



Faculty and Staff

INFORMATION

HANDBOOK

August 2009

Appalachian
STATE UNIVERSITY

“In Pursuit of Knowledge: A Community of Scholars Linking The Past and Present To The Future”

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REICH COLLEGE OF EDUCATION FACULTY & STAFF 2009 - 2010

DEAN'S OFFICE

Dr. Charles Duke	Dean/Professor
Dr. Doris Jenkins	Associate Dean/Professor
Dr. Roma Angel	Assistant Dean/Associate Professor
Ms. Diana Beasley	Director, Teacher Education Recruitment
Mr. Michael Bennett	Technology Technician
Mr. Justin Cervero	Database Applications Developer
Dr. Robert Dodd	RCOE Research Associate for Teacher Education Assessment
Ms. Dolly Farrell	Director of Development
Dr. Alice Krueger	Coordinator, Beginning Teacher Support Network
Mr. Chris Larson	Web Applications and Systems Developer
Dr. Linda McCalister	Director, ASU Public School Partnership
Mr. Anthony Santucci	Coordinator, Technology Facilities
Mr. John Spagnolo	Technology/Curriculum Specialist
Ms. Jan Stanley	Director, Teaching Fellows
Dr. Walter Oldendorf	Fifth Dimension/C I Adjunct, One Year Appointment
Dr. William Peacock	Family Literacy Project/CI Adjunct, Three Year Appointment
Ms. Elaine Berry	Staff
Ms. Lynn Church	Staff
Ms. Lynn Compagnone	Staff
Ms. Jean Edwards	Staff
Ms. Tammie Gelderman	Staff
Ms. Susan Musilli	Staff
Ms. Joyce Reese	Staff
Ms. Karen Rhymer	Staff

CURRICULUM AND INSTRUCTION

Dr. Michael Jacobson	Chairperson/Professor
Dr. Leslie Bradbury	Assistant Professor
Dr. Donna Breitenstein	Professor
Dr. Herb Brown	Assistant Professor
Dr. J. Allen Bryant	Assistant Professor
Dr. Ann-Marie Clark	Associate Professor
Dr. Susan Colby	Associate Professor/Assistant Chairperson
Dr. David Considine	Professor
Dr. Crystal Dean	Assistant Professor

Dr. Shannon Fitts	Assistant Professor
Dr. Jeff Fletcher	Associate Professor
Dr. Tracy Goodson-Espy	Professor
Dr. Melanie Greene	Professor
Dr. Eric Groce	Assistant Professor
Dr. Robin Groce	Assistant Professor
Dr. Lisa Gross	Assistant Professor
Dr. Robert Heath	Assistant Professor
Dr. John Janowiak	Professor
Dr. Kathleen Lynch/Davis	Associate Professor
Dr. Claire Mamola	Professor
Dr. Diane Marks	Assistant Professor
Dr. Ken McEwin	Professor
Dr. Terri Mitchell	Assistant Professor
Dr. Robert Muffoletto	Associate Professor
Mr. Joe Murphy	Professor
Dr. Jane Norwood	Professor
Dr. Sandra Oldendorf	Professor
Dr. Linda Pacifici	Associate Professor
Dr. Art Quickenton	Associate Professor
Ms. Laurie Ramirez	Assistant Professor
Dr. Pam Schram	Professor
Dr. Tracy Smith	Professor
Dr. Charlene Sox	Professor
Dr. Holly Thornton	Associate Professor
Dr. Sara Zimmerman	Professor
Ms. Mary Ferrell	Adjunct, Three Year Appointment
Mr. Jeff Goodman	Practitioner in Residence, Multi-Year Appointment
Dr. William Peacock	Adjunct, Three Year Appointment
Mr. Grant Dean	Adjunct, One Year Appointment
Dr. Walter Oldendorf	Adjunct, One Year Appointment
Ms. Sharilyn Owens	Adjunct, One Year Appointment
Dr. Kathleen Poole	Adjunct, One Year Appointment
Ms. Amanda Sox	Adjunct, One Year Appointment
Mr. Jerry Absher	Adjunct, Part-time
Mr. James Bradshaw	Adjunct, Part-time
Ms. Martha Brown	Adjunct, Part-time
Mr. Steve Bumgarner	Adjunct, Part-time
Mr. Don Church	Adjunct, Part-time
Mr. Norman Crotts	Adjunct, Part-time
Ms. Mary Linda Dooley	Adjunct, Part-time
Ms. Ursula Drees	Adjunct, Part-time
Ms. Pat Edwards	Adjunct, Part-time
Dr. Susan Gilbert	Adjunct, Part-time

Ms. Elaine Gray	Adjunct, Part-time
Ms. Jean Hampton	Adjunct, Part-time
Mr. Larry Harris	Adjunct, Part-time
Dr. Amalie Hinson	Adjunct, Part-time
Ms. Kathy Howell	Adjunct, Part-time
Dr. Randy Joyner	Adjunct, Part-time
Ms. Mary Margaret Meg Julian	Adjunct, Part-time
Dr. Erin Kirby	Adjunct, Part-time
Ms. Susan Lawrence	Adjunct, Part-time
Dr. Suzanne Mellow-Irwin	Adjunct, Part-time
Mr. Dave Mikeal	Adjunct, Part-time
Dr. Calvin Miller	Adjunct, Part-time
Ms. Jennifer Moore	Adjunct, Part-time
Dr. Barbara Perry-Sheldon	Adjunct, Part-time
Mr. Harold Phipps	Adjunct, Part-time
Ms. Cynthia Poe	Adjunct, Part-time
Ms. Nancy Reeves	Adjunct, Part-time
Ms. Olivia Riddle	Adjunct, Part-time
Ms. Ann Seagle	Adjunct, Part-time
Dr. Tuen Velders	Adjunct, Part-time
Ms. Gail Walker	Adjunct, Part-time
Ms. Leigh Wallace	Adjunct, Part-time
Ms. Brenda Walters	Adjunct, Part-time
Mr. Gregory Galvin	Elementary Education Advisor
Ms. Regina Parnell	Staff
Ms. Charyn Richards	Staff

HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

Dr. Lee Baruth	Chairperson/Professor
Dr. Sally Atkins	Professor
Dr. Karen Caldwell	Professor
Dr. Catherine Clark	Associate Professor
Dr. Keith Davis	Associate Professor
Dr. Hakan Ersever	Assistant Professor
Dr. Renee Evans	Assistant Professor
Dr. Christina Galvin	Assistant Professor
Dr. James Lancaster	Associate Professor
Dr. Geri Miller	Professor
Dr. Jack Mulgrew	Professor
Mr. Chris Rodriguez	Assistant Professor
Dr. Barbara Scarboro	Assistant Professor
Dr. Diane Waryold	Assistant Professor
Dr. Laurie Williamson	Professor
Dr. Jon Winek	Professor

Ms. Sarah Chapman	Adjunct, Part-time
Dr. Lynn Coward	Adjunct, Part-time
Mr. Dino DiBernardi	Adjunct, Part-time
Ms. Melissa Eich	Adjunct, Part-time
Ms. Virginia Page	Adjunct, Part-time
Ms. Suzette Patterson	Adjunct, Part-time
Ms. Laurie Percival-Oates	Adjunct, Part-time
Dr. Laura Ritchie	Adjunct, Part-time
Ms. Cathy Roberts-Cooper	Adjunct, Part-time
Ms. M. Corine Smith	Adjunct, Part-time
Dr. Jim Street	Adjunct, Part-time
Ms. Alicia Vest	Adjunct, Part-time
Ms. Shari Williamson	Adjunct, Part-time

Ms. Margaret Hardin	Staff
Ms. Diana Barbee	Staff

LANGUAGE, READING, AND EXCEPTIONALITIES

Dr. Monica Lambert	Chairperson/Professor
Dr. Dawn Botts	Assistant Professor
Dr. Heather Clark	Professor
Dr. Thalia Coleman	Professor
Dr. Beth Frye	Assistant Professor
Dr. J. Thomas Gill	Associate Professor
Dr. Connie Green	Professor
Dr. Timothy Harris	Professor
Ms. Elin Hoffman	Assistant Professor
Dr. William Irwin	Associate Professor
Dr. David Koppenhaver	Professor
Dr. Larry Kortering	Professor
Dr. Angela Losardo	Associate Professor
Dr. Mike Marlowe	Professor
Dr. Rose Matuszny	Associate Professor
Ms. Carla Meyer	Assistant Professor
Dr. Gary Moorman	Professor
Dr. C. Robin Morehouse	Associate Professor
Dr. Darrell Morris	Professor
Dr. Ellen Pesko	Assistant Professor
Dr. Susan Pogoloff	Associate Professor
Dr. Sharon Richter	Assistant Professor
Dr. Robert Schlagal	Professor
Mr. Dean Schofield	Assistant Professor
Ms. Rebecca Shankland	Assistant Professor
Dr. Woody Trathen	Professor
Dr. Constance Ulmer	Associate Professor

Mr. Christopher Van Loan	Assistant Professor
Dr. Michael VanLue	Associate Professor
Dr. Devery Ward	Assistant Professor
Dr. Margaret Werts	Associate Professor
Dr. Omer Ari	Adjunct, One Year Appointment
Ms. Donna Brown	Clinical Professor/CCD
Ms. Lisa Forster	Clinical Assistant Professor/CCD
Ms. Pam Henson	Clinical Professor/CCD
Ms. Mary Ruth Sizer	Clinical Professor/CCD
Ms. Sherry Street	Clinical Professor/CCD
Ms. Jennifer Van Gilder	Clinical Professor/CCD
Ms. Bliss Warren	Clinical Associate Professor/CCD
Dr. William Apple	Adjunct, Part-time
Dr. Joseph Cullen	Adjunct, Part-time
Ms. Carol Deal	Adjunct, Part-time
Ms. Cama Duke	Adjunct, Part-time
Ms. Mary Hendrix	Adjunct, Part-time
Mr. Ron Henries	Adjunct, Part-time
Dr. Jana Lollis	Adjunct, Part-time
Ms. Doris Matraw	Adjunct, Part-time
Dr. Jane Nowacek	Adjunct, Part-time
Ms. Kristin Todd	Adjunct, Part-time
Ms. Alicia Toomey	Adjunct, Part-time
Ms. Amanda Wortman	Adjunct, Part-time
Ms. Tess Riedl	Staff
Ms. Evaline Watts	Staff

LEADERSHIP AND EDUCATIONAL STUDIES

Dr. Richard Riedl	Chairperson/Professor
Dr. Les Bolt	Associate Professor
Dr. Barbara Bonham	Professor
Dr. Hunter Boylan	Professor
Dr. Amy Cheney	Assistant Professor
Dr. Kelly Clarke-Keefe	Associate Professor
Dr. Charles Claxton	Professor
Dr. Michael Dale	Associate Professor
Dr. William Gummerson	Assistant Professor
Dr. David Hostetler	Associate Professor
Dr. Barbara Howard	Assistant Professor
Dr. Richard Howe	Professor
Dr. Alecia Jackson	Associate Professor
Dr. Tom Jamison	Professor

Dr. James Killacky	Professor
Dr. Nita Matzen	Assistant Professor
Dr. George Maycock	Associate Professor
Dr. Vachel Miller	Assistant Professor
Dr. Precious Mudiwa	Assistant Professor
Dr. Peter Nelsen	Assistant Professor
Dr. George Olson	Professor
Dr. Alvin Proffit	Associate Professor
Dr. Robert Sanders	Associate Professor
Dr. John Tashner	Professor
Dr. Carol Truett	Professor
Dr. Gayle M. Turner	Associate Professor
Dr. Linda Veltze	Professor
Dr. Paul Wallace	Assistant Professor
Dr. Stephen White	Associate Professor
Dr. Kenneth Jenkins	Phased Retirement, Year One
Dr. Barbara Todd	Practitioner in Residence
Dr. Phyllis Tallent	Practitioner in Residence
Dr. Daniel Barron	Adjunct, Part-time
Ms. Scarlett Davis	Adjunct, Part-time
Dr. Jeff Doyle	Adjunct, Part-time
Ms. Karen Farthing	Adjunct, Part-time
Dr. Elaine Gray	Adjunct, Part-time
Ms. Karen Lowe	Adjunct, Part-time
Ms. Judith Ray	Adjunct, Part-time
Mr. Ari Sigal	Adjunct, Part-time
Dr. William Vinson	Adjunct, Part-time
Ms. Lori Dean	Staff
Ms. Jackie Ward	Staff

RCOE CENTER/GRANT/DIVISION PERSONNEL

Advancement

Ms. Dolly Farrell, Director

Adult Basic Skills Project

Ms. Diane Barber, Director
Ms. Jacquelyn McInturff, Staff
Mr. David Thompson, Staff

Appalachian Transition to Teaching

Ms. Bobbi Taylor, Director

ASU-Public School Partnership

Dr. Linda McCalister, Director
Ms. Kathy Howell, Mountaineer Reading Program

ASU Teaching Fellows

Ms. Jan Stanley, Director
Ms. Janice Koppenhaver, Assistant Director
Ms. Joy Osborne, Staff

Appalachian Family Innovation

Mr. Carl Lanier, Director
Dr. Joseph Cullen, Director of Research & Evaluation
Ms. Cynthia Lail, Staff

Beginning Teacher Support Network

Dr. Alice Krueger, Coordinator

Center for Communication Disorders

Ms. Mary Ruth Sizer, Director
Ms. Debe Jones, Staff
Ms. Heather Woodruff, Staff
Ms. Katherine Clontz, Staff
Ms. Susanna Litrenta, Staff
Ms. Kathy Mann, Staff

Doctoral Program

Dr. James Killacky, Director

Fifth Dimension

Dr. Walter Oldendorf, Coordinator
Ms. Mary Presnell, Staff

Human Development Research & Training Institute (HDRTI)

Dr. Ed Konarsky, Director
Ms. Mary Sue Keller, Staff

National Center for Developmental Education

Dr. Hunter Boylan, Director
Mr. Patrick Saxon, Assistant Director
Ms. Denise de Ribert, Assistant Director and NCDE, Director Kellogg Institute
Ms. Barbara Calderwood, Assistant Director
Ms. Evelyn Asher, Staff
Ms. Kate Hoffman, Staff

North Carolina Comprehensive School Health Training Center

Dr. Donna Breitenstein, Director
Ms. Genele Byrd, Staff

Parent-to-Parent

Ms. Kaaren Hayes, Director

Teacher Education Recruitment

Ms. Diana Beasley, Director

RCOE PERSONNEL CHANGES AND UPDATES
2009-2010

Administrative Appointments July 1, 2009

Dr. Monica Lambert Chairperson Language, Reading, and Exceptionalities

Faculty/Staff Personnel Changes

Faculty

New Tenure-Track 2009-2010

Dr. J. Thomas Gill	Associate Professor	Language, Reading, and Exceptionalities
Dr. William Gummerson	Assistant Professor	Leadership and Educational Studies
Dr. David Hostetler	Associate Professor	Leadership and Educational Studies
Ms. Carla Meyer	Assistant Professor	Language, Reading, and Exceptionalities
Dr. C. Robin Morehouse	Associate Professor	Language, Reading, and Exceptionalities
Ms. Laurie Ramirez	Assistant Professor	Curriculum and Instruction
Mr. Dean Schofield	Assistant Professor	Language, Reading, and Exceptionalities
Ms. Rebecca Shankland	Assistant Professor	Language, Reading, and Exceptionalities
Mr. Christopher Van Loan	Assistant Professor	Language, Reading, and Exceptionalities
Dr. Michael Van Lue	Associate Professor	Language, Reading, and Exceptionalities

Faculty Retirement – June 30, 2009

Dr. Richard Culatta Chairperson Language, Reading, and Exceptionalities

Completion of Phased Retirement – June 30, 2009

Dr. Ralph Hall Professor Leadership and Educational Studies

Began Phased Retirement – July 1, 2009

Dr. Kenneth Jenkins Professor Leadership and Educational Studies

Promotion/Tenure (P/T) – Effective July 1, 2009

Dr. Ann Marie Clark (P/T)	Associate Professor	Curriculum and Instruction
Dr. Kelly Clark/Keefe (P/T)	Associate Professor	Leadership and Educational Studies
Dr. Alecia Jackson (P/T)	Associate Professor	Leadership and Educational Studies
Dr. Kathleen Lynch-Davis (P/T)	Associate Professor	Curriculum and Instruction
Dr. Rose Matuszny (P/T)	Associate Professor	Language, Reading, and Exceptionalities
Dr. Robert Sanders (P/T)	Associate Professor	Leadership and Educational Studies
Dr. Karen Caldwell (P)	Professor	Human Development and Psychological Counseling
Dr. Heather Clark (P)	Professor	Language, Reading, and Exceptionalities
Dr. Tracy Goodson-Espy (P/T)	Professor	Curriculum and Instruction
Dr. Sandra Oldendorf (P)	Professor	Curriculum and Instruction

New EPA Appointment

Mr. Anthony Santucci Coordinator, Technology Facilities Dean's Office

New Staff

Ms. Jackie Ward	Staff	Leadership and Educational Studies
Ms. Eveline Watts	Staff	Language, Reading, and Exceptionalities

Reich College of Education
Vision Statement

**In Pursuit of Knowledge: A Community of Scholars Linking the Past
and Present to the Future**

Faculty and students come together as a community of inquirers to examine the aims of education and the nature of teaching and learning for achieving worthy educational goals. We view teaching and professional service as dynamic, goal-oriented, social activities which reflect our commitment to both the value of cultural diversity, and to the identification and solution of social problems. Learning is seen as an active process of acquiring, assessing, and producing knowledge in an environment of care and respect for others. We embrace the exploration of new forms of teaching and learning through experimentation with emerging technologies, and we are committed to the promotion of areas of excellence in the study of teaching, learning, and professional service.

We envision graduates of the Reich College of Education as thoughtful professionals, characterized by a love of learning and the capacity to adapt to change. Such professionals also reflect upon the moral nature of their work, and take seriously the public trust placed in them to make knowledgeable and ethically justifiable decisions concerning what is best for their students and clients.

Original 3/20/89

REICH COLLEGE OF EDUCATION
UNIT MISSION STATEMENT

The Reich College of Education exists to prepare its students (traditional and non-traditional) to assume positions as educational and human services personnel in both school and non-school settings. The various professions represented include teachers, school administrators and other human services personnel. At the core of their preparation is a strong practitioner orientation that complements their theoretical and research-based learning experiences.

To accomplish its mission, the College offers a broad range of comprehensive degree programs at the Baccalaureate, Masters, Specialist, and Doctoral levels, as well as programs leading to particular certificates and licenses. The Reich College of Education seeks to provide a well-balanced program of classroom and clinical experiences.

The Reich College of Education seeks to maintain a cooperative, forward-thinking posture, with emphasis on:

1. Providing programs of rigor and excellence that challenge its faculty and students to do their best;
2. Creating bold initiatives that recognize emerging societal needs with new programs, teaching strategies, and technologies that will keep it on the frontiers of knowledge;
3. Supporting the integration of multi-cultural and global orientations in all program areas;
4. Seeking to further define and deliver a comprehensive body of knowledge suitable for each of its majors;
5. Engaging in an active program of exchange and interchange with its varied publics;
6. Continuing to develop a faculty that seeks excellence in its teaching, breadth in its service, and creativity in its scholarship and research.

As one of the five degree granting colleges/school at Appalachian State University, the Reich College of Education reports to the Office of Academic Affairs.

(Revised March, 1992)

THE REICH COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

In Pursuit of Knowledge: A Community of Practice Linking the Past and Present to the Future

An Executive Summary*

In the Reich College of Education [as the professional education unit**], we see faculty and students coming together as a community of inquirers to examine the aims of education and the nature of teaching and learning for achieving worthwhile educational goals. We view teaching and professional service as dynamic, goal-oriented, social activities which reflect our commitment to both the value of cultural diversity and to the identification and solution of social problems. Learning is seen as an active process of acquiring, assessing, and producing knowledge in an environment of care and respect for others. We embrace the exploration of new forms of teaching and learning through experimentation with emerging technologies, and we are committed to the promotion of areas of excellence in the study of teaching, learning, and professional service. (RCOE Vision Statement, 1990).

The RCOE Vision Statement is reflected in all programs within the professional education unit and serves as a focal point for ongoing development for the unit's programs. Underlying this vision is the unit's conceptual framework which is based upon five principles, each supported by a rich theoretical and research base.

PRINCIPLE 1: Community of Practice

Learning occurs through participation in a Community of Practice

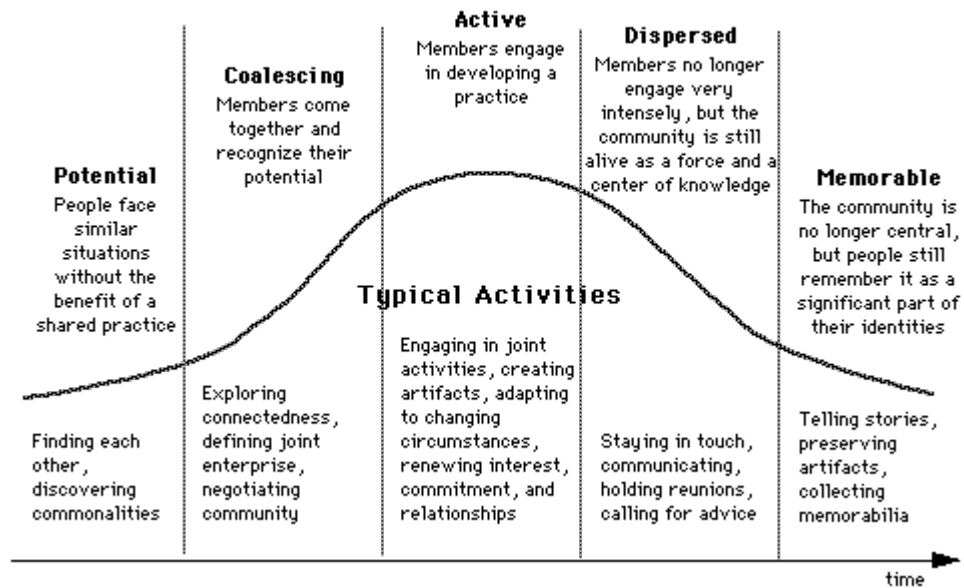
The knowledge required to be a successful educator is acquired through active participation in a Community of Practice (CoP). Preparation of educators occurs in at least two overlapping CoPs: the university, college or department where prospective and experienced educators are prepared, and the public schools and/or agencies where they engage in teaching, administration or other service and eventually their life's work. Entrance into a CoP is by "invitation," informal or formal; members come together because they are engaged in common work to reach agreed upon goals. While technical knowledge is important, it is always embedded in a complex set of social relationships. Out of such relationships emerges a set of shared knowledge, skills, values, and other characteristics that define the CoP.

Wenger (1998) proposes that CoPs progress through stages of development (see figure below):

*The full text of the unit's Conceptual Framework can be found at www.ced.appstate.edu.

**The Reich College of Education (RCOE) serves as the designated unit at Appalachian State University with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Consequently in this document, the terms "RCOE," "unit," or "professional education unit" should be viewed as synonymous. The term "candidates" is used throughout this document to identify not only those preparing to teach, but also those who may be preparing to be counselors, administrators, librarians, etc.

Stages of Development



Learning in a Community of Practice

The knowledge an individual must possess to gain full membership in a CoP takes two forms: one comes through *acquisition*, the other through *learning*. The process of *acquisition* focuses more on active participation than what is learned; an example of this is the young child who learns the basics of language without any formal grammar instruction in order to become an active participant in a community. *Learning* involves direct teaching and conscious reflection and is most typically found in formal schooling; for example, learning multiplication tables, the technical names for chemicals, the elements of leadership, or those of clinical practice. Membership in CoPs requires both kinds of knowledge, and the unit strives to provide an environment in which both processes take place and complement each other.

The Importance of Language

Language is the critical tool in the balancing of acquisition (social participation) and learning (formal instruction). Dialogue becomes an essential tool in the traditional learner-expert relationship but also the process of dialogue is the means for identifying and defining problems, exploring alternative solutions, monitoring activity, and evaluating results. A healthy CoP is always concerned with an open flow of dialogue. Members must feel that their ideas are taken seriously and should never feel threatened that they will be rejected on the basis of their dialogue.

PRINCIPLE 2: Social Construction of Knowledge

Knowledge is socially constructed and learning is a dynamic activity within the Community of Practice.

Learning does not occur in isolation but requires interactions among people and is, therefore, shaped and transformed by one's social and cultural environment. Diversity in the cultural, socioeconomic and sociopolitical contexts in which teaching and learning occur contributes to different practices, experiences, and outcomes. Individuals *appropriate* the practices, knowledge, skills, dispositions and values of their social groups. In other words, participants in the CoP have experiences "outside" themselves that create new meanings and understandings "inside" themselves.

Through such a transformation process, our aim is to educate candidates who seek to understand the views and experiences of those with whom they will work, to engage candidates in co-creating knowledge, and to make their learning relevant to real world situations. From this viewpoint, candidates learn and educators model the concept of *praxis*, the intertwining of theory and practice in the service of the reflective transformation of the individual's participation in the world (Freire, 1970).

PRINCIPLE 3: Novice to Expert

Learners proceed through stages of development from Novice to Expert under the guidance of more experienced and knowledgeable mentors in the Community of Practice.

Expertise in a profession results from absorbing the knowledge gained from theorists and research that frames perspectives about that profession. Experts clearly have “acquired extensive knowledge that affects what they notice and how they organize, represent, and interpret information in their environment”; such knowledge later “affects their abilities to remember, reason, and solve problems” (Bransford et al., 2000, p. 19). Hence, for experts, knowledge is not merely a list of isolated facts but rather knowledge comes to exist within a highly organized and contextualized structure.

In the case of teaching, for example, teachers must decide about the goals for instruction; identify their students' instructional needs, learner characteristics, and individual differences; decide what to teach and how much time to allocate to instruction; identify appropriate instructional levels; choose appropriate instructional materials and strategies; group students for instruction; decide how to measure the effects of instruction; monitor the lesson as it is taught; interact with students; make decisions about providing further instruction based upon student achievement; provide students with feedback; and, ultimately, analyze and reflect on the overall results and effectiveness of instruction.

The expert has to evaluate the novice's readiness to take on greater responsibility for the cognitive work necessary to move from novice to expert. The unit's faculty view its interactions with novice candidates in terms of the *zone of proximal development* (ZPD) or the “distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under ...[expert] guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

Members of CoPs often assume interchangeable roles; at one point they may be novices acquiring or learning new knowledge and skills; at another time, they may be experts teaching others who assume the role of novice. An example of this can be found in the area of information and communication technologies; frequently supervisors will report that candidates have such an advanced level of knowledge and skill in this area that they have taught the supervisors how to handle a technological problem that otherwise would have remained unresolved. Consequently, we see the unit's classrooms and internship settings as a community of practitioners with distributed expertise, and we value settings that are populated with candidates and faculty who are in different zones of proximal development.

Experts also possess the license to interpret and evaluate the performance of novices who are undergoing an apprenticeship in relation to the expected practices of the community. The apprenticeship provides an environment of trust in which novices and experts can co-construct mutually recognizable and desirable social roles. To this end, we rely upon performance

assessments centered on critical concepts and activities embedded in actual educational and social service contexts, and we employ a variety of approaches to document the transition of candidates from novice to expert.

PRINCIPLE 4: Knowledge Base

An identifiable knowledge base that is both general in nature and specific to program areas emerges from the Community of Practice.

One of the defining characteristics of a profession is a scholarly knowledge base (Shulman, 1998). Beginning teachers, for example, need knowledge in three general areas to be successful in the classroom: knowledge of learners, knowledge of subject matter and curriculum, and knowledge of teaching. Professionals in all fields develop a personal knowledge structure that guides their activity, but candidates also need “to both understand and move beyond their personal knowledge and experiences to bring to bear a wider set of understandings on the problems of helping others learn” (Darling-Hammond & Bransford, 2005, p.12).

Knowledge of Learners

A number of fundamental concepts about learning will provide teachers and other practitioners with a foundation for their continued professional growth. These concepts include:

- *Learning as a constructive process*—“Learning is an active knowledge construction process emphasizing context, interaction, and situatedness.”(Salomon & Perkins, 1998, p. 4).
- *The zone of proximal development*: “...the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).
- *Metacognition*: “...how people learn to monitor and regulate their own learning and thinking.” (Darling-Hammond & Baratz-Snowden, 2005, p. 8).
- *Cultural competence*: the ability to (1) develop curriculum representative of the myriad individuals in our global community (Banks, 2003); (2) select materials inclusive of the contributions and perspectives of different groups (Delpit, 1995; Ladson-Billings, 2002); (3) develop an awareness and responsiveness to the particular cultural context within which one lives and teaches (Banks, J. et al., 2005; Irvine & Armento, 2001; Sleeter & Grant, 1999;).

Knowledge of Subject Matter and Curriculum

Educators need to become diagnosticians of learners’ interests and ideas. This leads to engaging students in the study of subject matter in ways that encourage a deeper and richer understanding of how the content they study relates to their lives and needs. To be able to lead such study, educators must have a deep understanding of the content for which they have responsibility as well as knowledge and ability to represent that content in meaningful ways for all students and clients (Shulman, 1987). We place a premium on knowledge related to all of our majors in the unit. Such knowledge is addressed through program standards at either the state and/or national levels. All of our programs are built on these standards and are held accountable for demonstrating their candidates’ performance in relation to the standards.

Knowledge of Teaching

Subject matter knowledge must be synthesized with pedagogical knowledge. The latter is defined by Shulman (1986) as the following:

The most regularly taught topics in one's subject area, the most useful forms of representations of these ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, ways of representing and formulating subject matter that make it comprehensible to others. Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons (pp. 9-10).

Candidates will not leave with all the skills and knowledge necessary to perform effectively throughout their careers without further study. Instead, the unit's faculty help candidates develop the core understandings and skills that will prepare them for a lifetime of learning from their experiences in professional contexts. The unit's purpose is to develop "adaptive" experts who are capable of making the complex judgments they will have to exercise daily in practice but who also understand that their need for learning is a lifetime commitment.

PRINCIPLE 5: Dispositions

All members of the Community of Practice develop a set of dispositions that reflect the attitudes, beliefs, and values common to the Community of Practice...

The National Council for the Accreditation of Teacher Education (NCATE) defines *dispositions* in the following way:

The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (NCATE, 2002)

What habits of mind and behavior are essential to candidates in the programs of the unit? We have identified three key dispositions:

1. Candidates exhibit a commitment to meeting the needs of all learners.
2. Candidates exhibit a commitment to reflective practice.
3. Candidates exhibit a commitment to professional and ethical practice.

For the behaviors associated with these dispositions to emerge and be strengthened in candidates, faculty work collaboratively to insure that every candidate is offered situations that evoke the appropriate dispositions and related behaviors. Candidates must have multiple opportunities to display the key behaviors associated with each disposition so that both candidates and observers reach the conclusion that the candidates will be likely to display the dispositions in the future in similar situations. The RCOE's focus on these three key dispositions does not imply that program areas do not have other dispositions for which candidates may be held responsible by their respective areas. However, we believe that such additional dispositions will fit easily within the RCOE conceptual framework.

A SUMMING UP

Our conceptual framework is based on a "social constructivist" perspective. We see the preparation of candidates in the unit as essentially a social activity, which includes a period of apprenticeship. To become a graduate from the unit requires candidates to participate in the communities of practice both in the unit and in public schools and other professional settings. Learning to become a participant in the unit involves the transition from partial to full participation in the community of practice. Becoming a graduate of the unit's programs requires the mastery and acquisition of large amounts of knowledge, and extensive experience in applying and testing that knowledge in practical settings.

As a result of their work in the unit's programs, graduates and faculty of the professional education unit at Appalachian State University will...

- Provide positive professional contributions within the various communities of practice of which they are members;
- Embody the view that learning and teaching are active, social, and transformative processes that are enhanced when new learning is linked to prior knowledge;
- Use theory and research to inform practice and use experience from practice to inform theory and research;
- Become adaptive experts by proceeding through stages of development from Novice to Expert under the guidance of more experienced and knowledgeable mentors in the CoP;
- Plan and adapt teaching and learning experiences, assessments, and intervention with reference to the learners' diverse needs and characteristics;
- Demonstrate a commitment to three key dispositions:
 - a. meeting the needs of all learners;
 - b. engaging in ongoing reflective practice and lifelong learning;
 - c. embodying the highest standards of professional and ethical practice.

Becoming a truly accomplished professional requires that one continue to learn and acquire knowledge throughout one's entire professional life. Within its theoretical and practical conceptual framework, the RCOE prepares its candidates to become full-fledged members of the community of practice appropriate to their major fields of study.

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Reich College of Education Annual Report 2008-2009

(Excerpts)

Major Achievements

The examples below represent a number of the most important accomplishments listed by the chairs and directors in the Reich College of Education. Many more accomplishments are described within the separate reports. (See reports online at each department site.)

Curriculum

- Participated with approximately two-thirds of the faculty in LES in a group called the AET Zone Work Group which is exploring the development of learning activities in a 3D virtual world. Many faculty have begun putting learning activities into the Activeworlds 3D world and others in the Qwaq 3D world. As a group they are working aggressively toward non-traditional online learning experiences and toward a collaborative experience that will engage faculty and students from different programs working together through the 3D world. A group is piloting 8 courses from 4 different program areas (School Administration, Library Science, Instructional Technology, and the Doctoral program) that will engage students in projects that ask them to bring the knowledge and dispositions of their academic area to the table such that all learn more about the areas they are not pursuing in their degree program. Included in this group are two members of the Library Faculty who are helping the group build library resources and access for courses.
- Revised the Higher Education program in LES, over the course of the last two years, combining concentrations in Adult and Developmental Education into one concentration and reworking the Administration concentration into a concentration in Community College and University Leadership. The new program will be implemented Fall 2009. Work continues on re-visioning the Teaching Concentration.
- Engaged all undergraduate teacher education programs as well as the Master's in School Administration in the process, to be implemented beginning Fall 2009, of re-visioning their programs to meet new DPI standards and procedures. In many cases entirely new curricula are going into place and in other instances major revisions in existing courses are being made. The Professional Core for all undergraduate teacher education programs has been re-visioned as a part of the overall change process. Twenty-one undergraduate programs in and outside of the RCOE are involved in the re-visioning process.
- Purchased a new electronic data management system called TK-20 which is being used as the primary means for collecting data on student performance in all teacher education programs in the university as well as providing data related to such areas as early field placements, student teaching placements, diversity of schools served, admissions, etc.; the system is being designed to meet the overall data needs of the college as well as provide evidence for use in both state and NCATE accreditation requirements.
- Engaged in an effort to capture the framework that has already been developed by the existing relationships with schools in our partnership for placing student teachers and interns; ASU and the RCOE have developed a three-tiered approach for the levels of engagement. This approach is informed by the standards set forth by NCATE for Professional Development Schools (PDS) and the nine essential factors that constitute a PDS for the National Association of Professional Development Schools.
- Maintained a highly active off-campus presence, with 112 undergraduate, 298 graduate, 32 specialist, and 6 doctoral courses for a total of 448, and total registrations of 6,698.

- Hosted Fall 08 and Spring 09 doctoral symposia featuring scholarly presentations and discussions centered on doctoral students' works.
- Presented the first Alice P. Naylor Outstanding Dissertation Award to Angie Wright ('08) as part of the Spring Symposium.
- Accepted the invitation to the Communication Disorders Program to become a charter member of the new University College of Health Sciences and Allied Professions. The transition will occur when a new Dean is hired and the administrative structure is implemented.
- Maintained a perfect pass rate (100%) again, this year, for graduates of the Communication Disorders Program on the American Speech-Language and Hearing Association Certification Examination, the nationally recognized certification credential. Graduates are highly sought after and the CDP boasts a five year record of 99% successful placement of graduates in the work force and 100% for the past two years. Continued the excellent preparation of students in the Special Education Program as reflected in the Praxis II exam for Special Education. During the past five year period, 100% of graduates successfully passed the examination.
- Increased the number of male students in the Teaching Fellows program. Last year's freshman class and the incoming freshman class for Teaching Fellows have 22 males and 28 females. That translates to 44% males entering the program over the last two years.
- Developed and submitted coursework to DPI for approval for an add-on license in gifted education K-12. The four-course sequence was implemented Fall 2008 and will end Fall 2009.
- Provided emotional support and information about resources through the Parent to Parent Program to some 450 families with special needs in Watauga, Allegheny, Ashe, Avery and Wilkes counties. In addition, the program received approximately 800 requests for information and other services. The program is funded by a variety of sources including: Appalachian State, the Boone Developmental Evaluation Center, Watauga County United Way, and the North Carolina State Legislature through the Family Support Network, University of North Carolina School of Medicine at Chapel Hill.
- Hired a full-time elementary education advisor in the Department of Curriculum and Instruction who began working Fall 2008.
- Gained approval to offer a health education program course in general education beginning Fall 2009. This is the first time a course in the college has been offered in general education.
- Revised all undergraduate teacher education programs, where appropriate, to align with new General Education requirements.

Outreach:

- Welcomed the transfer of the ASU Math/Science Center from the College of Arts and Sciences to the RCOE; director now reports to the RCOE dean. The Center sponsored programs for all 15 school systems in the MSEC area of responsibility plus many from outside the area; activities included the following:
 - Offered 29 courses, workshops and institutes to 1607 teachers.
 - Generated 51.6 license renewal credits for teachers.
 - Enrolled 292 teachers in license-renewal workshops/institutes.
 - Offered 7 graduate mathematics courses with a total of 14 graduate credit hours in cooperation with the Mathematics Education Leadership Training program.
 - Enrolled 18 students in graduate mathematics courses with the MELT program
 - Sponsored 35 programs for 1,715 students.
 - Involved 1,300 participants in community outreach efforts.
 - Generated 516 hours of instruction in all license renewal programs combined.

- Involved a number of teachers in the Darwin Bicentennial Celebration.
- Published fall and spring newsletters which were distributed to more than 2,000 educators in the region and state.
- Had more than 500 teachers take advantage of the loan program of science and mathematics materials from the MSEC resource rooms.
- ASU Public School Partnership:
 - Involved over 200 teachers and over 100 faculty in RCOE ASU-Public School Partnership professional development activities—workshops, seminars, grant supported activities.
 - Continued Professional Development School (PDS) relationships at the middle grade level in Avery County Middle School with similar partnerships underway in Alleghany, Ashe, Avery, Burke, Caldwell, Wilkes, and Watauga counties. Similar PDS relationships in the secondary social studies program area continue in Avery and Ashe Counties. A pilot partnership between the elementary block 2 program and the Blowing Rock Elementary School is scheduled to begin Fall 2009. Therein, all classes in one block will be offered on site in Blowing Rock.
 - Assisted with a six-week training program for 12 Pakistani secondary-level biology teachers. The program involved Appalachian faculty from multiple fields and teachers from public schools; also hosted a Jordanian school administrator who shadowed the principal of Hardin Park School and the principal of Watauga High School to learn more about American school administration policies and practices.
 - Supported 12 Teacher Cadet programs in ASU-Public School Partnership districts by hosting campus visits, providing elective credit, and sharing resources.
 - Sponsored two ASU Scholar Weekends for 145 gifted and talented students from the region, grades 7-12; ASU faculty provided the instruction.
 - Sponsored, with the ASU Athletic Department, the Mountaineers Reading Program, a summer reading enrichment program that involved over 11,000 Grades 1-7 students who read over 28,000 books; recognition for those from each district who read the most books occurred at a home ASU football game.
- Required all Teaching Fellows freshmen to complete ten service hours per semester. This year's freshman class completed over 2,500 total hours of service for an average of over 50 hours per freshman. Service projects included homeless shelter, Habitat for Humanity, Diversity Festival on campus, festivals at local schools, Adopt-a-Highway, Relay for Life, and Haunted Horn.
- Provided services by the Communication Disorders Clinic in 2008-09, that included speech, language and hearing screenings for 7,665 children and adults. The Preschool Language and Communication Center (PLCC) provided both group and individual therapy for 24 children between the ages of 3 and 5 years for a total of 348 treatment hours. Audiological services were rendered to 583 clients for a total of 421 hours. In addition, 2,868 children were provided with Audiological Screenings in the Public Schools. The cumulative grand totals for all service hours for the year 2008-09 (including 5 outreach facilities) was 7,554 hours of service.
- Provided direct service through the Reading Clinic to 165 children with reading disabilities for a total of 2,475 treatment hours. The Clinic, based on the Appalachian Campus, operates two off-campus branches in Davie County and Burke County.
- Entered into a Partnership with Yadkin County and our reading program that will result in all the K-3 teachers in Yadkin County being supported by the county to enroll in ASU coursework and experiences that will lead to additional certification in reading.
- Handled over 700 requests for assistance and information through The Appalachian Transition to Teaching Program, which is designed to provide support to lateral entry and licensure only candidates on behalf of the UNC system and ASU.

- Provided support and resources through the ASU Beginning Teacher Support Network (BTSN) to ASU beginning teachers in order to increase teacher expertise and retention. The BTSN originally supported ASU graduates in partnership districts. Support has increased to include other teachers in our partnership districts and districts outside of the partnership. The BTSN has offered (1) electronic connections that included a web site with access to upcoming events and teacher resources, monthly newsletters, and on-line book study groups; (2) professional development offered at the university related to specific grade level issues and the topics of classroom management and differentiation; (3) professional development offered at district locations including Conscious Discipline©, differentiation, lesson planning, and 21st Century Skills; (4) special teacher activities including a Teacher Supply Sale and Alumni Connections, and (5) individual teacher support. Resources and support have been provided to more than 230 teachers.
- Placed 587 student teachers, compared to 509 last year, in K-12 public school settings. Twenty-two students, compared to 15 last year, participated in international student teaching. Fall placements involved 36 districts and 139 schools while spring placements involved 42 districts and 186 schools.

Facilities

- Completed renovation of University Hall as the new home for the Communication Disorders Clinic and held the formal dedication and naming of the Clinic during the Spring Term; the clinic was named for longtime supporters Charles and Geneva Scott.
- Held ground-breaking ceremony for new education building in December 08; awarded bid to Hickory Construction Company in June 2009; estimated completion of building is Fall 2011.

Advancement

- Established a memorial scholarship in the name of Dr. Janet Bloodgood, former member of the Reading faculty, and a memorial Reading Alcove has been designated in the new College of Education building.
- Received a total of \$788,238.44 in cash gifts as of June 1, 2009 for the Reich College of Education. Another \$130,345 was raised in pledges. The college engaged over 130 new donors since July 1, 2008. Highlights include a \$160,000 commitment to the Appalachian ACCESS Scholarship Program for Teachers, the creation of the Bob and Thelma Alexander Scholarship and a \$25,000 commitment to the Davie County Reading Clinic.
- Created The Bob and Thelma Alexander Scholarship as a result of a \$100,000 commitment from an anonymous donor. This scholarship is available to students through the Reich College of Education and is similar to the highly competitive N.C. Teaching Fellows Scholarship. The scholarship is a four year, \$20,000 scholarship that will be awarded to five outstanding high school seniors who have demonstrated academic achievement, financial need and a desire to teach. Recipients of this scholarship will be required to teach for a minimum of four years in a North Carolina public, charter or government school and will have seven years after graduation to fulfill this requirement.
- Raised more than \$25,000 for teacher education scholarships through The 3rd Annual Swing for Scholarships Golf Tournament. More than 150 golfers played the Jones Course at the Rock Barn Golf & Spa on October 6th. The 4th annual tournament will be held Monday, October 12, 2009.
- Inducted Judy Mays, Robert Killian, and Peggy Badget Rickert into the Rhododendron Society in recognition for their service to education and ASU. The awards were presented at the Alumni Black and Gold Reunion in July 2008.

- Launched 4th Annual Education Day during fall home football game where ASU Partnership *Teachers of the Year* were recognized on the field at half-time and all alumni and family were offered tickets at a discounted cost. Education Day is planned for November 2009.
- Hosted Library Science alumni on July 12, 2008 to celebrate the program's 70th anniversary; more than 125 attended.

Major Challenges

- Seek additional faculty to address continued growth in programs, especially off-campus, and revisions in curriculum. Projections call for the addition of at least 5-6 faculty over the next year, not counting replacements for retirements, etc.
- Seek additional staff positions in several departments; projections call for the addition of at least 4-5 staff positions over the next two years to address growth in student enrollment and increasing requirements related to program approval and accreditation.
- Address low enrollment undergraduate and graduate programs on campus.
- Recruit minorities for all programs, especially those on campus.
- Increase operating budgets which remain at levels in effect in 2001, leaving departments and the college as a whole without adequate resources to support the increases in operating expenditures due to rising costs and an increased complement of faculty.
- Promote increased giving to scholarship endowments which have dropped 59 percent in value during the past year, making it difficult to provide sufficient scholarship aid to needy students.
- Find additional funding support for the Math/Science Center, the ASU/Public School Partnership, the Beginning Teacher Support Network, and the Appalachian Transition to Teaching Program to permit the outreach activities of these programs to be enhanced.
- Respond to changing state and national accreditation/approval requirements while minimizing the impact on administrative staff and faculty.
- Secure housing space for the Teaching Fellows program to make it possible for freshman and sophomores to live in a common residence.
- Develop and expand early field experiences for all candidates in the re-visioned teacher education program with corresponding staff support.
- Implement the TK-20 electronic data management system to encompass all programs in the college.
- Complete the implementation of the 21 re-visioned undergraduate teacher education programs.
- Begin the re-visioning of all teacher education graduate programs to meet new DPI standards (to be completed in 2009-2010).

PERSONNEL CHANGES 2008-2009

Changes in Administrative Personnel

Dr. Richard Riedl was appointed chair of the Department of Leadership and Educational Studies, effective Fall 2008.

Dr. Richard Culatta, chair of the Department of Language, Reading, and Exceptionalities, retired, effective June 30, 2009

Dr. Monica Lambert was appointed chair of the Department of Language, Reading, and Exceptionalities, effective July 1, 2009.

Changes in Faculty and Staff Positions

Faculty

Curriculum and Instruction

Dr. Chrystal Dean was appointed Assistant Professor, Fall 2008.

Dr. Shanan Fitts was appointed Assistant Professor, Fall 2008.

Dr. Robert Heath was appointed Assistant Professor, Fall 2008.

Dr. Wanda Calvert was appointed Assistant Professor, Fall 2008; resigned effective May, 2009.

Ms. Mary Ferrell was appointed Instructor for a three year term 2008-2011.

Language, Reading and Exceptionalities

Dr. Richard Culatta, Professor, retired effective June 30, 2009.

Dr. William Barber, Associate Professor, retired effective June 30, 2009.

Ms. Elin Hoffman was appointed Instructor, Fall 2008

Dr. Sharon Richter was appointed Assistant Professor, Fall 2008.

Leadership and Educational Studies

Dr. Ralph Hall, Professor, completed phased retirement effective May, 2009

Dr. Barbara Howard was appointed Associate Professor, Fall 2008

Dr. Les Bolt was appointed Assistant Professor, Fall 2008

Dr. Vachel Miller was appointed Assistant Professor, Fall 2008

Dr. Paul Wallace was appointed Assistant Professor, Fall 2008

Dr. Terry McClannon was appointed Assistant Professor, Fall 2008

Staff

Ms. Lynn Compagnone accepted a position in Office of Field Experiences and moved from the Dean's Office

Ms. Susan Musilli accepted a position in the Dean's Office and moved from LRE

Ms. Jackie Ward accepted a position in LES

Ms. Eveline Watts accepted a position in LRE

Ms. Denise deRibert became the Director of the Kellogg Institute

Dr. Terry McClannon resigned as Director of RCOE Technology Facilities and accepted a faculty position in the Department of Leadership and Educational Studies

Mr. Anthony Santucci was hired as RCOE Director of Technology Facilities, Spring 2009

Mr. Robert Dodd was hired as Research Associate in Teacher Education Assessment, Fall 2008

EQUAL OPPORTUNITY AND DIVERSITY

The RCOE:

- Conducted 13 faculty searches and filled 12 for 2009-10; 4 women were hired with one minority represented; 8 men were hired. The college also conducted 6 SPA searches and filled 5 positions with women, and one with a male; one EPA position search resulted in a male hire.
- Continued the "tile project" with local schools to feature the diversity of the region; the developing display is mounted in Duncan Hall as a means of recognizing the diversity in the ASU-Public School Partnership.
- Promoted addressing issues of diversity through faculty/staff/student reading groups.
- In addition, a variety of other activities occurred and these are summarized below.

Personnel

- Mentored new faculty members as well as students in many programs.
- Served as advisor to student organizations with minority constituencies.
- Used special mailings, e-mail and personal contacts for recruiting students and potential faculty members from institutions with substantial minority populations.
- Continued awarding the Cannon Scholarships to students from underrepresented populations.
- Hosted visitors from Jordan, Egypt, and Pakistan who spent time in RCOE classes as well as in the public schools of the region.

Curriculum

- Emphasized inclusion of multi-cultural topics in all classes.
- Offered symposia, panels, and guest speakers focusing on diversity issues and stressed student attendance at these events as well as at university sponsored forums on diversity-related topics.
- Participated in a curriculum development project with faculty from Kurdistan as a result of a grant from the ASU Office of International Education and Development.
- Sponsored study trip to England for graduate students in HPC as a pilot experience for establishment of a regular class offering taught summers on-site in England.

Professional Activities

- Provided faculty reviewers for multicultural journals.
- Authored articles and books on diversity topics.
- Made presentations and conducted workshops/seminars focused on diversity issues.
- Authored grants focusing on working with minority populations as well as recruiting them into the profession.
- Maintained a college-wide diversity committee.
- Encouraged faculty to become members of appropriate professional organizations such as Gamma XI, the ASU chapter for Phi Beta Delta, Honor Society for International Scholars.
- Conducted research on perceptions about minorities and the effects these have on teaching and learning.
- Maintained internships, practica and clinical experiences for bringing RCOE students to sites which enhanced their understanding of and involvement with minorities and minority issues.
- Continued to support student teaching experiences in Mexico, Costa Rica and Ireland and assisted with placements in other countries.
- Offered off-campus programs to attract minority students.
- Conducted special field trips for students to schools and agencies serving diverse populations such as the Cherokee Reservation spring break trip.
- Promoted the use of the Internet to connect ASU students with students in other cultures.
- Made presentations at a variety of meetings of international organizations.

INSTITUTIONAL EFFECTIVENESS

The data upon which programs, policies, and procedural changes are based are gathered from several sources. Formally, individual programs conduct yearly surveys of past graduates, current employers, and conduct exit interviews with graduate and undergraduate students. In addition, Program Advisory Committees are utilized by all programs as a means of soliciting feedback from external constituents. Comments from class evaluations are also collected by the chair and shared with program faculty when appropriate. Peer review and post tenure review are also used as a means to strengthen faculty development. Informally, information is gathered during scheduled meetings with field-based supervisors and other interested personnel. In addition, some modifications are based on responses to certification agencies and governmental boards. The college participates each year in the state required Institution of Higher Education Performance Report on undergraduate and graduate teacher education; part of the assessment includes surveys of graduates who have completed the programs within the last year. Survey results are provided to all programs. In addition, the college collects PRAXIS scores for all students admitted and exiting its undergraduate programs. Results of these tests are shared with departments across campus as an indicator of student performance. Comparable assessments occur at the graduate level in a number of programs.

During the past year, the following major and minor changes were made in programs as a result of data collected in the manner detailed above or mandates. Among those changes were the following:

- All 21 of the teacher education programs at ASU underwent a re-visioning process mandated by the State Board of Education and the North Carolina Department of Public Instruction; Assessment Task Forces and a Professional Core Task Force were formed to recommend common assessments for programs and curricular changes. The process led to significant curricular and assessment changes and each of the 21 programs submitted a “program blueprint” to the Department of Public Instruction June 30, 2009 for review and approval.
- RCOE purchased an electronic data base management system called TK-20 which will become the management system for all data related to teacher education at the university; it will also serve as the system for housing the necessary candidate performance data for six state mandated assessments; a series of pilot projects are currently underway to test the design and reliability of the system.
- The Office of Field Experiences and Student Teaching revamped databases, operational policies and procedures with the goal of increasing effectiveness and efficiency as district requirements become increasingly stabilized. In addition, all surveys were put on-line and accompanied by a database indicating completion for each student, providing easy access to submissions.
- In response to the NC Department of Public Instruction requirement for re-visioning programs, a Student Teaching Re-visioning Task Force and the Student Teaching Pilot Task Force were initiated. The Student Teaching Re-visioning Task Force work resulted in a new Student Teaching Handbook, new policies and procedures, new operational frameworks, as well as new documented evidences and assessments. A greater emphasis was put upon the Instructional Design/Impact on Student Learning Project and formative assessments related to classroom teaching and providing frequent and transparent indication of student progress—all areas previously identified by students, supervisors and cooperating teachers as needing revision and strengthening.
- The Student Teaching Pilot Task Force designed processes, evidences and rubrics for use during the pilot year (2009-10) with a sample of students from each licensure program.

Assessments from the pilot year will determine required revisions for the first official year of the new re-visioned student teaching program in 2010-2011.

- This past year, 20 of the 22 licensure programs joined College of Education in adopting CI/SPE 4900 as the capstone course for teacher education programs to meet the new General Education requirements.
- The Doctoral Program undertook a major articulation effort between coursework in the various ASU Ed.S. degree programs and the Ed.D. to determine what Ed.S. courses could be transferred to the Ed.D.
- The Doctoral Program conducted a survey of area school superintendents and community college presidents to develop a database of current research issues and needs from our constituent practitioner perspective.
- The Doctoral Program created a college wide data base featuring faculty research interests to serve as a resource for doctoral students and other faculty.
- The Doctoral Program developed a self-assessment document on understanding elements of a dissertation for use by doctoral students and faculty advisors.
- The MSA program completed revisions of its MSA and Ed.S. programs to meet new state licensure requirements that will be implemented in the upcoming academic year. These revisions have been presented to the Leadership in School Administration advisory group and modified based on feedback. The faculty are currently in the process of piloting the use of TK20 to track the progress of students against rubrics created for the new standards.
- The Higher Education Program successfully completed major revisions to both the MA and Ed.S. concentrations, merging Adult Education and Developmental Education into a single Adult and Developmental Education Concentration and modifying the Administration concentration to a more robust Community College and University Leadership concentration.
- LES received a free upgrade (\$23,000 value) of Activeworlds on which AET Zone, the department 3D online environment, and has increased faculty use to members from Research and Leadership and School Administration in addition to faculty from Library Science and Instructional Technology who have been using it.
- LES acquired a Qwaq server as its next evolution of 3D environments in which to offer online education. Faculty have engaged in bi-weekly meetings to explore the possible uses of 3D online environments and a research team has been established to provide substance and a research agenda for discovering the most effective uses.
- Library Science, consulting with their advisory group, has begun a complete curriculum review to meet state and national standards.
- Human Development and Psychological Counseling contributed the following:
 - Completed CACREP Mid-Cycle Report.
 - Changed program name from Community Counseling to Clinical Mental Health Counseling.
 - Eliminated the College Counseling concentration in the College Student Development Program.
 - Departmental approval of the curricular revisions in the Professional School Counseling Program.
 - Updated the Community Counseling website.
 - Initiated the AAMFT Self-Study.
 - Participated in providing services through the Institute of Health and Human Services (IHHS).
- The Teaching Fellows Program received a positive review of its annual report from the North Carolina Teaching Fellows Commission.

- Efforts to promote and market the Teaching Fellows Program with emphasis on recruiting and retaining males and minorities has resulted in last year's freshman class and the incoming freshman class having 22 males and 28 females. That translates to 44% males entering our program over the last two years.
- The Communication Disorders Program (CDP) maintained a perfect pass rate (100%) again, this year for its graduates on the American Speech-Language and Hearing Association Certification Examination, the nationally recognized certification credential. Graduates are highly sought after and the CDP boasts a five year record of 99% successful placement of graduates in the work force and 100% for the past two years.
- The Special Education Program (SPE) continues its excellent preparation of students as reflected in the Praxis II exam for Special Education. During the past five year period 100% of graduates successfully passed the examination.
- All elementary education majors, during their semester prior to student teaching, participate in a block of courses (Block II) with an integrated field component. These courses include all subject area methods and an intensive 150 hour internship. In Fall 2009, the Elementary Education program will pilot two new block structures: *Site-Based Block*: Based on a PDS model, students will take course work and participate in their internship on site at an elementary school. The instructors will teach courses on site, and students will be expected to be an integral part of the day to day teaching and learning at the elementary school. The coordinator and other instructors of this program will organize and engage in professional development with the school staff and serve like a faculty in residence at the elementary school. *Math Concentration Block*: This block will consist of students with a second academic concentration (SAC) in the area of mathematics. These students will be given differentiated mathematics methods instruction that will provide them with a better understanding of content pedagogy in mathematics. In addition, this group of students will begin to develop skills which will enable them to become teacher leaders in the area of mathematics in their elementary schools upon graduation. This aligns with the new state standard concentrating on teacher leadership and the direction of the state advocating for an add-on license for elementary education mathematics specialists.
- Data gathered from elementary education students during the Block I and Block II provide evidence that students are attaining higher ratings on their dispositions over the course of time. The disposition evaluations given to candidates, cooperating teachers, and university supervisors at the conclusion of the student teaching semester indicate that elementary education majors, on average, score above "meets standards."
- A detailed questionnaire is given to all elementary education students during their student teaching semester to gather quantitative and qualitative data about the program. Students rate the overall program and each course within the program on a Likert scale. Further, students respond to open ended questions such as the following: What are the strengths of the program? What are your suggestions for improvement? During the academic year of 2008-2009 a couple of questions were added to specifically gather more information about the 20/20 Service Learning Program. Data gathered from approximately 200 students suggest that, overall, students believe that their pre-service education program was effective and that they are prepared to teach. While responses to individual courses varied, most courses were rated as having a "strong positive impact." Qualitative comments were helpful for program improvement and are located with the program coordinator.

REICH COLLEGE OF EDUCATION
DIVERSITY STATEMENT AND PLAN

The Reich College of Education's Diversity Plan is based upon the guidelines and recommendations developed for colleges and the university by the Chancellor's Committee on Diversity (1996). Since the spring of 1997, each unit/department has been required to file as a part of its annual report details of its efforts to carry out the specific policies appropriate for its programs and mission. During the 2009-2010 academic year, the RCOE Diversity Committee will be reviewing and updating as needed the Diversity Plan, Goals, and Actions.

Statement of Belief

The Reich College of Education is dedicated to developing and maintaining an environment where diversity in all its forms is encouraged, accepted, and practiced.

The Reich College of Education is committed to the recruitment of faculty, staff, and students who act on principles of conduct that enhance diversity.

The conduct of the College's academic programs, research, service, obligations, special projects, and community-wide activities reflects a commitment to practice equitable behavior with all individuals and groups with whom we work.

Adopted May 2000

GOALS

Goal: Encourage faculty to include issues related to underrepresented groups in appropriate courses and as an integral part of course syllabi.

Action: Teacher education programs at all degree levels continued to review how diversity can best be addressed in each of their programs. The unit's commitment to diversity is integrated throughout the Conceptual Framework and informs course curriculum, field experiences, and clinical practice. In addition to diversity related courses in some majors, courses such as CI/SPE 2800, FDN 3800, and CI/RE 3850, all within the Professional Core for undergraduate teacher education majors, address elements of diversity in their course content and discussions. Candidates are expected to develop diversity-related proficiencies in their coursework and experiences and demonstrate their knowledge, skills, and dispositions related to diversity. It is expected that candidates will develop an understanding of student diversity for teaching and learning.

Action: All undergraduate teacher education programs were involved during the 2009-10 year in revisioning their programs to meet new North Carolina teaching standards. One of the five standards specifically addresses working with a diverse population of students. In the revisioning of the professional core courses, special emphasis was placed on preparing teacher education candidates for meeting the needs of all students with whom they work with a course focusing on inclusive learning communities being

proposed as a part of the re-visioned Core. This new emphasis also reflects the continuing growth of diversity within NC public schools and 21st century schools.

Action: Candidates at the graduate level are also expected to develop diversity-related proficiencies in their coursework and experiences and demonstrate their knowledge, skills, and dispositions related to diversity. They are expected to develop an awareness of the world's diversity of cultural and national experiences, identities, and values. Through course requirements and in meeting state and national standards, advanced candidates do this through courses such as CI/SPE 5045 Learner Diversity, one of the core courses required in most of the teacher education master's programs. Other program examples include Counseling that addresses issues of diversity, notably in HPC 5110 Multicultural Counseling, and HPC 5538, Advanced Multicultural Counseling.

Action: The faculty in the Department of Curriculum and Instruction included a variety of diversity issues (including differences in race, gender, socio-economic backgrounds, etc.) in their courses and indicated these issues as an integral part of appropriate course syllabi. These efforts varied from including classes/units on multicultural and gender issues (for example, hiring practices, sexual harassment, and health problems experienced disproportionately by minorities) to hosting minority guest speakers, conducting field trips in methods classes to diverse school settings and providing internship experiences in diverse school populations. In the Spring of 2008 and 2009, one faculty member in the department sponsored an *Alternate Spring Break for teacher education students* on the Cherokee reservation in western North Carolina. As an outgrowth of this activity, four high school students from the Cherokee reservation and two of their teachers were hosted on the ASU campus.

Goal: Encourage programs/departments to develop partnerships with schools that have diversity in their student and/or faculty populations.

Action: The ASU-Public School Partnership, established in 1987, continues to see an increase in student diversity in its eight district membership.

Action: The Teaching Fellows program has a recruiting initiative focused upon encouraging minorities to consider teaching as a career; the program has established partnerships with Teacher Cadets programs in areas where there is a diverse population. The total number of Teacher Cadet programs during 2008-2009 was 12 schools with approximately 270 public school students involved.

Action: The RCOE has identified and begun to use databases that provide diversity data on public schools where candidates are placed for field experiences. The intent is to ensure all students have experiences with diverse populations. Partnerships have been formed with some schools and/or districts to enhance the involvement of candidates in these diverse settings. The TK20 program was adopted by use by the RCOE and will greatly facilitate the tracking of field experiences for each teacher candidate.

Action: The RCOE has supported, along with public school partners, diversity initiatives in the schools and for students in these schools, i.e., providing support for after-school enrichment. An example of this is Tuesday's Tutors, a program that addresses the learning and socialization needs of international students from the local public schools while providing useful teaching/learning experiences for RCOE candidates.

Action: ASU and RCOE have supported and been involved with outreach projects working with underrepresented populations. Included in these are the Gear Up Project in Alleghany, Avery, and Burke counties. Gear Up focuses on helping middle and high school students and families understand the importance of being prepared and informed about attending college and, among other things, providing tutoring, including, but by no means limited to, tutoring for ELL, students in in-school suspension, and students needing extra support in math and reading. The Blue Ridge Literacy Project in Ashe and Watauga schools engages members of a variety of High Country communities and university students in opportunities for shared learning, with a focus on working with Hispanic families, in support of the development of cultural literacy for all participants. The Upward Bound for low income and potential first generation college students identifies and serves each year 80 eligible participants who have need for academic support.

Goal: Diversify academic offerings beyond the curriculum: ensure that women, African-Americans, and other underrepresented groups are included in college and departmental seminars and outside speaker programs, both as speakers and as subjects, on a regular basis.

Action: The RCOE hosted through department seminars, diversity workshops and speakers for not only individual departments, but for the entire college and, in some instances, the entire university. An example is the Department of Human Development and Psychological Counseling that sponsors diversity seminars open to all faculty and students in the college.

Action: The RCOE encourages minority student representation wherever possible on committees and provides meaningful roles for them.

Action: The RCOE and its departments sponsor seminars and workshops that address minority issues. The college also offers symposia, panels, and guest speakers focusing on diversity issues and stresses student attendance at these events as well as at university sponsored forums on diversity-related topics.

Action: The RCOE conducted 13 faculty searches and filled 12 for 2009-2010; 4 women were hired with one minority represented; 8 men were hired. The college also conducted 6 SPA searches and filled 5 positions with women, and one with a male; one EPA position search resulted in a male hire.

Goal: Formally establish and maintain student, staff, and faculty exchanges.

Action: Faculty members are encouraged to participate in faculty exchanges and international study.

Action: RCOE has provided faculty consultations or presentations in Mexico, Bolivia, Qatar, Macedonia, Germany, Ireland, and Costa Rica.

Action: Faculty member in the Department of Leadership and Educational Studies who established a linkage with the T'uruchapitas Library in Cochambamba, Bolivia continues with this project; this has resulted in visits from children's literature authors from Bolivia to the college; the college, in turn, has purchased children's books for the library in Cochambamba.

Action: Faculty established summer study tours for students; examples include ones in England, Scotland, and Germany.

Action: The Teaching Fellows program sponsors a summer trip annually which is open to teaching fellows and other interested students; among the countries visited in the past are Australia, Costa Rica, Italy, France, England, Scotland, and Ireland.

Action: The RCOE has an agreement with Universidad Nacional—Costa Rica to formalize more experiences focused on international student teaching with 4-6 students in Costa Rica and Guadalupe in the spring and potential faculty exchanges.

Action: Through the use of technology, the college has been able to tap the expertise of faculty at other institutions and have them teach ASU students; this effort has included instructors in other countries, including Sweden, and in other parts of the U.S. conducting classes on-line for ASU students.

Goal: Become active contributors to and participants in the efforts of the University's Office of International Education and Development.

Action: A number of the RCOE faculty are charter members of the ASU chapter of Phi Beta Delta, the international honorary association and have held office, provided programming and otherwise supported the chapter's activities.

Action: The RCOE frequently serves as host to visiting international delegations, some of whose members are interested in programs within the college; examples include representatives from Sweden, Germany, Poland, China, Egypt, Jordan, South Africa, and Costa Rica.

Action: The RCOE was a participant in the Pakistani Teachers Grant, a six-week training program for 13 Pakistani secondary-level biology teachers. The program involved Appalachian faculty from multiple fields and public school science teachers.

Action: Appalachian received a \$231,427 grant from the Ministry of Higher Education and Scientific Research in Kurdistan and the US Department of State to help universities in Kurdistan update their teaching practices. Faculty were involved in this grant in several ways. First, two C I faculty traveled to Iraq to deliver curriculum reform workshops to five universities in Kurdistan in February, 2009. Workshops focusing on curriculum theory, development, and assessment were presented to professors from ten different disciplines ranging from civil engineering to medicine. Since their return, they have shared several presentations and articles regarding their work in Iraq. In April, RCOE and these faculty hosted Dr. Idris Hadi Salih, Kurdistan's Minister of Higher Education and Scientific Research in April, attending numerous events related to his visit and also hosted two professors from Kurdistan for two months here at ASU. These professors delivered lectures to RCOE classes and learned about the American educational system.

Goal: Expand efforts to recruit a more diverse faculty and student body.

Action: The RCOE advertises positions in publications that reach African-Americans, women and other traditionally under-represented groups.

Action: The RCOE uses e-mail, web pages, and the internet to advertise positions.

Action: The ASU Faculty Fellows Program is designed to address the needed enhancement of diversity among faculty across all disciplines within Appalachian's Academic Affairs Division. Each year, dependent upon funding and position availability, a position is set aside for this program to assist with recruiting and retaining a more diverse faculty. All departments are eligible to participate and departments in the college are encouraged to do so.

Action: ASU and the RCOE include diversity policy statements on all appropriate university/college publications.

Action: DPC's chairs and EEOC representatives have undergone training in appropriate search committee procedures, including attention to issues of diversity in recruitment.

Action: The RCOE Dean speaks to each search committee about recruitment for diversity prior to beginning of searches and directs chairs of search committees to make diversity recruiting a priority. Searches have resulted in eight minorities being hired to tenure track positions since 2004.

Action: The RCOE Diversity Committee has met with the Director of the ASU Multicultural Center to discuss ways that students of color may be recruited and retained; among the recommendations from this discussion have been the following: (1) work closely with the Admissions Office on targeting recruiting efforts in areas where underrepresented groups are present; (2) identify alumni who can serve as recruiting contacts for the college; (3) consider hiring a minority recruitment person for the college; (4) work to create a climate on campus supportive of diversity. Note: Of the 188 minority enrolled admitted students in graduate programs Fall 2008, approximately 58% were in programs within the college.

Action: Scholarships are sought/established for underrepresented populations. A recently \$100,000 funded scholarship program, The Anne Cannon Scholars Program, seeks to embody the philanthropic spirit of Anne Cannon Forsyth and honor her life's work of providing educational opportunities to minority students. During the 2008-2009 academic year, \$25,000 was disbursed for the Anne Cannon Scholars, students from underrepresented groups who are pursuing a teacher education degree.

Action: The Department of Human Development and Psychological Counseling has a regular process for contacting all minorities enrolled as undergraduates at ASU, inviting them to consider graduate study in one of the department's graduate counseling programs.

Goal: Establish standing RCOE committees to attend to issues of diversity and international programs and activities.

Action: The RCOE International Studies and Activities Committee's purpose is to promote activities within the college which will foster a greater awareness of a global perspective among faculty, staff, and students, encourage a strong international component within curricula, and recommend policies and procedures for initiating and for responding to proposals related to international programs, exchanges, student teaching/internship experiences, etc. The committee coordinates its efforts with departments within the RCOE, the college's Diversity Committee, and the University International Studies Council. Membership consists of two elected representatives from each department, one appointed at large by the Dean and one student selected by the committee. The Associate Vice Chancellor for International Education and Development or designee is an ex-officio member. The International Program developed a Global Intern program which would bring international students into departments of the College. Proposal awaits funding.

Action: The Dean's office, with input from the RCOE Committee on International Programs and Activities, developed guidelines for setting up international faculty exchanges in the college. The Office of International Programs adopted a number of the guidelines for its own activities.

Action: The International Programs and Activities Committee solicits presentations from faculty who have been involved in international activity and establishes a schedule of one-hour presentations to showcase faculty experiences and stimulate dialogue about international opportunities.

Action: The RCOE Diversity Committee's purpose is to encourage a climate of understanding and acceptance of differences within the RCOE and across campus, to identify ways to increase the diversity among students, faculty, and staff, to review policies and procedures within RCOE to insure diversity is addressed wherever possible; and to sponsor activities which encourage and assist faculty members to integrate diversity issues into courses and curricula. The committee consists of two elected representatives from each department, a student appointed by the committee and one at large member appointed by the Dean. All members have particular interest and expertise in diversity issues. The Diversity Committee has also been involved with the International Program that developed a Global Intern program which would bring international students into departments of the College. As referenced above, the proposal awaits funding. The RCOE Diversity Committee sponsors diversity focused Reading Groups each year. The book selected for Fall 2008, was *The Shame of the Nation* by Jonathan Kozol.

Action: The Diversity Committee developed a College Diversity Statement which was reviewed and accepted in 2000 by the RCOE Administrative Council.

Action: The Diversity Committee undertook a study of other campuses diversity programs, reviewed major research reports on diversity, and engaged in discussions with the Office of Multicultural Affairs on campus in an effort to educate themselves on issues related to diversity.

Action: The RCOE Diversity Committee is charged with a review of the college's diversity goals and actions and is charged with recommending further revisions and updating.

PROFESSIONAL CORE CURRICULUM GOALS

Goals of the Reich College of Education's Undergraduate Professional Core Curriculum are to develop prospective teachers who:

1. Have the ability and desire to reason soundly, to communicate clearly, and to demonstrate critical reading, listening, and viewing skills.
2. Understand the organizational structure of knowledge about teaching and who can access that knowledge with current and emerging technologies.
3. Are reflective, professional decision makers.
4. Help students develop an integrated view of knowledge and reject narrow specialization and fragmentation.
5. Help students develop a concept of ethics and justice, and a desire to work towards eliminating injustices in schools and society.
6. Help students acquire respect for learning and compassion for people, especially students in their schools.
7. Are creative, reform minded individuals who possess the leadership ability and courage to have a direct impact on students and the school/community.
8. Obtain knowledge of learning theories.
9. Obtain knowledge of national and state programs and standards that will affect them as teachers in the twentieth century.
10. Understand childhood and the processes of social, cognitive, and physical development.
11. Understand the issues of technology and their impact on society.
12. Understand the social context of schooling and the complex relationship between schools and society.
13. Enter into the ongoing conversation about what the aims of education and schooling ought to be in a pluralistic democratic society.
14. Have the opportunity to understand and address the ethical and professional issues of teaching in public schools in a democratic society.
15. Foster the intellectual and moral character necessary to become a thoughtful and effective teacher.
16. Understand the implications of student diversity for teaching and learning.
17. Understand and apply current and emerging technologies for instruction.

Assessment

The forms of program assessment listed below will be used to determine student outcomes:

- A. Random student interviews during and immediately after completion of program.
- B. Individual course evaluation by students.
- C. The results of the Professional Education Survey administered to student teachers each semester.
- D. Information gathered through follow-up studies of recent graduates and employees.
- E. PRAXIS scores of students.
- F. Student portfolios.

GRADUATE EDUCATION GOALS

Graduate programs in the Reich College of Education have adopted the Graduate Education goals of the University.

1. Breadth of knowledge through the study of the arts, the humanities, mathematics, the natural sciences and the social sciences.
2. Depth of knowledge in at least one area of study.
3. Effective communication skills.
4. An enhanced capacity for logical and creative thinking, analysis, synthesis and evaluation.
5. The ability to apply methods of inquiry.
6. Computational skills and the ability to interpret numerical data.
7. An understanding of the interrelatedness of knowledge.
8. An awareness of the world's diversity of cultural and national experiences, identities and values.
9. An understanding of the issues and problems facing the contemporary world.
10. An understanding of, and respect for, diverse opinions and ideas.
11. An awareness of ethical issues and ethical behavior.
12. A commitment to learning as a lifelong process.

In support of these goals, Appalachian State University will provide:

13. An intellectually and aesthetically stimulating atmosphere throughout the University.
14. An environment that encourages interaction among members of the University community.
15. A variety of learning experiences both within and outside the classroom.
16. Experiences that promote personal growth and development.
17. An environment that fosters commitment to public responsibility and community service.
18. Opportunities to develop career goals and to prepare for specific careers.

Assessment

The following procedures will be followed in assessing student outcomes:

- A. Comprehensive examinations.
- B. Internships.
- C. Course grades.
- D. Follow-up studies, including graduates and employers.
- E. Student portfolios.

APPALACHIAN STATE UNIVERSITY

Appalachian State University Strategic Plan 2008-2012

(Approved by the Board of Trustees, September 2008)

University of North Carolina Statement of Mission (NC General Statutes, Chapter 116-1)

The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people. It encompasses the 16 diverse constituent institutions and other educational, research, and public service organizations. Each shares in the overall mission of the University. That mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of life in the State. In the fulfillment of this mission, the University shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State. Teaching and learning constitute the primary service that the University renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions. The relative importance of research and public service, which enhance teaching and learning, varies among the constituent institutions, depending on their overall missions.

Appalachian State University Statement of Vision

Appalachian aspires to be a model 21st century nationally-recognized university combining the best characteristics of liberal arts and research institutions by resourcefully blending teaching and scholarship. To achieve this, Appalachian is committed to attracting, educating, and graduating the best students and to producing the highest levels of scholarship. Additionally, the university will provide excellent value; will be an influential world citizen; and will develop a distinctive identity built on the university's strengths, location, and tradition.

Appalachian State University Statement of Mission (November, 2007)

Established in 1899 as Watauga Academy, Appalachian State University has evolved into a preeminent university located in a unique, rural mountain environment. As a member of the University of North Carolina, Appalachian's fundamental mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is achieved by providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers; offering graduate students distinctively relevant programs; maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students and who produce high levels of scholarship and creative activities. Appalachian recognizes that the success of the university depends upon the achievement and cooperation of a diverse community of students, faculty, and staff and strives to implement

policies and allocate resources accordingly. We accept our responsibility to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world. As a publicly funded institution, Appalachian is committed to accomplishing its initiatives through efficient and effective resource utilization.

Appalachian State University Statement of Essential Character

We are a unique institution with a combination of large enrollment, rural location, and high quality. In many ways we combine the best of a small liberal arts college (e.g., close relationships among staff, faculty, and students) and a large research university (e.g., breadth of programming and scholarship).

Our public identity emphasizes our strong undergraduate curriculum in both liberal arts and professional programs.

Appalachian State University Statement of Core Values

We believe the success of the university depends upon personal achievement, and we maintain as our top priority appropriate policies and resource allocation strategies to promote student, faculty, and staff development.

We support a culture that promotes diversity, shared responsibility, and mutual respect.

We embrace shared governance.

We emphasize open communication and transparent decision processes.

We have genuine respect for the natural environment and a commitment to principles of sustainability.

Appalachian State University Statement of Core Assets

We have dedicated, active, and innovative faculty, staff, students, and administrators.

We have a location in an aesthetically pleasing, culturally and recreationally rich mountain environment and a campus that attracts faculty, staff, and students seeking a high quality of life.

We have expertise and programs capable of providing economic, educational, healthcare, and cultural leadership through partnerships with regional and state organizations.

We have loyal and supportive alumni and retired faculty and staff.

We have a state legislature that historically has valued and supported higher education.

We have a history of providing a student-centered university experience, preparing students to be effective, responsible citizens, and providing high-quality instruction at relatively low cost.

Appalachian State University Strategic Priorities

Priority 1: Create and maintain superior curricula, programs, financial incentives, and intellectual environments to attract, educate, and graduate an exceptional and diverse community of students.

Attracting, educating, and graduating students who are prepared to make positive contributions to the region, state, nation, and world form the primary mission of the University. To achieve this goal, we must have programs that develop real-world capabilities by challenging and extending the intellectual development of our students.

Initiative 1: Appalachian will attract, retain, and graduate a diverse student body with increasingly distinguished admission profiles.

Attracting outstanding and diverse students requires the implementation of progressive recruiting strategies, competitive merit-based scholarships and appropriate need-based support, and sophisticated marketing strategies to inform prospective applicants about our innovative learning environments.

Principal Accountability Indicators

- 1) *Increase the percentage of entering freshmen with Predicted Grade Point Average (PGPA) above 3.00 to 60 percent.*
- 2) *Exceed the mean general GRE/GMAT/MAT score of the relevant discipline for all graduate programs.*
- 3) *Increase the six-year graduation rate to 75 percent.*
- 4) *Increase the scholarship endowment to \$30 million.*
- 5) *Increase the percentage of underrepresented and international student enrollment to 15 percent.*

Initiative 2: Appalachian will intellectually engage students with active, interdisciplinary learning environments and scholarly mentoring.

Research demonstrates that student learning and student success are facilitated by rigorous academic expectations, active curricular and extracurricular learning environments, and close collaboration between faculty members and students on scholarly activities. To enable our students to succeed in and contribute to the 21st century global society, the university will provide multiple opportunities for students to interact with their own communities as well as with other cultures.

Principal Accountability Indicators

- 1) *Implement and assess the General Education program.*
- 2) *Attain NSSE senior scores in the top 10 percent of institutions on each of NSSE's five benchmarks.*
- 3) *Achieve participation by all students in at least one experiential learning program (international experience, internship, research, service-learning, creative activities, field experiences).*
- 4) *Increase student participation in study abroad programs by 25 percent.*
- 5) *Develop workload and merit policies consistent with an enlightened Teacher-Scholar model.*

Initiative 3: Appalachian will continually assess and conduct research to improve academic programs and administrative services and identify new program initiatives.

Optimization of our educational programs requires that we specify measurable learning outcomes, rigorously assess student progress toward these outcomes, and modify our curricula, programs, and teaching methods on the basis of results of assessment and institutional research results. Quality assurance in academic programs is accompanied by equal attention to effective and efficient administrative services.

Principal Accountability Indicators

- 1) *Develop and implement learning outcomes assessment by all academic units.*
- 2) *Develop and implement program and performance assessment by administrative units.*
- 3) *Obtain accreditation or reaccreditation of selected academic programs.*
- 4) *Develop and obtain approval to offer new programs to meet the demands of a rapidly changing world.*
- 5) *Conduct research and prepare policy analyses to inform university decision makers.*

Priority 2: Provide resources to enable all faculty members to perform quality research and creative activities, and enhanced resources in successive, focus areas of strength to enable Appalachian to make sustained and major contributions in those fields.

A fundamental responsibility of a university is the advancement of knowledge through research and creative activities, and great universities are recognized for the scholarly accomplishments of their faculty. To become a nationally recognized university and engage the best students, Appalachian must significantly advance its overall research profile and achieve prominence in selected areas.

Initiative 1: Appalachian will foster success in scholarship across the university.

Broadly promoting scholarship requires that all faculty members have appropriate time, equipment, space, information access, and staff support to enable them to perform at high levels. We will continually monitor research productivity and resource allocation to maintain adequate levels of support in all areas.

Principal Accountability Indicators

- 1) *Increase our sponsored program support to \$18 million.*
- 2) *Increase discipline-appropriate scholarly or creative performance (e.g., peer-reviewed publications/products, presentations, performances, student theses, honors).*
- 3) *Increase academic support per student FTE to the 80th percentile for Doctoral/Research Universities.*
- 4) *Increase funding for graduate research assistantship stipends by 15 percent.*

Initiative 2: Appalachian will build nationally competitive research programs in focus areas.

We will systematically identify focus areas that will be targeted to receive enhanced resources in order to facilitate leading edge inquiry in those fields. Program strength and potential to advance the state's and nation's welfare will be the selection criteria for these areas. The two areas targeted for enhanced resources during the next five years are health-related fields and research at the nexus of energy, environment, and economics.

Principal Accountability Indicators

- 1) *Establish the Research Institute for Environment, Energy, and Economics.*
- 2) *Hire 15 high-profile faculty members in the focus areas.*
- 3) *Increase sponsored program awards in each focus area to \$5 million.*
- 4) *Establish research partnerships with other institutions.*

Priority 3: Allocate resources, develop support services, and promote a collegial culture to attract, develop, and retain an exceptional and diverse faculty and staff.

An outstanding and diverse faculty is the foundation of a great university. We strive to have preeminent teaching scholars exemplified by notable scholarship, excellent teaching, and meaningful service. A high-quality staff, dedicated to the academic success of the institution, is necessary to enable the university to excel in these core functions.

Initiative 1: Appalachian will offer competitive salaries and benefits for faculty and staff.

Competitive salaries and benefits are necessary components to attract and retain exceptional faculty and staff.

Principal Accountability Indicators

- 1) *Increase faculty salaries to the 80th percentile of those at our peer institutions and maintain salaries at that level.*
- 2) *Increase staff salaries to appropriate labor market benchmarks.*

Initiative 2: Appalachian will implement institutional policies that promote exemplary faculty and staff performance.

To promote faculty and staff career satisfaction and development, we will create a welcoming culture, transparent policies, and fair reward systems that encourage high performance, diversity, and equity. Equally important is a commitment to provide robust professional development and support programs that recognize and promote flexible career paths.

Principal Accountability Indicators

- 1) *Increase the percentage of underrepresented and international faculty and staff to appropriate availability and utilization benchmarks.*
- 2) *Employ best practices with promotion and tenure, post-tenure review, and merit policies.*
- 3) *Employ best practices with staff performance reviews.*

Initiative 3: Appalachian will provide resources to support and enhance faculty and staff career development and satisfaction.

The success of the university depends on a productive and satisfied faculty and staff. Financial support is necessary both for faculty and staff development and for services that enhance their well-being.

Principal Accountability Indicators

- 1) *Increase financial support for faculty and staff development.*
- 2) *Employ best practices in providing support services (e.g., faculty housing, trailing spouse/domestic partner support, childcare) for faculty and staff.*

Priority 4: Apply our intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life throughout this region and state.

As a public university, we are committed to using our resources to improve citizens' lives in this region, state, and nation. We will leverage our academic, intellectual, cultural, and research assets to proactively assess needs and develop interventions.

Initiative 1: Appalachian will address the state's workforce needs by recruiting and graduating students in projected areas of need.

It is well established that this region, state, and nation are facing a growing shortage of teachers and health professionals. We will address those needs by creating new programs and improving existing ones in high-need areas.

Principal Accountability Indicators

- 1) *Complete the construction of the College of Education building.*
- 2) *Exceed our General Administration teacher education goals.*
- 3) *Establish a College of Health Sciences & Allied Professions.*
- 4) *Complete the construction of the College of Health Sciences and Allied Professions Complex.*
- 5) *Develop selected Professional Science Master's (PSM) and Professional Master's (PMA) degrees.*

Initiative 2: Appalachian will provide constructive public service to this region, state, and nation.

We recognize not only our obligation to provide public service but also the educational value of doing so. Accordingly, we are committed to connecting what is learned in the classroom and laboratory to activities that promote the public good.

Principal Accountability Indicators

- 1) *Achieve a Carnegie Engaged University designation.*
- 2) *Increase the number of Appalachian & the Community Together (ACT) service hour targets by 15%.*
- 3) *Strengthen community program offerings (e.g., community arts, personal enrichment, health and human services).*
- 4) *Expand K-12 outreach activities.*
- 5) *Increase the number of economic development programs (e.g., Center for Entrepreneurship, Appalachian Business Center, Appalachian Regional Development Institute, Kellar Radio Farm System Institute).*

Initiative 3: Appalachian will expand our capability to serve students.

Enrollment projection models indicate significant increases in the student demand for the University of North Carolina institutions. Appalachian's capability to absorb additional students in Boone is limited by the constraints on the size of our physical footprint. Our contribution to this need requires expansion of our distance learning programs and partnerships with community colleges.

Principal Accountability Indicators

- 1) Increase student headcount in programs offered through the Appalachian Learning Alliance, other site-based locations, and online by 50 percent.
- 2) Increase the number of on-line programs to six.
- 3) Increase the number of programs in the Hickory metropolitan area.

Priority 5: Develop and implement a comprehensive plan to protect and enhance our distinctive historical, geographical, and cultural identity associated with our location in the Appalachian mountains.

Two hallmarks of Appalachian are our location in an aesthetically pleasing as well as culturally and recreationally rich, mountain environment and a campus that attracts faculty, staff, and students seeking a high quality of life. We are committed to conscientious stewardship of these important resources and to assertive leadership by promoting sustainable policies and practices.

Initiative 1: Appalachian will enhance our sustainability efforts.

Faculty, staff, and student interest and expertise in sustainable development, along with our location compel us to provide leadership in sustainable development.

Principal Accountability Indicators

- 1) Create an Office of Sustainability.
- 2) Develop and implement a campuswide sustainability plan.
- 3) Attain Leadership in Energy and Environmental Design (LEED) certification in major construction or modernization capital projects as appropriate.

Initiative 2: Appalachian will develop a living master plan that promotes our intimate residential campus character.

Appalachian's proximity to local businesses and residential neighborhoods necessitates careful planning to maximize the aesthetic and functional balance between the town and the university. It is important that Appalachian's community culture and residential character are maintained.

Principal Accountability Indicators

- 1) Create and maintain a campus master plan.
- 2) Maintain a communication plan with the Town of Boone and Watauga County.
- 3) Increase on-campus residential housing to 40 percent of undergraduates and maintain that level.

Initiative 3: Appalachian will ensure that interior and exterior campus spaces are adequately maintained to create functional, attractive, accessible learning and working environments.

Research indicates that aesthetically functional learning and research environments not only attract high-quality students, faculty, and staff but also facilitate performance and promote career satisfaction.

Principal Accountability Indicators

- 1) Address deficiencies identified in Office of State Construction Facilities Condition Assessment Program (FCAP) reports.
- 2) Develop plans for capital expenditures and repair and renovation projects.
- 3) Meet or exceed peer benchmarks for physical plant expenditures per student FTE.

Priority 6: Practice sound management of institutional resources to continue to be a best value for students.

Appalachian is committed both to efficient and effective operations to remain affordable for students and to a concentration of our resources to better support the university's core mission. We will continue to develop and refine processes that employ valid benchmarks to maximize efficient allocation of faculty and staff positions, use of space and equipment, and the operation of programs.

Initiative 1: Appalachian will maintain appropriate faculty and staffing levels.

Because the overwhelming costs of operating the university are expenditures for personnel, we must develop policies that optimize the management of this critical resource.

Principal Accountability Indicators

- 1) Develop methods for determining EPA nonfaculty and SPA staffing needs.
- 2) Use Delaware Workload benchmarks in the position metric and in the allocating of faculty positions.

Initiative 2: Appalachian will ensure the efficient utilization of all space on campus.

The university's teaching, research, and service mission requires sufficient space that is effectively and efficiently used and maintained at the department, college, and university levels. New capital requests and changes in the assignment of space will be based on careful assessments of current and future space utilization needs.

Principal Accountability Indicators.

- 1) Meet or exceed the UNC System minimum square foot standards for all offices and address substandard office space.
- 2) Improve academic space utilization to appropriate UNC benchmarks.
- 3) Apply space utilization data in planning new buildings and in modernizing existing buildings.

Initiative 3: Appalachian will develop and implement policies that promote effective use of current technologies.

The provision of modern technologies is increasingly essential for the effective operation of the university and for the success of students, faculty, and staff.

Principal Accountability Indicators

- 1) Develop and maintain a plan for providing current technologies to students, faculty, and staff.
- 2) Provide appropriate training programs for using technologies.

**TITLE II FEDERAL REPORT 2008-2009 for 2007-2008
UNDERGRADUATE TEACHER EDUCATION PERFORMANCE
APPALACHIAN STATE UNIVERSITY, BOONE, NC**



Assessment Pass-Rate Data: Regular Teacher Preparation Program

Notes: xxxx Less than 10 reported scores; by Federal law, these scores cannot be reported.

* Reporting of scores not required for NC Title II Report

Academic Year: 2007-2008

Number of ASU Program Completers: Undergraduate Completers 436
Total Completers All Levels 835

Contextual Information

Type of Assessment	# at ASU Taking Assessment	# Passing Assessment at ASU	ASU Pass Rate	Statewide Pass Rate
PRAXIS I Reading, Writing, Math (admission)	*	*	*	*
PRAXIS II Specialty Area Tests	192	190	99%	98%
Art K-12	*	*	*	*
Biology 9-12, Chemistry 9-12, Geology 9-12, Physics 9-12	*	*	*	*
Birth to Kindergarten				
Business Education 9-12, Marketing Education 9-12	*	*	*	*
Elementary Education K-6	158	157	99%	98%
English 9-12	*	*	*	*
Family and Consumer Science 9-12	*	*	*	*
French K-12, Spanish K-12	*	*	*	*
Health Specialist 9-12	*	*	*	*
Language Arts 6-8	*	*	*	*
Mathematics 6-8	*	*	*	*
Mathematics 9-12	*	*	*	*
Music K-12	*	*	*	*
Physical Education K-12	*	*	*	*
Science 6-8	*	*	*	*
Social Studies 6-8	*	*	*	*
Social Studies 9-12	*	*	*	*
Special Education: Adapted Curriculum	16	15	94%	99%
Special Education: General Curriculum	18	18	100%	98%
Technology Education	*	*	*	*
Theatre K-12	*	*	*	*

1. Total number of students admitted into teacher preparation, all specializations, in academic year 2007-2008= 2620
2. Number of students in supervised student teaching in academic Year 2007-2008= 469
3. Number of faculty members who supervised student teachers:
 - A. Full-time faculty in professional education 5
 - B. Part-time faculty in professional education but full-time in the institution 6
 - C. Part-time faculty in professional education, not otherwise employed by the institution 45
4. Total faculty student teaching supervisors 56
Note: this is a headcount only; not all of these faculty have full loads in student teaching supervision.
5. Student teacher/faculty ratio: 8.37
Note: this is not a true ratio, since as noted in no. 4 above, not all faculty are exclusively supervisors; they teach other courses or are employed part-time for supervision.
6. The average number of student teaching hours per week required = 40
7. The total number of weeks of supervised student teaching required =15
8. Average total number of hours required in student teaching = 600
9. Accreditation: National Council for Accreditation of Teacher Education
10. Low Performing Designation: No

For further information about programs in the Reich College of Education, go to www.ced.appstate.edu or contact the RCOE Dean's Office, 222 Duncan Hall, Appalachian State University, Boone, NC 28608.

**RCOE REPRESENTATIVES ON UNIVERSITY COUNCILS AND COMMITTEES
2009-2010**

UNIVERSITY COUNCILS AND COMMITTEES

Academic Council	Dr. Charles Duke, Dean
Academic Policies and Procedures Committee	Dr. Carol Truett, LES (2011)
Advisory Council for Academic Computing	Dr. Richard Riedl, LES
Arts and Cultural Programs Advisory Committee	Dr. Linda McCalister, COE (2012)
Awards Committee	Dr. Crystal Dean, CI (2012) Dr. Melanie Greene, CI (2010)
Chancellor's Task Force on Diversity	Dr. Chuck Claxton, LES Dr. Renee Evans, HPC
Core Curriculum Committee	Dr. Tom Jamison, LES (2011)
Council of Chairs	Dr. Lee Baruth, HPC Dr. Michael Jacobson, CI Dr. Monica Lambert, LRE Dr. Richard Riedl, LES
Council on Teacher Education	Dr. Charles Duke, Dean Dr. Doris Jenkins, Associate Dean Dr. Roma Angel, Assistant Dean Dr. Monica Lambert, Chair, LRE Dr. Michael Jacobson, Chair, CI Dr. Richard Riedl, Chair, LES Dr. Susan Colby, CI (2010) Dr. Renee Evans, HPC (2010) Dr. Shanan Fitts, CI (2011) Dr. Beth Frye, LRE (2011) Dr. Kathleen Lynch-Davis, CI (2011) Dr. Susan Pogoloff, LRE (2011) Dr. Robert Sanders, LES (2010) Dr. Holly Thornton, CI (2010) Dr. Linda McCalister (Ex-Officio) Ms. Jan Stanley, Teaching Fellows (Ex-Officio) Ms. Sarah Smith, Undergraduate Student, CI (2010) Ms. Kelsey Binggeli, Graduate Student, LRE (2010)

Faculty and Staff Benefits Committee	Dr. Tracy Espy, CI (2012)
Faculty Senate	Dr. Lisa Gross, CI (2012) Dr. Alecia Jackson, LES, At-Large (2012) Dr. Rob Sanders, LES (2011) Dr. Connie Ulmer, LRE (2010) Dr. Margaret Werts, LRE (2010)
Graduate Council	Dr. Keith Davis, HPC (2012) Dr. Alecia Jackson, LES (2010) Dr. Jim Killacky, Doctoral Program (2011) Dr. Charles Duke, Ex-Officio
Graduate Education Review Task Force	Dr. Michael Jacobson, CI (2010)
Information Technology Advisory Committee	Dr. Amy Cheney, LES
Library Services Committee	Dr. Shanan Fitts, CI (2012) Dr. Dave Koppenhaver, LRE (2011)
Summer School Advisory Council	Dr. Doris Jenkins, Associate Dean Dr. Charles Duke, Dean (Ex-Officio)
Teaching Enhancement Committee	Dr. Connie Greene, LRE (2010) Dr. Alecia Jackson, LES (2012)
Traffic Policy Committee	Dr. Tom Jamison, LES (2010)
University Advising Committee	Dr. Doris Jenkins, Associate Dean
University Bookstore Committee	Dr. Tim Harris, LRE (2010)
University Dean's Council	Dr. Charles Duke, Dean
University Research Council	Dr. Les Bolt, LES (2011) Dr. Angela Losardo, LRE (2012)
University Scholarship Committee	Dr. Doris Jenkins, Associate Dean

RCOE COUNCILS/COMMITTEES/BOARDS 2009-2010

Administrative Council

Dr. Charles Duke, Dean (Chair)	Dr. Michael Jacobson, C I Chair
Dr. Doris Jenkins, Associate Dean	Dr. Jim Killacky, EDL Director
Dr. Roma Angel, Assistant Dean	Dr. Monica Lambert, LRE Chair
Dr. Lee Baruth, HPC Chair	Dr. Dick Reidl, LES Interim Chair

Appalachian/Public School Partnership

ASU/PSP Governing Board

Mr. Rick Sherrill	Interim Superintendent, Burke County Schools
Dr. Tony Calami	Dean, College of Arts and Sciences, ASU
Dr. Jeff Cox	Superintendent, Alleghany County Schools
Dr. Charles Duke	Dean, Reich College of Education, ASU
Dr. Keith Eades	Superintendent, Avery County Schools
Mr. Marty Hemrick	Superintendent, Watauga County Schools
Mr. Jack Hoke	Superintendent, Alexander County Schools
Mr. Donnie Johnson	Superintendent, Ashe County Schools
Dr. Steven Laws	Superintendent, Wilkes County Schools
Dr. Linda McCalister	Director, Appalachian State University Public School Partnership
Dr. Joe Sinclair	Director, Northwest Regional Educational Service Alliance
Dr. Steve Stone	Superintendent, Caldwell County Schools

ASU/PSP Coordinating Council

<u>Alexander County</u>	<u>Alleghany County</u>	<u>Ashe County</u>
Dr. Joe Bullis	Ms. Susan Poole	Mr. Bobby Ashley
Ms. Alisha Cloer	Ms. Cindy Price	Ms. Kim Barns
Vacant	Mr. Eric Stubblefield	Ms. Holly McIntyre
<u>Avery County</u>	<u>Burke County</u>	<u>Caldwell County</u>
Ms. Becky Griffith	Ms. Donna Duncan	Ms. Susan Barnet
Ms. Erica Preswood	Mr. Randy Sain	Ms. Pat Pennington
Dr. Wayne Talley	Ms. Betty Terrell	Ms. Teresa Shoun
Mr. Ricky Ward		
<u>Watauga County</u>	<u>Wilkes County</u>	<u>NW RESA</u>
Ms. Billie Hicklin	Ms. Kay Lamb	Vacant
Mr. Allan Johnson	Mr. John Parsons	
Ms. Mary Smalling	Vacant	

Appalachian State University

Dr. Phillip Johnson	Dr. Traci Salinas	Dr. Tracy Smith	Dr. Elaine O'Quinn
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Council on Teacher Education

Dr. Charles Duke, Dean, RCOE (Chair)	Dr. Cheryl Lee, FCS (2010)
Dr. Doris Jenkins, Associate Dean, RCOE	Dr. Derek Mohr, HLES (2010)
Dr. Roma Angel, Assistant Dean, RCOE	Dr. Jason Thompson, School of Music
Dr. Michael Jacobson, Chair, CI	Dr. Jerianne Taylor, TEC (2011)
Dr. Monica Lambert, Chair, LRE	Dr. David Modler, ART (2011)
Dr. Dick Reidl, Chair, LES	Ms. Hannah Reeder, Public School Teacher (2010)
Dr. Susan Colby, CI (2010)	Ms. Rose Anne Wade, Public School Teacher (2010)
Dr. Debbie Crocker, MAT (2011)	Ms. Kelsey Binggeli, Graduate Student, LRE (2010)
Dr. Renee Evans, HPC (2010)	Ms. Sarah Smith, Undergraduate Student, CI (2010)
Dr. Shanan Fitts, CI (2011)	Ms. Shirley Harris, General Studies-Academic Advising Center (Ex- officio)
Dr. Beth Frye, LRE (2011)	Dr. Linda McCalister, Director, ASU Public School Partnership (Ex-officio)
Dr. Dru Henson, Assistant Dean, A&S	Ms. Jan Stanley, Director, Teaching Fellows (Ex- officio)
Dr. Kathleen Lynch-Davis, CI (2011)	Dr. Jennifer Wyatt, A & S, Director of Undergraduate Advisory, A & S
Dr. Susan Pogoloff, LRE (2010)	
Dr. Rob Sanders, LES (2010)	
Dr. Holly Thornton, LES (2010)	
Dr. Max Dass, BIO (2011)	
Dr. Pam Kidder-Ashley, PSY (2010)	
Dr. Myra Pennell, HIS (2010)	
Dr. Leslie Cook, ENG (2011)	
Dr. Nina Jo Moore, Associate Dean, F&AA	
Mr. Gordon Hensley, Theatre Arts (2011)	

Council on Teacher Education Sub-Committees

Sub-Committee on Arts and Sciences

Mr. Gordon Hensley, Chair
Dr. Debbie Crocker
Dr. Shanan Fitts
Dr. Pam Kidder-Ashley
Dr. Kathleen Lynch-Davis
Dr. David Modler
Dr. Richard Riedl
Dr. Holly Thornton

Sub-Committee on Education

Dr. Renee Evans, Chair
Dr. Susan Colby
Dr. Leslie Cook
Dr. Max Dass
Dr. Michael Jacobson
Dr. Cheryl Lee
Dr. Nina Jo Moore
Dr. Myra Pennell

Sub-Committee on Fine & Applied Arts and Music

Dr. Jerianne Taylor, Chair
Dr. Beth Frye
Dr. Dru Henson
Dr. Monica Lambert
Dr. Derek Mohr
Dr. Susan Pogoloff
Dr. Rob Sanders
Dr. Jason Thompson

Diversity Committee

Dr. Renee Evans, HPC (2010)	Ms. Laurie Ramirez, CI (2011)
Dr. Shanan Fitts, CI (2010)	Ms. Rebecca Shankland, LRE (2011)
Dr. Rose Matuszny, LRE (2010) (<i>Dr. Connie Ulmer for Matuszny Fall 2009</i>)	Dr. Diane Waryold, HPC (2011)
Dr. PJ Nelsen, LES, (2010)	Dr. Sarah Zimmerman, At-Large (2011) Vacant, Student, (2010)
Dr. Precious Mudiwa, LES (2011)	Dr. Charles Duke, Dean (Ex-officio)

Doctoral Program Policy Committee

Dr. Jim Killacky, Doctoral Director, Chair	Dr. Vachel Miller, LES (2010)
Dr. Barbara Bonham, LES (2011)	Mr. Alan Mueller, Student (2010)
Dr. Kelly Clarke-Keefe, LES (2011)	Dr. George Olson, LES (2011)
Dr. Barbara Howard, LES (2011)	Dr. Lisa Runner, Alumni (2010)
Dr. Alecia Jackson, LES (2011)	Dr. Woody Trathen, LES (2011)
Dr. Jim Lancaster, HPC (2011)	Dr. Sara Zimmerman, CI (2011)
Dr. Terry McClannon, Alumni (2010)	Dr. Charles Duke, Dean (Ex-officio)

Faculty Professional Development

Dr. Dawn Botts, LRE (2011)	Dr. Billy Irwin, LRE (2010)
Dr. Hunter Boylan, LES (2010)	Dr. Barbara Scarboro, HPC (2010)
Dr. Chrystal Dean, CI (2011)	Dr. Gayle Turner, LES (2011)
Dr. Christina Galvin, HPC (2011)	Dr. Devery Ward, At-large (2011)
Dr. Lisa Gross, CI (2010)	Dr. Charles Duke, Dean (Ex-Officio)

Graduate Studies Committee

Dr. Doris Jenkins, Associate Dean (Chair)	Dr. Susan Pogoloff, LRE (SPE)
Ms. Donna Brown, LRE (CD)	Dr. Dick Reidl, LES Chair (HE)
Dr. Cathy Clark, HPC (CSD)	Dr. Robert Sanders, LES (MLS)
Dr. Susan Colby, CI (EE)	Drs. Amy Cheney/ John Tashner, LES (ITC)
Dr. David Considine, CI (ITS)	Dr. Woody Trathen, LRE (RE)
Dr. Keith Davis, HPC (CMHC)	Dr. Laurie Williamson, HPC (PSC)
Dr. Barbara Howard, LES (MSA)	Dr. Jon Winek, HPC (MFT)
Dr. Jim Killacky, EdD Director (EDL)	Graduate School Representative
Dr. Ken McEwin, CI (MGE)	Vacant, Graduate Student

International Studies and Activities Committee

Dr. Roma Angel, Assistant Dean, At-large (2011)	Dr. Sharon Richter, LRE (2011)
Dr. Sally Atkins, HPC (2011)	Dr. Bob Schlagal, LRE (2010) Student (2010)
Dr. Eric Groce, C I (2011)	Dr. Sara Bergstedt-Speir, International Education and Development Office, Ex-Officio
Dr. Jim Lancaster, HPC (2010)	Dr. Charles Duke, Dean (Ex-Officio)
Dr. Nita Matzen, LES (2010)	
Dr. Vachel Miller, LES (2011)	
Dr. Terri Mitchell, C I (2010)	

Post Tenure Appeals Committee

Dr. Hunter Boylan, LES Alternate (2010)	Dr. Woody Trathen, LRE (2011)
Dr. John Janowiak, C I Alternate (2010)	Dr. Margaret Werts, LRE Alternate (2010)
Dr. Jim Killacky, LES (2011)	Dr. Jon Winek, HPC Alternate (2010)
Dr. Geri Miller, HPC (2011)	Vacant, At-Large (2011)
Mr. Joe Murphy, C I (2011)	Vacant, At-Large Alternate (2010)

Scholarship Committee

Dr. Doris Jenkins, Associate Dean (Chair)	Dr. Jane Norwood, At-Large, C I (2011)
Dr. Karen Caldwell, HPC (2011)	Ms. Sherry Street, LRE (2010)
Dr. Robert Heath, CI (2010)	Mr. Chris Van Loan, LRE (2011)
Dr. Claire Mamola, C I (2011)	Ms. Dolly Farrell, Advancement Director (Ex-officio)
Dr. George Maycock, LES (2010)	

Technology Advisory Committee

Mr. John Spagnolo, Dean's Office (Chair)	Mr. Michael Bennett, Technology Technician (Ex-officio)
Dr. Herb Brown, CI (2010)	Mr. Robert Dodd, Research Associate in Teacher Education Assessment (Ex- officio)
Dr. Amy Cheney, LES (2010)	Dr. Charles Duke, Dean (Ex-officio)
Dr. Hakan Ersever, HPC (2011)	Mr. Anthony Santucci, Coordinator, Technology Facilities (Ex-officio)
Dr. David Koppenhaver, LRE (2011)	
Dr. Terry McClannon, LES, At-large (2010)	
Vacant, At-large (2011)	
Graduate Student (2010)	

Undergraduate Studies Committee

Dr. Doris Jenkins, Associate Dean, Chair	Dr. Susan Pogoloff, LRE (SPE)
Dr. Donna Breitenstein, CI (HED)	Dr. Tracy Smith, CI (MGE)
Ms. Donna Brown, LRE (CD)	Dr. Charlene Sox, CI (BE)
Dr. Susan Colby, CI (EE)	Undergraduate Student
Dr. Kathleen Lynch-Davis, CI (EE)	Dr. Roma Angel, Assistant Dean (Ex-officio)
Dr. Monica Lambert, LRE (SPE)	

