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## DOC 2014-10 Proposal for MS in Education - Leadership for Educational Systems

University of Dayton. School of Education and Health Sciences

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PROPOSAL TO THE ACADEMIC SENATE

Title: Proposal for MS in Education – Leadership for Educational Systems

Submitted by: School of Education and Health Sciences

Date: April 25, 2014

Action: Legislative authority

# **University Proposal**

**For**

**Master of Science in Education--Leadership for  
Educational Systems**

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**University of Dayton**  
**Master of Science Degree in Education**  
**Leadership for Educational Systems**  
**Full Proposal**

**1. Designation of New Degree Program: Master of Science in Education--Leadership for Educational Systems**

The proposed program, Masters of Science in Education--Leadership for Educational Systems, is designed to provide students with a thorough understanding of the United States (U.S.) system of education and to develop leadership skills to administer educational systems. The program was developed in response to international students who come to the United States to study our educational systems and yet are not interested in, nor qualify for, licensure. This program will feature an interdisciplinary approach. Courses in the program will be provided by the Department of Educational Leadership (EDA), the Department of Counselor Education (EDC), and the Department of Teacher Education (EDT). The intent of the program is to provide students with an overview of U.S. approaches to educational issues of curriculum, models of teaching, and perspectives in higher education. The program will build upon these foundational concepts to prepare students for educational leadership, instructional leadership, and leadership in higher education via in-depth study and practice of leadership in education. Study in the aforementioned topic areas will guide students through critical analysis of leadership issues, problem solving, and decision making regarding a number of issues facing educational systems from preschool to higher education (P-16). While the program will serve both international and domestic students, we anticipate that the majority of students will be international.

The proposed program will align with the School of Education and Health Sciences (SEHS) vision, “advancing social justice, equality, and community through learning and health worldwide.” The thrust of the program will also support and further the mission of SEHS: “The School of Education and Health

Sciences educates leaders in education and health care who transform society through faith, community building, service, wellness and scholarship.” The primary features of the program are sufficiently broad to allow students to acquire a fundamental understanding of both educational and leadership issues. Armed with this information, students will be able to creatively deal with the complexities facing education today in diverse educational systems as well as provide leadership directed at system improvement.

### **1.1 Rationale/Need**

The University of Dayton has been actively recruiting international students for the past several years. In many cases, international students have not had sufficient background to be admitted into other programs offered in SEHS. In other cases, international students are not interested in seeking licensure and, thus, are not able to find a degree program that meets their learning interests. One of the primary interests of these international students has been to acquire an understanding of the U.S. system of education, and be able to enhance primary, secondary, and higher education systems in their own countries when they return. This requires not only a background in education, but also skill and knowledge related to leadership. The proposed program will meet these unique needs.

The three departments, EDA, EDC, and EDT, involved in the proposal have regular inquiries from international students regarding admittance to our current graduate programs. In some cases, international students are denied admission due to a lack of professional experience or academic preparation in the programs they are exploring. In addition, based on input from the University of Dayton International Admissions staff, international students need expertise in both leadership skills and broad knowledge of educational systems so that they can return to their native countries to develop educational systems, structures, and programs.

From the Fall term 2009 through the Spring term 2012, the international graduate student population in SEHS increased from 120 students to 184, a 53% increase in just four years. Because of this substantial rate of increase, and with no evidence that this rate will decline any time in the near future, EDA, EDC,

and EDT believe that a program such as the one proposed will provide meaningful programming opportunities for international students.

We believe this program will fill an important need. We believe a program such as the one proposed will afford students a strong background in education and leadership. This focus will provide students with useful skills, knowledge, and dispositions, allowing them to make useful contributions to school organizations in their native land.

### **1.2 Disciplinary Purpose and Significance**

The increased number of international students enrolling at UD has led to this proposed master's degree program. Our interaction with international candidates and Enrollment Management at the University of Dayton has led to the design of the program. In addition, domestic students wishing to have general knowledge regarding a wide variety of educational issues, particularly those with little or no background in education, could benefit.

Ultimately, the program is designed to address the increasing need for informed leaders who can creatively and successfully further educational opportunities in a variety of settings both here and abroad. It clearly relates to the mission of SEHS that speaks to the importance of advancing social justice, equality, and community learning worldwide.

### **1.3 Focus of the Proposed Program**

The focus of the program is to offer students with limited or no experience with U.S. education systems a structured degree program providing students with the necessary knowledge and tools to engage in a successful transition into leadership roles within educational settings. However, this program is also available to domestic students who have an interest in the topics associated with the program but little background in education.

This approach is in keeping with several of the student outcomes identified in the conceptual educational framework for SEHS:

- Scholarship
- Diversity
- Community
- Practical Wisdom
- Critical evaluation of our times
- Vocation

Graduates of the program will have the skills, knowledge, and dispositions to become effective educational leaders when they return to their native countries. Coursework will provide a scholarly examination of leadership across diverse educational settings. The program will focus on practical wisdom necessary for those planning professional careers in diverse educational communities in the 21<sup>st</sup> century. The program will place emphasis on information to further student understanding of American systems of education. The program will provide students a scholarly understanding of the complexities of leading educational systems, insight into educational leadership issues in preschool through higher education, and opportunity to build specific leadership skills via course assignments and participation within the learning community. Graduates of the program will be positioned to utilize organizational principles in their professional lives, thus increasing their opportunities to make positive contributions to individuals, educational organizations, and communities at large.

Students in the program will have exposure to leadership principles as well as specific skills and knowledge regarding instructional leadership and curriculum in P-16 educational organizations. In addition, they will have opportunities to learn various models of teaching which will be invaluable to them when they begin work in educational organizations. The research portion of the program will equip students with the basic tools of data gathering, data analysis, decision-making, and problem solving. The wide range of educational experiences provided in the program will enhance students' perspectives on



leadership in educational systems, thus allowing them to learn, lead, and serve, a tenet of the University of Dayton.

The proposed program takes an interdisciplinary approach and is broad in scope. Because the program will expose students to three different departments in SEHS, students will get an opportunity to interact with a wide variety of faculty, providing them with the opportunity to experience a variety of perspectives and disciplines.

## **2. Description of Proposed Curriculum**

The primary curriculum for the proposed program will be comprised of nine existing courses that are being taught in the three contributing academic departments, EDA, EDC, and EDT, and one new course: Scholarly Study in Education. Therefore, the program will require development of one new course. Faculty from all three departments identified above will teach the courses in the program. The core curriculum of the proposed program will consist of 30 semester hours beyond the bachelor's degree.

- i. EDT 504 (New Course: Scholarly Study in Education)
- ii. EDA 505 Educational Leadership
- iii. EDA 510 Instructional Leadership
- iv. EDA 511 Curriculum
- v. EDT 500 Models of Teaching
- vi. EDT 501 Introduction to American Education
- vii. EDT 505 School, Self, & Society
- viii. EDC 540 Perspectives in Higher Education
- ix. EDC 560 Leadership in College & University Environment
- x. Research Course selected from:
  1. EDA 551
  2. EDC 568
  3. EDT 667

EDT 504 and EDT 501 will be the first two courses the students take. After that, they will be able to choose any of the other courses as they become available in the schedule.

### **3. Administrative Organization of the Program**

The Master's Degree in Leadership for Educational Systems will comply with all policies and procedures of the Office for Graduate Academic Affairs at the University of Dayton. Although three separate departments (EDA, EDC, and EDT) will contribute courses and faculty to the program, primary administrative and advising responsibilities will reside within EDA. We believe the only three departments impacted by this program are those that are involved, and all three have approved the program. The department chair for EDA will assume administrative oversight for the proposed program. In addition, a four-person committee consisting of one representative from each department and one from International Admissions will be created in order to provide counsel and guidance to the program.

### **4. Career Examples**

As mentioned above, students completing the program would be prepared to assume leadership roles in school organizations in their home country. With the skills, knowledge, and dispositions acquired in this program, students will be able to provide leadership directed at improving educational systems in their home country.

### **5. Prospective Enrollment**

The University of Dayton is actively recruiting international students. EDA has had approximately 82 requests for program admittance from international students since the summer of 2010. EDT and EDC have experienced similar numbers of international students; therefore, we anticipate this trend increasing in the future. Because the University has deemed the recruitment of international students an important facet of its marketing efforts and outreach, we believe that this proposed program will better meet the needs of this new set of students than the licensure programs we currently offer.

Table 1 represents data associated with the total number of applications for graduate school in the departments of EDA, EDC, and EDT from Non-US citizens / Non-resident Aliens / Undocumented Aliens from Fall 2011 to Summer 2014. Students from specific countries are offered as examples.

Table 1

Total Number of Applications	524
Saudi Arabia	392
China	123
India	9

## 6. Admission Requirements

Admission requirements will parallel those currently in place for all graduate level programs in the School of Education and Health Sciences at the University of Dayton. These include:

- Bachelor Degree from a four-year accredited college or university
- Application submitted online at <http://gradadmission.udayton.edu>
- Official undergraduate transcript with bachelor's degree and grade point average posted
- A grade point average (GPA) of 2.75 or better on a 4.0 scale in an undergraduate program from an accredited institution. Students whose GPA is less than 2.75 may be admitted if a score of 396 or higher is achieved on the Miller Analogies Test; or, minimum scores of 149 on the verbal ability and 4.0 on the analytical writing ability sections of the Graduate Record Exam are received.
- Three letters of recommendation from qualified professionals
- Personal statement or professional resume
- International students will also have to have completed and passed the Test of English as a Foreign Language (TOFEL) or Intensive English Program (IEP).

## 7. Efforts to Enroll and Retain Underrepresented Groups

The proposed program is designed specifically for the needs and interests of international students. University recruitment efforts have focused on students from Middle Eastern and Asian countries such as Saudi Arabia and China. Although we do not believe there will be significant demand for the program by domestic students it will be an available option to them. In addition, all three departments involved in the program have high levels of diversity currently. Therefore, strategies that have worked in the past to enroll and retain underrepresented groups will be continued. Furthermore, students enrolled in this program will be in regularly scheduled classes, thereby interacting with domestic students. This should provide a rich experience for all.

Given that students in our target population will have limited or no experience studying in the United States, we have purposefully structured the degree program to provide academic support for them to have a successful learning experience at the University. All students will be required to take EDT 504 as their first course in the program. This course will help them with their writing skills and provide valuable information for students unfamiliar with the US higher education system. Academic and transition support provided by the Center for International Programs will be utilized in conjunction with those provided by our Office of Learning Resources, specifically the International Student Learning Initiatives Coordinator.

Because this program is intended to support international students in providing educational leadership from preschool through college from the perspective of a U.S. educational system and because courses in the program are already being taught on a regular basis, international students in the program will often be in classes with domestic students. The relationship built between international and domestic students will provide a rich source of support and insight for all students. We anticipate that the ongoing curricular development will mirror the relational development. Faculty and students will lead ongoing curricular renewal efforts in light of insights from the initial years of operation.

Regarding enrollment, the marketing plan will include web-based information, departmental brochures, as well as program representation at student recruiting opportunities sponsored by the University.

## **8. Faculty, Facilities, and Support Services**

Faculty members currently in place in EDA, EDC, and EDT are teaching the courses that are included in the proposed program. Therefore, course content expertise, as well as instructional skill, will be a major attribute of the program. Currently, nearly all professors involved in the program have terminal degrees.

Faculty currently teaching courses that will be in the proposed program include:

EDA – EDA 505 Dr. Dolph

EDA 510 Dr. Young  
EDA 511 Dr. Oldenski, SM  
EDT - EDT 500 Ms. Mitter  
EDT 501 Dr. Wilkins  
EDT 504 Dr. Bowman  
EDT 505 Dr. Watras  
EDT 667 Dr. Talbert-Johnson  
EDC - EDC 540 Dr. Razek  
EDC 560 Dr. Schaller  
EDC 568, EDA 551, EDT 667 (Students will select one); Staff

## **9. Need for Faculty and Facilities**

Because current faculty and facilities will be more than sufficient to offer this degree program, there will be no need for new or additional faculty or facilities. Therefore, there are no increases in cost anticipated for implementation of this new program.

## **10. Response to Preliminary Proposal Reviews**

### **Wright State University (Comments and Response)**

- *Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;  
Given an international student market, the need is specific to inquiries to UD.  
The summary describes other Ohio programs which do not appear to be similar to the proposed program.*
- *Opportunities for collaboration with the RACGS member's own institution;  
Three departments within the College of Education and Health Sciences are collaborating to deliver the program.*
- *Concerns with substantive elements of the proposed degree program;  
The described courses seem appropriate for the program's purpose.*
- *Explain the intended length of the program, and recruiting plans to secure the anticipated international population.*

The program consists of ten courses. If students take two courses a semester, they will complete the degree in five semesters or eighteen months. With respect to recruiting plans, the University of Dayton is actively recruiting international students. The Department of Enrollment Management has made recruitment of international students a priority. As such, resources are being devoted toward expanding international enrollments.

Currently, EDC, EDA, and EDT have received more than 200 program applications from international students since the summer of 2010. We anticipate that this level of demand will increase over the next 3-5 years and believe that 10-20 students will enroll in the program annually.

#### **Kent State University (Responses)**

- ***“We do not believe there will be significant demand for the program from students from domestic racial and ethnic minority groups. Please expand this idea.”***

The proposed program focuses on coursework designed for students with no or limited background in education studies. Although the program was initially conceived for international students, it is certainly a viable option for any student interested in, but having limited exposure to, the study of educational systems in the United States. Furthermore, the University has initiated active recruiting for domestic, ethnic and racial minorities. Therefore, current efforts at recruiting are resulting in increased levels of diversity in our student population. Nevertheless, the main intent of this program is focused on our international students, not our domestic students.

- ***“They noted affording students with academic support. In addition to “academic support”, what types of assessment will they be utilizing throughout their coursework?”***

Ongoing assessment is part of all EDA, EDC and EDT courses. Students will be assessed in order to assist instructors in differentiating instruction, providing meaningful feedback, as well as determining student understanding and learning of course material. Professors generally employ written assignments, oral presentations, quizzes, exams, and case studies as assessment tools.

Furthermore, the University utilizes an Early Alert system for all students. The names of struggling students (both undergraduate and graduate) are submitted to the Dean’s office through a new program designed to alert department chairs of any student academic issue. The department chairs is responsible for following up on each student concern. .

- ***“I realize this is a focus on university leadership. However, there are courses that seem to focus on US public school administration. If this is the case, because the candidates do not have experience in U.S. public school, how will they conduct field work? How will they deepen their ways of knowing throughout their studies? What efforts will be made to***

***build bridges among candidates, US aspiring school leaders, current school leaders, and public school communities?***

Certainly, you are correct; the focus is on U.S. public school administration/ leadership of both P-12 and higher education systems. Because the participants of the program will have very limited or no experience/knowledge of current education systems, the early focus is to provide a broad picture of U.S. systems. As the program progresses and students' critical thinking skills develop, deeper ways of knowing will be incorporated into each course.

The focus of the program is on U.S. systems of education with an emphasis on leadership. To that end, program content is divided between P-12 education and higher education. General aspects of leadership are infused throughout the program. For example, students will gain knowledge of U.S. public schools (one of the main purposes of the program) through EDT 501 Introduction to American Education. This course is designed for individuals who are new to American educational systems. As such, it will include site visits to a variety of educational settings including public and private schools serving students in pre-k through 16. Furthermore, as part of the course, students will have an opportunity to meet school administrators, and deepen their understanding of how public education in the United States functions.

- ***“I am not sure how the “Counseling Department” is affording candidates with coursework centered on pertinent content areas that school leaders need to understand.”***

This degree program emphasizes entire educational systems, from preschool through higher education. The Department of Counselor Education and Human Services houses two master's degree programs focused on higher education: Higher Education Administration and College Student Personnel. The courses used for the program in Leadership for Educational Systems from this department will focus on higher education systems (EDC 540: Perspectives in Higher Education) and leadership within higher education (EDC 560: Leadership in the College and University Environment). These two courses address the structure and leadership emphases of

the program in higher education. While courses in EDT address the structure of P-12 education and courses in EDA focus on the leadership in P-12, courses in EDC focus on these features in higher education.

- ***“How will each course build upon the other? How will faculty scaffold student learning?”***

As discussed above, all students will take EDT 504 first. The second course everyone will take will be EDT 501 American Education, grounding the students in an awareness of educational systems in the US. From this point on, courses will be taken as offered in the normal schedule of course offerings. However, an example of a possible sequence could offer EDT 505 School, Self, and Society focusing on the study of the relationships among institutional reform, personality development, and social change in a global environment. In this course, the students will compare schools around the world. EDC 540 Perspectives in Higher Education is the parallel to EDT 505 for higher education.

The next course could be in research, EDA 551, EDC 568, or EDT 667 are the options students could choose from. By placing a research course here, students would already have basic knowledge about education systems allowing instructors to talk about research in education systems in more depth.

EDA 505 Educational Leadership, EDA 510 Instructional Leadership, and EDC 560 Leadership in College and University Environments are the three courses in the program focusing on leadership. The final two courses in the program, EDT 500 Models of Teaching, and EDA 511 Curriculum, emphasize specific education functions that require special leadership skills. These two courses would preferably be taken after general understandings of leadership principles are acquired.

- ***“What pedagogical considerations will be made throughout these courses to implement culturally responsive pedagogy? For example, issues of social justice, politics, equity, systemic oppression, culturally responsive pedagogy, school law, and many other areas of***



*study in this program may or may not be able to be discussed within certain countries. Several international students within our program have openly discussed these tensions as well as the consequences of bringing “US ways of thinking” to their “homeland”. How does faculty understand this? What considerations are being made to support international students in “applying what they are learning to their homeland”?*

The University of Dayton has expanded support for international students through a variety of offices and departments specifically to address some of the issues identified above. These include:

- Center for International Programs
- International Student & Scholar Services
- Intensive English Program
- Office of Learning Resources

Further, the University of Dayton is sensitive to cultural issues and concerns such as social justice, politics, and equity. This is all part of the Marianist culture that strongly influences the University of Dayton and faculty.

In addition, faculty has professional development opportunities such as “Supporting the Writing of International Students” and “Reaching Our Chinese Students” that will assist them in heightening their understanding of working with international students.

#### **Ohio State University (Comments and Response)**

- *Does the proposal conflict with anything that we presently offer (or plan to offer) at OSU--and, if so, does such a conflict raise cause for concern?*

*n This proposal has similarities to masters specializations offered by our Department of Educational Studies (specifically, 1 - higher ed, 2 - educational administration, and 3 - cultural foundations, technology, qualitative inquiry). However, the proposed degree program is quite general in nature, offering a broad overview of educational systems. It does not seem intended to prepare students to have deep, specific skills in any one of these areas. Our programs, on the other hand, are intended to help students develop deeper skills in more narrowly defined areas of focus. Because of this important difference in focus, I do not believe this program conflicts with our offerings.*

*n This proposal draws on courses that Dayton already offers – and courses that are pretty standard offerings at most universities with graduate level professional education programs. Therefore, I see no conflict in regard to individual course offerings.*

- *Do you have any substantive concerns about the proposal that should be communicated to University of Dayton as they continue to work on this proposal? How serious, in your view, are these concerns?*

*n I do not have concerns about the proposal that would preclude its approval. However, please see my suggestion in response to question 3 below – which I believe is important to address.*

- *Do you have any suggestions for strengthening the proposal or sharpening its focus?*

*n The intended student base for this program consists of international students who may return to their countries to develop educational systems. Although some of the courses in the program have an inter-cultural or cross-cultural perspective, this is largely confined to the US context. Given this, I believe it is quite important that some of the courses in the proposed program be broadened to include international and comparative educational studies.*

EDT 505 - School, Self, and Society will provide opportunities for students to compare international and comparative educational studies. Students will make a comparison of schools around the world. One aim of such a study is to locate the differences that derive from the context of the culture of the communities they serve. Another aim is to record how schools have changed from forces of globalization. This should allow students to broaden their understanding and awareness of a variety of educational systems throughout the world.

In other courses, professors will be supported in their efforts to encourage students to consider comparative analyses in their discussions and course assignments. By supporting such efforts, all students, both domestic and international, will gain inter-cultural and cross-cultural perspectives that they will be able to consider when transitioning to their home settings.

## **11. Summary**

The Masters of Science in Education--Leadership for Educational Systems is a degree that will assist participants in understanding, American educational systems and, ultimately, provide skill and knowledge regarding educational leadership. The program will encourage critical thinking and problem solving that

will allow students to become effective leaders in educational systems wherever they choose to employ their knowledge.

## 12. Appendix A (Course Descriptions)

EDT 504 New course focused on helping international students with communication, writing, etc.

EDA 505 EDUCATIONAL LEADERSHIP - The focus of this course is leadership within schools and the role of the educational leader as scholar/practitioner emphasizing excellence in the educational organization through the effective integration of theory and practice.

EDA 510 INSTRUCTIONAL LEADERSHIP - The course focus is on developing knowledge, skills, attitudes, and values essential in helping others to expand/refine their instructional effectiveness. Emphasis is placed on helping teachers use alternating models of instruction, diagnosing learner needs, prescribing appropriate learner instructional strategies, and accommodating learner needs based upon the concept of diversity.

EDA 511 CURRICULUM - The focus of this course is on the development of an understanding of the history, purposes, and practices of the school curriculum. Within the course, emphasis is placed on helping students personally integrate the scholarly and practical dimensions and on demonstrating that integration.

EDA 551 RESEARCH - This course will equip school leaders with the tools of research. Emphasis will be placed on becoming frequent and knowledgeable users of research on schools, developing skills in critiquing research, and applying the tools of research to address issues that face school leaders.

EDT 500 MODELS OF TEACHING – This course is a study of eight instructional models specifically designed to meet the needs of diverse learners. Candidates will be expected to design instructional units that integrate the models.

EDT 501 INTRODUCTION TO AMERICAN EDUCATION – This course is designed for individuals who are new to the American educational system and will include site visits to a variety of educational settings including public and private schools serving students in pre-k through 12<sup>th</sup> grade. Students will visit schools, and discuss American education policies, practices and the impact of reform efforts with educators and administrators.

EDT 505 SCHOOL SELF AND SOCIETY – A study of the relationships among institutional reform, personality development, and social change in various levels and types of education such as early childhood, middle years, and adolescent years. The students will make a comparison of schools around the world. One aim of such a study is to locate the differences that derive from differences in the cultures of the communities they serve. Another aim is to record how schools have changed from forces of globalization.

EDT 667 ED. RESEARCH SEMINAR - In this course, students apply the principles of design by implementing a research study in an educational setting. The findings are presented in a public forum. This course is the capstone learning activity of the Master's Degree.

EDC 540 PERSPECTIVES IN HIGHER EDUCATION – This course provides an in depth study of the philosophy guiding higher education, a directed study of the history of higher education, and examination of the ethical and philosophical foundations of student affairs practice within current higher education structures.

EDC 560 LEADERSHIP IN COLLEGE & UNIVERSITY ENVIRONMENT – Study of the concepts, literature, and research in leadership and their relationship to the development and maintenance of the organization. Higher education and college student personnel examples will be emphasized.

EDC 568 RESEARCH & EVALUATION IN HUMAN SERVICES - This course provides professionals in the public schools, higher education institutions, and community agencies with the basic quantitative and qualitative tools of inquiry and when to use them to answer research questions. Emphasis also includes critiquing research studies and applying research results to practice.

### **13. Appendix B (Approval Dates of various parties)**

- I. Approval Dates:
  - a. Teacher Education October, 16 2013
  - b. Counselor Education, March 19, 2013
  - c. Educational Leadership, December 12, 2013
  - d. GAAC, January 21, 2014
  - e. Congress, February 7, 2014
  - f. GLC, March 14, 2014

### **14. Appendix C (Letters of Support)**

I.

April 14, 2014

Dr. James Dunne  
Chair, Academic Policies Committee  
Academic Senate  
University of Dayton  
Dayton, OH 45469

Dear Jim,

Please accept this letter of support for the School of Education and Health Science's proposal for the new Master of Science in Education—Leadership for Educational Systems. This new graduate program will provide another important educational avenue for all prospective learners, particularly international students.

As interest in graduate education programs increases among international applicants, this program offers an excellent additional offering. Many international students do not intend to develop a career in education in the U.S. This program offers students the opportunity to gain a general understanding of school systems in the U.S., compare it with other systems, and think creatively about their role as future leaders and how it might apply in their home country context.

I appreciate the design of the new program that includes both new and existing courses which provides an exciting opportunity to broaden the curriculum to include more global and comparative content. In the initial two courses, international students will learn foundational content that will prepare them for participation the remaining existing courses. Intentionally integrating international students with their domestic peers into these courses also enhances the intercultural learning environment for all learners. Finally, the program also complements other international and intercultural initiatives in SEHS, such as the new TESOL endorsement and certificate.

The Center for International Programs staff looks forward to the ongoing collaboration with SEHS faculty and staff on this and other international initiatives. Please let me know if you have any questions or if there is anything else we can do to assist with the approval process.

Sincerely,



Amy Anderson, Ph.D.  
Executive Director

CENTER FOR INTERNATIONAL PROGRAMS  
*Education Abroad • International Student & Scholar Services • Intensive English Program*  
300 College Park Dayton, Ohio 45469-1701  
(937) 229-3514 FAX (937) 229-2766  
[www.udayton.edu/international](http://www.udayton.edu/international)

II.

The appropriate subject selectors and I reviewed the program proposal prior to its discussion at the GLC Executive Committee. Since this is essentially a reconfiguration of existing courses, we are confident that all needed library resources are in place. I can send a formal letter, if you need one.

Fred

Fred W. Jenkins, Ph.D.  
Professor and Associate Dean for Collections and Operations  
University of Dayton Libraries  
106A Roesch Library  
300 College Park  
Dayton, OH 45469-1360

## 15. Appendix D (Faculty Curriculum Vitaes)



Kalamazoo, Michigan Major: School Counseling & Personnel

**Boston College** 1975 Degree: Master of Education  
Boston, Massachusetts Major: Religious Education &  
Moral Development

**University of Dayton** 1972 Degree: Bachelor of Arts  
Major: Theological Studies

## **PROFESSIONAL CERTIFICATIONS**

State of Ohio:

Permanent Non-Tax Supported Schools: Administrative, Supervision,  
and Teaching Subjects

High School Teacher (7 -12) - Professional - Social Psychology

School Counselor - Professional

High School Principal - Professional

Supervisor - Professional

Superintendent - Professional

Archdiocese of Cincinnati:

High School Religion Teacher

Republic of Ireland:

Headmaster & Teacher Registration (Primary & Secondary Schools)

## **TEACHING**



Assistant Professor - 1994 – 1999 – School of Education and Allied Professions, Department of Educational Leadership, University of Dayton, Dayton, Ohio.

Associate Professor- Rank granted in 1999

Tenured granted in the School of Educations and Allied Professions, Department of Educational Leadership, University of Dayton, Dayton, Ohio, 2000.

Visiting Professor, Faculty of Education, Assumption University, Bangkok, Thailand

June- August 2005;

June- August 2006, November 2006;

June – August 2007

Courses which I have taught at the University of Dayton:

Department of Teacher Education

EDT 109 - Personal Aspects of Teaching

EDT 301/419 - Philosophy of Education (Secondary School Block)

Department of Educational Administration

EDA 505 - Educational Leadership

EDA 510 – Instructional Leadership

EDA 511 - Curriculum

EDA 511 - Curriculum - Catholic Schools

EDA 513 - Evaluation of Educational & Organizational Systems

EDA 556 – Leadership in Diverse Communities

EDA 610 - Curriculum Development

EDA 611/ 852 – Assessment & Instruction for School Improvement

EDA 614 - Leadership for Diversity

EDA 652 – Leadership in Diverse Communities

EDA 614 - Critical Issues for Catholic Schools

EDA 710 / 810 - Curriculum Evaluation & Instruction

EDA 711/ 811 – Curriculum Development & Leadership

Doctoral in Educational Leadership Program

EDU 932 – Internship I

EDU 912 - Culture and Schools

EDU 991 – Catholic Schools: History and Future

UD Deepahalli Program, Bangalore, India (College of Arts & Sciences)

Executive Director (January, 2001 – June, 2005)

EDT 303 – School, Self and Society

PHL 495 - Internship in Philosophy

PHL 440 – Philosophy of Human Nature

ENG 101 – English Composition I

ENG 272 – Expository Writing

ENG 319 – Contemporary Fiction

ENG 376 – Topics in Writing

MTH 207 – Introduction to Statistics

CMM 110 – Group Decision Making

REL 103 – Introduction to Religion

Courses which I have taught at Assumption University, Bangkok, Thailand, both at the Master's and Doctoral level:

ED 6031 – Seminar in Ethics in School Administration

ED 6005 – Comparative and International Education

ED 7004/7005 – Thesis Development

EA 6231 – Seminar in School Management

ED 6007 – Foundations of Education

ED 6008 – Educational Psychology

ED 6010 – Learning Theories & Instructional Delivery

EL 8313 – Educational Policy & Planning

EL 8314 – Educational Leadership & Behaviors

EL 8423 – Instruction & Assessment

EL 8101 – Educational leadership: Theory & Practice

EL 8102 – Seminar in Cross Cultural Perspectives on Leadership

CI 6112 – Curriculum Development & Organization

#### Master of Arts in Secondary Teaching

Director of Master's Project for Chad Raisch, "In Their Own Words: The Learning

Process as Perceived and Experienced by At-Risk students in a Suburban School," August 1999.

#### Ed. Specialist Degree Committees

Director of Research Project for Janet Ross and Vickie Peltier, "Improving Student

Achievement and Attitudes in Elementary Mathematics through Written Error-Correcting Feedback on Tests," December, 1995

Member of Committee for Ann Benion and Michele Raterman, "A Study to Determine the Effectiveness of Chapter I in the Sidney City Schools," May 1996.

#### Doctoral Committees

I have served as a member of the following dissertation committees:

Julie Biddle, "The Stories of Adolescent Mothers: Hearing Their Voices in Community," August 1995.

Mary Rose Zink, "The Private Terror of the Liberal Spirit: Gender Differences in Personality Traits and Life Coping Strategies in the Prediction of Adolescent Suicide," May 1996.

Isaac Prest Ebeigbe, “The Development and Significance of Catholic Secondary Education in the Archdiocese of Benin City: Implications for the Future of Catholic Education in Nigeria,” May 1997.

Marvenia Bosley, “An Analysis of Language Maturity, Verbal Aggression, Argumentativeness, and Propensity Toward Violence in Middle School Adolescents,” December 1997.

Jill Lindsey- North, “Fanning the Flame: Transforming Teachers by Fostering Transpersonal Understandings through the Arts,” May 1999.

Nathan Zodrow, “Five President-Rectors of Mount Angel Seminary: Uncovering the Experience and Meaning of Leadership”, December 2001.

Presently a member of the following doctoral students’ dissertation committee:

James Olive – working on proposal

Kimberly Pareso – working on proposal

Susan McLaughlin Price, “Institutional Change in Healthcare Education to Promote Cultural Diversity: A Case Study”.

I directed the following dissertations:

Alan Hueth, “Adoption, Diffusion, and Optimal Uses of Computer Technologies for Instruction in Higher Education: A Case Study of a Midwest College,” May 1998.

Margaret Frey, “Implementation of a Collaborative Problem-Solving Model in an Urban Catholic Elementary School: Teacher Learning and Change,” August 2000.

Fahmi Abboushi, "The Role of the Philosophy of Ethics in Educational Leadership,"

December 2000.

Karen Townsend, "Not Because Of, But In Spite Of: A Qualitative Study of High Achieving At-risk African American College Students," December 2000.

Andrew Riggle, "Students' Perceptions Regarding their Teachers' Instructional Qualities and Practices", August 2001.

Emmanuel Anunike, "A Case Study of a Degree Completion Program of a Midwest University, August 2001.

Barbara Townsend-Champion, "Utilization of Decision Making Skills as Related to Problem Solving by Entry Level principals of Secondary Schools", August 2001

Barbara Chilton, "The Identity Construction of African-American Middle School Males", December 2001

Dennis Hartigan, "An Investigation: The Future Viability of the Toledo Diocesan Secondary Schools, May 2004.

### Awards

Nominated for and received (August, 1997) the Teacher of the Year Award of the School of Education, '96 - '97

University Teaching Fellow ('95 - '96 Academic Year)

## **SCHOLARLY ACTIVITY**

### **PUBLICATIONS**

#### **BOOKS**

*Liberation theology and critical pedagogy in today's Catholic schools: Social justice in action.* (1997). New York: Garland Publishing Inc.

Foreword written by Peter L. McLaren, University of California – Los Angeles.

Reviewed by Edward van Merrienboer, O. P. in *Catholic Education: A Journal of Inquiry and Practice*, Volume 1, Number 3, March, 1998

*Catholic school leadership: An invitation to lead.* (2000). Edited with Thomas Hunt and Theodore J. Wallace. London: Falmer Press. Foreword by Elaine M. Schuuster, Superintendent of Schools, Archdiocese of Chicago.

Co-authored the Introduction (pp. 1 – 3)

Chapter in the book: Chapter 1 “Who will keep our heart burning within us?” (pp. 7 – 18)

The editors also provided the opportunity to have several colleagues published by having a chapter in this book. Colleagues who have chapters in this book are: Thomas Hunt; William Losito; Charles Russo; Louise Moore (doctoral student); Joseph Rogus; Colleen Wildenhaus; Angela Ann Zukowski; Theodore Wallace; James Heft; Ronald Nuzzi.

Reviewed by Angela T. Lydon, SBS in *Catholic Education: A Journal of Inquiry and Practice*. Volume 4, Number 1, September, 2000.

*Educational yearning: The journey of the spirit and democratic education.* (2002).

Co edited with Dennis Carlson of Miami University. New York: Peter Lang.

Co-authored the Introduction (pp. 1 – 9)

Chapter in the book: Chapter Eight – “The critical discourses of liberation theology and critical pedagogy, (pp. 133 – 162).

Reviewed by John P. Miller in *Journal of Curriculum Studies*, Volume 35, Number 3, 2002.

## **JOURNAL ARTICLES**

“What on earth are we doing with environmental ethics in education?” *Environmental Education and Information*. Volume 10, Number 2, April-June, 1991.

“An experience of crossing the borders: Voices of administrators and teachers at an alternative high school.” *En Text*, Summer, 1995.

“Critical pedagogy: A union of liberation theology and a feminist ethic of risk?” *Journal of Curriculum Discourse and Dialogue*, Volume 2, Number 1 & 2, Fall 1994/ Spring 1995.

“Book review of Growing Up African-American in Catholic Schools.” *Educational Studies*. Spring, 1997.

“Remembering Paulo Freire.” *Taboo: The Journal of Culture and Education*, Volume 2, Fall 1997.

Co-authored with Father Gene Contadino. “Religious sources of educational tradition: the Marianists.” *The Religion and Education Forum*, Volume 3, Number 2, Spring, 1998.

Co-authored with Michael Romanowski. “Challenging the Status Quo of Teacher Education Programs.” *The Clearing House*, Volume 72, Number 2, November/December 1998.

Co-authored with Alan Demmitt. “The Diagnostic Process from a Freirean Perspective.” *Humanistic Counseling, Education and Development*, Volume 37, Number 4, June, 1999.

“Dare Teachers Disturb the Sounds of Silence? *Journal for a Just and Caring Education*, Volume 5, Number 4, October, 1999.

“Discipleship and the Call to Lumination.” *Today’s Catholic Teacher*, Volume 40, Number 6, April, 2007

Co-authored with Patricia Johnson. “Cultivating Social Transformation: Expanding Pedagogical Boundaries.” *International Journal of Educational Leadership* (Thailand). (In press).

### **CITATIONS IN OTHER SCHOLARLY WORKS**

McLaren, Peter. (1993). *Schooling as a ritual performance: Towards a political economy of educational symbols and gesture*. (2nd edition). New York: Routledge.

McLaren, Peter. (1994/1997/2002). *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*. (Second Edition/ Third edition/ Fourth edition). Boston: Allyn & Bacon.

McLaren, Peter. (1995). *Critical pedagogy and predatory culture: Oppositional politics in a postmodern era*. New York: Routledge.

Slattery, Patrick. (1995). *Curriculum development in the Postmodern Era*. New York: Garland Publishing, Inc.

Pinar, William, F., Reynolds, William, M., Slattery, Patrick, & Taubman, Peter M. (1995). *Understanding curriculum: an introduction to the study of historical and contemporary curriculum discourses*. New York: Peter Lang Publishing, Inc.

Moraes, Marcia. (1996). *Bilingual education: A dialogue with the Bakhtin Circle*. Albany: State University of New York Press.



Kauffman, Christopher J. (1999). *Education and transformation: Marianist ministries in America since 1849*. New York; The Crossroad Publishing Company.

Youniss, James, and John J. Convey (Editors). (2000). *Catholic schools at the crossroad: Survival and transformation*. New York: Teachers College Press.

Sullivan, John. (2001). *Catholic education: Distinctive and inclusive*. Boston: Kluwer Academic Press.

Hansen, David T. "The moral environment in an inner-city boys' high school." *Teaching and Teacher Education*. Volume 18, 2002.

Grace, Gerald. "First and Foremost the Church Offers Its Educational service to the Poor: class, inequality and Catholic schooling in contemporary contexts." *International Studies in Sociology of Education*. Volume 13, Number 1, 2003.

Grace, Gerald. (2003). *Catholic Schools: Missions, Markets and Morality*. London: Routledge.

Hunt, Thomas C, Ellis A. Joseph and Ronald J. Nuzzi (editors). (2004). *Catholic schools in the United States: An encyclopedia*. Westport, Connecticut: Greenwood Press.

Hunt, Thomas C, Ellis A. Joseph and Ronald J. Nuzzi (editors). (2004). *Handbook of research on Catholic education*. Greenwich, Connecticut: Information Age Publishing

Grace, Gerald. "Making Connections for Future Directions: taking religion seriously in the sociology of education." *International Studies in Sociology of Education*. Volume 14, Number 1, 2004.

Catholic Diocese of Hong Kong. (2006). *Religious and Moral Education Curriculum Document*. Hong Kong: Catholic Education Office.

## **PROFESSIONAL PAPERS AND PRESENTATIONS**

“The Coding Process of Analyzing Interactive Data”, a paper presented as part of a symposium on The Coding Process of Qualitative Research at the Mid-Western Educational Research Association Conference, Chicago, Illinois: October, 1994.

“Analyzing Interactive Textual Data”, a paper presented at the Conference on Qualitative Research in Education, University of Georgia, Athens, Georgia: January, 1995

“Education and Human Development”, a paper as part of a symposium at the Voices of Democracy Conference, University of Dayton, Dayton, Ohio: February, 1995.

“Elements of Critical Discourses in the Voices of African American Students at an Alternative High School”, a paper presented at the Pedagogy of the Oppressed Conference, Omaha, Nebraska: February, 1995.

“Preparation Program for the Principalship: Trying Out New Ideas”, a member of a team of presenters from the Department of Educational Administration at National Council of Professors of Educational Administration Conference, Williamsburg, August, 1995.

Organized and chair two symposiums with eight graduate students: “Intersection: A Meeting Point of Curriculum Theory and Practice” and “Curriculum Theory Metaphorically Speaking” at the Curriculum Theory and Classroom Practice Conference, Monteagle, Tennessee, September, 1995.

“Spirituality and a Democratic Curriculum: Beginning a Conversation”, a paper presented at the Curriculum Theory and Classroom Practice Conference, Monteagle, Tennessee, September, 1995.

“Critical Theory from the Perspective of Administrators at an Alternative High School”, a paper presented at Mid-Western Educational Conference, Chicago, October, 1995.

“Different Perspectives on Oppression and Hope”, a paper presented as part of a symposium of papers by four graduate students at the Pedagogy of the Oppressed Conference, Omaha, Nebraska: February, 1996.

“Schooling and Diversity: To Transmit or Transform the Culture,” An interactive symposium at the American Association of Colleges for Teacher Education, Chicago, February, 1996.

“Elements of Critical Discourses at a Private Alternative High School”, a paper presented at the American Educational Research Association Conference, New York City, New York, April, 1996.

“A New Look at the Old Schoolhouse”, a paper presented at Mid-Western Educational Research Conference, Chicago, October, 1996.

“Experience and Meaning of Marianist Education Today”, a paper presented at the American Educational Research Association Conference, Chicago, Illinois, March, 1997.

“Voices in Dialogue: Rural Schools”, a paper presented at the Pedagogy of the Oppressed Conference, Omaha, Nebraska: April, 1997.

“Women as Superintendents of Schools”, Chair and discussant of a symposium at Mid-Western Educational Research Conference, Chicago, October, 1997.

“Critical Theories in USA Schools”, public lecture presented at the State University of Rio de Janeiro, March, 1998.

“Catholic School Leadership: Instructional and Curricular Concerns”, series of presentations (3 days) to the Catholic School Administrators Conference of Micronesia, November, 1998.

“Theology of Leadership”, The Father Mackey Lecture, Chaminade University, Honolulu, Hawaii, October, 1999.

“Models of Leadership”, Invited lecture presented at Assumption University, Bangkok, Thailand, November, 2004.

“Management and Leadership in Schools”, Invited lecture presented at Montfort College, Bangalore, India, March, 2005.

“Preparing Educational Leaders for the Future”, Invited lecture presented at Assumption University, Bangkok, Thailand, July, 2005.

“Urban Education and Its Response to Difference” , a symposium at International Symposium on Urban Education and Intercultural Learning, D’Youville College, Buffalo, New York, April, 2006.

“What’s the Matter with Kids Today?” Round table discussion with graduate students, Midwest Educational Research Association, Columbus, Ohio, October, 2006.

“Exploring Contested Intersections of Social Justice” participant in symposium at University Council of Educational Administration, November, 2006.

“International Conference on Educational Leadership, invited participant, Assumption University, Bangkok, Thailand, November, 2006.

*Religious and Moral Education Curriculum Document.* Hong Kong: Catholic Education Office.

## **OTHER SCHOLARLY ACTIVITIES**

Blind Reviewer of articles for *Journal of Professional Studies*, University of Regina, SK, Canada.

Blind Reviewer of articles for *Catholic Education: A Journal of Inquiry and Practice*, University of Dayton and presently University of Notre Dame.

Blind Reviewer of articles for *Journal of Research on Christian Education*, Andrews University, Michigan.

Blind Reviewer of articles for *Asia Pacific Journal of Education*.

Reviewer of Proposals for MWERA Conference, Division A, 1995, 1996,1997 and 1998.

Member of the EMMET (Experience & Meaning of Marianist Education Today) Research Team, School of Education and Allied Professions (1996 – 1999)

Planner & Coordinator of the Marianist International Institute for Teachers of English as Another Language, Summer, 1998.

Planner & Coordinator of the Seminar on Educational Leadership in the Marianist Tradition, Summer, 1999.

Planner & Coordinator of the Marianist International Institute for Teachers of English as Another Language, Summer, 2003.

Reviewer of Proposals for UCEA Conference, 2006.

Copy editing for the North American Center for Marianist Studies.

## **SERVICE**

### University - Wide Committees & Service

Service Learning Advisory Board, Center for Social Concern

(September, 1994 - May, 1996)

Marianist Spirit Committee, Office of the Rector

(September, 1995 - May, 1996)

Ethical Decisions Committee

(1997 –2000)

Athletic Advisory Committee

(September, 1995 – December, 1997)

Service Learning Advisory Board, Provost Office

(September, 1996 – December, 2000)

Honorary Degree Committee

(September, 1997 – December, 2000)

Academic Senate

(January, 1999 – December, 2000)

Academic Policies Committee

(January, 1999 – December, 2000)

Assisting with planning, facilitating and coordinating of the visit of Doctoral Students

and professor of Assumption University , Bangkok, Thailand, to the University of Dayton and School of Education and allied Professions, February, 2006.

Assisting with the facilitating and planning of President Doctor Curran’s trip to

Assumption University, Bangkok, Thailand, March, 2006.

Preparing the report and documentation of the UD Deepahalli Program, Bangalore, India,

towards renewing the North Central Education Association accreditation for the College of Arts and Sciences, May, 2006.

Assisting with facilitating, planning and coordinating the visit of the President and Rector

of Assumption University to the University of Dayton, October, 2006

Coordinating, planning and facilitating the UD Deepahalli program (Bangalore, India)

third graduation commencement, October, 2006.

University Marshall (September 2006 – present time)

#### School of Education Committees & Service

Vision 2005 Writing Committee

(April, 1995 - June, 1995)

Search Committee for Chair of Educational Administration

(October, 1995 - February, 1996)

Ph.D. Faculty

(September, 1994 - present time)

Graduate Academic Affairs

(September, 1995 – December 2000)

Chair of Graduate Academic Affairs (September, 1996 – September, 1998)

Congress Executive Committee

(September, 1996 – September, 1998)

Search Committee for New Dean (September – December, 1997)

Faculty Mentor (September, 1995 – May, 1998: Doctor Shauna Adams & Doctor Katie Kinucan-Walsh)

Speaker to all first year students in EDT 109 and HSS 100 on Marianist and Catholic

Identity of UD (1994 – 1999)

Promotion and Tenure Committee (September 2006 – present time)

Coordinator and facilitator for the SOEAP trip to Assumption University, Bangkok,

Thailand, at which time, a Memorandum of Agreement of mutually working together was signed, November, 2006.

Development of undergraduate program, a semester of learning and service in Asia

(Thailand), with Doctor Roberta Weaver. (November 2006 – present time)

St. Remy Initiative, Professional Development for Catholic School Educators, a

collaborative effort of the Center for Catholic Education and the Archdiocese of Cincinnati, sponsored by a Keller Foundation Grant. (September 2006 – present time)

#### Department of Educational Administration Committees & Service

Travel Policy Committee

(October, 1995 - March, 1996)

Master's Program Review Committee

(January, 1996 - May, 1998)

Alternative Principal's Program Committee

(September, 1994 – May, 1999)

Search Committee for the Kuntz Professor (Fall '98)

Search Committee for EDA Assistant Professor (Fall '98)

Search Committee for Director of the Center for Catholic Education (Winter '99)

Futures Committee Member (August 2005 – present time)

Ad Hoc Assessment Course Committee (September 2005 – April 2006)

Assist with the EDA Department exhibition booth at Ohio Catholic Educational  
Conference, Cincinnati, Ohio, October, 2005.

Assist with the EDA Department –University of Dayton exhibition booth at Ohio School  
Boards Association, November 2005.

Assist with the EDA Department –University of Dayton exhibition booth at National  
Catholic Education Association, Atlanta, Georgia, April, 2006.

Development of new course EDA 611 –Assessment and Instruction for school  
Improvement (2006)

Coordinated and facilitated the meetings and process leading to the reformulation of the  
EDA Mission and Philosophy Statement and ideas for the Department Vision statement; a series of  
conversations on Characteristics of Marianist Universities (September 2005 – present time)

Ad hoc Superintendent's Program Revision Committee (October 2006 – April 2007)

Ad hoc EDA 510 Instructional Leadership Revision Committee, textbook change and  
revision of on-line course (September 2005 – October, 2006)

Coordinator and facilitator of EDA Department trip to Rome and Italy, meeting with the  
Congregation for Catholic Education, Vatican, and Superior General and Head of  
Education of the Marianists, Rome, March, 2007.

Assist with the EDA Department –University of Dayton exhibition booth at National  
Catholic Education Association, Baltimore, Maryland, April, 2007.



Department of Counselor Education and Human Services

Advisory Committee

(October, 1997 – December 2000)

Department of Teacher Education

Secondary School Block

(April, 1996 – December 2000)

External Services & Presentations to preK-12 schools

“Being Faithful to the Mission Statement”, Faculty Retreat Day, Bishop Fenwick High School, Middletown, August, 1995

Keynote Speaker on “Catholic School Identity” for Catholic school teachers of Sandusky County, Fremont, Ohio, October, 1995

Participant in Strategic Planning Days for St. Joseph’s High School, Fremont, Ohio, November, 1995.

Member of the Board of Trustees of Chaminade Julianne High School, Dayton

(September, 1994 – October, 2000)

Member of the Academic Affairs Committee (September, 1994 – October, 2000)

Judge at the Montgomery County Science Day, March, 1996.

“Teaching Math & Science in a Marianist Spirit” Marianist Education Consortium Workshop for Math & Science Teachers, August, 1996

“Developing a Living Mission Statement,” Faculty Retreat Day, St. Christopher Catholic School, Vandalia, August, 1996

“Marianist Educational Traditions”, Faculty Retreat Day, Chaminade-Julienne High School, December, 1996

“Teaching in a Marianist School,” Faculty Retreat Day, Memphis Catholic High School, March, 1997

Consultant for WASC Accreditation and Curriculum Development at Mt. Carmel School, Saipan, Northern Marianas (May, 1997 – 2000)

Recruiter of teachers for Mt. Carmel School, Saipan (October, 1996 – 2006)

Consultant to Planning Team of Characteristics of Marianist Education, St. Louis, Missouri, July, 1997.

“Interdisciplinary Curriculum & Marianist Educational Traditions”, Marianist Educational Consortium, August, 1997.

Member of the Board of Trustees Chaminade College Preparatory, St. Louis, Missouri

(August, 1997 – June, 2000)

“Being an Instructional Leader,” Retreat day for all principals of Catholic Schools of the Diocese of Columbus, August, 1997.

“Characteristics of Marianist Education,” Faculty Retreat Days, Chaminade- Madonna High School, August, 1997

Inclusive Catholic Education Conference, Bergamo Center, Dayton, Ohio, November, 1997

“Being a Catholic Educator,” Faculty Retreat Day, Memphis Catholic High School, December, 1997

Clergy Renewal Program (five days) for Diocese of Norwich, Connecticut, December, 1997

“Making the Marianist Educational Tradition a Reality,” Faculty Retreat Day, Chaminade- Madonna High School, February, 1998

Member of the Board of Trustees Chaminade-Madonna High School, Hollywood, Florida

(January, 1998 – June, 1999)

“Marianist Educational Traditions,” Faculty Retreat Day, Monsignor Hackett High School, Kalamazoo, Michigan, August, 1998

“Challenge of Leadership in Catholic Schools,” Retreat for all principals of the Diocese of Salina, Kansas, October, 1998

“Characteristics of Marianist Education,” Faculty Retreat Day, Monsignor Hackett High School, Kalamazoo, Michigan, February, 1999

“Challenges to Being a Marianist School without any Marianists,” Faculty retreat Day, Memphis Catholic High School, Memphis, Tennessee, March 1999

Strategic Planning Participant – Memphis Catholic High School, Memphis, Tennessee, March, 1999

“Teaching Strategies Besides Lecturing”, In Service Program for Part-Time & Adjunct Faculty, University of Dayton, April, 1999

“Prayer a Necessary Ingredient for Catholic School Leadership,” Retreat for Principals of South Dayton Catholic Schools, Dayton, Ohio, May, 1999

“Implementation of Characteristics of Marianist Education,” Faculty Retreat Day, Purcell Marian High School, Cincinnati, Ohio, August, 1999

“Making the Mission a Reality,” Faculty retreat Day, Springfield Central Catholic High School, Springfield, Ohio, August, 1999

“Being a Good Teacher,” Faculty Retreat Day, Holy Angels Elementary School, Dayton, Ohio, August, 1999

“Leadership in a Catholic School,” Administrative Retreat, Mt. Carmel School, Saipan, October, 1999.

“Marianist Educational Traditions”, week long series of presentations, Ranchi, India. May, 2000.

“Mission and Strategies Becoming a Reality,” Faculty retreat Days, Holy Angels Elementary School, Dayton, Ohio, August & October, 2000.

Planning Team, Presenter and discussant at Marianist Forum on School Boards and Sponsorship, October, 2000.

Coordinator of Evaluation Team of the President of Chaminade- Madonna College Preparatory, Hollywood, Florida, October, 2000.

Marianist Education Consortium, Presenter and Facilitator on Campus Ministry and Pastoral Programs in Marianist Schools, August 2001.

“Teaching in the Spirit of Mary”, Faculty Retreat Day, Colegio San Jose, Rio Piedras, Puerto Rico, November, 2003.

Curriculum Development and Alignment consultant work with Curriculum Committee of Colegio San Jose, Rio Piedras, Puerto Rico, November, 2003.

“REDS and Characteristics of Marianist Education,” three day program for staff members, Bangalore, India, March, 2004.

“Characteristics of Marianist Education of Marianist Works in India,” Three day program with Hindi translation on CME, May, 2005.

“Discipleship as a Catholic School Educator”, Faculty Retreat Day, Toledo Catholic Central High School, Toledo, Ohio, November, 2005.

“Keeping Your Hearts Burning on the Road of Leadership,” Two day retreat for the principals of Catholic elementary schools of the Archdiocese of Cincinnati, February, 2006.

Assisted with the planning and facilitating the faculty professional development week, “cultivate Your mind at Central Catholic High school,” Toledo Central Catholic High School, Toledo, Ohio, June, 2006.

“Creating a New Catholic School, Mary, Queen of Peace,” Faculty and staff retreat day, May, Queen of Peace Catholic School, Dayton, Ohio, August, 2006.

“Challenges of Characteristics of Marianist Education,” Faculty Retreat day, Purcell-Marian High School, Cincinnati, Ohio, August, 2006.

“Called to be a Teacher in a Catholic School,” Faculty Retreat Day, St. Helen’s School, Austin, Texas, September, 2006.

Member of the School Board of Mary, Queen of Peace Catholic School, Dayton, Ohio

(September, 2006 – present time)

“Challenged by the Mission”, Faculty retreat day, St. Helen’s School, Austin, Texas, May, 2007.

## **MEMBERSHIPS**

Currently a member of the following professional organizations:

National Catholic Education Association

Mid-West Educational Research Association

Association for Supervision and Curriculum Development

Phi Delta Kappa - University of Dayton Chapter

The honor society of Phi Kappa Phi

**Dr. Thomas M. Falk**

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Dayton, Ohio 45410

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tfalk1@udayton.edu

## **EDUCATION**

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Ph.D. Philosophy of Education, Ohio State University, Summer 2012.

- Dissertation: “Political Economy of American Education: Democratic Citizenship in the Heart of Empire,” Committee: Bryan Warnick (chair), Phil Smith, Ann Allen, Steve Mangum
- Concentrations in Foundations and Qualitative Research

M.A. Philosophy of Education, Ohio State University, May 2011.

- Candidacy Exam Committee: Bryan Warnick (chair), Tatiana Suspitsyna, Phil Smith, Douglas Macbeth

B.A. Spanish and Anthropology, Ohio University, June 2004, *Cum Laude*

- Academic year abroad in Pamplona, Spain and Merida, Mexico
- Ethnographic research experience
- TESOL & TEFL Certification
- Captain, Ohio University Boxing Club

## ACADEMIC POSITIONS

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Summer, 2013 Adjunct Instructor, University of Dayton, Department of Teacher Education

- Courses Taught: *Philosophy and History of Education; Woodrow Wilson Teaching Fellows Practicum*

2012-2013 Adjunct Instructor, Columbus State Community College, Department of Psychology

- Courses Taught: *Introduction to Education*

2010-2011 Graduate Teaching Associate, Ohio State University, Department of Educational Policy and Leadership

- Courses Taught: *Teaching as a Profession (Professional Ethics for Teachers)*

2009-2010 Graduate Research Assistant, Ohio State University, Department of Educational Policy and Leadership

- Qualitative Field Research, Interviews, Grant Writing, Literature Review

### **ADDITIONAL TEACHING and ADMINISTRATIVE EXPERIENCE**

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2006-2008 Educational Tour Guide, Washington, D.C.

- Conducted Student Tours of Washington, D.C.
- Volunteered with United States Capitol Historical Society's "We the People" Educational Program
- Member of the Guild of Professional Tour Guides of Washington, D.C.

2005-2007 Instructor, Lado International College, Arlington, VA

- Taught and developed courses in American language and culture
- Initiated faculty mentorship program

2005-2006 Project Coordinator, Forte International Exchange Association, Washington, D.C.

- Oversaw Fulbright-Hayes international student exchange program
- Acquired US partner schools and overseas recruiting agents



- Designed educational travel programs for visiting students
- Administered organization website

2004-2005     Instructor, American Academy of English/Euro-American Education, Inc., Sosnowiec, Poland

- Taught English language to students of all levels and ages

## **PUBLICATIONS**

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### Peer-Reviewed Articles

- Tom M. Falk, “Are Unmotivated Students Cultural Critics?” *Journal for the Philosophical Study of Education*, Vol. 2 (in press).
- Tom M. Falk, “Middle-Class Curriculum and the Failure of Achievement,” *Bajo Palabra: Revista de Filosofia*, II, 6 (2011), 97-106.
- Tom M. Falk, “Literacy as Dialogue,” in *Philosophical Studies in Education*, 41 (August, 2010), <http://www.ovpes.org/2010Final.htm>.
- Tom M. Falk, Sam Rocha & Bryan R. Warnick, “Social Science and Its Discontents: An essay review of Bent Flyvbjerg's *Making Social Science Matter*,” in *Education Review*, 4 (March, 2009), <http://edrev.asu.edu/essays/v12n4index.html>.

### Currently Under Review

- Tom M. Falk, “Democracy, Capitalism, and Educational Opportunity from Horace Mann to the Present,” *Critical Education*. Accepted with revisions, June 17, 2013.

- Tom M. Falk, “Education and the State: Forgotten Lessons from Randolph Bourne,” *Journal for Critical Education Policy Studies*.

## CONFERENCE PRESENTATIONS

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- “Against Philosophical Activism,” paper presented at the annual meeting of the Society for the Philosophical Study of Education, November 9, 2012, Chicago, Illinois.
- “Schooling and Class Warfare,” paper presented at the annual meeting of the Ohio Valley Philosophy of Education Society, September 14, 2012, Dayton, Ohio.
- “Progressivism and Consumer Democracy,” paper presented at the annual meeting of the Society for the Philosophical Study of Education, November 4, 2011, Chicago, Illinois.
- “Death Is a Leisure Activity (Except for Zombies),” paper presented at the annual Graduate Student Conference in Philosophy and Education, October 7, 2011, Champaign, Illinois.
- “Prometheus or Epimetheus: Which Direction for the Philosophy of Education?” paper presented at the annual meeting of the Ohio Valley Philosophy of Education Society, September 23, 2011, Dayton, Ohio.
- “Is Education Nihilistic?” paper presented at the annual meeting of the American Educational Research Association, April 11, 2011, New Orleans, Louisiana.
- “Are Unmotivated Students Cultural Critics?” paper presented at the annual meeting of the Society for the Philosophical Study of Education, November 5, 2010, Chicago, Illinois.
- “Middle-Class Curriculum and the Failure of Achievement,” paper presented at the 31<sup>st</sup> annual Bergamo Conference on Curriculum Theory and Classroom Practice, October 15, 2010, Dayton, Ohio.

- “A Challenge to Modern Education: Teacher Authority and Professionalism,” paper presented at the annual Ohio State University College of Education and Human Ecology Student Research Forum, May 7, 2010, Columbus, Ohio.
- “On the Value of Corporal Education,” paper presented at the annual meeting of the American Educational Studies Association, November 7, 2009, Pittsburgh, Pennsylvania.
- “Society and the Institutions of Knowledge: The Role of the Philosophy of Education in Teacher Education Programs,” paper presented at the annual Graduate Student Conference of the Philosophy of Education, October 3, 2009, Montreal, Canada.
- “Literacy as Dialogue,” paper presented at the annual meeting of the Ohio Valley Philosophy of Education Society, September 25, 2009, Dayton, OH.

## **INVITED LECTURES**

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- “Marx and Critical Theory,” Ontario Institute for Studies in Education, University of Toronto, February 4, 2013.

## **HONORS, AWARDS & FELLOWSHIPS**

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*Graduate Student Award*, Society for the Philosophical Study of Education, 2012.

*Father Walter Krolikowski Award*, Society for the Philosophical Study of Education, 2011.

*Distinguished University Fellowship*, Ohio State University, 2008-2012.

*Ruth Jane Yauger Scholarship*, Ohio State University, 2008-2009.

*Phi Beta Kappa*, Ohio University, 2003.

## **PROFESSIONAL SERVICE**

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Manuscript Review for *Critical Education*, an academic journal of the University of British Columbia.

Manuscript Review for *Journal for the Philosophical Study of Education*, an academic journal of the Society for the Philosophical Study of Education.

Manuscript Review for *Critical Questions in Education*, an academic journal of Missouri State University.

Graduate Studies Committee Student Representative, Ohio State University, Department of Educational Policy and Leadership, 2010-2012.

Organizing Committee Chair, Graduate Student Conference of Philosophy and Education (GSCOPE), hosted at Ohio State University, October 2010.

## **PROFESSIONAL AFFILIATIONS**

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Ohio Valley Philosophy of Education Society

American Educational Research Association, Ivan Illich S.I.G.

Society for the Philosophical Study of Education

## LANGUAGES

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Spanish – Prior fluency (certified fluent by Ohio University Department of Modern Languages)

Polish – Basic conversational (with review)

### SCHOOL OF EDUCATION

University of Dayton

Dr. Bowman

<u>Academic Rank/Position:</u>	Associate Professor
<u>Department/Unit</u>	Teacher Education
<u>Date of Initial Appointment at U.D.:</u>	August 1997
<u>Tenure/Non-Tenured:</u>	Tenure

### Educational Background

<u>Degree</u>	<u>Institution</u>	<u>Date</u>	<u>Areas of Concentration</u>
Ph.D.	The Ohio State University	August 1995	Language/Literature/Reading Research & Evaluation Early & Middle Child Education

Master of Education	University of Cincinnati	August 1981	Guidance & Counseling
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Certification	The Ohio State University	August, 1976	English
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B.A.	Capital University	May 1975	French, Social Sciences, Secondary Education
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Professional Employment

<u>Date</u>	<u>Employer</u>	<u>Position</u>	<u>Primary Responsibility</u>
1997- current	University of Dayton	Associate Professor	Director of Partnerships and Field Experience Teaching and advising
1995-1997	The Ohio State University	Visiting Assistant Professor	(Graduate)
1994-1995	The Ohio State University	Coordinator Early and Middle Childhood (Pre-service Program)	
1993-1995	The Ohio State University	Graduate Assistant	
1991-1995	Circleville Bible College	Instructor	Taught Social Studies, Lang Arts Methods
1980-1991	Hillsboro High School	Teacher	Taught French and Psychology,
1978-1980	Whiteoak Junior/Senior Psychology, and High School	Teacher	French, English, Sociology
1976-1978	Col. Crawford High School	Teacher	French and English
1975-1976	Columbus Public Schools	Long-Term Substitute	English

### Professional Association Memberships

- AERA - American Educational Research Association
- Association of Teacher Educators 1993-2007
- National Field Directors Association 2005-2007
- Ohio Council for Teacher Educators 200-2007
- International Reading Association (Chair Multilingual Classroom, Committee 1996-99)
- National Council Teachers of English 1997-2007

### Professional Publications

#### **Journal Articles (peer-review)**

Collopy, R. & Bowman, C. (2008) (in press). Teacher candidates' perceptions of urban and poor students. *Ohio Journal of Teacher Education*.

Bowman, C. (June-August, 2007). Professional Development in Adolescent Literacy. *The LS Exchange*. Literacy Specialist Project vol. (27).

Bowman, C. & Drake, P. (2006). Living in two worlds: The clinical educator. *Ohio Journal Teacher Educators*, 21 (2).

Bowman, C. & Adams, S. (2005). The Journey together: University and clinical educators. *Ohio Journal Teacher Educators*, 18 (1).

Richards, S. Bowman, C. & Hunley, S. (2003). Building partnerships through collaboration and accommodation skill training. *Michigan and Ohio Journal of Teacher Education*, 16(2).

Bowman, C & Giebelhaus, C. (2002). The study of Pathwise and its effect upon supervision of student teachers. *Pedagogique*, Sophie, Bulgaria.

Bowman, C. & Giebelhaus, C. (2002). Teaching mentors: Is it worth the effort? *Journal of Educational Research*, 95(4).

Bowman, C. & Adams, S. (2002). Portfolios, performance-based assessment, and benchmarks: How the NCATE process can empower faculty. *The Michigan & Ohio Journal of Teacher Education*, 15(1).

Seery, M.E. Adams, S., Kinnucan-Welsch, K., Bowman, C. & Grogan, P. (2002). Women scholars, integration, and the Marianist tradition: Learning from our culture and ourselves. *Catholic Education: A Journal of Inquiry and Practice*, 5 (3).

Bowman, C & McCormick, S. (March/April, 2000). Peer coaching versus traditional supervision, *Journal of Educational Research*, 93(4), 256-261.

Kinnucan-Welsch, K., Adams, S., Bowman, C.L., Joseph, L., Seery, M.E. (spring, 2000) *Write(ing) (ers') Support Group: Stories of facing publish or perish*. *Teacher Education Quarterly*, 27(2), 105-118.

Bowman, C, & Ward, P. (fall, 1999). Extending the vision: Mentoring through university-school partnership, *Mid-Western Educational Researcher*, 12 (4), 33-37.

Bowman, C. & Nicol, M. (1998). Teaching in the midst of chaos, *The Ohio Journal of the English Language Arts*.

Galvez-Martin, M. Bowman, C., & Morrison, M. (1998). An exploratory study of the level of reflection attained by Preservice teachers, *Mid-Western Educational Researcher*, 9(2), 19-25.

### **Non-Peer Review**

Bowman, C. (June-August, 2007). Professional Development in Adolescent Literacy. The LS Exchange. *Literacy Specialist Project* vol. (27).

Kinnucan-Welsch, K. & Bowman, C.L. (fall, 1999). Schools and the power of community. *The Ohio School Psychologist*.

### **Chapter in Book**

Bowman, C., Martin, M. & Morrison, M (2005). Reflection and the preservice teacher. In *Metacognition and Reading*. editors: Israel, Block, Bauserman, and Kinnucan-Welsch. Lawrence Erlbaum Associates: Mahwah: NJ.



Williams, D. & Bowman, C.L. (2000). Mentoring and the preservice teacher. *ATE Teacher Education Yearbook*. Corwin Press.

#### *Awards*

1999- ATE Distinguished Research in Teacher Education Award

2002- OATE Outstanding Field Experience Program: University of Dayton

2003- ATE Distinguished Program in Teacher Education - Finalist: Developing Communities of Learners Through Collaborative Partnerships

2004 – Humanities Fellowship Award

#### **International Presentations**

Bowman, C. (2001). *Effective Teaching Strategies and the Pathwise model on schools in the United States*. Four-day presentation at the first workshop under the U.S., Sofia, Bulgaria, and University of Dayton, OH Memorandum of Understanding, Kiten, Bulgaria. Funded by the Fulbright Commission.

Bowman, C. (September, 2000). *Pathwise Workshop*. Ministry of Education, Bermuda.

Bowman, C. (March, 2000). *Critical Reading in the Social Studies Classroom*. Middle School Professional Development Conference. Bermuda.

#### **National Presentations**

Bowman, C. Mathes, C. Kinnucan-Welsch, K. (2008). Developing the Clinical Practice Model. Annual Conference Association of Teacher Educators. New Orleans, LA.

Bowman, C., Adams, S. & Dorn, L (2008). The Clinical Practice Model: Bridging the divide between theory and practice. Annual Conference of National Professional Development School. Orlando, FL.

O'Connor, R., Carr, E. Bowman, C., Tallman, L., & Zimmerman, B. (2007). Professional Development from Beginning to End: An Analysis of Teachers' Lessons and Student Work Samples. Annual Conference Mid-Western Educational Research Association, St. Louis, MO.

- Wilson, V., Martin, K, Bowman, C. & Cowdery, J. (2007). Educational Journals: A Session for Current and Prospective Editors, Editorial Review Board Members, and Authors. ATE Annual conference SanDiego, CA.

-Bowman, C. & O'Connor, R. (2006). Developing Democratic Teachers. National Profession Development School Conference, Cincinnati, OH.

- Adams, S & Bowman, C. (2005). Pre-12 Partnerships, Professional Preparation Standards and the Multifaceted Role of the Clinical Educator. Association of Teacher Educators Annual Meeting, Atlanta, GA.

-Bowman, C. & Booher, E. (March, 2005). Using Action Research. National Professional Development School Conference, Orlando, FL.

Bowman, C. & Booher, E. (2003). Developing Communities of Learners through Collaborative Partnerships. Association of Teacher Educators. ATE Annual Conference Jacksonville, FL.

Bowman, C. & Booher, E. (2002). Building Partnerships. (NNER) National Network of Educational Reform, Seattle, WA.

Adams, S., Bowman, C. Kinnucan-Welsch, K., Landers, M., Seerey, M., (2002). Using the NCATE Review Process as a Catalyst for Change. Annual Meeting of American Association of Colleges for Teacher Education. New York City, NY.

Kinnucan-Welsch, K., Bowman, C., Grogan, P., Adams, S., Joseph, L., (2002). (AERA) Multiple Lenses, Multiple Stories. Annual Conference in Seattle, Washington, WA, April 10-14.

Giebelhaus, C., & Bowman, C., (2000). (AACTE) Who is Teaching the Teachers? The Impact of Mentor Training. Annual Meeting in Chicago, IL.

Bowman, C. (2000). (Holmes Partnership), Role 3 – Clinical Faculty. Annual Conference in Cincinnati, OH.

Bowman, C. (2000). Mentor Teacher Training...Does it matter? Annual conference in Orlando, FL.

Bowman, C. & Williams, D., (2000). (ATE) Yearbook Presentation: Reshaping the Profession. Annual Conference in Orlando, FL.

Rowley, J, & Bowman, C. (1999). (Holmes Partnership) Partnership for Tomorrow's Schools: Technology and Performance-Based Standards. Annual Conference in Boston, MA.

Bowman, C. & Ward, P., (1999). (AACTE) Linking Distant Learning to the University/School Partnership. Annual Meeting in Washington, D.C.

Martin, K., Herrera, T., & Bowman, C., (1998). (ATE) Developing a Multicultural Perspective: Strategies for the Language Arts, Social Studies, and Mathematics Methods Classes. Annual Conference in Chicago, IL.

Bowman, C. Joseph, L. Kinnucan-Welsch, K, Seery, ME, & Adams, S. (1999). (QUIG) Supporting each other toward tenure. Annual Conference in Athens, GA.

Bowman, C. & Galvez, M (1998). (ATE) Reflection and the Preservice Teacher. Annual Conference in Dallas, TX.

## **Regional Presentations**

Bowman, C, Van Allen, M, Drake, P, & Preservice Teachers (2002). Action research and professional development. Annual Conference of Mid-Western Educational Research Association in Columbus, OH.

Bowman, C. (2001). Mentoring: How do we make it work? Annual Conference Mid-Western Education Research Association, Chicago, IL.

Bowman, C, Van Allen, M, Drake, P (2000). What's next? Partnership and Empowerment. Annual Conference of Mid-Western Educational Research Association in Chicago, IL.

Bowman, C (1999) Teaching social studies and literacy. Annual Conference of Mid-Western Educational Research Association in Chicago, IL.

Adams, S, Bowman, C, Joseph, L, Kinnucan-Welsch, K. Seery, ME. (1998). Writing Support Group: An avenue to seeking promotion and tenure. Annual Conference of Mid-Western Educational Research Association in Chicago, IL.

## **State/Local Presentations**

Bowman, C. (1997-2008). Pathwise Training. School Districts & University of Dayton

Bowman, C., & Collopy, R. (2007) Perception vs. Reality: Preservice Teachers and Urban Education. Ohio Council Teacher Educators Organization Annual Meeting, Columbus, OH.

Collopy, R. & Bowman, C. Impacting Teacher Candidates' Perceptions of Urban Students through Course Design (2007). Annual University of Dayton Research Symposium, Dayton.

O'Connor, R., Carr, E. Bowman, C., Tallman, L., & Zimmerman, B. (2007). Field Work: The Means to an End. Ohio Literacy Conference Annual Meeting, Columbus, OH.

Bowman, C. & Luthey, N. (2007). Developing a School-wide Literacy Plan. Association of School Principals. Columbus, OH.

Bowman, C. Flam, H. & Williams, R. (June, 2006). Coaching. Ohio Literacy Institute. Columbus, OH.

Bowman, C. & Weaver, R (2002). University of Dayton A&S and SOEAP: Developing Collaborative conversations through Praxis II and Praxis III. Conference: Forging A&S/COE Partnerships to prepare Caring, Competent Teachers sponsored by Ohio Department of Education in Cincinnati, OH

**Workshops with Elementary/Secondary Schools & Educational Groups (1995 to Date)**

<u>School/District/Group</u>	<u>Title/Role</u>
Blanchester Junior High School PIN (Parent Involvement Network)	“Helping Your Middle School Child to Succeed.”
Blanchester Junior High School	“Careers in Education.”
Washington City Schools	“Mentor Training” “Pathwise”
Miami Trace School District	“Developing an Integrated Curriculum.”
SCAN In-Service Coordinated by Wright State	“Learning Styles.”
Miamisburg School District	“Cognitive Coaching”
Brown County Educational Service Center	“Pathwise” “Praxis Orientation” “Cognitive Coaching”
Clinton County Educational Service Center	“Pathwise” “Focus Groups – Praxis”
Clinton-Fayette-Highland Educational Service	“Pathwise”

“Focus Groups – Praxis”

Hillsboro City Schools

“Pathwise”

“Focus Groups – Praxis”

Centerville City Schools

“Teaching Content Reading and Writing”

“Pathwise”

“Book Studies”

North Central Evaluation

Vandalia-

Butler In-service

“Teaching Reading and Writing Across the Curriculum”

Laurel Oakes

North Central Evaluation

Senior Projects Reviewer

## **Service**

-Ohio Department of Education

Praxis III Assessor 1997-2008

Pathwise Trainer

Program Reviewer

NCSS

NCTE

Co-writer of the Adolescent- SIRI Literacy Program 2005-2007 Co-writer for Adolescent Core Project (2007-2008)

Trainer for Adolescent Literacy Core Project (2004-2007)

University of Dayton

Leadership UD 2006-2007

Teaching Fellows 2003-2004

Humanities Fellow 2002-2003

Academic Senate 2006-current

Academic Policy Committee 2006-current

First Year Experience: facilitator for readings 2004-2008

Honor's Leadership Forum

New Student Orientation

School of Education and Allied Profession

Urban Teacher Academy Advisory

Undergraduate Academic Affairs Committee

Promotion & Tenure Committee

Congress Executive Committee

Department of Teacher Education

Faculty Needs Committee

Administrative Team

Leadership Team

AYA Committee Post-

Bac Committee Reading

Committee

Educational Advisory Committee

Educational Field Office Committee

Search Committees (Special Education, Social Studies Methods)

**Pamela Cross Young, Ph.D.**  
**1763 Wittenberg Boulevard-East**  
**Springfield, Ohio 45506**  
**(937) 324-4707 or (937)-750-1164 (cell)**

### **Career Objectives**

To obtain a challenging and rewarding position, utilizing my career and personal experiences and background in administration, as I continue to work to support teaching, learning and improved student achievement throughout the state of Ohio.

### ***Executive Profile***

#### ***Proven record of success with more than thirty-five years of experience***

- Managed the University of Dayton’s School of Education and Allied Professions’ lengthy self-study process in preparation for the September 2009 on-campus visit by the leading accreditation body for schools of education, NCATE—National Council for the Accreditation of Teacher Education. Continuing accreditation status for the maximum possible duration of seven years, with no areas for improvement, was the result.
- Managed the Center for School Reform and Options and the Center for Reform and Urban Education for a State Education Agency (ODE). I was one of three ODE staff who supported the State Board of Education’s Closing Achievement Gaps Task Force and development of the May 2003 report, “Toward High Achievement for All Students”
- Received a Ph.D. from the University of Dayton’s program in Educational Leadership, following completion of a dissertation, “A View of Urban School Culture Through the Lens of the Comer School Development Program”
- Served as member and Past Chair, Ohio Teacher Education Advisory Commission
- Served as member, Teacher Education and Certification Standards Revision Committee
- Served as graduate level adjunct instructor for Central State University, Wright State University and University of Dayton
- Served fourteen years as a building administrator (Principal and Assistant Principal)
- Served seven years as a central office administrator (Director and Supervisor)
- Ohio Academy of School Improvement Strategies facilitator/presenter

- Effective Schools Process Grants Meeting presenter
- Served as Comer School Development Program Facilitator and National Faculty member
- Served as special education supervisor
- Provided service and leadership with community and educational organizations
- Strategic and project planning and development
- Proposal development and deployment

### **Professional Experience**

Assistant Professor for Curriculum & Instruction, Department of Educational Leadership, School of Education and Allied Professions, University of Dayton

August 2011 -- present

At the University of Dayton, since 2006, I have taught Curriculum Development & Leadership (EDA 711/811), Curriculum Evaluation & Instruction (EDA 710/810), Educational Leadership (EDA 505), Supervision & Professional Development (EDA 509), Curriculum (EDA 511), and Research (EDA 551).

Director, Accreditation, School of Education and Allied Professions, University of Dayton

July 2005 --present

July 2005 – present The Office of Accreditation serves as the School of Education and Allied Profession’s (SOEAP) coordination and The he The Office of Accreditation serves as the School of Education and Allied Profession’s (SOEAP) collection point for data collection, analysis, and reporting required by federal regulations (e.g., Title II), accrediting bodies (e.g., NCATE, North Central), and unit initiatives. I am also a trained NCATE BOE member and team chair who serves on teams that visit other institutions of higher education to recommend accreditation status. I was a regular and active adjunct in the Department of Educational Leadership; I have been appointed a member of the Graduate Faculty.

Associate Superintendent, Center for Reform & Urban Education (previously known as School Reform and Options), Ohio Department of Education Jan. 2001 – July 2005 (retired)

In this position, while reporting to the Superintendent of Public Instruction and the Deputy Superintendent, I have demonstrated a commitment to the mission and purpose of the Center for Reform and Urban Education along with knowledge of contemporary school option programs



including but not limited to: vouchers; community (charter) schools; chartered non-public schools; and non-chartered non-public schools; alternative schools; high school improvement (including early college high school); urban schools; the work of the Office of Reform and Federal Student Programs; and the work of the Office of Regional School Improvement Services (now Field Relations). I have provided leadership for the coordination and cooperation of center offices and staff with other offices and centers within the Ohio Department of Education, other state agencies and organizations, the General Assembly, the Office of the Governor, national organizations including Project GRAD USA, the United States Conference of Mayors' Ohio Mayors' Education Roundtable, and public groups and executives in support of strategic goals and critical work priorities.

Director of Office of School Options, Ohio Department of Education

Dec. 1999 – Jan. 2001

In this position, I administered directed, coordinated, and evaluated all internal and external operations of the Office of School Options (OSO); informed and assisted the Deputy Superintendent and members of the State Board of Education in their decisions and directions; provided leadership for the coordination and the cooperation of the OSO and its staff with other offices and divisions within the Ohio Department of Education, other departments and agencies, public groups and executives; spoke before a variety of groups and organizations (including media representatives) in order to educate the public and promote activities of the OSO. As the director of OSO I had working knowledge of the Cleveland Scholarship and Tutoring Program (vouchers), community/charter schools, chartered nonpublic schools, home schooling, and non-chartered non-tax schools.

Director, Staff Development, Springfield City Schools

Dec. 1997 – 1999

In this position, I planned and implemented staff development opportunities for both certificated and classified staff for an entire district, developed the district's five year, Comprehensive Staff Development Plan, facilitated and served as the recorder following development of the district's Local Professional Development Committee, co-facilitated the district's entry year program, served as the chairperson of the district Staff Development Committee, served as the district School-To-Work and Tech Prep contact, served as a co-director of the Springfield-Wittenberg Teacher Institute and assisted the Assistant Superintendent in the investigation and resolution of formal complaints against certificated staff.

Director, Curriculum & Instruction, Springfield City Schools

June 1996 – Dec. 1997

In this position, I planned and implemented K-12 curriculum, supervised the instructional program (including chairing elementary principals' meetings), assured provision of adequate and appropriate instructional material, supervised and evaluated curriculum staff (including administrators), served as the chairperson of the district Staff Development Committee, reviewed and made recommendations on parent requests to provide home schooling, and worked closely with the Director of Pupil services.

Elementary Principal, Springfield City Schools

1984 – 1996

In this position, I was the sole administrator of Snowhill Elementary, a 1991 OAESA Hall of Fame, Comer School Development Program, and Ohio Venture school with 430 students, 35 certificated and classified staff.

Elementary Assistant Principal, Springfield City Schools 1982 – 1984

Supervisor, Learning and Behavioral Disorders, Springfield City Schools 1978 – 1982

LD Teacher, Springfield City Schools 1977 – 1978

Teacher-Diagnostician, Northern Tier Learning and Diagnostic Center (PA) 1975 – 1976

Teacher, 6<sup>th</sup> grade orthopedic handicaps, Toledo Public Schools 1974 – 1975

### **Education**

Bachelor of Science in Education 1974

Bowling Green State University, Ohio

Master of Education 1977

Mansfield State College, Pennsylvania

Doctor of Philosophy in Educational Leadership 2002

University of Dayton

### **Certification & Licensure**

Superintendent 1988

Permanent Elementary Principal 1992

### **Related Professional Activities**

2013 Urban Teacher Academy: Lessons Learned in Preparing Teachers for the Urban Classroom World of Teaching and Learning (Breakout Session—2013 – National Urban Education Conference; January 23, 2013).

2012 Urban Teacher Academy: Lessons Learned in Preparing Teachers for the Urban Classroom World of Teaching and Learning (Breakout Session—Fall 2012 – OCTEO Conference; October 25, 2012).

2012 Introduction to Accreditation Pathways: Focus on Continuous Improvement (Invited Presentation—CAEP Conference Fall 2012; September 13, 2012).

2011 Partnerships to Recruit and Support Prospective Teachers As They Learn to Serve Specialized Communities (Roundtable-- AACTE 2011 Annual Meeting in San Diego, CA; Feb 25, 2011).

2010 – 2011 Participation as a community member in Springfield City Schools' Middle School Improvement Process—to review student conduct, school climate, and academics.

Young, P.C., & Dolph, D. (2010, Fall). 21<sup>st</sup> century skills: Practices and considerations. *Principal Navigator*, 26-27.

Young, P.C., (2010) "Accreditation." In, T.C. Hunt, J.C. Carper, T.J. Lasley, & C.D. Raisch (Eds.) *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage Publications, 13-17.

Young, P.C., (2010) “Alternative Assessment.” In, T.C. Hunt, J.C. Carper, T.J. Lasley, & C.D. Raisch (Eds.) *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage Publications, 41-43.

Young, P.C., (2010) “Assessment.” In, T.C. Hunt, J.C. Carper, T.J. Lasley, & C.D. Raisch (Eds.) *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage Publications, 72-77.

Young, P.C., (2010) “Comer, James.” In, T.C. Hunt, J.C. Carper, T.J. Lasley, & C.D. Raisch (Eds.) *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage Publications, 183-184.

Young, P.C., (2010) “Whiteness.” In, T.C. Hunt, J.C. Carper, T.J. Lasley, & C.D. Raisch (Eds.) *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: Sage Publications, 2:939-940.

Young, P.C., & Dolph, D. (2008, March). The principal as an effective change agent within a collaborative culture. *Principal Navigator*, 10-12.

2008 The Council Attracting Prospective Educators (CAPE) Teacher Academy: A Statewide Effort Targeting High School Students (Paper presented in the symposium: Growing Our Own Teachers: Providing “Minority” Teachers Equitable Access to Recruitment, Preparation, Induction, and Retention Programs AACTE 60th Annual Meeting in New Orleans, LA; Feb 9, 2008).

2010 – present & 2008 - 2006 NCATE BOE on-campus and off-site visits and reports, two per academic year, to various universities not in Ohio year

2008 Participation in Seminar: “Education as a Calling in a Catholic and Marianist University”

2007 Participation in “Can We Talk” Reading Group that read & discussed Our Separate Ways

2006 to 2008 participation in the Consortium on Racial Equity in K—12 Education

- 2005 Presentation at the Project GRAD (Graduation Really Achieves Dreams) USA National Conference: Fostering Academic Success for At-Risk Students: Issues and Promising Practices
- 1999 Presentation at the National Association of Elementary School Principals' Annual Conference: The Comer School Development Program: A Vehicle to Transform the Culture of a School.
- 1999 Spring Conference: Inspiration and Wellness
- 1998 Fall Conference Challenges of Urban Teaching
- 1998 Springfield-Wittenberg Teacher Fellows Program established
- 1991 to 2005 Director, Camp Attracting Prospective Educators (C.A.P.E.). 2007 to present Director, Council Attracting Prospective Educators (C.A.P.E.) Teacher Academy

Member, Phi Delta Kappa International

Member, Learning Forward (Formerly National Staff Development Council)

Member and Past President (1996), Ohio Association of Elementary School Administrators since 1982

Past President, Wright State University Chapter, Phi Delta Kappa (1989-1990)

Member, Prospective Educators Scholarship Selection Committee and Prospective Teachers Summer camp staff, Phi Delta Kappa International

Former senior Ohio Department of Education staff member for the Ohio Alternative Education Advisory Council, OCAN (Ohio College Access Network) Advisory Committee, and Project GRAD (Graduation Really Achieves Dreams) Ohio Advisory Board

### **Community Involvement/Service Activities**

Chair, Community Mercy Health Partners Board of Trustees

Member, Catholic Health Partners (CHP) Quality and Patient Safety Committee

Member, CHP Governance Task Force

Member, Bowling Green State University (BGSU) College of Education & Human Development (EDHD) Advocate Board

Member, City of Springfield Planning Board

Mentor for the inaugural Professional Women's Resource Conference (PWRC) 2012

Past Member and Vice-Chair Catholic Central Schools Board of Trustees

Past Member, Springfield Civic Theater Board of Directors

Past Member, Charter Review Committee – City of Springfield

Past Member, Clark County United Way Board of Trustees

Past Member, Springfield Rotary Club

Past President, Springfield Arts Council

Past Member, Springfield Community Foundation Board of Trustees

Past Member and Secretary, Clark County Historical Society Board of Trustees

### **Honors and Awards**

2013 Bowling Green State University's College of Education and Human Development's 2013 Accomplished Graduate

2010 School of Education and Allied Professions Service Award

1993 Bowling Green State University College of Education and Allied Professions' "Alum of the Year" and Central Ohio Association for Education in the Arts' Distinguished Educator

1993 Springfield City Schools Exemplary Employee Award

1993 Springfield Education Association Principal of the Year

1992 Ohio Milken National Educator Award

1992 Springfield Area Alliance of Black School Educators "Outstanding Educator Award"

1981 Ohio Jaycee Women – One of Five Outstanding Young Women in Ohio

Curriculum Vitae

**David A. Dolph**

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Home Address:

1342 Stratford Dr.  
Piqua, Oh 45356  
Telephone  
(937) 229-3105 (Office)  
(937) 778-1330 (Home)  
(937) 214-3888 (Cell)

University Address:

University of Dayton  
School of Education and Allied Professions  
Department of Educational Leadership  
316 Chaminade Hall  
Dayton, Oh 45469-0534  
email: ddolph1@udayton.edu

**Education**

The University of Dayton  
Doctor of Philosophy, Educational Leadership, 1994  
Educational Specialist Degree, 1988  
Bachelor of Science Degree, Education, 1970  
Xavier University  
Master of Education Degree, 1973

**Professional Experience**

**Higher Education**

**Leadership**

Department Chair, Department of Educational Leadership, School of Education & Allied Professions, University of Dayton (August, 2011 – present)

**Teaching**

Full Time Clinical Faculty University of Dayton (2005 – present)

Courses Taught: EDA 505 Educational Leadership, EDA 509 Supervision and Professional Development, EDA 507 Internship, EDA 511 Curriculum, EDA 555

Community Relations, EDA 557 School Finance, EDA 626 Staff Personnel,  
EDA 651 School Improvement, EDA 655 Principalship, EDA 760/860 District Level Management  
Seminar

Adjunct Faculty, University of Dayton (1998-2005)

Courses Taught: Staff Personnel, Community Relations, Educational Leadership

Adjunct Faculty Wright State (2000 – 2004)

Courses Taught: Curriculum, Psychology

Adjunct Faculty, Urbana University (2003 – 2004)

Courses Taught: Community Relations, Leadership

### **K – 12 Leadership**

Superintendent, Troy City Schools, (1998 - 2005)

Superintendent, Sidney City Schools, (1996 -1998)

Superintendent, Eaton City Schools, (1993 - 1996)

Superintendent, Mississinawa Valley Local Schools, (1990 - 1993)

Principal, Valley View High School, Valley View Local Schools, (1989 - 1990)

Principal, Ansonia High School and Middle School, Ansonia Local Schools, (1986 - 1989)

Assistant Principal, Piqua High School, Piqua City Schools, (1984 - 1986)

### **K – 12 Teaching**

Teacher/Coach, West Carrollton City Schools, (1970 - 1977)

Teacher/Coach, Oakwood City Schools (1977 – 1984)

### **Scholarship**

#### **Peer Reviewed Publications**

Fall, 2010     **D. Dolph** and S. Grant. “Practices of Successful School Leaders.” *International Journal of Educational Reform*, pp. 269-286.

Fall, 2012     **Dolph, D.** (2012). "Magnet Schools: Do Magnet Schools Enhance Student Achievement?" In C.J. Russo (Ed.), *Debating Issues in American Education: Alternative Schooling and School Choice*. Thousand Oaks, CA: Sage Publications, 171-179.

July, 2013     Russo, C.J. & **Dolph, D.** (2013). “School Nurses: On the Front Line of Keeping Students Healthy.” *Education Law Reporter*, Vol. 293, No. 1, 9-14.



### Articles in Professional Journals and Publications

- May 2006 **D. Dolph**, "The Levy Process and Your Constituents." *School Business Affairs*, pp. 30-31.
- May 2006 **D. Dolph**, "Eliminate Power Plays with Interest –Based Bargaining." *Managing School Business*, p. 3.
- October 2006 **D. Dolph**, "Preparation and Planning Will Ensure Your Meetings are Productive." *Managing School Business*, p. 6.
- January 2007 **D. Dolph**, "Real Change is Real Hard: The Challenge of Transforming School Systems." *School Business Affairs*, pp. 12-13.
- June 2007 **D. Dolph**, "Self-Management Can Help You Get Control of Your Time." *Managing School Business Affairs*, p. 6.
- June 2007 **D. Dolph**, "Playing It Safe in Secondary School Athletic Programs." *School Business Affairs*, pp. 26-27.
- July/August 2007 T. Ilg & **D. Dolph**, "Restoration versus New Construction: How to Make the Right Decision." *School Business Affairs*, pp. 16-18.
- January 2008 **D. Dolph**, "Try These Strategies to Win the Battle with Time." *School Transportation Leader*, p. 9.
- March 2008 P. Cross Young & **D. Dolph**, "The Principal as an Effective Change Agent within a Collaborative Culture." *Principal Navigator*, pp. 10-12.
- May 2008 **D. Dolph**, "Fine Tune Your District's Hiring Process to Meet NCLB Mandates." *School Superintendent's Insider*, p. 7.
- Sept. 2008 **D. Dolph**. "Boards of Education." *Encyclopedia of Educational Reform and Dissent*, Vol. 1, pp. 111-113.
- Sept. 2008 **D. Dolph**. "Extra-Curricular Activities." *Encyclopedia of Educational Reform and Dissent*, Vol. 1, pp. 362-365.
- Sept. 2008 **D. Dolph**. "Co-Curricular Activities." *Encyclopedia of Educational Reform and Dissent*, Vol. 1, pp.172-174.
- Dec. 2008 **D. Dolph**. "Coming Together: The Pros and Cons of School Consolidation." *School Business Affairs*, pp.26-28.

- Nov. 2009 **D. Dolph.** "From Stalled to Successful: The Art of Negotiations." *School Business Affairs*, pp. 18-20.
- Fall, 2010 **D. Dolph** & P. Cross Young. "21<sup>st</sup> Century Skills: Practices and Considerations." *Principal Navigator*, pp. 26-27.
- May 2012 **D. Dolph**, "Negotiating in School Districts When Times Are Tough." *School Business Affairs*, pp. 19-21.
- May 2013 **Dolph, D.** & Ilg, T. "Effective Policy Formation: A New Challenge." In C.J. Russo (Ed.), *Key Legal Issues for Schools: The Ultimate Resource for School Business Officials, 2d Ed.* Lanham, MD: Rowman & Littlefield Education.
- May 2013 **Dolph, D.** & Raisch, C.D. "Supervision and Evaluation of School Employees." In C.J. Russo (Ed.), *Key Legal Issues for Schools: The Ultimate Resource for School Business Officials, 2d Ed.* Lanham, MD: Rowman & Littlefield Education.
- Dec. 2013 **Dolph, D.** "Teacher Evaluations and Merit Pay: An Uneasy mix." *School Business Affairs*, pp.14-18.

### **Professional Presentations**

- Nov. 2008 **D. Dolph** & S. Grant. Practices of Successful School Leaders. O.S.B.A.
- April 2010 **D. Dolph** & S. Grant. Practices of Successful School Leaders. Phi Delta Kappan
- July, 2012 **D. Dolph** & T. Moore. The Intersection of Development and Skill. Catholic Summit, University of Dayton.
- April, 2013 D. Dolph & T. Moore. The Intersection of Leadership Formation and Skills for Catholic School Educators, National Catholic Education Association Convention.
- July 2013 D. Dolph & T. Moore. The Intersection of Leadership Formation and Skills for Catholic School Educators, Catholic School Summit, University of Dayton
- Oct. 2013 D. Dolph & T. Moore. The Intersection of Leadership Formation and Skills for Catholic School Educators, Ohio Catholic Education Association.

### **Service**

#### **University Committees**

SOEAP Honors and Awards committee, SOEAP P-16 committee, EDA Praxis Review committee, EDA On-line committee, EDA Futures committee, EDA Vision and Mission committee, EDA Marketing committee

### **Organizations**

Liaison to Dayton Area Superintendent Association (DASA), Liaison to Western Ohio Superintendent and Principal Roundtable, Treasurer, Southern Ohio Instructional Technology Association (SOITA), President, University of Dayton Chapter of Phi Delta Kappa (PDK)

### **Professional Development**

2008 Board Inservice Alter High School  
2011 Board Inservice Bethel Local Schools

### **Consulting**

2008 Strategic Planning Northwestern Schools  
2010 Strategic Planning Greenon Local Schools  
2012 Strategic Planning Cedarville Local Schools  
2013 Strategic Planning Green County Educational Service Center  
2013 Strategic Planning Versailles Exempted Village Schools

### **Media Appearances**

StateImpact (NPR), discussing the recently settled negotiated agreement for the Cleveland City Schools, March 2013

### **JANET M. HERRELKO**

University of Dayton

300 College Park, Dayton, Ohio 45469-0525  
(937) 229-3037

## EDUCATION

- ◆ HERS Graduate Bryn Mawr College, 2009
- ◆ National Board Certified Teacher of AYA Mathematics 1998, renewed 2008
- ◆ Ed.D. Mathematics/Science/Technology Education (1996) University of Massachusetts Lowell
- ◆ M.A. American Studies (1971) University of Maryland College Park, MD
- ◆ B.A. History (1970) Regis College Weston, MA

## PROFESSIONAL HISTORY

<i>Date</i>	<i>Institution</i>	<i>Location</i>	<i>Position</i>
Aug 99 – Present	University of Dayton School of Education and Education	Dayton, Ohio	Associate Professor - Mathematics
	Allied Professions		Associate
Dept. Chair Aug 98 – Aug 99		Wright State University,	Dayton, Ohio
	Assistant Professor - College of Education, Dept. Teacher Education,		Middle Childhood Educ.
Feb 94 - July 98	William Mason High School	Mason, OH	Curriculum Leader Mathematics, 7-12 Mathematics Teacher
Sep 93 - Nov 93	Central State University	Wilberforce, OH	Adjunct Instructor, Mathematics
Aug 92 - Aug 93	Souhegan High School (a member of T. Sizer's Coalition of Essential Schools)	Amherst, NH	Mathematics Teacher
Sep_87 - Jun 92	Greater Lowell Regional Technical School	Tyngsboro, MA	Mathematics Teacher

Sep 80 - Jun 86 Charles County Community La Plata, MD Adjunct Instructor,  
College Mathematics

Mar 80 - Jun 84	Charles County Evening High School	Waldorf, MD	Social Studies Teacher
Jan 79 - May 79	Western New England College,	Hanscom AFB, MA	Adjunct Instructor, Political Science
Feb 74 - Jun 75	Los Angeles Unified Schools	Canoga Park, CA	Mathematics, Social Studies Teacher
Sep 73 - Feb 74	Samuel Fryer Yavneh Hebrew Academy	Los Angeles, CA	History, English Teacher
Feb 72 - Aug 73	Ferguson Jr. High School	Beavercreek, OH	Social Studies, English Teacher

## PROFESSIONAL MEMBERSHIPS AND OFFICES

◆ Association for Supervision and Curriculum Development	1992 – Present
◆ Association of Mathematics Teacher Educators	2003 - Present
◆ Mathematical Association of America	1992 - 2010
◆ National Council of Teachers of Mathematics	1989 – Present
◆ Affiliates Services Committee, NCTM	2012 - 2015
◆ National Council of Supervisors of Mathematics	1999 – Present
◆ National Council of Staff Development	2008 - Present
◆ National Middle School Association	1998 – Present
◆ Ohio Association for Supervision and Curriculum Development	1999 - Present
◆ Ohio Council of Teachers of Mathematics	1997 - Present
◆ OhioMATYC	1999 - Present
◆ Ohio Mathematics and Science Coalition	1997 - Present
Chair-Elect	1999 - 2001
Chair	2001 – 2003
◆ Ohio Mathematics Education Leadership Council	2003 – Present
President -	2007 - 2008
◆ Pi Gamma Mu - National Social Science Honorary	1970 - 1975
◆ Pi Lambda Theta - National Honorary and Professional Association	1993 - Present
◆ Psychology of Mathematics Education of North America	1994 – Present
◆ School Science and Mathematics Association	2003 - Present
◆ Women and Mathematics Education	1992 - Present
Treasurer	1999 - 2001

## SCHOLARSHIP

### **Journal Articles - Peer Reviewed**

Herrelko, J., (2013, Summer). A four-tier differentiation model: Engage all students in the learning process. *Teacher Education and Practice*. Vol. 26, No. 3/ Summer 2013.

Herrelko, J., & Bowman, C. (2013, January). University faculty and teacher collaborate creating a classroom rounds program. *Proceedings, Hawaii International Conference on Education 11<sup>th</sup> Annual Conference*, Honolulu, Hawaii.

Herrelko, J., & Bowman, C. (2011, Fall). Building an adolescence to young adult capstone course. *The Ohio Journal of Teacher Education*. 24,(2). 24-30.

- Herrelko, J., (2011, Fall) Groundwork for starting a successful mathematics coaching program. *National Council of Supervisors of Mathematics Journal of Mathematics Education. Fall- Winter. Vol. 12., No. 2.*
- Herrelko, J., (2010). A Differentiation Model for Mathematics Pre-Service Teachers to Engage All Students in the Learning of Mathematics. *Proceedings Psychology of Mathematics Education- North America. Columbus, Ohio.*
- Herrelko, J., Jeffries, K., Robertson, A. (2009, Spring). The Impact of Single Gender Elementary School on Mathematics Classes in an Urban School. *scholarlypartnershipedu.*
- Driskell, S. & Herrelko, J. (2007). Using tiers to differentiate instruction on properties of two-dimensional shapes. (C. Tomlinson, Ed.). *Association of Teachers of Mathematics in New England Journal, XXXIX (2), 36-44 .*
- Herrelko, J. & Hunn, D. (2006). Ohio's excellent math and science teachers devote their summer to professional development. *Ohio Journal of School Mathematics. Autumn 2006. 22-27.*
- Herrelko, J. (2005). Collaborative partnership helps teachers learn to use standards-based lessons and analyze data. *National Council of Supervisors of Mathematics Journal of Mathematics Education. Fall-Winter. Vol. 7., No. 2. 24-33.*
- DeLuca, B., Twales, D., Herrelko, J. (2005). Linking action research to professional development: Applications for university faculty. *The Journal of Faculty Development., 20, 69-77.*
- Herrelko, J. & O'Connor, R. (2004). Four years later: What we have learned about local professional development committees and individual professional development plans. *OhioASCD Journal. Fall 2004. 8 (1), 10-15.*
- Herrelko, J. (2003, Autumn). Why do Chinese students succeed in math class? Two Ohio teachers learn a key element –Parents! *Ohio Journal of School Mathematics. No. 48. 23-26.*
- O'Connor, R. & Herrelko, J. (2003, Spring). Individual professional development plans: In search of learning for teaching. *Mid-Western Educational Researcher, 16(2), 27-31.*
- Basista, B., Herrelko, J., Sandy, M., Lowell, C., Nedunuri, K., Okunade, S., Klofenstein, P., Roath, K., Aldridge, M., Ross, A., Thompson, C., Farrell, A., Mathews, S., Tomlin, J., Rusch, T., Krakowski, R., Esprit, L., Johnson, J., Aimiuwu, S. (2003). Miami Valley Regional Collaborative for the Improvement of Science and Mathematics Education. Report. In S. Wagner & S. P. Meiring (Eds.), *The Story of SUSTAIN: Models of Reform in Teacher Education.* Columbus, OH: The Ohio Resource Center.
- Herrelko, J. (2002). A vision for Ohio mathematics education. *Ohio Journal of School Mathematics. Autumn 2002. No. 46.*



Herrelko, J. (2002). Offering a vision for Ohio math, science education. *The Journal of the Ohio School Board Association*. v. 46. No. 3. April 2002.

Krakowski, R. & Herrelko, J. (2002). Combining colleges: Content and pedagogy courses tackle middle childhood mathematics. *The National Council of Supervisors of Mathematics Journal of Mathematics Education*. v. 6. No. 1. Fall 2002.

Herrelko, J. (2001). Stretch your students to abstract thinking: Concrete to semi-concrete to abstract thinking in one lesson plan. *The Journal of New England Middle Schools*. v. XIV. No. 1. Fall 2001.

O'Connor, R. & Herrelko, J. (2001). Responding to state mandates: A case study of the implementation of local professional development committees. *Teacher Education and Practice*, v. 14. No. 3.

Herrelko, J., (1997). Content analysis of algebraic word problems for gender-based reasoning patterns. In David Haury, Ed., *Proceedings of the Nineteenth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Columbus, Ohio: ERIC Clearing house for Science, Mathematics and Environment Education.

### **Submissions**

Herrelko, J. Professional Learning Community: Dynamic Collaboration in Times of Change. *Catholic Education: A Journal of Inquiry and Practice*..

### **Book Chapters**

Herrelko, J. (2010). *Encyclopedia of Educational Reform* edited by Drs. T. Hunt, D. Raisch, and T. Lasley

- i. The Algebra Project
- ii. The National Board for Professional Teaching Standards
- iii. Singapore Math.

Herrelko, J., Sandy, M., Packnowski, L. (2007). The context for producing and retaining mathematics and science teachers in Ohio. In OBR monograph Teaching Fellows in Mathematics and Science 2007: *Middle school teacher preparation: Current Practices and Future Perspective*. Columbus, Ohio: Ohio Board of Regents. 25-30

Erchick, D., Herrelko, J. *Cohort I Preservice Technical Report- Chapter 2 Mathematics*. May 2005 for the Teacher Quality Partnership.

Basista, B., Herrelko, J., Sandy, M., Lowell, C., Nedunuri, K., Okunade, S., Klofenstein, P., Roath, K., Aldridge, M., Ross, A., Thompson, C., Farrell, A., Mathews, S., Tomlin, J., Rusch, T., Krakowski, R., Esprit, L., Johnson, J., Aimiuwu, S. (2003). Miami Valley Regional Collaborative for the Improvement of Science and Mathematics Education. In S. Wagner & S. P. Meiring (Eds.), *The Story of SUSTAIN: Models of Reform in Teacher Education*. Columbus, OH: The Ohio Resource Center.

### **Books**

Gifford, M.R., Herrelko, J. M., Cochran, J., Johnson, D. (2000). *A blueprint for math success: Building a math tutoring program from the ground up*. Dayton, OH: Action Factor.

Gifford, M.R., Herrelko, J. M., Cochran, J., Johnson, D. (2000). *A blueprint for math success: Handbook for tutors*. Dayton, OH: Action Factor.

Gifford, M.R., Herrelko, J. M., Cochran, J., Johnson, D. (2000). *A blueprint for math success: Activity and reference supplement*. Dayton, OH: Action Factor.

### **Articles**

Herrelko, J. *OMELC News*. The Ohio Council of Teachers of Mathematics Newsletter. No. 89 +n. September, 2007.

Herrelko, J. *OMELC News*. The Ohio Council of Teachers of Mathematics Newsletter. No. 90 +n. June, 2007.

CONFERENCE PRESENTATIONS

### **International**

- Herrelko, J. & Bowman, C. (1/9/13/). University faculty and teacher collaborate creating a classroom rounds program. *Hawaii International Conference on Education 11<sup>th</sup> Annual Conference*, Honolulu, Hawaii.
- Herrelko, J. (10/28/10). *A Differentiation Model for Mathematics Pre-Service Teachers to Engage All Students in the Learning of Mathematics*. Psychology of Mathematics Education of North America. Annual Conference. Columbus, Ohio
- Herrelko, J. (3/19/01). *NCTM - Principles and standards of school mathematics- USA*. Luwan Bureau of Education, Shanghai, China.
- Herrelko, J. (3/21/01). *Education of a teacher in the United States*. Suzhou University, Suzhou, China.
- Herrelko, J. (3/22/01). *NCTM - Principles and standards of school mathematics- US*. Nanjing International Primary School, Nanjing, China.
- Herrelko, J. (3/26/01). *NCTM - Principles and standards of school mathematics- USA*. Peoples Republic of China Ministry of Education, Beijing, China.
- Herrelko, J. (3/26/01). *NCTM - Principles and standards of school mathematics- USA*. Beijing Normal University, Beijing, China.

### **National**

- Herrelko, J. (November, 2013). *Data + Analysis = Good Decisions*, National Council of Teachers of Mathematics Eastern Regional Meeting, Louisville, KY.
- Herrelko, J. (April, 2013). *Data + Analysis = Good Decisions*, National Council of Supervisors of Mathematics Annual Meeting, Denver, CO.
- Herrelko, J. & Bowman, C. (February, 2012). *Classroom Rounds: Theoretical Classroom to Real Classroom*. Research Council of Mathematics Learning Annual Meeting, Charlotte, NC.
- Herrelko, J., & Bowman, C. (October, 2010). Building an Adolescence to Young Adult Capstone Course. Mid-Western Educational Research Association Annual Conference 2010. Columbus, OH.
- Herrelko, J. (April 2009). *Four steps that help you differentiate your mathematics lesson plans*. National Council of Supervisors of Mathematics Annual Meeting 2009, Washington, DC.
- Herrelko, J. (October, 2008). *A picture is worth a thousand math concepts*. National Council of Teachers of Mathematics Eastern Regional Conference; Cleveland, OH.

Hunn, D., Herrelko, J., Wehn, J. (November, 2007). Project SOAR: Design, Details and Data for Effective Professional Development in Aerospace Education. School Science and Mathematics Annual Conference, Indianapolis, IN.

Herrelko, J. & Cooper, S. *Dayton public schools mathematics coaching program*. National Council

of Supervisors of Mathematics, Annual Meeting 2007, Atlanta, GA. March 2007.

Herrelko, J. & Jeffries, K. *Gender in the classroom*. National Council of Supervisors of Mathematics Annual Meetings, Atlanta, GA. March 2007.

Twale, D., DeLuca, B., Herrelko, J. (2006, October). *Application of a self-reflective action research learning technique to improve faculty professional practice*. Mid-Western Educational Research Association Annual Meeting. Columbus, OH.

Herrelko, J. (2006, April). Active assessment can happen with rich problems! National Council of Teachers of Mathematics Annual Meeting, St. Louis, MO.

Herrelko, J. & Mathews, S. (1/28/06). *An Experiment to Change Teaching Using Inquiry*. Association of Mathematics Teacher Educators Annual Meeting, Tampa, FL.

Herrelko, J., (2005, October). *An Experiment to Change Teaching*. School Science and Mathematics Association Annual Conference, Ft. Worth, Texas.

Herrelko, J., Twale, D., DeLuca, B. (2005, October). *Action Research: Concerning the Transfer and Application of Reflective Practices for Professional Development*, Mid-Western Educational Research Association Annual Meeting. Columbus, OH.

Hunn, D. & Herrelko, J. (10/15/04). *Effective Professional Development Under the Shadow of the Ohio Academic Content Standards*. Mid-Western Educational Research Association Annual Meeting. Columbus, OH.

O'Connor, R. & Herrelko, J. (10/14/04). *The Teachers Speak: Teacher Perceptions of Local Professional Development Committees*. Mid-Western Educational Research Association Annual Meeting, Columbus, OH.

DeLuca, B., Twale, D., Herrelko, J. (2/14/04). *Professional development: A unique application for action research*. The Eastern Educational Research Association Annual Conference. Clearwater, FL

Herrelko, J. (4/19/04). *Ignite your teachers' enthusiasm for teaching while they increase student achievement! A new type of lesson study with action research.* National Council of Supervisors of Mathematics Annual Conference, Philadelphia, PA

Herrelko, J. (10/23/03). *Use the Ohio Resource Center and Increase Student Achievement.* School Science and Mathematics Annual Conference. Columbus, OH.

Herrelko, J. & O'Connor, R. (10/18/03). *Local Professional Development Committees: A Case Study of Educators Shaping Professional Growth.* Mid-Western Educational Research Association Annual Meeting, Columbus, OH.

Yanik, E., Michalowicz, K.D., Mendez, E. Herrelko, J. (4/11/03) *Mathematics Educators and Mathematicians Working Together.* National Council of Teachers of Mathematics Annual Conference, San Antonio, TX.

Herrelko, J. & Bartsch, E. (4/11/03). *How do the Chinese teach mathematics?* National Council of Teachers of Mathematics Annual Conference, San Antonio, TX.

O'Connor, R. & Herrelko, J. (2/12/03). *Individual Professional Development Plans: In Search of Learning for Teaching.* Association of Teacher Educators Annual Conference, Jacksonville, FL.

Herrelko, J. (2/01/03). *Just what do preservice teachers believe about best practice in mathematics education?* Association of Mathematics Teacher Educators Annual Conference, Atlanta, GA.

Herrelko, J. (11/15/02) Leapfrog *equals Algebra and a Whole lot more!* National Council of Teachers of Mathematics Eastern Regional Meeting, Boston, Massachusetts, *Invitation to submit proposal and accepted.*

Herrelko, J. (10/31/02). *Playdough, Pyramids, and much more fun with Math.* National Middle School Association Annual Conference, Portland, Oregon.

Herrelko, J. (10/12/02). *Defining the Ohio Vision of Mathematics Education.* Ohio Council of Teachers of Mathematics Annual Conference, Cincinnati, Ohio,

Herrelko, J. (10/12/02). *What is and how do you use the Ohio Resource Center for Mathematics?* Ohio Council of Teachers of Mathematics Annual Conference, Cincinnati, Ohio.

Herrelko, J. (11/2/01). *Statistics You Can Eat!* National Middle School Association Annual Conference. Washington, DC.

Herrelko, J. (9/22/01). *Concrete to Semi-Concrete to Abstract Mathematics*. National Council of Teachers of Mathematics Regional Meeting, Columbus, OH.

Herrelko, J. (4/4/01). National board certification in mathematics – It is worth it! National Council of Supervisors of Mathematics. Orlando, FL

Herrelko, J. (11/3/00). *Concrete to Semi-Concrete to Abstract Mathematics*. National Middle School Association Annual Conference. St. Louis, MO.

O'Connor, R. & Herrelko, J. (2000). *Individual professional development plans: In search of learning for teaching*. Presented as a paper at the Mid-Western Educational Research Association Annual Meeting, Chicago, October 2000.

Herrelko, J. (10/21/00). *How Ohio Facilitates Candidates for National Board Certification*. National Board for Professional Teaching Standards Annual Conference, Orlando, FL.

O'Connor, R. & Herrelko, J. (Feb. 14, 2000). *Responding to State Mandates: A Case Study of the Implementation of Local Professional Development Committees*, Association of Teacher Educators' Annual Conference, Orlando, FL.

Helms, R., Herrelko, J., Futerell, M., & Mason, J., (January 29, 2000). *National Board for Professional Teaching Standards: Masters degree program*. The Holmes Partnership Fourth Annual Conference, Cincinnati, OH.

### **State Meetings**

Herrelko, J. (2013, October). *Data + Analysis = Good Decisions*, Ohio Council of Teachers of Mathematics Annual Meeting, Dayton, Ohio

Herrelko, J., (2012, October), *Working with Pre-Service Teacher Assessment Programs*, Ohio Council of Teachers of Mathematics Annual Conference. Columbus, OH.

Herrelko, J., (2011, October). *Bubbles, bubbles everywhere*. Ohio Council of Teachers of Mathematics Annual Conference. Toledo, OH. Peer reviewed selection process.

Herrelko, J., (2010, October). *The Simpsons do mathematics*. Ohio Council of Teachers of Mathematics Annual Conference, October, 2010, Akron, OH. Peer reviewed selection process.

Herrelko, J. (2009, November). *A method for mathematics lesson differentiation* to the Ohio Council of Teachers of Mathematics Annual Conference, November 2009, Cincinnati, OH. Peer reviewed selection process.

Herrelko, J. (2009, October). *Quantitative Literacy for Middle Childhood*, Ohio Mathematics and Science Coalition Meeting, October 2009. Columbus, OH. Invited.

Herrelko, J. (2009, December). *How to use the ORC*. Wright State University Council of Teachers of Mathematics. December, 2009. Dayton, OH. Invited.

Herrelko, J. (2007, January) *Making learning centers in the classroom culturally responsive*.

Culturally Responsive Teaching: An Urban Education Conference. Wilberforce, OH.

Invited.

Herrelko, J. (2006, October). *Project IMPACT examining student work*. Ohio Mathematics Education Leadership Council Fall meeting.

Herrelko, J. & Tomlin, J. (2005, October). *E<sup>5</sup>=Engage Students in an Active Learning Cycle to Cover the Ohio Academic Content Standards*, Ohio Council of Teachers of Mathematics Annual Conference, Dayton, Ohio.

Herrelko, J., Hallenbeck, L., Mikusa, M. (2005, October). *The real information about research-based math curricula from middle school teachers who use it*, Ohio Council of Teachers of Mathematics Annual Conference, Dayton, Ohio.

Herrelko, J. & Allport, C. (3/9/04). *Collaboration is the Key to Responding to No Child Left Behind*. Ohio Commons for Digital Education/ Ohio Learning Network 2004 Conference. Columbus, OH.

Herrelko, J. (December 7, 2002) *Blueprint for Math Success*. E. Desmond Lee Regional Institute of Tutorial Education, University of Missouri-St. Louis, MO.

**Panel Presentations**

Herrelko, J., Reynolds, R., Stevens, M., ( October 12, 2011)*STEM Learning in Dayton*.

Leadership Dayton, Dayton Chamber of Commerce, Boonshoft Museum, Dayton, OH.

GRANTS
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<i>Title</i>	<i>Funding Source</i>	<i>Amount</i>	<i>Dates</i>
Project IMPACT	Teaching & Learning Collaborative	16,750	2008
Improving Teacher Quality-2008	Ohio Board of Regents	110,000	2007-

Project SOAR- Co-PI

LTC Grant- Math K-12 Textbooks 2008	University of Dayton	12,000	2007-
For CMC and Math Dept			
Improving Teacher Quality- 2007	Ohio Board of Regents	95,000	2006-
Project SOAR-PI			
Project IMPACT	Teaching & Learning Collaborative	32,000	2007
Project IMPACT	Teaching & Learning Collaborative	15,000	2006
Improving Teacher Quality- 2005	Ohio Board of Regents	200,000	2004-
Math in Context Utilizing Technology II			
Project SOAR, Asst. Dir.	Ohio Board of Regents	74,975	2004
Improving Teacher Quality-DM	Ohio Board of Regents	74,000	2004
LTC Grant- INSS Groups	University of Dayton	28,000	2004
Title II – Math Coaches, P.I. 2004	Dayton Public Schools	9,000	2003-
ORC Workshops, P.I.	Dayton Engineers’ Club	50,000	2004
Learning Communities	Ohio Learning Network	5,000	2003
Teacher Quality Partnership 2006	National funding	10,000,000	2003-
(previously known as			
Ohio Partnership for Accountability			
Earn and Learn, P.I.	Dayton Engineers’ Club	20,000	2003
Teachers Using Technology 2004	Ohio Board of Regents	200,000	2003-
Math in Context Utilizing Technology			
Project Sustain-UD, Co-PI	Ohio Board of Regents	14,950	2001



SERVICE
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*National*

National Council of Teachers of Mathematics Affiliates Services Committee Present	2012-
Women and Mathematics Education – treasurer and member 2001	1999-

*Ohio*

Ohio Council of Teachers of Mathematics – Constitutionalist present	2010-
Ohio Council of Teachers of Mathematics – NCTM Representative present	2012-
Ohio Mathematics Education Leadership Council – president and executive board 2007	2004-
Ohio Council of Teachers of Mathematics Field Leader – presenter of NCTM Standards 2000 – 2000	
Ohio Mathematics and Science Coalition – member, vice chair, chair, executive board present	1997-
People to People – Mathematics and Science Teachers visit to China- Group Leader	2001
Math Rules ! - member, Ohio Governor Bob Taft Initiative to improve math achievement 2002 - 2003.	
Ohio Resource Center – Mathematics Committee present	2001-

*University*

Mathematics Quantitative Reasoning Competency – writing team	2000
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INSS Sustain working group 2005	2000-
University Marshall for Graduation present	2004-
Lalanne Advisory Board 2011	2005-
Provost Committee – Faculty Review Procedures 2007	2006,
North Central Certification University of Dayton Report – Sidebar Committee	2007
Faculty Development Committee present	2005-
University Mediators 2011	2008-
<i>Department</i>	
AYA Licensure Coordinator 2012	2007-
AYA Senior Year Coordinator 2007	2002-
Leadership Team present	2007-
Advanced Masters Program Committee present	2007-
Advisor to CAYAC 2012	2008-
Composed AYA Mathematics Undergraduate and Graduate NCATE reports	2008
Both programs received National Recognition.	
Graduate program coordinator present	2012-

**Molly Armstrong Schaller, Ph.D.**

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300 College Park

Dayton, Ohio 45469-0530

937-229-3677

**Education**

Ph.D.	Ohio University, Athens, Ohio Higher Education Administration Dissertation: A Phenomenological Study of the Traditional-aged Sophomore Year Experience at a Four Year, Residential University	2000
M.S.	Miami University, Oxford, Ohio College Student Personnel Services	1989
B.A.	The Ohio State University, Columbus, Ohio Psychology	1987

**Current Employment**

July, 2011 – Present **Department Chair**, Counselor Education and Human Services  
The University of Dayton, Dayton, Ohio

Lead department with Master's programs in Clinical Mental Health Counseling, College Student Personnel, Higher Education Administration, Human Services Administration, School Counseling, and School Psychology, and Ed.S. program in School Psychology on three campuses, with 11 full-time faculty and more than 25 adjuncts.

2007 - Present     **Associate Professor**, Counselor Education and Human Services

Service Award, School of Education and Allied Professions, 2011

Teaching Award, School of Education and Allied Professions, 2009

2001 - 2007     **Assistant Professor**

1999 - 2001     **Instructor**, Counselor Education and Human Services

Teaching and advising in College Student Personnel and Higher Education Administration Masters Programs. Developed five new course syllabii for courses in the College Student Personnel and Higher Education Administration Master's Degree Program. Teaching: Leadership in the College and University Environment, Student Cultures in the University Environment, Student Development Theory, Interventions in College Student Personnel, and Applications of Student Development Theory

2005 – present   **Fellow**, Learning Teaching Center

The University of Dayton, Dayton, Ohio

Conduct research on the relationship between pedagogy, learning and space. Provide technical support to the LTC on issues such as assessment, program and space design. Support Faculty Development programs.

### **Teaching Experience**

Completed curriculum review of College Student Personnel Master's Program. Developed three new courses after 2010 review. Developed and taught five new courses and revised Internship experience in original curriculum.

#### **New Courses include:**

EDC565 Educational Structures in Post Secondary Education (Fall 2010)

EDC551 Student Cultures and Development (Fall 2010)

EDC557 Learning in Community (Spring 2011)

EDC562 Learning Design (Summer 2011)

EDC550 Student Development Theory

EDC551 Applications of Student Development Theory

EDC554 Introduction to Higher Education and Student Affairs

EDC555/6 Administration and Organization in Higher Education

EDC562 Group Interventions in the College and University Environment

EDC560 Leadership in the College and University Environment

EDC557 Student Cultures in the University Environment

EDC 260/460 Student Leadership in the University Community

EDC605 Issues in Counseling Adolescents and Young Adults: Alcohol, Drugs and Violence

EDC605 Issues in Counseling Adolescents and Young Adults: Identity Issues, Sexuality and Body Image

EDC602 Culminating Seminar

EDC602 Orientation to CSP and Higher Education

EDC602 Supervision in Higher Education

EDC602 Women in Higher Education

EDC602 Counselor as Cultural Change Agent

EDC602 Leadership in Catholic and Private Higher Education

EDC602 Masculinity and Men's Issues in Higher Education

Additional Courses:

EDC553 Internship in College Student Personnel

EDC551 Personality and Human Development Across the Lifespan

EDC402 Methods – Residence Hall Assistants

EDL100 – Career Decision Making, Miami University, Oxford, Ohio

**Research and Publications**

## **Publications:**

### Refereed Publications

#### Under Revision

Schaller, M. & Tetley, J. Exploration and decision making: Academic advising in the sophomore year. *NACADA Journal*.

Welkener, M. & Schaller, M. "Displacing the Center": Faculty Experience of Teaching in a Non-Traditional Learning Environment. *Journal of Excellence in College Teaching*.

#### Refereed Publications

Webb, K., Schaller, M., Hunley, S., & Coe, E. (2008). Measuring library space use and preferences: Charting a path toward increased engagement. *Portal: Libraries and the Academy*.

Molly A. Schaller and Rachel Wagner (2007) "Indecision and an Avalanche of Expectations: Challenges Facing Sophomore Resident Assistants", Vol. 44: No. 1, Article 4.  
<http://publications.naspa.org/naspajournal/vol44/iss1/art4>

Schaller, M. & Boyle, K. (December, 2006). Searching for "fit": Student Affairs professionals in Catholic higher education. *Catholic Education: A Journal of Inquiry and Practice*, 10 (2), 163-180.

Twale, D., Ridenour, C., & Schaller, M. (2005). Nothing ventured, nothing gained: Intellectual risk taking and transition in a first-year doctoral cohort. *Journal of College Orientation and Transition*, 13 (1), 24-38.

Twale, D., and Schaller, M. (2003). Mandatory computer purchases and student preparedness: Implications for new student orientation. *Journal of College Orientation and Transition*, 10, 60 – 69.

Twale, D., Schaller, M., Hunley, S., and Polanski, P. (2002). Creating collaborative community in multidisciplinary settings. *Innovative Higher Education*, 27 (2).

Twale, D. and Schaller, M. (2002). Entering the magic circle: Building bridges through a religious mission that guides professionalization, *NASPA Journal*, 4, 319-332.

#### Book Chapters

Schaller, M. (2010). Understanding the impact of the second year of college. In M.S. Hunter, B.F. Toboolowsky, J.N. Gardner, S.E. Evenbeck, J.A. Pattengale, M.A. Schaller, L.A. Schreiner. *Helping sophomores succeed: Understanding and improving the second-year experience*. San Francisco, CA: Jossey-Bass. 13-30

Schaller, M. (2010). College sophomores: The journey into self. In M.S. Hunter, B.F. Toboolowsky, J.N. Gardner, S.E. Evenbeck, J.A. Pattengale, M.A. Schaller, L.A. Schreiner. *Helping sophomores succeed: Understanding and improving the second-year experience*. San Francisco, CA: Jossey-Bass. 66-79.

Schaller, M. (2007). Sophomore student development. In B. Tobolowsky (Ed.), *Monograph on the Sophomore Year Experience*. Center for Students in Transition and the First Year Experience.

Hunley, S. & Schaller, M. (2006). Assessing learning spaces. In D. Oblinger, (Ed.), *Learning Spaces* (pp. 13.1 – 13.10). EDUCAUSE.

Schaller, M. (2003). Research on student affairs in Catholic colleges and universities in T. Hunt & R. Nuzzi, Eds., *A Handbook on Catholic Higher Education*, Westport, CT: Greenwood Publishing Group.

#### Non-Refereed Publications:

Hunley, S. & Schaller, M. (2009). Assessment: The key to creating spaces that promote learning. *EDUCAUSE Review*, 44(2), 26-35.

Schaller, M. (2005). Supporting sophomores in making the transition to an internally directed life. *E-Source for College Transitions*, 3 (3). National Resource Center for Students in Transition and the Sophomore Year Experience.

Schaller, M. (2005). Wandering and wondering: Traversing the uneven terrain of the second year of college. *About Campus*, 10 (4), 17-24.

Schaller, M. (2005). Sophomore slump. *Dayton Educator*, Spring, 12-15.

Schaller, M. (2004). Student academic services. Book Review. *Journal of School Public Relations*, 25, 103-106.

Schaller, M. (2000). A phenomenological study of the traditional-aged sophomore year experience at a four year, residential university. Dissertation.

### **Journal Review Boards**

Journal of Catholic Higher Education, 2008 - present

Journal of Teaching and Learning, 2008 – present

Journal of the First Year Experience and Students in Transition, 2012 - 2015

### **Refereed Conference Presentations**

Schaller, M., Herndon, S. & Froehlich, J. (Program Accepted for 2014). *Re-inventing the Student Residential Experience: Integrating Assignments in the Residential Learning Experience*. ACPA National Conference. March/April.



Schaller, M. & Tetley, J. (2012). *Increasing Resiliency of Second-Year College Student*. NACADA Conference, Nashville, TN (October).

Tetley, J. & Schaller, M. (2011). *Advising as Learning: Using the Learning Partnerships Model to Engage Second-Year College Students*. NACADA Conference, Denver, CO (October).

Schaller, M. & Hunter, M.S. (2011). *The Sophomore Year: A Touchpoint for Finding Purpose*. NASPA National Conference, Philadelphia, PA (March)

Schaller, M. & Tetley, J. (2010). *Advising in the Sophomore Year: A special case?* Preconference Workshop, NACADA Conference, Orlando, FL (October)

Schaller, M. & Welkener, M. (2010). *Teaching in a Non-Traditional Learning Environment-The Impact on Faculty Experience*, ASHE Conference, Indianapolis, IN. (November)

Schaller, M. & Tetley, J. (2009). *Advising Sophomores: A special case?* NACADA Conference, San Antonio, TX. (paper presented)

Schaller, M. (2008). *Learning spaces: Gaining insight from libraries and classrooms*. Presentation to the American College Personnel Association, Atlanta, GA, April.

Schaller, M. (2007). *Academic advising in the sophomore year*. Ohio Association of Academic Advisors, Columbus, OH, June.

Gansemer-Topf, A., Flanagan, B., Cox, B., Tobolowsky, B., Schaller, M., Bellani, R. (2007). *The second-year experience: Examining theory, research, and best practices*. Presentation to the ACPA/NASPA Joint Conference, Orlando, FL, March.

Schaller, M., Bellani, R., & Taylor-Goodsill, K. (2006). *The Sophomore Year Experience: Lessons from one comprehensive program*. Presentation to the American College Personnel Association, Indianapolis, IN, March.

Schaller, M. & Boyle, K. (2006). *Searching for "Fit": Student Affairs Professionals in Catholic Higher Education*. Presentation to the American College Personnel Association, Indianapolis, IN, March.

Schaller, M. (2005). *Supporting Sophomores in Making the Transition to an Internally Directed Life*. Students in Transition Conference, Costa Mesa, CA, November, 2005.

Schaller, M. & Wagner, R. (2004). *Traditional age sophomores in leadership roles: Unique Developmental Issues*. Presentation to the American College Personnel Association, Philadelphia, PA, April.

Schaller, M. (2003). *Working in Catholic Colleges and universities: What research tells us*. Presentation to the American College Personnel Association, Minneapolis, MN, March.

Schaller, M., Schramm, C., & Wagner, R. (2003). *Role and context in understanding the sophomore RA experience*. Presentation to the American College Personnel Association, Minneapolis, MN, March.

Schaller, M. (2002). *What's going on with these students these days?* Faculty Exchange Series Program, University of Dayton, October.

Schaller, M., Wagner, R., & Schramm, C. (2002). *Sophomore RAs*. Presented to the American College Personnel Association, Long Beach, CA, March 2002.

Schaller, M. & Twale, D. (2002). *Social Aspects of Computer Usage Among First and Second Year College Students Participating in a Mandatory Computer Purchase Program*, Presented to the Eastern Education Research Association, Hilton Head, NC, February 2002.

Twale, D. & Schaller, M. (2001). *Perceptions of Technical Competence Among First and Second Year College Students Participating in a Mandatory Computer Purchase Program*. Poster Presentation to the Association for the Study of Higher Education Conference, Richmond, VA, November 2001.

Schaller, M. (2001). *The Art of Leaving*. Presentation to the National Association of Student Personnel Administrators Region IV East Conference, November 2001, Cleveland, OH.

Schaller, M. (2001). *Student Affairs Work in Small, Private Colleges: Preparing Graduates to Work in Unique Settings*. Pre-conference presentation to the National Association of Student Personnel Administrators Region IV East Conference, November 2001, Cleveland, OH.

Schaller, M., Jackson, D., & Mahoney, Y., (2001). *Work and Life: The Balancing Act*. Presented to the Ohio College Student Personnel Administration Annual Conference, October 2001, Columbus, OH.

Schaller, M. & Hollow, C. (2000). *New Professionals Challenge: Maintaining vision in bureaucratic and political organizations*. American College Personnel Association, Washington, D.C.

Schaller, M. & Hollow, C. (2000). *New Professionals Challenge: Maintaining vision in bureaucratic and political organizations*. Ohio College Personnel Association Conference, Toledo, Ohio.

Schaller, M. (2000). *Sophomore RAs: Are they ready for flight?* Great Lakes Association of College and University Housing Officers. Dayton, Ohio

Schaller, M. & Hall, S. (2000). *Faculty's Role in Helping Students' Develop an Internal Identity*. Faculty Exchange Series, University of Dayton.

Schaller, M. (1999). *Our Work Continues: Understanding Traditional Age Sophomores*, Ohio College Personnel Association Conference, Columbus, Ohio.

Schaller, M. (1999). *A Graduate School Strategy: Getting the Most Out of Your Academic Program*, Ohio College Personnel Association, Mansfield, Ohio.

Schaller, M., Adams, S., & Farrelly, J. (1999). *Understanding Sophomores*. Faculty Exchange Series, University of Dayton.

Schaller, M. (1994). *Women Working at Catholic Colleges and Universities*, American College Personnel Association Conference, Kansas City, KS.

Persons, D., Macagno-Shang, L., Schaller, M. & others (1994). *Women's Leadership Preconference*, American College Personnel Association Conference, Kansas City, KS.

#### Invited Presentations

Schaller, M. (2013). *Intentional Design of the Sophomore Year Experience*. Presented to the University of Portland Student Affairs and Faculty. Portland, OR (September).

Schaller, M. & Gahagan, J. (2013 and 2012). *Designing a Sophomore Living Learning Program*. Academic Impressions Webinar.

Schaller, M. (2013). *Institute for Sophomore Year Success*, National Resource Center for the First Year Experience and Students in Transition, 3 Day Intensive Workshop, Columbia, SC (March).

Schaller, M. (2013). *Intentional Design of the Sophomore Year Experience*. Presented to Rollins College SYE Team. Winter Park, FL (January).

Schaller, M. (2013). *Student Developmental Models and Student Success: A Workshop* Wittenberg University Faculty. Springfield, OH (January).

Schaller, M. (2013). *Integrated Learning Workshop: Central College Faculty Retreat*. Pella, IA (January).

Schaller, M. (2012). *Development and Learning as Guides in Integrated Learning*. Central College, Pella, IA (June).

Schaller, M. & Gahagan, J. (2012). *Designing a Sophomore Living Learning Program*. Academic Impressions Webinar.

Schaller, M. (2011). *Texas A & M International University Title V Sophomore Year Grant Support*, Laredo, TX (October).

Gahagan, J. & Schaller, M. (2011). *Helping Sophomores Succeed: Enhancing the Experience of Second Year Students*. Preconference, Students in Transition Annual Conference, St. Louis, MO (October).

Schaller, M. (2011). *Miami University Sophomore Year Awards Keynote Address*. Oxford, OH (March).

Schaller, M. (2010). *Building Upon Successes: Using Sophomore LLCs for Student Success*. Plenary Address, ACUHO-I Living Learning Programs Conference, Charlotte, NC. (October).

Schaller, M. & Cassiman, S. (2010). *Professional and Mother: The Challenges of Balance in Higher Education*. Faculty Exchange Series, Faculty Development Program.

Schaller, M. (2010). *The Sophomore Year Experience*, Northeastern Illinois University Universtiy, Chicago, IL. Full University Conference.

Schaller, M. (2010). *Maximizing Learning, Growth and Development in the Sophomore Year*. Notre Dame University, South Bend, IN.

Schaller, M. (2010). *Institute for Sophomore Year Success*, National Resource Center for the First Year Experience and Students in Transition, 3 Day Intensive Workshop, Savannah, GA.

Schaller, M. & Gahagan, J. (2010). *Sophomore Learning Communities*, Academic Impressions, Webinar.

Tetley, J., Thacker, R., Ammirati, T., Ennis-McMillan, M., Schaller, M. (2009). *Sophomore engagement and advising as learning: Research from four small colleges*. AACU, Seattle, WA.

Schaller, M. (2008). *Now you want me to do what?* Keynote Presentation to the Region II NASPA Conference, June, Pittsburgh, PA.

Schaller, M., Bellani, R., Gahagan, J., & Hunter, M.S. (2008, Cincinnati; 2007, Breckenridge, CO). *Building a comprehensive sophomore year experience*. Conference Faculty. Academic Impressions.

Schaller, M. (2008). *Advisor help me! Working with exploratory and at risk students*. Regional Seminar Key Note, Ohio Academic Advisors Association, March, Middletown, OH.

Schaller, M. (2007). Plenary Speaker: *Sophomore year as an internal transition*. ACUHO-I Living Learning Conference, St. Louis, MO.

Schaller, M. (2007). *Sophomore Student Development*  
Miami University

Wright State University

Northern Kentucky University

University of Cincinnati

University of Pittsburgh

St. Lawrence University Sophomore Year Pre-conference

Schaller, M. & Hunley, S. (2007). *Assessment of Learning Spaces*. Chicago, IL: NEOCON.

Schaller, M. (2006). Plenary Speaker: *Complexities in Understanding the Sophomore Year Experience*, Students in Transition Conference, St. Louis, IL, November.

Schaller, M. (2005). *Learning and Teaching Across the Generations*, Faculty Development Keynote, Rhodes State College, December.

Schaller, M. & Hunley, S. (2005). *Student choices regarding living and learning spaces: A case study at UD*. Learning Consortium, University of Dayton, December.

Schaller, M. (2005). Student Life Staff Development, Xavier University, November.

Schaller, M. & Hoyt, K. (2005). *Alumni Leadership Institute*, Ohio University Ph.D. Program. June 25.

Schaller, M. (2005). *Real World: Accepting Changes in the Workplace*. Ohio ACT Spring Conference, May.

Schaller, M. (2005). *Issues in Engaging Students in Diverse Stages of Intellectual Development*. Philosophy Department Presentation, University of Dayton, May.

Schaller, M. & Schramm, C. (2005). *Understanding Our Students*. Part-time Faculty Workshop, University of Dayton, March.

Schaller, M. (2005). *Perspectives on Students*. Leadership UD session on Student Leadership in Action, University of Dayton, March.

Schaller, M. (2005). *Sophomore Year Experience Programs*. Presented to the entire Student Development Staff and to the Sophomore Year Experience Committee, Saint Louis University, St. Louis, Missouri. January.

Schaller, M. (2005). *Sophomore Year Experience Programs*. Presented to the entire Faculty at the Winter Faculty Workshop. Centenary College, Hackettstown, NJ. January.

Schaller, M. (2005). *Partnership with Students*. Keynote presentation. Ohio ACT Conference for Admission Directors, January.

Schaller, M., Wagner, R. (2004). *Engaging Traditional Age Sophomores*. SOCHE Spring Conference on Engagement. Dayton, OH.

Schaller, M. (2004). *Transition as a rite of passage*. First session of the On The Brink series for graduating seniors. Hosted by Campus Ministry, University of Dayton, January.

Schaller, M. (2004). *The dilemma of leadership: Understanding others*. Ohio ACT Conference for Admission Directors, January.



Panel Presentation (2004). *Selecting Graduate Schools*. Ohio College Personnel Association/Ohio Association of Student Personnel Administrators Joint Conference, Columbus, Ohio. January.

Schaller, M. (2004). *Envisioning goals*. Orientation training for Semester of Service Students, Bro. Fitz Center for Leadership in Community, January.

Schaller, M. (2003). *Leadership and service*. Recreational Sports Staff Training, University of Dayton, August 26.

Schaller, M. (2003). *The leader's role in creating a positive environment*. Kennedy Union Staff Training, University of Dayton, August 21.

Schaller, M. (2003). *Alcohol use on campus: What we know*. Residence Life Staff Training, University of Dayton, August 16.

Schaller, M. (2003). *Positive Parenting Workshop*, Patterson Kennedy Elementary, June.

Schaller, M. and Evans, J. (2003). *The role of discipline*. *Positive Parenting Workshop*, Patterson Kennedy Elementary, April.

Schaller, M. (2003). *Preparing for Transition*. First session of the On The Brink series for graduating seniors. Hosted by Campus Ministry, University of Dayton, January 26.

Schaller, M. (2002). *What's it going to take for you to lead?* Presented to Greek 101 (all new fraternity and sorority members), University of Dayton, October 29.

Schaller, M. and Markland, S. (2002). *Understanding the Impact of Alcohol Use by University of Dayton College Students*. Student Development Professional Staff Development, University of Dayton, October 22.

Schaller, M. & Seary, M.E. (2001). *Building Your Child's Self-Esteem*. Patterson-Kennedy Elementary Parent's Group. November 2001

Schaller, M. and Hall, S. (2001). *Gender Issues in the Workplace*. Presented to the Franklin County Parole Officers, October 21, Columbus, OH.

Schaller, M. and Hall, S. (2001). *Faculty's Role in Helping Students' Develop an Internal Identity*. Part-Time Faculty Development Program, University of Dayton.

Schaller, M. (1997). *Ethics and Moral Leadership in Student Affairs*, Otterbein College Student Affairs Staff.

Schaller, M. (1997). *Applying Student Development Theory*, Lima Technical College Enrollment Services Staff.

Schaller, M. (1997). *Using Effective Hiring Strategies*, Residential Programs Staff, University of Dayton.

Schaller, M. (1997). *Engineers Supporting Peers Training Program*, University of Dayton School of Engineering.

Schaller, M. (1997). *UD Common Ground, Making Your Small Group Work, Messages We Send*, University of Dayton Orientation Staff Training, Dayton, Ohio.

Schaller, M. (1997). *Team Effectiveness and Working Toward Vision*, Dayton AmeriCorps Training, Dayton, Ohio.

Schaller, M. (1996). *Engineers Supporting Peers Training Program*, University of Dayton School of Engineering. Dayton, Ohio.

Schaller, M. (1996). *Team Effectiveness and Working Toward Vision*, Dayton AmeriCorps Training, Dayton, Ohio.

Schaller, M. (1996). *UD Common Ground, Making Your Small Group Work, Messages We Send*, University of Dayton Orientation Staff Training.

#### **Grants**

Welkener, M. & Schaller, M. (2008). Learning Teaching Center Innovation Grant. \$6435.

Schaller, M. (2005). Summer Research Grant for Pre-tenure Women Faculty, \$1500.

Schaller, M. (2004). LTC Grant for inclusion of Alumni in online course related discussion, \$300.

Twale, D., and Schaller, M. (1999). *Professionalization through the Scholarly Project*. School of Education and Allied Professions, \$2700.

Schaller, M. (1998). Alcohol Task Force, *Ohio Parent's for Drug Free Youth Grant*, \$2500.

Schaller, M., Owens, J., and Ostrander, D. (1995). Super Choices. *NCAA Choices Grant*. \$11,750. Alcohol and other drug prevention.

#### **University Service**

Co-Chair, Housing Assignments Redesign Task Force, 2012 - 2013

Member, Graduate Assistant Development Committee, 2011 - present

Member, Common Academic Program (CAP) Faculty Development Team as a support for General Education Reform, 2011 – present, Presentations include: Backwards Design in Course Development, Academic Advising, Curriculum Mapping

Member, Leadership UD, Planning Team, 2010 – present

Member, University Faculty Development Committee, 2001 – present

Member, Director of Service Learning (Fitz Center) Search Committee, 2013

Facilitator, Summer Reading Group on *Teaching for Critical Thinking*, LTC, Summer 2012

Member, Assistant Director, Aquatic and Event Services Search Committee, 2012

Member, Visioning for Integrated Learning and Living Committee, 2012

Member, Campus Ministry Director, Search Committee, 2011

Member, Strategic Planning Committee, Student Development, 2010 – 2011

Member, Housing and Residence Life Advisory Team, 2011

Chair, Search Committee for Associate Dean for Undergraduate Learning and Community Partnership, 2011

Member, Transfer Student Task Force, 2011

Member, Alcohol Task Force, 2010- 2011

Member, SOEAP Transformative Education Writing Group, 2010

Member, Communications (Common Course Director) Search Committee, 2010

Member, Student Learning Support, *Student Learning Initiatives Coordinator* Search Committee, 2010

Member, Faculty Hearing Committee on Grievances, 2010 - 2011

Chair, Graduate Academic Affairs Committee, 2006 – 2011

Chair, Department of Counselor Education and Allied Professions, Promotion and Tenure Committee, 2010 – 2011

Facilitator, Studio Community of Practice, 2003 – 2004, 2008- 2011

Facilitator, *Women at the Top*, and *Answering the Call* Reading Groups, Summer, 2010, LTC Program, *The Female Advantage*, Fall 2010, LTC Program.

Member, Director of Development for the School of Education and Allied Professions and the Graduate School, Search Committee, 2010

Member, Student Life Committee of the Board of Trustees, 2004 – 2009

Member, Dean of the School of Education and Allied Professions Search Committee, 2009

Chair, Associate Vice President for Student Development Search Committee, 2008

Co-Chair, Alcohol Coalition, 2007 – 2008

Member, Student Development Advisory Team, 2007-2008

Member, Vice President for Student Development Search Committee, 2006

Member, Diversity and Inclusion Committee for Faculty Hiring and Retention, 2005  
– 2006, 2007 - 2008

Midterm Instructional Diagnosis Facilitator, 1999 – 2005, 2008, 2010

Member, Graduate Academic Affairs Committee, SOEAP, 2005 - present

Faculty Advisor, Theta Phi Alpha Sorority, 1999 - 2006

Member, Living/Learning Village Group, Division of Student Development, 2003 - 2004

Member, Sexual Assault Task Force, 2004

Facilitator, Learning about Learning Reading Group, Faculty Development Committee  
Program, Fall 2003

Facilitator, Making The Most of College Reading Group, Faculty Development Committee Program, Summer 2003

Coordinator of Alcohol Coalition Research 2002 - present; Chair, Assessment and Communications Workgroup, University Alcohol Coalition, 2001 – 2002,

Member, University Electronic Resources Advisory Committee, 2001 - 2003

Chair, Honors and Awards Committee, School of Education and Allied Professions, 2004 – 2005, Co-chair 2002, 2003, Member, 2001

Member, Gay, Lesbian and Bisexual Issues Committee, 1998- 2001

Member, Vernay Scholarship Committee, 1999, 2000, 2001, 2002

Task Force Member, University of Dayton, Alcohol Task Force, 1998 – 1999

Member, Miriam Award Committee, 1997 – 1999

Member, Student Development Assessment Committee, 1997-1999



Member, University First Year Experience Committee, 1998 – 1999

Chair, Alcohol and Other Drug Prevention Committee, 1993-1998

Member, Advisory Committee, Counselor Education and Human Services Department, 1997

Chair, Critical Issues Committee, 1995-1998

Leadership Team Member, Association for Women Faculty, Administrators and Professionals (AFW), 1996

### **Professional Service**

MAP Works Excellence Awards Review Committee, 2012 and 2013

NASPA Excellence Awards Reviewer - 2013

Invited Quality Enhancement Plan (QEP) Reviewer, SACS Accreditation Review, February 2011

Advisory Board, Center for the First Year Experience and Students in Transition, 2008 – 2011

Grant Reviewer, Paul P. Fidler Research Grant – 2009, 2010, 2011, 2012, 2013

Member, Arts and Sciences Alumni Society, Student Program Committee, The Ohio State University, 2011 - present

Faculty Liaison, Ohio College Personnel Association, 2007 - 2010

Member, Student Personnel Graduate Programs at Catholic Universities, 2003 - 2007

Conference Program Reviewer, Eastern Education Research Association, 2003, 2004

Pre-Conference Program Reviewer, American College Personnel Association (ACPA), 2003 Conference.

Chair, Ohio Foundation of Independent Colleges Collaboration Project with Small Private Colleges, 2000 – 2002.

Member, ACPA 2000 National Convention Assessment Committee

Grant Evaluator, NCAA Choices Grant, 1997

Member at Large, Ohio College Personnel Association (OCPA), 1992-1994

Directorate Member, Standing Committee for Women, American College Personnel Association (ACPA), 1991-1994

Program Chair, Ohio College Personnel Association (OCPA) Conference, Fall 1992

Special Events Chair, Ohio College Personnel Association (OCPA) Conference, Fall 1991

Registration and Publicity Chair, Ohio College Personnel Association (OCPA) Conference, Fall 1990

Publicity Co-Chair, Ohio College Personnel Association (OCPA) Conference, Spring 1990

### Professional Experience

1998 - 1999      **Director, Educational and Special Programs**, Student Development

The University of Dayton, Dayton, Ohio

- Directed New Student Orientation Program for 1800 first year students and Parent's Weekend Programs, and supervised Critical Issues Education as described below
- Selected, supervised, trained, and evaluated student staff of 100
- Supervised, hired, and trained professional and graduate student staff

1993-1998      **Coordinator, Critical Issues Education**, Office of Student Development

1992-1993      **Coordinator, Human Relationships Programming**, Office of Student Development, The University of Dayton, Dayton, Ohio

- Directed educational programs for 6000 undergraduate students on alcohol and other drug issues, sexual assault, relationships and sexuality issues
- Developed and supervised peer education programs: START (Students Talking About Real Topics), DEEP (Diversity Education: En Progress), TNT (Theatre and Thought), and GAMMA (Greeks Advocating Mature Management of Alcohol)
- Directed mandatory sexual assault awareness programming for first year students and coeducational programs for sophomore students
- Administrated disciplinary educational program, the substance education program for alcohol and other drug policy violators

1996-1999      **Adjunct Faculty**, College Student Personnel Program, Counselor Education and Human Services, The University of Dayton, Dayton, Ohio

- Supervised internship experiences for all CSP majors
- Conducted curriculum review and designed new program and courses

1989-1992      **Area Coordinator**, The Office of Residence Life

The University of Dayton, Dayton, Ohio

Directed residence area of 11 apartment style buildings housing 450 students

## Nasser Razek, Ed.D.

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### Current Positions

Clinical Faculty,

Higher Education Administration and College Student Personnel Programs

Department of Counselor Education and Human Services

University of Dayton

Interim Editor,

Journal of the American Technical Education Association,

American Technical Education Association

818 Dunwoody Blvd. Minneapolis, MN 55403

### Education

Doctorate in Educational Leadership

Major: Higher Education Leadership

The University of Akron, Akron, Ohio, August, 2012.

Dissertation: An Exploration of Saudi Students' Engagement, Success, and Self-Efficacy at a Mid-Western American University

Advisor: Dr. Sandra C. Coyner

Master of Arts in Education

Higher Education Administration

The University of Akron, Akron, Ohio, August 2007.

Bachelor of Arts

Major: English Language and Literature

Zagazig University, Zagazig, Egypt, May 1991.

### Teaching Experience

EDC 555-D1 Administration and Organization in Higher Education

Instructor, University of Dayton, Spring 2014

EDC 555-D1 Administration and Organization in College Student Personnel

Instructor, University of Dayton, Spring 2014

EDC 533-D1 Internship in College Student Personnel

Instructor, University of Dayton, Spring 2013, Fall 2013, Spring 2014

EDC 569-D1 Scholarly Project in College Student Personnel and Higher Education Administration

Instructor, University of Dayton, Spring 2013 & Spring 2014

EDC 568-D1 Research and Evaluation in Human Services

Instructor, University of Dayton, Fall 2012, Spring 2013, & Fall 2013

5100:640-401 Techniques of Research (Online)

Instructor, The University of Akron, Summer 2013

EDC 568-C1 Research and Evaluation in Human Services

Instructor, University of Dayton, Fall 2012 & Summer 2013

EDC 540-D1 Perspectives in Higher Education

Instructor, University of Dayton, Fall 2012 & Fall 2013

5190: 626-800 Policy, Assessment, and Accountability in Higher Education

Co-Instructor, The University of Akron, Spring 2011, Spring 2012

5190:515-800 Administration of Higher Education

Co-Instructor, The University of Akron, Fall 2011

5190: 530-800 Higher Education Curriculum and Program Planning

Ad hoc Graduate Faculty, The University of Akron, Summer 2010, Fall 2010

5100:640-401 Techniques of Research (Online)

Ad hoc Graduate Faculty, The University of Akron, Summer 2010

5190:515-800 Administration of Higher Education

Ad hoc Graduate Faculty, The University of Akron, Spring 2010

5190:525-800 Diversity Issues in Higher Education

Ad hoc Graduate Faculty, The University of Akron, Fall 2009

5190:530-800 Higher Education Curriculum and Program Planning

Graduate Assistant, The University of Akron, Spring 2009

5100:703-800 Seminar: History and Philosophy of Higher Education

Graduate Assistant, The University of Akron, Spring 2009

Human Resource Management (II)

Zagazig Commercial Community College, Spring 2005

Technology Enhanced Assessment of Student Learning (I)

Instructor, Zagazig University, Spring 2004

Effective Assessment of College Student Performance (II)

Instructor, Zagazig University, Fall 2003

Interactive Conversational skills (4, 5, & 7)

Instructor, American University in Cairo Outreach, Zagazig Fall 2002 – Spring 2005

#### Publications & Peer Reviewed Proceedings

Razek, N. A. (2014, In Press). Academic integrity: A Saudi student perspective, *Academy of Educational Leadership Journal*, 18(1), 101-114

Razek, N. A & Coyner S. C. (2014, In Press). Impact of self-efficacy on Saudi students' college performance, *Academy of Educational Leadership Journal*, 18(2), 86-109

Chong J. K. & Razek, N. A. (2014, In Press). Feeling welcome with no "buts": Chinese student engagement in residence life, *Academy of Educational Leadership Journal*, 18(3), 112-125

Razek, N. & Coyner, S. C. (2013). Cultural impacts on Saudi students at a mid-western American university, *Academy of Educational Leadership Journal*, 17(1), 103-118.

Gardner, M. M., Coyner, S., & Razek, N. (2010). Engaging millennial graduate students. *Academic Exchange Quarterly*, 14(1), 180-185.

Coyner, S. C. & Razek, N. (2008). Millennials impact on community colleges, *Ohio Association of Two Year colleges Journal*, 32, 25-33.

#### Peer Reviewed Proceedings

Razek, N. & Awad, G. (2012). Mass Media Created Stereotypes: Influence on Student Learning. In P. E. Doolittle, C. V. Martin, & L. H. Bryant (Eds.), *Proceedings of the Fourth Annual Conference on Higher Education Pedagogy*, (pp. 41-42). Blacksburg, VA: Center for Instructional Development and Educational Research.

Razek, N. A. & Awad, G. M. (2011). Missions and practices of student learning assessment: An international comparative study. *Proceedings of the Academy of Educational Leadership: Allied Academies International Conference*, 16 (2), 37-41.

Razek, N. A. & Awad, G. M. (2011). Volunteer work and socializing activities: Impact on campus internationalization. *Proceedings of the Academy of Educational Leadership: Allied Academies International Conference*, 16 (2), 31-35.

Razek, N. A. & Coyner, S. C. (2011). Behind the veil: Cultural challenges and opportunities for a new international student group. *Proceedings of the Academy of Educational Leadership: Allied Academies International Conference, 16* (2), 43-47.

#### Manuscripts Submitted for Publication

Razek, N. (Under review). Inclusive and catholic: Challenging the myth with reality, *Catholic Education: A Journal of Inquiry and Practice*.

Razek, N. & Awad, G. (Under review). Comparing student learning assessment practices: A bi-national study, *Academy of Educational Leadership Journal (AELJ)*.

#### Manuscripts in Progress

Razek, N. A. & Awad, G. M. (in Progress). Mass Media Created Stereotypes: Influence on Student Learning.

#### National Conference Presentations

Razek, N. (March, 2014). Exclusive but inclusive of all: Measures of a Catholic university to include students from other religions. Paper will be presented at the annual Conference of the National Association of Student Personnel Administrators, Baltimore, MD. (Scheduled)

Razek, N. & Chong, J. K. (2013, October). Feeling at home: Creating a positive residence hall climate. Paper presented at Allied Academies Fall 2013 International Conference in San Antonio, TX.

Razek, N. (2013, March). Academic integrity and Middle Eastern students. Paper presented at the annual Conference of the National Association of Student Personnel Administrators, Orlando, FL.

Razek, N. & Coyner, S. (2012, February). Self-efficacy and student academic achievement: Challenges and opportunities. Paper presented at the Fourth Annual Conference on Higher Education Pedagogy in Blacksburg, VA.

Razek, N. & Awad, G. (2012, February). Mass media created stereotypes: Influence on student learning. Paper presented the Fourth Annual Conference on Higher Education Pedagogy in Blacksburg, VA.

Razek, N. & Awad, G. (2011, October). Missions and practices of student learning assessment: An international comparative study. Paper presented at Allied Academies Fall 2011 International Conference in Las Vegas, NV.

Razek, N. & Awad, G. (2011, October). Volunteer work and socializing activities: Impact on campus internationalization. Paper presented at Allied Academies Fall 2011 International Conference in Las Vegas, NV.

Razek, N. & Coyner, S. (2011, October). Behind the veil: Cultural challenges and opportunities for a new international student group. Paper presented at Allied Academies Fall 2011 International Conference in Las Vegas, NV.

Razek, N. & Coyner, S. (2011, March). Behind the veil: Challenges in serving a new growing campus group. Paper presented at the annual Conference of the National Association of Student Personnel Administrators, Philadelphia, PA.

Razek, N. & Awad, G. (2010, May). Retention measures for a growing campus group. Poster presented at the National Association of Student Personnel Administrators Assessment and Retention Conference 2010, Baltimore, Maryland.

Razek, N. & Coyner, S (2010, March). Recruitment, retention, and accommodation of a new campus group. Paper presented at the annual Conference of the National Association of Student Personnel Administrators, Chicago, IL.

Coyner, S & Razek, N. (2009, March). Accommodating Saudi students: Empirical tips for faculty and staff. Paper presented at the annual Conference of the National Association of Student Personnel Administrators, Seattle, WA.

### Regional Conference Presentations

Razek, N. & Coyner, S. (2010, October). Retention challenges and success of a new student group on campus. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (MWERA), Columbus, OH.

Razek, N. (2010, March). Challenges and opportunities for a growing international student group. Paper presented at The Educational Research Exchange Conference (ERE), Akron, OH.

Razek, N. (2009, November). Volunteer work and activities: Impact on campus internationalization. Poster presented at the NAFSA Region VI Conference, Cincinnati, OH.

Razek, N. & Coyner, S (2009, November). Accommodating Saudi students in an American university: Tips from practice. Paper presented at the NAFSA Region VI Conference, Cincinnati, OH.

Razek, N. & Sheeh, S. (2009, October). Missions & practices of student learning assessment: American/Egyptian models. Paper presented at the Mid-Western Educational Researcher Annual Conference (MWERA), St. Louis, MO.

Razek, N. (2009, March). Motivation and self-efficacy of Saudi students pursuing college degrees in the United States. Poster presented at the Educational Research Exchange Conference (ERE), Cleveland, OH.

Coyner, S & Razek, N. (2008, November). Measures of an American university accommodating Saudi students: Challenges and opportunities. Poster presented at the NAFSA Regional Conference, Lexington, KY.

Razek, N. (2008, October). Volunteer work and socializing activities: impact on campus internationalization at a Mid-Western university. Paper presented at the Mid-Western Educational Research Association Annual Conference (MWERA), Columbus, OH.

### Local Conference Presentations

Razek, N. (2010, March). A comparative international study of missions and practices of student learning assessment, Paper presented at the Annual Conference for Undergraduate and Graduate Student Research Conference. Akron, OH.



Razek, N. (2010, February). Challenges and opportunities for a growing international student group. Poster presented at the E-Docs ERE Research Event, University of Akron, College of Education, Akron, OH.

Razek, N. (2009, March). Volunteer work and socializing activities: Impact on campus internationalization. Paper presented at the Annual Conference on Undergraduate & Graduate Student Research (CUGSR), Akron, OH.

### Foreign Presentations

Razek, N. & Shehata, S. (2004, April). The less you talk, the more they learn. Centre for Developing English Language Teaching 24<sup>th</sup> National Symposium on English Language Teaching, Cairo, Egypt.

Razek, N. (2004, February). Dream versus reality: Introducing new teacher support in the Egyptian context. The Sixth National New Teacher Center Symposium on Teacher Induction, San Jose, CA (Invited).

Shehata, S. & Razek, N. (Jan, 2005). The right mix. Paper presented at the 10th EFL Skills Conference, The American University in Cairo, Egypt.

Razek, N. & Shehata, S. (December, 2003). Diversifying instructional techniques. Paper presented at the Egyptesol Conference: Cairo, Egypt.

Shehata, S. & Razek, N. (December, 2003). On Track: Student engagement through web based learning. Paper presented at the Second National Computer Assisted Language Learning Symposium for Best Practices, Cairo, Egypt.

Razek, N. & Shehata, S. (January, 2003). School-based training: Challenges & opportunities in promoting ongoing professional development. Paper presented at the Seminar of Overseas Trained Participants, Cairo, Egypt.

Shehata, S. & Razek, N. (April, 2003). Techniques for different learning styles. Paper presented at the 5th Cairo Conference for Returned Participants, Cairo, Egypt.

Abdennaby, H., Razek, N. & Shehata, S. (April, 2003). Changes from within: Myth or reality? Panel presentation at the 5th Cairo Conference for Returned Participants.

Razek, N. & Shehata, S. (April, 2003). Rewarding professional development. Poster presented at the 5th Cairo Conference for Returned Participants, Cairo, Egypt.

### Invited Presentations

Razek, N. (2013). Cross roads of cultures: Challenges and opportunities for Saudi student acculturation, Multi-cultural affairs and community engagement seminar, Wright State University, Dayton, Ohio.

Stewart, K. & Razek, N. (2013). Reaching out to our Arab and Muslim students. TAGS series workshop, University of Dayton, Dayton, Ohio.

Kerns, E & Razek, N. (2013) Securing a job in student Affairs, Colloquium in Higher Education Administration Panel, The University of Akron, Akron, Ohio.

Razek, N. (2013). Behind the Veil: Cultural Issues in Educating a Growing International Group. Paper presented at the 10th Annual Building a Research Community Day, School of Education and Health Sciences, University of Dayton, Dayton, Ohio.

Razek, N. (2010). Professional development: Opportunities and responsibilities, Student Association for Graduates in Education (SAGE) Panel, The University of Akron, Akron, Ohio.

### Current Research Projects

Influence of a Greek life program on improving bystander intervention in sexual assault incidents, University of Dayton, August, 2013 – present.

Muslim student experience in the residence halls of a Catholic university, University of Dayton, August, 2013 – present.

Influence of curriculum design on sophomore choice of a STEMM major, University of Dayton, August, 2013 – present.

Impact of living on a global learning residence hall on international student cultural perceptions, April, 2013 – present.

### Research History

Campus-wide impact of sharing the results of college diversity scorecard on faculty and student perceptions of diversity, The University of Akron, January, 2012 – August, 2012.

The impact of participation in online-learning communities on academic performance and persistence, The University of Akron, September 2011 – May 2012.

Factors influencing science, engineering, and technology college enrollment: The ripple effect of high school curriculum, The University of Akron, August 2010 – December, 2012.

Student behavior, sanction effectiveness, and proactive initiatives: An investigation of student judicial affairs practices, The University of Akron, February 2010 – May, 2012.

Measures of a Midwestern University Accommodating Saudi Students, The University of Akron, 2007 – 2010.

Missions and practices of student learning assessment: The American and the Egyptian models, The University of Akron, 2008/2009.

The Impact of Volunteer Work on Campus Internationalization, The University of Akron, 2007/2008.

Millennial Students in the Graduate School, The University of Akron, (Data collection and analysis), 2007/2008.

### Related Work Experience

Akron Experience Officer (BCSSE Project)

Office of the Vice President for Student Engagement and Success, The University of Akron, Akron, Ohio, May, 2012 – August, 2012

- Planned project timeline and application procedures.
- Developed assessment awareness raising events for faculty and advisors.
- Designed project informational and marketing material.

Assistant to the College Diversity Officer,

College of Education Dean's Office, The University of Akron, Akron, Ohio, May, 2012 – August, 2012

- Developed college of Education first Diversity Score Card.
- Collected college diversity enrollment and graduation data.
- Analyzed college of education faculty diversity data.
- Analyzed student enrollment and graduation data.

Research and Instructional Support Assistant / Ad hoc Graduate Faculty

Educational Foundations and Leadership, College of Education, The University of Akron, Akron, OH, August 2006 – August 2012.

- Managed the College of Education Program Market Analysis utilizing IPEDS, Institutional Research, and benchmarking data.
- Reported on faculty productivity at the Department of Educational Foundations and Leadership.
- Compiled and Co-Authored the Report of Student Teacher Survey for NCATE.
- Co-authored the Evaluation report of Enhancing Education through Technology (EETT) Grant Program: An external evaluation report to ETech Ohio Commission with Beese, J., & Zhang, T. (2009).
- Managed the upgrades of the Higher Education Administration Program website in conformity with college and university updated mission for student learning.
- Designed and conducted an academic writing workshop for graduate students.
- Collected and analyzed data and presented findings for the International Programs Advisory Committee (IPAC) Report.
- Administered promotions, recruitment packages, and graduate applications for the Doctorate in Educational Leadership Program.

Intern Data analyst

The United Nations Children's Fund (UNICEF), United Nations Headquarters, New York, Spring 2006.

- Reviewed international programs in education in the MENA countries for the Gender Achievements and Progress in Education Report (GAP-II).

Director of Academic Affairs, College of Education

Zagazig University, September, 2002 – August, 2005

- Provided technical assistance to faculty in defining and assessing course and program level learning outcomes.
- Produced annual persistence, graduation and placement rate reports for distribution
- Developed and analyzed student satisfaction survey results and other surveys of faculty, staff, and students.

- Generated college data reports for institutional accountability.
- Conducted program evaluations and curriculum review.
- Trained college instructors for effective assessment of student performance.
- Developed low cost professional development opportunities for adjunct faculty.
- Reviewed college services, processes, and communities of learning to ensure the effective promotion of the College and University mission statements.
- Designed and conducted Standards Awareness Raising Seminars for Supervisors and Mentors of EFL teachers.
- Designed the Remarkable Academic Achievement (RAA), a non-traditional college student program.
- Coordinated and planned College, University and community-wide events.
- Managed College human resources functions including but not limited to hiring; employee orientation; job description creation and revision; and departmental downsizing and reorganization.
- Managed the College budgets and spending processes.
- Spearheaded the strategic planning process for the College Division of Student Affairs.

#### Assistant Director of Teaching and Development

Zagazig Commercial Community College, Zagazig, Egypt September, 2001 – August, 2002

- Advised non-traditional students upon initial enrollment.
- Designed and led two development workshops at English for Specific Purposes Center, Zagazig University for inner-city teachers, community college faculty.
- Coordinated program components for the purpose of delivering services that enhance student learning.
- Developed and implemented marketing strategies with various marketing materials.
- Developed and implemented admissions and recruitment processes for potential students including application, financial aid information, and important contact and program information.
- Monitored program quality feedback from students, instructors, and personnel.
- Engaged administrators, staff and students in conversations that expanded understanding of how each group functions, both independently and collectively, to meet the academic and developmental needs of the University.

#### Officer of Outreach Training Units Program

Zagazig In-Service Training Center, Zagazig, Egypt, June, 1998 – August, 2001

- Recruited and trained volunteer mentors for freshman students.
- Developed a training manual complying with educational standards.
- Trained mentors for the Egyptian Foreign Language Teachers in Training Program.
- Initiated Egypt's First Regional Conference for Overseas Trained Teachers of English.
- Finalized the Egyptian National Standards for Student Teachers and Newly Appointed Teachers, Egyptian Ministry of Education.

#### Teacher of English as a subject

OEF Experimental Language Schools, Zagazig, September, 1995 – May, 1998

- Taught, assessed, and designed activities for English as a subject instruction.
- Designed frequently training programs and workshops for teacher trainers, Egyptian Ministry of Education.

#### Intern second language teacher leader

Bayside High School, Queens, New York, Septemebr, 1998 – December, 1998

- Designed instructional Activities for Junior and Senior students.
- Conducted assessment tools for extracurricular activities.
- Analyzed assessment data for minority students.
- Designed engagement activities for inclusion of underrepresented student groups.

#### Teacher of English for Specific Purposes

Commercial Technical School, Sahrkiya, Egypt, August, 1992 – August, 1995

- Designed technical English language courses.
- Administered student assessment activities.
- Initiated the document standard for Egyptian technical education institutions.

#### Instructor of TOEFL Preparation Program

Advanced Computer and English Institute (ACEI), Zagazig, August, 1991 – July, 1992

- Taught Testing of English as a Foreign Language preparation packages.
- Assessed student learning on interactive activities.
- Designed remedial activities.
- Maintained student motivation and directed inter-class activities.

#### Professional Memberships

American Technical Education Association, 2012 - present

Academy of Educational Leadership (AEL), 2010 – present.

Association of College Unions International (ACUI), 2009 – present.

Student Affairs Administrators in Higher Education (NASPA), 2008 – present.

Association of International Educators (NAFSA), 2008 – present.

NASPA Administrators in Graduate and Professional Student Services Knowledge Community

NASPA Spirituality and Religion in Higher Education Knowledge Community

NASPA International Education Knowledge Community

NASPA Assessment, Evaluation and Research (AER) Knowledge Community

NASPA New Professionals and Graduate Students Knowledge Community

Student Association for Graduates in Education (SAGE), 2008 – present.

College of Education Doctoral Students Organization (E-DOCs), 2008 – present.

Egyptian Student Association of North America, University Chapter, 2008 – present.

Mid-Western Research Association (MWERA), 2008 – present.

Teachers of English to Speakers of Other Languages (EgypTESOL), 2002 – present.

Phi Delta Kappa, International Chapter, 2006 – 2007.

Professional Service Activities

**Conference Reviewer and Leadership**

Reviewer of workshop proposals for the National Association of Student Personnel Administrators  
National Conference for College Women Student Leaders, May, 2013.

Reviewer of program proposals for the National Association of Student Personnel Administrators Annual  
Conference March, 2011.

Reviewer of program proposals for the Mid-Western Educational Research Association Annual Meeting,  
October, 2010.

Reviewer of program proposals for National Association of Student Personnel Administrators  
Assessment & Retention Conference, Baltimore, MD, June, 2010.

Reviewer of program proposals for the Mid-Western Educational Research Association Annual Meeting,  
October, 2009.

Motivation session chair in the Fifth Annual Educational Research Exchange, Kent, OH, March, 2008.

**Journal Reviewer**

Reviewer of the *Journal of Studies in Higher Education*, March, 2012 – present.

Reviewer of the *Midwestern Educational Researcher Journal*, 2012 – Present.

**Editorial Responsibilities**

Editorial Board member of *The Journal of the American Technical Education Association*,  
March, 2013 – present.

Bresciani, M. J., Gardner, M. M., & Hickmott, J. (2009). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus.

Institutional Service Activities

School of Education representative to the Provost Council on Teaching in a Global Society Committee,  
Fall 2013 - present

College Council Student Representative for the Department of Educational Foundations and Leadership,  
2011-2012.

President of the Educational Doctoral Student Organization (E-Docs), College of Education, The  
University of Akron, 2010 – present (Treasurer, 2007 – 2009).

Member of the College Budget Efficiency Committee, College of Education, The University of Akron,  
2009 – Present.

Member of the International Programs Advisory Committee, The University of Akron, 2006 – 2008.

### Awards/Grants

ASHE Bobby Wright Dissertation of the Year Award, 2013 (Award Nominee)

NAFSA Region VI Newcomer Travel Grant, November, 2009.

College of Education Annual Outstanding Doctoral Student Research Award, The University of Akron, March, 2009.

The Robert A. Dubick Ethics in Education Memorial Award, The University of Akron, February, 2009.

Fulbright Commission's Hubert H. Humphrey Fellowship Program, in Educational Planning and Management, 2005/2006.

U.S. Agency for international Development's Alumni Achievement Award, June, 2004.

### Professional Development Experiences

Pennsylvania State University, Project Management Fundamentals I & II, February, 2006.

Stephen Covey Facilitator Certification of the Seven Habits of Highly Effective People, March, 2006.

Fulbright Commission & James Madison University, American Studies Institute, Management of Educational Programs, January, 2005.

University of California - Santa Cruz Extension, Teacher Training Initiative – Seniors, June, 2003.

Institute of International Education, Train-the-Trainer Master Certificate, March, 2002.

American University in Cairo, Center for Adults and Continuing Education, Certificate of Overseas Teachers of English (COTE), FY 2000/2001.

Bayside High School, New York, Educator Internship Program, K-12 Program Design and Evaluation, Fall 1998.

St. Jones University, College of Education, Professional Development of Teacher Leaders Program, Fall 1998.

Zagazig In-Service Training Center, Communicative Skills and Methodology Training Program, 1996/1997.

### Community Service Activities

Towards a Religious Harmony: The Egyptian Scenario. Presentation to Foxdale Senior Citizens Community, State College, PA, March, 2009.

President of the Egyptian Student Association in North America, The University of Akron Chapter, 2008 – present.

Speaker to Akron and Coventry Public Schools, Akron International Speaker Services, Akron International Friendship Program, Akron, OH, 2008.

Coordinator of Volunteers at the Day of Caring, Red Cross Akron Chapter, Akron, OH, August, 2007.

Have any Questions? A Pharaoh's Answers. Presentation to the Excellence in Education Course, The University of Akron, Akron, OH, October, 2008.

Diversity in the Educational Homogeneity: The Egyptian Experience. Presentation to the Diversity in Education Course at Lock Haven University of Pennsylvania, Lock Haven, PA, March, 2006.

Egypt: The Cross of Civilizations. Presentation to Jersey Shore Elementary School, Jersey Shore, PA, February, 2006.

Current Political and Economic Trends on the Pyramid Plateau. Presentation to the State College Senior Citizens Center, State College, PA, February, 2006.