

Candidates and faculty can access essential information about programs in a number of ways. The undergraduate policies and procedures of the Education Department are published in the Marietta College Teacher Education Handbook and the Marietta College Catalog, which are distributed to all undergraduate candidates. Policies and procedures for field experiences and student teaching are published in the Marietta College Field/Clinical Experience Handbook. The graduate policies and procedures are published in the Marietta College Master of Arts in Education Handbook and the Marietta College Graduate Catalog, which are distributed to all graduate candidates. All of these documents are distributed in hard copy and available in PDF format on the College and Education Department web pages. Grading, attendance, and special accommodations policies and the course schedule are indicated on each syllabus for undergraduate and graduate education courses. To provide candidates with additional academic assistance, course syllabi also contain information about the Academic Resource Center and the College Writing Center. A college calendar is available to all candidates and faculty, both online and in hard copy, at the beginning of each academic year. The Education Department distributes calendars for the student teaching semester to each student teacher prior to the beginning of the semester.

All candidates work with academic advisors who are full time faculty members. Upon arrival at Marietta College, first year undergraduate students are assigned to a Freshman Year advisor who assists them in scheduling courses and adjusting to college expectations. The Education Department collaborates with Freshman Advisors to ensure that teacher education candidates receive accurate information about the teacher education program requirements. The majority of students interested in education enroll in Education 110 during the first semester. During the second semester, freshmen interested in pursuing early childhood or middle childhood education are transferred to an Education Department advisor. All full-time Education faculty members act as advisors to candidates. Candidates in the AYA licensure programs typically have advisors in their academic major departments. The Education Department works with these faculty advisors to assist them in advising candidates on the appropriate selection of courses. Most AYA candidates also consult with Education Faculty who teach courses that are part of the AYA program. At the graduate level, candidates are advised by Education faculty who are knowledgeable about Master of Arts in Education program requirements.

The Admissions Office and the Education Department web page provide prospective and current candidates with the most up-to-date information about programs. Title II assessment information is distributed through Admissions Office mailings to prospective students and is available on the Education Department web page.

Element 2: Unit Budget

The unit receives annual budget allocations for the purpose of supporting the undergraduate and graduate programs. On-campus work to prepare candidates to meet standards is supported by budget line items that fund professional memberships for the unit, instructional and office supplies, long distance charges, postage, printing and copying, and pay for work-study assistants. The field and clinical component of the

undergraduate program is supported through a part-time Director of Field and Clinical Experiences position and funds allotted to pay mileage for supervision of student teachers. The Master of Arts in Education budget supports advertising, honoraria for speakers, postage, copying and printing, instructional and office supplies, repair and maintenance of equipment and tuition vouchers which are given to teachers at field and clinical sites.

The budgeting process at Marietta College consists of annual budget requests which are submitted each spring. These requests are sent to the office of the Vice President for Administration and Finance. Requests are then reviewed by a Budget Advisory Committee consisting of faculty and staff representatives. This committee provides input into budget requests which are then sent to the President’s Cabinet. Final budget decisions are made at the cabinet level and approved by the Board of Trustees. The Education Department budgets for both the undergraduate and graduate programs have remained stable for the past five years, reflecting the College’s desire to maintain a balanced budget and invest in academic and nonacademic areas targeted for enhancement by the President’s Planning Committee and Cabinet. Table 52 provides the budget amounts for the past five years for Education and other departments with comparable numbers of majors and faculty. Table 53 provides budget amounts for the Master of Arts in Education for the past three years. Complete budget print outs for these programs as well as annual budget request information will be available for team review.

Table 52: Education Department Undergraduate Budget Compared to Other Academic Units

Fiscal Year	Education Department	Economics, Management, & Accounting Department	Mass Media Department	Psychology Department
2000	10,596.00	10,761.00	23,317.00	5,437.00
2001	10,596.00	10,761.00	23,317.00	5,437.00
2002	10,596.00	10,761.00	23,317.00	5,437.00
2003	10,596.00	10,761.00	23,317.00	5,437.00
2004	10,596.00	10,761.00	23,317.00	21,437.00

Table 53: Master of Arts in Education Budget

Fiscal Year	Program Support	Tuition Vouchers	Total Budget
2000	10,697.00	20,000.00	30,697.00
2001	10,697.00	20,000.00	30,697.00
2002	10,697.00	20,000.00	30,697.00
2003	8,621.00	20,000.00	28,621.00
2004	8,621.00	20,000.00	28,621.00

Computers are purchased from College funds established for this purpose. A Title III grant has enabled the unit to obtain software and purchase hardware. The unit has also obtained additional grant funding for a number of initiatives that have included funds for hardware and software.

The unit has three restricted budgets that are used to support ongoing programs that help to provide candidates with experiences that enhance professional knowledge, skills, and dispositions. The Education Department restricted fund consists of money donated to the Department by alumni and other private donors. This fund is used to help offset costs for candidate and faculty travel for the multicultural field experience. The Reading Clinic restricted budget consists of tuition paid by fall and summer reading clinic students and funds raised by the Marietta Rotary Club for summer clinic support. This money is used to support the purchase of books, materials, and supplies for the clinic and contribute to expenses for summer clinic supervision. A third restricted budget is the Women in the Sciences Program, which is funded through a program endowment. This fund supports purchase of technology and other materials and stipends for middle childhood majors who participate as counselors in a summer science camp for middle grade students.

Element 3: Personnel

3.1 Faculty

The unit has 6 full-time faculty, including the Department Chair, and a Director of Field and Clinical Experiences who also teaches the math methods course and initial field experience seminar. The primary responsibility of five of the full-time faculty members is to deliver and support the undergraduate, initial licensure program. One full-time faculty member teaches primarily in the Master of Arts in Education program and serves as the primary advisor and director of the program. Marietta College faculty are expected to teach a twelve credit hour load each semester. The Education Department Chair receives a 3-credit hour reduction in load per semester and is an 11-month employee. The unit is fortunate to have highly qualified adjunct faculty who teach in both the undergraduate and graduate programs. Adjunct faculty are selected for their experience and expertise in specific course content areas. In addition to adjunct faculty, part-time faculty from the departments of history, philosophy, and speech communication are utilized in the graduate program.

Most courses offered in the Education Department carry a 3-semester hour load credit. Courses with substantial field experience hours, requiring the instructor to spend supervision time in the P-12 classroom, carry an additional 1- hour load credit. Student teacher supervision consists of .75 hour for each student teacher (4 student teachers equal a 3-semester hour course). The typical load for education faculty is a combination of campus-based courses, field-based courses, and supervision of student teachers. Most faculty members elect to teach Master of Arts courses during the summer sessions for additional compensation. Table 53 provides an overview of undergraduate faculty loads with respect to course credit hours and number of student teachers supervised from the fall of 2002 through the fall of 2004. Table 54 depicts graduate program faculty loads.

Table 54: Undergraduate Faculty Loads

Faculty	Fall 2002		Spring 2003		Fall 2003		Spring 2004		Fall 2004	
	Course Cr. Hrs.	# S.T.'s	Course Cr. Hrs.	# S.T.'s	Course Cr. Hrs.	# S.T.'s	Course Cr. Hrs.	# S.T.'s	Course Cr.Hrs	# S.T.'s

Backus (1 yr. hire)					8	3	4	9		
Bauer	3	0	7	0	3	0	3	0	7	0
Brumbaugh	12	0	7	7						
Erb*	8	0	7	0	3	0	3	0	1	0
Golden	12	0	9 (+ Title I)	0	12	0	9 (+ Title I)	0	9	3
Mowrer					13	0	13	0	12	0
Oliver										
Peebles	10	3	10	3	13	0	10	2	13	0
Adjuncts	28	2	10	13	23	1	7	13	12	0

* reflects release time for NCATE from fall 2003 through fall 2004

Table 55: Graduate Faculty Loads

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004
Faculty	Course Cr. Hrs.	Course Cr. Hrs.	Course Cr. Hrs.	Course Cr. Hrs.	Course Cr. Hrs.
Bauer	9* (5 theses)	3 (11 theses)	9* (2 theses)	6 (12 theses)	6* (3 theses)
Erb	0	3	3	3	0
Part-Time	0	9	3	9	0
Adjuncts	9	6	6	12	15

* Includes Educ 600 which consists of guest seminar speakers

3.2 Support Personnel

The Departments of Education and Psychology share a full-time administrative assistant who is housed in the Education Department's main office in Erwin hall. In addition to routine secretarial duties, the administrative assistant maintains hard copies of education candidate files and oversees the licensure application process for initial teacher candidates. The administrative assistant coordinates candidate background checks and serves as the primary contact with the Ohio Department of Education Office of Teacher Licensure.

The Director of Field and Clinical Experience acts as the primary liaison with P-12 schools for the placement of field experience students and student teachers. The Director also maintains the teacher education electronic database with information on candidates' demographics, field experience placements, and assessments at each stage of the program. The Director also serves as the Title II data coordinator for the unit.

A graduate assistant is available for 15 hours per week to assist the Department Chair and other department faculty with planning and implementation of undergraduate and graduate programs. Two to three work study students are employed in the Education Department Office each semester to assist with secretarial and other duties.

3.3 Resources for Professional Development for Faculty

Marietta College provides a variety of resources for faculty development. Minigrants in the amount of \$1000 are available to faculty for projects to improve their effectiveness as

teachers or scholars. Minigrants are awarded by the Faculty Development Committee to support projects that go beyond the scope of the department budget, but may be too small for external funding. Faculty may apply for up to two minigrants per year. Professional Improvement Grants for \$3000 in stipend or expenses are awarded for summer projects that strengthen faculty members' disciplinary ties or the "scholarship of teaching". Faculty may also apply for a single semester, one-course load reduction and up to \$1000 in expenses to pursue a scholarly project. Tenured faculty are eligible after their fifth consecutive year of service, and every seven years thereafter, to apply for a half-year or full-year sabbatical.

Multiple workshops are available during the academic year and summer for faculty training in the use of instructional technology. Education faculty have taken advantage of these workshops to develop skills in the use of PowerPoint, Excel, Microsoft Word, Web CT, Dreamweaver, and digital imaging. Dr. Golden, one of two campus faculty technology mentors and an education department faculty member, provides a great deal of one-on-one assistance to full-time and adjunct education faculty.

Element 4: Unit Facilities

The Education Department's faculty offices and most of its classes are housed in Erwin Hall along with the four-member Psychology Department. The Education Department has one dedicated electronic classroom which can comfortably seat 25 students and a second electronic classroom that is shared with Psychology and can hold 30 students. Enrollment in entry level education courses does not typically exceed 25 and upper level courses range in size from 6 to 20 candidates. Additional facilities in Erwin Hall are the main Education Department Office that includes the administrative assistant's office, a materials preparation/mail room space and the Education Department Chair's office, six additional education faculty offices, and the Education Department computer lab. Offices for education faculty are spacious and well-appointed, lending themselves to individual meetings and small group work with candidates and advisees. A Curriculum Resource Room is located in the basement of Dawes Library and includes room for small class sessions and collaborative work space for candidates. The Center for Families and Children is a collaborative program with the Department of Psychology. The Center facility is a renovated two-story house in close proximity to Erwin Hall. This space is used for education candidates to plan and conduct programs for area children under the supervision of education faculty. The Center opened in January of 2004 and has already served as a teaching space for preschool and middle school sign language classes, afterschool tutoring, and kindergarten and preschool summer reading clinic groups.

Education candidates are able to take advantage of the unit's strong partnership with Marietta City, Washington County, OH and Wood County, WV schools. Marietta Middle School, Williamstown (WV) High School, Harmar Elementary, Washington Elementary, Phillips Elementary, St. Marys Catholic School, and several preschools are located within walking distance of campus.

Element 5: Unit Resources Including Technology

The unit has utilized resources provided by Marietta College as well as outside grant sources to maximize opportunities for faculty development and candidate learning. Resources include both traditional text and hands-on teaching/learning materials as well as up-to-date hardware and software.

All academic buildings on campus support candidate and faculty use of technology. In addition to classrooms in Erwin Hall, electronic classrooms are located in each academic building on campus. Most academic buildings, including Erwin Hall and Dawes Library, have wireless internet access. Wireless access is also available in other non-academic areas of campus. All residence hall rooms are wired for internet access. All faculty have computers, which are on a four year replacement cycle. Education faculty also have laptops computers with wireless and presentation capabilities that allow them to easily transport teaching materials and presentations to field sites.

The Erwin Hall Education Department Computer Lab is used as a teaching lab for educational technology and is also used regularly by education faculty for class sessions. The lab is open 7 days a week for candidates to work on class projects. The computer lab contains 16 state-of-the-art I-Mac computers with CD burners and zip drives, one Macintosh computer equipped with assistive technology, 3 digital scanners, color printers, a VHS to digital-video converter, and a presentation station with a computer and video projector. Software available in the computer lab includes Microsoft Office, Inspiration, DreamWeaver, Media Blender, Hyperstudio, Filemaker Pro, Adobe Photoshop Elements, and a variety of P-12 educational software titles. The Department's electronic classroom includes a computer with internet access, video projector, VHS player, DVD player, laservideo player, and an Elmo presenter. For candidate use in field and clinical experiences, the Education Department has 13 Macintosh laptop computers, one Gateway laptop, 7 digital cameras, 2 digital video cameras, 4 VHS cameras, and digital converters. This equipment can be borrowed by candidates to supplement what is available in P-12 settings.

Resources available in the Education Department office for faculty and candidate use include a Xerox machine, an AccuCut lettering machine with a variety of dies, a Seal Roll Laminator, a 3-M front and back cold laminator, and a Docubind binder.

The Curriculum Resource Room in Dawes Library contains sample textbooks and teaching materials for early childhood, middle childhood, and AYA subject areas. This area also houses a wide assortment of children's books and a demonstration area for early childhood classes. Additional children's books and professional education books are housed by the library outside of the Curriculum Room.

Candidates have access to a wide variety of print and non-print research materials. Marietta College is a member of OhioLink. This membership provides all candidates with access to an online database of print and non-print materials housed in colleges and universities across the state of Ohio. Candidates are able to request materials from

OhioLink and pick them up at Dawes Library. The library has a total of 250,000 print volumes, 560 print subscriptions, over 10,00 non-print subscriptions, and 114 research databases. Data on library holdings for the past 5 years is depicted in Table 55.

Table 56: Library Holdings

Academic Year	Print Volumes	Print Subscriptions	Non-Print Subscriptions	Databases
1999-2000	249,448	560	1,000+	4 CD-ROM Proquest 93
2000-2001	250,085	553	4,000+	96
2001-2002	250,137	564	4,000+	91
2002-2003	249,122	562	10,000+	103
2003-2004	250,000	560	10,000+	114

Appendix
Conceptual Framework References

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