

Standard 6: Unit Governance and Resources

NCATE Institution Report 2007

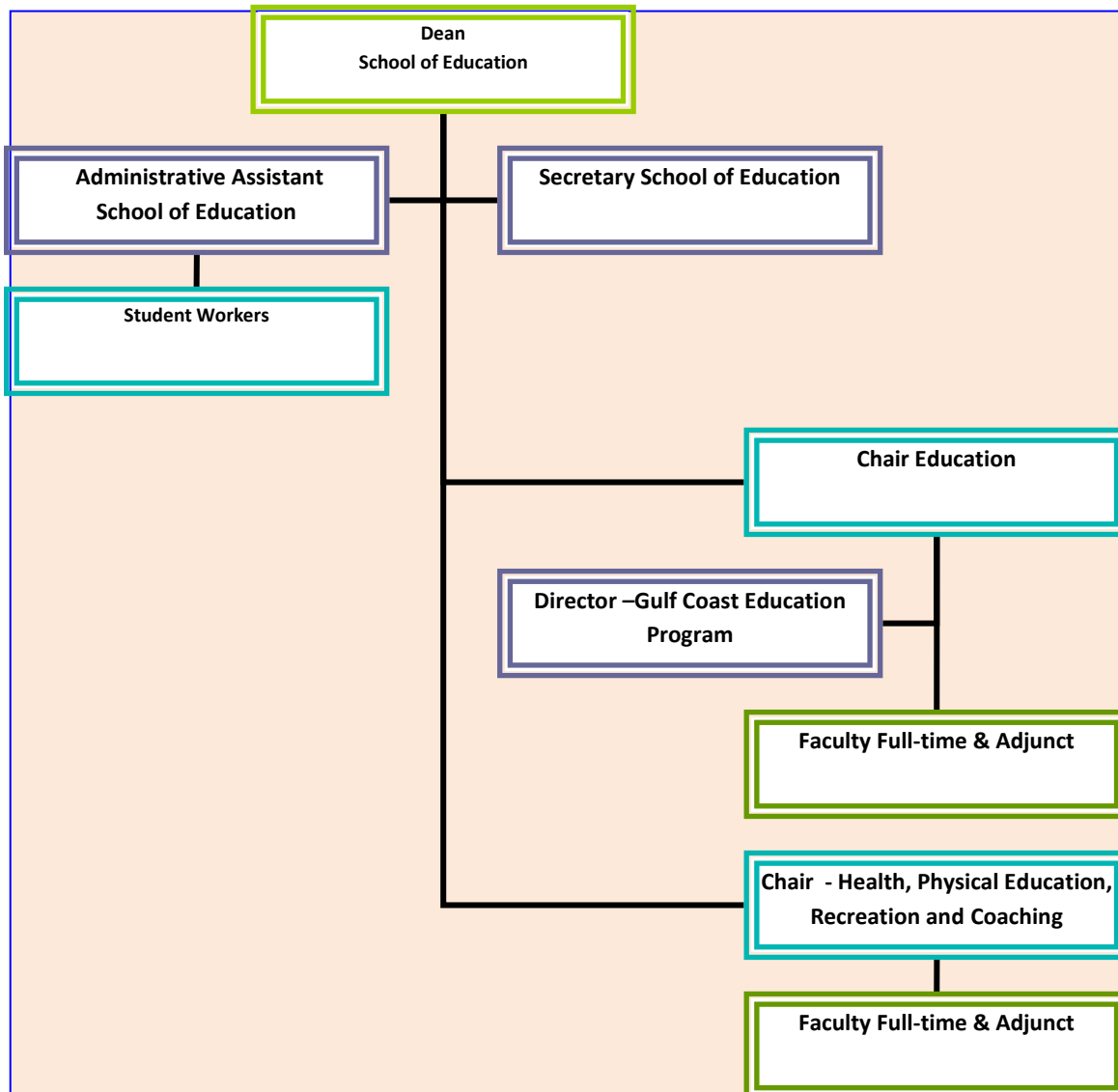
Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Unit Leadership and Authority

The School of Education is under the leadership of the Dean of Education. The two departments (1. Education and 2. Health, Physical Education, Recreation and Coaching) are led by chairs. The Director of Education manages the Gulf Coast program under the leadership of the Department of Education chair and the Dean of the School of Education. Figure 6.1 describes the chain of authority in the unit.

Figure 6.1 Leadership and Authority



The professional education faculty functions as a committee of the whole when participating in faculty meetings, serving on department and teacher education committees, in scheduling and coordinating classes, and in preparing educational reports. Faculty members who teach related courses meet and determine course goals, syllabi revisions, and textbook selection. Membership in professional organizations allows faculty to obtain and share ideas which keeps them on the “cutting edge” of their respective disciplines. Through committee meetings, general departmental faculty meetings, and electronic correspondence, each faculty member contributes to the development of the Unit’s mission and goals. Faculty serve as a unit to develop the folios and this institutional report.

The Unit affords every faculty member the opportunity to have input on policy, curriculum, and scheduling decisions. In cases where decisions impact other schools, these schools are invited to attend departmental meetings and participate in policy and curriculum decisions. The teacher education advisory committee, which is chaired by education faculty and meets periodically, is composed of representatives of education and content areas, students, interested members of the community at large, and school personnel of local schools. This committee serves as an advisory body to the teacher education committee. Revisions, deletions, and additions to the education program are considered by this body and the School of Education based on the MDE regulations, NCATE standards, SACS regulations, SPA requirements, and other curriculum changes. Faculty members also serve on the undergraduate curriculum committee, the graduate committee, and the long range planning committee.

In compliance with federal law, William Carey University does not illegally discriminate on the basis of race, ethnicity, national origin, age, or disability in admissions or in the administration of its education policies. In compliance with Title IX, the University does not discriminate on the basis of sex in the administration of its education policies, programs, and activities. The Vice President of Academic Affairs has been designated as the responsible employee to coordinate efforts to carry out the responsibilities of the federal law.

Curriculum Decisions

According to the bylaws of the University, it is the responsibility of the faculty to prescribe, subject to approval of the Board of Trustees, requirements for courses of study, requirements for graduation, and other policies related to academic programs. Faculty of the School of Education are constantly seeking ways to improve course offerings based on new research, changing demands of learned societies, best practices, and on recommendations set forward by the IHL /MDE Blue Ribbon Commission on Teacher Education. Changes in the undergraduate curriculum are initiated at the department level and are sent to the teacher education committee and

then to the undergraduate curriculum committee for approval. Modifications to existing departmental programs are then sent to the faculty assembly for approval. Addition of new programs, deletion of existing programs, and modification of core requirements must first be approved by the Academic Council before presentation to the faculty assembly. New programs must be presented to the Board of Trustees for final approval. Curriculum proposals that affect teacher education are reviewed and must be recommended by the teacher education committee. The most recent curriculum revision in 2006 was the revision of the literacy component in elementary education. Based on mandated MDE Literacy Standards, the literacy component for elementary and secondary education: EDR 308 (Early Literacy I), EDR 311 (Early Literacy II), EDR 344 (Literature for Children), EDR 407 (Communications in the Elementary School), EDR 441 (Diagnosis and Remediation of Reading Disabilities), and EDR 474 (Reading in the Middle and Secondary Schools) were put through complete revision procedures. These revisions were approved at all levels of the Unit and University and then sent to the MDE for approval to the Teacher Licensure Commission who made recommendations to the State Board of Education.

Unit Budget

A detailed annual budget is prepared through an efficient and effective planning process. A determination is made regarding the anticipated student enrollments in Hattiesburg, Gulfport, and New Orleans. These enrollment estimates are used to project expected tuition revenues for the coming year. All academic, administrative, and educational support offices submit a budget expenditure request for the year.

Once revenues and expenditure estimates are obtained, the treasurer/controller and the budget director have the responsibility of coordinating the development of a detailed fiscal year budget for the university. The Board of Trustees approves the annual budget focusing on the matters of broad policy, not detailed management of the budget.

The School of Education and its two departments (1. Education and 2. Health, Physical Education, Recreation and Coaching) have budgets for personnel and operating expenses broken down into various sub-categories. The School of Education submits the budget request in the spring trimester. Decisions on how school and departmental budgeted funds are expended are made at these levels provided expenditures do not exceed the budgeted line-item amounts. The level of administrative signature required depends upon the dollar amount being expended.

The School of Education has equal dollar amounts per person for professional development activities of their respective faculties. (This is the case in all schools and departments.) The unit has adequate resources to support teaching and scholarship by faculty and the teacher candidates. Prior to 2005, faculty in the School of Education

had adequate office facilities from which to carry out their duties. With the total destruction of the Gulf Coast facility in Hurricane Katrina, faculty and students are presently in modular units. These units are adequate to support the teaching functions of the faculty and support the programs of the university. Plans to open a new campus in the fall of 2009 are being implemented. All offices are maintained as functional. Gulf Coast faculty have been allocated an open space within which several faculty members work. Classroom space is well maintained and class size is taken into consideration when room assignments are made. Instructional equipment is available for all classrooms.

Personnel

The programs at the School of Education continue to grow with 1,066 students registered in Spring 2007 and over 80 courses offered in Hattiesburg campus and Gulf Coast campus and off-campus courses offered at Copiah-Lincoln (Co-Lin) Community College in Simpson County, Jackson County, and Harrison County. There were 100 student teachers in the field during the Fall 2006 and Spring 2007 terms and 125 interns during Fall, Winter, and Spring terms 2006-2007. With 225 teacher candidates in the field during the same academic year, resources are stretched to maintain effective quality supervision in a radius of 60+ miles around the two campuses. As the largest Alternate Route program in the state (2006-2007), an increase in faculty numbers was merited. The Central Administration authorized the appointment of a full-time faculty member on the Gulf Coast and three full-time faculty members in Hattiesburg during the past two years (2004 -2006).

There are sufficient number of faculty and adjuncts to support each program offered for the preparation of teacher education candidates for the academic year 2006-2007. Faculty expertise and experience is diverse enough to ensure quality instruction in all areas of each discipline. Faculty adjuncts must meet similar academic credentials of full-time faculty teaching in the respective disciplines. Most of the adjunct faculty are teacher-practitioners who work in the local schools. They bring a wealth of experience and current applications of research to the university classrooms. There are nineteen full-time faculty members and two half-time faculty members. This is an increase of five faculty since 1999-2000. Eighteen of the twenty-one faculty have their doctorates.

The School of Education does not employ or use graduate students to teach classes. Adjunct faculty members comprise a fairly significant percentage of the School of Education faculty. Table 6.1 shows the percentage of undergraduate and graduate courses taught by full-time versus adjunct faculty and percentage taught by terminally qualified faculty for the past two years.

Standard 6: Unit Governance and Resources

Table 6.1 Number of Courses taught by Faculty and Adjunct Faculty

Hattiesburg	White Female		White Male		Black Male		Black Female		Total Courses		% of Adjunct Courses
	Fac	Adj	Fac	Adj	Fac	Adj	Fac	Adj	Fac	Adj	
Fall 2006 – Total Number of Courses 68											
Undergraduate	22	4	3	0	0	2	0	0	25	6	19.5%
Graduate	19	9	1	4	3	1	0	0	23	14	37.8%
Winter 2006 – Total Number of Courses 66											
Undergraduate	17	2	5	3	3	0	0	0	25	5	16.7%
Graduate	14	6	10	2	3	1	0	0	27	9	25.0%
Spring 2007 - Total Number of Courses 73											
Undergraduate	24	3	5	0	3	0	0	0	29	3	10.3%
Graduate	17	8	12	2	3	1	0	0	32	11	25.6%
Summer 2007 - Total Number of Courses 62											
Undergraduate	3	10	2	0	0	0	0	0	5	10	66.7%
Graduate	19	13	7	5	2	0	0	1	28	19	40.1%
Gulf Coast	White Female		White Male		Black Male		Black Female		Total Courses		% of Adjunct Courses
	Fac	Adj	Fac	Adj	Fac	Adj	Fac	Adj	Fac	Adj	
Fall 2006 - Total Number of Courses 28											
Undergraduate	7	2	3	1	0	0	0	0	10	3	23.0%
Graduate	2	6	6	1	0	0	0	0	8	7	46.7%
Winter 2006 - Total Number of Courses 27											
Undergraduate	4	2	2	1	0	0	0	0	6	3	33.3%
Graduate	4	5	8	1	0	0	0	0	12	6	33.3%
Spring 2007 - Total Number of Courses 35											
Undergraduate	6	1	4	1	0	0	0	0	10	2	16.7%
Graduate	5	7	10	1	0	0	0	0	15	8	34.7%
Summer 2007 - Total Number of Courses 44											
Undergraduate	3	1	4	1	0	0	0	0	7	2	22.2%
Graduate	9	11	5	1	0	0	0	0	14	12	46.1%
Total Number of Courses – Hattiesburg						269					
Total Number of Courses – Gulf Coast						134					
School of Education – Total Courses Offered						403					

The School of Education has one full-time administrative assistant and one full-time departmental secretary. There are two part-time work study students assigned to the Hattiesburg department. A central desktop publishing unit is available to faculty to produce handouts, publications, and other materials. Technology support is provided through the Office of the Director of Network Services. A “help desk” is provided to receive requests for technical support for both hardware and software.

Unit Facilities

The School of Education is housed in Fairchild Hall on the Hattiesburg campus. There are ten classrooms and one seminar room in Fairchild Hall and Smith Hall on the Hattiesburg campus. There are two modular units assigned full-time to Education classes on the Gulf Coast with other classrooms made available when required. There are three curriculum labs: a computer/curriculum lab in Fairchild Hall, a curriculum resource lab in Smith Hall, and a modular unit on the Gulf Coast campus. Plans have been made to move the Gulf Coast campus to Traditions, a new suburban development north of Interstate 10, in Fall 2009. The present Gulf Coast campus will be sold.

The facilities, equipment and technologies are well maintained. Custodial services are performed daily in the buildings. Routine maintenance services are provided by the maintenance department and any problems or special needs are met when requests are made by the department. Education receives assistance and service comparable to all other units with William Carey University.

Assignment of faculty offices and classroom space is done by the Dean. Faculty have access to computing and internet capabilities, telephones, copy machines, in-class technology including interactive whiteboards and internet. There are other resources for office and classroom activities including portable computer carts and printers. Office space and classroom assignments are made by the Dean in Hattiesburg in conjunction with the Vice President of Academic Affairs and the Director of Education in Gulf Coast in conjunction with the Associate Dean for Academic Affairs.

Unit Resources (Including Technology)

Technology

Both Fairchild Hall and Smith Hall have wireless access, projection systems in each classroom including an instructional station (laptop, DVD, CD, Internet access).

Classrooms are designed to model different types of technology including:

SmartBoards, Sympodia, and Promethean Systems. On the Gulf Coast campus, there is a computer laboratory with sixteen stations. All classrooms have internet access.

Standard 6: Unit Governance and Resources

One classroom has been enabled with the Promethean Projection System. This classroom has been set aside for education classes.

Library Support

Library Resources that support teacher education programs are located in the I.E. Rouse Library on the Hattiesburg Campus and within a modular unit on the Gulf Coast campus. A third library collection located in New Orleans supports the nursing program. Table 6.2 describes the current resources in the WCU Libraries both online and primary sources. See Appendix C for the Annual Library Report.

Table 6.2 Library Resources

Materials	Total
Books	61,271
Periodicals	13,145
E-Books	31,043
Media Materials	17,480
Electronic Full-Text titles	21,000
Databases	31
Newspapers	3 (print) 282 (online databases)
Education Titles	4,448

FACULTY

<p>Dr. Patricia Ward, Dean Associate Professor</p> <p>Dr. Benjamin Waddle, Chair Department of Health, Physical Education, Recreation and Coaching Hattiesburg - Professor</p> <p>Dr. Barry Morris, Chair Department of Education Hattiesburg - Assistant Professor</p> <p>Dr. Dean (Bitsy) Miller Director of Internships Hattiesburg - Assistant Professor</p> <p>Dr. June Hornsby Director of Student Teaching Hattiesburg - Professor</p> <p>Dr. James Harrison Director of Education, Gulf Coast Assistant Professor</p> <p>Dr. Les Steverson Associate Dean Academic Affairs Assistant Professor Part-time, Gulf Coast</p> <p>Dr. Read Diket Professor - Director of Creative Scholars Center Hattiesburg</p> <p>Dr. Barbara (Pokey) Stanford Associate Professor – Hattiesburg</p> <p>Dr. Stacy Reeves Assistant Professor - Hattiesburg</p>	<p>Dr. Diane Chapman Associate Professor - Gulf Coast</p> <p>Dr. Walter Butler Assistant Professor-Hattiesburg</p> <p>Dr. Eugene Owens Assistant Professor-Hattiesburg</p> <p>Dr. Jeannie Lockley Assistant Professor-Hattiesburg</p> <p>Dr. Karen Hill Assistant Professor-Hattiesburg</p> <p>Dr. Nancy Metts Assistant Professor-Gulf Coast</p> <p>Dr. Debra Herring Assistant Professor-Gulf Coast</p> <p>Dr. Norris Williams Assistant Professor-Gulf Coast</p> <p>Mrs. Linda Steele Instructor-Hattiesburg</p> <p>Mrs. Phyllis Armstrong Instructor-Hattiesburg</p> <p>Mr. Greg Bullock (Employed August 2007) Instructor-Hattiesburg</p> <p>Mr. Gary Dearman (Resigned May 2007) Assistant Professor-Hattiesburg</p> <p>Mr. Joe Garvin (Resigned May 2007) Instructor-Hattiesburg</p>
---	--