



Salisbury University
Master of Education Curriculum & Instruction
Master of Education Curriculum & Instruction: Post-Secondary Track

Academic Program Review Report

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I. Part I - Review

During the fall semester 2020, the Education Leadership Department faculty met bi-weekly to discuss the Academic Program Review process. Additionally, this entire report was provided in draft to all departmental faculty for their feedback and approval. All faculty were asked to provide specific feedback to the program narrative, assessment results, and program and assessment action plans.

I.A. Academic Program Review Documentation

I.A.1. Program Description

The Department of Education Leadership at Salisbury University offers two Master of Education (M.Ed.) tracks which are included in this Academic Program Review: [M.Ed. with a track in Curriculum & Instruction](#) and [M.Ed. with a track in Curriculum & Instruction Post-Secondary Education](#). Additionally, the Department offers a recently created [post-baccalaureate certificate in Higher Education Leadership](#), which utilizes courses from the post-secondary track. The outcomes and courses of this certificate program are identical to those of the post-secondary track.

The Master of Education (M.Ed.) is a professional degree designed for candidates seeking advanced preparation in the P-16 education professions. The curriculum includes fundamental, theoretical and practical experiences within specific areas of study. The M.Ed. program promotes continuing professional development and life-long learning for teachers and educational leaders. This is consistent with the recognition that capable and caring educators are necessary for students at all ages, ranging from the very young through adulthood. General objectives are as follows:

- Provide candidates an opportunity for personal and professional growth through graduate study.
- Provide classroom teachers and educational specialists opportunities to develop and improve competencies in their specific disciplines.
- Provide educators with opportunities for additional preparation needed for professional development and career advancement.

The Master of Education track in Curriculum and Instruction program is for P-12 educators who want to deepen and expand their content, curriculum and pedagogical skills. Applicants must hold a current teaching license for admission.

The Post-Secondary Education Track is designed for individuals pursuing advanced degrees for jobs in higher education or other adult-education settings.

I.A.1.a. Mission & Values

The M.Ed. programs resonate with the [University's Mission](#) to “empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.” The core curriculum, which emphasizes research, diversity, and technology, is supplemented with a wide range of electives to foster graduate students’ curiosity and to encourage them to pursue their specific interests and goals.

Further, the University's [2020-2025 Strategic Plan](#), Goal 1 calls for academic programs to "build excellence, interdisciplinarity and capacity within its undergraduate and graduate programs. While we have modest capacity to expand the size of our main campus community without compromising the qualities that set us apart and make us successful, we have opportunities through satellite and online programs to expand our reach at both the undergraduate and graduate levels. Skillful and targeted use of technology is critical to the success of these efforts." With the pivot to online instruction during the Spring 2020 pandemic response, we have already begun expanding our reach through a combination of online, remote, and hybrid coursework.

DEPARTMENTAL MISSION & VALUES

In anticipation of this program review, departmental faculty met in Fall 2020 to refine the mission and vision for the Department of Education Leadership.

Mission Statement

The mission of the Department of Education Leadership is to provide opportunities for the development of exemplary leaders and teachers for an ever-changing world.

Values Statement

The vision and values of the Department align with the university's six core values as follows:

Excellence: We are committed to developing leaders and teachers who are excellent scholars and practitioners.

Learner Centeredness: We create learning and leadership opportunities for all participants in our programs.

Learning: We create dynamic learning environments in all our program opportunities.

Civic Engagement: We engage in our community and encourage active civic engagement.

Community: We serve and collaborate with all internal and external stakeholders.

Diversity and Inclusion: We embrace diversity and inclusion as implicit values and as explicit expectations in all our programming.

I.A.1.b. Enrollment

This section outlines and describes current trends in enrollment in the M.Ed. programs as well as information regarding degree completion metrics.

The data presented within this report are generated from the Office of University Assessment, Reporting, and Analysis (UARA) and the M.Ed. program's assessment data.

Enrollment spanning the time frame of 2012-2020 is presented in [Table 1](#).

Table 1. 9-Year Enrollment Trends: 2012-2020

9-Year Enrollment Trend: 2012-2020									
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total Education - Curriculum & Instruction (M.Ed) Majors	101	102	94	89	97	101	94	80	68
<i>Tracks:</i>									
Early Childhood Education	4	2	2	1	-	-	-	-	-
Elementary Education	4	2	1	-	1	-	-	-	-
Post-Secondary Education	34	36	29	17	16	27	27	22	16
Secondary Education	6	-	1	-	1	1	-	-	-
Teaching and Learning with Technology	7	6	1	-	-	-	-	-	-
Curriculum & Instruction	46	56	60	71	79	73	67	58	52

Prior to 2012, the M.Ed. programs offered multiple tracks, as denoted in [Table 1](#). As a result of low enrollments in the Early Childhood, Elementary, Secondary, and Technology tracks, those tracks were eliminated, although students can still take some electives in those specific areas of study. The M.Ed. program has continued with two paths for students: Curriculum & Instruction (P-12) and Post-Secondary Education (higher education).

Program enrollments peaked at 101 in 2012 and in 2017 ([Table 2](#)). Although overall program enrollments increased or remained steady until Fall 2017, it is notable that overall M.Ed. enrollment has dropped 33 percent since 2017.

Several factors are in play here. First, SU is no longer the only regional option for advanced degrees. With both increasing availability and acceptance of online programs, we are in a competitive environment. We can no longer rely on reputation or location as our primary marketing tools. The declining enrollment trends are addressed later in this report within the Strengths, Weaknesses, Achievements, and Threats ([SWAT](#)) analysis and [Recommendation Action Plan](#).

Table 2. Enrollment and Degrees Awarded, by Academic Year

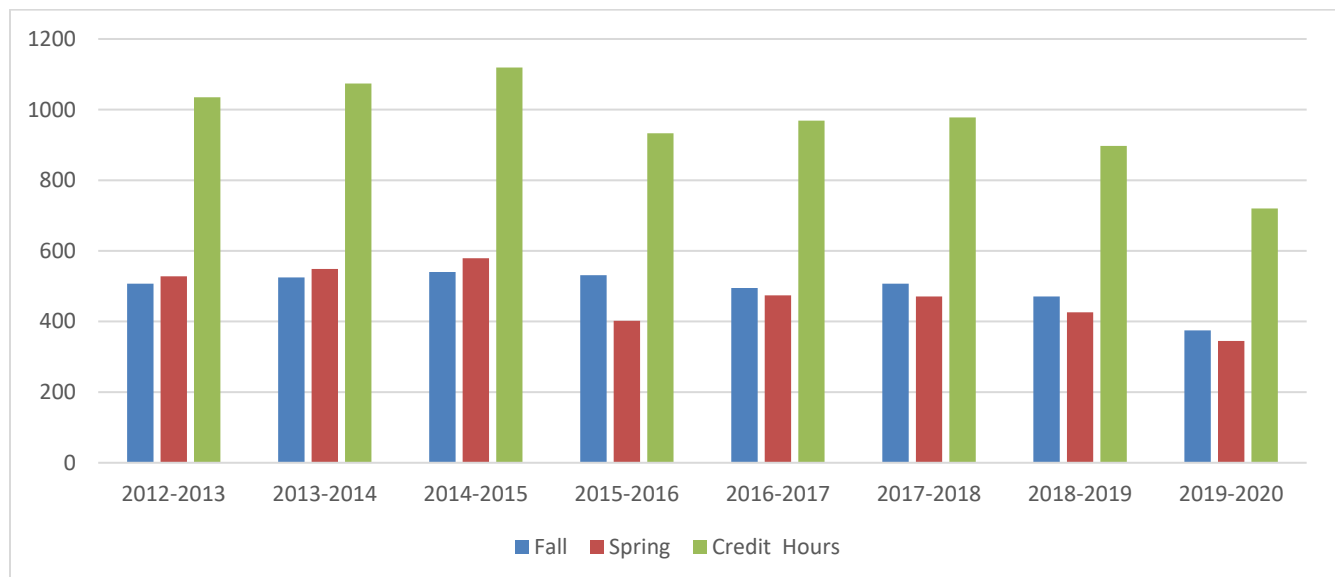
Year	Fall Enrollment	Degrees Awarded (Academic Year)
2012	101	33
2013	102	32
2014	94	38
2015	89	28
2016	97	27
2017	101	36
2018	94	27
2019	80	29
2020	68	pending

Although our enrollments have dropped considerably since 2012, the number of M.Ed. degrees awarded has fallen by only 12% ([Table 2](#)). Nonetheless, decreasing enrollments can expect to negatively impact degree conferrals for the foreseeable future. This problem will be addressed in the [SWAT](#) analysis and [Recommendation Action Plan](#).

Table 3. Student Credit Hours Generated, AY 2012-2019

Academic Year	Fall	Spring	Credit Hours
2012-2013	507	528	1,035
2013-2014	525	549	1074
2014-2015	540	579	1119
2015-2016	531	402	933
2016-2017	495	474	969
2017-2018	507	471	978
2018-2019	471	426	897
2019-2020	375	345	720

Figure 1. Student Credit Hours Generated, AY 2012-2019



As a proportional reflection of the decreased enrollments in the M.Ed. programs, student credit hours have decreased 30 percent since 2012 ([Table 3](#), [Figure 1](#)).

I.A.1.c. Degrees

Table 4. 8-Year Degree Trends, by Track: 2013-2020

Tracks	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total M.Ed. Degrees	33	32	38	28	27	36	27	29
<i>Tracks:</i>								
Early Childhood Education	2	1	1	-	-	-	-	-
Elementary Education	2	-	-	1	-	-	-	-
Post-Secondary Education	10	15	18	10	6	12	10	12
Secondary Education	2	-	1	-	-	-	-	-
Teaching and Learning with Technology	2	3	1	-	-	-	-	-
Curriculum & Instruction	15	13	17	17	21	24	17	17

As previously reflected in [Table 2](#), overall degree conferral has dropped by 12% (-4 degrees), when compared to the period when multiple tracks were available. It is notable that both the Curriculum & Instruction and Post-Secondary programs have seen modest increases in degree conferral (+2 degrees, [Table 4](#)).

[Table 5](#) and [Table 6](#) compare M.Ed. time-to-completion to the university averages from 2012-2020.

Table 5. Time-to-Degree Completion for First-time, First-Year M.Ed. students

Graduation year	Degrees Awarded	Mean Semesters to Degree
2012-13	33	6.0
2013-14	32	6.0
2014-15	19	4.3
2015-16	28	5.7
2016-17	27	7.1
2017-18	36	7.2
2018-19	27	6.5
2019-20	29	6.9
8-Year Total/Average	231	6.2

Table 6. Time-to-Degree Completion, Institutional Data Across all Graduate Programs

Graduation Year	# Degrees Awarded	Mean Semesters to Degree
2012-13	276	5.4
2013-14	256	5.0
2014-15	257	4.6
2015-16	270	4.7
2016-17	306	4.9
2017-18	319	4.8
2018-19	316	4.8
2019-20	324	4.8
8-Year Total/Average	2,324	4.9

The slightly longer time to completion in the M.Ed. programs is due to the nature of our students and the structure of teacher tuition reimbursements. Because approximately 80 percent of our students are full-time teachers, they frequently take only one class per term. Additionally, each county pays different rates for tuition benefits. For example, in our home county of Wicomico, teachers can take two courses per year that are fully funded. A third course is only partially funded per year, so many teachers wait, rather than pay even partial tuition out of pocket.

I.A.1.d. Enrollment Projections, Aspirations, and Considerations

In the absence of a program recruitment plan, enrollment projections are ambiguous. During the 2008 recession, we saw increased enrollments as people found themselves unable to advance in the job market. As of fall 2020, it is unclear whether the COVID-related economic downturn will result in a similar resurgence of graduate school interest.

As discussed in the [SWAT](#) analysis below and as reflected in the [Recommendation Action Plan](#), there is an urgent need for the M.Ed. to develop a focused and aggressive marketing and recruitment plan.

I.A.2. Internal Review and Narrative

In this section, we present an internal review of the M.Ed. programs. The first section describes the program curriculum, including the structure, sequence, and scope of the M.Ed. curricula. We then describe the process for graduate student advising and mentoring. Following that, we examine strengths, weaknesses, achievements, and threats with in our programs and department.

This summary comes from collaborative faculty meetings that took place in Fall of 2020. At these meetings, we discussed program quality and conducted a [SWAT](#) Analysis.

Finally, this section ends with the faculty visions, aspirations, and priorities for the next 7-years.

I.A.2.a. Program Curriculum

M.Ed. Curricula

All M.Ed. students, regardless of track, complete 3 core courses, which are offered every semester:

EDUC 502 Introduction to Research (sample syllabus in [Appendix C](#))

EDUC 504 Diversity in a Democracy (sample syllabus in [Appendix D](#))

EDUC 570 Current Issues in Educational Technology

M.Ed. students in the Curriculum & Instruction Track also complete 2 required courses:

EDUC 545 Learning Instruction and Assessment in the Schools (fall, spring)

EDUC 695 Research Seminar (fall, spring)

M.Ed. students then complete their program by selecting 6 free electives (18 credits).

M.Ed. students in the Curriculum & Instruction Post-Secondary Track complete 4 required courses in addition to the core courses above:

EDUC 562 - College Student Development Theories (spring)

EDUC 564 - History of American Higher Education (fall)

EDUC 620 - Legal Issues in Higher Education (fall; sample syllabus in [Appendix E](#))
EDUC 665 - Internship (summer, fall) or EDUC 695 Research Seminar (fall, spring)

Post-secondary students then complete their program with four electives (16 credits).

Curriculum issues are discussed later within this report in the [SWAT](#) analysis and [Recommendation Action Plan](#).

The program advising checklists follow the subsequent section and all recent EDUC course descriptions are included in [Appendix A](#).

I.A.2.b. Program Advising and Mentoring

As part of the admissions process, all incoming M.Ed. students meet with a faculty advisor to plan their program of study. Program checklists are included following this discussion. Advising prior to program entry allows students to customize their program to meet their professional and personal needs.

Additionally, all students are assigned a faculty advisor. Although advising is not required for graduate students to register for courses, advising is strongly encouraged. In Spring 2020, when COVID shut down the campus—just as advising and registration were about to begin—the faculty pivoted to virtual advising using Zoom and the new advising platform Navigate, which centralizes scheduling and advising records.

Checklist: Curriculum and Instruction, Master of Education

CURRICULUM AND INSTRUCTION • Master of Education
EDUCATION LEADERSHIP DEPARTMENT • SEIDEL SCHOOL

2020-2021
 Rev. 12/17

NAME: _____ ID#: _____ DATE: _____

THIS CHECKLIST IS AN UNOFFICIAL TOOL FOR PLANNING.
 Matriculated students and advisors should consult the Academic Requirements Report in GullNet before and after registering for classes each semester to track academic progress.

PROGRAM POLICIES

- Complete an approved program of study, including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU).
- Earn a cumulative GPA of 3.0 or higher, with no grade lower than C and no more than 6 credit hours of C or C+ in their program.

SHULMAN KNOWLEDGE CATEGORIES (SKC)

Indicate which Shulman Knowledge Category (SKC) a course fulfills in the checklist to the right.

- I. Content Knowledge
- II. General Pedagogical Knowledge (special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter)
- III. Curriculum Knowledge (with particular grasp of the materials and programs that serve as "tools of the trade" for teachers)
- IV. Pedagogical Content Knowledge (that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding)
- V. Knowledge of Learners and their Characteristics
- VI. Knowledge of Education Contexts (ranging from the working of the groups or classroom, the governance and financing of school districts, to the character of communities and cultures)

Advisement for the program is available from the Education Leadership Department.

PROGRAM REQUIREMENTS

Course No. & Title	#Credits	SKC	Grade	Term Completed
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REQUIRED CORE COURSES (3 courses)

EDUC 502 - Introduction to Research	3	_____	_____	_____
EDUC 504 - Diversity in a Democracy	3	_____	_____	_____
EDUC 570 - Current Issues in Educational Technology	3	_____	_____	_____

REQUIRED PROGRAM COURSE (1 course)

EDUC 545 - Learning, Instruction and Assessment in the Schools	3	_____	_____	_____
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ELECTIVE COURSES (Any EDUC, REED, EDLD graduate course) (6 courses)

Develop a program of study in consultation with your advisor.

_____ - _____	3	_____	_____	_____
_____ - _____	3	_____	_____	_____
_____ - _____	3	_____	_____	_____
_____ - _____	3	_____	_____	_____
_____ - _____	3	_____	_____	_____
_____ - _____	3	_____	_____	_____

RESEARCH CAPSTONE (1 course)

Choose 1 from the following (circle course taken):

EDUC695 - Research Seminar	3	}	_____	_____	_____
OR					
EDUC630 - Thesis	3-6		_____	_____	_____



Checklist: Curriculum and Instruction, Post-Secondary Education Track, Master of Education

CURRICULUM AND INSTRUCTION • Post-Secondary Education Track • Master of Education EDUCATION LEADERSHIP DEPARTMENT • SEIDEL SCHOOL

2020-2021

Rev. 12/17

NAME: _____ ID#: _____ DATE: _____

THIS CHECKLIST IS AN UNOFFICIAL TOOL FOR PLANNING.

Matriculated students and advisors should consult the Academic Requirements Report in GullNet before and after registering for classes each semester to track academic progress.

PROGRAM POLICIES

- The Post-Secondary Education Track is designed for individuals pursuing advanced degrees for jobs in higher education or other agencies. Practicing teachers or individuals who hold or are eligible for teaching licences should apply as curriculum and instruction students
- Complete an approved program of study, including at least 33 semester hours of graduate credit (a minimum of 24 hours completed at SU).
- Earn a cumulative GPA of 3.0 or higher, with no grade lower than C and no more than 6 credit hours of C or C+ in their program.

Advisement for the program is available from the Education Leadership Department.

PROGRAM REQUIREMENTS

Course No. & Title	#Credits	Grade	Term Completed
REQUIRED CORE COURSES (3 courses)			
EDUC 502 - Introduction to Research	3	___	___
EDUC 504 - Diversity in a Democracy	3	___	___
EDUC 570 - Current Issues in Educational Technology	3	___	___
REQUIRED TRACK COURSES (3 courses)			
EDUC 562 - College Student Development Theories	3	___	___
EDUC 564 - History of American Higher Education	3	___	___
EDUC 620 - Legal Issues in Higher Education	3	___	___
ELECTIVE COURSES (4 courses)			
Choose 4 from the following (circle courses taken):			
CADR 500 - Introduction to Conflict Analysis and Resolution			
CADR 510 - Problem Solving, Negotiation and Conflict Assessment			
CADR 520 - Structural and Systematic Conflict and Dispute Systems			
EDUC 510 - Seminar: Recent Issues in Education			
EDUC 545 - Learning, Instruction and Assessment in the Schools			
EDUC 560 - College Teaching			
OR			
EDUC 563 - Teaching Adults			
EDUC 561 - Seminar: Issues and Trends in Postsecondary Education			
EDUC 567 - Collaborative Teaching and Mentoring	3	___	___
EDUC 571 - Web-Based Teaching and Learning	3	___	___
EDUC 585 - Technology Tools for Teaching and Learning	3	___	___
EDUC 590 - Seminar in Education (any topic except Principles of Higher Education Law)	3	___	___
EDUC 619 - The Law and Public Education			
EDUC 665 - Internship in Post-Secondary Education			
EDUC 689 - Multimedia in the Constructivist Classroom			
EDUC 691 - Independent Study			
EDUC 695 - Research Seminar			
POSC 540 - Public Administration			
A graduate course in education or another discipline central to the program of study			
RESEARCH CAPSTONE (1 course)			
Choose 1 from the following - may not be used as an elective (circle course taken):			
EDUC 630 - Thesis	3-6		
OR			
EDUC 665 - Internship in Post-Secondary Education	3	___	___
OR			
EDUC 695 - Research Seminar	3		



I.A.2.c. Strengths, Weaknesses, Achievements, and Threats

Strengths

As demonstrated by the faculty credentials included in [Appendix F](#), our full-time faculty are well-credentialed and bring considerable expertise to their teaching, scholarship, and service. Additionally, contractual faculty teaching in our programs are professionals in their fields and bring a high level of practitioner expertise to the classroom.

As demonstrated by the Departmental Mission and Values, our faculty are student-centered. This faculty commitment is illustrated well through our advising model described above and our use of technologies to reach students where they are. Prior to the COVID outbreak, all M.Ed. courses were offered in hybrid or online format, utilizing the campus Learning Management System MyClasses (Canvas).

Our faculty have strong technology skills and are committed to continuing their professional development. When university instruction pivoted to fully-online teaching in Spring 2020, the faculty's expertise and comfort with online learning applications was immediately apparent. The transition to fully online learning was virtually seamless for students in the M.Ed. programs. As we will discuss later in this report, the shift to fully online and remote teaching has led to several opportunities. Additionally, several faculty members have taken advantage of training available through the university's Instructional Design and Delivery (ID&D) office. Two programs within ID&D that program faculty have participated in are Soaring with Online Learning (aka, [Soaring](#)) and the Certificate of Online Learning and Teaching ([COLT](#)).

Our programs seek to provide resources to students enrolling in our programs. As demonstrated in the Resources' [Recognition Funds](#) section, both Direct Billing and Assistantships benefit a majority of our graduate students ([Table 8](#)).

Weaknesses

The absence of a strategic marketing and recruitment plan is evident in the declining enrollment and degree data. The M.Ed. program directorship has historically changed hands every three years. Each director has had the latitude to run the programs as he or she sees fit. This has resulted in a lack of program strategy and continuity, especially in regard to recruiting. The Department has not utilized all of the financial recruiting resources that are available. As higher education remains in an online environment for the foreseeable future, it is vital that the department create an annual recruiting plan that will be carried out with regularity and rigor (see [RAP04](#)).

When the university created the College of Health and Human Services in 2018, a major reorganization occurred in the [Seidel School](#). The [Department of Education Leadership](#) is the smallest of all Seidel departments, with five full-time faculty members, only two of whom teach solely in the M.Ed.

programs. This small work-force necessarily limits the number of initiatives that the program can undertake.

As illustrated by the historic inclusion of multiple tracks in the M.Ed. Programs, the Curriculum and Instruction program has tried to be many things to many people over the years. This is best illustrated by a large number of courses in the catalog that have not been offered and will likely not be offered with any regularity. There simply are not enough faculty at the graduate level to address needs in all content areas. This lack of program focus is addressed in the [Recommendation Action Plan](#), specifically [RAP01](#), that follows.

The post-secondary track also has been a generalist program for many years. A successful attempt to develop a stand-alone M.A. in Higher Education Leadership was scuttled when the funding for a new faculty line fell to the COVID cuts. As illustrated in the [Recommendation Action Plan](#), specifically [RAP02](#), there will be an interim revision to the program to improve marketing appeal and to strengthen the curriculum. Within the next 3-5 years and once the financial consequences of the pandemic have settled, the plan is to once-again implement this as a stand-alone program.

The M.Ed. programs lack a fully-online program. The faculty are aware that the COVID pivot to online instruction does not mean we now have online-programs. Along with this concern, the faculty are well aware that we are likely losing enrollments to other institutions (Phoenix, Walden, Capella) because we don't have an accelerated version of the Curriculum and Instruction track. The [Recommendation Action Plan](#), specifically [RAP02](#), calls for the department to investigate the plausibility of offering an accelerated plan, utilizing a 7-week course model (which has existed in the Seidel School for some time).

The M.Ed. Programs lack racial diversity and the department lacks a diversity plan. Our home county of Wicomico is 38 percent non-White.¹ Our most recent graduating class (19-20) was 21% percent non-white. All of the department faculty are white. Our department and programs do not reflect the cultural backgrounds of our stakeholders or the clients they serve in the larger community. The inclusion of one required diversity course does not moderate this weakness and prevents the faculty from developing culturally responsive curricula and experiences for our students.

Achievements

Since 2012, thirteen county Teachers of the Year in Maryland are alumni of the M.Ed. programs at Salisbury University and represent all content areas and regions of the peninsula we serve.

The student information system (GullNet) was developed nearly 20 years ago with mainly undergraduate programs in mind. In 2018-2019, the M.Ed. director worked with the Registrar's Office so that graduate degree requirement would be audited in real time in GullNet. This was a huge step in providing advising tools to both students and faculty since the prior process was driven by paper

¹ United States Census Bureau [Quick Facts](#): Wicomico County, 2018

checklists and transcripts. Because of the online audit, graduation clearances now occur electronically, eliminating a large and onerous paper trail.

Our departmental Program Management Specialist, Claire Williams, was awarded the [2020 Regents Award for Community Service](#). This honor reflects the department's commitment to civic engagement.

In Spring 2020, the M.Ed. programs [pivoted seamlessly from a mainly hybrid delivery system to fully online course delivery](#). Course modalities are now hybrid (online/in-person), remote (synchronous), and online (asynchronous).

The [Direct Billing program](#), referenced elsewhere in this report, makes graduate course registration for regional teachers much easier and has simplified course scheduling and enrollment management.

The M.Ed. programs host the [Holocaust Educators Network Summer Institute](#), funded by [The Olga Lengyel Institute for Human Rights and Holocaust Education](#) in New York City. This partnership provides Holocaust and Human Rights education to teachers each summer and recently led to the creation of the [Holocaust and Human Rights Resource Library](#) in the Dr. Ernie Bond Curriculum Resource Center.

Threats

Given the seriousness of enrollment concerns, [competition from other schools](#)—especially online programs—is the biggest threat facing our programs. The [Recommendation Action Plan](#), specifically [RAP04](#), addresses the urgent need to develop a strategic recruiting plan.

While [university budgets](#) are always under threat, the COVID pandemic resulted in a 10 percent budget cut across the university. Some funding, such as faculty travel and professional development, has been cut by 50 percent.

The [changing landscape of education requirements on the state and national levels](#) presents some ominous challenges to graduate programs in education. In the State of Maryland, for example, there are policy groups considering eliminating a required master's credential for P-12 teachers. This possibility makes all the more urgent the need to define and market our programs so that teachers and leaders [want](#) to come here.

I.A.2.d. Progress & Vision

Progress toward removing weaknesses or obstacles identified in the previous APR

Because the M.Ed. programs were previously accredited under the NCATE (now CAEP) process, this is the first APR for the M.Ed. programs. The [Recommendation Action Plan](#) and the [Assessment Action Plans](#), which follow contain the M.Ed. goals moving forward.

The recommendations which follow concern three areas: [Curriculum](#), [Faculty](#), and [Students](#). Although these topics are not mutually exclusive, we articulate goals for each category to acknowledge that each area of our programs has unique needs.

Vision and primary initiatives for the next 7 years

The [Recommendation Action Plan](#), which calls on the Department to develop a strategic plan, articulates specific initiatives for the next seven years.

The biggest threats to implementing our action plan come from the uncertain financial future and the related faculty hiring freeze. Action items requiring more human resources will be difficult to implement, given the small size of the department.

Sequencing and changes made over last 7 years

The M.Ed. Program tracks previously required EDUC 545 Development, Learning, and Assessment of all students. Because this course was originally designed for the P-12 audience, and because it did not include content pertinent to adult learners, this course was removed from the core requirements and made a program requirement only for C&I students.

The Post-Secondary track saw the addition of several higher-education focused courses to its current checklist and narrowed the electives list so that students would stay more focused in their programs. The successful proposal to launch a free-standing M.A. in Higher Education Leadership was scuttled when funds for a new faculty line were eliminated.

Future direction(s) for the next 7 years

The Post-Secondary track will be revised again in 20-21 to further focus the curriculum and to change the name of the track to “Higher Education Leadership.” This will allow for a clearer focus when recruiting students and achieve some of the curricular focus that was to be in the M.A. program. The departmental leadership will advocate for restoring the Higher Education faculty line when the hiring freeze is lifted.

I.A.2.e. Resources

Faculty

The M.Ed. program draws from the expertise and collaboration of five full-time faculty members. The faculty have expertise in a wide range of areas, from school leadership to research methods to technology. Further, all of the faculty have relevant professional experience in P-16 settings prior to earning their doctorates.

This combination of scholarly and applied experience serves to contextualize our students’ academic endeavors within the Curriculum and Instruction and Post-Secondary tracks.

Detailed information on the faculty can be found in their curriculum vitae in [Appendix F](#). The names, titles/ranks, and research areas for each faculty member are summarized below.

Dr. Jon Andes, Professor of Practice

Research areas: Leadership in Rural School Systems, Models of Leadership Development in Rural School Systems, Rural Collaboratives as a Means to Address the needs of Rural School Systems

Dr. Douglas DeWitt, Department Chair and Associate Professor

Research areas: Leadership Development, Leadership Mentoring, Organizational Leadership

Dr. James Fox, Assistant Professor

Research areas: Pre-service Teacher Efficacy and Mentor Leadership, Principal Leadership, Teacher Leadership

Dr. Gina Solano, Assistant Professor

Research areas: Augmented Reality in Education, Technology Professional Development, Service-Learning in Educational Technology

Dr. Diana Wagner, Professor and Assessment Coordinator

Research areas: Holocaust Pedagogy, Applied Leadership, Online Pedagogy

In addition to these full-time faculty, Dr. Heather Holmes, Director of the Center for Student Achievement at SU, serves a critical role in the post-secondary track. She developed and teaches annually both EDUC 562 College Student Development and EDUC 564 History of Higher Education. The post-secondary track is further supported by Dr. Lawanda Dockins-Mills, Associate Dean of Students, who supervises students in the EDUC 665 Internship in Post-Secondary Education.

The M.Ed. program also draws on the expertise of other full-time faculty in the Seidel School of Education. For example, Dr. Randall Groth teaches EDUC 506 Seminar in Teaching of Mathematics. Dr. Andrea Suk teaches EDUC 588 Educating Individuals with Disabilities. Dr. Diallo Sessoms provides technology instruction and expertise and oversees the substantial technology resources available to M.Ed. students.

Staff

The Education Leadership Department is supported by Claire Williams, Program Management Specialist. She plays a critical role in all aspects of program administration, including budget management, hiring and contracts, admissions, and course scheduling. This position is shared with the [Department of Secondary and Physical Education](#).

Technology

The university has extensive resources available to graduate students.

Computer Labs. There are a total of twelve Information Technology computer labs on campus, consisting of ten Windows labs and two Macintosh labs. IT also provides support to the Library's many public computers.

Printing Services. Each lab is equipped with a black and white laser printer. Color printing is available in Conway Hall (TETC) 116A and PH 141. Poster printing is available in Conway Hall (TETC) 352. Mobile printing is available in Henson, Fulton, Perdue, Devilbiss, Guerrieri and Conway Hall (TETC). Mobile printing can be done from Macintosh and Windows computers, as well as smart phones and mobile devices.

Software. There are many software packages available for use on campus lab computers. All computers are loaded with a base package of software including Microsoft Office. Specialized software is also available in select locations throughout campus. Students also have access to download free or discounted software, including Microsoft Office, Adobe products, SPSS, Minitab, and other productivity packages. Additionally, the university has an extensive offering of online WebApps, which students can access from off-campus (including SPSS, for example).

Dedicated M.Ed. Technology Resources. The Seidel School of Education has multiple technology tools available to students:

I. Maker Education

A. [MakerLab](#) in the Academic Commons

B. Makerspace in the Department of Teacher Education

CH 280 is a creative, collaborative space that is open to any students or faculty in our education programs. The following tools are available:

1. 3D printers
2. Makey Makey - invention tool
3. Robots - sphero

II. Traditional Computer Lab

CH 280A is a traditional, dedicated computer lab.

III. Interactive Teaching Tools

A. Interactive boards

B. iPads

C. [Geogebra](#)

D. [PhET](#)

E. [Screencastomatic](#)

F. [TED ED](#)

Used to create lessons around videos (e.g. digital stories)

- IV. Productivity Software
 - A. [SWAY](#) - Microsoft Office Product
 - B. [Tinkercad](#) - 3D modeling software
 - C. [Adobe Spark](#)
 - D. [Audacity](#)

Faculty Travel Support

Prior to the 2020 budget cuts necessitated by the COVID shut-downs, faculty received \$1,000 per year in professional development funds. These funds could be used for travel, training, equipment, or professional development. Following the spring 2020 budget cuts and travel restrictions, this amount has been reduced to \$500 annually. Additional funds are available by competitive application through the Faculty Development Fund and through faculty grants from the University Foundation.

Student Recruitment and Recognition Funds

Recruiting and Marketing Funds

The M.Ed. programs have up to \$1,800 per year in recruitment and public relations funding ([Table 7](#)). Additional funds can be requested from the Dean of [Graduate Studies & Research](#). These funds have been used to create program literature and to host recruiting events. However, in the absence of a recruiting plan, these funds have been used sporadically over the last seven years.

Table 7. Marketing Expenditures, 2014-2020

Fiscal Year	2014	2015	2016	2017	2018	2019	2020
Total Expenditure	0	977.84	821.80	4973.51	2370.70	2173.25	0
Purpose		Printing Bookstore	Printing	Advertising Printing Marketing Supplies Promotional Items	Printing Open Houses	Printing Promotional Items Food for school visits	

Recognition Funds

Several sources of student funding are available to enhance recruitment initiatives. The following programs have benefitted students enrolled in the M.Ed. programs ([Table 8](#)):

Direct Billing

Public school educators and leaders benefit from direct billing. Rather than registering and paying for courses and then getting reimbursed after completing coursework, graduate students' tuition is billed

directly to their Board of Education for pre-payment. Students are responsible only for course fees and books. As reflected below, this is a very popular program. This program largely solves the problem of graduate students waiting to register until the last possible moment and improves our ability to estimate course demand and to manage course-level enrollments.

Assistantships

There are three kinds of assistantships available to graduate students: graduate assistantships, teaching assistantships, and research assistantships. Assistants are eligible to receive a stipend and tuition waiver (paid at the in-state rate) of up to 18 credits per fiscal year. Stipends begin at \$4,500 per semester, but departments can opt to supplement that amount.

To be eligible for the tuition waiver, students must enroll for a minimum of six credits in both the fall and spring terms. Tuition is waived only for graduate courses applicable toward master's degree requirements. The tuition waiver does not include a waiver of fees. A full-time assistantship requires a time commitment of 20 hours per week, and a half-time assistantship requires 10 hours per week. Hiring managers across the university discuss job duties, appointment length and anticipated time commitments with candidates prior to offering a position.

Good Neighbors Scholarship Program

The Good Neighbors Graduate Scholarship allows eligible students to enroll in graduate programs at Salisbury University (and its satellite locations) and apply for support to cover a portion of the non-resident graduate tuition at Salisbury University. Recipients of the Good Neighbors Graduate Scholarship receive a discount equal to 75% of the difference between the graduate program's resident and non-resident tuition rate per semester credit hour. This discount does not apply to online courses. All participants are still responsible for mandatory fees. This discount is valid for students currently residing in the following states: Delaware, North Carolina, New Jersey, New York, Pennsylvania, Virginia, Washington D.C., West Virginia.

Learn Where You Work Grant

To make professional development opportunities accessible to all teachers in Maryland Eastern Shore public schools, Salisbury University provides a grant to any teacher who is an out-of-state resident but is a full-time classroom teacher in a Maryland Eastern Shore public school. These grants reduce the cost of tuition to the in-state rate for any graduate course, provided the course is relevant to the teacher's professional duties. Since 2013, more than \$38,000 has been discounted from teachers' tuition.

Research and Presentation Grant

Research grants, up to \$500, are available to help support graduate research endeavors related to developing and conducting research, with a faculty supervisor, and the presentation of research at scholarly meetings. Graduate students may receive funding twice during their academic career.

Table 8. Number of Recipients Receiving M.Ed. Student Funding, 2016-2020

Funding Type	2016	2017	2018	2019	2020
Direct Billing	87	86	62	69	69
Assistantships	11	16	14	9	7
Good Neighbor	0	0	2	5	7
Learn Where You Work Grant	3	3	3	3	1
Research and Presentation Grant	0	0	0	0	1

The decrease in beneficiaries of the Learn Where Your Work Grant ([Table 8](#)) may indicate a need to better communicate this opportunity to teachers in the region. The large decrease in assistantships is related to university cuts to this program. Assistantship are administered at the university, not program, level.

Instructional Supplies: Books and Journals

In addition to the extensive holdings of the [Guerrieri Academic Commons](#), the Seidel School of Education enjoys the resources of the Dr. Ernie Bond [Curriculum Resource Center](#). The total education holdings are as follows (as of November 2, 2020):

Juvenile Collection: 12,767 books

Main Collection: 13,966 books and media in "L" and "QA" call number ranges

Databases: 39

Periodicals: 100 (formats = print only; online only; print + online)

3,401 government documents (federal and state; print, online, media) with "Education" as a subject heading

The SU Libraries are part of a library consortium known as USMAI or the University System of Maryland and Affiliated Institutions (including all USM universities, plus Morgan State University, St. Mary's College of Maryland, and Loyola University/College of Notre Dame of Maryland). SU students, faculty, and staff have access to circulating books from ALL of the USMAI libraries through the library catalog; patrons can place a direct [request](#) in the catalog to borrow the book, and it will be sent to the Guerrieri Academic Commons for pick up.

The Dr. Ernie Bond [Curriculum Resource Center](#) is housed in Conway Hall. The CRC is a resource for teaching materials as well as numerous special collections, such as Environmental (including the Green Earth Book Award winners and others that deal with the environment and environmental issues), History of American Literacy (early materials for literacy education), Maryland (Maryland authors or illustrators or about Maryland and the Eastern Shore), Award-Winning Titles (Caldecott & Newbery), Holocaust Education & Human Rights, Big Books (for classroom use), original art works by children's book illustrators, and a large collection of hand puppets. The CRC also houses a recently added Holocaust and Human Rights Collection.

The M.Ed. program does not have dedicated library purchase funds. Rather, budgets are established for programs, in our case, the Seidel School of Education. Each year starting July 1, the Dean of Libraries releases departmental book budgets (only for the purchase of physical/digital books or digital media like CD/DVD's). The amounts vary widely based on a multitude of factors, but Education is one of the largest. For the current year, because of the pandemic and other factors, we took a 27% cut, and the total Education book budget is now down to \$5,228. This budget covers all the areas served by our Library liaison, Stephen Ford. This includes Early & Elementary Education, Secondary & Physical Education, and Education Leadership. This budget also covers all the collections for which our liaison is responsible: the 14 Special Collections within the CRC, the Education collection in the main GAC library (primarily the 'L' range in both the general and reference collections), and the GAC Juvenile collection.

I.A.3. External Review Summary (Spring 2021)

INCLUDE EXTERNAL REVIEW SUMMARY HERE

IF APPLICABLE – Also include the program’s response to the external review summary.

I.B. Recommendation Action Plan

This draft includes only internal recommendations. External recommendations will be added to this report following receipt of the external reviewer’s report.

Curriculum Recommendations

RAP01. Refine and Focus Curriculum

Internal Recommendation 1: Review the course catalog and program requirements to eliminate obsolete or outdated courses, to identify areas of curricular focus, and to develop coursework to address present gaps in our course offerings.				
Action Steps	Assigned Responsibility	Start Date	Completion Date	Academic Year 2023-24 Updates
1. Review course catalog to identify courses that have not been offered with regularity. In consultation with faculty in other education departments, create a list of courses to be eliminated from the catalog.	M.Ed. Faculty, Dept Chair	Spring 2021	Spring 2021	
2. Complete all curriculum paperwork and move through curriculum approval process to eliminate obsolete coursework.	M.Ed. Faculty, Seidel Faculty, Dept Chair	Fall 2021	Fall 2021	
3. Identify gaps in course offerings and recruit faculty to develop new or updated courses.	Seidel Faculty, Dept Chair	Fall 2021	Spring 2022	
4. Refine the program requirements of the post-secondary track. Change name of track to Higher Education Leadership.	Dr. Diana Wagner, Dept Chair	Spring 2021	Summer 2021	
Primary Chair/Coordinator(s): Dr. Doug DeWitt, Department Chair				
Anticipated Outcome(s) of Action Plan: Smaller but more focused set of course offerings for C&I track. More marketable, focused, and defined track for Higher Education Leadership.				
Budget/Reallocation Plan: Curriculum development is part of faculty responsibilities under teaching. No fiscal expenditures would be expected.				
Comments:				

RAP02. Explore the possibility of offering an accelerated M.Ed. Curriculum and Instruction Program

Internal Recommendation 2: Implement steps to develop an accelerated, online M.Ed. program.				
Action Steps	Assigned Responsibility	Start Date	Completion Date	Academic Year 2023-24 Updates
1. Complete a survey and assessment of existing online courses that meet high standards of online instruction.	M.Ed. Faculty, Dept Chair	Spring 2021	Summer 2021	
2. Develop a program of study that takes advantage of 7-week, winter, and summer courses.	M.Ed. Faculty, Seidel Faculty, Dept Chair	Spring 2021	Summer 2021	
3. Develop a curriculum proposal for an accelerated, completely online M.Ed. Program.	M.Ed. Faculty, Dept Chair	Fall 2021	Spring 2022	
Primary Chair/Coordinator(s): Dr. Doug DeWitt, Department Chair				
Anticipated Outcome(s) of Action Plan: Increased enrollment in M.Ed. C&I track; increased competitiveness with other online M.Ed. programs.				
Budget/Reallocation Plan: Course development is within the normal teaching expectations of faculty. Some additional faculty stipends may be necessary to offset increased course offerings each semester in the 7-week format. It would be expected that course enrollments would justify the additional teaching loads or adjunct contracts.				
Comments:				

Faculty Recommendations

RAP03. Improve faculty assessment and support to foster excellence in teaching, scholarship, and service.

Internal Recommendation 3: Implement steps to clarify faculty expectations and to provide professional development				
Action Steps	Assigned Responsibility	Start Date	Completion Date	Academic Year 2023-24 Updates
1. Revise the current M.Ed. course evaluation instruments to assess the course, the instructor, advising, and departmental operations (see Student recommendations)	Assessment Coordinator, Program Faculty	Summer 2021	Fall 2021	
2. Collect and aggregate course evaluation data each academic year to identify strengths and weakness in courses, instruction, and departmental operations.	Department Chair, Assessment Coordinator	Spring 2022	Ongoing	
3. Develop a curriculum proposal for an accelerated, completely online M.Ed. Program.	M.Ed. Faculty, Dept Chair	Fall 2021	Spring 2022	
4. Review tenure & promotion guidelines and align same to Departmental Mission & Values. Include criteria for promotion to both Associate and Full Professor levels.	Department Faculty	Fall 2021	Spring 2022	
5. Establish a mentoring program for new faculty members	Department Chair, Seidel School Dean	Fall 2021	Spring 2022	
6. Provide opportunities for faculty to participate in technology professional development (especially in anticipation of a fully online degree)	Department Chair, Seidel School Dean, SU Instructional Design	Summer 2021	Ongoing	
Primary Chair/Coordinator(s): Dr. Doug DeWitt, Department Chair				
Anticipated Outcome(s) of Action Plan: Increased productivity and well-being among faculty members.				
Budget/Reallocation Plan: Faculty members can utilize their professional development funds for training. Numerous university level technology trainings are available to faculty at no cost to the department or program.				
Comments:				

Student Recommendations

RAP04. Recruitment Initiatives

Internal Recommendation 4: Innovative recruitment and marketing resources for sustaining and diversifying enrollment (e.g., higher education faculty and staff, students of color, linguistic background, and male students)				
Action Steps	Assigned Responsibility	Start Date	Completion Date	Academic Year 2023-24 Updates
1. Develop comprehensive, strategic, and aggressive recruitment plan, with emphasis on connecting with underrepresented groups. Create a sustainable timeline for implementation.	M.Ed. Faculty, Dept Chair	Fall 2020	June 2021	
2. Work with the University Public Relations and Publications Department to work on branding the M.Ed. program so that it is attractive to educators with or without a master’s requirement in Maryland.	M.Ed. Faculty, Dept Chair	Fall 2021	Spring 2022	
2. Develop an annual recruiting schedule, including in-person, virtual, and online events and outreach coordination.	Entire Department, Dept Chair	Summer 2021	Ongoing	
3. Attend state and regional teacher conferences and affiliated educational conferences with a specific focus on attracting underrepresented groups. This includes having an annual presence at the Maryland State Education Association Conference in Ocean City, Maryland, each fall.	Department Chair; Department Faculty	Fall 2021	Ongoing	
4. Identify opportunities for virtual promotion and networking for our programs.	Entire Department, Dept Chair	Spring 2021	Ongoing	
Primary Chair/Coordinator(s): Dr. Doug DeWitt, Department Chair				
Anticipated Outcome(s) of Action Plan: Increased overall enrollment and students of color in M.Ed. programs.				
Budget/Reallocation Plan: The existing allocation of \$1,800 per year will be utilized, and extra funds will be requested from the Dean of Graduate Studies and the Seidel School as needed.				
Comments:				

RAP05. Collect, analyze, and respond to stakeholder and student feedback when assessing M.Ed. programs and curriculum

Internal Recommendation 5: Collect, analyze, and respond to stakeholder and student feedback when assessing M.Ed. programs and curriculum				
Action Steps	Assigned Responsibility	Start Date	Completion Date	Academic Year 2023-24 Updates
1. Revise the current M.Ed. course evaluation instruments to assess the course, the instructor, advising, and departmental operations (see Faculty recommendations)	Dept. Chair, Assessment Coordinator, Faculty	Summer 2021	Fall 2021	
2. Analyze and disseminate aggregate course evaluation data to faculty to address areas of weakness in the curriculum, program, and advising.	Dept. Chair, Assessment Coordinator	Spring 2022	Ongoing	
3. Design and deploy, each semester, an M.Ed. exit survey.	Assessment Coordinator, Faculty	Spring 2021	Ongoing	
4. Survey school district superintendents and Human Resources departments to assess effectiveness of joint programs (e.g., Direct Billing).	Dept. Chair, Assessment Coordinator	Fall 2021	Ongoing	
5. Survey principals and superintendents to gauge advancement opportunities due to M.Ed. Completion	Dept. Chair, Assessment Coordinator	Fall 2021	Ongoing	
Primary Chair/Coordinator(s): Dr. Doug DeWitt, Department Chair				
Anticipated Outcome(s) of Action Plan: Program improvements will be partially driven by stakeholder experiences				
Budget/Reallocation Plan: Course evaluation data are available via the university information systems. Online employer surveys can be designed and deployed fairly easily using existing resources.				
Comments:				

II. Part II - Student Learning Assessment

In this section of the report, we present key information on our course-based student learning outcomes (SLOs), assessment methods and procedures used to inform the evaluation of those SLOs. We present aggregate results derived from “signature assessments” embedded in the programs and rely on these data to drive continuous improvement efforts in a data-driven context. We conclude this section by summarizing our [Assessment Action Plans](#) for both the M.Ed. Curriculum & Instruction and Post-Secondary Tracks.

II.A. Student Learning Outcomes

The student learning outcomes in the M.Ed. programs remain closely related to the NCATE/CAEP expectations which have previously guided this program. In Fall 2017, the following outcomes were adopted within the program. Because we serve two distinct groups—P-12 educators and higher education leaders—some outcomes are specific to those programs. The weights (1 = minor focus ← → 5 = major focus) assigned to these outcomes reflect the extent to which those outcomes were emphasized when they were adopted in 2017. The [Assessment Action Plans](#) will revisit these weight assignments.

[Table 9](#) displays courses where students demonstrate each program SLO. The SLOs, as evidenced below, are demonstrated across the curriculum. As part of the internal review process, faculty also identified where these SLOs are addressed in any courses they have taught from 2018-2020. [Appendix B](#) contains a detailed course-SLO alignment which identifies the specific assignment (signature assessment) where these SLOs are demonstrated by students.

Table 9. M.Ed. SLOs with Weights and Course Alignments

Note. Courses where the SLO is assessed are in **bold underline**.

Short Name	SLO ID	Weight	Student Learning Outcome	Courses Where Outcome is Demonstrated
Apply Knowledge & Skills	744	5	Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline	<u>EDUC695</u> , EDUC619, EDUC585, EDUC571, EDUC570, EDUC563, <u>EDUC545</u> , EDUC506, EDUC504, EDUC503, <u>EDUC502</u> , EDUC 588
Use Research & Evidence	745	5	Advanced program candidates use research and evidence to demonstrate their knowledge of professional contexts	EDUC630, EDUC620, EDUC619, EDUC585, EDUC571, EDUC570, EDUC563, EDUC561, EDUC504, EDUC503, <u>EDUC502</u> , <u>EDUC695</u> , EDUC588
Diverse, Multicultural Environments	746	2	Advanced program candidates demonstrate skills and commitment to creating supportive, diverse, and multicultural environments in their professional contexts	EDUC564, EDUC562, EDUC585, EDUC571, EDUC570, EDUC563, EDUC503, <u>EDUC504</u> , EDUC 588
Reflection on Fostering Diversity	747	5	Advanced program candidates reflect on their commitment to fostering diversity and develop a plan to meet their goals	EDUC585, EDUC571, EDUC570, EDUC503, <u>EDUC504</u> , EDUC 588

Short Name	SLO ID	Weight	Student Learning Outcome	Courses Where Outcome is Demonstrated
Technology Use in Profession	748	4	Advanced program candidates can identify, explain, and apply the ethical, social, and legal issues inherent in technology use in their profession	EDUC585, EDUC571, <u>EDUC545</u> , EDUC503, EDUC 563, <u>EDUC570</u> , EDUC 588
Teaching, Learning, Assessment (C&I Only)	749	4	Curriculum & Instruction Track Only: Advanced P-12 program candidates articulate discipline-specific knowledge and skills and apply teaching, learning and assessment knowledge to their professional practice	EDUC585, EDUC571, EDUC570, EDUC563, EDUC506, EDUC503, <u>EDUC545</u>
Knowledge Application (Post-Sec Only)	750	4	Post-Secondary Track Only: Advanced higher education program candidates apply discipline-specific knowledge and skills to demonstrate their effectiveness	<u>EDUC665</u>
Apply Knowledge & Skills to Policy Development (Post-Sec Only)	751	4	Post-Secondary Track Only: Advanced higher education program candidates articulate discipline-specific knowledge and skills to the development of policy development in their professional practice	EDUC564, EDUC562, EDUC620, EDUC571, EDUC570, <u>EDUC561</u>

II.B. Assessment Methods, Results, and Use

II.B.1. Overall Program Assessment Summary

This section describes the process used by the M.Ed. Programs to administer and collect student achievement data.

Data are currently collected via rubrics that are deployed within the Canvas Learning Management System. When faculty grade an assignment, the raw data become immediately available to the assessment coordinator. Because the courses are taught by individual faculty, they have immediate access to their students' aggregate data through the Canvas Outcomes and Learning Mastery Gradebook.

Presently, program data are collected in the following assignments (signature assessments) and courses, where an asterisk (*) denotes that all M.Ed. students, regardless of track, complete this as a core course:

Curriculum & Instruction

- *EDUC 502 Introduction to Research
- *EDUC 504 Diversity in a Democracy
- EDUC 545 Learning, Instruction, & Assessment
- *EDUC 570 Current Issues in Educational Tech

Signature Assessment

- Literature Review
- Diversity Action Plan
- Lesson Plan
- Final Reflection
- Final Portfolio

EDUC 695 Research Seminar

Research Manuscript

Post-Secondary & Higher Education

EDUC 561 Current Issues & Trends in Higher Ed Policy Paper

EDUC 665 Internship in Post-Secondary Education Internship Legacy Project

II.B.2. Specific Assessment Summaries

II.B.2.a. EDUC 502 Introduction to Research

Signature Assessment: Literature Review

Assessment Method Description:

These data were collected in the Fall 2019 and Spring 2020 semesters.

All M.Ed. students in C&I and Post-Secondary are required to take EDUC 502 early in their programs, and all students complete this assessment. This course is typically the first course graduate students take in the program. The literature review assignment calls on students to research a topic specific to their professional practice. They locate, evaluate, and summarize peer-reviewed research to examine their question from multiple perspectives. The students receive both a detailed assignment sheet and a rubric at the beginning of the semester and work on building their literature review throughout the first 8-10 weeks of the semester. The assignment description follows. The complete Assignment Sheet and Rubric can be found in Appendix G.

The students are told that “this assignment requires you to complete an integrated literature review on a topic that interests you. C&I candidates should select a topic related to their instructional practice. Post-Secondary/Higher Ed candidates may select any topic related to their professional practice. This literature review must include a minimum of 10 scholarly sources organized thematically. The final paper is a demonstration of everything you have learned about your topic, including:

- the specific problem that interest you;
- guiding research questions;
- an applicable theory;
- your positionality relative to the topic;
- a comprehensive review of existing research organized via a literature map; and,
- conclusions regarding opportunities for future research."

Outcomes:

SLO 744 Apply Knowledge & Skills:

Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline.

SLO 745 Use Research & Evidence:

Advanced program candidates use research and evidence to demonstrate their knowledge of professional contexts.

Results:

The full rubric assesses the overall assignment, including things like adherence to APA format. The rubric is also used to assign a grade for this assignment. The two outcomes are integrated into the rubric in Canvas, and—as with most program rubrics—are assigned a score of 1-4:

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Developing (Below Expectations)
- 1 Does not Meet Expectations

Table 10. Summary of EDUC 502: Literature Review Outcomes Assessment (n=20)

Assessment Metric	SLO 744 Apply Knowledge & Skills	SLO 745 Use Research & Evidence
# Below Expectations	0	0
# Meeting Expectations	7	7
# Exceeding Expectations	13	13
Mean Score (out of 4)	3.65	3.65
Minimum	3	3
Maximum	4	4
Standard Deviation	.49	.49

Based on these results, 100% of students either met or exceeded the expectations set forth in SLO 744 and SLO 745. Given the cumulative nature of the assignment and the close guidance of the faculty member, this result is expected.

Dissemination of Results:

The course instructor has immediate access to students' achievement via the Learning Mastery Gradebook and Canvas gradebook reporting tools. This course is taught each semester by the same faculty member.

Use of Results for Future Improvement:

The literature review is the result of a cumulative process. Students develop their research focus through a series of preliminary assignments. To reinforce the process and flow of this assignment, that aspect of the literature review assignment has been revised. There were a variety of separate assignments (seven in total) that were designed to assist the student in ultimately drafting the *Integrated Literature Review*. Among the assignments were several "Researcher Memos." The course instructor used this concept and incorporated all seven assignments into one "Researcher Memo" assignment with seven sections. Each week the student responds to the next *researcher memo* section and submits the entire document for feedback. Therefore, the *researcher memo* document is dynamic and progressive and allows the student and instructor to see the flow of progress.

II.B.2.b. EDUC 504 Diversity in a Democracy

Signature Assessment: Personal Action Plan and Reflection

Assessment Method Description:

The data reported were collected in Fall 2019 and Spring 2020. This course is taught by the same faculty member each semester.

All M.Ed. students in C&I and Post-Secondary are required to take EDUC 504, and all students complete this assessment. This is the only course in the M.Ed. programs focused on matters of diversity, inclusion, and equity. “The purpose of the course is to transform ourselves by exploring our own personal stories, biases, and stereotypes by engaging in courageous conversations (oral and written) that help us ‘unpack our baggage’ and continue our development to become self-actualized people.”

“The purpose of this assignment is to deeply reflect on what you have learned about each of the following areas of diversity: Race/Ethnicity, Religion, Language, Gender/Sexual Orientation, Socioeconomics (SES).” Students describe their professional contexts, describe how their thinking has shifted during the course, and then develop an action plan that articulates “ the design, implementation and evaluation of curriculum and experiences to demonstrate how they will promote the belief that all students/individuals can learn and that there is fairness and equity in your practices, develop a classroom/school or work climate that values diversity, and incorporate multiple perspectives in subject matter being taught and/or services being provided.”

Outcomes:

SLO 746 Diverse, Multicultural Environments:

Advanced program candidates demonstrate skills and commitment to creating supportive, diverse, and multicultural environments in their professional contexts.

SLO 747 Reflection on Fostering Diversity:

Advanced program candidates reflect on their commitment to fostering diversity and develop a plan to meet their goals.

Results:

Table 11. Summary of EDUC 504 Semester Reflection and Action Plan (n=28)

Assessment Metric	SLO 746	SLO 747
	Diverse, Multicultural Environments	Reflection on Fostering Diversity
# Below Expectations	0	0
# Meeting Expectations	7	2
# Exceeding Expectations	21	26
Mean Score (out of 15)	13.9	14.8
Minimum	12	12
Maximum	15	15
Standard Deviation	1.48	0.80

All students met or exceeded the expectations for SLO 746 and SLO 747. The faculty member gives detailed narrative feedback in this assignment which contextualizes the grade for each student. This assignment is also a cumulative product of the topics the students have mastered throughout the semester.

Dissemination of Results:

The course instructor has immediate access to students' achievement via the Learning Mastery Gradebook and Canvas reporting tools. This course is taught each semester by the same faculty member, who regularly discusses the course and assessment methods with the Assessment Coordinator.

Use of Results for Future Improvement:

To assist students in completing the Action Plan in EDUC 504, the course instructor created a template for the graduate students to use that aligns the assignment expectations and rubric. This helps make the assignment expectations clearer.

II.B.2.c. EDUC 545 Learning, Instruction, and Assessment in the Schools

Signature Assessment: Lesson Plan

Assessment Method Description:

These data were collected in the Fall 2019 semester, as this course and this assessment were offered once in the last year by a faculty member who is now retired. As addressed in the assessment action plan, the signature assessments were not implemented when a new faculty member took over. This will be corrected in the upcoming semesters.

The EDUC 545 Lesson Plan assignment requires students to develop a lesson plan that demonstrates their pedagogical and content mastery, their ability to appropriately integrate technology into their instruction, and to integrate their instruction and assessment practices. The assignment description follows:

“Advanced candidates will write a lesson plan to demonstrate their skill in designing theoretically grounded lesson plans and in teaching diverse learners. The lesson plan will demonstrate that the advanced candidate understands and can apply theories of learning, instruction and assessment in their teaching. Candidates design a lesson plan, teach the lesson, and reflect on the lesson's effectiveness through analysis of assessment and their teaching performance.”

Outcomes:

SLO 744 Apply Knowledge & Skills:

Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline.

SLO 748 Technology Use in Profession:

Advanced program candidates can identify, explain, and apply the ethical, social, and legal issues inherent in technology use in their profession.

SLO 749 Teaching, Learning, Assessment (C&I Only):

Advanced P-12 program candidates articulate discipline-specific knowledge and skills and apply teaching, learning and assessment knowledge to their professional practice.

Results:

Table 12. Summary of EDUC 545 Lesson Plan (n=14)

Assessment Metric	SLO 744 Apply Knowledge & Skills	SLO 748 Technology Use in Profession	SLO 749 Teaching, Learning, Assessment
# Below Expectations	0	0	0
# Meeting Expectations	0	0	0
# Exceeding Expectations	14	14	14
Mean Score (out of 4)	4	4	4
Minimum	4	4	4
Maximum	4	4	4
Standard Deviation	0	0	0

This course is typically offered once per year. As indicated above, all students in the Fall 2019 course exceeded expectations on the indicated outcomes. The lack of actionable data raises a question of where the course expectations are set. Although many students in this class are seasoned educators, this assignment is intended to stretch their knowledge and skills in ways they may have not previously explored. This trend, also seen in some other courses, will be addressed in the Assessment Action Plan.

Dissemination of Results:

The faculty member has immediate access to student performance data through the Learning Mastery Gradebook in Canvas.

Use of Results for Future Improvement:

The previous instructor who submitted these data has retired. The current instructor taking over this course in Fall 2020 has changed the assignment to include updated technologies and to add inclusion topics. These have been minor additions. The assignment sheet and rubric will be updated moving forward, while being sure to capture the existing SLOs.

II.B.2.d. EDUC 545 Learning, Instruction, and Assessment in the Schools

Signature Assessment: Final Reflection

Assessment Method Description:

As was the case with the EDUC 545 lesson plan, these data were collected in the Fall 2019 semester, as this course and this assessment were offered once in the last year by a faculty member who is now retired. As addressed in the assessment action plan, the signature assessments were not implemented when a new faculty member took over. This will be corrected in the upcoming semesters.

This final reflection is intended to help students synthesize the multiple facets of their instruction and their learners' achievement:

"The Final Reflection provides a capstone writing experience in the course. In the final reflection, advanced candidates document evidence of their understanding learning theories, learner development, instructional techniques and models, assessment techniques and models, reflective practice, and current scholarship in the field. They demonstrate the effects of their changing practice with research-based evidence and specific examples of student performance improvement (e.g., pre-post testing, assessment data, etc). The final paper should chart their growth over the course of the semester utilizing text readings, class discussions, class presentations, and research completed as a result of the other course assignments. The overarching theme should address how they have changed or re-affirmed their professional practice by having participated in the experiences of this course."

Outcomes:

SLO 749 Teaching, Learning Assessment (C&I Only)

Advanced P-12 program candidates articulate discipline-specific knowledge and skills and apply teaching, learning and assessment knowledge to their professional practice.

Results:

Table 13. Summary of EDUC 545 Final Reflection (n=14)

Assessment Metric	SLO 749 Teaching, Learning, Assessment
# Below Expectations	0
# Meeting Expectations	0
# Exceeding Expectations	14
Mean Score (out of 4)	4
Minimum	4
Maximum	4
Standard Deviation	0

As was the case in the lesson plan assignment in this same course, all students in the Fall 2019 course exceeded expectations on the indicated outcomes. The lack of actionable data once raises a question as to

the expectations and rigor of this assignment. As indicated above, this trend will be addressed in the Assessment Action Plan.

Dissemination of Results:

The faculty member has immediate access to student performance data through the Learning Mastery Gradebook in Canvas.

Use of Results for Future Improvement:

The previous instructor has retired. There have not been any changes to this assignment. The department chair and assessment coordinator will work with the new instructor to examine these results and make any necessary course adjustments moving forward.

II.B.2.e. EDUC 570 Current Issues in Educational Technology

Signature Assessment: Final Portfolio

Assessment Method Description:

EDUC 570 is offered year-round. These data were collected in Fall 2019, Winter 2020, and Spring 2020.

All M.Ed. students in C&I and Post-Secondary are required to take EDUC 570 during their program of study, and all students complete this assessment. The assignment and rubric (Appendix G) call upon students to demonstrate their mastery of the ISTE Standards for Educators. The SLOs below are integrated into the Canvas assessment.

Students are instructed to develop a portfolio within Prezi to demonstrate their mastery:

“Create a free account on Prezi. Using the ISTE Standards, create a Prezi Next to explain and demonstrate how you met each standard. You must link your projects and assignments you completed from this course to show evidence in each standard. Include a paragraph of reflection to explain what you learned and how your skills improved.

YOUR CONTENT MUST SHOW COMPETENCY IN EACH OF THE [ISTE STANDARDS for EDUCATORS](#).

- Learner
- Leader
- Citizen (SLO 748)
- Collaborator
- Designer
- Facilitator
- Analyst (SLO 749)”

As indicated above, SLOs 748 and 749 are aligned to their corresponding ISTE Standards.

Outcomes:

SLO 748 Technology Use in Profession:

Advanced program candidates can identify, explain, and apply the ethical, social, and legal issues inherent in technology use in their profession

SLO 749 Teaching, Learning, Assessment (C&I Only):

Advanced P-12 program candidates articulate discipline-specific knowledge and skills and apply teaching, learning and assessment knowledge to their professional practice

Selection of Courses involved in this Assessment Method:

EDUC 570

Results:

As indicated above, the program SLOs are aligned to the specific ISTE standards used in the grading rubric. The scoring system follow:

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Developing (Below Expectations)
- 1 Does not Meet Expectations

Table 14. Summary of EDUC 570 Final Portfolio Outcomes Assessment (n=58)

Assessment Metric	SLO 748 Technology Use in Profession	SLO 749 Teaching, Learning, Assessment
# Below Expectations	0	0
# Meeting Expectations	0	0
# Exceeding Expectations	24*	24
Mean Score (out of 4)	4	4
Minimum	4	4
Maximum	4	4
Standard Deviation	0	0

The data from this course are surprising and concerning. Although the signature assessment was assigned to all 58 students who took this course during this time period, only 24 students were graded using the rubric. The other students all received a grade, but their grade was derived without full use of the rubric. This lapse will be addressed with the assessment action plan and will be corrected in Spring 2021.

This lapse will be addressed in the Action Plan and the rubric will be restored to this assignment for the Spring 2021 semester. Specifically, the action item will call on re-training of faculty on the expected use of both the signature assessments and rubrics, as well as requiring professional development on scoring expectations so that these assessments result in actionable and meaningful data.

Dissemination of Results:

The course instructor has immediate access to students’ achievement via the Learning Mastery Gradebook and Canvas reporting tools. This course is taught each semester by the same faculty member.

Use of Results for Future Improvement:

Because the data are incomplete, they do not suggest any actionable items for course improvement.

II.B.2.f. EDUC 695 Research Seminar

Signature Assessment: Research Manuscript

Assessment Method Description:

These data were collected in the Fall 2019 and Spring 2020 semesters. This course is taught by the same faculty member each semester.

All M.Ed. students in C&I are required to complete EDUC 695 Research Seminar as their program capstone. In this course, students design and carry-out a small-scale action-research project to inform their professional practice. The assignment culminates in a full research manuscript. M.Ed. C&I students often take this course in their very last semester, but they may take it anytime within 9 credits of completing their program. The students receive both a detailed assignment sheet and a rubric at the beginning of the semester and work on carrying out their action research under the individual supervision of the seminar instructor.

Outcomes:

SLO 744 Apply Knowledge & Skills:

Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline.

SLO 745 Use Research & Evidence:

Advanced program candidates use research and evidence to demonstrate their knowledge of professional contexts.

Selection of Courses involved in this Assessment Method:

EDUC 695

Results:

Table 15. Summary of EDUC 695 Research Manuscript (n=18)

Assessment Metric	SLO 744 Apply Knowledge & Skills	SLO 745 Use Research & Evidence
# Below Expectations	0	0
# Meeting Expectations	3	3
# Exceeding Expectations	15	15
Mean Score (out of 4)	3.83	3.83
Minimum	3	3
Maximum	4	4
Standard Deviation	0.38	0.38

This capstone course can be thought of as the companion course to EDUC 502, where the literature review is taught and assessed. This assignment is the culmination of the student's M.Ed. program. The full rubric assesses the overall assignment, including things like adherence to APA format. The rubric is also used to assign a grade for this assignment. The two outcomes are integrated into the rubric in Canvas, and are assigned a score of 1-4:

- 4 Exceeds Expectations
- 3 Meets Expectations
- 2 Developing (Below Expectations)
- 1 Does not Meet Expectations

As would be expected in this advanced course, the scores deviate less than they did in EDUC 502. Students in this course work extremely closely with the faculty member throughout the research process to produce a manuscript that is publication-worthy.

Dissemination of Results:

The course instructor has immediate access to his students' achievement via the Learning Mastery Gradebook and Canvas reporting tools. This course is taught each semester by the same faculty member.

Use of Results for Future Improvement:

The faculty member observed that students seemed to struggle most with the data analysis plan. Therefore, the faculty member created an Excel document that contains a brief summary of each student's project and collaboratively worked with the student to choose the appropriate analysis. Further, this document contains video links to recorded tutorials on how to run the analysis in Excel and SPSS. Thus, the students have the necessary tools to run the analysis by themselves and will use the instructor for additional analysis support as needed.

II.B.2.g. EDUC 561 Current Issues and Trends in Higher Education

Signature Assessment: Policy Development Paper

Assessment Method Description:

These data were collected in the Spring 2019 semester. This course was taught by an adjunct faculty member. There was not sufficient enrollment in Spring 2020 to run the course. This course has been returned to a full-time faculty member and will be taught in Spring 2020. This course will also be required in the forthcoming curriculum revision for post-secondary education.

All M.Ed. students in Post-Secondary are strongly encouraged to complete EDUC 561 in their final semester. Beginning with the 2021-22 academic year, this will be a required course in the program. In this course, students select a topic of interest in post-secondary education and develop a research question. They write a 15-25 page research-based policy paper which conducts a literature review on the topic, reviews the legal precedents on the topic, examines related policy from three institutions of higher education, and proposes a new or revised approach to the existing policy. Based on prior student feedback and performance, students submit each section of this assignment for feedback before the final, graded paper.

Outcomes:

SLO 751 Apply Knowledge & Skills to Policy Development (Post-Sec Only):

Advanced higher education program candidates articulate discipline-specific knowledge and skills to policy development in their professional practice.

Selection of Courses involved in this Assessment Method:

EDUC 561

Results:

Table 16. Summary of EDUC 561 Policy Paper (n=8)

Assessment Metric	SLO 751
	Apply Knowledge & Skills to Policy Development
# Below Expectations	1 (12%)
# Meeting Expectations	3 (38%)
# Exceeding Expectations	4 (50%)
Mean Score (out of 100)	85.9
Minimum	54
Maximum	98
Standard Deviation	4.7

The final score is a reflection of the overall quality of the students work and the satisfaction of the outcome.

The range, therefore is as follows:

90-100 Exceeds expectations

80-89 Meets expectations

70-0 Below expectations

Dissemination of Results:

The course instructor has immediate access to students' achievement via the Learning Mastery Gradebook and Canvas reporting tools. This course is taught each semester by the same faculty member.

The policy paper is assigned in sections across the semester so it is a cumulative, 12-week project. This allows students to receive instructor or peer feedback at each level to ensure that the final product is meeting standards.

Use of Results for Future Improvement:

Students who perform below the mean typically have difficulty identifying a succinct and manageable topic. In Spring 2021, the course instructor will workshop with students in the development of their topics.

II.B.2.h. EDUC 665 Internship in Post-Secondary Education

Signature Assessment: Internship Legacy Project

Assessment Method Description:

These data were collected in the 2019-2020 academic year and include all students from Fall 2019-Summer 2020.

Students completing the EDUC 665 Internship are required to complete a legacy project—a piece of work that will be utilized after their internship has concluded—to benefit their internship site. Because these projects vary widely, their satisfactory completion is determined in consultation between the internship mentor and the EDUC 665 instructor. The project is graded as Pass (Meets Expectations)/Fail (Does Not Meet Expectations). The Assessment Action Plan calls for a rubric to be developed for assessing these projects moving forward.

Students receive the following instruction:

“A legacy project is a special project that you complete at your internship site which is new or innovative and which meets a previously unmet need within the agency.

The project is your legacy—it will live on after you have completed your internship.

Projects that are merely part of day-to-day operations (updating a website, catching up on bookkeeping, routine office operations) are not legacy projects.

It is assumed that you will spend 20-30 hours working on your legacy project. The project must be in-depth, rigorous, and professional.”

In the Appendix of Signature assessments, both the complete legacy project description and the Legacy Project Proposal are provided.

Examples of Previous EDUC 665 Legacy Projects

- Writing a procedures manual for preparing student housing spaces during the COVID-19 pandemic
- Creating a DVD of film clips demonstrating effective teaching strategies
- Writing an operations manual for the university’s conference services department
- Creating a test bank of weekly quizzes, midterm, and final for a new course
- Developing an online learning module on a previously unaddressed course topic (Two previous examples: legal issues in social media, LGBTQ student development)
- Developing a manual for mentors in an intervention program for high-need TRIO students
- Writing an operations manual for a local college sports radio network
- Creating a recruitment video for an NCAA sports team

Outcomes:

SLO 750 Knowledge Application (Post-Sec Only):

Advanced higher education program candidates apply discipline-specific knowledge and skills to demonstrate their effectiveness

Selection of Courses involved in this Assessment Method:

EDUC 665

Results:

Table 17. Summary of EDUC 665 Internship Legacy Projects

Assessment Metric	SLO 750 Knowledge Application
# Below Expectations	0
# Meeting Expectations	10 (100%)
# Exceeding Expectations	0
Mean Score	n/a
Minimum	P
Maximum	P
Standard Deviation	n/a

Dissemination of Results:

The course instructor has immediate access to students' achievement via the Learning Mastery Gradebook and Canvas reporting tools. This course is taught each semester by the same faculty member.

Use of Results for Future Improvement:

The legacy project has not been substantially revised in the last three years. Its current iteration was deployed in Fall 2018. The Assessment Action Plan calls for the development of a rubric that aligns with standards for higher education professionals.

II.C. Assessment Action Plans (AAPs)

II.C.1. M.Ed. Curriculum and Instruction AAP

The table below summarizes AAP items from the start of this APR process in Fall 2017. Following those, new AAP priorities moving forward are articulated. Urgent items will be addressed in Spring 2021, concurrent with this Academic Program Review.

Action Steps	Assigned Responsibility	Budget	Start Date	Completion Date	Comments	Academic Year 20-21 Updates
1. Ensure that common assessment rubrics are built and available in MyClasses for EDUC 502, 504, 545, 570, 561, 665, and 695	Diana Wagner Assessment Coordinator	\$0	Spring 2018	Review annually		All rubrics were built and were deployed in Canvas LMS
2. Complete student course-based assessments in MyClasses	Department Faculty	\$0	Spring 2018	Ongoing		The assessment analysis done for this report revealed that some rubrics are not being fully utilized in conjunction with the signature assessments. See Action Item below to address this.
3. Aggregate student performance data across outcomes and courses	Diana Wagner Assessment Coordinator	\$0	June 2019	Ongoing		Program data is readily available through the Canvas LMS assessment interface
4. Disseminate student performance data back to teaching faculty and department	Diana Wagner Assessment Coordinator	\$0	June 2019	Ongoing		Because courses containing signature assessments are taught by single faculty, faculty have immediate access to their students' performance both through the Canvas Gradebook and the Learning Master Gradebook. The use of the Learning Mastery Gradebook is addressed in an Action Item below.

Action Steps	Assigned Responsibility	Budget	Start Date	Completion Date	Comments	Academic Year 20-21 Updates
5. Design and implement course adjustments to ensure students meet SLOs	Department Faculty Diana Wagner Doug Dewitt	\$0	August 2019	Ongoing		As indicated in the previous section, most faculty have made some course adjustments in response to student performance.
New Action Steps Resulting from this AY2020-21 APR Below						
6. Provide professional development sessions to faculty as needed to ensure that rubrics are properly attached to assignments and fully utilized for signature assessments.	Diana Wagner Assessment Coordinator Doug Dewitt Department Chair	\$0	January 2021	January 2021 with checks each semester	The assessment coordinator will provide the training with the chair ensuring compliance each semester.	n/a
7. Provide professional development to faculty to ensure that curriculum changes are driven by student performance data. The Canvas Learning Master Gradebook will be utilized for this.	Diana Wagner Assessment Coordinator Doug Dewitt Department Chair	\$0	Spring 2021	Spring 2021 & On-Going	While faculty have made some course adjustments, not all faculty utilize the Learning Master Gradebook, which summarizes SLO achievement during the course.	n/a
8. Ensure that course assignment changes due to faculty changes (i.e., retirements) always involve a review of pertinent signature assessments and rubrics.	Diana Wagner Assessment Coordinator Doug Dewitt Department Chair	\$0	Spring 2021	Spring 2021 & On-Going		n/a
9. Hold faculty assessment workshop to examine and clarify rubric levels and scoring expectations to ensure actionable data. Determine inter-rater reliability of signature assessments.	Diana Wagner Assessment Coordinator Doug DeWitt Chair	\$0	Spring 2021	On-Going Hold a scoring workshop each fall, as necessary.	Some assessment data show that all students are exceeding signature assessment expectations. Outcomes and scoring methods need to be examined so that the data realistically reflect the spectrum of student accomplishments.	n/a

Action Steps	Assigned Responsibility	Budget	Start Date	Completion Date	Comments	Academic Year 20-21 Updates
10. Hold faculty assessment workshops to collectively examine student performance data and to revisit progress on the Assessment Action Plan	Full Department Faculty	\$0	June 2021	Hold these sessions each June and January to examine the prior semesters' data.		n/a
11. Develop and administer a student exit survey.	Diana Wagner Assessment Coordinator Doug DeWitt Chair	\$0	Fall 2021	On-Going Administer Every Semester	The university issues an exit survey to all graduates. However, in the last academic year, only two M.Ed. students participated. Administering our own survey will allow us to collect program-specific data. Further, we can ensure a high response rate by deploying the survey within graduate courses.	n/a

II.C.2. M.Ed. Curriculum and Instruction Post-Secondary AAP

Action Steps	Assigned Responsibility	Budget	Start Date	Completion Date	Comments	Academic Year 20-21 Updates
1. Revise the current post-secondary program curriculum to include EDUC 561 and to limit the number of electives. This will allow for embedding signature assessments across more courses.	Diana Wagner Assessment Coordinator Post-Secondary Coordinator All Faculty must approve curricular changes.	\$0	January 2021	May 2021	The revised curriculum will in effect beginning in AY 2021-22.	
2. Update EDUC 561 signature assessment and rubric to reflect revised course content.	Diana Wagner Assessment Coordinator Post-Secondary Coordinator	\$0	Spring 2021	Spring 2021	This course is being revised to include a crisis leadership component. This additional focus will be reflected in the Policy Paper assignment.	n/a
3. Develop a rubric for assessing the EDUC 665 Internship Legacy Projects	Diana Wagner Assessment Coordinator Post-Secondary Coordinator	\$0	Spring 2021	Summer 2021	As mentioned in the prior section, internship projects vary tremendously, but a rubric reflecting professional standards will help both students and mentors in developing projects.	n/a
4. Collect midterm and final exam data from EDUC 620 Higher Education Law to assess program SLOs.	Diana Wagner Assessment Coordinator Post-Secondary Coordinator	\$0	Fall 2021	On-Going	The test analysis tools in Canvas LMS can provide insight into specific knowledge areas taught in EDUC 620	n/a
5. Develop and administer a student exit survey.	Diana Wagner Assessment Coordinator Doug DeWitt Chair	\$0	Fall 2021	On-Going Administer Every Semester	The university issues an exit survey to all graduates. However, in the last academic year, only two M.Ed. students participated. Administering our own survey will allow us to collect program-specific data. Further, we can ensure a high response rate by deploying the survey within graduate courses.	n/a

III. Appendices

Appendix A: Course Descriptions

EDUC 502 - Introduction to Research

3 Hour(s) Credit

Introduction to quantitative and qualitative methods of scientific inquiry. Gain experience in the use, interpretation and application of research to solve organizational and instructional problems. Must be taken within the first 12 hours of M.Ed. program. Three hours per week.

EDUC 503 - Classroom Management

3 Hour(s) Credit

Aids teachers in developing practical skills needed to manage their classes more effectively. Recent research related to effective management techniques and its application in classrooms will be considered. Appropriate management strategies will be selected, implemented and evaluated in the classroom. Three hours per week. Prerequisites Admission to graduate study.

EDUC 504 - Diversity in a Democracy

3 Hour(s) Credit

Examination of contemporary cultural diversity within the United States educational environments. Special attention given to cultural problems and issues that influence opportunities and performance in educational institutions. Human relations skills considered for improving success within culturally diverse populations. Must be taken within the first 12 hours of M.Ed. program. Three hours per week. Prerequisites Admission to graduate study.

EDUC 506 - Seminar in Teaching of Mathematics

3 Hour(s) Credit

Analysis of recent theory and results of research for the teaching of mathematics. Students investigate developments at either the elementary or secondary school level. Three hours per week.

EDUC 545 - Learning, Instruction and Assessment in the Schools

3 Hour(s) Credit

Identification of classroom problems and issues related to and involving instruction, learning and student assessment; the development and application of strategies to aid in resolving issues and solving problems; and the coordination of student characteristics and environmental factors to improve the quality of learning experiences in the schools; and the exploration of the relationship between assessment and instruction. Must be taken within the first 12 hours of M.Ed. program. Three hours per week. Prerequisites Admission to graduate study.

EDUC 561 - Seminar: Issues and Trends in Postsecondary Education

3 Hour(s) Credit

Opportunities for research-based examination of selected current issues in postsecondary education and for students to share the efforts of their investigations on topics of interests. Three hours per week.

EDUC 562 - College Student Development Theory

3 Hour(s) Credit

Explores college student development, utilizing the approach of practice to theory to practice. Students conceptualize how college students grow and develop during the critical college years. Students are challenged to hypothesize and theorize en route to creating developmentally based practical applications. The process results in the practitioner's ability to consider developmental implications for all student interactions. Three hours per week. Prerequisites EDUC 502.

EDUC 563 - Teaching Adults

3 Hour(s) Credit

For students in the post-secondary education track of the M.Ed. program and those in other fields seeking information and contemporary methods of effective adult instruction. Assumes no prior knowledge or experience about instructional methods, theories or practices. Three hours per week.

EDUC 564 - History of American Higher Education

3 Hour(s) Credit

Introduction to the history of higher education in the United States for emerging and established higher education professionals. Examines the ways in which the current structures and functions of the modern university have been informed by events of the past. Three hours per week. Prerequisites Admission to graduate studies.

EDUC 570 - Current Issues in Educational Technology

3 Hour(s) Credit

Examines selected current issues in educational technology. Focuses on the impact of technology on schools and global society, safety issues, the digital divide and the impact of distance learning. Introduces a framework for teacher knowledge of technology integration. Research topics and prepare multimedia presentations. Must be taken within the first 12 hours of M.Ed. program. Three hours per week.

Prerequisites Admission to graduate study and basic computer skills (file management, word processing, Web-based communication and researching skills).

EDUC 571 - Web-Based Teaching and Learning

3 Hour(s) Credit

Examines the use of emerging Web-based technologies that enhance learning environments. Develops pedagogy to use Web-based tools that promote collaborative projects, global correspondence with teachers and students, gathering and analyzing data, and conducting research in K-16 learning environments. Explores lesson design for integrating Web-based technology into classrooms. Three hours per week. Prerequisites Admission to graduate study, EDUC 570 and basic computer skills (file management, word processing, Web-based communication and researching skills).

EDUC 585 - Technology Tools for Teaching and Learning

3 Hour(s) Credit

Examines the use of graphics, productivity tools and interactive technologies to enhance learning. Develops ability to plan, organize and design products that effectively communicate information and challenges the use of specific tools to solve problems. Uses technology applications to design and develop interactive learning environments to support authentic, constructivist, problem-based learning for all learners. Critically evaluates tools appropriate for learners. Three hours per week. Prerequisites Admission to graduate study, EDUC 570

and basic computer skills (file management, word processing, Web development, Web-based communication and researching skills).

EDUC 588 - Seminar: Educating Individuals with Disabilities

3 Hour(s) Credit

Special education services and issues from the perspective of elementary and secondary teachers. Focus on the inclusion model for various categories of disability. Prerequisites EDUC 502.

EDUC 619 - The Law and Public Education

3 Hour(s) Credit

Study of school law which affects the teacher and the public school. Nature and scope of school law considered as generally applied to the purpose and functions of the school system. Three hours per week. Prerequisites EDUC 502 and any two 500-level EDUC courses.

EDUC 620 - Legal Issues in Higher Education

3 Hour(s) Credit

Introduction to important legal concepts and case law that influence decision making in post-secondary educational contexts. Topics include a general overview of legal concepts and case law (mainly federal case law) from around the country on the following issues: college governance, faculty freedom and tenure, student rights and responsibilities, liability, disability access, and athletics. Three hours per week. Prerequisites Admission to graduate study.

EDUC 665 - Internship in Postsecondary Education

3 Hour(s) Credit

Supervised, on-site field experiences and a series of seminars with other interns. Experimental learning enhanced by guided readings, interaction with professional practitioners, participation in activities of the host agency, completion of a major project and seminar discussions. Prerequisites Permission of M.Ed. coordinator.

EDUC 695 - Research Seminar

3 Hour(s) Credit

Capstone experience for students in the M.Ed. program. Students utilize research skills in completing a project based on a topic related to their concentration. Project must be presented to a professional audience. Students also reflect on how the M.Ed. program has made a difference in their professional lives. Prerequisites EDUC 502, 24 hours of M.Ed. graduate credit.

Appendix B: Detailed Course and SLO Alignment

Notes: Program SLO ([Table 9](#)) signature assessment data collection points are indicated with blue shading.

Course	Student Learning Outcomes							
	SLO 744 Apply Knowledge & Skills	SLO 745 Use Research & Evidence	SLO 746 Diverse, Multicultural Environments	SLO 747 Reflection on Fostering Diversity	SLO 748 Technology Use in Profession	SLO 749 Teaching, Learning, Assessment (C&I Only)	SLO 750 Knowledge Application (Post-Sec Only)	SLO 751 Apply Knowledge & Skills to Policy Development (Post-Sec Only)
EDUC 502 Introduction to Research	Literature Review	Literature Review						
EDUC 503 Classroom Management	Classroom Management Goal Project	Classroom Management Goal Results Presentation	Differentiated Unit & Reflection	Classroom Management Goal Project	Strategy Presentation	Differentiated Unit Project		
EDUC 504 Diversity in a Democracy	Module Summary Activity	Module Summary Activity	Diversity Action Plan	Diversity Action Plan				
EDUC 506 Seminar in Teaching of Mathematics	Technology-Enhanced Lesson Plan					NCTM Grant Proposal		
EDUC 545 Learning, Instruction, and Assessment in the Schools	Lesson Plan				Lesson Plan	Lesson Plan Final Reflection		
EDUC 561 Seminar: Issues and Trends in Post-Secondary Education		Policy Paper						Policy Paper
EDUC 562 College Student Development Theory								
EDUC 563 Teaching Adults	Professional Development Project	Practical Critique	Philosophy of Teaching			Professional Development Project		
EDUC 564 History of American Higher Education								
EDUC 570 Current Issues in Educational Technology	Google Blended Unit	Technology Research Paper	Independent Learning Project	Independent Learning Project	Final Portfolio	Final Portfolio		Digital Citizenship Discussion & Copyright Quiz
EDUC 571 Web-Based Teaching and Learning	Online Classroom Design	Online Teaching Research Paper	Online Classroom Project	Online Classroom Project	Online Course Evaluation Project	Online Lesson, Assessment & Evaluation Project		Online Course Syllabus

Student Learning Outcomes								
Course	SLO 744 Apply Knowledge & Skills	SLO 745 Use Research & Evidence	SLO 746 Diverse, Multicultural Environments	SLO 747 Reflection on Fostering Diversity	SLO 748 Technology Use in Profession	SLO 749 Teaching, Learning, Assessment (C&I Only)	SLO 750 Knowledge Application (Post-Sec Only)	SLO 751 Apply Knowledge & Skills to Policy Development (Post-Sec Only)
EDUC 585 Technology Tools for Teaching and Learning	Animoto Project, Padlet Activity, Digital Poster Assignment	Learning Theory Research Presentation	Instructional Software Evaluation	Ed Tech Rationale Video	Content & Job Specific Tech Tools Group Project, Coding Project, Social Media Assignment	Creativity Project		
EDUC 588 Seminar: Educating Individuals with Disabilities	Weekly Quizzes Discussion Posts	Effective Pedagogy Presentation	Lesson Plan	Cultural Competence Reflection	Assistive Technology Project			
EDUC 619 The Law and Public Education	Application Scenarios	Case Presentation						
EDUC 620 Legal Issues in Higher Education		Case Brief Discussions						Case Brief Discussions
EDUC 665 Internship in Higher Education							Internship Legacy Project	
EDUC 695 Research Seminar	Research Manuscript	Research Manuscript						

Appendix C: Sample Syllabus EDUC 502



Salisbury university
Seidel School of Education
Fall 2020

MyClasses Link:

<http://myclasses.salisbury.edu>

Virtual Office Hours by Appointment via Zoom

James Fox, Ph.D.

(c) 443-497-2124

jtfox@salisbury.edu

COURSE NUMBER & SECTION: EDUC 502 – 750 (REMOTE)

COURSE TITLE: INTRODUCTION TO RESEARCH

COURSE TIME & LOCATION: Mondays, 5:30 – 8:15 PM

Some weeks you will work at your own pace and other weeks we will meet remotely (synchronously) online via Zoom. We will meet at 5:30 pm remotely via Zoom on the following dates: 8/31, 9/14, 9/28, 10/12, 11/2, 11/30. Prior to the official first day of the semester (Monday, August 31st), be sure to work through the online course orientation in MyClasses. You will have access to the Course Orientation one week prior to the official first day of the semester.

REQUIRED TEXTS

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (Seventh). American Psychological Association.

Levitt, S. D., & Dubner, S. J. (2006). *Freakonomics: A rogue economist explores the hidden side of everything* (Revised and expanded). New York: William Morrow.

Salkind, N.J. (2010). *Exploring Research*. 9th ed. Upper Saddle River, NJ: Pearson. [The earlier, 7th or 8th editions are acceptable.]

REQUIRED MATERIALS

High speed internet access (on- or off- campus)

Access to Network, MyClasses, and SU email

COURSE DESCRIPTION

Introduction to quantitative and qualitative methods of scientific inquiry. Students gain experience in the use of research in defining a problem and in collecting, organizing and presenting information on it. Three hours per week.

COURSE PRE-REQUISITES

Admission to graduate study at Salisbury University.

This course meets requirements in the M.Ed. and M.S.M.E. programs. Students from other graduate programs should consult their advisors for the appropriate research course.

COURSE OBJECTIVES

Students enrolled in this course will be able to

1. Understand the stages of the research process and be able to make connections among them.
2. Establish a knowledge base of terminology and methodology for quantitative and qualitative research.
3. Be able to describe and interpret the organization and content of research articles.
4. Locate and use published research to improve professional practice.
5. Evaluate the validity, reliability, and usefulness of research designs, to judge their usefulness in informing professional practice.
6. Summarize and interpret statistical analyses.
7. Identify how different interpretations of data can lead to widely varying conclusions about the same phenomenon, and describe implications for using research to support professional actions.
8. Identify various types of quantitative research procedures.
9. Design a research project that is personally meaningful in *their own* professional context.

TECHNOLOGY PREREQUISITES

Basic technological literacy is assumed. If you are unable to demonstrate any of the following skills, please seek assistance through the HelpDesk web site *before the first week of class*:

- Send and receive university email
- Send attachments by email
- Basic word processing (MS Word), including page and text formatting, cut/paste, spell check, grammar check
- Basic internet skills (searching, browsing, bookmarking, uploading, downloading)
- Viewing multimedia over the internet

SKILL PREREQUISITES

Basic writing competency is *assumed*. Grammar, mechanics, sentence structure, and sound paragraph structure are expected in all written work, including emails with the course instructor. The instructor may require your attendance at the Writing Center if your writing is not proficient.

TECHNOLOGY

This course will obviously involve extensive use of email, the internet, and a variety of software packages. It is assumed that you are reasonably adept at using computer technology and basic software programs. **You are responsible for checking your email daily and always before class times.** If you do not have high-speed access at home, campus computer labs are available. You have a 300 page/week printing allowance (for free) when on campus.

DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. It is important that you display a high level of professionalism, both at in-person classes and in the online environment.

REGISTRATION ADD/DROP/WITHDRAW PERIOD

Students may drop part or all of their course load through self-service on their GullNet accounts. If students wish to withdraw completely from the University, they should complete and submit a Withdrawal form, available in GullNet. Failing to attend classes does not constitute an official withdrawal or relieve students from their financial obligations to the University. Students failing to comply with procedures for official withdrawal and/or official dropping of courses risk receiving a grade of F in the courses at issue and will forfeit all right to refunds which might otherwise be made. Detailed procedures for official withdrawal from the University and official dropping of courses, including deadlines for

submitting the forms necessary for the disbursement of refunds, are available on the University website (www.salisbury.edu/registrar and www.salisbury.edu/gullnet).

ACADEMIC MISCONDUCT POLICY

Integrity is a principle that permeates all the activities of the University and guides the behavior of faculty, students and staff. The spirit of academic integrity denotes adherence to the precept that one's work is one's own. To learn about Salisbury University's Academic Misconduct Policy and information about plagiarism, refer to the following resource: [Academic Misconduct Policy](#)

MISAPPROPRIATION OF COURSE-BASED INTELLECTUAL PROPERTY

Lectures delivered by faculty in class, as well as course materials faculty create and distribute, are protected by federal copyright law as their original work. Misappropriation of intellectual property is the act of intentionally taking the intellectual property of faculty or others, and/or the sale or distribution of class notes, tests, assignments or class projects for profit, either directly or through a third party, without the express consent or permission of the faculty member or lecturer, or without documentation to demonstrate the need for such accommodations. Such property includes, but is not limited to class notes, tests, assignments, class projects or other academically related work. All academic work undertaken by a student must be completed independently unless instructed otherwise by a faculty member or other responsible authority.

EMERGENCY ABSENCE POLICY

Students are expected to attend all class meetings and complete all work in courses for which they are registered. However, Salisbury University recognizes that students may experience serious medical issues, the death of a loved one, or other significant and unexpected life events during the course of an academic term. The [Emergency Absence Policy](#) aims to minimize the impact of serious life events upon students' academic progress. The policy balances supporting students in achieving their educational goals with the academic integrity of the curriculum and the principles of faculty academic freedom. Please refer to the policy for additional details.

TURNITIN STATEMENT

Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and the Academic Misconduct Policy. As a condition of participating in this course, all required papers may be subject to submission for textual similarity review and plagiarism detection through Turnitin. All papers submitted to Turnitin will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law. You may be asked to directly submit certain written course requirements through MyClasses. The instructor may also submit a student's written assignment through Turnitin if the instructor, in good faith, suspects plagiarism.

USE OF ZOOM FOR REMOTE SESSIONS

During the semester, students may have courses with synchronous/remote sessions using Zoom. Faculty will communicate expectations and provide guidance on how Zoom will be used as part of instruction with their course, including Zoom etiquette and best practices. Students will be expected to have proper technology available to attend these sessions. First time users of Zoom may be prompted to install Zoom on their computer. Students should review Zoom's [Getting Started on Windows or Mac article](#) to ensure your speaker/microphone or headset are ready for the remote sessions. Some class sessions may be recorded and delivered to the students through MyClasses. Professors may require remote students to display video and use audio during these sessions; however, students and faculty should discuss appropriate exceptions.

The Family Right and Privacy Act (FERPA) protects the privacy of your educational records. A classroom recording is one of those records. Please review the [Zoom and FERPA Compliance Guide](#) for more information.

WRITING ACROSS THE CURRICULUM

Since 1984, Salisbury University has been committed to assisting our students to improve their writing via writing assignments in every academic course per a national program known as [Writing Across the Curriculum](#).

UNIVERSITY WRITING CENTER

At the University Writing Center (UWC), trained peer consultants are available to work with students at any stage of the writing process. Located on the second floor of the Guerrieri Academic Commons, the UWC offers a place where writers can meet to talk about their papers and projects. In addition to the important writing instruction that occurs in the classroom and during office hours, students are also encouraged to make use of this important service. For more information and to make appointments, visit the [UWC's website](#).

SU LIBRARIES

The SU Libraries provide students with services and collections to help them succeed in their courses. Students will find course reserves (including textbooks for many courses) at the Library Service Desk, where they also can borrow books, laptops, iPads, and DVDs and get help finding the best sources for their papers. They also can make research appointments to meet with librarians for help developing research strategies and can use a chat service to get quick answers to questions. They can use more than 300 public computers (Windows and Macs) and print in black & white, color, and even 3D. Group study rooms and collaboration tables provide space for working together, and quiet reading rooms provide space for individual study. For more information and hours of operation, visit the [SU Libraries website](#).

CENTER FOR STUDENT ACHIEVEMENT

The Center for Student Achievement offers students opportunities to make the most of their out of class study time. Students are encouraged to participate in structured study such as Supplemental Instruction(SI) and Tutoring. Students looking for additional assistance with study strategies and time management should make an appointment for an academic success coaching session. The CSA offers a comfortable space to study with appropriate social distancing. To make an appointment for tutoring and/or success coaching; and for more information and hours of operation visit the [Center for Student Achievement website](#).

DISABILITY RESOURCE CENTER

Any student registered with the Disability Resource Center who would like to utilize approved accommodations in their courses should contact their faculty member as soon as possible to arrange a meeting to coordinate any and all accommodations.

Students with disabilities can request reasonable accommodations, auxiliary aids and services, and/or modifications to University policies, through the DRC by following the DRC's procedures for [Requesting Accommodations, Modifications, Aids, and Services](#)

For more information, refer to the [Disability Resource Center website](#) or contact the office at:

Disability Resource Center

Guerrieri Student Union (GUC) 229

410-543-6087 or ext 36087

disabilitysupport@salisbury.edu

ADDITIONAL STUDENT SUPPORT SERVICES - SU CARES

At Salisbury University, we care about our students. We believe that working collaboratively with faculty, our students and their families, and other university offices promotes academic, personal and life-long success. We encourage students to read, print and refer to our [SU Cares](#) list of Student Affairs resources. Services and operational hours may vary during emergencies.

FOOD AND HOUSING INSECURITY

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe place to live, and believes this may affect their performance in the course, is urged to contact the Student Affairs Office at 410-543-6080 or studentaffairs@salisbury.edu for support. In addition, Food for the Flock is a free food pantry on campus that serves Salisbury student. If you are experiencing food or housing insecurity, please speak with me so that I can help you to access available resources.

DIVERSITY AND INCLUSION

Diversity and inclusion are core values of Salisbury University. A diverse and inclusive campus community brings irreplaceable value to our educational experience and work environment, and strengthens us all. Diversity encompasses more dimensions than just the legally protected categories. All people have talent and potential that is spread across communities and groups, locally and globally. Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds, and perspectives of our community is harnessed to create value for our institution, today and in the future. For more information on programs and services, visit the [Office of Diversity & Inclusion website](#).

SEXUAL MISCONDUCT AND TITLE IX

It is the policy of Salisbury University (SU) to comply with Title IX of the Education Amendments of 1972 (Title IX), which protects individuals from discrimination based on sex in any SU educational program or activity. Any form of sex discrimination (which includes acts of sexual harassment, sexual assault and sexual violence) is prohibited by Title IX. Retaliation for asserting claims of sex discrimination is also prohibited under SU policies and Title IX.

If you experience discrimination, you are encouraged to report the incident to the Salisbury University Office of Institutional Equity (OIE). Learn more about your rights and options at the [Office of Institutional Equity website](#) or call 410-543-6426.

Students may also contact the Counseling Center, a confidential resource, for support related to sexual assault or power-based personal violence at 410-543-6070, or visit [Counseling Center website](#). Also, you can contact the Life Crisis Center (an off-campus resource) at 410-749-4357, 24 hours/day. In situations where the OIE becomes involved in the resolution of complaints, assistance to students who need help with academics, housing, or other issues is available.

INCLEMENT WEATHER POLICY

Should inclement weather result in classes being canceled information will be given to all local radio and television stations. Students can receive information concerning cancellations by listening to local stations, visiting the SU website or by calling the Gull Line at (410) 546-6426.

Please refer to the entire [Inclement Weather Policy](#) for additional information.

COLLECTION OF STUDENT WORK

In order to meet state and national program approval and accreditation requirements, samples of student work may be collected and retained for internal evaluation purposes.

LEARNING EXPERIENCES

Assigned Readings and Video Lectures

You will have substantial readings and online lectures to complete for every class meeting. These readings and recorded lectures will be assessed via quizzes and exams. I reserve the right to administer additional unannounced, graded quizzes or homework if it appears that students are not completing the assigned readings.

Major Assignments

I. Integrated Literature Review

Using 10 scholarly sources, you will develop an integrated literature review in which you examine, in depth, an issue of importance to you. You will receive a detailed assignment sheet and rubric. Assignments referred to as "Researcher Memos" are designed to assist you in the development of the Integrated Literature Review.

II. Formal Research Proposal (via IRB Application)

You will design and present the components of a formal research project involving human subjects. You will design the project and produce the research proposal as if you are carrying it out as a federal grant recipient seeking funding and permission to conduct human research. Your final research proposal will follow the format of a proposal to a Human Subjects Committee Review Board; that is, the IRB application and supporting materials as located on SU's IRB

webpages: <https://www.salisbury.edu/administration/academic-affairs/graduate-studies-and-research/sponsored-programs/irb/forms-templates.aspx>

III. Announced Quizzes

You will take 3 online quizzes during the course of the semester that cover all assigned material. Please note that these quizzes will have an assigned time window that includes our normal class time. Missed quizzes cannot be made up for any reason.

IV. Graded Discussion Boards

You will be placed in a discussion group to explore *Freaknomics*. Specific instructions will be given for both the group leader and the group members. As usual, a grading rubric will be provided. Every student must lead the discussion at least once.

V. Midterm Exam

The midterm examination will test your understanding of research methods, basic terminology, and APA format covered in class until midterm. All materials in the reading, lectures, discussions, and prior quizzes are fair game. You may use your APA manual during this exam.

VI. Final Exam

The final examination will test your cumulative and integrated understanding of research methods, principles, research ethics, and terminology.

GETTING HELP

You are welcome to contact me individually to discuss your coursework, your progress, and your concerns. I encourage you to call or e-mail me at any time that you have a concern. If you receive any grade below an 80 (B), I expect you to make an appointment to discuss your course progress with me. Please allow 24 hours for an email response.

ONLINE OFFICE HOURS

I will hold virtual office hours by appointment. Please email me for a mutually convenient time. We can meet via *Zoom*, or telephone.

NO SMOKING ON CAMPUS

Salisbury University is a smoke-free campus, including campus buildings and outside areas.

EVALUATION

Your coursework will combine for your final grade as follows:

Assessment	% of Final Grade
Researcher Memos	15%
Quizzes	10%
Midterm Examination	10%
Integrated Literature Review	15%
Research Proposal	15%
Freakanomics Discussion Boards	20%
Final Examination	15%
Total	100%

FINAL GRADING SCALE

A	90-100	Excellent
B+	87-89	Very Good
B	80-86	Good

C+	77-79	Below Standard
C	70-76	Unsatisfactory
D	60-69	Poor; no credit toward degree allowed
F	0-59	Failure

Salisbury University
EDUC 502: Introduction to Research
Schedule of Assignments
FALL 2020

This schedule of assignments is tentative. Changes in the course may occur due to current events, student interests, time constraints, etc.

- **Definitions:**
 - Remote: class meets online via Zoom (*synchronous*)
 - Online: no class meeting, work at your own pace (*asynchronous*)
- **Readings and assignments:**
 - for remote classes are due on the day listed at the start of class.
 - for online weeks are due by 11:59 pm EST on the Friday of that week.
 - HOWEVER, there are EXCEPTIONS to this general guideline.
- Step-by-step modules in MyClasses are accessible to you approximately two weeks in advance of the posted module/week.

Wk/ Mod	Date		Activities & Homework
Pre-Week	Aug 24	Work Due:	Read Welcome Letter Work through the "Getting Started" modules in MyClasses Read the Syllabus and Course Schedule Introduce Yourself! (recorded video) Secure your textbooks
1	Aug 31: Remote	In-Class:	The Research Process Identifying a Viable Research Problem Articulating Research Questions and Hypotheses Reading & Summarizing Research Articles
		Work Due:	Researcher Memo #1
2	Sep 7: Online	Read:	Salkind, Chapter 1: The Role and Importance of Research Salkind, Chapter 2: The Research Process: Coming to Terms Salkind, Chapter 3A: Selecting a Problem & Reviewing the Research
		View:	Chapter 1 Online Lecture Chapter 2 Online Lecture Chapter 3A Online Lecture
		Work Due:	Research Memo #2
3	Sep 14: Remote	Read:	Read APA Manual Chapter 8 Review APA manual Chapter 9 & 10 Student Code of Conduct: Academic Integrity

Wk/ Mod	Date		Activities & Homework
		View:	APA Formats Lecture Plagiarism and Academic Integrity Lecture
		Work Due:	Researcher Memo #3
		In-Class:	Using the library article databases
4	Sep 21: Online	Read:	Salkind, Chapter 4, Sampling and Generalizability
		View:	View Lecture on Sampling and Generalizability
		Work Due:	Researcher Memo #4 QUIZ #1 Continue collecting & reviewing scholarly articles
5	Sep 28: Remote	Read:	Salkind, Chapter 5, Measurement, Reliability, Validity
		View:	View Lecture on Measurement, Reliability, Validity
		Work Due:	Research Memo #5
		In-Class:	Creating a literature map APA fine-tuning and formatting questions Looking at exemplars
6	Oct 5: Online	Read:	Salkind, Chapter 6, Methods of Measuring Behavior
		View:	View Lecture on Methods of Measuring Behavior
		Work Due:	Researcher Memo #6
7	Oct 12: Remote	Read:	Salkind, Chapter 3B, Ethics in Research
		View:	View Lecture on Research Ethics
		Work On:	Finalize drafting of literature review in preparation for peer reviews next week.
		Work Due:	Researcher Memo #7
		In-Class:	Research Ethics and Tuskegee
8	Oct 19: Online	Work Due:	Submit DRAFT and then Peer Review the Integrated Literature Review Midterm Course Evaluations MIDTERM EXAM
9	Oct 26: Online	Read:	Salkind, Chapter 7, Data Collection and Descriptive Stats Levitt, Introduction: The Hidden Side of Everything
		View:	View Lecture on Data Collection and Descriptive Stats
		Work Due:	Integrated Literature Review Post to Freakonomics Discussion One (Intro)

Wk/ Mod	Date		Activities & Homework
10	Nov 2: Remote	Read:	Salkind, Chapter 8, Introducing Inferential Statistics Levitt, Chapter 1, What Do Schoolteachers and Sumo Wrestlers...?
		In-Class:	Lecture on Inferential Statistics Receive In-Depth Guidelines for IRB Application Research Proposal
		Work Due:	Post to Freakonomics Discussion Board (Chapter 1)
11	Nov 9: Online	Read:	Salkind, Chapter 9, Descriptive and Correlational Methods Levitt, Chapter 2, How is the Ku Klux Klan like a Group of...?
		View:	View Lecture on Descriptive and Correlational Methods Research Proposal Worksheet Overview
		Work Due:	QUIZ #2 <i>Students in Research</i> CITI Research Certification Course Post to Freakonomics Discussion Board (Chapter 2) Research Proposal Worksheet
12	Nov 16: Online	Read:	Salkind, Chapter 10, Qualitative Methods Levitt, Chapter 3, Why Do Drug Dealers Still Live with Their Moms?
		View:	View Lecture on Qualitative Methods
		Work On:	View instructor feedback on your <i>Research Proposal Worksheet</i> and begin working on your IRB Application Research Proposal
		Work Due:	Listen to Steven Levitt Interview Post to Freakonomics Discussion Board (Chapter 3)
13	Nov 23		THANKSGIVING WEEK
		Work On:	Continue working on your IRB Application Research Proposal in preparation for Peer Review next week.
14	Nov 30: Remote	Read:	Levitt, Chapter 4, Where Have All the Criminals Gone? Exemplar IRB Proposals
		In Class:	Movie: <i>Obedience</i>
		Work Due:	Submit and Peer Review of IRB Application Research Proposal Post to Freakonomics Discussion Board (Chapter 4)
15	Dec 7: Online	Read:	Levitt, Chapter 5, What Makes a Perfect Parent? Levitt, Chapter 6, Perfect Parenting, Part II...
		Work Due:	IRB Application Research Proposal Post to Freakonomics Discussion Board (5 & 6) QUIZ #3 Online Course Evaluations
16	Dec 14: Online		Final Exam

Appendix D: Sample Syllabus EDUC 504



Salisbury university
Department of Education Leadership and Graduate Studies
Seidel School of Education and Professional Studies

Diversity in a Democracy
Thursday 5:30 – 8:15 pm
Conway Hall Room 215

Office Hours: Monday and Wednesday 2:00 – 4:30 pm or By Appointment Email: jmandes@salisbury.edu	Instructor Name: Dr. Jon M. Andes Office Location: Conway Hall 383 Phone: 410-677-5063
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Course Number & Section: EDUC 504 – 610 (1004) Course Title: Diversity in a Democracy

Course Description:

This course has been designed to bring together students from many educational disciplines and teachers of all grade levels in order to create a space in which to consider a wide variety of issues related to diversity in a democracy. The class will focus on readings that relate to race and ethnicity, language, religion, gender and socioeconomic status in a democracy, as well as, other contemporary social issues. The objective of the course is to develop moral discourses and critical conversations that focus on how issues of diversity impact our lives as well as the educational system as a whole. Students will become members of an educational community that will work together in order to begin to more deeply understand educational issues when viewed through a variety of lenses which include race and ethnicity, culture, gender, class, religion, and the like. Students will be asked to examine current literature, social texts, and educational practices in an attempt to better understand the connections that exist between social diversity and education within a democracy. During the course, students will be engaged in discussions and real world application opportunities. Throughout the course, students will be required to reflect upon and develop the means by which to practically apply the content of the course to the diverse environments in which they work and live.

Required Texts:

For this course, a textbook is not required. However, students will be expected to conduct and find appropriate scholarly articles that address the topic being studied.

Recommended Texts and Materials:

For each learning module, resources will be posted in My Classes. It will be necessary for you to find additional scholarly resources. The services provided by the Salisbury University library can be of assistance to you. The following is a description of available services:

Students taking Education courses have two campus locations for library resources; the main library in the Guerrieri Academic Commons (GAC) and the Ernie Bond Curriculum Resource Center (CRC) in Conway Hall 226. The main library houses the University's primary print collections and provides access to 170 article databases, many of which are useful for Education research. The CRC maintains a quality collection of children's literature and relevant program-based materials. Both locations provide excellent and conducive study environments. The library also offers support for distance education students. See: <http://libraryguides.salisbury.edu/distance>.

The Coordinator of the CRC is Stephen Ford, who is the faculty librarian liaison to the Education Departments, is most knowledgeable about Education resources, and who is happy to help you to find useful information and provide guidance on how to conduct research using effective and efficient practices. Contact: saford@salisbury.edu | Office: CH 226 G | Phone: 410-677-4602 | <http://libraryguides.salisbury.edu/profile/saford>.

Other Materials:

A GullCard (university ID) is required to access library resources from on- and off-campus. New students should visit the GullCard office in the library during the first week of class to get their card.

Course Objectives:

The goals of the course are designed to enable students to:

- Understand issues involving diversity in a democracy.
- Understand connections that exist between race and ethnicity, language, socioeconomics, religion, political orientation, gender, etc.
- Read and analyze materials in a critical manner.
- Develop moral discourses about social issues that involve diversity and democracy.
- Develop broader notions of social contexts that affect their preexisting perceptions of diversity within a democracy.
- Imagine new possibilities for thinking about and becoming agents of change both locally and globally.
- Engage in moral discourses and critical conversations that focus on how issues of diversity impact our lives as well as the educational system as a whole.
- Become sensitized to the cultural dimensions of teaching and learning

DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, communities that affect stakeholder learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Students are expected to demonstrate professionalism and integrity in interactions

with faculty, classmates, and the university community.

PROGRESS TOWARD MASTER'S DEGREE

All graduate students intending to earn the M.Ed. degree should formally declare their program of study before the completion of 9 credit hours. Students may not transfer more than 9 hours earned as a non-degree student into a program of study.

WRITING ACROSS THE CURRICULUM

SU maintains a commitment to developing effective writing skills for all students. Strong communication skills are critical for teachers. All writing assignments will be evaluated for overall communicative competence.

COLLECTION OF STUDENT WORK

To meet state and national program approval and accreditation requirements, samples of student work will be collected and retained for internal evaluation purposes. It is vital that all of your course work is stored electronically in the event the instructor wishes to keep a copy.

UNIVERSITY EMAIL

The university email system is the University's official mode of communication. You are responsible for checking your SU email account daily and always before class. Visit the email page of the Information Technology web for information on how to forward your email to your preferred address.

SPECIAL NEEDS

If you have any special needs related to a learning, medical, or physical disability that I need to know about, please talk to me privately after the first class to ensure that your accommodations are met through the proper university procedure.

ACADEMIC INTEGRITY & ORIGINALITY OF WORK

Academic dishonesty or plagiarism will not be tolerated. Any breach of academic honesty will be handled through the University procedures as published in the Student Code of Conduct.

Policy on Checking Student Work for Plagiarism:

Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and academic integrity policy. As a condition of participating in this course, all required papers may be subject to submission for textual similarity review and plagiarism detection through Turnitin or other digital tools. Papers submitted to Turnitin may be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law. You will be asked to directly submit certain written course requirements through MyClasses. The instructor may also submit a student's written assignment to Turnitin or other online applications if the instructor, in good faith, suspects plagiarism.

CODE OF ACADEMIC CONDUCT-MULTIPLE SUBMISSIONS

Under the academic integrity policy, students may not submit the same work to more than one professor without consent from both professors. If you have work from a prior class that you think would be helpful to this course, please be sure to check with your faculty before using it. Failure to get advance approval constitutes academic misconduct.

INCLEMENT WEATHER

In the event of course cancellations due to inclement weather or other emergency conditions, that information will be communicated via the local media and university web site.

Evaluation:

Assignments are listed in My Classes. Detailed directions and rubrics are included with each assignment.

Graduate Grading Scale:

A	900- 1,000
B+	861 - 899
B	791 - 860
C+	761 - 790
C	689 - 760
D	600 - 688
F	0 - 599

Class Attendance, Participation & Assignment Due Dates

Students are expected to attend **all** classes. Because the course is hybrid, class attendance is critical. **If it becomes necessary to miss a class, you should notify the instructor via e-mail.** If the instructor determines that the absence is merited, then *an additional alternative assignment will be made available to make-up any missed work or points.* It is the responsibility of the student to notify the instructor and submit required assignments and any additional alternative assignment. All additional alternative assignment must be submitted prior to the next class session.

All assignments are expected on or before the respective due dates. Assignments not submitted on time will not be accepted for full credit. Students should keep electronic copies of assignments. As is typical in professional and graduate programs, copies of some or all assignments will be kept for educational and/or departmental purposes. Students will not necessarily be informed of these uses. If there is an assignment that you do not want kept for this purpose, you should notify the instructor.

Schedule of Assignments:

List all required course assignments and activities here or in a separate Schedule of Assignments (including presentations, discussions, papers, field trips, due dates, etc.)

Assignments and Point Values

Assignment:	Point Value Per Assignment:	Total Possible Points:
Discussion Board Posting in Response to a Prompt and Response to an existing Posting	30 Points Each (Total of 7)	210
Journal Entry with Personal Reflections	30 Points Each (Total of 7)	210
Learning Module Experiential Assignment	30 Points Each (Total of 7)	210

Professional Disposition/Class Participation	25 Points Per Class Meeting (Total of 8)	200
Semester Summative Project or Action Plan	150 Points	150
Total Possible Points		1000

Course Calendar (*NOTE: Due to a number of factors, it may be necessary to modify the course calendar. If it becomes necessary to modify the course calendar, all students will be notified and appropriate adjustments will be made.*)

Class Face-to-Face Sessions Date:	Learning Module:	Topic:
January 30	Module I	Diversity and Human Needs: Myths, Legends, Maslow, and Meeting Our Needs; Physical and Emotional
February 20	Module II	Diversity and Literacy: Dialects, Speech Patterns, English Language Learners
March 5	Module III	Diversity and Religion: Monotheism, Polytheism, Agnostics, and Atheists
March 26	Module IV	Diversity and Gender: Gender Identification, Gender Expectations, and Roles
April 9	Module V	Diversity in Race: Stereotypes, Prejudice, and Unconscious Bias
April 23	Module VI	Diversity and Poverty: Opportunity Gap
May 7	Module VII	Diversity and Disability; Gifts of People with Challenges
May 14	Action Plan	Sharing Personal Action Plans

Assignment Descriptions:

Discussion Board Postings: Each learning module includes a discussion board posting. The purpose of the discussion board assignment is to review literature and explore research regarding the topic being studied. A prompt will be provided for each learning module. To be successful on this assignment you must: (1) write and post an original response using APA format to the prompt that include reference to at least **two** contemporary articles or research to support your position or ideas; and (2) respond to an existing posting that compares your thinking to one or more existing postings (analysis through compare and contrast).

Journal Entries: Each learning module includes a journal entry assignment. The purpose of the journal entry is for you to personally reflect on the topic being explored by considering your values, beliefs, and assumptions. To be successful on this assignment, you need to respond to the following: (1) prior to exploring the topic of the module, what were your perceptions? (2) By exploring and analyzing the topic of the module, how have your perceptions changed? And (3) as a leader, what actions will you or have you taken to help your colleagues gain greater insights and understanding of the topic of the module?

Experiential Activity: Each learning module includes a summary activity. The purpose of the experiential activity is for you to reach a greater in-depth understanding of the concepts presented in each learning module by exploring and applying research and theories in your work and/or community setting.

Class Discussion and Participation: As people, we learn by engaging each other in discussions that challenge our thinking and help us unpack our “baggage” to discover new understandings of ourselves and our world. To be successful in this area, you need to bring materials to class to share, engage in discussions, ask questions, and promote understanding among our community of learners.

Semester Summative Project or Course Common Assessment:

Summative Reflection and Action Plan – (Paper)

The purpose of the “Action Plan” is to apply the course concepts and understandings to your life. A template is provided in “My Classes” to act as a framework for the assignment. By taking time to reflect deeply on what you have learned about each of the following areas of diversity and respond to the prompts below:

- Race/Ethnicity
 - Religion
 - Language
 - Gender/Sexual Orientation
 - Socioeconomics (SES)
 - Disability
1. Describe, demographically, your school/organization setting (school, families, and community) in terms of the diversity areas listed above. You may submit your demographics in bullet or chart form but be sure to provide a narrative that discusses those demographic issues which create challenges as well as positive impacts in your workplace. (1-2 pages)
 2. Describe ways in which your professional dispositions (thinking and behaving) about diversity have changed and what your plan is to reflect this new/revised knowledge (2-5 pages)
 3. Describe and discuss your ACTION PLAN (5+ pages) for the design, implementation and evaluation of curriculum and experiences to demonstrate how you will:

- a. promote your belief that all students/individuals can learn and that there is fairness in your practices
- b. develop a classroom/school or work climate that values diversity
- c. incorporate multiple perspectives in subject matter being taught and/or services being provided
- d. collaborate with the professional community in order to best serve your clientele (students, parents, resource teachers, psychologists, social workers, juvenile justice professionals, business leaders, higher educational institutions, etc.). Be sure to indicate how Race/Ethnicity, Religion, Language, Gender/Sexual Orientation, and Socioeconomics (SES) will be addressed in this plan
- e. communicate sensitively with diverse others (students, families and/or co-workers)

Commitment of Instructor

It is my responsibility and personal mission to make sure that this course helps you develop your knowledge and skills as an educational leader. ***If you feel or perceive that the course is not meeting your expectations or needs, please immediately inform me so that I can make the needed adjustments to the course content or activities.***

Lifetime Warranty

As your instructor, my commitment to you does not end with the conclusion of this course. As a part of my commitment to you as professionals, I offer to you a **lifetime guarantee** of support and assistance. If at any time, you need guidance, suggestions, or someone to listen, please feel free to contact me.

Appendix E: Sample Syllabus EDUC 620



Salisbury university
Department of Education Leadership
Seidel School of Education
EDUC 620 Legal issues in higher education
fall 2020

Course Web: http://www.salisbury.edu/instructionaldesign/cms/ Office Hours: TBA in MyClasses Other hours by appointment Appointments are appreciated dmwagner@salisbury.edu	Dr. Diana Wagner Professor Conway 383F (enter through 379) 410-677-5490 (o) 410-957-2198 (h) by appointment ONLY Dr. Wagner's Direct Zoom By Appointment
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REQUIRED TEXTS

Olivas, M.A. (2016). *The law and higher education: cases and materials on colleges in court*. (4th ed.). Durham, NC: Carolina Academic Press.

**If you can find the earlier 3rd edition, that will be fine, too.

Publication Manual of the American Psychological Association. (2019). 7th ed. Washington, D.C.: APA.

Salisbury University Student [Code of Community Standards](#)

ADDITIONAL RESOURCES

- State and federal cases from LexisNexis Academic (Blackwell Library online)
- [Annotated Code of Maryland](#) (COMAR)
- [UMS Board of Regents Policies](#)

COURSE DESCRIPTION

Introduction to important legal concepts and case law that influences decision-making in post-secondary educational contexts. Topics include a general overview of legal concepts and case law (mainly federal case law) from around the country on the following issues: college governance, faculty freedom and tenure, student rights and responsibilities, liability, disability access, and athletics.

COURSE PRE-REQUISITES

Admission to graduate study at Salisbury University.

COURSE OBJECTIVES

10. Explain primary sources of higher education law, including cases, statutes, and constitutional precedents
11. Describe fundamental concepts and principles of higher education law
12. Identify and use correctly basic legal terminology in oral and written work
13. Demonstrate critical thinking and analysis skills in the oral and written presentation of case law
14. Identify areas of potential litigation and crisis management in higher education

SKILL PREREQUISITES

Basic writing competency is assumed. Grammar, mechanics, sentence structure, and sound paragraph structure are expected in all written work, including emails with the course instructor.

DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, communities that affect stakeholder learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Students are expected to demonstrate professionalism and integrity in interactions with faculty, classmates, the university, and the larger community.

WRITING ACROSS THE CURRICULUM

SU maintains a commitment to developing effective writing skills for all students. Strong communication skills are critical for teachers. Any writing assignments will be evaluated for overall communicative competence.

COLLECTION OF STUDENT WORK

In order to meet state and national program approval and accreditation requirements, samples of student work may be collected and retained for internal evaluation purposes.

UNIVERSITY EMAIL

The university email system is the University's only official mode of communication. You are responsible for checking your SU email account daily and always before class. Visit the email page of the Information Technology web for information on how to forward your email to your preferred address.

INSTRUCTOR COMMUNICATION

The best way to contact me for course related communication is via the university email address provided above. I will reply to your message within 24 hours (usually much sooner). **DO NOT SEND ME MESSAGES WITHIN MYCLASSES.** Please observe standards of professional correspondence when sending emails. We can also schedule a phone or Zoom conversation at our mutual convenience. If you have a question or need help, PLEASE reach out!

SPECIAL NEEDS

If you have any special needs related to a learning, medical, or physical disability that I need to know about, please talk to me privately after the first class to ensure that your accommodations are met through the proper university procedures.

Disability Resource Center

Any student registered with the Disability Resource Center who would like to utilize approved accommodations in their courses should contact their faculty member as soon as possible to arrange a meeting to coordinate any and all accommodations.

Students with disabilities can request reasonable accommodations, auxiliary aids and services, and/or modifications to University policies, through the DRC by following the DRC's procedures for [Requesting Accommodations, Modifications, Aids, and Services](#)

For more information, refer to the [Disability Resource Center website](#) or contact the office at:

Disability Resource Center
Guerrieri Student Union (GUC) 229
410-543-6087 or ext 36087
disabilitysupport@salisbury.edu

SEXUAL MISCONDUCT AND TITLE IX

It is the policy of Salisbury University (SU) to comply with Title IX of the Education Amendments of 1972 (Title IX), which protects individuals from discrimination based on sex in any SU educational program or activity. Any form of sex discrimination (which includes acts of sexual harassment, sexual assault and sexual violence) is prohibited by Title IX. Retaliation for asserting claims of sex discrimination is also prohibited under SU policies and Title IX.

If you experience discrimination, you are encouraged to report the incident to the Salisbury University Office of Institutional Equity (OIE). Learn more about your rights and options at the [Office of Institutional Equity website](#) or call 410-543-6426.

Students may also contact the Counseling Center, a confidential resource, for support related to sexual assault or power-based personal violence at 410-543-6070, or visit [Counseling Center website](#). Also, you can contact the Life Crisis Center (an off-campus resource) at 410-749-4357, 24 hours/day.

In situations where the OIE becomes involved in the resolution of complaints, assistance to students who need help with academics, housing, or other issues is available.

ACADEMIC INTEGRITY & ORIGINALITY OF WORK

Academic dishonesty or plagiarism will not be tolerated. Any breach of academic honesty will be handled through the University procedures as published in the Student Code of Conduct.

Integrity is a principle that permeates all the activities of the University and guides the behavior of faculty, students and staff. The spirit of academic integrity denotes adherence to the precept that one's work is one's own. To learn about Salisbury University's Academic Misconduct Policy and information about plagiarism, refer to the following resource:

[Academic Misconduct Policy](#)

Misappropriation of Course-Based Intellectual Property

Lectures delivered by faculty in class, as well as course materials faculty create and distribute, are protected by federal copyright law as their original work. Misappropriation of intellectual property is the act of intentionally taking the intellectual property of faculty or others, and/or the sale or distribution of class notes, tests, assignments or class projects for profit, either directly or through a third party, without the express consent or permission of the faculty member or lecturer, or without documentation to demonstrate the need for such accommodations. Such property includes, but is not limited to class notes, tests, assignments, class projects or other academically related work. All academic work undertaken by a student must be completed independently unless instructed otherwise by a faculty member or other responsible authority.

CODE OF ACADEMIC CONDUCT-MULTIPLE SUBMISSIONS

Under the academic integrity policy, students may not submit the same work to more than one professor without consent from both professors. If you have work from a prior class that you think would be helpful to this course, please be sure to check with your faculty before using it. Failure to get advance approval constitutes academic misconduct.

EMERGENCY ABSENCE POLICY

Students are expected to attend all class meetings and complete all work in courses for which they are registered. However, Salisbury University recognizes that students may experience serious medical issues, the death of a loved one, or other significant and unexpected life events during the course of an academic term. The [Emergency Absence Policy](#) aims to minimize the impact of serious life events upon students' academic progress. The policy balances supporting students in achieving their educational goals with the academic integrity of the curriculum and the principles of faculty academic freedom. Please refer to the policy for additional details.

ZOOM FOR REMOTE SESSIONS

During the semester, students may have courses with synchronous/remote sessions using Zoom. Faculty will communicate expectations and provide guidance on how Zoom will be used as part of instruction with their course, including Zoom etiquette and best practices. Students will be expected to have proper technology available to attend these sessions. First time users of Zoom may be prompted to install Zoom on their computer. Students should review

Zoom's [Getting Started on Windows or Mac article](#) to ensure your speaker/microphone or headset are ready for the remote sessions. Some class sessions may be recorded and delivered to the students through MyClasses. Professors may require remote students to display video and use audio during these sessions; however, students and faculty should discuss appropriate exceptions. The Family Right and Privacy Act (FERPA) protects the privacy of your educational records. A classroom recording is one of those records. Please review the [Zoom and FERPA Compliance Guide](#) for more information.

GETTING HELP

You are welcome to contact me individually to discuss your coursework, your progress, and your concerns. I encourage you to call or e-mail me at any time that you have a concern. Because we meet only online, individual contact outside of class is both necessary and desirable. Keep in mind that although email is available 24/7, I am not. Please allow 24 hours for an email response.

CLASS NOTES AND HANDOUTS

The course site in MyClasses Canvas will contain copies or links to all handouts, films, and supplemental resources. If there is something you would like to see there, please let me know.

LEARNING EXPERIENCES

Minor Assignments

Class Preparation Assignments & Homework

You will have, at a minimum, extensive readings to complete for every class. You may often have brief written work to submit via email or at class time. Although sometimes ungraded, these assignments are a reflection of both your preparation and your professionalism. As such, your work in this regard will determine whether and to what extent I may choose to round up your final grade. Failing to complete any ungraded assignment will result in your final average being reduced by 5 points for *each missed or late assignment*.

Major Assignments

I. Case Briefs

You will prepare three case briefs during the course on three different areas of higher education law. Two of these briefs should be in your particular areas of interest. One should be outside of your primary area of interest.

II. Case Brief Discussions, Online Discussions, Case Studies & Quizzes

You will present one of your case briefs to your online discussion group and lead a discussion of the case and its implications for future higher education leaders. You and your discussion group members will receive a grade for these discussions. You will likely also have discussion groups or case studies to examine. Additionally, announced or unannounced quizzes may be given at my discretion, especially if I sense that people are not completing the readings.

III. Midterm Exam

The midterm examination will test your understanding of legal terminology and cases discussed in class up to the midterm.

IV. Final Exam

The final examination will test your understanding and synthesis of legal principles and cases discussed in class as it relates to policy development. The final examination will be cumulative.

ONLINE COURSE POLICIES

1. You are expected to participate in every class activity. This class will be conducted asynchronously, with some real-time online meetings.
2. All assignments must be handed in on time. Late work is *never* accepted for credit without prior arrangements nor without extraordinary circumstances. Missing work will receive a grade of zero.
3. If you experience a personal emergency that interferes with the timeliness or quality of your work, please contact me right away so that we can make a plan for you to complete your work.
4. If you complete a graded assignment or quiz and receive a grade of C or lower, you should conference with me in person to discuss the weaknesses in your work.
5. Cell phones, beepers, pagers or any other electronic annoyances must be turned off and stowed during class.

EVALUATION:

Your coursework will combine for your final grade as follows:

Assessment	% of Final Grade
3 Case Briefs	30%
Case Brief Discussions/ Online Discussions/Case Studies/Quizzes	30%
Midterm Examination	20%
Final Examination	20%

ASSIGNMENT GRADING SCALE

GRADING SCALE

Although the university does not issue +/- grades for all letter grades at the graduate level, I may use such grades on individual assignments, quizzes, and tests to help you keep track of your progress. The grading scale and associated points for letter grades are as follows:

A+	100 (work at this level far exceeds the objectives and expectations for graduate study)
A	95
A-	90
B+	89
B	85
B-	80
C+	79 (work at this level and below is unacceptable for graduate study)
C	75
C-	70
D	65
F	0-59

FINAL GRADING SCALE

A	90-100 Outstanding
B+	87-89 Very Good
B	80-86 Satisfactory; Meets Basic Expectations (You did what was asked & required)
C+	77-79 Below Standard for Graduate Study
C	70-76 Unsatisfactory for Graduate Study
D	60-69 Well Below Standard and Unacceptable for a Professional Educator
F	0-59 Entirely Unacceptable

Salisbury University
EDUC 620: Legal Principles in Higher Education
Schedule of Assignments
Fall 2020

This schedule of assignments is subject to change. Any changes to this schedule will be announced in advance via University email and Canvas. You should check your University email daily for any such adjustments.

We will be scheduling a few synchronous online meetings through out the semester.

Homework is due by 11:59 pm on Wednesdays.

Students should select from the cases listed here for writing assigned briefs.

Course Module	Week Beginning	Course Topics	Assigned Tasks	Assigned Cases
INTRODUCTION & LEGAL GOVERNANCE IN HIGHER EDUCATION				
1	Aug 31	Course Introduction Goals of the Course MyClasses Using online resources to find legal cases Reading legal cases Writing Legal Briefs When is a college not a college?	Read xii-26 Complete Course Introduction Module 1 in MyClasses	Coffee v. Rice University (9) Fountain Gate Ministries v. City of Plano (19) Jansen v. Atiyeh (24)
2	Sep 7	Governance: State of Maryland Private Colleges Religion & Autonomy Local Ordinances Role of Trustees Closing a College	Read Olivas, 27-133 Browse BJU Student Handbook Complete Governance Module 2 in MyClasses Introduce Yourself Discussion Board Introduction & Governance Quiz #1	Crosby v. Florida State Board (26) Hacker v. Hacker (29) Beth Rochel Seminary v. Bennett (33) Trustees of Dartmouth v. Woodward (38) Fenn College v. Nance (43) Powe v. Miles (47) Bob Jones University v. United States (p. 56) Witters v. Wash Dept of Services for the Blind (63) Moore v. Board of Regents (80) Regents of the University of Michigan v. State of Michigan (83) City of Morgantown v. West VA Board of Regents (88) Bennett v. State Bar of Nevada (95) Nasson College v. NEASC (127)
Quiz				
Academic Freedom				

Course Module	Week Beginning	Course Topics	Assigned Tasks	Assigned Cases
3	Sep 14 In the News Discussion 1 Begins	Academic Freedom I: AAUP Academic Freedom Principles Who May Teach What Shall Be Taught How May It Be Taught?	Read Olivas, 134-202 Browse SU Grade Grievance Policy Read AAUP Academic Freedom Principles Complete Academic Freedom I Module 3	Sweezy v. New Hampshire (137) White v. Davis (142) Furumoto v. Lyman (153) Cooper v. Ross (155) Gheta, et al v. Nassau CC (172) Max Lynch v. Indiana State Univ Board Martin v. Parrish (184) Parate v. Isibor (195)
Online Class Meeting 5:30-6:30 pm				
4	Sep 21	Academic Freedom Part II: Citizens of the Academy Conduct Toward Colleagues Conduct Toward Students Protected Expression	Read Olivas, 215-274 Complete Academic Freedom II Module 4 FIRST BRIEF DUE	Pickering v. Board of Education Hong v. Grant (220) Board...Compton Junior College v. Stubblefield (230) Bob Jones University v. US (250) University of Pennsylvania v. EEOC (252) John Doe v. University of Michigan (264)
Faculty				
5	Sep 28 In the News Discussion 2 Begins	Law & the Faculty I: Tenure & Promotion Tenure & Race	Read Olivas, 275-358 Complete Law & Faculty I Module 5 Academic Freedom Quiz #2	Perry v. Sindermann (278) Board of Regents v. Roth (279) Upadhy v. Langenberg (291) Soni v. University of Tennessee (305) Spuler v. Pickar (316) Scott v. University of Delaware (321) Clark v. Claremont University Center (332) Jew v. Univ of Iowa (344)
Online Class Meeting 5:30-6:30 pm				
6	Oct 5	Law & the Faculty II: Firing Faculty	Read Olivas, 358-425 Review USM Child Abuse & Neglect Reporting Policy Complete Law & Faculty II Module 6 Faculty & Tenure Quiz #3	Haegert v. University of Evansville (358) AAUP v. Bloomfield College (379) Browzin v. Catholic University (400) Sweeney v. Board of Trustees of Keene State (416) Kunda v. Muhlenberg College (422)

Course Module	Week Beginning	Course Topics	Assigned Tasks	Assigned Cases
7	Oct 12 Case Brief Discussion 1 Begins	Faculty Misconduct Intellectual Property Collective Bargaining	Read Olivas, 452-523 Review SU FERPA Policy Complete Faculty, Intel, Bargaining Module 7 Complete Faculty Quiz #4	Karp v. Cooley (481) Korf v. Ball State (363) Williams v. Weisser (452) Weinstein v. University of Illinois (464) NLRB v. Yeshiva (509) Boston University Chapter v. NLRB (515) NLRB v. Florida Memorial College (517)
Online Class Meeting 5:30-6:30 pm				
8	Oct 19	MIDTERM EXAM MODULES 1-8	Midterm Exam	The midterm contains questions pertaining to modules 1-8.
Students				
9	Oct 26 In the News Discussion 3 Begins	Students & the Law I: <i>In loco parentis</i> Tort theories Contract theories FERPA	Read Olivas, 535-594 Read SU FERPA Policy Complete Students & Law I Module 9 SECOND BRIEF DUE	Gott v. Berea College (539) Anthony v. Syracuse University (542) Tarasoff v. Regents of University of California (549) Mullins v. Pine Manor College (573) Johnson v. Lincoln Christian College (580) Ross v. Creighton (589)
10	Nov 2 Case Brief Discussion 2 Begins	Students & the Law II: Student Admissions Grades Academic Dismissals Disciplinary Dismissals	Read Olivas, 594-676 Complete Students & Law II Module 10	Steinberg v. Chicago Medical School (598) University of California Regents v. Bakke (603) Regents of University of Michigan v. Ewing (658) Cheryl J. Hopwood, et al., Plaintiffs-Appellees, v. State of Texas, et al. (631) Fisher v. UT Austin (636) Dixon v. Alabama State Board of Education (668) Goss v. Lopez (672)
Online Class Meeting 5:30-6:30 pm				

Course Module	Week Beginning	Course Topics	Assigned Tasks	Assigned Cases
11	Nov 9 Case Brief Discussion 3 Begins	Students & the Law III: Academic Misconduct Student Organizations Student Fees	Read Olivas, 698-812 Complete Students & Law III Module 11 Students and The Law Quiz #5	Crook v. Baker (710) Waliga v. Board of Trustees of Kent State (718) Healy v. James (720) Gay Student Services v. Texas A&M University (728) Galda v. Rutgers (750) Texas Review Society v. Cunningham (772) Stanley v. McGrath (778) Hazelwood v. Kuhlmeier (782) Widmar v. Vincent (808)
12	Nov 16 In the News Discussion 4 Begins	Athletics Students Athletes Title IX Student Residency	Read Olivas, 852-892 Complete Athletics/Title IX/Residency Module 12 Athletics/Title IX/Residency Quiz #6	Mark D. Hall v. University of Minnesota (815) Colorado Seminary (University of Denver) v. N.C.A.A. (823) Univ of Colorado v. Derdeyn (825) Cohen v. Brown University (831) Frame v. Residency Appeals Committee (843)
Online Class Meeting 5:30-6:30 pm				
13	Nov 23	THANKSGIVING WEEK	NO CLASS – WHEW!	
Affirmative Action & Access in Higher Education				
14	Nov 30	Disability Law in Higher Education Overview of Major Legal Concepts Review Guidelines for Final Course Evaluations	Read Olivas, 893-1034 Read DRC Registering for Services Rights and Responsibilities for Students and Teachers THIRD BRIEF DUE	Southeastern Community College v. Davis (940) Adams v. Richardson (864) Geier v. Blanton (873) Geier v. Alexander (881) United States v. Fordice (893) Mississippi University for Women v. Hogan (912) Lucy v. Adams (926) Tayyari v. New Mexico State University (932) Pushkin v. Regents of the University of Colorado (945) Arwen Bird v. Lewis & Clark College (950) Russell v. Salve Regina College (956) Mecklenberg v. Montana State Board of Regents (982)
15	Dec 7		Final Exam	

Appendix F: Faculty Vita

Dr. Jon M. Andes
Assistant Professor
Seidel School of Education
Department of Education Leadership and Graduate Studies

Academic Degrees:

Ed. D. University of Maryland, 1984, Education, Policy, Planning, and Administration
M.Ed. Loyola University of Baltimore, 1979, Education Leadership
B.S. Bloomsburg University, 1975, Secondary Education / Comprehensive Social Studies

Professional Experience:

2018 – Present, Assistant Professor, Salisbury University

Courses Taught:

EDLD 514 Aligning Curriculum, Instruction, and Assessment
EDLD 555 Public School Fiscal and Human Resource Management
EDUC 504 Diversity in a Democracy
EDUC 619 The Law and Public Education

2012 – Present, Executive Director, Eastern Shore of Maryland Educational Consortium

2012 – 2018 Professor of Practice, Salisbury University

Courses Taught:

ELED 405 Teaching Social Studies in the Elementary Classroom
EDLD 514 Aligning Curriculum, Instruction and Assessment
EDLD 516 P-12 Administration
EDLD 517 Supervision to Improve Instruction
EDLD 555 Public School Fiscal and Human Resource Management
EDLD 656 Educational Leadership Internship/Issues Analysis
EDUC 210 Schools in a Diverse Society
EDUC 504 Diversity in a Democracy
EDUC 619 The Law and Public Education

1996 – 2012 Superintendent of Schools, Worcester County Public Schools, Newark, MD

1991 – 1996 Assistant Superintendent of Schools for Human Resources, Harford
County Public Schools, Bel Air, MD

1984 – 1991 Principal and Assistant Principal, Havre De Grace High School, Harford County
Public Schools, Bel Air, MD

1981 – 1984 Department Chair, Havre De Grace High School, Harford County Public Schools, Bel Air, MD

1976 – 1981 Teacher, High School Social Studies, Havre De Grace High School, Harford County Public Schools, Bel Air, MD

Areas of Professional Certification:

Maryland State Department of Education – Advanced Professional Certificate: (06/30/24)
Superintendent of Schools
Administrator I and II
Secondary Social Studies

Publications:

“William ‘Billy’ Lee: American Hero Enslaved Person” Work in Progress, 2020.

“Taking the Mystery Out of Maryland Public School Finance” International Council of Professors of Educational Leadership, Work Under Contract, 2020.

“Briefing Paper on the Teacher Shortage in Maryland” Eastern Shore of Maryland Educational Consortium, May 2016.

“Sun has it wrong on teacher pensions” Baltimore Sun, Editorial, April 2012.

“Photograph Displays All,” Baltimore Sun, Editorial, September 2005.

“Education is Community Affair,” Baltimore Sun, Editorial, September 2004.

“Teacher Is the Key” Baltimore Sun, Editorial, September 3, 2002.

“Who Did You Get?” Baltimore Sun, Editorial, September 4, 2001.

“Our Gift” Baltimore Sun, Editorial, September 5, 2000.

“Project Outreach: Faith Based After School Programs,” Pioneer Institute Better Government Journal, Boston, MA, 2001.

“Care-pair-share: A student advisement program” Journal of the National Association of Secondary School Principals, Reston, VA, May 1986.

“Termination of Local Educational Policy”; University of Maryland Graduate Research Seminar, College Park, MD, 1984.

Presentations:

International:

“Access to Diverse Reading Materials on Classroom Bookshelves” Books, Publishing, and Libraries International Conference, University of Pennsylvania, Philadelphia, PA, July 2018

“Who will teach our students?” New Directions in the Humanities International Conference, University of Pennsylvania, Philadelphia, PA, July 2018.

“Use of E-Textbooks in Public Schools”, International Conference on the Book, Simmons College, Boston, MA, October 2014.

“Bias in Social Studies Textbooks” International Conference on the Book, Boston, MA, October 2013.

National:

“Hindsight and Insight: Establishing and Sustaining a PDS in a Rural School Systems a Twenty-year History” National Professional Development School Association National Conference, Atlantic City, NJ, February 2020.

“Rural Practice, Research, and Policy – New Ways to Engage” National Forum to Advance Rural Education, Louisville, KY, October 2019.

“The Impact of Teacher Leadership on Student Achievement: Establishing and Sustaining a PDS in a Rural School System” National Association of Professional Development Schools National Conference, Atlanta, GA, February 2019.

“Faith and Family: Leading Rural School Systems “National Forum on Rural Education, Denver, CO, October 2018.

“Delivering Educational Services in Rural Communities - Eastern Shore of Maryland Educational Consortium” Webinar Presentation, National Network of Rural Schools Collaboratives, Battelle for Kids, April 2018.

“Collaboration of Rural Schools – Service Providers” Webinar Presentation, American Institute for Research, United States Department of Education, April 2018.

“From Intern to Teacher”, invited, National Conference of the National Association of Professional Development Schools, Jacksonville, Florida, March 2018.

“Public Schools: The Economic Engine of Rural Communities” National Forum on Rural Education, Ohio State University, October 2017.

“Recruiting, Hiring and Retaining Teachers in Rural Communities” National Forum on Rural Education, Ohio State University, October 2017.

“Traits of Exceptional Leaders” Council of Leaders of Alabama Schools, Annual Conference, Mobile, AL, June 2017.

“Recruiting, Hiring, and Retaining the Millennial Generation Teacher” Council of Leaders of Alabama Schools, Annual Conference, Mobile, AL, June 2017.

“Creating and Sustaining Rural Collaboratives” National Forum on Rural Education”, Ohio State University, October 2016.

“Superintendents Perspective of PDS” National Association of Professional Development Schools Conference, Invited, March 2016.

“Recruiting, Hiring, Leading, and Inspiring the Millennial Generation of Teachers”, ASCD National Conference, Houston, Texas, March 2015

“Building Capacity in School Leadership: A Regional Effort to Provide Professional Development to Aspiring School Leaders,” National School Board Conference, Orlando, 2004

“School Policy and Change” Cleveland State University Educators Faculty Forum, Cleveland, OH, 1983

Regional:

“One on One Staff Development: Supportive Supervision”, Critical Role of the Assistant Principal in 21st Century Leadership, Maryland Association of Elementary and Secondary Principals State Conference, Linthicum, MD, October 2019

“Leadership in a Time of Star Ratings, Wicomico County Public Schools Education Leadership Summer Conference, July 2019

“New Teachers: Transitioning from Intern to Teacher in Rural Schools”, Common Ground, Ocean City, MD, May 2019

“History of School Reform in Maryland – Flexner Report”, Public School Superintendents Association of Maryland Annual Conference, Ocean City, MD, October 2018

“Extraordinary Leadership”, Common Ground Conference, Ocean City, MD, May

2018

“New Teachers: Transitioning from Intern to Teacher in Rural School Systems”,
Common Ground Conference, Ocean City, MD, May 2018

“Retaining the Millennial Generation of Teachers”, Chester County Intermediate Unit,
Fall Leadership Conference, Cambridge, MD, October 2017.

“Encouraging the Best and Brightest to Teach”, Common Ground Conference, Council
of Education and Supervisory Associations of Maryland, Ocean City, MD, May 2017.

“Orientation and Induction of the Millennial Generation Teacher”, Common Ground
Conference, Ocean City, MD., May 2016

“Principles of Principal Leadership” Common Ground Conference, Ocean City, MD,
May 2015.

“Recruiting and Retaining the Millennial Generation in Education” Common Ground
Conference, Baltimore, MD May 2014.

“Level 5 Leadership” Academy for Leadership in Education, Salisbury University,
October 2014.

“Using Rubrics to Drive Instructional Improvement”, Common Ground Conference,
Baltimore, MD, May 2013

“Level 5 Leadership” Academy for Leadership in Education, Salisbury University,
October 2012.

“Developing Purposeful Communities” Academy for Leadership in Education
Salisbury University, Salisbury, Maryland, May 2012.

“Level 5 Leadership” Academy for Leadership in Education, Salisbury University,
Salisbury, Maryland, October 2006, October 2009.

“Project Teach: A program to increase numbers of minority teachers” Maryland
Association of Board of Education Fall Conference, Ocean City, MD 1995.

“A Model for Organizational Development” Maryland Association of Staff Developers,
Baltimore, MD Spring 1990.

“Implementing Change Through Staff Development” Maryland Association of
Secondary School Principals State Conference, Baltimore, MD, Fall 1989.

“Termination of Local Educational Policy” University of Maryland Graduate Research
Seminar, College Park, MD 1984.

Service:**University:**

Salisbury University Senate, International Education Committee Member,
2019 – present.

Public Affairs and Civic Engagement (PACE), Faculty Learning Community Member,
2019 – present.

Women’s Club Soccer Team, Faculty Advisor, 2018 – present

New Student Reader Program, PACE, 2018 – present

Leadership and Learn, Faculty Learning Community Member, 2017 – 2019

Andes Family Scholarship, Salisbury University Foundation, 2014 - present

Department:

Faculty Advisor to Graduate Students Pursuing the Certificate of Advanced Study,
2018 – present

Riall Lecture Committee Member, 2014 – present

Aspiring Leaders Education Leadership Conference, Committee Chair, 2012 – present

Department Representative to the Seidel School Graduate Education Committee,
2012 - 2017

Community:

Atlantic General Hospital, Member Board of Trustees, 2014 – present

Chamber Music by the Sea, Committee Chair, 2015 – present

Pets on Wheels of Delmarva, Volunteer, 2016 – present

Boy Scouts of America, Troop 261 Committee Member, 2001 – present

Rotary International, Past President of Snow Hill Club and Current Member,
1989 - present

Honors:

- Bloomsburg University, Distinguished Alumni Award, 2013
- Board of Education of Worcester County Created the Dr. Jon M. Andes Scholarship, 2012
- National Council of Professional Development Schools Award, 2010
- University of Maryland, Distinguished Alumni Award, 2008
- Pioneer Institute Better Government Award, 2002
- National Distinguished Eagle Scout, 2001
- Maryland Superintendent of the Year, 2001
- National School Board Association, Magna Award, 1999
- U.S. Department of Education Blue Ribbon School Award, 1991
- National Association of Secondary School Principals Special Award, 1991
- Havre de Grace High School Teacher of the Year/Yearbook Dedication, Class of 1981
- Rev. S. J. Sellinger Community Service Award, nominated by the Loyola College Graduation Education Department, 1979
- American Red Cross Ten Year Service Award
- "Who's Who Among American Colleges and Universities", 1975
- President, Lambda Chi Alpha Fraternity, 1974
- Vigil Member Order of the Arrow, 1969
- Eagle Scout, 1967
- God and Country Award, 1966

Professional Organizations:

- American Association of School Administrators, 1996 - present
- Association for Supervision and Curriculum Development, 1996 – present
- Public School Superintendents' Association of Maryland, President 2001-02; Vice-President 2000-01

Douglas McGee DeWitt

Current Address:
7475 E. Longfield Dr.
Hebron, MD 21830

Current Telephone:
Mobile: (443) 944-6069
Work: (410) 543-6286

Current e-mail address:
dougde Witt@mac.com
dmdewitt@salisbury.edu

EDUCATION

Claremont Graduate University 1988-1993
Ph.D. Education, Emphasis: Educational Leadership
Dissertation: Factors Affecting Teachers' Implementation of Mandated
Change: The California English-Language Arts Framework

University of Redlands
M.A. Education, Emphasis: Administrative Services 1981-1986
B.A. Major: History, Minor: Athletic Coaching 1977-1981

Academic Honors
Pi Gamma Mu University of Redlands Spring 1981
International Social Science Honor Society

PROFESSIONAL LICENSURE

California Credentials

Administrative Services
Professional: Expires: May 1, 2024

Single Subject Teaching Credential: Social Studies
Clear: Expires: May 1, 2024 Sports, Theatre Arts

Community College Site Supervisor Issued for Life

AREAS OF TEACHING COMPETENCY

- School Leadership and Administration
 - School/Community Relations
 - Collaborative Leadership
 - Governance, Structure, and Trends
 - Diversity and Group Dynamics
 - Leadership and Change
 - Educational Research
 - Qualitative
 - Quantitative
 - Research Methods and Design

- Teaching and Learning/Educational Foundations
 - Schools in a Diverse Society
 - Learning, Instruction, and Assessment in Schools
- Outdoor Education Leadership
 - Foundations of Outdoor Education Leadership
 - Ethics in Outdoor Education Leadership

RESEARCH

- Dissertation: Factors Affecting Teachers' Implementation of Mandated Change: The California English-Language Arts Framework; The Claremont Graduate University; 1993
- Project: Public School administrator shortage in Minnesota; Co-collaboration with Brian Boettcher
- Project: Mankato Public Schools (MN) failed levy referendum; Co-collaboration with Brian Boettecher
- Project: Waseca Public Schools (MN) community perception of the schools and district.
- Project: High school hazing case study
- Project: Lessons school leadership can learn from military leadership
- *Grant: The Lower Eastern Shore School Leadership Institute: A new model for training school leaders.*
- Project: Assessing Brady and Woodward's *Tri-Lateral Leadership Ledger*
- Project: Case Study in Award Winning exemplary school leaders

UNIVERSITY SERVICE

Salisbury University Graduate Council	Chair Member	2017-Present 2011-Present
Salisbury University Faculty Senate	Member	2008-2014 2015-2019
SU Faculty Senate Summer Advisory Committee	Member	2016-2018
SU Member & Elections Committee	Member Chair	2010-2013 2011-2012
Seidel Innovation Committee	Member	2015-2017
Seidel School International Committee	Member	2007-2017
Seidel Technology Committee	Member Chair	2007-2014 2014-2015
SU Senate International Ed Committee	Member Co-Chair	2011-2016 2014-2015
SU Senate Learning with Tech Committee	Elected Member	2008-2011

SU Senate Financial Affairs Committee	Member	2010-2019
SU Consortium Fiscal Affairs Committee	Member	2010-2014
	Chair	2011-2014

PUBLICATIONS

DeWitt, D. (2020). Understanding leadership. In Wagner, D. *Outdoor education leadership* (pp. 89-104). Kendall Hunt.

DeWitt, D. (2013, July). Can social media sites have a role in K-12 education? *Education* 1(6) 37-38.

DeWitt, D. (2013, February). To go digital or not, that is the question. *Educationalist*. 1(1), 19.

DeWitt, D. & DeWitt, L. (2012). A case of high school hazing: Applying restorative justice to promote organizational learning. *NASSP Bulletin*, 96(3), 228-242.

DeWitt, D. & Rogers, C. (2012). Online internships: A successful model. In Tareilo, J. & Bizzell, B. (Eds.) *NCPEA Handbook of Online Instruction and Programs in Education Leadership* (pp. 106-111). NCPEA Publications: Houston, TX.

DeWitt, D. (2011). Developing ethical behavior for the 21st century: Thoughts on transforming global education: Proceedings of the fifth annual conference on teacher education Shanghai, Peoples Republic of China: China Science and Technology Press.

DeWitt, D. (2010). Issues in Rural Education: Learning from the Past; Dealing with the Present; Looking to the Future. Social transformation in teacher education reform: Proceedings of the fourth annual conference on teacher education Shanghai, Peoples Republic of China: China Science and Technology Press.

DeWitt D. (2010). Busing. In Hunt, T.C., Carper, J.C.; Lasley, T.J.; & Raisch, D.C. (Eds.), *Encyclopedia of education reform and dissent* (pp.121-125). Los Angeles: Sage Reference.

DeWitt D. (2010). Lemon v. Kurtzman. In Hunt, T.C., Carper, J.C.; Lasley, T.J.; & Raisch, D.C. (Eds.), *Encyclopedia of education reform and dissent* (pp.515-516). Los Angeles: Sage Reference.

DeWitt D. (2010). National endowment for the humanities. In Hunt, T.C., Carper, J.C.; Lasley, T.J.; & Raisch, D.C. (Eds.), *Encyclopedia of education reform and dissent* (pp.633-635). Los Angeles: Sage Reference.

DeWitt, D. (2010). It works for me: Breaking logjams. In Henson, K. T. *Supervision: A Collaborative Approach to Instructional Improvement* (p. 178). Long Grove, IL: Waveland Press. Inc.

DeWitt, D. & Rogers, C. (2009, October-December). Online Internships: A Successful Model. *International Journal of Educational Leadership Preparation*, 4(4), 1-6. Retrieved from the Connexions: <http://cnx.org/content/m32292/1.2/>

DeWitt, D. (2009). Teacher training in the 21st century: Equipping teachers to prepare students for the emerging global society. Social transformation in teacher education reform: Proceedings of the third annual conference on teacher education; Shanghai, Peoples Republic of China: China Science and Technology Press.

DeWitt, D. (2003). Summer School. In Guthrie, J.W. (Ed.), *Encyclopedia of education: Second edition*. New York: Macmillan Reference USA.

DeWitt, D. (2002). Showcase. In Fiore, D.J. *School community relations* (p. 24). Larchmont, NY: Eye On Education.

DeWitt, D. and Joyce, K. (2001, September). Merging the community and the curriculum. *Principal Leadership*, 2(1), 33-35.

DeWitt, D. (2000, August). Hiring teachers who make a difference. Retrieved from <http://www.britannica.com/bcom/original/article/print/0,5749,9709,00.html>

PUBLICATIONS IN PROCESS

DeWitt, D. (Submitted: Pending review). Exemplary Leadership: A Case Study of Award-Winning School Administrators.

DeWitt, D. & Follmer J. (In Process). Assessing Brady and Woodward's Tri-Lateral Leadership Ledger.

DeWitt, D. & Stufft, D. (In Process). The Lower Eastern Shore School Leadership Institute: The Importance of Mentoring

DeWitt, D. (In Process). What Athens can learn from Sparta: A study in transitional leadership.

DeWitt, D. (In Process). The Historic Role of Education in National Elections and Politics.

CONFERENCE PRESENTATIONS

International/National

DeWitt, D. *Exemplary Leadership: A Case Study of Award-Winning School Leaders.* International Council of Professors of Educational Administration Summer Conference, Virtual Conference. (August, 2020).

DeWitt, D. and Stufft, D. *The Lower Eastern Shore School Leadership Institute: The Importance of Mentoring.* International Council of Professors of Educational Administration Summer Conference, Aliso Viejo, CA. (July, 2019).

DeWitt, D. and Stufft, D. *Improving Schools from the Inside Out: The Lower Eastern Shore School Leadership Institute (LESSLI) School Improvement Projects* National Conference on Education: American Association of School Administrators, Nashville, TN. (February, 2014).

DeWitt, D. and Stufft, D. *The Lower Eastern Shore School Leadership Institute (LESSLI): A model for school leadership development* presented at the 67th Annual Conference of the National Council of Professors of Educational Leadership, The Meadowlands, NJ. (August, 2013).

DeWitt, D. *Developing ethical behavior for the 21st century: thoughts on transforming global education* presented at The 5th International Symposium on Teacher Education & the 4th Annual Conference of the Teachers College Cooperation Committee of the National Teacher Education Association at Huanggang Normal University, Huanggang, Hubei Province, Peoples Republic of China (October 2011).

DeWitt, D. *Issues in rural education: Learning from the past; dealing with the present; looking to the future* presented at The 4th International Symposium on Teacher Education & the 3rd Annual Conference of the Teachers College Cooperation Committee of the National Teacher Education Association at Huzhou University, Huzhou, Zhejiang Province, Peoples Republic of China (September 2010).

DeWitt, D. *Teacher training in the 21st century: Equipping teachers to prepare students for the emerging global society* presented at The 3rd International Symposium on Teacher Education & the 2nd Annual Conference of the Teachers College Cooperation Committee of the National Teacher Education Association at Qinzhou University, Qinzhou, Guangxi Autonomous Region Peoples Republic of China (October 2009).

DeWitt, D. *Online Internships: A Successful Model* presented at the National Council of Professors of Educational Leadership Annual Conference in San Antonio, TX. (August, 2009).

DeWitt, D. *What Athens (education) can learn from Sparta (the military)* presented at the National Council of Professors of Educational Leadership Annual Conference in San Antonio, TX. (August, 2009).

DeWitt, D. *A case of high school hazing: Using a restorative justice model to change a district's behavior and culture* presented at the American Association of School Administrators National Conference on Education in San Francisco, CA. (February, 2009)

DeWitt, D. *Lessons from China: The commonalities of Chinese and American school administrators* presented at the National Council of Professors of Educational Leadership Annual Conference in San Diego, CA (July 2008).

Regional

DeWitt, D. *Practical school restructuring: A process for restructuring the high school* presented at the 103rd Annual Meeting of the North Central Association of Colleges and Schools in Chicago, IL (March 1998).

State/Local

DeWitt, D. *An Introduction to the Tri-Lateral Leadership Ledger*, Wicomico County Schools Summer Leadership Workshop, Salisbury, MD. (July 2018).

DeWitt, D. *Using Brady and Woodward's Tri-Lateral Leadership Ledger*, Transformational Community Leadership Workshop, Leadership Salisbury, Salisbury, MD. (May-June, 2017).

DeWitt, D. *Choosing the Right Focus* presented for the Salisbury University Academy for Leadership in Education; Salisbury, MD (May, 2014)

DeWitt, D. and Stufft D. *New Leaders for New Schools: LESSLI A Model for School Leadership Development* presented at the Spring Conference of the Maryland Association for Colleges of Teacher Education: Elkridge, MD (May 2014)

DeWitt, D. *Measuring Effective Co-Teaching: A Proposed Rubric* presented at the 13th Annual Regional Professional Development Schools Conference: Salisbury University (May 2009)

DeWitt, D. *International Teacher Education: A Multi-Faceted Approach* presented at Internationalizing Teacher Education Colloquium: University of Maryland; College Park, MD (November 2009)

DeWitt, D. *Establishing a Culture of Collaboration and Critical Question #1—What Do We Want Student to Know and Be Able to Do (Standards Bases Assessment)* presented at Salisbury University Academy for Leadership In Education; Salisbury, MN (October, 2009)

DeWitt, D. *Secondary Classroom Management: Take Two* presented for the Salisbury University Professional Development School Fall Workshop Series; Salisbury, MD (November 2009)

DeWitt, D. & Frick J. *Where to Begin with Online Resources for Teaching & Learning: Using the Web and a Course Website* presented at the Maryland University System: USM Symposium on Online Resources and Pedagogy for Teacher Education; Elkridge, MD (April 2008).

DeWitt, D. *Choosing the Right Focus* presented for the Salisbury University Academy for Leadership in Education; Salisbury, MD (May, 2008)

DeWitt, D. *Who is really in control of your classroom? Strategies for a positive classroom environment that helps maintain order and discipline* presented for Salisbury University Professional Development School Fall Workshop Series; Salisbury, MD (October 2007)

EXTERNAL FUNDING

Race to the Top: Great Principals for Maryland.

Award Amount \$1,010,500

Grant funding to develop the Lower Eastern Shore School Leadership Institute in a collaboration between Salisbury University, The University of Maryland Eastern Shore, Dorchester County Public Schools, Somerset County Public Schools, Talbott County Public Schools, Wicomico County Public Schools, Worcester County Public Schools, and New Leaders (Formerly New Leaders for New Schools). Serve as Co-Principle Investigator with colleague from UMES. 2011-2014

UNIVERSITY TEACHING

- 2017-Present Associate Professor (Tenured) and Chair of Department of Education Leadership at Salisbury University.
- 2011-2017 Associate Professor (Tenured) of Educational Leadership in the Salisbury University (Salisbury, MD) department of Education Specialties. Taught Educational Leadership Internship/Issues Analysis; Leadership and Change; Diversity and Group Dynamics in Educational Leadership; Educational Research and Educational Leadership; and Schools in a Diverse Society, and Qualitative Research Methods. Serving as the Director of the M.Ed. program in Educational Leadership.
- 2007 - 2011 Assistant Professor of Educational Leadership in the Salisbury University (Salisbury, MD) department of Education Specialties. Taught Leadership and Change; Educational Research and Educational Administration; Diversity and Group Dynamics; Learning and Instruction in the Schools; and supervised teacher interns. Served as University Liaison for the Professional Development Schools to three local high schools
- 2013-Present Special Status Faculty at the University of Maryland Eastern Shore. Taught Personnel Management and Negotiations and Facilities Management and serve and chair dissertation committees.
- 2003-2018 Online Faculty at University of Phoenix (Phoenix, AZ) in the School of Advanced Studies and the School of Education. Taught Applications of Research; Action Research Project Outline; Planning and Leading Change; Leadership in Contemporary Organizations; Assessment and Evaluation Methods; and served on and chaired numerous dissertation committees.
- 2010-2014 Core Faculty at Capella University (online: Minneapolis, MN) in the Department of Leadership in Educational Administration. Co-ordinated doctoral comprehensive examinations; and served on and chaired numerous dissertation committees. Also worked in various course revisions and worked on accreditation including Ed Leadership SPA report for NCATE recognition. Taught Personnel Administration and P-12 Administration, Law, and Teacher Supervision and Evaluation.
- 2004-2010 Adjunct Faculty at Capella University (online: Minneapolis, MN) in the Department of Leadership of Educational Administration. Taught Innovative Leadership; Principles of Educational Administration; Personnel Administration; Societal and Cultural Change; Assessment and Improvement of Instruction; Co-ordinated doctoral comprehensive examinations; and served on and chaired numerous dissertation committees.
- 2006-2007 Online Faculty at Grand Canyon University (Phoenix, AZ) in the Department of Education. Taught School Finance.

- 2005-2006 Adjunct Faculty at Minnesota State University: Moorhead (Moorhead, MN). Taught Politics and Policy in Education; School Community Relations; Collective Bargaining; Community Education.
- 2002-2007 Adjunct Faculty at Bethel University (St. Paul, MN) in the Department of Education. Taught Curriculum and Instructional Management/Student Development; Qualitative Research Designs and Methods.
- 2002-2003 Student Teacher University Supervisor at Minnesota State University: Mankato (Mankato, MN). Supervised student teachers in a variety of subject areas.
- 2000-2002 Assistant Professor in the Department of Educational Leadership at Minnesota State University: Mankato (Mankato, MN). Taught School Public Relations; Governance, Structure, and Trends in Education; Collaborative Leadership; Leadership Colloquium; Organizational Development (Grant Writing); School Administration; supervised administrative interns for Principal, Director of Special Education, and Superintendent.

OTHER PROFESSIONAL EXPERIENCE

American Association of Adjunct Education
Advisory Board 2013-2016

International Council for Education Development Minneapolis, Minnesota
July 2006 to October 2007: Present seminars to practicing school administrators in China

Nevis Public Schools; Independent School District #308 Nevis, Minnesota
Superintendent of Schools June 2003-June 2005

Responsibilities

- Overall operation of Rural School District of 550 Students
- School District Public and Community Relations
- District Business Management and Finance
- District Human Resources Officer • Staff Supervision and Evaluation
- Overall Educational and Program Supervision • Instructional Leadership
- Implementation of Minnesota Academic Standards
- Ex-Officio Board Member, P.A.W.N. Special Education Cooperative
- Board of Directors, Hubbard County Family Cooperative
- Executive Board, North Country Vocational Cooperative Center
- Collaborative Team Member, Hubbard County Criminal Justice Initiative

Appointed by Governor Tim Pawlenty to the Board of the Minnesota State Academies: October, 2004.

DeWitt and Associates Burnsville, Minnesota
Independent Education Consultant: May 2002-May 2003

- Leadership Development
- Research Studies

- Statistical Analysis
- School Improvement Process
- School Management and Administration
- Program Development and Assessment
- Grant Writing
- Leadership in Curriculum Development and Implementation
- Leadership in Instructional Delivery
- Staff Development
- Goal Setting
- Vision and Mission Statements
- School Public Relations
- Student Teacher Supervision
- Masters Course Instructor
- Doctoral Course Development
- Doctoral Course Instructor
- Online course development

Associations with:

- Visions Expressed Consulting Group: Senior Associate Consultant
- BKB School Executive Search Consultants: Associate Consultant
- kaplan.com: School of Education; Online course development: Two Courses in Multiple Intelligences (MI)

Burnsville Senior High School, ISD #191
Principal: August 1996-June 2000

Burnsville, Minnesota

Responsibilities

- Provided Educational Leadership for the largest 10-12 High School in the State of Minnesota.
- Monitored and/or administered all site budgeting
- Conducted and or supervised all staff hiring.
- Coordinated all school information publications and public relations
- Conducted meetings of the Area Leader's Council
- Coordinated all Vendor Contracts with District Administration
- Coordinated and filed all required District/State/Federal/Building Reports
- Conducted and/or monitored all faculty meetings, in-service programs, and workshops
- Monitored all Graduation activities
- Coordinated all Staff Development activities
- Represented site administration on the School Site Council
- Developed and coordinated all Business Partnerships and Community Relations
- Coordinated student diversity activities and events
- Assisted in the resolution of external personnel complaints and concerns.
- Oversaw the implementation of the District's Strategic Plan.
- Assisted curricular departments in developing appropriate curriculum revisions.
- Provided leadership to the instructional programs including the planning, development and implementation of curricular experiments, pilot programs, and innovative instructional systems and observation and evaluation of staff.
- Supervised and evaluated staff including administrators, teachers, clerical, and other support staff.

Accomplishments

- Provided leadership for the planning and opening of the Magna Award winning Burnsville High School Senior Campus
- Presented at the Annual meeting of the North Central Association
- Served on the MASSP Public Relations Committee: 1997-2000

- Supervised the placement and implementation of the Minnesota Graduation Standards High Profile of Learning.
- Provided Leadership for the planning and renovation of the school's 35-year-old athletic stadium
- Chaired the City of Burnsville Mayor's Task Force to Cure Youth Tobacco Use, 1998-1999
- Served on Rotary Club Board of Directors as Vocational Director 1998-2000
- Provided Leadership for the Lake Conference's Multi-Million dollar exclusive agreement with Coca-Cola.
- Coordinated and hosted *Reshaping the Curriculum: Using an Integrated, Interdisciplinary, Thematic Approach*: Curriculum Development Workshop with Dr. T. Roger Taylor.
- Coordinated the Planning and implementation of a Student Leadership Conference for a cross section of student leaders.
- Successfully restructured the school administrative structure.
- Successfully implemented a plan to address major incidents of hazing.
- Hired staff member to develop and implement a comprehensive school-wide cultural diversity program
- Hired a technology coordinator to develop and implement a plan to integrate instructional technology into the curriculum and instruction of the school.
- Wrote successful Teacher of Color Program Grant

San Bernardino County Superintendent of Schools Office San Bernardino, California
Principal: Alternative Education: August 1993-June 1996

- Provided Educational Leadership to 15-19 classroom programs for pregnant minors and expelled and/or adjudicated students
- Instrumental in the development and evaluation of graduation performance standards for programs of the San Bernardino County Superintendent of Schools Office
- Certified as a trainer for Martin Cano's Unlearning Prejudice: Celebrating Diversity.
- Western Association of Schools and Colleges: Served as a member of a Visiting Committee for four years, one year as the Visiting Committee Chairperson
- Chaired the County Schools Alternative Education Lottery Budget Committee
- Provided leadership in the development of a 5-year technology implementation plan for County Schools Alternative Education programs.

Silver Valley High School: Silver Valley Unified School District Yermo, California
Assistant Principal: August 1992-July 1993

- Assisted School Principal in all matters of school administration.
- Primary responsibility for student attendance and discipline
- Major responsibility for developing school accreditation remediation plan.
- Revised and implemented new procedures for District School Attendance Review Board (SARB).

March Mountain Continuation HS: Moreno Valley USD Moreno Valley, California
Assistant Principal: July 1991-July 1992

- Assisted School Principal in all matters of school administration.
- Primary responsibility for student attendance and discipline

- California School Leadership Academy; Senior Associate: Riverside County Schools Administrative Training Center and Served as a CSLA Trainer for Climate/At-Risk and Vocational Education modules

Riverside Community College
Site Supervisor: 1989-1991

Riverside, California

- Provided Site Supervision and Staff Support for Extended Campus Courses at Canyon Springs High School

Canyon Springs High School: Moreno Valley USD
Dean of Students: July 1987-June 1991

Moreno Valley, California

- Primary responsibility for student attendance and discipline
- Designed a proposal and structure to address the Board of Education target of improving service to students who are at risk

Moreno Valley Unified School District
Summer High School Principal: Summer 1988, 1989, and 1990

Moreno Valley, California

- Responsible for the overall planning and operation of the District's high school summer school program.

Moreno Valley Unified School District
Summer High School Administrative Intern: Summer 1986, 1987

Moreno Valley, California

- Responsible for the daily operation of the district's high school summer school program

Moreno Valley High School: Moreno Valley USD
Teacher, Social Studies and Performing Arts: 1983-1987

Moreno Valley, California

Coach: Football, Baseball, Volleyball, Badminton, and Drama

- Taught U.S. History, Introduction to Social Studies, Introduction to the Theatre, Stagecraft, and Musical Theatre Workshop
- Developed and taught Modern World Cultures
- Instrumental in the development of a revised Attendance Accountability Policy
- Responsible for the development process of the high school curriculum and chaired the school curriculum council

Moreno Valley High School: Summer School
Teacher, U.S. Government and U.S. Problems: 1985

Moreno Valley, California

OTHER EMPLOYMENT

Philmont Scout Ranch, Boy Scouts of America
 Headquarters Trading Post Assistant Manager, 1981
 Security Services Staff, 1984

Cimarron, New Mexico

California Inland Empire Council, Boy Scouts of America
 District Executive, 1981

Redlands, California

Summer Camp Program Director, 1980
Summer Camp Nature Director, 1977, 1978

University of Redlands
Resident Hall Assistant, 1979-80, 1980-81

Redlands, California

Sunnymead Poultry Ranch
Egg Packer, 1979-1981
Ranch Hand, 1976-1979

Moreno Valley, California

PROFESSIONAL AND SERVICE ORGANIZATIONS

- AASA (American Association of School Administrators)
- MASA (Minnesota Association of School Administrators) Executive Development Committee 2004-2005
- ASBO (Association of School Business Officials, International)
- MASBO (Minnesota Association of School Business Officials)
- NASSP (National Association of Secondary School Principals)
- MASSP (Minnesota Association of Secondary School Principals) Public Relations Committee 1997-2000
- ACSA (Association of California School Administrators)
- ASCD (Association for Supervision and Curriculum Development)
- MASCD (Minnesota Association for Supervision and Curriculum Development)
- PDK (Phi Delta Kappa Education Fraternity)
- Rotary International (Burnsville Noon Club)
- Minnesota State Academies
Minnesota Academy for the Blind; Minnesota Academy for the Deaf
Board Member appointed by Governor Tim Pawlenty
- ICED (International Council for Education Development) Chair: Board of Directors
- ICPEL (International Council of Professors of Educational Leadership)

AWARDS, RECOGNITIONS, AND COMMUNITY SERVICE

- | | |
|--|--------------|
| • Eagle Scout, Boy Scouts of America | 1973 |
| • Volunteer Scout Leader | 1978-Present |
| • Dean's List, University of Redlands | 1980 |
| • Senior Associate: California School Leadership Academy | 1990 |
| • Vocational Director, Burnsville Rotary Club | 1999 |
| • Burnsville City Council Community Builder Award | 2002 |
| • Tri-County District; Delmarva Council: BSA: District Chairman | 2011-2014 |
| • District Award of Merit: Boy Scouts of America | 2012 |
| • Silver Beaver Award; Delmarva Council: Boy Scouts of America | 2014 |
| • Outstanding Faculty Member (Online):
University of Phoenix (Washington DC Area) | 2018 |

PROFESSIONAL REFERENCES

Dr. Kelly Fiala
Founding Dean: College of Health and Human Services
Salisbury University
kafiala@salisbury.edu
(410) 548-2022

Dr. Fiala served as the Interim Dean of the Seidel School of Education and Professional Studies at Salisbury University for three years and was my direct supervisor during my first year as Department Chair

Dr. Clifton Griffin
Dean: Graduate Studies and Research
cpgriffin@salisbury.edu
(410) 548-3894

I have worked with Dr. Griffin extensively as the Chair of the Salisbury University Graduate Council on matters of program development and overseeing a proposal to create a School of Graduate Studies at Salisbury University.

Dr. Melissa McIntyre
Associate Dean: School of Education
Capella University
melissa.mcintyre@capella.edu
(612) 977-6148

Dr. McIntyre was the Chair of the Educational Leadership Department at Capella University and was my direct supervisor when I served as a Core Faculty member at Capella University.

Dr. Derry Stufft
Coordinator: Ed.D. Program in Educational Leadership
University of Maryland Eastern Shore
dlstufft@umes.edu
(410) 651-6216

I have worked and collaborated with Dr. Stufft for nearly a decade. We were co-principal investigators in a \$1 million Race to the Top Grant. I also teach courses and serve on dissertations committees for his program.

Dr. Ted Gilkey
Professor Emeritus
Salisbury University
trgilkey@salisbury.edu
(443) 859-4708

Dr. Gilkey was the Director of the Educational Leadership program and Department Chair at Salisbury University before he retired and was my direct supervisor for a number of years.

James T. Fox, Ph.D.
412 Dogwood Drive
Salisbury, Maryland 21801
(443) 497-2124
jimfoxsu@gmail.com

Office Address: Salisbury University
Seidel School of Education
Department of Education Leadership
Conway Hall (TE) 278D
Salisbury, Maryland 21801
(410) 546-4377
jtfox@salisbury.edu

EDUCATION

- 2011 University of Maryland Eastern Shore, Princess Anne, Maryland
Ph.D., Organizational Leadership
Dissertation: The Impact of Personal and Organizational Identification on Teacher Trust Development within the Context of Principal Authentic Leadership
- 2001 Cairn University, Langhorne Manor, Pennsylvania
M.S., Educational Leadership & Administration
Thesis / Action Research: School mergers: A template for successfully managing change
- 1992 Trinity International University, Deerfield, Illinois
M.Div.
- 1989 Cairn University, Langhorne Manor, Pennsylvania
B.S.

PROFESSIONAL EXPERIENCE

- Aug 2020 – Present Salisbury University
Assistant Professor & Director, EDLD Program
Seidel School of Education
Department of Education Leadership
M.Ed. Educational Leadership Degree Program
- June 2018–July 2020 Salisbury University
Professor of Practice

Seidel School of Education
Department of Education Leadership
M.Ed. Educational Leadership Degree Program

- Sept 2018 – Present The University of Southern Mississippi
Associate Graduate Faculty (A-Level 3)
College of Education and Psychology
Department of Educational Research and Administration
Doctoral Degree programs in Educational Administration
- 2014 - May 2018 The University of Southern Mississippi
Assistant Professor
College of Education and Psychology
Department of Educational Research and Administration
M.Ed., Ed.S., & Doctoral Degree programs in Educational Administration
- 2017 - Present University of Maryland Eastern Shore
Adjunct Professor
School of Graduate Studies
Organizational Leadership Ph.D. Degree program
- 2012–2014 Cairn University, Langhorne Manor, Pennsylvania
Adjunct Professor
Graduate School of Education
Educational Leadership and Administration Degree program
- 2014 (Spring) Delaware State University, Dover, Delaware
Adjunct Professor
College of Education, Health & Public Policy
Department of Education
Doctorate of Educational Leadership Degree Program

RELATED PROFESSIONAL EXPERIENCE

- 2017 – 2018 The Leadivators
Co-host of broadcasts at www.leadivators.com
Interviewing school leaders who are also motivators
- 2016 - 2018 Certified LPI Coach
Leadership Practices Inventory
Trained in conjunction with School Board Leadership research project to
be utilized with School District Superintendents
- 2016 – Present Center for Board Behavior Reform
Chief Researcher

Specializing in Board Reform training and research with Dr. David E. Lee,
CBBR Founder & President

- 2016 – 2018 Mississippi Association of Professors of Educational Administration
MAPEL Vice-President / President Elect
- 2012-2014 Topaz Research Services, Hebron, Maryland
Founder, Consultant
Specializing in advising doctoral candidates through literature review, data
design and collection, data analysis, and proposal / doctoral defense
preparations
- 2003-2014 Salisbury Christian School, Salisbury, Maryland
Head of School
Prek-12th Grade, 600 Students, 100 Faculty & Staff
- 1999-2003 Salisbury Christian School, Salisbury, Maryland
Elementary Principal (PreK-5th Grade)
- 1997-1999 Salisbury Christian School, Salisbury, Maryland
High School Teacher
- 1992-1997 Peninsula Delaware United Methodist Conference
Elder, Senior Pastor

TEACHING EXPERIENCE

Salisbury University

- Fall 2020 EDUC 502 Introduction to Research (Remote)
EDLD 512 Educational Research and Educational Leadership (Remote)
EDUC 695 Research Seminar (Remote)
EDCI 702 Strategies for Inquiry I (Remote)
- Summer 2019 EDLD 516 P-12 School Administration (Online)
- Spring 2020 EDUC 502 Introduction to Research
EDUC 695 Research Seminar
EDLD 656 Educational Internship and Issues Analysis
- Fall 2019 EDUC 502 Introduction to Research (Hybrid)
EDLD 512 Educational Research and Educational Leadership (Hybrid)
EDLD 656 Educational Internship and Issues Analysis (Hybrid)
EDUC 695 Research Seminar
EDCI 790 Doctoral Independent Study

Summer 2019 EDLD 516 P-12 School Administration (Hybrid)

Spring 2019 EDUC 502 Introduction to Research
EDUC 695 Research Seminar
EDLD 656 Educational Internship and Issues Analysis

Fall 2018 EDLD 512 Educational Research and Educational Leadership
EDLD 517 Supervision to Improve Instruction
EDLD 656 Educational Internship and Issues Analysis

Summer 2018 EDLD 516 P-12 School Administration (Hybrid)

University of Maryland, Eastern Shore (Doctoral, Organizational Leadership, Adjunct)

Spring 2020 ORLD 611 Foundations of Quantitative Research
Fall 2019 ORLD 602 Theories and Processes of Organizations / Theories of Leadership
Spring 2019 ORLD 611 Foundations of Quantitative Research
Spring 2018 ORLD 611 Foundations of Quantitative Research
Spring 2017 ORLD 611 Foundations of Quantitative Research

The University of Southern Mississippi

Spring 2018 EDA 636 Administrative Internship / University Supervisor
EDA 792 Special Problems: Individual Directed Instruction
EDA 800 Doctoral Seminar: Educational Theories
EDA 807 A Critical Analysis of Literature in Educational Leadership (Hybrid)
EDA 898 Dissertation

Fall 2017 EDA 602 Foundations of School Leadership (Synchronous &
Asynchronous)
EDA 604 Introduction to Leadership for Organizational Effectiveness
(Synchronous & Asynchronous)
EDA 636 Administrative Internship / University Supervisor
EDA 898 Dissertation

Summer 2017 EDA602 Foundations of School Leadership (Synchronous &
Asynchronous)
EDA 636 Administrative Internship / University Supervisor
EDA 898 Dissertation

Spring 2017 EDA605 Foundations of Instructional Leadership (Synchronous &
Asynchronous)
EDA 636 Administrative Internship / University Supervisor

EDA 807 A Critical Analysis of Literature in Educational Leadership (Hybrid)
EDA 898 Dissertation

Fall 2016 EDA 602 Foundations of School Leadership (Synchronous &
Asynchronous)
EDA 628 Contextual Dimensions of the Principalship (Synchronous &
Asynchronous)
EDA 636 Administrative Internship / University Supervisor
EDA 898 Dissertation

Summer 2016 EDA636 Administrative Internship / University Supervisor
EDA602 Foundations of School Leadership (Hybrid)
EDA 898 Dissertation

Spring 2016 EDA636 Administrative Internship / University Supervisor
EDA736 Practicum in Educational Administration
EDA605 Foundations of Instructional Leadership (Synchronous &
Asynchronous)

Fall 2015 EDA636 Administrative Internship / University Supervisor
EDA602 Foundations of School Leadership (Synchronous & Asynchronous)
EDA628 Contextual Dimensions of the Principalship

Summer 2015 EDA636 Administrative Internship / University Supervisor
EDA602 Foundations of School Leadership (Hybrid)

Spring 2015 EDA628 Contextual Dimensions of the Principalship
EDA605 Foundations of Instructional Leadership (Synchronous &
Asynchronous)

Fall 2014 EDA602 Foundations of School Leadership (Synchronous & Asynchronous)
EDA628 Contextual Dimensions of the Principalship

Delaware State University (Adjunct)

Spring 2014 EDUC805 Quantitative Research Methods

Cairn University (Adjunct)

Summer 2014 EDL741 Principalship K-12 International Campus in Kandern,
Germany

Spring 2014 EDL742 Database Management / Technology Integration for School Leaders K-
12 (Hybrid)

Summer 2013 EDL742 Database Management / Technology Integration for School Leaders K-

GRANTS

2017-2018 No Child Left Behind Act of 2001, Title II, Part A, Improving Teacher Quality State Grants: 2017 Teacher Leader Institute- Knowledge Transfer of Common Core Language Arts Standards in the Middle Grades. \$96,823. Dr. James Fox, Principal Investigator (March 2017 – March 2018).

2016-2017 Proposal Development Internal Grant for Strengthening Local School Systems through Cutting Edge Mini-Institutes. \$2,000. Dr. James Fox, Principal Investigator. (July 1, 2016 – May 31, 2017).

2016-2017 No Child Left Behind Act of 2001, Title II, Part A, Improving Teacher Quality State Grants: 2016 Teacher Leader Institute- Knowledge Transfer of Common Core Language Arts Standards in the Middle Grades. \$92,960. Dr. James Fox, Principal Investigator (March 15, 2016 – March 14, 2017).

2015-2016 No Child Left Behind Act of 2001, Title II, Part A, Improving Teacher Quality State Grants: 2015 Teacher Leader Institute- Knowledge Transfer of Common Core Language Arts Standards in the Middle Grades. \$93,532. Dr. Thelma Roberson, Principal Investigator (March 2015- June 2015), Dr. James Fox, Principal Investigator (July 1, 2015- March 14, 2016).

AWARDS

2016-2017 Innovation in Online Teaching Award (*Inaugural Award*): The University of Southern Mississippi, Office of the Provost; University-wide Faculty Awards Ceremony, May 5, 2017.

SCHOLARSHIP

Published

Fox, J., Gong, T. & Attoh, P. (2015). The Impact of Principal as Authentic Leader on Teacher Trust in the K-12 Educational Context. *Journal of Leadership Studies*, 8(4), 6–18. doi: 10.1002/jls.21341

Lee, D., & Fox, J. (2019, June). Behavioral Governance: An emerging model of board development including coaching and feedback. *The American School Board Journal*. <https://www.nsba.org/ASBJ/2019/June/Behavioral-Governance>

Accepted

Siers, R., Fox, J., McCormick, K., & Paprzycki, P. (Accepted 5/16/2020). Developing PDS Student Interns with Mentor Adaptive Leadership *School-University Partnerships*. Manuscript ID: SUP-D-20-00002R2.

Siers, R., Fox, J., McCormick, K., & Ramey, C. (Accepted 2/23/2020 for Fall 2020 Issue). The Elusive PDS Mentor Leadership Characteristics. *PDS Partners: Bridging Research & Practice Journal*.

Revised & Re-submitted

Raver-Luning, C., Attoh, P.A., Gong, T., & Fox, J. (Re-Submitted 10/5/2020). A Culture of Organizational Grit: A Qualitative Inquiry. *Armed Forces and Society*. Manuscript ID: AFS-19-181.

Schraeder, M., Fox, J., & Mohn, R. (In process, to be Re-Submitted November 2020). K-2 Principal Knowledge (not leadership) Matters for Dyslexia Intervention. *Dyslexia*: Manuscript ID: DYS-20-02-RA-0010

Luning, C., Fox, J., Attoh, P., Gong, T., Chase, T., Mullaney, K., Ledford, A., Wallace, D., Hutchinson, E. (In process, to be Re-Submitted October 2020). An Exploration of Organizational Resilience: Persevering through Failures and Setbacks. *Group & Organization Management*: Manuscript ID: GOM-3852

Rejected, Editing in Progress, to be Re-submitted

Bravo, S., & Fox, J. Multiple Dimensions of Board Director Identification and Engagement impact of Monitoring and Resource Provision Activities.

Stephens, M., Fox, J., & Papryzcki, P. Mississippi Merit Pay Pilot Program Analysis: Teacher Beliefs and Comparative Attitude Analysis Between Tested and Non-Tested Subjects, and Title 1 and Non-Title 1 Schools.

In-Progress

Blankenship, A., Shelley, K., & Fox, J. Leading an Organization Out of a Culture of Non-Collegiality

Blanton, S., & Fox, J. Administrators' Beliefs of the Organizational Effectiveness of The Mississippi Association Of Independent Schools

Fox, J., Formal and Informal Teacher Leadership Roles: Middle School Teachers' Insights

- Jones, J., & Fox, J. A Profile of Selected Conservatorships in Failing Mississippi School Districts
- McCormick, J., Fox, J., & Paprzycki, P. Post Mississippi SB 2423: An Investigation of the Changing Roles, Activities, and Attitudes of School Counselors.
- Posner, B., Siers, R., Fox, J., & Allen, G. The Influence of Collegiate Coach Transformational Leadership Behaviors on Student Athlete Grit
- Siers, R., Fox, J. The Impact of Pre-Professional Course on Teacher-Candidate Efficacy.
- Siers, R., Fox, J., McCormick, K., Paprzycki, P. A Conceptual Framework for Mentor Leadership within Professional Development Schools.
- White, J., Fox, J., Jubenville, C.B., Hughes, J. The moderating effect of prior principal athletic coaching experience on the relationship between transformational leadership and teacher organizational citizenship behavior in secondary schools in Mississippi

PEER REVIEWED PRESENTATIONS

- Fox, J. & Rouse, S. (2018). *Motivation & Leadership, A.K.A.: I Thought Leadership Was All About Me*. Presented at the 2018 Southern Miss Student Leadership Summit on March 2, 2018: Hattiesburg, MS.
- Fox, J., & Rouse, S. (2017). *Empowering Teacher Leadership in 21st Century Schools*. Presented at the 2017 Making Connections Conference: Biloxi, MS.
- Siers, R., Fox, J., & McCormick, K. (2017). *Data Driven PDS's: How Adaptive Leadership and Self-Efficacy Can Strengthen the Student Internship Experience*. Presented at the 2017 National Association for Professional Development Schools, Annual Conference: Washington, D.C.
- Siers, R., Fox, J., McCormick, K., & Paprzycki, P. (2017). *Adapting and Adjusting in Professional Development Schools to Positively Impact Pre-Service Efficacy*. Paper presented at the 2017 AERA Annual Conference: San Antonio, TX.
- Lee, D. & Fox, J. (2016). *Behavioral Governance; Realigning power, politics, and personalities for turning around low performing school boards and districts*. Paper presented at the 2016 National Council of Professors of Educational Administration Conference: Detroit, MI.
- Fox, J., Siers, R., & McCormick, K. (2016). *Mentor Teacher Leadership and Student Intern Efficacy During the Internship Practicum in Professional Development Schools*. Paper presented at the 2016 AERA Annual Conference: Washington, D.C.

Siers, R., Fox, J., Finch, M., Casey, E., Conners, K., & McCormick, K. (2015). *Servant Leaders: Change Agents Promoting Equity in Professional Development Schools*. Paper presented at the 2015 Professional Development Schools National Conference: Atlanta, GA.

Siers, R., Fox, J., Attoh, P. (2013). *The Effect of Mentor Teachers' Authentic Leadership on Student Intern Efficacy in the Learning Organizations of Professional Development Schools during the Internship Practicum*. Paper presented at the 2013 Professional Development Schools National Conference: New Orleans, LA.

INVITED PRESENTATIONS

- Nov 2019 Presenter at “Best Practices in Leadership & Integrity in Local Administration” workshop by QRS Associates Inc. held at Hilton Garden Inn, Baltimore, MD. Seminar titles: *Communication & Feedback* and *Leading with Integrity*. Participants were local municipality leaders and governmental officials from Nigeria.
- April 2013 Guest Lecturer for Doctoral level *Advanced Seminar in Theory and Methods* (ORLD 624), “Theory & Methods: A Sample,” University of Maryland Eastern Shore.
- April 2013 Guest Lecturer for Doctoral level *Action Research in Education* Course (EDUC 888), “The Literature Review: Roots & Retrieval,” Delaware State University.
- March 2013 Guest Lecturer for Doctoral level *Theories and Processes of Organizations* Course (ORLD 602), “The Roots of Research: The Literature Review,” University of Maryland Eastern Shore.
- June 2011 Guest Lecturer for Master’s level *Leadership and Motivation* course (EDUC 510), “Authentic Leadership.” Salisbury University.
- February 2011 Guest Lecturer for Doctoral level *Theories and Processes of Organizations* Course (ORLD 602), “Authentic Leadership,” University of Maryland Eastern Shore.
- October 2010 Keynote Speaker at Regional ACSI Middle School Leadership Conference, “Leadership: A Rise to the Bottom, Exploring Humility, Salisbury, MD.
- October 2009 Guest Lecturer for Doctoral level *Advanced Multivariate Statistics* Course on Research involving multiple mediation analysis, University of Maryland Eastern Shore.
- March 2009 Guest Presenter of Current Authentic Leadership Research, Carnegie Cohort Invitation, University of Maryland Eastern Shore.

RESEARCH INTERESTS

Pre-Service Teacher Efficacy & Mentor Leadership
Authentic Leadership
Teacher Leadership
Effective Principal Leadership
Board Governance
Personal and Organizational Identification

DISSERTATION COMMITTEE SERVICE

Johnny Milsap	USM	Spring 2015 – Spring 2018
Clay Keith	USM	Spring 2015 – Spring 2018
Justin Gros	USM	Summer 2015 – Spring 2018
Cassandra Simon	USM	Summer 2015 – Spring 2018
William Combs	USM	Summer 2015 – Spring 2018
Sue Green	USM	Summer 2015 – Spring 2018
Michael McDonald	USM	Summer 2015 – Spring 2018
Donna Floyd	USM	Summer 2015 – Spring 2018
Kim White-Harris	USM	Fall 2015 – Spring 2018
David Herndon	USM	Fall 2015 – Spring 2018
Curtis Wicker	USM	Spring 2016 – Spring 2018
Robert Sanders	USM	Spring 2016 – Spring 2018
Shannon Doughty	USM	Spring 2016 – Spring 2018
Jarius Johnson	USM	Spring 2016 – Spring 2018
Angela Gill	USM	Spring 2016 – Spring 2018
Bethany Gros	USM	Summer 2016 – Spring 2018
Daana Nelson	USM	Summer 2016 – Spring 2018
Brannon Johnson	USM	Fall 2016 – Spring 2018
George Johnson	USM	Fall 2016 – Spring 2018 (Former Chair)
Rose Jenkins	USM	Fall 2016 – Spring 2018
Kelly Heitzman	USM	Spring 2017 – Spring 2018 (Former Chair)
Robert McFadden	USM	Spring 2017 – Spring 2018
Chrissell Rhone	USM	Spring 2017 – Spring 2018 (Former Chair)
Melanie Taylor	USM	Spring 2017 – Spring 2018 (Former Chair)
Mark Wooten	USM	Spring 2017 – Spring 2018
Andy Brock	USM	Spring 2017 – Spring 2018
Michelle Johnson	USM	Spring 2017 – Spring 2018
Elesha Buckley	USM	Summer 2017 – Spring 2018
Krystal Womack	USM	Fall 2017 – Spring 2018 (Former Chair)
Shannon Howze	USM	Fall 2017 – Spring 2018 (Former Chair)
Lauren Carpenter	USM	Fall 2017 – Spring 2018
LaSina Branch	UMES	Spring 2019 – Present
Linda Cureton	UMES	Fall 2019 – Present

COMPLETED DISSERTATION DEFENSES

- Celeste Raver-Luning Defense — 6/20/19 (*Committee Member*)
Exploring Organizational Grit in Mid-Sized Enterprises in the Mid-Atlantic Region: A Multiple Case Study, University of Maryland Eastern Shore
- Gillian Morgan Defense – 3/12/19 (*Committee Member*)
An Examination of the Relationship Between Perceived Authentic Leadership and Innovative Work Behavior Mediated by Perception of Organizational Politics, University of Maryland Eastern Shore
- Missy Schraeder Defense – 10/8/18 (*Former Chair, Committee Member*)
Factors for Influencing School-Based Intervention for Dyslexia, The University of Southern Mississippi
- Jeffery White Defense – 5/21/18 (*Chair of Committee*)
The Moderating Effect of Prior Athletic Coaching Experience on the Relationship Between Transformational Leadership and Teacher Organizational Citizenship Behavior in Secondary Schools in Mississippi, The University of Southern Mississippi
- Joshua Jones Defense - 2/14/2018 (*Chair of Committee*)
A Profile of Selected Conservatorships in Failing Mississippi School Districts, The University of Southern Mississippi
- Charish Pierce Defense - 10/11/2017 (*Chair of Committee*)
Mississippi Choices and the Influence of Career and Technical Education, The University of Southern Mississippi
- Pamela Talley Defense - 7/20/2017 (*Committee Member*)
Through the Lens of Novice Teachers: A Lack of Administrative Support and its Influence on Self-Efficacy and Teacher Retention Issues, The University of Southern Mississippi
- Shane Blanton Defense - 3/22/2017 (*Committee Member*)
Administrators' Beliefs of the Organizational Effectiveness of Mississippi Association of Independent Schools, The University of Southern Mississippi
- Lucy Josey Defense - 3/20/2017 (*Committee Member*)
The Influence of Administrators on Literacy Instruction through the Promotion and Selection of Professional Development, The

University of Southern Mississippi

- Dallas Lane Defense - 12/12/2016 (*Committee Member*)
Classroom Organizational Structure in Fifth Grade Math Classrooms and the Effect on Standardized Test Scores, The University of Southern Mississippi
- Fina Hence Defense – 3/22/2016 (*Committee Member*)
The Relationship Between Early Childhood Education and Student Success, The University of Southern Mississippi
- David LaPointe Defense – 3/21/2016 (*Committee Member*)
Teacher Perception of School Safety Between Mississippi Secondary Schools with School Resource Officers and School Safety Officers, The University of Southern Mississippi
- Will Parker Defense – 3/7/2016 (*Committee Member*)
Is There a Relationship Between Physical Fitness and Student Academic Achievement?, The University of Southern Mississippi
- Steven D. Hampton Defense – 3/7/2016 (*Committee Member*)
Teachers’ Perception of the Mississippi Statewide Teacher Appraisal Rubric (M-STAR), The University of Southern Mississippi
- Steven C. Hampton Defense – 3/7/2016 (*Committee Member*)
Social Media as a Tool to Effectively Communicate with Stakeholders: School Administrators and Superintendent Perceptions, The University of Southern Mississippi
- Undray Scott Defense – 12/1/2015 (*Committee Member*)
An Investigation of Selected Variables Related to Student Algebra I Performance in Mississippi, The University of Southern Mississippi
- Shulanda Franks Defense – 10/12/2015 (*Committee Member*)
Dual Enrollment Efficacy on College Readiness as Perceived by High School Dual Enrollment Teachers and Counselors in South Alabama, The University of Southern Mississippi
- Christine Moseley Defense – 9/29/2015 (*Committee Member*)
Teacher Professional Learning and High School Students’ Mississippi Subject Area Test Performance, The University of Southern Mississippi
- Melissa Stephens Defense – 9/28/2015 (*Committee Member*)

Mississippi Teachers' Perception of Merit Pay, The University of Southern Mississippi

SERVICE TO THE UNIVERSITY, SCHOOL, DEPARTMENT

- 2020-2021 *University:* Presented an SPSS workshop at the Graduate Student Boot Camp, The Reaping Virtual Sessions. September 26-28, 2020.
- 2020-2021 *University:* Campus Campaign Committee, Salisbury University.
- 2020-2021 *Department:* Departmental Key Contact (for instructional questions, ideas, and challenges) for the University's COVID Instructional Communication Subcommittee, Salisbury University.
- 2020 (Spring) *University:* The Graduate Council, Salisbury University.
- 2019 (Fall) Planning Committee Coordinator for Inaugural Global Higher Education Leadership Seminar (Participants from *Anqing Normal University*, Anhui Province, P.R. China). *Note:* Event cancelled by the international partner.
- 2019-2020 *School:* Education Leadership Fall Conference, Seidel School of Education, Salisbury University.
- 2019-2020 *University:* Campus Campaign Committee, Salisbury University.
- 2018-2019 *School:* Scholarship Committee, Seidel School of Education, Salisbury University.
- 2017-2018 CAEP Draft Institutional Report (Standard 3) Committee for Accreditation 2019, The Educational Unit, The University of Southern Mississippi.
- CoEP Professional Education Council (PEC), EDA Representative, College of Education & Psychology, The University of Southern Mississippi.
- ERA Awards Committee, Chair, Educational Research & Administration Department, The University of Southern Mississippi.
- ERA EDA M.Ed. & Ed.S. Admissions Committee, Educational Research & Administration, The University of Southern Mississippi.
- ERA EDA Program Committee, Educational Research & Administration Department, The University of Southern Mississippi.
- ERA EDA Course Revalidation Coordinator (self-appointed)

2016-2017 CAEP Draft Institutional Report (Standard 3) Committee for Accreditation 2019, The Educational Unit, The University of Southern Mississippi.

CoEP Research Committee, College of Education and Psychology, The University of Southern Mississippi.

ERA Curriculum Committee, Educational Research & Administration Department, The University of Southern Mississippi.

ERA Doctoral & Specialists Admissions Committee, Educational Research & Administration Department, The University of Southern Mississippi.

ERA Awards Committee, Chair, Educational Research & Administration Department, The University of Southern Mississippi.

ERA EDA Program Committee, Educational Research & Administration Department, The University of Southern Mississippi.

2015-2016 ELSC/ESR Dismissal Appeals Committee, The University of Southern Mississippi. (met 5/3/16)

ELSC/ESR Curriculum Committee, The University of Southern Mississippi.

ELSC/ESR Doctoral & Specialists Admissions Committee, The University of Southern Mississippi.

ELSC/ESR - EDA Accreditation Committee, The University of Southern Mississippi.

ELSC/ESR - EDA Program Committee, The University of Southern Mississippi.

ELSC/ESR Awards Committee, The University of Southern Mississippi.

2015, July-August ELSC/ESR - ESR Search Committee Member for Visiting Professor, The University of Southern Mississippi

2015, January ELSC Search Committee Member for Assistant Professor School Counseling, The University of Southern Mississippi

2014-2015 ELSC - EDA Master's Committee Member, The University of Southern Mississippi.

ELSC Library Liaison Committee Member, The University of Southern Mississippi.

CoEP Recruitment, Retention, & Public Relations Committee Member, College of Education and Psychology, The University of Southern Mississippi.

SERVICE TO THE COMMUNITY & FIELD

Nonprofit Management & Leadership, Article Reviewer:
May 2019, Article NML-19-0041

Journal of Leadership Studies, Article Reviewer:
March 2019, Article JLS-18-0145.R1
July 2016, Article JLS-16-0065
December 2014, Article JLS-14-0114

2018 – 2019 Salisbury University, PDS Liaison to North Salisbury Elementary School

Humphreys County School Board, via The Center for School Board Reform work with Dr. David Lee. Creation of and presentation regarding a system for tracking key data indicators over time.

Hattiesburg Public School District Strategic Planning Committee Member, June – July 2015.

Human Capital Media Executive Research Board

ACSI Strategic Planning Committee, Sub-committee work involving research and data collection

Wicomico County Private School Representative for County Emergency Management Services

ACSI Principal Mentor

Maryland Eastern Shore & Delaware District Representative for ACSI

Led multiple Mission / Service Trips to Costa Rica and the Dominican Republic

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
American Association of School Administrators (AASA)
Association for Supervision and Curriculum Development (ASCD)
International Council of Professors of Educational Leadership (ICPEL)
International Leadership Association (ILA)
Mississippi Association of Professors of Educational Leadership (MAPEL)

National Association of Professional Development Schools (NAPDS)
The National Society of Leadership and Success

CONTINUING EDUCATION FROM 2019 TO PRESENT

- 8/24/2020 Understanding and Protecting PII, *Salisbury University, via KnowBe4.*
- 8/24/2020 Phishing Fundamentals, *Salisbury University, via KnowBe4.*
- 8/24/2020 U.S. Family Educational Rights and Privacy Act (FERPA), *Salisbury University, via KnowBe4.*
- 7/20/2020 Ibram X. Kendi on "How to Be an Antiracist", Online discussion hosted by Dr. Charlene M. Dukes, Sponsored by *Prince George's Community College.*
- 7/14/2020 Soaring with Online Learning, *Salisbury University's Instructional Design and Delivery.* Modules included:
- Foundations for Teaching Online at SU, 6/8/2020.
 - MyClasses 101: Course Design Essentials, 6/11/2020.
 - Creating Effective Assessments. 6/16/2020.
 - Managing Online Interactions, 6/17/2020.
 - Backward Design, Learning Outcomes and Alignment, 7/14/2020.
- 6/16/2020 Dialogue on Race and Its Impact on People of Color: Part 2, Sponsored by the Center for Equity, Justice and Inclusion and the Office of the Provost. Webinar hosted by Joan Williams, Associate Vice President for Diversity and Inclusion and Chief Diversity Officer, *Salisbury University.*
- 3/9/2020 Understanding and Protecting PII, via KnowBe4, 2020 *UMES Cyber Security Training for Faculty and Staff*
- 3/9/2020 2019 Kevin Mitnick Security Awareness Training, via KnowBe4, 2020 *UMES Cyber Security Training for Faculty and Staff*
- 2/21/2020 10th Annual Teaching and Learning Conference, Salisbury University. Sessions attended: Black Lives Matter at Salisbury University; Hazardous Intersections; Igniting the Spark of Creativity: Using Adobe Spark to Design ePortfolios, Websites, Videos, Digital Stories, Social Media and So Much More!; Demystifying Student Tracking & Analytics in MyClasses; Creating Universal Design Classrooms for Culturally Responsive Teaching.
- 1/29/2020 The Craft of Statistical Analysis: Principal Component Analysis (webinar) by Dr. Karen Grace-Martin, *The Analysis Factor, LLC*
- 8/21/2019 Effective Teaching and Learning Strategies for the Higher Ed Classroom by Dr.

Zakrajsek, *Faculty Development Day, Salisbury University.*

- 6/21/2019 Conflicts of Interest
COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE
Modules included:
- Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules (COI-Basic) (ID: 15070) 21-Jun-2019 4/5 (80%)
 - Institutional Responsibilities as They Affect Investigators (COI-Basic) (ID: 15072) 21-Jun-2019 5/5 (100%)
- 6/21/2019 Social and Behavioral Responsible Conduct of Research
COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE
Modules included:
- Authorship (RCR-Basic) (ID: 16597) 21-Jun-2019 5/5 (100%)
 - Collaborative Research (RCR-Basic) (ID: 16598) 21-Jun-2019 5/5 (100%)
 - Conflicts of Interest (RCR-Basic) (ID: 16599) 21-Jun-2019 5/5 (100%)
 - Data Management (RCR-Basic) (ID: 16600) 20-Jun-2019 5/5 (100%)
 - Mentoring (RCR-Basic) (ID: 16602) 20-Jun-2019 5/5 (100%)
 - Peer Review (RCR-Basic) (ID: 16603) 21-Jun-2019 5/5 (100%)
 - Research Misconduct (RCR-Basic) (ID: 16604) 21-Jun-2019 5/5 (100%)
 - Research Involving Human Subjects (RCR-Basic) (ID: 13566) 21-Jun-2019 5/5 (100%)
- 6/21/2019 Responsible Conduct of Research for Faculty Researchers
COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE
Modules included:
- Plagiarism (RCR-Basic) (ID: 15156) 20-Jun-2019 5/5 (100%)
 - Data Management (RCR-Basic) (ID: 16600) 20-Jun-2019 5/5 (100%)
 - Mentoring (RCR-Basic) (ID: 16602) 20-Jun-2019 5/5 (100%)
 - Introduction to RCR (RCR-Basic) (ID: 17009) 20-Jun-2019 3/3 (100%)
 - Research Involving Human Subjects (RCR-Basic) (ID: 13566) 21-Jun-2019 5/5 (100%)
 - Authorship (RCR-Basic) (ID: 16597) 21-Jun-2019 5/5 (100%)
 - Collaborative Research (RCR-Basic) (ID: 16598) 21-Jun-2019 5/5 (100%)
 - Conflicts of Interest (RCR-Basic) (ID: 16599) 21-Jun-2019 5/5 (100%)
- 2/15/2019 9th Annual Teaching and Learning Conference, Salisbury University. Sessions attended: Breakout of the Old and into the New Utilizing Technology Based Engagement Strategies, Lessons Learned Teaching Online at SU, Building Capacities for Teaching Diversity in higher Education: Developing a Library Resource Guide, How to Write Quality, Selected-Response Quiz/Test Items that Challenge (Not Trick) Students, Assessment: Easier than you Think, Inspiring Gen Z.

Heather W. Holmes, Ph.D.

902 Marquis Ave.

Salisbury, MD 21801

Phone: 410-422-5285 email:holmes27@comcast.net

SUMMARY OF QUALIFICATIONS: 34 years' experience as an educator in student and campus life; progressive experience in residence life, student union management, orientation, first year experience, student activities, judicial affairs, Greek life, leadership, academic achievement, academic support programs, grant administration, academic advising; excellent problem solving skills and strong work ethic.

EDUCATION

Doctor of Philosophy, Higher Education Administration, State University of New York at Buffalo May 1999
Master of Science in Education, Higher/Postsecondary Education, Syracuse University May 1990
Bachelor of Science in Education, Recreation Education, State University of New York at Cortland May 1986

PROFESSIONAL EXPERIENCE, Student Affairs

Director, Center for Student Achievement (CSA)

2008-present

- Inaugural director, created programs, procedures and protocol for a state of the art learning center including building partnerships with faculty and staff to increase student usage, retention and graduation rates.
- Manage a learning center serving undergraduate students of which 45-50% access the services and with a budget of \$700,000.
- Responsible for coordination of academic support programs including tutoring, academic coaching, mid semester reports, academic recovery programs, supplemental instruction and study strategy workshops.
- Manage collection of data and analysis for supplemental instruction, tutoring, mid-semester grades, SU Bridges (partnership with Worcester-Wicomico Community College), and CSA usage.
- Provide leadership and training on Education Advisory Board (EAB) products. Content Administrator for Navigate app. Responsible for Navigate app analytics, milestones, reports.
- Supervise staff: two professional staff members; 100 student employees, 6 graduate assistants and one administrative assistant.
- Developed and review strategic plan annually with input from CSA team.
- Coordinated supplemental instruction pilot including hiring, training, supervising and evaluating SI leaders and expanded the program from 6 courses supported to 107 courses supported including recruiting and training faculty.
- Advise undeclared new students during summer and winter orientation.
- Help collaborate with and lead initiatives to close the achievement gap, increase retention and graduation rates.
- Developed and implemented probation pilot to retain students on academic probation.
- Attained College Reading and Learning Association Tutor Program Certification.
- Attained College Reading and Learning Association Mentor Training Certification for SI program.
- Lead staff for Achieve Living Learning Community focused on programming for first-generation college students.
- Supervise 2 to 4 Higher/Post-secondary Education Interns for past 10 years.
- Serve on the following committees: Admission/Readmission, Strategic Enrollment and Planning, Council for Student Achievement and Success, Academic Commons, Co-chair Relay for Life, Retention Think, Tank, Preview Committee, Freshman Year Experience, Chair CSA Advisory Board, COVID Instruction committee.
- Serve on the following Search Committees: Director of Sponsored Programs (Chair); Director of Student Activities (Chair); TRIO Administrative Assistant (Hiring Manager); Assistant Director CSA (Hiring Manager); Assistant Director of Residence Life (Member), Director, Career Services (Chair).

Interim Director, Academic Advising Center

Fall 2017-Summer 2018

- Provide leadership and oversight of university wide academic advising initiatives.
- Supervise and assess the daily operation of the Academic Advising Center and 10 professional staff members.
- Develop strategic and standardized advising procedures.
- Coordinate academic advising logistics and processes.
- Further develop advising center strategic plan and assessment plan.
- Create partnerships with campus stakeholders including students, academic departments, Registrar, Admissions, Center for Student Achievement, Career Services and IT.
- Provide leadership on Education Advisory Board (EAB) products Campus and Guide and continue to develop advising related technologies.

Project Director, TRIO Student Support Services, Salisbury University, 2010-2012

- Co-authored TRIO SSS proposal. Awarded grant in 2010. Principal Investigator 2010-2015.
- Managed and administered \$1.1 million federal grant.
- Developed programs and support for 140 low income, first generation and students with disabilities.
- Prepared quarterly reports and annual performance report for Department of Education.
- Monitored federal regulations and compliance.
- Hired, trained and supervised TRIO staff including Assistant Director, mentors, tutors and graduate assistants.

Director, Student Activities, Organizations & Leadership, Salisbury University, 2000 to 2008

- Responsible for the overall coordination of student activities, Greek life and leadership development programs.
- Advised 6 national fraternities and 5 national sororities.
- Managed and administered judicial process and discipline for fraternities and sororities.
- Advised 130 student clubs including Student Government Association and Student Programming Board.
- Managed with the Student Appropriations Board, a \$600,000 student activities fee budget.
- Provided oversight for the operation of student run radio station and student publications.
- Coordinated Welcome Week activities for 1000 first year students and 600 transfers.
- Supervised three graduate assistants, two administrative assistants, four building managers, four student assistants, and student newspaper and radio station staff.
- Managed leadership facility including scheduling, building manager staff, payroll, operating budget.
- Developed and facilitated Leadership Development program including instituted Shore Leadership Conference, expanded weekend leadership retreat and leadership workshop series.
- Coordinated campus wide programs related to alcohol, hazing, sexual assault, diversity, AIDS.
- Served as administrative hearing officer and on judicial board for Dean of Student's office.
- Served on campus wide committees including: Multicultural Festival, Cultural Affairs committee, Foundations of Excellence, Homecoming/Family Weekend, and Code of Conduct.

Director, Orientation and Student Activities, University at Buffalo, July 1997 to July 2000

- Responsible for overall coordination of the following areas housed in Student Life: Orientation, Freshman Year Experience, Student Activities, Family Programs, Commuter Students, Off-campus Students, Major Student Programming, Fraternities and Sororities.
- Responsible for daily supervision of three professional staff members, four graduate assistants, two clerical staff, and twenty five student staff.
- Managed a \$600,000 annual budget for a self-supported orientation program and \$200,000 programming budget.
- Supervised all major programming events such as September Welcome, Family Weekend, January Jumpstart and Senior Celebration.
- In charge of the development and coordination of a comprehensive orientation program for 3,400 freshman and 1500 transfer students and their families.
- Developed rapport and coordinated orientation efforts with academic departments, athletics and undergraduate academic advisement center.
- Expanded freshman year experience course from 10 sections and 100 students to 77 sections and 1200 students.
- Implemented a program to recruit faculty, staff and administrators to teach Freshman Year Experience (FYE) courses including marketing the concept to the campus wide community.
- Supervised production of all publications including FYE textbook and brochures for all Student Activities functions.
- Responsible for conducting research on retention, commuter students, trends in orientation and fraternities and sororities to inform Division of Student Affairs strategic plan.

Director of Orientation, State University of New York College at Geneseo, 1995-1997

- Coordinated a comprehensive orientation program for 1100 freshman and 300 transfers and their families.
- Formulated and managed a budget for self supporting operations.
- Recruited, selected and trained three professional staff and twenty one student staff.
- Developed a fall orientation program (Welcome Weekend).
- Coordinated academic advisement in conjunction with the Dean of the College Office.

Associate Director, College Union and Activities, State University of New York College at Geneseo, 1995-1997

- Advised Inter-Greek Council consisting of 20 fraternities and sororities.
- Served as judicial hearing officer for all fraternity and sorority infractions.
- Advised and maintained National Order of Omega Greek Honor Society including selection and installation of new members.
- Developed and presented educational programs for Greek community including diversity, alcohol, hazing, risk management, and others.
- Responsible for developing in-service training for all College Union employees.
- Assisted Director with facility management, box office, advising student programming board and student government association.
- Planned and implemented Student Leadership Institute.

Associate Director of Residence Life, State University of New York College at Geneseo, 1992-1995

- Supervised physical operation of residence life department including: room assignments, occupancy, billing, release procedures, special interest housing, opening activities, damage billing, closing and vacation housing.
- Coordinated summer housing operations: conferences and orientation.
- Coordinated furniture replacement, repair and key control system.
- Served as a liaison to the Physical Plant on renovation projects.

Assistant Director of Residence Life, State University of New York College at Geneseo, 1991-1992

- Selected, trained and supervised four residence hall directors and 40 resident advisors.
- Coordinated student discipline for 800 students.
- Chaired several committees including: RA Continuing Education, Operations and Room Selection.

Assistant Director of College Housing, State University of New York at Morrisville, 1988-1991

- Supervised two quad coordinators, six hall directors and 65 resident assistants.
- Served as chief judicial officer, coordinated student discipline and judicial review process.
- Led campus-wide educational programming efforts.
- Supervised housing office and residence hall budgets.
- Managed the room assignments, meal plans and room changes.
- Coordinated residence hall damage assessment and billing procedures.
- Hired and trained summer orientation staff and assisted with conference housing.

Residence Hall Director, State University of New York at Morrisville, 1986-1988.

- Administered, supervised and provided educational development in a residence hall housing 200 students.
- Selected, trained and supervised student staff of eight.
- Coordinated student discipline and judicial review process for residents.
- Facilitated a course for RA selection.

PROFESSIONAL EXPERIENCE, Teaching

Instructor, Salisbury University, 2003 to present

- Adjunct professor in the Graduate School of Education, Post-secondary track, teach EDUC 562 Student Development Theory and EDUC 564 History of American Higher Education.

Instructor, University at Buffalo, July 1997 to July 2000

- Adjunct Professor in the Student Affairs Administration Master in Education Program, taught "Student Affairs Administration Practicum" each spring semester.
Instructed a section of the Freshman Year Experience course each semester.

PROFESSIONAL AFFILIATIONS:

Maryland College Learning Center Association (Founding Member 2014 to present, Treasurer 2020-22)

NACADA: The Global Community for Academic Advising (2017 to present)

College Reading and Learning Association (2015 to present)

National Learning Center Directors Association (2008 to present)

Earned National Learning Center's Website Excellence Award-2nd place, (2009)

UMKC International Center for Supplemental Instruction (2009 & 2011)

National Association of Student Personnel Administrators (NASPA 1997 to present)

Phi Eta Sigma National Honor Society (2012)

Omicron Delta Kappa Leadership Honorary (2002)

Coordinator of Doctoral Seminar NASPA Boston (2008)

NASPA Region II Conference Committee (1997 & 2005)
National Orientation Directors Association (NODA)
National Association for Campus Activities (NACA)
International Leadership Association (ILA)
NASPA Alice Manicur Symposium (2005)

PROFESSIONAL PRESENTATIONS:

“Student Today, Mentor Forever: Mentoring Student Success Professionals, National College Learning Centers Association National Conference, Louisville, Kentucky, October 2019.
Host institution for Maryland College Learning Center Association (MDCLCA) Regional conference Spring 2018.
“The Power of Synergy: Assessment and Strategic Planning” College Reading & Learning Association Conference, Portland, OR 2016.
How to Survive and Thrive in Graduate School, Graduate Student Orientation 2013, 2014, 2015.
“FISH Philosophy” Leadership Workshop Series Spring 2013.
Lunch and Learn Supplemental Instruction and Tutoring 2013.
Lunch and Learn Academic Coaching and Mid-semester grades 2013.
Co-wrote and facilitated Webinar “Campus Saferide Programs: Practical Advice and Rules of the Road” 2009.
"Holy Mackerel, This Is Fun" NACA Regional Conference, October 2004.
"Premiere Organizations: Effectively Communicating with Your Team Members", NACA Regional Conference, October 2002.
"Developing A Leadership Team", NACA Regional Conference, October 2001.
"Creating A Campus Specific Text for a First Year Experience Course", NODA National Conference, November 1999.
"Extending Orientation Into The First Year Curriculum: Creating A Partnership Between Academics and Student Affairs to Increase the Quality of the First Year Experience" NODA National Conference, November 1998.
"Every Piece Essential To The Whole: Student Affairs Self-Study" NASPA Annual Conference, March 1998.
"Using Technology to Personalize Your Orientation Program" NODA National Conference, March 1998.
Published dissertation “The Role of Hazing in the Sorority Pledge Process” 1999.

RESEARCH:

Evaluating the Effectiveness of Peer Led Learning Initiatives on Undergraduate Academic Achievement, Fall 2019 in progress, Dr. Heather Porter, Sarah Winger, Dr. Heather Holmes

Supplemental Instruction Financial Impact Assessment, Dr. Heather Porter and Dr. Heather Holmes (2016)

Gina L. Solano
Curriculum Vitae
Associate Professor of Educational Technology
ginalynnsolano@gmail.com

Education

PhD in Technology and Teacher Education, December 17, 2010 from the University of Utah, Salt Lake City, UT.

Dissertation: *Technology and Teacher Education: Is Technology Professional Development Meeting the Needs of English Teachers?*

Research Areas of Interest: Innovations in educational technology and technology professional development for educators. I am also interested in how technology supports and integrates with service-learning, ESL education, and literacy.

Master of Education, English as a Second Language, University of Utah, Salt Lake City, UT. Professional specialization: ESL for secondary students. August 2001.

Bachelor of Arts, English Teaching, Brigham Young University, Provo, UT. April 1997.

Teaching Licenses

- Utah State Teaching License, Level 3
- English Teaching, Brigham Young University
- Library Media Licensure, Southern Utah University
- ESL, University of Utah
- Reading, University of Utah
- Gifted and Talented, Brigham Young University
- Spanish, ACTFL Certified
- Educational Technology, State of Utah

Certifications

- Google Certification Level 1, September 2020
- CITI Certification, Feb. 27, 2019
- Soaring with Online Learning, Best practices training for online educators, Feb. 8, 2019
- Educational Technology State of Utah Certification, Mar. 21, 2017
- Spanish Fluency ACTFL Certification. Dec. 21, 2009

Awards & Recognitions

- Faculty Excellence Recognition, (2020, September). Walden University.
- Digital Learning Showcase Recognition. (2019, September). The Maryland Society for Educational Technology (MSET). https://mset.wildapricot.org/September2019_Solano/
- Salisbury University Foundation Professional Development Grant. (2019, February). Salisbury University, MD.
- Presidential Award Candidate for Utah Campus Compact. (2017, February). Weber State University, UT.
- Best Presentation Award. (2017, January). International Conference on Education, HI.

- Hemingway Faculty Collaboration Award. (2017, April). Weber State University, UT.
- Hemingway Faculty Excellence Research (2016, April). Weber State University, UT.

University Committees & Leadership Positions

- Chair of the Seidel School Curriculum Committee. (2018 - 2020). Salisbury University, MD.
- New Faculty Orientation Committee Member. (2018 - 2020). Salisbury University, MD.
- Campus Compact Awards Committee Member. (2017 – 2018). Weber State University, UT.
- Technology Committee Chair. (2014-2018). Weber State University, UT.
- Program Director for Project LIFE. (2015-2017). Weber State University, UT.
- Instructional Planning Pedagogy Team. (2015-2017). Weber State University, UT.
- Foreign Language Department Chair. (2011-2013). Ashford University, IA.
- Graduate Culture Committee. (2013). Ashford University, IA.
- Faculty Senator for the College of Education. (2012-2014). Ashford University, IA.
- Advisor for Sigma Tau Delta, English Honors Society. (2010-2014). Ashford University, IA.

Professional Affiliations

- Association of Latino Administrators (ALAS). Member since Sept. 2019.
- American Association of Colleges for Teacher Education (AACTE). Member since August, 2018.
- Maryland Society for Educational Technology (MSET). Member since Jan. 2019.
- Utah Association of Teacher Education (UATE) Member from 2016-2018.
- International Society for Technology in Education (ISTE). Member 2010-12.
- Utah Coalition of Educational Technology (UCET). Member from 2014-2018.
- Technology and Teacher Education (AACE/SITE) Member from 2011-2017.
- Iowa Association of Colleges for Teacher Education (IACTE) Member from 2011-2014.
- American Council of Teachers of Foreign Languages (ACTFL) Member from 2011-2012.
- American Educational Research Council (AERA) Member from 2008-2009.
- International Reading Association (IRA), University of Utah Division. Member from 2003-2009.

SCHOLARSHIP

Peer-Reviewed Publications

- Solano, G. (2020, October). The End of LIFE: Thoughts on the marginalization of powerful service-learning in Higher Education. *Critical Questions in Education*. (Waiting release date.)
- Shelley, G. (2013). Affordable and simple solutions for digital storytelling: Using web 2.0 and freeware to create dynamic digital stories & videos. In R. McBride & M. Searson (Eds.), *Proceedings of the Society for Information Technology & Teacher Education International Conference 2013* (pp. 1726-1729). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/48355>.

- Shelley, G. (2013). Sound the bugle for new uses of Google: Utilizing the best new tools for collaboration, creativity, and productivity. In R. McBride & M. Searson (Eds.), *Proceedings of the Society for Information Technology & Teacher Education International Conference 2013* (pp. 4053-4054). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Schrum, L., Shelley, G., & Miller, R. (2008). Understanding tech-Savvy teachers: Identifying their characteristics, motivation, and challenges. *International Journal of Technology in Teaching & Learning*, 4(1), 1-20.
- Shelley, G. (2011). Are English teachers receiving adequate technology professional development to make them effective 21st-century teachers?. In M. Koehler & P. Mishra (Eds.), *Proceedings of the Society for Information Technology & Teacher Education International Conference 2011* (pp. 3748-3751). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Papers in Progress

- Solano, G. (2020). Technology and teacher change: Are English teachers embracing and teaching new forms of digital literacy?
- Solano, G., & Quattrini, A. (2020). Mindfulness and the Digital Age: Tech Tools and Strategies for Integrating Meditation and Relaxation in the Classroom.
- Solano, G., & Aman, E. (2019). Understanding how multimedia can support multicultural text instruction.
- Solano, G. (2018). International service-learning: Developing culture competence and empathy through a combined medical and educational mission trip.

Invited Presentations

Solano, G. (2020, March). Breakout of boredom! Digital and traditional breakout EDU activities to challenge and engage your students. Tech Summit, Worcester County School District, MD.

Solano, G. (2019, November). Breakout EDU traditional and digital games. Presentation given at the Anne Arundel County Public Schools PDS Networking Event & Professional Development workshop, Salisbury, MD.

Solano, G. (2018, November). STEM with Rokenbok Kits. Presentation given in Dr. Star Weaver's Science Methods Course. Salisbury, MD.

Solano, G. (2018, November). ISTE Standards for Educators and Students. Presentation given to the Secondary Education Department, Seidel School of Education. Salisbury, MD.

Solano, G. (2018, November). Breakout EDU for Science. Presentation given in Dr. Star Weaver's Science Methods course. Salisbury, MD.

Shelley, G. (2016, March). Making assessments fun. Presentation given at the Future Educators Association (FEA) conference sponsored by Weber State University.

Shelley, G. (2015, November). Tech tips & tricks: Using cellphones for learning and assessment. Presentation given at the Future Educators Association's fall conference, Ogden, UT.

Shelley, G. (2015, May). The status of educational technology adoption in Utah's northern school districts. Presentation given to the Utah Council of Education Deans Conference. Ogden, UT.

Shelley, G. (2012). Making technology a mind catcher, not a dust catcher. Ashford University Faculty Workshop, Spring. Clinton, IA.

International Presentations

Solano, G. (2019, March). Keeping current: Are preservice teachers being adequately prepared to teach in 21st century blended learning environments? Presentation given at the 13th International

Technology, Education and Development Conference in Valencia, Spain. Retrieved from <https://library.iated.org/view/SOLANO2019KEE>

Solano, G. (2018, November). When tyranny is law, revolution is order. Research paper presentation given at the International Conference on Urban Education in Nassau, Bahamas.

Shelley, G. (2017, April). Technology and teacher change: Are English teachers embracing and teaching new forms of digital literacy? Paper presentation given at the 2017 International Institute of Social and Economic Sciences in Venice, Italy.

Shelley, G. (2016, November). Project LIFE: Providing a solution for disadvantaged adults to achieve their educational goals. Roundtable session presented at the International Conference on Urban Education in Puerto Rico.

Shelley, G. (2015, September). Integrating cloud technologies into the 21st-century classroom. Polytechnic University of Milan. Invited presenter and organizer of a three-day workshop that taught teachers from all over Italy about Google Drive, how to use its software, and how to design collaborative projects. Milan, Italy.

National Presentations

Solano, G. (2019, November). Awesome assessments: Tech tools that deliver data. Presentation given at the Powering Up with Technology Conference, organized by Prince George's County Public Schools.

Solano, G. (2019, October). Terrific tech tools for teaching and assessing. Presentation given at the Association of Latino Administrators & Superintendents (ALAS) conference. Orlando, FL.

Solano, G. (2019, February). Breakout of the old and into the new utilizing technology-based engagement strategies. Salisbury University's Teaching & Learning Conference, MD.

- Shelley, G. & Espinosa, C. (2018, January). The refiner's fire: Removing barriers for teachers and marginalized community members. Paper presentation at the Hawaii International Conference on Education. Oahu, HI.
- Shelley, G., & Love, K. (2017, April). Discovering the "Indiana Jones" inside of you: Strategies and programs to engage and serve the adult learner. Workshop given at the Mountain Plains Adult Education Association conference in Salt Lake City, UT.
- Shelley, G. (2017, March). Got Canvas? Got Google? How do you use them together? Workshop given at the Utah Coalition of Educational Conference (UCET) in Salt Lake City, UT.
- Shelley, G., & Phillips, S. (2017, January). Breaking new ground: A service-learning program for urban education environments. Paper presentation given at the International Conference on Education in Maui, HI.
- Shelley, G. (2016, October). Using cloud technologies to promote collaboration, creativity, and engagement in teaching. Presentation given at the 46th annual conference of the International Society for Exploring Teaching and Learning. Salt Lake City, UT.
- Shelley, G. (2016, March). How cloud computing is helping to reduce paper waste and create a more sustainable world. Presentation at Weber State University's Sustainability Summit. Ogden, UT.
- Shelley, G. (2016, March). Concept maps & graphic organizers in the digital age. Workshop presentation given at the Utah Coalition for Educational Technology (UCET) annual conference.
- Shelley, G. (2016, February). Increasing engagement in your students using cloud collaboration. Presentation at the Utah Association for Teacher Education (UATE) annual conference. UT.
- Shelley, G. (2016, January). Using the cloud to promote collaboration, creativity, and productivity in teaching. Presentation given at the Hawaii International Conference on Education. Oahu, HI.

- Shelley, G. (2015, October). Project LIFE adult literacy program and using cloud computing to promote literacy. Presentation given at the Utah Council of the International Reading Association, Salt Lake City, UT.
- Shelley, G. (2014, September) The cloud's best new tools for collaboration, creativity, and productivity. Poster presentation given at the TECH-ED Conference at Washington State University. Pullman, WA.
- Shelley, G. (2013, April). Discover the best new tools digital tools for collaboration, creativity, and productivity. Presentation given at Clarke University's teacher conference: Teach Like Your Hair's on Fire! Dubuque, IA.
- Shelley, G. (2013, March). Affordable and simple solutions for digital storytelling: Using web 2.0 and freeware to create dynamic digital stories & videos. Presentation given at the Society of International Technology and Teacher Education annual conference. New Orleans, LA.
- Shelley, G. (2013, March). Sound the bugle for the new uses of Google: Utilizing the best new tools for collaboration, creativity, and productivity. Presentation given at the Society of International Technology and Teacher Education annual conference. New Orleans, LA.
- Shelley, G. (2012). Digital storytelling made easy: Using web 2.0 to make dynamic digital stories and videos. Presentation given at EdMedia World Conference. June 27, 2012. Denver, CO.
- Shelley, G. (2011, March). Are English teachers receiving adequate technology professional development to make them effective 21st century teachers? Research presented at the Society of International Technology and Teacher Education (SITE), Nashville, TN.
- Shelley, G. (2010, August). Technology and teacher education: Is technology professional development meeting the needs of English teachers? Dissertation presented at the oral defense at the University of Utah.

- Shelley, G. (2009, March). Make your students expert researchers! Presentation at the Utah Educators Library Media Association (UELMA), Ogden, UT.
- Shelley, G. (2009, March). Are English teachers receiving adequate technology training to help them teach with technology? Presentation at the Society of International Technology and Teacher Education (SITE) annual conference. Charleston, SC.
- Shelley, G. (2008, March). Technology and teacher change: Has the emergence of technology changed the way experienced educators teach? Research presented at the American Educational Research Association (AERA), New York, NY.
- Glaspet, K. & Shelley, G. (2007, February). Student Teaching Supervision: Techniques and Strategies that Work. Poster session at The American Association of Colleges of Teacher Education (AACTE).
- Schrum, L., Shelley, G., Miller, R. (2007, April). Understanding tech-savvy educators: Identifying characteristics, motivation and challenges. *Computers in Education*. This paper was presented at the American Educational Research Association (AERA).

CREATIVE WORKS

- Shelley, G. (2015). Twice the miracle. Chapter in J. C. Olsen (Ed.), *Angels to bear you up* (pp. 101-108). American Fork, UT: Covenant Communications, Inc.
- Shelley, G. (2013). River rescue, *Angels watching over you* (pp. 129-132). American Fork, UT: Covenant Communications, Inc.
- Shelley, G. (2013). Saved from disaster. Chapter in J.C. Olsen (Ed.), *Angels watching over you* (pp. 125-128). American Fork, UT: Covenant Communications, Inc.
- Shelley, G. (2012). An unforgettable witness. Chapter in J.C. Olsen (Ed.), *Angels to bear you up*. (pp. 115-120). American Fork, UT: Covenant Communications, Inc.

GRANTS & RESEARCH AWARDS

Salisbury University Faculty Development Travel Grant. January 2020	Amount: \$400
Salisbury University Professional Development Grant. February 2019	Amount: \$1,000
Office of Undergraduate Research Grant Award. October 2017	Amount: \$1,000
Hemingway Collaborative Research Award. March 2017.	Amount: \$3,000
Hemingway Collaborative Research Award. March 2016.	Amount: \$4,130.60
Office of Sponsored Projects, Poverty Research Grant. August 2016	Amount: \$5,000
Academic Resources and Computing Committee Grant. January 2016	Amount: \$4,500
Academic Support & Technology Endowment Committee Grant. Dec. 2015	Amount: \$1,500

GRADUATE STUDENT CHAIR & COMMITTEE SERVICE

POSITION	STUDENT	TITLE OF PROJECT/RESEARCH	DATE COMPLETED
Chair Doctoral	A. Beasley	College Students' Perceptions on the Importance of Student Engagement in Online Courses	In progress
Chair Doctoral	L. Jackson	Exploring Teacher Decisions to Use Digital Games in Elementary Classrooms	In progress
Chair Doctoral	S. Saad	Strategies Effective Teachers' Self-Efficacy While Using Gamification Technology	In progress
Member Master	M. Rojas	Curriculum Needed for Spanish Heritage Speakers	Apr. 2019
Chair Master	T. Taurone	The Need for More 21 st Century Skills Development in CTE Curriculum	Apr. 2018
Chair Master	B. Fuller	Digital Media and Literacy in the Classroom: Curriculum and Unit Plans for Secondary Students	Dec. 2018
Member Master	B. Peterson	Direction on Transition from School Services to Adult Living for Students with Disabilities and Their Families	Aug. 2016
Chair Master	B. Kunzler	Secondary Students' Misconceptions of Digital Literacy: Identifying Their Actual Skills in Educational Settings	Apr. 2016
Chair Master	A. Strum	Opinions of Social Studies Teachers Towards Technology Integration in the Curriculum	Apr. 2016

Member Master	M. Wood	Increasing Student Reading Motivation through Literature Circles	Apr. 2016
Member Master	S. Eddy	The Importance of Vocational Programs for School Retention	Apr. 2016
Member Master	M. Widdison	Barriers to the Effective Use of Technology	Apr. 2015
Member Master	C. Vallejo	Increasing Comprehension in Struggling Readers Using Concept Maps and Embedded Strategies Related to Building Motivation	Dec. 2015

TEACHING EXPERIENCE

University Teaching Experience

<u>Salisbury University</u>		<u>August 15 – Present</u>
Fall 2020	EDUC 545-701 Learning, Instruction, & Assessment (online) EDUC 585-701 Technology for Teaching & Learning (online) EDUC 590-701 Special Topics: STEM Education (online)	
Summer 2020	EDUC 689-701 Multimedia in the Constructivist Classroom (online) EDUC 570-701 Current Issues in Educational Technology (online)	
Spring 2020	EDUC 503-610 Classroom Management (hybrid) EDUC 545-610 Learning, Instruction & Assessment (hybrid) EDUC 570-610 Current Issues in Educational Technology (hybrid)	
Winter 2020	EDUC 694-710 Learning and Leading with Technology (online)	
Fall 2019	EDUC 570-610 Current Issues in Educational Technology (hybrid) EDUC 585-610 Technology for Teaching and Learning (hybrid) ELED 202-001 Technology in Education ELED 202-151 Technology in Education	
Summer 2019	EDUC 570-701 Current Issues in Educational Technology (online) EDUC 571-701 Web-based Teaching and Learning (online)	
Spring 2019	EDUC 503-610 Classroom Management (hybrid) EDUC 570-610 Current Issues in Educational Technology (hybrid) EMAT 538-610 Technology in Education (hybrid) SCED 318-610 Computers in Education (hybrid) SCED 318-611 Computers in Education (hybrid)	
Winter 2019	EDUC 570-701 Current Issues in Educational Technology (online)	
Fall 2018	EDUC 570-610 Current Issues in Educational Technology (hybrid) EDUC 585-610 Technology Tools for Teaching and Learning (hybrid)	

	SCED 318-151 Computers in Education (traditional)	
Walden University		September 2018 - Present
Fall 2020	EDDD 8900 Completing the Prospectus EDDD 8990 Completing the Doctoral Capstone EDDD 8090 Trends & Issues in Educational Technology	
Summer 2020	EDDD 8900 Completing the Prospectus EDDD 8990 Completing the Doctoral Capstone EDDD 8091 Creating Digital Media EDDD 8107 Designing & Instructing E-Learning	
Spring 2020	EDDD 8900 Completing the Prospectus EDDD 8990 Completing the Doctoral Capstone EDPD 8012 Innovative Curriculum	
Winter 2019	EDDD 8910 Completing the Prospectus EDDD 8990 Completing Doctoral Capstone EDDD 8091 Creating Digital Media	
Fall 2019	EDDD 8910 Completing the Prospectus EDDD 8990 Completing Doctoral Capstone	
Summer 2019	EDDD 8910 Completing the Prospectus EDDD 8990 Completing Doctoral Capstone EDDD 8091 Creating Digital Media	
Spring 2019	EDDD 8091 Creating Digital Media	
Winter 2018	EDDD 8091 Creating Digital Media	
Weber State University		July 2014 - May 2018
Spring 2018	EDUC 3115 Technology Integration in Elementary Education Settings EDUC 3315 Media Integration in Secondary Education Settings MED 6229 Instructional Technology for Preservice Teachers MED 6860 Practicum Supervision for Graduate Students Student Teaching Supervision	
Fall 2017	EDUC 3115 Technology Integration in Elementary Education Settings EDUC 3115 Technology Integration in Elementary Education Settings EDUC 3315 Media Integration in Secondary Education Settings EDUC 3315 Media Integration in Secondary Education Settings EDUC 3936 Content Literacy MED 6229 Instructional Technology for Preservice Teachers MED 6860 Practicum Supervision for Graduate Students	
Spring 2017	EDUC 3115 Technology Integration in Elementary Education Settings	

EDUC 3115 Technology Integration in Elementary Education Settings
 EDUC 3315 Media Integration in Secondary Education Settings
 MED 6229 Instructional Technology for Preservice Teachers
 Program Director for Project LIFE Adult Literacy Program

Fall 2016	EDUC 3115 Technology Integration in Elementary Education Settings EDUC 3115 Technology Integration in Elementary Education Settings EDUC 3315 Media Integration in Secondary Education Settings EDUC 3315 Media Integration in Secondary Education Settings EDUC 4210 Elementary Practicum Level III MED 6229 Instructional Technology for Preservice Teachers SPAN 2010 Third Semester Spanish Program Director for Project LIFE Adult Literacy Program
Summer 2016	MED 6229 Instructional Technology for Preservice Teachers SPAN 1010 First Semester Spanish Program Director for Project LIFE Adult Literacy Program
Spring 2016	EDUC 3115 Technology Integration in Elementary Education Settings EDUC 3935 Reading and Writing Across the Secondary Curriculum EDUC 3935 Reading and Writing Across the Secondary Curriculum EDUC 3315 Media Integration in Secondary Education Settings EDUC 3315 Media Integration in Secondary Education Settings MED 6229 Instructional Technology for Preservice Teachers SPAN 1010 First Semester Spanish Program Director for Project LIFE Adult Literacy Program
Fall 2015	EDUC 3115 Media Integration in Elementary Education Settings EDUC 3115 Media Integration in Elementary Education Settings EDUC 3315 Media Integration in Secondary Education Settings EDUC 3315 Media Integration in Secondary Education Settings EDUC 3935 Reading and Writing Across the Secondary Curriculum EDUC 3935 Reading and Writing Across the Secondary Curriculum Program Director for Project LIFE Adult Literacy Program
Summer 2015	EDUC 3935 Reading and Writing Across the Secondary Curriculum (online)
Spring 2015	EDUC 3900 Preparing, Teaching and Assessing Instruction EDUC 3910 Secondary Education Practicum EDUC 3935 Reading and Writing Across the Secondary Curriculum EDUC 3115 Media Integration in Elementary Education Settings MED 6229 Instructional Technology for Preservice Teachers
Fall 2014	EDUC 3900 Preparing, Teaching, and Assessing Instruction EDUC 3910 Practicum: Professional Core EDUC 3315 Media Integration for Secondary Teachers

EDUC 3115 Media Integration in Elementary School

Ashford University

January 2011 – May 2014

EDU 230 Performing & Visual Arts for Elementary Educators
 EDU 310 Integrating Technology into the Classroom
 EDU 330 General Methods for Secondary Educators
 EDU 331 Practicum for Secondary General Methods
 EDU 340-8 Secondary Teaching Specific Methods & Practicum
 EDU 342 Secondary Teaching Specific Methods for English Educators
 EDU 343 Practicum for Secondary Teaching Specific Methods in English
 ELL 240 Linguistically & Culturally Diverse Learners
 ELL 242 Understanding & Teaching English Language
 ELL 355 Methods, Materials & Technology for ELL
 ELL 361 Language and Learning in a Global Context
 ELL 420 Testing & Assessment for ELL
 ENG 121 Composition & Reading
 ENG 122 Composition & Research Writing
 ENG 321 Introduction to Linguistics
 SPA 103 Beginning Spanish I
 SPA 104 Beginning Spanish II
 EDU 605 School Media Center (online)
 EDU 619 Technology for Mathematics Education (online)
 EDU 643 Methods, Materials & Technology for Learning a Second Language (online)
 EDU 651 Collaboration & Learning in a Virtual Environment (online)
 EDU 673 Differentiating Instruction (online)
 EDU 668 Reading Comprehension Across the Curriculum (online)

Adjunct Professor

Fall 2010 EDU 648 Teaching & Learning with Technology, Ashford University

Spring 2006 ELED/SCED 6770 ESOL Instructional Strategies in the Content Areas
 ELED/SCED 6780 Assessment for Language Learners
 Utah State University, Spring Semester 2006

Fall 2005 ELED/SCED 6710 Diversity in Education
 ELED/SCED 6760 ESOL Instructional Strategies
 Utah State University, Fall Semester 2005

ENGL 2010 Intermediate Writing, Utah Valley State University

Summer 2005 T&L 6126 Content Literacy, University of Utah

Public School Teaching Experience

Aug. 2009 – Jan. 2011	Spanish Teacher Scales Mound School, Scales Mound District, IL.
Jul. 2008 – May 2009	Library Media Specialist Salem Hills High School, Nebo School District, UT.
Aug. 2007 – Jun. 2008	Student Government Advisor/English Teacher/Reading Skills Teacher East High School, Salt Lake School District, UT.
Aug. 2002 – Aug. 2007	ESL Teacher/Library Media Specialist/Reading Specialist Wasatch Mountain Junior High School, Wasatch School District, UT.
Aug. 2001 – Jun. 2002	English/Reading Teacher Lehi Junior High School, Alpine School District, UT.
Aug. 2000 – Jun. 2001	English Teacher North Davis Junior High School, Davis School District, UT.
Aug. 1997 – Jun. 2000	English Teacher Tooele High School, Tooele School District, UT.

SERVICE**Service to Department & School**

2018 - Current	Seidel School Curriculum Committee Chair Salisbury University, College Committee
Jan. 2019 - Apr. 2020	Faculty mentor for honor student, Elizabeth Aman's Thesis: Why Should Teachers Include More Multicultural Texts in Language Arts?
Sep. 2019 – May 2020	Faculty mentor for graduate student, Adriana Quattrini Project: Mindfulness-based Interventions for the Elementary Classroom
Sep. 24-25, 2018	Fulbright Faculty Application Reviewer and Interviewer

Service to University

Fall 2018 - Current	New Faculty Orientation Committee Member Salisbury University Committee
Nov. 1, 2019	Judge for Purdue School U-Pitch

August 2019	Designed Salisbury University's New Faculty website
April 2019	Judge for Purdue School U-Pitch
2014 - 2018	Educational Technology Director College Committee, Weber State University
2014-2017	Academic Support and Technology Committee College Committee, Weber State University
2016 - 2018	University Digital Literacy Committee Member Weber State University
2016 - 2018	University Globally Engaged Learners Committee Weber State University
2013 – 2014	Faculty Welfare Committee Member Ashford University
2013-2014	Diversity Committee Member Ashford University
2011-2014	Service-Learning Advisor Ashford University
2012-2014	Faculty Senate Member Ashford University
<u>Professional Service</u>	
January - July 2020	Digital Learning Advisory Committee, directed by the Maryland State Board of Education. Chair: Dr. Carol Williamson, Deputy State Superintendent for the Office of Teaching and Learning.
November 2019	Provided free professional development workshop on Breakout EDU for students and teachers.
November 2019	Ed Camp Delmarva volunteer and session facilitator.
July 2019	Secretary and Board Member for the Maryland Society of Educational Technology
April 2019	Volunteer at Common Ground Conference
February 2019	Provided free professional development on Rokenbok STEM kits to Pocomoke Elementary School.

Community Service

March 2020	Volunteer for Sips for Snips, a fundraiser event for spade and neutering.
December 2019	Classroom volunteer, The Salisbury School. Teacher: Ms. Adriane Quattrini
October 2019	Volunteer for Community Trunk or Treat
April 2019	Volunteer for Sips for Snips, a fundraiser event for spade and neutering.
October, 2018	Food Pantry Volunteer, Logan Township, NJ
Sep. 2015 - May 2017	Boy Scout Merit Badge Coordinator. Troop 101, Mount Ogden, Trapper Trails Council, UT
Sep. 2015 - May 2016	Community Council Member. Morgan Junior High School, Morgan School District, UT.
Sep. 2014 – Jun. 2015	Girl Scout Assistant Troop Leader. Morgan, UT.
Jan. – Apr. 2014	Service-Learning Coordinator for ESL Tutoring. Camanche Elementary. Clinton, IA.
Sep. 2013 - May 2014	Girl Scout Troop Leader. Clinton, IA.
Jan. – Jun. 2012	Cub Scout Summer Camp Program Leader. Clinton, IA.

University Service-Learning/Civic Engagement Activities

May 2017	Humanitarian Mission Trip to Ghana, Africa This was a five week faculty-led trip to volunteer in medical clinics and hospitals. We also visited local schools and gave donations of school supplies and taught students.
Feb. 2017	Presenter at the Utah Campus Compact Engaged Faculty Retreat in Moab, UT. I presented and participated in a two-day conference to share my research and success about Project LIFE.
Feb. 2016	Attended the Utah Campus Compact Conference. This conference was hosted by Westminster College in Salt Lake City. My community partner from the Ogden Dept. of Workforce Services attended with me.
Fall 2016	Member of the Community Engaged Fellows cohort. I met monthly with the cohort to learn about service-learning and how to incorporate it into my course curriculum.

- 2016 – 2018 **President of the Utah Technology Education Consortium (UTEC).** I organized a professional organization for preservice and current K-12 teachers would have opportunities to serve schools and teach each other about educational technology.
- 2015 – 2018 **Program Director for Project: Literacy Instruction to Further Education (LIFE).** I created an adult literacy program primarily for those who are recovering drug-addicts working with a judge in a Drug Court program. The program provides literacy instruction and personal tutoring for the participants so that they can complete their GEDs.
- Fall 2014 **Community Engaged Learning instructor and received CCEL designation for EDUC 3900.** The CCEL requirement was adopted by the Professional Core team in the Teacher Educational Department for secondary education majors.
- 2013 **Service-Learning coordinator and participant in ESL tutoring at Northeast Community School District.** I organized my ESL endorsement class to provide ESL instruction and teaching at a local school that did not have a full-time ESL teacher.

SKILLS

Languages (other than English) I am fluent in reading, writing, and speaking Spanish.

Technology

Adobe Spark	Digital Cameras	iMovie	Polleverywhere	VoiceThread
Animoto	Digital Recorders	Interactive whiteboards	Piktochart & Infographics	Voki
Audacity	Digital Video	Kahoot	Pow Toons	Wikis
Blackboard	Distance Learning	Linkedin	Qualtrics	Wix
Blended Learning	Doc Cameras	Light boards	Quizizz	Wearable technologies
Blogs	Edmodo	Merge Cube	Quizlet	Xtranormal
Bookmarking	Edpuzzle	Mixbook	QuizStar	YouTube
Camtasia	FlipGrid	Nearpod	SMART Notebook	Zoom
Canvas	GAFE	Online learning	Smartphones	
Chromebooks	Glogster	Padlet	Social Media	
Code.org	Google Drive	Pear Deck	Storybird	
Comiclfe	Google Sites	Plickers	Thingiverse	
CoolText	iMacs & iPads	Prezi	Virtual Reality	

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<https://www.salisbury.edu/faculty-and-staff/dmwagner>

EDUCATION

- Ed.D. Educational Leadership, University of Delaware, Newark, DE, January 2005.
Concentration: Policy and Administration. Dissertation: "Integrating Stakeholder Feedback to Inform Program Improvement in Teacher Preparation Programs." Primary Interests: Research Methodology, Evaluation and Assessment, Social Justice Pedagogy
- M.A. Arcadia University (formerly Beaver College), Glenside, PA, May 1994. Graduated with Distinction. Major: English. Thesis: "A Word Made Flesh is Seldom: The Language Poetry of Emily Dickinson"
- B.A. Alverno College, Milwaukee, WI, 1988 (graduated with Honors). Major: English, Minors: Philosophy and Religious Studies

CERTIFICATIONS

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|---------------|---|
| June 2018 | Certified Course Reviewer. Quality Matters QM Rubric Update 6 th Edition. |
| January 2018 | American Red Cross Certifications:
American Red Cross Wilderness and Remote First Aid
American Red Cross Wilderness and Remote First Aid Instructor |
| November 2017 | American Red Cross Instructor Certification:
Adult and Pediatric CPR/AED/First Aid |
| Spring 2017 | Certified Course Reviewer. Quality Matters QM Rubric 5 th Edition. |
| Fall 2016 | Applying the Quality Matters Rubric. Quality Matters. |
| Fall 2009 | National Institutes of Health Online Human Subjects Training
Certification Number 326647 |
| Fall 2006 | UCLA Online Training: Protecting Human Research Subjects Training &
Certification for Medical and Social-Behavioral Sciences |

OTHER COURSEWORK & PROFESSIONAL DEVELOPMENT

- 2014 "Using Holocaust Survivor Testimony in the Classroom." Online Webinar. Shoah Foundation.
- 2014 "Resistance Basics." Online course. Jewish Partisan Educational Foundation. 1.25 CEU credits.
- 2014 "The Holocaust and Human Behavior." Online course. (32 hours). Facing History & Ourselves.
- Spring 2013 "Teaching *A Convenient Hatred: The History of Antisemitism*." Online Seminar. Facing History and Ourselves.
- 2004- 2012 Coursework in music. Primary instrument: guitar. Department of Music, Salisbury University
- 2006 Center for American Sign Language Literacy, Gallaudet University, Washington, DC. Summer American Sign Language Institute. Recommended to ASL Level III.

LANGUAGES

American Sign Language (intermediate)

ADMINISTRATIVE LEADERSHIP

Salisbury University, Salisbury, Maryland

- July 2016-June 2019 Director, Graduate Programs in Education, Salisbury University.**
- 2015-2016 Assistant Dean for Assessment & Accreditation, Dean's Office, Seidel School of Education and Professional Studies**
- Spring 2015 Assessment Coordinator, Dean's Office, Seidel School of Education and Professional Studies (PEDS, Title II, MSDE, AACTE, CAEP reporting)**
- 2008-2012 Graduate Assessment Coordinator, Unit NCATE Accreditation
- 1999-2006 Advising Services Coordinator, Dean's Office, Seidel School of Education and Professional Studies. Additional Duties: Certification Officer, Title II Coordinator

Arcadia University (formerly Beaver College), Glenside, Pennsylvania

- 1995- 1999 Coordinator (95-96) and Director (96-99) of Education Enhancement Center (Academic Assistance & Tutoring Center) and Director of Student Disability Services/ADA Compliance Officer
- 1994-1995 Coordinator & Student Advisor, College Academic Assistance Program (similar to TRIO)
- 1993- 1994 Project Director, Beaver College Literacy Corps (community ESL initiative under Americorps)
- 1992- 1993 Assistant Director, Beaver College Literacy Corps (graduate assistantship)

TEACHING EXPERIENCESalisbury University, Salisbury, Maryland

- 2012- Associate Professor of Education (tenured)
- 2006-2012 Assistant Professor of Education (tenure track)
- 2002-2006 Adjunct Instructor in Education

University of Delaware, Newark, DE

- Fall 2005 Adjunct Lecturer in Education

Arcadia University (formerly Beaver College), Glenside, Pennsylvania

- 1993-1999 Adjunct Professor of English: Composition and Rhetoric
Faculty Trainer: Writing with Technology

St. Laurentius School, Philadelphia, Pennsylvania

- 1989-1992 Chair, K-8 Language Arts Program, Teacher of grades 6-8 language arts, grade 5 social studies, and grades 5-8 cross-graded reading

OTHER TEACHING EXPERIENCE

- June 2018 Invited Program Faculty, Maryland Folk Musicians Retreat. Centreville, MD
- 2010-2017 Invited Faculty-in Residence, Greenwood Furnace Folk Gathering, Huntingdon County Arts Council, Huntingdon, PA

2007-2008 Faculty-in-Residence. Heart of the Alleghenies Folk Festival.
University of Pittsburgh-Bradford.

OTHER PROFESSIONAL EXPERIENCE

2013-2019 Founding Director, Maryland Holocaust Educators Network (See Grants, below)

UNIVERSITY PROFESSIONAL DEVELOPMENT

2017-2018	Title IX and FERPA Training (Online)
Fall 2014-	Canvas LMS System (see also University Service)
Fall 2013	ADA Compliance in Colleges and Universities (Webinar)
Fall 2013	Title IX and Workplace Harassment Training
March 2013	Kognito Mental Health Intervention Training (Suicide Prevention)
February 2013	Title IX and the 2012 Dear Colleague Letter from DOE
June 2011	SafeTalk Suicide Prevention Training
January 2011	Salisbury University Teaching and Learning Conference
Summer 2010	MyClasses Learn Faculty Pilot Group Training
Summer 2009	Soaring with Online Learning, MyClasses Course Development
Spring 2009	Web APPetizers Workshop
Summer 2008	Using MyClasses, Salisbury University
Spring 2008	Using Promethean Boards, Wicomico County Technology Center
Spring 2007	Turning Points Training Workshop, Salisbury University
Fall 2006	Turn-It-In Software Training, Salisbury University
Fall 2006	Respondus Test Development Software, Salisbury University

PROFESSIONAL DEVELOPMENT SCHOOL (PDS) ACTIVITIES

2008-2012 Founding director of Maryland's only Guitars in the Classroom Program (GITC). GITC sponsors 44 programs in 23 states. Since 2008, this program has provided musical instruments to and trained more than 60 teachers on the Eastern Shore.

2008-2014 Guest Artist, Berlin Intermediate School, Worcester County, Maryland. Invited by Ms. Lisa Adams, music teacher. I hold guitar master classes with sixth-grade guitar classes, approximately 60 students each year.

PROGRAMS AND COURSES DEVELOPED

Master of Arts Higher Education Leadership Program (undergoing State approval 2019-2020)
Post-Baccalaureate Higher Education Leadership (2015)
Social Justice Studies Minor (2014)

EMAT 537	Educational Research (offered at UMES for joint MAT Program)
EDUC 559	Teaching the Holocaust for Social Justice Across the Disciplines

EDUC 620 Legal Issues in Higher Education

ONLINE & HYBRID (BLENDED) COURSE DEVELOPMENT

EDUC 210	Schools in a Diverse Society	Web-Enhanced
EDUC 502	Introduction to Research	Hybrid
EDUC 505	Applied Research Methods	Hybrid
EDUC 620	Legal Principles in Higher Education	Online & Hybrid
EDUC 621	Higher Education Management	Hybrid
EDUC 665	Post-Secondary Internship Seminar	Online
EDUC 695	Research Seminar	Hybrid
ODEL 201	Wilderness First Aid	Web Enhanced
ODEL 214	Kayaking	Web Enhanced

COURSES TAUGHT

Salisbury University

Undergraduate

ODEL 200	Foundations of Outdoor Education Leadership
ODEL 201	Wilderness Emergency Care
ODEL 214	Canoeing & Kayaking
EDUC 210	Schools in a Diverse Society
EDUC 491	Independent Study
ELED 397	Diversity & the Self
MUED 319	Technology for Music Education

Graduate

EDUC 502	Introduction to Research (authored hybrid course)
EDUC 559	Teaching the Holocaust for Social Justice Across the Disciplines
EDUC 561	Current Issues & Trends in Post-Secondary Education
EDUC 620	Legal Principles in Higher Education (authored course)
EDUC 630	M.Ed. Thesis
EDUC 665	Internship in Post-Secondary Education
EDUC 691	Independent Study
EDUC 695	Research Seminar
EMAT 515	Research & Technology

University of Delaware

EDUC 605	Research Methodology
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Arcadia University

Undergraduate

EN 100	Basic College Writing
EN 101	Thought and Expression I (English Comp I)
EN 102	Thought and Expression II (English Comp II)
ID 100	Learning Strategies Workshop
ID 103	Politics, Peace, and Poetics
ID 111	Interpretations of Justice (Interdisciplinary, team-taught)

FELLOWSHIPS & GRANTS

2014-18	Maryland Holocaust Educators Network summer institute. \$7,000 annually from The Olga Lengyel Institute for Holocaust and Human Rights and The Memorial Library in New York City to host a week-long intensive teacher institute. Cumulative total \$28,000.
2014	Holocaust Institute for Teacher Education. Funded by the Belfer Endowment, United States Holocaust Memorial Museum.
2013	Holocaust Educators Network Leadership Institute Fellow. One-week fellowship at Memorial Library, New York City, to establish a regional site of the Holocaust Educators Network.
2013	Jack and Anita Hess Faculty Fellowship, United States Holocaust Memorial Museum. Faculty seminar on Holocaust Film, led by Stuart Liebman.
2012	Holocaust Educators Network Fellow. Two-week fellowship at Memorial Library, New York City, in association with City University of New York.
2010	Salisbury Wicomico Arts Council. \$300 to provide child-size guitars to GITC participant teachers at Willards Elementary School. Grant co-authored with Willards physical educator and SU alumna Nicole Rittling.
2000	Maryland State Department of Education. \$1,000 to provide PRAXIS I test preparation to teacher candidates.
1996	Pennsylvania Department of Education. \$5,000.00 for hardware and software to expand technological resources for academic support services.
1995	Harmony Women's Fund, Minneapolis. Writer-in-Residence, Norcroft Writing Retreat, Duluth, Minnesota.
1994	Pennsylvania Association of Colleges and Universities. \$4,000.00. Campus Compact award to serve as Southeastern PA Collegiate Service Learning Fellow for 1995 in association with Corporation for National and Community Service.

- 1994 Merck Corporation. \$2,000.00 for support of the Beaver College Literacy Corps.
- 1994 Connelly Foundation. \$14,200.00 awarded on a \$7,000.00 request for the expansion of the Beaver College Literacy Corps family literacy initiative.

EDITORSHIP

- 2015 - "What's Your Story?" series editor, Emily Dickinson International Society, *Emily Dickinson Bulletin*, Johns Hopkins University Press.
- Wagner, D. (2019). Some Harmonic Nook: Eric Nathan and Dickinson in Song. *Bulletin 31*(1). Emily Dickinson International Society.
- Wagner, D. (2018). An Interview with Marcy Tanter. *Bulletin 30*(2). Emily Dickinson International Society.
- Wagner, D. (2017). A Conversation with Ferris Jabr. *Bulletin 28*(1). Emily Dickinson International Society.
- Wagner, D. (2016). The Gardens of Judith Farr. *Bulletin 27*(1). Emily Dickinson International Society.
- Wagner, D. (2015). The Dickinson Lens. *Bulletin 27*(2). Emily Dickinson International Society.

SCHOLARSHIP & PUBLICATIONS

- Wagner, D. (Forthcoming, Fall 2020). *Outdoor Education Leadership* (textbook). Dubuque, IA: Kendall Hunt Publishing.
- Wagner, D. (Under Contract). I See You: Primary Source Photos, Personal Narrative, and Remembrance. In *Opportunities and Challenges in Holocaust Education*. J. Lemberg and A. Pope, eds. New York: Teachers College Press.
- Pope, A. and Wagner, D. (Winter 2020). Using visual sets to open inquiry on the Holocaust. The Middle States Council for the Social Studies *Journal*.
- Wagner, D. and Batiste, D. (2013). Echoes and Reflections and the Common Core. *Echoes and Reflections Today*. Available from http://echoesandreflections.org/news_and_events/enewsletter.asp
- Wagner, D. (2013). Milliken v. Bradley [1974]. In *Multicultural America: A Multimedia Encyclopedia*. Thousand Oaks, CA: Sage.

- Wagner, D. (2013). University of California Board of Regents v. Bakke (1978). In *Multicultural America: A Multimedia Encyclopedia*. Thousand Oaks, CA: Sage.
- Wagner, D. (2011) Rutgers University SafeZone Training. Newark, NJ: Rutgers University.
- Wagner, D. & Baron, J. (2011). *Characteristics of Teachers Participating in Voluntary Music Integration Professional Development*. ED520251. Washington, DC: ERIC Document Reproduction Service.
- Wagner, D. (2009). Contributing editor to Emily Dickinson Lexicon Project, hypertext project to digitize the poetry and lexical references of Emily Dickinson for use by teachers, students, and scholars. Editor of digital version of 1844 Webster's Dictionary, letter D. Cynthia Hallen, General Editor, Brigham Young University.
- Wagner, D. (2009). "If you can teach it, they can sing it: music-making in your classroom." *Your first years of teaching: beginning a journey of excellence*. Salisbury, MD: Salisbury University.
- Wagner D. (2008). Teacher Impact Survey Instruments (2 survey instruments). Guitars in the Classroom national evaluation program. Solana Beach, CA.
- Hall, G.E. & Wagner, D. (2008). Instructor's PowerPoint Companion to Accompany *The Joy of Teaching: Making a Difference in Student Learning*. Boston: Allyn & Bacon. Available online at http://www.ablongman.com/catalog/main_content/0,1151,-500,00.html
- Wagner, D. (2006). "Pardon the Liberty: Emily Dickinson's Correspondence with Edward Everett Hale" [Invited scholarly essay.] *Dickinson Electronic Archives*. Martha Nell Smith, Ellen Louise Hart, Marta Werner, eds. <http://www.emilydickinson.org/hale.html>
- Wagner, D. (1999) "Creel Limit." *Northeast Corridor* (6), 243-249. Essay adopted as required text in PHIL 313 American Philosophers of Nature, Salisbury University, Fall 2006.
- Illig, D. & Wagner, D. (2006). Horizons Student Workshop Text, Salisbury University. Hate crimes awareness and GLBTQ diversity training course book.
- Wagner, D. (2000). Rev. of *Affirmative Action's Testament of Hope: Strategies for a New Era in Higher Education*. Ed. Mildred Garcia. *NACADA Journal: The Journal of the National Academic Advising Association*, (20)1.
- Wagner, D. (2000). Rev. of *Faculty Misconduct in Collegiate Teaching*, eds. John M. Braxton and Alan E. Bayer. *NACADA Journal: The Journal of the National Academic Advising Association*, (20)1.
- Wagner, D. (1999). *Studying and Test-Taking: Incredibly Easy*. Contributing Editor. Springhouse, PA: Springhouse Publishing.

Marmaluk, D. W. (1999). "Having Seized the Day--And Let Go." *Great Beginnings: Designs for Beginning Teachers*. Conference on English Leadership. Urbana: NCTE.

Wagner, D. and Tanter, M. (1999). "New Dickinson Letter Clarifies Hale Correspondence." *Emily Dickinson Journal* (7)1.

Wagner, D. and Tanter, M. (1996 Nov). "A New Dickinson Letter." *EDIS Bulletin*. Emily Dickinson International Society.

TECHNICAL REPORTS AND MONOGRAPHS

Wagner, D. and Clark, R. (2011). Executive Summary: Bullying Experiences of Sixth-Graders at Mardela Middle and High School.

Wagner, D. (2010). Annual report of teacher experiences and aspirations. *Guitars in the Classroom*: San Diego, CA.

Wagner, D. & Baron, J. (January 2009). *Guitars in the classroom teacher entrance study*. *Guitars in the Classroom*: San Diego, CA.

Wagner, D. (January 2009). *Guitars in the classroom teacher impact study*. *Guitars in the Classroom*: San Diego, CA.

Wagner, D. (July 2009). *Guitars in the classroom AMIGO Project teacher impact study*. *Guitars in the Classroom*: San Diego, CA.

Wagner, D. (July 2009). *Guitars in the classroom AMIGO Project student assessment report*. *Guitars in the Classroom*: San Diego, CA.

DISSERTATION COMMITTEES

2017-2018 Member of dissertation committee for Ed.D. Candidate in Literacy Program, Salisbury University.

2007-2008 Interim member of dissertation committee for Tracy Irish, Language Literacy and Culture Program, University of Maryland Baltimore County, 2007-2008. Interim advisor for methodology.

2005-2007 Member of dissertation committee for Sheila Allen, Language Literacy and Culture Program, University of Maryland Baltimore County, 2005-2007. Advisor for methodology.

PRESENTATIONS*National & Regional Presentations*

- 2019 "Peter Dale Wimbrow: The Archives of Delmarva's Songster." Mid-Atlantic Archivists Regional Conference. With Louise Anderson. Invited Luncheon Keynote Presenters.
- 2018 "Performance In, Assessment Out: Capturing Student Outcomes with Canvas." With Melissa Thomas. Mid-Atlantic Group Instructing with Canvas, 4th Annual Conference. Salisbury University, Salisbury, MD. Peer-Reviewed.
- 2017 "Music and the Holocaust." Invited Presentation. The Holocaust Educators Network National Conference. Detroit, MI. Invited.
- 2017 "Making the QM Case for Accredited Education Programs." Quality Matters Mid-Atlantic Conference, New York, NY. Peer Reviewed.
- 2016 "Teaching the Holocaust" with Alexander Pope. Integrating the C3 Framework into Social Studies Teaching & Learning Conference. Middle States Council for Social Studies (MCSS) Regional Conference, Annapolis, MD. Peer Reviewed.
- 2014 "Inquiry, Points of View, and Pedagogies of Humanity." Panelist presenting on *The Role of Inquiry in Teaching About the Holocaust and Genocide*. National Writing Project Annual Meeting, Washington, DC. Peer Reviewed; Invited.
- 2014 "Teaching the Holocaust for Social Justice: When Pedagogy Demands the Sacred." James Madison University. Presented as faculty workshop while serving as Visiting Scholar. Invited.
- 2014 "Voices of the Holocaust: Joining the Conversation as Engaged Citizens." James Madison University. Major address delivered while serving as Visiting Scholar. Invited.
- 2010 Workshop Presenter: "O Freedom! Building Classroom Community Through Music Integration." New England Conference for Multicultural Education (NE NAME). Farmington, CT. [peer reviewed]
- 2010 Roundtable Presenter on Music Integration and Music Achievement. "Music and ELL Students." American Educational Research Association National Conference, Denver, CO. [peer reviewed; invited]

- 2009 "Music Integration as Experiential Education." Mid-Atlantic Association for Experiential Education. Northbay, North East, Maryland. [invited]
- October 2007 "Where to Begin? Assessing and Monitoring School Climate." New England NAME Conference. Hartford, CT. National Association for Multicultural Education. [invited]
- March 2006 "Leading the Change Through Faculty Advisor Training." Higher Education User Group National Oracle/PeopleSoft Conference, Nashville, TN. [peer reviewed]
- June 2000 "Advisors and the Americans with Disabilities Act." Nation's Capital Area Disability Support Services Coalition. American University, Washington, DC. [peer reviewed]
- March 1999 "Students with Disabilities: The Role of the College." Tri-State Consortium of Opportunity Programs in Higher Education, Biennial Conference. Philadelphia, Pennsylvania [peer reviewed]
- November 1998 "The Disembodied Peer: Altering the Writer's Life." *Teaching with Technology in Multiple Contexts*. NCTE National Convention, Nashville [peer reviewed]
- March 1995 "Connecting Composition: Redefining Texts in Freshman Composition." College English Association National Conference. Cleveland, OH
- September 1994 "English as a Second Language Instruction in Literacy Programs: Issues and Answers." National Association for Adults with Special Learning Needs National Conference. Philadelphia, PA

State Presentations

- October 2013 Workshop Presenter: Exploring Social Justice Through Writing. Maryland State Education Association Annual Conference, Ocean City, MD. [peer reviewed]
- January 2013 Writing Strategies for Accessing Difficult Topics. Eastern Shore Writing Project Winter Writing Retreat. Ocean City, MD.
- March 2007 Community College of Baltimore County-Catonsville UMOJA (unity) series. Featured presenter. "Autobiography as the First Step Toward Dismantling Systems of Injustice." [invited]

- October 2006 "White Guilt: Who's Got It, Who Needs It, and What We Should (and Shouldn't) Do With It." University System of Maryland Annual Diversity Conference. University of Maryland College Park. [peer reviewed]
- May 2004 "Using Unit Assessment to Improve Programs." Invited Presenter. Maryland State Department of Education "Reassessing Assessment Workshop," Loyola College, Timonium, Maryland
- April 2004 "Using the *Self* as a Pedagogical Tool: The Challenges of Power & Pedagogy in Our Classrooms" with Dr. Diane Illig. University System of Maryland 2nd Annual Diversity Conference: Teaching Diversity/Thinking Diversity [peer reviewed]
- March 2000 "Lawyers, Law Books, and Liability: Advising Students with Disabilities." Invited Presenter. National Academic Advising Association-Maryland Spring Conference. Columbia, Maryland [peer reviewed]
- February 1995 "Grant Identification and Development". Pennsylvania Service Leadership Conference. Pennsylvania State University, University Park, PA [peer reviewed]

Local & Campus Presentations

- October 2019 "Delmarva's Songster: The Legacy of Peter Dale Wimbrow and his Eastern Shore Songbook. With Louise Anderson. Salisbury University.
- February 2019 Boster, C. (Presenter), Jackson, C. A. (Presenter), Wagner, D. M. (Presenter), Woodis, L. A. (Presenter), 9th Annual Teaching and Learning Conference, "Assessment: Easier than you Think," Salisbury University. Invited.
- September 2018 "The Delmarva Songster: Dale Wimbrow." With Louise Anderson. Salisbury University Research Day, Salisbury University. Invited.
- April 2018 Salisbury Film Society, "A Quiet Passion." Introduction and discussion facilitator of Terence Davies' film about Emily Dickinson. Invited.
- February 2018 ENGL 220 Introduction to Film. "Night and Fog." (Invited by Dr. Elsie Walker to introduce and lead class discussion on first Holocaust documentary.)
- November 2016 Teaching Trauma and Ink-Shedding *Night*. Invited speaker to Dr. Erin Stutelberg's SCED 471: Integrating Reading and Writing in the Middle and High School English Classroom.

- May 2016 "Women and Resistance in the Holocaust." Worcester County Democratic Women's Club. Monthly Keynote. Invited.
- December 2014 "What Does the Future of Student Affairs Hold?" Local conference of SU, UMES, and Wor Wic staff. Invited Panel Moderator.
- February 2014 "The History of the GLBTQ Liberation Movement." Invited panelist, social justice panel. Temple Beth Israel, Salisbury, MD.
- April 2013 "Teaching the Holocaust as Memorial and Remembrance." Invited keynote address for Yom Hashoah. Temple Beth Israel, Salisbury, MD.
- April 2013 "Using Writing to Explore the Holocaust and Social Justice." Eastern Shore Writing Project workshop, Salisbury University.
- March 2013 Teaching the Holocaust within the Common Core." Eastern Shore Writing Project workshop, Salisbury University.
- February 2013 "Holocaust, Genocide, and the Nature of Evil." Unitarian Universalist Fellowship at Salisbury, Salisbury, MD. Invited.
- April 2011 Jam 4 Japan. Featured performer.
- November 2010 Guest presenter, PHIL 300, Philosophy of the Arts. Dr. James Hatley, Department of Philosophy, Salisbury University.
- November 2010 Nursing and Communicating with Deaf Patients [co-presenter with Rita Campbell]. Salisbury University Student Nurses Association.
- September 2010 Tyler Clementi Memorial Service. Musical presenter.
- June 2010 "Strategies for Integrating Music in Daily Instruction." Wicomico County Arts Integration Training Institute, Salisbury University. [invited]
- May 2010 "Integrating Guitars in Your Classroom." Willards Elementary School, Willards, MD. [invited]
- March 2010 Artist in residence. Berlin Intermediate School. Berlin, MD. Conducted guitar master classes with sixth-grade guitar students. [invited]
- May 2009 "Singing Science." One day artist-in-residence. James M. Bennett High School, Salisbury, MD. [invited]

- February 2009 Wicomico Country Retired Educators. Featured guest and presenter on music integration in the general education curriculum. [invited]
- March 2008 Emily Dickinson at the Dickinson Homestead. Methodist Manor House Poetry Group. Seaford, DE. [invited]
- August 2006 "Fighting Hate Speech and Verbal Bullying at JMB." Developed and led teacher in-service for approximately 100 teachers and staff, James M. Bennett High School, Salisbury, MD. Invited in-service for SU PDS partner. [invited]
- February 2010 Hope for Haiti Concert, Salisbury University. Featured performer.
- December 2009 Guest speaker, CMAT 490, Speaking of Spirituality Seminar. Dr. Chrys Egan, Communication Arts Department, Salisbury University.
- October 2009 Everyone Welcome in Our Universe: Universal Design, Not After-Thought" Workshop. National Disability Awareness Month. Salisbury University.
- May 2009 Guest speaker, ANTH 200, Special Topics. Gender Roles in Same-Sex Households. Dr. Linda Dwyer, Anthropology Department, Salisbury University.
- February 2008 Guest lecturer on human subjects protocols, Dr. Michele Schlehofer, Department of Psychology, Salisbury University.
- October 2007 "Building Interactive Tutorials with PowerPoint." PDS in-service for public school teachers.
- Fall 2006 Guest Lecturer (one-week) on the correspondence of Emily Dickinson and Susan Gilbert Dickinson, ENGL 338 Gay and Lesbian Literature, Salisbury University.
- Fall 2006 Guest lecturer and performer on styles of American folk music. Two sections of MUSC 114 Music Appreciation, Salisbury University.
- Spring 2005 Guest Lecturer on the Correspondence and Poetry of Emily Dickinson, ENGL 338 Gay and Lesbian Literature, Salisbury University
- Fall 2004 Guest Lecturer on Designing Student Assessments, *EDUC 563 Teaching Adults*, Salisbury University

- May 2005 "No Fear! Introduction to Inquiry for Mentor Teachers." Salisbury University Regional Professional Development Schools Conference. Salisbury, Maryland [peer reviewed]
- December 1993 "Writing as an Instructional Tool for Low-Literate Adults." Delaware County Community College. Workshop for Adult ESL Literacy Tutors in the DCCC Literacy Corps Program. Media, PA [peer reviewed]

ARTISTIC AND PROFESSIONAL PERFORMANCES AND EXHIBITS

- Anderson, L. L., Folger, W. M., Wagner, D. M., "SU Center for Extended and Lifelong Learning Feature Friday Brick Room Events," Collaborations with SU faculty, SU Center for Extended and Lifelong Learning (CELL), Salisbury, MD USA. (August 2016 - Present).
- Anderson, L. L., Wagner, D. M., "Radio Show Program: "Uke Can Make Our Day!"," All 4th grade students at Fruitland Intermediate School, Holly Bruce (Music Educator, Fruitland Intermediate School), Fruitland Intermediate School and Salisbury Wicomico Arts Council (SWAC), Fruitland, MD USA. (May 14, 2019 - May 30, 2019).
- Anderson, L. L., Wagner, D. M., "Mallard Landing Retirement Community Concert," Louise Anderson (singer, instrumentalist) & Diana Wagner (singer, instrumentalist), Salisbury, MD. (April 22, 2019).
- Anderson, L. L., Wagner, D. M., "Feature Friday performance," Louise Anderson and Diana Wagner, SU Center for Extended and Lifelong Learning (CELL), Salisbury, MD USA. (September 14, 2018).
- Anderson, L. L., Wagner, D. M., ""Third Friday" Event in Downtown Salisbury," Louise Anderson and Diana Wagner, Salisbury, MD USA. (June 15, 2018).

MEDIA APPEARANCES

- 2019 Dale Wimbrow. "Travels with Charlie." WBOC Television, Salisbury, MD
- Peter Dale Wimbrow. Delmarva Life. WBOC Television, Salisbury, MD
- 2018 Creating an Arts & Entertainment District in Crisfield, Maryland. *The Daily Times*, Salisbury, Maryland.
- 2009 "Integrating Music in the Classroom: Diana Wagner." Featured Interview. The Mid-Atlantic Currents. Newsletter of the Mid-Atlantic Region Association for Experiential Education.
- 2009 Featured Teacher. Guitars in the Classroom National Newsletter. GITC: San Diego, CA.

CONSULTING

- Fall 2019 Quality Matters Course Review. EDUC 9630 Data Analysis for DRP. A.T. Still University.
- 2019-Present Canvas Assessment Consultant. Dunwoody Technical College, St. Paul, MN.
- Spring 2011 Rutgers University SafeZone programming. Developed and presented campus SafeZone programming, police and 1st responder SafeZone programming, and instituted a Train-the-Trainer Program at the Rutgers-Newark campus.
- 2009 Study report author. "Eastern Shore Monitoring Project FY 2009 Final Report to the Eastern Shore DDA Regional Office." Residential quality of life study. Maryland ARC.
- 2008 Creating an electronic NCATE Exhibit Center, Hood College, Frederick, Maryland.
- 2005-2006 Consultant to James M. Bennett High School. School climate surveys of faculty and students. Salisbury, Maryland.
- 1994-1995 Collegiate Fellow, PACU Campus Compact. Responsible for establishing a service-learning network among institutions of higher education in Berks, Bucks, and Montgomery Counties, Pennsylvania
- 1994 Master Trainer, Pennsylvania Literacy Corps. Institute for the Study of Adult Literacy, Pennsylvania State University.

MANUSCRIPT AND PROPOSAL REVIEWS

- 2018 Proposal Reviewer, American Association of Colleges of Teacher Education (AACTE), National Conference
- 2014 Reviewer, *Best Teen Writing of 2014*. Scholastic.
- 2012 Manuscript Reviewer, *International Social Science Review*. Dean Fafoutis, Editor.
- 2009 Textbook reviewer for graduate level educational research text. McGraw-Hill.

SERVICE*National & Regional Service*

- 2009-2014 Education Sub-Committee, Board of Directors
Guitars in the Classroom, San Diego, CA
- 2006-2010 Emily Dickinson Electronic Archives, Web Development Team
- 2006-2010 Web Master & Online Scholar's Registry Coordinator
Emily Dickinson International Society
- 2009 Volunteer Artist Liaison, Greenwood Furnace Folk Gathering
Greenwood Furnace State Park, Pennsylvania
- 2008 Executive Committee, Board of Directors, Heart of the Alleghenies Folk Festival,
Inc., Bradford, Pennsylvania.
- 1994-1995 Class Representative, Alverno College Annual Fund Drive, Milwaukee, WI

State Service

- 2010- Volunteer (-2015) and Volunteer Ranger (2015-), Maryland Park Service, Janes
Island State Park and Harriet Tubman National Historic Site State Park.
- 2008 Developing electronic exhibit rooms. Presentation to colleagues from MSDE,
Coppin, and Hood College.

University Service

- 2019-2020 Climate Study Working Group (advisory group for campus climate study)
- 2018- Chair, Academic Policies Committee (elected)
- 2016- University Diversity Consortium Committee (elected)
- 2014- Community Judicial Hearing Board Officer, Student Affairs
- 2003 – President, Lambda Society (GLBT Faculty & Staff Association)
- 2016-19 University Graduate Council
- 2017-18 Seidel School Curriculum Committee
- 2016-17 Chair, Graduate School Exploratory Sub-Committee

Member, Professional Education Unit Assessment Committee

2014-15 Canvas LMS Faculty Consultant, Instructional Design and Delivery

2011-15 Member and Chair (2014-2015), University Academic Policies Committee

Past University Service

2006-2014 Member & Vice-chair (2009-2014), Institutional Review Board (human subjects committee)

2004 -2012 Coordinator and Trainer, Salisbury University SafeSpace Program

2009 University Admission & Readmissions Committee (replacement position)
Powerful Connections New Student Orientation, Multiethnic Student Services
National Conference on Undergraduate Research Travel Grant Committee

2003-2008 Founder & Producer of Faculty, Folks & Friends Acoustic Coffeehouse

2006-2008 Faculty Senate Library Committee (elected)

2008 Volunteer, National Conference on Undergraduate Research

2006-2007 Provost Search Committee

2006-2007 Salisbury University Student Research Conference Committee. Public relations sub-committee

2007 Abstract Review Coordinator, Education Section, National Conference on Undergraduate Research

Fall 2006 Invited Producer & Host. Amnesty International Open Mic Night

Fall 2006 Facilitator and Guest Speaker. SOCI 220: Sociology of the Family panel presentation on GLBT family issues.

Fall 2006 Musical Performer, Salisbury University Fun Day

Fall 2006 Guitarist, Salisbury University Classical Guitar Ensemble

2006 Facilitator of new faculty advisor GullNet (PeopleSoft) training.

2004-2006 Residence Life Judicial Board (Elected Position)

2003-2005 General Education Task Force

2003-2004 Students Affairs Grievance Hearing Committee (Elected Position).

Arcadia University Service

1997-98 Middle States 10-Year Review Committee on Technology

1996-99 Library Expansion and Renovation Committee

1993-1997 Graduate Advisory Board, Arcadia University

1993-1994 Middle States Periodic Review Report Advisory Committee

1993-1994 Faculty Advisor, Student Literacy Corps

Local & Community Service

- 2019- Adult Guardianship Review Board Appointee, Somerset County Maryland
- 2016- Host, *Chesapeake Folk*, Chesapeake Community Radio Network
- 2016- Volunteer Programming Manager, WBYC Community Radio, Crisfield, Maryland
- 2018- Liturgical Musician, Rehobeth Methodist Church, Westover, Maryland
- 2014-2016 Volunteer Musician, Hope Lodge Cancer Center, Baltimore, MD
- 2010-2016 Liturgical Musician, Unitarian Universalist Fellowship, Salisbury, MD

Past Local & Community Service

- 2009- Liturgical Musician, Rehobeth Presbyterian Church, Rehobeth, Maryland
- 2009-2013 Construction Crew Leader, Habitat for Humanity of Wicomico County
- 2011 Volunteer Musician, Holly Center, Salisbury, MD
- 2010 Musician, Crisfield Elks Mother's Day Ceremony
- 2009 Sign Language Advisor, Asbury United Methodist Church Christmas Show
- Fall 2008 Poplar Hill Mansion, period musician
- Spring 2008 Salisbury Festival, musician
- Spring 2008 Chincoteague Earth Day, musician
- 2006-2008 Co-Leader (with Chad Jones), Monthly Community Folk Circle, Barnes & Noble, Salisbury, MD
- 2007-2008 Crew Leader, Wicomico County Habitat for Humanity
- Fall 2006 Voice-over translator for radio series on immigrants on the Eastern Shore. WSDL, Salisbury, Maryland. Broadcast available online: <http://www.publicradiodelmarva.net/women.mp3>
- Fall 2006 Facilitator of James M. Bennett High School campus climate in-service (see full listing under Presentations, above)
- 1999-2002 Public Affairs Officer, US Coast Guard Auxiliary

SELECTED CONFERENCE ATTENDANCE

- 2016 Academic Chairperson's Conference, Charleston, SC
- 2015 LiveText Implementation Conference
- 2014, 2015 CAEP Accreditation Conferences
- 2012 Ethel LeFrak Holocaust Educators Conference: Challenges for the Future: Seton Hill University, Greensburg, PA
- 2008 Regional PDS Conference, Salisbury, MD
- 2007 LiveText Collaboration Conference, Chicago, IL
- 2006 National Conference on Race and Ethnicity in Higher Education, Chicago, IL
- 2003, 2004 LiveText Collaboration Conference, Chicago, IL
- 2002 National Academic Advising Association Regional Conference, Ocean City, MD

- 1994 "Teaching Emily Dickinson," Institute for Writing and Thinking, Bard College
- 1994 "Teaching Double Consciousness? Self Identity in a Multi-Cultural Society," Institute for Writing and Thinking, Bard College

CREATIVE PUBLICATIONS (Poetry & Creative Non-Fiction)

Wagner, Diana. (2013). *Haiku Herbarium*. Brooklyn Art Library. Call number 232.3-9. Available online at <http://www.sketchbookproject.com/library/14160>

Wagner, Diana. "Creel Limit." *Northeast Corridor 6* (1999): 243-249.

Wagner, Diana. "Granite Chin" and "Heard Through the Door." *Deeper Than You Think*. Harmony Women's Fund. Duluth: Spinsters Ink, 1999.

Marmaluk, Diana. "Early October Frost." *Penumbra 94*. Tallahassee: Tallahassee Writers' Association, 1994.

Marmaluk, Diana. "Safety" and "Timing." *Penumbra 93*. Tallahassee: Tallahassee Writers' Association, 1993.

INTERNATIONAL EXPERIENCE

- May 1996 Presenter/Performer, "American Folk Music," Oberschule Triesen, Triesen, Liechtenstein
- 1994 Faculty Appointee, "International Experience 001: London Preview." Accompanied 140 students and 20 colleagues for spring break in London, England, Center for Education Abroad, Beaver College
- 1993 Graduate Study Abroad. "Modern British Literature and Culture," Glenside, PA and London, England
- 1991 Co-Chaperone, one-month homestay/study trip for 20 high school students from across the United States. Pedagogical Exchange Program, German Cultural Ministry, Nürnberg, Germany
- 1988 Co-Chaperone, one-month homestay/study trip for 20 high school students from Lower Moreland High School, Huntingdon Valley, PA. Gymnasium Bondenwald, Hamburg, Germany

HONORS AND AWARDS

Several biographies have appeared in *Who's Who In American Education*, *Who's Who Among American Women*, *Who's Who in the East*

2007 Salisbury University Diversity Award

2006 Award of special recognition from President Janet Dudley-Eshbach, Salisbury University, for advancing the diversity goals and mission of the University

2003 Outstanding Doctoral Student. College of Health, Education, and Public Policy. University of Delaware.

1993 & 1994 Tallahassee Writers' Association Annual Poetry Competition, honorable mentions

PROFESSIONAL MEMBERSHIPS

Association for Experiential Education

Council on Law in Higher Education

Emily Dickinson International Society

United States Holocaust Memorial Museum