



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

September 30, 2002

Office of the Chancellor
Telephone: 704/687-2201
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Dr. Gretchen Bataille
Senior Vice President for Academic Affairs
Office of the President
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Dr. Bataille:

Enclosed is our request for authorization to establish a Ph.D. program in Curriculum and Instruction.

This Curriculum and Instruction program would serve the needs of school districts in the Charlotte area, in North Carolina, and the nation, with a unique focus on education in urban environments. It will help to prepare curriculum and instruction leaders for our K-12 schools, as well as to meet the growing demand for teacher education faculty in our colleges and universities. As such, it will serve to address the Board of Governors' K-16 strategic direction to serve the needs of the state's public schools.

Thank you for your consideration of this request. Interim Provost Wayne Walcott or I would be pleased to respond to any questions that you may have.

Sincerely yours,

J. H. Woodward
Chancellor

Enclosures (5 copies of request for authorization to establish,
1 set of detailed faculty vita)

cc: Interim Provost Wayne Walcott
Dr. Mary Lynne Calhoun
Dr. Schley R. Lyons
Dr. Thomas Reynolds

The University of North Carolina at Charlotte

College of Education

**Doctor of Philosophy in
Curriculum and Instruction
Request for Authorization
to Establish**

THE UNIVERSITY OF NORTH CAROLINA
Request for Authorization to Establish a New Degree Program

INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.

Date: September 30, 2002

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Curriculum and Instruction

CIP Discipline Specialty Number: 13.0301 Level: B M 1st Prof D

Exact Title of Proposed Program: Curriculum and Instruction

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): Ph.D.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August year 2003

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request.

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EXECUTIVE SUMMARY

Overview

The proposed Ph.D. program in Curriculum and Instruction is an interdisciplinary program involving five core departments in the College of Education and the College of Arts and Sciences (Educational Leadership; Middle, Secondary, and K-12 Education; Reading and Elementary Education; English; and Mathematics) and involving significant collaboration with colleagues in the interdisciplinary Ph.D. program in Public Policy. The University's mission statement identifies seven broad areas of concern to the region. This proposed doctoral program will contribute directly to two of these seven areas of concern, with emphasis upon the theme of *Children, Families, and Schools*, and with substantial attention to *Urban and Regional Development*. The overarching emphasis of the program is urban education, with specializations in literacy education, mathematics education, and urban education. The purpose of the program is to prepare teacher educators and teacher leaders who will help attract, prepare, and retain future classroom teachers ready for the challenges of urban schools. The program will be administered through the College of Education, which currently offers doctoral programs in Educational Leadership, Special Education, and Counseling. The proposed starting date is August 2003.

The proposed program will target problems of urban school districts in the United States, including, unsatisfactory student achievement, lack of challenging and coherent curriculum development, and poor teacher preparation and retention. The program will also develop doctoral students' understanding of critical issues associated with low-income and minority students in urban schools, such as housing difficulties and high student mobility. Located within a large urban school district, the Ph.D. in Curriculum and Instruction at UNC Charlotte will contribute substantially to North Carolina's efforts to support student achievement and to strengthen the teaching force by preparing teacher education faculty and school system teacher-leaders in the following ways:

- The Ph.D. in Curriculum and Instruction will focus on excellent curriculum development and instruction in literacy and mathematics, thus addressing the most pressing academic issues in North Carolina's schools today.
- The Ph.D. in Curriculum and Instruction will have an urban perspective that will bring a sharp focus to the educational needs in urban areas of our state and, indeed, to urban school systems across the nation.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of the next generation of teacher educators, who can impact positively the work of the 47 approved teacher education programs in North Carolina by preparing doctoral level professionals who are committed to preparing highly qualified teachers.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of school system instructional leaders, who are so critically important to the support and retention of new teachers, alternatively licensed teachers, and experienced teachers.

Curriculum and Objectives

The 60-hour program will offer a 12-hour foundational core in urban education, including critical issues and perspectives in urban education, curriculum theory, leadership in urban education, and urban-regional issues. The program will require 15 hours of research courses, two courses common to all students and three of their choice, as well as nine hours in support of the dissertation. Students and their committees will collaboratively design the 24-hour specialization portion of their program to emphasize literacy education, mathematics education, or continue the theme of urban education. All areas of specialization in this program will be thoroughly grounded in the context of urban-regional needs and perspectives, and in the research about urban education. By examining issues of race, class, and linguistic and class barriers in classrooms, and by discovering and investigating effective education that surmounts these barriers, doctoral students will gain a better understanding of how to transform education to better meet the needs of a rapidly growing and increasingly diverse population.

The intended audience for the Ph.D. in Curriculum and Instruction is comprised primarily of education professionals who hold the master's degree with teaching experience and advanced licensure in their fields. Graduates of the program will be prepared to:

1. Lead inquiry into the nature of curriculum theory and the relationship that theory has upon the major sources, components, and processes required in curriculum development, particularly within expanding urban-regional environments.
2. Demonstrate relationships among curriculum theory and design, models of and research about teaching and learning, variations among learners, and the ideological, social, and disciplinary contexts of teaching and learning, including the influence on urban-regional schools of state and national policies, curriculum philosophy, and political pressures.
3. Guide curriculum development and evaluation in its pragmatic context by applying curriculum theory, policy, and practice for diverse learners within a variety of educational settings.
4. Use appropriate quantitative and qualitative research methods to solve problems in urban education and related disciplines, detect new patterns, and assess the effectiveness of instructional programs and teaching methodologies for all learners.
5. Communicate research and evaluation findings in a variety of written and electronic formats, such as evaluation reports, professional articles, grant proposals, conference presentations, and technical reports with the consistent underlying purpose of supporting educational effectiveness and reform in urban-regional environments.
6. Apply theory and research in one's area of specialization to detecting new patterns, identifying problems, and solving urban-regional problems of curriculum, teaching, learning, and assessment through collaborative problem identification, research projects, policy formation, and staff development.
7. Exhibit sustained intellectual curiosity, broad understandings, specialized knowledge, and professional commitments pertaining to one's selected area of specialization within the context of urban-regional schools.

Need for the program

We anticipate that the first students in the Ph.D. in Curriculum and Instruction will be drawn from the local region, but that students will soon come from a much wider geographic base. On the basis of formal needs assessment surveys returned in 2000-01, we determined that 360 alumni or current master's students were interested in the program, with 236 expressing a desire to enroll within two years. In addition, 102 organizational leaders responded with a total estimate of more than 1,000 employees who would be recommended for this program within five years. These data show that there is keen interest in a Curriculum and Instruction doctoral program at UNC Charlotte, and that a substantial number of these prospective students will apply for admission as soon as the degree is available. In the responses to the surveys, the following professional goals were named most frequently by prospective students:

- College/university instructor (n=160)
- Curriculum specialist/supervisor (n=138)
- Program developer/coordinator (n=116)

These choices align with the major goals of the program to prepare teacher educators and teacher leaders with knowledge and skills needed to prepare and retain classroom teachers, particularly in urban settings. At a time of both a growing teacher shortage and a newly developing shortage of teacher educators, there is a great need for a strong teacher education faculty and school system teacher-leaders to prepare, support, and retain the next generation of teachers.

In a letter of support for the Ph.D. in Curriculum & Instruction (Appendix A), Dr. Eric Smith, until recently the Superintendent of Charlotte-Mecklenburg Schools, noted the value of the degree for school systems in our region:

“The proposed Ph.D. in Curriculum & Instruction will do two important things for CMS: first, this new degree will provide our current and future leaders with the opportunity to develop the research skills to tackle pressing challenges in our system in new ways; and second, this new degree will make a tremendous contribution to our recruitment efforts. If teachers and curriculum specialists live in an environment in which they can see the doctorate as a professional opportunity, they will be drawn to this school system and be more likely to stay. Therefore, given that CMS recruits staff from throughout North Carolina and the country, the addition of this doctoral program will help us recruit and retain teachers and professional staff.” (Dr. Eric J. Smith, January 28, 2002)

Potential program duplication and competitiveness

While there are overlapping missions among the existing UNC Ph.D.’s in Curriculum and Instruction and the proposed degree at UNC Charlotte, the missions are not identical and the new degree will add to, rather than duplicate, North Carolina’s capacity to prepare effective education leaders in curriculum and instruction. None of the existing degrees focus as explicitly on urban education, particularly literacy and mathematics education; their missions are broader, with more areas of specialization. As the external reviewer from the University of Michigan, Professor Anne Ruggles Gere notes: *“Very few doctoral programs address urban education specifically.”* (Appendix B) Thus, the proposed program will be a strong addition to North Carolina’s offerings. The Deans of Education at UNC Chapel Hill, UNC Greensboro, and North Carolina State University have been consulted about this proposal, and none have identified this degree as duplicative. Dean Dale H. Schunk (UNC Greensboro) wrote: *“I think it sounds like a good complement to ours. We might even consider sharing some courses in the future so students at both places can receive the best.”* (April 15, 2002)

Need for resources

Current faculty will be able to participate in the planned Ph.D. in Curriculum and Instruction because enrollment increases are occurring across campus in all related programs, and new faculty are being added to the five core departments that will offer most of the courses. Additional faculty needed over the next five years will be requested according to normal procedures: State funds for enrollment growth (provided according to the UNC funding formula at the doctoral level) and the continued use and reallocation of existing resources. Because preparing doctoral students for college/university teaching in teacher education is a major program goal, the program has built-in opportunities for doctoral students holding advanced teaching licenses to gain teaching experience through co-teaching with full-time faculty and then assuming responsibility for selected undergraduate courses.

The Curriculum Materials Librarian provided an assessment of library resources for the Ph.D. in Curriculum and Instruction proposal. Her overall assessment is that the library holdings are satisfactory/good for this new degree. The faculty and library staff will work together to identify priority areas of research and curriculum and instruction expertise for library acquisitions.

The proposed program will be housed initially in the Colvard Building. Additional space will be needed for a doctoral coordinator’s office, graduate assistants, and new faculty members over the next decade. Fortunately, plans are underway for a new College of Education Building, to be opened in Fall 2004, as a result of the November 2000 University Bonds initiative. The new building will have adequate dedicated space for the faculty and graduate students in the Ph.D. in Curriculum and Instruction.

The information technology equipment and services available in the College of Education are excellent and will be an asset to the doctoral program. Computer labs with up-to-date equipment and software are available to all students. Additionally, technical support staff give excellent service to both faculty and students. No additional resources, beyond those in the College’s strategic technology plan, are needed.

I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The national goal to “leave no child behind” in educational achievement requires a highly qualified teaching force, and a highly qualified teaching force requires a teacher education faculty that generates new knowledge, investigates new solutions to educational challenges, and supports the professional development of the next generation of teachers. Such a teaching force also needs education leaders within school systems who support and help retain both new and experienced teachers through professional development programs, curriculum design, policy development, and data-based decision-making. The proposed Ph.D. in Curriculum and Instruction focuses on urban education, with particular emphasis on literacy and mathematics.

According to the research reported by the Council of the Great City Schools (*Foundations for Success*, September, 2002), the educational challenges facing urban school districts in the United States include (1) unsatisfactory student achievement, especially among low-income and minority students; (2) political conflict; (3) an inexperienced teaching staff with high teacher turnover; (4) low expectations and a lack of demanding curriculum, with low-income and minority students under-represented in college preparatory and advanced placement classes, or with those classes not available in schools primarily serving low-income and minority students; (5) lack of instructional coherence from school to school; (6) high student mobility; and (7) unsatisfactory business operations in terms of getting basic necessities to operate ailing urban schools. The proposed program will directly target problems of student achievement, challenging and coherent curriculum development, teacher preparation and retention, as well as developing doctoral students’ understanding of issues associated with low-income and minority students in urban schools, such as high student mobility.

The *Chronicle of Higher Education* (“Teacher Education Must Become Colleges’ Central Preoccupation,” August, 2001) reported that more than 30% of all teachers, and up to 50% of the teachers in large urban districts, leave the profession within five years. The author cited two sets of complaints: the first about school-system and school-based problems, and the second about their teacher education preparation. While teacher preparation programs in North Carolina are more rigorous in subject matter requirements than in many states cited in this article, the central point of the article still applies: teacher education must be valued and supported on college campuses. Well-prepared teacher educators contribute powerfully to the teaching excellence, research, and service expected in colleges and universities; the more effective the teacher educators, the better prepared the classroom teachers.

In two related articles, the serious shortage of mathematics education faculty applicants was described in “More Jobs Than Job Seekers in Mathematics Education” (February 2002), and the increased national attention to higher standards in teacher-training programs was lauded in “Education Department Report Calls for New Standards in Teacher-Training Programs” (June, 2002). For there to be more mathematics education faculty as well as more teacher education faculty in other areas, and for there to be higher standards in teacher-training programs, there must be a new generation of teacher educators, particularly in the major achievement areas of mathematics and literacy. In addition, as school systems and departments of public instruction create alternative routes for licensing teachers with arts and sciences degrees, the demand for teacher educators/teacher leaders will increase within school systems. Well-prepared and well-supported teachers provide better instruction to students.

Therefore, the Ph.D. in Curriculum and Instruction at UNC Charlotte will contribute substantially to North Carolina's efforts to support student achievement and to strengthen the teaching force by preparing teacher education faculty and school system teacher-leaders in the following ways:

- The Ph.D. in Curriculum and Instruction will focus on excellent curriculum development and instruction in literacy and mathematics, thus addressing the most pressing academic issues in North Carolina's schools today.
- The Ph.D. in Curriculum and Instruction will have an urban perspective that will bring a sharp focus to the educational needs in urban areas of our state and, indeed, to urban school systems across the nation.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of the next generation of teacher educators, who can impact positively the work of the 47 approved teacher education programs in North Carolina, by preparing doctoral level professionals who are committed to preparing highly qualified teachers.
- The Ph.D. in Curriculum and Instruction will contribute to the preparation of school system instructional leaders who are so critically important to the support and retention of new teachers, alternatively licensed teachers, and experienced teachers.

“Curriculum and Instruction” is a widely recognized doctoral program for educators in schools and colleges of education, liberal arts colleges with a teacher education mission, local school systems, and closely related agencies. In the UNC Charlotte College of Education, for example, over 50 percent of the tenured/tenure eligible faculty across all disciplines in the College hold a doctoral degree in Curriculum and Instruction. Curriculum and Instruction programs typically promote a common core of foundational study and choices of area of specialization that build on that foundation. The degree at UNC Charlotte will offer a foundational core in urban education, including critical issues and perspectives in urban education, curriculum theory, leadership in urban education, and urban-regional issues. The phrase “urban-regional needs” refers to a burgeoning urban area and its spillover into surrounding smaller towns and rural areas. All areas of specialization in this program will be thoroughly grounded in the context of urban-regional needs and perspectives and in the research about urban education. By examining issues of race, class, linguistic and class barriers in classrooms and by discovering and investigating effective education that surmounts these barriers, doctoral students will gain a better understanding of how to transform education to better meet the needs of a rapidly growing and increasingly diverse population.

The program will have the following three areas of specialization, all of which emphasize the context of urban education issues:

1. **Literacy Education (English, Reading)** with research and theory applied to problems of literacy learning and instruction. Students will be able to focus on an elementary, middle/secondary, or post-secondary emphasis.
2. **Mathematics Education** with research and theory applied to problems of learning and teaching mathematics. Students will be able to focus on an elementary, middle/secondary, or post-secondary emphasis.
3. **Urban Education** with emphasis upon school reform through applied research, program development, leadership and supervision, and evaluation and assessment.

The intended audience for the Ph.D. in Curriculum and Instruction is comprised of education professionals who hold the master's degree. It is anticipated that most applicants will be experienced teachers or school leaders with the North Carolina “G” or “M” license or equivalent licenses from other states. However, the program will welcome and accommodate non-licensed candidates with

appropriate professional experiences who have been involved in teaching or educational program development and evaluation.

B. List the education objectives of the program.

As prospective teacher educators, curriculum designers and evaluators, instructional specialists, research and development specialists, and program directors in PK-12 school systems and related educational settings, graduates of the program will be prepared to:

Curriculum Objectives

8. Lead inquiry into the nature of curriculum theory and the relationship that theory has upon the major sources, components, and processes required in curriculum development, particularly within expanding urban-regional environments.
9. Demonstrate relationships among curriculum theory and design, models of and research about teaching and learning, variations among learners, and the ideological, social, and disciplinary contexts of teaching and learning, including the influence on urban-regional schools of state and national policies, curriculum philosophy, and political pressures.
10. Guide curriculum development and evaluation in its pragmatic context by applying curriculum theory, policy, and practice for diverse learners within a variety of educational settings.

Research and Evaluation Objectives:

11. Use appropriate quantitative and qualitative research methods to solve problems in urban education and related disciplines, detect new patterns, and assess the effectiveness of instructional programs and teaching methodologies for all learners.
12. Communicate research and evaluation findings in a variety of written and electronic formats, such as evaluation reports, professional articles, grant proposals, conference presentations, and technical reports with the consistent underlying purpose of supporting educational effectiveness and reform in urban-regional environments.

Specialty Objectives:

13. Apply theory and research in one's area of specialization to detecting new patterns, identifying problems, and solving urban-regional problems of curriculum, teaching, learning, and assessment through collaborative problem identification, research projects, policy formation, and staff development.
14. Exhibit sustained intellectual curiosity, broad understandings, specialized knowledge, and professional commitments pertaining to one's selected area of specialization within the context of urban-regional schools.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The Ph.D. in Curriculum and Instruction is a strong collaboration between the College of Education and the College of Arts and Sciences, building on existing cross-college efforts in master's degree programs such as the M.A. in English Education, the M.A. in Mathematics Education, and the M.Ed. in Teaching English as a Second Language. Housed administratively in the College of Education, the Ph.D. in Curriculum and Instruction will have strong linkages with the College of Arts and Sciences, particularly the Departments of English and Mathematics.

UNC Charlotte offers a robust array of successful teacher education programs at the master's level. These master's degree programs will produce candidates for the Ph.D. in Curriculum and Instruction:

- M.Ed. in Child and Family Studies: Early Education
- M.Ed. in Elementary Education
- M.A. in English Education
- M.A. in Mathematics Education
- M.Ed. in Middle/ Secondary Education
- M.Ed. in Reading Education
- M.Ed. in Teaching English as a Second Language
- M.Ed. in Instructional Systems Technology
- M.Ed. in Curriculum and Supervision
- Master of Arts in Teaching

There are currently three doctoral programs in the College of Education: the Ed.D. in Educational Leadership; the Ph.D. in Counseling; and the Ph.D. in Special Education. This new degree program, the College's fourth, will complete this cycle of doctoral program development in the College of Education and will connect with, give support to, and draw support from the existing doctoral programs. Many of the research and statistics courses that support the current doctoral programs will be extended to accommodate the new Ph.D. in Curriculum and Instruction. Additionally, each of the four doctoral programs will be able to draw from the others for topics, issues, and elective courses.

Within the College of Education, faculty from the Departments of Educational Leadership, Reading and Elementary Education, and Middle/Secondary/K-12 Education will serve this program. The Departments of English and Mathematics are developing doctoral level coursework in literacy education and mathematics education. Faculty members from the programs named above will be identified as core faculty members for the interdisciplinary Ph.D. in Curriculum and Instruction and as such will participate in curriculum design and implementation, teaching, dissertation advisement, and governance issues related to the degree.

Many outstanding faculty in Departments of Geography and Earth Sciences, History, Sociology and Anthropology, Political Science, and Philosophy teach in the interdisciplinary Ph.D. in Public Policy. They have expertise and teach existing courses in urban issues in this program; a number of their courses will be appropriate choices for Curriculum and Instruction doctoral students, as shown later in the curriculum design. Some of these faculty have already indicated interest in offering other coursework and supporting dissertation research as well.

Facilities are currently available for the startup of the doctoral program, with appropriate office, classroom, and laboratory space in the Colvard building. New facilities, especially designed for this degree and including research space in literacy and mathematics education, will be available in Fall 2004 with the opening of the new College of Education Building.

II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

In March of 2001, the UNC Charlotte 2002-2007 strategic planning cycle concluded with the Board of Trustees' approval of the Academic Plan 2002-2007. Out of the strategic planning process came proposals for three Ph.D. programs, including the interdisciplinary Ph.D. in Curriculum and Instruction. These programs were identified as meeting the mission of UNC Charlotte and key needs of the region and the State.

UNC Charlotte has stated a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning. The University's mission statement identifies seven broad areas of concern to the region. This proposed doctoral program will contribute directly to two of these seven areas of concern, with emphasis upon the theme of *Children, Families, and Schools*, and with substantial attention to *Urban and Regional Development*.

2. Student demand

It is anticipated that the first students in the Ph.D. in Curriculum and Instruction will be drawn from the local region. Very quickly, however, we anticipate that interest in the degree will extend far beyond the immediate area and that students will be recruited from a much wider geographic base. To determine initial interest from the region, needs assessment questionnaires were sent to two groups: 1,739 prospective students and 195 organizational leaders within the region. Prospective students included 1,394 alumni who had received master's degrees within the last five years from the relevant programs at UNC Charlotte as well as 345 students currently enrolled in those programs. Organization leaders included 116 school superintendents and 14 recent doctoral graduates in regional school leadership positions, 26 regional community and private college presidents, and 39 executives in regional businesses.

By January 2001, a total of 201 surveys sent to prospective students were returned unopened due to incorrect addresses. Out of the remaining 1,538 surveys, 360 were completed and returned with an expression of interest in the program, for a 23.4 percent response rate. Of these prospective students, most indicated a desire to begin the program in the next one –two years (n= 236), and most indicated a preference for part-time (232/64%) or a mixture of part time and full-time enrollment (92/26%); 15 (4%) prospective students would elect full-time enrollment.

Of the 195 organizational leaders contacted, 102 completed the survey by January, for a 52% response rate. Organizational leaders most frequently estimated that 1-5 employees would need doctoral education in the next five years (n=49), with the next most frequent range being 6-10 employees (n=24). Multiplying the midpoint of those frequency ranges by the number of times a range was chosen resulted in an estimate of more than 1,000 potential students coming from the organizations run by the 102 leaders who responded to the survey. Even assuming that there is some overlap between the identities of these 1,000 or more employees recognized by organizational leaders and the 360 prospective students responding to the survey themselves, these data show that there is keen interest in a Curriculum and Instruction doctoral program at UNC Charlotte, and that a number of these prospective students will apply for admission as soon as the degree is available.

3. Societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)

As shown in the description of the program (section I.A.), there is great need for well-prepared teachers who embrace the challenges of urban schools. Using data from the survey described above, the following professional goals were named most frequently by prospective students:

- College/university instructor (n=160)
- Curriculum specialist/supervisor (n=138)
- Program developer/coordinator (n=116)

These choices align with the major goals of the program to prepare teacher educators and teacher leaders with knowledge and skills needed to prepare and retain classroom teachers, particularly in urban settings. The first choice reinforces the presence of interest in college teaching, especially teacher education. The latter two choices are typically central office positions in school systems but include a skill set common to educational leadership positions in businesses and agencies as well. These professional goals match societal needs in North Carolina and elsewhere.

At a time of a growing teacher shortage, there is a great need for a strong teacher education faculty and school system teacher-leaders to prepare and support the next generation of teachers, and there is currently a growing shortage of candidates for teacher education positions in higher education. If there is not a sufficient and highly qualified teacher education faculty to prepare new teachers, two outcomes are inevitable: (1) the critical shortage of fully prepared teachers will grow worse as teacher education programs limit enrollment according to limited faculty resources, and (2) alternative means of licensing teachers will become more common. While some alternative means may prove highly successful, current research points to grave danger in placing “under-certified” teachers in classrooms; comparisons of 109 pairs of teachers in five low-income school districts revealed that elementary students of “under-certified” teachers made about 20 percent less academic growth per year in reading, mathematics, and language than students of teachers with regular certification gained in their undergraduate program (Laczko-Kerr, I., & Berliner, D., The effectiveness of “Teacher for America” and other under-certified teachers on student academic achievement: A case of harmful public policy. *Education Policy Analysis Archives*, September 2002).

Research on supply and demand has revealed that there is a shortfall of doctoral graduates to fill the number of positions available for faculty in teacher education. For example, Robert Reys (University of Missouri-Columbia) reported in 2000 that there were 115 mathematics education doctorates awarded during the 1997-1998 academic year; however, there were more than 300 advertised positions for individuals holding that degree. School systems report a need for highly qualified instructional leaders as well. In a letter of support for the Ph.D. in Curriculum & Instruction (Appendix A), Dr. Eric Smith, until recently the Superintendent of Charlotte-Mecklenburg Schools, notes the value of the degree for school systems in our region:

“The proposed Ph.D. in Curriculum & Instruction will do two important things for CMS: first, this new degree will provide our current and future leaders with the opportunity to

develop the research skills to tackle pressing challenges in our system in new ways; and second, this new degree will make a tremendous contribution to our recruitment efforts. If teachers and curriculum specialists live in an environment in which they can see the doctorate as a professional opportunity, they will be drawn to this school system and be more likely to stay. Therefore, given that CMS recruits staff from throughout North Carolina and the country, the addition of this doctoral program will help us recruit and retain teachers and professional staff “ (Dr. Eric J. Smith, January 28, 2002.)

4. Impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors’ productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)

The Ph.D. in Curriculum and Instruction will strengthen the three established doctoral programs in the College of Education (Ed.D. in Educational Leadership, Ph.D. in Counseling, and Ph.D. in Special Education) by creating more courses at the doctoral level that may be chosen by students in other doctoral programs. The established Ed.D. program meets Board of Governors’ productivity criteria; the others are new and show indications of substantial enrollment and candidate progress toward completion. Existing resources for doctoral level educational research courses would be stretched if we did not plan to add additional faculty in this academic area; our plans, however, call for an increase in faculty positions in educational research.

B. Discuss potential program duplication and program competitiveness

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.
 - a) public institutions
 - UNC Chapel Hill (130 miles)
 - UNC Greensboro (90 miles)
 - North Carolina State University (170 miles)
 - b) private institutions
 - None
2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education). If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.

While there are overlapping missions among the existing Ph.D.’s in Curriculum and Instruction and the proposed degree at UNC Charlotte, the missions are not identical and the new degree will add to, rather than duplicate North Carolina’s capacity to prepare effective education leaders in curriculum and instruction. None of the existing degrees focus as

explicitly on urban education, particularly literacy and mathematics education; their missions are broader, with more areas of specialization. As the external reviewer from the University of Michigan, Professor Anne Ruggles Gere notes: *“Very few doctoral programs address urban education specifically.”* (Appendix B) Thus, the proposed program will be a strong addition to North Carolina’s offerings. The Deans of Education at UNC Chapel Hill, UNC Greensboro, and North Carolina State University have all been consulted about this proposal, and none have identified this degree as duplicative. Dean Dale H. Schunk (UNC Greensboro) wrote: *“I think it sounds like a good complement to ours. We might even consider sharing some courses in the future so students at both places can receive the best.”* (April 15, 2002)

Figure 1 offers brief comparisons of the doctoral programs in Curriculum and Instruction in North Carolina, based on webpage information.

Figure 1: Overview of Doctoral Programs in Curriculum & Instruction in North Carolina

IHE	Degree	Degree Title	Specializations	Professional Roles of Graduates
UNC Chapel Hill	Ed.D.	Curriculum & Instruction	Early childhood Intermediate Middle Grades Secondary (English, math, social studies, science, foreign languages, music)	Designed for persons seeking qualifications and certification as a public school licensure and instructional Specialist at the doctoral level; persons desiring positions in Curriculum & Instruction in higher education, or persons seeking other positions in Curriculum and Instruction governmental and policy institutions.
UNC Greensboro	Ph.D.	Curriculum and Teaching: Teacher Education and Development	Literacy Elementary education Middle grades education Special education General curriculum and instruction Technology	Teacher educators Instructional administration in schools
NC State University	Ph.D.	Curriculum & Instruction	No specializations listed. The Doctoral degree qualifies graduates for the Level III license in supervision.	The purpose of the program is to prepare educators for positions of leadership in Curriculum & Instruction. Two kinds of leadership functions are envisioned for graduates of the program. One is for individuals at the school level where they may fill positions of departmental or grade level chairperson, etc. The other is for positions in a central office of a local school system, etc.
UNC Charlotte	Ph.D.	Curriculum & Instruction	Urban education Literacy education Mathematics education	Teacher education. Curriculum/instructional leaders in schools and related agencies.

C. Enrollment (baccalaureate programs should include only upper division majors, juniors, and seniors).

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

UNC Curriculum and Instruction (CIP 13.0301) Doctoral Program Enrollment and Graduation Data: 1999-00 to 2001-02

		YEAR		
		1999-2000	2000-2001	2001-2002
UNC Greensboro 13.0301403000 EdD	Fall Enrollment	5	.	.
	Degrees Conferred	.	.	.
UNC Chapel Hill 13.0301403013 EdD	Fall Enrollment	19	20	22
	Degrees Conferred	.	1	.
UNC Chapel Hill 13.0301404000 PhD	Fall Enrollment	14	6	4
	Degrees Conferred	6	3	.
North Carolina State Univ. 13.0301404013 PhD	Fall Enrollment	28	29	31
	Degrees Conferred	3	2	.
UNC Greensboro 13.0301404013 PhD	Fall Enrollment	115	112	118
	Degrees Conferred	30	19	.

These enrollment data suggest that the demand for the doctorate in Curriculum and Instruction is high across the state, and survey data cited above indicate that the demand is high in this region of the state. Because of this high demand, we anticipate that the UNC Charlotte program will have strong enrollments of approximately one-third the size of Greensboro's program because the number of specializations is smaller.

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections: (See above for basis of projections)

	Year 1 (2003-04)	Year 2 (2004-05)	Year 3 (2005-06)	Year 4 (2006-07)
Full-time	0	2	4	6
Part-time	8	16	24	32
TOTALS	8	18	28	38

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 8 Part-time: 32 Total: 40

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs). Use the format in the chart below to project the SCH production for four years. Explain how projections were derived from enrollment projections (see UNC website for a list of disciplines comprising each of the four categories).

SCH projections below were developed based on the assumption that a full-time student will complete on average 18 semester hours per year while a part-time student will complete on average 12 semester hours per year.

Year 1	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			96
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			228
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			360
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			492
Category III			
Category IV			

III. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

Michigan State University*
North Carolina State University
Ohio State University*
Texas A & M
University of Georgia
University of Illinois at Urbana-Champaign
University of Michigan*
UNC Chapel Hill
UNC Greensboro
University of Wisconsin- Madison*
University of Wisconsin - Milwaukee

**Named as one of the top five doctoral programs in Curriculum & Instruction by U.S. News and World Report (2002)*

2. List other institutions visited or consulted in developing this proposal. Also list any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

Universities consulted include the following:

North Carolina State University
Texas A & M
University of Michigan
UNC Chapel Hill
UNC Greensboro
University of Wisconsin – Milwaukee

A consultation report from Professor Anne Ruggles Gere (University of Michigan) is appended to this proposal (Appendix B). A consultation report from Dr. John Helfeldt, Texas A & M University, is also included in Appendix B.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

Applications for admission will be accepted once a year to begin doctoral studies in the fall semester and must be submitted to the Graduate Admissions Office by January 15th. The following criteria will be considered in the admission decision:

- A GPA of 3.5 (on a scale of 4.0) in a graduate degree program*

- Master's degree appropriate to the program of study
- A satisfactory score on the Graduate Record Examination or Miller Analogies Test*
- High level of professionalism and potential for leadership (letters of reference)
- Strong writing skills (purpose statement; professional writing sample)*
- Clear career objectives related to obtaining Ph.D. (purpose statement, interview)
- International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written test or 220 on the computer-based test or a score of at least 85% on the Michigan English Language Assessment (MELAB). All tests must have been taken with the past two years.*

2. Documents to be submitted for admission (listing or sample).

- Two official transcripts of all academic work attempted since high school indicating a GPA of 3.5 (on a scale of 4.0) in a graduate degree program*
- Official report of score on the GRE or MAT that is no more than 5 years old*
- At least three references from persons who know the applicant's current work and/or academic achievement in previous degree work*
- Purpose statement*
- Current resume or vita
- A professional writing sample (e.g., published article, manuscript submitted for publication, term paper submitted in prior coursework, abstract of thesis, teaching manual)
- Interview with Curriculum and Instruction faculty
- International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written test or 220 on the computer-based test or a score of at least 85% on the Michigan English Language Assessment Battery (MELAB). All tests must have been taken with the past two years*

**These items are required of applicants to any of UNC Charlotte's doctoral programs.*

C. Degree requirements. List the following:

1. Total hours required.

60 semester hours

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

100 percent

3. Grades required.

A student must maintain a cumulative average of 3.0 in all coursework taken. An accumulation of more than two *C* grades will result in termination of the student's enrollment in the graduate program. If a student makes a grade of *U* in any course, enrollment in the program will be terminated.

4. Amount of transfer credit accepted.

The program will accept up to six semester hours as transfer from a regionally accredited institution, providing the Curriculum and Instruction Doctoral Committee determines that the course or courses to be transferred are appropriate for the program of study and are graduate-level courses beyond the master's degree. The grade in these transfer courses must be an *A* or *B*. All dissertation work must be completed at UNC Charlotte.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)

- Qualifying examination
- Dissertation
- All students seeking licensure from the Department of Public Instruction are required to complete an internship or practicum in a P-12 school setting and to complete a prescribed series of licensure courses in the doctoral program
- All students must complete a residency requirement of at least 18 credit hours over three successive terms of enrollment

6. Language and/or research requirements.

There is no foreign language requirement.

There is a 15-hour research requirement, as follows:

Required of all students:

- RSCH 8210 *Applied Research Methods (3)*
- RSCH 8110 *Descriptive and Inferential Statistics (3)*

Student choice: three additional research courses such as the following:

- RSCH 8211 *Qualitative Research Methods (3)*
- RSCH 8212 *Survey Research Methods (3)*
- RSCH 8213 *Single-case Research (3)*
- RSCH 8120 *Advanced Statistics (3)*
- RSCH 8130 *Presentation and Computer Analysis of Data (3)*
- RSCH 8140 *Multivariate Statistics (3)*
- RSCH 8296 *Program Evaluation Methods (3)*
- MAED 8120 *Research in Mathematical Education (3)*
- READ 8101 *Applied Research in Literacy Education (3)*
- EDUC 8020 *Topics in Urban Educational Research (3)*
- ENGL 8674 *Applied Research Methods in the Teaching of English (3)*
- ENGL 8101 *Research in English Studies (3)*
- ENGL 8102 *Research in Literary Theory (3)*

7. Any time limits for completion.

Students must complete their degree, including dissertation, within eight years.

- D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

Doctoral courses are numbered at the 8000 level. All courses carry 3 hours credit, and students are expected to repeat dissertation hours for at least 6 hours of credit. The design of the curriculum is shown below, indicating new courses with *italics* and marking required courses with an asterisk (*). The program is designed to have four major curricular components: a common urban education core, research, specialization related to urban education, and dissertation. Courses noted as a *cross-listing* currently exist as master’s level courses and will be revised to be have an 8000 number as well and to include differentiated assignments for doctoral students. Following this design section, the proposed new courses are described.

Urban Education Core (12 hrs.)

Required for all students:

- *EDUC 8100: Critical Issues and Perspectives in Urban Education*(new)*
- ADMN 8122: Advanced Curriculum Theory*

Leadership in Urban Education theme. Choose one such as the following:

- *EDUC 8000 Topics in Urban Educational Leadership (new)*
- *ENGL 8410: Writing Program Administration and Supervision (new)*
- *ENGL/READ 8110: Policy-making in Literacy Education (new)*
- ADMN 8489: Practicum in Staff Development
- ADMN 8660: Instructional Leadership Seminar

Urban-Regional Issues theme. Choose one such as the following:

- *EDUC 8010: Topics in Urban-Regional Education (new)*
- *EDUC 8126: Comparative Education (cross-listing)*
- ADMN 8130: Educational Governance and Policy Studies
- EIST 8150: Systemic Design of Educational Systems
- PPOL 8610: Urban Regional Environment
- PPOL 8615: The Restructuring City
- PPOL 8681: Race, Gender, Class, and Public Policy
- PPOL 8689: The Social Context of Schooling

Research (15 hrs.)

Required for all students:

- RSCH 8210: Applied Research Methods*
- RSCH 8110: Descriptive and Inferential Statistics*
(NOTE: A more advanced statistics course may be substituted for RSCH 8110)

Choose three more courses, such as the following, in relationship to dissertation methodology and goals for professional employment:

- *EDUC 8020: Topics in Urban Educational Research (new)*
- *ENGL 8101: Research in English Studies (cross-listing)*
- *ENGL 8102: Research in Literary Theory (cross-listing)*
- *ENGL 8674: Applied Research Methods in the Teaching of English (cross-listing)*

- MAED 8120: *Research in Mathematical Education (cross-listing)*
- READ 8101: *Applied Research in Literacy Education (new)*
- RSCH 8120: Advanced Statistics
- RSCH 8130: Presentation and Computer Analysis of Data
- RSCH 8140: Multivariate Statistics
- RSCH 8211: Qualitative Research Methods
- RSCH 8212: Survey Research Methods
- RSCH 8213: Single-Case Research
- RSCH 8296: Program Evaluation Methods

Dissertation (9 hrs.)

- EDUC 8699: *Dissertation Proposal Seminar (new)*
- EDUC 8999: *Dissertation Research (3,3) (new)*

Specialization (24 hrs.):

All students must complete a “Readings in Research” seminar germane to their specialization. The remaining courses and seminars are to be chosen by the student, advisor, and graduate committee to expand his/her knowledge base and leadership skills relative to issues, problems, and solutions in urban-regional education, including diversity among learners and evaluation of programs and personnel. Students who desire more research preparation may choose additional courses from the research listings to include in their specialization. Students who are seeking advanced licensure must tailor their choices accordingly.

All students must take one of the following as a required course (3):

- ENGL8600/READ 8600: *Readings in Literacy Research (new)*
- MAED 8600: *Readings in Mathematics Education Research (new)*
- EDUC 8600: *Readings in Urban Educational Research (new)*

Choose 21 hours from courses such as the following, in relationship to interests, dissertation topic and methodology, and goals for professional employment:

- ADMN 8150: Human Resources Development and Administration
- CSLG 8345: Advanced Multicultural Counseling
- EIST 8101: The Adult Learner
- EIST 8150: Systemic Design of Educational Systems
- MATH 8028: Topics in Probability
- MATH 8050: Topics in Mathematics
- MATH 8065: Topics in Applied Algebra and Algebraic Structures
- MATH 8120: Probability Theory I
- MATH 8121: Probability Theory II
- MATH 8163: Modern Algebra I
- MATH 8164: Modern Algebra II
- MATH 8184: Differential Geometry I
- MATH 8185: Differential Geometry II
- PPOL 8614: Colloquium in 20th Century Black Urban History
- PPOL 8615: The Restructuring City
- PPOL 8635: Ethics of Public Policy
- PPOL 8681: Race, Gender, Class and Public Policy

- PPOL 8682: Stratification and Social Policy
- PPOL 8687: Education Policy
- PPOL 8688: Political Economy and School Reform
- PPOL 8689: The Social Context of Schooling
- RSCH 8296: Program Evaluation Methods

- EDUC 8000: *Topics in Urban Educational Leadership (new)*
- EDUC 8010: *Topics in Urban-Regional Education (new)*
- EDUC 8400: *Internship in Urban Education (new)*
- EDUC 8410: *Supervision of Student Teachers (new)*
- EDUC 8610: *Seminar in College Teaching (new)*
- EDUC 8620: *Seminar in Professional and Grant Writing (new)*
- EDUC 8800: *Independent Study in Urban Education (new)*
- ENGL 8010/READ 8010: *Topics in Literacy Education (new)*
- ENGL 8110/READ 8110: *Literacy and Educational Public Policy (new)*
- ENGL 8410: *Writing Program Administration and Supervision (new)*
- MAED 8010: *Topics in Mathematics Education (new)*

- CURR 8123: *Advanced Curriculum Development (cross listing)*
- EDUC 8126: *Comparative Education (cross-listing)*
- ENGL 8104: *Multiculturalism and Children's Literature (cross-listing)*
- ENGL 8147: *Early Black American Literature (cross-listing)*
- ENGL 8148: *20th Century Black American Literature: Prose (cross-listing)*
- ENGL 8158: *African American Literary Theory and Criticism (cross-listing)*
- ENGL 8165: *Language and Culture (cross listing)*
- ENGL 8166: *Comparative Language Study (cross-listing)*
- ENGL 8247: *Perspectives in African-American Literature (cross-listing)*
- ENGL 8263: *Linguistics and Language Learning (cross listing)*
- HIST 8250: *Comparative Slavery and Race Relations (cross listing)*
- MAED 8122: *Theoretical Foundations of Learning Mathematics (cross listing)*
- MAED 8124: *Issues in the Teaching of Secondary School Mathematics (cross listing)*
- TESL 8103: *Teaching English as a Second Language (cross listing)*

Description of new courses:

EDUC 8000: Topics in Urban Educational Leadership (3)

Examination of special topics germane to leadership in urban education environments at the elementary, middle, and secondary school levels as well as the community and four-year college. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

EDUC 8010: Topics in Urban-Regional Education (3)

Examination of special topics germane to education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

EDUC 8020 Topics in Urban Educational Research (3)

Examination of the research in specific areas germane to urban educational settings and problems. Emphasis on different research questions and methodologies used to investigate similar problems. Examination of alignment of research findings with educational change in urban environments of the elementary, middle, and secondary school levels as well as the community and four-year college. May be repeated for credit for different topics.

EDUC 8100: Critical Issues and Perspectives in Urban Education (3)

Introduction to critical issues in urban education, from the historical roots to present crises and solutions. Examination of multiple perspectives on issues such as poverty, English as a second language, single-parent families, crime and drug abuse, school failure, discipline problems, under-preparedness for the next level of schooling, integration and re-segregation.

EDUC 8400: Internship in Urban Education (3)

Prerequisite: Consent of instructor. Internship experiences planned and guided cooperatively by University and school personnel in order to qualify for additional NC licensure.

EDUC 8410: Supervision of Student Teachers (3)

Concentrated practice in the supervision of student teachers with emphasis on support of student teachers in urban schools. Internship experience with direct faculty supervision in seminars and school settings.

EDUC 8600: Readings in Urban Educational Research (3)

Study of methodology and findings of historical and current research about needs and characteristics of urban schools, diverse populations in urban-regional environments, legal and ethical issues, policy-making, and promising solutions to educational challenges of poverty, social justice, language differences, and conflicting values.

EDUC 8610: Seminar in College Teaching (3)

Issues, theories, and research about teaching late adolescent and adult learners. Supervised teaching experience with faculty who support students as they teach or co-teach undergraduate professional education, English, or mathematics courses.

EDUC 8620: Seminar in Professional and Grant Writing (3)

Introduces the forms of professional and grant writing expected of education professionals. Emphasis on writing for publication and writing for federal and state funding. Collaborative writing and peer assessment will be part of the process.

EDUC 8699: Dissertation Proposal Seminar (3)

Prerequisite: Completion of research requirements and qualifying examination. Identification of a research question and development of the proposal for an original research study appropriate for the dissertation requirement.

EDUC 8800: Independent Study in Urban Education (3)

Prerequisite: Permission of the student's advisor. Independent study of an urban education problem or issue under the supervision of an appropriate faculty member. May be repeated for credit.

EDUC 8999: Dissertation Research (3)

Prerequisite: Committee approval of the dissertation proposal. Execution of original research study that addresses the solution to an urban educational problem in curriculum, teaching, learning, or leadership. (May be repeated for credit)

ENGL 8010: Topics in Literacy Education (3)

Examination of special topics germane to literacy education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, and emerging theories of literacy learning. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. (Cross-listed with READ 8010).

ENGL 8110: Literacy and Educational Public Policy

Examination of competing definitions of literacy and development of literacy practices related to debates in American education public policy about the ends of schooling, the strategies of teaching, and the priorities of the language arts curricula. Evaluation of assumptions, reasoning, and research bases linking literacy to policy. Study of the historical and current methods of establishing district, statewide and federal policies about literacy education programs, materials, personnel, grants, and licensure. (Cross-listed with READ 8110.)

ENGL 8410: Writing Program Administration and Supervision (3)

Study of and supervised experiences in the development, administration, supervision, and evaluation of writing programs in urban educational settings. Students may focus on programs at the elementary, middle, or secondary schools or within community and four-year colleges. Emphasis on program development that supports writers from diverse backgrounds.

ENGL 8600: Readings in Literacy Research (3)

Study of methodology and findings of historical and current research about needs and characteristics of diverse literacy learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting literacy teachers and literacy learners. Cross-listed with READ 8600.

MAED 8010: Topics in Mathematics Education (3)

Examination of special topics germane to mathematics education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, problem-solving, use of technology, mathematics and literacy. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

MAED 8600: Readings in Mathematics Education Research (3)

Contemporary issues in mathematics education, including the study of historical and current research about needs and characteristics of diverse mathematics learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting mathematics teachers and their students.

READ 8101: Applied Research in Literacy Education (3)

Introduction to the research interests of faculty, with emphasis on research in urban educational issues and problems. Seminar and individual support for replication attempts, instrument development and field-testing in pilot studies, practice in and critique of different methods of data gathering and data analysis.

READ 8010: Topics in Literacy Education (3)

Examination of special topics germane to literacy education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, and emerging theories of literacy learning. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. (Cross-listed with ENGL 8010).

READ 8110: Literacy and Educational Public Policy (3)

Examination of competing definitions of literacy and development of literacy practices related to debates in American education public policy about the ends of schooling, the strategies of teaching, and the priorities of the language arts curricula. Evaluation of assumptions, reasoning, and research bases linking literacy to policy. Study of the historical and current methods of establishing district, statewide and federal policies about literacy education programs, materials, personnel, grants, and licensure. (Cross-listed with ENGL 8110.)

READ 8600: Readings in Literacy Research (3)

Study of methodology and findings of historical and current research about needs and characteristics of diverse literacy learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting literacy teachers and literacy learners. Cross-listed with ENGL 8600.

IV. FACULTY

- A. List the names of persons on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.

The following tables provide the SACS rosters of interested faculty and their education within the College of Education and Departments of English and Mathematics, then faculty who are considered "urbanists" and teach in the Ph.D. program in Public Policy, followed by tables about faculty experience in research and in directing students' independent studies. Please see Appendix C for abbreviated faculty vita.

SACS Faculty Roster

College/ Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
College of Education: Department of Educational Leadership	Algozzine, Robert	Ph.D. Educational Testing, Evaluation, Measurement The Pennsylvania State University	MS Educational Psychology SUNY Albany BS Economics Wagner College
	Allen, Louise	Ed.D. Curriculum and Instruction University of South Carolina	MAT Secondary Administration The Citadel MA English Francis Marion College
	Flowers, Claudia	Ph.D. Statistics and Research Georgia State University	MED Exercise Physiology Georgia State University BS Health and Physical Educ. West Georgia College
	Gretes, John	Ed.D. Curriculum and Instruction: Research and Evaluation, Instructional Technology, Supervision University of Virginia	MS Curriculum and Instruction Old Dominion University BS Curriculum and Instruction Old Dominion University
	Hancock, Dawson	Ph.D. Language and Literacy Education: Research concentration Fordham University	MA Social Psychology UNC Chapel Hill MED Adult and Higher Educ. UNC Chapel Hill BS Political Science United States Military Academy
	Howley, Lisa	Ph.D. Educational Psychology University of Virginia	MED Educational Psychology University of Virginia BS Psychology University of Central Florida
	Queen, J. Allen	Ed.D. Curriculum Theory University of Virginia	MAED Middle School Education Western Carolina University BS Elementary Education Western Carolina University
College of Education: Department of Middle, Secondary, and K-12 Education	Brannon, Lilian (Joint appointment in the English Department)	Ed.D. English Texas A & M, Commerce	MA English Sam Houston State University BA English Converse College
	Hartman, Kimberly	Ph.D. Curriculum and Instruction: Middle Grades Teacher Education UNC Greensboro	MS Educational Research, Testing, and Evaluation Florida State University BS Middle Grades Education UNC Greensboro
	Heafner, Tina	Ph.D. Curriculum and Teaching UNC Greensboro	MA Education and History Wake Forest University BA Social Studies Wake Forest University

College/ Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
College of Education: Department of Middle, Secondary, and K-12 Education (continued)	Jones, Jeanneine	Ed.D. Curriculum and Instruction: Literacy UNC Greensboro	MED Middle Grades Education UNC Greensboro BA English Catawba College
	Perez, Theresa	Ph.D. Curriculum and Instruction Stanford University	MA Linguistics, Bilingualism California State University – Fresno BA Spanish California State University – Fresno
	Pugalee, David	Ph.D. Curriculum and Instruction: Mathematics UNC Chapel Hill	MS Mathematics North Carolina Central MED Curriculum & Supervision University of Southern Mississippi BS Psychology Lee College
College of Education: Department of Reading and Elementary Education	Audette, Robert	Ph.D. Special Education Vanderbilt University	MA Special Education Vanderbilt University BA Special Education Fitchburg State College
	Douville, Patricia	Ph.D. Curriculum and Instruction: Literacy and Learning North Carolina State Univ.	MAED Reading Education East Carolina University BA Early Childhood Education UNC Wilmington
	Edwards, Barbara	Ph.D. Elementary Education: Specialization in Reading/ Language Arts University of South Florida	MA Elementary Education: Specialization in Reading University of South Florida BS Elementary Education Kent State University
	Green, Michael	Ed.D. Human Development Harvard University	MED Human Development Harvard University BA Psychology University of California – Berkeley
	Heron, Allison	Ph.D. Reading Education University of Georgia	MA Teaching of Writing Hofstra University BS Secondary Education and English SUNY - Plattsburg
	Mraz, Maryann	Ph.D. Curriculum and Instruction: Literacy Kent State University	MED Education, K-8 John Carroll University BA Communication John Carroll University
	Passe, Jeffrey	Ph.D. Curriculum and Instruction University of Florida	MED Elementary Education University of Florida BA Social Studies Education SUNY - Albany

College/ Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
College of Education: Department of Reading and Elementary Education (continued)	Piel, John	Ph.D. Child Development/ Mathematics Learning The Florida State University	MA Elementary Education University of Northern Colorado BA Elementary Education University of Northern Colorado
	Rickelman, Robert	Ph.D. Reading Education University of Georgia	MED Reading Supervision Ohio University BA English Literature Ohio University
	Rock, Tracy	Ph.D. Curriculum and Teaching UNC Greensboro	MA Liberal Studies UNC Greensboro BA Elementary Education UNC Charlotte
	Spooner, Melba	Ed.D. Curriculum and Teaching UNC Greensboro	MED Early Childhood Education UNC Charlotte BA Early Childhood Education UNC Charlotte
	Wallace, Josephine	Ph.D. Research and Evaluation/ Science Education UNC Chapel Hill	MAED Elementary Education East Carolina University BS Intermediate Education East Carolina University
	Wood, Karen	Ph.D. Reading Education University of Georgia	EdS Reading Education Appalachian State University MA Reading Education Appalachian State University BA English, Psychology Catawba College
College of Education: Department of Counseling, Special Educ., and Child Development	Ceglowski, Deborah	Ph.D. Curriculum and Instruction: Early Childhood University of Illinois	MED Administration, Planning, and Social Policy Harvard University BA Elementary Education Johnson State College

College/ Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
College of Arts and Sciences: Department of English	Bongartz, Christiane	Ph.D. English: Applied Linguistics/Teaching English as a Second Language University of Wisconsin – Madison	Staatsexamen English Language and Literature, French Language and Literature, Pedagogy University of Cologne, Germany
	Bosley, Deborah	Ph.D. English: Rhetoric and Composition Illinois State University	MA English: Literature University of Illinois BA English Education University of Illinois
	Connolly, Paula	Ph.D. English: Children’s Literature University of Massachusetts – Amherst	MA English Boston University BA English Boston College
	Davis, Boyd	Ph.D. Linguistics UNC Chapel Hill	MA English UNC Chapel Hill AB English, French University of Kentucky
	Gardner, Susan	Ph.D. English: Colonial Fiction Rhodes University	MA Comparative Literature University of Wisconsin – Madison BA French Macalester College
	Gargano, Elizabeth	Ph.D. English: Children’s Literature University of Virginia	MFA Creative Writing University of Massachusetts MA English University of Pittsburgh BA English University of Pittsburgh
	Govan, Sandra	Ph.D. American Studies Emory University	MA American Studies Bowling Green State University BA English, History Valparaiso University
	Jackson, Tony	Ph.D. English University of California – Los Angeles	MA English University of Oregon BA English University of South Carolina
	Knoblauch, Cy	Ph.D. English: Rhetoric, composition, pedagogy Brown University	MA English Brown University BA English College of St. Thomas
	Lunsford, Ronald	Ph.D. English: Literacy The Florida State University	MA English UNC Chapel Hill BA English UNC Charlotte
McGavran, James	Ph.D. English: British Literature UNC Chapel Hill	MA English Columbia University BA English College of Wooster	

College/ Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
College of Arts and Sciences: Department of English (continued)	Morgan, Margaret	Ph.D. English: Rhetoric and Composition Purdue University	MA English University of Maryland BA English University of Kean
	Pereira, Malin	Ph.D. English: American Lit., African American Lit. University of Wisconsin – Madison	MA English University of Wisconsin – Madison BA English, Psychology University of Wisconsin – Madison
	Rauch, Alan	Ph.D. English Literature Rutgers University	MA English Literature Rutgers University MA Zoology Southern Illinois University BSc Biology McGill University
	Rudes, Blair	Ph.D. Linguistics SUNY – Buffalo	MA Linguistics, Anthropology SUNY College – Buffalo BA Linguistics and French SUNY College – Buffalo
	Scott, Tony	Ph.D. English: Rhetoric and Composition University of Louisville	MA English Literature Appalachian State University BA English, Philosophy UNC Charlotte
	Shealy, Daniel	Ph.D. English University of South Carolina	MA English University of South Carolina BA English Newberry College
	Thiede, Ralf	Ph.D. Linguistics University of Missouri – Columbia	MA English Language University of Missouri-Columbia Undergraduate Studies in English Studies, Philosophy and Education Westfälische Wilhelms-Universität Münster, Germany Undergraduate Studies in Welsh, English Studies University of North Wales, UK
	Watson, Samuel	Ph.D. English University of Iowa	MA English University of Virginia BA English Wofford College
	West, Mark	Ph.D. American Studies Bowling Green State University	Master of Environmental Arts and Sciences University of Wisconsin-Green Bay BA Early Childhood Education, Philosophy Franconia College
	Wickliff, Gregory	Ph.D. English: Technical Writing Purdue University	MA American Literature Purdue University BA English, Professional Writing Miami University

College/ Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
College of Arts and Sciences: Department of Mathematics	Cifarelli, Victor	Ph.D. Mathematics Education Purdue University	MS Pure Mathematics Purdue University BS Mathematics University of Connecticut – Storrs
	Harris, Mary Kim	Ed.D. Mathematics Education University of Georgia	MEd Mathematics Education Auburn University BS Mathematics Education Auburn University
	Johnson, Phillip	Ph.D. Mathematics Vanderbilt University	MA Mathematics American University BS Mathematics Appalachian State University
	Lucas, Thomas	Ph.D. Mathematics University of Missouri – Columbia	MS Mathematics University of Missouri – Columbia BS Mathematics Oklahoma Baptist University
	Nabors, Wanda	Ph.D. Mathematics Education University of Georgia	MS Mathematics University of Notre Dame BS Mathematics East Carolina University
	Reiter, Harold	Ph.D. Mathematics Clemson University	MS Mathematics Clemson University BS Mathematics Louisiana State University
	Royster, David	Ph.D. Mathematics Louisiana State University	BA Mathematics The University of the South
	Saenz-Ludlow, Adalira	Ed.D. Mathematics Education The University of Georgia	MS Mathematics SUNY – Fredonia BS Mathematics and Physics Universidad Pedagógica Nacional, Bogotá, Colombia
	Weinstock, Barnet	Ph.D. Mathematics Massachusetts Institute of Technology	AB Mathematics Columbia College

**Key faculty who teach in the Ph.D. program in Public Policy
 with emphasis on urban-regional issues and themes**

The interdisciplinary nature of the proposed Ph.D. in Curriculum and Instruction will involve faculty and coursework outside of the College of Education and the Departments of English and Mathematics; it will also draw on the talents of faculty teaching courses in the interdisciplinary Ph.D. program in Public Policy. Of particular relevance are the faculty below, often called “urbanists,” who teach courses within the specializations of *social policy* and *urban regional development and infrastructure* that are relevant to the Curriculum and Instruction program. Particularly germane in the social policy specialization are the areas of social welfare, education, poverty, housing and homelessness, as well as the complex interrelationships among these issues and the manner in which they influence and are influenced by prevailing patterns of racial, ethnic, and gender stratification. The most relevant area in *urban regional development and infrastructure* is policy analysis that addresses such areas as public service delivery, housing and community development, and growth management at the neighborhood, city, and regional levels. All these areas are issues facing urban schools and must be understood by educational leaders.

**Key faculty who teach in the Ph.D. program in Public Policy
 with emphasis on urban-regional issues and themes**

Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
Geography and Earth Sciences	Campbell, Harrison	Ph.D. Economic Geography University of Illinois – Urbana-Champaign	MA Geography University of Illinois – Urbana-Champaign BA Economics, Geography Clark University
	Chilton, Kenneth	Ph.D. Urban Policy University of Louisville	MBA University of Louisville BA Economics Centre College
	Furuseh, Owen <i>Department Chair, Interim Director of the Urban Institute</i>	Ph.D. Geography Oregon State University	MA Geography East Carolina University BA Geography: Urban & Regional Planning East Carolina University
	Graves, William	Ph.D. Geography University of Georgia	MA Geography University of Georgia BA Geography BA Physics UNC Chapel Hill
	Ingalls, Gerald <i>Director of the Ph.D. in Public Policy</i>	Ph.D. Geography Michigan State University	MA Latin American Studies/Geography University of Florida BA History: Latin America University of Southwestern Louisiana
	Smith, Heather	Ph.D. Geography University of British Columbia	MA Geography Queen’s University BA Geography UNC Chapel Hill

**Key faculty who teach in the Ph.D. program in Public Policy
 with emphasis on urban-regional issues and themes – *cont'd***

Department	Faculty Name	Most Advanced Degree and Discipline	Other Degrees
History	Goldfield, David	Ph.D. History University of Maryland	BA History Brooklyn College
	Mixon, Gregory	Ph.D. History University of Cincinnati	MA History University of Cincinnati BA History BA Education Washington University
Political Science	Bacot, Hunter	Ph.D. Political Science University of Tennessee	MPA UNC Charlotte BA Political Science UNC Chapel Hill
	Godwin, Kenneth <i>(Specialist in educational policy evaluation)</i>	Ph.D. Political Science UNC Chapel Hill	MA Latin American Studies University of New Mexico BA Political Science Wake Forest
	Johnson, Gary	Ph.D. Political Science University of Kansas	MS Political Science University of Kansas BA American Politics/ American History Northern Arizona University
	Leland, Suzanne	Ph.D. Public Administration: American Politics and Public Policy University of Kansas	MA Public Administration and Public Policy Minnesota State University BS Political Science Minnesota State University
	Manuel, Tiffany	Ph.D. Public Policy University of Massachusetts – Boston	MA Public Administration University of Massachusetts – Boston MA Political Science Purdue University BA Political Science University of Chicago
Sociology and Anthropology	Aulette, Judy <i>Director of undergraduate Urban Studies minor</i>	Ph.D. Sociology Michigan State University	MA Sociology Wayne State University BA Psychology Wayne State University
	Mickelson, Roslyn	Ph.D. Sociology University of California – Los Angeles	MA Sociology University of California – Los Angeles BA Anthropology University of California – Los Angeles
	Whitmeyer, Joseph	Ph.D. Sociology University of Washington	MA Sociology University of Washington BA Mathematics Wright State University

Evidence of research capability of faculty requesting to participate in the Ph.D. program in Curriculum and Instruction

Name	Research experience						Publications										Grants						Other			
	Directed doctoral dissertations	Directed master's theses/projects	Served on doctoral/masters committees	Directed undergrad. research	Supervised or conducted research in workplace/project evaluator	Taught research courses	Data-based articles in refereed journals	Data-based articles in non-refereed journals	Technical or evaluation reports	Assessment instruments	Monographs or book chapters	Papers in conference proceedings	Books	Received research grant or contract	Directed funded research	Research assistant on funded project	Reviewed research grant proposals	Research-based conference presentations	Patents	Received award(s) for research	Other					
College of Education: Department of Educational Leadership																										
Algozzine, Robert	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Allen, Louise	X		X				X	X		X	X	X	X				X	X								
Flowers, Claudia	X	X	X		X	X	X	X	X	X	X			X	X	X	X	X								
Gretes, John	X	X	X		X	X	X	X	X	X	X			X	X	X	X	X			X					
Hancock, Dawson			X		X	X		X			X			X			X	X								
Howley, Lisa						X	X		X		X			X	X		X	X								
Queen, Allen	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			X					
College of Education: Department of Middle, Secondary, and K-12 Education																										
Brannon, Lil	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X								
Hartman, Kim		X	X	X	X	X	X	X		X	X			X	X	X	X	X			X					
Heafner, Tina				X			X				X				X		X	X								
Jones, Jeanneine		X	X	X	X	X	X	X	X	X	X			X	X	X	X	X								
Perez, Theresa		X	X			X	X	X		X	X			X	X	X	X	X								
Pugalee, David		X	X	X		X	X		X	X	X	X	X	X	X	X	X	X			X					
College of Education: Department of Counseling, Special Education, and Child Development																										
Ceglowski, Deborah	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X			X					

Name	Research experience										Publications								Grants					Other			
	Directed doctoral dissertations	Directed master's theses/projects	Served on doctoral/masters committees	Directed undergrad. research	Supervised or conducted research in the workplace/project evaluator	Taught research courses	Data-based articles in refereed journals	Data-based articles in non-refereed journals	Technical or evaluation reports	Assessment instruments	Monographs or book chapters	Papers in conference proceedings	Books	Received research grant or contract	Directed funded research	Research assistant on funded project	Reviewed research grant proposals	Research-based conference presentations	Patents	Received award(s) for research	Other						
College of Education: Department of Reading and Elementary Education																											
Audette, Bob	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
Douville, Patricia		X	X		X	X	X	X	X	X	X			X			X										
Edwards, Barbara		X	X		X	X	X	X	X	X	X	X		X	X	X	X										
Green, Michael		X	X		X	X	X	X	X	X	X	X		X	X	X	X										
Heron, Alison																			X								
Mraz, Maryann				X	X	X	X	X	X	X	X				X		X										
Passe, Jeff		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X				X						
Piel, John	X	X	X		X	X	X	X	X		X	X		X		X	X										
Rickelman, Robert		X	X	X	X	X	X			X	X	X				X											
Rock, Tracy		X	X		X	X	X			X	X			X			X										
Spooner, Melba		X	X		X	X	X	X			X			X		X	X										
Wallace, Josephine		X	X		X	X	X	X	X	X	X	X		X	X	X	X				X						
Wood, Karen		X	X		X	X	X			X	X	X					X			X							
College of Arts and Sciences: Department of English																											
Bongartz, Christiane	X	X	X	X		X	X	X	X	X	X	X	X	X			X			X							
Bosley, Deborah		X	X		X			X	X	X	X	X					X				X						
Connolly, Paula			X	X						X	X	X	X														
Davis, Boyd		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X						
Gardner, Susan		X	X	X			X	X		X	X	X	X				X										
Gargano, Elizabeth						X					X						X										
Govan, Sandra			X	X			X			X	X		X	X		X											

Name	Research experience										Publications								Grants				Other			
	Directed doctoral dissertations	Directed master's theses/ projects	Served on doctoral/ masters committees	Directed undergrad. research	Supervised or conducted research in the workplace/ project evaluator	Directed research courses	Data-based articles in refereed journals	Data-based articles in non-refereed journals	Technical or evaluation reports	Assessment instruments	Monographs or book chapters	Papers in conference proceedings	Books	Received research grant or contract	Directed funded research	Research assistant on funded project	Reviewed research grant proposals	Research-based conference presentations	Patents	Received award(s) for research	Other					
College of Arts and Sciences: Department of English (continued)																										
Jackson, Tony		X	X	X		X					X	X	X	X			X									
Knoblauch, Cy	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X			X						
Lunsford, Ronald		X	X	X		X								X	X		X									
McGavran, James		X	X	X		X	X					X					X				X					
Morgan, Meg		X		X	X	X	X	X	X		X	X	X	X			X									
Pereira, Malin			X	X		X				X		X	X	X			X									
Rauch, Alan	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X			X	X					
Rudes, Blair	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X					
Scott, Tony					X		X		X		X															
Shealy, Daniel		X	X							X	X	X	X		X	X				X						
Thiede, Ralf		X	X	X	X	X	X			X	X			X		X	X									
Watson, Sam		X	X							X	X										X					
West, Mark		X	X	X		X	X			X	X	X	X	X		X	X									
Wickliff, Gregory		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X						
College of Arts and Sciences: Department of Mathematics																										
Cifarelli, Vic			X	X		X	X			X	X			X		X	X									
Harris, Kim				X			X	X			X			X	X	X	X									
Johnson, Phillip			X	X	X	X					X			X		X										
Lucas, Thomas		X		X	X	X				X	X						X									
Nabors, Wanda							X			X	X				X		X									
Reiter, Harold				X							X					X										
Royster, David		X	X	X		X	X			X	X			X		X	X									
Saenz-Ludlow, Adalira			X		X	X		X		X	X	X	X	X		X	X			X						
Weinstock, Barnet		X	X		X		X				X			X		X	X									

Experience in directing graduate students' independent study of faculty requesting to participate in the Ph.D. program in Curriculum and Instruction

Name	Doctoral experience			Master's experience					Other
	Directed dissertation research	Served on dissertation committees	Supervised independent studies	Directed thesis or project committees	Served on thesis or project committees	Directed portfolio committees	Served on portfolio committees	Directed independent studies	
College of Education: Department of Educational Leadership									
Algozzine, Bob	X	X	X	X	X	X	X	X	
Allen, Louise	X	X	X						
Flowers, Claudia		X	X		X		X	X	
Gretes, John	X	X	X	X	X			X	
Hancock, Dawson		X			X				
Howley, Lisa			X					X	
Queen, Allen	X	X	X	X	X			X	
College of Education: Department of Middle, Secondary, and K-12 Education									
Brannon, Lilian	X	X	X	X	X			X	
Hartman, Kim		X		X	X			X	
Jones, Jeanneine		X		X	X		X	X	
Perez, Theresa		X		X	X	X	X	X	
Pugalee, David		X		X	X	X	X	X	
College of Education: Department of Counseling, Special Education, and Child Development									
Ceglowski, Deborah	X		X						
College of Education: Department of Reading and Elementary Education									
Audette, Bob	X	X		X	X	X	X	X	
Douville, Patricia				X	X		X		
Edwards, Barbara		X		X	X	X	X	X	
Green, Michael		X		X	X			X	
Passe, Jeff				X	X		X	X	
Piel, John	X	X		X	X			X	
Rickelman, Robert		X		X	X	X	X	X	
Rock, Tracy				X	X		X	X	
Spooner, Melba				X	X	X	X	X	
Wallace, Josephine				X	X			X	
Wood, Karen				X	X	X	X	X	

Experience in directing graduate students' independent study of faculty requesting to participate in the Ph.D. program in Curriculum and Instruction

Name	Doctoral experience			Master's experience					Other
	Directed dissertation research	Served on dissertation committees	Supervised independent studies	Directed thesis or project committees	Served on thesis or project committees	Directed portfolio committees	Served on portfolio committees	Directed independent studies	
College of Arts and Sciences: Department of English									
Bongartz, Christine	X	X	X	X	X			X	X
Bosley, Deborah				X	X			X	
Connolly, Paula		X			X			X	X
Davis, Boyd		X		X	X			X	
Gardner, Susan		X		X	X			X	
Govan, Sandra					X				
Jackson, Tony		X		X	X			X	
Knoblauch, Cy	X	X	X	X	X			X	
Lunsford, Ronald				X	X			X	
McGavran, James				X	X			X	
Morgan, Meg				X	X			X	
Pereira, Malin		X			X			X	
Rauch, Alan	X	X			X			X	
Rudes, Blair	X	X		X	X			X	
Shealy, Daniel				X	X			X	
Thiede, Ralf				X	X				
Watson, Sam		X		X	X				
West, Mark		X		X	X			X	
Wickliff, Gregory				X	X		X	X	
College of Arts and Sciences: Department of Mathematics									
Cifarelli, Vic		X			X	X		X	X
Johnson, Phillip					X			X	
Lucas, Thomas			X					X	
Royster, David		X		X	X			X	
Saenz-Ludlow, Adalira		X		X	X	X	X	X	X
Weinstock, Barnet		X		X				X	

B. Estimate the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

Six new faculty will be needed for the proposed program for the first four years:

- 2 faculty members in urban education
- 1 faculty member in reading education
- 1 faculty member in English education
- 1 faculty member in mathematics education
- 1 faculty member in educational research

Significant teaching responsibilities for the proposed program will be absorbed by the present faculty since coursework will be drawn from all five core departments as well as from the interdisciplinary Ph.D. in Public Policy. Present faculty (listed above) will retain membership in their current academic departments and will retain some responsibility for existing undergraduate and graduate programs in their fields. Current faculty will be able to participate in the planned Ph.D. in Curriculum and Instruction because enrollment increases are occurring in all programs, and new faculty are being added to those programs. Additional faculty in both the College of Education and the College of Arts and Sciences include full-time, highly qualified lecturers who will contribute substantially to undergraduate teaching, thus freeing some graduate faculty time for participation in the interdisciplinary Ph.D. in Curriculum and Instruction.

- C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.

Financing to support the proposed program is expected from three sources: state funds for enrollment growth (provided according to the UNC funding formula at the doctoral level), the continued use and reallocation of existing resources, and new external grant and contract funding.

- D. Explain how the program will affect faculty activity including course load, public service and scholarly research.

If the new faculty positions indicated above are provided, the program will not adversely affect faculty teaching loads. To keep the teaching load manageable, courses will be offered on a two-year rotating schedule. Because preparing doctoral students for college/university teaching in teacher education is a major program goal, the program has built-in opportunities for doctoral students holding advanced teaching licenses to gain teaching experience through co-teaching with full-time faculty and then assuming responsibility for selected undergraduate courses. These careful assignments of well-qualified doctoral students will help ease the teaching load of graduate faculty. As graduate faculty in the Ph.D. in Curriculum and Instruction begin to assume major responsibility for directing dissertations, teaching assignments will be adjusted appropriately, that is, 6 hours per semester in contrast to the standard 9 hours per semester.

V. LIBRARY

- A. Provide a general statement as to the adequacy of present library holdings for the proposed program.

Judy Walker, Curriculum Materials Librarian of the Atkins Library, provided an assessment of library resources for the Ph.D. in Curriculum and Instruction proposal. Her overall assessment is that the library holdings are satisfactory/good for this new degree.

Ms. Walker conducted the following searches in support of this proposal: Literacy and research 1992-2002; Mathematics research 1992-2002; and Urban education research 1985-2002. The data indicate that the Library has a large majority of the journals necessary to support the searches. Of the total number of journals cited the Library owns or provides access to 50% of the

Literacy journals, 70% of the Mathematics Education journals, and 67% of the Urban Education journals. The percentages improve when the core comprehensive journals are examined (96%).

- B. State how the library will be improved to meet program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?

The Library has an extensive Collection Development Plan which can be found at <http://libweb.uncc.edu/techserv/cd.html>: “The Library will seek to provide all academic units, through the use of all available means (serials, monographs, electronic resources, etc.) at least 65% of the annually produced resources and materials to fulfill their academic mission.” Additionally, the Collection Development Plan commits the Library to “work cooperatively with units of the University to identify realistic costs and advise on funding options for new programs.”

Ms. Walker notes that we already have a good core collection to support the program, and that state-funding for new degree programs includes library resources to support these programs. Ms. Walker has prepared a list of priority journals to be added to the collection that will be reviewed by the Curriculum and Instruction faculty.

The faculty and library staff will work together to identify priority areas of research and curriculum and instruction expertise for library acquisitions. For quality enhancement, information will be gathered on an ongoing basis on how the holdings compare with benchmark institutions and student and faculty satisfaction with resources needed to complete research reports and dissertations.

- C. Discuss the use of other institutional libraries

The Library provides access to those materials not owned by the Library through a national Inter-Library Loan network. Additionally, online resources such as LexisNexis offer students access to full text resources (e.g., government documents) not available within Atkins Library.

Ms. Walker’s evaluative statement can be found in Appendix D.

VI. FACILITIES AND EQUIPMENT

- A. Describe facilities available for the proposed program.

The proposed program will be housed initially in the Colvard Building. Faculty offices are on the first, third, and fifth floors of Colvard. The computer labs are on the third floor of Colvard. Currently graduate assistants work out of faculty offices. Some space reallocation may be needed to provide for doctoral student work spaces.

- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

Additional space will be needed for a doctoral coordinator's office, faculty offices for three to eight new faculty members over the next decade, and for graduate assistants. Fortunately, plans are underway for a new College of Education Building to be opened in Fall 2004. The new building will have adequate dedicated space for the faculty and graduate students in the Ph.D. in Curriculum and Instruction. Thus, we will have one year of borrowing/reallocating space – leading to adequate, well-designed space in 2004.

C. Discuss any information technology services needed and/or available.

The information technology equipment and services available in the College of Education are excellent and will be an asset to the doctoral program. Computer labs with up-to-date equipment and software are available to all students. Additionally, technical support staff give excellent service to both faculty and students. No additional resources, beyond those in the College's strategic technology plan, are needed.

D. Discuss sources of financial support for any new facilities and equipment.

The new College of Education Building is being constructed through the support of the November 2000 University Bonds initiative. Equipment is supplied through student user fee monies and through strategic allocations to the College by the University.

VII. ADMINISTRATION

Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any inter-disciplinary or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed program.

The Ph.D. in Curriculum and Instruction reflects a strong collaboration between the College of Education and the College of Arts and Sciences. "The cross-campus interdisciplinary collaboration that is evident in the proposal is very impressive and will be a valuable element of this new program." (Dr. John Helfeldt, Texas A & M University)

The Graduate School

At the University of North Carolina at Charlotte, the Dean of the Graduate School is the administrative officer with primary responsibility for the supervision of graduate programs. The Dean is responsible for the executive and administrative affairs of the Graduate School in accordance with policies determined by the UNC Charlotte Graduate Council, the Graduate Faculty, and the Faculty Council. The Graduate School is responsible for monitoring the quality of graduate programs, the final admission of graduate students, appointments to the Graduate Faculty, and supporting the enhancement of research activities essential to the conduct of graduate programs.

The Graduate Dean's main duties include the following:

- Admission of students
- Appointment of dissertation committees
- Approval of programs of study
- Admission of students to candidacy
- Final approval of dissertations

The College of Education

The Ph.D. in Curriculum and Instruction will be housed in the College of Education. The Dean of that College has administrative responsibility for the supervision of all departments and programs housed within the College. Consultation between the Dean of Education and the Dean of Arts and Sciences will be on-going. On the recommendation of the Curriculum and Instruction faculty, the Dean of Education will appoint a “Doctoral Coordinator” for the Ph.D. in Curriculum and Instruction and an “Interdisciplinary Curriculum and Instruction Committee” from among that faculty.

Curriculum and Instruction Faculty

In accordance with the criteria developed for each graduate program or unit and approved by the Graduate Council, and upon recommendation of the appropriate department chair, the Dean of the Graduate School appoints graduate faculty members for renewable five-year terms. Members of the Graduate Faculty offer courses and seminars and supervise research and dissertations at an advanced level of scholarship.

Any member of the Graduate Faculty with an interest in Curriculum and Instruction theory and practice, literacy/English education, mathematics education, and/or urban education, significant scholarship in the field, and a willingness to teach in the program or serve on dissertation committees may apply to the Interdisciplinary Curriculum and Instruction Committee for membership in the Curriculum and Instruction doctoral faculty. Appointments to this program faculty will be for five-year terms with reappointment made according to guidelines established by the Interdisciplinary Curriculum and Instruction Committee. The program faculty will serve as the constituency of the program for matters appropriate for faculty governance and will meet as appropriate to vote on such issues.

Interdisciplinary Curriculum and Instruction Committee

The Interdisciplinary Curriculum and Instruction Committee will include at least one representative from each of the academic departments with substantial involvement in the program. Those departments are as follows:

- Department of Educational Leadership (College of Education)
- Department of Middle, Secondary, and K-12 Education (College of Education)
- Department of Reading and Elementary Education (College of Education)
- Department of English (College of Arts and Sciences)
- Department of Mathematics (College of Arts and Sciences)

One additional committee member will be selected at-large from Curriculum and Instruction faculty from other departments.

Recommendations on admission to the program and admission to candidacy will be made by the Interdisciplinary Curriculum and Instruction Committee, chaired by the Doctoral Coordinator. The Committee works with the Coordinator to set policy and:

- Recommends to the Graduate School applicants for admission to the program
- Approves the student’s advisory committee and dissertation topic
- Assures that the qualifying exam is administered appropriately
- Recommends to the Graduate School qualified candidates for the degree
- Assures that all requirements are fulfilled by each candidate
- Recommends course additions and alterations as appropriate
- Approves participation of faculty in the program
- Appoints search committees for new faculty for the program
- Plans and evaluates the program

Doctoral Coordinator

The Doctoral Coordinator has direct responsibility for administration of the program, in consultation with the Interdisciplinary Curriculum and Instruction Committee under the direction of the Dean of Education. The duties of the Director include:

- Curriculum and conduct of the program
- Recommending operating budgets and supervising expenditures
- Chairing meetings of the Interdisciplinary Curriculum and Instruction Committee
- Communicating assessment of the program and personnel to the chairs of all participating departments and the Deans of Education and the Graduate School
- Overseeing recruitment efforts for the program
- Recommending budget allocations for travel, equipment, communication, and supplies to the Dean of Education
- Coordinating scheduling of courses among the cooperative departments and programs
- Assuring proper maintenance of graduate student records
- Scheduling dissertation defenses
- Representing the program to external constituencies

Student Advisory Committee

During the year following admission to the Ph.D. in Curriculum and Instruction, the student is expected to form an advisory committee composed of no fewer than three members, the majority of whom must be from the Curriculum and Instruction faculty. The remainder of the committee should be constructed to complement the proposed plan of study.

The dissertation advisor must be a member of this committee and will also serve as Chair of the dissertation committee. The dissertation advisor must be a member of the Curriculum and Instruction faculty.

The student's advisory committee is appointed by the Doctoral Coordinator of the Ph.D. in Curriculum and Instruction after appropriate consultation with the dissertation advisor and the student. Subject to the approval of the Dean of the Graduate School, the functions of the committee are to:

- Prepare the student's plan of study
- Evaluate the student's academic progress
- Administer the qualifying examination
- Evaluate the dissertation proposal
- Administer the dissertation defense
- Certify the candidate's qualifications for the degree subject to the approval of the Dean of the Graduate School.

The Organizational Chart for Administration of the Ph.D. in Curriculum and Instruction is attached (Appendix E).

Letters of support from participating departments can be found in Appendix F.

VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential “substantive change” during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

The proposed new degree program is not at a more advanced level than those previously authorized for UNC Charlotte and is not in a new discipline division; therefore, no “substantive change” notification to SACS is required. The program will be reviewed by NCATE (National Council for Accreditation of Teacher Education). As part of the NCATE review, the professional standards of the National Council for Teachers of English, the National Council for Teachers of Mathematics, and the International Reading Association will be addressed. The program will be submitted for approval by the North Carolina Department of Public Instruction in relationship to advanced licensure in curriculum and supervision, English education, reading education, and mathematics education.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

The five core academic departments – English; Mathematics; Educational Leadership; Middle, Secondary, and K-12 Education; and Reading and Elementary Education – will collaboratively implement this degree. The educational research faculty is housed in the Department of Educational Leadership and will play a key role in the program’s implementation. While there are faculty members from other departments and programs (e.g., Sociology, History, Geography and Earth Sciences, Child and Family Development, Public Policy) who will join the interdisciplinary Curriculum and Instruction faculty, there is no need for expansion of these supporting fields at this time.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

N/A

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.*

Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the “New Allocations” columns of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.

The Budget for the Ph.D. in Curriculum and Instruction may be found in Appendix G.

XII. EVALUATION PLANS

All new degree program proposals and degree program track descriptions must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of the program (numbers of graduates), (d) the names, addresses, and telephone numbers of at least three persons...qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

A. Criteria to be used to evaluate the proposed program (not in an order of priority).

1. Does the program attract highly qualified students?
2. Does the program retain students, and are those students satisfied with their program?
3. Does the program prepare its students well for careers in higher education, K-12, and related educational settings?
4. Do faculty and students achieve a mutual benefit by working together?
5. Do program graduates have a positive impact on student learning in educational settings?

B. Measures to be used to evaluate the program:

- The number and quality of students applying for the degree
- The geographic regions from which students apply
- The number of full-time students
- The number of students who receive funding for graduate study
- Student demographics and diversity
- Percent of students who complete degree
- Student demographics for attrition versus completion
- Student satisfaction survey
- Type and quality of employment
- Employer satisfaction
- Feedback from students' participation in faculty searches and other job-seeking opportunities
- Student publications and presentations
- Student participation in state and national professional organizations
- Other student awards and achievements
- Grants funded (and student participation in proposal development)
- Faculty/student co-authorships of articles and grant proposals
- Course evaluations for courses in which doctoral students teach
- Student feedback on quality of faculty mentoring
- Analysis of impact of student research on improved instruction in literacy and mathematics

C. Projected productivity levels (numbers of graduates):

	Year 1 (2003-2004)	Year 2 (2004-2005)	Year 3 (2005-2006)	Year 4 (2006-2007)	TOTALS
B					
M					
I/P					
D	0	0	3	5	8

- D. Recommended consultants/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

Dr. John P. Helfeldt
Chair, Department of Teaching, Learning, and Culture
Texas A&M University
4232 TAMU
College Station, TX 77843-4332
(979) 845-8383
jhelfeldt@coe.tamu.edu
Dr. Helfeldt has reviewed a draft of the proposal.

Dr. Patricia Lambert Stock
Professor and Director, The Writing Center
Michigan State University
300 Bessey Hall
East Lansing, MI 48824-1033
(517) 432-3610
plstock@msu.edu

Dr. Robert E. Reys
Professor of Mathematics Education
104 Stewart Hall
University of Missouri
Columbia, MO 65211
(573) 882-3740
Reys@missouri.edu

Dr. Patrick Thompson
Professor of Mathematics Education
Vanderbilt University
Peabody College
Box 330
Nashville, TN 37203
Pat.thompson@vanderbilt.edu

Dr. Anne Ruggles Gere
Chair, Joint Ph.D. in English and Education
University of Michigan
2014 SEB
610 E. University
Ann Arbor, Michigan 48109-1259
734-763-6643
argere@umich.edu
Note: Dr. Gere reviewed an early draft of this proposal.

Dr. Deborah Dillon
Chair, Curriculum and Instruction Department
University of Minnesota
145 Peik Hall
159 Pillsbury Drive SE
Minneapolis, MN 55455
612-625-1362
Dillon@umn.edu

E. Plan for evaluation prior to sixth operational year.

Year One: Evaluation efforts will focus on admission procedures and student requirements. At the end of the first semester, the faculty will review the outcome of the first round of admissions and student progress to date to determine if changes are needed in recruitment and screening for the next round of admissions. Faculty will also obtain student and faculty feedback on the courses and portfolio requirements as implemented to date. Any changes will be developed through faculty planning and included in a revised doctoral handbook.

Year Two: The Coordinating Committee will collect and review information on student quality and satisfaction.

Year Three: The evaluation focus will be on student scholarship. The faculty will consider the process and outcome of the first dissertations. The process and outcomes for full-time students will be examined. Also, information on student achievement will be reviewed to consider if faculty mentoring is providing mutual benefit to students and faculty.

Year Four: The process and outcomes for part-time students will be examined. Employment data will be collected.

Year Five: Information can now be collected on all of the quality variables, including the impact of student research on improved literacy and mathematics instruction. The Doctoral Coordinator will work with the Coordinating Council to collect and synthesize this information. A report will be generated on the quality of the program to date and goals for improvement or innovation.

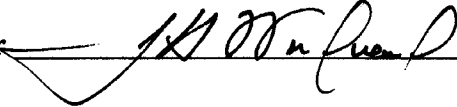
XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

XIV. STARTING DATE AND INSTITUTIONAL APPROVAL

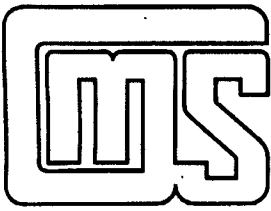
Proposed date of initiation of proposed degree program: August 2003

This proposal to establish a new Ph.D. in Curriculum and Instruction at UNC Charlotte has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor  _____

Appendix A

Letter of Support from Dr. Eric Smith



Charlotte-Mecklenburg Schools
Post Office Box 30035
Charlotte, North Carolina 28230-0035
Telephone (704) 343-6220

Eric J. Smith, Ed.D.
Superintendent

January 28, 2002

Dr. James H. Woodward
Chancellor
UNC Charlotte
9201 University City Blvd.
Charlotte, NC 29223

Dear Chancellor Woodward:

I am writing to offer my strong, positive support for the proposed new Ph.D. in Curriculum & Instruction at UNC Charlotte and to ask how I might be of assistance in your efforts to gain approval for this new degree from the UNC Board of Governors.

UNC Charlotte is a great partner for Charlotte-Mecklenburg Schools! UNC Charlotte is engaged in substantive partnership activities that address our personnel needs. For example, the College of Education is currently offering four master's degree programs at CMS sites to assist us in recruiting and retaining outstanding teachers to our Equity+2 Schools (high-need schools.) The College of Education also is offering field-based coursework to over 100 teachers in our "Bright Beginnings" Prekindergarten program to enable those teachers to earn the Birth-Kindergarten teaching license. UNC Charlotte's innovative postbaccalaureate routes to licensure for lateral entry teachers provide essential support to our most vulnerable beginning teachers. UNC Charlotte is in the forefront of supplying the highly qualified teachers that we need for our school system. With over 1700 UNC Charlotte alumni employed in Charlotte-Mecklenburg Schools, you are our greatest provider of talented professionals.

The proposed Ph.D. in Curriculum & Instruction will do two important things for CMS: first, this new degree will provide our current and future leaders with the opportunity to develop the research skills to tackle pressing challenges in our system in new ways; and second, this new degree will make a tremendous contribution to our recruitment efforts. If teachers and curriculum specialists live in an environment in which they can see the doctorate as a professional opportunity, they will be drawn to this school system and be more likely to stay. Therefore, given that CMS recruits staff from throughout North Carolina and the country, the addition of this doctoral program will help us recruit and retain teachers and professional staff.

UNC Charlotte's recent classification as a doctoral institution is significant to our region's development. From my work with the College of Education, I am persuaded that the College has the capacity to implement doctoral programs exceedingly well. Many CMS leaders are currently enrolled in the Ed.D. in Educational Leadership and the Ph.D. in Special Education at UNC Charlotte. The proposed Ph.D. in Curriculum & Instruction will open the wonderful opportunity for doctoral study to many other leaders in CMS.

Please let me know how I can assist with the development of this important project.

Sincerely,


Eric J. Smith
Superintendent

Appendix B

External Reviews



The University of Michigan

Joint Ph.D. Program in English and Education

November 5, 2001

Dr. Barbara Edwards, Associate Dean
College of Education
UNC Charlotte
Charlotte, NC

Dear Dr. Edwards:

I write to express my admiration for your university's plan for a Doctoral Program in Curriculum and Instruction. As one who has spent an entire career in literacy education I have had many opportunities to participate in and evaluate a variety of doctoral programs. I currently serve as Chair of the Joint Ph.D. in English and Education at the University of Michigan, and prior to that I was on the faculty at the University of Washington where I worked with graduate students focusing on literacy. During these years I have directed over 20 dissertations and served on over 25 doctoral committees. I have also worked as external evaluator for at least a dozen doctoral programs. For example, when the Ohio Board of Regents commissioned an assessment of its seven Ph.D. programs in English, I was named to the panel. My research (publications include over 40 articles and 10 books) has concentrated on literacy and social/cultural institutions. The University of Michigan has recognized my work by awarding me a Distinguished Graduate Student Seminar Award; a Distinguished Faculty Achievement Award; and the D'Arms Award for Distinguished Graduate Student Mentoring. In my current role as President of the National Council of Teachers of English, I have many opportunities to see a variety of educational models and to take part in discussions of current trends in higher education. My perspective, then, is shaped by these experiences.

Let me highlight the aspects of your plan that strike me as most promising. First, its attention to *urban education* is most timely and much-needed. Current research shows that 35% of all school age children in the United States are people of color, and this number will increase to approximately 45% in the next decade. Over 25% of all youngsters are being educated in the 100 largest urban districts in this country. These schools, which represent 1% of all school districts employ over 22% of all public school teachers. In addition to the challenges that face all schools, urban schools serve a disproportionately high number of students who live in poverty, speak languages other than English and represent diverse learning experiences. Despite the tremendous need, both in terms of numbers and intensity, there are very few doctoral programs that address urban education specifically. Indeed, my own research has led me to investigate such programs, and I have found very few.

Another attractive dimension of the planned program is its *interdisciplinarity*. As you surely know, traditional disciplinary boundaries are becoming increasingly porous, and the most interesting work appears in the interstices between fields. At the University of Michigan, for example, we currently have more than 35 interdisciplinary Ph.D. programs, and the number increases each year. In both my own experience, and in my observations of other institutions, interdisciplinary work generates the sort of extra energy and commitment that the proposed Ph.D. in Curriculum and Instruction will require, especially in light of the fact that it would be joining other relatively new doctoral programs. I predict that these multiple initiatives will strengthen and support one another in highly productive ways. The projected collaboration between the College of Education and Arts and Sciences as well as with existing doctoral programs in the College of Education suggests that your new doctoral program would offer students contemporary and highly useful preparation. As the chair of the Joint Ph.D. in English and Education, I can tell you that we have a 100% placement record. Indeed most of our students receive more than one job offer, and our institutional research indicates that the breadth of preparation born of their interdisciplinary work is a key factor in their impressive success on the job market.

The *responsiveness* of this proposed degree to the needs of potential students is another impressive feature. During my years in the academy I have seen too many doctoral programs that reflect pet projects and specialized research interests of faculty members rather than the needs of students. Indeed, in my reviews of various doctoral programs, I have frequently found curricula that are remarkably out of touch with their students' experiences and expectations. The surveys conducted, the accumulation of data, the careful attention to demographics in the Charlotte region—all of these demonstrate a clear commitment to creating a doctoral program that will serve its students well. In being responsive to potential students, this planned degree is not ignoring the institutional mission. Rather, with its emphasis upon the themes of Children, Families, and Schools; Urban and Regional Development; and International Understanding and Involvement, this program is solidly positioned to further the University's stated objectives while simultaneously serving its students. Given the tremendous population growth in the UNCC region, I am sure that more K-12 teachers are required, and I assume that the University's highly regarded teacher education program is helping to address this need. What remains less obvious in the context of such growth is the need for educational leaders who can foster the professional development of newly hired teachers. In my work on the Technical Advisory Committee of the Interstate New Teacher Assessment and Support Consortium (a body of the Chief State School Officers), I have had numerous opportunities to see how crucial professional development is to insure the quality and longevity of new teachers. The proposed doctoral program will provide a much-needed stream of professionals ready to undertake this task.

Overall, then, I find the proposed doctoral program a very promising one, and I hope that it will soon be institutionalized. It would give me great pleasure to begin recommending that prospective graduate students consider applying to UNCC. If I can answer any questions or provide further information, do not hesitate to message me at argere@umich.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne Ruggles Gere". The signature is fluid and cursive, with the first name "Anne" being the most prominent.

Anne Ruggles Gere, Chair
Joint Ph.D in English and Education



TEXAS A&M UNIVERSITY

College of Education
Department of Teaching, Learning and Culture

September 26, 2002

Dr. Mary Lynne Calhoun, Dean
College of Education
University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, North Carolina 28223

Dear Dean Calhoun:

This letter is being forwarded as a report of my external review of the Proposed Ph.D. in Curriculum & Instruction at the University of North Carolina at Charlotte. My report is organized in a sequential manner that closely parallels the organizational format of the written proposal.

The proposal document clearly and comprehensively describes a doctoral program that includes many of the curricular elements that constitute traditional doctoral programs of study in the area of Curriculum and Instruction. Thus, the proposed program would appear to be credible by basic standards or general programmatic parameters typically associated with the doctorate in education. The proposed sixty-hour program includes a twelve (12) semester hour Curriculum & Instruction Core, as well as a fifteen (15) semester hour Research Core, twenty-four (24) semester hours of credit selected from coursework closely associated with a specialization area, and nine (9) semester hours of dissertation credit.

More importantly, however, the proposed program goes beyond meeting the generally acceptable course and curricular "standards" associated with educational doctoral programs. The current proposal describes a doctoral program that reflects a conceptual awareness and understanding of contemporary educational needs with its explicit foci on urban education, literacy education, and mathematics education. Further, the program is even more unique because specialized knowledge bases, perspectives, and unique needs associated with urban-regional education will be infused into all of its specialization areas, and not merely delegated to the specialization area of urban education. Clearly, the proposed program is designed to prepare the next generation of the professorate and future public education leaders who will acquire the expertise and generate the new knowledge that will address three areas of greatest need in North Carolina and American education.

The proposed Ph.D. in Curriculum and Instruction appears to be very congruent with the UNC Charlotte strategic plan and its mission to help meet the needs of the region and the State of North Carolina. Based on surveys of prospective students and leaders of regional agencies and organizations, respondents indicated both high degrees of interest and great need for a doctoral program of this nature at UNC Charlotte.

As proposed, the program is worthy of strong consideration for approval. It is responsive to the advanced educational needs of the Charlotte area and the State. The admission requirements for students and the program requirements are reasonable, yet sufficiently rigorous to help insure a high quality program of study that will result in well-prepared, effective educators. The newly proposed courses are timely, appropriate, and systematically organized to provide opportunities for appropriate breadth and sufficient depth in the preparation of doctoral level educators in urban education, literacy education, and mathematics education. The cross-campus interdisciplinary collaboration that is evident in the proposal is very impressive and will be a valuable element of this new program. More specifically, for example, the infusion of public policy courses and the development of new education courses such as "Critical Issues and Perspectives in Urban education" and "Literacy and Educational Public Policy" reflect the careful thought that has been given to the core and the specialized coursework included in the program. It is rather apparent that the curriculum has been designed to include contemporary and unique topics that are pertinent to the context, purposes and goals of the proposed program, as well as some of the traditional elements associated with doctoral programs in education.

A summary analysis of the formal preparation, relevant professional experiences, and scholarly accomplishments of the faculty that would be affiliated with the program indicates a sufficient number of faculty (College of Education **and** College of Arts and Sciences) with appropriate breadth of professional specializations and expertise to offer the coursework, mentor the students, and guide the dissertation process and product to a successful completion. The proposal also expressed the need to hire six additional faculty members to support the program. While the area of expertise was indicated for each of the faculty hires, it did not include the academic ranks or levels of experience that would be essential for these hires to be strategic. While the level of expertise, and experience of the current faculty will influence the specific criteria associated with each new faculty hired, it appears that the area of mathematics education might require a new faculty member at an advanced rank and/or level of experience. This observation is based on information presented in the tables that indicate a lack of experience directing doctoral studies among the five faculty members affiliated with the Department of Mathematics. A timeline for the "strategic" plan to acquire new faculty will also become important, that is, hiring all six as soon as possible, or phasing in two or three new faculty over the next couple of years will impact the search and recruitment plans for faculty and perhaps the recruitment of students in particular specialty areas.

As reported, the Library resources appear to be adequate to begin supporting the doctoral research needs of the proposed program. Based on the reported research holdings specifically associated with the areas of literacy, mathematics, and urban education, it will be important for the library to continue its focused acquisition of library holdings and to

take advantage of its ability to provide increased access to electronic data bases. While it was not mentioned, and it may already be available, electronic ILS access to, and delivery of, full text resources through a system such as “**deliver Edocs**” is another important library resource that will be needed to more fully support the proposed program.

With the projected 2004 occupation of the new education building, space and facilities would not appear to be problematic. In 2003, based on projected enrollments of 8 part-time students, and no projected full-time students or graduate assistants, additional space requirements should be negligible. In terms of equipment and space, my assumption is that classrooms, labs, and offices in the new College of Education facility would be pre-wired, as well as equipped for wireless ICT access at strategic points. In addition, I have assumed that the new building will have space for strategic growth and that this new program is indeed one element of the strategic growth and development plan.

Initially, the program will recruit from a student population representing the immediate urban region. While this initial recruiting plan appears to be prudent during the early implementation stages of the program, subsequently, it will be important to consider recruiting students from throughout the State and eventually beyond the boundaries of North Carolina as the more diverse student perspectives and varied experiences will serve to enrich the research, teaching, and learning that will occur among students and faculty associated with the program. The more diverse and larger pool of student applicants will, in turn, quantitatively and qualitatively enhance the State’s professorial and public school instructional leadership pools.

As outlined, the admission criteria and procedures appear to be appropriate. The requirements such as graduate GPA, standardized test scores, letters of recommendation, vitae are quite standard. While it is important for the prospective student to articulate career objectives related to obtaining a Ph.D. (and this may be implicit), but, the career objectives of potential students should also be congruent with the stated program objectives of the proposed Ph.D. in Curriculum and Instruction.

The administration of the proposed program was clearly described. The institutional oversight roles and responsibilities of the Graduate School and the College of Education were presented in a straightforward manner. It is important to note that, the Dean of Education with recommendations from the Curriculum and Instruction faculty, will appoint a representative Interdisciplinary Curriculum and Instruction Committee and a Doctoral Coordinator.

The consultative relationship between the Doctoral Coordinator and the Interdisciplinary Committee, along with the respective roles and responsibilities that were listed, would seem to provide an appropriate operational foundation for the initial implementation, early monitoring, and subsequent development and refinement of the program. At some point, it will be useful to define the nature of the Coordinator’s appointment in terms of whether the position is structured as a proportion of faculty FTE, an additional stipend, or perhaps some combination of both factors. In a similar vein, the number of members serving on

the Interdisciplinary C&I Committee should also be determined. As proposed, this committee could be comprised of 5 (or more) members.

As presented, the information on the student advisory committee is somewhat ambiguous. The guideline or policy for the composition of the student advisory committee indicates that there should be at three members, with the majority coming from the C&I faculty. As stated, at least two, but all three, (or four, or...N) faculty could be C&I faculty members. Further, the entire committee could conceivably be affiliated with a single department, for example English, which is administratively housed in the College of Arts and Sciences. If this were to happen, would it be problematic? Are there graduate school/institutional policies that would contradict or prohibit an entire committee being comprised of faculty members from the same department? In addition to the lack of clarity about Student Advisory Committee composition, it is not clear whether the Student Advisory Committee and the Dissertation Committee are actually the same, or whether they are two disparate committees. The second paragraph would lead me to believe that the advisory and dissertation committees might be different, but the final paragraph would lead me to believe that the student's advisory committee and the dissertation committee might be synonymous.

The program evaluation plan, as outlined, is quite comprehensive and includes a wide range of measures that are focused primarily on student variables and performance indicators of program graduates. Several of the performance measures listed will provide very useful and essential evidence to support a summative program evaluation, while other measures will provide formative information for further program development or enhancements. Some of the measures are particularly worthy of note and praise.

Faculty/student co-authored articles and joint funding proposals, for example, will become a useful and credible indicator of program accomplishment and faculty/student productivity. The analysis of impact of student research on improved instruction is an ambitious evaluation measure that may be difficult to accomplish, at least in the short term. While this type of measure may be difficult to obtain and report within five years, the foundation should be established, and plans on how, and when to collect this information should be initiated early, so that there are no missed opportunities for acquiring and organizing the evidence.

At some point, it might be helpful to organize evaluation measures based on whether the measure will provide formative or/and summative information, and to associate the measures with some of the curricular, research, specialty, and cognate objectives included in the program description.

Some additional measures might be considered for inclusion in the evaluation plan. For example, the evaluation of dissertation topics, the nature of the associated research questions, the research designs, and the potential importance of the findings might be analyzed and should be considered to provide additional insights into the impact of student research, and the accomplishment of some of the programmatic objectives. Measures of continuing or enhanced scholarly productivity of Curriculum and Instruction faculty could also be considered useful for program evaluation purposes.

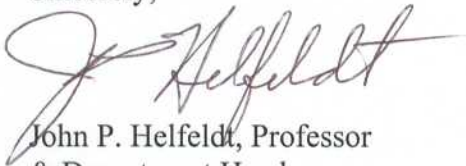
The projected productivity levels (numbers of graduates) do not appear to be congruent with the projected four-year enrollments in the proposed program. If eight part-time students enter the program in 2003-04, from an external perspective, it does not appear to be highly probable that three would graduate three years later, in 2005-06.

Similarly, the projected annual evaluation benchmarks (or the projected enrollments) might need to be adjusted, particularly for years three and four. For example, the first dissertations might not be forthcoming as early as the third year, considering that the two, initial full-time student enrollments were not projected to occur until the second year.

In conclusion, I firmly believe that the proposed Ph.D. program in Curriculum and Instruction at the University of North Carolina at Charlotte is indeed worthy of every consideration for approval. My strong support of the proposed program is based on the information provided within the proposal. It is apparent that this program has been carefully planned and is well organized. When implemented the program will be responsive to the identified societal-educational needs of urban communities.. Its focus on urban education is timely and represents a collaborative response to the educational needs that are uniquely associated with Charlotte as well as other urban areas.

Please do not hesitate to contact me if you have any questions or would require further clarification of my unqualified support of the proposed program.

Sincerely,

A handwritten signature in cursive script, appearing to read "John P. Helfeldt". The signature is written in dark ink and is positioned above the typed name.

John P. Helfeldt, Professor
& Department Head

Appendix C

Abbreviated Faculty Vita

Brief Vitae
Bob Algozzine

Personal Information

Born October 3, 1946
Married (Kate), with two children (Kathryn and Michael)
and three grandchildren (Mackenzie, Abigail, and George)

Education

- B.S. in economics with a minor in art history from Wagner College, Staten Island, New York, 1968.
- M.S. in educational psychology with a minor in education of emotionally disturbed children from The State University of New York at Albany, 1970
- Ph.D. in education of exceptional children with major emphasis in educational research and evaluation from The Pennsylvania State University, 1975

Professional Experiences

- 1968-1973 Public school teacher for children classified with educable mental retardation, emotional disturbance, and reading disabilities in New York and Virginia; instructional specialist and psychometrician in Virginia.
- 1973-1975 Graduate Assistant and Instructor at The Pennsylvania State University; responsible for learning disabilities and assessment courses, program evaluation, and computer-assisted coursework revisions.
- 1975-1976 Assistant Professor at The Pennsylvania State University; responsible for courses on emotional disturbance, educational research, computer programming, and educational assessment.
- 1976-1988 Assistant Professor at the University of Florida; responsible for various coursework in program for preparing teachers of children and youth with emotional disabilities as well as general courses in master's and doctoral programs. Promoted to Associate Professor in 1979, to Professor in 1982.
- 1988-date Professor at the University of North Carolina Charlotte; responsible for faculty research and technology support as well as research and evaluation coursework in College of Education.

Recent Experiences

Co-Director of the Behavior and Reading Improvement Center which is a federally-funded research project implementing and evaluating school-based primary, secondary, and tertiary interventions enabling administrators and teachers to provide positively oriented school-wide instruction, curricula, and support services to children in grades K-3 who are identified as having marked difficulty learning to read and/or who exhibit serious behaviors that may lead to discipline problems presently or later in life. Project Director and Evaluator for Improving the Lives of Children Project providing innovative school-wide interventions enabling professionals to offer positively oriented instruction, curricula, and support services needed to prevent students receiving special education for emotional and behavioral problems from developing serious emotional disturbance. Project Evaluator and Key Personnel for Self-Determination Synthesis Project conducting extensive analyses of curricula for preparing individuals with disabilities to take more control of their lives and meta-analysis of literature documenting effects of extant intervention research. Member of College of Education Instructional Technology Advisory Council responsible for implementing and evaluating state-supported project for improving competencies of preservice and inservice education professionals.

Current Professional Memberships

Council for Exceptional Children (Co-Editor, Exceptional Children)
American Educational Research Association
Phi Delta Kappa

Selected Books

- Ysseldyke, J. E., Algozzine, B., & Thurlow, M. (2000). *Critical issues in special and remedial education*. Boston, MA: Houghton Mifflin.
- Algozzine, R., Serna, L., & Patton, J. (2001). *Childhood behavior disorders: Applied research and practice* (2nd ed.). Austin, TX: Pro-Ed.
- Algozzine, B., & Algozzine, K. (2001). *Every teacher's little book of wisdom*. Reston, VA: Council for Exceptional Children.
- O'Shea, D. J., O'Shea, L. J., Algozzine, R., & Hammitte, D. J. (2001). *Families and teachers of individuals with disabilities: Collaborative orientations and responsive practices*. Boston, MA: Allyn and Bacon.
- Algozzine, B., & Kay, P. (Eds.). (2002). *Preventing problem behaviors: A handbook of successful prevention strategies*. Thousand Oaks, CA: Corwin Press.
- Henley, M., Ramsey, R. R., & Algozzine, B. (2002). *Characteristics of and strategies for teaching students with mild disabilities* (4th ed.). Boston, MA: Allyn and Bacon.
- Manning, T., Algozzine, B., & Antonak, R. (2002). *A graduate student guide to thesis preparation*. Morgantown, WV: Glover International.
- Obiakor, F., Algozzine, B., Thurlow, M., Gwalla-Ogisi, N., Enwefa, S., Enwefa, R., & McIntosh, A. (2002). *Addressing the issue of disproportionate representation: Identification and assessment of culturally diverse students with emotional or behavioral disorders*. Arlington, VA: Council for Children with Behavioral Disorders.
- Algozzine, B., Spooner, F., & Karvonen, M. (2002). *How to prepare a research article in APA style*. Arlington, VA: Council for Exceptional Children.
- Algozzine, G. J., Algozzine, B., & Lilly, D. J. (2002). *Critical care intravenous infusion drug handbook*. St. Louis, MO: Mosby.

Other Professional Writing

1975 - 2000

More than 250 articles in referred journals addressing issues in assessment, evaluation, and teaching exceptional students as well as technology development, implementation, and use.

Louise Anderson Allen
Assistant Professor
Department of Educational Leadership
University of North Carolina at Charlotte

Education and Professional Credentials

Ed.D.	1997	University of South Carolina	Curriculum and Instruction Cognate: Administration
MAT	1975	The Citadel	Secondary Administration
BA	1971	Frances Marion	English

Professional Experience

August, 2000-present	The University of North Carolina at Charlotte College of Education Assistant Professor of Curriculum and Supervision Doctoral Program Coordinator Department of Educational Leadership
August, 1999-June, 2000	Texas Tech University College of Education Assistant Professor, Division of Curriculum
August, 1998-June, 1999	The Citadel Department of Education Assistant Visiting Professor
June, 1998 –June 1999	University of South Carolina Department of Educational Leadership and Policies Clinical Faculty Member
January, 1998-June 1998	Avery Research Center for African American History College of Charleston Postdoctoral Fellowship
July, 1996-December, 1997	Independent Educational Consultant Kentucky, South Carolina, Florida, and Georgia
August, 1992-June, 1996	College of Charleston SC Accelerated Schools Center Associate Director
1971-1991	Charleston County School District Incentive Programs Coordinator

Principal Apprentice/Administrative Intern
Teacher

Publications

- Allen, L.A. & Sears, J. T. (in press). "Relationships and boundaries: Laura Bragg and the Charleston Museum" invited chapter, Perspectives on the Charleston Renaissance, 1920-1940. Jim Hutchison and Harlan Greene, eds. Athens: University of Georgia Press.
- Allen, L.A. (2002). "Laura Bragg and The Charleston Museum" invited chapter, Founding mothers and others: Women founders of progressive schools and other female educational leaders. Susan Semel and Alan Sadvnik, eds. New York: St, Martin's Press.
- Allen, L.A. (2001). "An accidental educator: Laura Bragg's vision of the Charleston Museum as a progressive institution." Vita Scholasticae.
- Allen, L.A. (2001). A bluestocking in Charleston: The life and career of Laura Bragg, Columbia: University of South Carolina Press.
- Allen, L.A. (2000). "Libraries and museums: Laura Bragg's free library for Charleston." Humanities in the South, no. 86: 10-24.
- Sears, J.T. & Allen, L.A. (2000). "Laura Bragg's web: Museums, lovers, and friends in the new South, 1909-1931." Journal of Homosexuality, 40 (1): 105-149.
- Allen, L.A. (1999). "Creating the future: School reform and the new science," 1999 Accelerated Schools Special Interest Group Conference Proceedings.
- Allen, L.A. (1999). Book Review: Country school memories. History of Education Quarterly, vol. 39, num. 4.

Selected Refereed Conference Presentations

- Allen, L.A. (2001, April). Southern women as curriculum leaders: social progressivism in the "New South, 1910-1930. Paper presented at the American Educational Research Association Annual Conference, Seattle, WA.
- Allen, L. A. (2001, April). A meeting of minds: The value and future of curriculum conferences. American Educational Research Association Annual Conference, Seattle, WA
- Allen, L.A. (2000, November). Small gatherings, shifting coalitions and communities of discourse: Ongoing renovations to contemporary curriculum studies. Conference on Curriculum and Pedagogy, Austin, TX.
- Allen, L.A. (2000, June). Maternalism and mentoring: Laura Bragg and her bright young things at the Charleston Museum. Paper presented at Fifth Southern Conference on Women's History, Southern Association for Women Historians, Richmond, VA.
- Allen, L.A. (2000, April). Women's lives silenced by time: educational leaders of the progressive era South. Paper presented at American Educational Research Association Annual Conference, New Orleans, LA.
- Allen, L.A. (1999, October). Female challengers within the progressive era South: The intersection of place, voice, and context. Paper presented at the JCT Curriculum Theory Conference, Dayton, OH.
- Allen, L.A. (1999, October). By accident or by design: Progressive women educators of the new South. Paper presented at The History of Education Society Annual Meeting, Atlanta, GA.
- Allen, L.A. (1999, April-May). Opening doors and broadening horizons: Laura Bragg and The Charleston Museum. Lecture Series for the South Carolina Humanities Council, Charleston, SC.

ROBERT H. AUDETTE
Associate Professor of Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degree

Ph.D.	1972	George Peabody College, Vanderbilt University	Special Education
M.A.	1970	George Peabody College, Vanderbilt University	Special Education
B.A.	1969	Fitchburg State College	Special Education

Licenses

G-Level North Carolina: Elementary (grades K-6); Special Subjects (grades K-12): Cross Categorical (mild/moderate handicapped), Mentally Handicapped, Specific Learning Disabilities; Special Service Personnel: School Administrator - Superintendent, School Administrator - Principal

PROFESSIONAL EXPERIENCE

1989-present	The University of North Carolina at Charlotte, College of Education Department of Reading and Elementary Education Interim Chair, 1999-2000 Department of Reading and Elementary Education Associate Professor, 1998-present Department of Curriculum and Instruction Assistant Professor, 1990-1996 Executive Assistant to the Dean, 1989-1990
1982-1989	Madison County Family Court Consultant to the Family Court Judge
1980-1982	Syracuse University Regional Resource Center Associate Professor of Education and Director
1978-1980	U.S. Federal Court 6th District, Court Appointed Expert, 1979-1980 3rd District, Special Court Master, 1978-1979
1974-1977	Massachusetts Department of Education Associate Commissioner of Education
1972-1973	Fernald State School Assistant Superintendent for Education

SELECTED RESEARCH AND DEVELOPMENT ACTIVITIES

Research Coordinator, Thomasboro Project, Charlotte, NC.

Consultant, Lincoln County Schools – Total Quality Initiative 1992 – present.

Primary Consultant, "Lincoln County Quality School Project." North Carolina Business Committee for Education, Funding Level: \$185,000 per year for 3 years: 1994-1997.

Research Associate, "Evaluation of Quality Pilot Programs." North Carolina Business Committee for Education, Funding Level: \$1,000,000 per year for 3 years: 1994-1997.

Project Director, "Quality Classroom Accountability Project." Duke Power Foundation, Funding Level: \$15,000 per year for 3 years: 1996-1999.

SELECTED PUBLICATIONS

- Marr, M.B., Audette, R., White, R., Ellis, E., & Algozzine, B. (in press) School-wide discipline and classroom ecology. Special Services in the Schools.
- White, R., Algozzine, B. Audette, B., Maher, M.B., & Ellis, E. (in press). Unified discipline: A school-wide approach for managing problem behavior. Intervention in School and Clinic.
- White, R., Maher, M.B., Ellis, E., Audette, B., & Algozzine, B. (in press). Effects of school-wide discipline on office referrals. Journal of At-Risk Issues.
- Algozzine, B., Audette, B., Ellis, E., Maher, M. B., & White, R. (2000). Supporting teachers, principals-and-students-through unified discipline. Teaching Exceptional Children, 33(2), 42-47.
- Audette, R., & Algozzine, B. (in press). Within district school transfers and student achievement: Moving ahead by staying in one place. Special Services in the Schools.
- Audette, B., & Algozzine, B. (1999). Reinventing special education. Journal of Learning Disabilities 46 (7), 113-120.
- Audette, R., & Algozzine, B. (1998). Mobility in elementary school and science and social studies achievement, The Journal of Social Studies Research, 22, 28-33.
- Walker, G., Audette, B., & Algozzine, B. (1998). Time-on-task using Total Quality principles and tools. ERS Spectrum, 16(3), 11-16.
- Algozzine, B., Spooner, F., & Audette, B. (1993, Spring). State-by-state SAT comparisons: Pillars of salt driving educational practices? Journal of Research in Education, 3(1), 51-54.
- Audette, R., Algozzine, R., & Warden, M. (1993). Mobility and school achievement. Psychological Reports, 72, 701-702.
- Algozzine, B., & Audette, B. (1993). Review of critical issues in special education: Implications for personnel preparation, edited by Lyndall M. Bullock and Richard L. Simpson, In Teacher Education and Special Education, 16(1), 91-92.

SELECTED PRESENTATIONS

- Audette, R. (1999) School Accountability: Total Quality principles as an alternative to mass testing. Invited Lecture at Lowell Lecture Series, Simmons College, Boston, MA.
- Audette, B. (1996). The correlation of quality principles in classrooms and students' academic achievement. Paper presented at Phi Delta Kappa, Charlotte Chapter. NC.
- Audette, B., & Richmond, T. (May, 1993). The transformation of Highland/Tryon Hills Elementary School. Paper presented at the National Association of Quality and Participation Conference. New Orleans.

PROFESSIONAL LEADERSHIP POSITIONS

North Carolina Quality Leadership Foundation, Executive Committee Member, 1992-present.

Primary Consultant, Lincoln County Quality School Project Supported by the North Carolina Business Committee for Education, 1994-1997

CHRISTIANE BONGARTZ, PHD
Assistant Professor
Applied Linguistics
Department of English
University of North Carolina at Charlotte
Fretwell 250C
Tel.: (704) 687-4221
E-mail: cmbongar@email.uncc.edu

EDUCATION

- 1998 Ph.D. in English Language and Linguistics.
Minor: Departments of Linguistics and German.
- 1996 Admitted to Candidacy. Awarded Distinction.
- 1993 *Staatsexamen* (equivalent to MA degree with two majors and two minors).
University of Cologne. Germany.
English Language and Literature (1st major).
French Language and Literature (2nd major).
Education (minor).
Philosophy (minor)

EMPLOYMENT

- Fall 1999-
present Assistant Professor of English.
University of North Carolina at Charlotte.
Department of English, English Language Studies.
- Summer 1999 Visiting Assistant Professor.
Northern Arizona University, Flagstaff.
Department of English.
- 1997- 1999 Lecturer.
University of Wisconsin-Madison.
Department of English.
- Summer 1997 Lecturer.
Beloit College.
Department of Education.

PUBLICATIONS

- invited
contribution "Get smarter!"- German-language immersion and cognitive development. In Melenk, H.
(editor). *Immersion Education in the US*. Ludwigsburg:UP.
- submitted
for review Effects of cultural primers on cultural attitudes. (with Michael Böhringer and Anne-Kathrin
Gramberg). *Multilingual Matters*.
- submitted
for review From feature to form: Residual transfer effects in interlanguage interpretations of [+definite].
Second Language Research.
- to appear Linguistic development in social contexts: A study of two brothers learning German.
(with Melanie Schneider). *Modern Language Journal*.
- 2002a *Noun combination in interlanguage. LA 448*. Max Niemeyer: Tübingen.
- 2002b A furious sleep: Chomsky's linguistics and literary criticism. (with Tony Jackson).
In Nünning, A., Nünning, V., Gymnich, M. (eds.). *Linguistic approaches to literature*.
Festschrift for Jon Erickson. Giessen, Germany.
- 2000 "Why morphology is syntax: Determiner features in complex interlanguage DPs ."
In Swierzbin, B., Anderson, M., Klee, C., Morris, F., Tarone, E., (Eds.), *Interaction of Social
and Cognitive Factors in SLA: Selected Proceedings of the 1999 Second Language Research
Forum*. Somerville, MA: Cascadilla Press. 167-84.

HONORS AND AWARDS

Outstanding Doctoral Dissertation in the Field of Foreign Language Education - Emma Marie Birkmaier Award. Awarded by the American Council for the Teaching of Foreign Languages and *Modern Language Journal*. Dallas, Texas, November 19, 1999.

PROFESSIONAL ACTIVITY

Invited Colloquia

"Immersion and the issue of linguistic accuracy". Organizer. With Guenter Nold. Societas Linguistica Europaea (SLE). Leuven, Belgium. August 30, 2001.

"What is the end in end state grammars? A millennial look at ultimate attainment". Organizer. Second Language Research Forum, Madison, Wisconsin. September 9, 2000.

Selected Conference Presentations – Refereed

"**das rotes Korb*: Academic achievement and grammar acquisition in immersion education." (with Maite Lanza). Paper presented at the semi-annual meeting of the Southeastern Conference on Linguistics. Memphis, Tennessee. April 19, 2002.

"Measures of success in second language acquisition: the role of accuracy." Paper presented at the 34th SLE meeting. Leuven, Belgium. August 30, 2001.

"*Girl steal bread*. Bare nominals in second language acquisition." Paper presented at the semi-annual meeting of the Southeastern Conference on Linguistics. Birmingham, Alabama. November 11, 2000.

TEACHING

Graduate Courses Taught

Second Language Literacy - Performance and Competence. English 6070, UNC-Charlotte.

Introduction to Linguistics. English 6161, UNC-Charlotte.

Linguistics and Language Learning. English 5263, UNC-Charlotte.

World Englishes. English 5166. UNC-Charlotte/Kölcsey Ferenc Reformed Teachers College.

Comparative Language Analysis for Teachers. English 5166. UNC-Charlotte/Kölcsey Ferenc Reformed Teachers College.

Foundations of Grammar. English 528. NAU-Flagstaff.

Studies in Interlanguage. English 332, UW-Madison.

The Structure of English. English 329, UW-Madison.

Academic Skills Workshop: Business English. English 328, UW-Madison.

Master's Theses - Chair

Trish Scardina (Spring 2002), TESL

Noriko Abe (Spring 2002), TESL

Renee Cheezem (Fall 2001), TESL

Master's Theses - Committee Member

Dan Wilson (Summer 2002), TESL

Lori Fox (Fall 2001), TESL

GRANTS

Authentic speech in linguistic training. Project MORE. Fall 2002. 2,000 dollars.

Travel grant for international university cooperation. International Programs, UNC-Charlotte. Spring 2002. 500 dollars.

"*Charlie and the beggar girl*." – finding the words in second language acquisition. Junior Faculty Summer Fellowship. UNC-Charlotte, Summer 2001. 3,500 dollars.

"Is there a glass ceiling in second language acquisition?" Faculty Research Grant, UNC-Charlotte. Spring 2000. 3,900 dollars.

"Infusing technology in the linguistics classroom: web-based interactive learning." Curriculum and instruction development grant, UNC-Charlotte. Initiator and Principal Investigator. Fall 1999 – Spring 2001. 11,980 dollars.

VITA

Deborah S. Bosley • Director of University Writing Programs and Associate Professor of English
 • University of NC at Charlotte, Charlotte, NC 28223 • (704) 687-3502 • dsbosley@email.uncc.edu

Professional Education

- D.A. Illinois State University. Normal, Illinois. Dissertation: "A National Study Of The Uses of Collaborative Writing Among Members of the Assoc. Business Comm." August 1989.
- M.A. Literature. University of Illinois. Urbana, Illinois. 1969-1971.
- B.A. English Education. University of Illinois. Urbana, Ill. 1965-69.

Professional Teaching and Administrative Experience

- University of North Carolina at Charlotte, Associate Professor of English 1989 - present. Graduate Faculty, 1990-present
 - Master's Theses – 10 (served on committees)
- Director of University Writing Programs, UNC Charlotte, 1998 to present
- Millikin University, Decatur, Illinois, Instructor of English (Full-time) 1982-1989
- Co-Lead Teacher of Illinois' (National) Writing Project, 1986-1987

Professional Honors and Awards

- Woman of the Year 1994 -- University of North Carolina at Charlotte
- 1994--**Nell Ann Picket Award Best Article of the Year** in *Technical Communication Quarterly* By Association of Teachers of Technical Writing
- 1992--**Distinguished Technical Communication for Outstanding Article for 1991 Award** Society of Technical Communication. *Technical Communication*

Grants (Awarded or Proposed)

- Consultant on AHRQ Grant: "Group Differences in Predictive Models of Behavior," 2002 (submitted)
- Consultant on NIH Grant: "The Language of Treatment Futility," 2002 (submitted)
- Co-PI on NSF Grant for College of Engineering: 2000 (not funded)
- UNC Charlotte Faculty Research Grants: 1995; 1996 (awarded)
- UNC Charlotte Curriculum Development Grants: 1990, 1992, 1993, 1997 (awarded)

Special Research and University Consulting Activity:

Program Reviewer--proposed MS in Technical Writing at Metropolitan State University, MN, 1998
 Scholars-in-Residence at IBM, Summer, 1990.

- Presented video conference to Information Development Staff from USA and Europe
- Conducted research on Computer Integrated Manufacturing System's team Information Developers
- Researched group collaboration during documentation process
- Made recommendations to management for improving team efforts and status of writers

Professional Publications

Books

Bosley, Deborah S. Bosley, Ed. *Global Contexts: Case Studies in International Technical Communication*, New York: Allyn & Bacon, August, 2001.

Collins, C. Edward and Deborah S. Bosley. *Technical Communication at Work*. Fort Worth, TX: Harcourt Brace. August, 1994.

Chapters in Book

Bosley, Deborah S. "Jumping Off the Ivory Tower" in Rachel Spilka and Barbara Mirel (eds) *Revising a Discipline: New Directions for Technical Communication, Industry, and the Academy in the 21st Century*. Boston: Ablex Publishers, 2002.

Bosley, Deborah S. "Visual Elements in Cross-Cultural Technical Communication: Recognition and Comprehension as a Function of Cultural Conventions." in Carl Lovitt and Dixie Goswami (eds) *Redefining Professional Communication as an International Discipline*. New York: Baywood Publications, 1998: 254-276.

Allen, Nancy and Deborah S. Bosley. "Corporate Voice/Personal Voice: Where the Two Intersect." *Voices on Voice: A (Written) Discussion* ed. by Kathleen Blake Yancey. Urbana, Illinois: N.C.T.E. November, 1994: 80-96.

Bosley, Deborah S. "Introduction" to Chapter on Collaborative Writing. *Teaching Strategies: Tips for Technical Communication Teachers*. Arlington, VA: Society of Technical Communication Summer, 1994: 41-42.

Bosley, Deborah S. "Writing Project Organization." *Skills for Practical Writing: A Workbook for Training in Work-Related Writing*. Raleigh, NC: The Center for Business and Technical Writing, 1993: Chapter 7, 1-6.

Refereed Journals

Bosley, Deborah. "Collaborative Partnerships: Academia and Industry Working Together." *Technical Communication*, Fourth Quarter, 1995: 611-619.

Bosley, Deborah S. "Feminist Theory and Audience Analysis." *Technical Communication Quarterly*, Vol.3, No. 3, Summer: 1994: 293-308.

Bosley, Deborah S. "Cross-Cultural Communication: Whose Culture Is It Anyway?" *Technical Communication Quarterly*, V.2, No.1, 1993: 56-68. • **Received Nell Ann Pickett Award for Article of the Year in *Technical Communication Quarterly*, 1994.**

Bosley, Deborah S. "Toward a Feminist Theory of Visual Communication." *IEEE Transactions on Professional Communication*. December 1992: 122-133.

Bosley, Deborah S. and JoEllen Jacobs. "Collaborative Writing: A Philosopher's Guide." *Teaching Philosophy*. March 1992: 35-44.

Bosley, Deborah S. "Broadening the Base of a Technical Communication Program: An Industrial/Academic Alliance," 1992): 41-58.

Bosley, Deborah S. "Designing Effective Writing Teams." *Technical Communication*. Fall, 1991: 504-513. • **Received a Distinguished Technical Communication Award for Outstanding Article for 1991 from Society for Technical Communication.**

Bosley, Deborah S., Meg Morgan and Nancy Allen. "An Essential Annotated Bibliography on Collaborative Writing." *The Bulletin of the Association of Business Communication*. (Special issue on collaborative writing) June 1990, p. 27-33.

Bosley, Deborah S. "Writing Internships: Building Bridges Between Business and Academia." *The Journal of Business and Technical Communication* 2(January 1988), p. 103-114.

LILIAN B. BRANNON

Professor (1998)

Initial Faculty Appointment with tenure (1998)

Programs: English/ Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Ed.D. (Literature and Composition) Texas A&M--Commerce (formerly East Texas State U.), 1977.

M.A. (English Literature) Sam Houston State U., 1973.

B.A. (English Literature) Converse College, 1971.

SELECTED RESEARCH AND DEVELOPMENT ACTIVITIES

Recipient, National Writing Project Grant, UNC-Charlotte Writing Project, \$25,000, 1999-2000

Recipient, USTEP-"Teacher Researcher Grant" \$15,000 1999-2000

Co-Recipient, USTEP "Teaching Reading to Underachieving Students"—project co-leader \$15,000, 1999-2001

Recipient, with Deborah Bosely, UNC-Charlotte CID Grant, \$20,000, Teaching Writing to students for whom English is their Second Language, 1999-2000

Recipient, State of New York Initiative for Technology, \$300,000, for equipment for the Center for Excellence in Teaching and Learning, 1997-98

Recipient, William and Flora Hewlett Foundation, \$150,000, Project Renaissance, 1996-98.

Recipient, SUNY Technology Initiative \$100,000, for the Center for Excellence in Teaching and Learning, 1996-1998.

Recipient, OERI, National Research Center for Literature Teaching and Learning, \$26,000 per year Teacher Research Project, 1988-1996.

Recipient, United University Professions, for Curriculum Development through the Center for Excellence in Teaching and Learning, \$40,000 1995.

SELECTED PUBLICATIONS AND EDITORIAL ASSIGNMENTS

Books

Rethinking American Literature, Urbana: NCTE, 1997. (Edited Volume, co-editor Brenda Greene).

Critical Teaching and the Idea of Literacy. Portsmouth, N.H.: Boynton/Cook Publishers, 1993. (With C.H. Knoblauch). Reviewed in College Composition and Communication, 45 (February 1994), 108-118; Journal of Advanced Composition, 14 (Winter 1994); College English, 57 (April 1995), 469-480; English Journal, (February 1994), 85-86; Journal of Reading, 37 (March 1994), 523-25.

Rhetorical Traditions and the Teaching of Writing. Portsmouth, N.H.: Boynton/Cook Publishers, 1984. (With C. H. Knoblauch). Reviews in The New York Times, Friday, July 27, 1984 (Lehmann- Haupt); Harvard Educational Review, 55, No. 4 (November 1985); Indiana English, Winter 1985; The English Record, Second Quarter 1984; Freshman English News, 13, 2 (Fall 1984); Rhetoric Review, Winter, 1984; College Composition and Communication, 37 (December 1986).

Writers Writing. Portsmouth, N.H.: Boynton/Cook Publishers, 1982. (With V. Neverow-Turk and Melinda Knight). Reviews in Teaching English in the Two-Year College, October 1985; English in the Two-Year College, 15, 2 (Spring 1983); The English Record, 34, No. 4, 1983.

Research Monographs

Teaching Literature in High School: A Teacher Research Project. In Publications of the Center for the Learning and Teaching of Literature. Office of Educational Research and Improvement (OERI). Washington, D.C., Grant Number 008720278. 122 ms pp., 1989. With C.H. Knoblauch et al.

Reading Teachers' Stories. In Publications of the Center for the Learning and Teaching of Literature. Office of Educational Research and Improvement (OERI). Washington, D.C., 155 ms. pp., forthcoming with C.H. Knoblauch et al.

Essays and Book Chapters

"The Use of the Margins." *The Writing Center Journal*, Fall 2000.(with Steve North)

"The Preparation of Language Arts Teachers." *The MLA Newsletter*, Fall 2000 (with Cy Knoblauch).

"(Dis)Missing Compulsary First-Year Composition" in *Reconceiving Writing*, edited by Joseph Petraglia, Mahwah, NJ: Lawrence Earlbaum, 1997.

"The Problem with National Standards," College Composition and Communication. October 1995.

"M(other): Lives on the Outside" Written Communication, 10, No.3 (July 1993), 457-465.

"To Sir, with Love: Gender and the Imperatives of Liberatory Teaching," in Theoretical and Critical Perspectives on Teacher Change, Norwood, N.J.: Ablex, 1993. 151-54.

Editorial Assignments

Series Editor (with Art Young, Ann Gere, Geneva Smitherman, and John Trimbur), Composition Theory and the Teaching of Writing, 14 Volume Series, Modern Language Association.

Founder and Co-Editor 1980-1985 (with Steve North, SUNY- Albany) of The Writing Center Journal.

Review editor for Random House, Prentice-Hall, Little-Brown, John Wiley, Harcourt-Brace, Boynton/Cook, NCTE, and the Modern Language Association.

Manuscript Reviewer for College English, College Composition and Communication, English Education, Research in the Teaching of English, Writing Center Journal, Reading Research and Instruction and Connecticut English Bulletin.

SELECTED PRESENTATIONS

"The Problem with Expressivism" presented to the Conference on College Composition and Communication, Denver, April 2001.

"Papering Over Our Work as Teachers: Critical Theory's Erasure of Composition" presented to the Conference on College Composition and Communication Convention in Minneapolis, April 2000

"Engaging Fictions and Random Acts of Argument" a paper presented to the Conference on College Composition and Communication, Atlanta, Ga., March 1999

"A Proposal for First-Year Composition," a paper presented to the Conference on College Composition and Communication, Phoenix, 1997

"Rethinking First-Year Composition," a paper presented to the Conference on College Composition and Communication, March 1996, Milwaukee, WI.

Biographical Sketch

Name: **Deborah Ceglowski**

Rank: **Associate Professor**

Department: **Counseling, Special Education, and Child and Family Development**

College: **Education**

Phone: **704-687-6186**

Email Address: **daceglow@email.uncc.edu**

Education:

List degree, institution, and dates in chronological order

<i>Degree</i>	<i>Institution</i>	<i>Dates</i>
Ph.D.	University of Illinois at UC	1996
Ed.M.	Harvard Graduate School of Ed	1977
B.A.	Johnson State College, VT Merrill-Palmer Institute, MI	1974

Papers presented at meetings (*= competitive acceptance)

1. Ceglowski, D. (April, 2002). "Using Qualitative Research Methods in Studies of Child Care Quality." Annual research meeting of the *Child Care Bureau*, Washington, DC.
2. *Ceglowski, D. (April, 2002). "The Minnesota Child Care Policy Research Partnership." Annual meeting of the *American Educational Research Association*, New Orleans.
3. Ceglowski, D. (June, 2001). "Approaches to ethnography." Annual research meeting of the *Child Care Bureau*, Washington, DC.
4. *Ceglowski, D. (April, 2001). "How stakeholder groups define quality in child care." Annual meeting of the *American Educational Research Association*, Seattle.
5. *Ceglowski, D. (November 2000). "How Head Start parents select child care." Annual meeting of the National Association for the Education of Young Children, Atlanta.
6. *Ceglowski, D. (April 1999). "Research as relationship." Annual meeting of the American Educational Research Association, Montreal.
7. *Ceglowski, D. (April 1998). "How local staff interpret and implement Head Start policy." Annual meeting of the American Educational Research Association, San Diego.
8. *Ceglowski, D. (April 1998). "Policies from practice: The stories of the Wood River Head Start program." Annual meeting of the American Educational Research Association, San Diego.
9. *Ceglowski, D. (April 1998). "Writing short stories." Annual meeting of the American Educational Research Association, San Diego.
10. *Ceglowski, D. (April 1997). "That's a good story, but is it really research?" Annual meeting of the American Educational Research Association. Chicago.

Publications

Professional Books:

Ceglowski, D. (1998). *Inside a Head Start center: Developing policies from practice*. New York: Teachers College Press.

Chapters in Books:

1. Ceglowski, D. (2002). "Research as Relationship" in N. Denzin & Y. Lincoln (Eds.) *The qualitative inquiry reader* (pp. 5-24). Thousand Oaks, CA: Sage
2. Ceglowski, D. (2001). "Who's Making These Policies Anyway? In J. Jipson & R. Johnson (Eds.) *Resistance and representation in early childhood*(pp. 239-251). New York: Peter Lang

- Ceglowski, D. (1998). "Writing short stories." In M.E. Graue & D.J. Walsh *Studying children in context: Theories, methods, and ethics* (pp. 228-238). Thousand Oaks, CA: Sage.

Refereed Journal Articles

- Ceglowski, D., & Bacigalupa, C. (in press). Keeping current in child care research: Annotated bibliography: Update. *Early Childhood Research and Practice*.
- Ceglowski, D., & Bacigalupa, C. (in press). "Four perspective on child care quality". *Early Childhood Education Journal*.
- Ceglowski, D. (2000). "Research as relationship." *Qualitative Inquiry*, 6(1), 88-103.
- Ceglowski, D. (1997). "Understanding and building upon children's perceptions of play activities in early childhood programs." *Early Childhood Education Journal*, 25(2), 107-112
- Ceglowski, D. (1997). "That's a good story, but is it really research?" *Qualitative Inquiry*, 3(2), 188-201.
- Ceglowski, D. (1994). "Conversations about Head Start salaries: A feminist analysis." *Early Childhood Research Quarterly*, 9(3-4), 367-386.
- Ceglowski, D., & Seem, J. (1994). "Multiple identities and positionality in educational field research." *International Journal of Educology*, 8(2), 152-161.

Significant Editorial Positions

Co-editor for book reviews for *Early Childhood Research Quarterly*

Editing, Critiquing, Reviewing for Publishers and for Journals

- American Educational Research Association Early Childhood and Child Development Special Interest Group, Member-At-Large, 2002-2004
- American Educational Research Association Division D and Qualitative Research Special Interest Group. Member of Outstanding Qualitative Dissertation Award Committee, 2002-present
- American Educational Research Association Division D and Qualitative Research Special Interest Group. Chair of Outstanding Qualitative Dissertation Award Committee, 2000,2001
- Early Childhood Research Quarterly*: Consulting Editor, 1998-present
- Child and Youth Care Forum*: Ad Hoc Reviewer, 1997-present.
- Educational Policy*: Ad Hoc Reviewer, 1999-present
- International Journal of Qualitative Studies in Education*: Ad Hoc Reviewer, 1996-present.
- Qualitative Inquiry*: Ad Hoc Reviewer, 1996-present.

Awards/Distinctions Related To Scholarship

- McKnight Land Grant Fellowship nominee for the Department of Curriculum and Instruction, University of Minnesota 2000
- Cornell University Promising Scholar nominee for the University of Minnesota, 1998
- Mary Catherine Ellwein Outstanding Qualitative Dissertation Award, American Educational Research Association, 1996
- Who's Who in American Education, 1996
- Who's Who in the World, 1996
- Bagley Scholar Award, University of Illinois, 1993
- Bush Leadership Fellowship, 1992-3
- Outstanding Young Woman of America, 1979
- Blanchard Memorial Scholarship, 1971

Graduate school advising (University of Minnesota)

Ph.D. students:

I am co-advising four Ph.D. students.

I am currently serving on 5 Ph.D. committees.

I have served on 3 Ph.D. committees as a thesis reviewer.

M.A. advisees (University of Minnesota)

I previously served as the advisor for two M.A. advisees and now am advising one M.A. student. I have been a reader on one M.A. committee.

September 2002

Victor Vincent Cifarelli

13530 Scanlan Way

Davidson, NC 28036

(704) 895-8344

Education

Ph.D	Mathematics Education	Purdue University (West Lafayette, IN)	1988
M.S.	Pure Mathematics	Purdue University	1976
B.S.	Mathematics	University of Connecticut (Storrs, CT)	1974

Professional Experience

Assoc. Professor of Mathematics Coordinator, Mathematics Education	UNC-Charlotte	Charlotte, NC (2001-present) (April 1998-present)
Asst. Prof. of Mathematics	UNC-Charlotte	Charlotte, NC (1995-2001)
Director, Office of Academic Support and Instructional Services	University of California	La Jolla, CA (1990-95)
Asst. Director, Office of Academic Support and Instructional Services	University of California	La Jolla, CA (1989-90)
Mathematics Learning Specialist Office of Academic Support and Instructional Services	University of California	La Jolla, CA (1983-89)
Systems Engineer Software Design Engineer	Sperry Univac Co. Triad Microsystems	Salt Lake City, UT (1982-83) El Segundo, CA (1981-82)

Awards and Honors

Senior Faculty Research Grant, UNC-Charlotte (2002)

Summer Fellowship Award Recipient, UNC-Charlotte (1996, 1997, 1998)

Week-long Visitor Recipient, Dept. of Mathematics, UNC-Charlotte (1996, 1997, 1999)

Colloquium Visitor Recipient, Dept. of Mathematics, UNC-Charlotte (1997)

International Travel Award, International Programs, UNC-Charlotte (1997, 1999, 2000)

Deans List (semesters 2, 3, 5-8), University of Connecticut (1970-74)

Research**Papers in Refereed Journals**

Cifarelli, V. V. (1998). The development of mental representations as a problem solving activity, *Journal of Mathematical Behavior*, 17 (2), 239-264.

Cifarelli, V. V. & Wheatley, G. H. (1979). Formal thinking strategies: A prerequisite for learning basic facts? *Journal for Research in Mathematics Education*, 10 (5), 368-370.

Cifarelli, V. V. & Wheatley, G. H. (1979). Critique of the Thornton study, *Journal for Research in Mathematics Education*, 10 (3), 233-234.

Additional Research Publications

- Served as Editor of research volume, *Semiotic Perspectives in Mathematics Education* (in collaboration with three other researchers)
- Fifteen research papers in refereed conference proceedings

Additional Research Activities

- Presented twenty four research paper presentations at professional meetings
- Conducted two research colloquiums
- Five invited research talks
- Serve as Reviewer for *Journal for Research in Mathematics Education*

Graduate Education

- Directed 4 Masters Comprehensive Portfolios
- Supervised 3 Graduate Independent Study Projects
- Served on Masters Exam Committee for 20 students from the Masters in Mathematics Education Program (1996-2002)
- Served on Ph. D Committee of 1 student (University of California at San Diego, 1993)
- Served as Instructor for graduate courses in the Master of Arts in Mathematics Education
- Served as Instructor for Graduate Student Teaching Seminar, Dept. of Mathematics (1999, 2001)
- Developed course curriculum for three courses in the MA in Mathematics Education Program

Funded Grants

- Four Faculty Research Grants, UNC-Charlotte (\$11,000)
- Two Eisenhower Professional Development Grants, U.S. Department of Education, \$59,976
- One Student Support Services Grant, University of California, U.S. Department of Education (\$680,000)
- Four University Partnership Grants, UNC-Charlotte (\$5,500)

Paula T. Connolly
Associate Professor
Department of English
University of North Carolina at Charlotte
Charlotte, North Carolina 28223 US
<ptconnol@email.uncc.edu>
(704) 687-4213

EDUCATION

1991	Ph.D., University of Massachusetts at Amherst
1986	M.A., Boston College
1982	Oxford and Cambridge Summer Institute. Christ College, Cambridge, UK
1980	B.A., Boston College
1979	Richmond College, London (spring)

PROFESSIONAL EXPERIENCE

University of North Carolina at Charlotte, Department of English
1997-present Associate Professor
1991-1997 Assistant Professor

University of Massachusetts at Amherst, Department of English
1990-1991 Writing Counselor for the Bachelor's Degree
with Individual Concentration Program
1986-88, 1989-90 Teaching Assistant

SCHOLARSHIP

Book:

Winnie-the-Pooh and the House at Pooh Corner: Recovering Arcadia.
Twayne's Masterwork Studies Series. Robert Lecker, General Editor.
New York: Twayne--Macmillan Publishing Co., 1995
Also available as part of *Twayne's Masterwork Studies* on CD-ROM.
June 1996.

Chapters in Books:

“Narrative Tensions: Telling Slavery, Showing Violence,” in *The Presentation of the Past in Children’s Literature*. Ed. Anne Lawson-Lucas. Greenwood Press, forthcoming.

“Crossing Borders from Africa to America,” in *Transcending Boundaries: Writing for a Dual Audience of Children and Adults*. Ed. Sandra Beckett. *Children’s Literature and Culture Series*. General Editor Jack Zipes. New York: Garland Publishing Co., 1999. 149-164.

“The Marketing of Romantic Childhood: Milne, Disney, and A Very Popular Stuffed Bear,” in *Literature and the Child: Romantic Continuations, Postmodern Contestations*. Ed. James Holt McGavran. Iowa City, IA: University of Iowa Press, 1999. 188-207.

“Frisby-turned-Brisby: The Resolution of Ambiguity in *The Secret of NIMH*,” in *The Antic Art: Enhancing Children’s Literary Experiences Through Film and Video*. Ed. Lucy Rollin. Fort Atkinson, WI: Highsmith Press, 1993. 73-82.

Articles in Refereed Journals:

“Still a Slave: Legal and Spiritual Freedom in Julius Lester’s ‘Where the Sun Lives.’” *Children’s Literature*. Vol. 26. Annual of the MLA Division on Children’s Literature and The Children’s Literature Association. New Haven: Yale University Press, 1998. 123-139.

“Imagining the Escape: Picture Books and the Flight to Freedom.” *Journal of Children’s Literature*, A Journal of The Children’s Literature Assembly of the NCTE. 22 (Spring 1996): 8-13.

Articles in Non-refereed Journals:

“Russell Freedman: Telling the Lives of Leaders,” *The Five Owls*. 14(November/December 1999). 25-27.

“The ‘Original’ Winnie-the-Pooh,” *The Five Owls*. 4(September/October 1999). 21-22.

Boyd H. Davis

Bonnie E. Cone Distinguished Professor of Teaching (1997-)
Professor of English, College of Arts and Sciences (1980-)

1115 Cedarwood Lane
Charlotte, NC 28212
(704) 536-7629

Department of English
Charlotte, NC 28223
(704) 687-4209/2296

EDUCATION

Ph.D., University of North Carolina at Chapel Hill, 1972. Linguistics
M.A., University of North Carolina at Chapel Hill, 1962. English
A.B., University of Kentucky, 1961. Majors in French and English; Licensure in both.
Post-graduate: Indo-European Linguistics 1972, 1976

PROFESSIONAL EXPERIENCE

Visiting Professor, Obirin University, Tokyo, 1994-5
Visiting Professor, National Kaohsiung Normal University, Taiwan, 1989.
Faculty, Bread Loaf School of Writing, Summer 1985.
Professor of English, University of North Carolina-Charlotte, 1980 -- [Assoc. 1975;Asst. 1972,Instr. 1970]
Visiting Lecturer in Anthropology, Winthrop College, Summer 1975.
Professor-in-Schools, Charlotte-Mecklenburg Schools, 1972-92 (Literature, Writing Projects)
Faculty, Summer Institute, Linguistic Society of America, Summer 1972.
Teaching Assistant, Linguistics Department, UNC-Chapel Hill, Summer 1971.
Lecturer, Instructor, Queens College, Charlotte, NC 1966-68.
Research Assistant, Population Center/Public Health, UNC-Chapel Hill, 1966.
Bibliographic Searcher, L. R. Wilson Library, UNC-Chapel Hill, 1965-66.
Teacher, Oak Hills High School (Cincinnati, Ohio) 1962-3.

FUNDING National competition

2001-2003	DEPARTMENT OF EDUCATION/OBEMLA. Principal Investigator, with Caroline Linse as Consultant. Project MORE: Materials for All Teachers
1998-2000	NATIONAL SCIENCE FOUNDATION. [Paula Goolkasian, Principal Investigator] Team member, Cognitive Science Academy's Web-based Text
1995-97	FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION: Director, UNC Charlotte as dissemination site for FluencyFirst program
1986-87	AMERICAN COUNCIL OF LEARNED SOCIETIES Individual Grant, Essays interpreting the Saussure manuscripts at Harvard
1984-86	NATIONAL SCIENCE FOUNDATION. Dorlan Mork, Principal Investigator. Associate Director, Development of interactive science materials.
1982-83	NATIONAL ENDOWMENT FOR THE HUMANITIES College Faculty Individual Research Grant to develop essays on Ferdinand de Saussure's thought and its contexts.
1979-80	NATIONAL ENDOWMENT FOR THE HUMANITIES Director, Research conferences which established national archives for the Linguistic Society of America and related collections dealing with the history of Linguistics, housed at the American Philosophical Society, now UT-Austin

Local competition (recent)

2002	Curriculum Improvement Grant and Faculty Research Grant, with Linda Moore, Dena Shenk: CD for Language and Aging; Narrative and Discourse of Elderly; Faculty Research Grant; Cross-cultural populations for Geriatric Narrative, w/ L.Moore
2001	Academic Program Improvement Grant to Special Collections to expand digital audio archive; Pat Ryckman PI; Boyd Davis, Linda Moore & Heather Thompson
2000	Faculty Research Grant: pilot study to collect and analyze narratives of elderly speakers

- with cognitive deficits, with Linda Moore
- 1999 Faculty Research Grant: use concept mapping to analyze narrative data on teacher perceptions of international skills and effective teaching, with Caroline Linse
- 1998 North Carolina Council on the Humanities: develop catalogue of audio and video Narratives, now the Charlotte Narrative Collection

HONORS AND AWARDS

- | | |
|---|--|
| Cone Professorship in Teaching, 1997 | Cercle Ferdinand de Saussure, 1985 |
| Faculty, Bread Loaf School of Writing, 1985 | African-Afro-American Studies Teaching Award, 1978 |
| NCNB Teaching Excellence Award, 1977 | Woodrow Wilson Fellow, 1961 |
| National Merit Scholar, 1957 | Centre College Honor Scholar, 1957 |

REPRESENTATIVE REFEREED PUBLICATIONS Books, monographs, sizeable media, articles

- 2001 *Charlotte Community Narrative Collection*. In preparation for website at UNCC, with UNCC Library Special Collections. Multimedia Web package, 400-plus speakers across 4 age cohorts. To include XML coding; browser-enabled searching; streaming audio/video clips; transcripts.
- 1997 *Electronic discourse: linguistic individuals in virtual space*. With Jeutonne Brewer. SUNY University Press: Series in Technology, Communications and Education.
- 1997 *Community Language Collection*. [Http://www.uncc.edu/english/clc](http://www.uncc.edu/english/clc). Multimedia Web package: WSOC Oral History Collection, UNC-Charlotte. Dual sites with realtime and compressed audio 40-plus audio clips, transcripts. Interviews collected by Dr. Ed Perzel; director/editor. B.Davis.
- 1994 *Dimensions of language*. New York: Macmillan.
- 1986 *The Hypothesizers*: NSF-sponsored video prototype optical laserdisk; lead author Dorlan Mork.
- 1980 *First Person singular: papers from a conference on an oral archive for the history of American linguistics*. With Ray O'Cain, co-ed. Amsterdam, John Benjamins.
- 2002 Shenk, D., Davis, B, Moore, L. & Peacock, J. Maintenance of Self-Identity in Later Life: Case Studies of Two Rural Older Women," In press for *Aging and Society*
 --Moore, L. & Davis, B. Quilting Narrative: Using a Repetition Technique to Help Elderly Communicators. In press for *Geriatric Nursing*
 --Davis, B & Mason, P. Voicing in online discourse. In GURT 29; In press Georgetown University
- 2001 Davis, B. "Corpora, contact and change," ADS 75th Anniversary Special Issue, *American Speech*
 --Davis, B.,Quinn, J & Chang, Y-L, "The landscape of electronic discourse," *International Pedagogy, Second Language and Cultural Change*, ed. K. Aguado. U. Dortmund.
- 2000 Davis, B. & R. Thiede. "Writing into change: style-shifting in asynchronous electronic discourse." In M. Warschauer & R. Kern, eds., *Network-based teaching: concepts and practice*. Cambridge
 --Davis, B. "Corpora, contact, and change," *American Speech* [75th Anniversary Volume]
 --Davis, B., Brewer, J. & Chang, Y-L. "Computer-mediated Usage Study as Interactive Strategy. In Bosley,D.,ed, *Global Documentation:Case Studies in International Communication*. AllynBacon
- 1998 Edwards, B. & Davis, B.."Learning from classroom questions & answers: A naturalistic study of teachers' uncertainties about children's language." *J. of Literacy Research* 29:471-95.
- 1997 Davis, B. "Mapping Adolescent Discourse," *Language & Variation in the South II*, eds. C. Bernstein, R.Sabino & T. Nunnally. U Alabama Press:462-89. With M. Smilowitz, L. Neely.
- 1995 Davis, B. & Chang, Y-L. "Team-teaching in a new medium: online collaboration," *TESOL Journal*
1994. Davis, B. "Fieldwork Ethics in Class Assignments", in D. Lance and W. Glowka, eds. *Teaching Language Variation*. Modern Language Association.
 --"Terminology" in M. Montgomery and G. Little, eds; *American Usage*, Commemorative Volume for centennial of American Dialect Society (Publications of the Society). U. Alabama
 --"Saussure's Use of Indic Materials," *Selected Proceedings, International Congress of Linguists XII*. U. Laval University Press for Permanent International Committee of Linguists
- 1993 Davis, B.; Edwards, B. & Brewer, J."Soft Prompts in a Fluid Medium,"*Technology in Education V*.

Dr. Patricia Douville
Department of Reading and Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees	Date	University	Major
Doctor of Philosophy	1996	N.C. State University	Curriculum and Instruction (Literacy and Learning)
Master of Education	1986	East Carolina University	Reading Education
Bachelor of Arts	1973	University of N.C at Wilmington	Early Childhood Education

NORTH CAROLINA LICENSES

G: Reading (K-12)

PROFESSIONAL EXPERIENCE

1999-Present	The University of N.C at Charlotte: Charlotte, NC	Assistant Professor, Graduate Faculty Member Dept. of Reading and Elementary Education
1996-1999	The University of N.C at Charlotte: Charlotte, NC	Clinical Assistant Professor, Graduate Faculty Member, Dept. of Reading and Elementary Education
1991-1995	N.C. State University, Dept. of Curr & Instr.	Graduate Administrator: Administrative Assistant
1989-1996	N.C. State University, Dept. of Curr & Instr.	Instructor
1989	Craven County Community College: New Bern, NC	Instructor
1986-1988	Roger Bell Elementary School, Craven County Schools	Reading Specialist
1983-1986	Graham A. Barden Elementary School, Craven County Schools	Classroom Teacher
1983-1980	Fadden McCowen-Chambliss Elementary School, Beeville TX Independent School District:	Classroom Teacher
1976-1980	Department of the Defense Overseas Dependents' Schools: Okinawa, Japan	Classroom Teacher
1973-1976	Clyde A. Erwin Elementary School, Onslow County Schools	Classroom Teacher

SELECTED RESEARCH

Book Chapters

- Douville, P. & Wood, K.D. (2001). Collaborative learning in diverse classrooms. In V. Risko & K. Bromley (Eds.), Collaboration for diverse learners: Viewpoints and practices. Newark, DE: International Reading Association.
- Douville, P. & Finke, J. (2000). Facilitating literacy development through creative drama. In K.D. Wood & T.S. Dickerson (Eds.), Promoting literacy in the twenty-first century: A handbook for teachers and administrators in grades 4-8. Boston: Allyn and Bacon.

Invited Articles

- Douville, P. (in press). Let's read a song: Using songs and chants as a source of predictable text. Preventing School Failure.
- Douville, P. (2000). Helping parents develop literacy at home. Preventing School Failure, 44(4), 179-180.
- Wood, K., Finke, J. & Douville, P. (1999). Literacy as self-expression: Interpreting the subject areas through the arts. Middle School Journal, 30(4), 68-72.

National and International Presentations

- Douville, P. & Wood, K.D. (April, 2001). Collaborative Learning Strategies for Diverse Learners. A presentation at the 44th Annual Convention of the International Reading Association, New Orleans, Louisiana.
- Wallace, J., Pugalee, D. & Douville, P. (April, 2001). Examining Instructional Practices of Elementary Science Teachers for Mathematics and Literacy Integration Research report presented at the American Educational Research Association Annual Meeting, Seattle, Washington
- Douville, P. (May, 2000). Literacy as Performance: The Power of Creative Drama in the Classroom. A presentation at the 43'd Annual Convention of the International Reading Association, Indianapolis, Indiana.
- Douville, P. & Wood, K.D. (December, 1999). " It's Like a Video Camera in My Head!": Reading and Multi-sensory Imaging within a Constructivist Framework. National Reading Conference 49th Annual Meeting, Orlando, Florida.
- Douville, P. (November, 1998). The Relationship Between Instruction in Imagery Strategy and 5th-grade Students' Attitudes toward Reading Research report presented at the 42nd Annual Meeting of the College Reading Association, Myrtle Beach, South Carolina
- Douville, P. (May, 1998). Bringing Text to Life: The Effects of a Multi-sensory Imagery Strategy on Fifth-graders' Prose Processing. Research report presented at the forty-third annual meeting of the International Reading Association, Orlando, Florida (data-based).

State/Regional Conferences

- Lytle, C., Wallace, J., Pugalee, D., Douville, P. & Evans, B. (2001). The North Carolina K-8 infrastructure project: A model for cooperation among college science departments, science teachers and educators. A paper presented at the North Carolina State Invitational Conference, Chapel Hill, N.C. (Invited presentation)
- Douville, P. & Fredenberg, T. (March, 2001). Mental Movie Magic: Using a Multi-sensory Imagery Strategy (SAM) to Improve Elementary Students' Reading and Writing Performance. A presentation at the 32"d Annual Conference of the North Carolina Reading Conference, Greensboro, North Carolina.
- Wallace, J., Pugalee, D. & Douville, P. (November, 2000). Developing LINC2S Leaders in Inquiry using Networks, Content and Connections in Science. North Carolina Science Teachers' Association's 32"d Annual Conference, Greensboro, North Carolina.
- Douville, P. & Fredenberg, T. (March, 2000). Witches' Brew and Christmas Traditions: Creating Great 4th-grade Writing Scores without Teaching to the Test. A presentation at the 31' Annual Conference of the North Carolina Reading Conference, Winston Salem, North Carolina.
- Douville, P. (1992). Students' use of the public library in urban, suburban, and rural settings Research report presented at the annual meeting of the N.C. Association for Research in Education, Chapel Hill, N.C.
- Douville, P. (1991). The Effects of a Sensory-imagary Strategy on College Students' Prose Processing. Research report presented at the Southeast Conference of the International Reading Association, Winston-Salem, N.C.

GRANTS AND CONTRACTS

- Co-Principal Investigators. Wallace, J.D., Pugalee, D. & Douville, P. (October, 2000). LINC2S II: Teacher Leader Mentors. A continuation grant project for Charlotte-Mecklenburg Schools, Union County Schools, and Shelby City Schools elementary teacher leaders. Eisenhower Higher Education Grant Program, \$30,000.00.
- Co-Principal Investigators: Wallace, J.D., Pugalee, D. & Douville, P. (April, 2000). Developing LINC2S Leaders in Inquiry using Networks to build Content and Connections in Science. A grant project for Charlotte-Mecklenburg Schools, Union County Schools, and Shelby City Schools elementary teacher leaders in collaboration with Johnson C. Smith University and Discovery Place. Eisenhower Higher Education Grant Program, \$90,000.00.

Barbara Ann Edwards

September 2002

Focus: Development of Literacy and Communication Competence among At-Risk Students

I. Education

- 1967 B.S., Elementary Education
Kent State University
- 1972 M.A., Elementary Education with Reading Emphasis
University of South Florida
- 1976 Ph. D., Elementary Education with Concentration in Reading/Language Arts
University of South Florida

North Carolina Licenses: Reading (DG), Elementary Ed. (DG), Principal (G), Curriculum Specialist (G)

II. Professional Experience

- 1999 - Associate Dean
College of Education
- 1996-99 Department Chair, Associate Professor
Department of Reading and Elementary Education
- 1996-97 Interim Department Chair, Assistant Professor
Department of Reading and Elementary Education
- 1976-96 Assistant Professor, Reading Education
Department of Teaching Specialties, UNC Charlotte
- 1992-94 Project Coordinator, "Total Quality Education," Next Century Schools Project (RJR-Nabisco Foundation)
Highland and Tryon Hills Elementary Schools, Charlotte-Mecklenburg Schools, Charlotte, NC
(Reassignment of duties from UNC Charlotte)
- 1987 Chair; Associate Professor of Elementary Education and Reading
Department of Education, Kentucky State University
(Reassignment of duties from UNC Charlotte)
- 1975-76 Assistant Professor of Reading; Acting Director of the Reading Clinic
Education Department, Valparaiso University
- 1973-75 Adjunct Instructor of Reading
College of Education, University of South Florida
- 1971-73 Curriculum specialist/Assistant principal (grades K - 6)
Bardmoor Elementary School, Largo, FL (Pinellas County School System)
- 1968-71 Classroom teacher/Grade level chair (grades 2, 3)
San Jose Elementary School, Dunedin, FL (Pinellas County School System)
- 1966-68 Classroom teacher (grade 2)
Northampton Elementary School, Cuyahoga Falls, OH (Summit Co. Schools)

III. Selected Research

Books

Edwards, B., & Queen, J.A. (2002). Using Multicultural Literature to Teach K-4 Social Studies. Needham Heights, MA: Allyn & Bacon.

Journals (* Refereed journal, ‡ Quantitative or qualitative research)

*‡ Finke, J., & Edwards, B. (1997). Teacher education students' insights from intergenerational literature circles. Journal of Teacher Education, 48, 367-378.

*‡ Edwards, B., & Davis, B. (1997). Learning from classroom questions and answers: Teachers' uncertainties about children's language. Journal of Literacy Research, 29, 471-505.

- * Edwards, B. (1996a). Collaboration in the classroom: Using multicultural literature in social studies. Inquiry in Social Studies: Curriculum, Research, and Instruction, 32, 84-93.
- * Edwards, B. (1996b). Parallels in problem-solving: Learning to read music, learning to read text. Reading: Exploration and Discovery, 17, 10 - 21.
- ‡ Edwards, B., & Algozzine, B. (1995a). Curriculum transformation through total quality management. ERS Spectrum, 13, 38 - 47.
- *‡ Edwards, B. & Algozzine, B. (1995b). Learning to share decision-making in ‘Total Quality’ schools. Planning and Changing, 26, 204 - 215.
- *‡ Edwards, B. (1991). “Wouldn’t Pa be amazed!” Connecting with literature through conversation. The New Advocate, 4, 247-263.

Evaluation/Technical Reports (‡ Data based, # Instrument development)

- ‡# Edwards, B. (2002). Evaluation of the 2001-2002 Comprehensive School Reform Project at Highland Elementary School, Charlotte, NC. NCDPI Comprehensive School Reform Implementation Grant. (Also 2000, 2001)
- ‡ Edwards, B. (1995). Annual progress report of the Next Century Schools Project in total quality education at Highland and Tryon Hills Elementary Schools, Charlotte, NC. Washington, DC: RJR-Nabisco Fndtn. (Also 1993, 1994)
- ‡ Edwards, B. (1993). Evaluation report : Next Century Schools Project in total quality education at Highland and Tryon Hills Elementary Schools, Charlotte, NC. Washington, DC: The MacKenzie Group.
- ‡# Edwards, B., Parker, F., & Ford, B. (1978). Evaluation of the 1977-78 Title IV, ESAA-NPO Project of The National Conference of Christians and Jews, Mecklenburg Chapter: Project ARIES. Charlotte, NC: The National Conference of Christians and Jews.
- ‡# Edwards, B. (1976). Final report: Evaluation of elementary teachers' attitudes toward individualization of reading instruction. Land O'Lakes, FL: Pasco Co. Schools. (One of 9 reports during 1975-76).

Grants

- Edwards, B. & Bovis, J. Improving literacy and mathematics instruction. NCDPI Comprehensive School Reform Implementation Grant. (\$271,726; for Highland Elementary School, Charlotte, NC; 1999-2002)
- Edwards, B., Finke, J., Rickelman, R., & Moss, A. Integrating literacy and literature, University of North Carolina at Charlotte Academic Program Improvement grant (\$26,698; July 1, 1995 - June 30, 1996).
- Parker, F., Edwards, B., & Keelan, B. Family literacy project, Americorps Literacy Project, (\$50,000, administered through J. C. Smith University, Charlotte, NC, July 1, 1994 - June 30, 1995).
- Edwards, B., Patterson, D., & Moon, M. Project Communication: Preventing child abuse and increasing school success, Children’s Trust Fund, Office of Child Abuse Prevention, North Carolina Department of Public Instruction (\$100,000; for the Family Outreach and Counseling Center, Charlotte, NC; July 1, 1988 - June 30, 1991)
- Edwards, B., & Patterson, D. Continuation of the Home Attention Program, Community Based Alternatives (\$28,000; for the Family Outreach and Counseling Center, Charlotte, NC; July 1, 1986 - June 30, 1987).
- Edwards, B., & Patterson, D. Continuation of the Non-Secure Detention Program, Community Based Alternatives (\$56,000; for the Family Outreach and Counseling Center, Charlotte, NC: July 1, 1986 - June 30, 1987).

Refereed Presentations at National and International Conferences

- Cockman, N., Jaus, V., Calhoun, M., & Edwards, B. (2001). "A College of Education's Planning Process for Addressing the NCATE Component of Dispositions," American Association of Colleges of Teacher Education, Dallas, TX, February 2001.
- Edwards, B. “Using Assessment to Improve Literacy Achievement in an Inner City First Grade,” National Reading Conference, Charleston, SC, December 1996.
- Edwards, B., & Queen, A. “Teaching social studies through multicultural literature: A thematic unit approach,” Annual Conference of the International Reading Association, New Orleans, LA, May 1996.
- Edwards, B., Davis, B., & Algozzine, B. “When Answers Go Unrecognized: An Analysis of K-2 Students’ Question-Answering Behaviors,” Annual Conference of the International Reading Association, San Antonio, TX, May 1993.

Claudia Flowers
The University of North Carolina at Charlotte
Department of Educational Administration, Research, and Technology

EDUCATIONAL AND PROFESSIONAL CREDENTIALS

Degree

Ph.D.	1995	Georgia State University	Research, Measurement, & Statistics
M.Ed.	1982	Georgia State University	Exercise Science
B.S.	1978	West Georgia College	Health and Physical Education

PROFESSIONAL EXPERIENCE

1995-present The University of North Carolina at Charlotte
Assistant Professor, Department of Educational Administration, Research, and Technology
Responsibilities: Support graduate programs in the College of Education through teaching and research in the areas of assessment, evaluation, research, and statistics

1991-1995 Georgia State University
Graduate Research and Teaching Assistant, College of Education, Educational Research, Bureau & Department of Educational Policy Studies
Responsibilities: Consulted with faculty and students on research design and statistical analyses. Taught introductory educational research (FED 790). Purchased, installed and maintained computers.
Awards: Outstanding Student Award
Hayden-Waltz Scholarship

1985-1991 Ridgeview Institute
Educational Coordinator, Adolescent Services
Responsibilities: Coordinated educational services for hospitalized, emotionally disturbed adolescents. Conducted educational assessments.
Awards: Nominated for Outstanding Employee of the Year four times.

1978-1985 Ridgeview Institute
Educational Therapist, Adolescent Services
Responsibilities: Taught science, math, and computer literacy to hospitalized, emotionally disturbed adolescents.

PUBLICATIONS (selected)

Flowers, C.P., Bray, M., Furr, S., Algozzine, R. (2002). Content Accessibility of Counselor Education Homepages. *Journal of Technology in Counseling*, 2(2). [On-line:http://jtc.colstate.edu/vol2_2/flowersbray.htm]

Flowers, C.P., & Robinson, B. (2002). A structural and discriminant analysis of the Work Addiction Risk Test. *Educational and Psychological Measurement*, 62(3), 515-524.

Testerman, J., Flowers, C., & Algozzine, R. (2002). Basic technology competencies of educational administrators. *Contemporary Education*, 72(2), 58-61.

Allen, S.K., Smith, A.C., Test, D.W., Flowers, C., & Wood, W.M. (2001). The effects of Self-Directed IEP on student participation on IEP meetings. *Career Development for Exceptional Individuals*, 24, 107-120.

Flowers, C., Bray, M., & Algozzine, R.F. (2001, November). Content accessibility of special education organisations' web sites. *Journal of Research in Special Educational Needs*. [On-line:<http://www.nasen.org.uk>]

Flowers, C., Bray, M., & Algozzine, R.F. (2001). Content accessibility of community college web sites. *Community College Journal of Research and Practice*, 25, 475-485.

Graham, S., Furr, S., Burke, M.T., & Flowers, C. (2001). The relationship between spiritual health and coping resources. *Counseling and Values*, 46, 2-13.

Hancock, D. R., & Flowers, C. P. (2001). Comparing social desirability responding on World Wide Web and paper-administered surveys. *Educational Technology Research and Development*, 49(1), 5-13.

Robinson, B., Carroll, J.J., & Flowers, C. (2001). Marital estrangement, positive affect, and locus of control among spouses of workaholics and spouses of non-workaholics: A national study. *American Journal of Family Therapy*, 29, 397-410.

Robinson, B.E., Flowers, C., Carroll, J. (2001). Work stress and marriage: A theoretical model examining the relationship between workaholism and marital cohesion. *International Journal of Stress Management*, 8(2), 165-175.

Flowers, C.P., & Algozzine, R.F. (2000). Development and validation of scores on the basic technology competencies for educators inventory. *Educational and Psychological Measurement*, 60(3), 411-418.

Flowers, C.P., Robinson, B.E., Carroll, J.J. (2000). Criterion-related validity of the Marital Disaffection Scale as a measure of marital estrangement. *Psychological Reports*, 86, 1101-1103.

Flowers, C.P., Hancock, D., & Joyner, R. (2000). Effects of instructional strategies and conceptual levels on students' motivation and achievement in a technology course. *Journal of Research and Development in Education*, 33(3), 189-198.

Algozzine, B., Bateman, L.R., Flowers, C.P., Gretes, J.A., Hughes, C.D., & Lambert, R. (1999). Developing technology competencies in a college of education. *Contemporary Education*, 70(4), 26-31.

MEMBERSHIP

American Educational Research Association

American Psychological Association (Division 5 Affiliate)

Association for the Advancement of Computing in Education

National Council on Measurement in Education

North Carolina Association for Research in Education (Board Member)

Susan Gardner, Associate Professor (Tenured)
English Dept., University of North Carolina at Charlotte

EDUCATION

Macalester College, B.A. Honors (French), **summa cum laude**: honors thesis on literature and censorship in five francophone West African nations

Univ. of WI-Madison, M.A. (Comparative Literature)

Rhodes University, South Africa, Ph.D. (English)

PROFESSIONAL EXPERIENCE

University of North Carolina at Charlotte, 1990-Present

Marquette University, Milwaukee, WI 1988-1990

Lecturer (Multi-Cultural American Literature; Composition

Lecturer, Educational Opportunity Program, 1989-90

(Upward Bound, South African Studies, 1989; Writing Specialist, College Division, 1989-90)

Milwaukee School of Engineering, 1989-90

Lecturer (Composition; Technical Writing)

Carroll College, Waukesha, WI, 1989

Lecturer (Eighteenth Century British and Third World Literature)

Rhodes University, Grahamstown, South Africa, 1985

Sessional Lecturer (Black South African Autobiography)

University of the Witwatersrand, Johannesburg, 1982-84

Lecturer, Comparative Literature (Feminist Literary Criticism and Sociology of Literature)

University of Aarhus, Denmark, 1981

Guest Lecturer (Colonial Female Bildungsromane)

University of Papua New Guinea, 1975-79

Tutor, English as a Second Language; Senior Tutor, History

SELECTED PUBLICATIONS AND RESEARCH:

1. Books and Monographs (edited)

with Patricia E. Scott) Bessie Head: A Bibliography. Introduction by Susan Gardner. National English Literary Museum Bibliographic Series No. 1. Grahamstown, South Africa: National English Literary Museum, 1986. Rev. ed. 1993.

Four South African Poets. Interviews by Susan Gardner with Robert Berold, Jeremy Cronin, Douglas Reid Skinner, and Stephen Watson. National English Literary Museum Interview Series 1. Grahamstown, South Africa: National English Literary Museum, 1986.

Miles Franklin's "My Brilliant Career." South African Matriculation set-text edition. Cape Town: David Philip, 1982.

2. Chapters in Books

"A Native American Ogun: Transformations of West African Beliefs in Leslie Marmon Silko's Almanac of the Dead" in Andrade, Susan, et al., ed. Atlantic Cross-Currents/Transatlantiques. Trenton, NJ: Africa World Press/African Literature Association, 2001, 147-54.

"'And Here I am Telling in Winnebago How I Lived my Life': Teaching Mountain Wolf Woman", in Kostas Myrsiades and Jerry McGuire, eds., Order and Partialities: Theory, Pedagogy, and the 'Postcolonial', Albany: SUNY Press, 1995, 359-76.

"Bessie Head: Production under Drought Conditions." First published in Africa Insight (Pretoria) 15.1 (1985) 43-7.

"My Brilliant Career: Portrait of the Artist as a Wild Colonial Girl." In Ferrier, Carole, ed., Gender, Politics and Fiction (Brisbane, Australia: U of Queensland, 1985, 22-43). Rpt in 2nd ed., 1992, 22-43.

3. Articles in Refereed Journals

"Speaking of Ella Deloria: Conversations with Joyzelle Gingway Godfrey, 1998-2000." American Indian Quarterly 24:3 (Summer 2000): 456-81.

"The Education of Joseph Bruchac: Conversations with Susan Gardner, 1995-1997. Paintbrush: a Journal of Poetry and Translation, special issue, "The World of Joseph Bruchac III" 14 (Autumn 1997), 16-44.

"Not for Publication: On Not (Yet, Anyway) Writing Bicultural Lumbee Indian Autoethnography." Studies in American Indian Literatures 8:2 (Summer 1996), special issue on pedagogy: 29-45.

"'Every Ex-Prisoner, Every Exile Has a Book in Her:' Interviews with Rose Zwi." English Academy Review (Johannesburg) (1987), 153-62.

"Don't Ask for the True Story': a Memoir of Bessie Head." Hecate 12 (special double issue on Black women, 1986), 110-29.

"Is Racism 'Sexism Extended'? Feminist Criticism, 'Moral Panics,' and The Grass Is Singing." Hecate 11.1 (1985), 75-97.

4. Articles in Non-Refereed Journals

"'This Is Our Spirit in Print': Native American Children's Literature of the Southwest." The Five Owls:14:1 (Sept./Oct. 1999): 8-11.

"The World of Flora Nwapa" (a tribute to the memory of the first African woman to publish a novel in English, and Africa's first woman publisher). The Women's Review of Books 11:6 (March 1994), 9-10. Rpt in Robinson, Lillian S., ed., Modern Women Writers. NY: Continuum, 1995.

5. Presentations

"American Indians as Wards in Federal Law and the Early Discourse of American Indian Children's Literature." NC Humanities Educators' Conference, Univ. of NC at Pembroke, Sept. 2003 [invited panelist]

"'A Young Girl Had Never Done Such a Thing Before': Louise Erdrich's The Birchbark House as Post-Dated Prequel to Tracks." "A Convergence of Cultures: Multi-Cultural Children's Literature." Eastern Carolina Univ., Greenville, NC, March 2001. [Invited keynote speaker]

Panel Chair, "American Indians Writing Appalachia," Modern Language Association, Washington, D.C., Dec. 2000.

"Wisdomkeepers: Interviews with Native Carolinian Indian Elders." Co-presented with Vail Carter (Lumbee), the first Native American graduate of the Univ. of North Carolina at Charlotte. A feature of the university's "Spotlight on Research" series, aired on Charlotte's Channel 16 during March and June 2000.

Elizabeth Gargano
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Charlotte, NC 28205
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Curriculum Vitae

EDUCATION:

Ph.D. in English, University of Virginia, Charlottesville, VA, May 2002
 M.F.A. in Creative Writing, University of Massachusetts at Amherst, Amherst, MA, 1987
 M.A. in English, University of Pittsburgh, Pittsburgh, PA, January 1982
 M.A. Exam passed with Honors, 1982
 B.A. in English, University of Pittsburgh, Pittsburgh, PA, 1979

DISSERTATION:

The Space of School: Images of the Schoolroom in Nineteenth-Century Fiction

I argue that the numerous images of the schoolroom in Victorian novels serve as sites mediating institutional and domestic space. Thus, they foreground Victorian assumptions about the private and public realms.

HONORS AND AWARDS:

Recipient, Sara Henderson Hay Prize for Poetry, *Pittsburgh Quarterly*, 1996.
 Winner, Poetry on the Air Competition, sponsored by Borders Books, Pittsburgh PA, 1996.
 Recipient, *The Willow Review* Annual Prize for Fiction, 1993.

TEACHING INTERESTS

Victorian literature and culture; children's literature; the novel; women's fiction; nineteenth-century American literature; creative writing.

TEACHING EXPERIENCE:

Assistant Professor, University of North Carolina at Charlotte, Fall 2002
 Courses: Children's Literature; The Victorian Novel; Writing About Literature

Graduate-Student Teacher, University of Virginia, Charlottesville, Fall 1998-Spring, 2002
 Courses: American Gothic Literature; Introduction to Literature; Introduction to Academic Writing.; Academic and Professional Writing; Advanced Academic Writing.

Adjunct Instructor, Waynesburg College, Waynesburg PA, 1990, 1993-1997
 Courses: The Literature of Love, Sex, and Marriage; The Literature of the Spirit; Introduction to Communication: Fiction; Introduction to Poetry Writing; Advanced Poetry Writing; Introduction to Fiction Writing; Research Writing; Business Writing.

Adjunct Instructor, Washington & Jefferson College, 1991-1994
 Courses: American Literature; Introduction to Fiction Writing; Advanced Fiction Writing; Contemporary Women's Fiction; Special Studies in Composition and Literature.

Teaching Assistant, University of Massachusetts at Amherst, Amherst, MA, 1985-1986
 Teaching Assistant, University of Pittsburgh, Pittsburgh, PA, 1980-1982

Elizabeth Gargano

RESEARCH PUBLICATIONS AND PRESENTATIONS:

“The Education of Bronte’s New *Nouvelle Heloise* in *Shirley*,” forthcoming in *SEL: Studies in English Literature*. Rice University, Fall, 2004.

“Fissures in the Train of Thought: Madness and Memory Loss in Wilkie Collins’s *The Haunted Hotel*,” forthcoming at the Group for Early Modern Cultural Studies Conference, Tampa, FL, November 16, 2002. Panel Chair, *Performing Madness: Phantoms in the Theater of the Mind*.

“Zymosis and the Toxic School: The Paradox of Paul Dombey in *Dombey and Son*,” presented at The Dickens Conference, University of Virginia, Charlottesville, December, 2001.

“The Schoolgirls’ Garden: Mapping the Female Body in Charlotte Bronte’s *The Professor*,” presented at the Group for Early Modern Cultural Studies Conference, Philadelphia, November, 2001. Panel Chair, *Women and Space*.

“The Calendar and the Clock: Class Tensions and Competing Visions of Time in Charlotte Bronte’s *Shirley*,” presented at the Group for Early Modern Cultural Studies Conference, New Orleans, November, 2000.

“The Intersection of Text and Dream: A Palimpsestic Reading of Lockwood’s Nightmare Visions in *Wuthering Heights*,” in *Topic*, Summer, 2000.

“Wastelands and Gardens: An Urban Eden in Angela Carter’s *Magic Toyshop*,” presented at the Northeastern Modern Language Association Conference, Philadelphia, PA, 1997.

“Rhyme, Meter, and Closure in Philip Larkin’s ‘An Arundel Tomb’” in *University of Mississippi Studies in English: New Series*, Vol. 6, 1988.

“Sequencing Writing Assignments in Composition Classes” presented at The University of Pittsburgh Colloquium for New Teachers of Composition, 1981.

GRANTS:

Recipient, Pennsylvania Council for the Arts Fellowship in Literature for Fiction, 1997.

GRADUATE STUDENT MENTORSHIP

Writing Consultant, Doctoral Dissertation Workshop, 2000-2001. I mentored Ph.D. candidates writing their dissertations and worked closely with them on writing strategies and framing issues.

Member, Council of Elders, University of Virginia, 2000-2001. I mentored new graduate-student instructors, and observed their teaching.

Related Experience:

Free-lance editor for academic writers, including graduate students and faculty: 1995-1997.

Professional Memberships: Modern Language Association; Group for Early Modern Cultural Studies; Children’s Literature Association

Abbreviated Vita

Dr. Sandra Y. Govan
Department of English
University of North Carolina-Charlotte
Charlotte, NC 28223
(704) 687-4218
E-mail: sygovan@email.uncc.edu

Education:

Ph.D. American Studies, Emory University, 1980
MA American Studies, Bowling Green State University, 1972
BA English and History, Valparaiso University, 1970

Professional Experience

University of North Carolina at Charlotte, 1983 --present
Professor of English, 1998--
Associate Professor of English, 1987 --1998
Assistant Professor of English, 1983 --87
Coordinator, Ronald E. McNair Post-baccalaureate Achievement Program, 1994 --2000
Director, McNair Program, 2000-2001

PUBLICATIONS AND RESEARCH

Chapters/Essays in Books:

“Contending Forces’ or Contrariant Strains in the Mother/Daughter Leadership Dynamic,” in Black Women’s Matrilineal Leadership Development (forthcoming)

"Afterword to *Wild Seed*" in reissue of Octavia Butler’s *Wild Seed* Warner Press. April 2001, pp. 298-306.

"Confessions of a Serial Reader, "in the Novello Anthology: Ten Years of Great American Writing [pp. 20-38].
Public Library of Charlotte & Mecklenburg County: Novello Festival Books, Down Home Press, fall 2000.

Reprint of Review Essay, "Silent Interviews on Language, Race, Sex, Science Fiction and Some Comics: A Collection of Written Interviews, African American Review, Vol. 31, No. 1, Spring, 1997, pp. 164-68, in Contemporary Literature Criticism, v. 141.

“Ms. Sarah’s Recipes, or, I Am the Butter,” in My Soul is a Witness: African-American Women’s Spirituality.
Gloria Wade-Gayles, Ed. Boston: Beacon Press 1995.

“A Blend of Voices: Composite Narrative Strategies in Biographical Reconstruction,” in Recovered Writers/Recovered Texts, Race Class and Gender in Black Women’s Literature, Dolan Hubbard, Ed.
Knoxville: University of Tennessee Press 1997.

“The King of the Duke’s Mixtures,” in Father Songs: Testimonies by African American Sons and Daughters,
Gloria Wade-Gayles, Ed. Boston: Beacon Press 1997.

“Kindred Spirits and Sympathetic Souls: Langston Hughes and Gwendolyn Bennett in the Harlem Renaissance,” in Langston Hughes: The Man, His Art, and His Continuing Influence. C. James Trotman, Ed. New York: Garland Publishing, 1995.

“Forbidden Fruits and Unholy Lusts: Illicit Sex in Black American Literature,” in Erotique Noire/Black Erotica, Miriam DeCosta-Willis, Reginald Martin, and Roseann P. Bell, Eds. New York: Doubleday, 1992.

“Forbidden Fruits and Unholy Lusts: Illicit Sex in Black American Literature” in Sexual Politics and Popular Culture, Diane Raymond, Ed. Bowling Green, OH: Bowling Green State University Popular Press, 1990

Articles in Journals

“The Parable of the Sower as Rendered by Octavia Butler: Lessons for our Changing Times,” *Femspec* (forthcoming, Spring 2002)

"Honey Hush! An Anthology of African American Women's Humor" Review essay in CLAJ. Vol. XLIV, No. 2 (Dec. 2000), 288-296 .

"Not Quite Politically Correct: The Case of the Serial Reader." The Five Owls, Vol. XIV, (May-June 2000), 116-118.

Grants and Funded Research:

1997 African American Community Endowment Fund, Foundation for the Carolinas, “New Goals for the McNair Program,” \$1500.

1995-98 Department of Education grant, Ronald E. McNair Program Postbaccalaureate Achievement Program, \$204,777. [Four year recurring grant.]

1994 Department of Education, Continuation Grant, Ronald E. McNair Program Post-baccalaureate Achievement Program, \$181,000.

1990 University Faculty Research Grant, \$4100.

1990 Schomburg Scholars-in-Residence Fellowship award, 1990-91. For study at the Schomburg Center for Research in Black Culture. Funded by NEH. \$27,500.

Michael Green, Associate Professor

Elementary Education

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Department of Reading & Elementary Education Colvard 5075 UNC Charlotte Charlotte, North Carolina 28223 (704) 687-4508 mggreen@email.uncc.edu	836 Henley Place Charlotte, N. C. 28207 (704) 332-8228

Education

Harvard University	Ed.D.	Human Development, 1977
Harvard University	M.Ed.	Human Development, 1973
University of California-Berkeley	B. A.	Psychology, 1969

Professional Experience

- 1978-Present Assistant, Associate Professor
Department of Reading & Elementary Education
College of Education
University of North Carolina Charlotte
- 1977-1978 Research Associate
Research Institute for Educational Problems
Cambridge, Massachusetts
Duties: research supervision, data analysis, grant writing and administration.
- 1976-1977 Instructor in Education
Department of Education
Clark University
Worcester, Massachusetts
Duties: teach educational psychology (childhood and adolescence courses); consult in design and analysis of dissertation research

Books

Green, M., & Piel, J. A. (2002). *Theories of human development: A comparative approach*. Needham Heights, MA: Allyn & Bacon.

Piel, J. A., & Green, M. (2000). *Manual for the comprehensively applied manipulative mathematics program*. Charlotte, NC: CAMMP, Inc.

Piel, J. A., & Green, M. (in progress). *Elementary mathematics: Teaching for the 21st century*. Columbus, OH: Merrill.

Journal Articles

Green, M. (1978). Structure and sequence in children's concepts of chance and probability. *Child Development, 50*, 1945-1953.

Green, M. (1990). Herbert Spencer's cognitive-developmental psychology: Historical connections with Piagetian theory. *Genetic Epistemologist, 18* (2), 41-45.

Croy, M., Green, M., & Cook, J. (1995). Assessing the impact of a proposed expert system via simulation. *Journal of Educational Computing Research, 13* (1), 1-15.

Croy, M., Cook, J., & Green, M. (1993). Human versus computer feedback: An empirical and pragmatic study. *Journal of Research on Computing in Education, 26* (2), 185-204.

Gretes, J. A., & Green, M. (2000). Improving undergraduate learning with computerized practice exams. *Journal of Research on Computing in Education, 33*(1), 46-54.

Gretes, J. A., & Green, M. (1995). The effect of interactive CD-Rom digitized audio courseware on reading among low literature adults. *Computers in the Schools, 11*(2), 27-42.

Piel, J. A., & Green, M. (1994a). De-mystifying division: The convergence of quantitative and referential meaning. *Focus on Learning Problems in Mathematics, 16* (1), 44-50.

Piel, J., & Green, M. (1994b). An elementary school/university partnership: Implementing NCTM standards. *North Carolina Association for Supervision and Curriculum Development Journal, Spring*, 57-60.

Piel, J. A. & Green, M. (1994). Developmentally appropriate technology in elementary school mathematics. In M. Thomas, T. Sechrest, & N. Estes (Eds.), *Deciding our future: Technological imperatives for education. The 11th International Conference on Technology and Education*, Vol. 1, 129-131, Austin, TX: University of Texas at Austin.

Piel, J. A. & Green, M. (1994). Using technology to overcome elementary students' mathematics difficulties. In M. Thomas, T. Sechrest, & N. Estes (Eds.), *Deciding our future: Technological imperatives for education. The 11th International Conference on Technology and Education*, Vol. 1, 132-133, Austin, TX: University of Texas at Austin.

Piel, J. A., & Green, M. (1993). A comparison of attitudes toward five subject areas: Elementary education versus noneducation majors. *North Carolina Journal of Teacher Education, 6* (2), 28-37.

Piel, J. A., Gretes, J. A., & Green, M. G. (1995). Computer applications and manipulative mathematics program (CAMMP): Connecting NCTM standards to teacher practice. *Journal of Technology and Teacher Education, 2*(3), 281-292.

Robinson, B., & Green, M. (1981). Beyond androgyny: The emergence of sex-role transcendence as a theoretical construct. *Developmental Review, 1*, 247-265.

VITA
JOHN ALEXANDER GRETES
(704) 687-3750 (O)
email = jagretes@email.uncc.edu

EDUCATION

B.S.	1972	Old Dominion University, Norfolk, Virginia Major, Education, Curriculum and Instruction
M.S.	1975	Old Dominion University, Norfolk, Virginia Major, Education, Curriculum and Instruction
Ed.D.	1979	The University of Virginia, Charlottesville, Va. Major, Curriculum & Instruction - Instructional Design / Technology, and Research & Evaluation

PROFESSIONAL EXPERIENCE

1996 to Present	Professor of Instructional Systems Technology, Department of Educational Leadership, The University of North Carolina at Charlotte. Graduate coordinator for Instructional Systems Technology degree program, teaching courses in instructional design, evaluation, computer technology, and courseware development.
1982 to 1996	Associate Professor of Curriculum & Instruction, The University of North Carolina at Charlotte. Director of the IBM Teacher Education Computer Lab (teaching courses in Instructional Design and Evaluation)
1979 to 1981	Instructional Supervisor, Virginia Department of Education, Richmond Virginia. (Curriculum and Instructional materials development)
1976 to 1979	Instructor, The University of Virginia, Charlottesville, Virginia.
1972 to 1976	Teacher, Virginia Beach City Schools, Virginia Beach, Virginia.

PROFESSIONAL ACTIVITIES

Instructional Workshops -

Over 200 since 1976, Topics ranging from HyperCard Applications to the Development and Evaluation of Instructional Programs. Presented at National, Regional, State, and Local Professional Meetings.

Consulting (Selected)

Arabian American Oil Company, Dhahran, Saudi Arabia - (Engineering and Construction Division – Instructional Design for a 5 year, \$ 50,000,000.00 technical training program.)

Arabian American Oil Company, Houston, Texas - (Communications Division - Instructional Design for a technical training program for Data Technicians)

Allyn and Bacon Publishers (text review and evaluation)

Central Piedmont Community College (Evaluator U.S. D.O.E Grant)

Educational Testing Service, Princeton, N.J.(GRE Item Development)

First Union National Bank, Charlotte, N.C. (CBT Design and Development)

Georgetown Steel Corp. Georgetown, S.C. (Evaluator, U.S. D.O.E.Grant)

Handshaw and Associates, Charlotte, N.C. (Project Evaluator)

Holt, Rinehart, and Winston Publishers (text review and evaluation)

Interactive Knowledge Inc. (Evaluator, U.S. D.O.E. Grant)

Psychological Corporation (objective and test item analysis)

Scott, Foresman and Company (text review and evaluation)

Scholastic Publishing (text review and evaluation)

Wadsworth Publishing Company (college text reviewer)

Richmond County Schools (technology grant evaluator)

SELECTED ACADEMIC PAPERS PRESENTED AND ARTICLES PUBLISHED

- Gretes, J.A., and Green Michael., (2000) Improving undergraduate learning with computer-assisted assessment. Journal of Research on Computing in Education, Vol. 33 No. 1 pp. 46-54.
- Algozzine R. F., et. al. (1999) "A process for developing technology competencies in a college of education." Contemporary Education, Vol 70, No. 4, pp 26-31
- Gretes J.A., and Hughes C.D.(1999) "Using hyperstudio standards to teach interactive multimedia courseware development". In Preparation for the New Millennium – Directions, Developments, and Delivery, Proceedings of the 16th Annual International Conference on Technology and Education. Edinburgh, Scotland, pp 277-279.
- Hughes C.D., Green Michael, et. al. (1999) "Instruction anywhere/anytime: using windows nt to provide instructional support for the college of education courses". In Preparation for the New Millennium – Directions, Developments, and Delivery, Proceedings of the 16th Annual International Conference on Technology and Education. Edinburgh, Scotland, pp 387-389.
- Griffin, S. W. and Gretes J.A. (1999) "Integrating technology into the 5th grade core curriculum: does it make a difference?" A paper presented at the ICTE, Tampa, Florida, October, 1999.
- Miller, Gregg and Gretes J.A. (1999) "Student perceptions of their technology skills before and after a basic computer applications course: a three-year study" A paper presented at the ICTE, Tampa, Florida, October, 1999.
- Algozzine, Bob, et. Al. (1998)"Improving Faculty Competence: By Teaching New Tricks". In A Worldwide Network of Learning: Opportunities, Challenges, and Contrasts, Proceedings of the 15^h Annual International Conference on Technology and Education. Santa Fe, New Mexico, pp. 157-159
- Joyner, R.E., Gretes, J.A., and Flowers, C.D., (1998) "Meeting Technology Competencies for Certification: Assessment for Change. In A Worldwide Network of Learning: Opportunities, Challenges, and Contrasts, Proceedings of the 15^h Annual International Conference on Technology and Education. Santa Fe, New Mexico, pp. 203-205.
- Spooner, F., Jordon, L., Gretes, J.A., Flowers, C.P. and Algozzine, R., (1998) Facilitating communications in distance education classes: Guess who's coming to dinner. In A Worldwide Network of Learning: Opportunities, Challenges, and Contrasts, Proceedings of the 15^h Annual International Conference on Technology and Education. Santa Fe, New Mexico, pp. 311- 313
- Gretes, J.A., and Songer, Tim. (1998) "Multimedia medical patient diagnosis software: a validity and reliability study". In A Worldwide Network of Learning: Opportunities, Challenges, and Contrasts, Proceedings of the 15^h Annual International Conference on Technology and Education. Santa Fe, New Mexico, pp. 471-473
- B. Davis, J. Gretes, & R. Lambert. (1998) "What Auditor Perceptions can tell us about Narrator Credibility". A paper presented at the 27th Annual Conference, New Ways of Analyzing Variation (in English and Other Languages), The University of Georgia, Athens Georgia. (No page numbers assigned at this point Abstract available at: <http://www.linguistics.uga.edu/nwave27/abs.html>)
- Flowers, C.P., Algozzine, R.F., Antonak, R.F., Bateman, L.R., Gretes, J.A., Hughes, C.D., Lambert, R., and Smith C.E. (1997) "Basic technology competencies for educators: a self-assessment Instrument". Proceedings of the Society for Instructional Technology and Teacher Education, Orlando, Fla. (Vol. 1, pp. 167-169).
- Gretes, J.A., & Green, M. (1995) The Effect of Interactive CD-ROM/Digitized Audio Courseware on Reading Among Low Literate Adults. Computers in the Schools, 11(2) , 27-42.
- Piel, J., Gretes, J.A., & Green, M. (1995) Computer Applications and Manipulative Mathematics Program (CAMMP). Journal of Technology and Teacher Education, 2(3), 281-292.
- Gretes, J.A. (1993) Using Interactive Videodisc for the Assessment of Learning Styles. In Leclercq, D. and Bruno, J.E. (Ed.). Item Banking: Interactive Testing and Self-Assessment. NATO ASI Series F: Computer and System Sciences, Vol. 112, (pp. 66-75). Heidelberg, Germany: Springer-Verlag. (ISBN 3-540-56653-8)
- Gretes, J.A., & Songer, Tim. (1989) Validation of the Learning Style Survey: An Interactive Videodisc Instrument. Educational and Psychological Measurement, Vol. 49, #1, p. 235-240.

SELECTED GRANTS

- Mohanty, G. & Gretes, J. A., (1998-2002) A learning centered approach to coursework & teaching evaluation. DOE Fipse Grant Funded for 3 Years at **\$186,000.**
- Bush, C., Gretes, J.A., Paksoy, C., and Kohut, G., Collaborative Courseware Development for Undergraduate Business Courses. UNCC CID GRANT (1990), Amount Funded: **\$10,000**

Gretes, J.A., Schaffer, G., and Thomas, J. IBM Program for Teacher Preparation and Enhancement in the Use of Available Technology, IBM Corp., Office of University Relations, 1989-1993. Amount Funded: **\$294,900.**

Erickson, J., & Gretes, J.A., Doing Business with Apple. Apple Computers Equipment Grants and Courseware Development Office, 1989. Amount Funded: **\$92,000**

ABBREVIATED CURRICULUM VITAE

DAWSON R. HANCOCK

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The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, North Carolina 28223-0001
Telephone - 704-687-4723
Electronic Mail - DHancock@email.uncc.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	1991	Fordham University	Language and Literacy Education
M.A.	1986	The University of North Carolina at Chapel Hill	Social Psychology
M.Ed.	1985	The University of North Carolina at Chapel Hill	Adult and Higher Education
B.S.	1978	United States Military Academy	Political Science

PROFESSIONAL EXPERIENCE

1999-present	The University of North Carolina at Charlotte Assistant Professor of Educational Research, Department of Educational Leadership <i>Responsibilities:</i> Teach graduate courses, conduct and publish research, and serve the profession, community, and university in the area of educational research
1995-1999	The University of North Carolina at Charlotte Assistant Dean and Director of Student Academic Services, College of Education <i>Responsibilities:</i> Supported the administrative, advising, and licensure needs of students involved in programs in the College of Education
1978-1995	United States Department of Defense Commissioned Officer, United States Army <i>Responsibilities:</i> Served the nation in a variety of capacities, including Chair of the Department of Military Science at UNC Charlotte (1 year), Assistant Professor of Leadership Studies at West Point (4 years), and Graduate Student and Lecturer at UNC Chapel Hill (2 years)

RESEARCH

Articles Published or Accepted for Publication in Refereed Journals (* data-based)

Hancock, D. R. (in press). Influencing graduate students' classroom achievement, homework habits, and motivation to learn with verbal praise. *Educational Research*. *

Hancock, D. R. (in press). Influencing post-secondary students' motivation to learn in the classroom. *College Teaching*. *

Hancock, D. R. (in press). An investigation of the quality of teacher education. *Teacher Education and Practice*. *

Hancock, D. R. (2001). Effects of test anxiety and evaluative threat on students' achievement and motivation in the classroom. *The Journal of Educational Research*, 94(5), 284-290. *

Hancock, D. R., & Flowers, C. P. (2001). Comparing social desirability responding on World Wide Web and paper-administered surveys. *Educational Technology Research and Development*, 49(1), 5-13. *

Flowers, C. P., Hancock, D. R., & Joyner, R. E. (2000). Effects of instructional strategies and conceptual levels on students' motivation and achievement in a technology course. *Journal of Research and Development in Education*, 33(3), 187-194. *

Hancock, D. R. (2000). Impact of verbal praise on college students' time spent on homework. *The Journal of Educational Research* 93(6), 384-389. *

Hancock, D. R. (2000). Implementation of a teacher education student development plan: A three-year retrospective. *North Carolina Journal of Teacher Education*, 11(1), 10-27.

Hancock, D. R., Nichols, D., Jones, J., Mayring, P., & Glaeser-Zikuda, M. (2000). The impact of teachers' instructional strategies and students' anxiety levels on students' achievement in eighth grade German and U.S. classrooms. *Journal of Research and Development in Education*, 33(4), 232-240. *

Hancock, D. R. (1999). Encouraging teachers to remain in the profession: A model for stress reduction. *The Educational Forum*, 63(2), 166-172.

Hancock, D. R. (1997). A seven-year plan of support for students in teacher education programs. *Performance Improvement*, 36(2), 37-39.

Hancock, D. R. (1996). Enhancing faculty motivation to advise students: An application of expectancy theory. *NACADA Journal*, 16(2), 11-15.

Hancock, D. R. (1995). What teachers may do to influence student motivation: An application of expectancy theory. *Journal of General Education*, 44(3), 171-179.

Hancock, D. R. (1994). Motivating adults to learn academic course content. *The Journal of Educational Research*, 88(2), 102-108. *

Articles Submitted to Refereed Journals (* data-based)

Hancock, D. R. (submitted). Positive effects of verbal praise on post-secondary students' classroom achievement and homework habits. *Journal of Further and Higher Education*. *

Hancock, D. R., & Elliott, J. (submitted). The effects of native language books on the pre-literacy skill development on non-English speaking Kindergartners. *Reading Research and Instruction*. *

Local Publications (* data-based)

Hancock, D. R. (1999). Evidence for the use of student-centered, nondirect instruction in computer technology courses. *Let's Talk Teaching*, 10(1), 3-5. *

Hancock, D. R., & Elliott, J. (2001). The effects of native language books on the pre-literacy skill development of non-English speaking Kindergartners. *Proceedings of the 1st Annual UNC Charlotte University-School Teacher Education Partnership Conference*, 43-45. *

Technical Reports (* data-based)

Flowers, C. P., Testerman, J., Hancock, D. R., & Algozzine, B. (2000). *North Carolina experienced teacher summative evaluation report: TPAI 2000*. Charlotte, NC: UNC Charlotte. *

National/International Conference Presentations (* data-based) (# refereed)

Hancock, D. R., Jones, J., Nichols, D., von Rhoneck, C., Mayring, P., & Glaeser-Zikuda, M. (2001, August). *The impact of anxiety, joy, and boredom on the academic achievement of middle school students in Germany and the United States*. Symposium presented at the 9th European Conference for Research on Learning and Instruction, Fribourg, Switzerland. * #

Hancock, D. R., Jones, J., & Nichols, W. D. (2001, June). *Examining relationships between middle school students' attitudes toward school, parents, and peers and their academic performance*. Paper presented at the 7th Annual German-American Research Symposium, Ludwigsburg, Germany. *

Hancock, D. R. (2001, April). *An investigation of post-secondary students' motivation to learn in the classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, Washington. * #

Hancock, D. R., & Flowers, C. P. (2001, April). *Social desirability responding on World Wide Web and paper-administered surveys*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, Washington. * #

Nichols, D. E., Jones, J., Hancock, D. R., & Wood, K. (2000, December). *Exploring the relationship between teacher-reported instructional design and students' perceptions of how they learned: Why are students task-oriented learners?* Paper presented at the Annual National Reading Conference, Scottsdale, Arizona. * #

Hancock, D. R., & Flowers, C. P. (2000, November). *Social desirability responding on surveys administered by the World Wide Web and paper.* Paper presented at the World Conference on Educational Multimedia, Hypermedia, and Telecommunications, San Antonio, Texas. * #

Hancock, D. R., & Flowers, C. P. (2000, October). *Comparing social desirability responding on World Wide Web surveys.* Paper presented at the International Conference of the Association for Educational Communications and Technology, Denver, Colorado. * #

Hancock, D. R., Nichols, W. D., Jones, J., & Lunsford, R. (2000, June). *The impact of teachers' instructional strategies and students' anxiety levels on students' achievement in eighth grade German and U.S. classrooms.* Paper presented at the 6th Annual German-American Research Symposium, Charlotte, North Carolina. *

Hancock, D. R. (2000, April). *Matching conceptual level with instructional strategy to increase students' motivation to learn.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana. * #

Hancock, D. R. (2000, February). *Serving the needs of teacher education students: A comprehensive model.* Professional clinic presented at the Annual Meeting of the Association of Teacher Educators, Orlando, Florida. #

Hancock, D. R. (2000, February). *Researching essential support for teacher education students.* Paper presented at the Annual Meeting of the Association of Teacher Educators, Orlando, Florida. * #

Nichols, D. E., Jones, J., Hancock, D. R., & Lunsford, R. (1999, December). *Exploring the effects of students' emotions on their achievement in science and language arts.* Paper presented at the Annual Meeting of the National Reading Conference, Orlando, Florida. * #

Hancock, D. R., & Stickle, C. C. (1999, October). *Addressing faculty motivations and concerns about academic advising.* Paper presented at the Annual Meeting of the National Academic Advising Association, Denver, Colorado. #

Hancock, D. R. (1999, October). *Retention and advising strategies that work.* Paper presented at the Annual Meeting of the National Academic Advising Association, Denver, Colorado. #

Hancock, D. R. (1999, October). *Variety is the spice of life...and of advising!* Paper

presented at the Annual Meeting of the National Academic Advising Association, Denver, Colorado. #

Hancock, D. R., & Jones, J. (1999, June). *Examining the influence of middle grades students' emotions on learning*. Paper presented at the 5th Annual German American Research Symposium, Ludwigsburg, Germany. *

Hancock, D. R. (1999, April). *A model to reduce teacher attrition*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada. #

Flowers, C. P., Hancock, D. R., & Joyner, R. E. (1999, April). *Enhancing students' motivation to learn by matching conceptual level with instructional type*. Poster session presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada. * #

Hancock, D. R. (1999, February). *Encouraging teachers to remain teachers: An application of the person-situation interaction model of stress reduction*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Chicago, Illinois. #

Hancock, D. R. (1998, October). *A new way to look at faculty motivation to advise students*. Paper presented at the Annual Conference of the National Academic Advising Association, San Diego, California. #

Hancock, D. R., & Calkins, P. C. (1998, October). *Collective advising at a large institution: A win-win situation for advisors and students alike*. Poster session presented at the Annual Conference of the National Academic Advising Association, San Diego, California. #

Hancock, D. R. (1998, February). *The seven-year student development plan: A one-year retrospective*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Dallas, Texas. #

Hancock, D. R. (1997, October). *Serving students in teacher education*. Poster session presented at the Annual Conference of the National Academic Advising Association, Kansas City, Missouri. #

Hancock, D. R. (1995, April). *Enhancing college students' motivation to learn academic course content*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California. * #

Hancock, D. R. (1995, April). *Influencing the motivation of West Point cadets to learn in the classroom*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California. * #

State/Regional Conference Presentations (* data-based) (# refereed)

Pittman, R. B., George, P., Hancock, D. R., McGinty, D., & Rogers, L. (2001, March). *Techniques, strategies, and secrets in teaching*. Symposium participation at the Annual Meeting of the North Carolina Association for Research in Education, Charlotte, North Carolina. #

Hancock, D. R. (2000, October). *Support for student-centered instruction in computer technology courses*. Paper presented at the 18th Annual North Carolina Teacher Education Forum, Raleigh, North Carolina. * #

Hancock, D. R., Flowers, C. P., & Joyner, R. E. (1999, March). *Influencing college students' motivation and achievement in a technology course*. Paper presented at the Annual Meeting of the North Carolina Association for Research in Education, Greensboro, North Carolina. * #

Hancock, D. R. (1996, February). *Influencing faculty motivation to advise students*. Paper presented at the Annual Meeting of the North Carolina Association for Research in Education, Chapel Hill, North Carolina. #

Hancock, D. R. (1995, March). *Teacher behaviors which motivate students to learn: An application of expectancy theory*. Paper presented at the Annual Meeting of the North Carolina Association for Research in Education, Greensboro, North Carolina. #

Local Conference Presentations (* data-based) (# refereed)

Hancock, D. R., & Elliott, J. (2001, April). *The effects of native language books on the pre-literacy skill development of non-English-speaking kindergartners*. Paper presented at the University-School Teacher Education Partnership Conference, Charlotte, North Carolina. *

Hancock, D. R. (2000, October). *Factors influencing student motivation to learn*. Paper presented in support of UNC Charlotte's Spotlight on Research Seminars, Charlotte, North Carolina. *

Invited Presentations

Hancock, D. R. (2001, April). *A conversation among state and regional research associations about the history, direction, and needs of educational research groups*. Invited symposium participant at the State and Regional Educational Research Special Interest Group at the Annual Meeting of the American Educational Research Association, Seattle, Washington.

Hancock, D. R. (2000, April). *Enhancing the relationship between state/regional research organizations and AERA*. Invited panelist at the Regional Briefing Strategic Planning Session at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

Grants (funded)

Hancock, D. R., & Frazier, J. (2000). *An investigation of the effects of native language books on the pre-literacy skill development of non-English-speaking kindergartners*. University-School Teacher Education Partnership Mini-Grant Collaborative Research Program: \$1,500.

Hancock, D. R. (2000). *Social desirability responding on World Wide Web and paper-*

administered surveys. Junior Faculty 2001 Summer Fellowship Program: \$3,500.

Flowers, C. P., Testerman, J., Hancock, D. R., & Algozzine, B. (1999). *Development of the career teacher evaluation system*. North Carolina Department of Public Instruction: \$70,000.

Hancock, D. R., & Calhoun, M. L. (1998). *Exemplary IHE/LEA lateral entry programs and supports*. North Carolina Department of Public Instruction: \$30,000.

Hancock, D. R., & Nagle, J. M. (1997). *Teacher education initiatives to recruit special populations and improve performance on Praxis II*. North Carolina Department of Public Instruction: \$15,075.

Grants (pending)

Algozzine, B., Hancock, D. R., & Flowers, C. P. (pending). *Investigating National Board Certification*. National Board for Professional Teaching Standards: \$499,096.

MEMBERSHIPS, HONORS, AND AWARDS

Memberships

American Educational Research Association

Association of Teacher Educators

North Carolina Association for Research in Education (President, 2001 to present)

Honors and Awards

Distinguished Paper Award, North Carolina Association for Research in Education,
Greensboro, North Carolina (1994)

Outstanding Dissertation Award, Phi Delta Kappa, Fordham University Chapter, New York,
New York (1991)

MARY KIM HARRIS

PRESENT POSITION

Associate Professor of Mathematics, Department of Mathematics, UNC Charlotte
Faculty Associate, Faculty Center for Teaching and e-Learning, UNC Charlotte

EDUCATION

Ed.D. in Mathematics Education, University of Georgia, December 1985
M.Ed. in Mathematics Education, Auburn University, August 1979
B. S. in Mathematics Education, Auburn University, June 1977

EMPLOYMENT

Assistant/Associate Professor	UNC Charlotte Charlotte, NC	9/84 - Present
Visiting Professor	University of Hawaii Honolulu, HI	Summer 1986, Summer 1983
Visiting Lecturer	Furman University Greenville, SC	Summer 1984
Graduate Teaching Assistant	University of Georgia Athens, GA	9/80 - 6/84
Mathematics Teacher	Jacksonville High School Jacksonville, AL	9/77 - 6/80
Teaching Assistant	Auburn University Auburn, AL	9/76 - 3/77

EXEMPLAR PROFESSIONAL LEADERSHIP

Co-President, North Carolina Association of Mathematics Teacher Educators, 1996-1998
President, Western Region, North Carolina Council of Teachers of Mathematics, 1995-1997
Member, Executive Board and Board of Directors, NCCTM, 1994-1998
Secretary, Special Interest Group for Research in Mathematics Education, 1993-95

SELECTED PUBLICATIONS

Books/Monographs

Berg, K., Corbitt, M. K., McClintock, C. E., Prichard, M. K., Rachlin, S., & Wada, L. A. (1987). SCOPE Math: A Computer Mathematics Course for Middle and Junior High Schools. University of Hawaii: Curriculum Research and Development Group. (Student and Teacher Texts.)

Hatfield, L. L., & Prichard, M. K. (Eds.) (1985). Student programming and algorithmics in mathematics learning and teaching. Athens, GA: University of Georgia.

Articles/Published Papers

Royster, D. C., Harris, M. K., & Schoeps, N. (1999). Dispositions of college mathematics students. International Journal of Mathematical Education in Science and Technology, 30, 317-333.

Johnson, P. E. & Harris, M. K. (1998). A large-scale/higher education collaboration to implement systemic change in mathematics teaching and learning. International Journal of Mathematical Education in Science and Technology, 29, 697-707.

Norman, F. A., & Prichard, M. K. (1994). Cognitive obstacles to the learning of calculus: A Krutetskiian perspective. In J. J. Kaput & E. Dubinsky (Eds.), Research Issues in Undergraduate Mathematics Learning: Preliminary Analyses and Results. MAA Notes Number 33. Washington, DC: Mathematical Association of America.

Prichard, M. K., & Bingaman, S. (1993). Instructional activities and decisions. In P. S. Wilson (Ed.), Research Ideas for the Classroom: High School Mathematics (217-231). New York: Macmillan.

Prichard, M. K. (1993). Applying the Standards to the college mathematics classroom: Ideas and obstacles. Mathematics Teacher, *86*, 744-747.

Conwell, C. R., & Prichard, M. K. (1992). Expanding our students' horizons in mathematics and science. School Science and Mathematics, *92*, 267-272.

Norman, F. A., & Prichard, M. K. (1991). Technology in pre-service teacher education programs for elementary and secondary mathematics teachers. In F. Demana, J. Harvey, L. Taylor, B. K. Waits (Eds.), Proceedings of the Conference on Technology in Collegiate Mathematics: Teaching and Learning with Technology (pp. 259-262). Reading, MA: Addison-Wesley.

Prichard, M. K. (1990). Metes and bounds descriptions: An application of geometry and measurement. Mathematics Teacher, *83*, 462-468.

Prichard, M. K. (1985). Student programming as a context for developing mathematical concepts. In L. L. Hatfield & M. K. Prichard (Eds.), Student Programming and Algorithmics in Mathematics Learning and Teaching. Athens, GA: University of Georgia, Department of Mathematics Education.

Prichard, M. K. (1982). Student programming in elementary teacher education in mathematics: Implications for research. In S. Wagner (Ed.), Proceedings of the Fourth Annual Meeting of PME-NA (pp. 243-249). Athens, GA: University of Georgia.

SELECTED PRESENTATIONS

"The History of Mathematics and Its Use in Teaching," Minicourse at NCTM Southern Regional Conference, Charlotte, NC, February 4-6, 1999.

"Teaching Fractions in the Middle Grades: Using Estimation to Develop Concepts," North Carolina Council of Teachers of Mathematics Annual Meeting, Greensboro, NC, October 1998.

"Spatial Visualization in the Middle Grades," Carolinas Mathematics Conference, Charlotte, NC, October 23, 1997.

"Building a Foundation for the Concept of Integration in Calculus," National Council of Teachers of Mathematics Eastern Regional Conference, Baltimore, MD, October 10-12, 1996.

Prichard, M. K. (1996, April). Reshaping the Preparation of Teachers of Middle Grades Mathematics. Paper presented at the research pre-session to the annual meeting of the National Council of Teachers of Mathematics, San Diego, CA.

Prichard, M. K. (1990, April). Flexibility, reversibility, and generalizability: An exploration of students' understanding of calculus. Paper presented at the research pre-session to the annual meeting of the National Council of Teachers of Mathematics, Salt Lake City, Utah.

SELECTED GRANTS

Teaching Geometry and Measurement in CMS: Gr 3-5	1/99-5/00	Eisenhower Grant	\$30,000
Teach-Stat in Anson County	1/99-5/00	Eisenhower Grant	\$30,000
CMS Teach-Stat	1/98-4/99	Eisenhower Grant	\$30,000
Cabarrus-Stat: Teaching Statistics in Grades K-5	10/96-3/98	Eisenhower Grant	\$30,000
Mathematics Curriculum Pathways: A Collaborative Effort to Improve Mathematics Instruction	1/93-12/95	Knight Foundation	\$506,000
Metrolina Calculus Consortium: Implementing a Technology-Based Curriculum (With D. Royster)	8/92-8/94	NSF	\$153,484
Teach-Stat: A Statewide Implementation Project (UNC Charlotte Subcontract)	9/91-8/94	NSF	\$126,353

KIMBERLY J. HARTMAN, Ph.D.
Assistant Professor of Middle Grades Education, University of North Carolina at Charlotte

EDUCATION

- Ph.D. - Curriculum and Instruction
Specialization in Middle Grades Education and Teacher Education
University of North Carolina at Greensboro - August 1996
- MS - Educational Research, Testing and Evaluation
Florida State University - December 1992
- BS – Intermediate Education (Grades 4-9)
University of North Carolina at Greensboro - May 1981

NORTH CAROLINA LICENSURE

A Level: 4-6, Language Arts 6-9, and Social Studies 6-9
DSG Level: Curriculum and Instruction Supervision

UNIVERSITY LEVEL EXPERIENCE

- Assistant Professor and Middle Grades Coordinator, UNC-Charlotte 2000 - present
- Assistant Professor and Middle Grades Coordinator, Gardner-Webb University 1998-2000
- Assistant Professor, University of Nevada, Las Vegas 1997-1998

PUBLIC SCHOOL TEACHING EXPERIENCE

- Interdisciplinary Facilitator, Greensboro City Schools, Greensboro, NC 1993
- Teacher, Greensboro City Schools, Greensboro, NC 1990-1991
- Teacher, Randolph County, Asheboro, NC 1984-1990
- Teacher, Davidson County Schools, Lexington, NC 1981-1984

PUBLICATIONS (# denotes refereed publication)

Articles

- # Brown, K., An fara, V., Hartman, K., Mahar, R., & Mills, R. (in press—fall 2002). Professional Development of Middle Level Principals: Pushing the Reform Forward. *Leadership and Policy in Schools*.
- # Hartman, K., & Giorgis, C. (2001) Exploring maps through children’s literature. *Social Studies and the Young Learner* (3) 3 14-16.
- # Giorgis, C., & Hartman, K. (2001). Using picture books to support middle level curricula. *Middle School Journal* (31) 4 34-39.
- # Hartman, K., & Pollak, J. (1999). *The ABC’s of middle level teacher preparation*. *Schools in the Middle* 8(7) 22-27.
- # Hartman, K. (1998). A review of *The Courage to Teach*. (Palmer, P.) *Current Issues in Middle Level Education*.
- # Hartman, K., & Strahan, D. (1997). *How middle level-teachers communicate an ethos of caring to student teachers: A case study*. *Research in Middle Level Education Quarterly*, 20(1) 31-56.
- # Hartman, K. (1996). *Educational change and middle school improvement*. *Transcendence: The Journal on Emerging Adolescent Education*, 24(1) 9-15.

Book chapters

- # An fara, V., Brown, K., Hartman, K., Mills, R., & Mahar, R. (2002). The middle level principal: Preparation and knowledge for the 21st century. In V. An fara (Ed.) *The Handbook of Research in Middle Level Education*. CT: Information Age Publishing.

Conference proceedings

- # Hartman, K., & Pugalee, D. (in press). Quantitative Literacy: Using 2000 US Census Data in Middle Level Social Studies. *Conference Proceedings: AERA (2001) Research in Middle Level Education SIG*.

PRESENTATIONS (# denotes refereed presentation)

- # Hartman, K., Foster, C., & Lock, C. (to be presented November 2002). *Meeting the needs of lateral entry teachers: Strategies for administrators and mentors*. Research paper to be presented at the National Middle School Association (NMSA) Annual Meeting, Portland, OR.
- # Hartman, K., Pugalee, D., & Foster, C. (April, 2002). *Quantitative Literacy: Using 2000 US Census Data in Middle Grades Social Studies Classes*. Research paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- # Brown, K., An fara, V., Hartman, K., Mills, R., & Mahar, R. (2001, April). *Professional development of middle level principals: Pushing the reform forward*. Research paper to be presented at the American Educational Research Association (AERA) Annual Meeting, Seattle.
- # Hartman, K., Mills, R., & Mahar, R. (2000, November) *Significant learning experiences: Challenging and motivating young adolescents*. Research paper presented at the NMSA Annual Meeting, St. Louis.
- # An fara, V., Hartman, K., Mills, R., & Mahar, R., & Brown, K. (2000, April). *Interviews with middle school principals: What makes a good middle school*. Research paper presented at the American Educational Research Association (AERA) Annual Meeting, New Orleans.
- # Mills, R., & Hartman, K. (1999, November). *Great middle school principals: Teachers, student teachers, and students speak out*. Research paper presented at the National Middle School Association (NMSA) Annual Meeting, Orlando.

- # Hartman, K., Mills, R., Mahar, R., & Pollak, J. (1999, April). *Principals' voices: Effective middle schools*. Research paper presented at the American Educational Research Association (AERA) Annual Meeting, Montreal.
- # Hartman, K., & Pollak, J. (1998, November). *The ABC's of developmentally responsive middle schools*. Research paper presented at the National Middle School Association (NMSA) Annual Meeting, Denver.
- # Hartman, K. (1998, April). *Middle level student teachers' perceptions and practices of developmentally responsive instruction*. Research paper presented at the American Educational Research Association (AERA) Annual Meeting, San Diego.
- # Hartman, K. (1997, October). *Our kids are not standardized - Our expectations are not standardized: Teachers who make a difference*. Research paper presented at the National Middle School Association (NMSA) Annual Meeting, Indianapolis.
- # Hartman, K. (1997, October). *A shared vision: Preservice and supervising teachers committed to young adolescents*. Research paper presented at the National Middle School Association (NMSA) Annual Meeting, Indianapolis.
- # Hartman, K. (1997, March). *How middle-level teachers communicate an ethos of caring to student teachers: A case study*. Research paper presented at the American Educational Research Association (AERA) Annual Meeting, Chicago.
- # Hartman, K. (1996, April). Dissertation research selected to be presented in conjunction with the AERA Annual Meeting, Division K, Graduate Student Seminar, New York City.

GRANTS

- Hartman, K. (Fall, 2001). Principal Investigator. Curriculum School Reform Grant. University of North Carolina at Charlotte Charlotte Mecklenburg Schools, Hawthorne Middle School and the North Carolina Department of Public Instruction). *Comprehensive School Reform at Hawthorne Middle School*. Awarded \$96,000.
- Hartman, K. & Pugalee, D. (2001, Fall). University-Schools Teacher Education Partnership. (University of North Carolina at Charlotte, Randolph Middle School & Concord Middle School). *Developing Students' Quantitative Literacy*. Awarded \$3,000.
- Lambert, R. Principal Investigator & Hartman, K. Grant Evaluator (Spring 2001). Curriculum School Reform Grant. University of North Carolina at Charlotte, Charlotte Mecklenburg Schools, Hawthorne Middle School and the North Carolina Department of Public Instruction). *Evaluating Comprehensive School Reform at Hawthorne Middle School*. Awarded \$95,000.
- Hartman, K. Principal Investigator. Duke Energy Foundation Grant (1999). *Improving middle and secondary mathematics*. Awarded \$9,907.80.

SELECTED PROFESSIONAL SERVICE (most significant service)

- *President Elect and Program Chair* - American Educational Research Association (AERA) Research on Middle Level Education (RMLE) SIG (elected April, 2002)
- *Invited Committee Member* - AERA/SIG to meet with doctoral students across the US who are conducting research in middle grades education, to assist with dissertation research. (invited, 2002).
- *National Committee Member* to review research on middle level students achievement. MLRON (Middle Level Research Organization Network). (June 2001-present)
- *Secretary* – American Educational Research Association (AERA) Research on Middle Level Education (RMLE) SIG (2000 – August 2002).
- *Peer Review Committee*. United States Department of State: Teacher Exchange Program. (2000 –present).
- NCTEACH Site Co-coordinator
- Faculty Council Member representing the College of Education
- General Education Committee Member representing the College of Education
- Chair, Search Committee, Assistant Professor in Middle Grades and Secondary Social Studies Education.
- Undergraduate Student Awards Committee.
- North Carolina Middle School Mini-Grants Selection Committee
- Assistant Editor – *North Carolina Middle School Journal*
- Board Member – North Carolina Middle School Association
-

PROFESSIONAL ASSOCIATION MEMBERSHIPS

- American Educational Research Association (AERA)
- Research in Middle Level Education Special Interest Group (AERA/SIG)
- National Middle School Association (NMSA)
- North Carolina Middle School Association (NCMSA)
- Professors of Middle Level Education (POMLE)
- Association of Teacher Educators (ATE)
- National Council of Social Studies (NCSS)

Tina Lane Heafner
VITA

Department of Middle, Secondary, & K-12 Education
University of North Carolina at Charlotte
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Charlotte, NC 28223

College of Education
Phone: (704) 687-6194
Email: theafner@email.uncc.edu

EDUCATION:

- Ph.D. Curriculum and Teaching (Social Studies Education and Technology), August, 2002, University of North Carolina at Greensboro, Greensboro, North Carolina.
- M.A. Master of Arts in Education, Concentration in History, August, 1999, Wake Forest University, Winston-Salem, North Carolina.
- B.A. Bachelor of Arts in Social Studies Education, Minor in Mathematics, May, 1991, Wake Forest University, Winston-Salem, North Carolina.

EXPERIENCE:

Spring, 2002: Supervisor of Teacher-Learners, Guilford College, Greensboro, North Carolina.
Spring & Fall, 2001: Elementary & Middle School Social Studies Education Instructor, University of North Carolina at Greensboro, Greensboro, North Carolina.
2000-2002: PDS Co-Team Leader, University of North Carolina at Greensboro, Greensboro, North Carolina.
Summer, 2000: Educational Research Methodology Department Teaching Assistant, University of North Carolina at Greensboro, Greensboro, North Carolina.
1999-2000: Visiting Instructor of Education, Wake Forest University, Winston-Salem, North Carolina.
1998-1999: Graduate Assistant, Wake Forest University, Winston-Salem, North Carolina.
1991-1998: Secondary Social Studies Education Teacher and Coach, Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina.
1995-1998: Master Teacher Fellows Program Advisor, Wake Forest University, Winston-Salem, North Carolina.
1994-1998: Supervising Teacher for Wake Forest University Student Teachers, Wake Forest University, Winston-Salem, North Carolina.

PUBLICATIONS:

Heafner, T.L. (1998). Cooperative learning: The effect of gender and ability grouping. In L. McCoy (Ed.) *Studies in teaching; 1998 research digest* (pp. 66-70). Winston-Salem, NC: Wake Forest University.

Heafner, T.L. & McCoy, L.P. (2001). *Technology and the Academic and Social Culture of a University Campus. Proceedings of Society for Information Technology in Teacher Education 01*. Charlottesville, VA: Association for the Advancement of Computing in Education.

Heafner, T.L. (2002). *Social studies and technology: Teacher's perceptions of effective integration*. To be published in the Proceedings of Society for Information Technology in Teacher Education 01. Charlottesville, VA: Association for the Advancement of Computing in Education.

Heafner, T.L. (2002, March). *Practical Experiences: Teaching preservice teachers using technology*. To be published in the Proceedings of Society for Information Technology in Teacher Education 01. Charlottesville, VA: Association for the Advancement of Computing in Education.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONFERENCES:

Heafner, T.L. (2002, June). *Integrating Technology in Elementary Social Studies Methods*. Paper presented at National Educational Computing Conference, San Antonio, TX.

Heafner, T.L. (2002, April). *Powerful Methods: A Framework for Effective Technology Integration in Secondary Social Studies*. Paper presented at American Educational Research Association Annual Meeting, New Orleans, LA.

Miller, S., Heafner, T., & Massey, D. (2002, April). *High-school Teachers Attempt to Promote Self-regulated Learning: I may Learn from You, yet How do I do it?* Paper presented at American Educational Research Association Annual Meeting, New Orleans, LA.

Heafner, T.L. (2002, March). *Social Studies and Technology: Teacher's Perceptions of Effective Integration*. Paper presented at Society for Information Technology in Teacher Education International Meeting, Nashville, TN.

Heafner, T.L. (2002, March). *Practical Experiences: Teaching Preservice Teachers Using Technology*. Paper presented at Society for Information Technology in Teacher Education International Meeting, Nashville, TN.

Chant, R. & Heafner, T. (2001, June). *The Instructional Beliefs of Preservice Elementary Teachers and the Implication on Character Education*. Consortium for Social Responsibility and Character in Education Annual Meeting, Orlando, FL.

Bennett, K.R & Heafner, T.L.. (2001, April). *National Standards or Teachers' Standards: Whose Citizenship Education is being taught?* Paper presented at American Educational Research Association Annual Meeting, Seattle, WA.

McCoy, L. P., Heafner, T.L., Burdick, M.G., & Nagle, L.M. (2001, April). *Gender Differences in Computer Use and Attitudes on a Ubiquitous Computing Campus*. Paper presented at American Educational Research Association Annual Meeting, Seattle, WA.

Heafner, T.L. & McCoy, L. P. (2001, March). *Technology and the Academic and Social Culture of a University Campus*. Paper presented at Society for Information Technology in Teacher Education International Meeting, Orlando, FL.

Heafner, T.L. (2000, October). *Understanding Exceptional Children in the Elementary Classroom through Case Studies*. Paper presented at the School Science & Mathematics Association National Meeting, Albuquerque.

OTHER SCHOLARSHIP

Fall, 2000: Article Review, *American Educational Research Journal*

Fall, 2000: Article Review, *The Interactive Multimedia Electronic Journal of Computer-Enhanced Learning*

Consultant, *Comprehensive School Reform (CSR)*, Carver High School, North Carolina, Spring 2001-2002

Alison H. Heron

Assistant Professor
Department of Reading and Elementary Education
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte, North Carolina
28223
(704) 687-6195
ahheron@email.uncc.edu

EDUCATION:

- | | |
|-------|---|
| Ph.D. | Reading Education
The University of Georgia
Athens, GA
August 2002 |
| M.A. | Teaching of Writing, With Honors
Hofstra University
Hempstead, NY
December 1997 |
| B.S. | Secondary Education/English, With Honors
State University of New York at Plattsburg
December 1991 |

SCHOLARY INTERESTS: * Struggling Readers * Urban Education * Inquiry-Based Pedagogy * Professional Development in Content Area Literacy Instruction

RESEARCH AWARD: University of Georgia Graduate Research Award to Fund Dissertation Research, for the academic year 2001-2002

UNIVERSITY COURSES TAUGHT:

- Integrating Reading and Writing Across the Content Areas
- Foundations of Reading Education, K-12
- Content Area Reading in the Middle School
- Learning To Learn: Study Skills for College Students
- Adjunct Seminar in Study Strategies for Anthropology

MIDDLE AND SECONDARY TEACHING EXPERIENCE:

Brandon Hall School, Atlanta, GA: English Teacher, Grades Six, Ten, and Eleven 1996-1998.

Old Westbury School of The Holy Child, Old Westbury, NY: Language Arts Teacher, Grades Six, Seven, and Eight 1992-1995.

GRANT EXPERIENCE:

Research Assistant on Spencer Funded Research Project (1999).
Awarded to Donna E. Alvermann, University of Georgia. Study Title: *After-School Adolescent Book Clubs for 'At-Risk' Readers: Critical Media Literacy and the Public Library.*

PUBLICATIONS

Heron, A.H. Media Literacy (forthcoming). In B. Guzzetti (Ed.), *The Encyclopedia of Literacy.*

Alvermann, D.E., Hagood, M.C., Heron, A.H., Young, J.P., & Ricks, B. After-school literacy clubs: A mix of media, books and desires (2002). In R. Garner (Ed.), *Hanging out: Community-based after school programs for children.* Greenwood Press (Bergin & Garvey imprint).

Alvermann, D.E., & Heron, A.H. (2001). Literacy identity work: Playing to learn with popular media. *Journal of Adolescent and Adult Literacy, 45*(2), 118-122.

Heron, A.H., with The University of Georgia Doctoral Seminar in Reading Education (2001). Reading reading research: A multi-vocal review. *Reading Research Quarterly, 36*(1), 74-85.

PUBLICATIONS (In Review)

Heron, A.H. (2002). *Locating Interpretations: The social construction of historical knowledge in a college reading class.* Manuscript submitted for publication.

Heron, A.H. (2002). *A study of agency: Multiple constructions of choice and decision making in an inquiry-based summer school program for struggling readers.* Manuscript submitted for publication.

RECENT NATIONAL PRESENTATIONS

Heron, A.H. (2002, April). *A social constructionist analysis of the theoretical underpinnings of inquiry-based instruction.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Alvermann, D.E., Hagood, M.C., & Heron, A.H. (2002, April). *Switching places and looking to adolescents for the formation of standardizing practices of school literacies.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Francis, M.A., & Heron, A.H. (2002, January). *Researcher-participant relationships: Reflections on mismatched expectations.* Paper presented at the annual meeting of the Qualitative Interest Group, Athens, GA.

Heron, A.H. (2001, November). *Locating Interpretations: The social construction of historical knowledge in a college reading class.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

LISA DOYLE HOWLEY, PH.D.

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Cornelius, North Carolina 28031
(704) 894-9947
(704) 894-9948 (fax)

Office:

The University of North Carolina at Charlotte
Department of Educational Leadership
9201 University City Boulevard
Charlotte, North Carolina 28223
(704) 687-3211 (ldhowley@email.uncc.edu)

EDUCATION

- *Ph.D. in Educational Psychology* **May, 1999** **The University of Virginia**
- *M.Ed. in Educational Psychology* **August, 1995** **The University of Virginia**
- *B.S. in Psychology* **May, 1994** **The University of Central Florida**

PROFESSIONAL EXPERIENCE

August 2002-present **The University of North Carolina at Charlotte**
Assistant Professor of Education, Department of Educational Leadership

July 2002-present **The University of Virginia School of Medicine**
Assistant Professor of Research in Medical Education
Independent Research Faculty Member

1996-2002 **The University of Virginia School of Medicine**
Assistant Professor of Research in Medical Education
Director, Clinical Skills Training & Assessment Program, Department of Medical Education

TEACHING/CURRICULUM DEVELOPMENT

Assistant Professor. RSCH 6101: *Introduction to Educational Research*, The University of North Carolina at Charlotte, fall 2002.

Assistant Professor. RSCH 6110: *Descriptive and Inferential Statistics*, The University of North Carolina at Charlotte, fall 2002.

Adjunct Professor. *Educational Testing & Measurement*, The University of Virginia, Northern Virginia Graduate Education Extension Center, 1999-2000.

Workshop Co-Leader. Wilson, W., & Doyle, L. (1999, March). *Developing Effective Multiple-Choice Examinations for the Clinical Clerkship*. A workshop conducted at the Annual Conference of the Council on Medical Student Education in Pediatrics (COMSEP), Galveston, TX.

Workshop Leader. Doyle, L. (1997, September). *Training SPs to Give Constructive Feedback: A Workshop for Standardized Patient Educators*. Conducted at the Standardized Patient Educators Conference, University of Arkansas for Medical Sciences, Little Rock, AK.

Guest Speaker. *Alternative Careers in Education*, Teaching as a Profession, The University of Virginia, March 1997.

Teaching Associate. *Human Growth & Development*. The University of Virginia, Roanoke Graduate Education Extension Center, 1997.

Guest speaker. *Simulated Patients and the Medical School Curricula*. Undergraduate Pre-Med Honor Society, The University of Virginia, April 1998.

RESEARCH

PUBLICATIONS

- Juel, V., Doyle, L., & Miller, J. (2001). Medical student performance of neurologic versus non-neurologic physical examinations on standardized patient examinations. *Neurology*, 56 (supplement 3).
- Juel, V., Doyle, L., & Miller, J. (1999). Medical student performance on a simulated neurological patient evaluation before neurology clerkship. *Neurology*, 52 (supplement 2).
- Doyle, L (1999). Scoring and standard setting issues for a standardized patient examination: A summary. *The Pediatric Educator*, 6 (1).
- Doyle, L., Simons, D., & Murray, J. (1996). An instructional workshop designed to optimize the efficacy of the standardized patient. *IT Journal*, 3 (1).
- Doyle, L. (1999). *Psychometric Properties of the Clinical Practice and Reasoning Assessment*. Unpublished doctoral dissertation, The University of Virginia Curry School of Education, Charlottesville, VA.
- Doyle, L., Simons, D. & Murray, J. (1996). *Focusing Feedback on Interpersonal Skills: A Workshop Designed for Standardized Patients*. Independently published instructional manual, The University of Virginia, Charlottesville, VA.

CONFERENCE PRESENTATIONS (only selected refereed presentations listed)

- Howley, L. (2002, November). *Observation of students during clerkship rotations: A multi-year survey of student perceptions*. Abstract accepted for oral presentation at the annual conference of the Association of American Medical Colleges, San Francisco, CA.
- Doyle, L., & Kelly, J. (2000, November). *The Clinical Reasoning Exercise: An Authentic Extension to the Simulated Patient Encounter*. Exhibit presented at the annual session on Innovations in Medical Education, Association of American Medical Colleges, Chicago, IL.
- Doyle, L., Kelly, J. (2000, January). *The Clinical Practice and Reasoning Assessment: A Tabletop Demonstration*. Paper accepted for presentation at the annual Robert Wood Johnson Foundation Program Meeting, Tucson, AZ.
- Doyle, L. (1999, October). *The Content Validity of a Standardized Patient Assessment*. Abstract presented at the annual conference of the Association of American Medical Colleges, Washington, DC.
- VanVerst, M., Owen, J., & Doyle, L. (1996, November). *The Use of Standardized Patients in the Evaluation of a First Year Course in Medicine*. Poster accepted for presentation at the annual conference of the Association of American Medical Colleges, San Francisco, CA.

GRANTS AND CONTRACTS

Health Literacy Educational Materials: A Manual of Cases for Problem-Based Instruction & Assessment. *Josiah Macy, Jr. Foundation*. Lisa Doyle Howley, Principal Investigator, April 2002. Funds (\$18,500.) awarded May 2002 for 12-month period.

A Collaborative Project to Integrate the Use of Computers in Medical Practice and Education. *Hewlett Packard*. Lisa Doyle, Co-Principal Investigator (Dr. Claudette Dalton & Mr. John Jackson, Co-Principal Investigators). Thirty-five laptop computers awarded July 1999.

Tony E. Jackson
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Charlotte, NC 28215
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EDUCATION

Ph.D., University of California, Los Angeles
MA, University of Oregon
BA, University of South Carolina

EMPLOYMENT

University of North Carolina at Charlotte, Department of English
Associate Professor

RESEARCH

Book

The Subject of Modernism: Narrative Alterations in the Fiction of Eliot, Conrad, Woolf, and Joyce. University of Michigan Press, 1994.

Articles in Books

"A Furious Sleep: Chomsky's Linguistic Theory and Literary Criticism." With Christiane Bongarz. *Literature and Linguistics: Approaches, Models, and Applications.* Eds. Marion Gymnich, Ansgar Nünning and Vera Nünning. Wissenschaftlicher Verlag Trier. 2002. 37-46.

Selected Articles in Refereed Journal

"Issues and Problems in the Blending of Cognitive Science, Evolutionary Psychology, and Literary Study." Invited Response Essay for Special Issue *Literature, Culture, and the Cognitive Revolution.* *Poetics Today* 23:1, Spring 2002: 161-179.

"Narrative, Postmodernism, and the Cold War Sense of an Ending." *Narrative.* 8:3 (October 2000): 324-338.

"Questioning Interdisciplinarity: Cognitive Science, Evolutionary Psychology, and Literary Criticism." *Poetics Today.* 21:2 (Summer 2000): 319-347.

"*The Manchurian Candidate* and the Gender of the Cold War." *Literature/Film Quarterly.* 28.1 (January 2000): 34-40.

"The Desires of History, Old and New." *Clio: A Journal of Literature, History and the Philosophy of History.* 28.2 (Winter 1999): 169-187.

"Charles and the Hopeful Monster: Postmodern Evolutionary Theory in *The French Lieutenant's Woman.*" *Twentieth Century Literature* 43.2 (Summer 1997): 221-242.

"Science, Art, and the Ends of Knowledge: The Novels of John Banville." *Contemporary Literature* 38.3 (Fall 1997): 510-533.

"The Consequences of Chaos: *Cleopatra's Sister* and Postmodern Historiography." *Modern Fiction Studies* 42.2 (Summer 1996): 397-417.

"Nihilism, Relativism, and Literary Theory." *SubStance* 24.3 (Fall 1995): 29-48.

Work Forthcoming

"R. D. Laing, Doris Lessing and Cold War Madness." Forthcoming at *Lessing Studies.*

“‘Literary Interpretation’ and Cognitive Literary Studies.” Forthcoming at *Poetics Today*.

Selected Conference Presentations

“these flagging, foolish transcripts”: “Life,” Literacy, and Orality in *The Waves*.” Selected for the 2001 MLA session of the Virginia Woolf Society entitled “Woolf and the Unsayable.” December 30, 2001, New Orleans.

“Theoretical Ebbs and Flows: Poststructuralism, Cognitive Science and *The Waves*.” Invited speaker at Work of Fiction Conference, Tel Aviv, Israel, June 13, 2001.

“The Ends of Illocution: Literacy, Cognition, and the Novel.” Society for the Study of Narrative Literature Conference, Atlanta, April 8, 2000.

“The ‘Narrative’ of Cognitive Science.” Society for the Study of Narrative Literature Conference, Dartmouth College, April 1, 1999.

“Strained Relations: Literary Theory between Lacan and Cognitive Psychology.” Modern Language Association Convention, San Francisco, December 29, 1998.

“The Cold War Sense of an Ending: Secular Apocalypse and the Revelation of Narrative.” Society for the Study of Narrative Literature Conference, Northwestern University, April 4, 1998.

“Detonating the Nuclear Family: Motherhood and McCarthyism in *The Manchurian Candidate*.” Modern Language Association Convention, Toronto, December 28, 1997.

“Painting the Ends of Time: Art and History in *To The Lighthouse*.” Midwest Modern Language Association Convention, Chicago, November 8, 1997.

“From the *Origin of Species* to *The Sense of an Ending*: The Cold War and British Postmodernism.” Modern Language Association Convention, Washington DC, December 28, 1996.

“Charles and the Hopeful Monster: Evolution and Consciousness in *The French Lieutenant’s Woman*.” John Fowles Symposium, Lyme Regis, England, July 11, 1996.

“The British Novel and the History of the Cold War.” Twentieth Century Literature Conference, Louisville, February 19, 1996.

Selected Honors and Awards

First Harshini Dasilva Award for Graduate Mentoring, April 18, 2001.

Course Reductions for Research, UNC Charlotte English Department: Spring 1996, Spring 1997, Spring 1998, Fall 1999

Outstanding Mentor, Ronald E. McNair Post-Baccalaureate Achievement Program, 1997, 1998, 2000

Faculty Research Grants, UNC Charlotte: Summer 1995, 1996

Junior Faculty Support Grants, UNC Charlotte: Summer 1997, 1998

CURRICULUM VITAE

Phillip Eugene Johnson

Associate Professor of Mathematics
University of North Carolina at Charlotte

EDUCATION

B.S. (1959), Appalachian State University
M.A. (1966), American University
M.A. (1963), Ph.D. (1968), Vanderbilt University

PROFESSIONAL EXPERIENCE

1971- Present	Assistant/ Associate Professor of Mathematics 1990-98: Associate Director of Math/Science Ed Center 1989-1998: Program Director of Summer Ventures
1998-1999	Visiting (Adjunct) Associate Professor of Mathematics Appalachian State University
1988-1989	Resident Faculty Director for Kingston University Study Abroad Program, Kingston, England
1982-1983	Exchange Professor of Mathematics Kingston University, Kingston, England
1979-1980	Fulbright Professor and Chair, Department of Mathematics Cuttington University College, Liberia, West Africa
Spring 1973	Visitor at Cambridge University Doing Research in History of Mathematics Under the Direction of Derek T. Whiteside
Spring 1971	Visiting Assistant Professor of Mathematics Education North Carolina State University
1966-1971	Instructor/ Assistant Professor of Mathematics Vanderbilt University
1963-1965	Instructor of Mathematics University of Richmond
1960-1963	High School Mathematics Teacher Fredericksburg and Fairfax County, Virginia

RESEARCH: Twenty five journal articles and one book (A History of Set Theory, Boston: Prindle, Weber & Schmidt, 1972). The journal articles are in mathematics education and history of mathematics. History of Mathematics research is mainly in set theory and calculus.

GRANTS: Algebra I initiative, a Mathematics and Science Education Network State-wide project, 1991-1993. (\$250,000 total with \$16,200 for UNC Charlotte)

Knight Foundation Excellence in Education Program: Project Manager of Mathematics Pathways, a collaborative effort with UNC Charlotte, Charlotte-Mecklenburg Schools, and Central Piedmont Community College working to improve mathematics instruction K-16, with special emphasis on pre-algebra and algebra. (\$500,000)

Dwight D. Eisenhower Mathematics and Science Higher Education Program grants for improving mathematics instruction in high schools. Principal investigator of three projects and co-principal investigator of one project. (Total of \$128,308)

MASTERS' PROJECT SUPERVISION OR PARTICIPATION: Worked with three students in the past and am currently on one student's committee who is working on a project in the College of Education.

JEANNEINE P. JONES
Associate Professor of Education

EDUCATION

- Ed.D. Curriculum and Instruction, University of North Carolina at Greensboro, 1992
Content area: Literacy
- M.Ed. Middle Grades Education, University of North Carolina at Greensboro, 1988
Content area: English language arts
- B.A. English, Catawba College, Salisbury, NC, 1975

NORTH CAROLINA LICENSURE

- A Level: English Language Arts 6-9, Social Studies 6-9, English 9-12
G Level: English Language Arts 6-9

PROFESSIONAL EXPERIENCE

- 2000 - Chair of the Department of Middle Grades, Secondary, and K-12 Education
College of Education, University of North Carolina at Charlotte
- 1992 - Associate Professor of Middle Grades Education
College of Education, University of North Carolina at Charlotte
- 1991-92 Adjunct Professor of Education: Elon College, Elon College, N.C.
- 1978-91 Classroom Teacher: Language Arts and Social Studies
Western Middle School, Alamance County Schools, NC
- 1975-78 Classroom Teacher: Language Arts and Social Studies
Woodlawn Middle School, Alamance County Schools, NC

SELECTED RECENT SCHOLARSHIP

Articles in Refereed Journals (* denotes data-based research):

*Nichols, D., Jones, J.P., & Hancock, D. (in press, February 2003). Teachers' Influence on Goal Orientation: Exploring the relationship between eighth graders' goal orientation, their emotional development, their perceptions of learning, and their teachers' instructional strategies. *Reading Psychology*, 1 (24).

*Hancock, D.R., Nichols, D., Jones, J., Mayring, P., & Glaeser-Zikuda, M. (2000). The impact of teachers' instructional strategies and students' anxiety levels on students' achievement in eighth grade German and U.S. classrooms. *Journal of Research and Development in Education*, 33 (4), 232-240.

*Spooner, M., Nagle, J., White, R., Jones, J.P., & Baucom, L. (1998). When the phone rings: Responding to schools in crisis. *SRATE Journal*, 7 (2), 18-26.

Wood, K. & Jones, J.P. (1998). Using flexible grouping to include struggling learners in the classroom community: Group retellings. *Preventing School Failure*, 43 (1), 37-38.

Jones, J.P. (1997). The things that Tony taught me: A commentary on integrated curriculum. *Inquiry in Social Studies: Curriculum, Research, and Instruction*, 33 (1), 13-15.

Book Chapters (* denotes data-based research):

Jones, J.P. (in press). No room on the team: Embracing new relationships. In T. Dickinson & K. McEwin (Eds.). *Cases and Commentary: A Middle School Case Book*. Columbus, OH: National Middle School Association.

Jones, J.P. (2001). Establishing an effective writing program in your classroom. Boston, MA: Houghton Mifflin. (Opens the *Teacher's Resources Manual* for the HM English Language Arts series, grades 3-8.)

Jones, J.P. & Valentino, C. (2001). Establishing an effective writing program in your classroom. Boston, MA: Houghton Mifflin. (Opens the *Teacher's Resources Manual* for the HM English Language Arts series, K-2).

*Jones, J.P. (2001). Engineering success through purposeful articulation. In T. Dickinson, (Ed.). *Reinventing Middle Schools*. New York: Routledge Press.

Jones, J.P. (2000). Interdisciplinary units: An introduction to integrated curriculum in the intermediate and middle school. In K. Wood & T. Dickinson (Eds.). *Promoting Literacy in Grades 4-9: A Handbook for Teachers and Administrators*. Boston: Allyn & Bacon.

*Jones, J.P. (1999). Embracing the 21st century: Healthy lifestyles for young adolescents. In M.L. Calhoun and H. Melenk (Eds.). *Students at Risk: Educational Strategies in the United States and Germany*. Charlotte, NC: University of NC at Charlotte.

Conference Presentations (* denotes presentations grounded in data-based research)

*Jones, J.P., Hancock, D., Nichols, D., Von Rhoneck, C., Glaser-Zikuda, M., Laukenmann, & M., Hascher, T. (August 2001). Emotional and cognitive aspects of learning at school. Fribourg, Switzerland: 9th European Conference for Research on Learning and Instruction.

*Jones, J.P., Hancock, D., & Nichols, D. (June 2001). Emotional and cognitive aspects of learning at an American middle school. With C. Von Rhoneck, M. Glaser-Zikuda, & M. Laukenmann. Ludwigsburg, Germany: 2001 German-American Symposium.

*Jones, J.P., Hancock, D., Lunsford, R., & Nichols, D.W. (June 1999). Exploring the impact of emotional development on the academic achievement of eighth graders. With P. Mayring, C. von Rhoneck, & M. Glaeser-Zikuda. Ludwigsburg, Germany: 1999 German-American Symposium.

Jones, J.P. (1999). Integrating the curriculum to ensure literacy skills across content areas. With T. Dickinson, K. Wood, D. Butler, and others. Orlando, FL: National Middle School Association Conference. (assembly session)

Jones, J.P. (1999). Promoting literacy in the content areas: Integrating curriculum. With K. Wood, D. Lapp, J. Flood, N. Roser, and others. San Diego, CA: International Reading Association Conference. (symposium session)

Wood, K. & Jones, J.P. (1998). Strategies for ensuring the success of struggling readers in the classroom. Myrtle Beach, SC: College Reading Association Conference.

*Jones, J.P. (June 1997). Embracing the 21st century: Healthy lifestyles for young adolescents through enhanced social decision making. With J. Nagle, M.L. Calhoun, E. Schaffer, J. Finke, S. Gallagher, G. Sorenson, M. Yon, and others in *Students At-Risk: Teaching Diverse Learners*. Ludwigsburg, Germany: 1997 German-American Symposium.

*Strahan, D., Jones, J.P., Nadolny, C. & Potter, S.K. (1993). A study of ways young adolescents describe their decisions: Implications for curriculum integration. Atlanta, GA: AERA.

Grant Activities Funded:

Jones, J. & Concord Middle School. (2001-2003). *Implementing a balanced literacy program*. USTEP Partnership Grant: \$20,000.00

Hancock, D. & Jones, J.P. (2001-2002). A study of the impact of middle grades students' emotions and attitudes on school achievement. USTEP Partnership Mini-Grant: \$1000.00

Jones, J. & Concord Middle School. (2000-2001). *Designing a balanced literacy program*. USTEP Partnership Grant: \$15,000.00

Nason, P., Jones, J.P., Queen, A., & Rickelman, R. (1997-98). *Advancing "A vision of excellence: Middle grades education at the University of North Carolina at Charlotte."* UNCC Academic Program Improvement Grant: \$10,825.00.

Doctoral Committee Service:

Faris, G. (1999). Retrospective analyses of state assistance teams assigned to designated low-performing middle schools in North Carolina. Educational Leadership Dissertation. J. Testerman, Chair; Committee: C. Flowers, J. Jones, & G. Ingalls. UNC Charlotte.

Cockerham, T. (2002). Untitled. C. Lock, Chair; Committee: J. Jones, C. Flowers. UNC Charlotte.

Boysworth, E. (2003). Untitled. Chair, undecided; Committee: J. Jones, others undecided. UNC Charlotte.

McDonald, J. (2003). Untitled. D. Strahan, Chair; Committee: J. Jones, others undecided. UNC Greensboro.

CURRICULUM VITAE

CYRIL H. KNOBLAUCH 12434 Willingdon Road, Huntersville, NC 28078; 704-948-7370.

CURRENT POSITION: Professor and Chair, Department of English, University of North Carolina at Charlotte. 704-547-4200. Since 1998.

PREVIOUS POSITIONS: Interim Dean, College of Arts and Sciences, University at Albany, SUNY, 1995-98; Associate Dean, College of Arts and Sciences, 1994-95; Associate Dean of Undergraduate Studies, 1992-94. Professor of English, UAlbany, 1993-98; Associate Professor, UAlbany, 1982-93. Assistant Professor, New York University, 1979-82; Assistant Professor, Columbia University, 1974-79; Instructor, Brown University, 1972-74.

DEGREES: Ph.D., Brown University, 1973
M.A., Brown University, 1969
B.A., College of Saint Thomas (St Paul, MN), 1967.

SPECIALIZATIONS: Theory and history of rhetoric; literacy studies; pedagogy; writing program administration; eighteenth-century British literature.

BOOKS AND RESEARCH MONOGRAPHS:

1. Critical Teaching and the Idea of Literacy. Heinemann, Boynton/Cook, 1993. With Lil Brannon.
2. Teaching Literature in High School: A Teacher Research Project. In Publications of the Center for the Learning and Teaching of Literature. Office of Educational Research and Improvement (OERI): Washington D.C., 1989. 122 pp. With Lil Brannon, et al.
3. Rhetorical Traditions and the Teaching of Writing (Boynton/Cook, 1984). With L. Brannon.
4. The Writing Process: Discovery and Control (Houghton Mifflin, 1982). With A. D. Van Nostrand.
5. Functional Writing (Houghton Mifflin, 1978). With A. D. Van Nostrand.

OTHER PUBLICATIONS:

36 articles on rhetoric, composition, pedagogy, and eighteenth-century British literature.

PAPERS, LECTURES, PANELS:

61 papers at assorted universities and professional conferences.

TEACHING AND ADMINISTRATION

Courses Taught: 18th Century literature (graduate and undergraduate, surveys and seminars); introduction to literature, all genres; historical surveys of English literature; literary criticism, theory and history; introductory, advanced, and practical writing; humanities ("great books") seminars; history of rhetoric, graduate and undergraduate; contemporary rhetoric; composition theory; history of language theory; literacy theory; practicum in writing instruction; practicum in literature instruction; pedagogical theory; seminars in literary and composition research; writing-intensive courses.

3 years as interim dean of arts and sciences; 1 year as associate dean of arts and sciences; 2 years as associate dean of undergraduate studies; 4 years as department chair; 1 year as interim department chair, 17 years as writing program administrator.

COMMUNITY SERVICE

Member, Niskayuna Board of Education, New York State 1994--98

AWARDS, FELLOWSHIPS, GRANTS:

W. Ross Winterowd Award for Critical Teaching and the Idea of Literacy, 1994.

University at Albany President's Award for Excellence in Academic Service, 1993.

Finalist for Mina Shaughnessy Medal of Modern Language Association for Rhetorical Traditions and the Teaching of Writing, 1985.

THOMAS G. LUCAS

CURRICULUM VITAE

EDUCATION

University of Missouri-Columbia	1983	Ph.D.
University of Missouri-Columbia	1977	M.A.
Oklahoma Baptist University	1975	B.S.

PERSONAL

Date of birth: March 5, 1953 Place of birth: Wichita, Kansas

PROFESSIONAL EXPERIENCE

University of North Carolina at Charlotte, 1983–present
Assistant Professor, 1983-1990
Associate Professor, 1990-2000
Full Professor, 2000-present

PROFESSIONAL AFFILIATION

The American Mathematical Society

PUBLICATIONS AND RESEARCH

REFEREED PUBLICATIONS

- (1) “Two Annihilator Conditions: Property (A) and (a.c.),” Communications in Algebra, 14 (1986), 557–580.
- (2) “Some Results on Prüfer Rings,” Pacific Journal of Mathematics, 124 (1986), 333–343.
- (3) “Primary Decomposition in Mori Domains,” with E.Houston and T.Viswanathan, Journal of Algebra, 117 (1988), 327–342.
- (4) “Root Closure and $R[X]$,” Communications in Algebra, 17 (1988), 2393–2414.
- (5) “ t -Linked Overrings and Prüfer v -Multiplication Domains,” with D.E. Dobbs, E. Houston and M. Zafrullah, Communications in Algebra, 17 (1989), 2835–2852.

- (6) “Characterizing when $R[X]$ is Integrally Closed,” Proceedings of the American Mathematical Society, 105 (1989), 861–867.
- (7) “Characterizing when $R[X]$ is Integrally Closed II,” Journal of Pure and Applied Algebra, 61 (1989), 49–52.
- (8) “Valuation Rings and Integral Closure,” Canadian Mathematical Bulletin, 33 (1990), 327–330.
- (9) “ t -Linked Overrings as Intersections of Localizations,” with D.E. Dobbs, E. Houston and M. Zafrullah, Proceedings of the American Mathematical Society, 109 (1990), 637–646.
- (10) “On t -Linked Overrings,” with D.E. Dobbs, E. Houston, M. Roitman and M. Zafrullah, Communications in Algebra, 20 (1992), 1462–1488.
- (11) “The Complete Integral Closure of $R[X]$,” Transactions of the American Mathematical Society, 330 (1992), 757–768.
- (12) “Strong Prüfer Rings and the Ring of Finite Fractions,” Journal of Pure and Applied Algebra, 84 (1993), 59–71.
- (13) “The Ring of Finite Fractions,” Commutative Ring Theory (Fès, Morocco, 1992), 181–191, *Lecture Notes in Pure and Applied Mathematics*, 153, Marcel Dekker, 1994.
- (14) “Answer to a Question on the Principal Ideal Theorem,” with P.-J. Cahen and E. Houston, Zero-Dimensional Commutative Rings (Knoxville, TN, 1994), 163–166, *Lecture Notes in Pure and Applied Mathematics*, 171, Marcel Dekker, 1995.
- (15) “Duals of Ideals in Pullback Constructions,” with E. Houston, S. Kabbaj and A. Mimouni, Zero-Dimensional Commutative Rings (Knoxville, TN, 1994), 263–276, *Lecture Notes in Pure and Applied Mathematics*, 171, Marcel Dekker, 1995.
- (16) “Discrete Valuation Overrings of Noetherian Domains,” with P.-J. Cahen and E. Houston, Proceedings of the American Mathematical Society, 124 (1996), 1719–1721.
- (17) “The Radical Trace Property and Primary Ideals,” Journal of Algebra, 184 (1996), 1093–1112.
- (18) “The Special Trace Property,” with P.-J. Cahen, Commutative Ring Theory (Fès, Morocco, 1995), 161–172, *Lecture Notes in Pure and Applied Mathematics*, 185, Marcel Dekker, 1996.
- (19) “Duals of Ideals in Polynomial Rings,” with E. Houston, S. Kabbaj and A. Mimouni, Commutative Ring Theory (Fès, Morocco, 1995), 349–358, *Lecture Notes in Pure and Applied Mathematics*, 185, Marcel Dekker, 1996.
- (20) “The Integral Closure of $R(X)$ and $R\langle X \rangle$,” Communications in Algebra, 25 (1997), 847–872.
- (21) “Characterizing when $R(X)$ is Completely Integrally Closed,” Factorization in Integral Domains (Iowa City, IA, 1996), 401–415, *Lecture Notes in Pure and Applied Mathematics*, 189, Marcel Dekker, 1997.
- (22) “Skolem Properties, Value-Functions, and Divisorial Ideals,” with P.-J. Cahen, J.-L. Chabert and E. Houston, Journal of Pure and Applied Algebra, 135 (1999), 207–223.

- (23) “Trace Properties and Integral Domains,” with S. Kabbaj and A. Mimouni, Advances in Commutative Ring Theory, (*Fez, Morocco 1997*), 421–436, *Lecture Notes in Pure and Applied Mathematics*, 205, Marcel Dekker, 1999.
- (24) “When is the Dual of an Ideal a Ring?,” with S. Kabbaj, E. Houston and A. Mimouni, Journal of Algebra, **225** (2000), 429–450.
- (25) “Examples Built with $D+M$, $A+XB[X]$ and Other Pullback Constructions”, Recent Advances in Non-Noetherian Ring Theory, 341–368, Kluwer, Dordrecht, 2000.
- (26) “Nagata’s Principle of Idealization in Relation to Module Homomorphisms and Conditional Expectation”, with A. Lambert, Kyungpook Journal of Mathematics, **40** (2000), 327–337.
- (27) “ m -Canonical Ideals in Integral Domains II”, with V. Barucci, E. Houston and I. Papick, Ideal Theoretic Methods in Commutative Algebra, (*Columbia, MO 1999*), 89–108, *Lecture Notes in Pure and Applied Mathematics*, 220, Marcel Dekker, 2001.
- (28) “Integrality Properties in Rings with Zero Divisors”, Ideal Theoretic Methods in Commutative Algebra, (*Columbia, MO 1999*), 265–280, *Lecture Notes in Pure and Applied Mathematics*, 220, Marcel Dekker, 2001.
- (29) “Trace Properties and Pullbacks”, with S. Kabbaj and A. Mimouni, Communications in Algebra, to appear.
- (30) “Rings, Conditional Expectations and Localization”, Advances in Commutative Ring Theory, II (*Fez, Morocco 2001*), *Lecture Notes in Pure and Applied Mathematics*, Marcel Dekker, to appear.

INVITED LECTURES AND PAPERS

- (1) “Some Results on Prüfer Rings,” 1986 Piedmont Mathematics Conference, University of North Carolina at Charlotte, Charlotte, NC, March 1986.
- (2) “Some Results on Prüfer and pre-Prüfer rings,” 1986 Barrett Lectures, University of Tennessee, Knoxville, TN, March 1986.
- (3) “Characterizing when $R[X]$ is Integrally Closed, 841st Meeting of the American Mathematical Society, Knoxville, TN April 1988.
- (4) “The Ring of Finite Fractions,” Colloque International d’Algebre Commutative, Université de Fès, Fès, Morocco, April 1992.
- (5) “Strong Prüfer Rings and the Ring of Finite Fractions,” 99th Annual Meeting of the American Mathematical Society, San Antonio, TX, January 1993.
- (6) “Integral Closure of the Ring $R(X)$,” 879th Meeting of the American Mathematical Society, Knoxville, TN, March 1993.
- (7) “Integral Closure of $R(X)$ and $R\langle X \rangle$,” Colloque Algebre et Applications, Centre International de Rencontre Mathématique, Luminy, France, May 1993.
- (8) “The Radical Trace Property and Primary Ideals,” 898th Meeting of the American Mathematical Society, Hartford, CT, March 1995.
- (9) “The Special Trace Property,” Second International Conference in Commutative Algebra, Université de Fès, Fès, Morocco, June 1995.

- (10) "Characterizing when $R(X)$ is Completely Integrally Closed," 909th Meeting of the American Mathematical Society, Iowa City, IA, March 1996.
- (11) "Prüfer v -Multiplication Rings and the Ring of Finite Fractions," 1997 Annual Meeting of the American Mathematical Society, San Diego, CA, January 1997.
- (12) "Trace Properties and Integral Domains," International Workshop on Commutative Ring Theory, Université de Fès, Fès, Morocco, October 1997.
- (13) "Trace Properties and Pullbacks," 928th Meeting of the American Mathematical Society, Albuquerque, NM, November 1997.
- (14) "Trace Properties and Pullbacks," Dipartimento de Matematica, Università degli Studi Roma Tre, Rome, Italy, May, 1998.
- (15) "Krull Rings and the Ring of Finite Fractions," 936th Meeting of the American Mathematical Society, Winston-Salem, NC, October 1998.
- (16) "Integrality Properties in Rings with Zero Divisors," Ideal Theoretic Methods in Commutative Algebra, University of Missouri-Columbia, Columbia, MO, December 1999.
- (17) "Degree of Sharpness for a Prüfer Domain", Centennial Conference on Commutative Algebra, University of Nebraska at Lincoln, Lincoln, NE, April 2000.
- (18) "The $t\#$ and $t\#\#$ Properties for Integral Domains", Second International Encounter on Integer Valued Polynomials, Centre International de Rencontre Mathématique, Luminy, France, May/June 2000.
- (19) "Rings, Conditional Expectations and Localization", 962nd Meeting of the American Mathematical Society, New Orleans, LA, January 2001.
- (20) "Factoring of Ideals in Almost Dedekind Domains", Dipartimento de Matematica, Università degli Studi Roma Tre, Rome, Italy, May 2001.
- (21) "Rings, Conditional Expectations and Localization", Fourth International Conference in Commutative Algebra, University of Fez, Fez, Morocco, June 2001.
- (22) "Trace Properties and Integral Domains, II", 969th Meeting of the American Mathematical Society, Columbus, OH, September 2001.
- (23) "Divisorial Ideals in Rings with Zero Divisors", Dipartimento de Matematica, Università degli Studi Roma Tre, Rome, Italy, May 2002.
- (24) "The Mori Property in Rings with Zero Divisors", 2002 Algebra Conference, Venice International University, Venice, Italy, June 2002.

CURRICULUM VITAE
(Revised September, 1999)
RONALD F. LUNSFORD

CURRENT INFORMATION

Position Faculty Associate to the Provost and
Professor of English, The Univ. of NC at
Charlotte
Office Address Charlotte, North Carolina 28223
Home Address 1109 Rogers Lake Road
Kannapolis, North Carolina 28081
Phone (704) 932-4035

ACADEMIC TRAINING

Ph.D. The Florida State University, 1976,
Major: English Linguistics, Minor:
Rhetoric
M.A. The University of North Carolina at
Chapel Hill, 1971, Major: English
B.A. The University of North Carolina at
Charlotte, 1970, Major: English,
Minor: History

PROFESSIONAL EXPERIENCE

1998 to Present Faculty Associate to the Provost,
and Professor of English, University of
North Carolina at Charlotte
1991 to 1998 Professor and Chair, English Department,
University of North Carolina at
Charlotte
1986 to 1991 Professor and Head, English Department,
Southwest Missouri State University
July, 1986 Promoted to Professor of English,
Clemson University; left before assuming
rank
1981 to 1986 Associate Professor of English, Clemson
University
1976 to 1981 Assistant Professor of English, Clemson
University
1975 to 1976 Instructor in English, Clemson
University
1973 to 1975 Teaching Assistant in English,
The Florida State University
1971 to 1973 Instructor in English,
Clemson University

SELECTED PUBLICATIONS

Books

- Twelve Readers Reading: Responding to College Student Writing. Cresskill, NJ: Hampton Press, 1995.
(With Dr. Richard Straub)
- Noam Chomsky. New York: Twayne Publishers, 1994. (With Dr. Michael C. Haley)
- Research in Composition and Rhetoric: A Bibliographic Sourcebook. Westport, CT: Greenwood Press, 1984.
(Edited with Dr. Michael G. Moran)
- Writing: Discovering Form and Meaning. Belmont, CA: Wadsworth Publishing Co., 1984. (With Dr. Charles W. Bridges)
- Linguistic Perspectives on Literature. Boston: Routledge & Kegan Paul, 1980. (Edited with Dr. Marvin K. L. Ching and Dr. Michael C. Haley)

Chapters in Books

- "Modern Grammar and Basic Writers." Eds., Michael Moran and Martin Jacobi. Research in Basic Writing: A Bibliographic Sourcebook. Westport, CT: Greenwood Press 1990. 77-94.
- "Language and Linguistics." Eds., William Bate and Perry Frank. Handbook for the Study of the United States. Washington, D.C.: United States Information Agency, 1989. 70-74.
- "Planning for Spontaneity in the Writing Classroom and a Passel of Other Paradoxes." Ed., Charles W. Bridges. Training Teachers of Writing. Urbana, Ill: NCTE, 1986. 95-108.
- "Confessions of A Developing Writer." Ed., Tom Waldrep. Writers On Writing. New York: Random House, 1985. 173-180.
- "Byron's Spatial Metaphor: A Psycholinguistic Approach." Eds., Ronald F. Lunsford, Marvin Ching, and Michael, C. Haley. Linguistic Perspectives on Literature. 155-169.

"When Less is More: Principles for Responding in the Disciplines." Writing to Learn: Strategies For Assigning and Responding to Writing Across the Curriculum. Eds. Mary Deane Sorcinelli and Peter Elbow. San Francisco: Jossey-Bass, 1997. 91-104.

Refereed Articles

- "Recent Linguistic Theories and 'Style.'" Language and Style. 15 (1982): 118-132.
- "Kenneth Burke's Logological Analysis: A Heuristic for the Whole of the Writing Process." Arizona English Bulletin. 24 (1982): 66-79. (With Charles W. Bridges)
- "Metaphoric Language in the Poetry of Wallace Stevens and Robert Frost." The SECOL Bulletin. 4 (1980): 51-59.

Forthcoming

The Longwood Guide to Writing. Under contract with Allyn & Bacon, to be published in 1999. (With Charles W. Bridges)

James Holt McGavran, Jr., Professor of English

Degrees: B. A. College of Wooster, 1963; M. A. Columbia University, 1965; Ph. D., University of North Carolina at Chapel Hill, 1973

Variety of Courses Taught: Approaches to Literature, Modern Fiction, British Literature, the Romantic Era, the Wordsworths and Coleridge, Women Novelists, Modern British Fiction, Virginia Woolf, Introduction to English Studies, Romantic Gender Studies; team-taught interdisciplinary honors seminars in history and literature, the politics of gender; liberal studies course in 19c. Science and Literature (emphasis on Wordsworth and Darwin), The Idea of Nature

Special Teaching Projects: researcher-participant in National Endowment for the Humanities Grant, "Incorporating Cultural Pluralism and Women into the Curriculum," 1986, dir. Stan Patten; teacher-participant in National Endowment for the Humanities Grant, "The Teaching of Literature, Writing, and Critical Thinking" (working with K-12 teachers from Charlotte-Mecklenburg Public Schools), 1988-89, dir. Anita Moss; CID Grant for "The Idea of Nature," 1999-2000

Special Teaching Recognition: finalist, NationsBank Teaching Awards, 1995.

Publications (Selected, in chronological order, includes books, book chapters, and refereed articles):

"The 'Creative Soul' of The Prelude and the 'Sad Incompetence of Human Speech,'" Studies in Romanticism 16 (1977), 35-49.

"'Alone Seeking the Visible World': The Wordsworths, Virginia Woolf, and The Waves," Modern Language Quarterly 42 (1981), 265-91.

"Teaching Virginia Woolf in the University: A First Dose for Unwilling Undergraduates," CEA (College English Assn.) Forum 15 (1985), 7-9.

"'The Children Sport Upon the Shore': Romantic Vision in Two Twentieth-Century Picture-Books" (Maurice Sendak's Where the Wild Things Are and Robert McCloskey's Time of Wonder), Children's Literature Association Quarterly 11 (Winter 1986-87), 170-75.

"The Wordsworths and the Writing Process: Towards an Androgynous Rhetoric," CEA Forum 17-18 (1987-88), 5-10.

"Coleridge, the Wordsworths, and Androgyny: A Reading of 'The Nightingale,'" South Atlantic Review 53 (1988), 57-75.

"Dorothy Wordsworth's Journals: Putting Herself Down," The Private Self: Theory and Practice of Women's Autobiographical Writings, ed. Shari Benstock. Chapel Hill: U of North Carolina P, 1988, pp. 230-53.

"Xanadu, Somersetshire, and the Banks of the Wye: A Study of Romantic Androgyny" (a reading of "Tintern Abbey"), Papers on Language and Literature 26 (1990), 334-45.

Romanticism and Children's Literature in Nineteenth-Century England. Athens: U of Georgia P, 1991. As editor I collected and edited ten original critical essays; I wrote the introduction and the essay, "Catechist and Visionary: Watts and Wordsworth in 'We Are Seven' and the 'Anecdote for Fathers.'"

"Building Domes in Air: 'Kubla Khan' in the Introductory Literary Criticism Class," Approaches to Teaching Coleridge, ed. Richard Matlak. New York: MLA, 1991.

"Darwin, Coleridge, and 'The Thorn,'" The Wordsworth Circle 25 (1994), 118-22.

"Glossing Over the Ancient Mariner: Perversion, Panic, and Collage-Texts," The Wordsworth Circle 26 (1995), 162-64.

"Defusing the Discharged Soldier: Wordsworth, Coleridge, and Homosexual Panic," Papers in Language and Literature 32 (1996), 147-65.

Literature and the Child: Romantic Continuations, Postmodern Contestations. Iowa City: U Iowa P, 1999. As editor I collected and edited eight original essays for this volume, including the introductory essay on Calvin and Hobbes, "'It's a magical world, Hobbes, ol' buddy' . . . Crash!" and the essay "Wordsworth, Lost Boys, and Romantic Hom(e)ophobia."

"Insurmountable Barriers to Our Union": Homosocial Male Bonding, Homosexual Panic, and Death on the Ice in *Frankenstein*," European Romantic Review 11 (2000), 46-67.

"Gender Fluidity and Nature Writing: William Wordsworth and Edward Abbey," The Wordsworth Circle 33 (2002), 47-52.

Current Research Interests: Romanticism, Gender Studies, Ecocriticism

University Service:

UNCC Faculty President, 1987-88; numerous department, college, and university committees. **Assistant Dean of Arts and Sciences, 1988-93:** duties included liaison with interdisciplinary programs and with College of Education, editing of newsletter, and assistance with departmental self-studies. **Graduate Coordinator, Department of English, 1997-2000. Interim Chair, Department of dance and Theatre, 2000-02.**

Margaret P. Morgan

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Charlotte, NC 28213
704-549-5728
mpmorgan@email.uncc.edu

Department of English
University of North Carolina
Charlotte, NC 28223-0001
704-687-4210

EDUCATION

Ph. D.: Rhetoric and Composition, Purdue University, West Lafayette, IN 1988
Post-M.A. Study, University of California, Berkeley, CA; Virginia Polytechnic
Institute, Blacksburg, VA 1975-1979
M.A. English, University of Maryland, College Park, MD 1971
B.A. English, Kean University, Union, NJ 1969

AWARDS

Finalist, 1997 Nationsbank Award for Teaching Excellence, September 1997

Participant, Academic Leadership for Women, UNC Chapel Hill, Fall 1998

PROFESSIONAL EXPERIENCE

Teaching Experience

University of Maryland, College Park, MD 1969-1971
Graduate Assistant, 1969-1971
George Mason University, Department of English, Fairfax, VA 1971-1975
Instructor, 1971-1975
Purdue University, Department of English, West Lafayette, IN 1980-1987
Graduate Assistant, 1980-1987
University of North Carolina at Charlotte, 1987-Present
Lecturer, 1987-1989 Assistant Professor, 1989-1995 Associate Professor, 1995-Present
Clemson University, Clemson, SC Visiting Associate Professor 2001-2002

Recent Administration in Higher Education

Interim Director, University Writing Programs, UNC Charlotte, 1992-1993
Director of Rhetoric and Writing, English Dept., UNC Charlotte, 1994-Present

PROFESSIONAL SERVICE

Executive Board, Council of Writing Program Administrators, 2001-2003.

RECENT PUBLICATIONS AND RESEARCH

Books

Morgan, Meg, John McNair, and Deborah S. Bosley, eds. *Strategies for Technical Communication: A Collection of Teaching Tips*. Arlington, VA: Society for Technical Communication, 1994.

Recent Publications (Book Chapters and Referred Articles)

Morgan, Meg. "Teaching the Resume as a Technical Document," *Technical Communication* 37.4 (1990): 436-438. Reprinted in *Strategies for Technical Communication: A Collection of Teaching Tips*. Ed. Meg Morgan, John McNair,

Deborah S. Bosley, Arlington, VA: Society for Technical Communication, 1994: 5-7.

Morgan, Meg. "Women as Emergent Leaders in Student Collaborative Writing Groups." Special Issue: "Collaboration and Change in the Academy." Ed. David Bleich. *Journal of Advanced Composition* 14.1 (1994): 203-219.

Bosley, Deborah S. and Meg Morgan. "A Dialog on Collaboration." *Bulletin of the Association for Business Communication* 57.1 (1994): 53-55.

Morgan, Meg. "Voices in the News." *Voices on Voice: Perspectives, Definitions, Inquiry*, Ed. Kathleen Blake Yancey. Urbana, IL: NCTE, 1994: 97-110.

Morgan, Meg. "Evaluating Technical Communication Programs: Collaborating for Quality." *Theory, Practice, and Program Design in Technical Communication: Foundations for Teaching an Emergent Discipline*. Eds. Katherine Staples and Cezar Ornatowski. Greenwich, CT: Ablex, 1997: 317-330.

Morgan, Meg. "The Crazy Quilt of Writing Across the Curriculum: Achieving WAC Program Assessment." *WAC and Program Assessment: Diverse Methods of Evaluating Writing Across the Curriculum Programs*. Eds. Kathleen Yancey

and

Brian Huot. Greenwich, CT: Ablex, 1997: 141-158.

Yancey, Kathleen Blake and Meg Morgan. "Reflective Essays, Curriculum, and the Scholarship of Administration: Notes towards Administrative Scholarly Work." *The Writing Program Administrator as Researcher: Inquiry in Action and Reflection*. Eds. Shirley K. Rose and Irwin Weiser. Portsmouth, NH: Boynton-Cook, 1999: 81-94.

Morgan, Meg. "The GTA Experience: Grounding, Preparing, Evaluating, Reflecting." *The WPA Handbook*. Ed. Theresa Enos and Stuart Brown. Erlbaum, forthcoming, 2002.

Other Publications

Morgan, Meg. *Instructor's Guide* to accompany the *Prentice Hall Handbook for Writers*, 12th Edition, 1995.

Recent Papers Presented

"Transformative Practices: Using Program Assessment as (Part-time) Faculty Development," with Kathleen Blake Yancey, Council on Writing Program Administration, West Lafayette, IN, July 1999.

"What Happens when the Generation X Professor Meets the Millennial Student and the Antediluvian Administrator: Paths that Clash or Converge?" with Jay Jacoby

(Chair, Art Department) and Charlynn Ross (Director, University Learning Center), Professional and Organizational Development (POD), Split Rock, PA, October 1999.

“Re-imagining Teaching Practice, Curricular Innovation, and Writing Development Through Program Assessment,” Conference on College Composition and Communication, Minneapolis, April 2000.

“FYC, WAC, and Program Assessment: How Faculty Outside English Re/View First Year Composition.” WPA, July 2000 (with Kathleen Yancey).

“Program Assessment, Teaching Assistant Training & Writing Faculty Development: Inter-links for Quality,” NCTE, Utrecht, The Netherlands, August 2000.

“From Faculty to Interim Administrator: A Viable Career Path? AAHE, Tampa, FL, February 2001.

Work in Progress

Arguing about Literature. Textbook under contract to Prentice Hall. expected publication date, 2003.

FUNDED RESEARCH

Faculty "A National Survey on Ways of Evaluating Technical Communication Programs,"

Research Grant, UNC Charlotte, 1995 \$4,000

"Mainstreaming ESL Students into First Year Writing Courses," Institute for University and College Teaching, Western Carolina University Fall 1994-Spring 1995

RECENT FUNDED PROGRAM DEVELOPMENT

Curriculum and Instructional Development Grant (CID), UNC Charlotte

Faculty • 2000: to develop Rhetoric and Writing Web Site and First-year Writing Handbook

• 2001: to reassess the Technical/Professional Writing Program curriculum using surveys

Academic Program Improvement Grant, UNC Charlotte 1995-96

• to provide 20 hours of training for first year writing teachers in a revised curriculum in teaching argumentation \$11,200

Academic Program Improvement Grant, UNC Charlotte 1996-97

• to assess the revised ENGL 1102 and to provide training for faculty and program assessment of ENGL 1103. \$10,126

Academic Program Improvement Grant, UNC Charlotte 1997-98

• to provide training for ENGL 1101 faculty and to assess the ENGL 1101 curriculum through the reading of student writing. \$17,430

Academic Program Improvement Grant, UNC Charlotte 1998-99

• to assess first-year writing courses using faculty from across the curriculum. \$16,460

PROFESSIONAL ORGANIZATIONS

National Council of Teachers of English (NCTE)

College Composition and Communication (CCC)

Council on Programs in Scientific and Professional Communication (CPTSC)

Council of Writing Program Administrators (WPA)

ABBREVIATED VITA

Maryann Mraz

University of North Carolina at Charlotte
College of Education
Department of Reading and Elementary Education
Charlotte, NC 28269
(704) 547-3849
memraz@email.uncc.edu

EDUCATION

<i>Date</i>	<i>Institution</i>	<i>Degree</i>
2002	Kent State University Kent, Ohio Major: Curriculum and Instruction, Emphasis, Literacy Dissertation: <i>Factors that Influence Policy Decisions in Literacy: Perspectives of Key Policy Players</i>	Ph.D.
1989	John Carroll University University Heights, Ohio	M.Ed.
1985	John Carroll University University Heights, Ohio	B.A.

PROFESSIONAL WORK EXPERIENCE – HIGHER EDUCATION

2002-Present	<i>Assistant Professor</i> University of North Carolina at Charlotte Department of Reading and Elementary Education
1999-2002	<i>Teaching Fellow,</i> <i>Editorial Assistant, <u>Journal of Literacy Research</u></i> Kent State University, Department of Teaching, Leadership, and Curriculum Studies
2000	<i>Adjunct Faculty</i> Ursuline College School of Graduate Studies

1992-1995 *Adjunct Instructor*
Notre Dame College of Ohio

SCHOLARLY PUBLICATIONS

Chapters

Vacca, J., & Mraz, M. (2002). Professional development. In Wepner, S., Feeley, J. F., and Strickland, D. (Eds.). *The administration and supervision of reading programs*. NY: Teachers College Press.

Refereed Articles

Mraz, M., Dodds-Kinner, J., Gruhler, D., McKeon, C., Newton, E., Padak, N., & Peck, J. (2001). The principals' FAQ project: Research-based answers to parents' questions. *College Reading Association Yearbook*.

Mraz, M. (200). The literacy program selection process from the perspective of school district administrators. *Ohio Reading Teacher*, 34, 2, 40-48.

Book Reviews

Mraz, M. (in process). Literacy practices as social arts: Power, status, and cultural norms in the classroom [book review]. *Journal of Literacy Research*, 35.

Instructional Materials

Mraz, M. (in process). *Instructor's manual and test bank for Vacca and Vacca, Content area reading: Literacy and learning across the curriculum*. Boston, MA: Allyn & Bacon.

NATIONAL PRESENTATIONS

Professional development strategies for classroom teachers: Implementing action research. International Reading Association Convention, SIG Session. May, 2003.

Writing for the Journal of Literacy Research: Advice from the Editors. National Reading Conference. December, 2002. (with Nancy Padak, Tim Rasinski, and others).

Seeking a position in higher education: Perspectives from an interviewer and interviewee. Speaker, College Reading Association Conference. October, 2002. (with Bob Rickelman).

No school left behind: Administering and supervising reading programs, K-12. Speaker, International Reading Association Convention. April, 2002.

AWARDS

Kent State University, College and Graduate School of Education
Outstanding Achievement in Leadership Award
2002 Student Award

Wanda K. Nabors

Office: Department of Mathematics, Fretwell 390 E., University of North Carolina at Charlotte
Charlotte, NC 28223, 704-847-4755, e-mail: w Nabors@carolina.rr.com

EDUCATION

- Ph. D. The University of Georgia
(2000) Department of Mathematics Education, Athens, GA.
- M. S. Department of Mathematics, University of Notre Dame,
South Bend, Indiana.
Additional Graduate Work: One academic year, Mathematics
Department, Ohio State University, Columbus, Ohio.
- B. S. Department of Mathematics, East Carolina University, Greenville, North Carolina.
Freshman Year of College: Flora MacDonald College, Red Springs, North Carolina.

EXPERIENCE

- Assistant Professor:** The University of North Carolina at Charlotte (2000-present)
Taught math and math education courses: MATH 1100: college algebra
MATH 2341/5341: math content course in algebra for middle school preservice and
inservice math teachers. MAED 3232: methods course for middle school teachers
MATH 3103: technology course for algebra for secondary teachers

Graduate Assistant: College of Education, University of Georgia, Athens, GA

I. Research Assistantships:

Georgia Initiative in Mathematics and Science, a. Partners in Education (1994 –
1995) Supervisors: Dr. Tom Reeves and Dr. Mike Hale
Helping elementary inservice teachers become proficient in computer
Technology, b. Alternative Teacher Education Program (Spring, 1995)
Supervisor: Dr. Frances Hensley, School-based research focused on

elementary

inservice teachers' use of technology in their classrooms. Observed and
interviewed elementary inservice teachers. Coded and analyzed data.

II. Supervisory Assistantships: College supervisor of middle school and secondary school
preservice teachers (Winter 1996 - Spring 1997) Supervisors: Dr. Ed Davis, Dr. Pat
Wilson and Dr. Jeremy Kilpatrick.

III. Teaching Responsibilities: Graduate assistant for middle school methods class taught by
Dr. Ed Davis. Compiled manual for Geometer's Sketch Pad for Dr. McKillop's middle
school preservice teachers.

Researcher: Hilsman Middle School, Athens, GA. (with S. Abramovich).

The Use of Computer Technology in Teaching Word Problems in
the Middle School.

Adjunct Faculty: Queens College, Charlotte, NC.

Taught a course in Finite Mathematics for two terms.

Sales Representative: Litton Industries Mini-Computer Division for 3 years

Instructor (full-time): Mathematics Department, The University of North Carolina at Charlotte
Taught the following courses over a period of six years: (college algebra for

non-

math majors, 1st college algebra course for math majors, 2nd college algebra
course for math majors, linear algebra, statistics, probability, calculus for non-
math majors calculus for math majors and courses in FORTRAN

Instructor (full-time): The University of South Carolina, Columbia, SC.

Taught the following courses for an academic year College algebra,

trigonometry

and calculus.

Graduate Assistant: Math Department, Ohio State University

Conducted twenty minute question and answer session after each closed –circuit Math 101 lecture by the professor for an academic year.

Graduate Fellow: Mathematics Department, The University of Notre Dame, South Bend, Indiana

Teacher (full-time): Henrico High School, and Fairfield Junior High School, Richmond, VA.

RESEARCH ACTIVITIES

1. Papers in Journals

Nabors, W. (1997) Spreadsheets as generators of new meanings in middle school algebra. (1997). In D. L. Johnson, C. D. Maddux, L. Liu (Eds.) *Using technology in the classroom* (pp. 13-25). Binghamton, NY: The Haworth Press, Inc. (co-author S. Abramovich).

Nabors, W. (1998) Enactive approach to word problems in a computer environment enhances mathematical learning for teachers. *Journal of Computers in Mathematics and Science Teaching*, 17 (2/3), pp. 161-180. (co-author S. Abramovich)

Nabors, W. (1997) Spreadsheets as generators of new meanings in middle school algebra. In D. L. Johnson, C. D. Maddux, L. Liu (Eds.) *Using technology in the classroom* (pp. 13-25). Binghamton, NY: The Hawthorne Press, Inc. (co-author S. Abramovich)

2. Papers in Refereed Proceedings

Nabors, W. (1996) Exploring algebraic word problems through computer-based manipulatives and diverse technology. (1996). In B. Robin, J Price, J. Willis, and D. A. Willis (Eds.), *Technology and Teacher Education Annual, 1996*, (pp. 235 - 239). Charlottesville, VA: Association for the Advancement of Computing in Education. (co-author S. Abramovich).

Nabors, W. (1996) Enactive environments for problem solving: Manipulatives versus equations. Poster Session at the 18th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (co-author S. Abramovich)

Nabors, W. (1996) Alternative learning environments for algebra. (1996) In M.C. Borba, T.A. Souza, B. Hudson, J. Fey (eds.) *The Role of Technology in the Mathematics Classroom. Proceedings of Working Group 16 at the 8th International Congress on Mathematics Education*, pp. 39-52. Rio Claro: UNESP - State University of Sao Paulo. (co-author S. Abramovich)

Nabors, W. (2002). On the Path to Proportional Reasoning: The Case of Michael. *Proceedings of the twentieth-sixth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, v.3, pp. 385-392.

3. Paper and poster presentations at professional meetings

Nabors, W. (1996). Exploring algebraic word problems through computer-based manipulatives and diverse technology. In B. Robin, J Price, J. Willis, and D. A. Willis (Eds.), *Proceedings of the Seventh International Conference of the Society for Information Technology and Teacher Education*. (pp. 235 - 239). Charlottesville, VA: Association for the Advancement of Computing in Education. (co-author S. Abramovich)

Nabors, W. (1996). Using spreadsheet-based iconism and induction in teaching algebraic word problems (1996). In R. Rojano and L. Radford (Eds.), *Proceedings of the Eighteenth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. (p 586). Columbus, OH: ERIC Clearinghouse for Science, Mathematics and Environment Education. (co-author S. Abramovich)

Nabors, W. (1996). Enactive environments for problem solving: Manipulatives versus equations. Poster Session at the 18th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (co-author S. Abramovich)

Nabors, W. (1997). Alternative learning environments for algebra. In M. C. Borba, T. A. Souza, B. Hudson, J. Fey (eds.) *The Role of Technology in the Mathematics Classroom. Proceedings of Working Group 16 at the 8th International Congress on Mathematics Education*, pp. 39-52. Rio Claro: UNESP – State University of Sao Paulo. (co-author S. Abramovich)

Nabors, W. (2001). ON THE PATH TO PROPORTIONAL REASONING. A paper presented at the NC State Mathematics Conference-2001: A Mathematics Odyssey on June 29, 2001.

Nabors, W. (2002). ON THE PATH TO PROPORTIONAL REASONING: A paper presented at the 2002 AERA meeting held in New Orleans. It was presented to the SIG or Special Interest Group for Research in Mathematics Education.

Nabors, W. (2002) ON THE PATH TO PROPORTIONAL REASONING: THE CASE OF MICHAEL. *Proceedings of the twentieth-sixth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* v.3, pp. 385-392.

4. Other research-related activities

Attended the 2001 annual meeting of AERA in Seattle, WA.

May of 2002, participated in a week long session in Chapel Hill, NC preparing the curriculum for three courses to serve as the basis for preparing teachers to be nationally certified. I participated in the Algebra/Number section and was told that my expertise and research in proportional reasoning was very

much appreciated. This group consisted of not only math educators from around the state, but also middle school math teachers. More insight into the employment of research grants was also gained. Reviewer for the 2002 and 2003 sessions of the AERA conference; chair of a research paper session at the PME26 conference, 2002, Norwich, UK.

Jeff Passe, Ph.D.
Professor

EDUCATION

Ph.D.	University of Florida	1982	Curriculum and Instruction
M.Ed.	University of Florida	1976	Elementary Education
B.A.	SUNY-Albany	1974	Social Studies Education

PROFESSIONAL EXPERIENCE

1998-	Professor of Education University of North Carolina at Charlotte
1993-1998	Associate Professor of Education University of North Carolina at Charlotte
1986-93	Assistant Professor of Education University of North Carolina at Charlotte.
1982-86	Assistant Professor of Education Shepherd College, West Virginia
1976-81	Classroom teacher, Fourth Grade, Idylwild Elementary School, Gainesville, Florida.

SELECTED RECENT SCHOLARSHIP/PUBLICATIONS

Books

Passe, J. (1998) Elementary School Curriculum (2nd Edition.) Madison, WI: Brown & Benchmark.

Passe, J. (1996) When Students Choose Content: A Guide to Increasing Motivation, Autonomy, and Achievement. Thousand Oaks, CA: Corwin Press. (DB)

Books Under Contract

Passe, J. (Under Contract) Developing Active Citizens Through Social Studies. Boston: McGraw Hill.

Book Chapters

Passe, J. (1997) Developing current events awareness in children. In M. Haas & M.A. Laughlin (Eds.) Meeting the standards: Social studies readings for K-6 educators. Washington, DC: NCSS.

Passe, J. (1997) Citizenship education: Its role in improving classroom behavior. In M. Haas & M.A. Laughlin (Eds.) Meeting the standards: Social studies readings for K-6 educators. Washington, DC: NCSS.

Passe, J. and Evans, R. (1996) Discussion leadership in an issues-centered classroom. In Evans, R. and Saxe, D. (Eds.) Handbook on Teaching Social Issues. Washington, DC: National Council for the Social Studies, 81-88.

Journal Articles

Passe, J. (2002) Like it or not: Social educators must keep up with popular culture. *Social Education*, 66 (4), 234.

Passe, J. (2001) Social education vs. vocational education: Can they coexist? *The Social Studies*, 92 (2), 79-83.

Passe, J. (1999) The value of teaching values. Social Education, 63(2), 124-125.

Passe, J. (1994) Media literacy in a global age. Social Studies and the Young Learner, 6(4), 7-9. (R)

Passe, J. and Beattie, J. (1994) Social studies instruction for students with mild disabilities: A progress report. Remedial and Special Education, 15(4), 227-233. (R)(DB)

Passe, J. (1991) Citizenship knowledge in young learners. Social Studies and The Young Learner, 3, 15-17.(R)

National and International Refereed Presentations

- Passe, J. & Rock, T. (2002) Integration of technology in elementary social studies teacher education: Adapting a curricular model. Presentation to the International Society for Technology in Teacher Education. Nashville.
- Passe, J. & Rock, T. (2001) The changing focus on technology in elementary social studies methods: An analysis. Presentation to the National Council for the Social Studies, Washington.
- Passe, J. (2001) Mirrored reflection: Looking into social studies practice. Presentation to the National Council for the Social Studies, Washington.
- Passe, J. (2000) Sinking and swimming: Issues for beginning social studies teachers. Presentation to the National Council for the Social Studies, San Antonio.
- Passe, J. & Wilen, W. (2000) Classroom discussion: Challenges and solutions. Paper presented to the International Conference on the Social Studies, Calgary.
- Passe, J. (1998) What to do when voices rise? Leading a contentious discussion. Presentation to the National Council for the Social Studies, Anaheim, CA. Refereed.
- Passe, J. (1998) The value of teaching values. Paper presented to the National Congress on Public Education, Arlington, VA. Non-refereed (invited address.)

State and Regional Refereed Presentations

- Passe, J. (2002) Using social studies to improve classroom behavior – and vice versa. Paper presented to the Annual Meeting of the North Carolina Council for the Social Studies; Greensboro.
- Passe, J. & Cline, S.P. (2001) Using newspapers and current events to improve reading: An investigation. Paper presented to the Annual Meeting of the North Carolina Council for the Social Studies; Greensboro.
- Passe, J. & Marquardt, C. (2001) Historical fiction : Can it help/ Who benefits ? Paper presented to the Annual Meeting of the North Carolina Council for the Social Studies; Greensboro.

FUNDED RESEARCH

- 2002 - Awarded Project Impact grant to study technology integration in social studies, Amount \$1500.
- 2001 - Awarded Project Impact grant to integrate technology in social studies teacher education, Amount \$3000
- 2001 - Awarded University Curriculum Improvement grant to restructure technology instruction in teacher education. Amount \$8300
- 2001 - Awarded mini-grant by University-School Teacher Education Partnership, UNC-Charlotte, Amount \$900
- 2000 - Awarded mini-grant by University-School Teacher Education Partnership, UNC-Charlotte, Amount \$820
- 1996 - Awarded UNCC Faculty Research Grant for “Using Technology to Build a Global Integrated Curriculum,” Amount \$2256.
- 1996 - Awarded Small Grants School-Based Research Program Grant for “Using Technology to Build a Global Integrated Curriculum,” Amount \$5000.

Malin Pereira
1828 Cumberland Avenue
Charlotte, NC 28203
Phone 704 687-4207 / Fax 704 687-3961
Email mpereira@email.uncc.edu

EDUCATION

Ph.D., English, University of Wisconsin-Madison, 1992
Minor: Afro-American Studies
M.A., English, University of Wisconsin-Madison, 1986
B.A., English and Psychology, University of Wisconsin-Madison, 1984, with distinction

EMPLOYMENT

University of North Carolina at Charlotte, English Department
Undergraduate Coordinator, 1999-present
Associate Professor, 1998-present
Assistant Professor, 1992-1998

University of Wisconsin-Madison, Afro-American Studies Department
Lecturer, Spring 1992

RESEARCH

Books:

Rita Dove's Cosmopolitanism. Forthcoming, University of Illinois Press, 2002.

Embodying Beauty: Twentieth-Century American Women Writers' Aesthetics. In series *Literary Criticism and Cultural Theory: The Interaction of Text and Society*. New York: Garland Publishing (Routledge), 2000.

Chapters in Books:

"Works by and about Pauline Hopkins." *The Unruly Voice: Rediscovering Pauline Elizabeth Hopkins*, Ed. John Cullen Gruesser. Chicago: University of Illinois Press, 1996. 221-230.

"Toni Morrison's *Tar Baby*: Re-Figuring the Colonizer's Aesthetics." *Cross-Cultural Performances: Differences in Women's Re-Visions of Shakespeare*, Ed. Marianne Novy. Chicago: University of Illinois Press, 1993. 137-149.

Articles and Notes in Refereed Journals:

"'When the pear blossoms / cast their pale faces on / the darker face of the earth': Miscegenation, the Primal Scene, and the Incest Motif in Rita Dove's Work." *African American Review* 36.2 (Summer 2002): 195-211.

"Periodizing Toni Morrison's Work from *The Bluest Eye* to *Jazz*: The Importance of *Tar Baby*." *MELUS: The Journal of the Society for the Study of the Multi-Ethnic Literature of the United States* 22.3 (Winter 1997): 71-82.

"Be(e)-ing and 'Truth': Toni Morrison's Signifying on Sylvia Plath's Bee Poems." *Twentieth Century Literature* 42.4 (Winter 1996): 526-534.

"Re-Wrighting *Native Son*: Gwendolyn Brooks' Domestic Aesthetic in *Maud Martha*." *Tulsa Studies in Women's Literature* 13.1 (Spring 1994): 143-145.

"'And All the Interests Are Vested': Canon-Building in Recent Morrison Criticism." *Modern Fiction Studies: Toni Morrison Double Issue* 39.3&4 (Fall/Winter 1993): 781-794.

"Out of Sight: Toni Morrison's Revision of Beauty." *Black American Literature Forum* 24.4 (Winter 1990): 775-789.

"Transforming the Monomyth: The Female Quest for Self in *The Color Purple*." *The University of Mississippi Studies in English New Series* 7 (1989): 239-242.

Note: All publications prior to 1997 were published under the name Malin LaVon Walther.

Interviews:

With Rita Dove. *Contemporary Literature* 40.2 (Summer 1999): 183-213.

Invited Addresses:

Paper, "A Portrait of the Artist as a Cultural Mulatto: Rita Dove's 'The Spray Paint King.'" The George Moses Horton Society for the Study of African American Poetry. Chapel Hill, NC, April 3-5, 1998.

Keynote Address, "'No more dreams of safety': The Limits and Possibilities of the Body and Geography." The University of Cincinnati Graduate Conference. Cincinnati, OH, April 15, 1995.

Papers Presented at Conferences:

"I Got Mine, But What About the Others? A Personal View of Parental Leave," presented at the Modern Language Association conference. New Orleans, LA, Dec. 27-30, 2001.

"Rita Dove's Blues," presented at the Twentieth-Century Literature Conference. Louisville, KY, Feb. 23-25, 2001.

"Migrating Between Black and White Worlds: The Cultural Mulatto in Rita Dove's *The Yellow House on the Corner*," presented at the MELUS conference. Nashville, TN, March 18-21, 1999.

"Rita Dove's *The Darker Face of the Earth*: An African American Primal Scene and the Birth of the Cultural Mulatto," presented at the Twentieth-Century Literature Conference. Louisville, KY, February 26-28, 1998.

"Negotiating Blackness: Rita Dove and the African American Literary Tradition," presented at the First International MELUS Conference. Honolulu, April 18-20, 1997.

"Audre Lorde's *Zami*: Lesbian Narrative and the Pygmalion Model," presented at the MELUS Conference. Greensboro, NC, April 5-6, 1996.

"*Tar Baby* as Multicultural Text: Toni Morrison's Dialogue with Sylvia Plath's Bee Poems," presented at the College Language Association Conference. Daytona Beach, FL, April 1-3, 1993.

Work in Progress:

Interview with Cyrus Cassells. Editing in progress.

"Teaching African American Literature." Article in revision for *College English*.

A Story to Pass On: Violence and Healing in African American and South African Literatures. Book manuscript in development.

TEACHING

Graduate Courses Taught: Teaching African American Literature, Contemporary African American Poetry (published in 1980s and 1990s), Twentieth-Century African American Poetics, Rita Dove, African American Literary Theory and Criticism, Modernist American Poetry, Major Black Poets: Hughes, Brooks, Baraka, and Dove, Introduction to English Studies.

M.A. and Doctoral Directed Readings, Theses, and Dissertations: Graduate Directed Reading on Gwendolyn Brooks; M.A. thesis committees: Feminist Science Fiction, Sylvia Plath and Anne Sexton, Gwendolyn Brooks, three in creative writing; Doctoral dissertation committee: Elva C. Cooper, Ed.D.

HONORS AND AWARDS

National Endowment for the Humanities Summer Research Fellowship, 2000, for Rita Dove book project.

"Outstanding Mentor," Ronald E. McNair Post-Baccalaureate Achievement Program: 1995 and 1997.

THERESA R PEREZ
Department of Middle Grades, Secondary, and K-12 Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D. 1980 Stanford University	Curriculum and Teacher Education
M.A. 1975 California State University, Fresno	Linguistics, Bilingualism (Graduated with distinction)
B.A. 1969 California State University, Fresno	Spanish

License

California State Standard Secondary Teaching Credential; Spanish and History

PROFESSIONAL EXPERIENCE

1998-present	Professor of English as a Second Language UNC Charlotte, College of Education Department of Middle, Secondary and K-12 Education
1986-1998	Professor, California State University, Fresno School of Education and Human Development
1985-1986	Visiting Scholar , Stanford University School of Education: Center for Complex Instruction
1979-1983	California State University, Fresno School of Education and Human Development Director, Title VII Bilingual Teacher Education Project
1980-1985	California State University, Fresno Associate Professor, School of Education and Human Development
1976-1979	Stanford University Research Assistant, Status Equalization Project, Center for Educational Research
1977-1978	Stanford University Research Assistant, La Chicana Research Project, Undergraduate Studies
1976-1978	Stanford University Teaching Fellow, Chicano Fellows Program
1971-1979	California State University, Fresno Lecturer/Assistant Professor, La Raza Studies Program
1968-1970	Kerman Floyd Unified School District, Teacher 7th and 8th grade students in Language Arts and Spanish
1989-1990	California State University, Fresno Instructor Summer Bridge Program.

Recent master's research projects directed:

- Lara Christie: *Developing academic language in adult ESL students*
- Naila Muffley: *Effectively teaching the adult second language learner: Adopting specific theories, methods, and andragogical roles*
- Emily White: *A self-study of teacher expectations*
- Susan Nguen: *A portfolio*
- In addition to chairing the foregoing committees, served on nine TESL Master's committees and directed three comprehensive examinations.

Recent dissertation service:

Hinson, W. *ESL performance as related to scheduling and teacher certification*. Dissertation Committee: A. Queen, J. (chair) R. Algozzine, C. Thompson & T. Perez. UNC Charlotte

SELECTED RESEARCH

Book

Perez, T. et al. (1991). *Portraits of Mexican Americans: Pathfinders in the Mexican American community*. Good Apple Publications.

Book chapter

Cohen, E., Briggs, D., Filby, N., Chin, E., Quintanar, R., Male, M., Mata, S., McBride, S., Perez, T., & Swanson, P. (In press). Teaching demanding strategies for cooperative learning: A comparative study of five teacher education programs. (To be published by Teachers College Press as a chapter in an anthology).

Articles in refereed journals

Perez, T. & Gonzalez, B. (Fall, 1996). Training and supervising beginning teachers. *Research in Educational Management* (Chinese publication).

Perez, T. & Garcia, F., Jr. (Summer, 1981). An organizational model for school change: Implications for inservice bilingual teacher education. *California Journal of Teacher Education*, Vol. VIII, No. 3.

Invited Articles

Perez, T. (1995). Language acquisition/bilingual education: Critical issues. A focus paper published in *Multicultural Education Infusion Center: Summary of Focused Dialogues*. San Diego State University, College of Education Multicultural Education Center.

Technical Reports

*Perez, T. (1996-1997). *Math Matters Evaluation Report*. With R. Bohlin & C. F. Bohlin. Report prepared for the California Department of Education, and National Science Foundation (NSF).

*Perez, T. (Principal investigator). (1993-1994). *Title VII Project Evaluation: Final Report 1993-1994*. With B. Gonzalez & J. Gonzalez. Fresno, CA: Fresno County Schools Office of Education. (Also 92-93, 91-92)

Invited Editorial Assignments

Editorial Board, *Journal of the Association of Mexican American Educators*. (1990-1995).

Associate Editor, *Campo Libre, Journal of Chicano Studies*. (1980-1983).

Selected Conference Presentations

Perez, T. (2001). Emergent themes from a multicultural education focus group study. With Nassar-McMillan, S. San Antonio, Texas: American Counseling Association's Annual Meeting. (paper presentation)

Perez, T. (2000). Identifying at risk behaviors in children. California State University, Fresno: 5th Annual Interprofessional Collaboration Conference on school violence.

Perez, T. (2000). Effective teachers for all students. With Locklear, Z., Shorter, S., and others. Greensboro, S C.: Closing the Achievement Gap: Improving Minority and At Risk Student Achievement Conference IV, North Carolina. State Board of Education and the Department of Public Instruction.

Perez, T. (1999). Complex instruction: Sociological theory in practice, working for equity of learning opportunities. With N. Ellis, C. Rathbone, & A. Whyte. Ellenville, NY: Northeastern Educational Research Assn. 3rd Annual Conference. (paper presentation)

Perez, T. (1996). Language acquisition, bilingual education: What are the critical issues? San Diego, CA: Multicultural Infusion Center.

Perez, T. (1994). Complex instruction: A key to providing equal access to the curriculum with students of diverse social and academic background. With S. Mater, M.

Perez, T. (1993). Improving migrant student achievement through complex instruction. With S. Mata. San Francisco, CA: California State Department of Education Staff Development Conference.

Perez, T. (1991). Preparing educators for the culturally and linguistically diverse school: the professional development center. With B. Stone. Chicago, IL: American Educational Research Association Conference. (paper presentation)

JOHN A. PIEL

Associate Professor (1994)
 Tenured (1994)
 Initial Faculty Appointment (1988)
 Program: Elementary Education

PROFESSIONAL PREPARATION

<i>Undergraduate Institution</i>	<i>Major</i>	<i>Degree/Year</i>
The University of Northern Colorado	Elementary Education	B.A./1971
<i>Graduate Institutions</i>		
The University of Northern Colorado	Elementary Education	M.A./1976
The Florida State University	Child Dev/Math Ed.	Ph. D. 1980

APPOINTMENTS

1988-present	The University of North Carolina at Charlotte, College of Education Department of Reading and Elementary Education Associate Professor, 1996-present Department of Curriculum and Instruction Associate Professor, 1994-1996 Assistant Professor, 1988-1994
1986-1987	Ohio University, Department of Curriculum and Instruction Associate Professor
1981-1986	Idaho State University, College of Education Associate Professor (tenured), 1986 Assistant Professor, 1981-1986
1981	Chadron State College, Division of Education and Psychology Assistant Professor

PUBLICATONS

- Green, M., & Piel, J. A. (2002). *Theories of human development: A comparative approach*. Allyn & Bacon: Needham Heights, MA.
- Piel, J.A. & Green, M. (1998). CAMMP: The guide of Math & Science Reform, 1998. The Annenberg/CPB Math and Science Project, 6th Edition. Annenberg, MD.
- Piel, J. A., Gretes, J. A., & Green M. (1994). Computer applications and manipulative mathematics program (CAMMP): Connecting NCTM standards to teacher practice. Journal of Technology and Teacher Education, 2(3), pp. 281-292.
- Piel, J. A. and Green, M. (1994). An elementary school/university partnership: Implementing NCTM standards. North Carolina Association for Supervision and Curriculum Development Journal, (pp. 57-60), Greenville, NC: NCASCD.

Piel, J. A., & Green, M. (1994). De-mystifying division: The convergence of quantitative and referential meaning. Focus on Learning Problems in Mathematics, 16(1), 44-50.

Synergistic Activities

Green, M., & Piel, J. A. (2001). *Lead teacher manual for the CAMMP program*. Charlotte, NC: CAMMP, Inc.

Piel, J. A., & Green, M. (2000). *Manual for the comprehensively applied manipulative mathematics program*. Charlotte, NC: CAMMP, Inc.

CAMMP recognized as an exemplary university-school, collaborative teacher training model. Cited in *Changing Course: Teacher Education Reform at State Colleges and Universities* (pp. 207-208), 1996, American

Piel, J. A., & Green, M. Reforming elementary math education: The Comprehensively Applied Manipulative Mathematics Program (CAMMP). Invited keynote address, Southeast Regional Visions in Education Conference, Mobile, AL, February 4-7, 1997.

Piel, J. A. and Green, M. (1994). An elementary school/university partnership: Implementing NCTM standards. North Carolina Association for Supervision and Curriculum Development Journal, (pp. 57-60), Greenville, NC: NCASCD.

Collaborators & Other Affiliations

Dr. Michael Green
University of North Carolina Charlotte
9201 University City Blvd.
Charlotte, North Carolina, 28223

Dr. John Gretes
University of North Carolina Charlotte
9201 University City Blvd.
Charlotte, North Carolina, 28223

Dr. Cecelia Toole
Elementary and Special Education
MTSU Box 69
Jones Hall 251
Middle Tennessee State University
Murfreesboro, TN 37132

David Pugalee
Department of Middle, Secondary, and K-12 Education

EDUCATIONAL BACKGROUND

- 1995 Ph.D. University of North Carolina at Chapel Hill, Department of Curriculum and Instruction, Concentration in Mathematics Education
- 1992 MS North Carolina Central University, Department of Mathematics and Computer Science, Concentration: Mathematics
- 1990 MEd University of Southern Mississippi, Department of Educational Administration and Supervision, Concentration: Curriculum and Supervision
- 1982 BS Lee College, Cleveland, TN, Department of Behavioral and Social Sciences, Concentration: psychology
Magna Cum Laude

EXPERIENCE

- 1997-Present Assistant Professor (Mathematics and Technology Education, Educational Research)
Dept. of Middle, Secondary, and K-12 Education, University of North Carolina at Charlotte
Coordinator of Super Competition (math, physics, chemistry): Center for Mathematics, Science, and Technology Education, 1999-2001;
Director, Summer Ventures in Mathematics and Science: Center for Mathematics, Science, and Technology Education, 1998-2001.
- 1995 to 1997 Assistant Professor (Mathematics Education, Educational Research)
Dept. of Teacher Education/Middle-Secondary, Saginaw Valley State University
- 1987-1990 Instructor (part time)
Vance-Granville Community College, Henderson, NC
- 1985-1995 Mathematics Teacher
Granville County Schools, Oxford, NC
- 1984-1985 Academic Dean and Mathematics Teacher
Meadowood School, Richmond, VA
- 1983-1984 Mathematics and Sciences Department Chair and Teacher
Warwick Schools, Richmond, VA
- 1982-1083 Classroom Teacher – Grades 3 and 4
Mt. View School, Oak Hill, WV

SELECTED RECENT PUBLICATIONS

Books

- Friel, S. N., Rachlin, S., & Doyle, D. with Nygard, C., Pugalee, D., & Ellis, M. (2001). *Navigating through algebra in grades 6-8*. Reston, VA: National Council of Teachers of Mathematics.
- Nesbit, K., Wallace, J., Pugalee, D. K., Miller, A. C., and DiBiase, W. J. (Eds.). (2001). *Developing teacher leaders in science and mathematics: The role of professional development*. Columbus, OH: ERIC Center for Mathematics, Science and Environmental Education.

Book Chapters

- Pugalee, D. K., Frykholm, J., and Shaka, F. (2001). Diversity, technology, and policy: Key considerations in the development of teacher leadership. In K. Nesbit, J. Wallace, D.K Pugalee, A. Miller & W. J. DiBiase (Eds.). *Developing teacher leaders in science and mathematics: The role of professional development*. Columbus, OH: ERIC Center for Mathematics, Science and Environmental Education.
- Palmer, W. S. and Pugalee, D. K. (1999). Language instruction in the next millennium. In B. Day (Ed.), *Teaching and learning in the new millennium*. Indianapolis, IN: Kappa Delta Pi. (Invited).
- Pugalee, D. K. (1999). Designing and using alternative assessment in mathematics In T. Sills-Briegel et. al, (Eds.), *Practicing what we preach: Preparing middle level educators*, New York, Falmer Press. (Refereed)

Pugalee, D. K. (1998). Multicultural literature and mathematical connections: Bridges to span mathematical understanding in a diverse world. In J. E. Brown & E. C. Stephens (Eds.), *United in diversity: Multicultural young adult literature*. Urbana, IL: National Council of Teachers of English. (Invited).

Articles

Pugalee, D. K. (in press). "Algebra for all?": A study of the role of technology and constructivism in an algebra course for at-risk students. *Preventing School Failure*. (Refereed)

Pugalee, D. K. Planning, implementing, and assessing communication in middle school mathematics. *The North Carolina Middle School Association Journal*, 21 (Spring 2001), 2-7.

Pugalee, D. K. Using communication to develop students' mathematical literacy. *Mathematics Teaching in the Middle School*, 6 (January 2001), 297-299. (Invited)

Pugalee, D. K. (1999). Constructing a model of mathematical literacy for a new century. *The Clearing House*, 73(1), 19-22. (Refereed)

Pugalee, D. K. (1999). Secondary students' definitions of equation: Constructing meaning in a symbol rich environment. *Proceedings of the Twenty-first Annual Meeting of the Psychology for Mathematics Education*, Volume 3, 512.

Pugalee, D. K., DiBiase, W. J., & Wood, K. D. (1999). Writing and the development of problem solving in mathematics and science. *Middle School Journal*, 30(5), 45-49. (Invited).

Pugalee, D. K. & Malloy, C. (1999). Teachers' actions in community problem solving. *Mathematics Teaching in the Middle School*, 4(5), 296-300. (Refereed)

SELECTED RECENT PRESENTATIONS

Pugalee, D.K. (2001, April). *Examining gender, race, and ses in NAEP mathematics extended response items*. Annual meeting of the American Educational Research Association, Seattle, WA.

Pugalee, D. K. (2001, April). *Helping students write better mathematically*. National Council of Teachers of Mathematics, Orlando, FL.

Nesbit, K., Frechtling, J., Wallace, J. D., Pugalee, D. K., Even, R., DiBiase, W. (2001, March). *Teacher Leadership in Science and Mathematics: Research Perspectives*. Symposium presented at the National Association for Research in Science Teaching, St. Louis.

Pugalee, D. K. (2001, January). *Developing links between mathematics, science, and literacy*. Joint Meeting of the Association of Mathematics Teacher Educators & Association of Educators of Teachers of Science, Costa Mesa,

Adey, P., Nesbit, C., Pugalee, D. K., & Wallace, J. (2000, May). *Math and science teacher leaders: A vision for promoting school change*. Paper presented as part of research session of the Cognitive Acceleration Convention 2000, Wolverhampton, United Kingdom.

Pugalee, D. K. (2000, April). *A comparison of pre-service teachers views on race relations*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Pugalee, D. K. (1999, January). *Multicultural contributions to mathematics*. Paper presented at the meeting of MSEC Pre-College Program Parent Workshop, Charlotte, NC. (Invited).

GRANTS

Pugalee, D. K. (2001-2002). USTEP Partnership (University of North Carolina at Charlotte). "Connections: A U-STEP Collaborative Between UNC Charlotte and Randolph Middle School." Funded \$20,000.

Pugalee, D. (Summer, 2001). University of North Carolina at Charlotte Junior Faculty Summer Fellowship Grant. Funded \$3500.

Wallace, J., Pugalee, D. and Douville, P. (Spring 2000). Dwight D. Eisenhower Professional Development Program for Institutions of Higher Education and Nonprofit Organizations. "Leaders in Inquiry Using Networks to build Content Connections in Science." Funded \$90,000.

Pugalee, D. K. (Fall, 1999). U-STEP Faculty Research Grant. "Using Technology to Promote Higher Order Thinking in Middle School Mathematics." Funded \$900.

Pugalee, David K. & Cifarelli, Vic., (Spring 1999). Dwight D. Eisenhower Professional Development Program for Institutions of Higher Education and Nonprofit Organizations funded "Tools for Developing Mathematical Thinking: Improving the Mathematical Performance of Iredell-Statesville Students in Grades 3-5." Funded \$30,000.

JAMES ALLEN QUEEN

EDUCATION

Ed. D.	1978	University of Virginia Charlottesville, Virginia	Curriculum Theory and Educational Leadership
M.S.	1974	Western Carolina University Cullowhee, North Carolina	Middle School Social Studies and Science
B.S.	1973	Western Carolina University	Elementary Education

CURRENT NORTH CAROLINA LICENSURE

Superintendent, Curriculum Specialist III, School Principal, Elementary, Middle School: Social Studies and Science

PROFESSIONAL EXPERIENCE

2000-Present	Professor and Chairperson, Department of Educational Administration, Research, and Technology, College of Education, The University of North Carolina at Charlotte.
1998-2000	Associate Professor and Interim Chairperson, Department of Educational Administration, Research and Technology, College of Education, The University of North Carolina at Charlotte.
1996-1998	Assistant Professor of Education, Department of Middle, Secondary and K-12 Education, College of Education, The University of North Carolina at Charlotte
1992-1996	Assistant Professor of Education, Department of Curriculum and Instruction, College of Education, The University of North Carolina at Charlotte
1986-1991	Principal, Derita Elementary School, Charlotte-Mecklenburg Schools, North Carolina Adjunct Professor, Departments of Curriculum and Instruction, The University of North Carolina at Charlotte and The University of South Carolina
1984-1986	Principal, North Elementary School, Kings Mountain, North Carolina Adjunct Professor, Department of Curriculum and Instruction, The University of North Carolina at Charlotte
1979-1984	Chairperson, Director of Teacher Education, Associate Professor (tenured), Department of Education, Gardner-Webb University.
1978-1979	Director of Student Teaching and Field Experiences, Assistant Professor, Gardner-Webb University
1975-1978	Graduate Assistant and Instructor, University of Virginia
1972-1975	Classroom Teacher, Elementary School, Middle School, and High School in Haywood and Jackson Counties in North Carolina

SELECTED RECENT PUBLICATIONS

BOOKS

- Queen, J. A., & Allen, L. A., & Burnham, J. F. (2004). *The principal as master teacher*. Needham Heights, MA: Allyn & Bacon (Contracted)
- Peel, H.A. and Queen, J.A. (2003). *The principal as leader for student achievement*. New York: Eye on Education. (Contracted)
- Edwards, B. A., & Queen, J. A. (2002). *Using multicultural literature to teach k-4 social studies: A thematic approach*. Needham Heights, MA: Allyn & Bacon.
- Queen, J. A. (2002). *School transitions from the middle to senior high*. New York: Eye on Education Press.
- Queen, J. A. (2002). *The block scheduling handbook*. Thousand Oaks, CA: Corwin Press.
- Queen, J. A. (2002). *The RCM Handbook*. Charlotte, NC: Writer's Edge Press.
- Queen, J. A., Burrell J., & McManus, S. (2000). *Planning for instruction: A guide*. Columbus, OH: Merrill/Prentice Hall.
- Queen, J. A., & Gaskey, K.A. (2000). *Steps for improving school climate in block scheduling*. In *Hot Topics, Block scheduling: Restructuring the school day* (pp. 253-6). Bloomington, IN: Phi Delta Kappa.
- Queen, J. A. (1999). *Curriculum practice in the elementary and middle school*. Columbus, OH: Merrill/Prentice Hall.

JOURNAL ARTICLES

- Jenkins, E.D., Algozzine, R.F. and Queen, J.A. (In press). To block, or not to block? *The Journal of Educational Research*
- Jenkins, E.D., Queen, J.A. and Algozzine, R. F. (2001). What's new on the block? *The NAASP Bulletin*, 85(625), 56-61.
- Queen, J. A. (2000). Block scheduling revisited. *Phi Delta Kappan*, 82(3), 214-223.
- DiBiase, W. J., & Queen, J. A. (1999). Middle school social studies on the block. *The Clearing House*, 72(6), 377-384.
- Queen, J. A., & Algozzine, R. F. (1999). First year teachers and block scheduling. *The NAASP Bulletin*, 83(603), 100-103.
- Queen, J. A., Algozzine, R. F., & Eaddy, M. A. (1998). Implementing 4 x 4 block scheduling: Pitfalls, promises, and provisos. *The High School Journal* 81,(2), 107-114
- Queen, J. A., & Gaskey, K. A. (1997). Ten steps for improving school climate in block scheduling. *Phi Delta Kappan*, 79(2), 158-161.
- Queen, J. A., & Gaskey, K. A. (1996). Future perspectives of diversity in the schools. *North Carolina ASCD Journal*, 1-10.

CONFERENCE PRESENTATIONS

- Queen, J.A. (2002). *Future Directions for Preparing Principals for School Achievement*. Paper to be presented at the annual meeting of The American Association of Colleges for Teacher Education, New York.
- Queen, J. A., & Burnham, J. H. (2001). *Responsible Discipline and Safe Schools*. Paper presented at the meeting of the National Conference for Alternatives to Suspensions, Orlando, FL.
- Queen, J. A., & Eaddy, M.A. (2000, March). *Responsible discipline for safe schools*. Seminar presented at the Annual Conference for the Association of Supervision and Curriculum Development, New Orleans, LA.
- Queen, J. A. (1999, March). *IMPACT: Increasing maximum performance and achievement through creative teaching*. Sponsored/Invited Speaker for Prentice Hall at the Annual Conference for Heald Colleges, San Francisco, CA.
- Queen, J. A. (1998, February). *Preparing teachers for responsible classroom management*. Seminar presented at the Annual Conference for the Association of Teacher Educators, Dallas, TX.
- Queen, J. A. (1997, October). *Responsible classroom management in North Carolina*. Keynote Speaker at the Annual Conference for the Tarheel Principals and Assistant Principals Association, Wilmington, NC.
- Queen, J. A. (1997, July). *Refocusing student responsibility for safer schools*. Seminar presented at the Annual Safe Schools Conference, North Carolina Department of Public Instruction, Raleigh, NC.
- Queen, J. A. (1997, November). *Diversity: The reason for our failing schools?* Seminar presented at the Annual Conference of the National Council for the Social Studies, Cincinnati, OH.

SELECTED GRANTS

- Co-Author of Proposal on "A Vision of Excellence: Middle Grades Education at the University of North Carolina at Charlotte," UNCC API Grant, 1997. (Funded \$10,835)
- Co-Directed Research Study on "Teaching and Stress" for Phi Delta Kappa in Charlotte-Mecklenburg, 1991.
- Secured, Designed, and Implemented a Major Flexible Funding Grant for Derita Elementary (IMPACT Program), North Carolina Department of Public Instruction, 1989.

DISSERTATIONS

- 2000-2002 Chaired Twelve Successful Dissertations on the Topics of Block Scheduling, School Discipline or School Violence. Ed.D. in Educational Leadership program, UNC Charlotte

ALAN RAUCH
Department of English
University of North Carolina at Charlotte
Charlotte, NC 28223

Tel: (704) 687-6158 E-mail: arauch@email.uncc.edu Fax: (704) 687-3961
Website: <http://www.uncc.edu/arauch>

Ph.D.	English Literature	Rutgers University	1989
M.A.	English Literature	Rutgers University	1982
M.A.	Zoology	Southern Illinois University	1983
B.Sc.	Biology	McGill University	1977

EMPLOYMENT HISTORY

<i>Associate Professor</i>	Department of English, UNC Charlotte	2002-
<i>Interim Chair</i>	School of Literature, Communication, and Culture (LCC)	1999-2000
<i>Associate Chair</i>	LCC Georgia Institute of Technology	1997-99
<i>Visiting Associate Professor</i>	Department of English, North Carolina State University	1996-97
<i>Associate Professor</i>	LCC	1995-2002
<i>Coordinator</i>	Program in Science, Technology, & Culture (STAC)	1993-1996
<i>Assistant Professor</i>	LCC - Georgia Tech	1989-95
<i>Visiting Assistant Professor</i>	Emory University, Fall Semester	1994
<i>Program Director</i>	Center for the Critical Analysis of Contemporary Culture (Rutgers)	1988-89
<i>Teaching/Res. Asst.</i>	Rutgers University	1980-86
<i>Consultant</i>	Educational Testing Service	1983
<i>Teaching/Res. Asst.</i>	Southern Illinois University	1977-79

HONORS, AWARDS & PROFESSIONAL RECOGNITION

- Centre for Research in the Arts, Social Sciences, and Humanities, Fellow, Cambridge University, 2003
- C. P. Snow Fellowship, Harry Ransom Research Center, University of Texas, 2002
- Omicron Delta Kappa National Leadership Honor Society (ODK), *Friend of the Student Award*, 2002
- *Outstanding Faculty Member of the Year*, Student Government Association, 1996
- *Georgia Tech Foundation* - Grant to study Brougham Collection at University College, London, 1995
- *Ball Brothers Foundation Fellowship* - Lilly Library, Indiana University, 1994
- *Faculty Enrichment Grant* - Canadian Government, 1992-1993
- *NEH Fellowship for College and University Teachers*, 1992-1993
- *Advanced Institute in the Humanities*, University of Edinburgh, Fellow, 1992
- *Golden Key National Honor Society* - Appointed Honorary Member, 1991
- *Lilly Teaching Fellowship* - Lilly Foundation / Georgia Tech, 1990
- *American Association for the Advancement of Science* - History of Science Conference Grant, 1988
- *FCAR Grant* - Fonds pour la formation de chercheurs et l'aide à la recherche, Québec, 1987-89
- *Louis Bevier Fellowship*, Rutgers University, 1987-88
- *Center for the Critical Analysis of Contemporary Culture* - Rutgers. Fellow, 1986
- *Canada Council Fellowship*. 1983-1984; 1984-1985; 1985-1986
- *Smithsonian Institution Graduate Fellowship*, Summer 1985

PROFESSIONAL RESPONSIBILITIES, CONSULTING, & DEVELOPMENT

Book Review Editor - *Configurations: A Journal of Literature, Science, and Technology*
- Johns Hopkins University Press (Member of Founding Editors)

"Printing, Publishing, and Consuming Texts in Britain and Its Empire, 1770-1919," Rare Book School, University of Virginia (Summer, 2002), with Professor Simon Eliot

Zoo Atlanta - Adjunct Faculty

Graphics, Visualization & Usability Center - Georgia Tech, College of Computing - Faculty, 1995-2001

Reader - *PMLA*; *National Endowment for the Humanities (NEH)*; *Duke University Press*; *Johns Hopkins University Press*; *American Studies*; *Configurations*; *Nineteenth Century Studies*; *College English*; *Mosaic*; *Victorians Institute Journal*; *Prentice Hall*

External Tenure Review - *York University*; *U. Missouri-Rolla*.

Consultant - *Coca-Cola Incorporated*; *MCI*; *International Orientation Resources*; *State of Georgia-Governor's Office*

FIELDS OF INTEREST

Cultural Studies of Science; Encyclopedias & 19th century Culture; Intellectual History; Gender and Science; Scientific and Technical Communication; Victorian Literature; Romanticism; Children's Literature; The Novel; Sociology of Knowledge; Cultural Status of Zoos; Cultural Identities.

TEACHING EXPERIENCE*University of North Carolina at Charlotte*

Juvenile Literature (Graduate)
The Creature Speaks: Rhetoric of Science
British Literature Survey II

Georgia Tech

Children's Literature & Cultural Ideology
Animals, Culture, and Society
Evolution and the Industrial Age
Rhetoric of Technical Narratives
Children's Literature: Practice & Theory
Practices of Knowledge (Senior Seminar)
Writers in the Age of Darwin
Science, Technology, and Gender
Intro to Literature and Science
The British Novel
The Victorian Novel
British Romantic Poetry
Canadian Literature & Culture
Analysis of Scientific Discourse

Technical Communication
Advanced Technical Communication
Independent Study: "Fiction Writing"
Freshman Composition

Emory University

The Making of the Victorians (Graduate Seminar)

North Carolina State University

Composition and Reading
Communication for Science and Research
Animals in Culture and Society (Graduate Seminar)

Rutgers University

Scientific & Technical Writing
Second Generation Romantics
The Use of Animals
Freshman Composition

Southern Illinois University

Introduction to Zoology
Field Lab in Zoology

PUBLICATIONS*Books*

Useful Knowledge: The Victorians, Morality, and the March of Intellect, Duke University Press, 2001.

Reprint (with introduction). The Mummy!: A Tale of the Twenty- Second Century (1827), by Jane Webb Loudon, Ann Arbor, MI: University of Michigan Press, 1994.

One Culture: Essays in Science and Literature. Ed. George Levine. Asst. Editor Alan Rauch. Madison: University of Wisconsin Press, 1987.

Essays, and Articles

"Victorian Poetry and Science." In The Blackwell Companion to Victorian Poetry, ed. Richard Cronin, Antony Harrison, and Alison Chapman. London: Blackwell., 2002.

"Cetacean Culture: Resisting Myths and Addressing Lacunae." *Behavioral and Brain Sciences*, 2001 Vol. 24 (2): 352-353.

"Parables and Parodies: Mrs. Gatty's Interpretations of Nature." Children's Literature (Yale University Press), edited by Mitzi Myers and U. C. Knoepflemacher, Vol. 25 (1997):137-152.

Forum on Interdisciplinarity. PMLA, March 1996: 273-274.

"Looking for Home: Canada and the Major Leagues," in W. Humber and John St. James, eds. All I Thought about was Baseball Writings on a Canadian Pastime. Toronto: U. of Toronto Press, 1996. 246-249.

"The Monstrous Body of Knowledge in Mary Shelley's Frankenstein." Studies in Romanticism, Vol. 34. (Summer, 1995): 227-253.

"The Tailor Transformed: The Notion of Change in Charles Kingsley's Alton Locke." Studies in the Novel, Summer 1993, Vol. 25(2): 196-213.

"'Preparing the Rising Generation': Romanticism and Sir Richard Phillips's 'Juvenile Library.'" Nineteenth-Century Contexts, 1991, Vol 15 (1): 3-27.

"A World of Faith on a Foundation of Science: Science and Religion in British Children's Literature, 1761-1878." Children's Literature Association Quarterly, Spring 1989, Vol. 14 (1): 13-19.

"Bruce Springsteen and the Dramatic Monologue." American Studies, Vol. xxix (1), Spring 1988: 29-49.

One Culture: Essays in Science and Literature. Ed. George Levine. Asst. Editor Alan Rauch. Madison: University of Wisconsin Press, 1987.

SELECTED MEETINGS, INTERVIEWS, AND SYMPOSIA

MLA radio series "What's the Word?" - "What Constitutes Fear in Children's Literature?" Aired Sept., 2000.

"Rain, Steam, and Speed: The Material Context of Victorian Culture," The CUNY Graduate Center, The Simon H. Rifkind Center for the Humanities and the Arts, City College, New York, May 2002.

"'Mental Improvement': The Influence and Impact of Victorian Encyclopedias ." Cambridge University, Centre for Research in the Arts, Social Sciences, and Humanities, May 2001

"Where is the Harmony in Technical Communication?: Reconciling Documentation, Utility, and Intellect," American Society of Business Publication Editors, *National Meeting*, Boston 2001.

"Ephemeral Millennium: The Future of History in the Digital Age," Plenary Paper at Interface, a Conference on Humanities and Technology, Atlanta Oct. 1 1999."

"The Work of Encyclopedias: How Knowledge Texts Shape and Mark Cultural Understanding," *Society for the History of Authorship, Reading, and Publishing*, Madison, 2000.

CURRICULUM VITAE

NAME: Harold Braun Reiter

RANK: Associate Professor of Mathematics, University of North Carolina
Charlotte

HIGHER EDUCATION:

Louisiana State University, BS., Mathematics, 1964
Clemson University, MS., Mathematics, 1965
University of North Carolina at Chapel Hill, 1965-1966
Clemson University, Ph.D., Mathematics, 1969;
Under the direction of Andrew Sobczyk

PROFESSIONAL EXPERIENCE:

Assistant Professor, University of Hawaii, 1969-72.
Assistant Professor, University of North Carolina Charlotte, 1972-77.
Associate Professor, University of North Carolina Charlotte, 1977-
present.
Visiting Associate Professor, Clemson University, 1978-79.
Faculty, Research Science Institute, summer program for gifted high
school students, at MIT, July-August, 1992.
Faculty, Summer Ventures in Science and Mathematics, University of
North Carolina Charlotte, July, 1993, 1994, 1995, 1996, 1997, 1999.
Assistant Director in 1995-98.

OTHER CONTRIBUTIONS AND HONORS:

North Carolina Council of Teachers of Mathematics Innovator Award,
October, 1997.
Distinguished College or University Teaching Award, Southeastern
Section of the Mathematical Association, March, 1997.
NationsBank Awards for Excellence in Teaching at UNCC, 1989.
Chair of the North Carolina High School Mathematics Contest Com-
mittee, 1987-1991.
Founder and continuing supporter of the Charlotte Mathematics Club,
which each year attracts more than 60 students, grades 7-10, who
want to work challenging problems in a good social environment,
1988-present.

Founder of and director (1990–97) of the Mecklenburg Mathematics Club for students in grades 4-6, 1990-present (there were more than 110 members in 1991-92).

Member of the MATHCOUNTS Question Writing Committee, 1990-93, 1994-95, 1999-2002.

Chairman, American High School Mathematics Exam Committee, 1993-99.

Educational Testing Service, SAT II Test Development Committee, 1995-1999 (chairman, 1995-99).

Howard Lyons Lecturer, Canadian Mathematics Competition Seminar, June 16-19, 1997; Waterloo, Ontario, Canada.

Recent PUBLICATIONS in Refereed Journals:

1. The “Join the Club” Interpretation of Some Graph Algorithms, with Isaac Sonin, *The College Math Journal*, **27** (1996), 54-58.
2. The Space of Closed Subsets of a Convergent Sequence, with Ashley Reiter, *Mathematics Magazine*, **69** (June, 1996), 217-221 .
3. The Chinese Restaurant Approach to Integer Representation Problems, *Mathematics and Informatics*, **7** (1997), 20-26.
4. American Mathematics Competitions Report of the Task Force, *Mathematics Competitions*, **10** (Fall, 1997), 32-43.
5. Counting Snakes, Differentiating the Tangent Function, and Investigating the Bernoulli-Euler Triangle, *Mathematical Mayhem*, (Spring, 1999), 39-46.
6. The “Join the Club” Interpretation of Some Graph Algorithms, in Russian, with Isaac Sonin, *Mathematical Education*, **3** (1999), 208-212.
7. Games and Representations, unpublished
8. A Nimlike Game on the Integers, with Arthur Holshouser, *Mathematics and Informatics Quarterly* 4/2001, vol.11, pp. 174-5.
9. Dynamic One-Pile Nim, with Arthur Holshouser and James Rudzinski, submitted.
10. (Pilesizes) Dynamic One-Pile Nim, with Arthur Holshouser and James Rudzinski, submitted.
11. An Extension of Beatty’s Theorem, with Arthur Holshouser, submitted.
12. Three Pile Bouton’s Nim with Blocking, with Arthur Holshouser, submitted.

13. An Extension of Beatty's Theorem, with Arthur Holshouser, submitted.
14. Dynamic Blocking One Pile Nim, with Arthur Holshouser, submitted.
15. Generalized Blocking One Pile Nim, with Arthur Holshouser, in preparation.
16. Generalized Dynamic One Pile Nim, with Arthur Holshouser, in preparation.
17. Counting Triangles in n -dimensional Cubes, in preparation.
18. My Favorite Problems, to appear in *Mathematics and Informatics Quarterly*.

RESEARCH FUNDS AWARDED:

UNCC Summer Grants, 1974, 1977, 1980, 1982, and 1984. I served on the Grants Committee in 1978, 1988 and 1989 (as chair).

Grant from State of North Carolina, Dept. of Instruction to teach AP Calculus, Summer, 1981, (with B. Weinstock).

Grant from State of North Carolina, Dept. of Instruction to conduct a one week workshop for AP Calculus teachers, Summer 1986.

UNCC Summer Curriculum and Instructional Development Grant, Summer, 1996, (with Isaac Sonin).

PAPERS PRESENTED AT MEETINGS (SINCE 1995):

1. Recent Developments at the American Mathematics Competitions, presented at the NCTM meeting in Boston, April 1995.
2. Report of the MAA/NCTM Joint Task Force on Competitions, presented at the NCTM meeting in San Diego, April 1996.
3. A Proposal for a National Mathematical Team Challenge for Elementary Students (MATCHES), presented at the International Congress on Mathematics Education, Seville, Spain, July, 1996.
4. The Chinese Restaurant Approach to Integer Representation Problems, presented at Problems Conference 96, University of Waterloo, August, 1996.
5. Organizer, Special Session on Local and Regional Competitions, (with Steve Maurer), Winter MAA/AMS meeting, San Antonio, TX, January 1998.
6. Bests and Worst of the 1998 AHSME, NCTM meeting, Washington, DC; April, 1998.
7. My Favorite Problems from AMC, MathCounts, and Elsewhere, SC-CTM meeting, Hilton Head, SC; November, 1998.

8. My Favorite Problems from AMC, MathCounts, and Elsewhere, part II, SCCTM meeting, Hilton Head, SC; November, 1999.
9. Organizer, Special Panel Discussion on Organizing a Successful Math Team, (with Gene Berg), NCTM meeting, Chicago, IL. April, 2000.

INVITED LECTURES AND COLLOQUIA (SINCE 1989):

1. MATHCOUNTS workshop for coaches, sponsored by the NC Department of Public Instruction, Career Development Center, September 1989; November 1990; November 1991; October 1992; October 1995; and November 1996.
2. MATHCOUNTS workshop for coaches, sponsored by Iolani School, Honolulu, Hawaii, June 26-30, 2000.
3. Game Theory and Rational Behavior, keynote address to the annual convention of Kappa Mu Epsilon, Winthrop College, April, 1990.
4. Mathematics Education in the Twentieth Century, a presentation to the Charlotte Civitan Club, in two parts, January and June 1991.
5. Some Elementary Graph Models: An Introduction to Mathematical Thinking, presented in the Spartanburg Collegiate Mathematics Colloquium Series, October 1994.
6. Keynote speaker at the NMCTM Student Miniconference, Albuquerque, NM, November, 1996.
7. Howard Lyons Invited Speaker, Canadian Mathematics Competitions Annual Seminar, June 14-20, 1997.
8. Davidson College Math Coffee, *Counting Snakes*, November, 1997.
9. Southeastern Section of the MAA, Distinguished Teaching Lecture, Mathematics is Not My Faux Pas: Recollections and Reflections on Thirty Years of Teaching, Charleston, SC, March, 1998.

PROFESSIONAL AND HONORARY AFFILIATIONS:

Pi Mu Epsilon, founder and charter member at UNCC
 Mathematical Association of America
 National Council of Teachers of Mathematics
 North Carolina Council of Teachers of Mathematics
 President, Mu Alpha Theta, 2001-03.

ABBREVIATED VITA

ROBERT J. RICKELMAN, Professor and Chair, Reading and Elementary Education Department, The University of North Carolina at Charlotte

EDUCATION

B.A.	English Literature	Ohio University	1974
M.Ed.	Reading Supervision	Ohio University	1976
Ph.D.	Reading Education	University of Georgia	1983

PROFESSIONAL EXPERIENCE

1991 – present	University of North Carolina at Charlotte, Reading and Elementary Education Department, Current Title: Professor and Department Chair
1984 – 1990	Millersville University, Elementary and Early Childhood Education Department, Associate Professor
1983 – 1984	University of Wisconsin-Eau Claire, Department of Secondary and Continuing Education, Assistant Professor
1980 – 1983	University of Georgia, Reading Education Department, Graduate Assistant & Reading Clinic Supervisor
1976 – 1980	Keystone Oaks School District, Pittsburgh, PA, Middle and High School English and Reading Teacher
1974 – 1976	Meigs County (OH) Schools, High School Reading Teacher, Teacher Corps Intern

SELECTED PUBLICATIONS

Rickelman, R.J., & Caplan, R.C. (2000). Infusing technological literacy in the intermediate and middle grades. In K. D. Wood & T. Dickinson (Eds.), Promoting literacy in grades 4-9: A handbook for teachers and administrators (pp. 306-316). Boston: Allyn & Bacon.

Readence, J. E., Moore, D. W., & Rickelman, R. J. (2000). Prereading activities for content area reading and learning (3rd ed.). Newark, DE: International Reading Association.

Faires, J.W., Nichols, W.D., & Rickelman, R.J. (2000). Effects of parental involvement in developing competent readers in first grade. Reading Psychology, 21 (3), 195-216.

Henk, W. A., Bottomley, D. M., Melnick, S. A., Truscott, D. M., Finke, J. A., Rickelman, R. J., Marinak, B. A., & Helfeldt, J. P. (1997). The Writer Self-Perception Scale: A cumulative validation update. In C. K. Kinzer, K. A. Hinchman, and D. J. Leu (Eds.), Inquiries in literacy theory and practice: Forty-sixth yearbook of the National Reading Conference (pp. 555-563). Chicago, IL: National Reading Conference.

Rickelman, R. J., Henk, W. A., & Helfeldt, J. P. (1994). The cohesiveness of preservice and inservice teachers' whole language perceptions and the information sources contributing to this knowledge base. In E. G. Sturtevant & W. M. Linek (Eds.), Pathways for literacy: Learners teach and teachers learn: The sixteenth yearbook of the College Reading Association (pp. 37-45). Commerce, TX: East Texas State University.

Moore, D. W., Readence, J. E., & Rickelman, R. J. (1983). An historical exploration of content area reading instruction. Reading Research Quarterly, 18, 419-438.

SELECTED RECENT PRESENTATIONS

Rickelman, R.J. (2002). "Reading in the Middle and Secondary Schools: Where's the Balance?" Forty-seventh Annual Convention of the International Reading Association, San Francisco, California, May 2000.

Rickelman, R.J., Miller, S., Dishner, E., Henk, B., Walker, B., & Goetze, S. (2001). "Workshop for Potential Authors in CRA Publications." Forty-fifth Annual Conference of the College Reading Association, Orlando, Florida, November 2001.

Rickelman, R.J., & Nichols, W.D. (2001). "Using Portfolios to Assess and Document Learning in a Literacy Masters' Degree Program: Getting Ready for Performance-Based Assessment." Forty-fifth Annual Conference of the College Reading Association, Orlando, Florida, November 2001.

Rickelman, R.J. (2001). "Looking at Reading Instruction in an Age of High-Stakes Assessment." Featured Speaker Address to the Sixty-first Annual University of Southern Mississippi Reading Conference, Hattiesburg, Mississippi, July 2001.

Nichols, W. D, Rickelman, R.J., & Frazier, J. (2001). "Enhancing phonemic awareness for low-performing students in kindergarten." Forty-sixth Annual Convention of the International Reading Association, New Orleans, Louisiana, May 2001.

SELECTED PROFESSIONAL SERVICE

President, College Reading Association, 2002-2003

Reading Research and Instruction, Co-Editor, 1999-2002

Program Chair, College Reading Association Annual Convention, Philadelphia, PA, 2002

President, North Carolina Association of College Professors of Reading, 1998-2000

Editorial Advisory Board, Reading Online, 1997-2000

Editorial Advisory Board, The Reading Teacher, 1991-1999

Editorial Advisory Board, Reading Research and Instruction, 1987-1999

Tracy C. Rock
Department of Reading and Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	1996-1999	The University of North Carolina at Greensboro	Curriculum and Teaching
M.A.	1992-1994	The University of North Carolina at Greensboro	Liberal Studies
B.A.	1987-1991	The University of North Carolina at Charlotte	Elementary Education

North Carolina Licenses

G Level Elementary Education (K-6)

PROFESSIONAL EXPERIENCE

2000-2002	The University of North Carolina at Charlotte Department of Reading and Elementary Education Assistant Professor
1999-2000	The University of North Carolina at Asheville Department of Education Assistant Professor
1996-1999	The University of North Carolina at Greensboro Department of Curriculum and Instruction Graduate Assistant; Professional Development School Team Leader
1993-1996	Guilford County Schools, High Point, NC Teacher, third grade
1991-1993	High Point City Schools, High Point, NC Teacher, Science and Social Studies Specialist, second – fifth grades

RESEARCH PUBLICATIONS

- Levin, B. & Rock, T. (in press) The effects of collaborative action research on preservice and inservice teacher partners in professional development schools. *Journal of Teacher Education*.
- Rock, T. (in press). Searching for great webquests. *Tar Heel News*. [Publication of the North Carolina Council for the Social Studies].
- Levin, B., Hibbard, K. & Rock, T. (in press) Using problem-based learning as a tool for learning to teach students with special needs. *Teacher Education and Special Education*.
- Rock, T. & Levin, B. (2002). Collaborative action research projects: Enhancing preservice teacher development in professional development schools. *Teacher Education Quarterly*, 29(1), 7-21.
- Hibbard, K., Levin, B. & Rock, T. (2001). The inclusion classroom problem: Learning about students with disabilities. In B.B.Levin (Ed.), *Energizing Teacher Education And Professional Development with Problem-Based Learning* (pp. 56-72). Alexandria, VA: ASCD.
- Rock, T. (1998). Development of an Elementary Social Studies Methods Course. In G. W. Bright (Ed.). *Connecting Learning Across Disciplines: Relationships Between Learning in Mathematics and Science and Learning In Other Disciplines* (pp. 69-77). Greensboro, North Carolina: Center for School Accountability and Staff Development, University of North Carolina at Greensboro.

SELECTED CONFERENCE PRESENTATIONS

- Rock, T. & Wilson, C. (2002, August). *Improving teaching through collaborative lesson study*. Presentation to the Association of Teacher Educators, Williamsburg, VA.
- Passe, J. & Rock, T. (2002, April). *Integration of technology in elementary social studies teacher education: Adapting a curricular model*. Presentation to the International Society for Technology in Teacher Education. Nashville, TN.
- Rock, T. (2001, February). *Increasing elementary students' understanding of culture through folktales*. Presentation at the annual meeting of the North Carolina Council of the Social Studies, Greensboro, NC.
- Rock, T. (2001, February). *Transforming the social studies experience through multicultural education*. Presentation at the annual meeting of the North Carolina Council of the Social Studies, Greensboro, NC.
- Rock, T. (2001, November). *A collaborative lesson study model: Preparing preservice teachers for the continuous improvement of teaching*. Presentation to the College and University Faculty Assembly, affiliate group of the National Council of the Social Studies, Washington, D.C.
- Adler, S., Rock, T., Silva, D. (2001, November). *Teacher research*. Presentation to the National Council for the Social Studies, Washington, D.C.
- Passe, J. & Rock, T. (2001, November). *The changing focus on technology in elementary social studies methods: An analysis*. Presentation to the National Council for the Social Studies, Washington, D.C.
- Rock, T. (2001, April). *Collaborative action research projects: Enhancing pre-service and experienced teachers professional development in professional development schools*. Presentation at the annual meeting of the American Educational Research Association, Seattle, WA.
- Rock, T., Nickell, P. & Passe, J. (2000, November) *Challenges in teaching elementary social studies methods*. Presentation at the annual meeting of the College and University Faculty Assembly, San Antonio, TX.
- Rock, T. & Hibbard, K. (1999, February). *Problem-based learning*. Presentation at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC.

GRANTS

- Passe, J. & Rock, T. The Advanced Technology Integration Project. Academic Improvement Grant, University of North Carolina at Charlotte. January 15, 2002- June 30, 2003, **\$8300.00**.
- Rock, T. & Passe, J. (2001-2002). The Advanced Technology Integration Project. Impact II Grant, University of Virginia, **\$3000.00**.
- Rock, T. & Wilson, C. Improving teaching through collaborative lesson study. USTEP Partnership Grant, University of North Carolina at Charlotte, October 15, 2001-May 15, 2002, **\$1500.00**.
- Vacc, N. N., & Rock, T. Archer Professional Development School: Character Development and Mentor Training. Triad USTEP Partnership Grant, University of North Carolina at Greensboro, January 1, 1998 to June 30, 1998, **\$7,500**.

David Calvin Royster
Center for Mathematics, Science, and Technology Education (2000)
 Tenured (1988)
 Faculty Appointment (1982)
 Program: *Center for Mathematics, Science and Technology Education*
College of Education

EDUCATION

<i>Degree</i>	<i>Year</i>	<i>Name of School</i>	<i>Program</i>
Ph.D.	1973 - 1978	Louisiana State University	Mathematics
B.A.	1970 - 1973	The University of the South	Mathematics

PROFESSIONAL EXPERIENCE

<i>Year</i>	<i>Place, Title, Department</i>
2000-present	The University of North Carolina at Charlotte, College of Education Center for Mathematics, Science, and Technology Education Director, 01-Jul-2000 — present
1982 – present	Department of Mathematics, College of Arts and Sciences Associate Chairman, 1997 – 2000 Associate Professor, 1988 – 1996 Assistant Professor, 1982 – 1988
Spring, 1990	The University of Virginia Distinguished Scholar in Mathematics
1979 - 1982	The University of Texas, Austin Visiting Assistant Professor of Mathematics
1978 - 1979	The University of Virginia Visiting Assistant Professor of Mathematics

SELECTED RESEARCH AND DEVELOPMENT ACTIVITIES

Co-director, “Metrolina Calculus Consortium: Implementing a technology based curriculum.” National Science Foundation. Funding Level: \$153,484: October 1, 1992 – September 30, 1994.

Director, “Workstations for a Mathematics Laboratory to Implement a Technology-based Calculus Sequence.” National Science Foundation. Funding Level: \$36,000: October 1, 1993–September 30, 1994.

Director, “Batch System High Performance Computer for Numerical Analysis and Statistics.” National Science Foundation. Funding Level: \$21,550: October 1, 1995–September 30, 1997.

Co-director, “North Carolina Middle Math Project: UNC Charlotte subcontract.” National Science Foundation, Funding Level: \$140,138: October 22, 2000 – September 30, 2004.

Co-director, “Geometry and Algebra Instructional Activities.” NC Eisenhower, Funding Level: \$29,991: January 1, 2002 – June 30, 2003.

Director, “Using *Investigations* with Charlotte-Mecklenburg Schools.” NC Eisenhower, Funding Level: \$29,997: January 1, 2002 – June 30, 2003.

SELECTED PUBLICATIONS AND EDITORIAL ASSIGNMENTS*Publications*

Royster, David & Devane, Ralph. (2001). New Mathematics Requirement for UNC System Universities. The Centroid, 28(2), 9–12.

Royster, David, Harris, Kim & Schoeps, Nancy. (1999). Dispositions of college mathematics students. International Journal of Mathematical Education in Science and Technology, 30(3), 317–333.

Royster, David. (1994). An analogue of the stabilization map for regular Z_p actions., Rocky Mountain Journal

of *Mathematics*, 24(2), 689–708.

Royster, David and Prichard, Kim. (1994). Metrolina Calculus Consortium: Implementing a technology-based curriculum, *Proceedings of the 5th International Conference on Technology in Collegiate Mathematics*, Chicago, IL, L. Lum (ed)., Addison-Wesley, Cambridge, MA, 812–814.

Royster, David. (1994). Using Maple and the Calculus Reform Material in the Calculus Sequence. Tom Lee (ed), *Mathematical Computation with Maple V: Ideas and Applications*; Birkhäuser, Boston MA, 43–50.

SELECTED PRESENTATIONS

Royster, D.C., *Comparing Symbolic Integration by Hand and by Computer*, North Carolina Council of Teachers of Mathematics and SSMA Conference '99, Greensboro, NC, September 30, 1999.

Royster, D.C., *Mathematics and the TI-CBL*, 5th Annual State Meeting of the North Carolina Mathematics Association at Two Year Colleges (NCMATYC), Wake Technical Community College, Raleigh, NC, April 10, 1997.

Royster, D.C., *Experimental Calculus with the Texas Instrument Calculator Based Laboratory*, 26th Annual Meeting, North Carolina Council of Teachers of Mathematics, Greensboro, NC, October 3, 1996.

Royster, D.C., *Implementing Dynamic Geometry with the TI-92 Graphing Calculator*, PRISM Science Group, Kannapolis, NC, October 25, 1996.

Royster, D.C., *Using the Calculator Based Laboratory in the mathematics classroom*, 25th Annual Meeting, North Carolina Council of Teachers of Mathematics, Greensboro, NC, September 28–29, 1995.

SELECTED WORKSHOPS AND CONSULTANCIES

Workshops

“AP Calculus for Teachers”, AP Summer Institute, UNC Charlotte, Charlotte, NC, July 15–19, 2002.

“AP Calculus for Teachers”, AP Summer Institute, UNC Charlotte, Charlotte, NC, July 14–18, 2001.

“AP Calculus for Teachers”, AP Summer Institute, UNC Charlotte, Charlotte, NC, July 13–17, 2000.

“AP Calculus for Teachers”, AP Summer Institute, UNC Charlotte, Charlotte, NC, July 12–16, 1999.

“Dynamic Geometry with the TI-92 Graphing Calculator”, Cabarrus County Schools, January - February, 1997.

“AP Calculus for Teachers”, AP Summer Institute, UNC Charlotte, Charlotte, NC, June 15–21, 1996.

“Dynamic Geometry with the TI-92 Graphing Calculator”, Cabarrus County Schools, Fall, 1996.

“AP Calculus for Teachers”, AP Summer Institute, UNC Charlotte, Charlotte, NC, June 17–22, 1995.

“Using Mathcad to create interactive texts, III”, Interactive Mathematics Textbook Project, St. Louis College of Pharmacy, St. Louis, MO, July 16–28, 1995.

“Teaching Math and Science with technology”, UNCC Summer Institute for Teachers, Charlotte, NC, June 19–July 1, 1994.

MEMBERSHIPS, PROFESSIONAL LEADERSHIP POSITIONS, AND AWARDS

Memberships

American Mathematical Association

National Council of Teachers of Mathematics

Mathematical Association of America

North Carolina Council of Teachers of Mathematics

Association of Mathematics Teacher Educators

North Carolina Association of Mathematics Teacher Educators

North Carolina Association of Advanced Placement Mathematics Teachers

Professional Leadership Positions

North Carolina Council of Teachers of Mathematics, Annual Meeting Program chair, 2000

Western Region, North Carolina Council of Teachers of Mathematics, Vice-President for Colleges, 1997-1998

Western Region, North Carolina Council of Teachers of Mathematics, President, 2001–2002

Awards

Finalist, Bank of America Teacher of the Year, UNC Charlotte, 1999

BLAIR A. RUDES

*Department of English
University of North Carolina at Charlotte
9201 University City Boulevard, NC 28223-001
(704) 687-4230*

Education

PhD -Linguistics, State University of New York at Buffalo, 1976
MA -Linguistics and anthropology, State University of New York
at Buffalo, 1974
BA -Linguistics and French, State University of New York at
Buffalo, 1973

Positions

University of North Carolina at Charlotte, Department of English.
Assistant Professor 1999-present
American University, Department of Anthropology, Washington, D.C.
Adjunct Professor 1997-1999
Development Associates, Inc., Arlington, VA.
Senior Associate 1996-1999
Research Triangle Institute, Center for Research in Education,
Research Triangle Park, N.C.
Senior Research Analyst 1990-1993
First Americans Research, Inc., Greensboro, N.C.
President 1993-1996
Public/Private Ventures, Inc., Philadelphia, PA.
Senior Research Officer 1989-1990
Development Associates, Inc., Arlington, VA.
Associate 1980-1989
University of Maryland, Department of English, College Park
Adjunct Assistant Professor 1978-1980
George Washington University, English for International Students
Program, Washington, D.C.
Adjunct Assistant Professor 1979-1980
University of Bucharest, Faculty of Germanic Languages,
Bucharest, Romania
Fulbright-Hays Senior Visiting Professor 1976-1978

Publications

Rudes, B.A. 2001. Using Data from Early Sources for Dictionary
Development: Cautionary
Notes. In: B. Burnaby (ed.). *Stabilizing Indigenous
Languages: Voices from the Community*. Flagstaff:
Northern Arizona University Press.
Ostler, N. and B.A. Rudes (eds.). 2000. *Endangered Languages and
Literacy: Proceedings of
the Fourth Conference of the Foundation for Endangered
Languages*. University of
North Carolina, Charlotte, 21-24 September 2000. Bath,
England: Foundation for
Endangered Languages.
Rudes, B.A. 2000. When You Choose, Must You Lose. In: N. Ostler

and B.A. Rudes (eds.).

Endangered Languages and Literacy: Proceedings of the Fourth Conference of the

Foundation for Endangered Languages. University of North Carolina, Charlotte, 21-24

September 2000, pp. 74-77. Bath, England: Foundation for Endangered Languages.

Rudes, B.A. 2000. Resurrecting Coastal Catawban: the Reconstituted Phonology and Morphology of Woccon. *Southern Journal of Linguistics* 24.2:228-224.

Rudes, B.A. 2000. Resolution to Some Uncertain Wampano (Quiripi) Etymologies. In: D. Pentland (ed.), *Proceedings of the 29th Algonquian Conference*, pp. 295-300. Winnipeg: University of Manitoba.

Rudes, B.A., P.J. Hopstock, T.G. Stephenson, and A.M. Zehler. 1999. *A Pilot Study of the Crossroads Café Program*. Arlington, Virginia: Development Associates, Inc.

Rudes, B.A. 1999. *Tuscarora-English / English-Tuscarora Dictionary*. Toronto: University of Toronto Press.

Grants and Contracts Funded

Project MORE, Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, \$1,500,000, Evaluation Specialist, September 1, 2001 - August 31, 2004.

Infusing Technology into the English Language Studies Curriculum, UNC-Charlotte, Curriculum and Instruction Development Grant, \$11,980, Research Associate, January 15, 2000 - July 15, 2001.

Case Studies of the Implementation of the Crossroads Café Project, Office of Vocational and Adult Education, U.S. Department of Education, \$250,000, Project Director, October 1, 1996-September 30, 1999

Statistical Analysis Support Center, National Center for Education Statistics, Elementary and Secondary Education Statistics Division, \$5,000,000, Subcontract Manager, October 1, 1992-September 30, 1997

Master's Committee Member

Jia Kim (MA - TESOL), Marshall Foster (MA - TESOL), Deanna Gasperson (MA - TESOL), Lisa Graham (MA - TESOL), Nayla McMuffly (MA - TESOL), Ann Saunders (MA - TESOL), Kevin Whitson (MA - TESOL), Dan Wilson (MA - TESOL), Dan Thornson (MA - TESOL)

Master's Examination Committee Member

Nayla McMuffly (Effectively Teaching the Adult Second Language Learner: Adopting Specific Theories, Methods, and Andragogical Roles, Spring 2001)(MA - TESOL)

Marshall Foster (An Investigation of Acculturation among Sojourner International University Medical Students in

Debrecen, Hungary, Summer 2001) (MA - TESOL)

Dan Wilson (Strategies for Teaching Phrasal Verbs to English
as a Second Language Students, Summer 2002) (MA - TESOL)

Master's Committee Chair

Elizabeth Aldinolfi (MA-TESOL, 2002)

Doctoral Committee Outside Reader

Craig Kopriv (A Grammar and Dictionary of Wyandot, State
University of New York at Buffalo, Summer 2001) (PhD -
Linguistics)

Mentor - Robert E. McNair Post Baccalaureate Achievement Program

Shayla Jackson (Expanding the American Literary Canon:
Leslie Marmon Silko's *Ceremony*, Summer 2001)

External Examiner

Troy Richardson (Tuscarora language proficiency, MA
candidate, University of Pennsylvania, November 2000)

ADALIRA SÁENZ-LUDLOW
SEPTEMBER 2002

PROFESSIONAL PREPARATION

Ed. D.	1985-1990	The University of Georgia/ Athens, Georgia.	Mathematics Education
M.S.	1970-1972	State University of New York (SUNY)/ Fredonia, New York.	Mathematics
B.S.	1965-1968	Universidad Pedagógica Nacional/ Bogotá, Colombia.	Mathematics, Physics and Education

LANGUAGES SPOKEN

Spanish (mother tongue)/ English / French (reading level)

ACADEMIC POSITIONS

1995-to date	UNC Charlotte	Associate Professor/ Dept. of Mathematics
1992-1995	Purdue University	Assistant Professor/ Dept. of Curriculum & Instruction
1990-92	Northern Illinois University	Assistant Professor/ Dept. of Mathematics
1986-90	The University of Georgia	Teaching and Research Assistant/ Dept of Math Education
1978-86	Universidad Pedagógica	Associate Professor/ Dept. Matemáticas
1969-70	Colegio de la Merced	Teacher of Mathematics and Physics

PROFESSIONAL ORGANIZATIONS

National Council of Teachers of Mathematics (NCTM); American Educational Research Association (AERA); Special Interest Group for the Research in Mathematics Education of AERA (SIG/RME); International Group for the Psychology of Mathematics Education (PME); North American Chapter of PME (PME-NA); Semiotic Society of America (SSA); North Carolina Council of Teachers of Mathematics (NCCTM)

HONORS AND AWARDS

- *Research Catalyst Conference*. Selected by the Research Advisory Committee of the National Council of Teachers of Mathematics to be a participating member in the First National Research Catalyst Conference in Mathematics Education sponsored by NSF. The conference goal was to create a network of scholars to work collaboratively in the school mathematics reform. Forty-eight applicants were selected out of 300. Washington DC, April 1991 and Miami, December 1991.
- Appointed to the *NCTM Research Advisory Committee*, 1994-1997.
- *Recognition of one of my research articles*. The NCTM Research Advisory Committee recognized the quality of my JRME article published in 1994.
- *The Best "Rookie" Mentor Award* granted by the UNC Charlotte–JC Smith University McNair Scholars Program. Summer 1999.
- *Grant awarded by the National Science Foundation*. \$183,118. 1993-1994.
- *Grant awarded by the National Science Foundation*. \$197,507. 1994-1995.
- *Award from the National Science Foundation*. \$114,261. 1995-1997.
- *Summer Fellowship Awards*. Summers 1998, 2000, 2001, 2002. UNC-Charlotte Faculty Development Programs.

PUBLICATIONS IN JOURNALS AND REFEREED CONFERENCE PROCEEDINGS

- Sáenz-Ludlow, A. (1990). Michael: A case study of the role of unitizing operations in the conceptualization of fractions. In G. Booker, P. Cobb, T. de Mendicuti (Eds.), *The Proceedings of the Fourteenth International Conference for the Psychology of Mathematics Education*, 3, 51-57. Mexico City, Mexico: Program Committee of the 14th PME Conference.
- Sáenz-Ludlow, A. (1991). Damien: A case study of a reorganization of his number sequence to generate fractional schemes. In F. Furinghetti (Ed.), *The Proceedings of the Fifteenth International Conference for the Psychology of Mathematics Education*, 3, 214-221. Assisi, Italy: Program Committee of the 15th PME Conference.
- Sáenz-Ludlow, A. (1992). Ann's strategies to add fractions. In W. Geeslin and K. Graham (Eds.), *The Proceedings of the Sixteenth International Conference for the Psychology of Mathematics Education*, 2, 266-273. Durham, New Hampshire: University of New Hampshire Press.
- Sáenz-Ludlow, A. (1994). Michael's fraction schemes. *Journal for Research in Mathematics Education*, 25 (1), 50-85.
- Sáenz-Ludlow, A. and Perlwitz, M. (1994). Learning about teaching and learning: A dialogue with teachers. In J. P. da Ponte and J. F. Matos (Eds.), *The Proceedings of the Eighteenth Annual Conference of the International Group for the Psychology of Mathematics Education*, 4, 169-176. Lisbon, Portugal: University of Lisbon Press.
- Sáenz-Ludlow, A. (1995). Ann's fraction schemes. *Educational Studies in Mathematics*, 28, 101-132.
- Sáenz-Ludlow, A. (1995). The emergence of the splitting metaphor in a fourth grade classroom. In D. Owens, M. Reed, G. Millsaps (Eds.), *The Proceedings of the Seventeenth Annual Meeting of the North American Chapter of the International*

- Group for the Psychology of Mathematics Education*, 1, 152-157. Columbus, Ohio: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Sáenz-Ludlow, A. (1996). Is children's ability to unitize and disembed essential in the generation and evolution of their concepts of fractions? In H. M. Mansfield, N. A. Pattern, & N. Benders (Eds.), *Young children and Mathematics: Concepts and their representations* (100-113). Adelaide: The Australian Association of Mathematics Teachers (AM). [This book published the invited papers for the Working Group 1 of the 7th International Congress on Mathematical Education (ICME) at Quebec in 1992.]
- Cifarelli, V. and Sáenz-Ludlow, A. (1996). Abductive processes and mathematics learning. In E. Jakubowski, D. Watkins, and H. Biske (Eds.), *The Proceedings of the Eighteenth Annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, 1, 161-166. Columbus, Ohio: The ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Sáenz-Ludlow, A. (1997). Inferential processes in Michael's mathematical thinking. In E. Pehkonen (Ed.), *The Proceedings of the 21st Annual Conference for the International Group for the Psychology of Mathematics Education*, 4, 169-176. Lahti, Finland: University of Helsinki and Lahti Research and Training Center.
- Anderson, M., Sáenz-Ludlow, A., and Cifarelli, V. (1997). Musement in mathematical manipulation. In the *Proceedings of The 6th Congress of the International Association for Semiotic Studies*. Guadalajara, Mexico. CD-ROM publication, 663-677.
- Sáenz-Ludlow, A. and Walgamuth, C. (1998). Third graders interpretations of equality and the equal symbol. *Educational Studies in Mathematics*, 35, 153-187.
- Sáenz-Ludlow, A. (1998). Procesos Inferenciales en el pensamiento matemático de Miguel. *Revista EMA 1(4)*, 1-12. (Translated to Spanish by P. Perry)
- Sáenz-Ludlow, A. (1998). Iconic means in children's understanding of the division algorithm. In C. W. Spinks and J. Deely (Eds.). *Semiotics, 1997*, 118-130.
- Sáenz-Ludlow, A. (1999). Symbolic activity in mathematics classrooms: A semiotic perspective. In C. W. Spinks and J. Deely (Eds.). *Semiotics 1998*, 156-170.
- Sáenz-Ludlow, A. (1999). The conventional addition algorithm used as a working tool and numerical diagrams used as conceptualizing toys. In F. Hitt and M. Santos (Eds.), *The Proceedings of the Twenty-First Conference for the Psychology of Mathematics Education*, 2, 854-860. Columbus, Ohio: ERIC.
- Sáenz-Ludlow, A. (2000). The role of the format of arithmetical tasks in classroom interaction. In M. Fernasdez (Ed.), *The Proceedings of the Twenty-Second Conference for the Psychology of Mathematics Education*, 2, 729-735. Columbus, Ohio: ERIC.
- Sáenz-Ludlow, A. and Walgamuth, C. (2001). Question- and diagram-mediated mathematical activity: A case in a fourth grade classroom. *Focus on Learning Problems in Mathematics*, 23(4), 27-40.
- Sáenz-Ludlow, A. (in press). *The object-process nature of Representation: A Peircean perspective*. Submitted for the book to be published by the Working Group on Representation and Mathematics Visualization of the North American Chapter of the International Group for the Psychology of Mathematics Education.
- Sáenz-Ludlow, A. (in press). Classroom mathematics discourse as an evolving interpreting game. In M. Anderson, A. Sáenz-Ludlow, S. Zellweger, and Cifarelli, V. (Eds.), *Educational Perspectives on Mathematics as semiosis: From thinking to interpreting to knowing*. Ottawa, Canada: Legas.
- Anderson, M., Sáenz-Ludlow, A., Zellweger S., and Cifarell V. (in press). The art, craft, and science of mathematical meaning making. In M. Anderson, A. Sáenz-Ludlow, S. Zellweger, and V. Cifarelli (Eds.), *Educational Perspectives on Mathematics as semiosis: From thinking to interpreting to knowing*. Ottawa, Canada: Legas

EDITED BOOKS

- Anderson M., Sáenz-Ludlow A., Zellweger S., and Cifarelli, V. (Editors.). *Educational Perspectives on Mathematics as semiosis: From thinking to interpreting to knowing*. Ottawa, Canada: Legas.

ARTICLES SUBMITTED

- Sáenz-Ludlow, A. Metaphor and diagram in the mathematical activity of a fourth-grade classroom.
- Sáenz-Ludlow, A. A collective chain of signification in conceptualizing fractions: A case of a fourth grade..

WORK IN PROGRESS

- Sáenz-Ludlow, A. *Student-generated story problems: A case of mathematizing and symbolizing in a third grade*.
- Sáenz-Ludlow, A. *From addition, subtraction, and multiplication to the division algorithm: The iconicity of children's making processes*.
- Sáenz-Ludlow, A. Mathematical interpreting games in a third grade class.

ANTHONY DAMON SCOTT
Department of English

EDUCATION

Ph.D. Rhetoric and Composition, University of Louisville, Spring 2002.

M.A. English, Appalachian State University, May 1995.

B.A. English and Philosophy, University of North Carolina at Charlotte, May 1991.

TEACHING EXPERIENCE

Assistant Professor, *University of North Carolina at Charlotte, August 2002-Present*

Teaching Assistant, *University of Louisville, August 1997-May 2002*

Adjunct Faculty, *DeKalb College, Atlanta, August 1995-1997:*

Teaching Assistant, *Appalachian State University, August 1993-1995*

ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE

Writing Consultant to the School of Business, *University of Louisville, August 2000- present*

Member, Conference on College Composition and Communication Committee on Improving the Conditions of Part-Time/Adjunct Labor, *February 2000- present*

Assistant Coordinator of Writing Across the Curriculum Program, *University of Louisville, 1998-1999*

Library Research Specialist, *Emory University Library, 1996-1997*

ACADEMIC PUBLICATIONS

Editing

(2001) *Workplace a Journal for Academic Labor* (Special Issue on Labor in Composition).
Edited by Tony Scott, Leo Parascondola and Tony Baker 3.3 (May 2001).

Articles and Reviews

(2001) "Managing Labor, Managing Literacy: the Future of Work in Composition." Forthcoming in *Literacy Work in the Managed University*. Edited by Marc Bousquet, Tony Scott, and Leo Parascondola.

(2001) "Dear Reviewer: Who is Talking to Whom in Reflective Letters?" Forthcoming in *Rethinking Reflection in Composition Studies*. Edited by Tony Baker, Brian Huot, Michael Neal, and Tony Scott.

(2001) Introduction. *Workplace a Journal for Academic Labor*. 3.3 (May 2001).

(2001) "Class Politics and the Future of Composition: An Interview with Steve Parks." *Workplace a Journal for Academic Labor*. 3.3.

(2000) "Review of *Literature, Class and Culture: An Anthology*" *Workplace a Journal for Academic Labor*. 3.2, December.

(2000) "How Like A Leaf: An Interview with Donna Haraway, A Review." *Kairos: A Journal for Teachers of Writing in Webbed Environments*. 5.1.

(1999) "An Interview with Karen Thompson" *Workplace: the Journal for Academic Labor*. 2.2, November.

CONFERENCE PRESENTATIONS

“Self-Knowledge or Institutional Positioning? Probematizing the Rhetoric of Reflection.” Conference on Composition and Communication. Denver, March 2001.

“Theorizing Futurespace in the Novels of William Gibson and Octavia Butler.” The Twentieth Century Literature Conference. The University of Louisville, February 2001.

“Locating Composition: Literacy, Labor and a Critical Awareness of Place.” Thomas R. Watson Conference on Rhetoric and Composition. The University of Louisville, October 2000.

“Theorizing Reflective Writing as an Academic Genre.” Conference on College Composition and Communication. Minneapolis, April 2000.

“Framing the Debate: Politics and Literacy in an African American Newspaper.” Conference on College Composition and Communication. Atlanta, March 1999.

“A Program for Integrating Hyperlinks into Peer Response.” Conference on College Composition and Communication. Atlanta, March 1999.

“Speaking In and Speaking Out: An Examination of an African American Newspaper as a Site of Literacy During a Time of Political Crisis.” Thomas R. Watson Conference on Rhetoric and Composition. The University of Louisville, October 1998.

"You'll Never Catch Me There." The Annual Conference of The Southeastern Women's Studies Association. The University of Alabama at Tuscaloosa, March 1995.

"The Silencing of Salome." Violence and Violation in Women's Lives: Myth, Metaphor and Reality. Elon College, February 1995.

"Christina Rossetti's Erotic Communion." The Annual Conference of The Southeastern Women's Studies Association. East Carolina University, April 1994.

DANIEL SHEALY

Department of English
University of N.C. Charlotte
Charlotte, NC 28223
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113 Union Street N.
Concord, NC 28025
(704) 793-1915

EDUCATION

Ph.D., University of South Carolina, 1985

M.A., University of South Carolina, 1983

B.A., Summa Cum Laude, Newberry College, 1979

PROFESSIONAL EXPERIENCE

University of N.C. Charlotte 1988-Present
Professor of English 1997-Present
Associate Dean of the Graduate School 1994-1997
Associate Professor of English 1992-1997
Graduate Coordinator, English Dept. 1992-1994
Assistant Professor of English 1988-1992

Clemson University 1985-1988
Visiting Assistant Professor 1986-1988
Instructor of English 1985-1986

PUBLICATIONS

BOOKS

Flower Fables. By Louisa May Alcott (editor). New York: Okey-Doke Press, 1998.

The Inheritance. By Louisa May Alcott (co-editor). New York: Dutton, 1996; Penguin Classics, 1998.

From Jo March's Attic: Stories of Intrigue and Suspense (co-editor). Boston: Northeastern University Press, 1993. Rptd. as The Lost Stories of Louisa May Alcott. New York: Citadel Press, 1994.

Louisa May Alcott's Fairy Tales and Fantasy Stories. (editor). Knoxville: University of Tennessee Press, 1992.

Freaks of Genius: More Unknown Thrillers of Louisa May Alcott (editor). Westport, CT: Greenwood Press, 1991.

Louisa May Alcott: Selected Fiction (co-editor). Boston: Little, Brown and Company, 1990; Athens, University of Georgia Press, 2001.

The Journals of Louisa May Alcott (co-editor). Boston: Little, Brown and Company, 1989; Athens, University of Georgia Press, 1997.

A Double Life: Newly Discovered Thrillers of Louisa May Alcott (associate editor). Boston: Little, Brown and Company, 1988; London: Macmillan, 1989.

The Selected Letters of Louisa May Alcott (co-editor). Boston: Little, Brown and Company, 1987; Athens, University of Georgia Press, 1995.

ARTICLES (SELECTED)

"Prospects for the Study Louisa May Alcott." Resources for American Literary Study. 24.2 (Fall 1998), 157-176.

"Singing Mignon's Song: The Friendship of Ralph Waldo Emerson and Louisa May Alcott," in Emersonian Circles. Ed. Robert E. Burkholder and Wesley T. Mott (Rochester: U of Rochester P, 1996), 225-235.

"Margaret Fuller and Her Maiden: The School Journal of Evelina Metcalf," Studies in the American Renaissance, 1996 (Charlottesville: U of Virginia Press, 1996), 41-65.

"A Fuller Record to Offer: Louisa May Alcott's Life in Her Private Writings," Documentary Editing, 15 (Dec. 1993), 81-85.

"Louisa May Alcott's Juvenilia: Blueprints for the Future," Children's Literature Association Quarterly. 17.4 (Winter 1992-93), 15-17.

"The No Name Series of Roberts Brothers" (bibliography), Studies in the American Renaissance, 1991. (Charlottesville: University Press of Virginia, 1991), 375-402.

"The Sales of Louisa May Alcott's Books" (co-author), Harvard Library Bulletin, 1:1 (Spring 1990), 47-86.

THESES DIRECTED

The Family in John Irving's Fiction, Janice Rieman (1993)

Tom Robbins as Fabulator, Julie Townsend (1993)

Nathaniel Hawthorne and the Balance of Life, Kim Pierce (1997)

William Dean Howells's March Family Narratives, Dwan Henderson (1998)

A Comprehensive Examination of Lolita and The End of Alice, Chris Gray (1999)

MELBA SPOONER

September 2002

The University of North Carolina at Charlotte
College of Education
Department of Reading and Elementary Education
9201 University City Boulevard
Charlotte, North Carolina 28223-0001
(704) 687-4510
mcspoone@email.uncc.edu

4124 Swindon Court
Charlotte, North Carolina 28215
(704) 598-0239

Education

- 1991 Ed.D., University of North Carolina at Greensboro
Major: Curriculum and Teaching
- 1985 M.Ed., University of North Carolina at Charlotte
Major: Early Childhood Education
- 1978 B.A., University of North Carolina at Charlotte,
Major: Early Childhood Education

Professional Experience

- 2002-Present Associate Professor, Department of Reading and Elementary Education
- 1996-2002 Assistant Professor, Department of Reading and Elementary Education
- 1994-1999 Assistant Dean, College of Education; The University of North Carolina at Charlotte
- 1994-1996 Clinical Assistant Professor, Department of Curriculum and Instruction
- 1987-1994 Coordinator of Field Experiences, Office of Field Experiences; The University of North Carolina at Charlotte
- 1991-1994 Clinical Assistant Professor, Department of Curriculum and Instruction
- 1987-1991 Lecturer, Department of Curriculum and Instruction
- 1986-1987 Assistant Principal for Instruction, Cotswold Elementary School, Charlotte, North Carolina
- 1985-1986 Adjunct Professor; Administrative Assistant, Teacher Intern Program; The University of North Carolina at Charlotte
- 1981-1985 Classroom Teacher, Devonshire Elementary School, Charlotte, North Carolina
- 1980-1981 Classroom Teacher, Albemarle Road Elementary School, Charlotte, North Carolina
- 1978-1980 Teacher's Assistant, Albemarle Road Elementary School, Charlotte, North Carolina

Most Recent Student Directed Scholarship

- 2002 Member, Student's Master's Degree Project Committee, The University of North Carolina at Charlotte, Ms. Cathy Wilson; *Collaborative Lesson Study: A Constructivist Approach to Teacher Professional Development*.
- 2001 Chair, Student's Master's Degree Comprehensive Portfolio Committee, The University of North Carolina at Charlotte, Ms. Ginger Stovall; *Literacy*.
- 2001 Member, Student's Master's Degree Comprehensive Portfolio Committee, The University of North Carolina at Charlotte, Ms. Amy Dawson; *Encounters with Literacy*.
- 2001 Member, Student's Master's Degree Project Committee, The University of North Carolina at Charlotte, Ms. Anita Brendle-Corum; *Performance-Based Assessment*.
- 2001 Member, Student's Master's Degree Project Committee, The University of North Carolina at Charlotte, Ms. Molly Gill; *Increasing Reading Fluency in Low-Level Readers*.

Selected Research – Publications, Grants, Presentations

- Spooner, M., Spooner, F., & Karvonen, M. (in press). Contributing to the Profession in Meaningful Ways. *Action in Teacher Education*.

- Beattie, J., Spooner, F., Jordan, L., Algozzine, B., & Spooner, M. (in press). Evaluating instruction in distance learning classes. *Teacher Education and Special Education*.
- Spooner, M., Flowers, C., Lambert, & R., Algozzine, R. (2002). (Submitted for review). Is More Really Better? Examining the Perceived Benefits of an Extended Student Teaching Experience.” *Teacher Education Quarterly*.
- Spooner, F., Agran, M., Spooner, M., & Kiefer-O’Donnell, R. (2000). Personnel preparation in the electronic age: Innovative programs and technologies. *The Journal of The Association for Persons with Severe Handicaps*, 25, 92-103.
- Nagle, J.M. & Spooner, M. University-School Teacher Education Partnerships at UNC Charlotte; University of North Carolina General Administration to Implement University-School Teacher Education Partnerships; funded; Fall 1998; (\$165,000 for each of two years). Has become a part of the continuation budget for the College of Education
- 54th Annual Meeting of the American Association of Colleges for Teacher Education, New York City, New York. *School Improvement and Accountability Through a Multi-School-University Partnership*. February 23-26, 2002.
- 82nd Annual Meeting of the Association of Teacher Educators. Denver, Colorado. *Responding to Change: Collaborative Action Research to Enhance Best Practice for All Students*. With J. Frazier, February 2-6, 2002.
- 53rd Annual Meeting of the American Association of Colleges for Teacher Education, Dallas, Texas. *Initiating Cross-Departmental Collaboration to Enhance Teacher and Student Success*. With J. Nagle; C. Knoblauch; L. Brannon; and O. Lansen, March 1-4, 2001.
- 53rd Annual Meeting of the American Association of Colleges for Teacher Education, Dallas, Texas. *Maximizing Best Practice and Learning Through Mini-Grant Collaborative Research Projects*. With J. Frazier, March 1-4, 2001.
- 81st Annual Meeting of the Association of Teacher Educators, New Orleans, Louisiana. *Mini Projects That Maximize Best Practice*. (Accepted for Presentation with J. Frazier, February 17-21, 2001).

Selected Service Activities

- | | |
|--------------|---|
| 2002 | Cadre Leader, Tulsa Oklahoma, Board of Examiner Training, National Council for Accreditation of Teacher Education |
| 2002-present | Observer, College Peer Review Process, College of Education, The University of North Carolina at Charlotte |
| 2002-present | Member, College Peer Review Committee, College of Education, The University of North Carolina at Charlotte |
| 2002-present | Member, Instructional Model Commission, Charlotte-Mecklenburg Schools |
| 2001-2003 | Member, College Graduate Curriculum Committee, The University of North Carolina at Charlotte |
| 2000-2001 | President, Association of Teacher Education – North Carolina |
| 1997-present | Member, Board of Examiners, National Council for Accreditation of Teacher Education |

Short Curriculum Vitæ

[Fall 2002]



Name	<u>Ralf Thiede</u>
Rank	<u>assoc. prof.</u>
Department	<u>English, UNC Charlotte</u>
College	<u>Arts & Sciences</u>
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Education

	Westfälische Wilhelms-Universität, Münster, Germany [undergraduate studies in English Studies, Philosophy, Education]	1976-81
	University of North Wales, Bangor, UK [undergraduate studies in Welsh, English Studies]	1978-79
M.A.	University of Missouri – Columbia [English Language]	1984
Ph.D.	University of Missouri – Columbia [English Language]	1990

Papers presented (last five years)

- 1997 From Paradigmatic to Binary Inflection: A Subset Model of English Grammaticization. SouthEastern Conference on Linguistics, UNC Charlotte. April. [also conference organizer]
Argument-to-Adjunct Demotion. MidAmerica Linguistics Conference, MU Columbia. November.
Lexical Feature Matrix and Grammaticization: The Example of Mandarin *ba*. SouthEastern Conference on Linguistics, Atlanta, November.
- 1998 Pragmatic Procrastination. SouthEastern Conference on Linguistics, Lafayette. April.
Second-Language Learning (not 'Acquisition'). South Atlantic Modern Language Association, Atlanta. November.
- 1999 Bad Terminology. SouthEastern Conference on Linguistics, Norfolk. April.
Attitude Shifts towards Dialect as a Result of an International Sojourn. German-American Research Society Annual Colloquium, Ludwigsburg. June.
On the Notion of Subjecthood. SouthEastern Conference on Linguistics, Atlanta. November.
- 2000 Cartesian Linguistics vs. DaVincian Linguistics. SouthEastern Conference on Linguistics, Oxford MS, April.
- 2001 Cognitive Interfaces to Syntax. SouthEastern Conference on Linguistics, Knoxville TN, April.
Cognitive Syntax: Formal Interfaces Between Grammar and Usage. Invited lecture, Universität Dortmund, Germany, November.
- 2002 Knowledge of Language Includes Performance Constraints: Coindexing in a Pushdown Stack. Southeastern Conference on Linguistics, Memphis, TN, April.

Publications

- Thiede, Ralf. 1992. Lexical Transformations and the Mapping of English Ditransitives, *National Kaohsiung Normal University Journal of English Literature and Language*, 1: 104-18.
1993. Book note: Charles Pierre Bouton, *Neurolinguistics: Historical and Theoretical Perspectives* (New York: Plenum, 1991), in *Language* 69: 409-410.
1994. X-bar Theory and Predication in the Lexico-Syntactic Continuum [reviewed article on Miller, *Complex Verb Formation*]. *The SECOL Review* 18: 185-200.
1994. Friedens- und Konfliktforschung: Aktuelle Fachtermini in Deutsch und Englisch [undocumented terminology in peace and conflict research in German and English], *Lebende Sprachen: Zeitschrift für Fremde Sprachen in Wissenschaft und Praxis*, 39: 156-157.
1996. The Possessive Case in English: A Postmortem. *The SECOL Review* 20: 101-116.
1999. A Comprehensive Index, 1977-1999. *The SECOL Review* 23:167-247.
- Davis, Boyd, and Ralf Thiede. 2000. Writing into Change: Style Shifting in Asynchronous Electronic Discourse. Ch. 5 of *Network-Based Language Teaching: Concepts and Practice*, ed. Mark Warschauer and Richard Kern. Cambridge: Cambridge University Press.
- Thiede, Ralf. Forthcoming. Lexical Classification and Pragmatic Trigger of Mandarin BA. *Journal of Chinese Linguistics*.
- Since 1999. Editor of *The SECOL Review* (after 1999: *Southern Journal of Linguistics*).

Service

- Department Computing Committee, M.A. Examination Committee, Hiring Committee, Library Committee, Graduate Committee, English Language Studies web master, Undergraduate Advisor, Graduate Advisor, Advisory Committee to the Chair, Review Committee, Undergraduate Committee, SACS Self-Study Committee, various ad-hoc committees and tasks forces
- Colleges Hiring Committee (ELTI), Cognitive Science Academy, Academy for Neuroscience, Literacy Task Force, M.Ed. examination committees (TESL) and M.Ed. projects and theses
- Campus Faculty Council, Faculty Advisory Library Committee, Faculty Advisory Computing Committee
- Outside Executive Committee member, then Executive Secretary and Editor for the SouthEastern Conference on Linguistics (SECOL). Since 1999 responsible for two annual conferences; solely responsible for membership, finances, advertising, and all editorial and managerial duties of the *Southern Journal of Linguistics* from editing to mailing. Also web master for SECOL. Also responsible for an annual award for outstanding research by a junior SECOL member, two annual newsletters with membership directory, and incorporation requirements for SECOL in the State of Florida.

JOSEPHINE DAVIS WALLACE
Department of Reading and Elementary Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	1989	The University of North Carolina at Chapel Hill	Curriculum and Instruction Science Education
M.A. Ed.	1977	East Carolina University, Greenville, North Carolina	Elementary Education Intermediate Education
B.S.	1976	East Carolina University, Greenville, North Carolina	Intermediate Education

North Carolina Licenses

G - Elementary, Intermediate, Middle Grades Science (4-6, 6-9, 9-12), A - Social Studies (9-12)

PROFESSIONAL EXPERIENCE

July 2000- Present Department of Reading and Elementary Education
Associate Professor

1991-June, 2000 Mathematics and Science Education Center, UNC Charlotte
Center Director, Assistant/Associate Professor

1990-91 Competitiveness Foundation, Semiconductor Research Corporation, Research Triangle Park, NC
K-12 Program Director, (Leave of Absence from East Carolina University)

1989-90 Department of Science Education, East Carolina University
Instructor, 1988-89, Assistant Professor, 1989-90

1984-88 Center for Mathematics and Science Education, UNC Chapel Hill, North Carolina
Associate Director

1983-84 Mathematics and Science Education Center, UNC Charlotte, North Carolina
Special Assistant to the Director

1980-83 Science Museums of Charlotte, Inc., (Discovery Place and Nature Museum) Charlotte, NC
Education Coordinator

1978-80 Charlotte-Mecklenburg Schools, Charlotte, North Carolina
Elementary Science Resource Teacher and Planetarium Instructor

SELECTED GRANTS

Co-Principal Investigators. Wallace, J. D., Pugalee, D. K., & Douville, P. (October, 2000). LINC²S:II: Teacher Leader Mentors. (UNC Charlotte, Charlotte-Mecklenburg Schools, Union County Public Schools, Shelby City Schools.) Dwight D. Eisenhower Higher Education Grant Program. \$30,000.

Co-Principal Investigators. Wallace, J. D., & Archer, A. (April 2000). Technology 101 and Technology 201 for Elementary Teachers: Achieving Benchmark I and II Technology Goals. (UNC Charlotte and Kannapolis City Schools) U.S. Dept. of Education Technology Challenge Grant– Subcontract from the Education Future Center, North Carolina School of Science and Mathematics. \$20,000.

Co-Principal Investigators. Wallace, J. D., Pugalee, D., & Douville, P. (April 2000). Developing LINC²S: Leaders in Inquiry using Networks to build Content and Connections in Science. A grant project for Charlotte-Mecklenburg Schools, Union County Schools, and Shelby City Schools elementary teacher leaders in collaboration with Johnson C. Smith University and Discovery Place. Dwight D. Eisenhower Higher Education Grant Program. \$90,000.

Principal Investigator. Wallace, J. D. (1998-2000) Students as Scientists: Pollution Prevention Through Education: An Environmental Education Project for Middle and Secondary Teachers. Glaxo Foundation (A subcontract in conjunction with The University of North Carolina at Wilmington). \$73,185

SELECTED PUBLICATIONS AND EDITORIAL ASSIGNMENTS

- Nesbit, C. R., Wallace, J. D., Pugalee, D. K., Miller, A-C. S., & DiBiase, W. J. (2001). (Eds.). Professional development for teacher leaders in mathematics and science. Columbus, Ohio: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Wallace, J. D., Nesbit, C. R., & Newman, C. R. (2001). Bringing about school change: Professional development for teacher leaders. In J. Rhoton & P. Bowers (Eds.) Issues in Science Education: Professional development leadership and the diverse learner. (pp. 37-47). Arlington, VA: National Science Teachers Association.
- Nesbit, C. R., Wallace, J. D., Miller, A-C. S., & DiBiase, W. J. (2001). In their own words: What science and mathematics teachers say are important aspects of professional development for teachers. (pp. 227-244). In C. R. Nesbit, . J. D. Wallace, D. K. Pugalee, , A-C. Miller, W. J. DiBiase (Eds.) Professional development for teacher leaders in mathematics and science. Columbus, Ohio: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Wallace, J. D., Nesbit, C.R., & Miller, A-C. S. (1999). Six leadership models for professional development in science and mathematics. Journal of Science Teacher Education. 10(4), 247-268.
- Wallace, J. D. & Nesbit, C. R. (1996). The emerging role of teacher leaders. Teachers speak. In J. Rhoton & P. Bowers (Eds.), Issues in Science Education. (pp. 130-139). Arlington, VA: National Science Teachers Association.

SELECTED PRESENTATIONS

- Wallace, J. D., Pugalee, D. K., & Douville, P. (2001, April). Examining instructional practices of elementary science teachers for mathematics, and literacy integration. Paper presented at the annual meeting of the American Educational Research Association. Seattle, Washington.
- Nesbit, C. R., Wallace, J. D., Pugalee, D. K., & DiBiase, W. J. (2001, March). The professional development of science and mathematics teacher leaders: Research perspectives. A symposium presented at the annual meeting of the National Association for Research in Science Teaching. St. Louis, MO.
- Wallace, J. D., Pugalee, D., Nesbit, C. R., & Adey, P. (2000, May). Developing teacher leaders in mathematics and science. Paper presented at the Cognitive Acceleration Conference, Kings College London. Wolverhampton, England.
- Miller, A-C. S., Wallace, J. D., DiBiase, W. J., & Nesbit, C. R. (March, 1999). Pebbles in the ocean or fountains of change? New insights on professional development: Examining the links-professional development, teacher leaders, and school change. A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Boston, MA.
- Nesbit, C. R., & Wallace, J. D. (September, 1998). Bringing about school change: Professional development for teacher leaders. A paper presentation at the Annual Meeting of the Mid-Atlantic Association of Educators of Teachers of Science. Chapel Hill, NC.
- Wallace, J. D., Nesbit, C. R., & Miller, A. C. (1996, April). The description of leadership models for professional development in science and mathematics. A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, St. Louis, MO.
- Bowers, P., Wallace, J. D., Shafer, K., Dawkins, K, Dyche, S., Pakenham, E., & Woodruff, B. (1996, April). Building a capacity for reform in science and mathematics education: The North Carolina model. A paper presented at the National Science Teachers Association National Convention, St. Louis, MO.

Selected State conference presentations in North Carolina:

- Nesbit, C. R., Wallace, J. D., & Miller, A-C. S. (2001, March). Impact of leadership professional development on school dissemination. Paper presented at the annual meeting of the North Carolina Association for Research in Education. Charlotte, NC.
- Lytle, C., Wallace, J. D., Pugalee, D. K., Douville, P., & Evans, B. (2001, February). The North Carolina K-8 science infrastructure project: A model for cooperation among college science departments, science educators, and teachers. Paper presented at the North Carolina State University Invitational Conference. Chapel Hill, NC.
- Wallace, J. D., Pugalee, D. K., Douville, P. , Charlotte-Mecklenburg, Union Public Schools, & Shelby City School teachers. (2000, November). Developing LINC²S: Leaders in inquiry using networks to build content and connections in science. A presentation at the North Carolina Science Teachers Association Annual Conference. Greensboro, NC.

Vita

Samuel D. Watson, Jr.

Degrees.

- Ph.D. in English, 1973, University of Iowa. Sloan Fellow.
Dissertation: "Michael Polanyi and the Recovery of Rhetoric," directed by Richard Lloyd-Jones.
- M.A. in English, 1965, University of Virginia. DuPont Fellow.
Thesis: "Innocence and Dimensions of Justice in Faulkner's Absalom, Absalom!"
- B.A. in English, 1964, Wofford College. Includes one year of self-initiated study at Queen's University, Belfast. Magna cum laude, Phi Beta Kappa.

Positions.

Assistant-Full Professor of English, UNC Charlotte, 1973-present.

Founder and Director of UNC Charlotte Writing Project (NWP), 1979-2000.

Director, Southeastern Region, National Writing Project (30 sites in 6 states and Puerto Rico), 1986-90.

Director of University Writing Programs, 1993-8.

Representative Publications.

- "Polanyi's Epistemology of Good Reasons," Explorations in Rhetoric: Studies in Honor of Douglas Ehninger, ed. Ray McKerrow (Scott Foresman, 1981), 49-68.
- "Polanyian Perspectives on the Teaching of Literature and Composition," Tradition and Discovery, 17 (1990-91), 4-17. (With Elizabeth Wallace, Peter Elbow, Louise Phelps, and Janet Emig.)
- "Letters on Writing: A Medium of Exchange with Students of Writing," Teaching Advanced Composition: Why and How, ed. K. Adams (Heinemann, 1990), pp. 133-150.
- "Polanyi," Encyclopedia of Rhetoric and Composition, ed. Theresa Enos. (Garland, 1996).
- "WAC, WHACK: You're An Expert -- NOT!." Inventing a Discipline: Rhetorical Scholarship in Honor of Richard E. Young, ed. Maureen Goggin (NCTE, 1999), pp. 319-33.
- "Confessions from Our Reflective Classroom." Self-Assessment and Development in Writing, ed. Kathleen Yancy and Jane Smith. (Hampton Press, 2000), pp. 75-96.
- "Happy Accidents: My Life in the Writing Project." James Gray, The Story of the Bay Area and National Writing Project: A Personal Narrative. (National Writing Project, in press.)

Representative Grants.

Well over \$500,000 in support of the UNC Charlotte Writing Project 1978-1999). With a grant (1988) of \$4,850 from the Southeastern Regional Educational Laboratory (SEIL)I conducted a Wildacres Writing Retreat for seventy selected teachers from across the Southeast, which led to SEIL publication of a 391-page collection of these teachers' professional writing, Writing in Trust: A Tapestry of Teachers' Voices.

Thesis Direction (D) or Participation (P)

- Linney, Barbara, "The Chosen Self Dances in a Writing Class," 1982. (D)
- Inkster, Robert P., "Michael Polanyi and Adult Education," Ph.D. dissertation, University of Wyoming, 1987. (P)
- Parker, Michael, "Writing and Philosophy 2101: A Case Study," 1990. (D)
- Smith, Robin A., "What a Long Strange Trip It's Been," 1990. (D)
- Honeycutt, Lee B., "What Hath Bakhtin Wrought? Toward a Unified Theory of Literature and Composition," 1994. (D)
- Holm, Lisa M., "Female Impersonators : a Pragmatic Analysis of their Discourse Community," 1995. (P)
- Hutchinson, Glenn, "Brainwrap," 1996. (P)
- Burt, Beth Cagle, (Title?), ca. 2000. (P)
- Miller, Barbara A., "An Examination of the Empacts of Eace and Culture on the Teaching of Advocacy," 2000. (P)
- Talbert, Daniel Lamar, "Calmness, Caring, Candy Bars, and Other Ingredients in the Teaching of Reading," 2000. (P)
- Urbanski, Cynthia Diane, "A Teacher's Guide to Coaching Writing in the Literature based High School Classroom," 2000. (P)
- Perry, Myra Ann Holloway. "Learning to Teach Witing: The Development of a Writing Instructor," 2001. (P)
- Abbate, Robert Charles, "Bruised Reeds, Smoldering Wick," 2001. (P)
- Wray, Daniel E., "The Cognitive Theory of Metaphor and its Relevance to the Uses of Metaphor in Science and Religion," 2001. (P)

Barnet M. Weinstock, Professor
Department of Mathematics

Education:

A.B., Columbia College, 1962
Ph.D., M.I.T., 1966

Professional Experience:

University of North Carolina at Charlotte:	
Chairperson, Department of Mathematics	1981-85
Acting Chairperson, Department of Mathematics	1980-81
Professor of Mathematics	1980-
Associate Professor of Mathematics	1977-80
University of North Carolina at Chapel Hill:	
Visiting Associate Professor	1979 (Spring)
University of Kentucky:	
Associate Professor of Mathematics	1973-77
Brown University:	
Assistant Professor of Mathematics	1968-73
Instructor in Mathematics	1966-68

Papers and Reports:

1. Continuous boundary values of analytic functions of several complex variables, Proc. Amer. Math. Soc. 21 (1969), 463-466.
2. An approximation theorem for \bar{d} -closed $(n, n-1)$ forms, Proc. Amer. Math. Soc. 26 (1970), 625-628.
3. Approximation by holomorphic functions on certain product sets in C^n , Pacific J. Math. 43 (1972), 811-832.
4. Inhomogeneous Cauchy-Riemann systems depending smoothly on parameters, Duke Math. J. 40 (1973), 513-517.
5. Uniform approximations by solutions of elliptic equations, Proc. Amer. Math. Soc. 41 (1973), 513-517.
6. Some conditions for uniform H -convexity, Illinois J. Math. 19 (1975), 400-404.
7. Continuous boundary values of holomorphic functions on Kahler domains, Canad. J. Math. 28 (1976), 513-522.
8. A new proof of a theorem of Hormander and Wermer, Mathematische Annalen 200 (1976), 59-63.
9. Uniform approximation and the Cauchy-Fantappie integral, Proc. Symp. Pure Math. 30 (1977), 187-191.
10. Zero-sets of continuous holomorphic functions on the boundary of a strongly pseudoconvex domain, J. London Math. Soc. (2) 18 (1978), 484-488.
11. Uniform approximation on smooth polynomially convex sets, Complex Approximation, Proceedings, Quebec, Canada, B. Aupetit, Ed., Birkhauser, Boston, 1980, 83-89.
12. On a theorem of A. Sakai, Osaka Journal of Mathematics 17 (1980), 763-767.
13. (with J. A. Cima) The Zygmund condition for Bloch functions on the unit ball in C^n , Proc. Amer. Math. Soc. 79 (1980), 597-600.
14. Uniform approximation on the graph of a smooth map in C^n , Canad. J. Math. 32 (1980), 1390-1396.

15. On the polynomial convexity of the union of two maximal totally real subspaces of C^n , *Mathematische Annalen* 282 (1988), 131-138.
16. (with A. Lambert) A class of operator algebras induced by probabilistic conditional expectations, *Michigan. Math. J.* 40(1993), 359- 376.
17. (with A. Lambert) Descriptions of conditional expectations induced by non measure preserving transformations, *Proc. Amer. Math. Soc.* 123(1995), 897-903.
18. (with J. Daughtry and A. Lambert) Operators on C^* -algebras induced by conditional expectations, *Rocky Mountain Journal of Mathematics* 25(1995), 1243-1275.
19. (with J. Daughtry and A. Lambert) Invariance of Spectrum for Representations of C^* -Algebras on Banach Spaces, *Proc. Amer. Math. Soc.* 127(1997), 189-198.
20. (with J. Campbell and A. Lambert) Localizing sets and the structure of sigma algebras, *Indiana University Mathematics Journal* 47(1998), 913-938.
21. (with J. Daughtry) Extreme points for certain Banach spaces related to conditional expectations, submitted to *Glasgow Mathematical Journal*.

Funded Research:

National Science Foundation Research Grants (Faculty Associate) 1967-73
 National Science Foundation Research Grant (Principal Investigator) 1978-79
 UNCC Faculty Research Grant 1979, 1986, 1987, 1988, 1992, 1994, 1997

Professional Affiliations, Consultation, Honors, Awards:

Western Kentucky University	
Outside Reviewer for Department of Mathematics	1988
N. C. Mathematics and Science Statewide Education Network Advisory Committee	1984-92
American Mathematical Society	1964-
Committee on Employment and Education Policy	1981-84
Subcommittee on Employment Concerns	1978-89
Chair	1979-89
Committee on the Agenda	1979-80
Mathematical Association of America	1974-
MAA Consultant	1989- 1991
Sigma Xi, UNCC Club	1984-
Committee on Admissions	1985-86
President-Elect	1986-87
President	1987-88
Woodrow Wilson National Fellowship Foundation	
Member, Region I Selection Committee	1969-71
National Science Foundation Graduate Fellowship	1962-65
Woodrow Wilson Foundation Graduate Fellowship (Honorary)	1962-63

Mark Irwin West
English Department

EDUCATION

Antioch College	1972-1973
Franconia College	1973-1975 B.A.
University of Wisconsin-Green Bay	1979-1980 M.E.A.S.
Bowling Green State University	1980-1983 Ph.D.

PROFESSIONAL EXPERIENCE

Bowling Green State University, 1980-1982
Teaching Fellow, 1980-1982

Menninger Foundation, 1982-1984
Editorial Assistant, 1982
Archivist, 1983-1984

Washburn University of Topeka, 1984 Adjunct Assistant Professor, 1984

University of North Carolina at Charlotte, 1984-present
Assistant Professor, 1984-1990, Associate Professor, 1990-1996, Professor, 1996-present
Graduate Coordinator, M.A. Program, 1990-1992, American Studies Director, 1992-2002
Associate Dean for General Education, 2002-present

The Five Owls, Editor, 1999-present

SELECTED PUBLICATIONS

Books

Children, Culture, and Controversy. Hamden, Connecticut: Archon Books, 1988.

Trust Your Children: Voices Against Censorship in Children's Literature. New York: Neal-Schuman, 1988. (Expanded second edition published in 1997)

Roald Dahl. New York: Twayne Publishers, 1992. CD-ROM version published by Macmillan Library Reference, 1997.

Wellsprings of Imagination: The Homes of Children's Authors. New York: Neal-Schuman, 1992.

Everyone's Guide to Children's Literature. Fort Atkinson, Wisconsin: Highsmith Press, 1997.

Psychoanalytic Responses to Children's Literature. Co-authored with Lucy Rollin. Jefferson, North Carolina: McFarland, 1999.

On the Road with Mr. Toad: A Children's Literature Tour of Great Britain. Lanham, Maryland: Scarecrow. Forthcoming.

Edited Books

A Wondrous Menagerie: Animal Fantasy Stories from American Children's Literature. Hamden, Connecticut: Archon Books, 1994.

Westward to a High Mountain: The Colorado Writings of Helen Hunt Jackson. Denver: Colorado Historical Society, 1994.

Chapters in Books:

"Teaching Banned Children's Books," in Teaching Children's Literature: Issues, Pedagogy, Resources. Edited by Glenn E. Sadler. New York: Modern Language Association, 1992. 51-58.

Children's Literature: Issues, Pedagogy, Resources. Edited by Glenn E. Sadler. New York: Modern Language Association, 1992. 51-58.

"The Dorothys of Oz: A Heroine's Unmaking," in Stories and Society: Children's Literature in Its Social Context. Edited by Dennis Butts. London: Macmillan, 1992. 125-131.

"Magic at the Edges: An Appreciation of The Night Watchmen," in The Phoenix Award of the Children's Literature Association, 1985-1989. Edited by Alethea Helbig and Agnes Perkins. Metuchen, New Jersey: Scarecrow Press, 1993. 131-133.

"Stories My Father Told Me," in Rituals of Childhood. Edited by Kathy Merlock Jackson. Bowling Green, Ohio: Bowling Green State University Press. Forthcoming.

Articles in Refereed Journals:

- "Children's Radio Programs and Their Impact on the Economics of Children's Popular Culture." The Lion and the Unicorn 11.2 (1987): 61-66. Reprinted in Dimensions of Language. Edited by Boyd H. Davis. New York: Macmillan, 1993.
- "Some Thoughts on Censorship, Religion, and Multiculturalism: An Interview with Gail E. Haley." Journal of Children's Literature 22.1 (1996): 20-21.
- "Some Thoughts on Censorship and the Teaching of Huckleberry Finn: An Interview with David Bradley." Multicultural Review 5.4 (1996): 42-44.
- "Speaking of Censorship: An Interview with Phyllis Reynolds Naylor." Journal of Youth Services in Libraries 10.2 (1997): 177-182.
- "Harlem Connections: Teaching Walter Dean Myers's Scorpions in Conjunction with Paul Laurence Dunbar's The Sport of the Gods." ALAN Review 26.2 (1999): 58-60.
- "Fantasy Literature for Children: Past, Present, and Future Tensions." Journal of Children's Literature 26.2 (2000): 35-39.
- "Martin Gardner: North Carolina's Annotator of Alice and Historian of Oz." North Carolina Literary Review 10 (2001): 92-96.

Papers Presented:

- "Censorship Issues: Children's Authors Speak." Presented at the University of North Carolina at Greensboro's Annual Conference on Youth Literature, Greensboro, North Carolina, May 16, 1997.
- "Harlem Connections: Teaching Walter Dean Myers's Scorpions in Conjunction with Paul Laurence Dunbar's The Sport of the Gods." Presented at the Children's Literature Association Conference, Omaha, Nebraska, June 20, 1997.
- "Children and Their Villages: Depictions of Community in Modern Picture Books." Presented at Clemson University Children's Literature Symposium, Clemson, South Carolina, October 17, 1998.
- "The Censorship of Fantasy Literature for Children." Presented as part of Illinois State University's "Consider the Children" Lecture Series, Normal, Illinois, September 30, 1999.
- "The Depiction of Work Roles in Children's Literature" (Key Note Address). Presented at Motherhead's HomeWork Curricular Development Conference, Durham, North Carolina, October 22, 2000.
- "The History of Children and Work as Reflected in Children's Literature." Presented at Motherhead's National Staff Training Conference, Raleigh, North Carolina, September 7, 2001.

SELECTED FUNDED RESEARCH

- Censorship of Children's Literature, UNCC Faculty Grants Program, \$2,500.00, 1985
- Textbook Censorship, Children's Literature Association, \$400.00, 1987
- Roald Dahl's Literary Career, Southern Regional Education Board, \$750.00, 1988
- American Fantasy Literature, UNCC Faculty Grants Program, \$3,488.00, 1992
- Incorporating Visual Images in Children's Literature Courses, UNCC Curriculum and Instructional Development Grant, \$900, 1998

M.A. THESES DIRECTED

- "E.T.A. Hoffmann's Nutcracker and Its Transformations," by Heidi Schultz, 1989.
- "The Role of Collaboration in the Writing of Harry Golden's Carl Sandburg," by Mark Lockwood, 1991.
- "The Relationship Between Nature and Civilization in Three American Children's Novels," by Margaret Belk, 1994.
- "The Influence of Lewis Carroll on Two American Writers of Nonsense Literature," by Adrienne Hausser, 1994.
- "Annie Dillard's Childhood Reading and Its Influence on Her Writing Career," by Nancy Jones, 1994.
- "Male Friendship in The Wind in the Willows and The Hobbit," by Thomas Gould, 1995.
- "Death on a Southern Breeze," by Mark Donald de Castrique, 2000. (creative thesis--young adult novel)
- "The Role of Animals in the Maturation of Boys as Reflected in Selected Animal Stories," by Kristina Schuster, 2001.
- "Student-Teacher Relationships in British School Stories," by Preeyaporn Chareonbutra, 2001.

Education

Purdue University, West Lafayette, Indiana

Ph.D. English, August, 1991

Dissertation: "The Politics of Perception: Vladimir Nabokov's Images of the 1940s"

Master of Arts, English, May, 1985

Miami University, Oxford, Ohio

Bachelor of Arts, English — Professional Writing, May, 1983

General Honors • Honors in English • Greer-Hepburn Award in Technical Writing

Personal
Information

Associate Professor,

Department of English

College of Arts and Sciences

University of North Carolina at Charlotte

Charlotte, NC 28223

Office (704) 547-2778

Selected
Publications

"Astronomical Rhetoric: Nineteenth-century Photographs as Models of Meaning." in
Words and Images: Working Together - Working Differently. ed. Nancy Allen,
Westport CT:Greenwood Press,2002.140-163.

"Photography, Geology and Environmental Rhetoric." in *Technical Communication,
Deliberative Rhetoric, and Environmental Discourse: Connections and Directions*,
ed. Nancy W. Coppola and Bill Karis, Stamford, CT: Ablex, 2000. 77-111.

"The Daguerreotype and the Rhetoric of Photographic Technology." *Journal of Business
and Technical Communication*, 12 (1998): 413-436.

*"Photography, Geology, and Environmental Rhetoric in the American West of 1860-
1880." *Technical Communication Quarterly*, 6 (1997): 41-75.

*Supported in part by a UNC Charlotte Faculty Summer Research Grant

"Assessing the Value of Real Group Projects in an Introductory Technical
Communications Course." *Journal of Business and Technical
Communication*, 11 (1997): 170-191.

^NCTE award for the best article on methods of teaching Technical or Scientific Communication

*: "Toward a Photographic Rhetoric of 19th Century Scientific and Technical
Texts." *Journal of Technical Writing and Communication*. 26 (1996): 231-271.

*Supported in part by a UNC Charlotte Faculty Summer Research Grant

^Nominated for the NCTE award for the Best Article Reporting Historical or Textual Studies in Technical or Scientific Communication

"Introduction: Visual Rhetorics." Special Issue. *Technical
Communication Quarterly*. 5 (1996): 5-8 (with Deborah Bosley).

"Hypertext in a Professional Writing Course." *Technical
Communication Quarterly*. 4 (1995): 47-61 (with Janice Tovey).

*"Learning Up Close and at a Distance." *Computers and Technical
Communication: A Sourcebook for Teachers and Program Directors*. Stuart Selber, Ed.
Ablex, 1996. 201-218 (with Nancy Allen).

*NCTE annual award for the best book on Technical and Scientific Communication

"A Hypertext Authoring Course, Portfolio Assessment, and Diversity." *Situating Portfolios: Four Perspectives*. Irwin Weiser and Kathleen Blake Yancey, Eds. Logan, Utah: Utah State University Press, 1997: 295-308

Reviewer

Technical Communication Quarterly - Reviewer, 1998 to present
Journal of Business and Technical Communication - Reviewer 1997 to present

Selected Conference Papers

Nineteenth-century Astronomical Rhetoric." ATTW/Conference/Conference on College Composition and Communication. Atlanta, GA : March, 1999.

"The Web Site and Technical Communication Program Development." Council for Programs in Technical and Scientific Communication, Lewes, DE, October, 1998.

"Trends Across College Texts in Technical Communication." ATTW Conference/Conference on College Composition and Communication. Chicago, IL: April 1998.

"Photography, Geology, and Environmental Rhetoric in the American West of 1860-1880." Conference on College Composition and Communication. Phoenix, AZ : March 1997.

"Disciplinary Trends in Visual Representations" Annual Meeting of the Council for Programs in Technical and Scientific Communication." Oxford, OH: October, 1996.

"Eudora Welty and the Photographic Narrative." Northeast Modern Language Association Conference. Montreal, Canada: April, 1996.

"Light Writing: Toward a Photographic Rhetoric of 19th Century Scientific and Technical Texts." Conference on College Composition and Communication. Washington, DC: March 1995.

"Visualization among the Professions." Conference on College Composition and Communication. San Diego, CA: March 1993.

Funded Research

Subject: "Photographic Rhetoric of 19th Century Scientific and Technical Texts."
Funding Agency: Smithsonian Institution Libraries
Sum Awarded: \$1800 for Summer 1999.

Subject: "Photographic Rhetoric of 19th Century Scientific and Technical Texts."
Funding Agency: UNC Charlotte Faculty Grants Program
Sum Awarded: \$4065 for Summer 1996.

Subject: "Photography and the Genre of the 19th Century Scientific Text."
Funding Agency: UNC Charlotte Faculty Grants Program
Sum Awarded: \$3400 for Summer 1993.

Karen D. Wood, Ph. D.
Department of Reading and Elementary Education

EDUCATIONAL BACKGROUND

Ph.D.	University of Georgia Athens, GA	1982	Reading Education K-12
Ed.S.	Appalachian State University Boone, NC	1979	Reading Education K-12
M.A.	Appalachian State University Boone, NC	1975	Reading Education
B.A.	Catawba College Salisbury, NC	1972	English-Psychology

North Carolina Licensure: Curriculum Instructional Specialist III; DSG (Reading, K-12); A (English, 7-12).

SELECTED PROFESSIONAL EXPERIENCE

1993-present	Professor of Reading Education, Department of Reading and Elementary Education The University of North Carolina at Charlotte
1989-92	Associate Professor, Department of Reading and Elementary Education The University of North Carolina at Charlotte
1985-1988	Assistant Professor, Department of Teaching Specialties The University of North Carolina at Charlotte
1982-1984	Adjunct Assistant Professor, College of Education The University of North Carolina at Charlotte
1982-1985	Instructional Consultant, Salisbury City Schools
Fall, 1981	Faculty (Graduate Assistant) - Special Studies, University of Georgia
1979-1980	Reading Teacher/Coordinator, Knox Middle School, Salisbury, NC
1977-1980	Instructor, Catawba College, Salisbury, NC
1975-1979	Reading Teacher, Knox Middle School, Salisbury, NC
1978	Reading and Study Skills Instructor, Rowan Technical College, Salisbury, NC
1974-1975	Associate Teacher - Right-to-Read Center, Knox Middle School, Salisbury, NC

SELECTED RECENT PUBLICATIONS

BOOKS

- Wood, K. D. & Harmon, J. (2002) Integrating reading and writing in middle and secondary classrooms. Columbus, OH: National Middle School Association.
- Flood, J., Lapp, D., & Wood, K. D. et al. (2001). Reading 2001, K-6 basal reading program. New York, NY: McGraw-Hill.
- Wood, K. D. (2001) Literacy strategies across the subject areas. Boston, MA: Allyn & Bacon.
- Wood, K. D., & Dickinson, T. (2000). Promoting literacy in the intermediate and middle grades. A Handbook for teachers and administrators Boston, MA: Allyn & Bacon.
- Hasbrouck, J., O'Neal, S., Teale, W., Wood, K. D. et al (2001) Language arts series for grades K-6. New York: McGraw-Hill.

BOOK CHAPTERS:

- Wood, K. D. (in press, May 2002) Including diverse learners in the classroom community: Focus on comprehension. Invited chapter for C. C. Block & M. Pressley (Eds.) *Comprehension Instruction*. Newark, DE: International Reading Association.
- Wood, K. D. Wood, K. D. & Harmon, J. (in press, March 2002) Making the trade book to textbook transfer with the Talking About Book (TAB) Club Approach. Invited chapter for After early intervention: Then what?: Teaching

struggling readers in the middle grades edited by J. Paratore and R. McCormack. Newark, DE: International Reading Association.

- Douville, P. & Wood, K. D. (2001). Cooperative learning: An aid for assisting diverse learners in the classroom. Invited chapter for Collaboration for Diverse Learners: Viewpoints and practices edited by V. Risko and K. Bromley.
- Wood, K. D., & Nichols, W. (2000). Helping struggling learners in the 4-8 classroom. In K. D. Wood and T. Dickinson (Editors) Promoting literacy in Grades 4-9: A handbook for teachers and administrators. Boston, MA: Allyn & Bacon.

ARTICLES:

- *Wood, K. D. & Tinajero, J. (in press) Using pictures to teach content to second language learners. Middle School Journal.
- Wood, K. D. Harmon, J. (in press, March, 2002). Improving vocabulary development across the grade levels: Out of research—into practice. Invited article for Reading and Writing Quarterly.
- Wood, K. D. (2002) Aiding comprehension with the Imagine, Elaborate, Predict and Confirm (IEPC) Strategy. Middle School Journal, vol. 33, 3.
- Wood, K. D., Roser, N., & Martinez, M. (2001). Collaborative literacy: Lessons learned from literature. The Reading Teacher.
- Marr, M. B. & Wood, K. D. (2000). The value of perspective taking for improving comprehension. The California Reader, 34, 1, 7-13.
- Martinez, M., Harmon, J., & Labbo, L. & Wood, K. D. (2000). An analysis of children's literature across social studies textbooks. National Reading Conference Yearbook, 48, 209-223.
- Pugalee, D., DiBiase, W. & Wood, K. D. (1999) Integrating writing with mathematics and science. Middle School Journal.
- Wood, K. D., & Jones, J. (1999). Using flexible grouping to include struggling learners in the classroom community. Preventing School Failure.
- Wood, K. D. (1998). Helping struggling readers read. Middle School Journal, 29 (5), 67-70.

SELECTED CONFERENCE PRESENTATIONS

- Meeting the needs of diverse learners: Focus on comprehension. Presentation for the International Reading Association Annual Conference. San Francisco, CA., Spring, 2002.
- Strategies for including diverse learners in the classroom community. Major speaker for the Texas Association for the Improvement of Reading Conference. Plano, Texas, Spring, 2001
- Including diverse learners in the classroom community. Keynote speaker for the Mifflin County Schools. Lewistown, Pa. Spring, 2001
- Collaborative learning in diverse classrooms to build literacy. Presentation for the International Reading Association Annual Conference. New Orleans, Louisiana. Spring, 2001
- Meeting the literacy and developmental needs of learners in grades 4-9. Presentation for the International Reading Association Annual Conference. Indianapolis, Indiana. Spring, 2000.
- Meeting the needs of diverse learners. Keynote speaker for the Archdiocese of Philadelphia schools. Philadelphia, Pa. Spring, 2000.
- Including diverse learners in the classroom community. Keynote speaker for the Eastern Regional Conference of the International Reading Association. Dover, Delaware. Fall, 1999.
- Including struggling learners in the classroom community. Invited keynote speaker for the Harford County Reading Association, Maryland. Fall, 1998.

GRANTS AND CONTRACTS

- \$3500 Rowan-Salisbury Schools 1997-98
- \$5000 Northwest Regional Education Service Alliance Spring, 1999
- \$5000 Northwest Regional Education Service Alliance Fall, 1999

Appendix D

Library Review



UNCC[®]CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Dr. Mary Lynn Calhoun, Dean of the College of Education

From: Judy Walker, Curriculum Materials Librarian

Date: September 3, 2002

Subject: Curriculum and Instruction Doctoral Program

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: September 3, 2002

Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if Dept. purchases additional items.
- 4. Holdings are inadequate

Comments:

See attached.

Judy Walker
Evaluator's Signature

8/9/3/02
Date

TO: Dr. Mary Lynne Calhoun, Dean of the College of Education

FROM: Judy Walker, Curriculum Materials Librarian

DATE: August 22, 2002

RE: Assessment of Library Resources for the C&I Doctoral Program Proposal.

Unfortunately, due the limited time constraint, I was not able to do as thorough an analysis on of the resources as I would have liked but I believe what I was able to accomplish does provide an accurate view of the health of the collection.

Because the College of Education already has a strong undergraduate and graduate program the Library has been diligent in collecting materials to support these programs. The resources that support these programs will act as a foundation for the doctoral program. With this in mind I chose to look more closely at research materials. The data I used for analysis can be found in the Excel workbook titled C&I PhD Data accompanying this document.

JOURNALS

The most current research in the areas of Literacy, Mathematics Education and Urban Education will be found journals. To determine the Library's strengths in this area I went to ERIC and preformed several broad searches: Literacy and research 1992-2002; Urban Education and research 1985-2002 and Mathematics research 1992-2002. I used a longer time span for Urban Education because it is a more specialized topic and the number of citations retrieved were a little too small to provide a true picture of how well the Library can support this area of research.

The data indicates the Library has a large majority of the journals necessary to support the above searches. Of the total number of journals cited the Library owns or provides access to 59% of the Literacy journals, 70% of the Mathematics Education journals and 67% of the Urban Education journals. The percentages improve when you look at how many of the core comprehensive journal are available. Analysis of the number of citations available from the journals the Library has subscriptions to is even better. For example 65% of all the Mathematics Education citations [995] were found in 88 core journals and the Library provides access to 96% of those journals. Although the percentage drops if you factor in the citations in non-core journals, the Library still provides access to 73% of all the citations produced from the search. The same is true for the Literacy and Urban Education searches. It appears that even though our percentage of titles may leave a little to be desired, the Library is providing access to the critical journals with the highest number of citations in these areas.

When performing the above searches in ERIC I limited them to journals only. However, it should be noted there will be addition research based ERIC Documents available for candidates to include in their research. The Library subscribes to all of the ERIC documents which are available on microfiche. In addition 85% of all ERIC documents added since 1996 are also available electronically in full text via the Library's subscription to E*Subscribe.

It should be noted the Library does provide access to those materials not owned by the Library through a national Inter-Library Loan network. In effect, making all materials available to students and faculty although not instantly.

BOOKS

For historical and/or theoretical background in the areas of Literacy, Mathematics education, and Urban Education books are the best resource. Again doing some broad searching in the Library's on-line catalog produced the overall results were encouraging with strong numbers. When looking at the results

of these searches I was particularly interested in the currency of the collection. On the surface this is not as encouraging but without comparing the number of titles the Library owns with the number of titles published in a particular time period is difficult to determine if these numbers are of concern. Because of the short turn-around for this analysis I was not able to do this comparison. But it should be noted the Library subscribes to a Comprehensive Trade Publisher and University Academic Press plan via Blackwell International. This means we receive for review all the materials in both these plan that pertain to the field of Education. On average 90% of these materials are selected for retention by the education faculty and/or the education librarian. Although this does not include some of the professional education organizations' publications it would appear we are receiving a majority of the education materials being published in book form.

Since Urban Education is a more specialized area of concentration than Literacy and Mathematics Education I wanted to compare our holdings to some type of bibliography. Again because of the limited amount of time, I was only able to use two short bibliographies from recently published books: *Celebrating City Teachers: How to Make a Difference in Urban Schools* by Jill Sunday Bartoli and *Teach Our Children Well: Essential Strategies fro the Urban Classroom*, by Helen Maniates and Betty Doerr [both published in 2001]. Of the 75 references in *Celebrating City Teachers* the Library had either owned or provided access to 61% of the them. *For Teach Our Children Well* the percentage was a little higher – 75% [46 of 61 references].

I have also included in the data table the number of multimedia resources and government documents available indicating how many items have been published since 1992. The number of government documents is a little misleading since the Library is still in the process of entering these items into the on-line catalog. These materials will be particularly helpful in the area of curriculum standards, statistics and legal issues.

DATABASES

Knowing that the Library has sufficient resources is one thing, having the most effective tools to access those resources is another. The Library's on-line catalog is the main research tool for identifying what the Library provides access to electronically or in print format including journals.

However, to determine what is available within a particular journal and in some cases now books, one must use more specialized databases. In the field of Education the Library subscribes to the premiere database – ERIC. The ERIC databases are available via Cambridge Scientific Abstracts and NC Live EBSCO host. The Library has chosen to provide ERIC via two interfaces to provide the most flexibility for students and faculty, particularly those doing research from off-campus. Each interface has its own strengths and weaknesses. Workshops for students and faculty on how to search using both interfaces is available through the Library's User Education program.

In addition to ERIC the Library subscribes to other databases that support research in the field of Education. A complete list of these databases can be found at <http://libweb.uncc.edu/ref-educ/edsources.htm>. This list includes PsychInfo, Dissertation Abstracts and LexiusNexius [legal information] which would probably used heavily by PhD candidates in the field of Curriculum and Instruction.

Library's Commitment to Providing Resources

The Library has an extensive Collection Development plan which can be found at <http://libweb.uncc.edu/techserv/cd.htm>. The meat of this plan is reflected in the following statement:

The Library will seek to provide all academic units, through the use of all available means (serials, monographs, electronic resources, etc.), at least 65% of the annually produced resources and materials required to fulfill their academic mission.

This guideline does not reflect a reduction in Library resource allocations for most academic units. In recent years the Library has been able to provide the majority of academic units access to 65% of annually produced resources and materials. Furthermore, the figure of 65% is also not intended to represent a ceiling or limit to the amount of resources which could be provided to a given academic unit. The Library recognizes that there may be circumstances which would necessitate funding an existing or new program beyond the target figure of 65%.

Materials outside the core 65% (the remaining 35% of an academic unit's annually produced resources and materials) represent specialized works which have a dramatic increase in cost relative to actual use. Although these increased costs may prohibit the Library from actively collecting specific materials, the Library is committed to working with individual academic units to provide appropriate access to as broad a spectrum of resources as possible. The Library will, of course, also attempt to respond to individual faculty resource needs that fall outside the core collections plan of an academic unit. However, the primary goal is the development of a collection which supports, as fully as possible, the programmatic needs of an academic unit and which provides a resource for the broader University community.

This same commitment can be applied to the new PhD program in Curriculum and Instruction. We already have a good core collection to support the program. And Collection Development Principle #6 indicates the Library will work cooperatively with units of the University to identify realistic costs and advise on funding options for new programs. In doing so it is suggested that State-required documentation for new Ph.D. programs should include formal requests for continuing funding for library resources to support these programs. This will help ensure that specific, unique needs of the new program will be met without having a negative impact on existing programs.

Summary

Overall, I believe Library resources for a new program in Curriculum and Instruction with an emphasis on Literacy, Mathematics Education and Urban Education are good. However I do have a couple of concerns should be addressed:

- There were a couple of journal titles listed as part of the core comprehensive journals that we do not have access to except via interlibrary loan that we might consider adding to the collection. These titles are in blue type on the 'Comp Don't Have' worksheet of the Excel document.
- Although we have a substantial number of print resources, I would like to do a more detailed analysis of the collection for currency and to see how it stacks up to peer institutions. Once this is completed I would submit my findings to the Education Faculty for review. Then we can develop a plan for correcting any inadequacies that it turns up.

Cc: Amy Dykeman, University Librarian

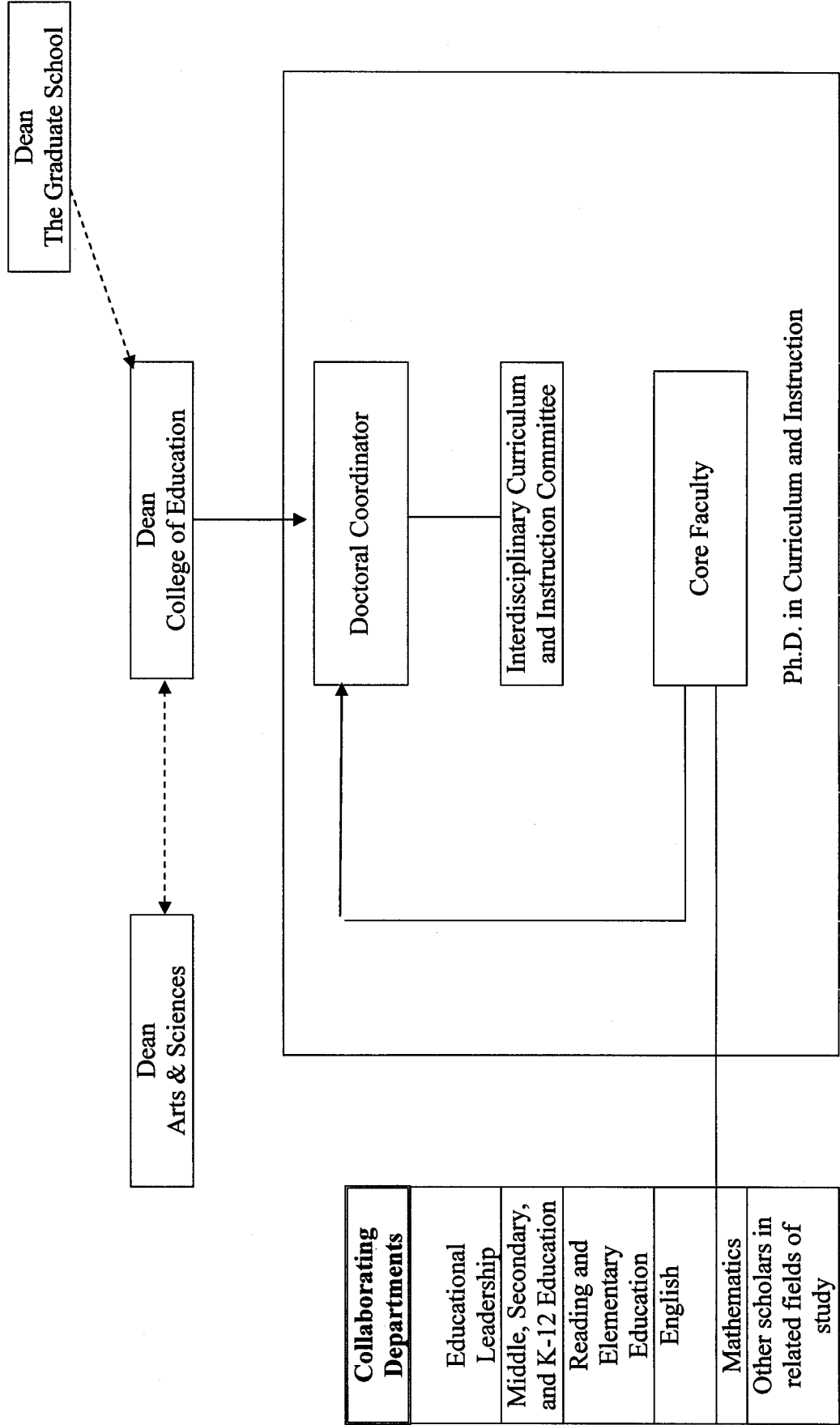
Accompanying Materials: C&I PhD Data Excel document;

Appendix E

Organizational Chart

Organizational Chart

Ph.D. in Curriculum and Instruction
UNC Charlotte



Appendix F

Letters of Support from Contributing Departments



UNCC[®]CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, North Carolina 28223-0001

College of Education
Department of Educational Leadership
704-687-4717
FAX 704-687-3493

September 5, 2002

Dr. Mary Lynne Calhoun
Dean
College of Education
UNC Charlotte

Dear Mary Lynne,

The Department of Educational Leadership has been involved in the planning of the new Ph.D. in Curriculum & Instruction and looks forward to being involved in its implementation. This new degree program will strengthen the College's doctoral offerings, and there will be many opportunities for shared coursework and special projects between the Ed.D. in Educational Leadership and the Ph.D. in Curriculum & Instruction. As you know, the doctoral level courses in educational research are housed in the Department of Educational Leadership; we commit to working closely with the Curriculum & Instruction faculty to offer these courses for the benefit of the Ph.D. in Curriculum & Instruction.

Let me congratulate the committee on a strong proposal and offer my strongest support for this new degree.

Sincerely,



J. Allen Queen

Chair, Department of Educational Leadership



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

College of Education
Department of Middle, Secondary,
and K-12 Education
704/687-4521
FAX 704/687-6430

September 3, 2002

Dear Dr. Calhoun:

Please accept this letter as unconditional support for the proposed Ph.D. in Curriculum and Instruction. As Chair of the Department of Middle Grades, Secondary, and K-12 Education, I can accurately summarize this Department's personal enthusiasm and professional support for this degree opportunity.

As you'll recall, our Departmental interest in a Ph.D. program in Curriculum and Instruction actually began several years ago, and we have remained very excited about its possibility. In preparation for this prospect, we began at that time to strengthen our knowledge base on contemporary issues in urban education, not only researching the topic but applying it to our work in the local Charlotte schools. A portion of that enhanced understanding has now driven our heavy engagement in the actual degree planning process, as we know more fully what would be required of a curriculum and instructional leader in an urban school system.

As a content-oriented Department, the vast majority of our faculty hold Curriculum and Instruction degrees themselves, and many have emphasis areas that directly match the mathematics and literacy focus of this program. In addition, we have carefully crafted a strong bridge with our content colleagues in the College of Arts and Sciences. We are fully prepared and ready to move forward! Our necessary resources are in place, our faculty is top-flight, and we have carefully moved ourselves into an area of awareness and preparation.

As is obvious, we are fully (and enthusiastically!) supportive of this Ph.D. opportunity. Please do not hesitate to ask anything of us, as we stand ready to continue our

Middle Grades Education • Secondary Education • Teaching English as a Second Language
Foreign Languages Education • Arts Education



participation in the planning process immediately. Many thanks for this wonderful opportunity. Our schools and their children will be all the better for it.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeanneine P. Jones". The signature is fluid and cursive, with a large initial "J" and a long horizontal flourish extending to the right.

Jeanneine P. Jones
Chair of the Department



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

College of Education
Department of Reading and Elementary Education
704 / 687-4500
FAX 704 / 687-3749

August 30, 2002

Dear Dean Calhoun:

It is with pleasure that I send this letter of support for the proposed Ph.D. program in Curriculum and Instruction. This program will bring a much-needed degree option to the Charlotte area. It will also fill a need in the surrounding areas, as K-12 school districts continue their work toward providing excellent and equitable instruction to their students, and as American universities and community colleges face increasing shortages of qualified faculty members, especially in areas included in this proposal. The opportunity to provide a national model in the field of Urban Education is particularly exciting.

We look forward to working with you and the other involved departments on the successful approval and implementation of this doctoral program, and strongly and enthusiastically support your efforts. We will make every attempt to insure that this program becomes a regional and national model of excellence in the coming years.

Sincerely,

Robert J. Rickelman, Ph.D.
Chair and Professor

Memorandum

TO: Mary Lynne Calhoun
Dean, College of Education

FR: Cy Knoblauch, Chair
Department of English



RE: Doctoral Program in Curriculum and Instruction

Date: 3 September 2002

The Department of English enthusiastically supports the proposed Doctorate in Curriculum and Instruction. English faculty have, from the beginning, been fully involved in the preparation of the proposal, and we remain eager to participate in the program when it is implemented.

c. S. Lyons



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Fax: 704/510-6416
E-Mail: math@uncc.edu

Chairman
Department of Mathematics
704/547-4556

TO: Mary Lynne Calhoun, Dean
College of Education
3042 Colvard

September 4, 2002

Dear Dr. Calhoun:

The Department of Mathematics has been a strong partner in developing the Ph.D. in Curriculum and Instruction. We endorse this important new degree program and look forward to participating in its implementation. The degree builds on a strong history of collaboration between the Department of Mathematics and the College of Education, in particular the M.A. in Mathematics Education. It also represents a valuable outlet for the creative strengths of the department members who are very excited at the chance to work with current and future Math Educators in doctoral level education. The department already supports a Ph.D. in Applied Mathematics and Masters programs in Mathematics and Mathematics Education and will make its current offerings to the students in the new program as well as providing new specialized courses. The Ph.D. in Curriculum and Instruction is an important new vehicle to support effective instruction in mathematics in K-12 schools, which has always been one of the cornerstones of this department's mission.

Please be assured of my personal support for this important new doctoral program.

Sincerely,

Alan S. Dow, Chair



UNCC^HARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Department of Geography
and Earth Sciences
704/687-2293
FAX: 704/687-3182

September 16, 2002

Associate Dean Barbara Edwards
College of Education
University of North Carolina Charlotte
Charlotte, NC 28223-0001

Dear Dean Edwards:

Thank you for the opportunity to review and comment on the "Authorization to Establish a New Degree Program" for the proposed Ph.D. in Curriculum and Instruction (CI). The Department of Geography and Earth Science strongly endorses this important new doctoral initiative.

We are particularly pleased to note that the CI doctorate has a focus in urban education. This is a critical issue with broad impacts on the social and economic development of our region and state. The Department of Geography and Earth Sciences has extensive research and teaching interests in the areas of urban social geography, urban political geography, and urban restructuring. We look forward to working with our colleagues in the College of Education to help build and deliver a nationally respected doctoral program.

Sincerely,

Owen J. Furuseth,
Chairperson




UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Ph. D. in Public Policy
College of Arts & Sciences
704/687-4260
FAX 704/687-3182

TO: Dr. Mary Lynne Calhoun, Dean
College of Education

FROM: Jerry Ingalls, Director 
Public Policy Ph.D.

RE: Request for Authorization to Establish a Ph.D. in Curriculum and Instruction

DATE: September 17, 2002

I have read your Proposal to Establish a Ph.D. in Curriculum and Instruction and wish to provide my very strong endorsement of your efforts. Your proposal outlines a Program that emphasizes a strong commitment to urban education and uses the urban region as a laboratory for your students. This approach compliments and reinforces the efforts of Public Policy Ph.D. here at UNC Charlotte and we welcome the opportunity for collaboration between the faculty and students in our two programs.

Appendix G

Budgets for First Three Years of the Program

**Projected Funding for New Degree Program
Ph.D. in Curriculum and Instruction
Regular Term 2003-2004
(Based on 2002-2003 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II			0	487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries
FICA @ 7.65%;
Retirement @ 9.71%
Medical @ \$2,933

\$0
 \$0
 \$0

 \$0

Total Positions Required		0.000
Instructional - Position Salary Rate	(FY 02)	\$62,573
<i>101-1310</i> Instructional Salary Amount		\$0
Other Academic Costs	44.89300%	0
<i>Purpose 101</i> Total Academic Requirements		\$0
<i>Purpose 151</i> Library	11.48462%	0
<i>Purposes 152, 160, 170 180</i> General Instit Support	54.04980%	0
Neg Adj Factor	50.00000%	n/a
In-state SCHs	0	
Financial Aid (<u>in-state</u>)	67.99800%	0
Total Requirements		\$0

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution	<u>UNC Charlotte</u>	Date	<u>September 23, 2002</u>
Program (API#, Name, Level)	<u>13.0301 Curriculum and Instruction Ph.D.</u>		
Degree(s) to be Granted	<u>Ph.D.</u>	Program Year	<u>2003-2004</u>

ADDITIONAL FUNDING REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total
101 Regular Term Instruction					
1310 EPA Academic Salaries	90,000	0	0		90,000
Asst. Professors (2)	90,000				
1810 Social Security	6,885				6,885
1820 State Retirement	8,739				8,739
1830 Medical Insurance	4,219				4,219
2000 Supplies and Materials	2,000				2,000
2300 Educational Supplies	1,000				1,000
2600 Office Supplies	1,000				1,000
3000 Current Services	2,000				2,000
3100 Travel	1,000				
3200 Communications	1,000				
3400 Printing & Binding					
5000 Capital Outlay (Equipment)	4,000				4,000
5100 Office Equipment					
5200 EDP Equipment	4,000				
TOTAL Regular Term Instruction	\$117,843	\$0	\$0	\$0	\$117,843
151 Libraries					
5000 Capital Outlay (Equipment)		0			0
5600 Library Book/Journal					
TOTAL Libraries	\$0	\$0	\$0	\$0	\$0
189 General Institutional Support					
2000 Supplies and Materials					0
2600 Office Supplies					
3000 Current Services					0
3200 Communications					
3400 Printing & Binding					
5000 Capital Outlay (Equipment)					0
5100 Office Equipment					
5200 EDP Equipment					
TOTAL General Inst. Support	\$0	\$0	\$0	\$0	\$0
TOTAL ADDITIONAL COSTS	\$117,843	\$0	\$0	\$0	\$117,843

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
Ph.D. in Curriculum and Instruction
Regular Term 2004-2005
(Based on 2003-2004 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II			96	487.37	249.94	146.74	0.000	0.000	0.654
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Total Positions Required		0.654
Instructional - Position Salary Rate	(FY 02)	<u>\$62,573</u>
101-1310 Instructional Salary Amount		\$40,936
Other Academic Costs	44.89300%	<u>18,378</u>
Purpose 101 Total Academic Requirements		\$59,314
Purpose 151 Library	11.48462%	6,812
Purposes 152, 160, 170 180 General Instit Support	54.04980%	32,059
Neg Adj Factor	50.00000%	n/a
In-state SCHs	0	
Financial Aid (in-state)	67.99800%	<u>0</u>
Total Requirements		<u><u>\$98,185</u></u>

Fringes for faculty salaries

FICA @ 7.65%;	\$3,132
Retirement @ 9.71%	\$3,975
Medical @ \$2,933	<u>\$1,919</u>
	<u><u>\$9,025</u></u>

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

<i>Institution</i>	UNC Charlotte			<i>Date</i>	September 23, 2002	
<i>Program (API#, Name, Level)</i>	13.0301 Curriculum and Instruction Ph.D.					
<i>Degree(s) to be Granted</i>	Ph.D.			<i>Program Year</i>	2004-2005	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
101 Regular Term Instruction						
1310 EPA Academic Salaries	49,064	40,936	0		90,000	
Asst. Professors (2)	49,064	40,936				
1810 Social Security	3,753	3,132			6,885	
1820 State Retirement	4,764	3,975			8,739	
1830 Medical Insurance	2,300	1,919			4,219	
2000 Supplies and Materials		2,000			2,000	
2300 Educational Supplies		1,000				
2600 Office Supplies		1,000				
3000 Current Services		3,000			3,000	
3100 Travel		1,000				
3200 Communications		1,000				
3400 Printing & Binding		1,000				
5000 Capital Outlay (Equipment)		4,353			4,353	
5100 Office Equipment		1,600				
5200 EDP Equipment		2,753				
TOTAL Regular Term Instruction	\$59,881	\$59,314	\$0	\$0	\$119,196	
151 Libraries						
5000 Capital Outlay (Equipment)		6,812			6,812	
5600 Library Book/Journal		6,812				
TOTAL Libraries	\$0	\$6,812	\$0	\$0	\$6,812	
189 General Institutional Support						
2000 Supplies and Materials		10,000			10,000	
2600 Office Supplies		10,000				
3000 Current Services		10,000			10,000	
3200 Communications		5,000				
3400 Printing & Binding		5,000				
5000 Capital Outlay (Equipment)		12,059			12,059	
5100 Office Equipment		5,200				
5200 EDP Equipment		6,859				
TOTAL General Inst. Support	\$0	\$32,059	\$0	\$0	\$32,059	
TOTAL ADDITIONAL COSTS	\$59,881	\$98,185	\$0	\$0	\$158,067	

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
Ph.D. in Curriculum and Instruction
Regular Term 2005-2006
(Based on 2004-2005 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				643.72	171.44	138.41	0.000	0.000	0.000
Category II			228	487.37	249.94	146.74	0.000	0.000	1.554
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries
FICA @ 7.65%;
Retirement @ 9.71%
Medical @ \$2,933

\$7,438
\$9,440
\$4,557
<hr/>
\$21,435

Total Positions Required		1.554
Instructional - Position Salary Rate	(FY 02)	\$62,573
<i>101-1310</i>	Instructional Salary Amount	\$97,224
	Other Academic Costs	44.89300% 43,647
<i>Purpose 101</i>	Total Academic Requirements	\$140,871
<i>Purpose 151</i>	Library	11.48462% 16,178
<i>Purposes 152, 160, 170 180</i>	General Instit Support	54.04980% 76,140
	Neg Adj Factor	50.00000% n/a
	In-state SCHs	0
	Financial Aid (<u>in-state</u>)	67.99800% 0
	Total Requirements	\$233,189

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

<i>Institution</i>	UNC Charlotte		<i>Date</i>	September 23, 2002	
<i>Program (API#, Name, Level)</i>	13.0301 Curriculum and Instruction Ph.D.				
<i>Degree(s) to be Granted</i>	Ph.D.		<i>Program Year</i>	2005-2006	
ADDITIONAL FUNDING REQUIRED - BY SOURCE					
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total
101 Regular Term Instruction					
1310 EPA Academic Salaries		97,224	0		97,224
Assistant Professors (2)		97,224			
1810 Social Security		7,438			7,438
1820 State Retirement		9,440			9,440
1830 Medical Insurance		4,557			4,557
2000 Supplies and Materials		7,200			7,200
2300 Educational Supplies		3,600			
2600 Office Supplies		3,600			
3000 Current Services		7,250			7,250
3100 Travel		2,450			
3200 Communications		2,400			
3400 Printing & Binding		2,400			
5000 Capital Outlay (Equipment)		7,762			7,762
5100 Office Equipment		3,500			
5200 EDP Equipment		4,262			
TOTAL Regular Term Instruction	\$0	\$140,871	\$0	\$0	\$140,871
151 Libraries					
5000 Capital Outlay (Equipment)		16,178			16,178
5600 Library Book/Journal		16,178			
TOTAL Libraries	\$0	\$16,178	\$0	\$0	\$16,178
189 General Institutional Support					
2000 Supplies and Materials		24,000			24,000
2600 Office Supplies		24,000			
3000 Current Services		24,000			24,000
3200 Communications		12,000			
3400 Printing & Binding		12,000			
5000 Capital Outlay (Equipment)		28,140			28,140
5100 Office Equipment		12,000			
5200 EDP Equipment		16,140			
TOTAL General Inst. Support	\$0	\$76,140	\$0	\$0	\$76,140
TOTAL ADDITIONAL COSTS	\$0	\$233,189	\$0	\$0	\$233,189

NOTE: Accounts may be added or deleted as required.