READING, FOUNDATIONS AND TECHNOLOGY

A Review of Department Programs for Continuous Improvement Initiatives

Annual Report
2019-2020

College of Education
Reading, Foundations and Technology
Departmental Annual Report, 2019-2020

A. Academic Programs

a. Develop a table that includes the name of each program in your department, its level (BSEd, MSEd, certificate, etc.) and the enrollment head count and SCH for the past 5 years. This information is available on the Dashboard. See sample table below.

Program	Level	2015-16	2016-17	2017-18	2018-19	2019-20	Increasing Static Decreasing
Literacy/Reading	MSED	84/895	103/1185	111/1174	118/1227	126/1490	Increasing
Literacy - GC	CERT	2/9	1/13	3/21	1/6	3/27	Static
Dyslexia - GC	CERT				20/60	21/192	Static
EdTech	MSED	54/628	51/564	51/514	39/468	51/547	Increasing
EdTech - GC	CERT	7/66	2/12	2/20	1/12	3/24	Static
Middle School	BSED	140/3168	140/3249	157/3133	131/3181	125/2925	Static
MAT	MA	76/847	63/620	46/538	48/539	55/556	Increasing
MAT-Joplin	MA	21/193	15/130	7/80	6/37	2/20	Decreasing
MATL	MA	8/75	28/338	30/373	24/286	48/408	Increasing
SETL	EdS	6/54	10/127	7/86	7/79	14/130	Increasing

b. Develop a table that includes the name and level of all the programs in your department and the number of graduates for each of the past 5 years.

Program	Level	2015-16	2016-17	2017-18	2018-19[1]	2019-20	Increasing Static Decreasing
Literacy/Reading	MSED	21	24	24	19	21	Static
Literacy Accelerated	MSED					7	
Dyslexia – GC	CERT					13	
Literacy – GC	CERT					4	
EdTech	MSED	17	10	22	7	17	Increasing
EdTech Accelerated	MSED					1	
EdTech - GC	CERT					2	
Middle School	BSED	30	16	32	8	44	Increasing
MAT	MA	15	20	14	8	11	Increasing
MAT – Joplin	MA	6	4	4	0	2	Increasing
MATL	MA		0	10	8	12	Increasing
SETL	EdS		0	3	1	4	Increasing

1 Includes Su18 and Fa18 only. 2017-18 column has been corrected to include Sp18 numbers. No attempt was made to go back more than one year.

Develop a table that includes the name and level of all the programs in your department and the number of diverse candidates for each of the past 5 years.

Program	Level	2015-16	2016-17	2017-18	2018-19	2019-20	Increasing Static Decreasing
Literacy/Reading	MSED	5	5	5	7	10	Increasing
EdTech	MSED	16	9	12	6	10	Increasing
Middle School	BSED	18	15	15	14	15	Static
MAT	MA	11	8	9	9	8	Static
MAT-Joplin	MA	5	3	1	2	0	Static
MATL	MA		1	0	0	1	Static
SETL	EdS		1	0	0	0	Static

c. What conclusions do you draw from the above three tables regarding enrollments, recruitment efforts needed, number of diverse candidates, etc.

An analysis of the data for 2019-20 academic year indicated that five of ten programs listed increased in headcount and credit hour production. The other five programs remained static. The EdTech, MAT, MATL, and SETL are trending upward. The MAT and EdTech seem to be rebounding from the loss of enrollment in previous years. Even so, the increase was slight at best; however, the five-year trend for both headcount and credit hour production has shown improvement over the five-year period.

When reviewing the number of diverse candidates since 2015-16, enrollment has been static in all programs, except Educational Technology and Literacy. Both programs have increased slightly during 2019-20. Both programs have recruitment of diverse candidates as a focus in the program improvement plans.

Each program in RFT developed a Continuous Improvement Quality Assurance Program (CIQAPP) that includes goals and objectives for each program. The CIQAPP for each program is located on the COE network drive (Clementine) and can be viewed by accessing via Clementine. Recruitment, enrollment and retention is the primary focus for each program. In Su19, programs reviewed the program CIQAPP, evaluated strategies and activities and made revisions where necessary for 2019-20. Revisions were based on the evaluation of the program regarding efforts to recruit, enroll and retain students within programs. With declining enrollments in higher education and colleges of education, RFT faculty are committed to addressing these issues in order to keep programs viable in the future. Based on the enrollment numbers for 2019-20, efforts to recruit students seem to be working.

Literacy/Reading

The focus of Literacy for 2019-2020 has been on the submission of the Specialized Professional Association (SPA), International Literacy Association (ILA) accreditation report. Courses were revised and assessments (eight total) were created, during the 2018-19 academic year, to measure student growth during their time in the program. Data collection continues and preliminary results

are positive. The program coordinator and faculty continue to attend recruitment fairs in order to increase enrollment in the program per activities identified in the CIQAPP. A component addressing recruitment of candidates of diversity was added to the CIQAPP for the 2019-20 academic year.

Educational Technology

Enrollment and credit hour production increased in Educational Technology in the 2019-20 academic year. The masters' degree and graduate certificate programs are showing signs of a rebound in enrollment. Program faculty have taken a proactive approach by first identifying goals for recruitment, enrollment and retention, which are found in the CIQAAP, and by attending recruitment events through the university and networking at major conferences. In addition, a new graduate certificate in online teaching and learning was developed and approved during the 2019-20 academic year. The first set of students for the Online Teaching and Learning GC will begin Fall of 2020. While diversity has decreased over the last five years, in 2019-20, diversity enrollment increased from 15.4% in 2018-19 to 19% in 2019-20. This area should continue to be monitored to ensure high levels of candidates in Educational Technology come from diverse populations. Sixty six percent of the instructors in Educational Technology program are from diverse populations, which should be a positive factor in recruiting students of diversity.

The 2019-20 academic year emphasis continued to focus on keeping the program relevant, especially in the ever-changing environment of technology. EDT 520 was revised to accommodate an online setting allowing for greater flexibility for other programs utilizing the course. Regular meetings with an advisory council are conducted and valuable feedback is utilized for program improvements.

Middle School

During the summer of 2019, the program coordinator (Dr. Kimberly Stormer), resigned and took another position at another institution. Dr. Stephanie Huffman, Department Head, took on the added responsibility of program coordinator for the 2019-20 academic year. The curriculum was revised to meet MoDESE requirements and to ensure that all content areas meet the 24 credits maximum. The changes were approved through governance at MSU and new matrixes were submitted to MoDESE, which were subsequently approved, as well.

The middle school CIQAPP is focused on recruitment, enrollment and retention. When total enrollment is compared to total enrollment of candidates from diverse backgrounds approximately 15% of the middle level candidates are from diverse backgrounds for the 2019-20 academic year. This is a slight increase from 2018-19 in which 10% of the candidates were from diverse backgrounds.

An important component of the middle school program is teacher certification. Teacher certification is awarded in four areas: language arts, social studies, mathematics and sciences. The tables below represent the progress of students toward earning teacher certification in the middle school program.

Academic Year	# Admitted	# Rec for Cert (5-year period)	Program Completers %
2013-14	**29**	**21**	**75%**
2014-15	**32**	**24**	**75%**
2015-16	**28**	**22**	**80%**
2016-17	**21**	**10**	**47%**
2017-18	**27**	**5**	**18%**
2018-19	**28**	**0**	
2019-20	**27**	**0**	

Source: COE Office of Assessment, Accreditation and Data Management, 2020
Note: numbers and percentages will adjust as students admitted within that academic year are recommended for certification.

Master of Arts in Teaching (MAT)

The MAT Program has been in decline but is showing signs of enrollment rebound. In 2019-20 there was an increase from 48 (head count) to 55. There seems to be an upward trend. The MAT CIQAPP is focused on recruitment, enrollment and retention. A new coordinator began work with the MAT program and quickly initiated strategies to increase enrollment. A streamlined application process, curriculum changes, and modality were all adjusted in 2019-20 academic year. Starting Spring 2021, the MAT program will be delivered fully in an online format. The MAT program now offers a Middle-Level concentration. While 12% of the total enrollment over the past five years are from diverse populations, strategies to recruit candidates from diverse populations should be addressed.

The MAT Program is one of two programs that lead to teacher certification in the RFT Department. These data are monitored by the department as well as enrollment. The following table presents the number of MAT students admitted to teacher education and the number recommended for certification from 2013- 2020. Based on the data, 61% of the MAT students admitted to teacher education were recommended for certification.

Academic Year	# Admit	# Rec for Cert (3-year period	% Rec for certification
2013-14	35	16	45%
2014-15	23	22	95%
2015-16	20	19	95%
2016-17	15	15	100%
2017-18	14	13	93%
2018-19	20	15	75%
2019-20	38		

Source: COE Office of Assessment, Accreditation and Data Management, 2019
Note: numbers and percentages will adjust as students admitted within that academic year are recommended for certification.

Retention is a vital concern for each program. A component of that, with completion, is the number of students who earned Missouri teacher certification in an expected time frame. The data does not indicate that is happening.

Master of Arts in Teaching and Learning (MATL)
In past years, the MATL and SETL programs have started one new cohort per year. For the 2019-2020 academic year, three new cohorts were started—one in Nixa, one in Springfield, and one in West Plains. All three cohorts yield enough students to start a cohort. In the future, direct contact with school districts in the area will continue to create more site-based cohorts—as we have done in the past. Dr. Jones did multiple presentations to recruit students for cohorts. One presentation was presented to the Frisco League. The result is a new cohort in Waynesville.

This program's CIQAPP focuses on recruitment, enrollment and retention. Over the last five years, MATL programs have the lowest percentage (6.6%) of candidates from diverse populations, of any program in the department. Additional focus should be placed on recruiting diverse candidates.

Specialist in Education Teacher Leadership
This EdS program enhances the knowledge, skills and dispositions of candidates in teacher leadership roles in the public schools. These individuals do not want to be a principal or administrator but want to contribute to the leadership capacity at the teacher level in order to effect school improvement initiatives. A CIQAPP was developed to focus on recruitment and enrollment. As program faculty visit schools interested in starting a cohort, the discussion must include recruitment of diverse candidates. Since 2016-17, 2.5% of candidates are identified with a diverse population.

d. Briefly describe departmental plans to incrementally increase enrollments in individual programs or in the department as a whole.

Literacy
The Literacy Program is pleased with current enrollment, noting that most courses are filled to capacity with many courses requiring additional sections. However, the program would like to continue growing. Program faculty met with the literacy program advisory committee, comprised of current and past graduate students, in spring 2020. The information gained during this meeting allowed faculty to determine strengths and areas for improvement for the program, which will help us continue to adapt to student needs. The program faculty plans to continue meeting with the advisory committee on a regular basis to determine how to continually grow the program. The program coordinator regularly attends recruiting events off campus but has seen a greater increase in enrollment from visiting undergraduate courses on campus. The program coordinator will continue to attend recruiting events off campus, as well as expand the courses visited on campus to continue to increase student enrollment in the literacy program.

Educational Technology
A new graduate certificate in online teaching and learning was developed. It passed through governance and will begin accepting students Fall of 2020. As of June 15, 2020, 45 students have expressed an interest in the new graduate certificate. Dr. Chang has begun the application process

with many of the students. This should effectively increase enrollment, but at this time, there is not enough data to compare.

Additionally, the EDT Program Coordinator attends recruitment events at education fairs and career fairs at various on and off campus events and locations; speaks to ELE 302, SEC 302, RDG 318, EDC 345, and GEP 101 classes to recruit those students to the Accelerated Master's Program; speaks to the ELI classes to recruit international students into the EDT programs; and meets individually with prospective students face-to-face, and via telephone conferences.

In coordination with the Graduate College's new CRM Program, we have successfully streamlined the new graduate student inquiry process and shortened the response times to those inquiries.

Middle School
The program uses several recruitment methods to attract potential students. The Program Coordinator attends the Major's Fair. Students who are a part of the Collegiate Middle Level Association attend the Transfer Day in the spring. Advisement attends Fall Showcase, Admitted Student Day, and Summer Visit Day. They also have prospective meetings with visiting high school and transfer students who come to campus and conduct in-class visits to local community colleges.

MAT
Based on goals and objectives in the CIQAPP, a review of the application and admission process was conducted. Findings from the review indicated that the application and admission process was not operating efficiently and effectively. The changes were put into effect for the 2019-20 academic year. Feedback indicates that the changes made are reorganized and most of the issues have been worked out. For example, applications were in the system but were not moving forward in a timely manner, if at all. A committee of individuals recommended and implemented changes to the process, which included the involvement of more individuals with expertise in admissions and certification. As of this writing, 38 students have enrolled in the Su20 cohort, which would be an improvement over recent years, and candidates are currently being accepted for the Su21 cohort.

COHORT	N-Spfd	N - Joplin	N - West Plains
Su15	15	11	--
Su16	16	12	--
Su17	17	--	8
Su18	18	--	--
Su19	20	--	--
Su20	38	--	--

MATL/SETL (See Appendix D)
Based on goals and objectives identified in the CIQAPP, recruitment and retention will remain a critical focus for the coming years. While brochures and recruiting fairs are staples of the process to increase enrollment, personal contact by the program director is essential in building a deep understanding of the program. A review of student evaluations indicates the value of this degree.

Students indicated it deeply changed how they thought about teaching and learning and the effects in the classroom were meaningful.

B. Assessments for Data-Driven Decision Making

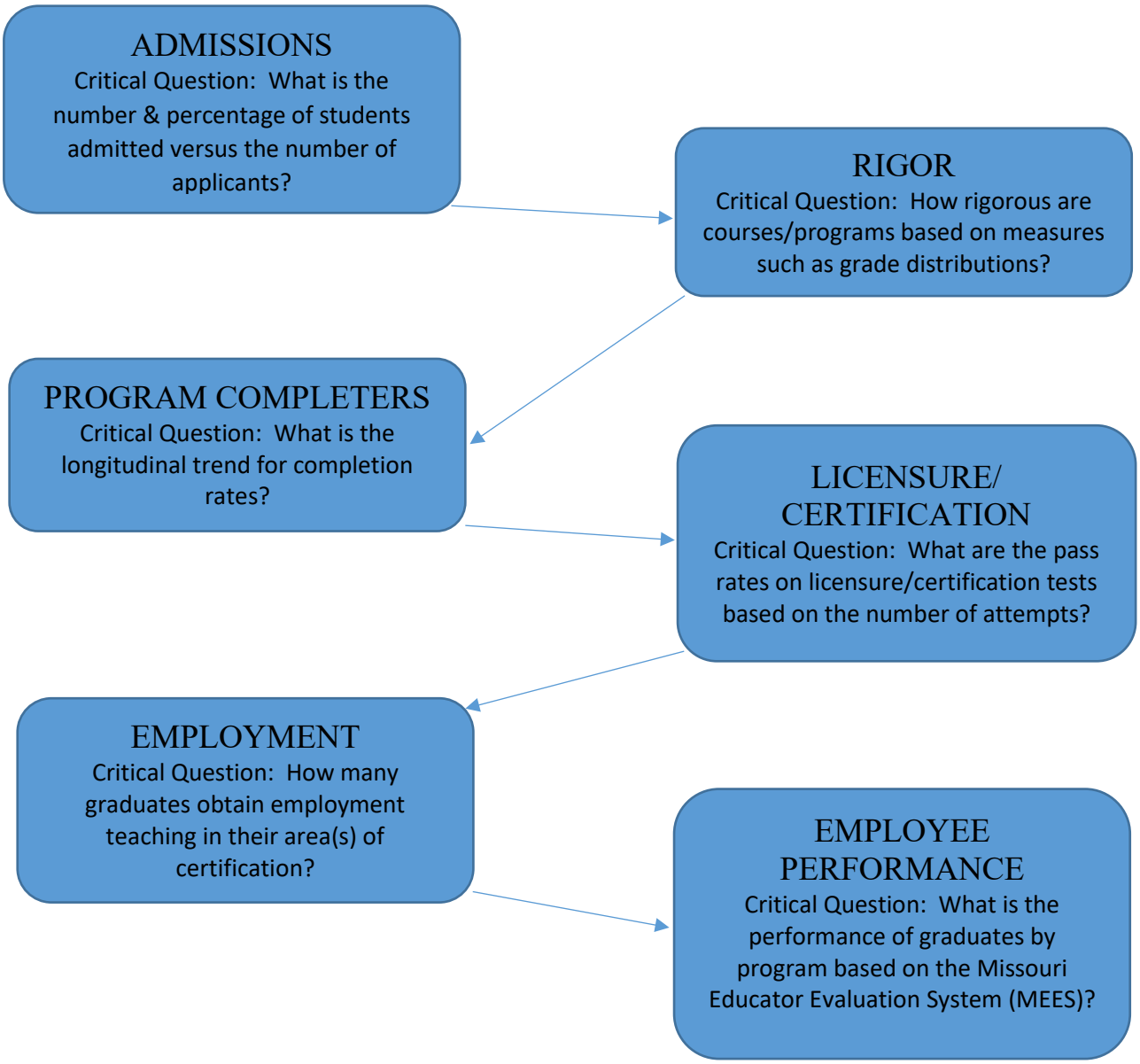
Assessments, both at the unit (EPP) and program level, have been designed and entered in the Taskstream system, if initial certification is included in the program (i.e., MAT and Middle School). Each program has key assessments related to state and national standards. Programs annually review their data in order to ensure standards are being met and continuous improvement occurs. In addition, the MSED-Literacy adheres to the International Literacy Association SPA standards, which requires the program to use assessments aligned to these standards. Eight new assessments were developed during the 2017-18 academic year. The EDT program is making course, program, and assessment changes which will enable it to make application for membership to the International Society for Technology in Education SPA. Once achieved, SPA membership reviews must be resubmitted on a regular basis to ensure programs are using data to continuously improve their programs.

Programs regularly review program data in order to determine the effectiveness of sustaining and improving quality for candidates. Coordinators, with the department head, reviewed data that included enrollment, graduation rates, certification rates, if applicable, number returning to the department and no return. Efforts were made to contact individuals (non-returning) to encourage them to complete the program. Another review of data based on headcounts was completed as well. As the categories for reporting program data were discussed, program coordinators were able to identify issues and develop strategies to address specific issues.

A formal structure exists for the RFT Assessment Plan. The assessment plan is comprehensive, taking the candidate from admission to employment and performance as the teacher of record. Critical questions have been included in the figure to encourage discussion among constituents as to how these components can effectively be evaluated in order to improve program level services.

Reading, Foundations and Technology Department

Program Assessment Plan



C. **Faculty Resources**

a. **Develop a table that lists each program in your department and the full-time FTE and part-time FTE allocated to each program listed. Also include the percentage of full-time vs. part-time FTE. See sample table below.**

Department/ Program	Level	Full-time FTE Springfield	Part-time FTE Springfield	Full-time FTE off-site	Part-time FTE off-site	%FT/%PT Springfield	% courses taught full-time vs part-time Springfield
RFT	**Department**	**14**	**17.5**	**1**	**8**	**44.4%/55.6%**	**56.5%/43.5%**
Educational Technology	MSED/Service Courses[1]	3	.5	0	0	86%/14%	93%/7%
Foundations[2]	MAT/MATL/ SETL/Services Courses	4	12	0	1	23%/77%	35%/65%
Literacy	MSED/Service Courses	7	4	.5[1]	5	64%/336%	70.%/30.0%
Middle School	BSED	0	1	.5	2	0%/100%	0%/100%

[1] Service courses offered for programs housed in other departments should be listed as such, e.g. foundations, literacy/reading, Special Education.

[2] Foundations includes the following: MAT, MATL, SETL, and service courses with the prefixes SFR, SEC and EDC.

b. **What conclusions do you draw from this data? Briefly describe any faculty resources needed, including how this would affect program quality and enrollment?**

The departmental totals found in the table above indicates the use of more part-time faculty FTE (FT 44.4% / PT 55.6%); however, full-time faculty teach the majority of courses at 56.5% v. 43.5%, respectively. The use of part-time faculty increased during the 2019-20 academic year due to the loss of two faculty members during the Summer of 2019 and one faculty member during Christmas Break (Dr. David Goodwin). Faculty searches were conducted, and three positions were filled for the coming 2020-21 academic year. In addition, RFT has lost two other faculty members at the end of the 2019-20 academic year. Dr. Hurst (retired) and Dr. Jean-Charles both left the university. Dr. Hurst's position was filled. Dr. Goodwin and Dr. Jean-Charles positions have not been filled. Currently, there are no plans to fill the two vacant positions.

Educational Technology has the highest percentage of courses taught by full-time faculty (93%), while Middle Level and Foundations have the lowest percentage taught by full-time faculty at 0% and 35%, respectively. EDC 345 is a contributing factor to Foundations low percentage. During the 2019-20, this course was taught by part-time faculty. An assessment is embedded in this

course, which is important for meeting accreditation standards. One new faculty member was hired (EDC 345) and will begin Fall of 2020. One additional full-time faculty member would increase the consistency of instruction and assessment across the number of sections for this course. This need has been submitted as part of the COE Strategic Hiring Plan.

The low number in Middle Level was due to the loss of Dr. Stormer during Summer 2019. The entire Middle Level program was delivered using per-course instructors; however the Middle Level program should see a rebound for 2020-21. A new faculty member was hired to replace the loss of Dr. Stormer.

c. How would you propose funding the needed resources?

The College of Education Strategic Hiring Plan ranks the priority of program position requests. There is a need for an EDC 345 instructor, which is part of the COE Strategic Hiring Plan. This need will be addressed in order of priority for the College. Another option is to reassign a faculty member from another program to teach EDC 345. In addition to another faculty member for EDC 345, Foundations needs to replace Dr. Goodwin. Dr. Goodwin primarily taught the Research Methods service courses. While these courses can be assigned to other faculty members, the MAT/MATL/SETL programs are all experiencing enrollment increases. The Foundations faculty line should be utilized to address the needs of these three programs. Educational Technology has lost Dr. Jean-Charles. An analysis of program needs across the department should be conducted to see where this position could be utilized. At this time, the two vacant positions, and the needs for the department will be submitted as part of the COE Strategic Hiring Plan. As stated above, these needs will be addressed in order of priority for the College.

D. Quality of Programs and Advising

a. Describe how the department evaluates teaching effectiveness.

RFT uses the standard College of Education student evaluation forms. Emails and visits from students in reference to a faculty member are also given consideration. Once a year, faculty prepare an Annual Review form of which one part is a report on their teaching load with a reflection on their performance. The matrix below shows the criteria for teaching effectiveness in the RFT departmental guidelines for promotion and tenure:

Teaching is defined as course instruction that is conducted under the auspices of MSU. It includes on-campus, off-campus, online teaching, blended courses, study away programs; research advisement in which instruction is the primary objective (directing Seminar projects, directing or advising RFT and/or College or University student committees, such as University Honors Distinction projects); thesis committees; dissertation committees; preparation and/or development of course materials and assessments; development of new courses and online courses, procurement and preparation of class and laboratory equipment and supplies; program direction, advisement, paper or project grading and supervision of practice, fieldwork, and internship experiences.

The following standards are offered as guidelines–quality work that is different than the minimums specified can be justified by the level of overall quality of teaching represented in the faculty member's teaching accomplishments.

Provide evidence/documentation of the following.

Required Criteria as identified from the Faculty Handbook
1. High student evaluations and/or student feedback based on university course evaluations (not to count for more than 50% of teaching) (on a 5 pt. scale, >4.00 where 5 is the highest; <2.0 where 1 is the highest)
2. Course syllabi reflect current research, theory, applicable standards and evidence-based practices and are revised regularly. Content and applications of the syllabi follow an appropriate sequence in both basic and advanced programs
3. Active leadership or engagement in continuing improvements in curriculum design, course development, program review, program and/or course assessments, and evaluation studies. Actively leading, participating and/or collaborating with program faculty related to program issues could include but is not limited to; committing to and completing share of group tasks in timely manner, sharing relevant information with other program faculty in a timely manner, contributing to program and departmental discussions and related tasks.
4. Appropriately accessible and responsive to students through a variety of means (e.g., office hours, electronic communication)
5. Provide evidence of student feedback and responses to student questions in a timely, efficient, and effective manner.
6. Provide evidence of knowledge and use of a variety of appropriate teaching strategies and evaluation methods with grading and feedback in regards to student work in a timely, efficient, and effective manner.

In addition to meeting Required Criteria for teaching as identified in the Faculty Handbook 1.1.3.1, General Criteria 3.2.3, Teaching Criteria 3.2.3.1, and Faculty Evaluation of Teaching 4.2.1, the faculty member should provide documentation of:

FOR TENURE (since coming to Missouri State University)
At least five of the Additional Criteria listed below.
FOR PROMOTION TO ASSOCIATE PROFESSOR (since last promotion)
At least seven of the Additional Criteria listed below.
FOR PROMOTION TO PROFESSOR (since last promotion)
At least seven of the Additional Criteria listed below.
Provide evidence/documentation of the following.

Additional Criteria (selected by faculty member; see required number above)
1. Development of web-based, online, or blended courses
2. Providing opportunities for out-of-class application, experiential learning, field work, or service learning

3.	Academic advising including number of advisees, portfolios, seminar advisement, and special projects.
4.	Continual professional education, advanced study, e.g. certificates, certificates of completion, etc.
5.	Honors and awards for teaching
6.	Positive written comments by students (unsolicited, exclusive of university course evaluations)
7.	Faculty-generated student mid-semester and/or end of semester anonymous Likert-scale surveys or other evaluation measures where results are analyzed and used as a means to make decisions about classroom climate, student engagement, expectations and rigor, and/or instruction.
8.	Student outcome data related to course objectives and program assessments used to improve course instruction and outcome data
9.	Peer evaluations and/or observational feedback by appropriate program faculty resulting in improved teaching practices or positive peer evaluations and/or observational feedback by appropriate program faculty
10.	Presentations related to teaching, e.g. guest lectures, campus presentations, community presentations, K12 presentations, etc.
11.	Effective use of instructional technology in course design and/or in the classroom such as Blackboard, etc.
12.	Effective use of resources, coursework, and instructional strategies in the classroom that are explicitly related to issues of diversity, cultural competence/proficiency, and/or equity
13.	Chair of thesis or doctoral committee
14.	Member of thesis or doctoral committees
15.	Excellence in teaching including enhancement of higher-order thinking skills, high-impact teaching strategies, and/or scholarly student outcomes
16.	B- 12+ involvement relevant to teaching in schools and/or agencies
17.	Meeting departmental/university responsibilities in regard to program and course design and implementation (e.g., collaboration with peers, completion of tasks in a timely manner)
18.	Applying theory to practice inherent to the specific discipline
19.	Using university and/or teacher-generated evaluation data in planning and implementing instruction
20.	Creating and/or modifying courses to meet SPA/CAEP requirements and/or providing data for a SPA or CAEP report.

These guidelines were revised and approved by RFT faculty on May 18, 2018 to better clarify teaching responsibilities for faculty. The RPT Committee began work on revising the teaching section Spring 2019. These revisions will go into effect for the 2020-21 academic year and will be include in the 2020-21 annual report.

b. Describe departmental processes to assist faculty with less than adequate teaching effectiveness.

Faculty with low teaching averages discuss growth areas with department head and/or program coordinator. Based on these discussions, supports are agreed upon on an individual basis. Examples of these supports include mentoring by faculty who are successful in the target area, team teaching, or course reassignment. Other resources might include the FCTL.

c. Describe how your department supports per course faculty to teach more effectively.

Per course instructors completed a face-to-face interview with the program coordinator and department head in order to determine their qualifications for teaching in the program. Per course instructors are monitored by the program coordinator and/or faculty within the program. For example, the Literacy Program Coordinator works individually with per course instructors to provide an overall orientation and then provides support throughout the semester. Observations of content faculty, student evaluations, and student comments and concerns are taken into consideration during evaluation. Per course faculty who are not meeting expectations discuss issues with the program coordinator and the department head in order to determine the appropriate interventions. If the program coordinator and/or department head decide a per course instructor is ineffective to the point where it would be detrimental to students, the per course instructor is not rehired. In addition, the office of the Associate Provost holds a new per course orientation each fall and spring.

E. Faculty Research and Scholarship

a. Complete the table below with the numbers of books, book chapters, refereed journal articles, presentations and grants submitted or awarded.

Year	Books	Book - C	Book - R	Ref I/N Jnls	S-Jnls	I/N Pres	Conf Proc	R/S Pres	Grants -Sub	Grants-Awarded	Total
2018 -19	3	1	0	7	1	21	0	5		2	40
2019 -20	3	3	1	11	0	23	2	11		6	60
2020 -21											

Note: Numbers contain duplication. For example, if two or more faculty members worked on a singular paper, all participants were included in the number count.

F. Student Achievements

Year	Publications	Presentations	Other	Faculty Mentor
2018-19	0	0	0	
2019-20	8: State Reading Journal			Hurst, Beth
2020-21				

G. Faculty Awards and Achievements

Faculty Member	**Award**	**Agency**
Dr. Ching-Wen Chang	Master Advisor Certificate	MSU Advising Center (January 2019)
Dr. Ching-Wen Chang	Google Certified Educator Level I	Google (September 2019)
Annice H. McLean	Google Certified Educator Level II	Google (September 2019)