PROGRAM REVIEW

Fairmont State Board of Governors

☐ Program with Special Accreditation ☒ Program without Special Accreditation

Date Submitted____November 15, 2016_____

Program____Master of Education Degree including emphasis in 1) Professional Studies, 2) Digital Media, New Litericies and Learning, 3) Exercise Science, Fitness & Wellness.

Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

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

_____2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);

_____3. Identification of the program for further development (for example, providing additional institutional commitment);

_____4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;

_____5. Discontinuation of the Program

Rationale for Recommendation:

Paul Rene — Signature of person preparing report: — 11-15-15 — Date

Carolyn Cristip-Dacy — Signature of Dean — 11-15-15 — Date

C Tavorata — Signature of Provost and Vice President for Academic Affairs: — 3-23-16 — Date

Maria C. Rose — Signature of President: — 4-5-16 — Date

Mark A Sallotta — Signature of Chair, Board of Governors: — 4-14-16 — Date

Program Self Study

Graduate Programs of Study
(Primarily Non Certificate Granting Programs)

School of Education, Health & Human Performance
Fairmont State University

November, 2015

The Fairmont State University Graduate Council

And

Submitted to the Associate Provost and Director of Graduate Studies

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Program Self Study
Master of Education (M.Ed.)
School of Education, Health & Human Performance
Fairmont State University

I. MISSION AND ORGANIZATION

The graduate programs offered in the School of Education, Health and Human Performance (SOEHHP) serve several roles and a variety of constituent needs related to graduate studies. One purpose of the programs is to provide licensed teachers the opportunity to further develop their pedagogical skills and knowledge through graduate study by pursuing a Master of Education degree (M.Ed.). Concentrations for licensed teachers seeking advanced certification include Reading and Special Education. Programs for candidates seeking initial certification include the Master of Arts in Teaching (M.A.T.) and pathways for initial certification and licensure that are integrated into the Reading and Special Education M.Ed. programs. The M.A.T. offers college graduates with a B.S. or B.A. who do not have a teaching license the opportunity to attain initial certification and a teaching license via graduate study. Both the advanced and initial teaching certificate graduate programs have been required to maintain national accreditation through external review by the National Council for the Accreditation of Teacher Education (NCATE), a process that is now under the Council for the Accreditation of Educator Preparation (CAEP). Fairmont State's undergraduate and advanced and initial graduate teacher preparation programs were reaccredited by NCATE in 2013 and will be reviewed by CAEP in 2018. The NCATE Institutional Report can be viewed online at:

http://www.fairmontstate.edu/schoolofeducation/sites/default/files/Institutiona_Report_FINAL.pdf

The NCATE Board of Examiner's Report is also included here (see Appendix A). The NCATE/CAEP review process serves as the self-study for the M.Ed. certification programs.

The SOEHHP also offers four M.Ed. concentrations for persons not seeking certification/licensure. Persons with a B.S. or B.A. have opportunities to pursue further education and career advancement via an M.Ed. in 1) Professional Studies, 2) Online Learning (ONLR) which is slated to be closed in 2015, 3)Digital Media, New Literacies and Learning (Digital Media), and 4) Exercise Science, Fitness & Wellness (Exercise Science). This self-study serves as the review of these four programs.

II. PROGRAM PURPOSE

Program purposes for each of the four non-licensure graduate programs within the School of Education, Health and Human Performance are described in this section. Included in these descriptions are the goals, objectives and outcomes for each program.

A. Professional Studies

The Professional Studies program is designed for those candidates who currently hold an undergraduate four year teaching or non-teaching degree. More specifically, the Professional Studies concentration is aimed at meeting the interests and needs of:

- Professionals who are teaching in pre-school through post-secondary settings for which there is no existing licensure e.g. Community and Technical Colleges, Correctional Institutions, Daycare Centers, etc.
- K-Adult practitioners who wish to advance through the existing state salary classification system but do not wish to specialize in an area such as Special Education, Counseling, Reading, etc.
- K-Adult practitioners who wish to include a substantial portion of special interest course work e.g. related content courses, special education information etc. into their graduate program.
- Individuals who wish to simply pursue selected coursework and/or an advanced degree in professional education for their own reasons, e.g. home schooling, private tutoring, etc.

B. Online Learning

The graduate concentration in Online Learning has been offered as a M.Ed. program option and a stand-alone professional certificate program that does not lead to a teaching license or certification. Graduate students could choose this 18 graduate credit emphasis as part of the Master of Education degree and acquire a professional certificate as an Online Instructor. This emphasis served the needs of candidates who wished to teach online as well as those who wished to acquire a Master's Degree in Education with a emphasis in Online Learning. The program focused on best practices in online learning as identified by the Southern Regional Education Board (SREB), the American Higher Education Association (AHEA), and the SLOAN Foundation. This program concentration is being discontinued due to low enrollment and overlap with the Digital Media, New Literacies and Learning program (see below).

1. Program Objectives:

- To help candidates acquire the skills and knowledge needed to teach and learn online.
- To provide candidates with the necessary instructional design, technical, and course management skills to develop and teach online courses.
- To improve the quality of online education.

C. Digital Media, New Literacies and Learning

This concentration is designed to allow educators in a variety of learning environments to become leaders and mentors in the use of digital media and technology to promote 21st Century literacies and skills. In this program candidates explore and create a range of digital media (educational software, curriculum materials, gaming, mobile computing, social

networks, digital stories, and others) and reflect on their applications to educational issues in different disciplines and core content areas.

Professionals who would benefit from this M.Ed. include classroom teachers, teacher leaders, higher education faculty, library and media specialists, reading and writing specialists, special education professionals, school administrators, adult literacy, community education, teacher professional development providers, instructional designers, education policy makers, entrepreneurs interested in developing educational products or services and individuals seeking to build school community partnerships.

1. Program Objectives

Program graduates are prepared to:

- Investigate learning problems and design and implement solutions with digital technologies through the use and development of new literacies;
- Apply learning and curriculum theories to design, implement, and assess materials and resources that create meaningful and motivating learning environments;
- Develop a broadened understanding of what it means to be literate in the digital age;
- Leverage existing youth literacy practices to support academic success;
- Make connections between school and community needs and resources;
- Participate in a change process and provide leadership in helping members of professional teaching/learning communities adopt new technologies or practices.

D. Exercise Science, Fitness & Wellness

The M.Ed.in Exercise Science, Fitness and Wellness concentration serves several purposes that can enhance quality of life in West Virginia. Persons entering this program range from public school teachers/coaches who want to advance their knowledge of Exercise Physiology, to professionals who coach and train, to graduates of related undergraduate programs seeking advanced study.

This program prepares graduates to become practitioners within the fields of Fitness, Wellness, and Exercise Physiology. Examples of employment opportunities include athletics programs, exercise/fitness centers, hospital wellness programs, corporate fitness/wellness programs, rehabilitation centers, and allied health careers.

1. Program Objectives

Candidates completing the Masters in Education in Exercise Science, Fitness & Wellness will develop the knowledge, skills and dispositions to:

- Determine appropriate tests and administer exercise testing and interpret results for both healthy & unhealthy populations;
- Design appropriate exercise programs based on test results for both healthy & unhealthy populations;
- Advance understanding among adult, child and professional practitioner populations of the physiological response to acute exercise;
- Advance understanding among adult, child and professional practitioner populations of the physiological adaptations to chronic exercise;

- Read, interpret and apply research within the field of fitness & wellness/exercise science;
- Engage in research that advances the knowledge base of and improves practice in Exercise Science, Fitness and Wellness applications; and,
- Enhanced knowledge for further education within the general field of Health & Human Performance.

The program also provides a resource to the state and region by creating and expanding opportunities in the following ways:

- Providing an option for graduate study for Fairmont State undergraduate majors in Exercise Science as well as those seeking a practitioner-based graduate option from other area institutions in area; and,
- Expanding options and opportunities in clinical preparation in region for people already working in the Exercise Science, Fitness and Wellness fields.

III. PROGRAM ASSESSMENT

Graduate programs within the SOEHHP are assessed in the following ways:

- At the University level, all graduate programs are reviewed every five years.
- Individual instructors are provided feedback each semester regarding course quality from the view point of the graduate students. The expectation in the SOEHHP is that improvements in the delivery of courses are made each semester and documented annually in the annual faculty reports and in Course Assessment Plans in TaskStream as part of the Institutional Assessment System.
- Program faculty engage in an annual cycle of program assessment, analyzing course assessment data and other data related to program goals and outcomes to identify and develop plans for addressing improvement needs. The results of this process are documented annually in Program Assessment Reports in TaskStream as part of the Institutional Assessment System.
- As a part of the overall Assessment Cycle the University's Critical Friends Group is in the process of reviewing assessment procedures and processes and commenting on not only has the Assessment Loop been closed, but also this group is beginning the process of determining the quality of the assessments and the results/changes made in programs based on assessment results as required by the Higher Education Learning Commission. This process will be continuous in the future.

IV. DEPARTMENTAL SIZE

Instructional and general expense budget:

Within the overall unit budget, the SOEHHP has a budget that is specific to costs associated with Graduate Studies. The labor portion of this budget, including benefits, is $875,169. The operating budget for Graduate Studies is $43,000. These totals are reported from contact with the FSU Budget Director.

Currently the SOEHHP utilizes four strategies to meet Graduate course requirements: 1) courses are included as a part of a faculty member's "normal" teaching load; 2) overload system when faculty members are required to teach above their normal load; 3) adjunct instructors are utilized to teach in areas of specialization, particularly where expert practitioners in the field of study are available and can be approved for Adjunct Graduate Faculty status; and 4) a supplemental enrollment incentive system based on the number of students in a course above the course cap that results in an increase in payment to the faculty member. This entrepreneurial incentive system has reduced the SOEHHP's reliance on adjunct faculty and the cost and inconvenience (to faculty teaching online courses) of overload sections.

V. FACULTY PROFILE

In the chart below information is provided regarding the number and classification of graduate faculty (full/part time, visiting, tenure/non-tenure track, rank), total number of faculty, as well as the number of new faculty and any retiring faculty at this time.

Graduate Faculty Profile Table

Name	Rank	Degree	Tenured	Tenure Track	Gender	Ethnicity	Program
Don Moroose	Sr. Prof	Ed.D.	xx		Male	White	MAT & M.Ed.
Phil Berryhill	Prof.	Ed.D.	xx		Male	White	Reading
Van O. Dempsey	Prof.	Ph.d.	Xx		Male	White	
Valerie Morphew	Prof.	Ed.D.	xx		Female	White	ONLR & M.Ed.
Paul Reneau	Prof.	Ph.D.	xx		Male	White	Ex Sci
G.H. Sapp	Prof.	Ed.D.	xx		Male	White	MAT & M.Ed.
Jaci Webb-Dempsey	Prof.	Ph.D.	xx		Female	White	M.Ed. & MAT
Roxanne Humbert	Assoc. Prof.	Ed.D.	xx		Female	White	ONLR
Gwen Jones	Assoc. Prof.	Ed.D.	xx		Female	White	SPED
Jessica (Brown) Alsup	Asst. Prof	Ph.D.		xx	Female	White	Ex Sci
Janie Leary	Asst. Prof.	Ph.D.		xx	Female	White	
Denise	Asst.	Ph.D.		xx	Female	White	Dig.

Lindstrom	Prof.						Media
Amanda Metcalf	Asst. Prof.	Ph.D.		xx	Female	White	
Jeremy Price	Asst. Prof.	Ph.D.		xx	Male	White	Dig. Media
Julie Reneau	Asst. Prof.	Ed.D.		xx	Female	White	SPED & Reading
Susan Ross	Asst. Prof.	Ph.D.		xx	Female	White	Ex. Sci.
Mike Ryan	Asst. Prof.	Ph.D.		xx	Male	White	Ex. Sci.
Amy Sidwell	Asst. Prof.	Ph.D.		xx	Female	White	Ex. Sci.
Crystal Smith	Asst. Prof.	Ed.D.		xx	Female	White	SPED
Jo Donna Burdoff (Adjunct)		M.Ed.			Female	White	SPED
Chris Culacerto (Adjunct)		M.Ed.			Male	White	SPED
Mark Fisher (Adjunct)		M.Ed.			Male	White	Reading
Craig McClellan (Adjunct)		Ph.D.			Male	White	M.Ed.
Nancy McClure (Adjunct)	Prof.	Ed.D.			Female	White	Reading
Lucas Moore (Adjunct)		Ph.D.			Male	White	M.Ed.
Barb Owens		M.A.			Female	White	Reading, SPED& MAT
Mary Swiger (Adjunct)		M.Ed.			Female	White	Digital Media
Robin Yeager (Adjunct)		Ph.D.			Female	White	Ex. Sci.

MAT – Master of Arts in Teaching
M.Ed. –Masters of Education
SPED – Masters in Special Education
ONLR – Online Learning Specialization

Dig. Media – Digital Media & Learning Technologies Specialization
Ex. Sci. – Exercise Science, Fitness & Wellness Specialization
Reading – Specialization in Reading

Faculty retired since 2008 – 1 (Allen Colebank)
Faculty hired in last 5 years – 11 (Jessica (Brown) Alsup, Tara Brooks, Janie Leary, Denise Lindstrom, Amanda Metcalf, Doug Powell, Jeremy Price, Julie Reneau, Susan Ross, Mike Ryan, Amy Sidwell)
Faculty that have left in last 5 years – 3 (Richard Pierce, Claudia Nicholson, Doug Powell, Tara Brooks)
Full Time Graduate Faculty Status: 13 females and 6 males

VI. FACULTY RESEARCH/SCHOLARLY ACTIVITY

Information regarding research and scholarship activities engaged in by the graduate faculty in the School of Education, Health & Human Performance from 2010 to current is presented in Appendix B. Full time faculty members with Graduate Faculty Status are listed individually in order of Academic Rank and alphabetically within each Academic Rank.

VII. FACULTY CONTRIBUTIONS TO GRADUATE PROGRAMS

Currently a total of 19 full time Faculty members within the SOEHHP hold full Graduate Faculty Status. Of these, 14 Faculty members are currently teaching in the Graduate Programs offered within the SOEHHP. In the assignment of courses to be taught faculty are not limited to teaching exclusively at the undergraduate or graduate level.

Faculty with Graduate Faculty status may be assigned graduate courses as part of their expected teaching load (typically 12 credit hours per semester). Faculty may also be assigned Graduate courses as "overload" depending on course rotations, cycles, and/or enrollments. In many cases faculty teach courses that may be accessed by students across multiple specializations. All M.Ed. concentrations require students to complete a sequence of common core courses.

Appendix C gives faculty and adjunct teaching loads by undergrad and graduate course loads, from fall 2008 to current.

Thesis Load: The SOEHHP has students in programs that have the option of choosing to complete a thesis as part of their requirements for M.Ed. completion. This option is in addition to the Action Research Project that all graduate students are required to complete. Students choosing the Thesis option are mentored by a faculty member, with Graduate Faculty status, who is currently teaching in the student's emphasis area. Currently faculty members are not compensated for supervising theses due to the small number that choose this option. If this number increases, compensation plans will need to be developed and implemented.

Grade Distributions: Appendix D provides information containing the distribution of grades in graduate courses from Fall 2008 to Spring 2014.

VIII: STUDENT PROFILE

This student profile section contains a description of the admissions criteria, number of students who have applied and been admitted by program, and enrollments by graduate course.

Recruitment to Graduate Programs

Fairmont State offers a Campus Visitation Day during the Fall and Spring semesters. These open houses are primarily geared towards undergraduate students, however information about graduate programs is also available and disseminated. In addition to these opportunities the office of Graduate Studies periodically attends Graduate Fairs in the region and disseminates information to interested and potential Graduate Students.

During the past year, the SOEHHP invested in a number of marketing strategies, including the development of concentration specific program sheets, informational meetings in several counties to recruit P-12 teachers into M.Ed. concentrations, an online advertising campaign employing “sticky ads” for the M.Ed. and M.A.T. programs, reduced tuition incentives for cohorts of P-12 teachers needing certification in Special Education or Reading from specific counties, and informational sessions regarding concurrent graduate program enrollment and general graduate program options with undergraduate students. While some of these activities were primarily focused on recruitment to teacher preparation programs, materials related to all SOEHHP programs were made available to attendees. The SOEHHP also developed and is implementing a communications plan for recruitment that includes follow-up letters and emails to all graduate program inquiries, and Graduate Faculty contacts with matriculating students to encourage retention. In addition, information flyers are sent out to all colleges within the state of West Virginia and to surrounding colleges and universities.

Admission to Graduate Programs

All students seeking admission to a graduate degree program must first meet the minimum standards established by the Graduate Council and monitored by the Office of Graduate Studies. Applicants must also have the approval of the department in which the graduate degree program is offered. Admission to one program does not constitute admission to any other. The admission standards of the departments may exceed those of the Office of Graduate Studies.

Admission to Graduate Studies

Admission to Graduate Studies at Fairmont State University requires a baccalaureate degree from a regionally accredited institution with a minimum 2.75 overall grade point average or a 3.0 grade point average on a 4.0 scale on the student’s last sixty (60) semester hours of baccalaureate degree courses. Official transcripts must be sent directly from the college or university that issued the baccalaureate degree to the Office of Admissions. Applicants cannot be admitted without an official transcript on file with the Office of Admissions.

In addition, students must submit scores from either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). Scores more than five years old are not accepted. This score requirement may be waived for applicants who already possess a master's degree from Fairmont State or another institution.

Test scores alone may not determine admission to Graduate Studies. Letters of recommendation, statements of purpose, and personal interviews may also be used to assess a student's preparedness for and probability of success in graduate school. Applicants who do not meet all minimum admission criteria may be admitted provisionally.

Applicant, enrollment, and graduation information is located in Appendix E.

IX. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Many SOEHHP graduate students have full or part-time jobs. Of these, many are P-12 teachers and have access to the professional development provided by their county school system and/or RESA. The others are employed in various fields with limited professional development opportunities. Individual faculty members may, and do, encourage their students to join professional organizations, attend conferences, and present or publish exemplary projects or scholarly submissions. Currently the SOEHHP has no system in place to systematically collect this information.

X. FINANCIAL SUPPORT FOR GRADUATE STUDENTS

Currently the SOEHHP has 5 Graduate Assistantships that have been filled, and one that is open. The University as a whole has approximately 19 Graduate Assistantships (GA) in various departments across campus including Student Affairs and the Falcon Center. These GAs vary from a specific skill set i.e. Ex. Sci. as an instructor or Athletics as an Athletic Trainer or Coach, to a more general skill set i.e. admissions office support staff. Each of these GAs offers a tuition waiver and stipend.

XI. FACILITIES

Graduate Courses in the SOEHHP are delivered in one of two methods. Online and face-to-face are the methods utilized depending on the program. Exercise Science utilizes both face-to-face and online courses. All other programs within the SOEHHP utilize online courses to deliver graduate course content.

All faculty who teach in the Graduate Programs are skilled in the methods they use in their course content delivery and have access to professional development and support within the School to support online course delivery and assessment of student learning. Students also have both online and "walk-in" access to the FSU library services and its electronic resources.

Face-to-face classes are offered on campus in classrooms that have equipment for content delivery. All classrooms are equipped with a computer projector and computer access port, and internet access (wireless and "hardwire") is also available throughout campus. In addition , one SOEHHP classroom is dedicated to the use of integrated technologies and 20 portable laptops and a set of 25 iPads are available to be used in any classroom or meeting room setting.
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The Exercise Science program additionally uses the Human Performance Laboratory for classes and research projects. This lab is approximately 350 square feet in size and includes 2 treadmills, 4 cycle ergometers, 1 metabolic testing system, Lactic Acid and Body Composition testing capabilities.

XII: CURRICULUM

This section provides specific information regarding degree requirements, program structure, and current graduate courses. This information is provided for each of the five programs within the SOEHHP. Complete course descriptions are located in Appendix F.

M.Ed. Graduate Core Courses: Required of all M.Ed. Programs

Course#	Credit Hours
EDUC 6301 - Research in Education	3
EDUC 6305- Advanced Educational Technology and Media	3
EDUC 6395 - Action Research in Education	3

Professional Studies:

Hours from Core Courses	9
Remaining hours to be determined in Consultation with advisor	27
Total Credit Hours	36

Courses in Online Learning	**Credit Hours**
ONLR 6800 - Introduction to Online Learning	3
ONLR 6801 - Online Course Management Strategies	3
ONLR 6802 - Instructional Design for Online Course Development	3
ONLR 6803 - Online Assessment Techniques	3
ONLR 6804 - Copyright and Intellectual Property Issues for Educators	3
ONLR 6806 - Online Course Development Project or Practicum	3
ONLR 6808 - Tech Tools in Learning	3
Graduate Level Course electives	6
	27 hours
Core Courses	9 hours
Total Hours	36 hours

Courses in Digital Media, New Literacies and Learning:

EDUC 6809 - Teaching in the New Media Age	3
EDUC 6810 - Critical Media Literacy and Digital Storytelling	3
EDUC 6812 - Technology, Leadership, and Change	3
EDUC 6814 - Game Design and Learning	3
EDUC 6816 - Information Architecture	3

EDUC 6818 – Practicum	3
ONLR 6808 - Tech Tools in Learning	3
ONLR 6804 - Copyright Issues for Online Digital Media Enhanced Instruction	3
ONLR 6802 - Instructional Design	3
	27 hours
Core Courses	9 hours
Total Hours	36 hours

Courses in Exercise Science, Fitness and Wellness

PHED 6406 - Statistics in Exercise Science	3
PHED 6412 - Graduate Exercise Physiology I: Cardiovascular/Pulmonary Exercise Physiology	3
PHED 6413 - Graduate Exercise Physiology II	3
PHED 6405 - Lab Techniques in Exercise Science	3
PHED 6480 - Seminar in Exercise Science	3
PHED 6417 - Impact of Exercise on Health & Disease	3
PHED 6418 - Wellness Programming	3
PHED 6416 - Advanced Strength & Conditioning	3
PHED 6490 - Internship/Field Experience	3
or	
PHED 6499 - Thesis	3
	27 hours
Core Courses	9 hours
Total Hours	36 hours

XIII. STUDENT PRODUCTIVITY

Action Research/Thesis Requirements

All M.Ed. concentrations require the completion of EDUC 6395 “Action Research”. This course requires students to design, implement and disseminate a research project within their specialization area. Many of the graduate students in the Professional Studies, Online Learning, and the Digital Media, New Literacies and Learning programs are currently public school teachers and utilize their classrooms and students for their Action Research projects.

IRB research approval is generally required if human subjects are involved and the intent is to develop new or expanded knowledge. Many class projects are conducted for educational purposes and do not require IRB approval. Fairmont State University has an IRB board in place for review of research proposals.

In the Exercise Science, Fitness and Wellness program students have the option of completing either an internship or a thesis. Those students who choose the PHED 6490 “Internship” must

also complete EDUC 6395 “Action Research”. PHED 6490 requires 120 contact hours in an Exercise Science type setting. EDUC 6395 requires completion of a research project developed and completed in conjunction with a faculty member.

For those students choosing the Thesis option, PHED 6499, these three hours are connected with EDUC 6395 for a total of 6 hours of research. These six hours of research result in a greater in depth research project than if the student just takes EDUC 6395 and supports more robust collaboration with a faculty mentor and a more extensive study. These students are required to present their thesis proposal, including their introduction, review of literature, and methods written in journal format, to their thesis committee. This fulfills the requirements for EDUC 6395. At the conclusion of their data collection, the students must defend their thesis and the committee must sign off on completion of the thesis for completion of the requirements for PHED 6499. As of the end of the spring semester 2014, three students have chosen and completed a thesis within the Exercise Science emphasis.

Please see Appendix G to see a sample of the Action Research Projects and Thesis Topics. As stated elsewhere, many of the students in the Digital Media, Online Learning, and Professional Studies concentrations are teaching in P-12 classrooms and their projects focus on improving their teaching and student learning. Other students in these programs are teaching in higher education settings, for example, in community college classrooms or university offices for student services. In addition, some students are working in community agencies and organizations or businesses. Sample project titles for these programs include:

- Using Blogs to Interpret Writing Attitudes (Digital Media)
- Technology Education for Adult Learners: A comparative study of Face-to-Face Instruction and Independent Learning (Digital Media)
- How Does Achievement of College Students Enrolled in Online and Hybrid Business Math Classes Compare? (Online Learning)
- Using Learning Objects to Improve Test Scores of Respiratory Care Graduates in Online Courses (Online Learning)
- The Effect of the KWL Reading Strategy on Student Reading Comprehension (Professional Studies)
- The Perspectives of Students Regarding Test-Taking Support Strategies in College: How Can These Perspectives Help Improve Test-Taking Support? (Professional Studies)

Sample titles for Exercise Science Action Research projects and Thesis topics include:

- The Lasting Cognitive Effect of Moderate Aerobic Exercise
- Impact of Land vs Water Plyometrics on Power Output
- The Effects of a Four Week Unilateral Balance Training Program on the Contralateral Limb
- The Effects of Vision EyeTraining on Softball Skill Performance.
- The Optimal Gear for Recreational Cyclists Using Equal Power Outputs.
- Accuracy of Selected Submaximal Loads to predict 1 RM Bench press in Young Adults.

XIV. PROGRAMMATIC CLIMATE

The M.Ed. Core courses are all offered in an online format only. Additionally the courses in the ONLR, Professional Studies, and Digital Media, New Literacies and Learning concentrations are also offered in an online format only. The Exercise Science emphasis utilizes a combination of online coursework and face to face courses. Online teaching presents several challenges for faculty, including the need to:

- Manage significant time demands related to increased communication with/from students;
- Implement formative assessments to replace the informal assessment of student learning that can occur during face-to-face instruction;
- Skillfully use technologies to create professional learning communities in courses versus simply designing online "correspondence courses";
- Regularly learn new technology applications and LMS features;
- Redesign courses to accommodate new technologies; and,
- Meet student expectations regarding the online presence of faculty for support and communications.

The SOEHHP organizes workshops and presentations to support faculty adoption of new technologies on an "as needed" basis and early adopters are generous with their time and expertise, offering one-on-one consultation. Funding has also been made available to purchase licenses for applications that facilitate positive and productive online student learning experiences. All SOEHHP programs utilize TaskStream to document their assessment process and results and to manage the assessment of student learning and graduate faculty members have had to build assessments in this online environment. Positive outcomes for online learning have been increased feedback for learning, a shift to more performance-based assessment, and redesigned and renewed courses. Retention and timely matriculation of students can also be challenging in online programs, requiring graduate advising and graduate faculty to creatively implement appreciative advising through email, online chat, online video conferencing, or by phone.

Through the certification office, and under the supervision of Ms. Diana Dunn, all graduate students are provided with a program of study, and are able to directly access Ms. Dunn by scheduling a face-to-face meeting or telephone conference, or communicate via email all year round for any questions or clarifications. This centralization of general advising for graduate students supports consistency and enhanced communications. Each individual program has also implemented a strategy for communicating with students to support their retention and matriculation. These strategies are often multi-dimensional and include: the use of online communications regarding academic deadlines (registration, drop/add, graduation); contact with unregistered students; counseling students to consult with Ms. Dunn to pursue options for changing programs, etc.

XV. ALUMNI QUESTIONAIRRES

This section gives a summary review of the recent alumni questionnaires administered to the graduates of the Exercise Science program. A copy of the questionnaire and a summary of responses is located in Appendix H.

A graduate student in EDUC 6395 Action Research completed her project as a program evaluation of the Digital Media program, consulting with program faculty to develop and implement a survey of graduates and prospective graduates of the Digital Media program. These results provided insight into the need to develop professional learning communities and implement appreciative advising. While specific to the Digital Media program, these results had implications for all online graduate programs (see Appendix I for report).

XVI. FUTURE DIRECTIONS

Since the Graduate Review of 2008 two new M.Ed. programs/concentrations that do not lead to teacher certification have been added. These programs are Digital Media, New Literacies and Learning and Exercise Science, Fitness and Wellness. Both of these programs have seen healthy numbers of applications, enrollments and graduation rates for being new and growing programs (see appendix E). The administration, faculty, and staff believe that these are viable programs that serve needs in West Virginia. Additionally these add to the options offered by the SOEHHP that create opportunities for professionals in the service region to enhance their education.

The Professional Studies degree has continued to show healthy applications, enrollments, and graduation rates. It is anticipated that recent changes in WV State Board of Education policies related to certification of individuals with a Bachelor's degree will increase the demand for this flexible Master's degree option. Based on the popularity of this program, the administration, faculty, and staff strongly support continuation of this program.

The Online Learning program has seen a decline in enrollment and corresponding graduation numbers. Factors contributing to this decline include increased access to professional development offered by both the academic and business sectors to prepare educators to design and deliver online education and the popularity of initiatives such as Quality Matters, which culminate in a certificate. These factors and the decline in enrollment – as of the Fall 2014 semester there were only 2 students enrolled – led the SOEHHP and program faculty to reconsider both the mission of the program and its audience and vote to recommend that the ONLR program be discontinued. As several ONLR courses were cross-listed for both Online Learning and Digital Media, ONLR faculty have collaborated with Digital Media faculty to repurpose these common courses and strengthen their Digital Media focus, leading to improvement of the Digital Media program in the process.

The SOEHHP faculty and staff, in collaboration with P12 partners, previously developed a plan for an M.Ed. in Educational Leadership but have not implemented it due to various factors. Recently the SOEHHP has been approached by several area county school systems expressing an interest in the implementation of an Educational Leadership graduate program through FSU. The SOEHHP is currently exploring the implementation of this program pending availability of new resources (for example, a faculty line).

XVII. OVERALL EVALUATION OF PROGRAMS

The overall evaluations of many programs in the School of Education, Health and Human Performance are primarily conducted by ongoing processes including the State of West Virginia's program approval review process and the CAEP national accreditation program

review process. The SOEHHP's participation in this self-study process, in addition to our annual process of collecting and analyzing program and course data, has revealed the potential for the School to become more focused in our mission. This self-study has demonstrated that the graduate programs reviewed for this report are in good standing, have the potential for growth, and are achieving their primary goals. Data from student surveys and focused discussions with faculty reveal the following general perspectives:

Strengths:

- There is general satisfaction with the availability of course offerings. Interactions with faculty and graduates reveal they feel that the overall quality of the graduate of the programs and the quality of instructors teaching within graduate programs is high.
- The majority of SOEHHP graduate programs offer professionals the opportunity to earn a graduate degree through an asynchronous online program, while having a high quality educational experience.
- Courses, practicum experiences, and research requirements are perceived as relevant to intended and current careers and professional/personal goals of students.
- The content of coursework immediately helped them in their position.

Areas for Improvement:

- While the online delivery platform has created significant access for students, it limits the ability of faculty to develop and maintain personal one-on-one relationships with students. This limitation is being addressed by programs developing and holding program-specific orientation weekend meetings that bring graduate students to campus to network with peers, gain information to support matriculation, and have an opportunity to meet their faculty. However, this strategy is unaccounted for in faculty work load.
- While a strategy for assessing student dispositions has been developed and piloted in the graduate programs leading to certification, it is difficult to evaluate candidates' professional dispositions in online programs.

XVIII. PLANS FOR SELF-IMPROVEMENT

Continuation and Expansion of Scholarly Work

Scholarly work is primarily achieved through faculty mentoring of student research or faculty efforts to evaluate grant activities and program effectiveness. The SOEHHP's graduate faculty seek to expand on what is already in place to support mentoring of graduate student research by emphasizing site-based action research for those students in 100% online programs. For the Exercise Science, Fitness and Wellness program, the faculty intend to continue to utilize both the Human Performance Lab and the available FSU student population to produce applicable research for the general population. Students in the remaining M.Ed. programs are encouraged to make a practical contribution in their workplace or a community setting by developing their action research projects to address an education/learning need in that context. It is also the

intention of the SOEHHP to continue to push students to do research at a level that is presentable and/or publishable within their and the faculty's chosen field.

SOEHHP faculty members have also been active in grant-writing to fund researchable projects in our partnering P-12 Professional Development Schools and on our campus. Faculty have also leveraged their work with the assessment of student learning and evaluation of program effectiveness to engage in scholarship that is disseminated at state and national conferences in their fields.

While informal support for these efforts is provided through new faculty mentoring and collegial relationships within the SOEHHP, there is a lack of systematic support at both the School and institution levels. The reinstatement of a series of "brown bag" lunch meetings focused on scholarship will help address this need.

Continuation of Efforts to Recruit and Retain Highly Qualified Faculty

Efforts to address the need to attract highly qualified faculty for graduate programs have established two effective strategies. First, doctoral candidates who are close to completion of their doctoral programs and/or are ABD have been recruited and hired into temporary, non-tenure track appointments that convert to tenure track and count years served in the temporary line towards promotion and tenure. This strategy has led to two successful hires for graduate programs and will be considered when the SOEHHP initiates the search for a Reading faculty member.

Curricular Emphasis

The SOEHHP's Graduate School Self Study reflects the department's commitment to data-driven, continuous assessment processes. In conjunction with ongoing school-wide efforts, the SOEHHP is in the process of defining and assessing student achievement of course and program learning outcomes and related assessments. The Conceptual Framework of the School of Education at Fairmont State University incorporates a shared view of how to best prepare graduates to possess the knowledge, the skills, and the dispositions to excel within their chosen fields. Through its graduate programs, the SOEHHP is committed to the development of a cogent curricular emphasis based upon inquiry, reflection, and responsive action. In addition to the Practicum requirements in the graduate teacher preparation programs, students in the Digital Media and the Exercise Science programs are also required to complete a practicum related to the field of study that supports their implementation of this curricular emphasis. Finally, all SOEHHP graduate programs are aligned with and assessed against the FSU Graduate Program Outcomes adopted by the Graduate Council in 2011 (see Appendix J). Both the institution and the School must continue to create opportunities for faculty to have time and support dedicated to engage in assessment and the continuous improvement of programs against these emphases.

Appendix A

NCATE Board of Examiners Report
Continuous Improvement Visit

September 30-October 2, 2012

Adobe Acrobat
Document

Appendix B
Faculty Credentials

Don Moroose: Sr. Level Professor

- Attended NCATE workshop session, School of Education, August 2012.
- Attended Blackboard workshop session, School of Education, August 2012.
- Developing a survey along with a faculty member and a doctoral student from Marshall University to identify the factors or reasons that may influence a person's decision to continue their formal education following high school graduation. The inventory will be administered to college students at the end of their freshmen year. It will measure such factors as: Personal factors, Academic, Peer, Financial, and Family factors that determines if a first year college student elects to drop out or remain in college after their freshmen year. Hopefully, this inventory can be administered to students at Fairmont State University. (Summer, 2012)
- Along with the Lumberport Elementary faculty, developed a grant proposal for the project that trained staff to prepare and implement Guided Math instruction to all students through book studies, professional learning communities, and make and take sessions. Teachers will learn how to properly form and manage small groups to work on specific skill areas of need. They will also learn how to plan and create workstations for students to work in small groups.FUNDED FOR $5000.00
- Along with the Monongah Middle PDS coordinator, wrote the grant proposal " Utilizing Kindle e-Readers to Enhance Instruction" The faculty along with FSU preservice teachers will have the opportunity to meet the needs of visual, audio, and kinesthetic learners by using e-Readers. FUNDED FOR $4735.00
- Applied for PDS grant at Lumberport Elementary (Jan. 2013): "Incorporating WV NexGen Standards Through Team Planning by Developing Appropriate Grade Level Lessons. Not funded.
- Applied for PDS grant at Monongah Elementary School (March 2013): " Promoting Achievement Through Collaboration at Monongah Elementary". Funded for $5000.00

Van O. Dempsey III: Professor

Publications and Scholarly Activities

Books, Journals, Journal Articles, and Book Chapters

- Dempsey, V. and Shanley, D. (2011). “United We Stand: Divided We Fail Our Communities and Hence the Public Good.” In Early, P., Imig, D., and Michelli, N. (Eds.) *Teacher Education Policy in the United States: Issues and Tensions in an Era of Evolving Expectations*. New York: Routledge.
- Van Galen, J. and Dempsey, V. (Eds.) (2009). *Trajectories: The Social and Educational Mobility of Education Scholars from Poor and Working Class Backgrounds.* Sense Publications.
- Dempsey, V. (2009). “Cotton, Cucumbers, and Carolina.” In Van Galen, J. and V. Dempsey (Eds.) *Trajectories: The Social and Educational Mobility of Education Scholars From Poor and Working Class Backgrounds.* Sense Publications.

Invited Academic Lectures, Presentations and Awards

- Outstanding Contributions Award, Conference of Southern Graduate Schools, (February 2013) Peer-nominated award presented to acknowledge and honor a person whose contributions have significantly benefited graduate education in the Southern Region. The awardee's work and contributions must have been performed, at least in part, within the previous ten-year period. The awardee's contributions to graduate education must have been to more than a single institution.
- Workshop Presenter, "Public School/University Partnerships: The Role of Responsive Research." CREATE Texas. March 2013– Present. Consortium of The University of Houston System, The Texas A&M University System, The Texas State University System, and The University of Texas System; CREATE provides opportunities for member institutions and the profession to systematically explore quality and effectiveness issues related to teacher preparation, retention, and student achievement.
- Panel Convener/Facilitator, "Teaching Critical Thinking Skills." Irish-American Higher Education Research Organization (with Ciaran O Cathain, President, Althlone Institute of Technology, Ireland). Morgantown, WV. October 2010. (The purpose of IA/HERO is to exchange ideas, techniques and best practices between higher education in Ireland and the US.)

Technical Reports and Policy Briefs

- V. Dempsey, F. Devono and L. Schrum (2013). Preliminary Report: West Virginia Higher Education High Quality Educator Stakeholder Committee. Recommendations for a statewide task force reviewing recommendations for improving teacher education and professional development in the State of West Virginia. Report commissioned by the WV Board of Education and presented to the Office of the Governor.

Invited Presentations to Education Groups/Associations

- CREATE TX Workshop Facilitator (March 2013 – Present, Houston, TX) CREATE's Professional Development Series focuses on the acquisition of technical skills and knowledge required for conducting university/school district collaborative educational research. Sessions focus on developing a research design and require participant engagement with assigned activities including readings, discussion, planning and writing. The sessions are sequenced to allow for a more in-depth review of essential research design elements.
- "Working with Policy Makers to Sustain Partnership Work." Professional Development Schools National Conference (with K. Schafer, Towson University). March 2009.

Professional Papers and Presentations

- "Reciprocal Relationships: Sustaining Partnerships and Improving Preparation, Practice and Policy." Professional Development Schools National Conference. (with J. Webb-Dempsey and D. Johnson) March 2009.

Funded Scholarship and Programmatic Activities

- Higher Education Policy Commission Diversity for Equity Initiative. "Serving Those Who Served: Identifying and Addressing the Needs of Veterans at Fairmont State University. ($7,432) 2014.
- Higher Education Policy Commission Diversity for Equity Initiative. "Adult Learner Access and Success Grant Initiative. ($7,290) 2014.
- Higher Education Policy Commission Assessment of Learning Initiative. ($5,000) 2013.
- Higher Education Policy Commission Diversity for Equity Initiative. "Power of Diversity." ($5,250) 2011.

Membership on Advisory/Governance Boards

State

- Member, West Virginia Higher Education High Quality Educator Stakeholder Committee (May 2013 – Present).
- Member, West Virginia Innovation Zone Selection Committee (December 2011 – Present) Review and make recommendations to the WVDE and WV Board of Education for Innovation Zone Grants to WV public schools and school districts.
- Chair and Member, Advisory Board, *West Virginia Partnerships for Teacher Quality*. Provides leadership and oversight to a statewide network of school-university partnerships in West Virginia.
- Chair, 2001 – 2009. Leadership has included development of standards of practice for partnership work; facilitation of key stakeholder support; networking with national groups and affiliated national initiatives; development of budget procurement and allocation procedures (fiscal resources in excess of $4 million.)

Professional Associations

- American Association of Colleges for Teacher Education
- American Educational Research Association
- American Educational Studies Association

Journal/Program Review Experience

- American Association of Colleges of Teacher Education (AACTE)
- American Education Research Association

- *The Professional Educator*
- Sense Publishers Editorial Board
- *Urban Review*

Valerie Morphew: Professor

- Morphew, V. N. (2012). *A constructivist approach to the NETS for teachers*. International Society for Technology in Education (ISTE). Eugene: OR.
- Morphew, V. N. (2009). Constructivist teaching and learning in a web-based environment. In Patricia Rogers, Gary Berg, Judith Boettcher, Carole Howard, Lorraine Justice, Karen Schenk (eds.). *Encyclopedia of Distance and Online Learning* (2nd ed.) Idea Group Publishing Hershey, PA.

Paul Reneau : Professor

Publications

- Bice, Matthew; Hanson, Nicholas J.; Eldridge, James A.; Reneau, Paul; and Powell, Douglas W. (2011) "Neuromuscular Adaptations in Elderly Adults Are Task-Specific during Stepping and Obstacle Clearance Tasks.," *International Journal of Exercise Science*: Vol. 4: Iss. 1, Article 9.
  Available at: http://digitalcommons.wku.edu/ijes/vol4/iss1/9
- Pierce, R. & Reneau, P. (2011). Playing Catch Up 2.0: How a Professional Learning Community Instructional Model Assists Adult Students. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 3322-3327). Chesapeake, VA: AACE.
- Pierce, R. & Reneau, P. (2010). The Millennial Myth: Assessing Information and Communication Technology Self-Efficacy in a Professional Development School Network. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2010* (pp. 2091-2094). Chesapeake, VA: AACE. ISBN 1-880094-83-5

National Presentations

- *Delawder, V., Reneau, P., Ryan, M. J., (2014) The Optimal Gear for Recreational Cyclists Using Equal Power Outputs. American College of Sports Medicine Meeting, Orlando, FL.#

- Ryan, M., Knapton, J., Reneau, P. (2013) The Effect of Cold Water Immersion on Repetitive 1600m Run Performances in College Aged Distance Runners. American College of Sports Medicine Meeting, Indianapolis, IN. #
- *Tallhamer, B., Bryner, R.W., Ryan, M., Reneau, P., (2013) The Effects of Vision EyeTraining on Softball Skill Performance. American College of Sports Medicine Meeting, Indianapolis, IN.#
- Clark, N.J., Mayhew, J.L., Reneau, P., Brechue, W.F. (2013) Effect Of Free-Weight And Machine-Weight Training On Upper-Body Strength in Low- And High-Strength College Men. American College of Sports Medicine Meeting, Indianapolis, IN.#
- Reneau,P., Ryan,M., Brechue,W.F., Pujol,T.J., Mann, J.B., Mayhew, J.L. (2013) Accuracy of 1RM Bench Press Prediction Equations in Untrained, Trained, and Athletic College-Age Men. American College of Sports Medicine Meeting, Indianapolis, IN.#
- *Wilmer, M., Reneau,P., Ryan,M., Powell,D.,Mayhew,J.L. (2013) Effect of Rest Interval Duration on Repetition Performance in Successive Bench Press Lifts. American College of Sports Medicine Meeting, Indianapolis, IN.#
- *Watts, R., Reneau, P., Ryan,M.,Powell,D.,Mayhew,J.L. (2013) Accuracy of Selected Submaximal Loads to predict 1 RM Bench press in Young Adults. American College of Sports Medicine Meeting, Indianapolis, IN.#
- *Bastin, H., Hanson, N.J., Ryan, M.J., Reneau, P., Reed-Jones, R., Powell, D. (2012) *Effects of advancing age and disease on walking bout characteristics.* 17th Biannual Meeting of the Canadian Society of Biomechanics. Vancouver, British Columbia.
- *Bastin, H., Reed-Jones, R., Morgan, A., Reneau, P., Ryan, M.J., Powell, D. (2012) *Relationships between clinical measures of fatigue and physical activity in Parkinson's disease.* 17th Biannual Meeting of the Canadian Society of Biomechanics. Vancouver, British Columbia.
- *Tallhammer, B., Ryan, M., Burgess, K., Reneau, P., Bryner, R., (2012) The Effects of Vision Training on Softball Performance. American College of Sports Medicine Meeting, San Francisco, CA.#
- *Adams, J., Reneau, P., Ryan, M. (2012) Speed Training: Impact of land vs Aquatic Environment. (2012) American College of Sports Medicine Meeting, San Francisco, CA.#
- *Bastin, H., Renshaw, D., Hanson, N., Bice, M., Ryan, M., Reneau, P., Eldridge, J., Powell,D., (2012) Relationship Between Lean Mass and Coactivation during Downward Stepping with Advancing Age. American College of Sports Medicine Meeting, San Francisco, CA.#
- *Falkenklous, J., Morgan, A., Hanson, N., Ryan, M., Reneau, P., Powell, D. (2012) Fatigue-Induced median Frequency Shifts in Healthy Aging and Parkinsons's Disease. American College of Sports Medicine Meeting, San Francisco, CA.#

- *Skoff,B., Reneau,P., Ryan,M., Mayhew,J., Brechue,W.F., Pujol, T.J., (2012) Effects of Training Status on Bench Press Prediction Accuracy from Repetitions and Lifting Load. American College of Sports Medicine Meeting, San Francisco, CA.#
- Pujol, T.J., Mayhew, J., Brechue, W.F., Reneau, P., (2012) Effect of Free-Weight and Machine-Weight Training on Upper-body Strength Gains in Low and High-Strength College Women. American College of Sports Medicine Meeting, San Francisco, CA.#
- Reneau, P., Skoff, B., Mayhew, J., Ryan, M., Pujol, T.J., Brechue, W.F. (2012) Accuracy of 1-RM Bench Press Prediction Equations in College-Age Men. American College of Sports Medicine Meeting, San Francisco, CA.#
- Mayhew, J.L., Smith, A.E., Pujol, T.J., Brechue, W.F., Reneau, P. (2011) Effect of Heavy Resistance Training on Upper-Body Strength and work Capacity in Underweight and Overweight College Women. National Strength and Conditioning Association Meeting, Las Vegas, NV.#
- *Gilbert, L., Reneau, P., Ryan, M. (2011) The Effect of an Acute Intake of Creatine Supplementation on Intermittent sprints. American College of Sports Medicine Meeting, Denver CO.#
- *Ceran, M., Ryan, M., Reneau, P., (2011) Effects of Land and Aquatic Based Plyometric Training on the Vertical Jump Height. SAmerican College of Sports Medicine Meeting, Denver CO.#
- *DiStefano, J., Reneau, P., Ryan, M., Mayhew, J.L. (2011) Can Maximal Squat be Predicted from Structural and Anthropometric Dimensions? American College of Sports Medicine Meeting, Denver CO.#
- *Childs, D. Ryan, M., Reneau, P. (2011) The Effects of Core Strength Training on Maximal Running Performance in Middle Distance Running. American College of Sports Medicine Meeting, Denver CO.#
- Mayhew, J., Brechue, W.,Pujol, T.,Reneau, P.,Smith, A., (2011) Comparison of Training Frequency and Mode on Upper-Body Strength Gains in College Men and Women. American College of Sports Medicine Meeting, Denver CO.#
- Pujol, T., Mayhew, J.,Brechue, W.,Smith,A.,Reneau, P., (2011) Effect of Heavy Resistance Training on Low and High-Intensity Upper Body Work Capacity in College Women. American College of Sports Medicine Meeting, Denver CO.#
- Pierce, R., Reneau, P. (October, 2010) The Millennial Myth: Assessing information and Communication Technology Self-Efficacy in a Professional Development School Network. E-Learn 2010 World Conference, Orlando, FL.
- *Highland, W., *Davis, A., Larouere, B., Reneau, P. (2010) The Effects of Wind Resistance while Running on RPE and Heart Rate. American College of Sports Medicine Meeting, Baltimore, MD.#
- *Ashley, A., Reneau, P. (2010) Impact of Environment on Rate of Recovery After an Intermediate Length High Intense Run. American College of Sports Medicine Meeting, Baltimore, MD.#

Regional Presentations

- *Delawder, V., Reneau, P., Powell, D., Ryan, M. (2011, November) The optimal gear for recreational cyclists using equal power outputs. Mid-Atlantic Regional Chapter of the American College of Sports Medicine Meeting, Harrisburg, PA.,
- *Falkenklous, J., Morgan, A., Ryan, M., Reneau, P., Powell, D. (2011, November) Central versus peripheral fatigue in healthy aging and Parkinson's disease. Mid-Atlantic Regional Chapter of the American College of Sports Medicine Meeting.
- Powell, D., Bice, M., Renshaw, D., Hanson, N.J., Eldridge, J., Ryan, M., Reneau, P. (2011, November) Effect of advancing age and lean mass on neuromuscular activation patterns and coactivation ratios during a downward stepping task. Mid-Atlantic Regional Chapter of the American College of Sports Medicine Meeting.
- *Gilbert, L., (2011) The Effect of an Acute Intake of Creatine Supplementation on Intermittent Sprints. Undergraduate Research Days the West Virginia State Capital, January 2011. Paul Reneau Faculty mentor.
- *Ashley, A., (2010) Impact of Environment on Recovery from Exercise. Undergraduate Research Day at West Virginia State Capital, January 2010. Paul Reneau Faculty Mentor.

  * Student Author

Thesis/Dissertation Committees

- Doug Renshaw, Fall 2013 - Spring 2014, Chair Graduate Thesis Committee."Unilateral Balance Training and Cross Education as Assessed by the Star Excursion Balance Test". Fairmont State University, M.Ed.
- Jon Adams, Fall 2012 - Spring 2013, Chair Graduate Thesis Committee "Speed Training: Impact of Land vs Aquatic Environment". Fairmont State University, M.Ed.
- Brittany Talhamer, Spring 2013, Member Graduate Thesis Committee. "*The Effects of Vision Eye Training on Softball Skill Performance*" Fairmont State University, M.Ed.
- Kristi Keifer, Fall 2009 – 2012, Member, "The Effects of Video Feedback on Student's Performance of a Back Handspring", West Virginia University School of Physical Activity and Sport Sciences.

G.H. Budd Sapp: Professor

Publications

- Sapp, G. H. Budd (2012). Designing Successful Middle and High School Initiatives Within a Professional Development School Partnership. *PDS Partners*-The Official

Magazine of the National Association for Professional Development Schools. September 2012, Volume 8, Issue 2.

Papers Presented at Professional Meetings

- I had a proposal accepted (presentation with PDS partners but had a scheduling conflict) at the WV Statewide Technology Conference, August 3-5, 2010 in Charleston, WV. "Digital Readers and Lexile Scores: A Middle School Literacy Pilot Project."
- I presented at the WV Reading Association 55th Conference, November 18-19, 2010 at the Greenbrier in White Sulphur Springs, WV. "Digital Readers and Lexile Scores: A Middle School Literacy Pilot Project."
- I had a proposal accepted (presentation with SoE colleagues but had a scheduling conflict) at the WV Professional Development Schools Statewide Conference, March 1-2, 2011 in Flatwoods, WV. "Building a Coherent Diversity Strand Through Standards-Based Alignment."
- I presented at the Professional Development Schools National Conference, March 10-13, 2011 in New Orleans, LA. "Designing SUCCESSful High School and Middle School PDSs."
- I presented at the Professional Development Schools National Conference, March 8-11, 2012 in Las Vegas, NV. "Partnering for Excellence in Teaching and Learning via Clinical Preparation."
- I had a proposal accepted (presentation with SoE colleagues but had a scheduling conflict) at the WV Professional Development Schools Statewide Conference, Feb 28 - March 1, 2012 in Flatwoods, WV. "PETAL: Partnering for Excellence in Teaching and Learning."
- I presented at the Professional Development Schools National Conference, February 14-17, 2013 in New Orleans, LA. "Redrawing the Roadmap Together: Accreditation as a Driver for Collaborative Inquiry."
- I presented at the WV Professional Development Schools Statewide Conference, Feb 27-28, 2013 in Flatwoods, WV. "Fostering Collaborative Inquiry in a PDS partnership Via the Accreditation Process."
- I presented at the WV Professional Development Schools Statewide Conference, Feb 27-28, 2013 in Flatwoods, WV. "Addressing Diversity: A Developmental and Collaborative Approach."
- I presented at the WV Professional Development Schools Statewide Conference, Feb 26-27, 2014 in Flatwoods, WV. "Partnership Innovative Practices from I to Z – Innovation Zone That Is !."

- I presented at the Professional Development Schools National Conference, March 26-30, 2014 in Las Vegas, NV. "Cross Over into the Innovation Zone: A Partnership Commitment to Innovative and reflective Practice."

- I will be presenting at the Quality Matters (QM) Conference on Quality Assurance in Online Learning, September 29-October 1, 2014 in Baltimore, MD. "Applying, Improving, Reviewing: A Three Step Plan for QM implementation."

Jaci Webb-Dempsey: Professor

Research Initiatives

- June 2013 – present Consultant, RESA 7 Literacy Cadre Benedum Foundation grant application with Drs. Denise Lindstrom and Julie Reneau. Worked with RESA 7 literacy advisory team to develop the Literacy Cadre program proposal and wrote major sections of the application. Funding decision pending.
- Co-Leader, Critical Reflection Research Team. Team of FSU faculty studying the development of candidate knowledge and skills for critical reflection across the undergraduate Teacher Education Program. The study involves interviews and analysis of student artifacts. Proposal for this work accepted for presentation at the 2014 Annual Meeting of the American Educational Research Association.
- May – July 2011 Consultant, GEAR UP federal grant application. Worked with GEAR UP staff to organize grant-writing process, managed and analyzed data to document need for the program, conducted a review of related research to support the program model, and wrote major sections of the application (all these sections received the maximum points from federal reviewers).
- June 2008 – June 2010 Co-Principal Investigator for the Evaluation of the Imagination Library in West Virginia with Dr. Sebastian Diaz. Proposal for this evaluation was solicited by the West Virginia Department of Education and the Arts. IL was being implemented in six ARC counties in Southern West Virginia and provides a developmentally appropriate book each month to enrolled children from birth to five. The design includes interviews with state stakeholders, local recruiters and service agency staff, and parents/guardians; as well as surveys with parents/guardians. Data collection focused on informing program growth and providing data regarding the impact on the development of literacy skills. Providing reports for the WV Legislature and other stakeholder groups.
- December 2007 – 2009 Research Team Leader for Globaloria WV Pilot. Originally coordinating efforts of faculty across the WVU campus, then on the FSU campus, to generate a research agenda focused on the pilot of Globaloria in West Virginia with funding from the Benedum Foundation, Verizon WV, and the WV Department of

Education and the Arts. Established by the World Wide Workshop Foundation, this international project involves young people (13 and older) in the use of technology to become makers of interactive games and simulations, for personal and professional development and for the social and economic benefit of their communities. Researchers worked in online environments to access archived data and artifacts of participant experiences and to collaborate with one another.

Publications

- Shambaugh, N., J. Webb-Dempsey, R. Curtis, R. Carpenter (2011). "Framing Your Action Research Study." In R. Pelton (Ed.) Making Classroom Inquiry Work: Techniques for Effective Action Research. Lanham: Rowman & Littlefield Publishers.
- Curtis, R., J. Webb-Dempsey, N. Shambaugh (2010). "Understanding Your Data." In R. Pelton (Ed.) Action Research for Teacher Candidates: Using Classroom Data to Enhance Instruction. Lanham: Rowman & Littlefield Publishers.
- Webb-Dempsey, J. (2009). "Crossing the Tracks." In V. Dempsey and J. Van Galen (Eds.) Trajectories: The Social and Educational Mobility of Education Scholars from Poor and Working Class Backgrounds. Sense Publications.
- Webb-Dempsey, J. and S. Diaz (2010). "Imagination Library in West Virginia: Final Report," prepared for the Dollywood Foundation and the West Virginia Department of Education and the Arts.
- Webb-Dempsey, J. and S. Diaz (2009). "Imagination Library in West Virginia: Policy Update," prepared for the West Virginia Legislature and the West Virginia Department of Education and the Arts.

Presentations

- "Boundary-Spanning Leadership: Creating and Supporting Essential Roles in PDS Partnerships" (with G. Fragmin, G. Moore & K. Pratt). West Virginia Professional Development Schools Conference, February 2014, Flatwoods, WV.
- Accepted "Scaffolding Critical Reflection in Appalachia: Helping Candidates Think Deeply About Rural Identity in Teaching and Learning" (with D. Lindstrom). 2014 American Educational Association Annual Meeting, April 2014, New York, NY.
- "Addressing and Assessing Diversity: A Developmental and Collaborative Approach" (with C. Crislip-Tacy & G. Budd Sapp). West Virginia Professional Development Schools Conference, February 2013, Flatwoods, WV.
- "The West Virginia Professional Teaching Standards: Renewing Teacher Preparation" (with C. Crislip-Tacy & B. Owens). Invited presentation to the WV Commission for Professional Teaching Standards, July 2011, Charleston, WV.

- "Where We Are From: Addressing Issues of Race and Place in Rural Appalachia" (with D. Lindstrom & C. Crislip-Tacy). 2011 National Association of Professional Development Schools Conference, April 2011, New Orleans, LA.
- "Building a Coherent Diversity Strand Through Standards-Based Program Assessment" (with C. Crislip-Tacy). West Virginia Professional Development Schools Conference, March 2011, Flatwoods, WV.
- "Coordinating the Connection: Liaisons, PDSs, and Professional Development." (with C. Crislip-Tacy & B. Owens). 2010 National Association of Professional Development Schools Conference, April 2010, Orlando, FL.
- "The West Virginia Professional Teaching Standards: A Framework for Renewal." West Virginia Professional Development Schools Conference, March 2010, Flatwoods, WV.
- "Teacher Leadership: An Opportunity for Renewal." Poster exhibit, West Virginia Professional Development Schools Conference, March 2010, Flatwoods, WV.
- "The West Virginia Professional Teaching Standards: A Framework for Improvement" (with C. Crislip-Tacy & C. Miller). Invited presentation to the WV Commission for Professional Teaching Standards, February 2010, Charleston, WV.
- "Program Evaluation: Becoming an Informed Client." Invited presentation to WV-PASS and West Virginia state stakeholders, January 2010, Charleston, WV.
- "The Imagination Library in West Virginia" (with S. Diaz). Invited keynote presentation, Imagination Library International Homecoming Conference, June 2009, Pigeon Forge, TN.
- "Mentoring Qualitative Research: Building Effective Experiences for Students" (AERA course with E. Jones). American Educational Research Association Meeting, April 2009, San Diego, CA.
- Accepted: "Collaborating Across Partnerships: Benefits and Challenges" (with S. Steel, B. Owens & D. Yendel-Hoppey). 2009 National Association of Professional Development Schools Conference, March 2009, Daytona, FL.
- Accepted: "Reciprocal Relationships: Sustaining Partnerships and Improving Preparation, Practice and Policy" (with V. Dempsey & D. Johnston). 2009 National Association of Professional Development Schools Conference, March 2009, Daytona, FL.
- "21st Century Learning and Teacher Preparation: West Virginia Partnerships for Teacher Quality" invited presentation to WV-PASS and West Virginia state stakeholders, January 2009, Charleston, WV.

Roxanne Humbert: Associate Professor

Publications:

- Darrah, M., Humbert, R., Finstein, J., Simon, M., & Hopkins, J. "Are Virtual Labs as Effective as Hands-on Labs for Undergraduate Physics? A Comparative Study at Two

Major Universities", Journal of Science Education and Technology, 2014, 0.1007/s10956-014-9513-9.

- Finstein, J. H., Darrah, M., & Humbert, R. "Do Students in General High School Physics Classes Learn as Much from Virtual Labs as from Hands-On Labs?" National Teacher Education Journal, November 2013.
- "Supporting Critical Thinking in Online Classes", *Online Cl@ssroom*, April 2012.
- Humbert, R., Darrah, M. & Finstein, J. "Applying a Heuristic Approach to Developing a User Interface for College-Level Virtual Physics Labs. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2010 (pp. 766-774). Chesapeake, VA: AACE.

Presentations:

- Invited Speaker: Statewide Implementation of QM - If You Build It, They WILL Come, 2013 Pennsylvania State System of Higher Education (PASSHE) Virtual Conference, February, 2013.
- Panel Presentation: West Virginia Remote Online Collaborative Knowledge System (WVROCKS) Pilot, West Virginia Higher Education Technology Conference 2012, Morgantown, WV, November, 2012.
- Presented: Statewide Implementation of Quality Matters: If you Build It, They WILL Come, West Virginia Higher Education Technology Conference 2012, Morgantown, WV, November, 2012.
- Accepted to Present: Statewide Implementation of Quality Matters: If you Build It, They WILL Come, Quality Matters Annual Conference, Tucson, AZ, October, 2012.
- Presented: Bb Learning 9.x: Features, Functions, and Formats, West Virginia Community and Technical College Conference, Glade Springs, WV, October, 2011.
- Presented: State of the State: Blackboard Implementation in West Virginia Institutions of Higher Education, West Virginia Technology Conference 2011, Morgantown, WV, August, 2011.
- Presented: Alternative Measures of Student Success in Online Courses, New River Community and Technical College Faculty Academy, Lewisburg, WV, May 2011.
- Presented: Academic Continuity Planning: Successes and Concerns, League of Innovations Conference 2010, Baltimore, MD, March 2010.
- Accepted to present: Preparing Students for Algebra I: A Comprehensive Approach that is Paying High Dividends, Mathematics and Science Partnerships Program Regional Conference, New Orleans, LA, March 2010.

Grants Received:

- 2014 - Awarded a West Virginia Technical Assistance Broadband Grant in the amount of $28,765 for the "Improve Your Online Course" training program.

- 2012 - Awarded a West Virginia Technical Assistance Broadband Grant in the amount of $24,300 for the "Certificate of Online Teaching (COT)" program.

- 2012 - Awarded a West Virginia Technical Assistance Broadband Grant in the amount of $21,097 for the "Course Quality Improvement Grant" training program.

Jessica C. (Brown) Alsup: Assistant Professor

Referred Abstracts

- Brown, J. C., Laamann, L. R., Pollard, N. E., Shultz, S. L., Grannis, D. J., Matthews, T. D. & Paolone, V. J. (2012). The effect of wearing a cooling vest between two heatedexercise bouts on core temperature. *Medicine and Science in Sports and Exercise, 44*(5), S322.
- Pollard, N. E., Brown, J. C., Laamann, L. R, Carmichael, R. D., Matthews, T. D. & Paolone, V. J. (2012). Effects of a carbohydrate containing beverage on thermoregulatory parameters during endurance exercise in a thermoneutral environment. *Medicine andScience in Sports and Exercise, 44*(5), S422 .
- Van Langen, D., Brown, J., Carmichael, R., Pollard, N., Schultz, S., Sheehan, D., Matthews, T. & Paolone, V. (2012). Menstrual cycle effect on metabolic acidosis during high intensity intermittent exercise. *Medicine and Science in Sports and Exercise,44*(5), S706.
- Brown, J., Laamann, L., Ward, M., Mertens, E., Matthews, T. & Paolone, V. (2014). The effect of posture on physiological parameters in NCAA division III college field hockey Players. *Medicine and Science in Sports and Exercise, 46* (5), S539.
- Mertens, E., D'Eon, S., Stroiney, D., Brown, J., Paolone, V. (2014). Physiological parametersfor the prediction of 5k performance for female endurance runners. *Medicine and Science in Sports and Exercise, 46*(5), S730.
- Laamann, L., Brown, J., Pollard, N., D'Eon, S., Carney, L., Matthews, T., a nd Paolone, V. (2014). Barefoot versus shod Versus minimalist shoe effect on performance during a maximal treadmill running test. *Medicine and Science in Sports and Exercise, 46* (5), S732

Presentations

- Brown, J. C. (2012, May). *The effect of wearing a cooling vest between two heated exercise bouts on core temperature.* Poster presented at the 59th Annual American College of Sports Medicine National Meeting, San Francisco, CA.

- Brown, J. C. (2011, October). *Female athletes and amenorrhea: a review.* PowerPoint presented at the Massachusetts Association for Health, Physical Education, Recreation and Dance Conference, Worcester, MA.
- Brown, J., (2014, May). *The effect of posture on physiological parameters in NCAA Division III College Field Hockey Players.* Poster presented at the 61st Annual American College of Sports Medicine National Meeting, Orlando, FL.

Manuscripts in Preparation

- Alsup, J., Laamann, L., Ward, M., Mertens, E., Matthews, T. & Paolone, V. *(in preparation).* The effect of posture on physiological parameters in NCAA division III college field hockey Players. Currently being prepared for submission to: *European Journal of Sports Science*
- Laamann, L., Alsup, J., Pollard, N., D'Eon, S., Carney, L., Matthews, T., & Paolone, V. *(in preparation)*. Barefoot Vs Shod Vs Minimalist Shoe Effect on Performance of a Treadmill Running Test. Currently being prepared for submission to: *International Journal of Sports Physiology and Performance*

Professional Memberships

- American College of Sports Medicine

Professional Development

- 2014 American College of Sports Medicine- National Meeting & World Congress on Exercise Is Medicine Orlando, FL
- 2012 American College of Sports Medicine- National Meeting & World Congress on Exercise Is Medicine San Francisco, CA
- 2011 New England American College of Sports Medicine - Regional Chapter Meeting Providence, RI
- 2011 American College of Sports Medicine- National Meeting & World Congress on Exercise Is Medicine Denver, CO
- 2010 New England American College of Sports Medicine - Regional Chapter Meeting Providence, RI

Janie Leary: Assistant Professor

Awards and Honors

- Recipient of the 2011 WVU Behavioral and Biomedical Sciences Training Scholarship Award ($1,512) for the purchase of pedometers.

Publications

- Lilly, CL, Bryant, LL, Leary, JM, Vu, MB, Hill-Briggs, F, Samuel-Hodge, CD (2014). Evaluation of the Effectiveness of a Problem-Solving Intervention Addressing Barriers to Cardiovascular Disease Prevention Behaviors in 3 Underserved Populations: Colorado, North Carolina, West Virginia, 2009. Preventing Chronic Disease, 11, E32. doi: 10.5888/pcd11.130249
- Leary, JM, Ice, C, Dino, G, Loprinzi, P, Cottrell, L (2013) Parental influences on 7-9 year olds' physical activity: A Conceptual Model. Preventive Medicine, 56:5, 341-344. doi: 10.1016/j.ypmed.2013.02.005
- Leary, JM, Ice, C, Neal, W, Cottrell, L. (2013) Parent and child weight status predict weight related behavior change. Journal of Communication in Healthcare. 6(2), 115-121. doi:10.1179/1753807612Y.0000000021
- Stubbs, VT, Leary, JM, & Murray, PJ (2013) Adults' Perceptions About Adolescent Health Education Research Participation. Journal of Adolescent Health 52: 2, Suppl 1, S94–S95 (published abstract) doi: 10.1016/j.jadohealth.2012.10.223
- Loprinzi, P.D., Schary, D., Beets, M.W., Leary, J.M., & Cardinal, B.J. (2013). Association between hypothesized parental influences and preschool children's physical activity behavior. American Journal of Health Education. 44:1. 9-18. doi:10.1080/19325037.2012.749685
- Ice, C., Elliott, E., Cottrell, L., Leary, JM., Neal,W. (2012). Parental perception of child's physical activity and cardiovascular health outcomes. Journal of Science and Medicine in Sport,15 (Suppl), 93. (published abstract)
- Murphy, E., Ice, C., McCartney, K., Leary, JM., & Cottrell, L. (2012). Is parent and child weight status associated with decision making regarding nutrition and physical activity opportunities? Appetite, 59(2), 563-569. doi: 10.1016/j.appet.2012.06.006
- Leary, JM., Gaines, SK., Baldwin, D., Wold, JL. & Ice, C. (2012) A missing link: Determining population and sample sizes. Commune Bonum.2: 30-32.
- Leary, JM., Ice, C., & Cottrell, L. (2012) Adaptation and cognitive testing of physical activity measures for use with young, elementary-aged children and their parents. Quality of Life Research. 21(10):1815-1828. doi: 10.1007/s11136-011-0095-1

Presentations

- Ashcraft AM, Stubbs VT, Leary JM, Murray PJ. (in review) Adult Perceptions of Adolescent Health Education Research Participation. West Virginia Rural Health Conference Oct. 15-17, 2014 in Morgantown, WV
- Leary JM., Murray PJ., Downs J., & Veltre V. (2013) Communication & Consent: IRB & Clinic Perspectives. Panel presentation for the Office of Adolescent Health, Administration on Children, Youth and Families' and Centers for Disease Control and Prevention/Division of Reproductive Health's Third Annual Teenage Pregnancy Prevention Conference. May 20-22, 2013.

- Murray PM & Leary, JM. (2013) Teen Video Study. Wheeling-Ohio County Annual Public Health Conference. June 28, 2013, Oglebay Resort, WV.
- Banyika-Leaseburg M, Olfert M, Leary JM, Murray PJ (2012) "Car calories" Presentation to Prevention Research Center Seminar Series at CDC, Atlanta, GA 11/13/2012.
- Leary, JL., Komosinski, M., Cottrell, L., Giroir, J., Sims, T., Walker, N., Dino, G., & Prendergast, E. (2011) Community-Based Participatory Research: WV Health Needs Assessment. West Virginia State Health Education Council Conference. April 12-14, 2011.
- Leary, JM., Ice, C., & Cottrell, L. (2011) Decide to Care for YOU : A Pilot Study. West Virginia State Health Education Council Conference. April 12-14, 2011.
- Ice, C L, McCartney, K., Leary, JM, Neal, WA & Cottrell, L. (2011, March). Health in rural Appalachia: Feeding styles and childhood obesity. Poster presented at the Biannual meeting of the Society for Research in Child Development, Montreal, Canada.
- Bryant, LL, Keyserling, TC, Vu, MB, Ice, C., McMilin, C., & Leary, JM. (2010) Problem-solving intervention to reduce risk of cardiovascular disease in adults with complicated lives: Cardiovascular Health Intervention Research and Translation Network. 138th annual meeting of the American Public Health Association Annual Meeting, Denver, CO, November 6-10, 2010.
- Komosinski, M., Cottrell, L.A., Leary, J. M., Giroir, J., Sims, T., Walker, N., Dino, G., & Prendergast, E. (2010) Broadening the definition of health researcher: Community collaborations defining the research agenda. 138th annual meeting of the American Public Health Association Annual Meeting, Denver, CO, November 6-10, 2010.
- Leary, JM. & Cottrell, L (2010) Community-Based Participatory Research: Health Needs Assessment. Presentation of a state-wide needs assessment to the WV Eastern Panhandle Community Planning Group. September 2, 2010. {invited lecture}
- Leary, JM., Ice, C., & Cottrell, L. (2010) Decide to care for you: A pilot study. West Virginia Physical Activity Symposium, Charleston, WV, June 17-18, 2010.
- Nolan JA, Leary J, Ice CL, Murphy E, Cottrell L, Olfert MD, & Dino, G. (2010) "Cumulative Parent Risk Behavior and Child Weight Status," West Virginia Physical Activity Symposium, Charleston, WV, June 17-18, 2010.
- Leary, JM., Cottrell, L., & Ice, C. (2009) Measuring parent-child relationship influences on child food and physical activity autonomy. International Conference on Diet and Activity Methods (ICDAM7). Washington, DC, June 5-7, 2009.
- Leary, JM., Ice, CL., Neal, WA., & Cottrell, L. (2009) Psychometric analysis of an activity preference survey. 137th American Public Health Association Annual Meeting, Philadelphia, PA, November 7-11, 2009.
- Baldwin, D., Gaines, S., Wold, J., Williams, A., & Leary, JM. (2009) Role Strain, Perceived Health Status and Mammography Use in Low-Income African American Women. International Council on Women's Health Issues Congress: Women's Health

and Well-Being, November 15-18, 2006. University of Western Sydney, Sydney, Australia.

- Cottrell, L., Ice, C., Leary, J., Neal, W., Minor, V., & Murphy, E. (2009) A statewide examination of childhood overweight and obesity trends. Biannual Meeting of the Society of Research in Child Development, Denver, CO April 2009.

Certifications

- 2013 Certified Clinical Research Professional
- 2014 Certified Health Education Specialist

Student Mentoring

- 2012 PhD teaching assistant Adam Baus
- 2012 MPH intern Veronte Stubbs
- 2012-2013 McNair Scholar Stephanie Michelle Watson

Service

- 2013-present Reviewer, Quality of Life Research Journal
- 2011 Reviewer, Commune Bonum: The Public Good
- 2011 Reviewer, Journal of Health Care for the Poor and Underserved
- 2011 Reviewer, Journal of Adolescent Health
- 2010 Student Coordinator, WVU Obesity & Metabolic Disease Workgroup

Denise Lorraine Lindstrom: Assistant Professor

Professional Experience

- Associate Editor: Journal of Digital Learning and Teacher Education. Conduct preliminary review of manuscripts. Participate in editorial decision making. Track manuscripts from submission through blind peer review process. (2004-Present)

Funded Research and Grants

- Spring 2014 Fairmont State PDS Site-based grants ($4,778)
- Spring 2011 Fairmont State University Strategic Planning Grant "Laptop Cart for the School of Education" ($10, 698).

National and International Conference Proceedings (Referred)

- Webb-Dempsey, J., Lindstrom, D.L., Crislip-Tacey, C., Burnside, D. (2013). Scaffolding Critical Reflection: Helping Teacher Candidates Think Deeply About Rural Identity in Teaching and Learning. Paper accepted for presentation at the annual meeting of the American Educational Association, Philadelphia , Pennsylvania.
- Lindstrom, D. L., & Niederhauser, D. S. (2012, May). An examination of digital literacies in a classroom-based social network site. Paper presented at the annual meeting of the American Educational Association, San Francisco, California.
- Lindstrom, D. L. & Niederhauser, D. S. (2011, April). OurSpace: An Examination of Social Network Sites as "Third Spaces" for Literacy Learning in School. Paper presented at the annual meeting of the American Educational Association, New Orleans, Louisiana.
- Kent, M. Nicholson, C. Lindstrom, D. L. (2011, June). Reading and Ninging: Multimodal Literature Circles. Poster Session at the International Society for Technology in Education, Philadelphia, Pennsylvania.
- Lindstrom D. & Swiger, M. J. (2011, June). The kids can write: Microblogging and New Literacies, Poster Session at the International Society for Technology in Education, Philadelphia, Pennsylvania.
- Crisplip-Tacy, C., Lindstrom, D. L., Pierce R., Webb-Dempsey, J. (2011, March). Where We Are From: Addressing Issues Of Race And Place In Rural Appalachia. Presentation at the National Development Schools Conference, New Orleans Louisiana.
- Jones, G. & Lindstrom, D. L. (2010, November). Using Digital Storytelling to develop Culturally Responsive Teachers and Learners. Presentation at the National Association for Multicultural Education, Las Vegas, Nevada.

- Lindstrom D. L. & Swiger, M. J. (2010, March). Star Gazers and Treasure Hunters: Blogging for Our Future. Presentation at the Annual Professional Development Schools National Conference, Orlando, Florida.

Local and Regional Conference Presentations

- Jones G. & Lindstrom, D. (2014, March). Are You Kind? Exploring Community in the Classroom. Mid-Atlantic Association for Experiential Education, Radford, Virginia.
- Lindstrom, D. L., & Swiger, M. J. (2013, February). Making Tech Connections: Partnering for excellence in literacy and technology. Presentation at West Virginia Professional Development School State Conference, Flatwoods, West Virginia.
- Owens, B., Lindstrom, D. L., Jones, G. (2011, March). Authenticity, accountability, and accreditation mediating the tension between assessing knowledge-in-action and obtaining

accreditation. Presentation at the West Virginia Professional Development School State Conference, Flatwoods, West Virginia.

- Owens, B., Lindstrom, D. L, Jones, G. (2011, March). Using digital storytelling to improve multicultural awareness. Presentation at the West Virginia Professional Development School State Conference, Flatwoods, West Virginia.
- Lindstrom, D. L., Hastings, D., Morgan, B (2010). Authentic Assessment in Higher Education. Presentation at the Annual Meeting of the Higher Education Commission in West Virginia.

Professional Service and Leadership

- Defended PDS Grant Charleston WV (May, 2014)
- Benedum Foundation: RESA 7 Literacy Leadership Cadre (Submitted: April, 2014)
- 6 iPad Workshops for Fairmont State Faculty (2013-1014)
- Digital Media and Learning weekly classes for multiage homeschool children, Songbird Learning Center, Fairmont West Virginia (2013 - 2014)
- Reviewer: Journal of Media Literacy Education (2012 – present)

Amanda Metcalf: Assistant Professor

Publications

- Ross, S. M., Metcalf, A. A., Bulger, S. M., & Housner, L. D. (2014) Modified Delphi investigation of motor learning and development in physical education teacher education. *Research Quarterly for Exercise and Sport*, 85(*3*), 316-329.
- Metcalf, A. A. (2013). History, Philosophy, and Sociology Recommendations for Physical Education Teacher Education. *University of Central Missouri, Center for Teaching and Learning.*
- Metcalf, A. A. (2010). *What History, Philosophy, and Sociology of Sport Can Contribute to Physical Education Teacher Education.* (Doctoral dissertation, West Virginia University, Morgantown, WV). 140 pp.

Presentations

National & State

- Metcalf, A. A. & Ross, S. M. (2013, April). *History, Philosophy, and Sociology of Sport Recommendations for PETE*. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), Charlotte, NC.

- Metcalf, A. A. (2012, November). *How can I use an iPad in PE?* Session presented at the Missouri Association for Health, Physical Education, Recreation, & Dance (MOAHPERD), Lake Ozark, MO.
- Metcalf, A. A. & Ross, S. M. (2012, January). *Identifying a history, philosophy, and sociology of sport core for PETE: A multidisciplinary approach.* Paper presented at the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE), San Diego, CA.
- Ross, S. M., & Metcalf, A. A. (2012, January). *A multidisciplinary approach to identifying a biomechanics core for PETE.* Paper presented at the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE), San Diego, CA.
- Ross, S. M., Metcalf, A. A., Bulger, S. M., & Housner, L. D. (2011, April). *Recommendations for motor development and learning in PETE.* American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), San Diego, CA.

Invited Presentations

- Metcalf, A. A. (2012, April 9). Fitness data input and analysis (presentation to senior undergraduate physical education majors). University of Central Missouri: Warrensburg, MO.
- Metcalf, A.A. (2011, March 24). Panel Member: Pursuing advanced degrees: master's and beyond (presentation to McNair Scholars). University of Central Missouri: Warrensburg, MO.
- Metcalf, A. A. (2010, April 1). Job interview skills (presentation to senior undergraduate physical education majors). West Virginia University: Morgantown, WV.

Professional Development Workshops & Service Presentations

- Metcalf, A. A. (2014, May). *iPad Integration: Using TeacherKit.* Presented to Fairmont State University School of Education, Health and Human Performance faculty and staff. Fairmont, WV.
- Metcalf, A. A. (2014, April). *Integrating Technology in the Classroom and Gymnasium at FSU.* Academic Exploration Day. Presented to high school students and families visiting Fairmont State University. Fairmont, WV.
- Metcalf, A. A. (2012, September). *Fitnessgram Testing Protocol.* Grades K-5 physical education teacher professional development presentation, presented at Sterling Elementary School. Warrensburg, MO.
- Metcalf, A. A. (2012, October). *Utilization of Heart Rate Monitors in Physical Education.* Grades 6-8 physical education teachers professional development workshop, presented at Warrensburg Middle School. Warrensburg, MO.
- Metcalf, A. A. (2012, February). *Fitnessgram: Concepts in Action*. One-day K-12 physical education teacher professional development workshop, presented at the University of Central Missouri.
- Metcalf, A. A. (2011, November). *Physical Best S.M.A.R.T. Goal Setting Workshop*. Workshop presented at Becky-David Elementary School for the Francis Howell School District, St. Charles, MO.
- Metcalf, A. A. (2010, March). *Fitnessgram Testing*. One-day K-12 physical education teacher professional development workshop, presented at Preston County High School. Kingwood, WV.

Jeremy Forest Price: Assistant Professor

Select Honors

- Fairmont Foundation Fellow, Fairmont State University, 2014-2015
- National Science Foundation (NSF) Discovery Research K-12 CADRE Fellow, 2011-2012
- Summer Dissertation Research Grant, Lynch School of Education at Boston College, 2011

Refereed Journal Articles

- Price, J. F. & McNeill, K. L. (2013). Searching for a lived science curriculum in intersecting figured worlds: An exploration of meaning in science education. *Journal of Research in Science Teaching.*
- Price, J. F., Pimentel, D.S., McNeill, K. L., Strauss, E. G., & Barnett, M. (2011). Ways of knowing science in the 21st century: More than just the facts. *The Science Teacher, 78*(7), 36-41.

Book Chapters

- Price, J.F., Johnson, M., & Barnett, M. (2012) Universal Design for Learning (UDL) in the Science Classroom. In T.E. Hall, D.H. Rose, & A. Meyer (Eds.) *Universal design for learning*, New York: Guilford.

Other Publications

- Reich, C., Price, J. F., Rubin, E., & Steiner, M. A. (2010). *Inclusion and Informal Science Education.* Report for the Center for Advancement of Informal Science Education (CAISE). Washington, D.C.

Refereed Conference Papers and Presentations

- Price, J. F., Barber, J. (2014, April). *What Students See: Understanding The Impact Of One-To-One Tablets Through Student Drawings.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Price, J. F. (2014, April). *Understandings the Meanings Secondary Biology Students Construct Around Science From Drawings*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Pittsburgh, PA.
- Price, J. F., Loper, S., Barber, J., McNeill, K. L. (2013, April). *Negotiating Tensions in Designing Multimedia Educative Curriculum Materials*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- McNeill, K. L., Katsh-Singer, R., Gonzalez-Howard, M., Price, J. F., & Loper, S. (2013, April). *Factors that Impact Teachers' Argumentation Instruction in their Classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Price, J. F., Barber, J., Corrigan, S., Tilson, J., Billman, A., and Loper, S. (2013, April). *Engagement and the Middle School Science Curriculum.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
- McNeill, K. L., Gonzalez-Howard, M. Katsh-Singer, R., Price, J. F. & Loper, S. (2013, April). *Teachers' beliefs and practices around argumentation during a curriculum enactment.* Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
- Price, J. F. & Stanton, E. (2012, March). *Activities for Meaning and Significance in the Science Classroom.* Presentation at the annual National Science Teachers Association, Indianapolis, IN.

- Price, J. F. (2012, March). *Hearing the Meanings Expressed by High School Students of Science: A Qualitative Study*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.
- Price, J. F. (2012, March). *Pathways of a Humanistic Approach to Science Education: A Review of the Literature*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Indianapolis, IN.
- Price, J. F. & McNeill, K. L. (2011, April). *Negotiating Meaning Across Communities in the Science Curriculum.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Price, J. F. & McNeill, K. L. (2009, June). *Web 2.0 supporting dialogic and hermeneutic activities in science curriculum.* Paper presented at the annual meeting of the National Educational Computing conference, Washington, DC.
- Price, J. F. & McNeill, K. L. (2009, May). *Reflecting on the urban ecology curriculum: Engaging students and teachers in dialogue and hermeneutics with technology.* Paper presented at annual meeting of the New England Educational Research Organization, Portsmouth, NH.
- Price, J. F. (2009, April). *Education In Encounter: In Dialogue With Martin Buber On Education.* Paper presented at the Boston College Department of Philosophy Conference On Education, Chestnut Hill, MA.

Invited Keynote Presentations

- Price, J. F. & A. Kelman (2011, January 30). *Linked In: Evolution or Revolution?* National Association of Temple Educators. Seattle, WA.
- Price, J. F. (2011, February 2). *Bringing Machshavah to Machshevim: A Mindful Approach to Technology in Jewish Education.* National Association of Temple Educators. Seattle, WA.

Other Invited Presentations

- Reich, C., Price, J. F., Rubin, E., & Steiner, M. A. (2009, May 29). *Inclusion and Informal Science Education.* Presentation to Project Officers, Informal Science Education, National Science Foundation. Washington, D.C.

Campus Presentations

- Price, J. F. (2014). *Teachers on the "Up and Up:" Approaching Teacher Education as Interconnected Communities of Practice.* Instructor Exchange Committee Public Panel

Discussion entitled "Building Interconnected Communities: From West Virginia to the World." Fairmont, WV.

Work Under Review/In Preparation

- Price, J. F. (UNDER REVIEW). *What Teaching with Technology Looks Like for Undergraduate Teacher Candidates: Understanding Imagined Practices of Teaching*.
- Price, J. F. (IN PREPARATION). *An Activity Theory Approach to Undergraduate Teacher Education with Technology.*
- Price, J. F. (IN PREPARATION). *Understandings the Meanings Secondary Biology Students Construct Around Science Through Drawings.*
- Stanton, E. & Price, J. F. (IN PREPARATION). *Activities for Meaning-Making in High School Science*.

Scholarly Services

- Reviewed Journal Articles for the *Journal of Digital Media and Teacher Education* since 2014.
- Reviewed Journal Articles for the *Journal of Educational Change* since 2014.
- Reviewed Conference Proposals for the American Educational Research Association Annual Meeting since 2012.
- Reviewed Journal Articles for the *Journal of Research on Science Education* since 2012.
- Reviewed Conference Proposals for the National Association for Research on Science Teaching Conference since 2012.
- Reviewed Journal Articles for *Journal of Computer Assisted Learning* since 2012.
- Reviewed Journal Articles for *Complicity: An International Journal of Complexity and Education* since 2010.

Julie Reneau: Assistant Professor

National Presentations

- Reneau, J., Jones, G., & Smith, C. (November, 2014). *Using Digital Tools to Enhance Student Access to Course Content and Increase Collaboration in Asynchronous Online Courses*, Teacher Education Division of the Council for Exceptional Children (TED), Indianapolis, IN (accepted for presentation).
- Reneau, J. (April 2014). *Teaching Word Problems with Fractions Using Concrete Manipulatives, Virtual Manipulatives, and Problem Schemas,* Council for Exceptional Children, Philadelphia, PA.

- Reneau, J. Jones, G. (March 2014). *Using Digital Tools to Enhance Reflection and Collaboration in Asynchronous Online Courses,* American Council on Rural Special Education (ACRES) Conference, Tucson, AZ.
- Jones, G., Reneau, J. (November, 2013). *Digital Tool Improvements for Clinical Experiences,* Teacher Education Division of the Council for Exceptional Children (TED). Fort Lauderdale, FL.
- Reneau, J. Jones, G. (March 2013). *Video Reflection,* American Council on Rural Special Education (ACRES) Conference, Orlando, Florida.
- Reneau, J. (April 2011). "*Teacher Perceptions of the Effect of a Professional LearningCommunity on RtI*" Council for Exceptional Children, Kaleidoscope Presentation.Washington D.C.
- Reneau, J., Hoppey, D. (November, 2010). "*Teacher Perceptions of the Effects of a Professional Learning Community on Implementation of RtI*" (2010) Teacher Education Division of the Council for Exceptional Children (TED) . St. Louis, MO.
- Reneau, J., Jones, G. (March 2010). "*Using Video Analysis to Enhance Supervision and Instruction of Practicum Students in Distance Education Programs*" American Council on Rural Special Education (ACRES) Conference. Albuquerque, NM

State Presentations

- Reneau, J., Oliver, C. (February, 2013). "*Strategy-Driven Classrooms: PDS Partners Working together to Improve Reading Comprehension Across the Curriculum"* WV Professional Development Schools Conference. Flatwoods, WV

Grants

- 2012 "*Strategy-Driven Classrooms: Using Evidence-Based Strategies to Improve Reading Comprehension Across the Curriculum*" (Co-Author) Funded by Fairmont State University PDS Partnership. Amount of $3168.00
- 2011-12 "*Focusing with the Flip: Using Video Analysis to Enhance Instruction*" Funded by Fairmont State University Foundation. Amount of $1,997.56

Susan M. Ross: Assistant Professor

Publications

- Ross, S. M., Metcalf, A. A., Bulger, S. M., & Housner, L. D. (2014). Modified Delphi investigation of motor learning and development in physical education teacher education. *Research Quarterly for Exercise and Sport*, *85*(3), 316-329.

- Ross, S. M. (2013). Pre-K physical education: Universal initiatives and teacher preparation recommendations. *Quest, 65*(1), 1-13.
- Ross, S. M. (2010). *Recommendations for biomechanics in the physical education teacher education curriculum*. (Doctoral dissertation, West Virginia University, Morgantown, WV). 225 pp.

Presentations

- Metcalf, A. A., & Ross, S. M. (2013, April). *History, Philosophy, and Sociology Recommendations for Physical Education Teacher Education.* Poster Session presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). Charlotte, NC.
- Ross, S. M. (2012, November). *Stages of skill acquisition: Implications for practitioners*. Session presented at the Missouri Alliance for Health, Physical Education, Recreation and Dance (MOAPHERD) State Convention. Lakes Ozarks, MO.
- Ross, S. M. (2012, March). *Writing winning NASPE proposals for convention*. Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) National Convention. Boston, MA. [Accepted, Convention cancelled]
- Ross, S. M., & Metcalf, A. A. (2012, January). *A multidisciplinary approach to identifying a biomechanics core for PETE.* Paper presented at the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). San Diego, CA.
- Metcalf, A. A. & Ross, S. M. (2012, January). *Identifying a history, philosophy, and sociology of sport core for PETE: A multidisciplinary approach.* Paper presented at the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE). San Diego, CA.
- Ross, S. M., Metcalf, A. A., Bulger, S. M., & Housner, L. D. (2011, April). *Recommendations for motor development and learning in physical education teacher education*. Poster session presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). San Diego, CA.

Professional Development Workshop Presentations

- Ross, S. M. (2012). *Pathways to HLC accreditation: Evidence-based requirements fordepartmental programs*. Professional development session for undergraduate and graduate program coordinators presented at the University of Central Missouri.

- Ross. S. M. (2012). *Motor development and learning: Concepts in Action*. One-day K-12 physical education teacher professional development workshop presented at the University of Central Missouri.

Editorial

- 2010 - 2013 Manuscript reviewer – Missouri Journal of Health, Physical Education, Recreation and Dance.
- June, 2012 Book reviewer – Motor Learning and Control for Practitioners (3rd ed.).
- June, 2012 NASPE/AAHPERD Standards reviewer – K-12 National Physical Education Standards.

Mike Ryan: Assistant Professor

Publications

- Durbin SM, Jackson JR, Ryan MJ, Gigliotti JC, Alway SE, Tou JC. Resveratrol supplementation preserves long bone mass, microstructure, and strength in hindlimb-suspended old male rats. J Bone Miner Metab. 2014 Jan;32(1):38-47. Epub 2013 May 19 PMID: 23686002
- Durbin SM, Jackson JR, Ryan MJ, Gigliotti JC, Alway SE, Tou JC. Resveratrol supplementation preserves long bone mass, microstructure, and strength in hindlimb-suspended old male rats. J Bone Miner Metab. 2014 Jan;32(1):38-47. Epub 2013 May 19. PMID: 23686002
- Ryan MJ, Jackson JR, Hao Y, Leonard SS, Alway SE. Inhibition of xanthine oxidase reduces oxidative stress and improves skeletal muscle function in response to electrically stimulated isometric contractions in aged mice. Free Radic Biol Med. 2011 Jul 1;51(1):38-52. Epub 2011 Apr 7.
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- DeLawder, Virginia, Reneau Paul, and Mike Ryan. The Optimal Gear for Recreational Cyclists Using Equal Power Outputs. *Med. Sci. Sports Exerc. Vol. 46 # 5* 530 Suppl. May 2014. #3495
- Michael J. Ryan, Jobey Knapton, Paul Reneau. The Effect of Cold Water Immersion on Repetitive 1600m Run Performances in College Aged Distance Runners. *Med. Sci. Sports Exerc. Vol. 45 # 5* Suppl. May 2013.
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- Matthew Wilmer, Paul Reneau, Michael J. Ryan, Douglas Powell, Jerry Mayhew. Effect of Rest Interval on Repetition Performance in Successive Bench Press. *Med. Sci. Sports Exerc. Vol. 45 #* 5 Suppl. May 2013.
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- Mathew Ceran, Michael J. Ryan & Paul Reneau, Effects of Land and Aquatic Plyometric Training on the Vertical Jump Test. *Med. Sci. Sports Exerc Vol 43 #5 Suppl May 2011 #* 968

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- Joel DiStefano, Paul Reneau, Michael J. Ryan & Jerry L Mayhew, Can Maximal Squat Be Predicted from Structural and Anthropometric Dimensions? *Med. Sci. Sports Exerc Vol 43 #5 Suppl May 2011* #2329
- Lauren Gilbert, Paul Reneau & Michael J. Ryan, The Effect of an Acute Intake of Creatine Supplementation on Intermittent Sprints *Med. Sci. Sports Exerc Vol 43 #5 Suppl May 2011* #2962

Peer Reviewed National/International Presentations

- Michael J. Ryan. The Effect of Cold Water Immersion on Repetitive 1600m Run Performances in College Aged Distance Runners. *American College of Sports Medicine (ACSM) National Conference 2013 (Poster Presentation)*
- Michael J. Ryan. Accuracy of 1-RM Bench Press Prediction Equations in Untrained, Trained and Athletic College-Age Men. *American College of Sports Medicine (ACSM) National Conference 2013 (Poster Presentation)*
- Michael J. Ryan. Effect of Rest Interval on Repetition Performance in Successive Bench Press. *American College of Sports Medicine (ACSM) National Conference 2013 (Poster Presentation)*

- Michael J. Ryan Effects of Land and Aquatic Plyometric Training on the Vertical Jump Test. *American College of Sports Medicine (ACSM) National Conference 2011 (Oral Presentation)*

- Michael J. Ryan The Effects of Core Strength Training on Maximal 800m Run Performance *American College of Sports Medicine (ACSM) National Conference 2011 (Poster Presentation)*

Graduate Thesis Committees

- Douglas Renshaw FSU Graduate Thesis Committee 2014
  Thesis - *Unilateral Balance Training and Cross Education as Assessed by the Star Excursion Balance Test*
- Brittany Tallhammer FSU Graduate Thesis Committee Chair 2013
  Thesis - *The Effects of Vision Eye Training on Softball Skill Performance*
- Jon Adams FSU Graduate Thesis Committee 2013
  Thesis - *Speed Training: Impact of Land vs Aquatic Environment*

Amy Sidwell: Assistant Professor

Scholarly Presentations

- Sidwell, A.M. & Glover, K. (2014). "Falcons Soar with Community Health Education." Student Success Summit: Morgantown, West Virginia.
- Sidwell, A.M. (2014). "Undergraduates' Application of Coordinated School Health for Needs Assessment Purposes." American Alliance for Health, Physical Education, Recreation, and Dance/Society for Health and Physical Educators National Convention: St. Louis, Missouri.
- Gallaher, C., & Sidwell, A.M. (2013). "School Health & Safety Needs Assessment." West Virginia Association for Health, Physical Education, Recreation, and Dance Conference: Daniels, West Virginia.
- Sidwell, A.M., Renshaw, D., Brentlinger, K., & Straight, H. (2013). "Campus-Community Collaborations for Health Assessment, Planning, and Sustainability." West Virginia Campus Compact Statewide Conference: Roanoke, West Virginia.
- Sidwell, A.M. (2012). "He Said What?! The Impact of Political Rhetoric on Physical Education Teacher Education." National Association for Sport and Physical Education (NASPE) Physical Education Teacher Education Conference: Las Vegas, Nevada.
- Tryon, D. & Sidwell, A.M. (2012). "Infusing Fitness Activities into the General Education Classroom." West Virginia Association for Health, Physical Education, Recreation, and Dance Conference: Bridgeport, West Virginia.

- Sidwell, A.M. & Docheff, D.M. (2011). "Taking out the 'Trash' Transforms Physical Education Teachers' Affective Assessment Behaviors and Attitudes." National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) Conference: Orlando, FL.
- Sidwell, A.M. & Bulger, S.M. (2010). "Overcoming Participation Barriers in West Virginia: An Examination of the Effects of Active Living Every Day Online on Physical Activity." West Virginia Physical Activity Symposium: Charleston, WV.
- Sidwell, A.M. (2010). "The Effects of Active Living Every Day on Physical Activity." National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE) Conference: Scottsdale, AZ.

Scholarship

- Sidwell, A.M. & Straight, H. (in preparation). Campus & Community Partnerships for Rural Health Promotion. *The Center for Education in Appalachia, Fairmont State University.*
- Kisamore, C. & Sidwell, A.M. (2013, November 20). Healthy changes to a holiday favorite. *The Ritchie Gazette,* pp. 7A.
- Kisamore, C. & Sidwell, A.M. (2013, November 13). Healthy stuffing recipe for Thanksgiving dinner. *Pennsboro News,* pp. 5B.
- Walker, M. & Sidwell, A.M. (2013, October 16). Thirteen percent of Ritchie County residents have diabetes. *Pennsboro News.*
- Walker, M. & Sidwell, A.M. (2013, October 16). Just how common is diabetes? *Ritchie Gazette,* pp. 9A.
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- Sidwell, A.M. & Samples, E. (2013, September 18). Fairmont State, county team up for exercise study. *The Pennsboro News,* pp. 5B.
- Sidwell, A.M. & Samples, E. (2013, September 18). Residents get active, enroll in research study. *The Ritchie Gazette,* pp. 7A.
- Sidwell, A.M. (2013, January 23). Ritchie County, Fairmont State project gains national attention. *The Pennsboro News,* pp. 3A.
- Sidwell, A.M. (2013, January 23). Grads promote healthy activities: Fairmont State, FRN combine program resources. *Ritchie Gazette,* pp. 3B.
- Brentlinger, K. & Sidwell, A.M. (2012, November 21). Lacrosse team, FSU to host sport, fitness clinic at RCMS. *The Pennsboro News,* pp. 1B.
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- Zapach, T., Tallhammer, B., & Sidwell, A.M. (2012, October 31). Healthy activities planned at local schools. *Ritchie Gazette,* pp. 5A.
- Adams, J. & Sidwell, A.M. (2012, October 17). Making steps is making progress. *The Pennsboro News,* pp. 1A.
- Adams, J. & Sidwell, A.M. (2012, October 17). New program at "The Gym." *Ritchie Gazette & The Cairo Standard,* pp. 1A.
- Renshaw, D. & Sidwell, A.M. (2012, October 3). FRN, students from FSU work on county's diabetes rate. *The Pennsboro News,* pp. 3A.
- Renshaw, D. & Sidwell, A.M. (2012, October 3). Diabetes reaches epidemic levels. *The Ritchie Gazette & The Cairo Standard,* pp. 5A.
- Sidwell, A.M. & Straight, H. (2012, August 29). Family Resource Network, Fairmont State team up for project. *The Pennsboro News,* pp. 1A.
- Sidwell, A.M. & Walls, R.T. (2012). *Memories of physical education.* Manuscript accepted for publication.

Crystal Smith: Assistant Professor

- Dissertation, WVU, Summer 2014 Application Activities Designed to Prepare Preservice Special Education Teachers for Response and Prevention of Bullying Behaviors
- TeachLive: Addressing Bullying in Virtual Environments. In Collaboration with Dr. Kimberly Floyd, Assistant Professor Special Education, WVU,and Dr. Chris Schimmel, Assistant Professor, Counseling, WVU
- Presentation, May 2013 National TeachLive Conference, University of Central Florida TeachLive: Addressing Bullying in Virtual Environments
- Manuscript, June 2013 Creating a Wiki to Support Struggling Writers
- Literature Review and Professional Development Plan, Fall 2012. Professional Development Models and Technology Integration: An Online Collaboration Model Proposed for Integrating Multimedia as a form of Content Delivery
- Proposal/Poster Presentation, WVU, Spring 2012 Identification of Assistive Technology Needs in Post-Secondary Education

Appendix C

Faculty Teaching Load

	Fall 08		Spr 09		Fall 09		Spr. 10		Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13		Fall 13		Spr 14		Fall 14	
	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR
Baker	13		10		13		13		16		13		15		13		18		15		15		9		12	
Berryhill	9	6	9	3	9	6	9	3	9	6	9	3	9	3	9	3	9		9	3	9	3	9	3	9	3
Brooks														3		4.5		4.5	1.5	4						
(Bown)Alsup																					9	3	9	3	9	3
Colebank	12																									
Crislip-Tacy	6		3		6		6		6		6		6		6		6		6		6		6		3	
Hess	13		13		13		13		17		15		13		15		20*		7		7		5		7	
Humbert		9		3		6		6		3		6		6		3		6		6		6		6		6
Jones	7	12	4	15	8	6	4	10.5	4	9	3	12	3	6	3	6	6	6	6	7	6	10.5	6	10.5	9	6
Kiefer	11		11		11		10		10		10		11		10		10		10		11		12.5		12	
Kiger																							13		14	
Larouere	16		14																							
Leary																					12		12		16	
Lindstrom					11		7		7		10		15.5	3	13	3	10	6	10	6	7	3	7		7	3
McClellan		6		6																						
Metcalf																					11		12		10	
Michael	12		12		12		12		12		12		16		12		9		12		16		10.5		15	
Moroose	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3	6	3	9	3	6	3	9	3
Morphew	9	3	9	3	9	3	6	6	6	6	6	6	6	6	6	6	3	9	3	9	3	9	3	9	3	9
	Fall 08		Spring 09		Fall 09		Spr. 10		Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13		Fall 13		Spr 14			
	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR		
Nickolson	3	12	3	12	3	12	3	15	3	15	3	15	3	15	3	15	3	15	3	12	3	12	3	12		
Pavlovic		12																								
Pierce	12	3	9	3	9	9	6	3	6	3	6	3		3	6	3										
Powell													10		12		11									
Price																					6	3	6	3	6	3
Reneau, J.					9		9		9		9		9			7.5	1.5	7.5	1.5	10	3	10.5	3	10.5	1.5	16

	Fall 08		Spring 09		Fall 09		Spr. 10		Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13		Fall 13		Spr 14			
	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR		
Reneau, P.	12		13		16??		12		12		14		13*	6	10	3	6	9	15*	6	10	9	9	6	6	3
Ross																									9	
Ryan					12		13		12		13		12		10	3	9	3	10*	9	9	6	10	6	9	3
Sapp	14	6	8	6	4	6	4	6	8	6	4	6		6		6		6		6		6		6		6
Schmuck	7		13		13		11		12		11		15		10.5		12		11							
Sidwell													10		11		8	1.5	8	3	7	1.5	9	3	12	
Smith, C.																									1.5	6
Smith, S.	13		10		10		10		10		10		10		6		12		12		12		9		12	
Tetteh-Richter													3		3		6		6		3		3		3	
Webb-Dempsey		12		9		12		9		9	1	6	2	6	1	9	1	9	1	9	1	9	1	9	4	6
Wyant																	14		14							

Adjunct Faculty

	Fall 08		Spring 09		Fall 09		Spr. 10		Fall 10		Spr 11		Fall 11		Spr 12		Fall 12		Spr 13		Fall 13		Spr 14		Fall 14	
	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR	UG	GR
Burdoff		6		6		6		6		6		6		6		6		6		6		6		6		3
Culicerto								3		3		3		6		6		6		6		6		6		3
Fisher																										3
MacClellan																										3
Moore, L.																						??		3??		3
Yeager																		3??				3??				3

* Personnel left and courses picked up as overload for 1 semester

Appendix D

Grade Frequency Distribution Tables M.Ed. Core Classes

Grade Frequency Table																		
SUBJECT		EDUC																
COURSE		6301																
Grade	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13	Fall 13	Spr 14	Sum 14	Tot
A's	28	20	21	25	25	17	25	22	19	29	23	24	31	20	26	22	25	19	421
B's	6	5	3	2	0	0	4	2	2	1	4	0	0	4	1	1	0	0	35
C's	0	0	0	2	0	1	1	1	0	0	0	0	0	1	0	0	0	0	6
D's	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
F's	1	4	0	1	2	0	0	0	0	0	0	0	0	0	1	1	0	0	10
Tota	35	29	24	30	27	19	30	25	21	30	27	24	31	25	28	24	25	19	473
Grade Percentage's by Semester																			Avg
A's	80%	69%	88%	83%	93%	89%	83%	88%	90%	97%	85%	100 %	100 %	80%	93%	92%	100 %	100 %	89 %
B's	17%	17%	13%	7%	0%	0%	13%	8%	10%	3%	15%	0%	0%	16%	4%	4%	0%	0%	7%
C's	0%	0%	0%	7%	0%	5%	3%	4%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	1%
D's	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
F's	3%	14%	0%	3%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	2%

SUBJECT		EDUC																	
COURSE		6305																	
Grade	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13	Fall 13	Spr 14	Sum 14	Total
A's	12	21	19	33	15	23	27	24	24	19	24	17	22	27	29	17	23	25	401
B's	9	10	3	2	2	1	4	2	0	14	3	4	7	3	1	4	1	0	70
C's	0	0	0	0	1	0	0	0	1	1	0	2	0	0	0	0	0	0	5
D's	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
F's	0	1	0	0	3	0	1	0	0	2	1	0	0	0	1	1	1	0	11
Total	21	32	22	35	21	24	32	26	25	36	28	23	29	31	31	22	25	25	488
Grade Percentage's by Semester																			Avg
A's	57 %	66%	86%	94%	71%	96%	84%	92%	96%	53%	86%	74%	76%	87%	94%	77%	92%	100 %	82%
B's	43 %	31%	14%	6%	10%	4%	13%	8%	0%	39%	11%	17%	24%	10%	3%	18%	4%	0%	14%
C's	0%	0%	0%	0%	5%	0%	0%	0%	4%	3%	0%	9%	0%	0%	0%	0%	0%	0%	1%
D's	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%
F's	0%	3%	0%	0%	14%	0%	3%	0%	0%	6%	4%	0%	0%	0%	3%	5%	4%	0%	2%

SUBJECT		EDUC												
COURSE		6395												
Grade	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Fall 13	Spr 14	Total
A's	20	30	24	24	20	16	29	23	1	38	24	35	20	304
B's	6	9	4	3	2	6	1	3	0	5	4	3	3	49
C's	0	5	0	0	0	1	0	0	0	0	0	0	0	6
D's	0	0	0	0	0	0	0	0	0	0	0	0	0	0
F's	1	0	0	2	1	0	0	1	0	0	0	0	0	5
Total	27	44	28	29	23	23	30	27	1	43	28	38	23	364
Grade Percentage's by Semester														Avg
A's	74%	68%	86%	83%	87%	70%	97%	85%	100%	88%	86%	92%	87%	84%
B's	22%	20%	14%	10%	9%	26%	3%	11%	0%	12%	14%	8%	13%	13%
C's	0%	11%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	2%
D's	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
F's	4%	0%	0%	7%	4%	0%	0%	4%	0%	0%	0%	0%	0%	1%

Grade Frequency Distribution Tables
ONLR Emphasis Classes

Grade Frequency Table							
SUBJECT		ONLR					
COURSE		6800					
Grade	Fall 08	Fall 09	Fall 10	Spr 11	Sum 11	Sum 13	Total
A's	5	1	3	4	5	9	27
B's	2	3	1	1	0	1	8
C's	0	0	0	1	0	0	1
D's	0	0	0	0	0	0	0
F's	0	0	2	1	0	1	4
Total	7	4	6	7	5	11	40
Grade Percentage's by Semester							Avg
A's	71%	25%	50%	57%	100%	82%	68%
B's	29%	75%	17%	14%	0%	9%	20%
C's	0%	0%	0%	14%	0%	0%	3%
D's	0%	0%	0%	0%	0%	0%	0%
F's	0%	0%	33%	14%	0%	9%	10%

Grade Frequency Table						
SUBJECT		ONLR				
COURSE		6801				
Grade	Sum 09	Sum 10	Sum 12	Sum 13	sum 14	Total
A's	4	6	8	4	1	23
B's	0	1	1	0	1	3
C's	0	0	0	0	0	0
D's	0	0	0	0	0	0
F's	0	0	0	0	0	0
Total	4	7	9	4	2	26
Grade Percentage's by Semester						Avg
A's	100%	86%	89%	100%	50%	88%
B's	0%	14%	11%	0%	50%	12%
C's	0%	0%	0%	0%	0%	0%
D's	0%	0%	0%	0%	0%	0%
F's	0%	0%	0%	0%	0%	0%

Grade Frequency Table							
SUBJECT		ONLR					
COURSE		6802					
Grade	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Total
A's	6	2	3	10	8	7	36
B's	0	0	0	1	0	1	2
C's	0	0	0	1	0	0	1
D's	0	0	0	0	0	0	0
F's	0	0	0	1	0	0	1
Total	6	2	3	13	8	8	40
Grade Percentage's by Semester							Avg
A's	100%	100%	100%	77%	100%	88%	90%
B's	0%	0%	0%	8%	0%	13%	5%
C's	0%	0%	0%	8%	0%	0%	3%
D's	0%	0%	0%	0%	0%	0%	0%
F's	0%	0%	0%	8%	0%	0%	3%

Grade Frequency Table							
SUBJECT		ONLR					
COURSE		6803					
Grade	Spr 09	Spr 10	Spr 11	Spr 12	Spr 13	Fall 13	Total
A's	5	2	4	5	5	3	24
B's	0	1	1	2	1	1	6
C's	0	0	0	1	1	0	2
D's	0	0	0	0	0	0	0
F's	0	1	0	0	0	0	1
Total	5	4	5	8	7	4	33
Grade Percentage's by Semester							Avg
A's	100%	50%	80%	63%	71%	75%	73%
B's	0%	25%	20%	25%	14%	25%	18%
C's	0%	0%	0%	13%	14%	0%	6%
D's	0%	0%	0%	0%	0%	0%	0%
F's	0%	25%	0%	0%	0%	0%	3%

Grade Frequency Table							
SUBJECT		ONLR					
COURSE		6804					
Grade	Spr 09	Spr 10	Spr 11	Spr 12	Spr 13	Spr 14	Total
A's	5	3	4	12	9	3	36
B's	0	0	0	0	0	0	0
C's	0	0	0	1	0	0	1
D's	0	0	0	0	0	0	0
F's	0	1	1	0	0	0	2
Total	5	4	5	13	9	3	39
Grade Percentage's by Semester							Avg
A's	100%	75%	80%	92%	100%	100%	92%
B's	0%	0%	0%	0%	0%	0%	0%
C's	0%	0%	0%	8%	0%	0%	3%
D's	0%	0%	0%	0%	0%	0%	0%
F's	0%	25%	20%	0%	0%	0%	5%

Grade Frequency Table							
SUBJECT		ONLR					
COURSE		6806					
Grade	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Spr 14	Total
A's	1	2	3	1	3	4	14
B's	0	1	0	0	0	1	2
C's	0	0	1	0	1	0	2
D's	0	0	0	0	0	0	0
F's	0	0	0	1	0	0	1
Total	1	3	4	2	4	5	19
Grade Percentage's by Semester							Avg
A's	100%	67%	75%	50%	75%	80%	74%
B's	0%	33%	0%	0%	0%	20%	11%
C's	0%	0%	25%	0%	25%	0%	11%
D's	0%	0%	0%	0%	0%	0%	0%
F's	0%	0%	0%	50%	0%	0%	5%

Grade Frequency Table						
SUBJECT		ONLR				
COURSE		6808				
Grade	Sum 09	Sum 10	Spr 12	Spr 13	Spr 14	Total
A's	2	4	7	7	6	26
B's	1	1	1	3	3	9
C's	0	1	1	0	0	2
D's	0	0	0	0	0	0
F's	0	0	0	0	0	0
Total	3	6	9	10	9	37
Grade Percentage's by Semester						Avg
A's	67%	67%	78%	70%	67%	70%
B's	33%	17%	11%	30%	33%	24%
C's	0%	17%	11%	0%	0%	5%
D's	0%	0%	0%	0%	0%	0%
F's	0%	0%	0%	0%	0%	0%

Grade Frequency Distribution Tables
Digital Media, New Literacies and Learning Emphasis Classes

Grade Frequency Table					
SUBJECT		EDUC			
COURSE		6809			
Grade	Sum 11	Sum 12	Sum 13	Sum14	Total
A's	5	9	10	14	38
B's	0	1	0	0	1
C's	0	0	0	0	0
D's	0	0	0	0	0
F's	1	1	1	0	3
Total	6	11	11	14	42
Grade Percentage's by Semester					Avg
A's	83%	82%	91%	100%	90%
B's	0%	9%	0%	0%	2%
C's	0%	0%	0%	0%	0%
D's	0%	0%	0%	0%	0%
F's	17%	9%	9%	0%	7%

Grade Frequency Table				
SUBJECT		EDUC		
COURSE		6810		
Grade	Fall 11	Fall 12	Fall 13	Total
A's	6	10	10	26
B's	4	2	1	7
C's	0	1	0	1
D's	0	0	0	0
F's	0	0	0	0
Total	10	13	11	34
Grade Percentage's by Semester				Avg
A's	60%	77%	91%	76%
B's	40%	15%	9%	21%
C's	0%	8%	0%	3%
D's	0%	0%	0%	0%
F's	0%	0%	0%	0%

Grade Frequency Table				
SUBJECT		EDUC		
COURSE		6812		
Grade	Spr 12	Spr 13	Spr 14	Total
A's	11	11	4	26
B's	1	0	0	1
C's	0	1	0	1
D's	0	0	0	0
F's	0	0	0	0
Total	12	12	4	28
Grade Percentage's by Semester				Avg
A's	92%	92%	100%	93%
B's	8%	0%	0%	4%
C's	0%	8%	0%	4%
D's	0%	0%	0%	0%
F's	0%	0%	0%	0%

Grade Frequency Table				
SUBJECT		EDUC		
COURSE		6814		
Grade	Spr 12	Spr 13	Spr 14	Total
A's	8	8	8	24
B's	0	0	0	0
C's	0	1	0	1
D's	0	0	0	0
F's	2	0	0	2
Total	10	9	8	27
Grade Percentage's by Semester				Avg
A's	80%	89%	100%	89%
B's	0%	0%	0%	0%
C's	0%	11%	0%	4%
D's	0%	0%	0%	0%
F's	20%	0%	0%	7%

Grade Frequency Table				
SUBJECT		EDUC		
COURSE		6816		
Grade	Sum 12	Sum 13	Sum 14	Total
A's	8	10	3	21
B's	0	0	0	0
C's	0	0	0	0
D's	0	0	0	0
F's	1	0	0	1
Total	9	10	3	22
Grade Percentage's by Semester				Avg
A's	89%	100%	100%	95%
B's	0%	0%	0%	0%
C's	0%	0%	0%	0%
D's	0%	0%	0%	0%
F's	11%	0%	0%	5%

Grade Frequency Table				
SUBJECT		EDUC		
COURSE		6818		
Grade	Fall 12	Spr 13	Fall 13	Total
A's	3	1	3	7
B's	0	0	0	0
C's	0	0	0	0
D's	0	0	0	0
F's	0	0	0	0
Total	3	1	3	7
Grade Percentage's by Semester				Avg
A's	100%	100%	100%	100%
B's	0%	0%	0%	0%
C's	0%	0%	0%	0%
D's	0%	0%	0%	0%
F's	0%	0%	0%	0%

Grade Frequency Table							
SUBJECT		ONLR					
COURSE		6802					
Grade	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Total
A's	6	2	3	10	8	7	36
B's	0	0	0	1	0	1	2
C's	0	0	0	1	0	0	1
D's	0	0	0	0	0	0	0
F's	0	0	0	1	0	0	1
Total	6	2	3	13	8	8	40
Grade Percentage's by Semester							Avg
A's	100%	100%	100%	77%	100%	88%	90%
B's	0%	0%	0%	8%	0%	13%	5%
C's	0%	0%	0%	8%	0%	0%	3%
D's	0%	0%	0%	0%	0%	0%	0%
F's	0%	0%	0%	8%	0%	0%	3%

Grade Frequency Table							
SUBJECT		ONLR					
COURSE		6804					
Grade	Spr 09	Spr 10	Spr 11	Spr 12	Spr 13	Spr 14	Total
A's	5	3	4	12	9	3	36
B's	0	0	0	0	0	0	0
C's	0	0	0	1	0	0	1
D's	0	0	0	0	0	0	0
F's	0	1	1	0	0	0	2
Total	5	4	5	13	9	3	39
Grade Percentage's by Semester							Avg
A's	100%	75%	80%	92%	100%	100%	92%
B's	0%	0%	0%	0%	0%	0%	0%
C's	0%	0%	0%	8%	0%	0%	3%
D's	0%	0%	0%	0%	0%	0%	0%
F's	0%	25%	20%	0%	0%	0%	5%

Grade Frequency Table						
SUBJECT		ONLR				
COURSE		6808				
Grade	Sum 09	Sum 10	Spr 12	Spr 13	Spr 14	Total
A's	2	4	7	7	6	26
B's	1	1	1	3	3	9
C's	0	1	1	0	0	2
D's	0	0	0	0	0	0
F's	0	0	0	0	0	0
Total	3	6	9	10	9	37
Grade Percentage's by Semester						Avg
A's	67%	67%	78%	70%	67%	70%
B's	33%	17%	11%	30%	33%	24%
C's	0%	17%	11%	0%	0%	5%
D's	0%	0%	0%	0%	0%	0%
F's	0%	0%	0%	0%	0%	0%

Grade Frequency Distribution Tables
Exercise Science, Fitness & Wellness Emphasis Classes

Grade Frequency Table				
SUBJECT		PHED		
COURSE		6405		
Grade	Fall 11	Fall 12	Fall 13	Total
A's	8	7	2	17
B's	0	0	2	2
C's	0	0	0	0
D's	0	0	0	0
F's	0	0	0	0
Total	8	7	4	19
Grade Percentage's by Semester				Avg
A's	100%	100%	50%	89%
B's	0%	0%	50%	11%
C's	0%	0%	0%	0%
D's	0%	0%	0%	0%
F's	0%	0%	0%	0%

Grade Frequency Table				
SUBJECT		PHED		
COURSE		6406		
Grade	Spr 12	Spr 13	Spr 14	Total
A's	3	3	5	11
B's	5	4	0	9
C's	0	1	0	1
D's	0	0	0	0
F's	0	0	0	0
Total	8	8	5	21
Grade Percentage's by Semester				Avg
A's	38%	38%	100%	52%
B's	63%	50%	0%	43%
C's	0%	13%	0%	5%
D's	0%	0%	0%	0%
F's	0%	0%	0%	0%

Grade Frequency Table				
SUBJECT		PHED		
COURSE		6412		
Grade	Fall 11	Fall 12	Fall 13	Total
A's	5	3	3	11
B's	0	6	0	6
C's	0	0	0	0
D's	0	0	0	0
F's	0	0	0	0
Total	5	9	3	17
Grade Percentage's by Semester				Avg
A's	100%	33%	100%	65%
B's	0%	67%	0%	35%
C's	0%	0%	0%	0%
D's	0%	0%	0%	0%
F's	0%	0%	0%	0%

Grade Frequency Table				
SUBJECT		PHED		
COURSE		6413		
Grade	Spr 12	Spr 13	Spr 14	Total
A's	4	5	2	11
B's	3	3	2	8
C's	1	0	1	2
D's	0	0	0	0
F's	0	0	0	0
Total	8	8	5	21
Grade Percentage's by Semester				Avg
A's	50%	63%	40%	52%
B's	38%	38%	40%	38%
C's	13%	0%	20%	10%
D's	0%	0%	0%	0%
F's	0%	0%	0%	0%

Grade Frequency Table			
SUBJECT		PHED	
COURSE		6416	
Grade	Fall 12	Fall 13	Total
A's	3	2	5
B's	5	3	8
C's	1	0	1
D's	0	0	0
F's	0	0	0
Total	9	5	14
Grade Percentage's by Semester			
			Avg
A's	33%	40%	36%
B's	56%	60%	57%
C's	11%	0%	7%
D's	0%	0%	0%
F's	0%	0%	0%

Grade Frequency Table			
SUBJECT		PHED	
COURSE		6417	
Grade	Spr 13	Spr 14	Total
A's	5	3	8
B's	5	2	7
C's	0	0	0
D's	1	0	1
F's	0	0	0
Total	11	5	16
Grade Percentage's by Semester			
			Avg
A's	45%	60%	50%
B's	45%	40%	44%
C's	0%	0%	0%
D's	9%	0%	6%
F's	0%	0%	0%

Grade Frequency Table			
SUBJECT		PHED	
COURSE		6418	
Grade	Fall 12	Fall 13	Total
A's	10	2	12
B's	1	3	4
C's	0	0	0
D's	0	0	0
F's	0	0	0
Total	11	5	16
Grade Percentage's by Semester			
			Avg
A's	91%	40%	75%
B's	9%	60%	25%
C's	0%	0%	0%
D's	0%	0%	0%
F's	0%	0%	0%

Grade Frequency Table			
SUBJECT		PHED	
COURSE		6480	
Grade	Spr 13	Spr 14	Total
A's	10	2	12
B's	0	1	1
C's	0	0	0
D's	0	0	0
F's	0	0	0
Total	10	3	13
Grade Percentage's by Semester			
			Avg
A's	100%	67%	92%
B's	0%	33%	8%
C's	0%	0%	0%
D's	0%	0%	0%
F's	0%	0%	0%

Grade Frequency Table			
SUBJECT		PHED	
COURSE		6490	
Grade	Spr 13	Spr 14	Total
A's	6	5	11
B's	0	0	0
C's	0	0	0
D's	0	0	0
F's	0	0	0
Total	6	5	11
Grade Percentage's by Semester			
			Avg
A's	100%	100%	100%
B's	0%	0%	0%
C's	0%	0%	0%
D's	0%	0%	0%
F's	0%	0%	0%

Grade Frequency Table			
SUBJECT		PHED	
COURSE		6499	
Grade	Spr 13	Fall 13	Total
A's	2	1	3
B's	0	0	0
C's	0	0	0
D's	0	0	0
F's	0	0	0
Total	2	1	3
Grade Percentage's by Semester			
			Avg
A's	100%	100%	100%
B's	0%	0%	0%
C's	0%	0%	0%
D's	0%	0%	0%
F's	0%	0%	0%

Appendix E
Application, Enrollment and Graduation Data

CONCENTRATION	ACAD YEAR	**Applications**	**Accepted**	**Rejected**	**Graduates**
Online Learning	2009-2010	1	0	1	1
	2010-2011	10	10	0	3
	2011-2012	7	7	0	2
	2012-2013	6	5	1	3
	2013-2014	6	5	1	3
Professional Studies	2009-2010	6	6	0	25
	2010-2011	18	18	0	10
	2011-2012	9	9	0	17
	2012-2013	21	21	0	17
	2013-2014	12	12	0	13
Digital Media, Literacies,Learning	2011-2012	9	8	1	
	2012-2013	4	4	0	3
	2013-2014	7	7	0	3
Exercise Sci, Fit & Wellness	2011-2012	9	9	0	
	2012-2013	9	9	0	7
	2013-2014	10	9	1	8

Appendix F
Course Descriptions

M.Ed. Graduate Core Courses: Required of all M.Ed. Programs

EDUC 6301 - Research in Education: Instruction in the knowledge, skills and techniques necessary to understand and design research as applied to teacher education, with an emphasis on methodology, including statistical analysis and computer applications. (3 credit hours; Online)

EDUC 6305: - Advanced Educational Technology and Media: Advanced study of the design, development and integration of educational technology and media for teaching, learning and personal productivity including principles of multi-media design and production and web-based formats. (3 credit hours; Online)

EDUC 6395 - Action Research in Education: (Formerly titled "Demonstration Project in Education") Action Research in Education focuses on the development and implementation of a research design using action research guidelines. Through this course, the student will develop artifacts that support competence in teaching and research. The course prepares graduate students in the M.Ed. programs to design, implement and disseminate the results of an Action Research project in a professional setting. (3 credit hours; Online)

Courses in Professional Studies:

Individualized Course Plan:

Hours from Core Courses	**9**
Remaining hours to be determined in Consultation with advisor	27
Total Credit Hours	**36**

Courses in Online Learning:

ONLR 6800 - Introduction to Online Learning (3 hours – Required and a pre requisite for all other courses)

This course provides an overview of online learning. Topics include: characteristics of online learners, requirements for online instructors, and basic elements of an online program. The course acquaints faculty with the online class environment from a student perspective, and assists faculty who may have limited computer skills to improve their ability to work online. Participants demonstrate their skill levels by demonstrating competencies in areas such as interacting asynchronously and synchronously, submitting assignments and other related online course skills.

ONLR 6801 - Online Course Management Strategies (3 hours – Required)

This course provides instructors with the tools needed to manage an online course. Online classes pose unique communication and course management problems for faculty. At the same time technology provides means of assisting faculty online that are not normally available in the classroom. This course surveys problems associated with online course management, with an emphasis on the need for careful planning and communication. Strategies are provided to help to streamline the management process, improve communication with students, and eliminate inefficient expenditures of faculty time.

ONLR 6802 - Instructional Design for Online Course Development (3 hours – Required)

This course explores the key elements of an online program focusing on the instructional design of courseware for the Web and special requirements of online curriculum. The course explores various teaching and learning styles and provides models to improve teaching and maximize learning in a student centered online environment. Participants will work individually and collaboratively to explore various means of presenting content in their disciplines to accommodate diverse populations of online learning styles.

ONLR 6803 - Online Assessment Techniques (3 hours – Required)

This course addresses various assessment formats that can be used for evaluating students in the online environment. Emphasis is placed on matching the learning goals and objectives to assessment methods. Participants will work individually and collaboratively to explore various means of assessing online learners. In addition, students will be given the opportunity to apply online assessment techniques to their own area of interest.

ONLR 6804 - Copyright and Intellectual Property Issues for Educators (3 hours – Required)

Explores Intellectual Property law and Fair Use Guidelines as they relate to the Internet in Academic contexts. Emphasis is placed on the TEACH act and the role faculty play in assuring they meet the guidelines identified by the TEACH act.

ONLR 6806 - Online Course Development Project or Practicum (3 hours – Required)

In this culminating course, students will apply the knowledge and skills they acquired in the other courses. Students will demonstrate their practical knowledge of online course design and creation by incorporating appropriate roles for faculty and students, choosing technology suitable to the audience, creating and assigning effective summative and formative online assessments, demonstrating the communicative nature of online courses, and following sound online design principles. Practicum participants are expected to produce a module for an online class, a series of written documents or presentations that describe in detail how they are applying the skills and knowledge they received in previous classes.

Additional Courses required for Degree: (18 hours)

EDUC 6300 - Foundations of American Education (3 hours)

This course provides the teacher candidate with an overview of the profession. Its primary purpose is to provide the student with information prerequisites needed to formulate and make informed career decisions and develop a professional commitment to teaching. It also includes an analysis of the historical, philosophical, and sociological basis for programs, instructional strategies and teaching behavior in American Education

EDUC 6301 - Research in Education (3 hours)

Instruction in the knowledge, skills and techniques necessary to understand and design research as applied to teacher education, with an emphasis on methodology, including statistical analysis and computer applications.

EDUC 6303 - Advanced Studies in Educational Psychology (3 hours)

The development and behavior of the school-aged child with attention to current research and theories of classroom learning and curriculum innovation.

Graduate Level Elective (3 hours)

Choose one of the following:

SPED 6320 - Students with Special Learning Problems (3 hours)

This course surveys the theories, legal foundations, etiologies, characteristics, learning styles and learning problems of children and youth with exceptionalities, emphasizing those with learning disabilities, mental impairments communication disorders, and hearing and vision loss. State and federal definitions, policies and guidelines for students with the above listed exceptionalities will be examined

OR

SPED 6321 - Students with Special Behavior Problems (3 hours)

This course surveys the theories, legal foundations, etiologies, characteristics, and special behavior problems of children and youth with exceptionalities, emphasizing those with behavior disorders, ADD, ADHD, Autism, TBI, and Health Disabilities. State and federal definitions, policies, and guidelines for students experiencing the above listed exceptionalities will be examined.

Choose one of the following:

ONLR 6805: Online Classroom Community Building (3 hours)

Developing and maintaining a sense of community in online classes doesn't just happen. It requires preparing, planning, and perusing to provide an environment that encourages and supports community building. This course will focus on how to create exercises, assignments, and activities that can be used in online courses to sustain the online community.

OR

ONLR 6807: Creating Web Based Course Content (3 hours)

This course focuses on creating course materials for the online learning environment. Web development is an important component of developing content for online courses. This course teaches faculty to develop course content for the web using Netscape Composer. Skills and knowledge gained from this class will be applicable to other web development tools. Using a course template, and working from online tutorials, participants will create components of an online course, adding content from their descipline. Web related accessibility issues will be explored with and emphasis on providing participants with the necessary design skills to develop online courses and course materials that are universally accessible.

Note: All required and elective program specific (ONLR) courses outlined are offered in an 8-week intensive format. The additional required Master level sequence of courses (EDUC 6300, 6301, 6303, Graduate Elective, and SPED 6320 or 6321) follow the traditional semester-based calendar.

Courses in Digital Media, New Literacies and Learning:

EDUC 6809 - Teaching in the New Media Age: In an effort to provide meaningful and engaging learning experiences in the classroom and beyond, teachers need a broader perspective of what it means to be literate in the digital age. Throughout this course participants will examine the social changes resulting from rapid advancements in information and communication technologies, consider the role of multi-modality in literacy learning across content areas, and strategies for bridging the digital literacies of adolescents with the print practices valued in academic settings. Participants will develop a perspective of literacy that in grounded in social culture theories of literacy known as the New Literacy Studies and consider how this perspective may lead to more effective technology integration in schools. (3 credit hours; Online)

EDUC 6810 - Critical Media Literacy and Digital Storytelling: Rapid advancements in digital technologies have increased the media saturation of our everyday lives. Citizens in the digital age require knowledge's and strategies for engaging with and analyzing the multimodal texts they encounter on a daily basis. In this course participants will learn how to interpret and make informed judgments about media, as well as to become skillful creators of media messages as

they develop instructional activities for teaching media literacy in higher education, K-12 classrooms, and workplace contexts. (3 credit hours; Online)

EDUC 6812 - Technology, Leadership, and Change: Students study how to effectively mentor and collaborate with others. Students understand their role as "change agents" by encouraging collaboration and shared inquiry and help novices build networks with other novices and their more experienced colleagues. In this course students take on a mentor, collaborator, or leadership role to help them integrate technology meaningfully into their school, workplace, or organization. Participants will examine the affordances and constraints of technology hardware and software to determine cost benefits in order to meet instructional goals or workplace needs. (3 credit hours; Online)

EDUC 6814 - Game Design and Learning: In this course participants will learn about the potential of gamming and game design for learning both in and out of the classroom. Throughout the course participants will examine research related to the effects of gamming and game design on cognition and learning and will design games to address an instructional or training dilemma in either a school or workplace setting. (3 credit hours; Online)

EDUC 6816 - Information Architecture: In this course participants will critically reflect on the nature of information in the digital age, and its social, cultural, and philosophical impact on society. Participants will come to understand how information on Internet is organized in order to identify the best sources of information and effective strategies in locating, evaluating, synthesizing, using, creating, and communicating information for a given need. Participants will also identify differences between traditional school-based research projects and the information seeking behaviors used in workplace settings in order to create instructional materials that support information literacy that aligns more closely with the skills needed for 21at century workplace settings. (3 credit hours; Online)

EDUC 6818 – Practicum: In this course, participants will serve as a technology mentor for either a K-12 teacher, university faculty member, or community member seeking to integrate technology into their teaching practices. Participants will document the technology integration process and products developed as a result of the collaboration. Special attention will be paid to overcoming barriers (i.e. access, policy, teacher attitudes, time constraints…) to using new technologies in educational settings and improving the design of professional development experiences for educators.

ONLR 6808 - Tech Tools in Learning: This course addresses various technology tools to be used for online courses. The course is designed to provide students opportunities to apply online technology tools to their particular areas of interest in online course development. (3 credit hours; Online)

ONLR 6804 - Copyright Issues for Online Digital Media Enhanced Instruction: This course introduces instructional design principles and relates the principles to the development of online and digital media enhanced courses. It includes many Web resources, is interactive, and encourages much discussion among participants of concepts, ideas and strategies for effective online and digital teaching and learning. (3 credit hours; Online)

ONLR 6802 - Instructional Design: This course introduces instructional design principles and relates the principles to the development of online and digital media enhanced courses. It includes many Web resources, is interactive, and encourages much discussion among participants of concepts, ideas and strategies for effective online and digital teaching and learning. (3 credit hours; Online)

Courses in Exercise Science, Fitness and Wellness

PHED 6406 - Statistics in Exercise Science (3 CH): The application and uses of statistics commonly used in the field of physical education/exercise science. Testing procedures include but are not limited determining appropriate statistical test to perform, interpreting results and determining appropriate follow-up test as needed. Emphasis is on design of experiments and appropriate statistical test usage, and interpretation of statistics.

PHED 6412 - Graduate Exercise Physiology I: Cardiovascular/Pulmonary Exercise Physiology (3 CH): This course is designed to be comprehensive study of the physiological responses to human movement and chronic exercise. The course will encompass the acute physiological responses and chronic adaptations to exercise. Emphasis on will be placed bioenergetics, metabolic pathways, cardiopulmonary and hormonal response to acute and chronic exercise. The major goal of the class will be to develop a fundamental understanding of exercise physiology that will: a) allow the student to utilize exercise physiology in their daily lives and future profession, b) prepare the student to take additional graduate courses in exercise science major.

PHED 6413 - Graduate Exercise Physiology II: Neuromuscular Exercise Physiology (3 CH): This course is designed to provide the student with a comprehensive study of important and basic concepts within structure and function of the motor unit. An emphasis will be placed on an advanced study of the normal function of skeletal muscle along with applications dealing with the response of skeletal muscle to exercise/overload, aging, disease, disuse and injury.

PHED 6405 - Lab Techniques in Exercise Science (3 CH): Theoretical and practical understanding of physiological instrumentation and measurement in exercise science, including practical laboratory experiences, as preparation for graduate research or other clinical testing opportunities.

PHED 6480 - Seminar in Exercise Science (3CH): Discussion and presentations on current issues involving the discipline of Exercise Science. May be repeated for credit. Same seminar topic cannot be repeated.

PHED 6417 - Impact of Exercise on Health & Disease (3CH): A study of the role of exercise in the prevention and rehabilitation of cardiopulmonary diseases. Emphasis on patient/client education, programming, and assessment.

PHED 6418 - Wellness Programming (3 CH): This course is designed to introduce the student to the concepts and theories of wellness, how to conduct assessments and evaluations of individuals and programs, how to design a wide variety of health promotion programs and understand the model of behavior change.

PHED 6416 - Advanced Strength & Conditioning (3CH): This course examines the scientific principles and procedures involved in the assessment of physical fitness and exercise prescription. Special attention is given to understanding and implication of advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness.

PHED 6490 - Internship/Field Experience (3CH): The purpose of this internship is to provide students with the opportunity to gain practical experience in the field of exercise science. This experience allows students to gain practical real world experience and apply their theoretical knowledge under the supervision of professionals within the field of exercise science/wellness. 120 hours of actual clock time are required for completion of this internship.

PHED 6499 - Thesis (3 CH)

Appendix G

Sample Action Research Project and Thesis Titles

How Does Achievement of College Students Enrolled in Online and Hybrid Business Math Classes Compare? (Online Learning Graduate Student Action Research)

Using Learning Objects to Improve Test Scores of Respiratory Care Graduates (Online Learning Graduate Student Action Research)

The Effect of the KWL Reading Strategy on Student Reading Comprehension (Professional Studies Graduate Student Action Research)

The Perspectives of Students Regarding Test-Taking Support Strategies in College: How Can These Perspectives Help Improve Test-Taking Support? (Professional Studies Graduate Student Action Research)

Using Blogs to Interpret Writing Attitudes (Digital Media Graduate Student Action Research)

Technology Education for Adult Learners: A Comparative Study of Face-to-Face Instruction and Independent Learning (Digital Media Graduate Student Action Research)

Appendix H
Graduate Survey Instrument and Results

M.Ed. Exercise Science, Graduate Survey Instrument

Name:

1) Are you currently employed in a position that requires use of your Exercise Science degree? Yes, Very Little, Yes, Yes, Not in my full time job but yes in my part time job.,Yes

Where?

EMSI (Medical Device Sales Rep, Specializing in TENS Units)

YMCA & WVU Ext. Service

Cleveland State Univ.

Nautilus Connection

Fairmont State Univ.

What Capacity?

I work daily with all Medical professionals- From Orthopedic Surgeons, Podiatrist, Internal Medicine Physicians, etc. Having my Master Degree, certainly has given me the terminology, and knowledge that is needed to be successful in this field.

YMCA – PEIA Coordinator – I personal train clients and coordinate the PEIA program. WVU Extension Service – Health Educator – I use my background during public health events, most recently a Walkability Study in three counties with the Associate Dean of WVU Public School of Health.

Assistant Coach

Adjunct Professor

If not is this by your Choice?

Explain? I needed Health Insurance,

2) How would you assess the future employment prospects of this degree program?
Strong, High Demand __3_
Moderate need __3_
Decreasing need ___
Not sure ___

3) When comparing yourself to others with similar education and experience, do you consider yourself:
More Qualified _2__
About same _4__
Less qualified ___
Not sure ___

Are you satisfied with the education that you received at FSU? Yes 6 No

Other Comments?

I would add extensive anatomy course in the curriculum or biomechanics with the emphasize on muscular anatomy and injury prevention. It's almost like a pre PT course but it can be sport specific. As a swimming coach I would like to know more about the rotator cuff (biomechanically what athlete is doing wrong, what kind of processes are happening in the joint or muscles if the athlete continues to overuse his shoulders. What can we do to prevent the injury…something along these lines I think would be very beneficial for those who are planning on coaching.

The education and professors were great. The professors were really close with each student

I enjoyed the classes because I knew the interests I had, the other classmates shared those. If we got off topic, it was never typically "off topic" because it all pertained to the degree being pursued. We would just relate the topics to our own personal questions to better understand why we do what we do; as athletes, coaches, trainers, etc.

4) What do you consider the strengths of the Exercise Science Program?

The Professors were certainly the main strength to our program. The hands on knowledge was exceptionally beneficial, along with the creativity that each professor bought from each back round.

The smaller class sizes can give each student more of an ability to receive personal attention from their professors, which could lead to a more quality education. I believe the research projects required for the program are a huge benefit to our major. The conferences that are available to qualified students are a great way to learn more and get to know others in the field of E.S.

Hands on approach style of learning. All instructors truly care about each student not just learning but UNDERSTANDING.

Hands on experience – I loved exercise science class, would love to have it for longer than 1 semester.

The excellent teachers made the program.

The instructors. I felt as though Dr. Reneau and Dr. Ryan were always willing to take the time to better explain whatever we didn't understand. There were times we got a little behind in where we should be in class because they knew it was important to better understand the foundation of the information and being capable of building on that knowledge

5) What do you consider the weaknesses of the Exercise Science Program?

If I would have to pick a weakness of the program, I would say not being able to take more classes per semester/ summer. I would have loved to finish the program within a year, or a little longer. I believe the curriculum at the time could have been completed a bit quicker than 2 years

The internship programs for this major are broad. For example, one person could be monitoring heart rates on a treadmill and gaining experience and another can be wiping down gym equipment in a facility. Some are gaining useful knowledge while others are just taking up space for the hours. We have a hospital right next door and yet we don't have very many interns there. There is only so much you can do with this major…I know it's been said over and over but if you are not able get a doctorate in E.S. or go to a Physical Therapy school, you are pretty much stuck. Personal training and waiting for someone to retire from their position in Cardiac Rehab, in this area, are practically your only options. E.S. is very limited in the work environment if you want to be financially successful.

To be honest if it wasn't for coaching I am not sure what I would do with this degree.

I don't consider it a weakness of the University, just a weakness in general from our field

I would suggest getting more involved with places to do a internship. Give a variety of options of what the student can do. I know the area of Fairmont is limited, the students just need to see what they will be able to do with a M.S Education Exercise Science degree.

Being the first graduating class of the program, it surely had its kinks but I'm sure they have been worked out now. Just as far working out timeframes and knowing how much time was allotted for learning certain information.

6) Other comments or concerns?

Overall it was a great experience and we had an awesome group!

Appendix I
Digital Media Program Evaluation

Adobe Acrobat
Document

Appendix J
FSU Graduate Student Outcomes

Graduate Program Outcomes

Adopted by the Graduate Council 12/2011

Mission:

The Graduate Studies programs support the mission and goals of Fairmont State University through graduate education. Based on experiential learning and interdisciplinary study, FSU offers select yet comprehensive high quality graduate programs. These programs strive to foster core competencies, cutting-edge technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. FSU graduate students receive personal attention as they work closely with faculty in small classes. Graduate programs at Fairmont State University are responsive to the needs of the external community, and in turn provide the most innovative and highest caliber graduate education in the region.

A student undertakes graduate study in order to gain a deeper knowledge in a particular academic discipline and to become able to demonstrate to the faculty and practitioners in the field the attained mastery of knowledge. Consequently, graduate study cannot be defined primarily in terms of semester hours of coursework beyond the baccalaureate, even though minimum coursework requirements are commonly specified for graduate degrees. Minimum requirements set the lower limit for an integrated plan of study.
Graduate students are expected to become participating members of the University community and are encouraged to attend the lectures presented by visiting scholars, to listen to academic discussions of their faculty, and to study with their fellow graduate students.

Graduate Studies Goals:

- To provide high quality graduate degree programs in fields in which there are needs for people with such qualifications, for which there are prospective students seeking such advanced qualifications, and to which the University can devote the requisite human and material resources;

- To provide advanced educational opportunities, beyond the baccalaureate, for professionals and others who are not seeking a graduate degree, or who already have a graduate degree, but who need to develop new knowledge and skills to meet changing conditions, or to continue to keep current with advancing knowledge in their specialties;

- To enhance the academic environment of the University by attracting qualified students to the campus, by giving faculty the opportunity to teach their specialties at an advanced level, and by fostering research and creative activity among graduate students and faculty;

- To assure that the graduate student's experience in Fairmont State's programs is a coherent experience of intellectual growth, enabling each student to meet reasonable academic, intellectual, and professional goals.

Graduate Program Outcomes:

Students will know and be able to engage in graduate study marked by:

1. Critical Analysis. Adapt and apply new knowledge and skills in critical analysis of changing conditions in the field.
   - Reflection, case studies, opportunities for practice or application in the field, etc.

2. Scholarship and Research. Critically analyze and conduct research in the field.
   - Review existing research, design and conduct original research, disseminate results, etc.

3. Creative Productivity. Engage in creative productive activity in the field.
   - Design instruction, create web-based materials, develop a plan, etc.

4. Application of Standards-based Professional Knowledge and Skills. Apply new, advanced, standards-based knowledge and skills in the context of the field.
   - Practica, internships, etc.

5. Professional Development. Engage in critical self-analysis and articulate professional goals.
   - Portfolio, professional development plan, reflection, etc.

6. Professional Communication. Demonstrate effective and appropriate verbal, nonverbal, written, and media communication techniques in the profession.
   - Writing samples, discussion postings, web-based materials, etc.