4-25-2014

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:
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 21st 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 county.

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

<table>
<thead>
<tr>
<th>Total Number of Applications</th>
<th>524</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td>392</td>
</tr>
<tr>
<td>China</td>
<td>123</td>
</tr>
<tr>
<td>India</td>
<td>9</td>
</tr>
</tbody>
</table>

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](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
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?**

  * 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.

  * 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?

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?

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 12th 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
   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 in 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

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)
CURRICULUM VITAE

Thomas E. Oldenski, S.M.

OFFICE ADDRESS

Department of Educational Administration

University of Dayton

Dayton, Ohio 45469 - 0534

(937) 229 - 3336  E-mail: tom.oldenski@notes.udayton.edu

ACADEMIC BACKGROUND

Miami University 1994 Degree: Doctor of Philosophy

Oxford, Ohio Major: Educational Leadership

Curriculum Theory

Dissertation Title: Liberation Theology and Critical Pedagogy: Theory and Practice at a School Site

Major Professor: Doctor Dennis Carlson

University of Dayton 1984 Degree: Educational Specialist

Dayton, Ohio Major: Educational Administration

Western Michigan University 1978 Degree: Master of Arts
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:


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


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:


Fahmi Abboushi, “The Role of the Philosophy of Ethics in Educational Leadership,”
December 2000.


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


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


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


   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.


_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)


JOURNAL ARTICLES

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


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


CITATIONS IN OTHER SCHOLARLY WORKS


PROFESSIONAL PAPERS AND PRESENTATIONS


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


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


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


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 Asia Pacific Journal of Education.

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


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


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
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)
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


Member of the Board of Trustees of Chaminade Julienne 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


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.


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


“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


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


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


“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

44 Greenwood Avenue
Dayton, Ohio 45410
(614) 372-5414
tfalk1@udayton.edu

EDUCATION

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

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


- 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


- 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


• Taught English language to students of all levels and ages

PUBLICATIONS

Peer-Reviewed Articles


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.

**CONFERENCE PRESENTATIONS**


• “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


HONORS, AWARDS & FELLOWSHIPS

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


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

Ruth Jane Yauger Scholarship, Ohio State University, 2008-2009.
Proof Beta Kappa, Ohio University, 2003.

PROFESSIONAL SERVICE

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


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

Ohio Valley Philosophy of Education Society

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

Society for the Philosophical Study of Education
LANGUAGES

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

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

Educational Background

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
<th>Areas of Concentration</th>
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<tbody>
<tr>
<td>Ph.D.</td>
<td>The Ohio State University</td>
<td>August 1995</td>
<td>Language/Literature/Reading</td>
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<tr>
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<td>Research &amp; Evaluation</td>
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<td></td>
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<td>Early &amp; Middle Child Education</td>
</tr>
</tbody>
</table>
Master of University of Cincinnati August 1981 Guidance & Counseling Education

Certification The Ohio State University August, 1976 English

B.A. Capital University May 1975 French, Social Sciences, Secondary Education

Professional Employment

<table>
<thead>
<tr>
<th>Date</th>
<th>Employer</th>
<th>Position</th>
<th>Primary Responsibility</th>
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<tbody>
<tr>
<td>1975-1976</td>
<td>Whiteoak Junior/Senior High School</td>
<td>Teacher</td>
<td>Taught French and Psychology, Sociology</td>
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<tr>
<td>1976-1978</td>
<td>Col. Crawford High School</td>
<td>Teacher</td>
<td>French and English</td>
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<tr>
<td>1975-1976</td>
<td>Columbus Public Schools</td>
<td>Long-Term Substitute</td>
<td>English</td>
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<tr>
<td>1997- current</td>
<td>University of Dayton</td>
<td>Associate Professor</td>
<td>Director of Partnerships and Field Experience Teaching and advising</td>
</tr>
<tr>
<td>1995-1997</td>
<td>The Ohio State University</td>
<td>Visiting Assistant Professor</td>
<td>(Graduate)</td>
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<td>1994-1995</td>
<td>The Ohio State University</td>
<td>Coordinator Early and Middle Childhood (Pre-service Program)</td>
<td></td>
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<tr>
<td>1993-1995</td>
<td>The Ohio State University</td>
<td>Graduate Assistant</td>
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<tr>
<td>1991-1995</td>
<td>Circleville Bible College</td>
<td>Instructor</td>
<td>Taught Social Studies, Lang Arts Methods</td>
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<td>1980-1991</td>
<td>Hillsboro High School</td>
<td>Teacher</td>
<td>Taught French and Psychology</td>
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<tr>
<td>1978-1980</td>
<td>Whiteoak Junior/Senior High School</td>
<td>Teacher</td>
<td>French, English, Sociology</td>
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<tr>
<td>1976-1978</td>
<td>Col. Crawford High School</td>
<td>Teacher</td>
<td>French and English</td>
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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 2005-2007
- International Reading Association (Chair Multilingual Classroom, Committee 1996-99)

Professional Publications

**Journal Articles (peer-review)**


**Non-Peer Review**


**Chapter in Book**


**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**


**National Presentations**


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


Regional Presentations


State/Local Presentations


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

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

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


“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
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)
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 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  

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 if 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  

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  

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, 6th 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

62
Superintendent 1988

Permanent Elementary Principal 1992

**Related Professional Activities**


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.


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  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

Home Address:  University Address:
1342 Stratford Dr. University of Dayton
Piqua, Oh 45356 School of Education and Allied Professions
Telephone Department of Educational Leadership
(937) 229-3105 (Office) 316 Chaminade Hall
(937) 778-1330 (Home) Dayton, Oh 45469-0534
(937) 214-3888 (Cell) 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

1974  Bowling Green State University Distinguished Service Award
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, Sidney City Schools, (1996 -1998)
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, Oakwood City Schools (1977 – 1984)

Scholarship

Peer Reviewed Publications


Articles in Professional Journals and Publications


**Professional Presentations**


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


**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

StateImact (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
- M.A. American Studies (1971) University of Maryland College Park, MD
- B.A. History (1970) Regis College Weston, MA

PROFESSIONAL HISTORY

<table>
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<tr>
<th>Date</th>
<th>Institution</th>
<th>Location</th>
<th>Position</th>
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<tbody>
<tr>
<td>Aug 99 – Present</td>
<td>University of Dayton</td>
<td>Dayton, Ohio</td>
<td>Associate Professor - Mathematics</td>
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<td>School of Education and Education</td>
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<td>Allied Professions</td>
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<td></td>
<td>Associate</td>
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<tr>
<td>Dept. Chair</td>
<td>Wright State University, Dayton, Ohio</td>
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<td>Assistant Professor -</td>
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<tr>
<td>Feb 94 - July 98</td>
<td>William Mason High School</td>
<td>Mason, OH</td>
<td>Curriculum Leader Mathematics, 7-12</td>
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<td></td>
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<td>Mathematics Teacher</td>
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<tr>
<td>Sep 93 - Nov 93</td>
<td>Central State University</td>
<td>Wilberforce, OH</td>
<td>Adjunct Instructor, Mathematics</td>
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<tr>
<td>Aug 92 - Aug 93</td>
<td>Souhegan High School</td>
<td>Amherst, NH</td>
<td>Mathematics Teacher</td>
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<td></td>
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<td>(a member of T. Sizer’s Coalition of Essential Schools)</td>
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<tr>
<td>Sep_87 - Jun 92</td>
<td>Greater Lowell Regional</td>
<td>Tyngsboro, MA</td>
<td>Mathematics Teacher</td>
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<td></td>
<td>Technical School</td>
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72
Sep 80 - Jun 86  Charles County Community College
La Plata, MD  Adjunct Instructor, Mathematics
<table>
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<th>Period</th>
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<th>Location</th>
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<tr>
<td>Mar 80 - Jun 84</td>
<td>Charles County Evening High School</td>
<td>Waldorf, MD</td>
<td>Social Studies Teacher</td>
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<tr>
<td>Jan 79 - May 79</td>
<td>Western New England College, Hanscom AFB, MA</td>
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<td>Adjunct Instructor, Political Science</td>
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<td>Feb 74 - Jun 75</td>
<td>Los Angeles Unified Schools</td>
<td>Canoga Park, CA</td>
<td>Mathematics, Social Studies Teacher</td>
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<td>Sep 73 - Feb 74</td>
<td>Samuel Fryer Yavneh Hebrew Academy</td>
<td>Los Angeles, CA</td>
<td>History, English Teacher</td>
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<tr>
<td>Feb 72 - Aug 73</td>
<td>Ferguson Jr. High School</td>
<td>Beavercreek, OH</td>
<td>Social Studies, English Teacher</td>
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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 Chair-Elect 1999 - 2001
  Chair 2001 – 2003
♦ Ohio Mathematics Education Leadership Council President - 2003 – Present
  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 Treasurer 1992 - Present
  1999 - 2001

SCHOLARSHIP

Journal Articles - Peer Reviewed


**Submissions**


**Book Chapters**


i. The Algebra Project

ii. The National Board for Professional Teaching Standards

iii. Singapore Math.


Books


Articles


International

National
Herrelko, J. (November, 2013). Data + Analysis = Good Decisions, National Council of Teachers of Mathematics Eastern Regional Meeting, Louisville, KY.
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. (October, 2008). A picture is worth a thousand math concepts. National Council of Teachers of Mathematics Eastern Regional Conference; Cleveland, OH.


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


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.


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


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


**State Meetings**


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


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**


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**GRANTS**

<table>
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<tr>
<th>Title</th>
<th>Funding Source</th>
<th>Amount</th>
<th>Dates</th>
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<td>Project IMPACT</td>
<td>Teaching &amp; Learning Collaborative</td>
<td>16,750</td>
<td>2008</td>
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<td>Improving Teacher Quality-2008</td>
<td>Ohio Board of Regents</td>
<td>110,000</td>
<td>2007-</td>
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Project SOAR- Co-PI

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

*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  
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  

Ohio Resource Center – Mathematics Committee  
present  
2001-

*University*

Mathematics Quantitative Reasoning Competency – writing team  
2000
INSS Sustain working group 2005 2000-
University Marshall for Graduation present 2004-
Lalanne Advisory Board 2005- 2011
Provost Committee – Faculty Review Procedures 2006, 2007
North Central Certification University of Dayton Report – Sidebar Committee 2007
Faculty Development Committee present 2005-
University Mediators 2008-

Department
AYA Licensure Coordinator 2007- 2012
AYA Senior Year Coordinator 2002- 2007
Leadership Team present 2007-
Advanced Masters Program Committee present 2007-
Advisor to CAYAC 2008- 2012
Composed AYA Mathematics Undergraduate and Graduate NCATE reports 2008
Both programs received National Recognition.
Graduate program coordinator 2012-
present
Molly Armstrong Schaller, Ph.D.

Work Address:
300 College Park
Dayton, Ohio 45469-0530
937-229-3677

Education

Ph.D. Ohio University, Athens, Ohio 2000
Higher Education Administration
Dissertation: A Phenomenological Study of the Traditional-aged Sophomore Year Experience at a Four Year, Residential University

M.S. Miami University, Oxford, Ohio 1989
College Student Personnel Services

B.A. The Ohio State University, Columbus, Ohio 1987
Psychology

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 syllabi 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.


Refereed Publications


**Book Chapters**


**Non-Refereed Publications:**


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


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


**Invited Presentations**


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


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


**Grants**


**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, 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


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


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


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
- 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
- Administred 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.

Chaminade Hall 306A, University of Dayton, Dayton, OH 45469-0530
Phone: (330) 285-4400
Email: nrazek@udayton.edu

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

5190:703-800 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


Peer Reviewed Proceedings


113

**Manuscripts Submitted for Publication**


**Manuscripts in Progress**


**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)


Regional Conference Presentations


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


Foreign Presentations

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


Invited Presentations


Current Research Projects


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.


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


• 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.
• 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


• 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


- 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


- 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.
Professional Service Activities

Conference Reviewer and Leadership


Reviewer of program proposals for the National Association of Student Personnel Administrators Annual Conference March, 2011.


Journal Reviewer


Editorial Responsibilities


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.


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.
Fulbright Commission’s Hubert H. Humphrey Fellowship Program, in Educational Planning and Management, 2005/2006.
Professional Development Experiences
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.
St. Jones University, College of Education, Professional Development of Teacher Leaders Program, Fall 1998.
Community Service Activities
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.