

Florida Agricultural and Mechanical University  
Board of Trustees



Academic Affairs Committee  
Grand Ballroom  
March 5, 2014  
8:30 a.m.

Committee Members: Marjorie Turnbull, Chair  
Torey Alston  
Glen Gilzean  
Narayan Persaud  
Anthony Siders

**REVISED AGENDA**

I. Call to Order

**Action Items**

- |       |  |                               |
|-------|--|-------------------------------|
| II.   | Approval of Minutes for January 8, 2014 Meeting                | Chairman Marjorie Turnbull    |
| III.  | Revision to Regulation 4.005, Termination of Academic Programs | Dr. Gita Pitter               |
| IV.   | M.Ed Curriculum and Instruction                                | Dr. Gita Pitter               |
| V.    | Sabbaticals and Professional Development Leave                 | Interim Provost Rodner Wright |
| VI.   | Re-Naming of Academic Unit - School of Architecture            | Interim Provost Rodner Wright |
| VII.  | Academic Calendar for 2014-2015                                | Interim Provost Rodner Wright |
| VIII. | Black Television News Channel                                  | Dean Ann Kimbrough            |
| IX.   | CoroWare, Inc.   | Interim Provost Rodner Wright |
| X.    | Adjournment  |                               |



# Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date March 5, 2014

Agenda Item \_\_\_\_\_

### Item Origination and Authorization

Policy \_\_\_\_\_ Award of Bid \_\_\_\_\_ Budget Amendment \_\_\_\_\_ Change Order \_\_\_\_\_  
Resolution \_\_\_\_\_ Contract \_\_\_\_\_ Grant \_\_\_\_\_ Other \_\_\_\_\_

### Action of Board

Approved \_\_\_\_\_ Approved w/ Conditions \_\_\_\_\_ Disapproved \_\_\_\_\_ Continued \_\_\_\_\_ Withdrawn \_\_\_\_\_

**Subject:** Academic Affairs – Minutes (January 8, 2014)

**Rationale:** In accordance with the Florida Statutes, a governmental body shall prepare and keep minutes or make a tape recording of each open meeting of the body.

**Recommendation:** Approve the minutes of January 8, 2014.

**Minutes**  
**Academic Affairs Committee**  
**January 8, 2014**

The meeting was called to order by Committee Chair Marjorie Turnbull. The following Trustees were present: Torey Alston, Glen Gilzean, Narayan Persaud, Anthony Siders, and Marjorie Turnbull. A quorum was established.

Trustee Turnbull asked the members to review the minutes of the October 2, 2013, committee meeting and asked if there were any corrections. Trustee Siders moved approval of the minutes. The motion was seconded by Trustee Persaud and the motion carried.

Next, Provost Wright recommended the *Tenure Upon Appointment* for Dr. Victor Ibeanusi, Dr. Jenny Jones, and Dr. Sylvester Young. The CV's were reviewed by the respective college/school committee, the respective deans, the University Tenure and Promotion Committee, the Provost, and the President. The CV's were reviewed for evidence of highly competent teaching and research and other scholarly activities, services, and contributions to the University and to society. Based upon mutual agreement, Dr. Ibeanusi, Dr. Jones, and Dr. Young were nominated for tenure upon appointment. Trustee Persaud moved the approval of the tenure upon appointments. The motion was seconded by Trustee Siders and the motion carried.

Dr. Gita Pitter presented a request to approve the Accountability Report. The University's Annual Accountability Report, which conforms to the required elements, metrics and format provided by the Board of Governors, identifies key achievements and narrative related to Board of Governors goals on Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement.

Two key points that Dr. Pitter discussed: 1) the first year retention rate increased from 79% in 2010-2011 to 82% in 2012-2013 and 2) 66% of FAMU's undergraduate students come from families making below \$40,000 per year and as indicated in the College Database recognition cited under Key Achievements, our graduates earn an average of \$41,000 in starting salaries. Trustee Alston moved the approval of the Accountability Report. The motion was seconded by Trustee Persaud and the motion carried.

As the final action item, the Board briefly discussed the request to increase tuition for the College of Pharmacy and Pharmaceutical Sciences. Dean Michael Thompson stressed the importance of enhancing faculty salaries as a means of retaining qualified faculty members that the University has begun to lose due to non-competitive salaries offered at FAMU.

The item will be presented during the March BOT meeting or earlier in a special call meeting and this would allow Dr. Thompson time to respond to additional questions that were posed during the discussion. A copy of the additional questions was been distributed to all of the Trustees. The Trustees would review the questions and if there were any corrections or additions, the information would be forwarded to the Provost Wright.

The first informational item was an update from the College of Law. Dean Pernell stated that the documentation submitted to the ABA on December 20, 2013, was being reviewed. On December 31, 2013, Dean Pernell was informed that the Show Cause hearing scheduled for January 2014 was cancelled. Therefore, no changes have been made to the school's accreditation status. Once the review is completed, the school will be notified of the ABA's decision.

Finally, a copy of the Academic Affairs Update on Specialized Accreditation was distributed for informational purposes. In addition, the action rendered by the Accreditation Council for Occupational Therapy Education for the Master of Science in Occupational Therapy program was received by the University on January 7, 2014, and was distributed on the same day to the Board of Trustees.

There being no further discussion, the meeting was adjourned at 2:00 p.m.

Respectfully submitted,

Marjorie Turnbull, Committee Chair



## Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date March 5, 2014

Agenda Item \_\_\_\_\_

### Item Origination and Authorization

Policy \_\_\_\_\_ Award of Bid \_\_\_\_\_ Budget Amendment \_\_\_\_\_ Change Order \_\_\_\_\_  
Resolution \_\_\_\_\_ Contract \_\_\_\_\_ Grant \_\_\_\_\_ Other \_\_\_\_\_

### Action of Board

Approved \_\_\_\_\_ Approved w/ Conditions \_\_\_\_\_ Disapproved \_\_\_\_\_ Continued \_\_\_\_\_ Withdrawn \_\_\_\_\_

**Subject:** Revision of Regulation 4.005 Termination of Academic Programs

**Rationale:** BOT Regulation 4.005 Termination of Academic Programs was modified to add the word "certificates" to section (e) of the regulation in order to align the termination regulation with Regulation 4.010 Authorization of New Programs. Certificates had previously been omitted from the termination regulation.

**Summary:** Revision of Regulation 4.005 Termination of Academic Programs will now require that termination of certificates, in addition to termination of majors, minors, concentrations and areas of emphasis as already addressed in the regulation, go through a review by the school or college offering the certificate program, Faculty Senate, and Provost prior to termination. Adding this requirement will allow the university to maintain consistency in its process for the termination of all academic programs.

**Recommendation:** It is recommended that the Florida A&M University Board of Trustees approve the revision to Regulation 4.005 Termination of Academic Programs, effective Spring 2014.

**Regulations of  
Florida A&M University**



**4.005 Termination of Academic Programs.**

**1. Termination of Academic Programs**

(a) Programs may be terminated to ensure the efficient use of state resources and to maintain the quality and relevancy of academic programs offered within the University. Reasons for terminating programs may include but are not limited to the following:

1. Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the University.
2. The program is no longer aligned with the mission or strategic goals of the University, or the Board of Governors.
3. The program no longer meets the needs of the citizens of Florida in providing a viable educational or occupational objective.

(b) A recommendation for the deletion of any academic degree program shall undergo a financial review and be reviewed by the faculty of the program involved; the administrative head of the unit, institute, school or college in which the program is located; the Faculty Senate; and the Provost. The Provost will forward a recommendation to the President, who will report to the Board of Trustees for action. The recommendation shall include a plan to accommodate any students who are currently active in a program that is scheduled to be terminated and to accommodate faculty and staff active in the program, as required by personnel regulations and the collective bargaining agreements. The plan shall also include an evaluation of any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the students and faculty, and a recommendation for mitigation of potential negative impact.

**4.005 Termination of Academic Programs.**

(c) The Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with BOG Regulation 8.012. The University will notify the Board of Governors, Office of Academic and Student Affairs within four weeks of the University Board of Trustees decision to terminate a degree program, and also notify the Southern Association of Colleges and Schools, pursuant to requirements for substantive change.

(d) The Board of Trustees has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the Board of Governors in accordance with BOG Regulation 8.012. In its request for termination of a program the University will provide documentation that it has followed its established policies, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program.

(e) The deletion of a major, minor, concentration, area of emphasis, certificate, or track within an existing degree program must be reviewed by the faculty of the program in which the offering is housed, the administrative head of the unit, institute, school or college, the Faculty Senate, and approved by the Provost of the University.

(f) A copy of this policy shall be provided to the Board of Governors, Office of Academic and Student Affairs.

*Specific Authority: Article IX, Section 7(c), Florida Constitution, BOG Regulation 1.001.  
History-New 12-07-06, Amended 11-27-07; Amended 3 -26 - 12.*



## Florida Agricultural and Mechanical University

### Board of Trustees Action Item

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Meeting Date \_\_ March 5-6, 2014

Agenda Item \_\_\_\_\_

#### Item Origination and Authorization

Policy \_\_\_\_\_ Award of Bid \_\_\_\_\_ Budget Amendment \_\_\_\_\_ Change Order \_\_\_\_\_

Resolution \_\_\_\_\_ Contract \_\_\_\_\_ Grant \_\_\_\_\_ Other \_\_\_\_\_

#### Action of Board

Approved \_\_\_\_\_ Approved s/ Conditions \_\_\_\_\_ Disapproved \_\_\_\_\_ Continued \_\_\_\_\_ Withdrawn \_\_\_\_\_

**Subject:** M.Ed Curriculum & Instruction (CIP Code 13.0301)

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#### Rationale:

With the onset of assessment-driven state mandates, (common core standards, etc.) it is imperative that all educators have knowledge of curriculum development, including the way instructional settings and learning experiences can be understood through critical cultural perspectives. To address this need, the College of Education at FAMU has developed a Master of Education degree in Curriculum and Instruction designed to meet the needs of individuals with a variety of career goals that range from those who wish to serve as curriculum generalists or specialists, district curriculum coordinators, school administrators, and classroom teachers to those interested in serving as non-school based curriculum designers or curriculum evaluators. Any professional interested in the practical aspects of curriculum planning and supervision will find this program to be of great benefit.

The M.Ed. Curriculum and Instruction will also address the SUS goals of increasing productivity and efficiency along with addressing the need for more highly trained teachers. The curriculum is designed to provide educators with hybrid (blended) courses that are structured to ensure that future candidates will study the philosophical and theoretical foundations of curriculum development while gaining an understanding of instructional strategies that best address the needs of a diverse student population. Students in the program will have the option to specialize in Minority and Urban Education; or Instruction, Learning, and Assessment. The University's Faculty Senate has reviewed and recommended approval of the proposed program.

#### Recommendation:

It is recommended that the Florida A&M University Board of Trustees approve the M.Ed. in Curriculum & Instruction (CIP Code 13.0301) in the College of Education, effective Fall 2014.

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Florida Agricultural and Mechanical University

Board of Trustees Action Item

Summary Information

M.Ed. Curriculum & Instruction

The M.Ed. Curriculum & Instruction is included in the FAMU Strategic Plan list of programs to explore and is aligned with goals of the State University System Strategic Plan goal of Teaching and Learning. This degree program is consistent with that goal and the vision of high quality teaching and academic programs that distinguish the SUS. There is a need for educators who can provide instruction and leadership in the teaching and learning environment. The Master's degree in Curriculum and Instruction will focus on minorities in urban environments and learning, instruction, and assessment. The literature informs us that there is a need for well-trained educators who can practice in urban environments, particularly with minority populations. The research calls attention to the fact that urban schools need better teachers. The Master's degree program in Curriculum and Instruction is a response to the need for better trained teachers, teachers of color, and educators who understand the challenges that prevail in urban environments.

Students

It is expected that at least 20 students will enroll in the first year of implementation increasing to a total of 60 students by year five.

Faculty

Current number of filled faculty positions: 6

Six full-time faculty members already employed in the College of Education will dedicate a percentage of their teaching efforts to the MS Curriculum and Instruction during the initial stages of the program and throughout its growth.

Curriculum

The M.Ed. Curriculum and Instruction program requires the completion of 30 semester hours. The program includes nine (9) semester hours of Foundations courses, a three (3) hour Assessment course and eighteen (18) semester hours in a specialization. Additionally, students must:

- Have a cumulative 3.0 Grade Point Average
- Pass the Master's degree Comprehensive Examination
- Make an Action Research Poster Presentation as part of the capstone experience

Table 1 - Projected Student Headcount and FTE

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Student Headcount	20	40	40	40	60
Student FTE	12	24	24	24	36

Table 2 - Estimated Costs Based on Projected Enrollment

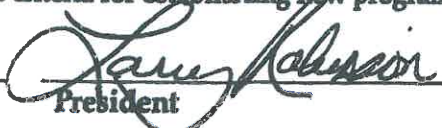
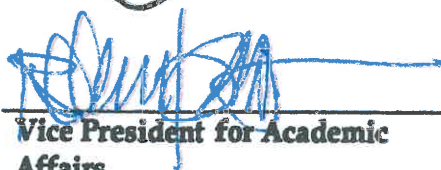
Year	Existing Costs	New Costs	Total Costs
First Year	\$333,199	\$0	\$333,199
Fifth Year	\$333,199	\$0	\$333,199

## Board of Governors, State University System of Florida Request to Offer a New Degree Program

Florida A&M University	Fall 2014
University Submitting Proposal	Proposed Implementation Term
College of Education	Secondary Education, Technology Education and Foundations
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Curriculum & Instruction	Master's of Education in Curriculum & Instruction
Academic Specialty or Field	Complete Name of Degree

13.0301  
 \_\_\_\_\_  
 Proposed CIP Code

**The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.**

Date Approved by the University Board of Trustees	 President	2/13/14 Date	
Signature of Chair, Board of Trustees	 Vice President for Academic Affairs	1/30/14 Date	

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	20	12
Year 2	40	24
Year 3	40	24
Year 4	40	24
Year 5	60	36

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$27,767	\$333,199			\$333,199
\$9,256	\$333,199			\$333,199

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.*

## INTRODUCTION

### I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

FAMU terminated most of its Master's level programs in teacher education in 2011, with the intent of replacing them with one, more general program in curriculum and instruction. This proposed program will better serve the current needs of students, and use the resources of the University more efficiently. The program will address the SUS goals of increasing productivity and efficiency by replacing seven low productivity programs with one program that has evidence of strong student demand at other institutions both within and outside the SUS. The Master's degree program in Curriculum and Instruction will also address the need for more highly trained teachers with a focus on proficiency in minority and urban education. The curriculum is designed to provide educators with hybrid (blended) courses that are structured to ensure that future candidates will study the philosophical and theoretical foundations of curriculum development while gaining an understanding of instructional strategies that best address the needs of a diverse student population. The program development includes two phases. Phase One will offer two choices of areas of specialization: Minority and Urban Education or Instruction, Learning, and Assessment. For the first two years the courses will be offered as hybrids; the intended audience is students in the immediate geographic region. As purely online courses are developed and University and SACS approval is sought, the program will transition to a purely online format and be marketed to students nationally and internationally. Phase Two will include two additional areas of specialization in Science, Technology, Engineering and Math (STEM) Education and Instructional Design. The program will employ a cohort model and may be completed in four semesters as a full-time student. Those cohorts will take 9 graduate credit hours the first semester. The following semesters, they will take 6, 9, and 6 respectively. Part time students will also move through the program with their cohort. It will take part-time students five semesters, taking 2 courses (6 graduate credit hours) a semester. The cohort design will be used to realize a number of programmatic benefits. Foremost, especially in the online environment, a cohort enables students to form cohesive networks, which provide the opportunity for ongoing collaboration. This does not preclude the possibility that students who need to stop out of the program from joining another cohort when they are able to resume taking courses or that some students may need to shift from full-time to part-time or vice versa. Because the cohort model allows for predictability of when courses will be offered, it also allows for efficient scheduling and use of faculty.

In a general sense, FAU, FGCU, FIU, UCF, UF, USF, and UWF provide similar Master's degrees. However, the FAMU Curriculum and Instruction Master's degree will set itself apart by its online delivery accompanied by capstone experiences supervised either by program faculty (for students within one day's travel) or a preceptor, vetted and used as in FAMU's online Nursing Master's. Furthermore, the Minority and Urban Education specialization is not offered by any program in the state. The proposed program expands the university system's capacity to produce curriculum professionals who come from underrepresented populations. With its long history and mission of being a top producer of minority teachers for the nation, the University is in a unique position to increase the number of highly trained minority teachers by offering this degree.

With the onset of assessment-driven state mandates, (common core standards, etc.) it is imperative that all educators have knowledge of curriculum development, including the way instructional settings and learning experiences can be understood through critical cultural perspectives. Those educators who pursue administrative roles will be provided with rich experiences through research and inquiry in an examination of diverse approaches to program evaluation and improvement. The program is uniquely designed to meet the needs of individuals with a variety of career goals that range from those who wish to serve as curriculum generalists or specialists, district curriculum coordinators, school administrators,

and classroom teachers to those interested in serving as non-school based curriculum designers or curriculum evaluators. Any professional interested in the practical aspects of curriculum planning and supervision will find this program to be of great benefit.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

In keeping with the University's mission, the faculty of the College of Education is committed to educating students at the undergraduate, graduate, doctoral and professional levels, and preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. To this end, the proposed graduate degree will allow individuals to enhance their current skill sets as related to instructional and assessment strategies, application of theoretical foundations of curriculum development, research and inquiry as foundations for data-driven decisions about curriculum and instruction, technology, and core principles of program evaluation and instruction.

There are a number of challenges within the American society that can be addressed by outstanding and committed educators. The Master's degree in Curriculum and Instruction is an innovative program that will prepare candidates for teaching to engage those challenges and foster the application of acquired knowledge, critical thinking skills, and creativity to serve communities and their needs. The Master's degree in Curriculum and Instruction program will expand access to high quality learning that is associated with the needs of an information age and a knowledge-based economy. With emphasis on Instruction, Learning and Assessment; Minority and Urban Education; mathematics and science education; and instructional design, the program is consistent with the State University System of Florida's goal of teaching and learning at the graduate level. The Master's degree in Curriculum and Instruction is designed specifically to harmonize with the outcomes of excellence, productivity, and strategic priorities for degrees awarded in the areas of science and mathematics. Specifically, the Master's degree in Curriculum and Instruction is conceived as a program of excellence based on several areas of specialization, which are recognized by the state university system. The program is designed with the intent of increasing the number of degrees in the University, which will impact the statewide system. The mathematics, science, and urban education specialty areas all relate to key fields and emerging critical needs. The Curriculum and Instruction degree program at Florida A&M University has the potential to be a pipeline in the state of Florida to fill a critical need for teachers with mathematics and science expertise. At the program's core will be the nurturing of candidates in the important contexts of mathematics, science, and urban education.

- **University Strategy 1.5.1: Develop new programs**

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

Although the program is not identified by CIP code in the SUS as an Area of Strategic Emphasis, the Master's degree program in Curriculum and Instruction corresponds to the State University System of Florida's (SUS) goal of Teaching and Learning. This degree program is consistent with that goal and the vision of high quality teaching and academic programs that distinguish the SUS. There is a need for educators who can provide instruction and leadership in the teaching and learning environment. The Master's degree in Curriculum and Instruction focuses on minorities in urban environments. The literature informs that there is a need for well-trained educators who can practice in urban environments, particularly with minority populations. The research calls attention to the fact that urban schools need better teachers. The Master's degree program in Curriculum and Instruction seeks to provide better-trained teachers to practice in urban schools with minority students. This program is a response to the cry for better trained teachers, teachers of color, and educators who understand the challenges that prevail in urban environments.

Science, Technology, Engineering, and Mathematics are a programmatic focus in the second phase of program implementation. Educators have a responsibility to prepare students for academic proficiency in the 21<sup>st</sup> century. Today's students need to be prepared for the world of work and the demands that will exist in a knowledge-based economy. The Master's degree program in Curriculum and Instruction will prepare teachers, who will in turn instruct students in the critical areas of science, technology, engineering, and mathematics. It is projected that the program will add teachers to the critical need area of STEM. The Master's program responds to the SUS focus on teaching and student learning and the call to increase the number of degrees in Science, Technology, Engineering, and Mathematics.

**D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The Curriculum and Instruction Master's of Education is expected to be offered at Florida A&M University's main campus in Tallahassee. Although, when it transitions to a purely online format, students will be able to reside anywhere while taking advantage of the program.

## INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

### II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

According to the U.S. Bureau of Labor Statistics, employment of instructional coordinators is expected to grow by 20 percent from 2010 to 2020, faster than the average for all occupations. Employment growth is anticipated as schools increasingly focus on improving teachers' effectiveness.

Many school districts and states are working to improve teacher effectiveness by focusing on the teacher's role in improving students' learning and test scores. In addition, there is an increased emphasis on holding teachers accountable for student outcomes (retrieved from: <http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm#tab-6>). The Florida State Board of Education's first strategic imperative is to increase the supply of highly effective teachers in Florida classrooms. Florida has developed standards, assessment systems and programs that measure and help to improve the performance of teachers, student support personnel, administrators, and those who aspire to those positions. (retrieved from TeachInFlorida.com).

Public school districts, private institutions and corporate learning providers are increasingly turning to curriculum specialists to ensure that their programs satisfy institutional, governmental and industry requirements. Educators who work in K-12, higher education and adult learning environments can meet the demand by earning a graduate degree in Curriculum and Instruction.

The faculty members of the FAMU College of Education recognize the importance of well-trained curriculum experts with specialized preparation that focuses on data-driven instruction. This proposed program is designed to provide specializations in four areas: Instruction, Learning, and Assessment; Minority and Urban Education; Science, Technology, Engineering, and Math (STEM) Education; and Instructional Design. The first two specializations will be addressed in Phase One of its implementation; and the second two in Phase Two. The Instruction, Learning, and Assessment option focuses on ways to leverage curriculum design, instructional techniques and actionable uses of assessment to maximize learning for all students with emphasis on strategies shown to narrow the achievement gap. The Minority and Urban Education option will address the need for culturally responsible differentiated instructional strategies. The theory behind differentiated instruction is that teachers should vary and

adapt their approaches to fit the diversity of students in the classroom. The STEM Education specialization, a Phase Two design and development undertaking after Phase One options are fully online, will center on Science, Technology, and Mathematics content-specific pedagogies while incorporating aspects of the Instruction, Learning, and Assessment and Minority and Urban Education foci to enable graduates with this emphasis to implement rich STEM curricula. The Instructional Design emphasis, also planned for Phase Two, will more closely resemble offerings of a traditional Curriculum and Instruction Master's degree program. However, as part of the program that houses the previous three specializations, student who undertake this area will have the advantage of crossover learning from the other areas, allowing them to matriculate with a unique perspective into ways to narrow the achievement gap by effectively teaching minority and urban students, especially in the important STEM disciplines.

### Public and Private School

According to Hart (2010), graduates who pursue employment in the public school system are expected to demonstrate a high level of performance on state-mandated assessments. Teachers are required to assess students and evaluate programs in adherence to state accrediting agencies. District schools have redesigned curriculums to align with new requirements. Academically, teachers have an opportunity to return to the classroom in preparation for new instructional and assessment strategies. Individuals seeking administrative titles such as *Curriculum Specialists*, *Curriculum Interventionists*, *Curriculum Technologists*, and *Curriculum Consultant* are usually required to possess a Master's degree in Instruction, Learning and Assessment or Curriculum and Instruction. While the Private School system is not necessarily restricted to state mandated policies and procedures, the concern for high quality programs is equal. The expertise acquired by individuals enrolled in this proposed graduate program will be useful for gainful employment.

### Field of Education

According to Morgan (2009), "Employment of teachers (elementary to secondary) is projected to grow 12% between 2006 and 2016." While teacher salaries are lower than some degreed areas the "gap" for teachers with a Master's degree is less than for those with only a bachelor s." Salaries increase with the attainment of a Master's degree; in addition, moving into administrative roles typically requires an advanced degree, also resulting in an increase in salary (Morgan, 2009, p. 1)

In the field of Education, the number of Master's degrees conferred increased in the last few years (with a slight dip in 2008) according to the United States Commerce U.S. Census Data. The same holds true (with a slight dip in 2006) for the State University System of Florida in general and in Education masters in Florida (with dips in 2006 and 2007). These data indicate a need basis from a national level. (See Table 1).

**Table 1: Master's Degrees Conferred in the US and Florida**

	1980	1990	2000	2003	2004	2005	2006	2007	2008	2009
<b>in the US</b>										
<b>Total</b>	298,081	324,301	457,056	512,645	558,940	574,618	594,065	604,607	625,023	656,784
<b>Education</b>	101,819	84,890	123,045	147,448	162,345	167,490	174,620	176,572	175,880	178,564
<b>SUS of Florida</b>										
<b>Total</b>	4,957	6,017	10,036	12,179	13,040	13,365	12,908	13,786	14,613	15,162
<b>Education</b>	-	-	2,815	2,902	2,919	3,082	2,799	2,970	3,014	3,160
From: <b>Master's and Doctorate's Degrees Earned by Field</b> Source: U.S. Department of Commerce: United State Census Retrieved from <a href="http://www.census.gov/compendia/statab/cats/education/higher_education_degrees.html">http://www.census.gov/compendia/statab/cats/education/higher_education_degrees.html</a> (link 303) <a href="http://www.flbog.org/resources/factbooks/">http://www.flbog.org/resources/factbooks/</a> <a href="http://www.flbog.edu/resources/iud/">http://www.flbog.edu/resources/iud/</a>										

The proposed Master's degree has the potential to fulfill several research and service needs. For example, the specialization in Minority and Urban Education will provide the opportunity for graduate students to perform much-needed research on minority student performance, ways to close the achievement gap and curricular design and pedagogical strategies that are most efficacious with diverse populations. Additionally, the Mathematics Education and Science Education specialties, to be added in Phase Two, will require bright young minds to engage in research about the best methods for involving students in STEM areas, the focus of much current national and international attention. All the strands will require service in the form of internships that should benefit the venue in which the students are placed as well as helping students to synthesize their course work into instructional settings.

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Student demand for the proposed program was ascertained through the College of Education's TaskStream Accountability software system, polling approximately 130 students in the fall of 2012 of their interest in the program. One hundred percent of those who completed the survey indicated they were either "highly interested" or "moderately interested" in a Master's in Instruction, Learning, and Assessment. All respondents listed Elementary Education as their undergraduate major. Half of the respondents favored a hybrid delivery approach rather than either on campus or online.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

It may appear that the FAMU Master's in Curriculum and Instruction is similar to other programs in the state. However, upon more in-depth analysis, the most FAMU's program has in common with any of the programs, either online or face-to-face, is two courses (6 credit hours of the required 30 credit hours or 20%). The Council of Academic Vice Presidents (CAVP) Academic Coordination Workgroup has reviewed the proposal and determined that duplication of the degree will not adversely impact other degrees in the State. The pre-proposal was recommended to move forward to a full proposal by the CAVP Work Group at its meeting on February 15, 2013.

There are opportunities for collaboration among programs. For example, since EDF 5481 or EDF 6481, Introduction to Educational Research, is required of most programs, it would be 3 credit hours of the allowable 6 credit hours FAMU Master's students could take at any of the other institutions and transfer to count toward their degree. The same would hold true for either EDG 6250, Curriculum Development: Theory & Practice, and EDF 6237, Learning Principles Applied to Instruction and Assessment. Further, in other programs that allow students to choose courses for their concentration in consultation with their advisor, notably FIU and USF, students interested in Minority and Urban Education could take FAMU courses and transfer them to their home institutions FAMU, if approved, would have the only program in Minority and Urban Education.

Additionally, since some of the courses to be offered as part of the program are new courses to be developed for online delivery. In the future, FAMU could collaborate with other institutions in the design and development of those courses that both institutions could offer using their own faculty, could be team taught by faculty from both institutions, or could be taught during alternate semesters by faculty from one or the other institutions.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	20	12
Year 2	40	24
Year 3	40	24
Year 4	40	24
Year 5	60	36

The normal full-time class load for a graduate student is nine credit hours. The load may increase to 12 hours depending on the school, college, or institute in question. Program Admittance: Fall 2014 (20 students); Fall 2015 (20 students). <http://www.famu.edu/index.cfm?graduatestudies&RegisteringforCourses>.

College of Education survey results from within the University reveal a significant interest in a Master's degree program in Curriculum and Instruction. The Master's degree program in Curriculum and Instruction will benefit from the designation of high priority program in the College of Education by virtue of its potential to enhance the College's reputation and the commitment to the State University Systems goal of Teaching and Learning. Targeted enrollment will be employed during the first five years of the Master's degree program in Curriculum and Instruction. Targeted enrollment requires the program coordinator to collaborate with school district personnel to identify teachers interested in the program and to recruit those individuals as candidates. It is projected that half of 20 individuals enrolled in the program will be educators from school districts. Ten candidates will come from within the University and will be admitted to the degree program during the first year. The Master's degree in Curriculum and Instruction will begin transitioning to an online degree program during the second year. Projections are for at least 20 students from school districts in the state to enroll by Spring 2016 and others will originate from within the University. Again, enrollment will be a result of the program coordinator's outreach to state school districts and in the University. Recruitment of candidates completing the Bachelor's degree from within the University and the College of Education will account for approximately 50% of the students during the first five years. Aggressive publication and recruitment efforts by the program coordinator will factor into candidate enrollment. Enrollment in the Master's degree program in Curriculum and Instruction is not anticipated to be a result of students changing a major. Hence, there is no anticipated impact on other disciplines. In fact, with upcoming changes in accreditation requirements, Educational Leadership graduate students would benefit from the wider range of courses this program would offer for their cross-disciplinary elective courses.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

There are many methods of recruitment that will be used to constitute the student body of this program; many of the sources for graduate students were specifically chosen to promote diversity within the student body of this program. In keeping with the FAMU's efforts over the past several years, the ethnic diversity of graduate students has steadily grown from 1% non-African American graduate students in Fall 2009 to 6% in Fall 2012 (the most recent year for which data is available). The College of Education intends to continue and contribute to the trend of growing diversity. The program coordinator will seek diversity within the program as a part of recruitment activities.

One of the initial forms of recruitment will be seeking recommendations from superintendents of the districts with which FAMU College of Education has already formed partnerships. The College of Education has Memoranda of Understanding(s) with Leon, Gadsden and Orange counties. These administrators should be able to identify faculty within their schools who are interested in and have the potential to benefit from the proposed Master's program. The Induction and Research Center, as it performs outreach efforts to College of Education graduates, will also have the opportunity to market this program to faculty in K-12 schools throughout the state. Additionally, this program will be marketed by the College of Education representatives as they take part in university-promoted and college-specific recruitment activities.

Further, because of the unique aspects of the Minority and Urban Education specialization, it will be advertised through organizations, such as Sigma Lambda Gamma, a multicultural sorority; the National Council of Urban Education Association, and the National Urban Alliance for Effective Education

The proposed program does not substantially duplicate any programs at FIU or another program internal to FAMU.

Cassio M. Gai  
Signature of Equal Opportunity Officer

2/12/2014  
Date

### III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both



current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

As the data in Table 2 in Appendix A indicate, the bulk of the costs for this program will be in the form of faculty salaries and benefits. The other expenses, not itemized in either table, include expenses for program publicity, recruitment, and marketing, such as advertising and brochures; travel for recruitment and to supervise interns; and supplies. Although the amount budgeted does not change from Year 1 to Year 5, the way in which that line item will be spent will change. In Year 1, the majority of funds will be spent on publicity, recruitment, marketing and travel for recruitment. By Year 5, less money will be spent on those activities and with the greater part being spent on travel to supervise interns. Although resources, in the form of instructor assignments, will be shifted from current courses to the proposed courses for this program, the source of funding of those instructors' salaries and benefits will remain stable, continuing to come from the same account from which they are currently paid.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

We will be able to implement this degree with minimal (faculty) resources from the University by utilizing existing faculty. As part of the University restructure, Secondary Education programs were transferred from the former College of Arts and Sciences to the College of Education, however, faculty lines did not accompany this change. When the seven low-productivity graduate programs were cut, graduate level faculty with tenure were reassigned to teach those undergraduate courses within the COE Department of Secondary Education. As a result of the transition, credentialed undergraduate faculty members were hired. The anticipated impact on the Educational Leadership program is minimal. The assignment of two Curriculum and Instruction graduate courses (one per semester) will not result in an overload for Educational Leadership faculty.

Programs throughout the University may be slightly impacted, although in less noticeable ways. For example, courses now taught by these instructors that are required for education majors, but open to other students who want to use them as electives, will, no doubt need to be restricted to education majors, thus necessitating fewer sections of those courses. As none of the courses are requirements for other degree programs, this will not unduly affect other programs although students will need to choose other courses to serve as electives, which may allow other units within the institution to increase their FTEs and perhaps offer additional sections of courses students choose as alternatives. Finally, there is no additional impact on academic programs; however, there will be a minor impact on the administrative faculty (COE Office of the Dean and COE Center for Academic Success). Each administrative faculty member will teach at least one (3) credit hour course per semester. (A portion of dollars will be itemized and reflected in the budget).

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

At this time, no other potential impacts on related programs or departments are anticipated.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

At this time, no resources available outside the institution have been identified to provide funding or in-kind support for the proposed program. However, ongoing efforts are being made to determine whether support might be obtained in future requests for proposals from the Bill and Melinda Gates Foundation. Since the Wal-Mart Foundation, through its State Giving Program, has adopted Education as one of its four areas of focus, specifically addressing the educational needs of underserved young people between the ages of 12 and 25, their twice-a-year funding cycle is another source under consideration. The RGK Foundation funds programs that focus on formal K-12 education (particularly mathematics, science and reading), teacher development, literacy, and higher education, has a rolling application deadline and meets three times a year to review proposals.

#### **IV. Projected Benefit of the Program to the University, Local Community, and State**

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

There is a local, state, and national need for teachers who are prepared to practice in urban school settings and understand how to interact in the teaching and learning environment with diverse populations of students. The Master's degree program in Curriculum and Instruction responds to the critical need for educators who have acquired expertise to work in urban schools and with diverse populations. As can be seen in the projected enrollment in the Implementation Timeline (p.1 and p. 7), 200 candidates are projected to enter the program over the course of five years. Given a time-frame of four years and a 90 percent graduation projection, at least 90 new teachers will be prepared to enter the work force with the ability to meet the local, state, and national expectations of working in urban school settings with diverse populations of students. The Master's degree program in Curriculum and Instruction will provide an almost immediate return on the costs of investing in the program. The return can be calculated in at least two ways. One, increase in candidate enrollment, which benefits the University, and two, State University System goals of increased degree productivity and strengthening of quality and reputation of academic programs are realized.

#### **V. Access and Articulation - Bachelor's Degrees Only**

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**
- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.
- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

## INSTITUTIONAL READINESS

### VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The Master's degree in Curriculum and Instruction will prepare candidates to apply knowledge, critical thinking, and creativity to serve communities' needs. The program will supply Florida with more educators equipped to meet the needs of learners preparing for participation in a technological, knowledge-based economy. With four areas of specialization recognized by the SUS, the program is in alignment with the State University System of Florida's goal of teaching and learning at the graduate level. This Master's degree program is designed specifically to address the outcomes of excellence, productivity, and strategic priorities for degrees awarded in the areas of science and mathematics. The program is designed to increase the number of degrees awarded by FAMU, which will have a positive effect on the statewide system. The Mathematics, Science, and Minority and Urban Education specialty address key fields and emerging critical needs. The Curriculum and Instruction degree program at Florida A&M University holds the promise of being a conduit for the state of Florida to fill a critical need for teachers in STEM disciplines. The program's core is the cultivation of candidates in the vital content areas of urban and minority education, mathematics and science education.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

Florida A&M University has held the distinction of the number one producer of African American teachers in the nation. The University has a reputation for producing teachers. The Master's degree program in Curriculum and Instruction is initiated in the tradition of producing teachers for the state and the nation. In addition, the College of Education is committed to continuous improvement with its endeavors resulting in being on the cutting edge, such as initiating new programs, preparing students to engage in research, and posing solutions to educational problems. The Master's degree program in

Curriculum and Instruction is designed to address urban education and diverse populations. Faculty members are fully aware of the achievement gap in American society and attention will focus on instruction and research related to the gap. The program is consistent with the University values of scholarship, diversity, and collaboration. Like so many FAMU students who have entered the teaching profession and have made significant contributions locally, statewide, and nationally, the Master's degree program in Curriculum and Instruction will prepare students who will also make significant contributions to resolving educational needs of society. Florida A&M University offers programs to a wide audience and attracts students from across the nation and around the world. Beginning first as a hybrid, but transitioning to online, the Master's degree program in Curriculum and Instruction seeks to continually attract diverse students for each cohort who will experience the FAMU difference.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

The Dean of the College of Education selected a committee of three faculty members, Drs. Dawn Holley-Dennis, Mark Howse, and Renee Wallace, to conduct a feasibility study for new degree program in Curriculum and Instruction. After reviewing data from the study, the Dean decided to forward the study, along with a pre-proposal, to the Provost for review. On February 27, 2013, the approval was granted for the Dean of the College of Education to move ahead with the full proposal. The Chair of the Division of Secondary Education, Technology Education and Foundations (DSETEF) was given the charge to facilitate the completion of the full proposal. Due to the deadline date for the proposal and several of the committee members being 9-months, a new committee was convened in order to meet the established deadline.

Date	Participants	Planning Activity
7/24/12 - 8/12	D. Dennis, M. Howse	Research for Feasibility Study
10/12	D. Dennis, M. Howse, R. Wallace	Draft Complete of Feasibility Study
11/7/12	D. Dennis, M. Howse, G. Pitter, S. Kinsey	Group Edits of Feasibility Study
11/14/12	D. Dennis, P. Green-Powell, M. Howse, G. Pitter, S. Kinsey	Email clarification of pre-proposal language
12/3/12	D. Dennis, P. Green-Powell, M. Howse, G. Pitter, S. Kinsey	Email clarification of MEd and MS/Discussion of collaboration with other SUS institutions online programs prior to submission to CAVP Working Group
2/20/13	G. Pitter	Announcement of Feb 15 SUS CAVP Work Group recommendation to develop full proposal
02/27/13	SUS CAVP, P. Green-Powell	Received a recommendation from the SUS CAVP work group to proceed with the full proposal
3/7/13	R. Ellis, C. Ervin, B Kelley, C. Lafaille, E. Stewart, P. Youman, R. Wallace	Discuss the next steps for completing the full proposal

Date	Participants	Planning Activity
3/26/13	R. Ellis, C. Ervin, B Kelley, C. Lafaille, E. Stewart, P. Youman	Subcommittees were develop to target the specific item numbers of the full proposal
4/2/13	E. Davis, C. Ervin, R. Ellis, B. Kelley, C. Lafaille, W. Martin, A. Scruggs, E. Stewart, D. White, P. Youman,	Subcommittees provided updates and new members were assigned
4/16/13	C. Ervin, R. Ellis, B. Kelley, C. Lafaille, W. Martin, A. Scruggs, E. Stewart, D. White, P. Youman	Discussed courses to be offered, marketing/recruitment plan, technology requirements, and budget requirements
4/30/13	C. Ervin, R. Ellis, B. Kelley, C. Lafaille, E. Stewart, P. Youman	Subcommittees provided data for their specific tasks
5/9/13	D. Dennis, W. Hope, S. Roberts	Discuss what has already been completed and what needed to be completed for the full proposal
5/14/13	D. Dennis, W. Hope, S. Roberts, W. Martin	Assigned individuals to areas of the proposal that still needed to be completed and set timelines for completion
5/21/13	D. Dennis, W. Hope, S. Roberts, W. Martin	Committee members provided updates on their assigned tasks
5/28/13	D. Dennis, K. Gavin, S. Roberts	Discussed items of the proposal that dealt with budgeting
6/11/13	W. Hope, S. Roberts, A. Scruggs, W. Martin	Committee members provided updates on their assigned tasks and assigned new tasks to members.
6/18/13	W. Hope, S. Roberts, W. Martin	Dr. Roberts provided a draft of the proposal for committee members to review (corrections to be made were noted).
6/25/13	W. Hope, S. Roberts, A. Scruggs, W. Martin	Committee shared concerns and made recommendations for final draft of proposal
6/26/13	S. Roberts, A. Scruggs, W. Martin	Committee discussed final issues and edits made and still needed
6/26/13	D. Holley-Dennis, S. Roberts	Provide a copy of the proposal to the Dean of the College of Education for review
10/3/13	G. Pitter, S. Kinsey, K. Gavin, S. Roberts	Discussed suggested revisions to the proposal

Date	Participants	Planning Activity
10/3/13	P. Green-Powell, D. Holley-Dennis, K. Gavin	Reported on revisions suggested by Drs. Pitter and Kinsey
10/16/13	K. Gavin, S. Roberts	Committee met to discuss revisions
11/12/13	D. Holley-Dennis, S. Roberts	Revised proposal to the Dean of the College of Education for review
11/13/13	P. Green-Powell	Revised proposal to the Associate Vice President for IE
12/10/13	N. James, K. Gavin, S. Roberts, A. Scruggs, W. Martin, D. Holley-Dennis, P. Auman	Committee met with chair of University-wide Curriculum Committee to discuss proposal prior to presenting it in January
	UPARC members	UPARC review
1/15/14	Curriculum Committee members, D. Holley-Dennis, K. Gavin, S. Roberts	University-wide Curriculum Committee approval
1/22/14	Faculty Senate members, D. Holley-Dennis	Faculty Senate approval
1/24/14	W. Hope, W. Martin, D. Holley-Dennis, S. Roberts	Responses to UPARC questions and comments
1/24/14	D. Holley-Dennis	Forward the proposal to EO officer, Library Director, and Chair of the Graduate Council for signatures
	P. Green-Powell	Submit proposal to the Provost and Associate Vice President for IE.

Date	Implementation Activity
Spring 2014	Complete training of faculty for online instructional delivery
Summer 2014	<b>Modify for online delivery:</b> EDG 6250 Curriculum Development Theory & Practice
Fall 2014	<b>Offer face-to-face or hybrid:</b> EDG 6250 Curriculum Development Theory & Practice EDF 5481 Introduction to Educational Research EDG 5791 Seminar in Multicultural Education <b>Modify for online delivery:</b> EDF 5136 The Adolescent Learner <b>Design and develop for online delivery:</b> EDG 6628 Assessment for Student Learning EDF 6288 Instructional Design EDF 6689 Minority and Urban Education Seminar EDF 5701 Power, Privilege, Diversity and Teaching

Date	Implementation Activity
Spring 2015	<b>Offer online:</b> EDG 6628 Assessment for Student Learning EDF 6288 Instructional Design EDF 5136 The Adolescent Learner EDF 6689 Minority and Urban Education Seminar EDF 5701 Power, Privilege, Diversity and Teaching <b>Design and develop for online delivery:</b> EME 5053 Current Trends in Educational Technology EDF 6237 Learning Principles Applied to Instruction and Assessment EDG 6241 Race, Social Justice and the Curriculum EDG 6345 Student Learning Data in Diverse Contexts
Summer 2015	<b>Offer online:</b> EME 5053 Current Trends in Educational Technology EDF 6237 Learning Principles Applied to Instruction and Assessment EDG 6241 Race, Social Justice and the Curriculum EDG 6345 Student Learning Data in Diverse Contexts <b>Design and develop for online delivery:</b> EDF 6692 Politics and Curricular Trends EDG 6940 Instruction, Learning and Assessment Internship EDG 5735 Culturally Responsive Strategies for Urban Schools EDF 6942 Minority and Urban Education Internship
Fall 2015	<b>Offer online:</b> EDF 6692 Politics and Curricular Trends EDG 6940 Instruction, Learning and Assessment Internship EDG 5735 Culturally Responsive Strategies for Urban Schools EDF 6942 Minority and Urban Education Internship <b>Redesign for online delivery:</b> EDF 5481 Introduction to Educational Research EDG 5791 Seminar in Multicultural Education
Spring 2016	<b>Begin offering program purely online</b>
Note:	This M.Ed. program requires a capstone experience which includes Action Research projects during the internship and presentations of the results of the research.

## VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The College of Education's Professional Education Unit was last reviewed in the fall of 2011 by the Florida Department of Education (FDOE) and the National Council for the Accreditation of Teacher Education (NCATE). From these reviews, all of the Initial Teacher Education Programs were approved and the Professional Education Unit received full accreditation, without qualifications, from NCATE.

## VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

By the completion of the program, candidates will be able to:

1. Apply philosophical and theoretical foundations of curriculum development and instruction across academic and vocational disciplines to resolve problems faced in contemporary classrooms;
2. Demonstrate appropriate use of 21st century of instructional strategies, focusing on strategies that draw from student strengths and cultural experiences to facilitate learning;
3. Utilize comprehension of the politics of curriculum, including ways instructional settings and learning experiences can be understood through critical, cultural, and postmodern lenses;
4. Use a range of assessment techniques and systems that allow educators to monitor and track student learning and performance in classrooms and programs;
5. Critique various models of curriculum planning and assessment, enabling them to collaborate with other educators and administrators to examine diverse approaches to program evaluation and improvement; and
6. Integrate research and inquiry as foundations for data-driven decisions about curriculum and instruction.

With a focus on educators who hold undergraduate degrees, this advanced Master's of Education in Curriculum and Instruction is well suited for individuals who are currently employed or seek employment in positions as:

- elementary and secondary school teachers;
- school and other educational administrators;
- community educational personnel;
- organizational development specialists; or
- curriculum specialists for educational publishers or educational software developers

The degree does not lead to initial certification.

**B. Describe the admission standards and graduation requirements for the program.**

Candidates seeking admission into the C&I program must meet the following School of Graduate Studies and Research admissions requirements:

Graduate degree-seeking students must meet at least one of the following requirements:

- A. Earned a "B" (3.0) average or better for the last 60 semester hours (or equivalent) of undergraduate work attempted, and/or
- B. A combined score (verbal and quantitative) of 1000 or better on the Graduate Record Examination (GRE).

Graduate degree-seeking students must submit the following:

- A. Official undergraduate transcript(s) from all institutions attended
- B. GRE Scores
- C. Personal Statement
- D. 3 Letters of Recommendation

In order to graduate from the program, a student must have completed a minimum of thirty (30) semester hours in the following areas:

- Twelve (12) hours of Curriculum Foundations Core
- Eighteen (18) hours in a Specialization

Additionally, students must:

- Have a cumulative 3.0 Grade Point Average
- Pass the Master's degree Comprehensive Examination
- Make an Action Research Poster Presentation as part of the capstone experience



- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The Master's of Education in Curriculum and Instruction program requires the completion of 30 semester hours. The program includes nine (9) semester hours of Foundations courses, a three (3) hour Assessment course and eighteen (18) semester hours in a specialization. The Foundations Core consists of two existing courses (EDG 5791 Seminar in Multicultural Education and EDF 5481 Introduction to Educational Research); one currently approved course (EDG 6250 Curriculum Development: Theory and Practice), which will be revised to more closely align with the intent of this program; and one new course (EDG 6628 Assessment for Student Learning). The Instruction, Learning, and Assessment specialization consists of one currently approved course which will be modified (EDF 5136 The Adolescent Learner). The remaining five courses will be new. The Minority and Urban Education specialization consists of six new courses. The benefit of the number of new courses in this program is their initial design, development, and review will be for online delivery, facilitating the transition from hybrid to purely online delivery.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

**Curriculum Foundations Core:**

- EDG 6250 Curriculum Development: Theory & Practice (3 semester hours)\*\*
- EDG 5791 Seminar in Multicultural Education (3 semester hours)\*\*\*
- EDF 5481 Introduction to Educational Research (3 semester hours)\*\*\*
- EDG 6628 Assessment for Student Learning (3 semester hours)\*

**Specializations (18 semester hours)**

- *Instruction, Learning and Assessment* (18 semester hours)
  - EDF 6288 Instructional Design (3 semester hours)\*
  - EDF 5136 The Adolescent Learner (3 semester hours)\*\*
  - EME 5053 Current Trends in Educational Technology (3 semester hours)\*
  - EDF 6237 Learning Principles Applied to Instruction and Assessment (3 semester hours)\*
  - EDF 6692 Politics and Curricular Trends (3 semester hours)\*
  - EDG 6940 Instruction, Learning and Assessment Internship (3 semester hours)\*
- *Minority and Urban Education* (18 semester hours).
  - EDF 6689 Minority and Urban Education Seminar (3 semester hours)\*
  - EDF 5701 Power, Privilege, Diversity and Teaching (3 semester hours)\*
  - EDG 5735 Culturally Responsive Strategies for Urban Schools (3 semester hours)\*
  - EDG 6241 Race, Social Justice and the Curriculum (3 semester hours)\*
  - EDG 6345 Student Learning Data in Diverse Contexts (3 semester hours)\*
  - EDF 6942 Minority and Urban Education Internship (3 semester hours)\*

\* new course    \*\*modification of existing course    \*\*\*existing course

**INSTRUCTION, LEARNING AND ASSESSMENT (FULL TIME)**

<u>Fall Semester</u>	Credit Hours
EDG 6250 Curriculum Development Theory & Practice	3
EDF 5481 Introduction to Educational Research	3
EDG 5791 Seminar in Multicultural Education	3
<u>Spring Semester</u>	
EDG 6628 Assessment for Student Learning	3
EDF 6288 Instructional Design	3

EDF 5136 The Adolescent Learner 3

**Summer Semester**

EME 5053 Current Trends in Educational Technology 3

EDF 6237 Learning Principles Applied to Instruction and Assessment 3

**Fall Semester**

EDF 6692 Politics and Curricular Trends 3

EDG 6940 Instruction, Learning and Assessment Internship 3

**INSTRUCTION, LEARNING AND ASSESSMENT (PART TIME)**

**Fall Semester**

EDG 6250 Curriculum Development Theory & Practice 3

EDF 5481 Introduction to Educational Research 3

**Spring Semester**

EDG 5791 Seminar in Multicultural Education 3

EDG 6628 Assessment for Student Learning 3

**Summer Semester**

EDF 6288 Instructional Design 3

EDF 6237 Learning Principles Applied to Instruction and Assessment 3

**Fall Semester**

EDF 5136 The Adolescent Learner 3

EME 5053 Current Trends in Educational Technology 3

**Spring Semester**

EDF 6692 Politics and Curricular Trends 3

EDG 6940 Instruction, Learning and Assessment Internship 3

**MINORITY AND URBAN EDUCATION (FULL TIME)**

**Fall Semester**

EDG 6250 Curriculum Development Theory & Practice 3

EDF 5481 Introduction to Educational Research 3

EDG 5791 Seminar in Multicultural Education 3

**Spring Semester**

EDG 6628 Assessment for Student Learning 3

EDF 6689 Minority and Urban Education Seminar 3

EDF 5701 Power, Privilege, Diversity and Teaching 3

**Summer Semester**

EDG 6241 Race, Social Justice and the Curriculum 3

EDG 6345 Student Learning Data in Diverse Contexts 3

**Fall Semester**

EDG 5735 Culturally Responsive Strategies for Urban Schools 3

EDF 6942 Minority and Urban Education Internship 3

**MINORITY AND URBAN EDUCATION (PART TIME)**

<b><u>Fall Semester</u></b>	
EDF 5481 Introduction to Educational Research	3
EDG 5791 Seminar in Multicultural Education	3
<b><u>Spring Semester</u></b>	
EDG 6250 Curriculum Development Theory & Practice	3
EDG 6628 Assessment for Student Learning	3
<b><u>Summer Semester</u></b>	
EDG 6345 Student Learning Data in Diverse Contexts	3
EDF 6689 Minority and Urban Education Seminar	3
<b><u>Fall Semester</u></b>	
EDG 6241 Race, Social Justice and the Curriculum	3
EDF 5701 Power, Privilege, Diversity and Teaching	3
<b><u>Spring Semester</u></b>	
EDG 5735 Culturally Responsive Strategies for Urban Schools	3
EDF 6942 Minority and Urban Education Internship	3

**E. Provide a one- or two-sentence description of each required or elective course.**

**EDG 6250 Curriculum Development: Theory & Practice**

This course is designed to provide an overview of curriculum and development issues. Emphasis will be placed on the relationship between curriculum theories and instructional practice, interrelationships of many components of curriculum design and as a basis for decision making in providing leadership for constructive instructional programs. Students will demonstrate different applications of curriculum principles to the design and development of educational programs including technology, assessment, and organization of curriculum.

**EDG 5791 Seminar in Multicultural Education**

Seminar in multicultural education is designed to facilitate teaching in a multicultural setting; emphasis on understanding various subcultures and promoting favorable interaction among members thereof. Field experience required.

**EDF 5481 Introduction to Educational Research**

Methodology of research in behavioral sciences, documentation, measurement, data analysis, and reporting. Students evaluate existing research and design new studies.

**EDG 6628 Assessment for Student Learning**

Offers participants operational definitions and experiences in documentation and assessment in Pre-K - 20 classrooms. Students will combine readings, analysis of experiences in learning environments and field work to set professional goals.

**EDF 6288 Instructional Design (pre-requisite: EDG 6250, Curriculum Development: Theory & Practice)**

Instructional design models/theories and their systematic application to instructional goals .

**EDF 5136 The Adolescent Learner**

Designed to produce teachers who can intelligently guide the growth and development of adolescents. Includes learning experiences involving a study of the meaning of adolescence in American, the physical and psychological dimensions of adolescence and other relevant components

**EME 5053 Current Trends in Educational Technology (pre-requisite: EDF 6288, Instructional Design)**

Scholarly study in various areas such as research in instructional technology; selection, production and use of educational media; computers and education; instructional systems design; media center organization and administration; media center materials; and organization of media.

**EDF 6237 Learning Principles Applied to Instruction and Assessment (pre-requisite: EDG 6628, Assessment for Student Learning)**

Students will examine prominent developmental and learning theories in depth and their implications for instruction and assessment.

**EDF 6692 Politics and Curricular Trends (pre-requisite: EDG 6250, Curriculum Development: Theory & Practice)**

To demonstrate through historical analysis that the politics of the curriculum field are directly linked to social, cultural and economic policy issues. Exposure to individuals, events and theories fundamental to understanding the field of curriculum to make the connection between the history of the field and current curriculum movements and issues in the political and social fields.

**EDG 6940 Instruction, Learning and Assessment Internship**

Students participate in experiences that bridge the gap between theoretical studies of knowledge acquired in the classroom and practical application. Internship sites and field supervisors are selected and approved with the student's advisory committee to meet the educational and career goals of the student. This will serve as the capstone course for this specialization and, thus, will involve action research, a face-to-face component and a poster presentation.

**EDF 6689 Minority and Urban Education Seminar (pre-requisite: EDG 5791, Seminar in Multicultural Education)**

Examines the state of urban education and contemporary urban life in America.

**EDF 5701 Power, Privilege, Diversity and Teaching (pre-requisite: EDG 5791, Seminar in Multicultural Education)**

An overview of issues related to teaching diverse student populations. Topics include, demographics, foundations of prejudice, essentials of culture, diversity and commonalities, exceptionalities, barriers to cultural understanding, and valuing diversity.

**EDG 5735 Culturally Responsive Strategies for Urban Schools (pre-requisite: EDG 5791, Seminar in Multicultural Education)**

A study of the theory, research, and practice about the cultural learning styles of African American, Hispanic, Asian American, Native American, poor Whites and selected other groups. Emphasis is placed on the way culture influences learning and culturally responsive methods of instruction and assessment that seek to improve the quality of teaching and learning in urban schools.

**EDG 6241 Race, Social Justice and the Curriculum (pre-requisite: EDG 6250, Curriculum Development: Theory & Practice)**

Offers a comprehensive look at inequality and social justice issues in American society. Focuses on institutional hierarchies and systems of domination both, historical and current, based on race, ethnicity, sexual orientation, social class, gender, disability, and age and the way social hierarchies intersect and reinforce each other.

**EDG 6345 Student Learning Data in Diverse Contexts (pre-requisite: EDF 6288, Instructional Design)**

Using research-based strategies to focus on organization and development of instruction, effective lesson planning, instructional strategies to meet the needs of diverse learners through differentiated instruction, and assessment techniques with emphasis on data-driven decision making.

### EDF 6942 Minority and Urban Education Internship

Students participate in experiences that bridge the gap between theoretical studies of knowledge acquired in the classroom and practical application. Internship sites and field supervisors are selected and approved with the student's advisory committee to meet the educational and career goals of the student. This will serve as the capstone course for this specialization and, thus, will involve action research, a face-to-face component and a poster presentation.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.
- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The accreditation agency that would be concerned with the proposed program is the Council for the Accreditation of Educator Preparation (CAEP) (formerly National Council for Accreditation of Teacher Education (NCATE)).

When the College of Education is due for its next accreditation visit, which is scheduled for 2017-2018 that may be rescheduled to allow for adoption of the new CAEP standards, it will seek accreditation for the C&I Program.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?
- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

Initially, courses will be a hybrid of face-to-face and online delivery that will be transitioned to distance education, using the platforms the University currently uses to provide its online programs. *Blackboard 9.1* is the learning management system used throughout Florida A&M University; its built-in features facilitate online interaction and group work. *Collaborate* is used both for synchronous class meetings and to record presentations of material that students can view whenever and as often as they need. *SafeAssign*, also built into *Blackboard*, is used to prevent plagiarism, protect the originality of students' work, ensure a level playing field, and to create awareness and educate students about plagiarism and importance of proper attribution of any borrowed content. *Remote Proctor Pro* by Software Secure uses biometrics to authenticate the identity of the test-taker, records all sound, videos a 360-degree view of the exam environment, and enables *Secureexam* software which provides access to computer-based exams while locking down the desktop to prevent access to all other non-examination materials or applications.

To date we have not sought letters of support for collaborating with other institutions although we recognize this as an opportunity to do so if the proposal is approved. Some of the courses which could be

shared are EDF 5481 (or EDF 6481), Introduction to Educational Research, EDG 6250, Curriculum Development: Theory & Practice, and EDF 6237, Learning Principles Applied to Instruction and Assessment as they are required in at least one of the other Curriculum & Instruction programs throughout the state. The fact that 14 of the 16 required courses are to be offered online, offers a wealth of opportunities to collaborate with other institutions on the design, development, delivery and instruction of those courses. Since FAMU's proposed capstone internship courses require action research field work, the joint use of other institutions' facilities would provide students from multiple programs with an array of choices and potential interaction that would allow for a depth of experience that should broaden students' perspectives.

#### IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) \* faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Faculty Code	Faculty Name	Highest Degree	Rank	Academic Discipline/ Specialization	Contract Status	Contract Length	Percent of Annual Effort
A	*Serena Roberts  *Administrative Teaching Overload	PhD	Assistant Professor	Education/Curriculum & Instruction	Faculty Admin	12	.54
EDG 6250 Curriculum Development: Theory & Practice EDF 6288 Instructional Design EME 5053 Current Trends in Educational Technology							
A	Endya Stewart	PhD	Associate Professor	Curriculum and Instruction	TE	9	.54
EDF 5481 Introduction to Educational Research EDG 6345 Student Learning Data in Diverse Contexts							
A	Elizabeth Davenport	PhD	Professor	Curriculum, Teaching & Educational Policy	T	12	.27
EDF 6692 Politics and Curricular Trends EDF 5701 Power, Privilege, Diversity and Teaching							
A	*Peggy Auman *Although in a visiting position, her contribution is integral to the program.	PhD	Associate Professor	Instructional Design and Development	Faculty Admin	12	.54
EDF 5136 The Adolescent Learner EDF 6237 Learning Principles Applied to Instruction and Assessment EDG 6940 Instruction, Learning and Assessment Internship EDF 6942 Minority and Urban Education Internship							
A	Renee Wallace	PhD	Associate Professor	Educational Administration & Supervision	T	12	.27
EDG 6628 Assessment for Student Learning							
A	Charles Ervin	PhD	Associate Professor	Social Foundations	T	9	.54
EDG 5735 Culturally Responsive Strategies for Urban Schools EDG 5791 Seminar in Multicultural Education EDF 6689 Minority and Urban Education Seminar EDG 6241 Race, Social Justice and the Curriculum							

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

As the data in Table 2 in Appendix A indicate, most of the costs for this program will be in the form of faculty salaries and benefits, which will be funded from the same resources as they are currently. Faculty will teach the courses in the Master's of Education in Curriculum and Instruction as part of their in-load assignments.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The faculty associated with this proposed degree are among those who are most productive in teaching, research, and service in their academic units. All identified faculty have graduate faculty status. All have completed the state's requirement for recency of experience in area K-12 schools. Among them, they have produced over 80 publications and have made in excess of 100 presentations. The types of service in which they engage range from being a member of FAMU's Developmental Research School Board to serving on the Board of Directors for the Florida Fund for Minority Teachers. Besides service on College of Education and University committees, they serve as Mentor Volunteers for Leon County School District, Chair of the State of Florida African American History Task Force, members of the Florida Department of Education Race to the Top Student Growth Implementation Committee. They have submitted numerous grant proposals for external funding with over 30 receiving funding. Members of this group have also received numerous honors for their teaching, including multiple Teacher of the Year awards.

#### X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

#### Collections

Library resources and services are sufficient to ensure the achievement of the goals and outcomes of Curriculum and Instruction programs. The University Libraries provide collections of current books, periodicals, and pertinent reference materials, which are readily accessible to students and are sufficient in scope to support the curriculum. The Samuel H. Coleman Memorial Library (the main library) and branch libraries provide traditional print, as well as electronic access to full text databases, e-journals, and e-books. Library collections contain materials that support the Curriculum and Instruction curriculum directly and indirectly through interdisciplinary collections.

The following table shows library holdings targeted for use by the general campus and community population, as well as holdings targeted to support Curriculum and Instruction.

Library Resources	General	Education	Curriculum and Instruction
Holdings	1,398,922	86,110	32,925
Books	1,255,906	76,938	30,631
Microforms	203,899	23,042	4,246
Media	25,068	35,431	8,050
Electronic Books	66,245	4,952	2,939
Journals/Serial	103,185	4,976	1,290
Electronic Journals	60,219	2,213	889
Electronic databases	320	30	15

The University maintains borrowing agreements and memberships that mutually enhance resources availability for FAMU and other Florida learning communities. Partnerships are with the State University Libraries of Florida, the Florida College System Libraries and the State Library of Florida. The Libraries are members of the Florida Virtual Campus (FLVC) which provides services to the users and staff of Florida's public college and university libraries. Florida public postsecondary college and university libraries provide services directly and indirectly to students and faculty of State of Florida postsecondary institutions. Over 262,943 volumes held by the other 39 Florida public postsecondary institutions supplement the FAMU Curriculum and Instruction collections. The following information details the additional resources and services available to FAMU students and faculty.

Libraries	General	Education	Curriculum and Instruction
State Universities of Florida	25,114,915	486,744	207,804
Florida College System	4,883,380+	95,340	55,139

Full onsite and reciprocal borrowing privileges to students and faculty at all 39 Florida public institutions of postsecondary education is provided. Service includes daily document delivery via statewide courier among nearly 300 libraries in the Florida Library Information Network (FLIN). FAMU students and faculty have access to the courier service for interlibrary loan transactions.

Faculty and students also have access to the Publication of Archival, Library & Museum Materials (PALMM) Collection. This collection is a cooperative initiative of the public Universities of Florida to provide digital access to unique archival resources for research and scholarship.

#### Expenditures for Curriculum and Instruction Resources

Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
University Libraries Budget	\$2,551,096.00	\$2,504,384.00	\$2,500,401.00	\$2,625,803.00	\$3,417,950.00
<b>Curriculum and Instruction Expenditures</b>					
Books	\$21,406.00	\$26,385.00	\$596.00	\$13,574.00	\$20,720.00
Journals	\$47,837.00	\$50,969.00	\$53,908.00	\$59,615.00	\$65,363.00
Databases	\$47,039.00	\$48,032.00	\$50,404.00	\$71,179.00	\$69,399.00
<b>Total</b>	<b>\$73,182.00</b>	<b>\$125,386.00</b>	<b>\$104,908.00</b>	<b>\$144,368.00</b>	<b>\$155,482.00</b>

In addition to the funds provided by the University, electronic resources in support of Education are funded by the Florida Virtual Campus and the Florida Electronic Library at an annual cost of approximately \$200,000.

#### Access to Collections and Services

Students, faculty and staff have access to collections, resources and services 24 hours a day, seven days a week, either through the 118.15 hours that the main library is open or through the library web page. Through the University Libraries' web page (<http://www.famu.edu/?a=library>), faculty and students have full access to the FAMU library catalog on or off campus, and the library catalogs of the State of Florida University and Community College libraries. Online resources and services are available within the libraries, from campus computers, in faculty offices, and from residence halls. Off-campus access is also available 24 hours a day to authenticated users (students, faculty, and staff). Support services such as instruction, interlibrary loans, loan renewals, course reserves, reference assistance, and distance learning services are also accessible from the web page.

#### Services

FAMU Libraries provide a full range of traditional and innovative library services. Users have access to reference services via local and toll free telephone, electronic mail, online chat service (AskALibrarian), and fax. Services enable users to access and to use information resources in the libraries and from remote locations. The Information Commons, in Coleman Library, allows users to access main library services from one common area. Several Library services are available from this service point. Services include borrowing privileges, interlibrary loan, course reserves, reference and research services, and systems support services.

#### Borrowing Privileges

Students, faculty, and staff have borrowing privileges at the FAMU Libraries, and reciprocal borrowing privileges to the 39 public universities and colleges in Florida. Borrowers may view and renew items that are currently checked out through the online catalog.

#### Interlibrary Loan

Students, faculty, and staff who are currently enrolled and engaged in academic research have Interlibrary Loan (ILL) borrowing privileges to the 39 public universities and colleges in Florida and to other libraries globally. Requests may be initiated in person or through the online catalog, which along with reciprocal borrowing and the provision of licensed databases, provides access to materials that the University does not own.

#### Course Reserves

Print and electronic materials may be placed on reserve at the Libraries. The reserve service provides a central and convenient location for students to retrieve materials. These materials are owned by the University or come from the private collections of faculty who place materials on reserve for enrolled students.

#### Reference and Research Services

On site and virtual reference/research services are provided. Reference Services include individual research/consultation, the provision of electronic and print subject guides, and the provision of online tutorials. Reference librarians provide a variety of instructional services to meet the information literacy needs of students, faculty, staff, administrators, and the community at large.

#### Instruction/Information Literacy

The University Libraries provide competent, quality, and timely instruction through a variety of instructional services. Information is delivered through informal and point of use instruction, individual and group instruction, formal orientations and literacy



sessions, orientation to new student groups, subject specific scheduled workshops, printed handouts, subject guides and online tutorials. Instruction is provided to local users as well as to distance learners. Library users should be able to differentiate between trustworthy and untrustworthy sources, and have the skills to use resources independently. Instruction (information literacy) sessions are designed to equip users with the skills needed to locate, evaluate, and use library information resources and services. Formal literacy instruction is based upon goals as defined by classroom faculty. These classes are held in state-of-the-art classrooms, which allow hands-on interactive instruction. Library instruction is based upon guidelines published by the Association of College and Research Libraries (ACRL) Guidelines for Instruction Programs in Academic Libraries.

#### ***Liaison Program***

Librarians liaison with all academic units to assure that the collection supports defined curricular goals and that adequate services, including instruction are provided. The College of Education has appointed a representative to the Library Collection Development Committee. The representative works in collaboration with library faculty to evaluate, select, and purchase resources recommended for education programs.

#### ***Systems Support Services***

The Systems Department provides and maintains 250 public computers along with software, hardware and support services necessary for providing and using information resources. Computers are configured to provide access to the libraries' web page and online catalog. Computers are also configured with various types of production software allowing users' access to the Microsoft Office Suite (Word, Excel, PowerPoint, OneNote, InfoPath, Groove, and Access), Write-N-Cite, Course Compass, SciFinder Scholar, and Census Tract. Designated computer areas make it possible for patrons to save documents temporarily to a designated hard drive. As a result of customer service surveys and analysis, several additional services have been made available. Separate email stations have been installed near the Information Commons Desk. A Microtek 9800XL flatbed scanner that provides scanning of photos and multiple document formats and sizes is available. A Print-N-Go station is available for patrons who need to print documents hurriedly and go. Computers have been placed in group study rooms and in the Jazzman's Café and Study Lounge. Library users can print to designated print stations. Computers are located on each floor of the main library and in all branch libraries. A help desk is staffed as part of the Information Commons to assist users with software applications and technology support. Helpdesk staff assists patrons with directional questions, laptop registration and circulation, referrals and resolution of computing and printing needs and issues.

#### **Staff**

All Library and related personnel meet, or exceed minimal educational requirements as defined by ACRL. Librarians hold master's degrees from ALA accredited schools. Additionally, two faculty librarians have completed the advanced master's degree in library science; three faculty librarians have completed the specialists' degree in library science; five faculty librarians have completed master's degrees in other subject disciplines; and two faculty librarians have completed the Ph.D. degree in library science or information studies. The University employs 19.5 professional librarians. Support staff are also very well qualified, evidenced by 17 support staff holding bachelor's degrees, with many others nearing completion of the bachelor's degree.

#### **Facilities**

All faculty and students have full access to the facilities of FAMU's Coleman Memorial Library, branch libraries, and reading rooms. These facilities more than adequately support faculty and student use of information technology for instruction, learning and research. Coleman Memorial Library occupies approximately 88,964 net square feet. Almost 20,000 additional square feet are available in the branch libraries and reading rooms. The University Libraries presently have a seating capacity of 834, including group study rooms, a student study lounge and cafe, and 20 graduate/faculty study carrels. The recent addition to Coleman Library also includes a state of the art information literacy classroom and teleconference rooms. All library facilities enjoy dense fiber optic wiring (one outlet for every 40 square feet of floor space) to the desktop. In addition to fiber wiring, much of the main library and its immediate grounds are wireless, enabling students and faculty convenient and generous access to the wireless network using their own supported laptops, or they may borrow one of 24 network-ready laptops from the Library Systems Department for use in the library.

The Instructional Media Center (IMC), of the Instructional Technology Division, is housed in the Coleman Library. The IMC contains two teleconference centers/distance learning classrooms, with a combined seating capacity of over 50 people, designed for both satellite teleconferencing and for mediated viewing. The IMC also contains an open computer laboratory, television services, graphics and

production laboratory, and faculty development laboratory. Non-print resources and equipment are available for faculty to borrow and/or view.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.**

It is not anticipated that the new program will necessitate additional library resources.

Faye Watkins  
Signature of Library Director

Feb. 11, 2014  
Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The Gore Education Center, which houses the College of Education, was renovated and reopened in the spring of 2013. Within the space allocated to the College of Education, there are 16 Smart classrooms. Of these classrooms, 2 have video conferencing capability and 2 are designated as computer laboratories.

The College of Education has individual office space to accommodate 56 faculty and staff members. Each department has its own suite, which includes a receptionist station and conference room. There are also two adjunct faculty offices that will accommodate up to 10 adjuncts.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (j) below.**

Because of the state-of-the art Smart Classroom and video conferencing facilities built into the newly renovated Gore Education Complex, it is not anticipated that additional classroom, laboratory, office and other spaces will neither be required to implement nor to maintain the proposed program through Year 5. During Fall 2014, three courses will be scheduled in existing classrooms; however, because of the intended demographic of this program, those courses will be offered during non-peak hours, such as in the evenings or on Saturdays.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The Smart Classrooms are equipped with PCs built into the instructor podiums; touchscreen monitors that interact with the whiteboards; overhead projectors; interactive whiteboards; built in Blue-ray DVD players; document cameras; docking stations for laptops, iPads and/or iPods; SurroundSound; and voice enhancement with lavalieres and hand-held microphones. All of the integrated devices can be controlled with remote controls. Equipment available in the 2 video conferencing classrooms augments the Smart classroom technology by adding video conferencing capabilities to the Smart Classroom suite of tools.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

Because of the state-of-the art Smart Classroom and video conferencing facilities built into the newly renovated Gore Education Complex, it is not anticipated that specialized equipment will neither be required to implement nor to sustain the proposed program through Year 5.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

It is not anticipated that additional special categories of resources will be needed to implement the program through Year 5.

**H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

FAMU College of Education has several types of funding available to students in the proposed program. The FAMU Foundation provides a select group of scholarships to eligible Education graduate students. Another annual source of graduate student funding is monies from the School of Graduate Studies and Research. Students must apply for this funding; and a College of Education standing committee meets to review the applications. These awards take the forms of in-state and out-of-state tuition waivers; fellowships; working graduate assistantships; and assistantship tuition payments, in which case the funding goes directly toward the student's account balance rather than to the student. The average amount of funding from the School of Graduate Studies and Research, which varies from year-to-year, has been \$176,326 per year over the past four years. The average number of students funded over the past four years has been 37 students per year, with an average award of \$4,765 per academic year. However, out-of-state waivers are generally significantly higher than the average award to offset costly tuition rates for promising out-of-state students. Although none of these sources of funding are earmarked for a particular major, it is anticipated that approximately 20% of these awards would go to students in the new program, were they to apply. Many of these funds are available only to full-time graduate students, that is students taking at least 9 graduate credit hours.

**I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Florida A&M's College of Education has developed relationships with area school districts for its existing degree programs that would also be appropriate for the C&I Master's. Among those districts are: FAMU Developmental Research School; Florida State University School; and Leon, Gadsden, Jefferson, Wakulla, Duvall and Franklin County schools. In the future, it is anticipated that additional sites, especially urban, will be added. The location of those sites will be determined by enrollment patterns.

**J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

It is not anticipated that new capital expenditures for instructional or research space will be required nor that non-Instruction and Research costs will increase significantly as a result of this new program.

**Blank**

### FAMU Advisory Reviews

#### All Program Proposals

The Dean of the College of Education has reviewed the proposal for the

**Master's of Education in Curriculum & Instruction** and recommends it for consideration.

*Patricia Ann Powell*  
Dean or Chair/Director of the academic unit

*September 25 2013*  
Date

The Curriculum Committee of the Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of that Committee.

*James*  
Chair, Curriculum Committee of Faculty Senate

*1/21/14*  
Date

The Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of the full body and recommends approval.

*Narayan Persaud*  
President, Faculty Senate

*1/28/14*  
Date

*Lenian D. Thomas*

*1-28-14*

**Graduate Programs Only:**

The Chair of the Graduate Council has reviewed the proposal and affirms that it is consistent with the policies of that Council.

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# Florida A&M University Libraries

Tallahassee Florida 32307

## LIBRARY RESOURCES IN SUPPORT OF THE MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

### Resources

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Holdings	1,398,922	86,110	32,925
Books	1,255,906	76,938	30,631
Microforms	203,899	23,042	4,246
Media	25,068	35,431	8,050
Electronic Books	66,245	4,952	2,939
Journals/Serial	103,185	4,976	1,290
Electronic Journals	60,219	2,213	889
Electronic databases	320	30	15

The University maintains borrowing agreements and memberships that mutually enhance resources availability for FAMU and other Florida learning communities. Partnerships are with the [State University Libraries of Florida](#), the [Florida College System Libraries](#) and the [State Library of Florida](#). The Libraries are members of the [Florida Virtual Campus \(FLVC\)](#) which provides services to the users and staff of Florida's public college and university libraries. Florida public postsecondary college and university libraries provide services directly and indirectly to students and faculty of State of Florida postsecondary institutions. Over 262,943 volumes held by the other 39 Florida public postsecondary institutions supplement the FAMU Curriculum and Instruction collections. The following information details the additional resources and services available to FAMU students and faculty.

<b>Libraries</b>	<b>General</b>	<b>Education</b>	<b>Curriculum and Instruction</b>
State Universities of Florida	25,114,915	486,744	207,804
Florida College System	4,883,380+	95,340	55,139

Full onsite and reciprocal borrowing privileges to students and faculty at all 39 Florida public institutions of postsecondary education is provided. Service includes daily document delivery via statewide courier among nearly 300 libraries in the [Florida Library Information Network \(FLIN\)](#). FAMU students and faculty have access to the courier service for interlibrary loan transactions.

Faculty and students also have access to the [Publication of Archival, Library & Museum Materials \(PALMM\)](#) Collection. This collection is a cooperative initiative of the public Universities of Florida to provide digital access to unique archival resources for research and scholarship.

#### **Expenditures for Curriculum and Instruction Resources**

<b>Year</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
University Libraries Budget	\$2,551,096.00	\$2,504,384.00	\$2,500,401.00	\$2,625,803.00	\$3,417,950.00
<b>Curriculum and Instruction Expenditures</b>					
Books	\$21,406.00	\$26,385.00	\$596.00	\$13,574.00	\$20,720.00
Journals	\$47,837.00	\$50,969.00	\$53,908.00	\$59,615.00	\$65,363.00
Databases	\$47,039.00	\$48,032.00	\$50,404.00	\$71,179.00	\$69,399.00
<b>Total</b>	<b>\$73,182.00</b>	<b>\$125,386.00</b>	<b>\$104,908.00</b>	<b>\$144,368.00</b>	<b>\$155,482.00</b>

In addition to the funds provided by the University, electronic resources in support of Education are funded by the Florida Virtual Campus and the Florida Electronic Library at an annual cost of approximately \$200,000.

#### **Access to Collections and Services**

Students, faculty and staff have access to collections, resources and services 24 hours a day, seven days a week, either through the 141 hours that the main library is open or through the library web page. Through the University Libraries' [web page](#), faculty and students have full access to the FAMU [library catalog](#) on or off campus, and the library catalogs of the [State University System](#) and [Florida College System](#) libraries. Online resources and services are available within the libraries, from campus computers, in faculty offices, and from residence halls. Off-campus access is also available 24 hours a day to authenticated users (students, faculty, and staff). Support services such as instruction, interlibrary loans, loan renewals, course reserves, reference assistance, and distance learning services are also accessible from the web page.

## Services

FAMU Libraries provide a full range of traditional and innovative library services. Users have access to reference services via local and toll free telephone, electronic mail, [online chat service \(AskALibrarian\)](#), and fax. Services enable users to access and to use information resources in the libraries and from remote locations. The Information Commons, in Coleman Library, allows users to access main library services from one common area. Several Library services are available from this service point. Services include borrowing privileges, interlibrary loan, course reserves, reference and research services, and systems support services.

### Borrowing Privileges

Students, faculty, and staff have borrowing privileges at the FAMU Libraries, and reciprocal borrowing privileges to the 39 public universities and colleges in Florida. Borrowers may view and renew items that are currently checked out through the online catalog.

### Interlibrary Loan

Students, faculty, and staff who are currently enrolled and engaged in academic research have Interlibrary Loan (ILL) borrowing privileges to the 39 public universities and colleges in Florida and to other libraries globally. Requests may be initiated in person or through the online catalog, which along with reciprocal borrowing and the provision of licensed databases, provides access to materials that the University does not own.

### Course Reserves

Print and electronic materials may be placed on reserve at the Libraries. The reserve service provides a central and convenient location for students to retrieve materials. These materials are owned by the University or come from the private collections of faculty who place materials on reserve for enrolled students.

### Reference and Research Services

On site and virtual reference/research services are provided. Reference Services include individual research/consultation, the provision of electronic and print [research guides](#) including Education and the provision of online tutorials. Reference librarians provide a variety of instructional services to meet the information literacy needs of students, faculty, staff, administrators, and the community at large.

### Instruction/Information Literacy

The University Libraries provide competent, quality, and timely instruction through a variety of instructional services. Information is delivered through informal and point of use instruction, individual and group instruction, formal orientations and literacy sessions, orientation to new student groups, subject specific scheduled workshops, printed handouts, research guides and online tutorials. Instruction is provided to local users as well as to distance learners. Library users should be able to differentiate between trustworthy and untrustworthy sources, and have the skills to use resources independently. Information literacy sessions are designed to equip users with the skills needed to locate, evaluate, and use library information resources and services. Formal



literacy instruction is based upon goals as defined by classroom faculty. These classes are held in state-of-the-art classrooms, which allow hands-on interactive instruction. Library instruction is based upon guidelines published by the Association of College and Research Libraries (ACRL) Guidelines for Instruction Programs in Academic Libraries.

### **Liaison Program**

Librarians work with all academic units to assure that the collection supports defined curricular goals and that adequate services, including instruction are provided. The College of Education has appointed a representative to the Library Collection Development Committee. This liaison works in collaboration with library faculty to evaluate, select, and purchase resources recommended for Curriculum and Instruction.

### **Systems Support Services**

The Systems Department provides and maintains 250 public computers along with software, hardware and support services necessary for providing and using information resources. Computers are configured to provide access to the libraries' web page and online catalog. Computers are also configured with various types of production software allowing users' access to the Microsoft Office Suite (Word, Excel, PowerPoint, OneNote, InfoPath, Groove, and Access), Write-N-Cite, Course Compass, SciFinder Scholar, and Census Tract. Designated computer areas make it possible for patrons to save documents temporarily to a designated hard drive. As a result of customer service surveys and analysis, several additional services have been made available. Separate email stations have been installed near the Information Commons Desk. A Microtek 9800XL flatbed scanner that provides scanning of photos and multiple document formats and sizes is available. A Print-N-Go station is available for patrons who need to print documents hurriedly and go. Computers have been placed in group study rooms and in the Jazzman's Café and Study Lounge. Library users can print to designated print stations. Computers are located on each floor of the main library and in all branch libraries. A help desk is staffed as part of the Information Commons to assist users with software applications and technology support. Helpdesk staff assists patrons with directional questions, laptop registration and circulation, referrals and resolution of computing and printing needs and issues.

### **Staff**

All Library and related personnel meet or exceed minimal educational requirements as defined by the Association of College and Research Libraries (ACRL). Librarians hold master's degrees from ALA accredited schools. Additionally, two faculty librarians have completed the specialists' degree in library science; four faculty librarians have completed master's degrees in other subject disciplines; and one faculty librarian has completed the Ph.D. degree in library science or information studies. The University employs 16 librarians. Support staff are also very well qualified, evidenced by one support staff holding a master's degree and 17 support staff holding bachelor's degrees.

## **Facilities**

All faculty and students have full access to the facilities of FAMU's Coleman Memorial Library and branch libraries. These facilities more than adequately support faculty and student use of information technology for instruction, learning and research. Coleman Memorial Library occupies approximately 88,964 net square feet. Almost 20,000 additional square feet are available in the branch libraries. The University Libraries have a seating capacity of 834, including group study rooms, a student study lounge and cafe, and 20 graduate/faculty study carrels. The recent addition to Coleman Library also includes a state of the art information literacy classroom and teleconference rooms. All library facilities enjoy dense fiber optic wiring (one outlet for every 40 square feet of floor space) to the desktop. In addition to fiber wiring, much of the main library and its immediate grounds are wireless, enabling students and faculty convenient and generous access to the wireless network using their own supported laptops, or they may borrow one of 24 network-ready laptops from the Library Systems Department for use in the library.

The [Office of Instructional Technology](#) is housed in Coleman Library. Instructional Technology contains two teleconference centers/distance learning classrooms, with a combined seating capacity of over 50 people, designed for both satellite teleconferencing and for mediated viewing. The IMC also contains an open computer laboratory, television services, graphics and production laboratory, and faculty development laboratory. Non-print resources and equipment are available for faculty to borrow and/or view.

**Florida A&M University Libraries  
Education Journals**

*The library has access to over 1575 journals in support of Education, including 715 to support Curriculum and Instruction. The following is a hyperlinked list of the subject areas covered. The number in parentheses indicates the number of journals in the subject area.*

- [Book Studies & Arts \(80\)](#)
- [College & School Publications \(59\)](#)
- [Education - General \(357\)](#)
- [Education, Special Topics \(241\)](#)
- [Educational Institutions \(23\)](#)
- [History of Education \(88\)](#)
- [Student Fraternities & Societies - U.S. \(12\)](#)
- [Theory & Practice of Education \(715\)](#)

**Selected Journals in Support of Curriculum and Instruction**

**Currents in teaching and learning**

09/01/2009 to present in [Education Full Text \(H.W. Wilson\)](#)

**Curriculum administrator (1082-5495)**

08/01/1996 to 09/30/2001 in [Academic Search Complete](#)

**Curriculum and teaching dialogue (1538-750X)**

06/01/2002 to present in [Academic Search Complete](#) and [OmniFile Full Text Mega \(H.W. Wilson\)](#)

**Curriculum inquiry (0362-6784)**

10/01/1976 to 12/31/2007 in [JSTOR Arts & Sciences IV Archive Collection](#)

1997 to present in [FCLA Wiley-Blackwell Titles](#)

**Curriculum journal (London, England) (0958-5176)**

03/01/1998 to 18 months ago in [Academic Search Complete](#)

**Curriculum matters**

01/01/2005 to present in [Educator's Reference Complete](#)

**Curriculum review (0147-2453)**

01/01/1990 to present in [Academic Search Complete](#)

**Curriculum theory network (0078-4931)**

07/01/1968 to 01/31/1976 in [JSTOR Arts & Sciences IV Archive Collection](#)

**Elementary school journal (0013-5984)**

1914 to present in [University of Chicago Press Journals](#)

**Interdisciplinary journal of teaching and learning**

06/01/2011 to present in [Education Full Text \(H.W. Wilson\)](#)

**International forum of teaching and studies (1555-872X)**

04/15/2007 to present in [Education Full Text \(H.W. Wilson\)](#) and [OmniFile Full Text Mega \(H.W. Wilson\)](#)

**International journal of web-based learning and teaching technologies (1548-1093)**

01/01/2006 to present in [Educator's Reference Complete](#)

**JCT (Rochester, N.Y.) (1057-896X)**

04/15/2002 to 12/31/2006 in [Education Full Text](#) and [OmniFile Full Text Mega](#)

2008 to present in [Freely Accessible Social Science Journals](#)

**Journal of curriculum instruction (1937-3929)**

2007-present in [Directory of Open Access journals \(DOAJ\)](#)

**Journal of science teacher education (1046-560X)**

01/01/1997 to present in [SpringerLink Contemporary](#)

**New directions for teaching and learning (0271-0633)**

1997 to present in [FCLA Wiley-Blackwell Titles](#)

**Science teacher (National Science Teachers Association) (0036-8555)**

11/01/2004 to present in [Educator's Reference Complete](#) and [Professional Collection](#)

**Teaching & learning (Grand Forks, N.D.) (0887-9486)**

2001 to present in [Freely Accessible Social Science Journals](#)

09/01/2007 to present in [Educator's Reference](#)

**APPENDIX A**  
**TABLE 1-B**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	3	1.8	6	3.6	6	3.6	6	3.6	6	3.6
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	14	8.4	28	16.8	28	16.8	28	16.8	48	28.8
Individuals who graduated from preceding degree programs at other Florida public universities	3	1.8	6	3.6	6	3.6	6	3.6	6	3.6
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>20</b>	<b>12</b>	<b>40</b>	<b>24</b>	<b>40</b>	<b>24</b>	<b>40</b>	<b>24</b>	<b>60</b>	<b>36</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.  
\*\* If numbers appear in this category, they should go DOWN in later years.  
\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

TABLE 2  
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1					Year 5							
	Funding Source					Funding Source							
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	325,199	0	0	0	0	0	\$325,199	325,199	0	0	0	0	\$325,199
A & P Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
USFS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
^Other Personal Services	8,000	0	0	0	0	0	\$8,000	8,000	0	0	0	0	\$8,000
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$333,199</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$333,199</b>	<b>\$333,199</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$333,199</b>

\*Identify reallocated sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

^Cost Incurred by the College of Education.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	2.43	2.43
A & P (FTE)	0	0
USFS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$333,199	\$333,199
Annual Student FTE	12	36
E&G Cost per FTE	\$27,767	\$9,256

## APPENDIX A

### TABLE 3 ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS\*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Educational Leadership	209,303	90,832	\$118,471
Secondary Education & Foundations Administration	325,680	106,967	\$218,713
Other Personal Services	184,800	127,400	\$57,400
		8,000	
<b>Totals</b>	\$719,783	\$333,199	\$394,584

\* If not reallocating funds, please submit a zeroed Table 3

APPENDIX A

TABLE 4

ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Peggy Augman, Ph.D. Curriculum & Instruction	Assoc. Prof.	Adm	Fall 2013	12	1.00	0.54	0.54	12	1.00	0.54	0.54
A	Serena Roberts, Ph.D. Curriculum & Instruction	Asst. Prof.	Adm	Fall 2013	12	1.00	0.54	0.54	12	1.00	0.54	0.54
A	Endya Stewart, Ph.D. Curriculum & Instruction	Assoc. Prof.	Earning	Fall 2013	9	0.75	0.54	0.54	9	0.75	0.54	0.41
A	Elizabeth Davenport, Ph.D. Curr. Teaching & Ed. Policy	Professor	Tenured	Fall 2013	12	1.00	0.27	0.27	12	1.00	0.27	0.27
A	Charles Ervin, Ph.D. Social Foundations	Assoc. Prof.	Tenured	Fall 2013	9	0.75	0.54	0.41	9	0.75	0.54	0.41
A	Renee Wallace, Ph.D. Educational Administration	Assoc. Prof.	Tenured	Fall 2013	12	1.00	0.27	0.27	12	1.00	0.27	0.27
								2.43				2.43

Faculty Code	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	2.43	2.43
B	New faculty to be hired on a vacant line	0.00	0.00
C	New faculty to be hired on a new line	0.00	0.00
D	Existing faculty hired on contracts/ grants	0.00	0.00
E	New faculty to be hired on contracts/ grants	0.00	0.00
Overall Totals for		Year 1 2.43	Year 5 2.43



## VITA

### PEGGY GARDNER PERKINS AUMAN

#### **Address:**

Florida A&M University  
College of Education, GEC – 313A  
Office of the Dean  
Tallahassee, FL 32307-4900  
(cell: 229-977-5612) (home: 229-377-6709)  
[peggy.auman@famu.edu](mailto:peggy.auman@famu.edu)

#### **Employment:**

- August, 2013 to Present  
Director of Assessment & Accountability, COE,  
Office of the Dean  
Tallahassee, FL 32307-4900 (office: 850-561-2158)
- August, 2011 to August, 2013  
Valdosta State University, Associate Professor,  
College of Education, Department of Early Childhood &  
Special Education  
Valdosta, GA 31698  
Courses currently teaching/taught: Assessment, Planning &  
Instruction (Beginning & Intermediate); Practicum for Special  
Education teacher candidates; Socio-Cultural Perspectives  
on Diversity; Reading and Research in Special Education  
(Graduate level); Creativity & Critical Thinking in Early  
Childhood (Graduate Level); and supervising student teachers  
and practicum teacher candidates at Hand-in-Hand Primary  
School, Thomasville, GA
- June, 2010 to August, 2011  
Florida A & M University, Professor and  
Associate Dean of Academic Affairs  
College of Education (Primarily worked on FLDOE & NCATE  
Accreditation Reports) (Tenure awarded, May, 2011)  
Tallahassee, FL 32307
- January, 2008 to May, 2010  
Thomas University, Professor and Chair,  
Division of Education (contract –based)  
Thomasville, GA 31793  
Courses taught: Integrating Technology Into Teaching,  
Models of Teaching, Exceptional Learners,  
Educational Psychology & Applying Technologies in  
Effective Instruction, Research Methods & Action Research

- January, 1990 to  
December, 2007
- University of Nevada, Las Vegas  
Las Vegas, Nevada 89154  
Assistant Professor (1990-1995); Associate Professor &  
Tenured (1995 - 2007) Department of Educational Psychology  
Courses taught: Educational Psychology, Tests &  
Measurement, Instructional Design, Research Methods,  
Evaluation Research Methods, Adolescent Development,  
Analysis of Applied Learning Principles & Educational Media,  
Human Growth & Development, and Human Learning &  
Development.
- August, 1989 to  
December, 1989
- University of Nevada, Las Vegas  
Las Vegas, Nevada 89154  
Lecturer (Fall semester, 1989)  
Course taught: Educational Psychology  
Assisted in the initial stages of planning & developing a  
proposed program for a Master of Science in Educational  
Psychology.
- December, 1988 to  
June, 1989
- Sarasota County School Board  
Sarasota, Florida 33577  
Instructional Design Consultant
- Compiled and reported data for the evaluation of the Florida  
Summer Institutes; Developed formative evaluation plan and  
data gathering instruments for Sarasota County Arts Council  
Project; Prepared the objectives and evaluation components  
for the 1990 Florida Summer Institutes held in Sarasota,  
Florida.
- September, 1987 to  
April, 1989
- Saint Leo College, Saint Leo, Florida 33574  
Adjunct Professor  
Course taught: Statistics for the Behavioral Sciences
- January, 1986 to  
May, 1987
- State University of NY College at Fredonia  
Fredonia, New York 14063  
Visiting Assistant Professor of Education  
Courses taught: Educational Psychology, Introduction to  
Contemporary Education and Introduction to Exceptional  
Education. Supervised Elementary Education Interns.
- July, 1986
- Sarasota County School Board  
Sarasota, Florida 33577  
Instructional Design Consultant

- Developed the appendix to the Sarasota County Resource Guide which described the content, processes, and instructional strategies for the Minimum Student Performance Standards for Florida Schools, beginning grades 3, 5, and 8.
- January, 1986  
Sarasota County School Board  
Sarasota, Florida 33577  
Instruction Design Consultant  
Reviewed and recommended revisions for student performance standards, content clarification, and sample assessment items in language arts, social studies and science (K-8) for the Sarasota County Curriculum Guide.
- August, 1985 to  
December, 1985  
Children's Television Workshop, NY, NY 10023  
Researcher, Community Ed. Services Division  
Conducted formative research related to Sesame Street's Fire Safety and Natural Hazards Projects, analyzed and reported data, revised related existing materials, developed additional materials for support groups, assisted in the incorporation of safety messages in future Sesame Street Television segments.
- July, 1984 to  
June 1985  
Sarasota County School Board  
Sarasota, Florida 33577  
Instructional Design and Evaluation Consultant  
Reviewed and revised instructional materials written for Visual and Performing Arts Program (9-12), the Exceptional Student Education Program (6-12), the Basic Skills Program (K-12), and the Gifted Student Program (9-12); implemented an evaluation plan for an Alternative Middle School which was implemented Jan. 1985-Aug. 1985; implemented a follow-up study in their first year of college compared to other freshman students; collected and analyzed data for high school guidance/advisory pilot program; monitored, collected data, and made recommendations for the second year of the South County Gifted Pilot Program (2-4); assisted in the development of assessment procedures for measuring state approved performance standards as required by the Florida RAISE Legislation; assisted in the revision of proposed item specifications for the Standards of Excellence; reviewed materials written for enhancing critical thinking skills (K-5); and

- assisted in the selection of tests used for the Bilingual Project (K-5); and analyzed data to determine status of the Middle School Language Arts and Mathematics Promotion tests (6-8).
- September, 1984 to  
December, 1984
- Saint Leo College, Saint Leo, Florida 33574  
Adjunct Professor Education  
Course taught: Statistics for the Behavioral Sciences.
- August, 1983 to  
June, 1984
- Sarasota County School Board  
Sarasota, Florida 33577  
Instruction Design and Evaluation Consultant. Monitored and collected "implementation" data concerning the South Gifted Pilot Program; evaluated the program CAISH (Computer Assisted Instruction and Support for the Handicapped) which was submitted to the Florida Department of Education; monitored and collected data on the Social Studies Pilot Program (Grades 4 and 7) in Sarasota County Schools; developed status report on existing course objectives (K-12) and curriculum frameworks for the implementation of the RAISE Legislation; recorded, compiled and developed a report on the necessary revisions for the Economics Pilot Program (K-12) in Sarasota County Schools.
- January, 1984
- Sarasota Memorial Hospital  
Sarasota, Florida 33577  
Instructional Design Consultant  
Reviewed and revised videotape used for training nurses to administer Chem-Strip test to diabetic patients.
- June, 1983 to  
July, 1983
- Sarasota County School Board  
Sarasota, Florida 33577  
Instructional Design Consultant  
Provided ongoing supervision of the instructional design process associated with Sarasota County's Vocational Education, Life Skills, Drug Education, Language Arts and social studies programs.
- April, 1983 to  
July, 1983
- Sarasota County School Board  
Sarasota, Florida 33577  
Evaluation Consultant  
Developed a Program Evaluation Plan for Project CAISH (Computer Assisted Instruction and Support for the Handicapped) implemented in 1983-1984.

- April, 1983 to  
July, 1983
- Saint Leo College, Saint Leo, FL 33574  
Adjunct Professor of Education  
Course taught: Statistics for the Behavioral Sciences.
- May, 1983
- Sarasota County School Board  
Sarasota, Florida 33577  
Instructional Design Consultant  
Participated in the selection of the Social Studies textbooks recommended by the Advisory Selection Committee for Sarasota County; correlated Sarasota County objectives to textbook objectives; served as instructional design consultant throughout the 3 day selection/evaluation process (K-7).
- February, 1983 to  
April, 1983
- Sarasota County School Board  
Sarasota, Florida 33577  
Instructional Design Consultant  
Designed, revised and produced instructional materials in several media for water use, management and conservation, which provided a modular program integrated into the K-12 curriculum. Water Conservation Project funded by the Sarasota Board and Sarasota County Community.
- January, 1983 to  
February, 1983
- Sarasota County School Board  
Sarasota, Florida 33577  
Instructional Design Consultant  
Developed instructional objectives, instructional analysis, and sample test items for the School Studies Program entitled "Community Helpers" (videotape series) for second grade.
- November, 1982 to  
January, 1983
- Sarasota County School Board  
Sarasota, Florida, 33577  
Instructional Design Consultant  
Revised Teacher's Pre Instructional Guide, Activity cards, scope and sequence, and developed an evaluation design for the Sarasota Drug Education Program for fourth and fifth grades.
- June, 1981 to  
December, 1981
- Florida State University  
Tallahassee, Florida 32306  
Research Assistant  
Reviewed, categorized, and outlined the research literature related to Instructional Psychology for the 1981 Psychology Yearbook Review chapter written by Dr. Robert Gagne' and Dr. Walter Dick.

January, 1981 to  
June, 1981

Florida State University  
Tallahassee, Florida 32306  
Instructional Designer  
Teacher Education Projects (TEP/TEC)  
Designed workshop for Florida Public School Secretaries.

September, 1979 to  
December, 1980

Florida State University  
Tallahassee, Florida 32306  
Graduate Assistant  
"Nutritional Education Project" directed by D. John Hansen  
Designed, developed, formatively evaluated, revised and  
prepared camera-ready materials for grades 7-9 entitled, The  
  
Social Study of Nutrition: developed the assessment battery for  
the Nutrition Education materials for grades K-12.

August, 1976 to  
June, 1979

John G. Riley Elementary School  
Tallahassee, Florida 32306  
First Grade Teacher  
Taught first grade and served as grade level chairperson.  
Tenure awarded June, 1979 by Leon County Public School  
System.

### Education

September, 1979 to  
December, 1982

Florida State University  
Tallahassee, Florida 32306  
Ph.D., Instructional Design and Development  
(Department of Educational Research, Development and  
Foundations)  
Dissertation Title: Decoding Skill and Vocabulary Knowledge in  
Reading Comprehension  
Major Professor: Dr. Robert Gagne'

September, 1976 to  
June, 1978

Florida State University  
Tallahassee, Florida 32306  
M.S. Concentration in Elementary Education and Reading

September, 1974 to  
June, 1976

Florida State University  
Tallahassee, Florida 32306  
B.S. Elementary Education (Major)  
Early Childhood Education (Minor)  
Graduated Cum Laude

August, 1972 to  
May, 1974

Tallahassee Community College  
Tallahassee, Florida 32306  
A. A. Basic Studies  
Graduated with honors

## **Publications**

### **Articles in Refereed Journals**

Reid, K., Reynolds, R.E., Auman, P., Perkins (in press, May, 2014). College First Year Seminars: What are or should we be doing? Journal of College Student Retention: Research, theory, and Practice, 16 (1).

Songlee, D., Miller, S.P., Ticani, M., Sileo, N.M., and Perkins, P.G. (2008). Effects of test-taking strategy instruction on high-functioning adolescents with autism spectrum disorders. Focus on Autism and Other Developmental Disabilities; 23(4), 217-228.

Xu, Y., Gelfer, J.I., Sileo, N., Filler, J., Perkins, P.G. (2008). Effects of peer tutoring on young children's social interactions. Early Child Development and Care, 178 (6), 617-635.

Putney, L.G., Wink, J. & Perkins, P.G. (2006). Teachers as researchers: Using the critical action research matrix application for reflexive classroom inquiry. Florida Journal of Teacher Education, 9, 23-36.

McCrudden, M.T., Perkins, P.G., & Putney, L.G. (2005). Self-efficacy and interest in the use of reading strategies. Journal of Research in Childhood Education, 20(2), 119-131.

Xu, Y., Gelfer, J.I., & Perkins, P.G. (2005). Using peer tutoring to increase social interactions in early schooling. TESOL Quarterly, 39(1), 83-106.

Gelfer, J.I., Xu, Y., & Perkins, P.G. (2004). Developing portfolios to evaluate teacher performance in early childhood education. Early Childhood Education Journal, 32(2), 127-132.

Xu, Y., Perkins, P.G., & Gelfer, J.I. (2004). An effective way to assess teaching performance and enhancing learning. Childhood Education, 80(4), 198-201.

Miller, S.P., Perkins, P., Suzuki, C., Odell, S., & McKinney, M. (2002). Linking research to practice within a secondary teacher preparation program. American Secondary Education 31(1), 2-26.

Gelfer, J.I., Higgins, K., & Perkins, P.G. (2001). Literacy education and families: A program and its progress. Early Child Development and Care, 167, 39-50.

Perkins, P.G., Odell, S. J., McKinney, M., Miller, S. (2001). Collaboration in preparing urban teachers. Action in Teacher Education, 23(1), 64-71.

Gelfer, J. I., Filler, J., Perkins, P. G. (1999). The development of a bachelor's degree in early childhood education: Preparation for teaching inclusive education. Early Child Development and Care, 154, 41-49.

Gelfer, J. I., & Perkins, P. G. (1998). Portfolios: Focus on young children. Teaching Exceptional Children. 31(2), 44-47.

Kile; R. S., Odell, S., McCarthy, J., McKinney, M., Miller, S., & Perkins, P.G. (1998). Innovative ways to prepare teachers for diverse urban contexts-The accelerated schools experience in Las Vegas. Accelerated Schools Special Interest Group Conference Proceedings of the American Educational Research Association, Los Angeles, CA: California State University, The LA Accelerated School Center.

Perkins, P.G., & Gelfer, J.I. (1998). Producing teacher/staff portfolios: A method for effective evaluation. Catalyst for Change, 28(1), 17-20.

Hong, E. & Perkins, P.G. (1997). Children's responses to self-concept questionnaires administered in differential context. Child Study Journal. 27(2).

Gelfer, J.I, Jones W, P, & Perkins, P.G. (1996). Assessing first grade school readiness: Status and feasibility. Teacher Education and Practice. 12(2), 99-107.

Gelfer J.I., & Perkins, P.G. (1996). A model for portfolio assessment in early childhood programs. Early Childhood Journal.

Perkins, P.G., & Milgram, R. M. (1996). Parent involvement in homework: The double-edged sword. International Journal of Adolescence and Youth. 6, 195-203.

Gelfer, J. I., & Perkins, P.G. (1995). Portfolio assessment in an elementary school: A model to facilitate preparation. International Journal of Adolescence and Youth. 5, 251-261.

Hong, E., Milgram, R.M., & Perkins, P.G. (1995). Homework style and homework behavior of Korean and American children. Journal of Research & Development in Education, 28(4), 197-207.



Lanning, W. L., & Perkins, P.G. (1995). Grade inflation: A consideration of additional causes. Journal of Instructional Psychology, 22(2), 163-169.

Ohlhausen, M. M., Perkins, P.G., & Jones, P. (1995). Assessing self assessment portfolios in a literacy methods class. Reading Research and Instruction, 35(1), 19-36.

Perkins, P. G., & Gelfer, J. I. (1995). Elementary to middle school: Planning for transition. The Clearing House, 68(3), 171-174.

Perkins, P.G. (1994). Students as program evaluators. College Student Journal, 28(3), 347-350.

Dempster, F. N., & Perkins, P. G. (1993). Revitalizing classroom assessment: Using tests to promote learning. Journal of Instructional Psychology, 20(3), 197-203.

Hong, E., Perkins, P.G., & Milgram, R. M. (1993). Learning styles of gifted adolescents with in-school versus out-of-school accomplishments in literature. Perceptual and Motor Skills, 76, 1099-1102.

Perkins, P.G., & Gelfer, J. I. (1993). Portfolio assessment of teachers. The Clearing House, 66(4), 235-237.

Perkins, P.G. & Gelfer, J.I. (1993). Assessing staff performance in early childhood programs: An alternative method. Early Child Development and Care, 93, 65-70.

Perkins, G. (1992). The development of a master's degree program in educational psychology: A process and product. College Student Journal, 26(2), 146-150.

Gelfer, J. I., & Perkins, P.G. (1992). Constructing student portfolios for young children: A process and product that fosters communication with families. Day Care & Early Education, 20(2), 9-13.

Gelfer, J.I., & Perkins, P.G. (1992). Guidelines for a creative drama program for young children. Day Care and Early Education, 20(1), 30-32.

Gelfer, J.I., & Perkins, P. G. (1988). Meaningful assessment activities. Day Care and Early Education, Fall Issue, 6-9.

Gelfer, J.I., & Perkins, P. G. (1998). Using blocks to teach art concepts: A new look at an old friend. Early Child Development and Care, 30(1), 59-69.

Gelfer, J.I., & Perkins, P. G. (1987). Effective communications with parents: A process for parent/teacher conferences. Childhood Education, 64, 19-22.

Gelfer, J.I. & Perkins, P. G. (1987). Young children's acquisition of selected art concepts using the medium of blocks with teacher guidance. Early Child Development and Care, 27(1), 19-30.

### **Works in Progress**

Graves, J.B., Haygood, S., & Auman, P. Perkins (revise & re-submit). Project PARTNER: Promoting Awareness of Responsive Teaching by Networking Educator Resources.

Mayfield, E.F., Siegrist, G.R. Leech, D. W., Auman, P. Perkins, & Pate, J.L. (in progress). Impact of an In-Field Teaching Degree on the Quality of Teaching as Measured by Student Performance.

### **Other Publications**

Perkins, P.G. (2000). Program assessment even/start/family literacy programs Literacy education and families (LEAF). Nevada Department of Education/Nevada Even Start Program. Carson City, NV: Department of Education

Perkins, P.G. (1999). Program assessment even/start/family literacy programs: Classroom on wheels/computers on wheels (COW). Nevada Department of Education /Nevada Even Start Program. Carson City, NV: Department of Education

Perkins, P.G. (1999). Program assessment even/start/family literacy programs: Literacy education and families (LEAF). Nevada Department of Education/Nevada Even Start Program. Carson City, NV: State Department of Education

Perkins, P.G. (1998). Program Self-assessment even/start/family literacy programs; Classroom on wheels/computers on wheels (COW). Nevada Department of Education/Nevada Even Start Program. Carson City, NV; State Department of Education.

Perkins, P.G. (1998). Program self-assessment evenstart/family literacy programs. Literacy education and families (LEAF). Nevada State Department of Education/Nevada Even Start Program. Carson City, NV; State Department of Education.

Salmon, J. I., & Perkins, P.G. (1996). Moving abroad is a family affair: Getting ready for life in a new country. Intercultural Press, Vershire, Vermont.

Gelfer, J. I., Jones, W. P. & Perkins, P.G. (1995). School readiness survey. Nevada Department of Education: Planning, Research, and Evaluation.

Perkins, P.G., & Milgram, R. M. (1992). Parents, children and homework: The learning style-homework style distinction. Learning Styles Network Newsletter.

Gelfer, J. I., & Perkins, P.G., (1992). Developing student portfolios for young children: A grading, marking, and reporting alternative the fosters communication with families. ERIC Clearinghouse on Elementary and Early Childhood Education, PS -019 - 786.

Gelfer, J.I., & Perkins, P.G. (1991). Effective communication with parents: A process for parent for parent/teacher conference. (reprint) Selected Readings in Curriculum, Educational Systems Associates, Inc.

Perkins, P.G., & Milgram, R. M. (1992). Parents, children and homework: The learning style-homework style distinction. Learning Styles Network Newsletter.

Gelfer, J.I., & Perkins, P.G., (1992). Developing student portfolios for young children: A grading, marking, and reporting alternative the fosters communication with families. ERIC Clearinghouse on Elementary and Early Childhood Education, PS -019 - 786.

Gelfer, J.I., & Perkins, P.G. (1991). Effective communication with parents: A process for parent for parent/teacher conference. (reprint) Selected Readings in Curriculum, Educational Systems Associates, Inc.

Perkins, P.G., & Brown, W. (1984). Computer assisted instruction & support for the handicapped: Final report. Florida Department of Education, Bureau of Special Education.

Perkins, P.G. (1981). The social study of nutrition. Florida Department of Education.

Perkins, P.G., Wuthrich, Z., & Hill, S. (1981). The Florida nutrition education assessment battery. Florida Department of Education.

### **Professional Papers Presented:**

#### **International/National**

Marciano, D., Auman, P. Perkins & Foster, J. (November, 2012). Children's Literature: iDream, iConnect, and ilgnite with iPads and e- Literature. National Conference of Teachers of English (NCTE), Las Vegas, NV.

Reid, K. and Perkins, P.G. (2008). Multiple case study of college first year seminars from an evaluative perspective using critical action research matrix application. American Evaluation Association (A E A) Conference, Denver, CO.

Reid, K.M., Morris, A., Perkins, P.G., Reynolds, R.E. Mills, R. & Villanueva, H. (2006). Evaluation of a first-year college seminar: Research into practice through Collaboration. American Educational Research Association Annual Conference (AERA) San Francisco, CA.

Gelfer, J.I. & Perkins, P.G. (2006). An inclusive early childhood education masters degree Program: An alternative model. The YAI/National Institute for People with Disabilities Annual International Conference, New York, NY.

Peng, Y., Hong, E., Crehan, K., Miller, S., & Perkins, P.G. (2006). Test taking strategies Chinese high school students' perceived strategy use. American Psychological Association National Conference (APA), New Orleans, LA.

Gelfer, J.I., Xu, Y., & Perkins, P.G. (2005). Developing communication strategies for teaching children who are English language learners. ACEI Conference, Washington, D.C.

Xu, Y., Perkins, P.G., Gelfer, J.I. (2004). Developmental outcomes of low-birth-weight children and early intervention. Council of Exceptional Education 2004 Annual Convention and Expo. New Orleans, LA.

McCrudden, M. & Perkins, P.G., Putney, L. (2004). Self-efficacy and interest in using reading strategies. American Educational Research Association Annual Conference (AERA), San Diego, CA.

Putney, L. & Perkins, P.G. (2004). Virtual beginnings: Examining an accelerated school start up in a virtual charter school. American Educational Research Association (AERA), San Diego, CA.

Xu, Y., Gelfer, J.I., & Perkins, P.G. (2003). Preliminary evaluation through shared professional expertise. American Educational Research Association (AERA), Chicago, IL.

Gelfer, J.I., Xu, Y. & Perkins, P.G. (2003). A collaborative effort in developing an alternative teacher education program. Association for Childhood Education International (ACEI), Phoenix, AZ.

Xu, Y., Gefler, J.I., Filler, J. & Perkins, P.G. (2003). Classified peer tutoring and social interactions of children with limited English proficiency. 19<sup>th</sup> Annual DEC Conference on Young Children with Special Needs and Their Families, Washington, D.C.

Xu, Y., Gelfer, J.I., Perkins, P.G. & Hunter, L. (2003). Social interaction behavior of English language learners and peer-mediated instruction. Teacher Education Division (TED) 26<sup>th</sup> Annual Conference, Biloxi, MS.

Gelfer, J.I., Filler, J., Lyons, C. & Perkins, P.G. (2002). A new design for early childhood: Inclusive early childhood faculty. Association for Childhood Education International (ACEI), San Diego, CA.

Quinn, L., Pollak, J. & Perkins, P.G. (2001). Teacher on-line preparation program (TOPP): Preparing professionals for changing education contexts. American Association of Colleges for Teacher Education (AACTE), Dallas, TX.

McKinney, M., Perkins, P. G. & Unger, J. (2000). Learning to teach literacy in urban schools: Changing beliefs. National Reading Conference (NRC), Scottsdale, AZ.

Perkins, P. G., Putney, L. & Gelfer, J. I. (2000). Living evaluation: A student generated model for increasing evaluation capacity. American Evaluation Association (AEA), Honolulu, HI.

Filler, J. Gelfer, J.I. & Perkins, P. G. (1999). Characteristics an inclusive preservice program to prepare teachers. Association For Persons with Severe Handicaps (TASH). Chicago, IL.

Perkins, P. G. (1999). Assessing computers on Wheels (COW) project. American Evaluation Association. Orlando, FL.

Filler, J., Gelfer, J. I., Perkins, P.G., Lyons, C., Butz, J. & Lau, C. (1998). Using portfolio assessment as a means for supporting and facilitating friendships among children with and without disabilities. National Association for the Education of Young Children (NAEYC), Toronto, Canada.

Perkins, P.G., & Gelfer, J.I. (1998). Teacher/parent partnerships: enhancing communications using family portfolios. Association Childhood Education International (ACEI), Tampa, FL.

Odell, S., Kile, S., McCarthy, J., McKinney, M., Miller, S., Perkins, P.G., & Wright, K. (1998). Innovative ways to prepare teachers for diverse urban contexts: The accelerated schools experience in Las Vegas. American Educational Research Association (AERA), San Diego, CA.

Gelfer, J.I., & Perkins, P.G. (1997). A model plan for portfolio assessment in inclusion programs. Association for Childhood Education International (ACEI), Portland, OR.

Gelfer, J.I., & Perkins, P.G. (1997). American Association of Colleges for Teacher Education (AACTE), Phoenix, AZ.

Perkins, P.G., & Gelfer, J. I. (1997). Collaborative Evaluation in Teacher Education. American Evaluation Association (AEA), San Diego, CA.

Gelfer, J.I., & Perkins, P.G. (1996). The portfolio assessment project (PAP): A model to facilitate preparation for an elementary school. Association for Childhood Education International (ACEI), Minneapolis, Minnesota.

Perkins, P.G., Gelfer, J. I., & Jones, W. P. (1996). Feasibility of a state wide school readiness evaluation. American Evaluation Association Annual Meeting. Atlanta, GA.

Usnick, V., & Perkins, P.G. (1996). Summer math camps for primary-aged students. Eighth International Congress on Mathematical Education. Seville, Spain.

Usnick, V., Van Vactor, J., & Perkins, P. G. (1996). Spatial sense: Skills, abilities, gender-related? Research Council for Diagnostic and Prescriptive Mathematics. Melbourne, FL.

Gelfer, J.I., & Perkins, P. G. (1995). The evolution of the UNLV infant/toddler center: A collaborative effort. National Coalition for Campus Child Care, Inc. 1995 Conference. Phoenix, AZ.

Perkins, P.G., & Gelfer, J. I. (1995). Teaching of evaluation. American Evaluation Association (AEA), Vancouver, Canada.

Perkins, P.G. (1995). Chair, models of effective evaluation practice (paper session). American Evaluation Association (AEA), Vancouver, Canada.

Perkins, P.G., & Gelfer, J.I. (1994). Portfolios for learning and beyond. National Council of Teachers of English (NCTE). Scottsdale, AZ.

Gelfer, J.I., & Perkins, P.G. (1994). Project partnership: Implementing student portfolios in a non-graded public school. Association for Childhood Education International Annual Conference (ACEI), New Orleans, Louisiana.

Hong, E., & Perkins, P.G. (1994). Do general self concept subscales measure what they are supposed to measure? Analysis of self concept factors which contain general self concept indicators. American Educational Research Association Annual Meeting (AERA), New Orleans, Louisiana.

Ohlhausen, M., Perkins, P. G., & Jones, W. P. (1993). Assessing self-assessment portfolios in a literacy method course. 43rd Annual National Reading Conference (NRC). Charleston, SC.

Gelfer, J.I., & Perkins, P.G. (1993). Developing student portfolios: Meeting the diverse needs of learners & teachers. 73rd Annual Association of Teacher Educators (ATE), Los Angeles, CA.

Perkins, P.G. (1993). (1) Evaluating children's museum exhibits and (2) Teaching evaluation through direct evaluation experience (with Nick Eastmond, Utah State University). American Evaluation Association (AEA) Annual Meeting, Dallas, TX.

Perkins, P.G., & Gelfer, J. I. (1993). The role of creative drama in promoting young children's critical thinking. Annual International Study Conference for the Association for Childhood Education International (ACEI), Phoenix, AZ.

Powell, R., Perkins, P.G., & Ohlhausen, M. M. (1992). Developing a thematic teacher education program for post-baccalaureate career-change students: Process and Product. Association of Teacher Educators (ATE) Annual Meeting, Orlando, FL.

Perkins, P.G. (1992). An evaluation team of students: Experiences, Perceptions, and Recommendations, American Evaluation Association (AEA) Annual Meeting, Seattle, WA.

Perkins, P.G. (1992). Developing critical thinking for future evaluators. Twelfth Annual International Conference on Critical Thinking & Educational Reform. Sonoma State University, Sonoma, CA.

Perkins, P.G. (1991). The role of creative drama in early literacy instruction. International Reading Association (IRA), Las Vegas, NV.

Perkins, P.G., & Gelfer, J.I. (1991). Enhancing teacher-parent communications: Building partnerships. National Coalition for Campus Child Care (NCCC). Minneapolis, MN.

Perkins, P.G., & Gelfer, J. I. (1989). An early intervention program for children with physical & developmental disabilities: A therapeutic/development educational collaboration model. Annual Conference of the National Association for the Education of Young Children (NAEYC). Atlanta, GA.

Brezin, M., Perkins, P. G., & Martinez, M. (1981). The effects of pictures on the recall of written text. 1981 Annual American Educational Research Association (AERA), Los Angeles, CA.

**Regional/State**

Lyons, C., Filler, J., Gelfer, J.I. & Perkins, P.G. (2002). Social interactions in the inclusive early childhood classroom. Region 1x Head Start Association- 19<sup>th</sup> Annual Training Conference, Las Vegas, NV.

Gelfer, J.I., & Perkins, P.G. (1998). Alternative Assessments. Nevada Community Inclusion Conference, Las Vegas, NV.

Jones, W. P., Crowe, K., Gelfer, J.I., & Perkins, P. G. (1995). Assessing school readiness in Nevada: Are we ready? Nevada State Conference of the Young Child. Reno, NV.

Perkins, P.G. (1992). Learning styles of the young. Lutheran Educators Conference. Pacific SW District, Las Vegas, NV.

Perkins, P.G. (1991). The future of educational psychology: A program responding to the challenge. California Educational Research Association (CERA). San Diego, CA.

**Grants**

Navarette, L. (PI) & Perkins, P.G. (Evaluator) (2003/04), Project PEARLS (\$38,500 funded).

Andre Agassi College Preparatory Academy (Malin, C., Putney, L. & Perkins, P.G.) (2002). Nevada Charter School Federal Grant (\$150, 000 funded).

Perkins, P. G., McKinney, M., Odell, S., Kile, R. S., & Miller, S. P. (1997). Partnerships for Alternative Licensure UNLV Planning Initiative Grant (\$50,000).

Usnick, V., VanVactor, J., & Perkins, P.G. (1995). Implementation assistance given for the US Department of Energy Grant (1995 Summer Math Research Project at UNLV) (\$20,247).

Perkins, P.G. (1993). Learning and homework styles of American and Korean Children (with E. Hong) COE Professional Development Grant (\$500).

Perkins, P.G., & Milgram, R. M. (1992). Learning style and homework behavior in young children. UNLV Research Council (\$1,045).

Perkins, P.G., & Milgram, R. M. (1991). Learning style and homework behavior in young children. UNLV Research Council (\$1045).



Perkins, P.G. (1990). Moving abroad is a family affair (with Salmon, J.L.) COE Professional Development Grant (\$500).

**Workshops:**

- |                                |  |
|--------------------------------|--|
| March 7, 1991                  | University of Nevada, Las Vegas Preschool Las Vegas, Nevada<br>"Handling Stress Inherent in Child-rearing"   |
| August 20, 1990                | University of Nevada, Las Vegas, Graduate College Las Vegas, Nevada<br>"Test Construction and Evaluation"  |
| March 10,<br>to March 31, 1990 | University of Nevada, Las Vegas Division Continuing Education<br>"Preparing for the GRE"   |
| October 21, 1988               | FACUS 1988 Conference<br>Florida Association on Children Under Six, Pensacola, Florida<br>"Transitional Activities for the Early Childhood Educator"   |
| March 6, 1986                  | Fredonia School District, Fredonia, NY 14063<br>"Kindergarten - 2nd Grade: An Effective Use of the First Week of School"   |
| November, 1984                 | Florida Education Research Association Orlando, Florida<br>Discussant for a series of papers focusing on computers in the classroom  |
| August, 1984                   | Child Development Center, Sarasota, FL 33579<br>Presented seminar on Program Accountability to counseling and administrative staff   |
| May, 1984                      | Sarasota County School Board<br>Sarasota, Florida 33577<br>Designed and resented a series of workshops on writing test items for teachers who were participating in the summer curriculum writing project (K-12)   |
| February, 1984                 | Sarasota County School Board<br>Sarasota, Florida 33577<br>Designed and presented a 2-day staff development workshop for all participation Social Studies Pilot Teachers (Grades 4 and 7) with Ms. Sandra Schurr, Supervisor, Curriculum Management, Sarasota County School System |

- December, 1983      Child Development Center, Sarasota, FL 33479  
Presented information and guidelines to staff on program accountability with Dr. Rick Nations, Director, Research & Evaluation Services, Sarasota County School System
- October, 1983      United Way Foundation, Sarasota, FL 33577  
Designed and presented seminar entitled, "Accountability" with Dr. Rick Nations, Director, Research and Evaluation Services, Sarasota County School System
- August, 1983      Sarasota County School System  
Sarasota, Florida 33577  
6 weeks of in-service training completed  
Evaluated math software for microcomputers and correlated recommended software with state and country objectives
- May, 1983      Training of Trainers (TOT)  
30 hours of training completed in "Developing Capable Young People."  
Sponsored by the Florida Alcohol and Drug Association (FADAA)
- March, 1983      Computer Center (Radio Shack)  
Phase I and II completed  
Computer Literacy Courses
- February, 1983      Drug Education Workshop provided for teachers in Hillsborough County, Tampa, Florida 32312  
Presented drug information and drug education materials in association with Mr. David Niederpruenm Drug Education Supervisor, Sarasota County School System
- May, 1982      Teacher Education Center, Sarasota, Florida 33577  
Designed and presented workshop to Venice Garden Elementary School Teachers entitled, "An Effective Use of the First Week of School" in association with Dr. Jeffrey Gelfer, The University of South Florida.
- December, 1980      Teacher Education Center, Leon County, Tallahassee, Florida 32306  
Developed and designed workshop for Florida Public School secretaries

June, 1980

Teacher Education Center, Leon County, Tallahassee, Florida  
32306

Trained teachers to implement the Florida Nutrition Education  
Materials (K-9)

**Professional Memberships:**

American Educational Research Association (AERA)  
American Evaluation Association (AEA)  
Association for Childhood Education International (ACEI)  
Association of Educational Communication & Technology (AECT)  
California Educational Research Association (CERA)  
National Association for the Education of Young Children (NAEYC)  
National Council of Teachers of English (NCTE)

**Service Activities**

**University Committees**

VSU Educational Policy Committee  
FAMU Graduate Studies Committee

UNLV Only:

Library Focus Group  
Academic Standards Committee  
Status of Women Committee (special hearing committee)  
UNLV Assistive Technology Grant Steering Committee  
Public Relations Committee  
Internal Peer Review Committee  
Special Hearings Committee  
University Faculty Travel Committee  
General Education Committee  
Strategic Planning & New Program Task Force

**College Committees**

Conceptual Framework Committee (VSU)  
Research & Writing –Literacy Committee (VSU)  
Administrative Team Committee (FAMU)  
Graduate Admissions Committee (FAMU)  
Curriculum Committee, Chair (FAMU & UNLV)

**NCATE Steering Committee (FAMU & UNLV)**

**UNLV Only:**

CINTER Advisory Committee  
Academic Standards Committee  
Tenure and Promotion Committee  
Licensure Only Programs Committee  
TEC Representative  
Dean's Advisory Council  
Multicultural Mentoring Program  
Merit Process Committee  
Dean's Search Committee  
Merit Committee  
Faculty Chair  
Advisory Committee to the Dean  
Bylaws Committee, Member  
Strategic Planning Committee, Chair  
Promotion & Tenure Committee, Member  
Teacher Education Committee, Member  
Dean's Search Committee, At large member

**Department Committees**

**VSU: Department of Early Childhood & Special Education**

ECSE Field Experiences Committee  
Honors & Scholarship Committee  
M.Ed. in ECSE Committee  
Undergraduate Program Committee

**UNLV: Department of Educational Psychology**

Admissions Committee  
Curriculum Committee  
Ed Psych Search Committee--- Chair  
Ed Psych Search Committee, Member  
Bylaws Committee  
ICS Reading Search Committee, Outside member  
Graduate Student Association, Co-faculty advisor  
Internship Committee  
Tenure & Promotion Committee  
Ed Psych Area Coordinator  
Executive Leadership Committee  
Ph.D. Research Sub-committee  
Staff Differentiation/Teaching Emphasis Sub-Committee, Chair  
Search Committee, Member, Evaluation & Assessment

Research Sub-Committee, Member  
New Ph.D. Design Committee, Member  
Merit Committee  
Chair's Evaluation Committee, Chair  
Foundations Area, Member  
Teaching Initiative Committee, Chair  
EDL Search Committee, Member  
Educational Psychology Department, Assistant Chair  
Educational Psychology Department Chair Search Committee, Chair

**National Committee Membership:**

Association for Childhood Education International (ACEI). Infancy Early Childhood Committee Member---1993-1995.  
American Evaluation Association (AEA). TIG/Teaching Evaluation Program, Chair 1995-1997.

**Award(s):**

1992 Lilly Fong Distinguished Professor Award (College of Education, University of Nevada, Las Vegas)

2004 Distinguished Professor Award (UNLV Foundation, University of Nevada, Las Vegas)

## VITA

CHARLES P. ERVIN, JR.

ADDRESS: 8691 Alexandrite Court  
Tallahassee, Florida 32309

EDUCATION:

Ph.D. 2001	Georgia State University Sociological Foundations of Education
M.A. 1978	Central Michigan University Personnel Management
B.S. 1965	North Carolina Agricultural and Technical State University Sociology

### PROFESSIONAL EXPERIENCE:

2007-Present	Tenured Associate Professor, Florida A.&M. University
2006-2009	Chair, Department of Secondary Education and Foundations, Florida A&M University
2004	Fulbright-Hayes Seminar Abroad-Turkey
2003-2006	Assistant Professor, Department of Secondary Education, Florida A&M University, Tallahassee, Florida
2001-2003	Assistant Professor, Department of Secondary Education; and State Coordinator, Education of Homeless Children and Youth for the Florida Department of Education.
2002	Clinical Educator Training Florida A&M University, Tallahassee, FL
1999-2001	Adjunct, and Assistant, Professor Department of Secondary Education and Foundations Florida A&M University, Tallahassee, FL
1996-2003	State Coordinator, Education of Homeless Children and Youth Program for the Florida Department of Education. Florida A&M University, Tallahassee, FL
1993-1996	Senior Army Instructor Northeast Comprehensive High School, Macon, GA
1989-1993	Professor of Military Science Ft. Valley State University, Ft. Valley, GA; and Albany State University, Albany, GA
1965-1993	Commissioned Officer (Retired, Lieutenant Colonel) United States Army. Korean language training.

## PRESENTATIONS AND PUBLICATIONS:

Presentation: Brasnose College, Oxford University, England, UK(Charles Ervin 2013) Diversity in Higher Education in the United States

Presentation at World Universities Forum, Rhodes, Greece (Davenport, E. and Ervin, C., 2012) The Role of the Faculty Senate in University Governance

Presentation at World Universities Forum, Rhodes, Greece (Ervin, C. and Wallace, R., 2012)

Ervin, C. Davenport, E. (2008). "The University as a Learning Community-The Purpose of Diversity in Higher Education". Presentation at American Institute of Higher Education Annual Conference

Ervin, C. Book Review, Human Diversity in Education: An Integrated Approach by Kenneth Cushner. (2008).

Ervin, C. and Davenport, E. (2008) "The University as a Learning Community- in Higher Education". What Is Wrong with Academia Today?: Essays on the Politicization of American Education, Edited by Wirth, R.S, Whiddon, T.R. and Manson, T.J. Edwin Mellen Publishers, Lewiston, N.Y.

Ervin, C, (2007) Presentation, "The Education of Children in Transition". Kappa Delta Pi International Honor Society Biennial Convocation, Louisville, Kentucky.

Davenport, E and Ervin, C, (2007) "Teaching Cultural Competence", The Journal of Multiculturalism in Education, West Texas A&M University.

Sutton, L., Davenport, E., Ervin, C., (2007) K-12 Race Conscious Decision Making in Segregated Schooling: Evaluating the Supreme Court's decision in Parents Involved in community Schools v. Seattle School District. Journal of the Alliance of Black School Educators.

Davenport, E., Ervin, C., and Davenport, L. (2006) "Home Schooling: Viable Alternative to Increasing African American Achievement", Journal of the Alliance of Black School Educators Vol. 5, number 1 Spring 2006.

Ervin, C.P., Gaston, J., and McIntosh, Y. (2005) Presentation: The Modern Turkish Republic; FAMU Foreign Languages Recognition Week Celebration

Ervin, C.P. (2003) Presentation: No Child Left Behind and the Education of Homeless Children and Youth. 11th Annual Conference Pi Lambda Theta, Boston, Massachusetts

Ervin, C P., (2003) Conference Facilitator, 11<sup>th</sup> Annual Pi Lambda Theta Conference. Boston Massachusetts.

Ervin, C.P., Sepielli, D., Wright, D. (2003). Community Collaboration in Two urban and rural school districts in Florida. Presentation at Workshop at the Institute for Children and Poverty, New York, New York.

Ervin, C. P. et al. (2003). The Differential Academic Performance Among America's Minorities. 83<sup>rd</sup> Annual Meeting of The Association of Teacher Educators. Jacksonville, Florida.

Ervin, C.P. (2001). E. George Payne: Founding editor of the journal of educational sociology, 1927-1944. Georgia State University, Atlanta, Georgia.

Ervin, C.P, and Banks, D. (Feb-Mar 2001). Implementing The No Child Left Behind Act. Workshops for Florida Department of Education in Chipley, Gainesville, Palm Beach, and Tampa, Florida

Ervin, C.P. (1999, November). Collaborating to educate homeless children and youth with Title I and Stewart B. McKinney funds. Presentation at the 11<sup>th</sup> Annual National Association for the Education of Homeless Children and Youth Conference, Kissimmee, Florida.

Ervin, C.P. (1999, April). Collaborating to educate homeless children and youth. Presentation at Florida Title I Conference, Tampa, Florida.

Ervin, C.P. and Follins, J. (1998, April). Stewart B. McKinney homeless assistance act and Title I: Insuring academic success for all children. Presentation at Title I Leadership for School Improvement Conference, Tampa, Florida.

Ervin, C.P., Davidson, D., Hud, J.A., and William, M. (1998, January). Education of homeless children and youth. Pre-conference Workshop, Arkansas Department of Education 10<sup>th</sup> Annual Federal Programs Conference, Hot Springs, Arkansas.

Ervin, C.P., Hud, J.A., and William M. (1998, May). Interagency coordination in educating homeless children and youth. Workshop for Arkansas State Interagency Council, Little Rock, Arkansas.

#### PROFESSIONAL SOCIETIES AND ORGANIZATIONS:

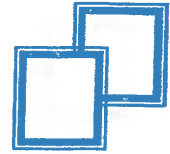
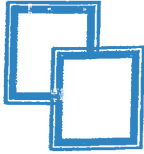
2009-Present	National Association of Social Science
2009-Present	Member, FATE
2009-Present	National Association of Black Sociologists
2006-Preesent	Member, <b>Madison Who's Who</b> Among Executives and Professionals



2004-Present	Member and Co-Counselor, FAMU Chapter, Kappa Delta Pi International Honor Society
2004-Present	58 <sup>th</sup> Edition, <b>Marquis Biography of Who's Who in America</b>
2003-Present	Co-advisor, FAMU Chapter of Kappa Delta Pi Honor Society
2003-2008	Association of Teacher Educators
2000-Present	Member, Urban League
1999-Present	Member, NAACP
1999-Present	Member, National Association for Multicultural Education
1998-2008	Member National Network for Youth
1996-Present	Member, and Conference Committee Chair (1999-2000) National Association for the Education of Homelessness
1996-2003	Member Board of Directors, Florida Coalition for the Homeless
1996-Present	Member Board of Directors, and former Vice- President Tallahassee/Big Bend Coalition for the Homeless
1996-2006	V.-Pres. Florida A&M Univ., Chapter Phi Delta Kappa
1998-Present	Member, Pi Lambda Theta International
1993-Present	Member The Retired Military Officers Association
1993-Present	Member Phi Delta Kappa International
1988-Present	Member Alpha Phi Alpha Fraternity, Inc.
1988- Present	Member, and Past Master Prince Hall Masons 33 Degree
2011-Present	Member Ahmed Temple #37- Shriners

**OTHER PROFESSIONAL ACTIVITY:**

2011	Inducted North Carolina State University Army ROTC Hall of Fame
2009	Leon County School District Outstanding Mentor Volunteer of the Year
2007-Present	Appointed by Governor Crist as Member Board of Directors, Florida Fund for Minority Teachers
2005-2006	Florida A&M University <b>Teacher of the Year</b>
1996-2002	Host for 5 Annual Florida Department of Education Statewide Education of Homeless Children and Youth Conferences.
1999	Host for 11 <sup>th</sup> <b>Annual National Association for the Education of Homeless Children and Youth Conference</b> , Kissimmee, Florida.
1998	Co-Host, with Dr. Dhyana Zeigler, of weekly series on FAMU television channel 46 entitled "Homelessness in Florida".



# Elizabeth K. Davenport

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E-mail: ldavenport7@embarqmail.com

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## EDUCATION:

- 1999**            **Doctor of Philosophy (Ph.D.)**  
Curriculum, Teaching, and Educational Policy  
Michigan State University, East Lansing, MI
- 2001**            **Master of Arts (M. A.)**  
Higher, Adult, and Lifelong Education  
Michigan State University, East Lansing, MI
- 1985**            **Master of Science (M.S.)**  
Telecommunications Management  
Michigan State University, East Lansing, MI
- 1982**            **Masters of Law (LL.M.)**  
New York University, New York, NY
- 1974**            **Juris Doctorate (J. D.)**  
University of Michigan, Ann Arbor, MI
- 1972**            **Bachelor of Arts in Education (B.A.)**  
Social Studies Certification, Michigan  
University of Michigan, Ann Arbor, MI

## RELEVANT PROFESSIONAL EXPERIENCE:

- 2009 – Present**    **Professor** • Department of Educational Leadership • Florida A&M University,  
Tallahassee, FL
- 2002-Present**    **Associate Professor** • Department of Educational Leadership • Florida A&M  
University, Tallahassee, FL

### Teaches:

**EDA 6191: Race, Class, and Gender.** This course explores the issues related to gender, race, and class in relationship to educational policies that effect leadership in order to promote constructive change.

**EDA 6217: Leadership and Communication Technologies in Education.** This course provides experiences for the acquisition and manifestation of effective communication skills, and to identify the essence (methods, styles, technology)



of communication in organizations. Course content is concerned with communication in its various manifestations, i.e., particularly written and oral. Course content also focuses on leader behavior, and essential understandings (theories, roles, authority, types, competencies, strategies) of leadership in organizations. Attention is given to the various technologies that facilitates effective communication and to specific writing styles i.e. American Psychological Association (APA) and Chicago.

**EDA 7233: Law and Policy.** This course explores the legal issues that are fundamental to educational policy and social justice such as religion, finance, governance, race, disabilities, and gender. The course stresses the interplay among law and policy, legal decisions, educational practice, and social justice.

**EDA 7280: Curriculum and Public Policy.** This course introduces students to public policy and examines the political, economic and institutional foundations that explain, influence and shape public policies and curriculum development. There are three overarching goals of this course. First, the course provides educators, researchers and analysts with an understanding of the theoretical and conceptual frameworks within which curriculum public policies arise, are implemented and are evaluated. Second, this course gives students a deeper understanding of the roles of federal, state and local governments and the courts in educational curriculum policy. Third, this course acquaints students with education policy research that encompass a variety of methodological perspectives.

**EDA 6216: Leadership and Communication Technologies in Education.** This course provides experiences for the acquisition and manifestation of effective communication skills, and to identify the essence (methods, styles, technology) of communication in organizations. Course content is concerned with communication in its various manifestations, i.e., particularly written and oral. Leadership is a key ingredient in organizational contexts. Course content also focuses on leader behavior, and essential understandings (theories, roles, authority, types, competencies, strategies) of leadership in organizations.

**EDE 5815: Emergent Trends in Teaching the Basics.** The course emphasizes instructional methods of the elementary schools, identifies modes or strategies, which will assist both graduate students and in-service teachers in improving their teaching skills in the various subject areas of the elementary school curriculum. Association of Childhood Education International guidelines and Florida Adopted Subject Area Competencies are incorporated into the syllabus.

**EDE 5225: Elementary School Curriculum/ESE 5215 Secondary School Curriculum.** This course emphasizes basic foundations, principles and issues in curriculum development, design and planning including theory, structure, content, implementation, evaluation and redesign of curriculum.



**EDA 5232: Legal Aspects of Education.** This course involves issues and problems concerning law and public education; developing competence in legal research; working with questions of fact, value, and policy.

**EDA 5051: Overview of Educational Administration.** This course involves the discussion of essential understandings of administration in America's public school system. Concepts, theories, and roles are also explored.

**EME 5425: Computer Concepts for School Administrators.** This course introduces and examines a range of technological innovations that have implications for efficient school operations. Course content is designed to assist school administrators in selecting and applying appropriate technological applications in the school environment and in their administrative practice. Attention is given to an analysis of school computer needs and matching of products and applications to each need. Tasks are provided for the development of skills in using computers for information management, communications, facilities and equipment, research, library functions, financial records, and student/personnel record keeping.

**EME 4400: Computer Applications in Education.** This course addresses various ways computers are used to support instructional functions and to teach computer literacy. Identification of education-related computer products, skills in word processing, grade keeping, test generation, and student record keeping. Overview of computer applications in special education will be examined. Review of techniques and products to teach computer literacy in schools.

**BUL 3320: Business Law.** This course is a practical approach to law that emphasizes current and relevant issues that students need to understand for business transactions, such as contract, commercial, and corporate law. The basic concepts of law, particularly business law, are covered as well as legal ethics.

**SSE 3113: Teaching Social Studies in the Elementary School.** The course explores methods and techniques of presenting social studies materials and content to elementary students including the use of technology, testing and evaluation, historical background of the subject, public school curriculum requirements, social studies frameworks and philosophical implications. This course which embeds constructivist philosophy into the teaching and learning process.

2002-2004

**Associate Professor and Coordinator** • Ph.D. in Educational Leadership and Human Service Program •  
Florida A&M University, Tallahassee, FL

In addition to the aforementioned teaching duties, as Coordinator made decisions at all levels of the program including admission, placement, student workshops, published Ph.D. newsletter, and NCATE and SACS course requirements.



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2002-2002

**Associate Professor** • College of Education • Texas A&M University-Kingsville  
• Kingsville, TX

1998-2002

**Assistant Professor** • College of Education • Texas A&M University-Kingsville  
• Kingsville, TX

**Courses Taught:**

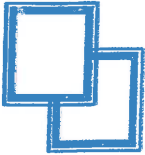
**EDED 3312: Development and Behavior of the Elementary Student.** This course is a study of growth and development, behavioral characteristics, and teaching learning processes of the elementary age child in a multicultural society. This course also discusses special education and talented and gifted services and how they meet identified needs. This course provides the foundation for the elementary teacher's implementation of developmentally appropriate instruction and provides students with an understanding of the complex nature of physical, cognitive, and psychological aspects of development from infancy to adolescence essential to the teacher's ability to create a classroom environment that facilitates optimum growth of the whole child. Field experience is required.

**EDED 2301: Computer Literacy.** This course offers education students with an understanding of the development of computers as well as issues concerning its appropriate use in the classroom. Students also develop a basic understanding of and skills with computer hardware, software applications, and programming.

**EDAD 5382: Public School Law.** This course describes the theory and practical application of Federal, state, and local laws and regulations that relate to public school administration. It is the study of constitutional, statutory, common, and administrative law in terms of the manner in which these elements govern the alternatives, and efficiency of policies for development of programs within the school's resources and needs of pupil population.

**EDED 5310: Microcomputers in the Classroom.** The course content and research activities provide the student with opportunities to explore how computers are being used to promote/enhance/support instructional activities in K-12 classrooms. Emphasis is on how educational computing might contribute to school instructional and curricular reform, to changes in teaching behavior, as well as to the training of teachers. The student will further examine terminology, methods, problems, and issues involved in the development and use of instructional products and technology-based educational programs in school environments. Readings and activities focus on basic concepts driving the systematic design and development of instruction, as well as the underlying principles of computer technology.

**POLS 4364/POLS 5310: Women in Politics.** This is an interdisciplinary course, which examines the contemporary reality from the coordinated view of Political Science, Sociology, and Psychology.



The field of exploration is the political and social world as it is transforming itself; a world in which the roles, relationships, behaviors, and attitudes of both sexes are subtly and substantially changed.

**EDED 3316: Teaching Social Studies in Elementary School.** Demonstrates and explores approved methods of teaching social studies in the elementary grades: including methods of selecting and organizing the social studies programs, the sequence of the content of the social studies curriculum, and enriching the social studies program for more able children. Field experience is required.

**EDED 4310: Methods in Educational Technology.** Emphasizes techniques to enhance learning, use of media and technology, learning styles of different students, and ways to use media and technology to accommodate different learning styles. Field experience is required.

**EDSE 4358: Behavior Management for Exceptional Individuals.** A study of approaches to individual and group behavior change and behavior management. Behavior and class management are a primary concern of classroom educators. Field requirement.

**1998-2000**

**Elementary Coordinator** • Center for the Professional Development of Teachers (CPDT) • Texas A&M University-Kingsville • Kingsville, TX. In addition to the aforementioned teaching duties, as Elementary Coordinator made decisions at all levels of the program including coordinating work of CPDT University Partners; principal writer of grant and proposal for Center for the Professional Development of Teachers; assisted in the creation of the CPDT Website; scheduled courses and hired adjunct faculty; developed CPDT workshops; published newsletter; worked with Student Teacher Field Supervisor to place student teachers in field location; attended meetings (SBEC, TEA, CPDT, STREC); responded to letters of inquiry; ordered textbooks; met with instructors; realigned curriculum and established benchmarks; assisted in the development in Teacher Induction Program; and created Elementary Program at Texas A&M System Center at Palo Alto in San Antonio, TX.

**1991-1998**

**Substitute Teacher** • Lansing School District/Ingham Intermediate School District.

**1991-1996**

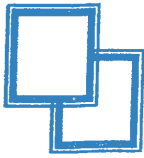
**Graduate Research Assistant** • College of Education • Michigan State University • East Lansing, MI.

**1994-1996**

**Field Instructor** • Teacher Education Department. Provided field assistance and instruction for Teacher Education candidates.

**1994-1995**

**Instructor.** Taught TE401/TE402: **Secondary Social Studies Methods.** Design and taught Secondary Social Studies Methods course, emphasizing multiculturalism, use of primary and secondary data; lesson and unit planning, and social teaching strategies and instruction.



- 1993-1994**      **Senior Cohort Manager.** Arranged field experiences for teacher candidates in schools as part of their TE402 and TE402 course requirement. Worked with senior level field instructors during this transitional period in developing this program, discussing their professional development, helping them with particular problems related to their work with their students and teachers, and trouble shooting when necessary. Also, I worked closely with TE401/TE402 instructors to provide close articulation of program components including field experiences with program courses.
- 1991-1993**      **Michigan Partnership for New Education**
- 1991-1992**      **Researcher** • Business and Community Alliance Division. Worked with Director of Division writing grants, proposals, and research. Interacted and worked with staff of two professional development schools (PDS).
- 1992-1993**      **Assistant to the Director** • School and University Alliance/Vice President • Michigan Partnership for New Education. Wrote reports and proposals; coordinated efforts in professional development schools; and assist in planning of PDS Institute.
- 1989-1997**      **Adjunct Professor** • Montcalm Community College • Sidney, MI. Taught paralegal courses for MCC's COPE Program.
- 1988-1989**      **Account Executive** • The Mitchell Group, Inc. • East Lansing, MI. Worked as head of marketing and research for the development of a new sales division of a multifaceted marketing research and political consulting and polling center.
- 1986-1987**      **Telecommunications Consultant** • State of Michigan, Department of Management and Budget • Office of Management and Information Systems • Lansing, MI. Developed procedures and protocols for the operation of the State of Michigan's new telephone system.
- 1985-1986**      **Teaching Assistant** • Department of Telecommunications • Michigan State University • East Lansing, MI. Assisted in the teaching of telecommunication courses.
- 1983-1987**      **Adjunct Professor** • Cooley Law School • Lansing, MI. Taught and developed courses in broadcast regulation entertainment law and State of New York civil practice.
- 1982**              **Adjunct Professor** • School of Continuing Education • New York University, New York, NY. Taught paralegal courses.
- 1982**              **Teaching Assistant** • Civil Advocacy Program • New York University School of Law, New York, NY. Assisted the professor in charge of the civil advocacy program in all phases of the course.

**ADDITIONAL**



## EXPERIENCE:

- 1981-1985**      **Consultant** • Harbor Consultants • Benton Harbor and Lansing, MI. Advised on real estate, neighborhood revitalization, river front development, and fundraising; experience with bond financing, real estate syndication, and SBA 502 and 503 financing.
- 1983**            **Attorney-Advisor** • U.S. Department of Justice • Civil Rights Division • Washington, D.C. Reviewed and analyzed agencies under Title VI, Title VII, and Section 504; also answered congressional and public inquiries
- 1978-81**        **Senior Attorney** • National Broadcasting Company • New York, NY. Served as counsel to the five NBC owned-and-operated televisions stations.
- 1976-1978**     **Attorney II** • Miles Laboratories, Inc. • Elkhart, IN. Served as counsel to the Consumer Products Division in federal trade and food and drug law.
- 1974-1976**     **Attorney** • Sun Oil Company • Philadelphia, PA. Served as counsel to the non-marketing personnel in the areas of OSHA, FEA, EEOC, and EPA.

## LICENSES:

Admitted to the Bar of Commonwealth of Pennsylvania, April, 1975.

## SCHOLARLY ENDEAVORS:

### **Book Chapters**

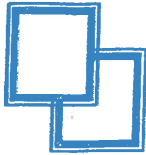
Davenport, E. with Crump, G., Hickey, B. et. al. (2008) Looking at School Nutrition: The Relationship of the Universal Free School Breakfast Program as Compared to the Traditional School Breakfast Program. Included In Tony J. Manson (Ed) *How to Teach At-Risk Children of Educational Failure: Coping with Disease*. Edwin Mellen Publishing: Lewiston, New York, pp.17-25.

Davenport, E. with Ervin, C. (2008). The Purpose of *Diversity in Higher Education's Learning Community*. Included in *Critiquing Academia*. Thomas Whidden & Rex Wirth (Eds). Mellen Publishing: Lewiston, New York, pp. 203-216

Davenport, E. (2007) Biographies of Attorneys Jewel Stradford LaFontant Mamkarious, Wilhelmina Jackson Rolark and Jewell Jackson McCabe. In *America National Biography*. Henry Louis Gates and Evelyn Higginbotham, Editors. Boston: Oxford Press. Pp.146-7; 427 -28; 676-7.

Davenport, E.K. & Smith, M.W. (2007). *African-centered education and the Academic Achievement: Can it be the Answer to the Achievement Gap?* In Tony J. Mason (Ed) *Teaching and Learning in Today's Schools*. NY, NY: Mellon Press, pp.49-58.





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Davenport, E. K. Shotwell, T & Bridgeford, T. (2007). *Are Boys Lagging Behind Educationally? An Analysis of the New Gender Gap*. In Tony J. Mason (Ed) *Teaching and Learning in Today's Schools*, NY, NY: Mellon Press. Pp.125-138.

Davenport, E. (2003). *Spiritualism and Community: New Dimensions of Education Reform*. Included in Vernon Farmer, Ph. D. and Evelyn Shepard-Wynn (Eds). *Teaching Culturally Diverse College Students in a Pluralistic Society*. New York: Wyndham Press. , pp. 222-237

Davenport, E. (2003). *Graduate Admission in the Era of Hopwood*. Included in Vernon Farmer. Ph.D. (Ed). *The Black Student's Guide to Graduate and Professional Success*. Westport, CT: Greenwood, pp. 23-29.

Davenport, E. (2005). *Brown and Gender Education*. In Dara Bryne (Ed.) *The Thurgood Marshall Scholarship Fund's book project Brown v. Board of Education: Its' Impact on Public Education 1954-2004*, New York: The Thurgood Marshall Scholarship Fund, pp. 76-81.

#### **In Progress:**

Davenport, E. (2011). *What I Learned in Kindergarten*. In Vernon Farmer, Ph. D. and Evelyn Shepard-Wynn (Eds). *The Black Professional's Guide to Career Success?* Westport CT: Greenwood Publishing Group. **In Press**

#### **Articles**

Davenport E. with Ervin, C, & Ansley, T. (2008). *Cultural Competence*. *The Journal of Multiculturalism in Education*  
<http://www.multiculturaljournal.com/issues/>

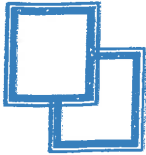
Davenport E with Wilson, T, Sutton, L.C. (2008) *Barriers and Career Paths of African-American Women Administrators of Community Colleges in Florida*. *The Journal of The Alliance of Black School Educators*, vol 7, 2, pp. 75-93.

Davenport, E with Barksdale, J., Hickey, B. et al (2008). *Demographic and Attitudinal Variables that Predict Student Participation in School Choice Programs in an Urban School District*. *The Journal of the Alliance of Black School Educators*, vol 7, 2, pp. 13-30

Davenport, E. with Sutton, L. (2008). *Race Conscious Decision Making and Segregated Schooling: Evaluating the Supreme Court's decision in Parents Involved in Community Schools v. Seattle School District* by *The Journal of the Alliance of Black School Educator*, vol 7, 1 pp.1-14.

Davenport E, et al. *Social Studies in the 21<sup>st</sup> Century*. (2008) TNE: Florida A&M University.

Davenport E, et al. *Action Research-The Heart of the TNE Process*. (2008) TNE: Florida A&M University.



Davenport, E. (2007) *Examining the Views of a Female, Minority Leader Attempting To Empower African Americans Students through an African-Centered Empowerment Model*. *Advancing Women in Leadership*, Online Journal, <http://www.advancingwomen.com/ael/winter2007/examining-the.views.htm>

Stewart, H, Davenport, E.K. with Stewart, H & Lufti, G. (2007). An Analysis of the Professional Development Needs and Preferences of Jamaican School Principals. *International Journal of Educational Reform* September 2005, pp. 85-104.

Davenport, E. with Jackson, B., Lufti, G. & Smith, M. (2007). *The Effect of the Principal's Leadership Style on the Level of Technology Implementation and Integration in PreK-12 Schools*. *The Journal of the Alliance of Black School Educator*, pp.84-104.

Davenport, E. K. (2006). *Professional Learning Communities, Reflection, and Teacher Change*. *Florida Educational Leadership*, vol 7, 1, pp. 60-64.

Davenport, E.K., Ervin, C.P, & Davenport, L.F. (2006). *Home schooling: A Viable Alternative to Increasing African American Academic Achievement*. *The Journal of the Alliance of Black School Educators*, vol, 5, 1, pp.82-90

Davenport, E. K., Sutton, L.C. & Agezo, C. (2006). Girl Education in the United States and Ghana. *International Journal of Educational Reform*, vol. 5, 2, pp. 255-265.

Davenport, E., Sutton, L., & Smith, M. (2005). *Brown and School Choice*. *International Journal of Educational Reform*, Vol. 14, 2, pp. 80-91.

Davenport, E. (2005). Academic Freedom vs. State Regulation: What Every University Professor Must Know. *Florida Educational Leadership*. Vol. 5, 10, pp. 9-14.

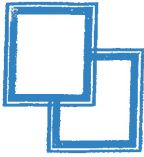
Davenport, E., & Bogan, Y. (2005). *It Takes a Village to Teach a Child: An Analysis of an African-centered Parental Involvement Program*. *Journal of Scholarship and Practice*, Fall 2005, Vol. 2, No. 3, pp. 34-44.

Davenport, E. with Sutton, L., (2003) *Fifty Years after Brown--The Affect on Florida's Children*. *Florida Educational Leadership*. Vol. 4, 2, pp. 13-18.

Davenport, E., & Emis, S. (2002). *Creating Culturally Literate Teachers*. *English in Texas: A Journal of the Texas Council of English*, Spring/Summer, 2002, Vol. 32, 1, pp. 68-70.

### **Pending**

Davenport, E (2011) (with Knight, Linda; Green Powell, Patricia; and Hilton, Adriel). *An Analysis of Historically Black Colleges and Universities Student*



*Retention and Attrition Efforts*). Submitted to *International Journal of Educational Reform*

Davenport, E. (2011) (with Knight, Linda; Green Powell, Patricia; and Hilton, Ariel). *Historically Black College or Universities in Today's Society*. Submitted to *International Journal of Educational Reform*.

Davenport, E. (2011) (with Green Powell, Patricia). *The Doctoral Process: The Use of Mentoring to Assist Female African American Students in their Doctoral Goals*. Submitted to *International Journal of Educational Reform*.

**Davenport, E. (2011).** (Malone, Robert; Hickey, Brian; Smith, Marian; Moore, Mary; Robinson, Melvin). *An Examination of the Impact of Safe School Funding on the Violent Behaviors in the School Environment of a Rural and Urban School District*. Submitted to *International Journal of Educational Reform*.

Davenport, E and Ellis, R. *School Choice, Catholicism and African-American Academic Achievement*. (2011) *The National Forum*.

**PROCEEDINGS: Refereed**

Davenport, E. (with Knight, Linda, Green Powell, Patricia and Hilton, Adriel) (2011). *An Analysis of Graduate Student Retention and Attrition Efforts at Selected Historically Black Colleges and Universities in the Southern Region of the United States* Presented at 2011 Hawaii International Conference on Education, January 4-7, Honolulu, Hawaii (CD ROM (ISSN #1541-5880)

Davenport, E. (with Knight, Linda, Green Powell, Patricia and Hilton Adriel) (2011). *Importance of Historically Black College or Universities in Today's Society* Presented at 2011 Hawaii International Conference on Education, January 4-7, Honolulu, Hawaii (CD ROM (ISSN #1541-5880)

Davenport, E. (with Crump, Genae, Stewart, Endya, Ervin, Charles) (2011), *Teacher Accountability War in Florida* Presented at 2011 Hawaii International Conference on Education, January 4-7, Honolulu, Hawaii (CD ROM (ISSN #1541-5880) (CD ROM (ISSN #1541-5880)

Davenport, E. (with Green-Powell, Patricia, McConnell, Nancy) (2010). *Retention of Pre-service Teacher Education Majors Using e-mentoring and Social Networking*, Presented at Academic and Business Research Institute Conference - Orlando

Davenport, E. & Robinson, M. (2008). *The Law of Inclusion*, Education Law Association 54<sup>th</sup> Annual Conference, San Antonio, TX, November 19-22, 2008.

*Davenport, E. (2008). Creating Cultural Competent Teachers*. American Institute of Higher Education, Atlantic City, N. J., September 24-26, 2009.



*Davenport, E. (2008). Instructing and Mentoring African American Students: Notes from the Field. Atlantic City, N. J., September 24-26, 2009.*

*Davenport, E with Ervin, C. (2008). The University as a Learning Community—the Purpose of Diversity in Higher Education American Institute of Higher Education Conference. April 3-5, 2008, Orlando, Fl.*

*Davenport, E., et al. (2007). The Doctoral Process-A View from Both Sides of the Academia. Hawaii International conference on Education. Honolulu, HI, January 6-9, 2007, pp. 1140-1167.*

*Davenport, E., Wilson, T, Davenport L. (2007). African American in Higher Education. Hawaii International conference on Education. Honolulu, HI, January 6-9, 2007, pp. 1116-1139.*

*Davenport, E., Smith, M., Osagie, J. (2007) Exploring Teacher Inquiry as a form of Action Research. Hawaii International conference on Education. Honolulu, HI, January 6-9, 2007. pp1168-1194.*

*Davenport, E., & Holley-Dennis, D. (2006). Teaching Business Law via Blackboard. Proceedings of the 2006 European Applied Business Research and the 2006 College Teaching and Learning Conference in Florence, Italy, June 24-30, 2006.*

*Sutton, L., & Davenport, E. (2006) Diminished Scrutiny of School Desegregation and Financial Windfalls for Local Communities. Educational Law Association Conference. Paradise, Inland, Bahamas, October 12-12. 2006.*

*Davenport, E., & Holley-Dennis, D. (2006). Teaching Business Law via Blackboard. Proceedings of the 2006 European Applied Business Research and the 2006 College Teaching and Learning Conference in Florence, Italy, June 24-30, 2006.*

*Davenport, E., & L. (2003). Educational Leadership and Planning for Technology. Presented at the Hawaiian International Conference, Honolulu HI, January 7-10, 2003.*

*Davenport, E. (2002). Creating the Virtual Cohort: Conquering Barriers of Time and Distance. Proceedings of the Learning Conference, 2002, Beijing China.*

*Davenport, E., Low, G., & Nelson, D. (March 2000). Improving Emotional Intelligence Skills: A Professional Model for Mentor Teachers and Protégés. Proceedings of International Mentoring Conference: Diversity in Mentoring, New Orleans, Louisiana (March 30-April 2, 2000).*

*Davenport, E., Low, G., & Nelson, D. (March 2000). The Effect of Teacher Mentors on the Academic Excellence of Preservice Teachers: The Texas A&M-*



*Kingsville Experience*. Proceeding of International Mentoring Conference: Diversity in Mentoring, New Orleans, Louisiana (March 30-April 2, 2000).

Davenport, E. (1999). *Creating a Community of Professional Learners*. Proceedings of Society of Scholars Convention. San Antonio, TX (March 1999).

**Non-Refereed**

Davenport, E., & Ermis, S. (1999). *Analyzing the Effectiveness of Local Dropout Prevention Programs in South Texas*. In the proceedings of Partnership for Texas Public Schools Commissioner's Research Initiative Conference.

**PAPERS  
PRESENTED:**

**Refereed**

Davenport, E. (2008) *Conducting Sound Research and Program valuations and Writing your Results for Scholarly Publication*. NABSE Conference, Atlanta, Georgia Nov 18-23, 2008

Davenport, E. & GreenPowell, P. (2008). *Mentoring African American Doctoral Students to Success*. International Mentoring Conference, April 23-26, 2008

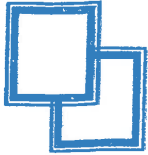
Sutton, L.C & Davenport, E. (2007) *Gender Equity Reform and Educational Leadership Opportunities for Women in Ghana Africa*. Presented at the UCEA Conference, Fostering Compassion and Understanding Across Borders: An International Dialogue on the Future of Educational Leadership. November 13-15, 2007 Alexandria, VA.

Sutton, L.C, Davenport, E., & Stewart, H. (2007) *Professional Development Needs and Preference of Principals in Jamaica*. Presented at the UCEA Conference, Fostering Compassion and Understanding Across Borders: An International Dialogue on the Future of Educational Leadership. November 13-15, 2007 Alexandria, VA.

Sutton, L.C & Davenport, E. (2007) *Educational Leadership Programs and Assessments at HBCUs*. Presented at the UCEA Conference, Fostering Compassion and Understanding Across Borders: An International Dialogue on the Future of Educational Leadership. November 13-15, 2007 Alexandria, VA.

Davenport E. (with Malone R. and Smith M.). (2007). *An Examination of the Impact of Safe School Funding on the Incidences of Violent Behavior*. Presented at the S.O.S. Spirit of Safety Conference Jackson State University. November 14-16, 2007, Jackson, MS.

Davenport, E. & Ellis, R. (2007). *School Choice, Catholicism and African-American Academic Achievement*. Oxford Round Table, July 29 through August 3, 2007, Oxford, England



Sutton, L.C & Davenport, E. (2007). *Public Schools and Affirmative Action: Policy Implications for the 21st Century*. Commonwealth Education Law Conference April 21-24, 2007 Williamsburg, VA.

Davenport, E., & Smith, M. (2006). *Using Critical Thinking to Teach Mathematics and Social Studies*. Presented at the Florida Association of Teacher Educators Conference, Orlando, Fl, September 28-30, 2006.

Davenport, E., & Holley-Dennis, D. (2006). *Teaching Business Law via Blackboard*. Proceedings of the 2006 European Applied Business Research and the 2006 College Teaching and Learning Conference in Florence, Italy, June 24-30, 2006.

Davenport, E., & Dennis-Holley, D. (2005). *Business Law for Business Educators via Blackboard*. Presented at Fall Leadership Conference of Florida Business Technology Education Association. October 13-15, 2005 Sarasota, Florida.

Davenport, E., & Smith, M. (2005). *It takes a Village*. Presented at the ATE Conference, Bismarck, ND, August 1-4, 2005.

Davenport, E., & Smith, M. (2005). *Teaching Social Studies for 21<sup>st</sup> Century Students*. Presented at the ATE Conference, Chicago, IL., February 11-15, 2005.

Davenport, E., & Smith, M. (2004). *Integrating Technology into the Teaching and Learning Environment*. Presented at the ATE Conference, Boston, MA, August 6-11, 2004.

Davenport, E., & Bogan, Y. (2004). *Integrating Technology into Psychology Classes*. Presented at the 50th Annual Southeastern Psychological Association. Atlanta, GA. March 10-13, 2004.

Sutton, L., & Davenport, E. (2003). *An Examination of School Resources Inequities within Large Urban Communities*. Presented at the 2003 Brothers of the Academy Think Tank/Conference, Kansas City Missouri, October 1-4, 2003.

Davenport, E. (2003). *An African-Centered Elementary Charter School: A Case Study*. Presented at the American Educational Research Association Convention Chicago, IL, April 21-24, 2003.

Davenport, E. (2003). *An Investigation of the Impact of Culture and Schooling: Looking At an African-Centered Elementary Charter School*. Presented at the Hawaiian International Conference, Honolulu, HI, January 7-10, 2003.

Davenport, E. & L. (2002) *Educational Leadership and Planning For Technology*. Presented at the Hawaiian International Conference, Honolulu, HI, January 7-10, 2003.



Ermis, S., & Davenport, E. (2002). *Using Children's Literature in Primary Classrooms to Build Appreciation for America*. Presented at NAEYC, 2002 National Conference, New York, NY, November, 2002.

Davenport, E. (2001). *Educational Leadership and Planning For Technology*. Presented at the Mid-Western Educational Research Conference, Chicago, IL (October 25-27, 2001).

Davenport, E. (2000). *The Legal Status of Graduate Admission in the Era of Hopwood*. Presented at the Mid-Western Educational Research Conference, Chicago, IL (October 25-28, 2000).

Davenport, E., Low, G., & Nelson, G. (2000). *Improving Emotional Intelligence Skills: A Professional Model for Mentor Teachers and Protégés*. Presented at International Mentoring Conference: Diversity in Mentoring, New Orleans, Louisiana (March 30-April 2, 2000).

Davenport, E., Low, G., & Nelson, G. (2000). *The Effect of Teacher Mentors on the Academic Excellence of Preservice Teachers: The Texas A&M-Kingsville Experience*. Presented at International Mentoring Conference: Diversity in Mentoring, New Orleans, Louisiana (March 30-April 2, 2000).

Davenport, E., (2000). *Creating Culturally Relevant Teachers*. Presented at Society of Scholars Conference. San Juan, Puerto Rico (March 2000).

Davenport, E., & Ermis, S. (2000). *Assisting College Students in Meeting College-Level Reading Demands*. Presented at the 11<sup>th</sup> Annual Academic Survival Skills Conference. West Palm Beach, FL (March, 2000).

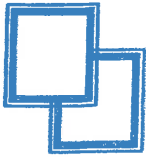
Davenport, E. (1999). *Creating a Community of Professional Learners: Discussing the Views and Visions of the Founding Leader of an African-centered Elementary School to Empower Teachers, Students, and the Greater Community through an African-Centered Empowerment Model*. Presented at Women in Higher Education Conference. Lincoln, NB (October, 24-25, 1999).

Davenport, E. (1999). *Creating a Community of Professional Learners*. Presented at 22<sup>nd</sup> Annual Conference of the Society of Educators and Scholars Conference, St. Phillips College, San Antonio, TX. (May 1999).

**Non-Refereed**

Davenport, E., Low, G., & Stottlemeyer, B. (2000). *The Emotionally Intelligent Teacher*. Presented at The Fourth Annual Conference on School-University Partnerships, Austin, TX (October 8-10, 2000).

Davenport, E. (2000). *Integration or Segregation? The Case for Separate: Classrooms for Girls (An Update)*. Presented at South Texas Women's Conference: Building Connections: Past, Present, and Future. Texas A&M University-Kingsville (March, 2000).



Davenport, E. (1999). *Creating a Community of Learners*. Presented at Fourth Annual Statewide Parental Involvement Conference. Texas Education Agency, Corpus Christi, TX (October 8-9, 1999).

Davenport, E., Cannon, G., Hare, D., Torres, M., & Monroe, D. (1999). *Meeting the Challenge of the ExCET One Student at a Time*. Presented at Consortium of State Organizations for Teacher Education Conference, Lubbock, TX (October 20-22, 1999).

Davenport, E. (1999). *Aligning Social Studies Curriculum to Teacher Certification: a New Teacher's Dilemma*. Presented at Center for the Professional Development of Teachers Conference, Dallas, TX (June 1999).

Davenport, E. (1995) *Analysis of the Trend toward Segregated Schooling in America: The Case of Detroit's Male Academies*". Paper presented at American Education Research Association Special Interest Group on Black Education, San Francisco, CA (April 1995).

Davenport, E. (1994) *Integration or Segregation? The Case for Separate Classrooms for Girls*. Paper presented at American Education Research Association Special Interest Group, St. Paul, MN (Oct. 1994).

Davenport, E. (1987). *Must-carry and Public Broadcasting*, Paper, presented at American Educators in Journalism and Mass Communications Convention, San Antonio, TX (July 1987).

## ORAL PRESENTATIONS:

### **Refereed**

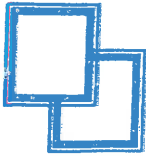
Davenport, E. (with Green-Powell, Patricia, McConnell, Nancy) 2011). *Retention of Pre-service Teacher Education Majors Using e-mentoring and Social Networking*, Presented at 2011 Hawaii International Conference on Education, January 4-7, Honolulu, Hawaii.

Davenport (with Joseph, Crystal, Green Powell, Patricia, Hilton, Adriel, Knight, Linda) (2011). Florida A&M University *Professional Development Mentoring: Preparing Doctoral Graduates for the Professoriate*. Presented at 2011 Hawaii International Conference on Education, January 4-7, Honolulu, Hawaii

Sutton, L & E. Davenport (2007). *Public Schools and Affirmative Action: Policy Implications for the 21st Century*. 5<sup>th</sup> Commonwealth Education Law Conference April 19-21, 200. Williamsburg, VA.

Sutton, L., & Davenport, E. (2006). *Expanding Roles of School Principals in Developing Future Leaders*. Southern Regional Council on Educational Administration 47th Annual Conference. November 3-2006 at the Sea Turtle Inn, Atlantic Beach, FL.





Davenport, E. (2002). Teacher Evaluation Instruments. Association for Supervision and Curriculum Development International Conference, San Antonio, TX (March 9-11, 2002).

Davenport, E. (2001). *Creating the Virtual Cohort*. Presented at CSOTTE's Teacher Education Conference "Preparing Teachers to Impact the World", Corpus Christi, TX (October 14-16, 2001).

***Non-Refereed***

Davenport, E. (2001). *Conflict between Methods and Knowledge-based in Teaching a Social Studies Methods Course*. Presented at the Second Annual Chancellor's Invitational Conference, San Antonio, TX (June 14-16, 2001).

Davenport, E. (2001). *Creating Social Studies Teachers for 21<sup>st</sup> Century*. Presented at the Social Studies. Forum sponsored by The Academy for Educator Development and West Texas A&M University. West Canyon, TX (September 28-29, 2001).

**GRANTS:**

Davenport, E., & Moore, M. (2003). *Request for Funding to create the Florida A&M University College of Education Graduate Minority Recruitment Program*. Submitted to FIPSE, February 13, 2003. Unfunded for \$670,376.00.

Ermis, S., & Davenport, E. (2002). *Building Respect for America's Rich Cultural Mosaic: A Study of the Effects of In-Service Training for Teachers' Awareness and Appreciation of Diversity*. Funded \$6,790.00.

Davenport, E. K. (2000). Summer Student Teaching Pilot, Year II. Texas A&M University System. Funded \$12,500.00.

Davenport, E. (2001). *A Virtual Fieldtrip of the King Ranch Museum*. Funded \$12,500.00 by the Virtual Fieldtrip Network (VFTN).

Davenport, E., Cannon, C., & Lassmann, M. (Submitted Spring 2000). Texas A&M University Kingsville Center for the Professional Development of Teachers Program Approval Proposal. Approved April 2000.

Davenport, E. (2000). *Creating Social Studies Methods Classes for the New Pre-K and 4-8 Teaching Certificates*. Academy for Educator Development. Texas A&M University System. Funded \$3,000.00.

Davenport, E. (2000). Summer Student Teachers Pilot. Academy for Educator Development. Texas A&M University System. Funded \$10,500.00.

Davenport, E., Cannon, G., & Lassmann, M. *Center for the Professional Development of Teacher- Third Year Funding Grant*. Submitted to State Board of Teacher Educators. Funded for \$1,034,000.00



Davenport, E., & Ermis, S. (1999). *Analyzing the Effectiveness of Local Dropout Prevention Programs in South Texas*. In the proceedings of Partnership for Texas Public Schools Commissioner's Research Initiative Conference. Funded for \$6,000.00.

**WORKSHOPS:**

*Disciplinary Rules and Regulations*. College of Education. Internship Workshop. March 19, 2009

*Law that every teacher must know*. Present at the College of Education Internship Conference, August, 2008.

*Law that every teacher must know*. Present at the College of Education Internship Conference, August, 2007.

*Communication Skills*. Presented with Dr. Yolanda Bogan at the College of Education Professional Development Days. August, 2005.

*Benchmarks*. Presented at the College of Education Professional Development Days. August, 2004.

*School Ethics and Sexual Harassment*. Presented to the DRS Faculty, January, 2004.

*Learning and Teaching on Blackboard*. Presented at the College of Education Professional Development Days. September, 2003.

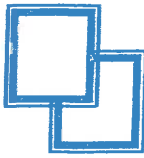
*Rites of Passage, Social Studies and Parent Involvement* (November 1998). Presented at Center for the Professional Development of Teachers Mentor Workshop, Texas A&M University Kingsville.

*Technology Workshop* (January 1999.) Presented at the Center For the Professional Development of Teachers Mentor Workshop, Texas A&M University-Kingsville.

*Integrating Multicultural Materials in the Social Studies Curriculum* (May 15, 1999). Presented Center for the Professional Development of Teachers Mentor Teacher Workshop, Texas A&M University Kingsville.

*Instructional Media* (September, 1999). Presented at Center for the Professional Development of Teachers Mentor teacher Workshop, Texas A&M University-Kingsville.

*Mentor Workshop* (October, 1999). Presented at Center or The Professional Development of Teachers Mentor Teacher Workshop, Texas A&M University-Kingsville.



*Educational Law* (November, 1999). Presented at Center for the Professional Development of Teachers Mentor Teacher Workshop, Texas A&M University-Kingsville.

*Special Education Law* (January 2000). Presented Center for the Professional Development of Teachers Mentor Teacher Workshop, Texas A&M University-Kingsville.

*Mentor Workshop* (February, 2000). Presented at Center for the Professional Development of Teachers Mentor Teacher Workshop, Texas A&M University-Kingsville.

*Culturally Relevant Teaching* (March, 2000). Presented at Center for the Professional Development of Teachers Mentor Teacher Workshop, Texas A&M University-Kingsville.

*Mentor Workshop* (April, 2000). Presented Center for the Professional Development of Teachers Mentor Teacher Workshop, Texas A&M University Kingsville.

*TxBESS Training for the Colleges of Arts and Sciences and Education Faculty*, January 23 and 26, 2001. Texas A&M University-Kingsville.

#### DISSERTATIONS:

##### ***Professor Directing Project***

*Knight, L. G. (2009). An Analysis of Graduate Student Retention Efforts and Attrition at Historically Selected Black Colleges and Universities in the Southern Region of the United States.*

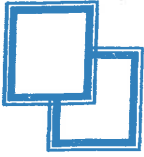
*Austin, D. R. (2008). The Correlation between Teacher Perception of Student Mastery of Content Standards in a Rural School District's Fourth-Grade Reading Classes and Student Performance on the Florida Comprehensive Assessment Test.*

*Youmans, P. M. (2008). Technological and Multimedia Methods of Instruction: Best Practices for ESOL Education.*

*Malone, R. (2007). An Examination of the Impact of Safe School Funding on the Incidences of Violent Behaviors in the School Environment of a Rural and Urban School District.*

*Barksdale, J. (2006). Demographic and Attitudinal Variables that Predict Student Participation in School Choice Programs in an Urban School District.*

*Crump, G. (2006). A Descriptive Examination of the Decision-Making Factors of the Florida Public School Breakfast Programs.*



Barnes, D. (2006). *Relationship between African American Parents' Involvement with their Preschool Children's Academic Performance and their Attitude towards School.*

Peterson, V. (2005). *Examination of Early Childhood to Pre-Kindergarten Transition Practices in the State of Florida.*

Jackson, B. (2004). *The Effect of the Principal's Leadership Style on the Level of Technology Implementation and Integration in Pre K-12 Schools.*

Wilson, T. (2004). *Barriers and Career Paths of African-American Women Administrators in Florida Community Colleges.*

Stewart, H. (2003). *An Examination of the Professional Competencies and In-service Training Needs of Principals in Jamaica Public Schools.*

**Committee Member**

Jessica K. Wallace (2010). *The Impact of an African-Centered Cultural Awareness Program on the Self Esteem and Behavior of Nine- to Twelve-Year-Old African American Pre-Adolescents.*

Christina Boateng (2004) *An Assessment of Leader Effectiveness in Ghana's Polytechnic Institutions.*

**AFFILIATIONS:**

- Faculty Senator (September 2004-2006; 2008 -Present)
- President, FAMU United Faculty of Florida (2008-Present)
- Executive Board Member, Big Bend Homeless Coalition
- American Educational Research Association
- American Federation of Teachers
- Association of Supervisors and Curriculum Development
- Association of Teacher Educators
- Educational Law Association
- Florida Teacher Association
- Florida Association of Teacher Educators
- Kappa Delta Pi
- National Council of Social Studies
- National Educational Association
- Phi Delta Kappa
- Delta Sigma Theta, Inc
- United Faculty of Florida

**AWARDS:**

- National Education Association Emerging Leader 2009-2010
- Teacher's for a New Era (TNE) Scholar 2007- Present
- Oxford Roundtable Fellow, 2007
- Mentor, McNair Fellow Program



**Elizabeth K. Davenport, Ph.D.**  
**Curriculum Vitae**  
**Page 20 of 20**

- "Rising Star Award", Florida A&M University, September 2003.
  - Certificate of Appreciation, Communities in School, May 22, 2002
  - Nominee, Texas A&M University-Kingsville Excellence in Teaching Award, April 2002
- Member, the Academy for Educator Development. The Texas A&M University System Institute for School-University Partnership
- Who's Who in Education (2005-2007)
  - Who's Who in American Women (1982, 1999, 2000, 2001-2008)
  - King-Chavez-Parks Fellow, 1994-1997
  - Michigan State University Recruiting Fellowship (1991)
  - Michigan State University Equal Opportunity Fellowship (1985)
  - Donald Brown Fellowship (1982)
  - Listing in "Who's Who in the World" (1981)
  - Delegate to the National Urban League Convention (1977)
  - NAACP Membership Award (1976)
  - YWCA Leadership Award (1976)
  - Included in the filmstrip: "Without Us Nothing" a documentary honoring minority women (1976)

## CURRICULUM VITAE

**Serena Roberts, Ph.D.**

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96 Taff Drive  
Crawfordville, FL 32327  
Cell 850-766-4810  
[DoctorSerenaR@aol.com](mailto:DoctorSerenaR@aol.com)

### Education

<b>University of Kansas</b> Doctorate in Curriculum and Instruction Specialization in Educational Communication and Technology Dissertation: <i>Literary Websites: A Survey of Perceptions of Educational Effectiveness</i>	<b>Lawrence, Kansas</b> 1999
<b>Bemidji State University</b> Master of Arts in English	<b>Bemidji, Minnesota</b> 1983
<b>Minot State University</b> Bachelor of Science in English and Math	<b>Minot, North Dakota</b> 1980

### Education-Related Experience

<b>Curriculum Technical Assistance:</b>	10 years full time, 12 years part time
<b>Educational Technology Integration:</b>	29 years part time
<b>Post-Secondary Teaching:</b>	3 years full time, 11 years part time
<b>Secondary Teaching:</b>	11 1/2 years full time, 1 year part time

### Tertiary Education Experience

<b>College of Education</b> Director, Center for Academic Success Florida A&M University	<b>Tallahassee, Florida</b> 2012 to present
<ul style="list-style-type: none"><li>▪ Represent the College of Education to existing and prospective students through a variety of written and oral communications</li><li>▪ Supervise academic advising services for students interested in Professional Teacher Education programs</li><li>▪ Facilitate student participation in support services and assist students to resolve academic difficulties</li><li>▪ Coordinate student professional career development opportunities and the Professional Student Educational Forum</li><li>▪ Oversee maintenance of student academic records; university, college, department archival records; and student data for College of Education and Florida Department of Education</li><li>▪ Gather and disseminate recruitment and admissions data to departments with the College of Education</li><li>▪ Establish policies and procedures for the Center</li><li>▪ Conduct annual staff performance evaluations</li></ul>	
<b>School of Business and Industry</b> Online MBA Instructional Designer Florida A&M University	<b>Tallahassee, Florida</b> 2011 to 2012
<ul style="list-style-type: none"><li>▪ Advised graduate faculty on pedagogical best practices in designing courses for online delivery</li><li>▪ Collaborated with administrative staff on recruitment and retention issues</li><li>▪ Liaised with instructional technology staff to facilitate technical compatibility of systems</li></ul>	

**Teachers for a New Era**

**Tallahassee, Florida**

Induction Research Associate

2010 to 2011

Curriculum & Evidence Coordinator

2004 to 2010

Florida A&M University

- Collaborated with the Florida A&M University Developmental Research School (DRS) on its Race to the Top application and provided technical assistance to the DRS for Race to the Top implementation
- Converted and taught state clinical educator training for hybrid delivery
- Researched, evaluated and prepared recommendations on curricula, instructional methods and materials
- Conferred with school officials, teachers and administrative staff to plan and develop curricula and establish guidelines for educational programs
- Conferred with project design teams and advisory groups
- Planned, conducted and evaluated training programs and conferences for teachers to study new classroom procedures, instructional materials, technology and teaching aids
- Conducted needs assessments to identify training demands
- Prepared grants to seek continued funding
- Advised and supported university faculty teams in the realignment of programs with national, state and professional standards
- Developed tests, questionnaires and procedures to measure or audit the effectiveness of program curricula to determine if program objectives are being met
- Observed, evaluated and recommended changes in work of teaching faculty to strengthen classroom teaching skills
- Served on national Teachers for a New Era Common Research Agenda Committee

Adjunct Professor

**Undergraduate courses taught:**

- Theory and Practice of Teaching in Secondary Schools
- Introduction to Educational Technology
- Computer Applications in Education

**Graduate courses taught:**

- Curriculum Planning in Technology Education
- Philosophy of Technology Education
- Improved Methods of Teaching Skills Subjects
- Laboratory Planning for Industrial Arts
- Theory, Utilization & Production of Instructional Materials for the Elementary School
- Emerging Trends in Teaching the Basics

**Committee Work:**

- Served on College of Education, Distance Education Policy, Professional Education Unit Assessment, University-wide Curriculum Committee and University-wide General Education Assessment Committees and College of Education Retention Task Force
- Dissertation committee member for Twinellah Rose, Department of Educational Leadership and Human Services, College of Education
- Dissertation committee member for Alexis Akanson, Department of Educational Leadership and Human Services, College of Education, completed Fall 2009 and Marilyn Dickey, Nova Southeastern University Fischler Graduate School of Education and Human Services, completed Summer 2007
- Thesis committee member for Esther Spencer, FAMU Department of History, Political Science and African American Studies, completed Summer 2006

**Adjuvant Pursuits:**

- Faculty mentor for Rain Garden branch of STEM Learning Community, 2008-2009

**Recognition:**

- Torch Award, April 2011
- Center for Faculty Development & Research Faculty Development Workshop award, Spring 2010

**Cubic Defense Applications, Inc.****Leavenworth, Kansas**

Curriculum Designer

2003 to 2004

Singapore Armed Forces Technical Institute Military Institute

- Offered professional development workshops on andragogy, experiential learning, competency-based learning and performance-based assessment
- Collaborated on two handbooks, one for instructional designers and one for instructors, on implementing competency-based instruction in SAFTI MI schools
- Coordinated Air Force Service Term competency-based learning integration into 23 lesson plans for 116 hours of instruction; provided quality assurance on 32 sets of Air Wing rubrics and classroom assessment instruments for instructors, peers and self; provided Wing-level instructor development
- Assisted in an Educational Needs Analysis for the Officer Cadet School, assessing the efficacy of revising the Tri-Service curriculum from instructor-centered to student-focused

Systems Analyst

2001 to 2003

US Army Command and General Staff College

- Oversaw curriculum design and development process for Intermediate Level Education Common Core and Advanced Operations and Warfighting Courses
- Trained team members on educational aspects of curricular design and development
- Provided individual feedback to course authors on lesson plans and assessment instruments and educational support services to specialty area teams
- Tracked educational products as they moved through the system
- Analyzed educational products for appropriateness, robustness and integration
- Served as liaison to the Development and Assessment Division

**University of Saint Mary****Leavenworth, Kansas**

Assistant Professor, Department of Education

1998 to 2001

**Courses taught:**

- Teacher as Reflective Decision Maker
- Seminar in Cultural Pluralism
- Language Arts/Social Studies Methods
- Secondary Methods, including supervising Field Experience
- Introduction to Multimedia
- Graduate Seminar in Instructional Technology
- Using Technology to Enhance Student Learning

**Committee Work:**

- Presented information about Course Management Systems to the Spring Institute 2001
- Helped shape the Kansas Independent Colleges Association Faculty Technology Development Collaborative, 2000-2001
- Served as faculty representative to MERLOT, a national teaching and learning network for faculty, 2000-2001; Leavenworth Catholic Schools Technology Committee, 1999-2001; Juneteenth Committee, overseeing the closing reception, designing the PowerPoint presentation and program handouts, March - June 1999; and the Teacher Education Committee, 1998 - 2001
- Chaired Technology Committee, 2001; helped distribute CRN grant funds, 1998-2000 and offered professional development satellite downlink opportunities, 1998-2000

**Department Work:**

- Supervised secondary student teachers, Spring 2001
- Advised graduate students and mentored them in developing and presenting their summary papers, 1999-2001
- Developed and offered PPST Mathematics and Writing workshops, 1999-2001
- Collaborated on the design of the Master of Arts in Teaching (MAT) curriculum (<http://teaching.stmary.edu/>), especially C&I 726 Using Technology to Enhance Student Learning; provided faculty and student orientation and technical support for the MAT, 1998-2001
- Participated in Association for Supervision and Curriculum Development activities, 1998 -2001
- Served on the Education Department Advisory Council, 1998-2001



**South Central Regional Technology in Education Consortium**

**Lawrence, Kansas**

Graduate Research Assistant

1996 to 1998

- Acted as Coordinator of Internal Research, tracking and archiving FAQs
- Provided CourseStar technical support and Web site maintenance for technology partners: Kansas Exemplary Educators Network (<http://www.keenest.org/>) and Technology Assistance for Kansas Educators (<http://www.ksde.org/take>)
- Lead professional development database team, wrote definition language including controlled vocabulary and design of database structure; and content development team, Spring and Summer 1996
- Participated in Houston and Rio Grande Empowerment Zone CyberEd visit Roundtable discussions and Kansas City Empowerment Zone CyberEd Visit Task Force, Summer 1996

**Butler County Community College**

**El Dorado, Kansas**

Adjunct Instructor

1991 to 1995

**Courses taught:**

- Introduction to the Short Story on interactive television
- Introduction to Literature via telecourse
- British Literature on interactive television and via telecourse
- Western Civilization at McConnell Air Force Base campus
- Freshman Composition at El Dorado and McConnell Air Force Base campuses

**Recognition:**

Certification of Appreciation for Instructional Television Teaching from the Distance Education Department, Butler County Community College, December 1994

**Embry-Riddle Aeronautical University**

**Daytona Beach, Florida**

Adjunct Instructor

1991 to 1995

**Course taught:**

Technical Report Writing at McConnell Air Force Base, Kansas, extended campus

**Jamestown College**

**Jamestown, North Dakota**

Admissions Counselor

1983 to 1984

- Rewrote and redesigned college admissions literature
- Edited undergraduate college catalog

**Bemidji State University**

**Bemidji, Minnesota**

Graduate Teaching Assistant

1981 to 1983

**Course taught:**

Freshman Composition

**Adjuvant Pursuit:**

Correlated entrance exam results with existing computer software to develop a computer-assisted remedial program

**Highlights of Publications**

**A Tale of Two Centers: A Collaborative Approach to Retaining Under-prepared Minority Students**

Submitted for publication to *Ninth Annual National Symposium on Student Retention*

*Co-authors:* Luz Randolph, Patricia Green-Powell and Mark Howse

The paper outlines the collaborative partnership between the College of Education's Candidate Empowerment Center and Center for Academic Success.

**Student Learning Objectives: One District's Proposed Approach to Value Added Measures**

Submitted for publication to *American Educator*

Co-author: Primrose Cameron-Hall

The article summarizes Volusia County Schools' alternative to Florida Comprehensive Assessment Test (FCAT) scores being used in evaluations of teachers who do not teach FCAT-tested subjects.

**The Development of Student Professional Disposition Assessment: One University's Journey**

Accepted for publication in *Journal of the Alliance of Black School Educators*

Co-author: Patricia Green-Powell

The paper discusses the process used to develop sets of student professional dispositions, procedures to assess them at the initial and advanced levels, and analyzes results of the pilot implementation.

**Students' Attitudes toward the New Integrated Social Sciences Course Curriculum**

Accepted for publication in *Journal of the Alliance of Black School Educators*

Co-author: Ghazwan Lutfi

The article summarizes the results of a survey to determine changes that should be made before the new Social Sciences course is fully implemented based on college students' perceptions of the pilot.

**Implementation Strategies and Assessment of Multiple Intelligences and Emotional Intelligence in Teacher Education Courses at a Minority Serving Institution**

Accepted for publication in *Where Difference is the Norm: Scholarship of Teaching and Learning in the Margins*

Co-author: Patricia Green-Powell

The chapter discusses results of a survey about teaching strategies and assessments used by faculty relating to their use of emotional and multiple intelligences, and the importance of the application of emotional and multiple intelligences in teacher education courses.

**Educational Excellence in the New Era: How Will It Be Measured?**

*Liber Exaltare Profundo*, in press

This chapter examines literature on ways the value of an education is measured in the current lexicon of value-added measurement and implications for Florida A&M University. It urges not losing sight of the value of educational experiences that statistical models cannot capture.

**An Ever Improving Formula for Success in General Chemistry: Increasing Student Performance in a Barrier Course**

*Eighth Annual National Symposium on Student Retention Proceedings, 2012*

Co-authors: Jesse Edwards, Christie Chatmon and Mark Howse

This paper extended the research presented in 2010, validating earlier findings and adding examination of further strategies.

**Meeting the Challenge of Poor Assessment Results: A Checklist for Improving Student Retention through Post-Assessment Analysis**

*Seventh Annual National Symposium on Student Retention Proceedings, 2011*

Co-author: Gita Wijesinghe Pitter

This paper provides a checklist of issues to explore in order to improve student performance and retention. (Rated one of the top papers at the symposium.)

**A Formula for Success in General Chemistry: Increasing Student Performance in a Barrier Course**

*Sixth Annual National Symposium on Student Retention Proceedings, 2010*

*Co-authors: Jesse Edwards and Gita Wijesinghe Pitter*

The results of interventions by general chemistry faculty were analyzed, revealing using a combination of SAT/ACT Math and American Chemical Society placement test cut scores made the largest difference. Preliminary results on the current intervention of helping students study using individual study plans based on Bloom's taxonomy and study groups are encouraging. (Rated one of the top papers at the symposium.)

**Technology & Writing: Design, Present, & Publish**

Center for Research on Learning, Online Academy Project # CFDA 84.089K3, 1999

*Co-author: Nancy Diepenbrock*

The Online Academy assisted instructors in bridging the gap between research and practice, identifying research-based interventions validated for teaching students with disabilities or established as effective teaching practices, and transforming the interventions into instructional modules for the preparation of teachers. Lessons in the technology and writing module examine the impact of technology on the development of students' writing skills; the third lesson addresses the final steps of the writing process.  
<http://www.onlineacademy.org/acad/products/preview402.html>

**One-Computer Classroom**

www4teachers, September 28, 1998

Written as one in a series of technical support articles, this piece introduces effective strategies for the one-computer classroom. In the early 2000s, it was required reading in several undergraduate education courses. <http://www.4teachers.org/tecalong/roberts/>

**All things are connected**

www4teachers, September 19, 1997

*Co-author: ChiaChee Chiu*

Inspired by Chris Held's keynote speech at the 1997 National Educational Computing Conference, this interview elaborates on his philosophy of the powerful way technology incorporates into teaching.  
<http://www.4teachers.org/feature/held/>

**A Sound Approach to the Puritan Writers**

IDEAS Plus: A Collection of Practical Teaching Ideas, Book 9. National Council of Teachers of English, 1991

The featured lesson plan presents an innovative approach to teaching the Puritan poets using rock music.

**Highlights of Peer-reviewed Presentations****An Ever Improving Formula for Success in General Chemistry: Increasing Student Performance in a Barrier Course**

Eighth Annual National Symposium on Student Retention, 2012

*with Mark Howse*

This presentation was based on a paper extending research presented in 2010, validating earlier findings and adding examination of further strategies.

**Closing the Loop: A Checklist for Improving Student Performance through Assessment**

Southern Association of Colleges and Schools Commission on Colleges, Orlando, Florida, December 2011

**Meeting the Challenge of Poor Assessment Results: A Checklist for Improving Student Performance**

Second Annual Assessment Training and Research Institute, Tallahassee, Florida, May 2010

Florida Association for Institutional Research 2009 Conference, Cocoa Beach, February 2009

48<sup>th</sup> Association for Institutional Research Annual Forum, Seattle, May 2008

*with Dr. Gita Pitter*

This interactive presentation, tailored to various audiences, explored ways to improve student performance when assessment results do not meet expectations and developed into a published paper.

**Data Use Research Communities**

Association for Institutional Research Forum, Chicago, Illinois, May 2010

*with Ella-Mae Daniel and Dr. Mark Howse*

The panel session focused on Florida A&M's institutional research initiatives: Value-Added Research Community and Data Use Research Institute.

**LiveText for Small to Medium Program Assessment and Improvement**

Sixth Annual LiveText Collaboration Conference, Chicago, Illinois, July 2007

*with Drs. Mark Howse and Willis Walter*

Presenters demonstrated the way Florida A&M's Professional Education Unit collected information at critical benchmarks and used the features of LiveText to report data.

**Assessment Models for Professional Education Units**

Southeast Evaluation Association 19<sup>th</sup> Annual Conference, Tallahassee, Florida, January 2007

*with Drs. Mark Howse, Mila Ignatz and Ghazwan Lutfi*

Florida A&M University Teachers for a New Era Evidence Design Team reported on its assessment schema, pupil learning growth pilot project and specific data projects performed for subject-specific design teams.

**From Form to Function**

Fifth Annual LiveText Collaboration Conference, Chicago, Illinois, July 2006

*with Mark Howse and Dr. Willis Walter*

Presenters discussed ways the Professional Education Unit, specific programs and individual professors at Florida A&M University were using LiveText to gather data and share information.

**The Value of Collaboration: Added Benefits of Personal and Professional Development**

National Association of Laboratory Schools National Conference, New York City, March 2006

*with Dr. Gail Bauman, Dr. Juanita Gaston, Stephanie McCall-Davis and Almeta Washington*

Collaborators discussed the value of working across departments and grade levels on a Teachers for a New Era design team to revise the Florida A&M University Elementary Education curriculum.

**After the Dance Is Over: From Assessment to Curricular Change and Enhancing Student Learning**

Commission on Colleges of the Southern Association of Colleges and Schools Annual Meeting, Atlanta, Georgia, December 2005

*with Drs. Marcia Owens and Gita Pitter*

This roundtable discussion highlighted various ways Teachers for a New Era content-specific design teams approached the task of curriculum mapping based on assessed standards to improve student performance.

**Mathematics Skills Matrix: A Vehicle for Aligning Courses and Content**

53<sup>rd</sup> Annual Florida Council of Teachers of Mathematics Conference, Palm Beach Gardens, Florida, October 2005

*with Dr. Rhonda Porter and Mark Howse*

Stakeholders aligned the skills/objectives on six state-wide mathematics tests resulting in a matrix of skills that was cross-referenced to existing courses, the state-wide common course numbering system and textbook content.

**Designs for Change: Perspectives on Reforming Teacher Education through Teachers for a New Era Initiative Roundtable Session**

American Educational Research Association, Montreal, Canada, April 2005

*with Dr. Jesse Edwards*

The roundtable addressed Florida A&M University's reforms to the way sciences are offered.

**Intranets: The World Behind the Firewall**

National Educational Computing Conference, Seattle, Washington, July 1997

*with Robert Isaacson and Brian Newberry*

To address growing concerns about student safety on the Information Superhighway, the panel explored various applications of intranets.

**Going the Distance to Teach the Short Story**

International Society of Technology Educators, TelEd & Multimedia Fifth International Conference on Telecommunications in Education/Multimedia, Tampa, Florida, December 1996

The presentation discussed using unifying components, inductive thinking and concept attainment to create meaning, make connections among stories, provide structure and promote participation.

**South Central Regional Technology in Education Consortium**

Mid-America Association for Computers in Education, Salina, Kansas, October 1996

The presentation described services available to teachers through the federally-funded grant.

**Highlights of Invited Presentations**

**Meeting the Challenge of Poor Assessment Results: A Checklist for Improving Student Retention through Post-Assessment Analysis**

Consortium for Student Retention Data Exchange webinar series, March 2013

*Co-presenter: Gita Wijesinghe Pitter*

Since the paper on which this was based was rated one of the best at the Symposium, the authors were asked to present it as a webinar.

**Teacher Effectiveness**

Volusia Teachers Organization, Daytona Beach, Florida, October 2010

The presentation summarized current research on measurements of teacher effectiveness.

**Enhancing Quality Performance and Productivity in the Academy**

Florida A&M University Faculty Planning Conference, Tallahassee, August 2007

*with Dr. Maria Okeke*

Dr. Okeke spoke about productivity while Dr. Roberts concentrated her presentation and discussion with faculty on performance.

**State Data Systems: Support to Improve Teacher Education and Student Learning**

American Association of Colleges for Teacher Education 58<sup>th</sup> Annual Meeting, San Diego, California, February 2006

*with Dr. Ed Crowe, Robert Yinger, Mike Hudson and Chryst Dougherty*

The major forum explored the way states are designing and implementing data systems to support reform efforts in both K-12 systems and institutions of higher education.

**Working Smarter, Not Harder: An Overview of Basic Business Uses of Information Technology**

Leavenworth/Lansing Chambers of Commerce Working Breakfast, Leavenworth, Kansas, March 1999

The presentation covered the typical order of business technology adoption, software used in each step of the adoption process and next steps for learning more about business technology.

**HTML for Beginners and Secondary English and the Internet**

Nebraska Educational Technology Association, Omaha, Nebraska, April 1998

- The participatory demonstration showed the way to author a Web page using a word processor and browser with no Internet connection.
- The seminar-type discussion examined the use of Internet resources that support the standards and the typical English curriculum taught in Nebraska secondary schools.

**Parents' Role in Technology Use**

Holy Spirit Catholic School Parents' Night, Overland Park, Kansas, January 1997

After a short presentation, this session focused on answering parents' questions about monitoring their children's use of the Internet and e-mail.

**Highlights of Peer-reviewed Technology Workshops**

**Integrating Free Web-based Tools into the High School and College Mathematics Curriculum**

Kansas City Regional Mathematics Technology EXPO 2000, Kansas City, Missouri, October 2000

This hands-on workshop allowed participants to explore ways free Internet tools could be integrated into their curricula.

**Meeting at the Crossroads: Enhancing Cross-Curricular Projects with Technology**

National Educational Computing Conference, Atlanta, Georgia, June 2000

*with Erin Thaler*

The three-hour hands-on workshop explored instructional strategies that draw on students' multiple intelligences and promote interdisciplinary thinking through project-based activities.

**Integrating the Multiple Intelligences with Technology**

Mid-America Association for Computers in Education, Salina, Kansas, March 2000

*with Jean Napier-Faeih*

This hands-on workshop allowed educators to interact with Internet sites that highlight methods by which technology can be used to support the application of multiple intelligences.

**Going Online: Easing Your Class into the Virtual Age**

TelEd '97, International Society of Technology Educators' Sixth International Conference on Telecommunication and Multimedia in Education, Austin, Texas, November 1997

*with Jennifer Holvoet*

Based on the MACE workshop, this hands-on workshop taught educators the way to use their time effectively searching for resources on the Internet and incorporating and organizing their search results into lesson plans.

Mid-America Association for Computers in Education, Salina, Kansas, March 1997

*with Karen Vespstad*

Offered twice, once in a PC lab and again in a Mac lab, this hands-on workshop demonstrated the use of two tools: TrackStar and CourseStar.

### **Yes, ONE'S Enough!!**

Invited in-service for Banquete Independent School District, Banquete, Texas, October 1990, based on the one-hour seminar at Texas Computer Education Association State Conference, Fort Worth, Texas, February 1990

*with Joyce Taylor-Lane*

- The district-wide day-long K-12 staff development in-service focused on the use of single computers in classrooms for remediation and enrichment.
- The one-hour session evaluated the possibilities for using one computer in traditional math and English classrooms.

### **Highlights of Invited Technology Workshops**

#### **Educational Technology Integration in High School Courses**

John Paul II Catholic High School, Tallahassee, Florida, September 2011

This hands-on workshop reviewed best teaching practices presented in an earlier workshop, examined a theoretical perspective for technology integration, and explored subject-specific online resources and tools.

#### **Technology-Enabled Learning**

Florida A&M University Teaching Learning Institute Lunch & Learn series, Tallahassee, March 2006

A variety of tools exist that allow teachers to infuse technology into their curricula without much computer expertise. This workshop explored new and not-so-new technology to see what makes sense for professors to try in their classes.

#### **Faculty Technology Workshops**

University of Saint Mary, Leavenworth, Kansas, 1998-2001

The series of workshops began with training in software used campus wide and continued to develop faculty skills in departmentally-selected content-specific applications.

#### **Collaboration Days**

Stony Point North Elementary School, Kansas City, Kansas, April 2001

This series of four grant-funded workshops focused collaborative grade level and subject matter clusters of teachers on national, state and district standards and benchmarks, Web tools, student technology projects and Internet resources to supplement their planning and teaching.

#### **Enhancing Cross-Curricular Projects with Technology**

Piper Unified School District 203, Piper, Kansas, April 2001

*with Erin Thaler*

The eight-hour hands-on workshop was an expanded version of the NECC 2000 workshop.

#### **Inspiration<sup>®</sup>**

Goals 2000 Grant Workshop, Leavenworth High School, Kansas, February 2001

The hands-on workshop explored the way software to generate webs, idea maps and concept maps appeals to multiple intelligences and helps students make meaning.

#### **Technology In-services**

Piper Unified School District, Piper, Kansas, Fall 1999

This series of in-services covered teacher-requested technology topics.

#### **Summer Teacher Technology Workshops**

Kansas City Public Television, Missouri, Summer 1999 and 2000

KCPT used grant funds to offer free educational technology workshops to inner city teachers.

### **Computer Applications**

Latino Summer Science Academy, Leavenworth, Kansas, June 1999 and 2000  
The academy helped low-income students develop college preparatory skills.

### **Integrated Curriculum**

Kansas City, Kansas, Archdiocesan Internet Integration Workshops, 1998-1999  
Three groups of teachers made a year-long study of technology use in their chosen subject (Brain-Based, Math and Social Studies), culminating in presentations to other teachers.

### **Faculty and Staff Technology Application Workshops**

Gardner-Edgerton Unified School District, Gardner, Kansas, Summer 1998  
The district scheduled summer workshops to familiarize faculty and staff with software installed on their upgraded computer network.

### **Integrating the Internet into Thematic Units**

David Brewer Elementary School, Leavenworth, Kansas, Spring 1998  
The course, which could be taken for graduate credit, assisted teachers in integrating the Internet into their school-wide thematic unit.

### **Using the Internet**

Holy Spirit and Holy Trinity faculty, KU Regents' Center, Overland Park, Kansas, May 1997  
Two schools learned Internet search strategies and the compilation of search results on TrackStar to focus their students on the educational task for which the search was conducted.

### **Technology in Education Institute**

University of Kansas, Lawrence, Kansas; for teachers, July 1997 and August 1996; librarian/media specialists, June 1997; and technology coordinators, November 1996  
These four institutes were planned and hosted for specific educational technology audiences.

### **Highlights of Peer-reviewed Professional Development Workshops**

#### **Active Learning in the College Classroom**

17<sup>th</sup> Annual HBCU Faculty Development Network Symposium, New Orleans, Louisiana, October 2010  
*with Dr. Gail Bauman*

Title III and Teachers for a New Era Faculty Development workshop, March 2010

The workshops modeled active learning strategies, which are more widely used in college classrooms as instructors discover their benefits. Participants discussed research which shows that active learning improves students' understanding and retention of information and can be effective in developing higher order cognitive skills such as problem solving and critical thinking.

#### **Increase Student Success -- Reduce Teacher Paperwork**

Texas Joint Council of Teachers of English Annual Convention, Houston, Texas, February 1991  
The presentation focused on techniques to increase student self-esteem and responsibility for learning while reducing teacher stress and paperwork.

#### **Using Webs to Diversify Approaches to Literature**

Texas Association for the Improvement of Reading, October 1988

By devising a web before teaching a book, teachers increase students' enjoyment of, involvement in and success with reading and provide alternative assignments for students with different learning styles.



### **Highlights of Invited Professional Development Workshops**

#### **Best Teaching Practices to Increase Student Retention of Content**

John Paul II Catholic High School, Tallahassee, Florida, January 2011

This hands-on workshop had faculty interact with research-based ways to use active learning and critical thinking to improve student retention of course material.

#### **Differentiated Instruction and Writing a Good Action Research Question**

Florida A&M University Student Teaching Professional Development Day, Tallahassee, January 2011

Cross-disciplinary groups worked together to differentiate instruction in the first activity. After the process of thinking through and revising was modeled, individuals offered feedback on others' research questions.

#### **Teaching Best Practices**

Florida A&M University Pre-Student Teaching Seminar, Tallahassee, August 2010

As a refresher before they begin their best practice log and chose an action research project, this workshop modeled and discussed research-based teaching.

#### **Teaching to Promote Critical Thinking**

Florida A&M University Teaching Learning Institute Lunch & Learn series, Tallahassee, February 2007

Florida A&M University Teachers for a New Era 2006 New Faculty Orientation, Tallahassee, August 2006

This participatory workshop involved faculty in activities using Bloom's taxonomy, critical thinking and research on student rates of retention of new material when they are actively engaged with content.

#### **The Affective and Psychomotor Domains**

Florida A&M University Teaching Learning Institute Lunch & Learn series, Tallahassee, February 2006

Although Bloom's Taxonomy is used with the cognitive domain, this workshop examined taxonomies used with the affective and psychomotor domains.

#### **Student Teams**

Florida A&M University Teaching Learning Institute Lunch & Learn series, Tallahassee, October 2005

The workshop covered many aspects of facilitating productive, successful student teams, which are carefully formed, given a good start, taught to effectively make decisions and communicate, manage conflict, and monitor their own progress and effectiveness.

#### **Teaching to and Assessing Standards**

Florida A&M University School of Allied Health Sciences, Tallahassee, October 2005

Florida A&M University Teaching Learning Institute Lunch & Learn series, March 2005

With the renewed emphasis on standards, being conversant with ways to teach and assess them helps faculty to assign grades based on mastery.

#### **Using Bloom's Taxonomy to Promote Critical Thinking**

Florida A&M University School of Business and Industry, Tallahassee, November 2005

Florida A&M University School of Allied Health Sciences, Tallahassee, March 2005

Florida A&M University Teaching Learning Institute Lunch & Learn series, Tallahassee, February 2005

The workshops used Bloom's levels of learning to examine the way they can inform choices for wording discussion questions, assignment prompts, assessment items and course objectives.

#### **Question Answer Relationship**

Holy Trinity School, Lenexa, Kansas, August 2000

The half-day workshop taught teachers to use the QAR method to improve reading skills.

**Classroom Management**

The Islamic School of Greater Kansas City, Kansas City, Missouri, Spring 1999

Offered to the uncertified teachers of this private school, the workshop addressed basic classroom management techniques which most teachers learn in undergraduate courses.

**Dealing with Difficult Problems, Mentor Training Workshops, and Get It Together: Teachers Lighten Your Load**

Professional Development Center Energizer Workshops, Houston Independent School District, Texas, October 1990 to April 1991

The panel offered teachers ways to help students with personal and social problems, provided master teachers advice for aiding first year teachers while encouraging them to try a variety of instructional strategies and discussed classroom management techniques.

**Geography in the English Curriculum**

Bellaire High School English Department Staff Development Workshop, Bellaire, Texas, Spring 1990  
*with Robert Bauer*

This cross-curricular workshop examined the use of maps, stamps, coins, slides and geography skills to bolster the English curriculum.

**Educational Research and Dissemination Program**

Houston Federation of Teachers and the Houston Independent School District, Texas, Summer 1986  
The series of workshops dealt with such topics as time-on-task and the multi-cultural classroom.

**Integrating Writing into the Literature Curriculum: An Alternative Approach**

Madison High School Department of English Staff Development Workshop, Houston, Texas, 1985

This presentation explored the efficacy of having students write about personal experiences as preparation for studying challenging literature.

**Grant Work**

- Collaborator, Florida A&M University, National Science Foundation Nanotechnology Undergraduate Education in Engineering, April 2012, pending
- Collaborator, Florida A&M University, National Science Foundation Historically Black Colleges and Universities Undergraduate Program, March 2012, pending
- Collaborator, Florida A&M University Department of Biology, National Science Foundation Research Experiences for Undergraduates (REU), funded
- Training consultant, Center for Public Computing and Workforce Development, 2012
- Consultant, American Federation of Teachers Innovation Grant, Volusia Teachers Organization, 2010-2013
- Grant writer, The Catholic Foundation of Northwest Florida grant, February 2012, funded; May 2012, funded
- Collaborator, National Science Foundation Discovery Research K-12 (DRK-12) grants, January 2012
- Lead grant writer, Title III pre-proposal, Success Building Institute, School of Business and Industry, Florida A&M University, December 2011
- Collaborator, Department of Education Supporting Effective Educator Development, October 2011
- Grant writer, Oregon Catholic Press Parish Grant, June 2011 and August 2013
- Co-lead grant writer, Florida A&M University Developmental Research School Race to the Top application, November 2010, funded
- Lead grant writer, Induction Center Mentoring Initiative, Florida Department of Education, August 2010
- Grant writer, Inspiration, Kidspiration, InspireData grant for software licenses for Professional Education Unit faculty and computer labs, Spring 2006, funded
- Collaborator, PT3 Implementation Grant (Preparing Tomorrow's Teachers to Use Technology) - Utilizing Systematic Evaluation to Integrate Technology, February 2001
- Collaborator, Piper USD, Technology Learning Challenge grants, 2000-2001, funded

- Grant writer, Smart Foundation Grant, resulted in a SmartBoard in the University of Saint Mary Curriculum Lab, 2000, funded
- Collaborator, Kansas City Public Television, PT3 Implementation Grant, June 1999

### Web Work

#### **Web site designer and creator:**

- Saint Elizabeth Ann Seton (<http://stelizabethannsetonwakulla.org/welcome.html>)
- Knowledgeable Neighbors Embrace the World
- Light Our Candles (<http://lightourcandles.tripod.com>)
- "Bartleby the Scrivener" (<http://web.ku.edu/~zeke/bartleby/index.htm>)
- The Writing Conference, Inc. (<http://www.writingconference.com/>)
- Oversaw the redesign of the Saint Mary College Web site, 1999-2000

### Professional Development

- "Protection of Human Research Subjects," <http://www.citiprogram.org>, February 2013, January 2012, February 2010 and December 2004; "Financial Conflicts of Interest," February 2013; and "Responsible Conduct of Research," March 2013
- Shield the Vulnerable, Detecting Predators, January 2012; Recognize & Report Child Abuse, May 2011
- Teacher Evaluation Academy: Contemporary Research and Practices, February/March 2011
- Rasch Modeling workshop, January 2011
- Annual National Symposium on Student Retention, November 2010 and October 2012
- 17<sup>th</sup> Annual HBCU Faculty Development Network Symposium, October 2010
- Florida Clinical Educator Trainer Preparation, September 2010
- Florida Professional Development System Evaluation Protocol Reviewer Training, August 2010
- 2<sup>nd</sup> Annual Assessment Training and Research Institute, "The Closed Loop: Where is the Evidence?" May 2010
- 50<sup>th</sup> Association for Institutional Research Annual Forum, "Charting Our Future in Higher Education," Chicago, May 2010 and 48th Association for Institutional Research Annual Forum, "Adapting to Meet New Challenges." May 2008
- Education Week Leadership Forum, September 2009
- 8th Annual LiveText Collaboration & Assessment Conference, "Creating and Sustaining a Culture of Assessment," July 2009 and 6th Annual Conference, "Reflections of the Past, Ambitions for the Future," July 2007 and 5th Annual Conference, "Celebrating the Student Experience," July 2006 and 4th Annual LiveText Conference, July 2005
- Association of Supervision and Curriculum Development 2009 Annual Conference, "Learning Beyond Boundaries," and pre-conference workshop, "The strategic teacher: How to select the right research-based strategy for every lesson," March 2009 and 2006 Annual Conference, "Constructing the Future, Challenging the Past: Excellence in Learning, Teaching and Leadership," April 2006
- Sample Size and Power Determination, online statistics class, May 2008
- National Conference on Value-Added Modeling, April 2008
- 5th Annual Teaching Professor Conference, "Educate, Engage, Inspire," May 2007 and 4th Annual Conference, "Learning to Teach Across a Career," May 2006
- 26<sup>th</sup> International Conference on Critical Thinking and Education Reform, July 2006
- 2006 Teacher Work Samples Conference, "Extending the Culture of Evidence: Teacher Work Samples and Other Promising Practices," July 2006
- ETS Pathwise 9th Annual Teaching & Leadership Conference, "Designing a Future that Promotes Student Success," June 2006
- "What Works in Schools," Bob Marzano at 30<sup>th</sup> Annual Florida Association for Staff Development Leadership Conference, September 2005
- "Measuring Dispositions with Practicality, Utility, Validity, and Reliability in Mind," American Association of Colleges for Teacher Education 57<sup>th</sup> Annual Conference, February 2005
- "See It in SPSS," "Top 10 Reasons Why You Should Move Beyond Spreadsheets," and "Student and Alumni Surveys," SPSS On-line Training, December 2004

- "Developing Education and Healthcare Technology, Information and Resources" workshop, September 1997
- Austin Independent School District, "Advanced Placement Workshop for High School Teachers and Administrators," November 1990
- Texas Computer Education Association Area IV Fall Conference, September 1989
- Houston Independent School District Cooperative Learning Workshop, April 1989
- Houston Area Teacher Education Center, "Using the Arts in the Classroom," March 1987
- Houston Area Council of Teachers of English Fall Workshop, September 1986
- Greater Houston Area Writing Project, University of Houston/Clear Lake, "Learning to Write and Writing to Learn," February 1986
- Houston Federation of Teachers, "Teacher Praise," April 1986; "Effective Classroom Management for the Beginning of the School Year" and "Time on Task," March 1986; "Improving Teacher Effectiveness Through Better Classroom Management" and "The Multicultural Classroom," February 1986; "Direct Instruction and Time on Task," January 1986

### Certifications

Texas, High School English Language Arts and Mathematics, lifetime certification

Previously certified in North Dakota, Minnesota and Kansas

Florida Professional Development System Evaluation Protocol Reviewer, August 2010

Florida Clinical Educator Trainer, September 2010

### Professional Affiliations

Association for Supervision and Curriculum Development (ASCD)

American Association of Colleges for Teacher Education (AACTE)

Florida Association of Teacher Educators (FATE)

Delta Epsilon Sigma, National Scholastic Honor Society

### Community Service

#### **Tallahassee Area**

- Parish Council Member At Large, Saint Elizabeth Ann Seton parish, 2011 - present
- Stellar Diverse Student Achievement Center Board of Directors Vice Chair, 2010 – present
- Tropicana Speech Contest Judge, Woodville Elementary, December 2011
- Home Host, Dominican Republic Exchange Teacher, Summer 2010
- Youth Group Catechist, Saint Elizabeth Ann Seton parish, 2005 – 2010
- Wakulla County Community Center liaison to post-secondary institutions, 2008 – 2009
- Life Deliverance Ministries Reading Club and Homework Club Advisory Boards, 2007 - 2008
- Executive Board Secretary, Tallahassee American Association of University Women, 2006 - 2007
- Confirmation Catechist, Saint Elizabeth Ann Seton parish, 2006 - 2007
- Hurricane Hospitality Coordinator, Saint Elizabeth Ann Seton parish, 2005

#### **Kansas City Area, Service to Groups and Organizations other than Tech Corps Kansas**

- Served on Holy Trinity School, Lenexa, Technology Committee, 1997-2003; accompanied students, parents and staff to Topeka for the 11th Annual Kansas Technology in Education Expo, February 2000
- Served as Holy Trinity School North Central Association Visiting Team Member, 2000-2001 facilitating the school's goal of improving reading skills
- Hosted Kanagawa University student for homestay, February 1998
- Consulted on curriculum integration for Heartland Technology Consortium, 1997-1998
- Wired Holy Trinity School, Lenexa, Kansas, June 1997
- Coordinated ThinkQuest activities; coached a middle/high school team, 1996-1997 and advised a grade school team, 1997-1998
- Hosted Ukrainian teacher in NCTE Homestay Program, October 1996
- Assisted in fundraising for charity (Toys for Tots and Arts Center), Lawrence Dart Association, 1995-2002; served as Statistician 1996-1997

**Wichita Area, Kansas**

- Actively participated in El Dorado Chapter of the American Association of University Women; Program Vice President, 1994-1995; Yearbook Desktop Publisher, 1993-1996; fundraiser for scholarships to Future Astronauts Training Program, Cosmosphere, Hutchinson, Kansas, 1992-1996; organizer annual Burger and Bean Dinner for the Benefit of the Library, 1992-1996
- Served as resource person for Wichita Catholic Diocese, Catholic School Congress Technology Committee helping to plan the direction the diocese will take in the Third Millennium and to prioritize four technology challenges to be met, 1997-1999
- Served as Committee Co-Chairperson of Wichita Catholic Diocese, High School Language Arts Subject Area; interviewed every high school English teacher in the diocese; rewrote the 9-12 English curriculum, including mission statements, goals, outcomes, task analyses, and reading lists; compiled a book of corresponding activities; and developed criterion-referenced and performance-based tests for each grade level, 1992-1999
- Served as Bishop Carroll High School, North Central Association Visiting Team Member facilitating the goal of improving writing skills by compiling senior exit portfolios, 1993-1997

**Jamestown, North Dakota**

- Taught "Sandwich Magic & Other Good Stuff," one in a series of summer workshops for children at Alfred Dickey Public Library, June 1984
- Taught "Cooking with Herbs and Spices," March 1984; "Grains, Legumes & Beans," February 1984; and "Making Homemade Mixes," December 1983, at Jamestown Community Food Co-op
- Catered the Black History Week Ethnic Banquet at Jamestown College, February 1984

**Bemidji, Minnesota**

- Taught Free University, "Gourmet Cooking," which expanded the successful 1982 series to include: Chinese, French, Polish, Mexican, Italian and Wild Rice, January-February 1983; taught "Weaving," sessions on inkle weaving, April 1982; taught "Vegetarianism," which explored nutrition and reasons for being vegetarian, April 1982; taught "Gourmet Cooking," focusing on Chinese, Italian and Polish cuisines, March 1982/
- Taught Bemidji State University, Division of Student Affairs, "Cooking in a Dorm Kitchen," 1992-1993

**Professional References**

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Dr. Richard Barbuto  
Department of Military History  
Combat Studies Institute  
Command & General Staff College  
Fort Leavenworth, Kansas 66027  
(913) 651 5009  
richard.barbuto@us.army.mil

## **ENDYA BENTLEY STEWART**

Department of Secondary Education, Technology Education, & Foundations  
Florida Agricultural & Mechanical University  
GEC-C, Room 311  
Tallahassee, FL 32307  
Office: 850-561-2710  
Email: endya.stewart@famu.edu

### **EDUCATION**

Ph.D., 2000, Education, Iowa State University, Ames, IA

M.S., 1996, Auburn University, Auburn, AL

B.S., 1994, Fort Valley State University, Fort Valley, GA

### **PROFESSIONAL EMPLOYMENT**

January 2009 - present

Associate Professor: Department of Secondary Education and Foundations, Florida Agricultural & Mechanical University, Tallahassee, FL

April 2010 – July 2011

Research Associate: Data Use Research Institute, Teachers for a New Era, Florida Agricultural & Mechanical University, Tallahassee, FL

August 2008 – December 2008

Adjunct Faculty: Department of Secondary Education and Foundations, Florida Agricultural & Mechanical University, Tallahassee, FL

July 2007 – January 2009

Research Faculty: Educational Policy: Center for Criminology & Public Policy Research, Florida State University, Tallahassee, FL

Fall 2004 – Summer 2007

Assistant Professor: Division of Teaching and Learning, College of Education, University of Missouri-St. Louis, St. Louis, MO

Fall 2004 – Summer 2007

Assistant Director: E. Desmond Lee Technology and Learning Center, College of Education, University of Missouri-St. Louis, St. Louis, MO

3/02 – 6/04

Coordinator for Research and Evaluation: Educator Workforce Research and Development Division, Georgia Professional Standards Commission, Atlanta, GA.

10/00 – 3/02

Research Specialist II: Educator Workforce Research and Development Division, Georgia Professional Standards Commission, Atlanta, GA.

6/00 – 7/00

Instructor: Department of Curriculum & Instruction, Iowa State University, Ames, IA.

8/97 – 7/00

Associate Editor, *Journal of Computing in Teacher Education*, Iowa State University, Ames, IA.

## RESEARCH INTERESTS

Academic Outcomes  
African American Education  
Educational Technology and Learning  
Faculty Senate  
Minority Student Success  
Neighborhood- and School-level Influences  
Teacher Education  
Teacher Quality

## COURSES TAUGHT

Measurement and Evaluation of Educational Growth  
Introduction to Educational Research Methods  
Introduction to American Schools  
Classroom Management  
Introduction to Computers and the Internet in Education  
Computer-Mediated Communication in Education  
Selection and Utilization of Educational Multimedia  
Instructional Technology and Education Reform

## PUBLICATIONS

### Under Review

- Mark Berg, **Endya Stewart**, and Eric Stewart. (Conditionally Accepted). "A Multilevel Examination of Neighborhood Social Processes and College Enrollment." *Social Problems*.
- Davenport, Elizabeth, Ervin, Charles, Knight, Linda, **Stewart, Endya**, and Green-Powell, Patricia. (Under review). "The Role of the Faculty Senate in Higher Education in Florida." *Journal of the World Universities Forum*.
- Davenport, Elizabeth, Riley, Nandi, and **Stewart, Endya**. (Under Review). "Developing Teacher Leaders." *Thought and Action*.
- Davenport, Elizabeth, and **Stewart, Endya**. (In press). Zero Tolerance Discipline Policy and Educator Professional Development in United States' K-12 Public Schools. Included in Tony J. Manson (Ed.) *Gangs and School Violence*. Lewiston, New York: Edwin Mellen Publishing.
- Davenport, Elizabeth, and **Stewart, Endya**. (In press). The Relationship Between School Absenteeism and Juvenile Delinquency: A Safe Problem for Schools. In Tony J. Manson (Ed.) *Gangs and School Violence*. Lewiston, New York: Edwin Mellen Publishing.

### Published

- Endya Stewart**. (December 2007/January 2008). "Individual and School Structural Effects on African American High School Students' Academic Achievement." *The High School Journal*, 91(2), 16-34.

- Endya Stewart.** (January, 2008). "School Structural Characteristics, Student Effort, Peer Associations, and Parental Involvement: The Influence of School- and Individual-level Factors on Academic Achievement." *Education and Urban Society*, 40(2), 179-204.
- Endya Stewart, Eric A. Stewart, and Ronald L. Simons.** (December, 2007). "The Effect of Neighborhood Context on the College Aspirations of African American Adolescents." *American Educational Research Journal*, 44(4), 896-919.
- Endya Stewart.** (2006). "Family- and Individual-level Predictors of Academic Success for African American Students: A Longitudinal Path Analysis Utilizing National Data." *Journal of Black Studies*, Volume 36(4): 597-621.
- Winifred Nweke, Comfort Afolabi, Endya Stewart, and Cyndy Stephens.** (2002). "Georgia's Non-Teaching Educator Workforce: A Profile of Administrative and Student Services Personnel in Georgia's Public School System". *Georgia Educational Researcher* (an online journal), Volume 1 Number 1.
- Ann Thompson, Denise Schmidt, and Endya Stewart.** (May, 2000). "Technology Collaboration for Simultaneous Renewal in K-12 Schools and Teacher Education Programs." Council of Chief State School Officers, Washington, D.C., 2000 State Educational Technology Conference Papers, pp. 75-103.
- Endya Stewart.** (1999). "Learning Together: The Use of Mentoring for Faculty Development in the Integration of Technology." *Journal of Computing in Teacher Education*, 16(1): 15-19.
- Endya Bentley.** (1998). "Yesterday's Thoughts, Today's Issues...Subjects of Interest to Teacher Educators." *Journal of Computing in Teacher Education*, 15(1): 2.

### Works in Progress

- Endya Stewart, Ron Simons, and Eric Stewart.** "Educational Aspirations: Examining the Neglected Roles of Neighborhood Context and Discrimination."
- Endya Stewart, Ron Simons, and Eric Stewart.** "Neighborhoods and Educational Importance: Does Neighborhood Context Matter?"
- Endya Stewart, Ron Simons, and Eric Stewart.** "Within Individual Change in Educational Aspirations and Educational Importance: The Role of Racial Discrimination."
- Endya Stewart.** "The Impact of School SES and Teacher Support on Students' Educational Aspirations."
- Endya Stewart.** "School Structure and Educational Importance."

### Invited Papers

- Winifred Nweke, Comfort Afolabi, Endya Stewart, Cynthia Stephens, and F. D. Toth.** "Black Males and Alternative Certifications in Teaching." W.E.B. DuBois Institute Annual Spring Conference, Clark Atlanta University, Atlanta, GA. April 1-2, 2004.



## Reports

- Endya Stewart.** (2003). *Survey of Georgia's Public Schools Human Resources Directors: Summary of Results*. Atlanta, GA: PSC.
- Endya Stewart.** (2003). *Grades Pre-K-12 Student Population Data for School Systems Participating in the Reach To Teach/Transition to Teaching Grant Program: Change in Student Data from FY01 to FY02*. Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2003). *Educator Workforce Research and Development Division Accomplishments, 1999-2003*. Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2003). *Status Report 2003-The Georgia Educator Workforce 2003: A Report of the Supply, Demand, and Utilization of Teachers, Administrators, and Student Services Personnel in Georgia Public Schools*. Atlanta, GA: PSC.
- Endya Stewart.** (2002). *Policy Primer: Teachers and Teaching* (A report commissioned by the Georgia Partnership for Excellence in Education). Atlanta, GA: PSC.
- Endya Stewart.** (2002). *Georgia Teacher Supply: Student Teachers by Field and Institution, FY99-FY01*. Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2002). *Teacher Quality Report*. Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2002). *Status Report 2002-Georgia's Administrative and Student Services Personnel: A Report of the Demographic Characteristics and Supply and Demand of Administrative and Student Services Personnel in Georgia Public Schools*. Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2002). *Status Report 2002-The Georgia Educator Workforce 2002: A Report of the Supply, Demand, and Utilization of Teachers, Administrative, and Student Services Personnel in Georgia Public Schools*. Atlanta, GA: PSC.
- Endya Stewart.** (2001). *Pre-K Personnel Survey 2001: Georgia Lottery-Funded Programs* (A report commissioned by the Office of School Readiness). Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2001). *Status Report 2001-The Georgia Teaching Force 2001: A Report of the Supply, Demand, and Utilization, of Pre-Kindergarten – Twelfth Grade Teachers in Georgia Public Schools*. Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2001). *Georgia Teacher Retention Study: A Statewide Analysis of the Factors That Lead to the Retention of Teachers in Georgia's Public Schools: Phase I Report*. Atlanta, GA: PSC.
- Educator Workforce Research & Development Division, Georgia Professional Standards Commission. (2000). *Status Report 2000-The Georgia Teaching Force: A Report of the Supply, Demand, and Utilization of Pre-Kindergarten – Twelfth Grade Teachers in Georgia Public Schools*. Atlanta, GA: PSC.

**Endya Bentley (Stewart).** (May, 1998). *Determination of the Margin of Error in Estimated Iowa Communication Network (ICN) Participant Data.* (A report presented to the Iowa Public Television Governing and Advisory Group). Des Moines, IA.

## PROFESSIONAL MEETINGS

Davenport, Elizabeth, Riley, Nandi, and **Stewart, Endya.** (2013). *Developing Teacher Leaders.* The National Education Association Higher Education Conference. Portland, Oregon.

Green-Powell, P., Rhone, F., Irvine, C., and **Stewart, E.** (2012). *The Impact and Benefits of Emotional Intelligence on Leadership Effectiveness.* The National Association of African American Studies Annual Meeting. Baton Rouge, Louisiana.

Davenport, Elizabeth, Ervin, Charles, Knight, Linda, and **Stewart, Endya.** (2012). *The Role of the Faculty Senate in Higher Education in Florida.* The Fifth World Universities Forum. University of the Aegean, Rhodes, Greece.

Davenport, Elizabeth, Crum, Genae, **Stewart, Endya,** and Ervin Charles. (2011). *The Teacher Accountability War in Florida.* Hawaii International Conference on Education. Honolulu, Hawaii.

Winifred Nweke, Comfort Afolabi, and **Endya Stewart.** (2004). *Demography of Georgia Educator Workforce and Georgia Students, 1997-2004.* Georgia National Board Certified Teachers Annual Conference. Clayton State College and University, Morrow, GA.

Comfort Afolabi, Winifred, Nweke, and **Endya Stewart.** (2003). *2002 Beginning Teacher Survey.* Georgia Educational Research Association Annual Conference. Savannah, GA.

Winifred Nweke, Comfort Afolabi, and **Endya Stewart.** (2002). *Georgia's Educator Workforce.* Georgia Educational Research Association Annual Conference. Savannah, GA.

John Neel, **Endya Stewart,** and Cynthia Stephens (2002). *Teacher Retention and Recruiting in Georgia: A Quantitative Approach.* American Educational Research Association Annual Conference, New Orleans, LA.

Barbara Kawulich, **Endya Stewart,** and Cynthia Stephens. (2002). *Teacher Recruitment and Retention in Georgia: A Qualitative View.* American Educational Research Association Annual Conference, New Orleans, LA.

**Endya Bentley** and Polly Mumma. (1999, March). *Taking the Training Wheels Off: The Use of Mentoring for Faculty Development in Instructional Technology.* Society for Information Technology in Teacher Education Annual Conference, San Antonio, TX.

Polly Mumma, **Endya Bentley,** and Rhea Walker. (1999, March). *The Roundtable: A Constructivist Approach to Developing Graduate Student Research, Writing, and Publishing Skills.* Society for Information Technology in Teacher Education Annual Conference, San Antonio, TX.

## INVITED TALKS/GUEST SPEAKER

College of Education Professional Development Workshop for Pre-Teacher Candidates (Action Research), Florida A&M University (Spring 2012)

College of Education Student Forum, Florida A&M University (Fall 2011)

Graduate Student Recruitment Fair, Florida State University, College of Criminology and Criminal Justice (January 20, 2009).

## HONORS

2012	Mentor of the Year, Bond Elementary School (Leon County, FL)
2000	Research Excellence Award, Iowa State University
1999	Member of Phi Delta Kappa, National Educational Honors Society
1998	Member of Gamma Sigma Delta, National Agricultural Honors Society
1998	Member of Phi Kappa Phi, National Honors Society
1998	Journal of Computing in Teacher Education (Commendation Award)
1996 – 2000	Graduate Minority Fellowship Award (Iowa State University)
1996 – 2000	Academic Excellence Award (Iowa State University)
1994	Who's Who Among American College & University Students
1994	National Dean's List

## UNIVERSITY SERVICE

2013	FAMU SMART Academy Advisory Board, Member
2012-present	College of Education, Student Florida Education Association, Faculty Advisor
2011-present	UCSB-FAMU Research Scholars Partnership, Faculty Team Member
2011-present	College of Education, Research, Grants, and Professional Development Committee, member
2011-present	College of Education, Conceptual Framework Critical Inquiry Theme Team, Chair
2012	College of Education, NCATE Facility and Logistics Committee member
2012	College of Education, Apple Pinning Ceremony Committee member
2011-2012	Florida A&M University, Faculty Senate member
2011-2012	Florida A&M University, Faculty Senate, Committee on Committees member
2011-2012	Florida A&M University, Faculty Senate, Student Welfare and Relations Council, Council Co-Chair
2010	College of Education, Department of Secondary Education and Foundations, Graduate Student Selection Committee (Florida A&M University)
2009-present	College of Education Assessment Committee (Florida A&M University)
2009-present	College of Education Student Grievance Committee (Florida A&M University)

- 2009-2011 College of Education Student Services Committee (Florida A&M University)
- 2005-2007 Dean's Committee on Assessment and Evaluation (University of Missouri-St. Louis)

Graduate Student Committees

- 2012 Dissertation Committee Member, Kelvin Farmer, FAMU

**PROFESSIONAL SERVICE**

- 2013 **Referee for Scholarly Publications-**  
Reviewer for *Educational Research and Reviews*
- 2012-present: FAMU-UFF, Senator
- 2011 **Referee for Scholarly Publications-**  
Reviewer for *Creative Education*
- 2010 **Referee for Scholarly Publications-**  
Reviewer for *Brokenshire College Journal*
- 2009 American Educational Research Association, Proposal Reviewer for the 2010 Annual Convention, Denver, CO. Sections served:  
\*Special Interest Group (SIG) – Research Focus on Black Education  
\*Division A (Administration, Organization, & Leadership), Section 4 (Leadership Development)  
\*Division G (Social Context of Education), Section 1 (Local Contexts of Teaching and Learning)
- 2009 **Referee for Scholarly Publications-**  
Reviewer for *Learning and Individual Differences*
- 2008 **Referee for Scholarly Publications-**  
Reviewer for *American Educational Research Journal*
- 2006 American Educational Research Association, Proposal Reviewer for the 2007 Annual Convention, Chicago, IL. Sections served:  
\*Special Interest Group (SIG) – Research Focus on Black Education  
\*SIG – Instructional Technology  
\*SIG – Professional Licensure and Certification  
\*Division G – Social Context of Education

**COMMUNITY SERVICE**

- 2009 - present Mentor/Volunteer, Bond Elementary School, Leon County, Florida
- 2012 Test Proctor, Killlearn Lakes Elementary School, Leon County, Florida

**GRANTS**

- 2011 Co-Principal Investigator, "Planet Earth and Climate Educators (PEACE): Implementing a micro-spiral curriculum to prepare pre-

service teachers of color for Earth Science teaching.” National Aeronautical and Space Administration (NASA). Not funded.

### **PROFESSIONAL DEVELOPMENT**

2009	Florida A&M University, Provost’s Induction Symposium
2010	Florida A&M University, Division of Research, Grants Workshop
2010	Florida A&M University, “What’s new with the IRB” Workshop
2010	Florida A&M University, “Motivating Difficult Students” Workshop
2013	Florida Department of Education, Common Core State Standards, Higher Education Institute (Orlando, FL)
2013	Student Florida Education Association, “Going for the Gold” Leadership Conference

### **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association  
Florida Association of Teacher Educators  
Florida Education Association  
National Council on Measurement in Education  
Research Focus on Black Education Group

**WALLACE, RENEE, Ph.D.**  
Tenured Associate Professor of Education  
Graduate Faculty  
Appointed 2000

**EDUCATIONAL BACKGROUND:**

Ph.D. University of Iowa	1977	Educational Administration & Supervision
M.A. University of Iowa	1975	Counselor Education
B.A. Central CT. State University	1974	History/Psychology

**UNIVERSITY EXPERIENCES:**

2004-Present Florida A&M University, Associate Professor of Education  
2000-2004 Florida A&M University, Department Chair Secondary Education & Foundations  
1993-2000 Albany State University, Assoc. Prof./Coordinator M.Ed. School Counseling  
1998-Present Valdosta State University, Adjunct Doctoral Faculty Educational Administration  
1989-1993 Central CT. State University, Assistant Professor, Department of Psychology  
1986-1989 State of Connecticut, State School Principal II  
1985-1986 Black Educational Research & Information Cntr, Inc., Educational Researcher  
1984-1985 S.U.N.Y Potsdam, Assistant Professor/Director of Counseling/Director Women's Ct.  
1970-Present Clayton University, Adjunct Doctoral Faculty  
1979-1984 James Madison University, Associate Professor, Counseling Psychologist  
1977-1979 Morgan State University, Assistant Professor/Administrator

**ADMINISTRATIVE EXPERIENCES:**

2000-2004 Florida A&M University, Department Chair Secondary Education & Foundations  
1993-2001 Albany State University, Assoc. Prof./Coordinator M.Ed. School Counseling  
1993-2002 State of Connecticut, State School Principal II  
1985-1987 Black Educational Research & Information Cntr, Inc., Educational Researcher  
1984-1986 S.U.N.Y Potsdam, Assistant Professor/Director of Counseling/Director Women's Ct.  
1984-1987 Morgan State University, Assistant Professor/Administrator

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Mailing address phone # email address etc  
[Renee.wallace@famuedu](mailto:Renee.wallace@famuedu)  
850 599-3846

**ADDITIONAL EDUCATIONAL EXPERIENCES:**

Consultant, Mitchell County School District School Improvement  
Consultant, Mitchell County School District Title I  
Consultant, Dougherty County School District  
Consultant, Terrell County School District  
Staff Development Workshop(s) Dougherty County Teacher Academy  
Staff Development Workshops Mitchell County School District  
Staff Development Workshops Dougherty County School District  
Staff Development Workshops New Britain School District  
Staff Development Workshops Hartford County School District  
Consultant, Southern Association on Colleges and Schools  
Consultant, Southern Regional Education Board  
Program Evaluator, Georgia Professional Standards Commission  
Instructional Technology Training, Georgia University System-Office of Instructional  
Technology and Teaching  
Consultant Peer Mediation Advisory Board, William James Middle School, Worth County, GA.

AACTE National Conference  
**NCATE Chair Workshop Training**  
San Diego, CA  
February, 2011

Florida Department of Education  
**21<sup>st</sup> CCLC Grant Review**  
2012-2013  
2012-2014

2012 Teacher Performance Assessment (TPA)  
**Field Test Evaluator**  
Pearson Publishing

2103 Teacher Performance Assessment (edTPA)  
**Field Test Evaluator**  
Pearson Publishing

**DEPARTMENT COMMITTEES:**

Member, Department of Secondary Education & Foundations Graduate Comprehensive  
Examination Committee  
Member, Department of Secondary Education & Foundations Graduate Committee  
Faculty Graduate Advisor: 15 graduate students

**UNIVERSITY-WIDE COMMITTEES:**

NCATE Chair, 2011  
Former, FAMU Faculty Senator 2004-2009

Renee Wallace, PhD

Member, Committee on NCATE Standard 2: Assessment and Unit Evaluation 2004-2006

**COLLEGE-WIDE COMMITTEES:**

COE College Gallery of Distinction Committee  
COE Tenure and Promotion Committee  
COE Disposition Research and Development Committee  
COE Assessment Committee  
COE Tenure/Promotion Review (Ad Hoc) Committee  
COE Technology Committee, Chair  
COE Student Grievance Committee

**CREATIVE RESEARCH**

Investigating the online culture of Instant Messaging (IM) and Identifying the Challenges to Teacher Education

Exploring the Digital Divide in Urban School Districts: Where are the Effective School Administrators?

Reflective Practice Skill Assessment of School Administrators

**BOOK**

**Cyber Bullying, Cyber Baiting and Student Academic Achievement**, under contract

**PROFESSIONAL AFFILIATIONS:**

Association of Teacher Education  
Association for the Advancement of Computing in Education  
National American Association of University Professors  
Phi Delta Kappa  
American Counseling Association  
Association of African American Studies & Associates

**BOARDS:**

Boy's and Girls Clubs, Inc

Senior Editor on Editorial board of the **African Educational Research Network Online Journal**.



**REFEREED JOURNAL PUBLICATIONS:**

**Published:**

- Wallace, R.** (May, 1999). Focus on School Counselor Training Programs in Georgia: Albany State University—College of Education master of Education Degree Program in School Counseling., *Beacon.*, Georgia School Counselors Association.
- Wallace, R.** (2002). Higher Education's Challenge for Academic Excellence in the 21<sup>st</sup> Century: Can Old Profs Be Taught New Tricks? *E-Learn 2002 World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education* (Vol. 4, pp. 2514-2517). Norfolk, VA: Association for the Advancement of Computing in Education (AACE). [referred]
- Wallace, R.** (2004). A Call to Arms for School Leaders: Can You Assist Students Market Their Skills and Competencies Through Electronic Portfolios? *Society For Information Technology & Teacher Education 2004* (pp. 2718-2723). Norfolk, VA: Association for the Advancement of Computing in Education. [referred]
- Wallace, R.** (2005). Attitudes and Experiences of College Athletes and College Non-Athletes On Domestic Violence. Monograph, Biddleford, ME: National Association of African American Studies & Affiliates. [referred]
- Wallace, R.** (2006). Professional Educators Effectively Instructing E-Learners. Chapter in T. Manson, *Teaching and Learning in Today's Schools*. Chapter Lampeter, Ceredigion, Wales, UK: The Edwin Mellen Press. Ltd. [referred]
- Wallace R.** (2006). The Challenges of Effective Online Instruction and Student Learning. Chapter in T. Manson, *Teaching and Learning in Today's Schools*. Lampeter, Ceredigion, Wales, UK: The Edwin Mellen Press, Ltd. [referred]
- Wallace, R.** (2008). Strategies for Connecting and Motivating the "At-Risk" E-Learner. Chapter in T. Manson, *School Violence*. Lampeter, Ceredigion, Wales, UK: The Edwin mellen Press, Ltd. [referred].

**Book Reviews:**

McGraw-Hill Publishing, **Adolescent Psychology**

**BOOK CHAPTERS:**

**Wallace, R.** (2000). Attitudes and Experiences of College Students on Domestic

Violence. In A. Duhon-Ross, *Reaching and Teaching Children Who are Victims of Poverty* (Chapter 7). Lewiston, NY: The Edwin Mellen Press.

**Wallace, R.** (2006). Professional Educators Effectively Instructing E-Learners. In T. Manson, *Teaching and Learning in Today's Schools*. Manuscript accepted for chapter publication. Lampeter, Ceredigion, Wales, UK: The Edwin Mellen Press. Ltd.

**Wallace R.** (2006). The Challenges of Effective Online Instruction and Student Learning. In T. Manson, *Teaching and Learning in Today's Schools*. Manuscript accepted for chapter publication. Lampeter, Ceredigion, Wales, UK: The Edwin Mellen Press, Ltd.

**Wallace, R.** (2008). Strategies for Connecting and Motivating the "At-Risk" E-Learner. In T. Manson, *School Violence*. Lampeter, Ceredigion, Wales, UK: The Edwin mellen Press, Ltd. [referred].

#### **REFEREED NATIONAL/INTERNATIONAL PRESENTATIONS:**

**Wallace, R.** (2002, October). *Higher Education's Challenges for Academic Excellence in The 21<sup>st</sup> Century: Can Old Profs Be Taught New Tricks?* Paper presented at annual meeting of the Association for the Advancement of Computing in Education, Montreal.

**Wallace, R., & Kelley, B.** (2003, February). *Teacher Educators Leading the Challenge For Academic Excellence in the 21<sup>st</sup> Century: Old Profs Can Do New Tricks*. Paper presented at the annual meeting of the Association of Teacher Educators, Jacksonville.

**Wallace, R.** (2004, March). Infusing Technology into a Traditional Graduate School Administration Program: Challenges to Authentic Curriculum and Pedagogical Transformation, Part I. *Presider panel discussion, Society for Information Technology & Teacher Education, Atlanta, Georgia*.

**Wallace, R., & Porter, R.** (2004, March). *Call To Arms for School Leaders: Can You Assist Students Market Their Skills and Competencies Through Electronic Portfolios?* Paper presented at the annual meeting of the Association for the Advancement of Computing in Education, Atlanta.

**Wallace, R.** (2005, February) *Attitudes and Experiences of College Athletes and Non-Athletes on Domestic Violence*. Presented at the 13<sup>th</sup> annual conference of the National Association of African American Studies, Houston, Texas.

**Wallace, R.** Infusing Technology into a Traditional Graduate School Administration Program: Challenges to Authentic Curriculum and Pedagogical

Transformation, Part I. *Presider panel discussion, Society for Information Technology & Teacher Education, Atlanta, Georgia, March, 2004.*

**Wallace, R.** Dual Language Programs: What and Why? Some Points and Recommendations for Educators, Parents and Administrators. *Panel discussion moderator. N.A.A.A.S. Conference, Houston, Texas, February, 2005.*

**Wallace, R.** (2012, January) *Cyberbullying Review of Literature—Is More Research Needed?* Presented at the Fifth World Universities Forum 2012. University of the Aegean Rhodes, Greece.

### **PROFESSIONAL PRESENTATIONS:**

*Peer Mediation*, TASC0 Members, Merry Acres Middle School, Dougherty Country School System, Albany, GA

**Wallace, R.** (2010, August) *Integrating Technology using E-Portfolios*. Professional Development Workshop I. Microsoft School of the Future. Philadelphia, PA.

**Wallace, R.** (2010, August). *Key Assessments—Rubric Development*. Professional Development Workshop II. Microsoft School of the Future, Philadelphia, PA.

**Wallace, R.** (2010, September). *21<sup>st</sup> Century Education and Service Learning—A Look at Your Future*. Visiting Scholar FAMU. Microsoft School of the Future. Philadelphia, PA.

**Wallace, R.** (2011, March). *Cyberbullying: A New Form of Bullying*. Presentation at the 15<sup>th</sup> Annual Teacher Recruitment and Retention Symposium (FFMT). Orlando, FL.

**Wallace, R.** (2011, August). *Assessment*. Professional Development Workshop III. Microsoft School of the Future. Philadelphia, PA.

**Wallace, R.** (2011, August). *Integrating Digital Technology—Continuous Improvement*. Professional Development Workshop IV. Microsoft School of the Future. Philadelphia, PA.

**Wallace, R.** (2011, September). *Self Efficacy and Teacher Accountability*. Pre-Fall Faculty and Staff Conference. Microsoft School of the Future. Philadelphia, PA.

**Wallace, R.** (2011, October). *Peer Mediation Facilitation*. Staff Development Workshop. William James Middle School. Worth County, GA.

**Wallace, R.** (2012, April). *Cyberbullying: Strategies and Interventions for Professional Educators*. Presentation at the Florida Association of Teacher Educators (FATE) Conference. Orlando, FL.

Renee Wallace, PhD

**Wallace, R.** (2012, May). *Social Network and Implications for Academic Achievement*. Invited Speaker. Seniors and Parents Convocation. Microsoft School of the Future. Philadelphia, PA.

**Editorial & Review Responsibilities:**

Senior Editor on Editorial board of the **African Educational Research Network Online Journal**

**Certifications:**

Connecticut Professional Educator Certificate  
Endorsement 092, 093

**COURSES TAUGHT**

**Undergraduate**

**Graduate**

EDF 3135 Adolescent Psychology  
EDF 1005 Introduction to Education

EME 5425 Computer Concepts for School Administrators  
EDA 7224 Organizational Development & Human Resources

EDG 2701 Teaching Diverse Populations  
EDG 1072 College Success

EDA 6215 School Community Relations  
EDA 5222 Personnel Administration in Education  
EDF 5211 Advanced Educational. Psychology  
EDA 5510 Principles of Elementary School Adm.  
EDA 5530 Principles of Secondary School Admin.  
EDG 5791 Seminar in Multicultural Education  
EDF 5136 Advanced Adolescent Psychology  
ESE 5035 Innovations in Secondary School Curr.  
EDF 5543 Philosophical Foundations in Education

**VOLUNTEER EXPERIENCES**

Bond Middle School, Leon Country School District, Tallahassee, FL



**Florida Agricultural and Mechanical University  
Board of Trustees Action Item**

**Meeting Date:** March 5, 2014

Item Origination and Authorization				
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____	
Resolution _____	Contract _____	Grant _____	Other _____	

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** **Academic Affairs – Approval of Sabbaticals and Professional Development Leaves**

**Rationale:** Eleven applications for sabbaticals and three applications for professional development leaves were submitted for the 2014 - 2015 academic year. The Sabbatical and Professional Development Leave Committee reviewed the applications and recommended the approval of 10 applications to Provost Rodner Wright and President Larry Robinson. In reviewing the applications, the committee considered the programs and activities to be followed while on leave, the expected increase in value of the employee, to the university, and to the employee’s academic discipline, specific results anticipated from the leave, and any prior leaves that had been provided to the applicant.

**Recommendation:** Approval of sabbaticals and professional development leaves for the 2014 - 2015 academic year for the following applicants:

**Sabbatical Leave**

<u>Name</u>	<u>College/School</u>	<u>Semester(s)</u>
Richard D. Gragg	Environment	Fall 2014 and Spring 2015
Gokhan Hacasalihoglu	Science and Technology	Fall 2014
Ronald B. Lumpkin	Architecture	Spring 2015
Katherine Milla	Agriculture and Food Sciences	Fall 2014 and Spring 2015
Arleen Pabon-Charneco	Architecture	Fall 2014
Jackie Robinson	Social Sciences, Arts, and Humanities	Fall 2014 and Spring 2015
Ngozi Ugochukwu	Science and Technology	Fall 2014 and Spring 2015

**Professional Development Leave**

<u>Name</u>	<u>College/School/Department</u>	<u>Semester(s)</u>
Nandi Riley	Social Sciences, Arts, and Humanities	Fall 2014 and Spring 2015
Sandra Thompson	Agriculture and Food Sciences	Fall 2014
Shawanna Wilder	Nursing	Fall 2014

## SABBATICAL PROPOSAL SUMMARIES

### **Dr. Richard D. Gragg, III**

### **School of Environment**

The proposed sabbatical will allow Dr. Gragg the opportunity to focus on research and write a book entitled “*The Impacts of the Environmental Justice Movement on U.S. Public Policy.*” The purpose of the book is to chronicle the historically significant role of minority and grass roots community-based organizations in shaping public policy through the lens of environmental justice. In addition, he will review articles and collaborate with community organizations. The intent of these activities will further his contributions to the scientific and academic enterprise and serve as a resource for committed 1890 land grant institutions.

### **Dr. Gokhan Hacisalihoglu**

### **College of Science and Technology**

Dr. Hacisalihoglu plans to conduct cutting-edge research with an ultimate goal of enhancing research capability to secure sustainable external research funding; enhancing FAMU’s visibility in biological sciences and graduate student training; and strengthening collaborations. The title of the project is, “*Utilization of Phenomics and Quantitative Trait Loci (QTL) Mapping Tools to Understand and Improve Responses to Low Micronutrients across Developmental Stages in Maize, Medicago, and/or Soybeans.*” The proposal will focus on three major food crops that dominate most people’s diet as well as widely cultivated in low-nutrient soils: maize, soybeans, and Medicago.

### **Dr. Ronald Lumpkin**

### **School of Architecture**

Dr. Lumpkin will conduct post-dissertation research on school facility condition and student achievement. His research of schools in the North Florida region was the first in Florida to examine the relationship between the condition of a school and academic achievement. The results of the statistical analysis suggests that school buildings constructed to adhere to the State Uniform Building Code for Public Educational Facilities (UBC) as published in the State Requirements for Educational Facilities (SREF) created a more conducive learning environment. So, the question remains, what was the architect’s role in creating this enhanced learning environment?

### **Dr. Katherine Milla**

### **College of Agriculture and Food Sciences**

Dr. Milla proposes to undertake professional and curriculum development activities that will further increase the teaching and student research capacity of the College of Agriculture and Food Sciences and the Center for Water Quality. She plans to complete coursework toward a graduate certificate in hydrology from the New Mexico Institute of Mining and Technology. Dr. Milla plans to use the knowledge gained to develop some new water-related coursework that will expand course offerings for the college’s recently initiated master’s option in soil and water.

**Dr. Arleen Pabon-Charneco**

**School of Architecture**

Dr. Pabon-Charneco plans to conduct research relevant to Hispanic-American urban cores within the Caribbean Basin. The information will be used to finish her interpretation of this unique urban core (Old San Juan) and she plans to publish the work. In addition to gaining a better understanding of historic preservations issues, Dr. Pabon-Charneco can intersect this knowledge with architectural history, theory, and philosophy required for undergraduate and graduate courses that she will teach.

**Dr. Jackie Robinson**

**College of Social Sciences, Arts, and Humanities**

The proposed sabbatical will allow Dr. Robinson the opportunity to use existing data that she has collected over the past five years relating to 1) student perceptions of flipped classroom instruction; 2) perceptions of participants in Day of Dialogue on minority health activities in Gadsden, Wakulla, Jefferson, and Leon counties; and 3) the relationship between self-concept and health related behaviors. Dr. Robinson's goal is to submit at least two journals for publication. In addition, Dr. Robinson plans to publish a book chapter relating to the method and process of service delivery, resulting in reduction in attempts to access services and poor client retention.

**Dr. Ngozi Ugochukwu**

**College of Science and Technology**

The proposed sabbatical will allow Dr. Ugochukwu the opportunity to teach three courses during the sabbatical leave/Fulbright Fellowship Program activities. The three courses are biochemical pharmacology, clinical biochemistry, and biochemistry laboratory including virtual Proteomics exercises. The courses will provide in-depth knowledge of the current trends in biochemistry. Dr. Ugochukwu also plans to conduct research on ethnopharmacological bioactive compounds as leads for drug discovery and use as traditional medicine in diabetes therapy. In addition, the sabbatical and Fulbright Scholar Program activities will be used as a basis to seek grant funding from National Institute on Minority Health and Health Disparities.

## **PROFESSIONAL DEVELOPMENT PROPOSAL SUMMARIES**

**Ms. Nandi Riley** **College of Social Sciences, Arts, and Humanities**

Ms. Riley plans to complete a Teaching English to Speakers of Other Languages certificate. This certificate would assist in the ability to train faculty in the English and Modern Languages department on how to best assist students in their classes, whose first language is not English.

**Ms. Sandra Thompson** **College of Agriculture and Food Sciences**

Ms. Thompson plans to complete the course work for the interdisciplinary educational leadership doctoral program. Her proposed dissertation will address land access and loss as central factors in sustainable wealth creation for historically disadvantaged populations around the world, but particularly those residing in the southeastern United States where heir property is a growing source of land loss.

**Ms. Shawanna Wilder** **School of Nursing**

Ms. Wilder plans to continue her doctoral studies in Public Health. The professional development leave will allow her the opportunity to be a step closer to completing her doctoral program and refine skills needed to conduct HIV research among African American women.





Florida Agricultural and Mechanical University  
Board of Trustees Action Item

Meeting Date: March 5, 2014

Agenda Item: \_\_\_\_\_

Committee

Academic Affairs

**Subject:** Re-Naming of Academic Unit

**Rationale:** The Florida A&M University Board of Trustees approved the University's Restructuring/Reinvestment Plan at the April 7, 2011, meeting. The restructuring plan outlined a new academic structure, which would ultimately be comprised of eight (8) colleges and seven (7) schools. This structure would promote a more efficient and effective operation of the University's academic units. Effective July 1, 2011, the engineering technology programs were transitioned from the former College of Engineering Sciences, Technology, and Agriculture (CESTA) to the School of Architecture. This change required the re-naming of the academic unit formerly known as the School of Architecture to appropriately reflect the mission and status of the current unit.

The proposed name change was reviewed by the School of Architecture Faculty Council Committee, the Division of Architecture, and the Division of Engineering Technology. Based upon mutual agreement, the new name recommended was School of Architecture and Engineering Technology. The recommended new name was approved by the Faculty Senate at the November 19, 2013, meeting.

**Recommendation:** Approval to re-name the affected academic unit:

The School of Architecture will become the School of Architecture and Engineering Technology.



## Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date: March 5, 2014

Item Origination and Authorization			
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

**Subject:** **Academic Calendar for 2014-2015**

**Rationale:** The Academic Calendar for 2014-2015 is being presented to the Board of Trustees for approval, in accordance with Florida Board of Education Rule 6A-10.019. Additionally, Board of Governors Regulation 8.001 requires each university to adopt an annual calendar which includes the beginning and ending dates for each semester, the dates for final examinations, and the dates for the issuance of diplomas.

Please note that the beginning and ending dates of each semester, the holidays, and the breaks have been agreed upon by the Calendar Committee, which includes representatives from Florida A&M University, Florida State University, and Tallahassee Community College. The Calendar Committee meets annually to coordinate the calendars of the three educational institutions in Tallahassee.

The University's winter break is scheduled for Friday, December 26, 2014 through Friday, January 2, 2015. December 25, 2014 and January 1, 2015, are official state holidays.

**Recommendation:** It is recommended that the BOT approve the 2014-2015 Academic Calendar.

# DRAFT

## ACADEMIC CALENDARS: 2014 -2015

1. Please complete academic class and finals date information below:

Semester	Beginning Date of Classes	Last Day of Classes	Finals	# of Class Instruction Days
Fall 2014	08/25/2014	12/05/2014	December 8-12, 2014	71
Spring 2015	01/07/2015	04/24/2015	April 27- May 1, 2015	78
Summer 2015 – Term 1 (C)	05/11/2015	08/05/2015	August 6-7, 2015	60
Summer 2015 – Term 2 (A)	05/11/2015	06/17/2015	June 18- 19, 2015	30
Summer 2015 – Term 3 (B)	06/29/2015	08/05/2015	August 6-7, 2015	30

2. Does Fall Semester 2014 begin during the first three weekdays after August 22?

Yes [X]

No [ ]

3. Does Spring Semester 2015 begin during the first three weekdays after January 4?

Yes [X]

No [ ]

4. Does Summer Semester 2015 begin during the first three weekdays after May 5?

Yes [X]

No [ ]

5. Does the year-round calendar provide 220 days of classroom instruction including examinations or 210 days of instruction excluding examinations?

Yes [X]

No [ ]

If you answered no to question 2-4, please provide a request for exemption to Rule 6A-10.019 with your justification. Please note that you have worked with your area high schools and community colleges in order to insure smooth transition.

*Note: We adjusted our begin dates to align with Florida State University to ensure smooth transition for our students*

\*Rotations for the College of Pharmacy may end 08/14/2015.



Florida Agricultural and Mechanical University  
Board of Trustees Action Item

Meeting Date: March 5, 2014

Agenda Item: \_\_\_\_\_

**Item Origination and Authorization**

Policy \_\_\_\_\_ Award of Bid \_\_\_\_\_ Budget Amendment \_\_\_\_\_ Change Order \_\_\_\_\_  
Resolution \_\_\_\_\_ Contract \_\_\_\_\_ Grant \_\_\_\_\_ Other \_\_\_\_\_

**Action of Board**

Approved \_\_\_\_\_ Approved w/ Conditions \_\_\_\_\_ Disapproved \_\_\_\_\_ Continued \_\_\_\_\_ Withdrawn \_\_\_\_\_

**Subject:** **Black Television News Channel**

**Rationale:** The School of Journalism and Graphic Communications and the Black Television News Channel will enter into a partnership that is designed to provide an enriched academic experience for FAMU students while extending the brand of the university nationally and internationally.

**Recommendation:** It is recommended that the Board of Trustees approve the attached agreement.

Attachment

## **ABSTRACT OF AGREEMENT**

**PARTIES:** FLORIDA A&M UNIVERSITY (School of Journalism and Graphic Communication

BLACK TELEVISION NEWS CHANNEL: (Hon. J.C. Watts/Robert Brillante, Founder Florida News Network)

**PURPOSE:** Manage a course of study in network/cable television news, news gathering, sales, production and operations.

**TERM:** 11 Years (One year build out/ 10 years operational)

**BENEFITS:**

1. \$2,000,000 in facility upgrades
2. 2.5% of revenues not to exceed \$5,00,000 per year for first three operational years and \$1,000,000 per year thereafter
3. Student internships
4. Student employment opportunities
5. Training on state-of-the-art equipment
6. International exposure of University assets
7. International exposure of University expertise
8. Hands on instruction training by industry professionals (SACS compliant)

## **PUBLIC/PRIVATE PARTNERSHIP AGREEMENT FOR THE MANAGEMENT OF THE NETWORK NEWS COURSE OF STUDY**

THIS AGREEMENT, made this \_\_\_\_th day of March 2014, by and between **FLORIDA A&M UNIVERSITY BOARD OF TRUSTEES**, (the "UNIVERSITY"), for the benefit of the UNIVERSITY's School of Journalism and Graphic Communication whose principal office is at 510 Orr Drive, Tallahassee, FL 32305, and **BLACK TELEVISION NEWS CHANNEL, LLC**, a Florida limited liability corporation, ("BTNC"), whose principal office is at 2941 Kerry Forest Pkwy, Tallahassee, Florida 32309-6825.

### WITNESSETH:

1. **PURPOSE OF AGREEMENT:** This Agreement sets forth the terms and conditions upon which the University engages BTNC to manage and operate its course of study in network broadcasting and cable television news production at the University's School of Journalism and Graphic Communication. The particular duties of BTNC are described in detail on Exhibit A attached hereto and made a part hereof.
2. **RELATIONSHIP:** BTNC shall act as an independent contractor in the management of the course of study in network broadcasting and operations and shall not be considered an agent, partner or subtenant of the University.
3. **DESCRIPTION OF PREMISES:** The UNIVERSITY has designated certain space in its School of Journalism and Graphic Communication as the area most conducive to develop its course of study in network broadcasting television news production. The exact description of the Premises will be developed pursuant to paragraph 14 of this agreement and will become Exhibit B hereto (the "Premises"). BTNC shall have exclusive use of the Premises for management of the program and its newsgathering operations. The UNIVERSITY shall also provide the BTNC a nonexclusive right to use the parking areas, sidewalks, property sufficient to install satellite teleport, and other improvements, which are a part of the property upon which the Premises are located.
4. **TERM:** The term of this Agreement shall be for Eleven (11) years, commencing on \_\_\_\_\_, 2014 and terminating at 12:00 midnight on July 31, 2025 unless otherwise renewed, extended, or modified.
5. **BUILD OUT:** The UNIVERSITY acknowledges that BTNC will not be operational during BTNC'S construction and equipment integration process. This construction and equipment integration period will require at least twelve months and it is understood by the UNIVERSITY that BTNC and BTNC'S engineers and contractors will require unrestricted access to the Premises and parking facilities. Commencing April 1, 2014 and continuing until July 31, 2015 (The "Build Out Period"). BTNC and the UNIVERSITY'S Department of Construction and Facilities Planning and the School of Journalism and Graphic communications will develop a Capital Improvement Plan. BTNC shall construct the Capital Improvements set forth in the Capital Improvement Plan.

6. **COMPENSATION:** BTNC agrees to pay the UNIVERSITY an amount equal to 2.5% of BTNC'S EBITDA annually, capped at five hundred thousand dollars (\$500,000) per year through the first three years of operations and one million dollars (\$1,000,000) annually following the third year through the 10th year of operations. Payment shall be remitted by BTNC once per year, within 60 days following the end of each calendar year. Once BTNC has accurately calculated EBITDA using generally accepted accounting principles, it shall immediately remit to the UNIVERSITY any additional payments owed to the UNIVERSITY.

The University may engage an independent certified public accountant to review BTNC's annual EBITDA. In the event of a disagreement between BTNC and the UNIVERSITY's independent CPA, the parties shall first attempt to resolve the matter between themselves. If unsuccessful, the parties shall engage an agreed upon third-party mediator to assist in resolving the disagreement. The forgoing notwithstanding, BTNC shall pay to the University any undisputed amounts as scheduled herein.

7. **CAPITAL IMPROVEMENTS:** BTNC plans to construct or locate at the UNIVERSITY's School of Journalism and Graphic Communication valuable capital improvements and services which promise to elevate the UNIVERSITY's technical capabilities, improve engineering and information technology, expertise, enhance career counseling and job placement services, and provide certain on-air promotional assets which may be used to market the University, brand, recruit students, and/or showcase faculty, alumni and student achievements. BTNC's day-to-day operations will afford the UNIVERSITY's students a hands-on learning experience in an active newsroom and production environment.

Dr. Julie Harrington, Director, Center for Economic Forecasting and Analysis at Florida State University forecasts the BTNC'S overall economic impact on the UNIVERSITY's School of Journalism and Graphic Communication and neighboring communities will exceed \$33.6 million annually. This economic benefit is in addition to the BTNC'S commitment to provide the UNIVERSITY a percentage of the annual earnings. A copy of Dr. Harrington's economic impact study is attached as EXHIBIT C.

8. **STRUCTURAL IMPROVEMENTS:** BTNC plans to provide improvements to the UNIVERSITY's property including the construction, cabling and equipment integration of an active newsroom operated by BTNC with twenty workstations, hard news set, HDTV studio production facility, audio and control rooms. In addition, BTNC plans to improve the UNIVERSITY's existing production studio facility by installing state-of-the-art virtual reality production equipment.
9. **STRUCTURAL IMPROVEMENT PLAN:** BTNC shall submit to the University all proposed plans and specifications for improvements to the Premises for prior written approval. BTNC shall coordinate any and all proposed improvements with the University's Construction and Facilities Management Department and shall work with and follow the guidance of that department on any and all matters related to construction of improvements, including but not limited to scheduling. BTNC shall timely complete all improvements. Improvements to the

Premises shall become the property of the University upon the expiration or termination of this Agreement. BTNC shall deliver to the Department a copy of all construction permits.

Any construction work shall be performed by a general contractor licensed by the State of Florida. Such contractor shall be required to provide a payment and performance bond given for the benefit of BTNC and the University, in such form and with such sufficient surety as may be acceptable to the particular improvements. A copy of the bonds shall be delivered to the University for its approval prior to the commencement of any improvements. The bonds shall be recorded in the Public records of Leon County, Florida. BTNC shall advise all contractors, materialmen and workers that there can be no right of lien against state property, and that they will be required to look to only to the surety (the bonds) in the event of nonpayment for non-performance. BTNC shall keep the Department of Construction and Facilities Management informed of construction progress so that appropriate inspections to determine compliance with approved renovation plans can be made. Such inspection shall be performed at such stages as would be required for building projects of the State University System for similar property.

The University may require any work not properly constructed to be reworked to compliance with all applicable laws, building codes and standards and quality levels established herein.

10. CAREER COUNSELING AND JOB PLACEMENT: BTNC shall assist in providing career counseling and job placement services for the UNIVERSITY's School of Journalism and Graphic Communication's graduating students. Career counseling shall include special skills training in the field of digital media and production and mentorship programs that offer students hands-on experience in an active newsroom environment.
11. PROMOTION OF FLORIDA A&M UNIVERSITY SERVICES, CURRICULUM, FACULTY, ALUMNI, STUDENTS, AND CAMPUS ACTIVITIES: Subject to availability, BTNC shall designate a percentage of its on-air promotional properties to the marketing and promotion of the UNIVERSITY. These promotional properties may include, but are not limited to, on-air audio mentions, branded graphics, 15-second and 30-second advertising availabilities, as well as broadband/mobile promotional properties. BTNC'S promotional properties may be used by the UNIVERSITY to advance University branding, student recruitment, faculty specialties, student and alumni achievements, and/or special campus events. BTNC may, upon its sole discretion, deny promotional content it believes to be inconsistent with the network's values, and/or editorial policy. Within ninety (90) days following the execution of this Agreement, the UNIVERSITY and BTNC shall mutually prepare and attach hereto as EXHIBIT D an itemized list and distribution schedule of BTNC'S promotional assets that will be provided to the UNIVERSITY during the network's first year of operation.
12. ENGINEERING AND INTERNET TECHNOLOGY SUPPORT: BTNC shall assist the UNIVERSITY engineering and IT support sufficient to provide basic and customary maintenance of the UNIVERSITY's existing broadcast studio facilities.



13. **USE OF PREMISES.** The Premises are to be managed by BTNC for use as a training facility in a fully automated and active newsroom production environment for University students pursuing a course of study in television network operations, television news production, television marketing and as a business office, and BTNC agrees to restrict its use for such purposes and not to use or permit the use of the Premises for any other purpose.

14. **SPACE PLANNING:** The UNIVERSITY shall provide BTNC with sufficient space to house management, engineering, television production, sales and marketing personnel. Within ninety (90) days after the execution of this Agreement, the UNIVERSITY and BTNC shall prepare, and attach hereto as EXHIBIT E, a detailed list of BTNC'S space needs to be accommodated by the UNIVERSITY. Failure to achieve an agreement is a condition subsequent to the enforceability of this Agreement and may be considered, by either party, to be grounds to void this Agreement as specified herein.

Also not more than ninety (90) days after the execution of this Agreement, the UNIVERSITY's School of Journalism and Graphic Communication building floor plan shall be highlighted by the UNIVERSITY to illustrate the space dedicated to BTNC's operations throughout BTNC's first year of operations. The floor plan shall be attached hereto as EXHIBIT F.

15. **ACCESS TO EXISTING BROADCAST PRODUCTION AND EDITING FACILITIES:** The UNIVERSITY agrees to provide BTNC managed access to the UNIVERSITY's existing television broadcasting and editing facilities as needed by BTNC to produce its 24/7 newscasts.

16. **BTNC PARKING-45' MOBILE PRODUCTION UNIT:** The UNIVERSITY shall provide BTNC vehicle parking facilities to include at least five parking spaces adjacent to the Premises for BTNC'S management and space adjacent to the television production studio large enough to park BTNC's 45' mobile production unit.

17. **TELEPORT PROPERTY AND DOWNLINKS:** The UNIVERSITY shall provide sufficient property to locate a ten meter uplink satellite dish and six satellite downlink antennas with reasonable connectivity to master control and studio production facilities.

18. **HOURS OF OPERATION:** It is acknowledged and understood by BTNC that the UNIVERSITY expects that, as part of managing this course of study, BTNC will be operating a full service cable television network out of the UNIVERSITY's facility, and that BTNC will require 24 hour access to the production and engineering facilities.

**SECURITY.** The BTNC is solely responsible for providing and maintaining all security and supervision necessary to use and operate the Premises in a safe and secure manner. The University shall have no responsibility whatsoever for providing security for the Premises or its contents.

19. **MAINTENANCE BY BTNC.** BTNC agrees that by occupying the Premises, BTNC has accepted the same to be in good repair and has accepted the Premises in "as is" condition.

BTNC agrees that during the term of this Agreement, it will, at its own expense, keep all nonstructural portions of the Premises in good state of repair and condition (including repair of nail and screw holes or other damage caused by BTNC to interior walls and doors, utility sinks, and plumbing fixtures), ordinary wear and tear excepted.

20. **MAINTENANCE BY THE UNIVERSITY:** Subject to the provisions of this Agreement wherein the UNIVERSITY agrees to repair or reconstruct the Premises in accordance with generally accepted standards in the event of casualty or in the event of the taking of the Premises by eminent domain. The UNIVERSITY agrees to keep in good repair and condition the foundations, exterior walls, air conditioning and heating systems, plumbing and electrical systems, down spouts, gutters, roof, sidewalks, driveways, and landscaping of the Premises, except, however, for any damage, repair, or injury thereto caused by or resulting from any negligence, act or omission of the BTNC or any of the BTNC'S agents, servants, employees, licensees, invitees, and customers.

The University has the right during normal business hours to enter the Premises to determine whether BTNC is complying with this Agreement, to perform any obligations hereunder, to perform maintenance or repairs to the building in which the Premises are located or to serve any notices pursuant to this Agreement. In the event of an emergency, the University has the immediate right to enter the Premises to address the emergency.

21. **UTILITIES:** The University will make electricity, water, and air conditioning services available to the Premises and is responsible for and will promptly pay any and all charges for such utilities and/or any other utilities consumed on the Premises. BTNC is responsible for all expenses pertaining to telephone, internet and other broadband services, equipment, and related service charges. In no event shall the University be liable to BTNC for any interruption of utilities or services. BTNC shall not be relieved from its obligation to perform the Agreement terms in the event of an interruption in utilities. The UNIVERSITY acknowledges and understands that BTNC will be operating a cable TV news network 24 hours a day, seven days per week from the UNIVERSITY'S facility and that utility service will be required during all hours of operations. BTNC may, at his own expense purchase and install an uninterrupted power supply (UPS) back-up power system and/or gas powered generator to protect against temporary power outages.

BTNC shall be responsible for trash removal from the Premises.

22. **TAXES:** BTNC agrees to pay all taxes levied against the personal property and trade fixtures of the BTNC in and about the Premises and any sales taxes, which are or may be levied upon any services or sales by BTNC.
23. **INSURANCE:** BTNC shall procure and maintain in full force and effect during the term of this Agreement and any extension thereof, at BTNC'S sole expense, hazard insurance adequate to protect against liability for damage claims, theft or damage of BTNC'S property, located on Premises, by fire and/or windstorm with extended "all risk" coverage. BTNC also agrees, at all times during the period of this Agreement, at its expense, to keep the Premises

insured against fire and windstorm damage and other such casualties to the Premises, with extended "all risk" coverage.

In addition, BTNC shall maintain an errors and omissions insurance coverage protecting the University against any claims for libel, slander, injury to reputation or of defamation of character.

24. **DESTRUCTION OF PREMISES:** If any part of the Premises is destroyed during the term of this Agreement UNIVERSITY shall repair them, when such repairs can be made in conformity with local, state and federal laws and regulations within ninety (90) calendar days of the destruction. The partial destruction of the Premises shall not render this Agreement void or voidable or terminated except as herein provided. If the repairs cannot be so made in ninety (90) calendar days and if the UNIVERSITY does not elect to make them within a reasonable time, either party hereto has the option of terminating this Agreement. Notwithstanding anything herein to the contrary, in the event the Premises are more than fifty percent (50%) destroyed, either the UNIVERSITY or BTNC may, terminate this Agreement, and the UNIVERSITY shall rebate to BTNC any advance paid through the date of said termination.
25. **INSPECTION BY UNIVERSITY:** UNIVERSITY reserves the right to enter the Premises at all reasonable times, upon reasonable prior notice (except in the case of emergency), for the purpose of inspecting them and to perform required maintenance and repair, and BTNC agrees to permit the UNIVERSITY to do so. The UNIVERSITY shall attempt to make all such inspections and repairs at such times and in such a manner as not to materially interfere with the operation of BTNC'S business. In any event, the UNIVERSITY shall not be obligated to reduce BTNC'S scheduled payment for the Premises during any period of normal maintenance repair nor shall the UNIVERSITY incur any liability to BTNC for disturbance of quiet enjoyment of the Premises when making such repairs.
26. **ALTERATIONS AND ADDITIONS:** BTNC shall make no alteration in or addition to, or install any fixtures (other than normal TV broadcasting or office equipment or furnishings) in, or maintain signs advertising its business on the Premises without in each case obtaining the prior consent of the UNIVERSITY, not to be unreasonably withheld. To the extent the UNIVERSITY grants its consent to any such alterations, additions, or installation of fixtures (other than normal broadcast TV and office equipment or furnishings) or signs, the same shall be done in compliance with all building codes, ordinances and governmental regulations pertaining to such work, use or occupancy, and the same shall also be done in accordance with any restrictive covenants and/or rules and regulations applicable to the Premises. Any alteration, addition, or improvement made by the BTNC after such consent shall have been given or any fixtures installed as a part thereof (other than normal office equipment or furnishings), shall become the property of the UNIVERSITY or be removed by the BTNC, at the UNIVERSITY'S option, upon expiration or earlier termination of this Agreement. BTNC agrees that it will indemnify and save harmless the UNIVERSITY from and against any and all expenses, including attorney's fees, liens, claims, and damages to either property or person that mayor might arise by reason of the making of any repairs, alterations, additions, or improvements, and BTNC specifically acknowledges that the

interest of the UNIVERSITY in the subject Premises shall not be subject to liens by any laborer or material man (mechanics' lien) for services rendered to the subject Premises, and BTNC agrees to so advise any such person providing labor, services, or materials to the Premises.

27. EMINENT DOMAIN: In the event the Premises, or such portions thereof as will make it unusable for the purposes of this Agreement, shall be appropriated or taken pursuant to the power of eminent domain, then this Agreement shall cease and terminate as of the date when possession thereof is taken by the condemning authority and the parties hereto shall be released from any further liability hereunder, and any consideration due shall be computed between the UNIVERSITY and BTNC as of the date possession is taken. This termination, however, shall be without prejudice to the respective rights of either the UNIVERSITY or BTNC to recover from the condemning authority compensation and damage caused by said taking, and neither party shall have any rights in any award nor settlement so received by the other from the condemning authority. Eminent domain proceedings resulting in the condemnation of a part of the Premises that leave the remainder usable for the purposes of the business contemplated in this Agreement will not terminate this Agreement, unless the UNIVERSITY at its option terminates it by giving written notice of termination to the BTNC. The effect of such condemnation, should such option not be exercised, will be to terminate the Agreement as to the portion of the Premises condemned and leave it in effect as to the remainder, if in fact the remainder may be replaced or restored, thereby making the remaining portion of the Premises usable for the BTNC'S purposes as herein described within ninety (90) calendar days after the date the condemning authority takes possession of the Premises. During the period of rebuilding or restoration, if the BTNC can operate its business during such period, the BTNC's scheduled payment shall be reduced in the same proportion that the amount of the floor area of the Premises taken bears to the total area of the Premises immediately prior to such taking. Upon completion of said reconstruction to the same condition and usable space as existed prior to the condemnation, the scheduled payment as provided herein shall be paid in full to the UNIVERSITY. The sale by the UNIVERSITY to any public or quasi-public body having the power of eminent domain under threat of condemnation or while condemnation proceedings are pending shall be deemed to be taking by eminent domain.
28. BANKRUPTCY OR INSOLVENCY: If any proceeding shall be instituted by or against BTNC under the bankruptcy laws or other debtor relief laws of the United States or any state, or if BTNC shall make an assignment for the benefit of creditors, or if its interest herein shall be sold under execution or other legal process, or if a trustee in bankruptcy or a receiver is appointed for BTNC, then, in the event of any such occurrence and at the option of the UNIVERSITY, the same shall constitute a breach of this Agreement by BTNC.
29. RULES AND REGULATIONS: BTNC agrees to comply with all federal, state and local laws, regulations and ordinances as well as the rules and regulations of the UNIVERSITY and those of the Board of Governors of the State University System of Florida.
30. INDEMNIFICATION: BTNC shall indemnify and hold the University, its officers, directors, employees and agents harmless against any claim and causes of action, including

infringement of intellectual property, defamation actions, any other tort or contract action and costs and reasonable attorney's fees, in which the University might be named as a result of the negligent or intentional acts or failure to act by BTNC, its employees or agents (including subcontractors), while performing its obligations pursuant to this Agreement.

31. **DEFAULT:** It shall be an event of default hereunder if, within ninety (90) days following the execution of this Agreement, BTNC and the UNIVERSITY fail to agree concerning the fundamental space and assets in which BTNC shall occupy or access to conduct its business and if BTNC vacates the Premises during the term hereof, or if BTNC fails to provide any payment within 30 calendar days after due. In the event of default, the UNIVERSITY may exercise its option to terminate this Agreement. In the event of default and the UNIVERSITY's election to terminate this Agreement, BTNC shall be offered a reasonable period of time to remove any and all of its property and restore the Premises to its original condition as may be required by the University.
32. **ASSIGNMENT AND SUBAGREEMENT:** The rights, privileges and responsibilities under this Agreement are not assignable by either party, except BTNC may, with the written consent of the UNIVERSITY, by merger or acquisition assign its right title and privileges and responsibilities under this agreement to an entity related to BTNC.
33. **SURRENDER OF THE PREMISES:** BTNC agrees to surrender to the UNIVERSITY at the end of the term of this Agreement, or upon any cancellation of this Agreement, the Premises, in as good condition and state of cleanliness as it was at the beginning of this Agreement and broom-clean, ordinary wear and tear excepted. BTNC agrees that if BTNC does not surrender to the UNIVERSITY the Premises at the end of the term of this Agreement, or upon any cancellation of the term of this Agreement, then BTNC will pay to the UNIVERSITY all damages the UNIVERSITY may suffer on account of BTNC'S failure to so surrender to the UNIVERSITY possession of the Premises and will indemnify the UNIVERSITY on account of such delay.
34. **WAIVER OF RIGHTS:** No failure of the UNIVERSITY or BTNC to exercise from time to time any right or privilege granted the UNIVERSITY or BTNC hereunder or to insist upon strict and faithful compliance by the UNIVERSITY or BTNC with all of the obligations hereunder and no custom or practice of the parties at a variance with the terms hereof shall constitute a waiver of the UNIVERSITY's or BTNC'S right to demand strict compliance with the terms hereof. No waiver by the UNIVERSITY or BTNC of any breach of any covenant of the other party herein contained shall be construed as a waiver of any subsequent breach of the same or any other covenant herein contained. All rights, powers, remedies, and privileges available hereunder to the parties hereto are cumulative and are in addition to the rights granted by law.
35. **PUBLIC RECORDS.** The University may terminate this MOU at any time for refusal by BTNC to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, and made or received by BTNC in conjunction with this Agreement. This provision shall not apply to proprietary information which is the sole property of BTNC.

36. **SURVIVAL:** Rights and obligations which by their nature should survive or which this Agreement expressly states will survive will remain in full force and effect following termination or expiration of this Agreement.
37. **NOTICES:** All notices to the UNIVERSITY shall be mailed or delivered at the following address unless otherwise designated in writing by the UNIVERSITY:

Dean Ann Kimbrough  
School of Journalism and Graphic Communication  
Florida A&M University  
510 Orr Drive  
Suite 4003, Fourth Floor  
Tallahassee, FL 32307  
(850)599-3387

Notices to BTNC may be mailed, certified mail, return receipt requested, or delivered to the Premises, and proof of mailing or delivering of those notices to the Premises shall be deemed the equivalent of personal service on BTNC.

38. **ATTORNEY'S FEES:** In the event of any litigation arising out of or brought for the purpose of enforcing the terms of this Agreement, the prevailing party shall be entitled to recover all reasonable costs thereof, including reasonable court costs and attorney's fees.
39. **SIGNS.** All signs are subject to the UNIVERSITY's prior approval and architectural control as to construction, maintenance, location, content, and aesthetics and are at BTNC'S expense. At the UNIVERSITY's option, BTNC shall promptly remove all signs, at BTNC'S expense, at the expiration or termination of this Agreement and repair the damage to any surface caused by such removal. The UNIVERSITY acknowledges that BTNC will require both interior and exterior signage customary to other commercial enterprises the size and scope of BTNC'S operation. BTNC shall, within ninety (90) days following the execution of this Agreement, provide the UNIVERSITY with a detailed request to attach signage, both exterior and interior, to the UNIVERSITY's College of Communication's building. The request shall include the proposed location, content, dimensions, materials, and proposed installation process. BTNC'S request shall be approved, modified or denied by the UNIVERSITY with sixty (60) days from the date the UNIVERSITY receives BTNC'S request. The UNIVERSITY's response to BTNC's request to attach signage to School of Journalism and Graphic Communication building shall be attached hereto as EXHIBIT G.
40. **SMOKING:** No tobacco products of any nature, including, but not limited to, cigarettes, cigars, pipe tobacco, chewing tobacco or snuff, shall be used by BTNC, its employees, agents, invitees, or customers neither inside the Premises nor around the exterior nor the public areas. BTNC shall be responsible for the cleanup of any smoking debris or apparatus discarded by its employees, agents, invitees, or customers in the common areas.

41. **SOVEREIGN IMMUNITY:** Nothing in this Agreement shall be deemed to affect the rights, privileges and immunities afforded the University, its Board of Trustees, the Florida Board of Governors and the State of Florida or any officer, agent or employee of either of them. Nothing herein is intended to serve as a waiver of sovereign immunity by the University. Nothing herein shall be construed as consent by the University to be sued by third parties in any manner arising out of this Settlement Agreement.

BTNC agrees that the University is not liable for any loss of BTNC business revenue, supplies, equipment, materials, vendor employee lost wages and benefits, and the ability to perform nor the cost of recovery as a result of any incident of "force majeure" in which the University may be closed or operating on a limited basis. This specifically includes closures, damage and utility outages due to tropical storms, hurricanes, and post storm recovery efforts.

42. **BTNC COVENANTS:** BTNC Will not (a) violate any applicable laws, rules, regulations or accreditation requirements, including, without limitation, applicable state educational, accreditation, and U.S. Department of Education standards, including, but not limited to, FERPA and the Higher Education Act of 1965, as amended (20 U.S.C. 1001 et seq.), and implementing regulations, including 34 C.F.R. Parts 600, 668, and 682, or any successor laws, rules or regulations; and (b) violate, misappropriate or infringe any patents, copyrights, trademarks, trade secrets or other intellectual property, contractual or proprietary right, including the rights of privacy and publicity. BTNC acknowledges and agrees that, except for the any consent granted in this Agreement, all right, title and interest in and to the UNIVERSITY marks shall be owned by the UNIVERSITY and that all uses of UNIVERSITY marks by or on behalf of BTNC shall inure to the benefit of the UNIVERSITY.

BTNC has engaged legal counsel with respect to this Agreement and has conducted its own analysis of this agreement and the relationship set forth herein and has satisfied itself as to the enforceability of this Agreement. BTNC has not relied on any representation made by the UNIVERSITY except as expressed herein.

The employment of unauthorized aliens by any contractor is considered a violation of Section 274(e) of the Immigration and Nationality Act. If the BTNC knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of this Agreement.

BTNC shall conduct criminal background checks of each of its employees assigned to the Premises and shall provide a copy of those background checks to the UNIVERSITY. The UNIVERSITY reserves the right to exclude from the Premises any person convicted of a felony.

43. **PERIODIC REVIEW:** Commencing on or before April 1, 2015 and repeating on or before April 1 of each odd numbered year during the term of this Agreement, the management level principals of each of the parties to this Agreement shall meet to evaluate the progress of the relationship and to make curriculum changes or other adjustments to further the goals of this

Agreement. The compensation due to the University shall not be the subject of this periodic review.

44. **AUTHORITY OF PARTIES:** Each individual executing this Agreement on behalf of BTNC and the UNIVERSITY, respectively, represents and warrants that she/he is duly authorized to execute and deliver this Agreement on behalf of the entity she/he represents in this Agreement, in accordance with applicable bylaws or governing articles of said entities.
45. **PERSONS BOUND:** The terms of this Agreement shall be binding upon and shall inure to the benefit of the parties hereto, their heirs, successors, and assigns. There are no third party beneficiaries to this Agreement.
46. **AFFORDABLE HEALTH CARE COMPLIANCE:** BTNC shall provide its employees health insurance coverage as required by the Affordable Health Care Act and shall hold harmless, indemnify and defend the University from any loss or damage related to its failure to do so.
47. **LAW GOVERNING:** This Agreement shall be governed by the laws of the State of Florida, both as to interpretation and performance. In the event of any legal or equitable action arising under this MOU, the venue of such action shall lie exclusively within the state courts of Florida located in Leon County, Florida and the parties hereto specifically waive any other jurisdiction and venue.
48. **TERMS INCLUSIVE:** As used herein, the terms the "UNIVERSITY" and "BTNC" shall include the plural, and the masculine shall include feminine and neuter whenever the context so requires or admits.
49. **TITLE:** The title or captions appearing at the beginning of each numbered paragraph in this Agreement are for the purposes of easy reference and shall not be considered a part of this Agreement or in any way modify, amend, or affect the provisions hereof.
50. **PARTIAL INVALIDITY.** If any provision of this Agreement or application thereof to any person or circumstance shall to any extent be invalid or unenforceable, such provision shall either be modified to conform to law or be considered severable, with the remainder of this Agreement, or the application of such provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.
51. **AMENDMENTS.** This Agreement may be amended or modified by mutual consent of the parties, provided any and all such amendments or modifications shall be in writing and signed by authorized representatives of both parties.
52. **TIME:** It is understood and agreed between the parties hereto that time is of the essence in the performance of all the terms and provisions of this Agreement.



53. FLOOR LOAD: BTNC shall not overload the floor system of the Premises and shall not install any heavy business machines or any heavy equipment of any kind in the Premises without the prior written approval of the UNIVERSITY, which, if granted, may be conditioned upon moving by skilled licensed handlers and installation and maintenance at the BTNC'S expense of special reinforcing and settings adequate to absorb and prevent noise and vibration.
54. FORCE MAJEURE: Neither party shall be liable to the other for any failure, delay, or interruption in performing its obligations hereunder due to causes or conditions beyond its control, including, without limitation, strikes, boycotts, picketing, slowdowns, work stoppages, or labor troubles of any other type, acts of God (including, but not limited to, flood, wind, earthquake, hurricane, or other natural catastrophes), wars, riots, or national or local emergencies, unless otherwise covered by the hazard or liability insurance as specified in Paragraph \_\_\_\_.
55. SECTION HEADINGS: The titles to the paragraphs of this Agreement are solely for the convenience of the parties and shall not be used to explain, modify, simplify, or aid in the interpretation of the provisions of this Agreement.
56. CANCELLATION: The UNIVERSITY or BTNC shall have the right to terminate this Agreement with EIGHTEEN MONTHS prior written notice to the other party.
57. JOINT PREPARATION: The preparation of this Agreement has been the joint effort of both parties and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other
58. ENTIRE AGREEMENT: This agreement sets forth all the promises, agreements conditions and understandings between the UNIVERSITY and BTNC and there are no other promises, agreements, conditions, or understandings, either oral or written, between them other than as set forth in this Agreement. No amendment or modification of this Agreement is effective unless in writing and signed by both parties.

IN WITNESS WHEREOF, the UNIVERSITY and BTNC have executed this Agreement the day and year first above written.

BLACK TELEVISION NEWS CHANNEL,  
LLC, a Florida limited liability company

FLORIDA A&M UNIVERSITY BOARD OF  
TRUSTEES

By: \_\_\_\_\_  
Robert J. Brillante, Manager

By: \_\_\_\_\_  
Larry Robinson, Interim President

By: \_\_\_\_\_  
J.C. Watts, Jr., Manager

By: \_\_\_\_\_  
Rodner Wright, AIA  
Interim Vice President for Academic  
Affairs

By: \_\_\_\_\_  
Ann Wead Kimbrough, DBA Dean  
School of Journalism and Graphic  
Communication

DRAFT

List of Exhibits

**EXHIBIT A**

Duties of BTNC

**EXHIBIT B**

Description of the Premises

**EXHIBIT C**

Harrington Economic Impact Study

**EXHIBIT D**

Itemized List of BTNC Promotional Assets (90 days after signing)

**EXHIBIT E**

List of BTNC Space Needs

**EXHIBIT F**

Floor Plan for School of Journalism & Graphic Communication



# Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date March 5, 2014

Agenda Item: \_\_

### Item Origination and Authorization

Policy ____	Award of Bid ____	Budget Amendment ____	Change Order ____
Resolution ____	Contract ____	Grant ____	Other <u>X</u>

### Action of Board

Approved ____	Approved w/ Conditions ____	Disapproved ____	Continued ____	Withdrawn ____
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**Subject:**

Action directing the Office of the General Counsel to prosecute legal action against CoroWare, Inc. (Kirkland, Washington) and/or other necessary parties to recover \$13,473.20.

**Background:**

In August 2011, the College of Engineering paid \$13,473.20 to CoroWare, Inc., for the purchase of an explorer mobile robot. The company never delivered the robot and has not responded to recent demands for repayment despite earlier promises of payment.

**Recommendation:**

Authorize and direct the Office of the General Counsel to prosecute legal action against CoroWare, Inc., and other necessary parties to recover the purchase price, costs and attorney fees.