

**Regional**

Parks, Fayth	Board Nominee	Committee for the Advancement of Professional Practice , (CAPP)
Parks, Fayth	Member	Division 45 Membership Committee
Parks, Fayth	Member	Student Affairs Leadership Advisory Board

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**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

**State**

Bergin, James	Conference Coordinators Team Member, 2005-2006	Georgia School Counselors' Association
Bergin, James	Liaason for ASCA Membership, 2004-2005	Georgia School Counselors' Association
Diamanduros, Terry	Member	Georgia Association of School Psychologists
Diamanduros, Terry	member	Georgia Educational Research Association
Jackson, Mary	Counselor Representative	Georgia Southern University Professional Development District
Klein, James	Member	Georgia School Counseling Association
Spencer, Leon	Board Member, Diversity Chair	Georgia Licensed Professional Counselors Association

**Teaching & Learning, Dept of**

**No Level Type Assigned**

Sheppard, Ronnie	Member	Georgia Middle School Association
Sheppard, Ronnie	Member	National Middle School Association

**International**

Beck, Scott	Member	Friends of le Mauritanie Returned Peace Corps Volunteer Association, 1997 – present.
Beck, Scott	Member	Social Science History Association (SSHA), 2000 – present.
Gilpin, Lorraine	Member	American Educational Research Association
Hammitte, Diana	Active member	Council for Exceptional Children
Hammitte, Diana	Active Member	Teacher Education Division of the Council for Exceptional Children
Hammitte, Diana	Member	Division for Mental Retardation & Developmental Disabilities of CEC
Hammitte, Diana	Member	Division of Early Childhood of the Council for Exceptional Children
Nelson, Betty	member	Council for Exceptional Children
Schrifer, Martha	East Georgia Central Regional Advisory Council	PRISM
Smith, Marvin	Conference Discussant	International Group for the Psychology of

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**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

		Mathematics Education-North America
Strauser, Beverly	Member	N/A
Strauser, Beverly	Member	N/A
<b><u>Local</u></b>		
Chamblee, Gregory	Foundations Officer	Phi Delta Kappa
Chamblee, Gregory	Treasurer	Phi Delta Kappa
Powell, Pamela	Department Chairperson	A Day for Southern Campaign
Powell, Pamela	student mentor	GSU Omicron Delta Kappa Membership
Schrivver, Martha	Education Committee	GSU Botanical Gardens
Schrivver, Martha	FIPSE Management Team	FIPSE
Strauser, Beverly	Member	N/A
Woodward, Shelley	Committee Member	Student Affairs Committee
Woodward, Shelley	Faculty Advisor	Student Council for Exceptional Children
<b><u>National</u></b>		
Beck, Scott	Member	National Council for the Social Studies (NCSS), 2000 – present.
Bennett, Mary	member	Association for Supervision and Curriculum Development
Bennett, Mary	member	Association of Teacher Educators
Bennett, Mary	member	National Association of Professional Development Schools
Brewton, Cherry	Member; Member of Finance Advisory Board	Science and Children Journal
Chamblee, Gregory	Board Liaison - Awards and Endowment Committee	School Science and Mathematics Committee
Chamblee, Gregory	Board of Directors - Member	School Science and Mathematics
Gilpin, Lorraine	Member	National Association for Multicultural Education
Harris, Kymberly	Member	Council for Exceptional Children
Trimble, Susan	Member	American Education Research Association
Trimble, Susan	Member	National Middle School Association

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**APPENDIX VII**  
**Professional Organizations, Boards, and Agencies**

**Regional**

Gilpin, Lorraine	Member	Southeast Philosophy of Education Society
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**State**

Beck, Scott	Member	People of the Road Coalition, 1995 – present.
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Brewton, Cherry	Member	The Georgia Science Teacher; Observation
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Chamblee, Gregory	Steering Committee Member	Georgia Association of Mathematics Teacher Educators
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Nelson, Betty	member	Higher Education Consortium
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Schriver, Martha	East Georgia Regional Advisory Council Executive Committee	PRISM
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Sparkman, Dana	Secretary-Treasurer	Georgia Educational Research Association
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Thomas, Deborah	Executive Committee Member	Georgia National Board of Professional Teaching Standards
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Thomas, Deborah	Steering Committee Member	Georgia Middle School Association
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Thomas, Deborah	Steering Committee Member	Georgia Professors of Middle Level Education
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**April 1, 2005-March 31, 2006**

College of Education Performance Data - Undergraduate

Undergraduate Enrollment by Department

	Enrollment	Enrollment %	By College	Courses Taught FT Faculty	
Headcount	1685			961	769
Minorities	335	20%	<b>Percentage</b>		80%
Females	1274	76%			
<i>Program</i>	Headcount	Minorities	% Minorities	Females	% Females
<i>BSED Art Ed</i>	9	1	11%	8	89%
<i>BSED Biology Ed</i>	9	3	33%	5	56%
<i>BSED Business Ed</i>	13	5	38%	9	69%
<i>BSED Chemistry Ed</i>	2	1	50%	1	50%
<i>BSED Early Childhood Ed</i>	365	44	12%	311	85%
<i>BSED English Ed</i>	16	2	13%	12	75%
<i>BSED Family/Consumer Sci Ed</i>	5	1	20%	5	100%
<i>BSED French Ed</i>	1	0	0%	1	0%
<i>BSED German Ed</i>	0	0	0%	0	0%
<i>BSED Geography Ed</i>	3	0	0%	0	0%
<i>BSED Health &amp; Phys Ed</i>	21	6	29%	7	33%
<i>BSED History Ed</i>	23	6	26%	11	48%
<i>BSED Mathematics Ed</i>	22	7	32%	13	59%
<i>BSED Middle Grades Ed</i>	60	16	27%	45	75%
<i>BSED Political Science Ed</i>	2	0	0%	2	100%
<i>BSED Spanish Ed</i>	5	1	20%	2	40%
<i>BSED Special Ed</i>	58	8	14%	51	88%
<i>BSED Technology Ed</i>	16	8	50%	6	38%
<i>Pre-Education (no def. major)</i>	30	10	33%	17	57%
<i>Pre-Education Art Ed</i>	27	3	11%	21	78%
<i>Pre-Education Biology Ed</i>	19	4	21%	7	37%
<i>Pre-Education Business Ed</i>	33	10	30%	20	61%
<i>Pre-Education Chemistry Ed</i>	3	1	33%	2	67%
<i>Pre-Education Early Childhood</i>	369	71	19%	348	94%
<i>Pre-Education English Ed</i>	68	11	16%	55	81%
<i>Pre-Education Family/Consumer Sci</i>	14	0	0%	14	100%
<i>Pre-Education French Ed</i>	3	0	0%	3	100%
<i>Pre-Education Geography Ed</i>	4	1	25%	1	25%
<i>Pre-Education German Ed</i>	1	0	0%	1	100%
<i>Pre-Education Health &amp; Phys Ed</i>	63	12	19%	15	24%
<i>Pre-Education History Ed</i>	109	25	23%	31	28%
<i>Pre-Education Mathematics Ed</i>	61	14	23%	38	62%
<i>Pre-Education Middle Grades Ed</i>	145	40	28%	101	70%
<i>Pre-Education Political Sci Ed</i>	16	6	38%	6	38%
<i>Pre-Education Physics</i>	2	0	0%	0	0%
<i>Pre-Education Spanish Ed</i>	20	8	40%	14	70%
<i>Pre-Education Special Ed</i>	53	9	17%	49	92%
<i>Pre-Education Technology Ed</i>	14	1	7%	1	7%

**College of Education Performance Data - Graduate**  
**Graduate Enrollment - by Department**

	Enrollment	Enrollment %			
Headcount	1218				
Minorities	309	25%			
Females	976	80%			
<i>Program</i>	Headcount	Minorities	% Minorities	Females	% Females
<i>Cert Grad -Bus Ed</i>	9	4	44%	8	56%
<i>Cert Grad - Counselor</i>	1	1	100%	1	100%
<i>Cert Grad - ECED</i>	2	2	100%	1	50%
<i>Cert Grad - Ed Leadshp</i>	35	11	31%	23	66%
<i>Cert Grad - English</i>	6	2	33%	4	67%
<i>Cert Grad - French</i>	2	0	0%	2	100%
<i>Cert Grad - Instr Tech</i>	10	0	0%	10	100%
<i>Cert Grad - Math Ed</i>	1	0	0%	1	100%
<i>Cert Grad - MG</i>	14	6	43%	14	100%
<i>Cert Grad - Reading</i>	39	19	49%	37	95%
<i>Cert Grad - Science</i>	0	0	0%	0	0%
<i>Cert Grad - School Psy</i>	4	1	25%	3	75%
<i>Cert Grad - Soc Sci Ed</i>	5	0	0%	3	60%
<i>Cert Grad - Spanish</i>	4	3	75%	3	75%
<i>Cert Grad - Special Ed</i>	20	6	30%	14	70%
<i>Cert Grad - Tech Ed</i>	1	0	0%	0	0%
<i>MED Art Ed</i>	5	0	0%	4	80%
<i>MED Business Ed</i>	6	1	17%	5	83%
<i>MED Counselor Ed</i>	105	33	31%	89	85%
<i>MED Early Childhood Ed</i>	18	4	22%	18	100%
<i>MED Educational Leadersh</i>	48	5	10%	31	65%
<i>MED English Ed</i>	12	1	8%	9	75%
<i>MED Health &amp; Phys Ed</i>	3	0	0%	2	67%
<i>MED Higher Ed</i>	19	6	32%	15	79%
<i>MED Higher Ed Student Sei</i>	2	0	0%	1	50%
<i>MED Instructional Tech</i>	47	4	32%	41	87%
<i>MED Mathematics Ed</i>	7	1	14%	6	86%
<i>MED Middle Grades Ed</i>	31	3	10%	27	87%
<i>MED Reading Ed</i>	35	5	14%	34	97%
<i>MED School Psychology</i>	32	10	31%	28	88%
<i>MED Science Education</i>	5	0	0%	4	80%
<i>MED Social Science Ed</i>	14	2	0%	7	50%
<i>MED Spanish Ed</i>	3	0	0%	3	100%
<i>MED Special Ed</i>	25	4	16%	20	80%
<i>MED Technology Ed</i>	5	0	0%	1	20%
<i>EDS - Counselor Ed</i>	20	7	35%	13	65%
<i>EDS - Early Childhood Ed</i>	2	0	0%	2	100%
<i>EDS - Educational Leadersl</i>	46	5	11%	31	67%
<i>EDS - English Ed</i>	2	0	0%	0	0%
<i>EDS - Instructional Technoi</i>	3	0	0%	2	67%
<i>EDS - Middle Grades Ed</i>	1	0	0%	1	100%
<i>EDS - Reading Ed</i>	1	1	100%	1	100%
<i>EDS - School Psychology</i>	24	7	29%	24	100%
<i>EDS - Teaching &amp; Learning</i>	97	14	14%	82	85%
<i>EDD - Curriculum Studies</i>	220	51	23%	187	85%
<i>EDD - Education Administr:</i>	227	90	40%	159	70%

**College of Education Performance Data - Undergraduate**

	Graduation	Graduation %
Headcount	237	
Minorities	47	20%
Females	207	87%

**Undergraduate Graduation - by Program**

<i>Program</i>	Minorities	Females	Graduation	Minorities	% Minorities	Females	% Females
<i>BSED Art Ed</i>	1	8	3	1	33%	3	100%
<i>BSED Biology Ed</i>	3	5	5	2	40%	3	0%
<i>BSED Business Ed</i>	5	9	9	3	33%	9	100%
<i>BSED Chemistry Ed</i>	1	1	1	0	0%	0	0%
<i>BSED Early Childhood Ed</i>	44	311	120	24	20%	114	95%
<i>BSED English Ed</i>	2	12	6	0	0%	5	83%
<i>BSED Family/Consumer Sci Ed</i>	1	5	3	0	0%	3	100%
<i>BSED French Ed</i>	0	1	0	0	0%	0	0%
<i>BSED German Ed</i>	0	0	0	0	0%	0	0%
<i>BSED Geography Ed</i>	0	0	2	0	0%	1	50%
<i>BSED Health &amp; Phys Ed</i>	6	7	13	2	15%	7	54%
<i>BSED History Ed</i>	6	11	6	1	17%	3	50%
<i>BSED Mathematics Ed</i>	7	13	12	0	0%	10	83%
<i>BSED Middle Grades Ed</i>	16	45	34	8	24%	29	85%
<i>BSED Political Science Ed</i>	0	2	2	1	0%	2	100%
<i>BSED Spanish Ed</i>	1	2	1	1	0%	1	0%
<i>BSED Special Ed</i>	8	51	16	3	19%	14	88%
<i>BSED Technology Ed</i>	8	6	4	1	0%	3	75%
<i>Pre-Education (no def. major)</i>	10	17					
<i>Pre-Education Art Ed</i>	3	21					
<i>Pre-Education Biology Ed</i>	4	7					
<i>Pre-Education Business Ed</i>	10	20					
<i>Pre-Education Chemistry Ed</i>	1	2					
<i>Pre-Education Early Childhood</i>	71	348					
<i>Pre-Education English Ed</i>	11	55					
<i>Pre-Education Family/Consumer S</i>	0	14					
<i>Pre-Education French Ed</i>	0	3					
<i>Pre-Education Geography Ed</i>	1	1					
<i>Pre-Education German Ed</i>	0	1					
<i>Pre-Education Health &amp; Phys Ed</i>	12	15					
<i>Pre-Education History Ed</i>	25	31					
<i>Pre-Education Mathematics Ed</i>	14	38					
<i>Pre-Education Middle Grades Ed</i>	40	101					
<i>Pre-Education Political Sci Ed</i>	6	6					
<i>Pre-Education Physics</i>	0	0					
<i>Pre-Education Spanish Ed</i>	8	14					
<i>Pre-Education Special Ed</i>	9	49					
<i>Pre-Education Technology Ed</i>	1	1					

\*Pre-Ed Students will not have any graduation information as they are only in their 2nd-3rd year at Georgia Southern and they have not been admitted to the Teacher Education Program

**College of Education Performance Data - Graduate**

**Graduate Graduation - by Department**

	Graduation	Graduation %
Headcount	281	
Minorities	46	16%
Females	243	86%

**Graduate Graduation - by Program**

<i>Program</i>	<b>Graduation</b>	<b>Minorities</b>	<b>% Minorities</b>	<b>Females</b>	<b>% Females</b>
<i>Cert Grad -Bus Ed</i>	*Certification Graduate programs will not have any graduation information as these are just certification programs.				
<i>Cert Grad - Counselor</i>					
<i>Cert Grad - ECED</i>					
<i>Cert Grad - Ed Leadshp</i>					
<i>Cert Grad - English Ed</i>					
<i>Cert Grad - French Ed</i>					
<i>Cert Grad - Instr Tech</i>					
<i>Cert Grad - Math Ed</i>					
<i>Cert Grad - MG</i>					
<i>Cert Grad - Reading</i>					
<i>Cert Grad - Science Ed</i>					
<i>Cert Grad - School Psy</i>					
<i>Cert Grad - Soc Sci Ed</i>					
<i>Cert Grad - Spanish Ed</i>					
<i>Cert Grad - Special Ed</i>					
<i>Cert Grad - Tech Ed</i>					
<i>MED Art Ed</i>	1	0	0%	1	100%
<i>MED Business Ed</i>	6	0	0%	6	100%
<i>MED Counselor Ed</i>	28	7	25%	24	86%
<i>MED Early Childhood Ed</i>	14	3	21%	14	100%
<i>MED Educational Leadership</i>	25	5	20%	15	60%
<i>MED English Ed</i>	2	1	50%	2	100%
<i>MED French Ed</i>	0	0	0%	0	0%
<i>MED German Ed</i>	0	0	0%	0	0%
<i>MED Health &amp; Phys Ed</i>	1	0	0%	1	100%
<i>MED Higher Ed</i>	12	4	33%	11	92%
<i>MED Higher Ed Student Servic</i>	2	1	50%	2	100%
<i>MED Instructional Tech</i>	13	2	15%	12	92%
<i>MED Mathematics Ed</i>	2	0	0%	2	100%
<i>MED Middle Grades Ed</i>	7	0	0%	6	86%
<i>MED Reading Ed</i>	18	2	11%	16	89%
<i>MED School Psychology</i>	16	3	19%	16	100%
<i>MED Science Education</i>	6	0	0%	4	67%
<i>MED Social Science Ed</i>	1	1	100%	1	100%
<i>MED Spanish Ed</i>	1	1	100%	1	100%
<i>MED Special Ed</i>	18	3	17%	15	83%
<i>MED Technology Ed</i>	1	0	0%	1	100%
<i>EDS - Counselor Ed</i>	9	2	0%	8	89%
<i>EDS - Early Childhood Ed</i>	1	0	0%	1	100%
<i>EDS - Educational Leadership</i>	27	5	19%	17	63%
<i>EDS - English Ed</i>	3	0	0%	3	100%
<i>EDS - Health &amp; Phys Ed</i>	2	1	50%	1	50%
<i>EDS - Instructional Technolog</i>	3	0	0%	3	100%

<b>EDS - Mathematics Ed</b>	0	0	0%	0	0%
<b>EDS - Middle Grades Ed</b>	5	1	20%	5	100%
<b>EDS - Music Ed</b>	1	0	0%	1	100%
<b>EDS - Reading Ed</b>	11	0	0%	11	100%
<b>EDS - School Psychology</b>	9	0	0%	9	100%
<b>EDS - Science Ed</b>	2	0	0%	1	50%
<b>EDS - Social Science Ed</b>	0	0	0%	0	0%
<b>EDS - Special Ed</b>	5	1	20%	5	100%
<b>EDS - Teaching &amp; Learning</b>	6	0	0%	6	100%
<b>EDD - Curriculum Studies</b>	8	2	25%	8	100%
<b>EDD - Education Administratic</b>	14	1	7%	9	64%



**College of Education Performance Data - Graduate & Undergraduate  
PRAXIS I & II INFORMATION - UNDERGRADUATE AND GRADUATE**

<b>Praxis II Scores</b>			
<b>TestName</b>	<b>2005-2006 Attempted</b>	<b>2005-2006 Passed</b>	<b>2005-2006 %Passed</b>
Art Making	4	0	0%
Art: Content Knowledge	4	2	50%
Biology: Content Essays	4	1	25%
Biology: Content Knowledge	4	2	50%
Business Education	5	4	80%
Chemistry: Content Essays			
Chemistry: Content Knowledge			
Ed. Leadership: Administration & Supervision	29	27	93%
Elem. Ed.: Content Area Exercises	92	89	97%
Elem. Ed.: Curriculum, Instruct., & Assess. (K-5)	101	88	87%
English Lang., Lit., & Comp.: Content Knowledge	10	4	40%
English Lang., Lit., & Comp.: Essays	5	2	40%
French: Content Knowledge			
French: Productive Language Skills			
General Science: Content Essays	4	0	0%
General Science: Content Knowledge	2	2	100%
German: Content Knowledge			
Health & Physical Education: Content Knowledge	4	3	75%
Home Economics Education	1	1	100%
Library Media Specialist	3	3	100%
Mathematics: Content Knowledge	4	3	75%
Mathematics: Proofs, Models, & Problems Part 1	4	1	25%
Middle School English Language Arts	6	5	83%
Middle School Mathematics	25	19	76%
Middle School Science	11	8	73%
Middle School Social Studies	13	10	77%
Middle School: Content Knowledge			
Music: Concepts & Processes	3	3	100%
Music: Content Knowledge	4	4	100%
Physical Ed.: Movement Forms-Analysis & Design	4	4	100%
PLT: GRADES K-6			
PLT: GRADES 5-9	1	1	100%
Reading Specialist	5	4	100%
School Guidance & Counseling	9	5	56%
School Psychologist	8	4	50%
Social Studies: Content Knowledge	11	10	91%
Social Studies: Interpretation of Materials	16	6	38%
Spanish: Content Knowledge	1	0	0%
Spanish: Productive Language Skills	3	1	33%
Special Education: Applic. Of Core Principles			
Special Education: Knowledge-Based Core Principle			
Special Education: Teaching Students with Behavior			
Special Education: Teaching Students with Learnin			
Special Education: Teaching Students with Mental	1	0	0%
Technology Education	8	1	13%
<b>Praxis I Scores</b>			
<b>TestName</b>	<b>2005-2006 Attempted</b>	<b>2005-2006 Passed</b>	<b>2005-2006 %Passed</b>

CBT: Mathematics
CBT: Reading
CBT: Writing
CPPST: Math
CPPST: Writing
CPPST: Reading
Pre-Professional Skills Test: Mathematics
Pre-Professional Skills Test: Reading
Pre-Professional Skills Test: Writing

32	17	53%
34	19	56%
32	17	53%
116	57	49%
113	60	53%
98	41	42%

**College of Education Performance Data - Graduate & Undergraduate  
2005 Total QUARTERLY REPORT**

	<b>Total Direct Req</b>	<b>Total F&amp;A Req</b>	<b>Total Req</b>	<b>Total Matched</b>
<b>Proposals Submitted</b>	\$ 419,071.00	\$ 6,143.00	\$ 425,214.00	\$ 9,812.00
<b>Proposals Funded</b>	\$ 1,676,115.00	\$ 207,603.00	\$ 1,883,268.00	\$1,266,243.00
<b>Proposals Not Funded</b>	\$ 9,966.00	\$ -	\$ 9,966.00	\$ 9,812.00

**College of Education Performance Data - Graduate & Undergraduate**

**2005-2006 Faculty Resources - Percentage of courses taught by FT Faculty, Minority Faculty and Female Faculty**

<b>By College</b>	<b>Courses Taught</b>	<b>FT Faculty</b>	<b>Minority Faculty</b>	<b>Female Faculty</b>
	961	769	128	525
<b>Percentages</b>		80%	13%	55%
<b>By Department</b>				
<b>Curr, Foundations &amp;</b>	252	211	50	164
<b>Percentages</b>		84%	20%	65%
<b>Ldrshp, Tech and Hu</b>	360	274	55	117
<b>Percentages</b>		76%	15%	33%
<b>Teaching &amp; Learning</b>	349	267	25	230
<b>Percentages</b>		77%	7%	66%