

Program Review

Bachelor of Arts in Speech Communication

Fairmont State University
2006

PROGRAM REVIEW

Fairmont State Board of Governors
Format for Programs Without Specialized Accreditation

Date Submitted MAY 2, 2006

Program B.A. Speech Communication

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:

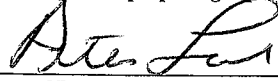
1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
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:

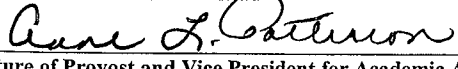
The Fairmont State University Speech Communication program is the only comprehensive liberal arts speech communication undergraduate program in this region.


Signature of person preparing report:

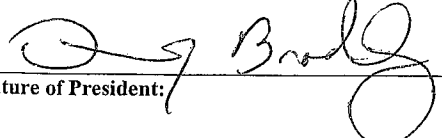
5-2-06
Date


Signature of Dean or School Head

5-2-06
Date


Signature of Provost and Vice President for Academic Affairs:

8/28/06
Date


Signature of President:

8/28/06
Date

Signature of Chair, Board of Governors:

Date

EXECUTIVE SUMMARY

A brief executive summary of the speech communication program review report.

- The Bachelor of Arts in Speech Communication program provides course work and practicum activities requisite to the mastery of competencies appropriate to the Speech Communication discipline.
- The program is highly performance-oriented with each student being required to master course work in each area of communication study and then demonstrate skill in the application of such knowledge in appropriate practicum courses and co-curricular activities.
- The B.A. in Speech Communication program is structured to lead to the development of competencies consistent with those recommended by the National Communication Association.
- The credentials of the faculty in speech communication are exceptional.
- Students enrolled in speech communication are required to meet the entrance requirements of the Fairmont State University.
- Graduating students must demonstrate mastery through practicum classes as well as the upper division courses.
- Graduates of the Fairmont State University Speech Communication program have been unusually successful in securing stable and well-paying jobs in administration, public service and teaching.
- The program is funded through state appropriations and occasionally through endowment and scholarship contributions.
- Course fees help defray some of the costs of bulk items and necessary equipment and copying.
- The President's Special Allocation has provided subsidies for the Fairmont State Debate Team for the past several years, and the debate team has received special scholarship considerations which make the team equivalent to athletic teams in terms of University scholarship support.
- Facilities and equipment for speech communication are adequate.

- The Speech Communication program is a performance-oriented program which naturally lends itself to periodic evaluation of student academic and personal growth. The program currently includes initial assessment, interim assessment and exit assessment activities.
- The most recent review of this program resulted in a recommendation to continue it at its current activity.
- As a program within the School of Fine Arts, the Speech Communication program, like all the departments fall within the purview of the Fine Arts Guild, a community-based support group.
- The program has attracted substantial financial and scholarship support from private donors who endorse program success and objectives. The faculty are addressing the number of student who opt for the Regent's Bachelor of Arts when they have problems with the foreign language requirement.
- Liberal Studies Speech Communication courses are offered at the main campus and several off-campus locations.
- Approximately 40 sections of Speech 1100 are currently offered each semester on campus, at the off-campus sites and through the weekend college. Currently, this course is the single most subscribed courses at Fairmont State.
- There are no articulation agreements associated with other institutions for delivery of this program.
- Certainly as there is any enrollment increase at Fairmont State University and Fairmont State Community and Technical College, the demand for service courses will continue to grow. Demand for the major would likely remain stable.
- The job placement rate for Speech Communication majors and minors is adequate and graduates also gain entry into graduate programs.
- The Fairmont State University Speech Communication program is the only comprehensive liberal arts speech communication undergraduate program in this region.
- Currently the speech communication student is in a unique position to develop his skills as a community and workforce leader who calls attention to and discusses intelligently the cultural, social, and ethical issues of his time.

PROGRAM REVIEW

SPEECH COMMUNICATION 2006

A. Adequacy

1. Rationale/Philosophy/Goals

The Bachelor of Arts in Speech Communication program provides course work and practicum activities requisite to the mastery of competencies appropriate to the Speech Communication discipline. The program includes courses in public speaking, listening, verbal and nonverbal communication, interpersonal and small group communication, argumentation and debate, organizational communication, and ethical and legal dimensions of communication.

2. Conceptual Framework

The program is highly performance-oriented with each student being required to master course work in each area of communication study and then demonstrate skill in the application of such knowledge in appropriate practicum courses and co-curricular activities. The capstone activity for majors is the preparation and presentation of a comprehensive oral problem analysis for which extensive research and excellent delivery and critical thinking skills are expected. Course and program requirements are balanced to include in-depth theoretical preparation as well as extensive experiential preparation.

3. National Guidelines

The B.A. in Speech Communication program is structured to lead to the development of competencies consistent with those recommended by the National Communication Association. Although NCA does not accredit or approve programs, it has for many years provided comprehensive guidelines for curriculum development.

4. Curriculum

A listing of required courses for majors may be found in **Appendix A.**

5. Faculty

The credentials of the faculty in speech communication are exceptional. Full-time and representative adjunct faculty include (speech communication faculty are hired by Fairmont State University as well as Fairmont State Community and Technical College):

Dr. Robert Mild
Dr. Francene Kirk
Dr. John O'Connor
Ms Ironda Campbell
Ms Kimberly Korcsmaros
Ms Kathleen Johnson
Ms Sharon Glasscock
Mr. Drew Capuder

A full-time, term position is currently filled by Kimberly Korcsmaros and a search committee is currently screening applicants and the position will be filled for the 2006-2007 school year. Faculty resumes are attached as **Appendix B**.

6. Students

Students enrolled in speech communication are required to meet the entrance requirements of the Fairmont State University unless they are scholarship applicants in which case faculty demand more rigorous academic credentials (3.0 GPA) and hold intensive interviews/auditions with candidates. It should be noted that several of the current speech communication majors are scholarship recipients.

Graduating students must demonstrate mastery through practicum classes as well as the upper division courses. Such activities are routinely critiqued and recommendations are made regarding the student's readiness for the next course in the program sequence. Speech communication major and minor students are advised upon entrance that they should ultimately participate in the annual public speaking capstone experience -- the development of a final problem analysis speech and presentation of that speech to a university community audience. A review panel consisting of full-time speech communication faculty evaluates and discusses each student presentation. These performance requirements are, of course, in addition to demonstration of mastery of the theoretical requirements of course work. Current students are listed in **Appendix C**.

7. Graduate and Employer Satisfaction

Graduates of the Fairmont State University Speech Communication program have been unusually successful in securing stable and well-paying jobs in administration, public service and teaching. Many have coupled their speech communication major or minor with a major or minor in pre-law, political science, psychology, or business in order to prepare for available positions. Substantial numbers are practicing attorneys, radio/television directors or communicators and public schoolteachers and administrators.

8. Resources

The program is funded through state appropriations and occasionally through endowment and scholarship contributions. The School of Fine Arts is the recipient of a \$1.2 million dollar Blanche Kinney and the M.M. Neely endowments which permit the establishment of annual speech communication scholarships for promising students. The endowment also provides some funding for travel stipends and for professional guest artists.

Course fees help defray some of the costs of bulk items and necessary equipment and copying.

The President's Special Allocation has provided subsidies for the Fairmont State Debate Team for the past several years. The debate team also receives allocations from Student Government and the Forensics competition students are supported by funds from Masquers (also supported by Student Government). For the past two years, the debate team has received special scholarship considerations which make the team equivalent to athletic teams in terms of University scholarship support.

9. Facilities and Equipment

Facilities and equipment for speech communication are adequate. General classrooms are utilized for courses in addition to the debate/seminar room in Wallman Hall. Recent acquisition of proximas for speech classrooms and computers on rolling carts have supplemented the standard AV classroom equipment and facilitated visual graphics presentation for speech students. A computer lab with 24 student stations is available in Wallman Hall.

10. Assessment Information

The Speech Communication program is a performance-oriented program which naturally lends itself to periodic evaluation of student academic and personal growth. Almost all speech communication courses have integrated performance requirements. In addition to these course-embedded assessment activities, the Speech Department emphasizes and requires evidence of student learning through periodic public performance and faculty review.

The program currently includes the following assessment activities:

Entry Level Assessment: Under newly-developed assessment program guidelines all entering students meet with the entire full-time department faculty upon entry in order to discuss program and performance expectations, course requirements and sequencing and the schedule of periodic assessment to be followed by the Department. The Department Handbook is distributed, faculty members introduced and departmental standards reviewed. Each student speaks privately with faculty regarding his/her experience and goals. Based upon program goals and standards and the student's needs and experiences a tentative plan for student progress over four years is drafted with a copy given to the student and also placed in his/her personal portfolio. A program of portfolio review was established in 1995. Materials pertinent to student progress may be placed in the student's portfolio by the student or any member of the Speech Communication faculty at any time. The portfolio is made available for a scheduled review of student progress at the end of each semester.

Interim Assessment: At the end of each semester, faculty teaching required courses to speech communication majors or minors prepare brief written comments regarding student progress and accomplishments in that course for the student's portfolio. Ballots and comments from intercollegiate competitive events as well as faculty evaluations from public performances are included in the portfolio. At the conclusion of each semester, each speech communication major meets with the faculty to discuss his/her progress and to consider recommendations for course work and activities appropriate to his level of expertise. Students must adhere to course sequencing requirements. Students must demonstrate research, organization and analysis skills,

vocal and physical control and management, and understanding of communication processes as well as competence in community and intercollegiate communication activities. Review of student portfolios on a semester basis provides the opportunity for faculty to determine common difficulties experienced by students as well as course and program deficiencies which are perhaps responsible for those problems. It also permits and encourages attention to student assets and encourages refinement and further development of those assets. The program represents a clear attempt to improve student academic performance and preparation and program quality.

Final Assessment: All speech communication majors must participate in the Annual M. M. Neely Persuasive Speaking Contest. The Neely event is regarded by the faculty as the capstone experience for departmental students. The student works a full semester on his or her Neely presentation receiving individual mentoring as he or she researches and analyzes a contemporary social, economic or ethical problem. Ultimately each student presents a 10 minute speech to a university/community audience. All departmental faculty attend the contest and participate in a critical forum following the event. Copies of all Neely speeches are kept on file in the Department and are provided to graduate schools and employers as examples of student work.

Students who are recommended for graduation must complete required course work, demonstrate competence in interpersonal and public communications through co-curricular communication activities, and present a effective Neely presentation.

11. Previous Reviews

The most recent review of this program resulted in a recommendation to continue it at its current activity.

12. Advisory Committee

As a program within the School of Fine Arts, the Speech Communication program, like all the departments, falls within the purview of the Fine Arts Guild, a community-based support group.

13. Strengths/Weaknesses

The Fairmont State College Speech Communication program provides instruction and practicum experience requisite to the development of student expertise in intrapersonal, interpersonal, and public communication. Program faculty are graduates of varied and well-respected academic programs and are experienced as teachers and directors of speech and forensic activities. All are active, and often leaders, in professional organizations. Program participants have achieved distinction as intercollegiate competitors and are routinely accepted into reputable graduate programs. The program has attracted substantial financial and scholarship support from private donors who endorse program success and objectives.

Faculty members are working hard to address one problem: some speech communication majors complete program course work and then switch to the Board of Regents Degree in order to avoid the FSU foreign language requirement.

B. Viability

1. Off-Campus Classes

Speech Communication general studies required courses are offered routinely at the Fairmont State University Gaston Caperton Center. Approximately six sections are offered each semester dependent on student demand and available faculty. Introductory general studies required courses have also been offered at the Monongalia County Vo-Tech Center, in Barbour County, Preston County, Lewis County and Randolph County.

2. Service Courses

Speech 1100, *Introduction to Speech Communication*, is a Liberal Studies requirement and is part of the Freshman Experience. Currently, this course is the single most subscribed course at Fairmont State. Approximately 40 sections are currently offered each semester on campus, at the off-campus sites listed above and through the weekend college. In the 2004-2005 school year, more than seventeen hundred students were enrolled in the course. In addition, the Speech Communication faculty provides a number of special courses to Oral Communication majors preparing to teach Speech and Theatre. There are courses which are offered simultaneously as speech and as theatre courses.

3. Articulation Agreements

There are no articulation agreements associated with other institutions for delivery of this program.

4. Course Enrollment

Appendix D lists the courses offered and enrollment for each for 2005-2006.

5. Enrollment

All applicants meeting institutional admission requirements are admitted. A list of all graduates for the past five years appears as **Appendix E**.

6. Enrollment Projections

The North Central West Virginia region is enjoying a strong economic recovery and a subsequent influx of workers who, with their families, are seeking continuing education. Establishment of NASA, the FBI Fingerprinting Division and the West Virginia High Tech Consortium have brought many enthusiastic workers to the region. Research studies show an increasing need for public administration and health services administration leaders as well as for legal and teaching services. Each of these professions, as well as growing media services, requires communication capabilities. The demand for communication services courses to all B.A., B.S. and most associate degree students seems likely to continue. Certainly as there is any enrollment increase at Fairmont State University and Fairmont State Community and Technical College, the demand for service courses will continue to grow. Demand for the major would likely remain stable.

C. Necessity

1. Job Placement

The job placement rate for Speech Communication majors and minors is adequate and graduates also gain entry into graduate programs. In addition, the School of Fine Arts is establishing a mentoring program which will give speech communication students additional assistance in their transition from the academy to their chosen post graduate activities.

2. Similar Programs

The Fairmont State University Speech Communication program is the only comprehensive liberal arts speech communication undergraduate program in this region. The program provides comprehensive course work in all areas of oral communication study and encourages and supports the development of student demonstrated expertise in communication activities. West Virginia University offers a B.A. in Communication Studies the thrust of which is research oriented and focused on graduate projects in Communication. In this program students study factors influencing the communication process and act as subjects for communication studies research projects. The program has been lauded for the extensive studies carried on by its faculty and graduate students and subsequent publication of results. The program includes limited intercollegiate forensics opportunities and it is not a program which emphasizes practicum activity for undergraduate students or opportunities for performance. Often students transfer into our program from WVU when they wish to prepare for careers in teaching, media direction or performance, law, or public administration because they wish as undergraduates to gain as much experience as possible in communication activities. West Liberty State College has a speech communication program which has recently focused on media study and production.

3. Consistency with Mission

The 2005-2006 Fairmont State University catalog notes the mission of intellectual development. Certainly the attainment of such growth requires the development of skills of written and oral expression as well as skills of analysis and synthesis. The Speech Communication program is well equipped and committed to the acquisition of such skills. The University Mission Statement also alludes to the need for "knowledge of civilization, society, scientific inquiry and artistic expression, while preparing them to think critically and communicate clearly." Certainly the speech communication student is in a unique position to develop skills as a community and workforce leader who calls attention to and discusses intelligently cultural, social, and ethical issues.

APPENDIX A

CATALOG COPY

**BACHELOR OF ARTS IN EDUCATION:
TEACHING FIELD IN MUSIC EDUCATION**

GRADES PRE-K-ADULT 138 sem. hrs.
 Music Curriculum (*see below*) 70 sem. hrs.
 Liberal Studies Requirements (*see Chp. 10*) 35 sem. hrs.
 Professional Education Courses 33 sem. hrs.

• **Music Curriculum** 70 sem. hrs.
Required Courses (35 hrs):

MUSI 1100 Intro to Music Education 1
 MUSI 1101 Concerts, Recitals, and Seminars 0
 MUSI 1109 Comprehensive Theory 4
 MUSI 1110 Comprehensive Theory 4
 MUSI 1111 Intro to Music Technology 3
 MUSI 2206 Music Apprec. for Majors 3
 MUSI 2209/10 Comprehensive Theory 8
 MUSI 2245 Fundamentals of Conducting 2
 MUSI 3309 Orchestration 2
 MUSI 3313/14 Music History 6
 MUSI 3347 Advanced Conducting 2

Ensemble Participation (7 hrs.)

Seven semesters required. Select from the following:

MUSI 1167 Collegiate Singers 1
 MUSI 1168 Marching Band 1
 MUSI 1169 Concert Band 1
 MUSI 1172 College-Community Orchestra 1

Applied Music (19 hrs.)

Major Instrument or Voice 7
 MUSI 1104 Functional Piano I 1
 MUSI 1105 Functional Piano II 1
 MUSI 2204 Functional Piano III 1
 MUSI 2205 Functional Piano IV 1
 MUSI 1139 Voice Class 1
 MUSI 2211 String Class 1
 MUSI 2213 Brass Class 1
 MUSI 2215 Woodwind Class 1
 MUSI 2217 Percussion Class 1
 MUSI 2219 Guitar Class 1
 MUSI Elective instrumental class 1
 MUSI 4440 Senior Recital 1

Music Education Methods (9 hrs.)

MUSI 3328 Elementary Methods, Materials, & Admin 2
 MUSI 4429 Instrumental Methods, Materials, & Admin 2
 MUSI 4430 Choral Methods, Materials, & Admin 2
 MUSI 4431 Methods & Materials in Teach. Music, 7-12 3

• **Professional Education** 33 sem. hrs.

EDUC 2200 Intro. to Education 3
 EDUC 2201 Instructional Technology 3
 EDUC 2202 Human Growth and Development 3
 EDUC 2202L Laboratory - Clinical I 1
 EDUC 3331 Reading in the Content Area 3
 EDUC 3351 Human Exceptionalities & Cultural Diversity 3
 EDUC 3351L Laboratory - Clinical II 1
 EDUC 3352 Educational Psychology 3
 EDUC 3352L Laboratory - Clinical II 1
 EDUC 3395 Secondary Classroom Organization 4
 EDUC 4495 Secondary Pre K - Adult Student
 Teaching/Clinical III 8

SPEECH COMMUNICATION AND THEATRE

The Department of Speech Communication and Theatre has designed a program to provide students with a variety of choices for developing their knowledge and skills through study and performance. Co-curricular activities offered by this department are designed to be learning experiences for students and do not require enrollment in departmental courses.

A number of program choices are available to students in the Department of Speech Communication and Theatre. Students may choose a degree program in:

- 1.) A Bachelor of Arts major in Theatre, a liberal arts curriculum which can be paired with any academic minor desired by the student.
- 2.) A Bachelor of Arts major in Speech Communication, a liberal arts program which can be paired with any academic minor desired by the student.
- 3.) Bachelor of Arts minors in either Speech Communication or Theatre.
- 4.) Bachelor of Arts in Education, single field, grades 5-12 in Oral Communication (Speech Communication and Theatre).

In order that a student in any of these programs may be recommended for graduation by the Speech Communication and Theatre faculty, s/he must perform in one or more of the department faculty-directed/sponsored public performance areas listed below. A student must reach a satisfactory level of proficiency in at least one of the performance areas. Each student's performance and level of proficiency will be periodically appraised by the faculty.

PERFORMANCE AREAS

Theatre: acting, technical crews, directing, designing, public relations, house management, business management, etc., with Masquers, Town & Gown Players, or studio theatre presentations.

Oral Interpretation: intercollegiate festivals, contests, and other public performances.

Public Speaking: intercollegiate debate, competitive communication and public speaking events, festivals and exhibitions, organizing and evaluating communication performances and other public speaking presentations. The co-curricular activities of this department are open to all students. For detailed information, see Forensics and Theatre under Student Services and Organizations in this catalog.

See Chapter 6, "Degree Requirements," for further description of Liberal Studies Requirements. Teacher Education students should refer to the School of Education in Chapter 10.

BACHELOR OF ARTS IN SPEECH

COMMUNICATION 128 sem. hrs.
 Speech Communication Curriculum (*see below*) 39
 Liberal Studies Requirements (*see Chp. 6*) 56
 Free Electives 33

• **Speech Communication Curriculum** 39 sem. hrs.
Required Courses (36 hrs.):

SPCH 1105 Voice & Diction 3
 SPCH 1171 Mass Communication 3
 SPCH 2215 Nonverbal Communication 3
 SPCH 2219 Language in Communication 3
 SPCH 2231 Small Group Communication 3
 SPCH 2235 Interpersonal Communication 3

| | | | |
|------|------|---------------------------------|---|
| SPCH | 2241 | Argumentation & Debate | 3 |
| SPCH | 3337 | Persuasive Communication | 3 |
| SPCH | 3345 | Oratory | 3 |
| SPCH | 3369 | Communication in Organizations | 3 |
| SPCH | 4499 | Seminar in Communication Issues | 3 |
| THEA | 2220 | Oral Interpretation | 3 |

Speech Communication Electives (3 hrs.)

| | | | |
|------|-----------|---|-----|
| SPCH | 1199 | Special Topics in Spch. Communication | 1-3 |
| SPCH | 2249/4449 | Intercollegiate Debate Practicum (I-VIII) | 1 |
| SPCH | 4439 | Public Speaking Practicum (I-VIII) | 1 |
| SPCH | 4491 | Directed Study | 1-4 |
| THEA | 2228/4428 | Oral Interpretation Practicum (I-VIII) | 1 |

MINOR IN SPEECH COMMUNICATION 24 sem. hrs.

Required Courses (24 hrs.)

| | | | |
|------|------|-----------------------------|---|
| SPCH | 1105 | Voice & Diction | 3 |
| SPCH | 1171 | Mass Communication | 3 |
| SPCH | 2215 | Nonverbal Communication | 3 |
| SPCH | 2219 | Language in Communication | 3 |
| SPCH | 2231 | Small Group Communication | 3 |
| SPCH | 2235 | Interpersonal Communication | 3 |
| SPCH | 2241 | Argumentation & Debate | 3 |
| SPCH | 3337 | Persuasive Communication | 3 |

BACHELOR OF ARTS IN THEATRE 128 sem. hrs.

| | |
|---|--------------|
| Theatre Curriculum (see below) | 48 sem. hrs. |
| Liberal Studies Requirements (see Chp. 6) | 56 sem. hrs. |
| Free Electives | 24 sem. hrs. |

• **Theatre Curriculum** 48 sem. hrs.

Required Courses (39 hrs.)

| | | | |
|-------|---------|-----------------------------------|---|
| THEA | 1105 | Voice & Diction | 3 |
| THEA | 1110 | Introduction to Theatre | 3 |
| THEA | 1114 | Body Training and Stage Movement | 3 |
| THEA | 1140 | Theatrical Production | 2 |
| THEA* | 1148 | Theatre Workshop | 1 |
| THEA | 1151 | Text Analysis | 3 |
| THEA | 2212 | Theatrical Make-up | 1 |
| THEA | 2230 | Acting | 3 |
| THEA | 2238 | Acting Workshop I | 1 |
| -or- | | | |
| THEA | 4432 | Acting Workshop II | 1 |
| THEA | 2244 | Introduction to Theatrical Design | 3 |
| THEA | 2262 | Production Practicum I | 1 |
| -or- | | | |
| THEA | 4462 | Production Practicum II | 1 |
| THEA | 3336 | Directing | 3 |
| THEA | 3340/41 | Theatre History I, II | 6 |
| THEA | 3375 | Development of Dramatic Art | 3 |
| THEA | 4438 | Senior Comprehensive Project | 3 |

*One hour of THEA 1148 (Theatre Workshop) must be taken concurrently with THEA 1140 (Theatrical Production). THEA 1148 or 3348 taken separately from THEA 1140 will not fulfill the requirement.

Theatre Electives (9 hrs.)

At least 6 hours must be upper-division.

| | | | |
|------|------|---------------------------|-----|
| THEA | 1199 | Special Topics in Theatre | 1-3 |
| THEA | 2220 | Oral Interpretation | 3 |
| THEA | 2251 | Playwriting | 3 |

| | | | |
|------|------|---------------------------------------|-----|
| THEA | 3305 | Voice for the Stage | 3 |
| THEA | 3314 | Advanced Theatrical Makeup | 1 |
| THEA | 3326 | Performance Studies | 3 |
| THEA | 3330 | Advanced Acting | 3 |
| THEA | 3344 | Advanced Theatrical Design | 3 |
| THEA | 3346 | Creative Puppetry | 3 |
| THEA | 3350 | Children's Drama | 3 |
| THEA | 3352 | Creative Drama | 3 |
| THEA | 3392 | Costume History and Design | 3 |
| THEA | 4480 | Theatre Bus. Management and Promotion | 3 |
| THEA | 4490 | Directed Study in Theatre | 1-3 |

MINOR IN THEATRE 31 sem. hrs.

Required Courses (31 hrs):

| | | | |
|-------|------|-----------------------------------|---|
| THEA | 1105 | Voice and Diction | 3 |
| THEA | 1110 | Introduction to Theatre | 3 |
| THEA | 1114 | Body Training and Stage Movement | 3 |
| THEA* | 1140 | Theatrical Production | 2 |
| THEA* | 1148 | Theatre Workshop | 1 |
| THEA | 1151 | Text Analysis | 3 |
| THEA | 2212 | Theatrical Make-up | 1 |
| THEA | 2220 | Oral Interpretation | 3 |
| THEA | 2230 | Acting | 3 |
| THEA | 2244 | Introduction to Theatrical Design | 3 |
| THEA | 3340 | Theatre History I | 3 |
| -or- | | | |
| THEA | 3341 | Theatre History II | 3 |
| THEA | 3336 | Directing | 3 |

*One hour of THEA 1148 (Theatre Workshop) must be taken concurrently with THEA 1140 (Theatrical Production). THEA 1148 or 3348 taken separately from THEA 1140 will not fulfill the requirement.

Recommended Related Courses for Theatre Majors and Minors:

| | | | |
|------|------|--------------------|-----|
| ART | 1120 | Art Appreciation | 3 |
| ART | 1142 | Drawing | 3 |
| ENGL | 3374 | Shakespeare | 3 |
| ENGL | 3390 | Modern Drama | 3 |
| MUSI | 1120 | Music Appreciation | 3 |
| MUSI | 1139 | Voice Class I | 1 |
| MUSI | 1141 | Voice I-IV | 1-2 |

**BACHELOR OF ARTS IN EDUCATION:
TEACHING FIELD IN ORAL COMMUNICATION**

GRADES 5-ADULT 128 sem. hrs.
 Oral Communication Curriculum (*see below*) 44
 Liberal Studies Requirements (*see Chp. 10*) 45
 Professional Education Courses 33
 Free Electives..... 6

All courses must be completed before the Initial Performance Practicum. SPCH 4431 must be taken in either the junior or senior year by all oral communication majors.

• Oral Communication Curriculum 41 sem. hrs.
Required Courses (41 hrs.)

SPCH 1105 Voice & Diction 3
 SPCH 1171 Mass Communication 3
 SPCH 2235 Interpersonal Communication 3
 SPCH 2241 Argumentation & Debate 3
 SPCH 2249/4449 Intercollegiate Debate..... 1
 SPCH 3337 Persuasive Communication 3
 SPCH 4431 Methods and Materials in Teaching
 Speech Communication and Theatre..... 3
 SPCH 4439 Public Speaking Practicum 1
 THEA 1140 Theatrical Production 2
 THEA* 1148 Theatre Workshop..... 1
 THEA 2212 Theatrical Makeup..... 1
 THEA 2220 Oral Interpretation..... 3
 THEA 2228/4428 Oral Interpretation Practicum..... 1
 THEA 2230 Acting..... 3
 THEA 2244 Introduction to Theatrical Design..... 3
 THEA 3336 Directing..... 3
 THEA 3350 Children's Drama..... 3
 THEA 3354 Theatre Education Practicum..... 1

*The one required hour in THEA 1148 (*Theatre Workshop*) must be taken concurrently with THEA 1140 (*Theatrical Production*). Previously acquired credit in THEA 1148 or THEA 3348 will not fulfill this requirement.

• Professional Education..... 33 sem. hrs.

EDUC 2200 Intro. to Education 3
 EDUC 2201 Instructional Technology 3
 EDUC 2202 Human Growth and Development 3
 EDUC 2202L Laboratory - Clinical I 1
 EDUC 3331 Reading in the Content Areas 3
 EDUC 3351 Human Exceptionalities & Cultural Diversity 3
 EDUC 3351L Laboratory - Clinical II 1
 EDUC 3352 Educational Psychology 3
 EDUC 3352L Laboratory - Clinical II 1
 EDUC 3395 Second. Classroom Org. & Practices..... 4
 EDUC 4495 Second. Pre K-Adult Stud. Teach./Clinical III. 8

SPAN 2202. S-FSU Intermediate Spanish II. 3 hrs.

Students will review Spanish grammar and augment their vocabularies by the study and discussion of written works (short stories, poems, news articles, and essays). Emphasis is placed on developing the student's conversational skills through class discussion and debate. PR: SPAN 2201 or equivalent.

SPAN 2250. Spanish For the Medical Professions. 3 hrs.

This course is designed to enable the student to effectively manage the fundamentals of medical terminology in Spanish. PR: SPAN 1102. Offered on demand.

SPAN 2251. Spanish For Criminal Justice. 3 hrs.

This course enables the student to effectively manage the fundamentals of law enforcement terminology in Spanish. PR: SPAN 1102. Offered on demand.

SPAN 2252. Spanish For a World Economy. 3 hrs.

This course is designed to enable the student to effectively manage the fundamentals of business terminology in Spanish. PR: SPAN 1102. Offered on demand.

SPAN 3300. Undergraduate Student Exchange. 3-6 hrs.

Any student who participates in an exchange program which is approved by his/her advisor may receive three to six credit hours, depending upon the type of program and its duration. PR: SPAN 1102.

SPAN 3301. Spanish Composition and Conversation I. 3 hrs.

Designed to improve skills in oral and written expression. PR: SPAN 2202.

SPAN 3302. Spanish Composition and Conversation II. 3 hrs.

This course is a continuation of SPAN 3301, with an increasing emphasis on communicative skills relevant to a wide variety of cultural contexts. PR: SPAN 2202.

SPAN 3310. Spanish Civilization and Culture. 3 hrs.

The students will study the history, civilization, and culture of Spain through extensive reading, videos, writing and class discussion. PR: SPAN 3301 or 3302.

SPAN 3320. Latin American Civilization and Culture. 3 hrs.

The students will study the history, civilization, and culture of Latin America through extensive reading, videos, writing and class discussion. PR: SPAN 3301 or 3302. Offered every other semester.

SPAN 3350. History of the Spanish Language. 3 hrs.

This class is an introduction to the historical development of the Spanish lexicon, morphology, and phonology. It is designed for the student with little or no previous background in linguistics. PR: SPAN 3301 or 3302. Offered on demand.

SPAN 4400. Survey of Latin American Literature. 3 hrs.

This class covers the major movements in Latin American literature, from Pre-Colombian times through the present. Students will be exposed to the major genres (poetry, narrative, essay and theater) through extensive reading and will become familiar with the greatest writers of Hispanic literature. PR: SPAN 3301 or 3302. Offered every other year.

SPAN 4401. Survey of Peninsular Literature. 3 hrs.

This class focuses on the major movements in Peninsular literature, from the Spanish Middle Ages through the present. Students will be exposed to the major genres (poetry, narrative, essay and theater) through extensive reading and will become familiar with the greatest writers of Spanish literature. PR: SPAN 3301 or 3302. Offered every other year.

SPAN 4402. Independent Study. 3-6 hrs.

Students may participate in a variety of programs designed to help them attain a higher level of fluency and a greater understanding of Hispanic culture. PR: SPAN 4400 or 4401, and instructor's consent.

SPAN 4418. US Hispanic Cultures & Literature. 3 hrs.

This course studies the history of the Hispanic presence in the US, its influence upon contemporary US culture, society, and economy and the politics of language. Materials studied include newspaper articles, essays, films and plays. PR: SPAN 3310 or 3320. Offered on demand.

SPAN 4431. Methods: Second Language Acquisition in the Classroom. 3 hrs.

Taught in English. In this class, foreign language teaching majors will study the methodology of second language acquisition and its application in the classroom, familiarize themselves with national foreign language instruction standards, design lesson plans, teach mini-lessons, participate in peer evaluation and become familiar with the latest pedagogical technologies available. PR: SPAN 4400 or 4401, and instructor's consent. Offered on demand.

SPEECH COMMUNICATION

(School of Fine Arts)

SPCH 1100. S-FSU Introduction to Speech Communication. 3 hrs.

Examines the theoretical foundations of speech communication through definitional analysis and examination of communication models, code elements and ethical considerations pertinent to communication in our society. This course provides the opportunity for each student to participate in interpersonal and public speaking presentations to develop his/her skills in interacting with others in both the personal and professional arenas. This course is required of all B.A. and B.S. degree candidates.

SPCH 1103. Listening Skills. 1 hr.

This course focuses on the foundation techniques – behavioral, attitudinal and cognitive – which are used in effective listening. The course will also examine what is known about listening. Exercises designed to improve listening techniques and skill are included.

SPCH 1105. Voice & Diction. 3 hrs.

This course covers the theory and practice of speech science, provides the basic information necessary for further speech and drama study and helps students improve their speaking skills. Open to speech communication and theatre students and music students only. Fall semester only.

SPCH 1171. Mass Communication. 3 hrs.

This course is a survey of the mass communication industry and its role in today's society. Students will discuss historical developments and current responsibilities of those working in the various areas of mass communication. Special emphasis will be given to the ever-changing nature of mass communication, including the computer and Internet as new tools. Fall semester only.

SPCH 1199. Special Topics in Speech Communication. 1-12 hrs.

Studies in special selected topics, to be determined by the instructor and approved by the School's Dean. Credits earned will be applicable as free electives in degree and certificate programs. Maximum credit allowed is 3 hours per semester, up to 12 hours total.

SPCH 2215. Nonverbal Communication. 3 hrs.

This course examines the nonverbal components of speech communication. Concepts of the human body as a message carrier and the message characteristics of space, time, artifacts and voice will be discussed. In addition, students will research the functions of nonverbal communication as it affects relational interaction. Spring semester only. PR: SPCH 1100.

SPCH 2219. Language in Communication. 3 hrs.

A study of verbal coding for communication, this course focuses on the function of language in oral communication, theories of oral language acquisition and behavior and the special problems involved

in oral language coding for audiences. Spring semester only. PR: SPCH 1100.

SPCH 2231. Small Group Communication. 3 hrs.

A study of communication in a small-group context, with emphasis on the processes of role emergence and decision-making in a task-oriented group. Group cohesiveness, roles, group acculturation, leadership emergence and the small group in organizations are among the topics studied. Spring semester only. PR: SPCH 1100.

SPCH 2235. Interpersonal Communication. 3 hrs.

A study of communication in dyadic settings, with an emphasis on increasing understanding of the theories, concepts and principles related to human interaction. Focus is on improving skills in interpersonal communication. Fall semester only. PR: SPCH 1100.

SPCH 2241. Argumentation & Debate. 3 hrs.

A study of the principles of argumentation, logic and reasoning, evidence and decision-making. A practical application of these principles is emphasized through the study of current controversies and oral class debates. Fall semester only. PR: SPCH 1100.

SPCH 2249. Intercollegiate Debate I-IV. 1-4 hrs.

This course provides training for and participation in intercollegiate debate tournaments at colleges and universities throughout the eastern United States. Credit is also given for researching the intercollegiate debate proposition for the current academic year. Maximum credit in any one semester is one hour. Open to freshmen and sophomores. Juniors and seniors, see SPCH 4449. PR: SPCH 2241 or instructor's consent.

SPCH 3337. Persuasive Communication. 3 hrs.

This course is an in-depth study of the speaker, audience and environmental factors influencing the persuasive process. It is designed to give advanced speech communication students training in the preparation, presentation and critical analysis of persuasive speeches. Various delivery styles, including impromptu and extemporaneous, will be used. Fall semester only. PR: SPCH 2241.

SPCH 3345. Oratory. 3 hrs.

This course is the capstone experience for all speech communication majors and minors. Students will study the role of rhetoric/public discourse as an agent of change in a free society, and prepare a persuasive manuscript to be delivered to a public audience. This class prepares students for participation in the M. M. Neely Persuasive Speaking Contest. Spring Semester only. PR: SPCH 3337.

SPCH 3369. Communication in Organizations. 3 hrs.

This course will study the nature of communication in organizations and the skills necessary to communicate effectively in the organizational setting. Students will investigate the organization as a communication system, formal and informal systems, serial communication, networks, alternative communication systems, interpersonal and organizational communication skills and communication problems and strategies in organizations. Spring semester only, in even years. PR: SPCH 1100.

SPCH 4431. Methods and Materials in Teaching Speech Communication and Theatre. 3 hrs.

This course covers the philosophy, methods, and materials of teaching speech communication and theatre, as well as directing the speech communication and theatre co-curricular and extra-curricular activities in the secondary schools. Fulfills Professional Block requirement for those with a single teaching field in oral communication. Fall semester only.

SPCH 4449. Intercollegiate Debate I-IV. 1-4 hrs.

This course provides training for and participation in intercollegiate debate tournaments at colleges and universities throughout the eastern United States. Credit is also given for researching the intercollegiate debate proposition for the current academic year. Maximum credit in any one semester is one hour. Open to juniors and seniors. Freshmen and sophomores see SPCH 2249. PR: SPCH 2241 or instructor's consent.

SPCH 4491. Directed Study in Speech Communication. 1-4 hrs.

The student may elect directed study in any area of speech communication which is not treated in the speech course offerings. Coursework is designed by the student and selected faculty, with approval of the School's Dean. Maximum credit earned in any one semester is one credit hour. PR: Instructor's consent.

SPCH 4499. Seminar in Communication Issues. 3 hrs.

This course is designed to provide extensive knowledge and background in a selected communication issue (ethics) or skill (listening). Fall semester (Ethics in odd years, Listening in even years).

TECHNOLOGY

(College of Science and Technology)

TECH 1100. Technology and Society. 3 hrs.

An analysis of the historical development of man and technology as antecedents of the technological society. Students will interact with the domains of technology through problem-solving applications of engineering problems.

TECH 1101. S-FSU Introduction to Technology. 3 hrs.

This course is intended as a survey of the discipline of technology. The goal of the course is to foster some measure of technological literacy and an understanding of the uniqueness of technology in human endeavors. Instruction will consist of lectures, media presentations, discussions, field trips and class activities.

TECH 1104. Technology Design & Problem Solving. 3 hrs.

This course provides incoming students with the prerequisite knowledge and skills for required technology systems classes that follow. Students will study the philosophy, rationale, and current curriculum trends in Technology Education. The course will also focus on basic design and drafting techniques, laboratory and machine tool safety practices and design and problem-solving processes used in technological career fields. Class methodology will include both lecture and applied experiences with tools, equipment and processes of technology.

TECH 1150. Control Technology. 3 hrs.

This course addresses the mechanical, fluid, electrical, electronic and computer instrumentation used to regulate technical products and systems. Students will develop knowledge and skills of common control-related components/devices and apply them to the solution of practical problems found in typical technology-education settings. CR: TECH 1104.

TECH 1199. Special Topics. 1-3 hrs.

A study of special topics of educational, technical, or industrial concern. PR: instructor's consent.

TECH 2202. Transportation I. 4 hrs.

A study of the means by which mass is moved from one point to another. This will be achieved by studying the propulsion, guidance, control, suspension, structure and support elements of a wide variety of transportation subsystems. PR: TECH 1104.

TECH 2203. Manufacturing I. 4 hrs.

This course deals with an introduction to the inputs, processes and outputs of the manufacturing system. The methodology of the course will involve students with selected research, development and production processes of the manufacturing system. More specifically, each student will design and engineer a middle school- or high school-level product. They will then perform selected production planning, plant engineering, and quality control activities to prepare their product for mass-production. The results of these activities will be developed into camera-ready copy production packets. Finally, each student will set up a production line for the class to mass-produce a limited number of their products, using jigs, fixtures, and/or other mass-production related tooling. PR: MANF 1100, TECH 1104.

APPENDIX B

FACULTY RESUMES

VITA

Robert E. Mild, Jr.

Address: 208 Gilbob Street
Fairmont, WV 26554
Telephone: (304) 363-0683
Office FSU – School of Fine Arts
Address: Fairmont, WV 26554
Telephone: (304) 367-4167
Email: rmild@fairmontstate.edu

EDUCATION

| <i>Institution</i> | <i>Major</i> | <i>Degree</i> | <i>Year</i> |
|--|----------------------|---------------|-------------|
| University of Pittsburgh Pittsburgh, PA 15260 | Communication | Ph.D. | 1989 |
| West Virginia University Morgantown, WV 26505 | Speech Communication | M.A. | 1979 |
| West Virginia Wesleyan College Buckhannon, WV 26201 | Social Sciences | B.A. | 1975 |

TEACHING EXPERIENCE

8/88 – Present **Professor (Tenured)**
Fairmont State University
Courses: Communication in the Classroom
Language in Communication
Nonverbal Communication
Organizational Communication
Persuasive Speaking
Small Group Communication
Speaking for Business and the Professions
Speech Communication Practices
Speech Communication Theory

8/00 – 5/01 **Visiting Lecturer**
West Virginia University

8/90 – 12/91 **Adjunct Professor**
West Virginia Wesleyan College

8/85 – 5/88 **Adjunct Instructor**
University of Northern Iowa

PUBLICATIONS

Workbook to accompany, In the Company of Others, Dan Rockwell, Mayfield Publishing, 1999

“Does It Work?: A Roundtable Discussion of Teacher Immediacy”, paper presented to the Eastern Communication Association Convention, New York, NY, April, 1996

“The Basic Course and Communication Across the Curriculum Programs: Realizing the Goals of General Education and SCA Sophomore Speaking and Listening Competencies”, paper presented to the Eastern Communication Association Convention, Pittsburgh, PA, April, 1995

“Impromptu Teach-Off: Preparation and Delivery”, paper presented to the Eastern Communication Association Convention, Washington, DC, April, 1993

With Richard West, “Parents, Teachers and Learning: Fostering Communication Skills in Children”, *Day Care and Early Education*, Vol. 21, No. 4, Summer, 1994, pp. 15 – 19.

“Children and Conflict Skills”, paper presented to the Speech Communication Association Convention, Miami, FL, November, 1993

“Playing It SAFE: One School’s Success at Managing Conflict”, paper presented to the International Association for Conflict Management Conference, Minneapolis, MN. June, 1992

“An Analysis of Conflict Management in Grades 3 through 8”, paper presented to the Speech Communication Association Convention, Chicago, IL, November, 1990
(Competitively Selected)

PROFESSIONAL DEVELOPMENT

| | |
|-------------|--|
| 8/89 – 2/06 | Officer, West Virginia Intercollegiate Forensics Association |
| 1999 | Reviewer, Addison Wesley Longman, Publishing Company |
| 1999 | Reviewer, Allyn and Bacon, Publishing Company |
| 1998-1999 | Leadership Marion XVII |
| 1998 | Reviewer, Mayfield Publishing Company |

Elizabeth Francene Kirk

Education

Ed.D. in Curriculum and Instruction 1998

Minors in Theatre and English

Dissertation – Take Center Stage: The Perceived Effect of Performance Teaching Methodology on Students' Understanding of A Midsummer Dream

West Virginia University

M.A. Counseling 1987

West Virginia University

B.A Education 1982

Glennville State College

Teaching Certificates – Oral Communication (Speech/Theatre) and

Additional course work in Corporate and Organizational Communication
2000-2004 West Virginia University

| | |
|---|--------------|
| COMM 602: Interpersonal Communication | 3 hrs |
| COMM 604: Research and Theory in Persuasion | 3 hrs |
| COMM 606: Organizational Communication | 3 hrs |
| COMM 612: Small Group Theory and Practice | 3 hrs |
| COMM 626: Intercultural Communication | 3 hrs |
| COMM 791a: Applied Nonverbal Communication | 3 hrs |
| | 18 hrs total |

Addition coursework in Gender Communication, Communication Development – credit pending

Employment

2000- Current

Assistant Professor of Speech Communication

Fairmont State University

Duties - Teach general speech communication courses as well as related to teaching speech and theatre in the schools and working for youth. Advise approximately 15 majors; serve as advisor for M Student Theatre Organization. Direct one play during academic t and direct for Town and Gown. Coach the oral interpretation team various departmental and campus-wide committees. Faculty Sen

1998-2000

Coordinator for the Arts

Office of Instructional Services

West Virginia Department of Education

1900 Kanawha Blvd. E. Building 6

Charleston WV 25305

Duties - Served as liaison for fine arts teachers (dance, music, theatre and visual art) to the WVDE and WV Board of Education. Wrote and administered grants, conducted surveys and provided technical assistance to county schools systems. Worked with the WV Commission on the Arts/Division of Cultural and History and other arts organization in providing profession development activities for educators. Evaluated programs and personnel.

1991-1998

Teacher: theatre, speech and English

Preston High School

Kingwood, WV

Duties – Taught Drama I, Acting and Directing, Musical Theatre, Play Production, Introduction to Communication, Public Speaking, and English 10.

Directed 2 to 3 theatre productions per year including Steel Magnolias, Into the Woods, Godspell, Guys and Dolls and The Crucible. Coached the forensics (speech) team. Thespian sponsor

1985-1991

Teacher: theatre, speech, English, yearbook

Central Preston High School

Kingwood, WV

Duties – Taught English 11 and 12, speech/drama, yearbook advisor

Speech team coach, theatre director. Thespian sponsor

1983-1985

Teacher: English, creative drama

Aurora Junior High School

Aurora, WV

Duties - Taught English 7 and 8, and electives in creative drama

Served as librarian and student council advisor

1982-83

Teacher: English, speech/drama

Hundred High School

Hundred, WV

Duties - Taught English 9 and 11.

Speech Coach, theatre director

Public School Teaching Experience

I taught speech, theatre and English (grades 7 through 12) in West Virginia public schools for 16 years including classes in speech, theatre, remedial and college preparatory English and language arts related electives in yearbook and mass media communication. The student populations of the schools I worked in ranged from 180 students to 1200 students. At Preston High School, I directed a

full-scale theatre program involving approximately 200 students per year in Drama I, acting and directing, play production and musical theatre classes. I have directed over thirty high school plays Crimes of the Heart, Working, Into the Woods, Steel Magnolias, Godspell, The Crucible and Guys and Dolls.

Grants

2001- 2002 Arts Action Project, funded by the West Virginia Commission on the Arts, The Claude Worthington Benedum Foundation and the Secretary for Education and the Arts. (\$18,000) Project included the writing, printing and disturbing of the **Arts Action!** Resource Kit. Wrote the grants, researched the information, wrote the packets, secured the graphic designer and distributed the packets.

Projects

2000-2002 **Arts Action!** Project Director. Grant writer and principal writer for the **Arts Action!** Resource Kit and **Arts Action!** website. www.artsaction.org. **Arts Action!** is a grass-roots arts-in-education advocacy campaign sponsored by Arts Advocacy West Virginia.

Consulting

Currently serving as curriculum consultant for *Voices in the Hills*, a non-profit arts education organization based in Thomas, WV. Collaborate with teaching artists on creating curriculum materials which accompany school performances.

Professional Performance

Courses Taught regularly

SPCH 1100: Introduction to Speech Communication

SPCH 4431: Methods and Materials in Teaching Speech Communication and Theatre

Courses offered in sequence

THEA 2200: Oral Interpretation

THEA 3346: Creative Puppetry

THEA 3350: Children's Drama

THEA 3352: Creative Drama

SPCH 4499: Seminar in Communication Issues: Listening

*Application courses taught each semester or year**

THEA 2228/4428: Oral Interpretation Practicum

THEA 2238/3348: Acting Workshop

THEA 3354: Theatre Education Practicum

Thomas "Stonewall" Jackson and another portrayed Mary Lou Retton. As their final project, the students performed for social studies classes at Dunbar Middle School. Arla Ralston, an actress and playwright from Charleston, presented Mary Todd Lincoln to the class as an example. Arla's presentation was sponsored by the West Virginia Humanities Council.

A new project for Theatre 350: Children's Drama was the adaptation of a children's book into a play. I used information regarding book selection, audience analysis and dramatic elements from David Wood's Theatre for Children and Nellie McCaslin's Creative Drama in the Classroom and Beyond. I then set up improvisation exercises that modeled dramatic structure. The students then chose children's books and adapted them for the stage. Part of the assignment was to write the action into the text and avoid the use of stage directions. The student playwrights then listened as their classmates read their plays aloud in class. The class also made suggestions for revisions. After the first revision, the class acted out the scripts and the playwrights made notes about possible stage directions. The students then evaluated their own texts using a playwriting checklist (available through WebCT) and made revisions before the final copies were posted to WebCT.

Special Workshops and Conference Sessions Attended

Attended short course on Teaching the College Course in Nonverbal Communication, NCA Convention, 2001

Attended pre-conference session on Musical Theatre Singing (vocal production, acting and vocal health), Educational Theatre Association Annual Conference, Cincinnati, OH 2004

Attended special conference sessions on acting and directing for children's theatre with director David Wood and special session on playwriting for children's theatre with playwright Susan Zeder, American Alliance for Theatre and Education Annual Conference, Chicago, 2005

Advising responsibilities

Advise approximately 15 students per year in speech, theatre and oral communication. Meet with students to discuss program requirements, planning and scheduling.

University Service

Faculty Senate 2004-present

Faculty Senate Secretary 2005

Strategic Planning Committee/ Environment Scan/Socio-cultural Committee

Utilization of Adjunct Faculty Task Force 2005

University Reorganization Committee 2004

Curriculum Committee 2002-2003

School of Fine Arts Service

FS School of Fine Arts Theatrical Design Search 2005
CTC/School of Fine Arts Speech Communication Search 2004
Recruiting visits: Capital High School, Braxton County High School, Wyoming East High School, Gilmer County High School, Roane County High School, Berkeley Springs High School, Martinsburg High School, Jefferson County High School, Mussleman High School, Magnolia High School 2004
Narrated Percussion Ensemble Concert 2003, 2004
Sang with Community/College Chorus for *Messiah*
School of Fine Arts Piano Search 2003
Prepared NCATE portfolio for Oral Communication
Created informational handout for adjunct faculty for SPCH 1100: Introduction to Speech Communication. 2003
Facilitated Revision of Department Handbook 3003
Created informational handout defining the requirements for assessment portfolio for oral communication majors 2003
Facilitated work on recruiting brochure and poster 2003
Fine Arts Chair Search 2002
Artist-in-Residence Committee 2001-present

Related Activities

Advise the Masquers Student Organization
Hosted the Fairmont State Invitational High School Forensic and Debate Tournament 2003, 2004
Coordinated the tour of Fairmont State's productions of *Tales of Trickery* and *Us and Them* to the Clay Center in Charleston, WV. 2004
Coordinated student travel to the National Storytelling Festival in Jonesborough, TN. 2004-2005
Assisted with Scholarship and Creativity Symposium 2004

Professional memberships and conferences attended

West Virginia Theatre Conference Board of Directors, College/University Representative 2004-2005
Educational Theatre Association member
National Communication Association member
American Alliance for Theatre and Education Conference, Chicago, 2005
Educational Theatre Association Conference, Cincinnati, 2004
Arts Assessment Forum, New York University, 2003
National Communication Association Conference, Atlanta, 2002
National Communication Association Conference, New Orleans, 2001

Presentations

Presented one-day Workshop on Theatre Classroom Assessment for public school teachers in Virginia Beach City Schools, 2004
"Performance Assessment in the Theatre Classroom" Assessment Conference

for WV Arts Teachers, sponsored by the WV Department of Education,
Charleston, WV 2004

“Communication in Action: A Roundtable Discussion on the Use of Storytelling
and Narrative in Higher Education” Panelist, National Communication
Association Conference, New Orleans, Louisiana, 2002

“Teach SmART” Presentation for Professional Development Directors’
Symposium, Charleston, WV 2000

Professional Writing

Principal writer for the *Arts Action!* Resource Kit, an advocacy tool for parents,
teachers and community leaders sponsors by Arts Advocacy West Virginia. 2002
Regular contributor to *ArtWorks*, the quarterly publication of the West Virginia
Commission on the Art and the Division of Culture and History. 2000-2002
“Professional Development for Arts Teachers” Basic Education: A Monthly Forum
for Analysis and Comment, Vol. 45, no. 4, December 2000

Creative Activity

– Directing

| | | |
|------|---------------------------------|----------------------------|
| 2005 | Seussical | Masquers and Town and Gown |
| 2005 | Honk! | Town and Gown |
| 2004 | A Christmas Carol | Masquers and Town and Gown |
| 2004 | School House Rock | Town and Gown |
| 2004 | Tales of Trickery*/ Us and Them | Fairmont State Masquers |
| 2003 | Adrocles and the Lion* | Fairmont State Masquers |
| 2002 | The Wizard of Oz | Town and Gown |
| 2002 | A Thousand Cranes* | Fairmont State Masquers |
| 2001 | Charlotte’s Web: The Musical | Town and Gown |
| 2001 | The Fabulous Fable Factory | Backyard Theatre |

- Acting

| | | |
|------|----------------------------|------------------|
| 2004 | Talking With... | Backyard Theatre |
| 2000 | Nunsense III: The Jamboree | Backyard Theatre |

* Created accompanying teacher resource packets

Public Service

Appalachian Education Initiative Board of Directors, Chair 2002-present
Grant Reader for National Endowment for the Arts, Arts in Education,
Washington, D.C. 2003

2004 Creative Drama workshops: Mannington Promise (May 14th), Marion
Promise, West Preston Middle School (April 17, 24) , WV Thespian Conference
(April 4)

2004 Spoke to about arts advocacy to Fine Arts Teachers’ Academy, June 22;
Roane County Arts Council June 24; and to ArtsLink in New Martinsville, July 21
Adjudicated Region V Thespian Festival (Ellenboro) 2004

Workshop Presenter for WV State Thespian Conference 2003

Adjudicated Region VI Thespian Festival (Beckley) 2003

Adjudicated WV Theater Conference Secondary Play Festival 2002
Adjudicated Region III Thespian Festival (Fairmont) 2001
Arts Limitations Committee (Mandated by Tomlin vs. Gainer Court Case) for
West Virginia Department of Education. Chaired committee that made
recommendations to the West Virginia Board of Education on arts education in
West Virginia Public School 2001

V I T A

Dr. John E. O'Connor
615 Coleman Avenue
Fairmont, West Virginia 26554
(304) 367-4817 - Day
(304) 363-8959 - Evening
joconnor@mail.fscwv.edu

TEACHING EXPERIENCE

| | | | |
|------------------|-----------------------------|-------------------------|--|
| 1998 to present: | Fairmont State University | Fairmont, West Virginia | Professor of Theatre Coordinator, Dept. of Speech and Theatre Granted tenure in 2001. |
| 1992 to 1998: | University of North Alabama | Florence, Alabama | Assistant Professor of Theatre Granted tenure in 1996. |
| 1990 to 1992: | Buena Vista University | Storm Lake, Iowa | Assistant Professor of Theatre |
| 1986: | University of Puget Sound | Tacoma, Washington | Instructor |
| 1984 to 1985: | Columbia College | Seattle, Washington | Instructor |
| 1979 to 1982: | University of Washington | Seattle, Washington | Teaching Assistant |

EDUCATION

Ph.D., Drama, 1989. University of Washington. Seattle, Washington.
Dissertation -- Revolution and the Society of the Spectacle: A Critical Analysis of Selected Plays by Howard Brenton.
Teaching Assistant, Undergraduate Student Advisor.

M.A., Theatre, 1978. Miami University. Oxford, Ohio.
Emphasis -- Directing, Contemporary British and American Theatre and Dramatic Literature.
Phi Kappa Phi, Teaching Assistant, Scene Shop Supervisor.

B.S.Ed., Theatre/Speech Communication, 1975. Northern Illinois University. DeKalb, Illinois.
Emphasis -- Acting, Directing, Theory and Criticism.
Talented Student Scholarship.

PROFESSIONAL AFFILIATIONS

Association for Theatre in Higher Education
American Theatre and Drama Society
American Society for Theatre Research
Voice and Speech Trainers Association
Theatre Communications Group

ACADEMIC HONORARIES

Phi Kappa Phi
Alpha Psi Omega

COURSES TAUGHT REGULARLY

| | |
|--------------------------------------|---|
| Theatre History Survey | Survey of Dramatic Literature and Criticism |
| Text Analysis | Introduction to Theatre |
| Theatre Appreciation | Fundamentals of Acting |
| Directing | Make-Up |
| Introduction to Speech Communication | |

COURSES TAUGHT OCCASIONALLY

| | |
|-------------------------|------------------------------|
| Modern Drama | Women's Work: Plays By Women |
| Plays for Public Spaces | Children's Drama |
| Advanced Acting | Creative Drama Practicum |
| Improvisation | Oral Interpretation |

COURSES TAUGHT OCCASIONALLY

| | |
|---|---|
| Voice & Diction | Stagecraft |
| Stage Management/Theatre Management | Senior Seminar: Culture and Communications |
| Senior Seminar: Women in Communications | Methods and Materials for Teaching Theatre and Speech |

PUBLICATIONS

- "From *Sore Throats* to *Greenland*: Howard Brenton's Utopian Plays" in *Criminal Justice Review*, December 2005. Juried publication.
- "Dancing with Freud: Slawomir Mrozek's *Tango*" in *Studies in the Literary Imagination*, Spring 2002. Juried publication.
- "Disrupting the Spectacle: French Situationist Political Theory and the Plays of Howard Brenton" in *Theatre Symposium*, Winter 2001. Juried publication.
- Article on Howard Brenton in *British Playwrights 1956 - 1995: A Research and Production Sourcebook*, ed. William Demastes. Greenwood Publishing, September 1996. Invited to submit article by editor.

CONVENTION PAPERS

- Workshop Panel. Competitive Panel. "Literary Utopias"
2005 Conference of the Society for Utopian Studies, Memphis.
"From *Sore Throats* to *Greenland*: Howard Brenton's Utopian Plays."
- Workshop Panel. Competitive Panel. "Literary Excess"
2004 Central New York Conference on Language and Literature, Cortland.
"Excessive Greed, Excessive Visions: Brenton and Hare's *Brassneck*."
- Workshop Panel., Chair. "Literature and Politics: Dramatic Configurations" Competitive Panel.
2002 Conference of the Popular Culture Association, Toronto.
"Disrupting the Spectacle: French Situationist Political Theory and the Plays of Howard Brenton."
- Workshop Panel. Competitive Panel. 2001 Conference of the Midwest Modern Language Association. Cleveland.
"Fifth-Century Tragedy in Twentieth-Century Ireland: Brendan Kennelly's Greek Tragedies."
- Workshop Panel. Competitive Panel. 2000 Conference of the Association for Theatre in Higher Education. Washington, DC
"Spiritual Disciplines and Acting/Directing Pedagogy/Practice."
- Theatre Symposium. Competitive Panel. 2000 Southeastern Theatre Conference. Knoxville.
"Disrupting the Spectacle: French Situationist Political Theory and the Plays of Howard Brenton."
- Workshop Panels. Competitive Panels. 1998 Conference of the International Society for the Study of European Ideas. Haifa.
"Authentic Revolution: Trevor Griffiths' *The Party*."
"The Violence of Education: Howard Brenton's *Gum and Goo* and *The Education of Skinny Spew*."
"Privacy, Poetry, and Revolution: Howard Brenton's *Bloody Poetry*."
"Exploring the Past, Reproving the Present, Shaping the Future: Howard Brenton's *The Romans in Britain*."
- Theatre History Symposium. Competitive Panel. 1991 Mid-America Theatre Conference. Chicago.
"Excessive Greed, Excessive Vision: Brenton and Hare's *Brassneck*."
- Dramatic Criticism Panel. Competitive Panel. 1988 Association for Theatre in Higher Education Convention. Chicago.
"The Pain of Utopia: Howard Brenton's *Bloody Poetry*."

BOOK REVIEWS

- Review of *Trevor Griffiths: Politics, Drama, History* in *Theatre Survey*, Spring 2001.
- Review of *The Arts Equation: Forging a Vital Link Between Performing Artists & Educators in New England Theatre Journal*, Fall 2000.

KEYNOTE ADDRESS

- 2005 Governor's Honors Academy Favorite Educator Ceremony
"Creativity and Consciousness."

LECTURES/READINGS

- 2005 Fairmont State University Modern Drama class
"Acting in *All My Sons*"
- 2003 Fairmont State University Women's Studies Colloquium
"Directing *A Doll House*"
- 2003 Fairmont State University Honors Student Association
"Directing *A Doll House*"
- 2003 Fairmont State University Honors Program Evening of "Other" Voices
"Tony Kushner's 'The Other: Being Gay in America'"
- 2003 Fairmont State University Modern Drama class
"What's 'Modern' in Modern Drama?"
"Directing *A Doll House*"
- 2003 Fairmont State University Honors Seminar
"Spirituality and Creativity"
- 2003 Fairmont Senior High School Literature Club
"Spirituality and Creativity"
- 2002 Fairmont State University Honors Program Evening of Women Writers
"An excerpt from Elizabeth Robins' *Votes for Women!*"
- 2001 Fairmont Senior High School Literature Club
"Directing *The Misanthrope*"
- 2000 Fairmont Senior High School Literature Club
"Directing *Antigone*"
- 1998 George Lindsey Television and Film Festival. University of North Alabama
"Acting for Stage and Screen." Invited to lecture by Festival organizers.
- 1995 University of North Alabama Women's Studies Seminar.
"The Right to Speak: Women in Contemporary Theatre." Invited to lecture by Seminar organizers.

WORKSHOPS

- 2000 and 2001 ArtSmarts Camp. Fairmont State University.
"Making Art with Our Faces." Make-up workshop.

ADJUDICATOR

- 2004 West Virginia Regional Thespian Conference
- 2003 Fairmont State University Invitational Speech Tournament
- 2000 Regional High School Forensics Tournament
- 1999 West Virginia Regional Thespian Conference

CURRICULA

- Completely revised Theatre major curriculum. Fairmont State University.
- reconfigured eight existing courses
 - developed three new courses
- Study curriculum unit to accompany Fairmont State University Masquers production of *Antigone*.

GRANT PROPOSALS

- Proposal for National Endowment for the Humanities Summer Seminar for College Teachers. 1996.
Seminar topic: "Performance Theory, Modern Drama and Postmodern Theatre."

DIRECTING

| | | |
|--|--|----------------------------------|
| Fairmont State University | Fairmont, West Virginia | 1999 – present |
| <i>The Bald Soprano and Offending the Audience A Doll House The Misanthrope The Return to Morality Antigone The Trial of God</i> | <i>The Illusion Bloody Poetry Some Enchanted Evening Play-By-Play Bliethe Spirit</i> | |
| University of North Alabama | Florence, Alabama | 1992 - 1997 |
| <i>Votes for Women! Other Places Medea The American Clock</i> | <i>Man of La Mancha Measure for Measure Uncle Vanya</i> | |
| Buena Vista University | Storm Lake, Iowa | 1990 - 1992 |
| <i>Company The Bacchae of Euripides Magic Theatre</i> | <i>On Discrimination (a group-created piece) The Madwoman of Chaillot The Rivals</i> | |
| Miami University | Oxford, Ohio | 1977 - 1978 |
| <i>Loot Out at Sea</i> | <i>Mr. Curator's Proposal</i> | |
| Northern Illinois University | De Kalb, Illinois | 1974 - 1975 |
| <i>Antigone</i> | <i>The Bald Soprano</i> | |
| SCENE DESIGN | | |
| University of North Alabama | <i>Measure for Measure Uncle Vanya</i> | |
| Buena Vista University | <i>The Madwoman of Chaillot The Rivals</i> | |
| STAGE MANAGING | | |
| Gingerbread Players of the Shoals Community Theatre | Florence, Alabama | |
| | <i>James and the Giant Peach Raggedy Ann and Andy</i> | |
| ACTING | | |
| Fairmont State University Town & Gown Players | Fairmont, West Virginia | 2002 – 2004 |
| | Harold Hill | <i>The Music Man</i> |
| | Narrator/Mysterious Man | <i>Into the Woods</i> |
| | Narrator | <i>James and the Giant Peach</i> |
| | Cervantes | <i>Man of LaMancha</i> |
| Fairmont State University Masquers | Fairmont, West Virginia | 1999 – 2005 |
| | Joe Keller | <i>All My Sons</i> |
| | Abel Znorko | <i>Enigma Variations</i> |
| | Berish | <i>The Trial of God</i> |
| Segue Theatre Company | Florence, Alabama | 1997 |
| | Brabantio | <i>Othello</i> |
| Shoals Chamber Singers | Florence, Alabama | 1996 |
| | The Judge | <i>Trial by Jury</i> |

ACTING

| | | |
|--|---|--|
| Gingerbread Players of the Shoals Community Theatre | Florence, Alabama Daddy Warbucks | 1993 <i>Annie</i> |
| Bethany Presbyterian Church | Seattle, Washington Minister | 1988 <i>Celebration One!</i> |
| Queen Anne Methodist Church | Seattle, Washington John, Chorus | 1987 <i>In His Hands</i> |
| Circle Theatre Company* | Seattle, Washington Cinesias | 1984 <i>Lysistrata</i> |
| Dinglefest Theatre Company* | Chicago, Illinois Acting Company Acting Company | 1974 – 1975 <i>Chautauqua!</i> <i>Verbatim</i> |

*Non-Equity Professional Company

CURRENT COMMITTEE SERVICE

| | |
|---------------------|---|
| School/Department: | Speech Communication and Theatre Scholarship Committee, Chair (7 years) Interdisciplinary Arts Appreciation Course Development Team Theatre Position Search Committee |
| College/University: | Faculty Development Committee (4 years) Foundations of Excellence Task Force |

PAST COMMITTEE SERVICE

| | |
|---------------------|---|
| School/Department: | Budget Committee Evaluation Committee |
| College/University: | Faculty Senate (6 years) Liberal Studies Committee (4 years) Criterion Four Self-Study Committee (NCA Accreditation) Student Hearing Board, Chair (2 years) Writing Intensive Committee (2 years) Library Committee Academic Appeals Committee College of Arts & Sciences Degree Requirements Committee College of Arts & Sciences Promotion Committee Faculty Affairs Committee Commencement Committee Norton Auditorium Utilization Committee Convocation Committee for UNA Phi Kappa Phi chapter Faculty/Staff/Alumni Selection Committee for UNA Phi Kappa Phi chapter Student Scholars Forum Selection Committee for UNA Phi Kappa Phi chapter |
| State: | Statewide Articulation and General Studies Discipline Committee - Theatre and Dance |

ACADEMIC SERVICE

- Theatre Major Advisor (23 majors) Nominated for the 2001 Excellence in Academic Advising Award
- Faculty Advisor to Alpha Chapter of Alpha Psi Omega, National Theatre Honorary
- Faculty Mentor in the Academic Resource Center
- Student Advocate
- Lecture/demonstration presentations on Masquers productions to English, Race/Class/Gender, Empowering Leadership, and Theatre Appreciation classes
- Lecture/demonstration presentations on University Theatre productions to the Horizons Program of the Cooperative Campus Ministry
- Lecture on voice use in teaching to the UNA K-6 Professional Organization
- Assign children's story to Oral Interpretation students for presentation at Kilby Lab School
- Supervised development of a theatre piece on substance abuse for Kilby DARE program
- Supervised development of a theatre piece on discrimination specifically for weekly campus Chapel Service at Buena Vista University

COMMUNITY SERVICE

- Member, City of Fairmont Arts and Humanities Commission
- Board Member, Fairmont State College Wesley Foundation
- Workshops on Effective Communication for CASA of Marion County
- Career Day presentations at area schools
- Volunteer for Mannington Promise for Kids

VITA

Kimberly Korcsmaros

2005

412 Hoult Road
Fairmont, WV 26554
304-367-1050
kkorcsmaros@ma.rr.com

EDUCATION

West Virginia University, Currently enrolled
Morgantown, WV
Doctor of Education (Ed. D.)
Major -- Curriculum and Instruction
Minor -- Communication Studies
Research emphasis: Distance education

Marshall University, 2003
Huntington, WV
Master of Arts in Teaching (MAT)
Teaching Certificate -- Oral Communication, Grades 5-12

Fairmont State University, 2001
Fairmont, WV
Regents Bachelor of Arts (RBA)
Major field: Oral Communication
Minor field: Broadcasting; Biology

Raleigh County Vocational Technical Center, 1985
Beckley, WV
Diploma
Licensed Practical Nurse

PROFESSIONAL SUMMARY

August 2005 -- present
Temporary Assistant Professor of Speech
Fairmont State Community and Technical College
Fairmont State University
Fairmont, WV

August 2003 -- present
Intercollegiate Debate Team Coach
Fairmont State University
Fairmont, WV
Courses: Argumentation and Debate, Debate Practicum I-II, III-IV

August 2003 -- May 2005
Adjunct Professor of Speech
Fairmont State University
Fairmont, WV
Courses: Introduction to Speech Communication

Kimberly Korcsmaros

May 2005—July 2005

Instructor

Monongalia County Technical Education Center

Morgantown, WV

Course: Anatomy and Physiology, core class for all medical skills career tracks

September 2002 –May 2003

Instructor in Medical Assisting Program

Opportunities Industrialization Council (OIC) Training Academy

Fairmont, WV

Courses: Medical Assisting II & I

Interpersonal Communication for the Healthcare Professional

2002-2003

Substitute Teacher

Marion County Board of Education

Fairmont, WV

Permit Areas: Biology, Theater, and Speech; Grades 5 –12

1993-2003

Lead Licensed Practical Nurse

Board Certified Orthopedic Technologist

West Virginia University Department of Orthopedic Surgery

University Health Associates

Morgantown, WV

Prior to 1993

Licensed Practical Nurse

Employed in a private multi-specialty clinic

Worked as a visiting home health nurse

TEACHING EXPERIENCE

Adjunct Professor of Speech, August 2003—May 2005

Temporary Assistant Professor of Speech, August 2005 -- present

Fairmont State University

Fairmont State Community and Technical College, Fairmont, WV

Teaching hybrid course in introductory speech communication, that includes interpersonal, multicultural, and organizational communication and public speaking in the form of persuasive and informative speeches; argumentation and debate-- theory and the application of the theory in the context of Lincoln Douglas debate. Evaluation emphasizes student involvement in the assessment process through reflection and self-assessment; respects the needs of the each student by providing a diverse assessment process that allows all students to be successful. Uses WebCT to support and enhance the live classroom learning experience. Meets the requirements for a writing intensive course. Part of the liberal arts and first year experience for students.

Kimberly Korcsmaros

Intercollegiate Debate Coach, August 2003 – present
Fairmont State University, Fairmont, WV

Coach of the Lincoln-Douglas policy debate team and coordinator of the oral communication debate practicum for undergraduate and graduate students. Revived a failing program and, as a consequence, sent two debaters to the NFA national tournament. Negotiated for eight tuition and fee waivers similar to athletic scholarships. Developed a network of contacts throughout the university that facilitated the expansion of the team from two members to ten members with multiple degree areas. Organized a chapter of Pi Delta Kappa. Organized a forensic debate alumni chapter in cooperation with the FSU alumni association. Scheduled all aspects of team travel. Hosted high school forensics tournament.

Instructor in Medical Assisting Program, August 2002 –May 2003, OIC, Fairmont, WV
Taught medical skills theory and application course for new adult medical assisting students. Also taught interpersonal communication for the healthcare profession that included death and dying, medical and legal ethics, human growth and development. Emphasized the application of interpersonal and basic communication theory by requiring each student to write and deliver a 'table-top clinic' speech and design a patient information brochure.

Student Teaching, January – April 2003, East Fairmont HS, Fairmont, WV
Grades 9-12, Speech and Theatre
Designed semester long unit on interpersonal communication incorporating ethics, cultural diversity, basic psychology, interviewing, kinesthetics, proxemics, and other nonverbal influences for students at diverse cognitive levels and with diverse levels of communication apprehension. Compiled introductory theater unit around storytelling and script writing.

American Heart Association, Basic Life Support Instructor, 1996--1998, University Health Associates
Conducted basic life support classes for all employees of University Health Associates, including physician assistants, residents, staff, and physicians.

Lead Licensed Practical Nurse/Board Certified Orthopedic Technologist:
Designed training session for orthopedic residents on casting and splinting techniques. Wrote policy and procedures for orthopedic nursing procedures. Revised and wrote patient care materials such as handouts, check sheets, and flow sheets. Compiled study material for employees preparing to sit for the orthopedic technologist board examination and conducted department wide study sessions. Trained all new employees in techniques for casting, splinting, wound care, and other orthopedic procedures.

Kimberly Korcsmaros

PRESENTATIONS

Guest Lecturer, Prichard Committee/ Gear-Up Fairmont State University Parent Leadership Training Academy, "It's All About Me: Parents as Communicators", Elkins, WV, Sept. 2004; Morgantown, WV, Oct. 2004; and Clarksburg, WV, Nov. 2004

Revised the Prichard Committee curriculum to focus on communication as the foundation for successful parental involvement in the public schools and as the tool through which parents can become effective partners and advocates. Part of a potential pilot project for the state of West Virginia.

National Association of Social Studies Teachers national convention, Baltimore, MD, Oct. 2004 "Implications of Brain-Based Learning on Teaching Social Science

West Virginia Middle Schools Association, "Brain Based Learning: The Implications For the Classroom", Charleston, WV, 2003

The Association of Teacher Educators, 2005 Annual Meeting, Chicago, "Implications of Brain-Based Learning"

Guest Speaker, OIC Professional Development Class
"Preparing for the Interview – Nonverbal Messages", 2003, Fairmont, WV

Guest Speaker, LPN Graduation, Raleigh County Vocational Technical Center
"Role of the LPN in the Clinical Setting", 1987, Beckley, WV

SPEECH EXPERIENCE

Volunteer Coach, Speech and Debate Team, East Fairmont High School, Fairmont, WV

Volunteer Assistant Debate Coach, Fairmont State University, Fairmont, WV

Invited Judge, WVIFA State Tournament

Traveling Judge, Interpretative Events Team, Fairmont State University, Fairmont, WV

Intercollegiate Debate (NDT), four years, Fairmont State University, Fairmont, WV

THEATRE EXPERIENCE

Director, "Crossroads" by Carlos Soloranzo

Director, "Summer and Smoke", Scene Two, by Tennessee Williams

Actor, "A Thousand Cranes", role of mother

Dancer, "The Sound of Music"

Costumes, "A Thousand Cranes"

Actor, "Castaways"

Judge, Region Three Theater Festival

Kimberly Korcsmaros

PROFESSIONAL MEMEBERSHIPS

Kappa Delta Pi
National Forensics Association
Eastern Communication Association
National Communication Association

PUBLICATIONS

Korcsmaros, K., Meyer, C. Murphy, M., Oct 2005, National Social Science Journal, "Implications of Brain-Based Learning on Teaching Social Science", accepted for publication

COMMITTEE MEMBERSHIPS

1996

Quality Assurance Committee, University Health Associates, Morgantown, WV

2004-05

Foundations of Excellence, Diversity Dimension, Fairmont State Community & Technical College, Fairmont, WV
Student Activity/Student Life Task Force, Fairmont State University, Fairmont, WV
Learning Communities, Title III Grant program, Fairmont State University, Fairmont, WV
Tournament Assessment, National Forensic Association

AWARDS AND HONORS

West Virginia Fine Arts Teachers Academy, June 2003, Morgantown, WV
Sponsored by the West Virginia Department of Education

M.M. Neely Oratorical Contest, First Place

This is the capstone event for Oral Communication majors. It is a persuasive speech reflecting a contemporary issue and is presented in a public forum before a panel of three judges.

Delta Sigma Rho – Tau Kappa Alpha—Speech honorary
Kappa Delta Pi – Education honorary
Who's Who Among American College and University Students
Student Representative to Fairmont State Faculty Senate
President, Licensed Practical Nursing Class
Raleigh County Representative WV Vocational Industrial Clubs of America (VICA)
State Convention
Thespian Troupe 3

Kimberly Korcsmaros

DEBATE AWARDS

Tenth Place Speaker, Liberty Bell Debate Tournament, University of Pennsylvania
Second Place Team, O' Bleness Memorial Forensics Tournament, Ohio University
Fifth Place Speaker, Madison College Debate Tournament, Madison College
Quarter finalist Team, Madison College Debate Tournament, Madison College
First Place, Novice Debate Team, WV Intercollegiate Association Tournament
First Place Speaker, Varsity Debate, WV Intercollegiate Association Tournament
Semi final Debate Team, Home Among the Hills Invitational, West Virginia Wesleyan
Semi final Debate Team, Bluegrass Invitational, Eastern Kentucky University

LICENSURE AND CERTIFICATION

West Virginia Teaching Certificate: Oral Communication, Grades 5-12
Substitute Teaching Permit: Speech, Theatre, Biology, Grades 5-12
Licensed practical nurse, West Virginia

SKILLS/TRAINING

Board Certified Orthopedic Technologist
Web CT Training Course, Fairmont State University

Kimberly Korcsmaros

REFERENCES

Dr. Donald Moroose
Professor of Education
Director of Field Experience
Fairmont State University
304-367-4128
dmoroose@fairmontstate.edu

Dr. Francene Kirk
Assistant Professor of Speech
Fine Arts Coordinator
Fairmont State University
304-292-3480
fkirk@fairmontstate.edu

Dr. Robert Mild
Professor of Speech
Fairmont State University
304-367-4219
rmild@fairmontstate.edu

Dr. Calvin Meyer
Professor of Education
School of Graduate Studies
Marshall University
cmeyer@marshall.edu

Dr. W. Fred Pauley
Professor of Education
School of Graduate Studies
Marshall University
304-746-1996
pauley67@marshall.edu

Dr. Perry Phillips
Associate Professor
Educational Theory and Practice
West Virginia University
304-293-3637 ext. 1319
pphillips@wvu.edu

IRONDA J. CAMPBELL

P.O. Box 3575

Silver Spring, MD 20918-3575

Telephone: (301) 839-1908

E-mail: ijoycecampbell@hotmail.com

PROFESSIONAL

OBJECTIVE: Position in education utilizing communication and applied skills

EDUCATION: Master of Arts degree, Radio/TV/Speech, December 1985
Stephen F. Austin State University
Nacogdoches, Texas 75962

Bachelor of Science degree, Mass Communications, December 1980
Norfolk State University
Norfolk, VA 23504

H.S. Diploma, Honors Track, June 1975
Maggie L. Walker High School
Richmond, VA 23220

WORK

EXPERIENCE: Speech Communication, Lecturer, 1999-Present
Montgomery College (Takoma Park and Rockville campuses)
Takoma Park/Rockville, MD

Speech Communication, Lecturer, 1997-2000
Charles County Community College
La Plata, MD

Assistant Professor, Mass Communication, 1990-1992
Winthrop University
Rock Hill, SC

Instructor, Mass Communications, 1987-1990
Jackson State University
Jackson, MS

KTRE-TV (ABC)
Public Service Director, Programming Coordinator, 1984-1987
Lufkin, TX 75901

WRAP 85 AM Commercial Radio, 1979-1982
News Director/Public Affairs Producer-Host-Norfolk, VA

WHRO, FM 89.5 Public Radio (NPR Affiliate), 1977-1979
Radio Announcer/Board Operator-Norfolk, VA

WTVZ Channel 33

Television Switcher/Tape Operator/ Master Control Operator-Norfolk, VA

Adjunct Professor, 1994

Department of Broadcast Journalism
Howard University-Washington, DC

Adjunct Professor

Department of Telecommunications
Johnson C. Smith University-Charlotte, NC

Adjunct Professor

Mass Communications (Eng. Dept.)
Barber-Scotia College-Concord, NC

Faculty Leader

The Washington Center, Washington, DC Summer 1994
Congressional Youth Leadership Council, Washington, DC Summer 1994

Hampton City Cable Station 29 Warner Cable

Producer/Writer/Host 30 Minute Public Affairs Program-Hampton, VA

Writer/Producer/Moderator/Editor

30 Minute Docu-Story "Tribute to the Life of Lt. Colonel Gene Earl Jackson"
Aired March 12, 1988 p.m. on KTRE-TV (ABC) Lufkin, TX

AWARDS AND

ACHIEVEMENTS:

Gannett Leadership Institute- Columbia University New York, 1988

Scripps-Howard Fellow- 1989

Freedom Forum Fellow- 1991

Citation from the Mayor of Rock Hill, SC for planning/implementing the City's first *Human Relations Day* (local National "Human Relations Day") 3/10/92

Appointed-Winthrop University's President Task Force Freshman Experience 1990-1991

Conducted Workshops- Interviewing & TV News Production for H.S. Drama and Media Workshop (10/12/90) Winthrop College

Panel Participation- "Addressing High School Drop Out Rate" Sponsored by Mt. Olive United Methodist Church, 1990; *Working Class Poor*, Rock Hill, SC, 1991; *Black Males Consortium*, Atlanta, GA-1995

Chair, Public Relations Committee, Habitat for Humanity, York County, SC

Produced Video Presentation-LEAP targeted to the employers of the Learning Disabled 8/92

Freelance Writer

The Herald (newspaper, Rock Hill, SC)

Magazines-Private Industry (*Cannings & Associates*; *Howard University Alumni Magazine*); Proposal Writing;; Scripts

THEATRE BIO
Ironda J. Campbell
(301) 839-1908

Kirkland and Ellis Attorneys: **Kita Trials/Part**: Character Witnesses
Spring, 2001, 2002, 2003, **2004**
Washington, DC

A USO Christmas-Tantallon Players/**Part: *Pearl Bailey***
December 12, 13, 14, 2003

The Riverside Theatre: **Show Boat** by Oscar Hammerstein II/**Part: Queenie**
August 1-October 26, 2003

Lazy Susan Theatre: **Guys and Dolls** by Damon Runyon/**Part: General Matilda Cartwright**
April 2-July 6th, 2003

Lazy Susan Theatre: **Ten Little Indians**/**Part: Understudy-Dr. Armstrong**
January-March, 2003

Tapestry Theatre: **Sunday Dinner** by Sinnette Jennings/**Part: Mother** July, 2002
An American Daughter, by Wendy Wasserstein
(TAP) *Arlington Players*/**Part: Dr. Judith Kaufman**
Rosslyn Spectrum Theatre July 13-28, 2001

Who's Crazy Here? by Lois Wiley
Part: Mrs. Juanita Dials
Zella and the Whole Shebang by Sinnette Jennings
Part: Mrs. Juanita Dials
Metropolitan Ebony Theatre/Largo, MD August 18-September 17, 2000

Sitting Still by Nancy Murray
Silver Spring Stage/**Part: Pat**
Silver Spring, MD 1999

1980's

Hello Dolly, *Tidewater Dinner Theatre*
Part: Mrs. Rose/Chorus
Norfolk, VA

The Wiz, *Norfolk State University*
Part: Lead Pit
Norfolk, VA

To Be Young, Gifted, and Black: *Norfolk Players Guild*/**Part: several** Norfolk, VA

Teaching Philosophy

Learning is interactive, diverse and continuous. Therefore, teaching philosophies, aids, and applications must be adaptive on a continuum. Commitment to diversity contributes to learning communities by sending a message that *differences* are embraced [not rejected] in the educational process. In an atmosphere that is truly diverse, each learner can be at ease with his/her own individualism. Education must be inclusive versus exclusionary, sending a message to each learner that education is accessible to all and attainable by all. In my experience, diversity in learning calls for multi-faceted messaging and multi-tiered methodologies that can ensure that the message reaches all learners as intended by the teacher. Multi-dimensional and interactive lectures with a variety of images and examples can help to concretize those messages. The community of diverse learners will be drawn to a learning center that *speaks* to all segments of the group.

I have found that each teacher must also continue to evolve, reflective of the environment. Connectedness with the environment-industry trends, political events, catastrophic phenomena, etc. lends itself to timely topics and discussions in the classroom. It also results in an atmosphere that draws the contemporary student, one who will relate to theory and subject matter only as it is framed in recognizable elements from the environment. The *teacher* is a facilitator and guide as well as a mentor to the student in the process of learning. It is important to stimulate the student toward critical thinking, while somehow engaging the student's cooperation in the retention phase of learning. As a basic tenet in the learning process is being able to comprehend the lesson

and present evidence of that comprehension, the *test* is still an important tool in the educational process.

I believe that another element that has to be integrated in the human communication lessons we espouse is *integrity*. As is evidenced by constant media messages, children and adults are engaging in various acts of dysfunction: disregard and disrespect that often result in harm and injury to those inside and outside of the workplace and classroom. I believe that the framework provided by the study of *interpersonal communications* allows the teacher to present and examine related issues and dissect them, incorporating ethics as a base.

Ironda J. Campbell

DREW M. CAPUDER (BV RATED; LICENSED IN WEST VIRGINIA & TEXAS)

1543 Fairmont Avenue, Suite 203 • Fairmont, WV 26554 • (304) 367-1862 & Fax: (304) 367-1867; drewcapuder@att.net

PROFESSIONAL EMPLOYMENT

OWNER JULY 1997 TO PRESENT
Law Offices of Drew M. Capuder (BV Rated) Houston, TX and Fairmont, West Virginia

Trial and appellate practice in employment litigation in West Virginia and Texas.

PARTNER JUNE 1994 TO JULY 1997
Capuder, Gaither & Amann, L.L.P. (AV Rated) Houston, TX

Trial and appellate practice in commercial, employment, and personal injury litigation.

PARTNER APRIL 1992 TO JUNE 1994
Levin & Capuder, L.L.P. Houston, TX

Trial and appellate practice in commercial, employment, and personal injury litigation.

ASSOCIATE JUNE 1987 TO APRIL 1992
Nathan, Wood & Sommers, P.C. (Formerly Lackshin & Nathan) Houston, TX

Trial and appellate practice in commercial, personal injury, real estate, RICO, and securities fraud litigation.

ASSOCIATE DECEMBER 1995 TO JUNE 1987
Paul Nimmons and Associates Houston, TX

Trial and appellate practice in commercial and real estate litigation.

EDUCATION

DOCTOR OF JURISPRUDENCE 1982 - 85
University of Houston Law School Houston, TX

Top quarter of class while working one and then two jobs during law school; extensive participation in moot court and mock trial competitions.

BACHELOR OF ARTS DEGREE (MUSIC THEORY AND COMPOSITION) 1973 - 78
University of Southwest Louisiana Lafayette, Louisiana

Graduated with honors ("Dean's List" all years); Louisiana State Debate Champion 1974; Most Valuable novice Debater, University of Southwest Louisiana Debate Team, 1973-74).

Lectures, Appearances, and Teaching By Drew M. Capuder

Lectures (with accompanying papers) for the Texas Society of Certified Public Accountants:

- “Giving Depositions and Testimony as an Expert Witness,” January 31, 1991;
- “Advanced Deposition Techniques,” October 22, 1991;
- “Depositions and Trial Testimony: Dealing With Difficult Questions and Answers,” February 4, 1992;
- “Documents, Privileges, and Deposition Testimony in the Litigation Process,” May 19, 1992;
- “Discovery of Documents and Privilege Law,” June 2, 1992;
- “Preparing for Depositions as an Expert: Practical Considerations,” December 9, 1992;
- “Accountants’ Expert Testimony: Trial and Deposition Techniques,” June 28, 1994;
- “Business Law Update: Issues of Interest to CPAs and Their Clients,” September 27, 1994; and
- “Avoiding Employment Litigation and Other Wishful Thinking,” July 17 & 18, 1996, in Arlington and Austin, Texas.

Other speeches, appearances, and teaching positions:

- Guest appearance on radio station WAJR in Clarksburg, West Virginia, discussing employment law issues in West Virginia, 2003.
- CLE lecture and article entitled “Spotting Employment Issues” for the Marion County [West Virginia] Bar Association, November 21, 2002.
- Speech and paper for the Houston Bar Association: “Employment Law Update: ADEA,” November 8, 1996.
- Guest appearance on the Texas Society Of Certified Public Accountants’ “Footnotes” Television Program: “Depositions and Expert Testimony,” October 25, 1991.
- Adjunct Professor of Law, University of Houston, 1990-1996, teaching Legal Research and Writing.

SHARON L. MCMILLION GLASSCOCK

1109 Green Street

Fairmont, WV 26554

(304) 367-4709 (work) (304) 641-5062 (home)

sglasscock@fairmontstate.edu

PROFESSIONAL OBJECTIVE

To obtain an adjunct/part-time faculty position at Fairmont State

SUMMARY OF QUALIFICATIONS

- Eight years experience in higher education
- Academic advising and career guidance
- Student counseling
- Communication and interaction skills
- Adjunct/Part-time Business/HS faculty status
- Office management and supervisory skills
- Skilled in Microsoft Office software
- Experienced in Banner

EDUCATION

Doctor of Education Educational Leadership

West Virginia University, Anticipated graduation date December 2008

Master of Arts Higher Education Administration with focus in Communication

- Communication in the Classroom & Nonverbal Communication in the Classroom

West Virginia University, December 2001

Bachelor of Science with major in Accounting and minor in Office Administration

Fairmont State College, Magna Cum Laude, May 1996

Associate of Science in Accounting, Fairmont State College, Honors, May 1994

PROFESSIONAL EXPERIENCE

February 2002 - Present Program Assistant I

Fairmont State, Academic Advising Center

Responsible for the management of the support area ensuring the smooth operation of the center which serves 600+ undeclared students and provides advising assistance to students, faculty and staff

Perform assignments with a high level of professional and personal contact

Make initial student need assessment and recommend course of action

Advise students with personal concerns, academic questions and career guidance

Teach students to develop a class schedule

Assist school chairs, faculty and staff, administrators, and the public

Assist with spring early advising sessions, summer and fall scheduling

Administer Compass testing and relate scores to class placement

Update Banner with advisor assignments for declared and undeclared majors

Utilize Banner, Microsoft Office, Internet, and Email extensively

Provide direct assistance to the Coordinator and seven advisors within the center

Train and supervise three student workers

Post, reconcile purchasing documents/monitor funds and assist in developing budget

August - December 2004 Adjunct/Part-time Faculty

Fairmont State Human Services/Freshman Seminar Adjunct Faculty

Instruct first year students in educational/career skills

Ensure student retention for successful completion of a degree path

March - May 2002

Adjunct/Part-time Business Faculty

**Fairmont State College and Fairmont State Community and Technical College
Weekend College**

Taught by promoting a learning centered environment for twenty-six students to enhance their introduction, study and understanding of managerial accounting

Created lesson plans that instruct students using a variety of traditional and hi-tech learning tools

Ensured a meaningful and positive experience for students

October 1996 - February 2002

Career Services Technician

Fairmont State College, Office of Career Services

Assess student need and recommend course of action or make referral

Advise and initiate student use of interest inventories (Strong and SIGI)

Recommend academic courses to enhance student development and goal achievement

Promote user-friendly environment for students, faculty/staff and the public

Assist students in informational quests, resume creation and job/graduate school search

Maintain student confidentiality - familiar with Morris/Menu

Collaborate with faculty and employment professionals to form job/internship alliances

Assist in the coordination of employers with prospective employees

Coordinate and facilitate four campus-wide education/employment fairs

Maintain databases, initiate the fair process, invite, confirm representatives, register students to interview, arrange physical set-ups, handle publicity, promote goodwill, meet deadlines and all other components of the fairs

*Increased employer, school, and student attendance each year

Utilize business directories, professional publications and the Internet to locate new sources of student information and employment

Request internship information from schools, compile, develop and publish the Internship

Directory for Fairmont State College and forward information for requests to secure WV Certificates of Liability to the Business Office

Supervise student and practicum workers

Post, reconcile documents/monitor budget and help develop fiscal budget requests

Provide direct assistance and support to the Director of Career Services

January - June 2001

Intern

Fairmont State Community and Technical College

Sole responsibility for the coordination of the Preston County Town Meeting and Educational Day under the direction of the Provost of Fairmont State Community and Technical College in conjunction with the Federal Bureau of Prisons

Focused on Preston and surrounding counties extended through WV and MD

Analyzed need and contacted federal, state, local and educational organizations

Held and conducted organizational meeting with 20 representatives from state, federal, and local agencies as well as institutions of higher education

Marketed the events through Director of Public Relations, local media and billboard display

Maintained communication with all participants including the Federal Bureau of Prisons

Facilitated the arrangement of facilities

Communicated with high school principal and counselors, citizens, political representatives, and business owners

January 1999 - March 1999 Adjunct/Part-time Human Services Faculty
Fairmont State College, Weekend College
 Instructed thirty-two students in job/career search and development skills
 Developed meaningful and timely class sessions
 Facilitated and maintained two-way communication in class

July 1996 - October 1996 Casual Employment/Temporary Administrative Secretary
Fairmont State College, Division of Science, Math & Health Careers
 Provided direct secretarial support to ten faculty members
 Served as public relations
 Generated documents and purchase orders
 Assisted in coordination among departments
 Helped develop and publish Nursing and HIT packets for student instruction

August 1995 - January 1996 Accounting Internship/Student Employment
Fairmont State College Business Office
 Worked with bank reconciliation, cash collection, data entry, typing, student service

COMMUNITY SERVICE

1999-2000 **Sponsor** for Alpha Phi Omega, Fairmont State College
 1994 **IRS Tax Counselor** for Volunteer Income Tax Assistance
 1991-94 **Volunteer Records Manager** for Grafton High School Band
 1991 **IRS Tax Counselor** for the Elderly
 1987-88 **Volunteer File Clerk and Chaperone** for Flemington High School Band

PROFESSIONAL ACTIVITIES

August 2000 - 2003 **Fairmont State Classified Staff Council Chairperson**
 Represented 220 employees on institutional committees
 Assisted with conflict resolution
 Made presentations and set agenda
 Reported to the President of Fairmont State

May 1998 - 2001 Fairmont State College Classified Staff Council
 Technical/Paraprofessional Representative

PROFESSIONAL MEMBERSHIPS

1999 - 2002 Middle Atlantic Association for School, College and University Staffing
 1996 - 2002 West Virginia Association of College and Employment Professionals

PROFESSIONAL DEVELOPMENT

2004 Small Business Administration Workshops in Formation and Marketing
 2001 Power Communication for Women Seminar
 1999 True Colors Personality Testing Seminar

CONTINUING EDUCATION

| | |
|--|------------------------|
| Microsoft PowerPoint Level 1 Continuing Education | March 1999 |
| Purchasing Workshops, Fairmont, WV | 1998 - 2000 |
| FSC Classified Staff Development Workshops | August - November 1998 |
| Selected Generally Accepted Accounting Principles Review Class | August 1998 |
| Management of Employees for Profit, Small Business Development, Fairmont, WV | April 1998 |
| Diversity Workshops, Fairmont, WV | April 1998 |
| Dealing with Student Anger, A Counselor's Approach, Fairmont, WV | March 1998 |
| WV Association of College and Employment Professionals Conference | December 1997 |
| Marketing the Arts, Fairmont, WV | October 1997 |
| Finding a Job in Fine Arts, A Hands-on approach, Fairmont, WV | October 1997 |
| Job Finding Workshop, Opportunities with Kroger, Fairmont, WV | October 1997 |

APPENDIX C

CURRENT STUDENTS

Fairmont State Advisor List

| Student Name | Student ID | Major | Level | Overall | | |
|---------------------------|------------|-------------------------|-------|---------|------|----------|
| | | | | Hours | GPA | Enrolled |
| Fall Semester 2005 | | | | | | |
| Kirk, Francene | | | | | | |
| Bosley, Cicely J | F00024249 | Oral Communications | UG | 176 | 3.55 | Y |
| Cogar, Jennifer E | F00076955 | Oral Communications | UG | 96 | 3.60 | Y |
| Devault, Brandy N | F00039847 | Theatre | UG | 133 | 3.86 | Y |
| Ervin, Sarah L | F00101261 | Theatre | UG | 26 | 3.65 | Y |
| Gallimore, Michael Wayne | F00108418 | Theatre | UG | 13 | 3.08 | Y |
| Grimes, Cheyenne | F00096903 | Theatre | UG | 79 | 3.08 | Y |
| Grumblatt, Sarah | F00082565 | Oral Communications | UG | 112 | 3.72 | Y |
| Higginbotham, Kimberly D | F00090984 | Theatre | UG | 55 | 3.78 | Y |
| Kirk, Amie M | F00077020 | Pre Secondary Education | UG | 22 | 4.00 | Y |
| Paul, Amanda J | F00082658 | Theatre | UG | 58 | 3.17 | Y |
| Respole, Lisa M | F00080901 | Speech Communications | UG | 88. | 3.45 | Y |
| Scharnhorst, Scott A | F00021298 | English | UG | 101 | 2.58 | Y |
| Sharps, Christopher Linn | F00046381 | Oral Communications | UG | 147 | 3.07 | Y |
| Stire, Brittany L | F00012338 | Theatre | UG | 16 | 3.31 | Y |
| Young, Jason | F00019900 | Oral Communications | UG | 63 | 2.50 | Y |
| Zirk, Lauren Nichole | F00021687 | Oral Communications | UG | 84 | 3.96 | Y |

Count: 16

Fairmont State Advisor List

| Student Name | Student ID | Major | Level | Overall | | |
|---------------------------|------------|-------------------------|-------|---------|------|----------|
| | | | | Hours | GPA | Enrolled |
| Fall Semester 2005 | | | | | | |
| Mild, Robert E | | | | | | |
| Barnett, Thomas Charles | F00119657 | Speech Communications | UG | 6 | 1.25 | Y |
| Berry, Christopher John | F00072101 | Criminal Justice | UG | 62 | 1.94 | Y |
| Fisher, Brandon John | F00023919 | Speech Communications | UG | 67 | 2.90 | Y |
| Harper, Brett T | F00052769 | Speech Communications | UG | 35 | 3.31 | Y |
| Hickman, Cynthia Lee | F00032113 | Speech Communications | UG | 87 | 2.11 | Y |
| King, Ashton Sierra | F00123902 | Speech Communications | UG | 15 | 3.60 | Y |
| Mellott, Megan A | F00012336 | Graphics/Fine Arts | UG | 14 | 3.57 | Y |
| Menchaca, Michael J | F00123899 | Pre Secondary Education | UG | 83 | 3.65 | Y |
| Pollock, Jonathan Charles | F00023532 | Speech Communications | UG | 71 | 3.80 | Y |
| Riffle, Joshua Gregory | F00025732 | Speech Communications | UG | 93 | 3.12 | Y |
| Runyan, Sheena I | F00020695 | Business Administration | UG | 104 | 2.98 | Y |
| Shortt, Jessica L | F00110221 | Speech Communications | UG | 9 | 1.00 | Y |
| Sibbett, Patrick Sheridan | F00086772 | Speech Communications | UG | 51 | 3.57 | Y |
| Stevens, Ashley Nicole | F00030891 | Speech Communications | UG | 102 | 3.42 | Y |
| Westwood, Rebecca Esta | F00119084 | Speech Communications | UG | 58 | 2.09 | Y |
| Zafarmand, Sarah J | F00040862 | Speech Communications | UG | 68 | 2.17 | Y |
| | | | | Count: | 16 | |

Fairmont State Advisor List

| Student Name | Student ID | Major | Level | Overall | | |
|-----------------------------|------------|---------------------|-------|---------|------|----------|
| | | | | Hours | GPA | Enrolled |
| Fall Semester 2005 | | | | | | |
| O'Connor, John E | | | | | | |
| Aleshire, Rachel Dawn | F00087499 | Theatre | UG | 41 | 2.83 | Y |
| Bowles, Amanda Jewell | F00086597 | Theatre | UG | 15 | 3.60 | Y |
| Carrico, Amanda M | F00032457 | Theatre | UG | 156 | 3.44 | Y |
| Crowley, Daniel Anthony | F00110498 | Theatre | UG | 14 | 3.36 | Y |
| Greenhalgh, Adrienne Alicia | F00124252 | Theatre | UG | 100 | 3.75 | Y |
| Guzzi, Travis | F00082571 | Theatre | UG | 86 | 2.34 | Y |
| Harbert, Charles | F00096902 | Theatre | UG | 92 | 2.62 | Y |
| Hawkins, Daniel D | F00079684 | Theatre | UG | 123 | 3.14 | Y |
| Huff, Rebekah Ann | F00031432 | Theatre | UG | 29 | 2.53 | Y |
| McElroy, Steven M | F00076949 | Theatre | UG | 58 | 3.07 | Y |
| Myers, Heather D | F00095592 | Theatre | UG | 18 | 3.40 | Y |
| Thompson, Kelsey | F00076952 | Oral Communications | UG | 110 | 2.82 | Y |
| Thompson, Ronald | F00082563 | Theatre | UG | 107 | 2.60 | Y |
| Wiley, Amanda | F00076948 | Theatre | UG | 124 | 3.35 | Y |
| Wilson, Matthew G | F00021283 | Theatre | UG | 122 | 2.81 | Y |
| | | | | Count: | 15 | |

APPENDIX D

CURRENT COURSES & ENROLLMENT

Fall 2005 Speech Communication Courses and Enrollment

| | | |
|----------|---------------------------------------|----|
| 1100-01 | Intro to Spch Comm | 27 |
| 1100-02 | Intro to Spch Comm | 26 |
| 1100-03 | Intro to Spch Comm | 25 |
| 1100-04 | Intro to Spch Comm | 25 |
| 1100-05 | Intro to Spch Comm | 27 |
| 1100-06 | Intro to Spch Comm | 27 |
| 1100-07 | Intro to Spch Comm | 26 |
| 1100-08 | Intro to Spch Comm | 27 |
| 1100-09 | Intro to Spch Comm | 27 |
| 1100-10 | Intro to Spch Comm | 23 |
| 1100-101 | Intro to Spch Comm | 24 |
| 1100-102 | Intro to Spch Comm | 19 |
| 1100-103 | Intro to Spch Comm | 16 |
| 1100-104 | Intro to Spch Comm | 23 |
| 1100-105 | Intro to Spch Comm | 24 |
| 1100-106 | Intro to Spch Comm | 20 |
| 1100-11 | Intro to Spch Comm | 25 |
| 1100-12 | Intro to Spch Comm | 26 |
| 1100-13 | Intro to Spch Comm | 27 |
| 1100-14 | Intro to Spch Comm | 28 |
| 1100-15 | Intro to Spch Comm | 26 |
| 1100-16 | Intro to Spch Comm | 27 |
| 1100-17 | Intro to Spch Comm | 27 |
| 1100-18 | Intro to Spch Comm | 20 |
| 1100-19 | Intro to Spch Comm | 16 |
| 1100-20 | Intro to Spch Comm | 24 |
| 1100-22 | Intro to Spch Comm | 25 |
| 1100-23 | Intro to Spch Comm | 26 |
| 1100-24 | Intro to Spch Comm | 27 |
| 1100-25 | Intro to Spch Comm | 23 |
| 1100-26 | Intro to Spch Comm | 20 |
| 1100-27 | Intro to Spch Comm | 28 |
| 1100-28 | Intro to Spch Comm | 27 |
| 1100-29 | Intro to Spch Comm | 30 |
| 1100-30 | Intro to Spch Comm | 27 |
| 1100-31 | Intro to Spch Comm | 15 |
| 1100-32 | Intro to Spch Comm | 16 |
| 1100-33 | Intro to Spch Comm | 5 |
| 1100-34 | Intro to Spch Comm | 12 |
| 1100-35 | Intro to Spch Comm | 14 |
| 1100-36 | Intro to Spch Comm | 17 |
| 1100-37 | Intro to Spch Comm | 28 |
| 1100-38 | Intro to Spch Comm | 1 |
| 1100-91 | Intro to Spch Comm | 24 |
| 1105-01 | Voice & Diction | 24 |
| 1171-01 | Mass Communication | 23 |
| 1199-01 | ST/Speech Communication Internship | 1 |
| 2235-01 | Interpersonal Communication | 12 |
| 2241-01 | Argumentation & Debate | 13 |

| | | |
|---------|------------------------------------|----|
| 2249-01 | Debate Practicum | 2 |
| 3337-01 | Persuasive Communication | 10 |
| 4431-01 | Mteaching Speech Comm/Theatre | 3 |
| 4439-01 | Pub Spkg Practicum | 4 |
| 4449-01 | Debate Practicum | 3 |
| 4491-01 | DS/Speech | 1 |
| 4499-01 | Seminar in Comm Issues - Ethics | 4 |

Spring 2006 Speech Communication Courses and Enrollment

| | | |
|---------|-------------------------|----|
| 1100-01 | Intro To Spch Comm | 23 |
| 1100-02 | Intro To Spch Comm | 19 |
| 1100-03 | Intro To Spch Comm | 20 |
| 1100-04 | Intro To Spch Comm | 18 |
| 1100-05 | Intro To Spch Comm | 18 |
| 1100-06 | Intro To Spch Comm | 21 |
| 1100-07 | Intro To Spch Comm | 21 |
| 1100-08 | Intro To Spch Comm | 24 |
| 1100-09 | Intro To Spch Comm | 24 |
| 1100-10 | Intro To Spch Comm | 24 |
| 1100-11 | Intro To Spch Comm | 25 |
| 1100-12 | Intro To Spch Comm | 8 |
| 1100-13 | Intro To Spch Comm | 25 |
| 1100-14 | Intro To Spch Comm | 23 |
| 1100-15 | Intro To Spch Comm | 24 |
| 1100-16 | Intro To Spch Comm | 24 |
| 1100-17 | Intro To Spch Comm | 24 |
| 1100-18 | Intro To Spch Comm | 18 |
| 1100-19 | Intro To Spch Comm | 8 |
| 1100-20 | Intro To Spch Comm | 18 |
| 1100-21 | Intro To Spch Comm | 25 |
| 1100-22 | Intro To Spch Comm | 19 |
| 1100-23 | Intro To Spch Comm | 27 |
| 1100-24 | Intro To Spch Comm | 21 |
| 1100-25 | Intro To Spch Comm | 25 |
| 1100-26 | Intro To Spch Comm | 24 |
| 1100-27 | Intro To Spch Comm | 24 |
| 1100-28 | Intro To Spch Comm | 26 |
| 1100-29 | Intro To Spch Comm | 11 |
| 1100-30 | Intro To Spch Comm | 11 |
| 1100-32 | Intro To Spch Comm | 25 |
| 1100-33 | Intro To Spch Comm | 0 |
| 1100-34 | Intro To Spch Comm | 23 |
| 1100-35 | Intro To Spch Comm | 0 |
| 1100-36 | Intro To Spch Comm | 21 |
| 1100-37 | Intro To Spch Comm | 17 |
| 1100-38 | Intro To Spch Comm | 18 |
| 1100-39 | Intro To Spch Comm | 3 |
| 1100-41 | Intro To Spch Comm | 24 |
| 1199-01 | ST/Speech | 19 |
| 2215-01 | Nonverbal Communication | 14 |

| | | |
|---------|-----------------------------------|----|
| 2219-01 | Language in Speech Comm | 15 |
| 2231-01 | Small Group Comm | 16 |
| 2249-01 | Debate Pract | 10 |
| 3345-01 | Oratory | 6 |
| 3369-01 | Communication in Organizations | 10 |
| 4439-01 | Pub spkg Pract. | 2 |
| 4499-01 | Debate Pract | 1 |

APPENDIX E

RECENT GRADUATES

Recent Speech Communication Graduates

2005

- Vanessa George
- Jon Fox
- Brad Fox
- Derrell Turpin (RBA)

2004

- Catlyn Vankirk
- Olivia Johnston
- Jennifer O'Connor
- Annetta Crawford
- Cynthia Jones

2003

- Jessica Bramer
- Lindsay Jo Darrah
- Nicole K. Farrell
- William Holyfield
- Jeff Straight

2002

- Shannon Dertnick
- Nickie Fortney
- Amber Huff

2001

- Jackie Antulov
- Anna Carper
- Jamie Hayhurst
- Andrew Kemper
- Danielle Smith
- Kerri Tuttle

2000

- Irene O'Neill
- Shelby Sandefur
- Chris Singer
- Carrie Imbrogno