

CENTER FOR
EXCELLENCE
IN TEACHING

1995-1996
ANNUAL
REPORT

EDINBORO UNIVERSITY OF PENNSYLVANIA

A Member of the State System of Higher Education

INTRODUCTION

TABLE OF CONTENTS

Introduction	1
Mission Statement	2
Leadership in the Center for Excellence in Teaching	3
Configuration of the Center for Excellence in Teaching	4
Reconfiguration of the Center for Excellence in Teaching	5
Institute for Community Learning and Service	6
Institute for Curriculum, Instruction and Collaboration	10
Institute for Early Childhood Education	14
Institute for Ethics and Values Education	17
Institute for Literacy	20
Institute for University Teaching and Learning	22
Repository Listing	26

INTRODUCTION


From the original charge to the School of Education from President Diebold in 1990, to the Task Force for Excellence and its subsequent recommendations, the Center for Excellence in Teaching was founded in 1992. As the Center for Excellence in Teaching entered its fourth year of operation, the operational structure and scope continued to evolve and develop. The reconfiguration during the past academic year left intact the Institute for Ethics and Values Education and the Institute for Curriculum, Instruction and Collaboration, but initiated significant changes reflected in the merger of the Institute for Literacy and the Institute for Early Childhood into the Institute for Community Learning and Service, and the construction of a new institute, Institute for University Teaching and Learning, from the Institute for Curriculum, Instruction and Collaboration.

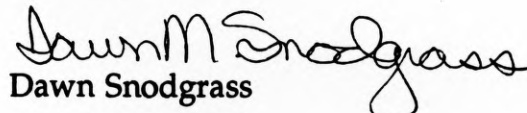
The strength of each of the four institutes and of the Center as a whole, lie in the diversity, direction, and dedication of its nearly eighty members. Each of the four institutes, charged with the development and refinement of goals, continues to be driven by their respective cross disciplinary memberships. Each fall, institutes meet to evaluate the goals forged by their members from the previous year. Once these goals are examined and revised, the institutes plan initiatives and activities that are matched to one or more of the institutional goal statements. Throughout the course of the year, institutes frequently collaborate on joint ventures, and provide support for other university projects. The goal statements and activities from each of the four institutes are included in this report.

Institute chairs are responsible for directing monthly meetings, submitting monthly reports, and facilitating the work of their respective institutes. The chairs meet monthly with the Co-Directors, who in turn meet monthly with the Dean of the School of Education, and once each semester with the Center Advisory Board. In addition to providing support for each of the institutes, the Center sponsors various activities and develops important initiatives independent of the four institutes, but congruent with the mission statement.

Included within this annual report are the mission statement, organizational structure, institutional memberships, goals and supporting activities, and the current listing of resources available in the Center Repository. As the Center for Excellence in Teaching enters its fifth year of operation, its members continue to seek the expertise and energy of members of the university community and from colleagues from other institutions and agencies as it continues to evolve as an organization that is focused on the best in teaching and learning at all levels of education.

Co-Directors


Ken Adams


Dawn Snodgrass

MISSION STATEMENT

The Center for Excellence in Teaching was established by President Foster Diebold in 1992 to maximize Edinboro University's potential as a major educational resource in northwestern Pennsylvania. Its establishment followed the guidelines of the mission of the University: *Twelve goals of quality education in Pennsylvania and the priorities for Pennsylvania's State System of Higher Education during the 1990s*. The primary mission of the Center for Excellence in Teaching is to utilize the strengths of University personnel in this task. Emphasis is placed on seeking opportunities to conduct educational research. The Center provides programs and services through collaborative activities within the University-at-large and with other institutions in the region. The Center also showcases activities within the University community which promote excellence in teaching.

**EDINBORO UNIVERSITY OF PENNSYLVANIA
CENTER FOR EXCELLENCE IN TEACHING
1995-1996**

CENTER ADVISORY BOARD

President Foster Diebold, Ex-Officio
Dr. Philip Kerstetter, Chair
Dr. Michael Mogavero
Dr. Salene Cowher
Dr. Sondra Dastoli
Dr. James Flynn
Dr. Robert Gensemer
Dr. Marilyn Sheerer

CO-DIRECTORS

Dr. Ken Adams
Ms. Ruthanne Atkinson - Fall 1995
Dr. Dawn Snodgrass - Spring 1996

INSTITUTE CHAIRS

Dr. Kathleen Dailey, (Spring 1996)
Institute for Community Learning and Service

Dr. Barbara Rahal,
Institute for Curriculum, Instruction and Collaboration

Dr. Karen Bauer, (Fall 1995)
Institute for Early Childhood Education

Dr. Bruce Smith,
Institute for Ethics and Values Education

Dr. Dawn Snodgrass, (Fall 1995)
Institute for Literacy

Dr. Theresa Thewes, (Spring 1996)
Institute for University Teaching and Learning

CENTER FOR EXCELLENCE IN TEACHING

FALL 1995

Institute for Curriculum, Instruction and Collaboration
Institute for Early Childhood Education
Institute for Ethics and Values Education
Institute for Literacy

SPRING 1996

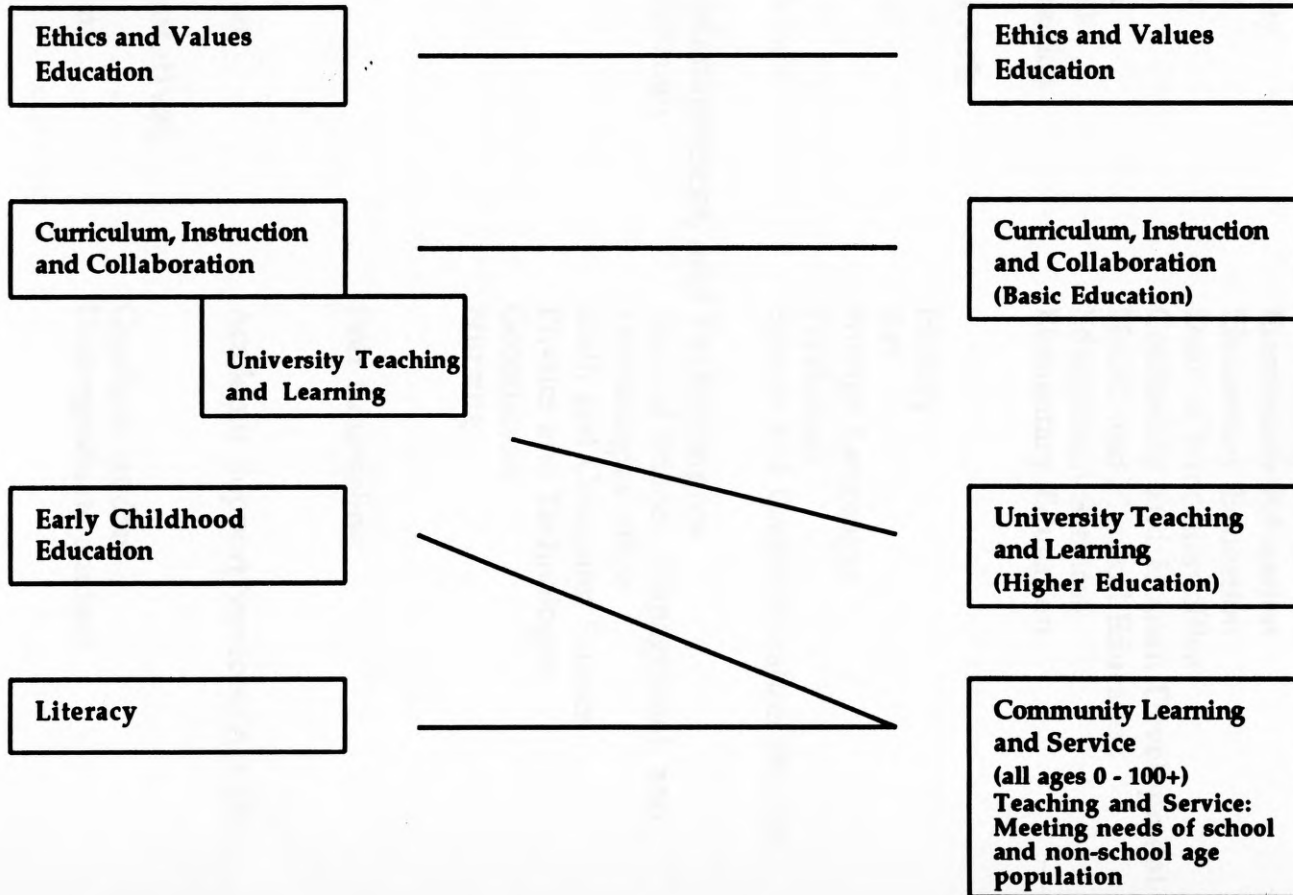
Institute for Community Learning and Service
Institute for Curriculum, Instruction and Collaboration
Institute for Ethics and Values Education
Institute for University Teaching and Learning

EDINBORO UNIVERSITY
OF PENNSYLVANIA

**Center for Excellence in Teaching
Reconfiguration of the Institutes**

Fall 1995

Spring 1996



INSTITUTE FOR COMMUNITY LEARNING AND SERVICE

Spring 1996

School of Education

Dr. Karen Bauer	Elementary Education
Dr. Nan Briggs	Elementary Education
*Dr. Kathleen Dailey	Elementary Education
Dr. Denise Finazzo	Elementary Education
Ms. Jody Gallagher	Dean of Education office
Dr. Craig Hartman	Counseling and Human Development
Ms. Linda Mukina	Health and Physical Education
Ms. Barbara Shimek	Educational Services
Dr. Maureen Walcavich	Elementary Education

School of Liberal Arts

Dr. Ihor Bemko	History
Mr. Steven Emmett	Art
Ms. Judy Gramley	Foreign Languages
Dr. Susan Labine	Psychology
Ms. Charlotte Molrine	Speech and Communication Studies

School Science, Management, and Technologies

Ms. Catherine Cavanaugh	Dean of Science, Management, and Technologies office
Ms. Pat Hillman	Math and Computer Science
Dr. John Polo	Physics and Technologies
Dr. Dale Tshudy	Geosciences
Dr. Jeanne Weber	Nursing

Student Affairs

Mr. Ron Sturga	Peer Counseling
----------------	-----------------

Academic Affairs

Ms. Carol Gleichsner	Academic Support Services/Act 101
----------------------	-----------------------------------

Student Representatives

Ms. Casey Cass	Graduate student
Ms. Cynthia Marzka	Undergraduate student

*Institute Chairperson

Institute for Community Learning and Service
Support of Institute Goals
Spring 1996

GOAL 1: *To promote teaching as a crucial element in the development of learners of all ages.*

- Support:**
- Literacy Awareness Week, March 25-31, 1996. Included the following: Luncheon and panel discussion, "Literacy Initiatives in the Community," Book Giveaway, Book Sale, "Bibliotherapy with Children" - Dr. Craig Hartman, "Developing a Basic Literacy in Environmental Issues," - Dr. Dale Tshudy, Dramatic Poetry Readings, Readathon and Reader's Theater in Miller School. Readathon at the Millcreek Mall, Movie: Dead Poet's Society, Literacy Jingles by Miller School children aired on WFSE.
 - Service Learning Initiatives, April 11, 1996. Presentations by Dr. Patricia Polifrone and Tom Maciulewicz addressed the Institute regarding service projects between EUP and local schools.
 - Service Learning Training, May 3, 1996. Ten CLS members attended. "Designing Courses for Service Learning" at Slippery Rock University.
 - 12th Annual Early Childhood Conference, May 14-15, 1996. Workshops and presentations by EUP faculty and representatives from schools and childcare agencies, keynote speaker and luncheon, educational materials exhibits.

GOAL 2: *To recognize development as a learning process: as a constant, natural, uniquely human element.*

- Support:**
- Adult Outreach - Dramatic Poetry Readings by EUP faculty and students, February 29-April 26, 1996, at Edinboro Manor and C.S. Presbyterian Home on 16 different dates.
 - Alternative Spring Break, March 11-15, 1996. Coordinated by Dr. Denise Finazzo, EUP students engaged in various projects at the following agencies: Neighborhood Art House, Emmaus Food Pantry and Soup Kitchen, ExpERIEncE Children's Museum, Community Shelter Services, Emerson-Gridley Elementary School.
 - Literacy Awareness Week
 - Week of the Young Child, April 21-27, 1996. Art Fair and Children's Fair involved EUP students, children and parents from the local community.

- Service Learning Initiatives with local schools
- Service Learning Training at Slippery Rock University
- 12th Annual Early Childhood Conference
- Family Center - Exploration of health and service support for families initiated.
- Seawolves Reading Program (S.C.O.R.E. - Seawolves Collaborate in Outreach Reading with EUP). Designed a program for grade 4 in Erie city and county schools. Continued development planned for Fall 1996 with Erie Seawolves.

GOAL 3: *To promote learning linking the home environment to the community and to society through communication and interpersonal interactions.*

- Support:
- Adult Outreach
 - Alternative Spring Break
 - Literacy Awareness Week
 - Week of the Young Child
 - Service Learning Initiatives with local schools
 - Family Center
 - Seawolves Reading Program (S.C.O.R.E.)

GOAL 4: *To promote the individuality of learning.*

- Support:
- Adult Outreach
 - Alternative Spring Break
 - Literacy Awareness Week
 - Week of the Young Child
 - Service Learning Initiatives with local schools
 - Service Learning Training
 - 12th Annual Early Childhood Conference
 - Family Center

GOAL 5: *To support parents as teachers.*

- Support:
- No specific action yet taken.

GOAL 6: *To support intergenerational experiences.*

- Support:
- Adult Outreach
 - Alternative Spring Break
 - Literacy Awareness Week

GOAL 7: *To develop and implement methods to educate the public about learning outside the classroom.*

- Support:
- Adult Outreach
 - Literacy Awareness Week
 - Week of the Young Child
 - Service Learning Initiatives with local schools
 - Service Learning Training
 - Family Center
 - Seawolves Reading Program (S.C.O.R.E.)

GOAL 8: *To increase public awareness of issues related to the learning process.*

- Support:
- Adult Outreach
 - Literacy Awareness Week
 - Week of the Young Child
 - Family Center
 - Seawolves Reading Program (S.C.O.R.E.)

GOAL 9: *To serve the public as a resource for speakers and to provide presentations, workshops and conferences on related topics.*

- Support:
- Literacy Awareness Week
 - 12th Annual Early Childhood Conference

GOAL 10: *To investigate projects which would advance lifelong learning and service-learning.*

- Support:
- Adult Outreach
 - Alternative Spring Break
 - Service Learning Initiatives with local schools
 - Service Learning Training
 - Family Center
 - Seawolves Reading Program (S.C.O.R.E.)

GOAL 11: *To build a repository of materials on topics related to lifelong learning.*

- Support:
- No specific action yet taken.

INSTITUTE FOR CURRICULUM, INSTRUCTION AND COLLABORATION

School of Education

Dr. Marian Beckman (Spring 1996)	Elementary Education
Ms. Kathleen Benson	Educational Services
Ms. Joan Dengel	Educational Services
Dr. Charles Gallagher (Spring 1996)	Educational Services
Dr. Donna Murphy	Special Education and School Psychology
*Dr. Barbara Rahal	Elementary Education
Dr. Nicholas Stupiansky	Elementary Education

School of Liberal Arts

Dr. Sue Amendolara	Art
Ms. Rose Blair (Spring 96)	English and Theatre Arts
Dr. Caroline Gryta	English and Theatre Arts

School of Science, Management, and Technologies

Dr. Robert Adams	Business Administration and Economics
Dr. Theresa Thewes (Fall 1995)	Chemistry
Dr. Fred Weening	Math and Computer Science
Dr. Brian Zimmerman (Fall 1995)	Geosciences

Student Affairs

Dr. Robert McConnell	Office for Students with Disabilities
----------------------	---------------------------------------

NW Pennsylvania Administration

Dr. John Leuenberger (Spring 96)	Erie County Technical School
Mr. John McCracken	Corry School District
Mr. David Minnis	Northwest Tri-County Intermediate Unit #5

Computing and Communications Center

Mr. Dennis Bradley	Academic Computing Technology
--------------------	-------------------------------

Student Representatives

Ms. Casey Cass (Spring 1996)	Graduate student
Ms. Christine Jordon	Undergraduate student
Ms. Erin Sabol (Fall 1995)	Graduate student

*Institute Chairperson

Institute for Curriculum, Instruction and Collaboration
Support of Institute Goals
1995-96

GOAL 1: *Build a repository of materials on collaborative teaching within the educational system and with the business community.*

Support: • Purchased mathematics books for repository.

GOAL 2: *Promote the development, modeling, and refinement of effective instructional and classroom management practices within the basic educational system (K-12).*

- Support: • Middle Level Conference, "Technology on a Continuum: Practical Applications for the Middle Level Classroom", March 20, 1996.
- Master Teacher's Roundtable, March 26, 1996. Approximately 30 EUP students and faculty and area teachers discussed effective inclusion practices.
 - Fourth Annual Evening of Science, April 15, 1996. Over 200 parents and teachers in K-12 programs attended this program to explore effective instructional practices in the area of science provided by 200 EUP education and science students.

GOAL 3: *Oversee the completion and utilization of the microteaching laboratory.*

Support: • Microteaching Laboratory, ongoing. Continued discussion within the institute and within departments about the future establishment of a laboratory.

GOAL 4: *Promote activities which encourage interdisciplinary course offerings, professional staff development, seminars on increased teaching effectiveness in basic education, and development of a videotape library depicting effective teaching.*

- Support: • University Teaching and Learning Breakfast, October 23, 1995. Over 30 EUP faculty worked collaboratively to develop goals and activities for the proposed UTL Institute.
- Middle Level Conference Scholarships. Fifteen EUP undergraduate and graduate students granted scholarships to attend the conference.

- Master Teacher's Roundtable, March 26, 1996. Discussion in small groups of special education and regular education teachers, EUP graduate students and EUP faculty.
- University/K-12 School Linkages Survey, April, 1996. Survey sent to all EUP faculty to promote discussion about professional staff development and linkages with basic education.

GOAL 5: *Investigate new university-public school partnerships.*

- Support: • University/K-12 School Linkages Survey, April, 1996. Survey questioned all EUP faculty about current university-public school linkages and interest in new linkages.

GOAL 6: *Explore grant possibilities and outside funding to strengthen collaborative efforts.*

- Support: • No specific action yet taken.

GOAL 7: *Expand classroom research opportunities in basic education, K-12, in public and non-public schools.*

- Support: • Research Materials Distribution, Sept., Jan., Feb., 1996. Literature searches conducted and results forwarded to area educators in the Erie City School District and a representative for Home Schooling.

GOAL 8: *Develop in-service programs and workshops for public and non-public faculty.*

- Support: • Middle Level Conference, "Technology on a Continuum: Practical Applications for the Middle Level Classroom", March 20, 1996. Multiple workshops resulted in 200 middle level educators from the area's public and private schools attending.
- Fourth Annual Evening of Science, April 15, 1996. EUP faculty and students in three departments provided this program attended by over 950 students, parents, and teachers from area public and non-public schools.

GOAL 9: *Strengthen lines of communication between the School of Education and the Schools of Liberal Arts; Science, Management, and Technologies; the Office of Students with Disabilities; the Office of Student Development; and the Northwest Tri-County Intermediate Unit #5.*

Support: • University Teaching and Learning Breakfast, October 23, 1996. Schools across the EUP campus were represented by 30 faculty members in a collaborative discussion about the development of a new UTL Institute.

GOAL 10: *Seek to coordinate efforts in which collaboration opens opportunities for faculty and students.*

- Support:** • Master Teacher Roundtable, March 26, 1996. Included EUP graduate students and faculty in collaborative dialog with area teachers.
- Fourth Annual Evening of Science, April 15, 1996. Two hundred EUP faculty and students collaborated to present this program for 950 area parents, teachers and elementary students.
 - University/K-12 School Linkages Survey, April, 1996. Survey sent to all EUP faculty to uncover current efforts toward collaboration to begin discussion for opening collaborative opportunities for EUP faculty and students.

GOAL 11: *Expand transitional experiences (in areas such as applied communications, chemistry, mathematics) for high school students who will attend college.*

Support: • No specific action yet taken.

INSTITUTE FOR EARLY CHILDHOOD EDUCATION

Fall 1995

School of Education

*Dr. Karen Bauer
Dr. Kathleen Dailey
Ms. Mary Jo Melvin
Dr. Ruth Nash-Thompson
Dr. Maureen Walcavich

Elementary Education
Elementary Education
Elementary Education
Special Education and School Psychology
Elementary Education

School of Liberal Arts

Dr. Cynthia Legin-Bucell
Dr. Roy Shinn

Psychology
Speech and Communication Studies

School of Science, Management, and Technologies

Ms. Cathy Cavanaugh

Dean of Science, Management, and
Technologies office

Ms. Janice Giltinan
Dr. Dale Tshudy

Nursing
Geosciences

Student Affairs

Dr. Michael Bucell

Counseling and Personal Development

Student Representatives

Ms. Casey Cass
Ms. Kathryn Bradford

Graduate student
Undergraduate student

*Institute Chairperson

**Institute for Early Childhood Education
Support of Institute Goals
Fall 1995**

GOAL 1: *Build a repository of materials on early childhood education.*

Support: • No specific action taken.

GOAL 2: *Work with the Miller Research Learning Center staff on the development of new programs for university staff and area educators.*

Support: • No specific action taken.

GOAL 3: *Advocate the use of the Miller Research Learning Center as an educational research site for faculty and students.*

Support: • No specific action taken.

GOAL 4: *Develop a series of videotapes depicting the Miller Research Learning Center's model programs for preservice and inservice teachers.*

Support: • No specific action taken.

GOAL 5: *Write grant proposals which would advance knowledge in early childhood education.*

Support: • No specific action taken.

GOAL 6: *Develop and implement methods to educate professionals in early childhood education.*

Support: • Participated in planning of Early Childhood conference to be held Spring 1996.

GOAL 7: *Develop and implement methods to educate the public about young children.*

Support: • Investigation of educational programs to offer at local state correctional institutions.

GOAL 8: *Increase public awareness of issues concerning young children.*

Support: • Distribution of Early Childhood Newsletter.

GOAL 9: *Assist parents and help them enhance their parenting skills through workshops, seminars, etc.*

Support: • Investigation of offering parenting programs at local state correctional institutions.

GOAL 10: *Serve the public as a resource for speakers.*

Support: • Supported the Early Childhood Education conference to be held in the Spring of 1996.

GOAL 11: *Seek funding to develop a model parent center for the community.*

Support: • No specific action taken.

GOAL 12: *Seek funding for Head Start and Day Care professionals.*

Support: • No specific action taken.

INSTITUTE FOR ETHICS AND VALUES EDUCATION

President Foster Diebold

School of Education

Ms. Susan Boam-Wood

Dr. Peg Bevevino

Dr. Brenda Fling

Dr. Gloria Gerbracht

Dr. Jo Ann Holtz

*Dr. Bruce Smith

Special Education and School Psychology

Educational Services

Counseling and Human Development

Elementary Education

Educational Services

Elementary Education

School of Liberal Arts

Dr. Edmund Abegg

Dr. Robert Rhodes

Dr. Donald Swift

Philosophy

Political Science

History

School of Science, Management and Technologies

Dr. Alice Conway

Dr. James Dunn

Dr. David Fulford

Mr. Karim Hossain

Ms. Sherry Reynolds

Nursing

Business Administration and Economics

Biology and Health Services

Physics and Technologies

Business Administration and Economics

Student Affairs

Ms. Cindy Clark

Ms. Barbara Stolar

University Programming and Activities

Residence Life and Housing

International Studies, Programs, and Services

Ms. Tina Oonnithan

Acting Director

Student Representatives

Ms. Tracy Swart

Ms. Jolene Thompson

Graduate student

Undergraduate student

*Institute Chairperson

Institute for Ethics and Values Education
Support of Institute Goals
1995-96

GOAL 1: *Structure campus and community forums on matters of public interest in ethics and values.*

- Support:**
- Examination of Academic Integrity breakfast discussions for EUP faculty, administrators and staff.
 - Institute support provided for keynote speaker for annual International Dinner for university faculty and students.
 - Conflict resolution workshops for faculty, staff and students.

GOAL 2: *Promote dialogue across campus and within the Commonwealth concerning ethics and campus life.*

- Support:**
- Conflict resolution workshops for faculty, staff and students.
 - Design, editing, publishing and distribution of Intrauniversity Values Newsletter to all SSHE system schools featuring contributions from across the system.

GOAL 3: *Plan other activities on campus and within the State System of Higher Education which promote ethical inquiry involvement in service activities for staff, students, and the community.*

- Support:**
- Support and selection of recipients of annual President's Scholarship for Ethics in Education.
 - Development, administration and analysis of student values audits to track change across the university experience of students.

GOAL 4: *Plan conferences and workshops to help school districts integrate programs for character development and informed decision making.*

- Support:**
- Development and submission of Character Counts grant proposal to support workshops for area elementary/middle school teachers in the area of character education.

GOAL 5: *Further develop the policy on academic integrity for both students and staff.*

- Support**
- Examination of Academic Integrity breakfast discussions for EUP faculty, administrators and staff.

- Initiation of campus-wide working group focusing on ethics statements for faculty, administration and students.

GOAL 6: *Guide departments in development of ethics statements and ethics components in course offerings.*

- Support:
- Initiation of campus-wide working group focusing on ethics statements for faculty, administration and students.
 - Development, administration and analysis of student values audits to track change across the university experience of students.

GOAL 7: *Build a repository of ethics, values and decision making materials.*

- Support:
- Purchase, review and display of a wide range of ethics and values resource and teaching materials housed in the Center for Excellence in Teaching. Collection includes printed and video materials appropriate for teaching and research.

GOAL 8: *Investigate grant possibilities and write proposals to promote ethics and values projects/programs.*

- Support:
- Intrauniversity grant funded for Examination of Academic Integrity.
 - Intrauniversity grant funded for Intrauniversity Values Newsletter.
 - Intrauniversity grant proposal submitted for Character Counts workshops, will be submitted to National Endowment for Humanities.

GOAL 9: *Focus on the process of ethical decision-making on the part of undergraduate and graduate students.*

- Support:
- Development, administration and analysis of student values audits to track change across the university experience of students.

GOAL 10: *Respond to system-wide needs by pursuing conferences and workshops for staff and students of the SSHE system.*

- Support
- Design, editing, publishing and distribution of Intrauniversity Values Newsletter to all SSHE system schools featuring contributions from across the system.
 - Continuing membership and attendance at conferences of American Association for Practical and Professional Ethics and International Society for Values and Ethics.

INSTITUTE FOR LITERACY

Fall 1995

School of Education

Dr. Nancy Briggs

Dr. Janet Fleischauer

Ms. Linda Mukina

*Dr. Dawn Snodgrass

Elementary Education

Elementary Education

Health and Physical Education

Educational Services

School of Liberal Arts

Dr. Ihor Bemko

Mr. Steven Emmett

Ms. Judy Gramley

Dr. Robert Holderer

History

Art

Foreign Language

English and Theatre Arts

School of Science, Management and Technologies

Dr. Kiran Misra

Dr. John Polo

Biology and Health Services

Physics and Technologies

Student Affairs

Mr. Ron Sturga

Student Development Programs/
Peer Counseling

University College

Ms. Carol Gleichsner

Academic Support Services/Act 101

Student Representatives

Ms. Casey Cass

Ms. Cathlene Criss

Graduate student

Undergraduate student

*Institute Chairperson

**Institute for Literacy
Support of Institute Goals
Fall 1995**

GOAL 1: *Build a repository of literacy materials.*

Support: • Identified texts and videotapes for purchase and inclusion in the C.E.T. repository.

GOAL 2: *Investigate grant possibilities and write proposals to extend current literacy programs to a wider audience.*

Support: • Representative joined newly formed Erie Area Literacy Council to develop an annual literacy program for parents in the Erie area.

GOAL 3: *Provide in-service training for educators through presentations, workshops and conferences.*

Support: • Discussion of areas of need continued among members.

GOAL 4: *Investigate further coordination of testing and teaching of the basic writing, reading, and math courses for freshmen.*

Support: • Representative provided data gathered at Institute meetings.

GOAL 5: *Foster collaboration between student affairs and the Adult Literacy program.*

Support: • Meetings with representatives from Student Affairs, Adult Literacy program, and the institute continued.

GOAL 6: *Promote coordination of Reading Clinic services and other tutoring programs.*

Support: • Investigation of this goal continued.

INSTITUTE FOR UNIVERSITY TEACHING AND LEARNING

Spring 1996

School of Education

Dr. Dennis Buckwalter
Dr. Mary Jo Campbell
Dr. Jean Faieta
Dr. Ken Felker
Mr. Tom Roden
Dr. Rosemary Treloar

Educational Services
Elementary Education
Special Education and School Psychology
Health and Physical Education
Educational Services
Elementary Education

School of Liberal Arts

Ms. Luciana Bohne
Dr. James Munro
Dr. Karen Seubert
Mr. Nelson Smith
Mr. Tim Thompson
Ms. Wendy Warren

English and Theatre Arts
Philosophy
Philosophy
Speech and Communication Studies
Speech and Communication Studies
English and Theatre Arts

School of Science, Management and Technologies

Ms. Janice Giltinan
Mr. David Hurd
*Dr. Theresa Thewes
Dr. David Wagner
Dr. Brian Zimmerman

Nursing
Geosciences
Chemistry
Physics and Technology
Geosciences

University College

Mr. Bruce Skolnick

Academic Support Services

Student Representative

Ms. Tracy Swart

Graduate student

*Institute Chairperson

Institute for University Teaching and Learning
Support of Institute Goals
Spring 1996

GOAL 1: *Promote the development, modeling, and refinement of effective instructional practices relative to college level teaching to support faculty growth and improved student learning.*

Support: • Organized panel presentations of "Alternative Teaching Techniques" that were attended by 46 faculty members.

GOAL 2: *Expand a repository of materials depicting effective college teaching.*

Support: • Reviewed the contents of the CET Repository and generated a "user friendly" content summary.

- Ordered three videos for inclusion in the CET Repository:
 - "How Difficult Can This Be?", a workshop on learning disabilities.
 - "Enhancing and Evaluating College Teaching", a teleconference presented by McKeachie, DeGuire-North, and Seldin.
 - "Teaching Within The Rhythms of the Semester."

GOAL 3: *Investigate intra-university teaching partnerships and collaborations.*

- Support:** • Formed a partnership with EUP graduates of the SSHE Summer Academy of the Advancement of College Teaching.
- Committed to utilizing EUP faculty as resources for the "Talking About Teaching" program. Spring presenters included Dr. John Criswell, Dr. Susan Criswell, Dr. Ernie Dettore, and Mr. Nelson Smith.
 - Developed a preliminary on-line EUP education discussion list.

GOAL 4: *Explore grant possibilities and outside funding to strengthen, support, effective instructional practices and collaborations.*

Support: • Began investigation of potential sources of external funding for education video series.

GOAL 5: *Explore the possibility of an intra-university publication or forum for the presentation of ideas and research in progress to serve as a vehicle for communicating and reporting current teaching/research activity and interests.*

- Support:
- Planned expansion of on-line EUP discussion list to SSHE institutions.
 - Planned December, 1996, presentation/discussion focusing on "Teaching Within the Rhythms of the Semester."

GOAL 6: *Strengthen lines of communication among operating units such as the School of Education and the Schools of Liberal Arts; Science, Management and Technologies; the Office for Students with Disabilities; and the Office of Student Development.*

- Support:
- Delivered "Talking About Teaching" presentations attended by faculty from all three schools.
 - Initiated the use of inquiry cards for informal luncheon discussions at the University Club.

GOAL 7: *Seek the input, as appropriate, from the constituencies that interface with college teaching such as the department heads, department faculty and administration.*

- Support:
- Elicited faculty input on critical issues in university teaching through presentations and inquiry cards.

GOAL 8: *Expand support for research opportunities (such as sharing research designs, questionnaire construction, computer accessibility, statistics) within the university.*

- Support:
- No specific action yet taken.

GOAL 9: *Engage in technology infusion techniques in the college classroom.*

- Support:
- No specific action yet taken.

GOAL 10: *Provide confidential assistance, support and constructive feedback as requested by faculty.*

- Support:
- No specific action yet taken.

GOAL 11: *Strengthen the lines of communication and seek the input, as appropriate, from students.*

Support: • No specific action yet taken.

GOAL 12: *Utilize the micro-teaching laboratory for the improvement of college classroom instruction.*

Support: • No specific action yet taken.

GOAL 13: *Establish a dialogue to explore current issues (such as student evaluation procedures) of interest to faculty.*

Support: • As the primary focus of the spring term, the institute has developed a venue for discussion groups, presentations, and collaboration with the Summer Academy faculty.

GOAL 14: *Provide individualized and small group support for new faculty as needs warrant (such as new faculty programs and mentoring).*

Support: • Preliminary planning to include new faculty in all programs offered during the 1996-97 academic year.

Center for Excellence in Teaching Repository

- **Marked items focus on teaching in the University Classroom. These resources were funded through a grant awarded to the graduates of the EUP Summer Academy for the Advancement of College Teaching.**

Books

Child Development

- Brown, F. (1983). Principles of educational and psychological testing. New York: Holt, Rinehart and Winston.
- Comer, D. (1987). Developing safety skills with the young child. Albany: Delmar.
- Durkin, D. (1987). Teaching young children to read. Newton: Allyn and Bacon.
- Elliott, J. (1991). Action research for educational change. Philadelphia: Milton Keynes Open University Press.
- Green, M. (1989). Theories of human development. Englewood Cliffs, New Jersey: Prentice-Hall.
- Hendrick, J. (1986). Total learning: Curriculum for the young child. (2nd ed.). Columbus: Merrill.
- Hirschi, L. (1970). Building mathematics concepts in grades kindergarten through eight. Scranton: International Textbook.
- Jarolimek, J. & Foster, C. (1989). Teaching and learning in the elementary school. New York: Macmillan.
- Lay-Dopyera, M. & Dopyera, J. (1990). Becoming a teacher of young children. (4th ed.). New York: McGraw-Hill.
- Lowenfeld, V., & Brittan, W. (1982). Creative and mental growth. (7th ed.). New York: Macmillan.
- Meyer, D., Vadasy, P., & Fewell, R. (1985). Living with a brother or sister with special needs: A book for sibs. Seattle: University of Washington Press.
- Morrison, G. (1984). Early childhood education today. Columbus: Charles E. Merrill.
- National Association of State Boards of Education. (1988). Right from the start: The report of the NASBE task force on early childhood education. Alexandria, Virginia: Author. (2 copies).
- Parry, A., Walker, M. & Heim, C. (1991). Choosing for young children non-violence. Chicago: Rainbow House.

- Read, K., Gardner, P., & Mahler, B. (1987). Early childhood programs human relationships and learning. New York: Holt, Rinehart and Winston.
- Romanga, E. (1987). I cento linguaggi dei bambini: The hundred languages of children. City of Reggio Emilia, Italy: Department of Education.
- Rubin, R., Fisher III, J., & Doering, S. (1980). Ages 1 and 2: Your toddler. New York: Collier.
- Rubin, R., & Fisher III, J. (1982). Ages 3 and 4: Your preschooler. New York: Collier.
- Salking, N., & Ambron, S. R. (1987). Child development. (5th ed.). New York: Holt, Rinehart and Winston.
- Schirrmacher, R. (1988). Art and creative development for young children. Albany: Delmar.
- Seaver, J. W., Cartwright, C. A., Ward, C. B., & Heasley, C. A. (1990). Careers with young children: Making your decision. Washington, DC: National Association for the Education of Young Children.
- Seifert, K., & Hoffnung, R. (1987). Child and adolescent development. Boston: Houghton Mifflin.
- Shaffer, D. (1989). Developmental psychology: Childhood and adolescence. (2nd ed.). Pacific Grove, California: Brooks/Cole.
- Spodek, B., & Saracho, O. (1994). Right from the start. Boston: Allyn and Bacon.
- Wilson, L. (1986). Infants & toddlers. Albany: Delmar.
- Classroom Assessment**
- Angelo, T. & Cross, P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Josey-Bass. (3 copies).
- Classroom Management**
- Bloom, P. J. (1988). A great place to work. Washington, DC: National Association for the Education of Young Children.
- Bloom, P. J. (1994). Avoiding Burnout. Lake Forest, Illinois: New Horizons. (3 copies).
- Crawford, D. K., Bodine, R. J. & Hoglund, R. G. (1993). The school for quality learning: Managing the school and classroom the deming way. Champaign, Illinois: Research Press.
- Diversity**
- Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). Women's ways of knowing. New York: Basic Books Inc. (2 copies).
 - Border, L. & Van Note Chism, N. (Eds.). (1990). Teaching for diversity. San Francisco: Josey-Bass.

- Clark, R. (1983). Family life and school achievement: Why poor black children succeed or fail. Chicago: The University of Chicago Press.
- Derman-Sparks, L. & The A.B.C. Task Force. (1989). Anti-bias curriculum. Washington, DC: National Association for the Education of Young Children.
- Hale-Benson, J. E. (1986). Black children: Their roots, culture, and learning styles. Revised edition. Baltimore, Maryland: The Johns Hopkins University Press.
- King, E., Chipman, M., & Cruz-Janzen, M. (1994). Educating young children in a diverse society. Boston: Allyn and Bacon.
- Kunjufo, J. (1985). Countering the conspiracy to destroy black boys. Chicago: African American Images.
- Kunjufo, J. (1986). Countering the conspiracy to destroy black boys, Volume II. Chicago: African American Images.
- Kunjufo, J. (1984). Developing positive self-images and discipline in black children. Chicago: African American Images.
- Saravia-Shore, M., & Arvizu, S. F. (Eds.). (1992). Cross-cultural literacy: Ethnographies of communication in multiethnic classrooms. New York: Garland.
- Literacy**
- Alexander, J. (1979). Teaching reading. Boston: Little, Brown & Company.
- Alexander, J. (1988). Teaching reading. (3rd ed.). Boston: Scott, Foresman.
- Brown, J. (1984). Efficient reading. Lexington, Massachusetts: Heath.
- Burns, P., Roe, B., & Ross, E. (1982). Teaching reading in today's elementary schools. Boston: Houghton Mifflin.
- Davidson, J. & Koppenhaven, D. Center for Early Adolescence. (1993). Adolescent literacy: What works and why. (2nd ed.). New York: Garland.
- Duffy, G. & Sherman, G. (1977). Systematic reading instruction. New York: Harper & Row.
- Durkin, D. (1989). Teaching them to read. Boston: Allyn and Bacon.
- Durkin, D. (1987). Teaching young children to read. Newton: Allyn and Bacon.
- Improvement of Instruction/ Language Arts. (1992). Author studies. Edinboro, Pennsylvania: Department Elementary Education, Edinboro University.
- Langan, J. (1990). Reading and study skills. New York: McGraw-Hill.
- Leo, E. (1994). Powerful reading. New York: Macmillan.
- Lipson, M. Y., & Wixson, K. K. (1991). Assessment & instruction of reading disability, an interactive approach. New York: HarperCollins Publishers.

- Lytle, S. L. & Botel, M. (1988). PCRP II: Reading, writing and talking across the curriculum. Harrisburg, Pennsylvania: Pennsylvania Department of Education.
- May, F. (1990). Reading as communication. Columbus: Merrill.
- Panes, P. (1986). Reading well in college. New York: Harper & Row.
- Perkins, P. (1995). Family literacy: Parents as partners. Westminster, California: Teacher Created Materials.
- Roe, B., Stoodt, B., & Burns, P. (1987). Secondary school reading instruction: The content areas. Boston: Houghton Mifflin Company.
- Schmelzer, R., Christen, W. (1989). Reading and study skills. Iowa: Kendall/Hunt.
- Searfoss, L. W., & Readence, J. E. (1994). Helping children learn to read. Boston: Allyn and Bacon.
- Smith, B. (1981). Bridging the gap: College reading. Illinois: Scott, Foresman.
- Spache, G., Berg, P. (1978). The art of efficient reading. New York: Macmillan.
- Taylor, B., Harris, L., & Pearson, P. (1988). Reading difficulties. New York: Random House.
- Wiener, H., & Bazerman, C. (1991). Reading skills handbook. (5th ed.). Boston: Houghton Mifflin.
- Wiener, H., & Bazerman, C. (1988). Basic reading skills handbook. Boston: Houghton Mifflin.
- Wiener, H., & Bazerman, C. (1991). Reading skills handbook. (4th ed.). Boston: Houghton Mifflin.
- Wilbur, Franklin P. & Lambert, Leo M. (1995). Linking america's schools and colleges. (2nd ed).
- Vacca, J., Vacca, R., & Gove, M. (1987). Reading and learning to read. Boston: Little, Brown.
- Teaching Tips**
- Bey, T. M., & Holmes, C. T. (1990). Mentoring: Developing successful new teachers. Reston, Virginia: Association of Teacher Educators.
- Cannings, T. R., & Finkel, L. (Eds.). (1993). The technology age classroom. Wilsonville, Oregon: Franklin, Beedle, and Associates, Inc.
- Magnan, R. (Ed.) (1990). 147 practical tips for teaching professors. Madison, Wisconsin: Magna Publications, Inc.

- McKeachie, W. (1986). Teaching tips: A guide for the beginning college teacher. Lexington, Massachusetts: Health & Co. (3 copies).
- McKeachie, W. (1994). Teaching tips: Strategies, research, and theory for college and university teachers. (9th edition). Lexington, Massachusetts: Health & Co.
- Seldin, P. (1993). Successful use of teaching portfolios. Bolton, MA: Anker.
- Seldin, P. (1991). The teaching portfolio. Bolton, Massachusetts: Anker.
- University Teaching and Learning**
- American Assoc. of State Colleges & Universities. (1995). Changing course.
- Apps, J. W. (1988). Higher education in a learning society: Meeting new demands for education and training. San Francisco: Jossey-Bass.
- Boyer, E. (1990). Scholarship reconsidered: Priorities of the professorate. Princeton: Carnegie Foundation. (2 copies).
- Brooks, J. (1993). In search of understanding: The case for constructivist classrooms. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Case, Bushaw, Phelps, Ringeisen & Rodi. (1994). You're the professor what next?The Mathematical Association of America.
- Clarke, J. H. and Biddle, A. W. (Eds). (1993). Teaching critical thinking: Reports from across the curriculum. Englewood Cliffs, New Jersey: Prentice Hall.
- Committee on the Teaching of Undergraduate Mathematics. (1990). A source book for college mathematics teaching. The Mathematical Association of America.
- Cyrs, T. E. & Smith, F. A. (1990). Teleclass teaching: A resource guide. (2nd edition). New Mexico State University.
- Davis, J. (1993). Better teaching, more learning: Strategies for success in post secondary settings. Phoenix: Oryx Press.
- DeBono, E. (1985). Six thinking hats. Tucson: Zephyr Press.
- Diamond, R. M. (1989). Designing and improving courses and curricula in higher education: A systematic approach. San Francisco: Jossey Bass.
- Duffy, D. K., & Jones, J. W. (1995). Teaching within the rhythms of the semester. San Francisco: Jossey-Bass, Inc. (2 copies).
- Elliott, J. (1991). Action research for educational change. Philadelphia: Milton Keynes Open University Press.
- Fosnot, C. T. (1989). Enquiring teachers, enquiring learners: A constructivist approach to teaching. New York: Teachers College Press.

- Frost, S. H. (1991). Academic advising for student success: A system of shared responsibility. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.
- Gaither, G., Nedwek, B., & Neal, J. (1994). Measuring up: The promises and pitfalls of performance indicators in higher education. George Washington University.
- Gestwicki, C. (1987). Home, school, and community relations: A guide to working with parents. Albany: Delmar.
- Goodlad, J. (1984). A place called school. McGraw-Hill Book Company.
- Hagelgans, N. L., Dubinsky, E., Reynolds, B. E., Schwingendorf, K. E., Shahin, M., Harris, Louis. (1984-1995). The metropolitan life survey of the American teacher. Louis Harris & Assoc., Inc. (field work May 4-June 11, 1995)
- Johnson, D., Johnson, R., & Smith, K. (1991). Active learning: Cooperation in the college classroom. Edina, Minnesota: Interaction Book Co.
- Johnson, G. (1995). First steps to excellence in college teaching. Wisconsin: Magna Publications, Inc.
- Joyce, B. & Weil, M. (1986). Models of teaching. (3rd ed.). Englewood Cliffs, New Jersey: Simon & Schuster. (2 copies).
- Kaput & Dubinsky. (1994). Research issues in undergraduate mathematics learning preliminary analyses and results. The Mathematical Association of America. Louis Harris & Associates, Inc. (1994). The metropolitan life survey of the American teacher. New York: Louis Harris.
- Lowenfeld, V., & Brittan, W. (1982). Creative and mental growth. (7th ed.). New York: Macmillan.
- Michael, D.N. (1965). The next generation: The prospects ahead for the youth of today and tomorrow. New York: Vintage Books, Random House.
- Montgomery, S. L. (1996). The scientific voice. New York: The Guilford Press.
- Neff, R. A. & Weimer, M. (Eds.) (1989). Classroom communication: Collected readings for effective discussion and questioning. Madison, Wisconsin: Magna Publications, Inc.
- Neff & Weimer. (1990). Teaching College: Collected reading for the new instructor. Magna Publications Inc. (2 copies).
- Posner, G. (1992). Analyzing the curriculum. New York: McGraw-Hill.
- Schon, D. (1983). The reflective practitioner. New York: Basic Books Inc.
- Semmelmeier, M. (1990). Practical english. New Jersey: Career Institute.

- Sergiovanni, T. (1994). Building community in schools. San Francisco: Jossey-Bass.
 - Tishman, Perkins, & Jay. (1995). Thinking classroom learning and teaching in a culture of thinking. Allyn & Bacon.
 - Tryneski, J. (1993). Requirements for certification of teachers, counselors, librarians, administrators. (rev. ed.). Chicago: University of Chicago Press.
 - Vidakovic, D. & Wimbish G. J. (Eds.). (1995). A practical guide to cooperative learning in collegiate mathematics. The Mathematical Association of America.
 - Walter, T., & Siebert, A. (1981). Student success. New York: Holt, Rinehart and Winston.
 - Wilbur, Franklin P. & Lambert, Leo M. (1995). Linking America's schools & colleges. (2nd ed.).
 - Zemelman, S., Daniels, H., & Hyde, A. (1993). Best practice: New standards for teaching and learning in America's schools. Portsmouth, New Hampshire: Heinemann.
- Values**
- Beck, U. Translated by Ritter, M. A. (1995). Ecological enlightenment: Essays on the politics of the risk society. Atlantic Highlands, New Jersey: Humanities Press International, Inc.
 - Becker, L. C., & Becker C. B. (Eds.). (1992). A history of western ethics. New York: Garland Publishing.
 - Becker, L. C., & Becker C. B. (Eds.). (1992). Encyclopedia of ethics, volumes I & II. New York: Garland Publishing.
 - Bok, S. (1995). Common Values. Columbia, Missouri: University of Missouri Press.
 - Darling-Smith, B. (Ed.). (1993). Can virtue be taught? Notre Dame, Indiana: University of Notre Dame Press.
 - Elliot, R. (Ed.). (1995). Environmental ethics. New York: Oxford University Press.
 - Erwin, E., Gendin, S., & Kleiman, L. (Eds.) (1994). Ethical issues in scientific Research: An anthology. New York: Garland Publishing.
 - Foltz, B. G. (1995). Inhabiting the earth. Atlantic Highlands, New Jersey: Humanities Press International, Inc.
 - Frazier, A. (1980). Values, curriculum, and the elementary school. Boston: Houghton Mifflin Company.
 - Goldthwait, J. T. (1996). Values: What they are & how we know them. New York: Prometheus Books.
 - Goodlad, J., Soder, R. Sirotnik, K. (1990). The moral dimensions of teaching. Jossey-Bass Publishers. San Francisco.

- Greenawalt, K. (1995). Private consciences and public reasons. New York: Oxford University Press.
- Hannaford, R. V. (1993) Moral anatomy and moral reasoning. Lawrence, Kansas: University Press of Kansas.
- Hawley, R. C. & Hawley, I. L. (1975). Human values in the classroom. New York: Hart Publishing Company, Inc.
- Humphrey, S. M. (1995). If you had to choose, what would you do? New York: Prometheus Books.
- Jackson, P.W., Boostrom, R. & Hasen, D. (1993). The moral life of schools. Jossey-Bass Publishers. San Francisco.
- Kettering Foundation. (1996). Higher Education Exchange. Kettering Foundation.
- Kirchenbaum. (1995). Enhance values and morality in schools and youth setting. Boston: Allyn & Bacon.
- Kniker, C. R. (1977). You and values education. Ohio: Charles E. Merrill Publishing Company.
- Kupperman, J. J. (1991). Character. New York: Oxford University Press.
- MacIntyre, A. (1984). After virtue. Notre Dame, Indiana: University of Notre Dame Press.
- Marketing Research Institute. (1995). The John Templeton Foundation 1995 honor roll for character building colleges qualification forms.
- May, L. (1987). The morality of groups. Notre Dame, Indiana: University of Notre Dame Press.
- Meeks, W. A. (1993). The origins of Christian morality. New Haven, Connecticut: Yale University Press.
- National Education Association. (1976). Values concepts and techniques. Washington, DC: National Education Association.
- Pincoffs, E. L. (1986). Quandaries and virtues against reductivism in ethics. Lawrence, Kansas: University Press of Kansas.
- Raz, J. (1995). Ethics in the public domain. New York: Oxford University Press.
- Rest, J. & Narvaez, D. (Eds.). (1994). Moral development in the professions. Hillsdale, New Jersey: Lawrence Earlbaum Associates.
- Silver, M. (1976). Values education, developments in classroom instruction. Washington, DC: National Education Association.

- Solomon, R. C. (1992). Ethics and excellence: Cooperation and integrity in business. New York: Oxford University Press.
- Strike, K. & Ternasky, P. (1993). Ethics for professionals in education: Perspectives for preparation and practice. New York: Teachers College Press.
- Thompson, Dennis F. (1995). Ethics in congress. Washington DC: The Brookings Institution. (2 copies).
- Other**
- Bodine, Crawford, & Hoglund. (1993). The school for quality learning. Capital City Press.
- Marketing Research Institute. (1995). The John Templeton Foundation 1995 honor roll for character building colleges qualification forms.
- Mauro, J. (1992). Statistical deception at work. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Maxwell, Morrow, & Tracey. (1995). A survey of family literacy in the U.S. International Reading Association Inc.
- Mori, A. (Ed.). (1994-95). National forum of teacher education journal. 5(1).
- National Association of Laboratory Schools. (1991). Laboratory schools. Honolulu: Curriculum Research & Development Group.
- National Center For Education Statistics. (1995). Two years later: Cognitive gains and school transitions of NELS: 88 eighth graders.
- National Council for Accreditation of Teacher Education. (1993). Teacher education: A guide to NCATE-accredited colleges and universities. Washington: National Council for Accreditation of Teacher Education.
- National Endowment for the Arts. (1994). Arts education research agenda for the future. Washington: Pelavin Associates.
- Pennsylvania School Board Association. (1995). Reflecting on our past, envisioning our future.
- Smith, V., Lawrence, B., Humphreys, W. (1995). Exploring good practice in general education. The society for values in higher education. Georgetown University.
- Teachers College Publication. (1996). The teacher educator. Volume 31 #2.
- Teachers College Publication. (1996). The teacher educator. Volume 31 #3.
- Technical Assistance for Implementation of Chapters 3, 5, & 6: Curriculum Integration: A Training Package.

Technical Assistance for Implementation of Chapters 3,5, & 6: Strategic Planning: A Training Package.

Technical Assistance for Implementation of Chapter 5: Instructional Delivery-Cooperative Learning: A Training Package.

Technical Assistance for Implementation of Chapter 5: Instructional Delivery-Mastery Learning: A Training Package.

Technical Assistance for Implementation of Chapter 5: Restructuring Schools-Chapter 5 & Outcome-Based Education: A Training Package.

Technical Assistance for Implementation of Chapter 5: Teacher Induction Program: A Training Package for Chapters 3, 5, & 6.

Wilbur & Lambert. (1995). Linking America's school and colleges 2nd. edition. American Association for Higher Education, Washington DC.

Articles, Briefs, Newsletters, Journals, and Reports

Child Development

Innovations in early education: The international Reggio exchange. (vol. 2 no. 1, 2, and 3).

Classroom Assessment

Blake, Elliot, MacMichael, & Snyder (1995). Portfolio Assessment: Staying on the Cutting Edge.

Classroom Management

Master Teacher Roundtable. (1996). Sharing successful inclusion strategies. Institute for Curriculum, Instruction, and Collaboration of the Center for Excellence in Teaching, Edinboro University of Pennsylvania.

Diversity

National Center for Education Statistics (1995). The educational progress of hispanic students. No. 4.

•Tack, M. W. & Patitu, C. L. (1992). Faculty job satisfaction: Women and minorities in peril. Washington, DC: ASHE-ERIC Higher Education Report No. 4. George Washington University.

University Teaching and Learning

•ASHE-ERIC. (1995). Higher education reports. Washington, DC: The George Washington University, Graduate School of Education and Human Development.

ASHE-ERIC. (Spring/Summer 1995). Higher Education Reports. Washington, DC: George Washington University.

•Asp II, J. & Worth, M., (1994). The development officer in higher education. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University. (2 copies).

•Baldridge, J. V., Kemerer, F., & Green. L. (1982). The enrollment crisis: Factors, actors and impacts. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.

•Chaffee, E. E. & Lawrence, A. S. (1992). Quality transforming postsecondary education. Washington, DC: ASHE-ERIC Higher Education Report No. 3. George Washington University.

•Curry, B. (1992). Instituting enduring innovations: Achieving continuity of change in higher education. ASHE-ERIC Higher Education Report No. 7. George Washington University.

•David, T. M. & Murrell, P. H. (1993). Turning teaching into learning: The role of student responsibility in the collegiate experience. Washington, DC: ASHE-ERIC Higher Education Report No. 8. George Washington University. (2 copies).

DeBruyn, R. L. (1994-present). The Professor in the Classroom, vol. 1 & 2.

Gibbs, A. (1992). Reconciling rights and responsibilities of colleges and students: Offensive speech, assembly, drug testing, and safety. ASHE-ERIC Higher Education Report No. 5. George Washington University.

•Hendrickson, R. M. & Gibbs, A. (1986). The college, the constitution and the consumer student: Implications for policy and practice. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.

•Jones, D. J. and Watson, B. C. (1990). "High Risk" students in higher education: Future trends. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.

Journal on Excellence in College Teaching (1990). Vol. 1.

Journal on Excellence in College Teaching (1991). Vol. 2.

Journal on Excellence in College Teaching (1992). Vol. 3.

Journal on Excellence in College Teaching (1993). Vol. 4.

Journal on Excellence in College Teaching (1994). Vol. 5, Nos.1&2. (2 copies).

- Keig, L. & Waggoner, M. (1994). Collaborative peer review: The role of faculty in improving college teaching. Washington, DC: ASHE-ERIC Higher Education Report #2. George Washington University. (3 copies).
 - Kuh, G. D. & Whitt, E. J. (1988). The invisible tapestry: Culture in American colleges and universities. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.
- LATICE, Learning and Teaching in College Environments (1995). Slippery Rock University of Pennsylvania, vol. 3 no. 3.
- LATICE, Learning and Teaching in College Environments (1995). Slippery Rock University of Pennsylvania, vol. 5 no. 2.
- Paulsen, M. B. (1990). College choice: Understanding student enrollment behavior. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.
 - Pickert, S. (1992). Preparing for a global community: Achieving an international perspective in higher education. Washington, DC: ASHE-ERIC Higher Education Report No. 2. George Washington University.
 - Smith, R., Byrd, P., Nelson, G., Barrett, R., & Constantinides, J. (1992). Crossing pedagogical oceans: International teaching assistants in U. S. undergraduate education. ASHE-ERIC Higher Education Report No. 8. George Washington University.
 - Summer academy for the advancement of college teaching. (1992). Collection of 20 articles and syllabi in CARE packages.
 - Summer academy for the advancement of college teaching. (1993). Collection of 21 articles in CARE packages.
 - Summer academy for the advancement of college teaching. (1994). Collection of 25 articles in CARE packages.
 - St. John, E. (1994). Prices, productivity and investment: Assessing financial strategies in higher education. ASHE-ERIC Higher Education Report No. 3. Washington, DC: The George Washington University. (2 copies).
 - Stark, J. S., et. al. (1989). Student goals for college and courses: A missing link in assessing and improving academic achievement. Washington, DC: ASHE-ERIC Higher Education Reports. (2 copies).

- Teitel, L. (1994). The advisory committee advantage: Creating an effective strategy for programmatic improvement. Washington, DC: ASHE-ERIC Higher Education Report No. 1. George Washington University. (2 copies).
 - Toombs, W. & Tierney, W. (1991). Meeting the mandate. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.
 - Townsend, B. K. & Newell, L. J. (1992). Creating distinctiveness: Lessons from uncommon colleges and universities. ASHE-ERIC Higher Education Report No. 6. George Washington University.
- Weimer, M. (1994-present). The Teaching Professor, 8(8-present).
- Whitman, N. A., et. al. (1984). Student stress: Effects and solutions. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University. (2 copies).
 - Whitman, N. A. (1988). Peer teaching: To teach is to learn twice. Washington, DC: ASHE-ERIC Higher Education Reports. (2 copies).
 - Whitman, N. A., et. al. (1986). Increasing student's learning: A faculty guide to reducing stress among students. Washington, DC: ASHE-ERIC Higher Education Reports. George Washington University.
 - Wilcox, J. & Ebbs, S. (1992). The leadership compass: Values and ethics in higher education. Washington, DC: ASHE-ERIC Higher Education Report No. 1. George Washington University.
- Values**
- Driver, T. (1993). Life in performance: Reflections on ritual, religion, and social values. The society for values in higher education. Georgetown University.
- Harding, S. (1993). Subjectivity, experience, & knowledge: An epistemology from/for rainbow coalition politics. The society for values in higher education. Georgetown University.
- Ochs, C. (1995). Miriam's way. The society for values in higher education. Georgetown University.
- Smith, V., Lawrence, B., Humphreys, W. (1995). Exploring good practice in general education. The society for values in higher education. Georgetown University.
- State System of Higher Education Task Force. (1991). Emphasis on values: A priority for pennsylvania's state system of higher education during the 1990's.
- The Society for Values in Higher Education. (Spring 1995). Soundings: An Interdisciplinary Journal, 28 (1). University of Tennessee, Knoxville.

The Society for Values in Higher Education. (Summer 1995). Soundings: An Interdisciplinary Journal, 28 (2). University of Tennessee, Knoxville.

Other

Association of Teacher Educators (1995). Piloting Professional Year Partnerships.

Ball State University. (Autumn 1995). The Teacher Educator, 31(2).

Ball State University. (Winter, 1996). The Teacher Educator, 31(3).

Ball State University. (Spring, 1996). The Teacher Educator, 31(4).

Ball State University. (Summer, 1996). The Teacher Educator, 31(5).

Blake, Elliot, MacMichael, & Snyder (1995). Portfolio Assessment: Staying on the Cutting Edge.

DeBruyn, R.L. (1988-89). The Master Teacher, 20(3-36).

DeBruyn, R. L. (1994-present). The Master Teacher, vol. 26-28.

Ducharme, E. & Kluender Ducharme, M. (Eds.). (1994). Journal of teacher education, 45(5).

Master Teacher Roundtable. (1996). Sharing successful inclusion strategies. Institute for Curriculum, Instruction, and Collaboration of the Center for Excellence in Teaching, Edinboro University of Pennsylvania.

"Model Standards in Mathematics for Beginning Teacher Licensing & Development: A Resource for State Dialogue", Developed by Interstate New Teacher Assessment and Support Consortium Mathematics Sub-Committee

National Center For Educational Statistics. (1996). Urban Schools: The Challenge of Location and Poverty. National Center for Educational Statistics, Washington D. C.

Newcamp, Jan (1995). Having a Healthy Baby. (2 copies).

Sheingold & Hadley (1990). Center for Technology in Education: Accomplished Teachers Integrating Computers into Classroom Practice. (6 copies).

TECSCU Newsletter, published by the Teacher Education Council of State Colleges and Universities. Winter 1994-95.

U.S. Department of Education. (1994). The ERIC Review, 3(2).

U.S. Department of Education. (1994). Focus on NAEP. Office of Educational Research and Improvement.

Videotapes

Child Development

Arts in Education Seminar. Nancy Pistone. Key Players & Assessment of Collaborative Projects. July 28, 1994.

Arts in Education Seminar. Beth Cornell. The Pennsylvania State Plan for Arts in Education. July 28, 1994.

Arts in Education Seminar. Phyllis B. Susen. Creating Curriculum Materials with Educators. July 28, 1994.

Collaborating for Children, James Comer. March 21, 1994.

Developing Life Skills in the Early Learner Through Health Education. Dr. Kenneth Felker & Ms. Linda Mukina. Edinboro University of Pennsylvania. February 28, 1995.

Elementary Music/Movement Presentation by Rosemary Omniewski (1994). Lesson folder included.*

How difficult can this be? The F.A.T. City Workshop. 70 minutes. PBS Video. *Discussion guide.

On Television: Teaching the Children. Produced by On Television, Ltd. California Newsreel: San Francisco.

Panel Discussion on Play. Dr. Ernie Dettore & Dr. Sandra Waite-Stupiansky. Edinboro University of Pennsylvania.

Classroom Management

Active Learning, produced by Tim Thompson and Jeanne Faieta.

Conferencing with students and parents. Sharon Fincham. The Master Teacher. Manhattan, Kansas. *Presenter's guide.

Discipline Techniques You Can Master in a Minute: Key Attitudes And Strategies For Maximizing Your Options, Tape 1, 1994.

Discipline Techniques You Can Master in a Minute: Approaches and Actions To Get The Responses You Want, Tape 2, 1994.

Discipline Techniques You Can Master in a Minute: Handling Chronic Or Habitual Problems, Tape 3, 1994.

Discipline Techniques You Can Master in a Minute: Critical Mistakes That Cause Or Perpetuate Misbehavior, Tape 4, 1994.

Master Teacher Roundtable. (1996). Sharing successful inclusion strategies. Institute for Curriculum, Instruction, and Collaboration of the Center for Excellence in Teaching, Edinboro University of Pennsylvania. *Summary of inclusion strategies.

The Violent & Aggressive Student: December 7, 1995 Videoconference.

Diversity

Multicultural Education Valuing Diversity in the Classroom Videoconference: Friday,

November 3, 1995 (2 hours)*.

Teaching About Racism: Tools and Strategies Teleconference. Friday, November 4, 1994. (3 copies).

The Educational System in Pakistan-speaker Dr. Rashid Shah, December 1, 1993.

Literacy

EVN Windows Literacy 45 Minutes 185V, Education Video Network, Inc. Huntsville, Texas.

Read to Me. (1995). International Association. (13 mins.).

Teaching Tips

SuperStar Teachers High School Series. Tim McGee of Worland High School. *(2 tapes and a booklet).

Using Your Voice to Improve Your Teaching. Purdue University. Continuing Education/Purdue University Research Foundation, West Lafayette, IN. *Manual included.

University Teaching and Learning

Enhancing & Evaluating College Teaching & Learning ©Virginia Tidewater Consortium for Higher Education. *Program packet included.

Teaching Teachers: Episode #41 Stock 7790-3. NEA Professional Library.

The Summer Academy Story, Office of Academic and Student Affairs, SSHE Dixon University Center, (1995).

What Kind of Teacher are You? A videotape guide for college faculty in the preparation of teaching portfolios. Iowa State University Media Resources Center. *Presentation guide.

Values

Professional Choices: Ethics at Work. National Association of Social Workers.

Video Presentations and Conferences

America 2000- What it is...Six National Goals.

Brian Schrag Symposium, 1994.

Changing Demands of a College Education, Maureen McClure, May 1, 1995. (2 copies).

Critical Thinking in the Arts- National Endowment for the Arts.

Directions by Kathleen McGrory and Constance Ramirez.

Educational Forum- "Inclusion: What Does it Mean? What Do Students Need to Know?"

Edinboro University of Pennsylvania.

Educational Reform in Pennsylvania. Lecturer: Dr. Gerald Longo, October 4, 1993.

Evening of Science Activities: April 3, 1995. Channel 24 News.

Implementing Pennsylvania's Educational Reforms Through School District Strategic Planning.

The Master Teacher Roundtable. May 1994. Edinboro University of Pennsylvania.

Teaching With Technology. Gateway Network.

The Teacher's Lounge. Dr. Robert Connors and Mrs. Ruthanne Atkinson speak about the Center for Excellence in Teaching.

Understanding people. ENN. Dr. Dawn M. Snodgrass. Friday, February 23, 1996.

* **Materials Included**

Educational Materials

Diversity

Multi-Cultural Awareness Project. Laser Disk

Values

Gray Matters: The Ethics Game. Martin Marietta

Catalogs

Literacy

International Reading Association. (1995). Catalog of publications. * pamphlet.

University Teaching and Learning

ASHE ERIC: Higher Education Reports. Spring/Summer 1995.

as of Sep 17, 1996