



RESOLUTION

concerning

LICENSURE AND ACCREDITATION

for a

DOCTORATE IN EDUCATION

IN

INSTRUCTIONAL LEADERSHIP

at

WESTERN CONNECTICUT STATE UNIVERSITY

May 4, 2001

WHEREAS, By Board Resolution #98-29, the universities of the CSU System were encouraged to proceed to develop an implementation plan or plans leading to a program(s) offering a doctorate in education, referred to hereafter as the Ed.D. degree, and

WHEREAS, In response to BR #98-29, Western Connecticut State University, which has a long history and strong reputation in the offering of quality graduate work in teacher education, has come forward with a Ed.D proposal with a separate curricular focus to the Ed.D. proposals approved by the Board in July 2000 for Central Connecticut State University and in November 2000 for Southern Connecticut State University, and

WHEREAS, Given that the observations of the Board in 1998 remain valid in 2000, mainly that the Connecticut State University System is authorized by statute to have "special responsibility for the preparation of personnel for the public schools of the state," including master's degree programs "and other graduate study in education," and that recent data indicates a market need for a terminal, practitioner's doctoral degree in education, and

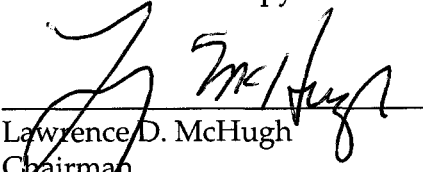
WHEREAS, Western's proposal focusing on instruction is distinct from the focus of the degrees proposed by Central and Southern and there clearly is sufficient demand for the Ed.D's to be offered by three Universities, and

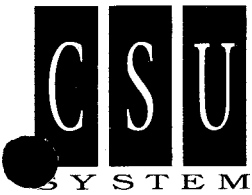
WHEREAS, The University has included provisions in the Ed.D. proposal assuring that there be no diminution of senior faculty teaching assignments, particularly at the undergraduate level, and no supplanting of senior faculty with less prepared instructors as a result of any doctoral program, as was stipulated by the Board in #98-29, and

WHEREAS, In a separate action, the Board has approved a revision of the System mission statement that recommends degree authority for "applied doctoral programs consistent with its historical mission," therefore, be it

RESOLVED, That under the authority granted to the Board of Trustees of the Connecticut State University System in Chapter 185b, Section 10a-87 and 10a-149 of the Connecticut General Statutes, the Chancellor of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. degree in Instructional Leadership to be presented by Western Connecticut State University.

A Certified True Copy:

  
\_\_\_\_\_  
Lawrence D. McHugh  
Chairman



Connecticut State University System

Developing a State of Minds

BR#01-36



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**ITEM**

Doctorate in Education in Instructional Leadership at Western Connecticut State University

**BACKGROUND**

By Board Resolution #98-29 the universities of the CSU System were encouraged to proceed to develop plans to offer a doctorate in education commonly referred to as the Ed.D. degree. It also should be noted the Connecticut State University System is authorized by state statute to have "special responsibility for the preparation of personnel for the public schools of the state" including master's degree programs "and other graduate study in education." A study commissioned by the BOT in 1998 indicated a market need for a terminal, practitioner's doctoral degree in education and there appears to be high interest among CSU alumni and other clientele. Western Connecticut State University has now come forward with a proposal to offer an Ed.D. in Instructional Leadership.

In July 2000, the Board approved a proposal from Central Connecticut State University to offer an Ed.D. in Educational Leadership and in November 2000 a similar proposal from Southern was approved. The Board's recommendations were submitted for approval by the Board of Governor's for Higher Education but its action was delayed pending revision in mission statements for the CSU System. Revisions in the CSU System missions were approved by the BOT in December 2000 and by the BOG in February 2001. Final approval of the requests by CCSU and SCSU, in addition to WCSU's request if it is approved by the BOT, will require a statutory change in view of the fact that the statutes currently designate University of Connecticut as the exclusive public doctoral degree granting institution. CSU is seeking a statutory change that will alter this restriction.

**ANALYSIS**

WCSU's proposed Ed.D. builds on the University's long history and strong reputation in the offering of quality graduate work in teacher education and is consistent with the standards set by the National Council for the Accreditation of Teacher Education (NCATE). Offering the Ed.D. is congruent with WCSU's mission and its strategic plan and also reflects a logical progress from normal school, to undergraduate school, to a University with Master's degrees and now to the authority to offer a limited selection of applied doctoral degrees as stipulated in the system mission revision aforementioned. The Ed.D. in Instructional Leadership does not duplicate or compete with the University of Connecticut which offers a research-oriented, Ph.D. in Education. WCSU's Ed.D. - as is the case with the Ed.D.s put forward by CCSU and SCSU - will be far more accessible than other doctoral degrees in Connecticut either at UConn or in the independent sector. UConn's Ph.D. is open to a limited number of students seeking the original

**STAFF REPORT****ACADEMIC AFFAIRS COMMITTEE**

research objectives of such a degree and, in any case, is 100 miles from Western Connecticut. Ed.D's at the University of Hartford and the University of Bridgeport are equally remote geographically from the Danbury region and are limited in enrollment and significantly more costly than WCSU's proposed Ed.D. There is sufficient demand for doctoral degrees and adequate distinctiveness between the Ed.D. degrees proposed by CCSU, SCSU and WCSU to enable each to attract appreciable enrollments.

**CHANCELLOR'S RECOMMENDATION**

Authorize Western Connecticut State University to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. in Instructional Leadership.

- WHEREAS, The Global Center will serve as a global educational resource for students and faculty, facilitate global research activity for students and faculty, provide international expertise to Connecticut organizations, and implement global enrichment for students faculty and staff at the university and to the community at large, and
- WHEREAS, The objectives and strategies of the Center support the major goals for Southern Connecticut State University, and
- WHEREAS, The Center will have sufficient staffing and budgetary support to carry out its objectives and strategies, therefore be it
- RESOLVED, That the Board of Trustees for the Connecticut State University System hereby authorizes the establishment of the Global Center at Southern Connecticut State University, and be it further
- RESOLVED, That the Global Center may seek and receive contracts and grants from public and private organizations and may charge fees for services related to the purposes stated above provided that all applicable state and University regulations are observed, and be it further
- RESOLVED, That all funds received by the Global Center shall be deposited in the Operating Fund at Southern Connecticut State University in accounts established for this Center. Such funds shall be used for the purposes of this Center and appropriate University support functions rendered to the Center, and be it further
- RESOLVED, That the President of Southern Connecticut State University is directed to periodically evaluate the functioning of the Global Center in terms of its effectiveness, and shall no later than September 1, 2006 report the results of the evaluation with a recommendation to the Chancellor of the CSU System who in turn shall share this information with the Board of Trustees, and be it further
- RESOLVED, That the Global Center shall go out of existence on December 31, 2006, unless action to the contrary is taken by the Board of Trustees for the Connecticut State University System.

Mr. Doyle explained that the following resolution concerns the licensure and accreditation of Doctorate of Education (Ed.D) in Instructional Leadership at Western Connecticut State University. The materials submitted and presentations by WCSU representatives indicated substantial interest for this degree among WCSU alumni and K-12 educators in Western Connecticut and other areas, including New York state. The proposal is a well-crafted, practitioner's degree, distinct from Ed.D's proposed by CCSU and SCSU and a significant and highly appropriate extension of System and University missions. Mr. Doyle commented that approval of these degrees is very significant in

terms of the growth of the CSU System and commended President Roach and his staff and faculty for a very fine presentation and construction of the program.

Mr. Doyle moved approval of the resolution. Mr. Pugliese seconded the motion and it was approved unanimously.

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Mr. Doyle reported that the proposal to revise Board policy on centers and institutes was tabled pending further clarification of the section covering the creation of centers and institutes by the System Office.

**LICENSURE APPLICATION**

**Proposal to Establish an Ed.D. in Instructional Leadership**

Proposal Authors:

Thomas A. Cordy, Ph.D., Chairperson E&EP Department  
John Caruso Jr., Ph.D., Professor of Education  
Marcia Delcourt, Ph.D., Assistant Professor of Education

**Department of Education & Educational Psychology  
Western Connecticut State University  
Spring 2001**



## **NONDISCRIMINATION POLICY/AFFIRMATIVE ACTION, MULTICULTURALISM**

Western Connecticut State University is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities, and employment without discrimination because of race, color, religious beliefs or association, sex, age, national origin, marital status, sexual orientation, physical disability, including but not limited to blindness, learning disability, or mental retardation, past or present history of mental disorder, or prior conviction of a crime, in accordance with state and federal laws. To that end, this statement of policy has been put forth to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the University.

To file a discrimination complaint, or for inquiries concerning Western Connecticut State University's Nondiscrimination Policy, Title IX and the Rehabilitation act of 1973, and the Americans with Disabilities Act, contact Barbara Barnwell, (203) 837-8277, Director of Equity and Multicultural Affairs, Old Main, Office 102.

**Preface:**

**The primary purpose of this proposal is to establish a venue for teachers and other practitioners to obtain the knowledge base, and credentials to assume roles of instructional leadership within their districts.**

The following Ed.D. proposal is designed to address the issue of *Teacher as Leader* and the emergent construct of *Instructional Leadership*. A considerable body of recent research calls for a highly trained teacher workforce capable of designing, implementing and evaluating creative and challenging curricular activities designed to improve student performance and motivation. The proposal also addresses the related construct of *Action Based Research* calling for increased numbers of teachers trained as consumers and producers of scholarly inquiry. The application of site-based research is a critical component of the profession of teaching and in the transformation of our schools.

A recent literature search was conducted to demonstrate current relevancy of these issues:

<i>Instructional Leadership</i>	<i>1,982 citations</i>
<i>Teacher as Leader</i>	<i>288 citations</i>
<i>Teacher as Researcher</i>	<i>782 citations</i>
<i>Action Research</i>	<i>1,962 citations</i>

It is the assumption of this proposal that Instructional Leadership encompasses "those actions that an educator takes to promote growth in student learning" (Debevoise). The term instructional leader describes the primary role of the classroom practitioner in the quest for educational excellence and increased student achievement.

To achieve educational excellence, it will take more than the well-meaning teacher equipped with a Master's degree. An educational leader must be a person who makes instructional quality the top priority in the classroom, and motivates students to achieve. As instructional leader, the teacher is the pivotal professional within the school who affects the quality of instruction, the level of student achievement, and the degree of learning.

Universities offering the doctorate in instruction recognize "if a school is to be effective, it will be because of the instructional leadership of the teacher" (Findley). Recent research on effective schools indicates that the teacher plays a pivotal role in providing the conditions that characterize academic achievement.

Change in school often involves three dynamics. 1) The inside forces that produce a collaborative and reflective work culture (Newman, Wehlage and Kruse); 2) the inside-outside forces that make the walls of the school permeable and transparent and require the support of the parents, community, corporations and public policy; and 3) the outside-in forces, including the professional development of educators who in turn integrate reflective practice, constructivist theories and action based research.

Western Connecticut's proposed doctorate in Educational Leadership is poised to provide the teachers of today with the tools of tomorrow to transform technological and instructional innovations into educational practice.

# 1. OBJECTIVES

## Mission Statements:

The mission and purpose of Western's Teacher Education Programs derive from a hierarchy of mission statements including; the Connecticut State University System (CSU) Mission Statement, the University Mission Statement, the School of Professional Studies Mission Statement and the Education & Educational Psychology Department's Mission Statement. Specific departments also provide supplemental mission statements that identify specific goals and objectives for their teacher education programs. All statements of purpose and mission reaffirm the Connecticut State University's support for the preparation of teachers and provide for consistency in planning and implementation of program objectives.

## Connecticut General Statutes state:

"the Board of Trustees of the Connecticut State University...shall have special responsibility for the preparation of personnel for the public schools of the State including master's degree programs and other graduate study in education..."

## University Mission Statement, Principles and Values:

### WCSU Mission Statement

Western Connecticut State University serves as an accessible, responsive and creative intellectual resource for the people and the institutions of Connecticut. We strive to meet the educational needs of a diversified student body through instruction, scholarship and public service. Our mission as a public comprehensive University is given life through the principles and values which guide us.

### Principles

- Empowering students to attain the highest standards of academic achievement, public and professional services, personal development, and ethical conduct is our fundamental responsibility.
- Facilitating student learning is our primary function and it requires that our faculty has an active scholarship life, a lasting interest in enhancing instruction, and a dynamic curriculum including advanced instructional technologies.
- Preparing students for enlightened and productive participation in a global society is our obligation and is best fulfilled by developing the best possible academic programs and learning experiences.
- Promoting a rich and diverse cultural environment that allows freedom of expression within a spirit of civility and mutual respect.
- Strengthening our partnership with the people and, institutions of Connecticut is a benefit to both the University and the state, and endows our teaching and scholarship with a special vitality and dedication.

### Values:

- **Quality** in all that we do, and a commitment to continuous improvement.
- **Integrity** in the process of teaching and learning.
- **Respect** for the dignity and rights of each member of our University community

## Current Vision and Mission Statement for School of Professional Studies

### Mission Statement:

The Mission of the School of Professional Studies is to prepare students for careers in Education and the Human Services. The objective of the School is to provide students with a foundation of knowledge in the Liberal Arts as well as professional coursework, and community-based experiential learning opportunities. The School recognizes the critical role that technology will continue to play in preparing students for education and human service careers. Thus, faculty are committed to a curriculum that reflects the important role and impact technology will have on these professions. As we approach the 21st century, students must be challenged to learn how to meet basic human needs in an increasingly complex and highly technological society.

### Vision for the School of Professional Studies

The fields of education and human service professions must be uniquely positioned as we approach the end of the decade. As society becomes more complex and more technologically oriented these professions will become more critical.

The School of Professional Studies recognizes that traditional approaches to the delivery of instruction must be changed. Limited funding for higher education (specifically in Connecticut), significant changes in career patterns (e.g. greater numbers of nontraditional and second career students), and changing demographics in the State are factors likely to impact the ways in which students are educated.

Departments in the School of Professional Studies must be responsive as well as creative in providing best practice teaching methods in each of these disciplines. With this as the goal, the School of Professional Studies foresees itself becoming the leading education center for Western Connecticut in each of these disciplines.

Given the evolution from a State normal school to a University and the success these programs have achieved to date, it is not difficult to envision each program housing an innovative Center for Excellence for each of the professions represented by the School. Further, since the School is defined by the education and human service fields it is not unreasonable to consider enlarging the number of programs represented to include more of the human service professions. This is in keeping with the anticipated increased need for both teachers and human service professionals nationally and in Connecticut.

The School of Professional Studies views itself as an important resource for the professional community of the region. While currently engaged in numerous community endeavors, it is envisioned that the School will become even further connected with the education, health, social and cultural agencies which serve the region. This may be achieved through joint planning efforts, community attendance on University advisory committees and, likewise, University attendance on agency boards, joint program development and service. Finally, these Centers would be the Sponsoring host for regional forums, workshops, and seminars focusing on critical issues facing the education and human service professions. *(Adopted - 11/03/97)*

Mission Statement for the Education & Educational Psychology Department:

During the Fall of 1998, the Education & Educational Psychology Department revised its Mission Statement as follows:

The mission of the Education and Educational Psychology (E&EP) Department is to prepare students for successful careers in teaching and counseling professions. These students must:

- (1) demonstrate academic competence in their chosen field,
- (2) complete a broad program of studies in addition to a recommended content area major other than education,
- (3) know the historical, social, economic, political, comparative and philosophical foundations of education,
- (4) understand the variety of patterns of human growth and development,
- (5) value and implement cultural diversity,
- (6) demonstrate a proficiency in working knowledge of the Connecticut Teaching Competencies, the Connecticut Competency Instrument and effective practices in the profession,
- (7) demonstrate a spirit of inquiry and use of critical thinking skills and,
- (8) demonstrate the ability to incorporate the use of technology in instructional practices.

The E&EP Department appreciates the valuable contributions made to the educational programs of the University by area schools and community agencies, and is committed to the continuous support and development of cooperative projects and services

Summary:

The combined teacher education programs and school counselor education program, integral to Western, confer a high number of degrees and maintain strong professional relationships with the broader educational community. These relationships combine opportunities for community service stemming from the teacher education and School Counselor Education programs and opportunities for students to experience site-based field experiences.

Western's Mission Statement sees the fundamental responsibility of the university to empower students to, "...attain the highest standards of academic achievement, public and professional services, personal development, and ethical conduct..." Those standards are embodied in the mission statements, objectives and activities of the combined education programs at WCSU.

**c. Objectives of proposed Ed.D.**

The objectives of Western's proposed Ed.D. in Instructional Leadership are varied and vital to the professional development of classroom educators and improved student achievement. The program is designed to:

- Prepare K-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies.
- Prepare K-12 educators to conduct meaningful site-based inquiry pertaining to student achievement, program assessment and other measures of educational success.

- Prepare K-12 educators to develop and implement innovative curricula that focus on excellence and equity in education.
- Prepare K-12 educators to implement schoolwide professional development activities utilizing applied research, instructional technology and best practices in K-12 schools.
- Prepare K-12 educators to implement schoolwide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.

Western's proposal for an Ed.D. in Instructional Leadership is founded on the belief that instructional leaders should be the major human resource in every educational system. The effectiveness of K-12 schools and other educational settings is determined in great part by the quality of teaching as evidenced by outstanding teachers.

The infusion of technology, curricula restructuring, school management and assessment only succeed if they are supported, embraced, internalized and owned by teachers. The vast reservoir of talent, energy and experience of teachers can be released and realized through this proposed Ed.D.

The program is attentive to the changing relationships between teaching, learners, content and technology. Western's academic community has taken the initiative in conceptualizing and assessing programs to support and develop the instructional capabilities of teachers and is working to implement an Ed.D. to meet those objectives.

***d. Conceptual framework:***

The conceptual framework guiding the development and implementation of the proposed Ed.D. in Instructional Leadership is based on Dewey's construct of "praxis" and recent "reflective practitioner" theory as postulated by Schön. The degree as constructed would incorporate current best practice theory with site-based inquiry utilizing either quantitative or qualitative methodologies.

Specifically, the conceptual framework will be consistent with the philosophy and standards of the National Council for Accreditation of Teacher Education (NCATE) as noted in their statement:

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. (NCATE, 2001, p.10)

***e. target clientele***

Western's proposed Ed.D. is primarily directed at educational practitioners and specialists who possess at least 45 credits of graduate study (including a Masters degree). Candidates will be initially recruited from fifteen (15) CT school districts in the greater Danbury area. The estimated number of potential candidates for Western's Ed.D. is estimated as 2472 K-12 public and private school educators who want to improve their content knowledge and instructional strategies

**15 CT School Districts in Greater Danbury Area  
Estimated Potential Candidates for Western's Ed.D.**

District	# Certified Teachers*	% w/Master's or Above*	Estimated Candidates
1. Bethel	226.8	74.7	169
2. Brookfield	185.0	75.9	140
3. Danbury	641.6	75.6	485
4. Easton	68.7	89.3	61
5. New Fairfield	193.7	73.8	143
6. New Milford	319.5	71.1	227
7. Newtown	294.6	72.9	215
8. Redding	83.1	83.7	70
9. REG 9	63.0	85.9	54
10. REG 12	84.0	83.0	70
11. REG 15	280.8	81.0	227
12. Ridgefield	308.5	80.2	247
13. Sherman	32.8	71.8	24
14. Weston	171.6	74.4	128
15. Wilton	253.4	83.3	211
	3207.1		2472

**Total Estimated Potential Candidates for Western's Ed.D. - 2472**

\* Data compiled from Connecticut State Department of Education, Strategic School Profiles 1999-2000

## 2. EDUCATIONAL PLANNING STATEMENT

### a. Relationship of program to other WCSU programs:

The program, as proposed, is the logical extension of current educational programs at WCSU. Western's programs include undergraduate certificate programs in Elementary Education, Music Education, Health Education and Secondary Education. WCSU also offers a Certification Only Option for students holding a prior Bachelors degree. Graduate program offerings include a Bachelor of Science Degree in Education for certified teachers in elementary and secondary education. Graduate options include curriculum, reading (non-certification), special education (non-certification) and instructional technology. Additional Masters level concentrations are available in Music Education and Mathematics. Western also offers a nationally accredited (CACREP) Masters in Counselor Education.

The proposal as designed calls for interdisciplinary coursework utilizing the knowledge base of departments housed in the School of Arts and Sciences as well as traditional Education Department course offerings.

WCSU brings to this proposal a strong record of excellence as documented by the CTSDE program approval process. Additional materials are available as needed.

### b. educational resources - existing programs in geographic area: Indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing academic programs in Connecticut in public, independent, or proprietary institutions and explain the relationship of the proposed program to existing offerings.

Initial review of area colleges and universities show that no neighboring institutions currently offer a terminal degree in Instructional Leadership (IL). (Nationally, several universities, state and private, offer doctoral level studies in IL and reflect a growing trend in teacher education. Participating institutions include The University of Texas at San Antonio, Marquette University, The University of Memphis, Duquesne University, The University of Oregon, The University of Idaho and the Montana State University at Bozeman.)

The University of Connecticut at Stamford offers a Ph.D. in *Educational Leadership*, and the proposed Ed.D. programs at CCSU and SCSU are also in *Educational Leadership*. The doctoral programs (Ed.D.) at the private universities of Hartford and Bridgeport are in the fields of *Educational Leadership* and do not offer significant coursework in curriculum and instruction for K-12 classroom practitioners.

Three private New York City universities (TC Columbia, Fordham and NYU), offer the Ph.D. and Ed.D. in Curriculum and Teaching but tuition costs average \$750 per semester hour plus associated fees.

Western's proposed Ed.D. in Instructional Leadership would offer unique and necessary doctoral coursework designed to improve the teaching and research skills of K-12 classroom practitioners and thereby contribute to increased student achievement.

## 2. EDUCATIONAL PLANNING STATEMENT



### **c. educational opportunities and employment trends**

It is estimated during the next ten years 50% of Connecticut's 45,000 K-12 public educators will retire or change careers. The average salary of Connecticut's teachers is the highest in the nation - \$51,600 (01/10/01 Education Week). When adjusted for the cost of living in the greater Danbury area, this represents \$39,000-\$43,000 worth of purchasing power ([www.homefair.com/homefair/cmr/salcalc.html](http://www.homefair.com/homefair/cmr/salcalc.html)).

To attract and maintain the high quality of teacher educator Connecticut students deserve, local school districts must provide salary incentives for advanced degrees and incentives for professional development.

As the digital revolution sweeps across the curriculum every K-12 educator must be prepared to infuse instructional technology into the classrooms of tomorrow to increase student achievement. Educators must be prepared to meet the needs of culturally diverse students, and learners with disabilities in inclusive classrooms.

A study of fifteen CT school districts, whose teachers complete graduate studies at WCSU, reveals the median annual salary increase for a terminal degree beyond the second Master's, is approximately \$2,800. This annual increment makes it possible for the average K-12 educator to recover the estimated expenses in their professional development (51 s.h. x \$300 = \$15,300, plus \$1700 course materials total of \$17,000) for the Ed.D. within six years. In some communities the increment for a doctorate ranges from \$6,000-\$7,000 per year which would allow a teacher to recover the investment in professional development within three years.

The estimated years of teaching experience of the candidates for Western's Ed.D. are 10-12 years. Assuming four years to complete the Ed.D., these educators will reap the professional and financial benefits of a terminal degree for 14-16 years of full time employment if they complete 30 years of teaching. Their gross additional earnings, adjusted for 5% per annum increased base salary, total an estimated \$120,000-\$140,000 after completing the degree. For many educators who want to remain in the classroom, completing a terminal degree is the best way to increase their base pay after completing a second Master's or a total of 60 graduate credits

This proposal has been circulated to area educational groups and organizations in an effort to seek support of the initiative and to verify potential program enrollments. Endorsement of the proposal was given at the January 2001 meeting of the twelve member, Western Connecticut Superintendent's Association (WCSA). Mr. Timothy Connors, Superintendent of the Danbury Public Schools is currently serving as president of the association and is willing to provide a formal letter of support as needed.

Endorsement of the initiative has also been expressed by Mr. Stan Greenbaum, President of the Western Connecticut State University Chapter of the nationally recognized honor society, Phi Delta Kappa.

Additional individual support has been expressed by:

Dr. John Reed, Superintendent, Newtown Public Schools,  
Dr. Kathleen Matusiak, Superintendent, New Fairfield Public Schools,  
Dr. Ralph Wallace, Superintendent, Ridgefield Public Schools,  
Dr. Jay Chittum, Superintendent, Brookfield Public Schools,  
Dr. Robert Dylewski, Assistant Superintendent, Danbury Public Schools,  
Dr. Paul Sequira, Assistant Superintendent Waterbury Public Schools,  
and Dr. Gary Alger, Assistant Superintendent, Brookfield Public Schools.

**d. Transfer credit policies**

Individuals can transfer up to 9 semester hours from another accredited institution, providing the courses are deemed equivalent to those presented in the WCSU program outline. Only courses with a grade of "B" or better can be transferred. A course cannot be transferred if it is part of a prior completed degree.

- e. Circulation of proposal to higher education community (Board policy requires that the proposing institution circulate a summary of each new program proposal to the higher education community for comment on need. Please refer to Procedures for Circulation of Program Proposals.)**

Western Connecticut State University will comply with this policy.

### 3. ADMINISTRATION

**a. Indicate the dates by which students will enroll in and complete the program.**

A cohort of 25 students will begin the program in the summer of 2002. Participants may complete all requirements over a four-year period. Students are expected to complete all course work during two academic years and two summers. The dissertation process will begin in the fall of the third year. The first cohort is projected to complete the program by the end of Spring 2006. An individual may take up to 6 years to complete the program and an application for an extension of the 6-year time limit is required. The overall sequence is illustrated in Figure 1.

Program Sequence: Cohort 1, assuming a 2002 Entry Date

Summer I 02 (9 SH)	Year I 02/03 (6 SH)	Summer II 03 (9 SH)	Year II 03/04 (6 SH)	Summer III 04 (6 SH) Coursework Completed Comprehensive Exams	Year III 04/05 (6 SH)	Summer IV 05 (3 SH)	Year IV 05/06 (6 SH)
Begin Courses							Complete Program

Figure 1.

This sequence is designed for doctoral candidates who are fully employed professionals. Courses and Dissertation Seminars are paced to maximize student productivity.

**b. positions and qualifications of persons responsible for the administration of the program**

Ed.D Coordinator(s) – Earned doctorate in Instructional Leadership, Curriculum & Instruction or Educational Research, and a minimum of three years experience (teaching or advising) in terminal degree programs at a college or university. Experience working in public schools, record of research, publishing and grant activities appropriate to rank and a high level of computer fluency.

Faculty hired for the position(s) of Ed.D. Coordinator will be required to demonstrate prior experience teaching in a doctoral level program and in the supervision of dissertation preparation. New faculty will also be responsible for developing the dissertation advisement process and providing in-service training for interested and qualified department faculty.

**c. specialized accrediting agency**

Program policies and activities will be consistent with the published standards of the National Council for the Accreditation of Teacher Education (NCATE). The Connecticut State Department of Education is currently in the process of adopting NCATE standards and future accreditation requirements will reflect national standards. All education programs, graduate and undergraduate, will be responsive to the following standards:

- Standard 1: Candidate Knowledge, Skills and Dispositions
- Standard 2: Assessment System and Unit Evaluation
- Standard 3: Field Experiences and Clinical Practice
- Standard 4: Diversity
- Standard 5: Faculty Qualifications, Performance and Development
- Standard 6: Unit Governance and Resources

**d. Describe procedures for the internal evaluation of the program, including criteria that will be used.**

Table X

Evaluation Plan for the Ed.D. in Instructional Leadership at WCSU

Research Questions	Source of Data/ Type of Data	Data Collection Plan	Outcome
What is the profile of a student attending the program?	Student demographic and admission data	Collected annually	Report
How has the program helped students meet their professional objectives?	Initial student interview	Conducted upon entry into program	Report
	Program satisfaction survey of students	Conducted every other year	Survey Report
	Exit survey	Collected upon Graduation	Report
What are the educational outcomes of the program?	Student portfolios	Ongoing	Report
	Student developed web pages	Ongoing	Report
	Comprehensive exams	Collected once per cohort	Report
	Dissertation Proposals	Collected once per cohort	Report
	Dissertations/Defenses	Collected once per cohort	Report
What impact does	Program satisfaction	Conducted every	Survey Report

the program have on the university?	survey of selected university personnel	other year	
What impact does the program have on the regional communities?	Program satisfaction survey of local school administrators	Conducted every other year	Survey Report

(Gredler, 1996; Popham, 1993; Worthen & Sanders, 1987)

**4. FINANCE**

**a. Summary of resources provided:**

**See Appendix A for detailed description of income and expenses.**

**b. Resource summary data sheets:**

**See attached Resource Summary Data Sheets**

## 5. FACULTY

**a. name, title and qualifications of those teaching specialized courses: See Appendix B for curriculum vita of current faculty**

Ed.D. faculty teaching research, technology or instructional strategies should possess:

- 1) terminal degree in area of expertise or
- 2) terminal degree in education, educational psychology and 30 graduate credits in their area of instructional expertise.

Ancillary faculty teaching content area courses should possess:

- 1) terminal degree in area of content expertise or
- 2) terminal degree in related area of content expertise and 30 graduate credits in their area of content expertise.

**See Appendix B for curriculum vita for current faculty who will serve as part-time program faculty:**

**b. vacant or proposed faculty position**

Initial program development calls for the addition of one (1) new faculty position. That position would be advertised at the rank of Associate Professor. That person would be responsible for both teaching and administrative duties associated with the program. Credentials would include: An earned doctorate in Instructional Leadership, Curriculum & Instruction or Educational Research, and a minimum of three years experience (teaching or advising) in terminal degree programs at a college or university. Experience working in public schools, record of research, publishing and grant activities appropriate to rank and a high level of computer fluency.

*The use of current E&EP department faculty will be responsive to BOT resolution #98-29 and will insure that there will be no diminution of senior faculty teaching assignments, particularly at the undergraduate level, and no supplanting of senior faculty with less prepared instructors.*

## 6. CURRICULA AND INSTRUCTION

a. Identify and describe each major component of the program (major or specialization, general education requirements, thesis, etc.); specify credit requirements for each component. Indicate the required sequence of courses and established prerequisites, if any. Attach appropriate excerpts from the catalog.

Conceptual Framework. Refer to school's mission, principles and beliefs.

Program Components. Based on the reflective practitioner model, all courses are designed to assist doctoral candidates in taking leadership roles to improve the curriculum and instruction in their classrooms, schools, and districts. The proposed program requires four major components: a required core of courses in the theory and foundations of instructional leadership; a specialization area, focusing on leadership, curriculum issues and models of instruction; a series of inquiry strategies; and the dissertation sequence. All students must complete a minimum of 51 credits for the Ed.D. The components of this model are summarized in the following table and explained below.

### Proposed Program Components for the Ed.D. in Instructional Leadership

<b>Core Courses in Theory and Foundations (15 SH)</b>	<b>Area of Specialization Select 4 Courses (12 SH)</b>	<b>Inquiry Strategies and Dissertation Sequence (24 SH)</b>
1. Learning, Cognition, and Teaching	1. Decision-making as an Instructional Strategy	1. Quantitative Methods Applied to Educational Research
2. Foundations of Instructional Leadership	2. Literature Across the Curriculum	2. Qualitative Methods Applied to Educational Research
3. National Standards, Current Practices, and Policies in Education	3. Performing Arts in Curriculum Development	3. Introduction to Educational Research Designs
4. Program Administration and Assessment	4. Curriculum Development through Community Resources	4. Dissertation Seminar 1
5. Emerging Technologies in Education	5. Writing Across the Curriculum	5. Dissertation Seminar 2
	6. Critical Issues in Diverse School Populations	6. Dissertation Seminar 3
	7. Problem Solving and Creative Thinking	7. Dissertation Seminar 4
	8. Experiential Learning	8. Dissertation Seminar 5

### **Core Courses in Theory and Foundations**

Component One provides candidates with a background in the underlying theories and foundational core of instructional leadership. Consisting of five required courses, students begin



classes during their first summer of study. As applied to educational settings, this set of classes includes in-depth and advanced understanding of learning and cognition, foundations of instructional leadership, national standards and exemplars, program administration and the assessment of change, and the infusion of technologies in educational settings.

**Area of Specialization**

Component Two consists of four courses focusing on the application of curricular concepts and instructional strategies. Students will be able to choose from a selection of eight or more courses. Topics include: the scope and sequence of decision-making, literature as well as writing across the curriculum, the integration of the performing arts, the use of community resources, diverse populations of students including the disabled, problem-solving and critical thinking, and experiential learning.

**Inquiry Strategies**

Component Three includes a sequence of classes to assist students with the type of research they will use to undertake the dissertation process and future professional investigations. Both quantitative and qualitative methodologies are included to provide candidates with a choice of research strategies or the option of combining both approaches, depending on the research focus. Finally, a course in research designs will include both qualitative and quantitative models.

**Comprehension Exams**

Upon the completion of all course work, students will complete comprehensive exams that include three areas: theories and foundations of education, the application of curricular concepts and instructional strategies, and the use of inquiry strategies in educational research. These exams will assess the student's ability to do independent and scholarly professional work, and indicate the student's potential to proceed in the doctoral program. The exams will occur over a two-day period during Spring III of a student's program of study.

**Dissertation Sequence**

Component Four: Being mindful of the importance of applied research in the school setting and realizing that the clientele for this degree are full-time educators, the dissertation sequence is designed to assist the candidate with formulating an appropriate research proposal, conducting an investigation according to the principles and procedures outlined by the *American Psychological Association* (1995), and writing and presenting a high-quality dissertation.

**b. Sequence of courses and experiences**

The program will begin in the summer of 2002 (Summer I). The following sequence of courses was designed for students entering the program with 45 semester hours of credit. Those students having completed only one Master's degree prior to entry will first complete any additional semester hours of study needed for a total of 45 S.H..

**The Proposed Sequence of Courses for the Ed.D. in Instructional Leadership (Total Number of Credits = 51)**

**(Actual course numbers will be assigned by graduate office as courses are approved)**

	<b>Core Courses in Theory and Foundations</b>	<b>Area of Specialization Select 4 Courses</b>	<b>Inquiry Strategies and Dissertation Sequence</b>
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Summer I: 2002 (9 SH)	ED 700: Foundations of Instructional Leadership (SSI) ED 703: Emerging Technologies (online) ED 702: National Standards Current Practices, and Policies in Education (Summer Institute)		
Fall I: 2002 (3 SH)	ED 701: Learning, Cognition, and Teaching		
Spring I: 2003 (3 SH)			ED 760: Quantitative Methods Applied to Educational Research
Summer II: 2003 (9 SH)		9 SH of Student's Choice (SSI, SSII, SSIII, one course will be online)	
Fall II: 2003 (3 SH)			ED 761: Qualitative Methods Applied to Educational Research
Spring II: 2004 (3 SH)			ED 762: Introduction to Educational Research Designs
Summer III: 2004 (6 SH)	ED 704: Program Administration and Assessment (SSI)	3 SH of Student's Choice (SSII)	Comprehensive Exams (SSIII)
Fall III: 2004 (3 SH)			ED 771: Dissertation Seminar 1 Proposal, Chapter 2 started
Spring III: 2005 (3 SH)			ED 772: Dissertation Seminar 2 Proposal Review Process Proposal Revisions, Set-up and Permission , Data Collection started
Summer IV: 2005 (3 SH)			ED 773: Dissertation Seminar 3 Chapters 1, 2 and 3 completed Data collection
Fall IV:			ED 774: Dissertation

2005 (3 SH)			Seminar 4 Data collection completed, Research completed, Chapters 4 and 5 started
Spring IV: 2006 (3 SH)			ED 775: Dissertation Seminar 5 Chapters 4 and 5 completed, Editing
Summer V: 2006			Dissertation Defenses
Total Credits	15 SH	12 SH	24 SH

**Proposed Course Descriptions:** (All courses will be subject to final approval by University governance procedures. Actual course numbers will be assigned by graduate office as courses are approved.)

### **Core Courses in Theory and Foundations**

#### **ED 700: Foundations of Instructional Leadership (3 SH) (Summer Session II)**

Selected problems and issues in modern education will be presented. Areas of focus will include the history, philosophy, and social psychology of educational leadership as well as topics related to leadership practices involving staff development, human relations and supervision.

#### **ED 701: Learning, Cognition, and Teaching**

This course represents a detailed consideration of human growth and development in the principle schools of psychology and related social sciences. Participants will investigate the application of these concepts to educational settings.

#### **ED 702: National Standards, Current Practices, and Policies in Education (Summer Institute)**

This course will be conducted as a summer institute. A variety of local and state experts in education will provide students with contemporary information about state and national policies and standards as well as theory and research related to best educational practices.

#### **ED 703: Emerging Technologies (online)**

This course introduces participants to computer-related technologies that are of use in managing classroom activities, and in school curricula. The use of spreadsheets, databases, graphics, presentation software, web pages, and commercially available curriculum software are addressed both from a hands-on perspective and from the perspective of critical issues such as impact, equity and quality.

#### **ED 704: Program Administration and Assessment (See Sample Course Syllabus starting on pg. 28)**

Prerequisite: Quantitative Methods Applied to Educational Research, Qualitative Methods Applied to Educational Research, Introduction to Educational Research Designs, and Learning, Cognition, and Teaching

The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and administrative systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within the infrastructure of the educational institution. This course will assist the learner in methodically assessing what is happening in a particular system.

### **Area of Specialization (Select 4 Courses )**

#### **ED 720: Decision-making as an Instructional Strategy (3 SH)**

A variety of decision-making strategies will be demonstrated and applied to educational environments. Students will practice all strategies and show how these can be incorporated into interactions with students and colleagues.

**ED 721: Literature Across the Curriculum (3 SH)**

Participants investigate a variety of resources related to the literature of children and adolescents. Issues related to social significance and historical perspectives will be examined.

**ED 722: Use of the Performing Arts in Curriculum Development (3 SH)**

This course investigates the value of Multiple Intelligences and other cognitive-developmental theories, including bodily-kinesthetic skills. Students will modify or design integrated curriculum for the classroom.

**ED 723: Curriculum Development and Community Resources (3 SH)**

Each participant will develop a plan for integrating community resources into the curriculum, as well as implement and evaluate the results of their plans.

**ED 724: Writing Across the Curriculum (3 SH)**

This course explores the implications of teaching writing: the structure of language and writing, literacy, writing acquisition, writing and thinking, evaluating writing, and the interaction of writing with social issues.

**ED 725: Critical Issues in Diverse School Populations (3 SH)**

Current issues related to diverse populations will be explored. Topics include: the multicultural nature of classrooms; the cognitive and psycho-social development of youths; and students with special needs, including the gifted and talented.

**ED 726: Problem Solving and Creative Thinking (3 SH)**

Problem-solving and critical thinking issues are demonstrated, critiqued, and discussed. Strategies will pertain to all curricular areas. Participants will reflect on their own cognitive processes. Connections will be made to national standards in education.

**ED 727: Experiential Learning (3 SH)**

In this course students will use strategies and materials that engage the learner in hands-on experiences across the curriculum. Field trips will be incorporated into the course agenda.

**Inquiry Strategies and Dissertation Sequence**

**ED 760: Quantitative Methods Applied to Educational Research (3 SH)**

Prerequisite: EPY 505- Measurement and Evaluation

This course provides the basis for understanding, applying, and interpreting univariate statistics in educational settings. The student will relate specific quantitative research questions and

hypotheses to appropriate statistical procedures as well as analyze each procedure using SPSS and other available software.

**ED 761: Qualitative Methods Applied to Educational Research (3 SH)**

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of action research as students gain experience in employing qualitative techniques and analyses.

**ED762: Introduction to Educational Research Designs (3 SH)**

Prerequisite: Quantitative Methods Applied to Educational Research and Qualitative Methods Applied to Educational Research

This course conveys the orientation and strategies needed to employ both quantitative and qualitative methodologies of research and investigation in the field of education. Topics include an examination of significant designs, their relations to specific types of research questions, as well as their limitations.

**ED 771: Dissertation Seminar 1 (3 SH)**

Students will be guided through the beginning of the research process as they complete their proposals, write the literature review for their investigations and research the methodologies necessary for their projects. Students will work with their dissertation advisors both individually and in small groups.

**ED 772: Dissertation Seminar 2 (3 SH)**

Students will defend their proposals and make the necessary arrangements to begin their investigations. Students will work with their dissertation advisors both individually and in small groups.

**ED 773: Dissertation Seminar 3 (3 SH)**

Dissertation data collection and writing will commence. Students will work with their dissertation advisors both individually and in small groups.

**ED 774: Dissertation Seminar 4 (3 SH)**

Dissertation research will be completed and thesis writing will continue. Students will work with their dissertation advisors both individually and in small groups.

**ED 775: Dissertation Seminar 5 (3 SH)**

Students will complete their research and writing. They will also prepare to defend their investigations. Students will work with their dissertation advisors both individually and in small groups.

**Inquiry Strategies**

**Course Outlines (Sample course proposed outlines for three of the above Inquiry Strategy Courses and subject to final approval by University Governance.)**

**ED 760: Quantitative Methods Applied to Educational Research (3 SH)**

Prerequisite: EPY 505- Measurement and Evaluation

This course provides the basis for understanding, applying, and interpreting univariate statistics in educational settings. The student will relate specific quantitative research questions and hypotheses to appropriate statistical procedures as well as analyze each procedure using SPSS and other available software.

Outline:

1. Types of data
2. Dependent and independent variables
3. Inferential statistics I
4. Inferential statistics II
5. Simple correlations
6. t-tests
7. Type one and type two errors
8. The effects of error rates with respect to multiple univariate procedures
9. One-way ANOVAS
10. Two-way ANOVAS
11. Univariate follow-up procedures
12. Non-parametric analyses such as chi-square

**ED761: Qualitative Methods Applied to Educational Research (3 SH)**

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of action research as students gain experience in employing qualitative techniques and analyses.

Outline:

1. The history and characteristics of qualitative research
2. Research designs
3. Research questions and the process of data collection
4. Strategies for reviewing the literature
5. The role of theory
6. Methods of research: data triangulation
7. Field work
8. Types of data analysis including the use of computer software
9. Interpreting results
10. Validity and reliability
11. The use of action research
12. Ethics

**ED762: Introduction to Educational Research Designs (3 SH)**

Prerequisite: Introduction to Quantitative Methods Applied to Educational Research and Introduction to Qualitative Methods Applied to Educational Research

Overview:

This course conveys the orientation and strategies needed to employ both quantitative and qualitative methodologies of research and investigation in the field of education. Topics include an examination of significant designs, their relations to specific types of research questions, as well as their limitations.

Outline:

1. Positivism vs. post-positivism
2. Types of research
3. Issues in measurement
4. Formulating research questions and hypotheses
5. Types of variables
6. Research in relation to the review of the literature
7. The role of theory
8. Instrumentation
9. Reliability and validity
10. Internal validity
11. External validity
12. Ethics

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Isaac, S., & Michael, W. B. *Handbook in research and evaluation* (2nd ed.). San Diego, CA: Edits.

Jaeger, R. M. (1990). *Statistics: A spectator sport* (2nd ed.). Newbury Park, CA: Sage.

Sprinthall, R. C., Schmutte, G. T., & Sirois, L. (1991). *Understanding educational research*. Englewood Cliffs, NJ: Prentice Hall.

*Standards for educational and psychological testing*. (1985). Washington, DC: American Psychological Association.



Wiersma, W. (1995). *Research methods in education: An introduction* (6th ed.). Boston, MA: Allyn and Bacon.

Wittrock, M. C. (1986). *Handbook of research on teaching* (3rd ed.). New York: Macmillan.

### Measurement and Evaluation

Choate, J. S., Enright, B. E., Miller, L. J., Poteet, J. A., & Rakes, T. A. (1995). *Curriculum-based assessment and programming* (3rd ed.). Boston, MA: Allyn and Bacon.

Delcourt, M. A. B. (1989). *Conduct a survey*. Skill development unit to accompany the story *Miss Rumphius*. In *Journeys* (grade 4). Boston: Houghton-Mifflin.

Gronlund, N. E. (1998). *Assessment of student achievement* (6th ed.). Boston, MA: Allyn and Bacon.

Hopkins, K. D. (1998). *Educational and psychological measurement and evaluation* (8th ed.). Boston, MA: Allyn and Bacon.

McDaniel, E. (1994). *Understanding educational measurement*. Madison, WI: Brown & Benchmark.

Oosterhof, A. (1994). *Classroom applications of educational measurement* (2nd ed.). New York: Merrill.

Perrone, V. (1991). *Expanding student assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Popham, J. (1995). *Classroom assessment: What teachers need to know*. Needham Heights, MA: Allyn and Bacon.

Popham, W. J. (1993). *Educational Evaluation*. Toronto: Allyn and Bacon.

Posavac, E. J., & Carey, R. G. (1992). *Program evaluation: Methods and case studies*. Englewood Cliffs, NJ: Prentice Hall.

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Renzulli, J. S. (1997). *The interest-a-lyzer family of instruments: A manual for teachers*. Mansfield Center, CT: Creative Learning Press.

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Smith, M. L., & Glass, G. V. (1987). *Research and evaluation in education and the social sciences*. Boston, MA: Allyn and Bacon.

Stanley, S. J., & Popham, W. J. (Eds.). (1988). *Teacher evaluation: Six prescriptions for success*. Association for Supervision and Curriculum Development.

Starko, A. J., & Schack, G. D. (1992). *Looking for data in all the right places*. Mansfield Center, CT: Creative Learning Press.

Thorndike, R. M. (1997). *Measurement and evaluation in psychology and education* (6th ed.). Upper Saddle River, NJ: Merrill.

### Qualitative Research

Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston, MA: Allyn and Bacon.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Dobbert, M. L. (1984). *Ethnographic research: Theory and application for modern schools and societies*. New York: Praeger.

Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Beverly Hills, CA: Sage.

Miles, M. B., & Huberman A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills, CA: Sage.

## Sample Course Syllabus: ED 704:

### ED 704: Program Administration and Assessment Sample Syllabus

#### Prerequisites:

Quantitative Methods Applied to Educational Research; Qualitative Methods Applied to Educational Research; Learning, Cognition, and Teaching

The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and administrative systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within the infrastructure of the educational institution. This course will assist the learner in methodically assessing what is happening in a particular system.

#### Overview:

The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and instructional systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within a selected environment. This course will assist the learner in systematically assessing what is happening in a particular environment.

Course Objectives: After completion of this course, you will be able to:

1. describe the history of educational evaluation.
2. describe major types of administrative models.
3. define uses of comprehensive program evaluation techniques.
4. identify and understand specific systemic administrative patterns driving an educational institution.
5. conceptualize a research evaluation design.
6. develop an evaluation tool.
7. select an evaluation model.
8. develop and present a proposal for an evaluation.
9. investigate an area of research and evaluation or conduct an evaluation in an educational environment.

#### Organization of the Course:

This course will be structured around a core of material from reading assignments, class lectures, and class activities. In addition, students will have the opportunity to pursue their own interests through the readings and projects required in the course.

At any time throughout the course, your questions or observations are welcome. Please feel free to call, make an appointment, or contact me by e-mail.

Text:

Popham, W. J. (1993). Educational Evaluation. Toronto: Allyn and Bacon.

Additional readings will be assigned when appropriate.

Grading:

1. Evaluation Tool 20%

You will develop a tool to use in your proposed evaluation design. This may be an interview schedule, a survey, a checklist, or any type of instrument that you require. Samples of various types of instruments and accompanying forms will be described and available in class. This instrument must include the following:

- (a) complete directions
- (b) a purpose
- (c) a description of the use to be made of the results
- (d) appropriate items and, if necessary, applicable responses
- (e) a permission form and accompanying letter
- (f) pilot data of 3 to 5 completed forms
- (g) an explanation of how you think the instrument worked and plans for revision

Assessment- complete all necessary steps listed above.

2. Midterm Proposal and Presentation 40%

Provide a written proposal for your evaluation project. Present your evaluation plan to the class. Your proposal must include the following elements using APA format:

- (a) a statement of purpose for this evaluation proposal and a research question,
- (b) a rationale describing the reason for completing an evaluation in the chosen area,
- (c) a review of the literature supporting the need for an evaluation in the given area ,
- (d) a description of your methodology including design, hypotheses, subjects, instrumentation, and form of analysis, and
- (e) limitations to the study.

Assessment- clearly written response to all items listed above and a well-organized class presentation.

3. Final Project 40%

You will either conduct the evaluation proposed in your midterm project or investigate another aspect of educational evaluation. In the latter case, select a project from the list on the next page or develop a proposal of your own.

If your final project includes the completion of your evaluation scheme, you must complete the following elements in APA format:

- (a) a completed proposal including any changes required from your midterm project
- (b) an evaluation for an instructional system
- (c) a report of the findings from the evaluation project
- (d) conclusions based on your evaluation
- (e) recommendations based on your evaluation
- (f) a presentation of your findings to the class

Please talk with instructor about completing an ethics form. We will develop and submit this as soon as possible.

or

If an alternate project is selected, a Project Management Plan (see instructor for form) must be submitted for this assignment and the idea requires approval from the instructor. Your project must include the following using APA format:

- (a) a research question
- (b) a brief review of the literature
- (c) a description of the process, the methodology you undertook to complete your project
- (d) the project, which may be an oral report, written report (typed), audio or video tape, slides, etc.
- (e) a complete reference list
- (f) a presentation of your project to the class

#### Project Ideas

1. Write a paper describing the mastery learning model proposed by Benjamin Bloom. When is this model the most effective? How can all students learn all content as Bloom suggests?
2. Investigate several formats for evaluating written curriculum. Present your findings to the class in a workshop.
3. Revise your curriculum by writing behavioral objectives in the cognitive and affective domains as well as appropriate methods for evaluating each objective.
4. What has been the controversy between norm versus criterion-referenced measurement? How can a teacher wisely use both? Write a position paper.
5. Investigate the reliability and validity of a particular type of instrument such as one used to assess creativity or intelligence. Write a paper or conduct a workshop to share your results.
6. What evaluation techniques are most appropriate for a particular population such as the mentally and physically challenged, the gifted, the learning disabled? Are there any

differences between the type of evaluation designs used for a particular population? Write a paper describing your findings.

7. Brainstorm a few ideas of your own:

Assessment

In addition to each of the areas listed above, your final project will be evaluated based on the:

- (a) organization of ideas
- (b) clarity of the written report
- (c) preparation of the presentation
- (e) style of the presentation

*Remember, your creativity is welcome!*

This schedule is subject to change.

- |     |   |
|-----|---|
| 1.  | Introductions and Overview<br>What is evaluation?   |
| 2.  | Evaluation models<br>Chapters 1 and 2   |
| 3.  | Instrument development<br>Additional Readings<br>See me if you want to carry-out your proposal design |
| 4.  | Measurement<br>Chapters 5-6   |
| 5.  | Conceptualizing an evaluation<br>Bring proposal ideas to class  |
| 6.  | Data-gathering and analysis<br>Chapters 9-12  |
| 7.  | Reporting results<br>Chapters 13-14<br>Evaluation Tool due  |
| 8.  | STUDY BREAK   |
| 9.  | Proposals and presentations due   |
| 10. | Instructional evaluation<br>Chapters 3-4  |

11. Assessing affect and other measurement issues  
Chapters 7-8
12. Other considerations  
Chapters 15-17
13. Project presentations
14. Project presentations

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Worthen, B. R., & Sanders, J. R. (1987). Educational evaluation: Alternative approaches and practical guidelines. New York: Longman.



## 7. RESOURCE CENTERS AND LIBRARIES

The Ruth A. Haas Library on Western's Midtown campus and the Robert S. Young Library on the Westside campus provide library services to the students of the Education & Educational Psychology Department. A recent, major expansion of the Haas Library, completed in September, 2000, nearly doubled the size of the building to 93,000 square feet, which provides a public seating capacity of 356 and 24,576 linear feet of public stack shelving. New features of the Haas library include: a library instructional lab equipped with 27 IBM laptop computers, printers, a library instructional classroom, current periodicals display area, individual and group study rooms, listening and viewing rooms, art and artifacts display areas, and a new curriculum room. Both libraries provide copying facilities, public computer workstations, and microform readers/printers.

Western's Libraries are part of the Connecticut State University Library System (CONSULS). Through the CONSULS library catalog and Western's WWW site students have access to the collections of the four libraries of the CSU system, the catalogs of many other major academic and public libraries, and more than sixty electronic databases, including ERIC and Education Abstracts. Using CONSULS our students can directly request books and other items from the other CSU libraries and receive them within 7-10 days. Interlibrary loan request forms for both books and periodicals are available at the Library's WWW site. Access to the WWW is provided at public computer workstations. Remote access to these catalogs, databases, and services is also provided through the University's WWW site. The Haas Library is also a member of the New England Library Information Network (NELINET) and the Western Connecticut Library Council (WCLC) both of which provide additional opportunities for resource sharing.

The library's total acquisitions budget for the current fiscal year is \$501,410. Of this the following amounts are allocated to the E&EP department: \$9,800 for monographs and curriculum room materials, \$10,000 for periodical subscriptions, and \$ 2,600 for the ERIC microfiche collection. The Haas library on the Midtown campus houses all of the E&EP collections. As of Fall 2000 the library collection included 175,294 books, and 8,590 non-print items. The library also subscribes to 7,179 serial titles all of which are accessible by the E&EP department. The library actively exchanges materials with the other three CSU libraries as well as libraries from across the United States and the world through its Interlibrary Loan service.

The Haas Library on the Midtown campus is open 84 hours per week and the Young library on the Westside campus is open 64 hours per week, including evenings and weekends. During most of these hours members of the library faculty are available at the two reference desks to assist students and teaching faculty. They are also available by appointment for more individualized assistance.

The Library staff includes a director, ten full-time librarians, 5 part-time librarians, six technical personnel, 3 to 5 University Assistants, one full-time secretary, and a number of student workers.

Librarians at Western are faculty members and have regular interaction with teaching faculty through bibliographic instruction in classes, the library's collection development and acquisition program, and work in university-wide committees and projects. Members of the library faculty staff the reference desk at both libraries.

The library's formal liaison program pairs a professional librarian with each academic department. The long-term relationship that exists between the library liaison to the E&EP Department and the faculty of that department ensures good communication and has been critical in maintaining current collections. The Liaison Librarian to the E&EP department regularly meets with classes to provide instruction in the use of library materials and other information resources. The Liaison Librarian also maintains E&EP related sections of the Library WWW site. The liaison may also meet with individual students in the department to provide assistance with research questions, database searching, etc. In addition, several members of the library faculty have extensive experience with education programs. They routinely interact with the students of the E&EP Department to assist them with their research projects.

Students and faculty of the E&EP Department use the libraries' reference service to access library resources including traditional paper bibliographic material, electronic databases, online library catalogs, and the World Wide Web (WWW). Students also have access to the Connecticut State Digital Library ([icon.org](http://icon.org))

The Danbury Public School's seventeen media centers and library facilities are also available to Western's education students.

The proposal calls for funding for special collection development to supplement existing library resources. Initial estimates call for additional annual expenses of \$15,000 per year for the first three years of the program and \$10,000 per year each year thereafter.

## 8. ADMISSION POLICIES

a. **Admission Policies:** Admission will be by cohort and competitive. The following will serve as guidelines to determine minimum qualifications. The Doctoral Screening Committee will use these guidelines in the final selection of cohort candidates. (Special consideration will be given to ensure that each cohort will represent a broad range of cultural diversity. Marketing and advertising of the program will be conducted in cooperation with WCSU's Office of Equity and Multicultural Affairs).

1. The completion of forty-five (45) credits of graduate study (which must include a Masters degree). The Masters degree must be in education or a related field. Graduate study must include a minimum of three credits in each of the following areas; measurement and evaluation, foundations of education, curriculum and instruction, and computers in education.
2. A minimum cumulative GPA of 3.6 for all previous graduate work.
3. A professional educator certificate or at least five years of successful teaching.
4. A score at or above the 70<sup>th</sup> percentile rank on either the GRE or the MAT.
5. A score at or above the 70<sup>th</sup> percentile rank on the Writing test of the GRE.
6. Three letters of recommendation attesting to the candidate's professional educational qualifications and ability to complete a doctoral program. Please use the recommended attached format for completion of all letters.
7. A letter of application indicating how the WCSU Ed.D. program meets the career goals of the candidate.
8. A writing sample demonstrating technical writing skills.
9. A satisfactory interview with designated WCSU faculty.

### b. Doctoral Screening Committee

The Doctoral Screening Committee will consist of the Ed.D. Program Director and two other department members teaching in the Ed.D. Program. Faculty members will be assigned to the committee on a rotating basis. This committee will make final decisions for all applications. Completed applications received by the department will be reviewed by three department members. All Ed.D. Program faculty members will review applications.

Each student who is accepted into the program will be assigned a major advisor. This professor will guide the student in forming a committee that assists the student through the comprehensive exam and dissertation processes. Each committee consists of three members: the chair of the student's academic committee and two other members, one of whom must be a member of the department.

## **9. FACILITIES AND EQUIPMENT**

### **a. physical facilities**

The current physical facilities and equipment will meet the requirements of the program as proposed.

### **b. specialized equipment**

Ed.D. courses will occur in classrooms equipped with at least one networked computer, an integrated video and projection system and other state of the art hardware/software. Each class in the research and content components of the program shall have regular access to an integrated computer laboratory or classroom with sufficient individual computers or individual connections to the Internet.

### **c. Library support**

The proposal calls for funding for special collection development to supplement existing library resources. Initial estimates call for additional annual expenses of \$15,000 per year for the first three years of the program and \$10,000 per year each year thereafter.

## Appendix A: Resources Provided

**Distribution of Faculty Workload Credit over First 3 years.**

	<b>Semester Hour WLC</b>	<b>Ed. D. Program admin.</b>	<b>Total Ed.D. WLC</b>	<b>WLC for Other graduate teaching</b>	<b>Total</b>
<b>Year One</b>	6 - (3 Fall, 3 Spring)	6 s.h. per year	12 s.h.	12 s.h.	24 s.h. (50% FTE in Ed.D.)
<b>Year Two</b>	12 - (6 Fall, 6 Spring)	6 s.h. per year	18 s.h.	6 s.h.	24 s.h. (75% FTE in Ed.D.)
<b>Year Three</b>	18 - (9 Fall, 9 Spring)	6 s.h. per year	24 s.h.	0 s.h.	24 s.h. (100% FTE in Ed.D.)

**All Summer Session Classes will be taught by new and/or current department members and do not reflect assigned workload credit**

Tuition less Instructional Costs - First Cohort								
Session	S.H.	Cohort size	total S.H.	Tuition at avg. \$400 per s.h.	rate	Instructional costs	Difference	Annual gain
Summer I: 2002	9	25	225	\$90,000.00	SS rate	\$9,600.00	\$80,400.00	
Fall I: 2002	3	25	75	\$30,000.00	50%FTE*	\$20,000.00	\$10,000.00	
Spring I: 2003	3	25	75	\$30,000.00	50%FTE*	\$20,000.00	\$10,000.00	
							subtotal	\$100,400.00
Summer II: 2003	9	25	225	\$90,000.00	SS rate	\$9,600.00	\$80,400.00	
Fall II: 2003	3	25	75	\$30,000.00	50%FTE*	\$20,000.00	\$10,000.00	
Spring II: 2004	3	22	66	\$26,400.00	50%FTE*	\$20,000.00	\$6,400.00	
							subtotal	\$96,800.00
Summer III: 2004	6	22	132	\$52,800.00	SS rate	\$9,600.00	\$43,200.00	
Fall III: 2004	3	22	66	\$26,400.00	50%FTE*	\$20,000.00	\$6,400.00	
Spring III: 2005	3	20	60	\$24,000.00	50%FTE*	\$20,000.00	\$4,000.00	
							subtotal	\$53,600.00
Summer IV: 2005	3	20	60	\$24,000.00	SS rate	\$3,200.00	\$20,800.00	
Fall IV: 2005	3	20	60	\$24,000.00	50%FTE*	\$20,000.00	\$4,000.00	
Spring IV:2006	3	20	60	\$24,000.00	50%FTE*	\$20,000.00	\$4,000.00	
							subtotal	\$28,800.00
Totals	51			\$471,600.00		\$192,000.00		\$279,600.00
				Cohort Tuition Income		Cohort Instructional Expenses		Cohort Income less Expenses
*50%FT based on annual salary & benefits (\$80,000) and includes program admin WLC								

Income less expenses - Second Cohort

Session	S.H.	Cohort size	total S.H.	Tuition at avg. \$400 per s.h.	rate	* Instructional costs	Difference	Annual gain	
Summer I	9	25	225	\$90,000.00	SS rate	\$9,600.00	\$80,400.00		
Fall I	3	25	75	\$30,000.00	25%FTE	\$10,000.00	\$20,000.00		
Spring I	3	25	75	\$30,000.00	25%FTE	\$10,000.00	\$20,000.00		
						subtotal		\$120,400.00	
Summer II	9	25	225	\$90,000.00	SS rate	\$9,600.00	\$80,400.00		
Fall II	3	25	75	\$30,000.00	25%FTE	\$10,000.00	\$20,000.00		
Spring II	3	22	66	\$26,400.00	25%FTE	\$10,000.00	\$16,400.00		
						subtotal		\$116,800.00	
Summer III	6	22	132	\$52,800.00	SS rate	\$6,400.00	\$46,400.00		
Fall III	3	22	66	\$26,400.00	25%FTE	\$10,000.00	\$16,400.00		
Spring III	3	20	60	\$24,000.00	25%FTE	\$10,000.00	\$14,000.00		
						subtotal		\$76,800.00	
Summer IV	3	20	60	\$24,000.00	SS rate	\$3,200.00	\$20,800.00		
Fall IV	3	20	60	\$24,000.00	25%FTE	\$10,000.00	\$14,000.00		
Spring IV	3	20	60	\$24,000.00	25%FTE	\$10,000.00	\$14,000.00		
						subtotal		\$48,800.00	
Totals	51			\$471,600.00		\$108,800.00		\$362,800.00	
				Cohort Tuition Income		Cohort Instructional Expenses	2nd Cohort Income less Expenses		
				*Instructional Costs include benefits					



**Income less expenses - Third Cohort**

Session	S.H.	Cohort size	total S.H.	Tuition at avg. \$400 per s.h.	rate	* Instructional costs	Difference	Annual gain
Summer I	9	25	225	\$90,000.00	SS rate	\$9,600.00	\$80,400.00	
Fall I	3	25	75	\$30,000.00	25%FTE	\$10,000.00	\$20,000.00	
Spring I	3	25	75	\$30,000.00	25%FTE	\$10,000.00	\$20,000.00	
							subtotal	\$120,400.00
Summer II	9	25	225	\$90,000.00	SS rate	\$9,600.00	\$80,400.00	
Fall II	3	25	75	\$30,000.00	25%FTE	\$10,000.00	\$20,000.00	
Spring II	3	22	66	\$26,400.00	25%FTE	\$10,000.00	\$16,400.00	
							subtotal	\$116,800.00
Summer III	6	22	132	\$52,800.00	SS rate	\$6,400.00	\$46,400.00	
Fall III	3	22	66	\$26,400.00	25%FTE	\$10,000.00	\$16,400.00	
Spring III	3	20	60	\$24,000.00	25%FTE	\$10,000.00	\$14,000.00	
							subtotal	\$76,800.00
Summer IV	3	20	60	\$24,000.00	SS rate	\$3,200.00	\$20,800.00	
Fall IV	3	20	60	\$24,000.00	25%FTE	\$10,000.00	\$14,000.00	
Spring IV	3	20	60	\$24,000.00	25%FTE	\$10,000.00	\$14,000.00	
							subtotal	\$48,800.00
<b>Totals</b>	<b>51</b>			<b>\$471,600.00</b>		<b>\$108,800.00</b>		<b>\$362,800.00</b>
				<b>Cohort Tuition Income</b>		<b>Cohort Instructional Expenses</b>		<b>3rd Cohort Income less Expenses</b>
				<b>*Instructional Costs include benefits</b>				

**Anticipated Annual Incomes w/ Additional Cohorts after Instructional Costs**

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Yearly Totals	*Additional Expenses
Year I	100,400					100,400	40,000
Year II	96,800	120,400				217,200	40,000
Year III	56,800	116,800	120,400			294,000	35,000
Year IV	28,800	76,800	116,800	100,400		322,800	35,000
Year V*		48,800	76,800	96,800	120,400	342,800	35,000
Year VI**			48,800	56,800	116,800	222,400	35,000
<b>Year IV -additional staff needed</b>							
					Tuition Income	\$1,499,600	\$220,000
					minus additional expenses	220,000	
					total	\$1,279,600	
* Additional Expenses include library collection development funding, technology support & clerical assistance.							

## Appendix B: Participating Faculty

Dr. John Caruso Jr., Professor of Education, was a dissertation advisor while serving as a visiting professor at the University of Southern California (1976-77), and as a Fulbright Scholar at Yonsei University (1981) in Seoul, Korea.

Dr. Marcia Delcourt, Assistant Professor of Education was a dissertation advisor while serving as a faculty member at the University of Virginia, Charlottesville, Virginia (5 years) and McGill University, Montréal, Québec (3 years). In addition to supervising dissertation research at these research-based institutions, she has been asked to serve on dissertation committees at other universities; most recently at Fordham University, NY, (2000) and The University of Connecticut in Storrs, CT (2001). Dr. Delcourt's capabilities in teaching research courses includes her participation in The University of Connecticut's Educational Leadership program, where she has taught the research methods course to a cohort of Ph.D. candidates.

Other current E&EP faculty members may be invited to teach specific courses in their area of expertise and would do so during summer sessions. Those members include:

Dr. Thomas Cordy, Chairperson E&EP Dept

Dr. Janet Burke

Dr. Kathryn Campbell

Dr. Theresa Canada

Dr. Joseph Cillizza

Dr. Joseph Cullen

Dr. Michael Gilles

Dr. Darla Shaw

Dr. Leah Stambler

(complete cv's will follow in final revised document)

(WCSU faculty from other schools and departments may be invited to teach in coursework of an interdisciplinary nature.)

**JOHN CARUSO JR., Ph.D.**  
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carusoj@earthlink.net or carusoj@wcsu.edu

**ACADEMIC PREPARATION /TRAINING**

**DEGREE YEAR**

George Washington University	M.A. Educational Technology	2001
CSU System Office	CSU Online e-College Training	1999
Information Network System	Lotus Notes Training	1999
Academic Computer Center	Apple and IBM Computer Training	1986-99
CT Certification Board	Certified Professional Counselor (#1207)	1996
Leadership Training Institute	Contract Administration	1996
National Coalition Building Institute	Prejudice Reduction Trainer	1995
CT State Department of Education	BEST/CORE/ASSESSOR Training	1989&92
CT State Department of Education	Certified Elementary Education Supervisor	1989
Southern CT State University	Art Psychotherapy Institute	1989
Yale University	Japanese & Chinese Studies	1986&87
Southern CT State University	P.E.D. Educational Foundations	1985
Ewha University, Seoul, Korea	Korean Society	1980
University of Nevada Las Vegas	Counseling Certification Program	1982
Southern CT State University	M.S. Counselor Education	1979
Edinboro University	Modern Asia - Japan, China & India	1979
Naugatuck Valley C & T College	Counseling Practicum Career Center	1979
The University of Connecticut	Ph.D. Supervision & Curriculum	1974
Southern CT State University	M.S. Sociology	1974
State of New York	Certified 7-12, Social Studies/History	1969
The University of Connecticut	M.A. European History	1963
The University of Connecticut	B.A. History & Political Science	1962

**ACADEMIC POSITIONS & RESPONSIBILITIES:**

Director, Center for Professional Development, WCSU.	1997-01
Chair, Department of Education & Educational Psychology, WCSU.	1989-97
Professor of Education, WCSU.	1969-01
• Teach undergraduate and graduate courses in education.	
CSU Visiting Professor, Southern CT State University.	1985
• Developed & taught graduate course in multicultural education.	
TOEFL Instructor, Hollym Language School, Seoul, Korea.	1982
• Taught conversation and grammar to Korean college students.	
Fulbright Scholar, Yonsei University, Seoul, Korea.	1981
• Taught graduate education courses and conducted research project.	
Visiting Professor, University of Southern California.	1976-77
• Taught graduate courses in research and educational foundations.	
Lecturer History, Sociology & Education University of Maryland.	1974-75
• Taught courses in history, sociology and education.	

Lecturer History & Sociology, Naugatuck Valley C & T College.	1971-79
• Taught courses in history and sociology.	
Lecturer History, Eastern Connecticut State University.	1968-69
• Taught undergraduate and graduate courses in history.	
Lecturer History, Greater Hartford C & T College.	1968-69
• Taught undergraduate courses in history.	
Lecturer History, University of Maryland, European Division.	1965-66
• Taught undergraduate courses in history.	

**ADMINISTRATIVE POSITIONS & RESPONSIBILITIES:**

**DIRECTOR, WCSU CENTER FOR PROFESSIONAL DEVELOPMENT 1997-01**

Prepare annual budget and supervise administrative assistant.  
 Coordinate professional development outreach activities for twelve public school districts.  
 Schedule and confirm consultants for staff development graduate seminars.  
 Coordinate annual Tourette Syndrome & Associated Disorders conference.  
 Conduct annual program evaluation survey of all teacher education graduates.  
 Coordinated a Study Skill and Examination Preparation (PSAT & SAT) Program at Harambee, a non-profit urban youth Center in Danbury, CT.  
 Prepared and submitted a four year report (1995-98) on all CPD activities to the CSU Board of Trustees.  
 Developed position announcements for CPD Administrative Assistants (October 1997 and December 1999).  
 Arranged contributions to the WCSU Child Care Center.  
 Coordinated a Professional Development Workshop for Newtown Public School District entitled "Integrating the Curriculum With the Internet."  
 Conducted a Professional Development Seminar for Danbury Public School teachers entitled "Introduction to the Internet."  
 Developed a Professional Development Workshop at Yale University to implement state and national social studies standards for Danbury PDS faculty.  
 Provided scholarship funding to four K-12 CT teachers attending the 1998 Yale University summer institutes entitled: "The Teaching of Africa", "Teaching About the New China", and "Russian Culture."  
 Prepared a brochure for the 10<sup>th</sup> Annual CPD Graduate Summer Institute offering seven (7) three s.h. graduate courses for classroom educators and administrators.  
 Negotiated a Memorandum of Understanding between the Department of Psychiatry at the University of CT Health Center and WCSU to conduct Learning Disability Evaluations.  
 Conducted a workshop (Internet: Hands-On) for Danbury Public Schools Technology Professional Development Day.  
 Formed a collaborative to select and order \$13,461 of computer software and digital hardware for four Danbury Professional Development School sites.

**CHAIR, EDUCATION & EDUCATIONAL PSYCHOLOGY DEPARTMENT 1989-97**

Prepared biennial budget (\$1.3 Million).  
 Prepared and submitted required accreditation reports to CT State Department of Education, Department of Higher Education and CACREP.  
 Prepared biennial course sequencing for 125 education and educational psychology courses.  
 Assigned annual teaching, advisement and program coordination responsibilities to 13 full time faculty and 10-12 adjuncts for two 15 week semesters and five intersessions.  
 Integrated and linked all full time faculty to the CSU WAN, provided CPU's and printers and Internet connections for all faculty.  
 Designed and developed two 30 position networked (Ethernet) and hardwired computer labs for instructional technology courses, electronic research and publication.

Coordinated admission to undergraduate and graduate certification programs in elementary, secondary, health, music, reading, early childhood, instructional technology, special education, curriculum development and school/community counselor education programs for 520 undergraduates and 970 graduate students. Directed Professional Development School teams in three Danbury elementary schools funded by a \$130,000 Eisenhower Grant and \$150,000 in CSDE Grants.

Represented the E&EP Department at CACUTE (CT Association of Colleges & Universities in Teacher Education), WCSA (Western Connecticut Superintendents Association), CT State Department of Education (CSDE) and CT Department of Higher Education (DHE) meetings.

Conducted biannual review of student evaluations of all E&EP courses, and faculty members.

Prepared position announcements, formed search committees and interviewed candidates.

Prepared and submitted curricula revisions for undergraduate and graduate catalogs.

Selected and approved purchase of all E&EP equipment, library and instructional media supplies (annual \$40,000).

Prepared E&EP Department priorities for the WCSU Five Year Institutional Strategic Plan.

Edited the quarterly Department newsletter.

Coordinated three CEU proposals for Waterbury Public Schools – Cognitive and Multiple Intelligences Readiness Activities (N-3); Cognitive and Multiple Intelligences Reading Activities (Elementary); and Personalized/Recreational Reading Activities (Elementary).

Department representative to the School of Professional Studies & Education Review Committee.

Prepared rationale for the name change of the Center for Developmental Studies to the Center for Professional Development as presented to the CSU Board of Trustees.

Served as WCSU representative to the CSU International Center.

Reported to the Dean of Professional Studies and the Academic Vice President.

#### DIRECTOR INTERNATIONAL STUDIES

1973-86

Established WCSU International Center in 1973, wrote the by-laws for University Senate and served as Director from 1973-86.

Conducted 46 graduate seminars (1973-01) to: Belgium, Denmark, Finland, France, Spain, Greece, Italy, Malta, United Kingdom, Sweden, Turkey, Russia, Estonia, Mexico, Costa Rica, Egypt, Morocco, Tunisia, Israel, Jordan, Japan, Korea, Hong Kong, Indonesia, P.R.C., Taiwan, Thailand, Malaysia, Singapore, Australia, New Zealand and the Republic of the Philippines.

Supervised J-1 Visiting Scholars and Fulbright Program.

Conducted placement of WCSU students in Schiller University, North Shore College (Atsugi, Japan) and I.S.E.P. programs.

Prepared annual report of WIC activities for the University Senate.

#### *Academic Director, Yale University East Asian Seminar 1988*

Developed theme - "KOREA: ECONOMIC SUPERSTAR." Prepared bibliography, selected speakers, videos, conducted curriculum workshops, and received funding from Korean Cultural Service in New York City.

#### *Director, International Programs University of Nevada 1982-83*

Maintained and reported the status of 230 international students to U.S. INS.

Developed international exchange and study abroad program (Junior Year in London) for 100 U.N.S. students.

Provided services for international exchange professors (J-1 Status).

Published a monthly newsletter.

Raised \$52,000 for international projects.

Organized three international conferences.

Coordinated activities with the Academic Vice President and the Office of the Chancellor, University of Nevada System.

**AWARDS, HONORS AND GRANTS:**

CT Distance Learning Consortium: Development of two online graduate courses for a collaborative M.S. in Educational Technology (\$35,000)	2000-02
CSU Educational Technology Development Grant (\$3000)	2001
Project Prepare: Identify, Recruit and Prepare Minority Youth for Teacher Certification in cooperation with the CT SDE (\$62,000)	1997-02
Faculty Development Grant (\$9000)	1997-00
CSDE TOPS Software Grant (\$3500)	1997-99
CSDE Enhancement of Professional Development Schools Grants (\$150,000)	1996-99
Eisenhower Professional Development School Grant (\$130,000)	1995-99
CT Department of Higher Education (\$11,700) Collaborative Grant	1998
Project Prepare to Identify, Recruit and Prepare Minority Youth for Teacher Certification in cooperation with the UC Foundation (\$58,000)	1996-97
WCSU Professional Development Grant (\$2400)	1995
CSDE Minority Recruitment MEIP Grant (\$15,000)	1993
CDS Assessor Training Grant (\$5000)	1992
CACREP Accreditation Study (\$7500)	1991
CT Institute for Effective Teaching Case Study Award (\$1200)	1990
CSDE TOPS Paraprofessional Training Grants (\$133,000)	1990-99
WCSU Development Technology Grants & Awards (\$205,000)	1989-97
Center for Educational Excellence Multicultural Education Grant	1989
Post-Doctoral Fellow I.N. Thut World Education Center	1988
East Asian Outreach Seminar Grant, Yale University	1987&86
Faculty Honors Convocation WCSU	1985-99
Fulbright Scholar, Yonsei University, Seoul, Korea.	1981
National Endowment for the Humanities Study Grant	1979
Doctoral Fellowship, State of Connecticut	1968

**UNDERGRADUATE COURSES TAUGHT OR \*DEVELOPED:**

Educational Technology (VIA DISTANCE EDUCATION)  
Introduction to Education\* (VIA INSTRUCTIONAL TECHNOLOGY)  
Principles and Methods of Elementary Education  
Principles and Methods of Secondary Education  
AV Methods and Materials  
Field Experience with Children  
Instructional Foundations Elementary Education  
Field Experience with Adolescents  
Multicultural Education\*  
School & Community\*  
Elementary Student Teaching Supervision  
Sophomore Participation  
Junior Supervised Experience  
Contemporary Social Issues  
Introduction to Sociology  
Ancient History  
Medieval History  
Modern European History  
Germany Since 1815\*

**GRADUATE COURSES TAUGHT OR \*DEVELOPED:  
VIA INSTRUCTIONAL TECHNOLOGY**

Computers and Distance Learning\*  
Educational Computer Simulations\*  
Educational Technology & Metacognition\*  
Desktop Publishing\*  
Enhancing Diversity Through Technology\*  
Infusing Educational Technology\*  
Adapting Software for the Exceptional Learner\*  
Inclusion and Special Education\*  
Educational Technology Centers\*  
Cooperative Learning\*  
Contemporary Educational Issues\*  
Measurement & Evaluation\*  
Writing Across the Curriculum\*  
Workshop in International Education\*  
British Education\*  
Mexican Education\*  
Soviet Education\*  
Whole Language In Australia & New Zealand\*  
Education Department Seminar  
Introduction to Educational Research  
Comparative Education\*  
Multicultural Education\*  
History of American Education\*  
Foundations of Education  
History of Western Education\*  
Philosophy of Education  
Individual Thesis Research  
Sociology of Education\*  
Social Foundations of Education\*  
Sociology of the Community  
Sociology of Deviant Behavior  
Seminar in European History\*

**SERVICE ON ACADEMIC COMMITTEES:**

Academic Standards  
Affirmative Action Employee Advisory  
Center for Developmental Studies  
Center for Professional Development  
Computer Policy  
Counseling Advisory Board  
CSU Articulation  
CT State Economic Diversity Taskforce  
Distance Education  
Ed.D. Program Committee  
Education Review  
Enrollment Management  
Evaluation & Promotion



Fulbright Selection & Nomination  
 Graduate Council  
 Graduate Curriculum  
 Instructional Technology Council  
 Library Planning  
 Lovett and Machell Memorial Scholarships  
 Minority Recruitment  
 MST Program Committee  
 NCATE Reaccreditation Committee  
 NEASC Reaccreditation Subcommittee  
 P.E.D. in Educational Technology  
 RESCUE Curriculum Consortium  
 Southwest CT CORE Consortium  
 Strategic Planning  
 Teaching Excellence  
 Undergraduate Curriculum  
 University Planning & Budgeting  
 University Senate  
 WCSU International Center  
 Yale University International Studies

**PUBLICATIONS:**

- "Enhancing Diversity Through Educational Technology," Electronic Magazine of  
 Multicultural Education (online), 2 (2). Fall 2000  
<http://www.eastern.edu/publications/emme/>
- "Does Teacher Quality Make a Difference in Education?" Danbury News Times. 02/00
- "Will State Expand Teacher Support?" The Connecticut Post. 01/00
- "My Life in a Bag – Cultural Diversity Exercise," Electronic Magazine of  
 Multicultural Education (online), 1 (4). Fall 1999  
<http://www.eastern.edu/publications/emme/>
- Developed chapter for American Education: Purpose and Promise (2nd ed.)  
 by Hlebowitsh (2001), Wadsworth Publishing Company. 09/99
- "Learning Revolution? Not if Computers Poorly Used," News Times. 03/98
- Developed chapter for Introduction to Teaching: Rewards and Realities by  
 Fielstein & Phelps (2001), Wadsworth Publishing Company. 04/98
- Reviewed American Education: Purpose and Promise (1st ed.)  
 by Hlebowitsh & Tellez for Wadsworth Publishing Company. 10/98
- "School Reform: Don't Retreat to Past," The Connecticut Post. 06/96
- "Reform U.S. Education by Investing in Future," Danbury News Times. 05/96
- "Facing the Deadly Problem of Drugs," The Connecticut Post. 02/96

"SELF-STUDY OF THE M.S. COUNSELOR EDUCATION SCHOOL COUNSELING PROGRAM," (co-editor - 80 pp.), submitted to the CT SDE. 10/95

"The Australian Literacy War: Whole Language Versus Functional Systemic Grammar," CSU Fifth Faculty Research Conference, WCSU. 09/95

"GRADUATE COUNSELOR EDUCATION AT WCSU," (co-editor - 375 pp.) submitted to the Council for Accreditation of Counseling and Related Educational Programs. 08/94

"TEACHER EDUCATION AT WESTERN CONNECTICUT STATE UNIVERSITY," (editor - 108 pp.), submitted to the CT SDE. 03/94

"Mexico: Economic Plight," Waterbury Republican. 01/94

"Liberal Arts & Sciences Program Evaluation," (editor) Tunxis Community & Technical College Self-Study Report, Farmington, CT. SP/93

"Field Marshal Erich von Manstein," Quarterly Newsletter, Military Museum of Southern New England, Danbury, CT. SP/93

"Bush's Failure to Communicate With Japan," Waterbury Republican. 01/92  
Produced a video illustrating the learning activities of Discovery-90 a science/mathematics collaborative (\$90,000). 07/90

Editor of report on DISCOVERY '89, a science/mathematics collaborative (\$87,000). 06/89

"Korea's First Gold Medal," Stamford Advocate. 09/88

"Learning About the Olympic Host," Stamford Advocate. 09/88

"Destination South Korea," Waterbury Republican. 09/88

"Forgotten Victims of Hiroshima," Stamford Advocate. 08/88

"Korea-5,000 Years of Culture," study guide with sixty 35 mm slides for Yale University East Asian Outreach. 06/88

"Hidden Agenda of Japanese Education," Waterbury Republican. 01/87

Reviewed Introduction to Foundations of Education (3rd ed.) by Ornstein & Levine for Houghton-Mifflin Publishers. 08/87

"Recent Developments in Korean Higher Education," Conference on Asian Studies, SUNY, New Paltz, NY. 10/86

"Koreans Relying on New Import," Waterbury Republican. 02/86

"USSR-79," University of Connecticut World Studies Program, script for curriculum unit with fifty 35 mm slides. 1980

"Strategies for Implementing International Studies," AASCU, Edinboro State University, Edinboro, PA.	1979
<u>The Future of Punishment</u> , by Norval Moriss, Toyo Publishers. Assisted in translation of Japanese edition with Professor Ichiro Koike.	1977
"The Royal Kingdom of Laos," Bangkok Post, Thailand.	04/75
"South Vietnam, View From Inside," China Post, Taipei, Taiwan.	03/75
"Conflict Resolution in an Institutional Setting," Case Study, USBOP, Pembroke Station, Danbury, CT.	1974
"The Role of the Military in Third World Education," Minority Perspectives in Global Education, University of CT, Storrs, CT.	1971
Editor-in-Chief of THE ENQUIRER and L'OBSERVATEUR. Nurnberg, Germany. Annual circulation 300,000 copies.	1965-66

**PROFESSIONAL MEMBERSHIPS:**

National Association of Multicultural Education	1999-01
National Coalition Building Institute	1995-01
Australian Reading Association	1995-97
Danbury Multicultural Diversity Task Force	1993-96
Southern New England Military Museum Board of Directors	1992-00
CT Association of Colleges & Universities in Teacher Education	1989-97
NEA/CEA	1988-01
ASCD	1987-98
Institute for Effective Teaching	1987-93
AACTE	1986-01
RESCUE Curriculum Council	1986-97
Association for Asian Studies	1983-88
National Association of Foreign Student Advisors	1982-86
Fulbright Association	1981-01
Yale-China Association	1976-90
The Asia Society	1976-90
American Association of University Professors	1975-01
Japanese-American Cultural Association	1974-76
Phi Kappa Phi Honorary Academic Society	1973
World Education Fellowship	1973
Phi Delta Kappa Honorary Education Society	1970
Fort Benning Military Museum Association	1963
Phi Alpha Theta Honorary History Society	1963

**CONSULTING EXPERIENCES:**

Waterbury Public Schools, Technology Training, Waterbury, CT.	1999-01
Consultant in WCSU Experts Guide, Danbury, CT.	1998-01
Southern Connecticut State University, New Haven, CT.	1987-99

The Education Alliance Ed.D. Feasibility Study, Danbury, CT.	1998
Lincoln University International Center, Jefferson City, MO.	1995
CT State Department of Education, BEST Assessment Portfolio Project.	1995
Waterbury Public Schools BEST Intern Program.	1994-95
CT Business & Industry Association – Education Services Committee.	1994
CT State Department of Education, CONNCEPT Evaluation Program.	1993-95
Tunxis Community & Technical College, Farmington, CT.	1993
CT SDE Advisory Council for Teacher Professional Standards	1992
Center for Educational & Cultural Exchange, Moscow, Russia.	1989
Danforth Global Education Project, Reading, PA.	1987
Kutztown State University, Kutztown, PA.	1986
Pennsylvania Council for the Social Studies, Lancaster, PA.	1984
Nevada Title I Association, Las Vegas, NV.	1983
Pembroke Federal Correctional Institution, Danbury, CT.	1971-82
Department of Defense, PACAF.	1974-77

**ORGANIZING COMMITTEE/SPEAKER/PRESENTER:**

NAME, Tenth Annual International Conference, Orlando, FL.	2000
“Using the Internet to Combat Prejudice: A WebQuest Strategy.”	
NAME, Ninth Annual International Conference, San Diego, CA.	1999
“Enhancing Diversity Through Technology: Developing a Cultural Identity.”	
Diversity at the University, CPD & AAAC Program, WCSU, Danbury, CT.	1999
Association of Teacher Educators, 79 <sup>th</sup> Annual Conference, Dallas, TX.	1998
“Professional Development Schools – Making Them Work in Danbury.”	
Yale International Studies Seminar, NC&TC, Norwalk, CT.	1998
PDS Annual Forum, CCSU, New Britain, CT.	1998
“Crossing the Threshold: What’s Working – What Needs to Change?”	
Tourette Syndrome & Associated Disorders, WCSU, Danbury, CT.	1997
Yale International Studies Seminar, Yale University, New Haven, CT.	1997
Opening Doors, CT Professional Development Schools, Cromwell, CT.	1997
“Making it Work: The Evolution of a PDS.”	
CSDE PDS Conference, CCSU, New Britain, CT.	1997
KIVA Panelist – “Students as Future Teachers.”	
Yale International Studies Seminar, Bay Path College, Longmeadow, MA.	1997
Russell Library/HeadStart Partnership Workshop, WCSU, Danbury, CT.	1996
Educators Conference, WCSU, Danbury, CT.	1996
Minority Teacher Recruiting Program, WCSU, Danbury, CT.	1996
CSU Fifth Faculty Research Conference, WCSU, Danbury, CT.	1995
“The Australian Literacy War: Whole Language vs. Functional Grammar.”	
CSU International Conference, ECSU, Willimantic, CT.	1994
Center for Developmental Studies Outreach Forum, Danbury, CT.	1993
PHI DELTA KAPPA Teacher Forum, WCSU, Danbury, CT.	1992
Teaching Opportunities for Paraprofessionals, Hartford, CT.	1991
International Education for the 21st Century, CSU, New Britain, CT.	1991
Minority Recruitment, WCSU, Danbury, CT.	1991
Assessment and Role Clarification, CSDE, Danbury, CT.	1990
CSU International Education, CCSU, New Britain, CT.	1989
Yale University East Asian Outreach, New Haven, CT.	1988
SCSU Symposium on Soviet Education, New Haven, CT.	1987&89
Newtown High School Career Day, Newtown, CT.	1986

Association for Asian Studies, SUNY at New Paltz, NY.	1986
WCSU Elementary Education Fair, WCSU, Danbury, CT.	1985
Pennsylvania Council for the Social Studies, Lancaster, PA.	1984
Korea, 5,000 Years of Culture, U.N.L.V., Las Vegas, NV.	1983
Clark County Multicultural Conference, U.N.L.V., Las Vegas, NV.	1983
Cultures & Customs Conference, U.N.L.V., Las Vegas, NV.	1983
International Tourism Symposium, U.N.L.V., Las Vegas, NV.	1983
Cinco de Mayo, U.N.L.V., Las Vegas, NV.	1983
I.N. Thut World Education Center, The University of CT., Storrs, CT.	1983
Commencement Speaker, FCI Education Center, Danbury, CT.	1983
Association for Asian Studies, SUNY at New Paltz, NY.	1980
Communication Skills Workshop, FCI, Danbury, CT.	1980
China Today, WCSU International Center, Danbury, CT.	1980
World Studies Middle East Conference, The University of CT. Storrs, CT.	1980
Opening Doors to Japan, CCSU, New Britain, CT.	1979
British Open Education Workshops, New York City & New Haven, CT.	1974

**NATIONAL & INTERNATIONAL CONFERENCES - ATTENDED:**

CT Conference on Multicultural Education, Waterbury, CT.	2000
Ninth Annual Women's Study Conference, SCSU, New Haven, CT.	1999
Professional Development School Forum, Hartford, CT.	1998
International Studies Seminar, University of Bridgeport, Bridgeport, CT.	1998
Sixth Annual Japan Conference, CCSU, New Britain, CT.	1998
Tourette & Associated Disorders Annual Conference, WCSU, Danbury, CT.	1998
CSU Seventh Faculty Research Conference, CCSU, New Britain, CT.	1997
CEEP Effectiveness, Barnard School, CCSU, New Britain, CT.	1997
Teaching About Korea, Yale University, New Haven, CT.	1997
Professional Development Schools, University of Hartford, W. Hartford, CT.	1997
Perspectives on Education, PDS Conference, CCSU, New Britain, CT.	1997
CT Consortium of PDS Conference, CT DHE, Hartford, CT.	1996
CSU Fifth Faculty Research Conference, WCSU, Danbury, CT.	1995
21st Australian Reading Association Conference, Sydney, Australia.	1995
The Legacy of Martin and Malcolm: Black History Month, Danbury, CT.	1993
CSU Conference on Ethnic Diversity, CCSU, New Britain, CT.	1992
Child Abuse: Recognition & Reporting, Danbury, CT.	1991
Clinical Schools, University of Hartford, Hartford, CT.	1991
Connecticut Business & Educators Consortium, Waterbury, CT.	1991
Education For Diversity, CSDE, Cromwell, CT.	1990
CEA Annual Conference, Waterbury, CT.	1989
Center for Educational Excellence, CCSU, New Britain, CT.	1988
Celebration of the Art of Teaching, CCSU, New Britain, CT.	1988
Institute for Effective Teaching, Wesleyan University, Middletown, CT.	1987
Center for Educational Excellence, Meriden, CT.	1987
Teaching About Trade: Japan and the U.S.A., Yale University.	1987
Liberal Education & the Political Community, SCSU, New Haven, CT.	1987
U.S. Department of State Foreign Policy Seminar, Bloomfield, CT.	1986
Teacher Preparation, Wesleyan University, Middletown, CT.	1985
Nevada Title 1 Association, Las Vegas, NV.	1983
International Education, The University of CT., Storrs, CT.	1983
Council on International Educational Exchange, Yeshiva University, NYC.	1982

Korean National Teacher's Association, Chuncheon, Korea.	1981
American University Field Service, Salisbury, CT.	1981
World Education Fellowship, United Nations, NYC.	1981
American University Field Service, Salisbury, CT.	1980
Yale University, International Area Studies, New Haven, CT.	1980
Naugatuck High School Career Education, Naugatuck, CT.	1979
Yale University, China Association, New Haven, CT.	1979
CCSU International Studies, New Britain, CT.	1979
World Studies, SCSU, New Haven, CT.	1978
Harvard School of Education, Boston, MA.	1978
Association of Religious Communities, Danbury, CT.	1977
Graduate Theological Union, Berkeley, CA.	1977
American Political Science Association, Washington D.C.	1977
Institute for World Affairs, San Diego State University, CA.	1974
World Education Fellowship Annual Conference, Bombay, India.	1974
Philosophy of Education Society, Hofstra University, NY.	1973
Reform in Corrections, Fairfield University, Fairfield, CT.	1973
Open Education Society, SUNY at New Paltz, NY.	1973
World Education Fellowship, The University of CT., Storrs, CT.	1973
World Education Fellowship, Hartford Theological Seminary, CT.	1973
General Systems Analysis, Hartford, CT.	1971
World Education Fellowship, The University of CT., Storrs, CT.	1971

#### **LECTURE ENGAGEMENTS:**

Danbury Public Elementary Schools, Danbury, CT.	1993-97
"Professional Development Schools – Making Them Work."	
Southern Connecticut State University, New Haven, CT.	1997
"Educational Issues in Mexico."	
Southern Connecticut State University, New Haven, CT.	1996
"British Public Education 1969-1996."	
Danbury Public School Principal's Association, Danbury, CT.	1995
"Initiating a Professional Development School."	
Career Development, Federal Correctional Institution, Danbury, CT.	1994
"Professional Development and Career Advancement."	
Center for Developmental Studies Consortium, Danbury, CT.	1992
"Collaboration Between School Districts and Universities."	
Western Connecticut Superintendents Association, Danbury, CT.	1991
"International Standards for K-12 Schools and Students."	
S.W. CT CORE Consortium, Fairfield University, Fairfield, CT.	1990
"Teacher Preparation in Site Based Curriculum Strategies."	
Center for Educational & Cultural Exchange, Moscow, Russia.	1989
"American Perceptions of Soviet Education."	
Southern Connecticut State University, New Haven, CT.	1988
"Education in the USSR, 1920-1988."	
Lake Mohegan Unitarian Church, Yorktown Heights, NY.	1988
"Japan - Economic Superstar."	
Yale University East Asian Outreach.	1988
"Korea's Vision of Education."	
Southern Connecticut State University, New Haven, CT.	1987
"Soviet Youth Organizations."	

Lake Mohegan Unitarian Church, Yorktown Heights, NY.	1987
"Contemporary Soviet Education."	
Kutztown State University, Kutztown, PA.	1986
"Establishing an International Exchange Program."	
Ten Year School # 6, Moscow, Russia.	1986
"The American Political System."	
Newtown High School, Social Studies Department, Newtown, CT.	1986
"Southeast Asian Cultural Traditions."	
Ten Year School # 1, Moscow, Russia.	1986
"The American Political System."	
Newtown High School, Social Studies Department, Newtown, CT.	1985
"East Asian Cultural Traditions."	
Great Decisions Seminar, U.N.L.V., Las Vegas, NV.	1983
"The Challenge of Soviet Education."	
The University of Connecticut, History Department, Waterbury, CT.	1983
"The Genesis of the Cold War."	
Ten Year School # 213, St. Petersburg, Russia.	1981
"Themes in American History."	
South United Methodist Church, Manchester, CT.	1981
"Life in the PRC."	
Yonsei University Medical School, Seoul, R.O.K.	1981
"The Barefoot Doctor in the PRC."	
United Methodist Church, Danbury, CT.	1980-81
"Soviet Society."	
University of the Philippines, Diliman campus, Manila, R.P.	1980
"Higher Education in the United States."	
Tunxis Community & Technical College, Farmington, CT.	1980
"The Rise and Fall of the Mayan Empire."	
Reading Social Studies Teachers' Convention, Reading, PA.	1979-87
"Emerging Themes in Social Studies."	
House of Friendship, Moscow, Russia.	1979
"The American Economic System."	
Chulalongkorn University, Bangkok, Thailand.	1979
"The American Political System."	
Philippine Normal University, Manila, R.P.	1979
"Educational Assessment and Evaluation."	
New Fairfield Junior High School, New Fairfield, CT.	1979
"Southeast Asia - Thailand and Its Neighbors."	
University of Maryland, Department of Government, College Park, MD.	1978
"Japanese Social Traditions and Customs."	
Tamagawa University, Machida City, Tokyo, Japan.	1978
"American Education, Grades K-12."	
Chiang Mai University, Chiang Mai, Thailand.	1978
"American Education, Grades K-12."	
Phi Delta Kappa, WCSU Chapter, Danbury, CT.	1978
"Education in the USSR."	
Department of Defense N.C.O. Training School, Yokota, Japan.	1977
"Prejudice Reduction Training."	
Department of Defense Army Training School, Okinawa, Japan.	1977

“Prejudice Awareness Training.” PACAF HQ, Okinawa, Japan.	1977
“Prejudice Awareness Training.” Department of Defense HQ, Asian Schools, Okinawa, Japan.	1977
“Prejudice Awareness Training.” Department of Defense, Misawa Combined Schools, Misawa, Japan.	1977
“The British Integrated Working Day.” Japanese English Teachers Convention, Hachinohe, Japan.	1977
“Education in the USSR.” Fuchu Maximum Security Prison, Tokyo, Japan.	1977
“SOFA and US Service Personnel.” Herzen Pedagogic Institute, St. Petersburg, Russia.	1976
“The American System of Public Education, Grades K-12.” Seoul City Board of Education, Seoul, R.O.K.	1976
“Education in the USSR.” Udon Thani Teachers College, Udon, Thailand.	1975
“Issues in Criminology & Penology.” Fuden Catholic University, Taipei, R.O.C.	1975
“Issues in Criminology & Penology.” Taiwan National University, Taipei, R.O.C.	1975
“Issues in Criminology & Penology.” Department of Defense, M.C. Perry Elementary School, Iwakuni, Japan.	1974
“British Primary Education – Infant and Junior Schools.” Department of Defense, U.S. Army Reserve Center, Waterbury, CT.	1972
“German Military Strategy 1939-45.” Federal Correctional Institution, Danbury, CT.	1971
“Ancient Egypt.” & “Medieval Europe.”	

**PROFESSIONAL REFERENCES:**

Available on request.



**Dr. Marcy Delcourt, Ph.D.**

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Stamford, CT 06905-2102  
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Fax: (203) 322-0522  
email: marcydelcourt@aol.com**

Education

- 1984-1988 Doctor of Philosophy, Educational Psychology, concentration in Measurement and Evaluation and Gifted and Talented Education, The University of Connecticut, Storrs, Connecticut, Date of Completion- Spring 1988
- 1987 Educational Administration, General Certification
- 1979-1980 Master of Arts, Special Education, Concentration in Gifted and Talented Education, The University of Connecticut, Storrs, Connecticut
- 1979 Elementary Education, Certified Nursery, K-8 in Pennsylvania and Connecticut
- 1975-1978 Bachelor of Science, Special Education, concentration in the Physically and Mentally Handicapped, Bloomsburg State University, Bloomsburg, Pennsylvania, Dean's List Award, participated in an exchange program-Liverpool, England

Work and Related Experience

- Summer 2000 Adjunct Professor The University of Connecticut, Storrs CT, taught doctoral level course in research methodology
- 1999-present Assistant Professor, Western Connecticut State University, Danbury, CT, Education and Educational Psychology Department
- 1997-1999 Associate Professor, Sacred Heart University, Fairfield, CT, Department of Education
- 1997-1999 Part-time Associate Professor, McGill University, Montréal, Québec, Faculty of Education, Department of Educational and Counselling Psychology, advised doctoral and master's degree candidates and participated in grant research
- 1996-1999 Program Evaluator, Project CUE- Creating Urban Excellence, District #9, Claremont Community School, #42, 1537 Washington Avenue, Bronx, New York
- 1993-1997 Assistant Professor, McGill University, Montréal, Québec, Faculty of Education, Department of Educational and Counselling Psychology (on leave 1996-1997)  
-taught courses in measurement and evaluation, educational psychology, program evaluation, curriculum development, special education, and gifted education to graduates and undergraduates  
-oversaw special activity projects, including the placement of graduate students in local classrooms  
-advised students in M.Ed., M.A., and Ph.D. programs, provided direct supervision in student completion of theses and dissertations
- 1990- 1993 Principal Investigator, The National Research Center on the Gifted and Talented, University of Virginia, Funded by the Office of Educational Research and Improvement, United States Department of Education
- 1988-1993 Assistant Professor, The University of Virginia, Curry School of Education, Department of Educational Studies
- 1988-1990 Program Coordinator, The University of Virginia's off-grounds Master's Degree Program in Educational Psychology
- Summer 1989 Assistant Program Director, Summer Enrichment Program, The University of Virginia, Charlottesville, Virginia  
-coordinated all teacher placements and teacher assessments

- The University of Connecticut  
-Strand Coordinator, taught one-week course: "Identifying and Developing Skills in the Affective Domain"
- Spring 1988, The University of Connecticut, Storrs, Connecticut, lecturer  
-taught a graduate course in Creativity
- Summer 1987 The University of Connecticut, Storrs, Connecticut, lecturer  
-presented theories and research related to creativity and the creative individual as well as practical applications of these issues
- 1987-1988 The University of Connecticut, Storrs, Connecticut  
Graduate Assistant to Dr. Joseph S. Renzulli, Educational Psychology, Gifted Education,  
-participated in a variety of research projects, analyzed data, constructed exam items
- 1986-1987 The University of Connecticut, Storrs, Connecticut  
-Strand Coordinator, taught one-week course: "Teaching High Ability Students in the Affective Domain"
- Fall 1985 - The University of Connecticut, Storrs, Connecticut  
Fall 1987 Lecturer/Graduate Assistant in educational psychology  
-taught graduate and undergraduate students introductory theories and strategies related to educational practices (3, 2 hour classes/week)
- Summer 1986 Bowling Green State University, Ohio, Lecturer  
-taught a one-week course: "The Social and Emotional Needs of the Gifted"  
Practicum Evaluator, Bowling Green State University  
-supervised and evaluated graduate students as they participated in a teaching practicum
- 1985-1986 The University of Connecticut, Storrs, Connecticut  
Research Assistant for the Bureau of Educational Research and Lab Assistant in a level II statistics course for the Social Sciences,  
-instructed graduate students in the interpretation of statistical theories and procedures
- 1980-1984 Teacher of high ability students, Whisconier Middle School, Brookfield Public School District, Brookfield, Connecticut  
-organized and taught in a resource room (grades 5-8);  
-student advisor, compiled a general community resource guide and promoted an outdoor education program  
-wrote district guidelines for the program, grades 2-12  
-initiated a state and district-wide program for creative problem solving, Odyssey of the Mind  
-served on a district computer implementation committee, instructed students and teachers in computer applications  
-led a group of general education students in England
- 2/1979 Teacher, Schuylkill Day Care, Schuylkill County,  
6/1979 Pennsylvania  
-taught in a preschool program, ages 2-6
- 4/1979- Teacher, special education, Intermediate Unit #29,  
6/1979 Schuylkill County, Pennsylvania  
-taught a variety of subjects to mentally challenged students and those with physical handicaps
- Summer Camp F.U.T.U.R.E. Counselor, (summer camp for  
1977, exceptional children) Stillwater, Pennsylvania,  
1979 -organized and implemented educational programs for day and overnight camping experiences
- 1976-1978 Camp F.U.T.U.R.E.- summer camp for exceptional children, founding committee member,  
Bloomsburg State University, Bloomsburg, Pennsylvania
- Summer Teacher's Aide, special education, Intermediate Unit #29

- 1976 - Schuylkill County, Pennsylvania  
 1977 -conducted classes for severely and profoundly retarded infants and trainable and educable, mentally retarded adults

Commendations, Awards and Honor Societies

- 1996 Early Scholar Award from the National Association for Gifted Children  
 Award for Excellence in Research from American Mensa Education and Research Foundation and International Mensa Limited in the 1995-1996 competition
- 1995 Nominated for Early Scholar Award from the National Association for Gifted Children
- 1994-1995 Recipient of a Royal Bank of Canada Teaching Innovation Award in an educational psychology course
- 1988-1989 Selected for Who's Who in American Education
- 1988 Ph.D. awarded, University of Connecticut, G.P.A.- 4.0/4.0
- 1986 John C. Gowan Graduate Scholarship Award (National Association for Gifted Children)  
 Recipient of the Pi Lambda Theta scholarship for a returning student
- 1985 Pi Lambda Theta National Honor Society
- 1984-1985 Jesse Noyes Foundation Fellow, The University of Connecticut
- 1980 M.A. awarded, University of Connecticut  
 Phi Delta Kappa, Professional Fraternity in Education
- 1979 Phi Kappa Phi National Honor Society
- 1978 Suma Cum Laude and Dean's List Award Bloomsburg State University, Bloomsburg, Pennsylvania
- 1977 Kappa Delta Pi, Honor Society in Education

Publications

- 2001 Delcourt, M. A. B., & Baum, S. M. (submitted). School reform through talent development: A comparison of two sites. In S. Assouline (Ed.), Henry B. & Jocelyn Wallace National Research Symposium on Talent Development: Vol. 5. Iowa City, IA: University of Iowa.
- Shore, B. M., Aulls, M. W., Delcourt, M. A. B., & Rejskind, F. G. (Eds.) (accepted), Inquiry: Where ideas come from and where they lead: Erlbaum.
- Delcourt, M. A. B. (accepted). Creative Productive Behavior and Self-Regulation: Keys to Developing Projects in the Natural and Social Sciences In B. M. Shore, M. W. Aulls, M. A. B. Delcourt, & F. G. Rejskind (Eds.), Inquiry: Where ideas come from and where they lead: Erlbaum.
- Shore, B. M., & Delcourt, M. A. B. (accepted). The origins of students' ideas for science fairs. In B. M. Shore, M. W. Aulls, M. A. B. Delcourt, & F. G. Rejskind (Eds.), Inquiry: Where ideas come from and where they lead: Erlbaum.
- Delcourt, M. A. B., & Kinzie, M. B. (submitted). Computer technologies in business education: The measurement of attitudes and self-efficacy. Journal of Research and Development in Education.
- Delcourt, M. A. B., & Carkner, P. (submitted). Teachers' and students' participation in an inquiry-oriented curriculum: The types of questions they ask and their perceptions of learning. Roeper Review.
- 2000 Delcourt, M. A. B. (2000). Message from the chair. Quest 11(2), 1-3.
- Delcourt, M. A. B. (2000). What makes a challenge? Quest 11(1), 1-3.
- Delcourt, M. A. B. (2000). An evaluation of Project CUE: Creating urban excellence through talent development. Washington, DC: Office of Educational Research and Improvement, United States Department of Education.
- 1999 Delcourt, M. A. B. (1999). What parents need to know about. . . recognizing and developing interests, strengths, and talents of gifted elementary school children. Storrs,

- CT: The National Research Center on the Gifted and Talented.
- Delcourt, M. A. B. (1999). What parents need to know about. . . recognizing and developing interests, strengths, and talents of gifted adolescents. Storrs, CT: The National Research Center on the Gifted and Talented.
- 1998 Delcourt, M. A. B. (1998). Five ingredients for success: Two cases of effective advocacy at the state level. Washington, DC: The National Association for Gifted Children, Advocacy Task Force.
- Delcourt, M. A. B. (1998). What parents need to know about. . . recognizing and developing interests, strengths, and talents of very young gifted children. Storrs, CT: The National Research Center on the Gifted and Talented.
- Delcourt, M. A. B. (1998). Elementary school programs in gifted education. In S. Baum, S. Reis, and L. R. Maxfield (Eds.), Developing gifts and talents of primary grade students (pp. 71-127). Mansfield Center, CT: Creative Learning Press.
- 1997 Delcourt, M. A. B., Lyn, H. D., & Rejskind, G. (1997). Self-perceptions of low and high ability adolescents in a Caribbean context. Journal for the Education of the Gifted 20(3).
- 1996 Shore, B. M., & Delcourt, M. A. B. (1996). Effective curricular and program practices in gifted education and the interface with general education. Journal for the Education of the Gifted 20(2), 138-154.
- Karovitch, S. R., Shore, B. M., & Delcourt, M. A. B. (1996). Gifted and nongifted participants' persistence in French-immersion programs. Gifted and Talented International 11, 30-33.
- 1995 Delcourt, M. A. B. (1995). Characteristics related to high levels of creative/productive behavior in secondary school students: A multi-case study. In E. J. Gubbins (Ed.), Research Related to the Enrichment Triad Model, pp. 35-87, Storrs, CT: The National Research Center on the Gifted and Talented.
- Cornell, D. G., Delcourt, M. A. B., Goldberg, M. D., & Bland, L. C. (1995). Achievement and self-concept of minority students in elementary school gifted programs. Journal for the Education of the Gifted, 18, 189-209.
- Delcourt, M. A. B. (1995). What educators need to know about. . . elementary school programs in gifted education. Storrs, CT: The National Research Center on the Gifted and Talented.
- Clinkenbeard, P. R., & Delcourt, M. A. B. (1995). What educators need to know about. . . motivating elementary school students. Storrs, CT: The National Research Center on the Gifted and Talented.
- 1994 Delcourt, M. A. B. (1994). Focus on parent-school partnerships. AEGUS Newsletter, Spring, 5-6.
- Delcourt, M. A. B. (1994). Exemplary elementary school programs in gifted education. The National Research Center on the Gifted and Talented Newsletter, Spring, 6-9.
- Kinzie, M. B., Delcourt, M. A. B., & Powers, S. M. (1994). Computer technologies: Attitudes and self-efficacy across disciplines. Research in Higher Education, 35, 745-768.
- Delcourt, M. A. B. (1994). Creative/productive behavior among secondary school students: A longitudinal study of students identified by the Renzulli three-ring conception of giftedness. In R. Subotnik and K. Arnold (Eds.), Beyond Terman: Longitudinal Studies in Contemporary Gifted Education (pp. 401-436). Norwood, NJ: Ablex.
- Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D (1994). Evaluation of the effects of programming arrangements on student learning outcomes (Report No. RM940608), 177 pages including executive summary, Storrs, CT: The National Research Center on the Gifted and Talented.
- Delcourt, M. A. B., & Evans, K. (1994). Qualitative extension of the learning outcomes study (Report No. RM940710), 191 pages including executive summary, Storrs, CT: The National Research Center on the Gifted and Talented.

- Cornell, D. G., Delcourt, M. A. B., Bland, L. C., Goldberg, M. D., & Oram, G. (1994). Low incidence of behavior problems among elementary school students in gifted programs. Journal for the Education of the Gifted, 18, 4-19.
- 1993 Delcourt, M. A. B., & Kinzie, M. B. (1993). Computer technologies in teacher education: The measurement of attitudes and self-efficacy. Journal of Research and Development in Education, 27, 31-37.
- Delcourt, M. A. B. (1993). Creative productivity among secondary school students: Combining energy, interest and imagination. Gifted Child Quarterly, 37, 23-31.
- Delcourt, M. A. B., McIntire, J. A., & Evans, K. (1993). Characteristics of exemplary program models for high ability learners. In S. Moon & J. F. Feldhusen (Eds.), National Association for Gifted Children Research Briefs, November, 5-10.
- Delcourt, M. A. B., & McIntire, J. A. (1993). An investigation of student learning outcomes: Results of a program satisfaction survey. Newsletter of The National Research Center on the Gifted and Talented, Winter, 6-7.
- 1992 Coover, D., & Delcourt, M. A. B. (1992). Construct and criterion-related validity of the adult-attitudes toward computers survey for a sample of professional nurses. Educational and Psychological Measurement, 52, 653-661.
- Delcourt, M. A. B., Bland, L. C. (1992, March). The learning outcomes study. Newsletter of the National Research Center on the Gifted and Talented, 6.
- Cornell, D. G., Delcourt, M. A. B., Goldberg, M. D., & Bland, L. C. (1992). Learning characteristics of elementary students entering gifted programs: The learning outcomes project at the University of Virginia. Journal for the Education of the Gifted, 15, 309-331.
- Delcourt, M. A. B., McIntire, J. A. (1992). Creative Behavior: Suggestions for Its Development in Children. Journal of Child Development, Taichung Teachers College, Taichung, Taiwan, 261-270.
- 1991 Delcourt, M. A. B., Cornell, D. G., Bland, L. C., & Goldberg, M. D. (1991). What happens to students in programs for the gifted? The learning outcomes project at the University of Virginia. Newsletter of the National Research Center on the Gifted and Talented. November.
- Delcourt, M. A. B. (1991). Teacher as researcher. AEGUS Newsletter, 1(2), 4.
- 1990 Callahan, C. M., Cornell, D. G., Delcourt, M. A. B., Hunsaker, S. L., & Lundberg, A. C. (1990). University of Virginia. . . achievement, attitudes, and adjustment: The learning outcomes study. California Association for the Gifted, Newsletter. November.
- 1989 Delcourt, M. A. B. (1989). Make maps. Skill development challenge project to accompany the story- Old Blue. In Caravans (grade 3). Boston, MA: Houghton-Mifflin.
- Delcourt, M. A. B. (1989). Make a game about rivers. Skill development challenge project to accompany the story- Wonders of Rivers In Journeys (grade 4). Boston, MA: Houghton-Mifflin.
- Delcourt, M. A. B. (1989). Conduct a survey. Skill development unit to accompany the story-Miss Rumphius. In Journeys (grade 4). Boston, MA: Houghton-Mifflin.
- Delcourt, M. A. B. (1989). Design a board game. Skill development unit to accompany the story-Two Big Bears. In Flights (grade 5). Boston, MA: Houghton-Mifflin.
- Delcourt, J. P., & Delcourt, M. A. B. (1989). Study other cultures. Skill development unit to accompany the story- The Adobe Way. In Flights (grade 5). Boston, MA: Houghton-Mifflin.
- Delcourt, M. A. B. (1989). Conduct an ethnographic survey. Skill development unit to accompany the story- Industrialization Changes Life. In Triumphs (grade 9). Boston, MA: Houghton-Mifflin.
- 1988 Delcourt, M. A. B. (1988). Profiles of creative producers: Combining energy, interest, and imagination. In R. Jenkins-Friedman & A. Robinson (Eds.), Research and evaluation committee: Research briefs. Circle Pines, MN: National Association for Gifted Children.

- 1987 Delcourt, M. A. B. (1988, Spring). Weekend Travel at Confratute. Confratute Times.  
 Delcourt, M. A. B., & Emerick, L. J. (1987). Social/emotional needs of the gifted: The educator's perspective. In R. Jenkins-Friedman & A. Robinson (Eds.), National association for gifted children: Research briefs. Circle Pines, MN: National Association for Gifted Children.
- Delcourt, M. A., & Lewis L. H. (1987, February). Measuring adults' attitudes toward computers: An initial investigation. Proceedings of the Lifelong Learning Research Conference. College Park, MD.
- 1986 Renzulli, J. S., & Delcourt, M. A. B. (1986). The legacy and the logic of research on the identification of gifted persons. Gifted Child Quarterly, 30(1), 20-23.

#### Publications- Technical Manual

- Baum, S. M., & Delcourt, M. A. B. (1996). Manual for the Teacher Searchlist. New York, NY: College of New Rochelle.
- Delcourt, M. A. B., & Kinzie, M. B. (1995). Technical manual for the ACT and SCT surveys. Charlottesville, VA: Department of Educational Studies.

#### Thesis

- 1988 Delcourt, M. A. B. (1988). Characteristics related to high levels of creative/productive behavior in secondary school students: A multi-case study. Unpublished doctoral dissertation, The University of Connecticut, Storrs.

#### Instrument Development and Analysis

- 1996 Teacher Efficacy in Developing Gifts and Talents in Children, with Baum, S. M.  
 Teacher Confidence in Using Instructional Materials, with Baum, S. M.
- 1995-1996 Inquiry Questionnaire  
 Attitudes Toward Students with Learning Disabilities  
 Self-perceptions of Adolescence
- 1994 Program Profile Form for Assessing Internal Consistency of a Program for the Gifted
- 1991 Attitudes Toward and Confidence in Frog Dissection, The University of Virginia,  
 Department of Educational Studies  
 Student Activities Survey  
 Students' Attitudes toward the Gifted Program  
 Teachers' Attitudes Toward the Gifted Program  
 Administrators' Attitudes Toward the Gifted Program  
 Parents' Attitudes Toward the Gifted Program
- 1990-1991 Attitudes Towards Computer Technologies, Self-Efficacy of Computer Technologies  
 Actitudes hacia las tecnologías de computadoras, Confidencia en si mismo en el uso de tecnologías de computadoras
- 1990 Self-efficacy Toward Conducting Scientific Investigations, Instrument Development and Analysis, The University of Virginia and Sullens Academy, Virginia
- 1986-1987 Research Consultant for a grant sponsored through Department of Educational Leadership at The University of Connecticut and the IBM Corporation  
 -wrote statistical programs and analyzed data concerning the implementation of computers and specialized software employed in classes for adult, basic education students  
 -developed and investigated initial field testing for an instrument measuring adult's attitudes toward computers
- 1986-1987 Research Consultant, West Hartford Public Schools, West Hartford, CT  
 -developed and analyzed computer programs related to the student testing program

Spring  
1985 Graduate Assistant to Dr. Robert K. Gable, Bureau of Educational Research and Service, The University of Connecticut, Storrs, Connecticut  
-aided graduate students and faculty regarding research design and statistical/computer application issues  
-developed and evaluated programs in SPSS, SPSSX and BMDP

#### Grants Accepted for Funding

1997-2000 Inquiry as a Teaching and Learning Experience, FCAR (Fonds pour la Formation de Chercheurs et l'Aide à la Recherche), PIs-Shore, B. M., Aulls, M. W., Delcourt, M. A. B., Rejskind, F. G., Austin, L. B., \$72,000.00 (Canadian).  
1996-1999 Inquiry in Education: The Teacher As Researcher, SSHRC, \$124,000.00 (Canadian), Co-researchers- Shore, B. M., Aulls, M. W., & Delcourt, M. A. B.  
1995-1996 The Development of Inquiry Skills Among Graduate Students, Faculty of Graduate Studies & Research: Research Development Fund, \$6100.00 (Canadian). PI- Delcourt, M. A. B., Collaborator- Rejskind, F. G.  
1994-1995 Explorations Research Grant, McGill University, Inquiry 2000, \$4000.00 (Canadian). PI- Delcourt, M. A. B., Collaborator- Halliday, F.  
Teaching Innovation Grant, Royal Bank of Canada, \$1500.00, plus matching funds from both the Faculty of Education and the Department of Educational and Counselling Psychology (\$5,500.00 Canadian). PI- Delcourt, M. A. B.  
1992-1995 Social and Emotional Adjustment of the Gifted, Co-Principal Investigator for the National Research Center on the Gifted and Talented funded by the Office of Educational Research and Improvement, United States Department of Education, \$146,593.00 (U.S.) each year for two years.  
1991-1992 Qualitative Extension of the Learning Outcomes Study, Principal Investigator for the National Research Center on the Gifted and Talented funded by the Office of Educational Research and Improvement, United States Department of Education, \$143,782.50 (U.S.). PI- Delcourt, M. A. B., Collaborator- Karen Evans.  
1990-1992 Evaluation of the Effects of Programming Arrangements on Student Learning Outcomes, Principal Investigator for the National Research Center on the Gifted and Talented funded by the Office of Educational Research and Improvement, United States Department of Education, \$98,821 (U.S.) for each of two years. PI- Delcourt, M. A. B., Collaborators- Loyd, B. H., Cornell, D. G., Goldberg, M. D.

#### Grants Submitted

1996 Project CIMS: Computer-Enhanced Inquiry in Mathematics and Science, Hewlett-Packard, PIs- Delcourt, M. A. B., Shore, B. M., Aulls, M. W., Rejskind, F. G., \$124,000.00.  
1995 Understanding Effects of an Inquiry Approach to Curriculum on Middle School Students' Motivation: A Comparison of High and Average Ability Students, SSHRC, \$79,600.00, PI- Delcourt, M. A. B.  
Innovations in Teacher Education: The Revision and Integration of Simulated Interactive Classroom Environments into an Educational Psychology Course. Royal Bank, \$3000.00, PI- Delcourt, M. A. B., Collaborator- Halliday, F.  
1994 At-Risk High Ability Students, SSHRC, PI- Delcourt, M. A. B.  
Inquiry and High Ability, F-CAR Equipe  
1993 Inquiry and High Ability, F-CAR Equipe  
1992 At-Risk High Ability Students, F-CAR New Researcher, PI- Delcourt, M. A. B.

#### Reviews

2000-present Co-editor- Journal for Secondary Gifted Education  
1995-1999 Gifted Child Quarterly- Editorial Board Member

1995 FCAR New Researcher grant reviewer  
1994-present Roeper Review- article reviewer  
1993 Urban Education- article reviewer  
1991-present The National Research Center on the Gifted and Talented, Research-Based Decision Making Papers

#### Presentations at Professional Conferences

Delcourt, M. A. B., & Baum, S. M. (November, 2000). Comparative perceptions of artistically talented elementary school students. Presentation at the forty-seventh annual convention of the National Association for Gifted Children, Atlanta, GA.

Cross, T., Coleman, L. J., Crammond, B., Delcourt, M. A. B., Olszewski-Kubilius, P., & Subotnik, R. (November, 2000). Publishing in the field of gifted education. Presentation at the forty-seventh annual convention of the National Association for Gifted Children, Atlanta, GA. This was selected as a special Master Session in Research and Evaluation.

Delcourt, M. A. B., & Baum, S. M. (May, 2000). School reform through talent development: A comparison of two sites. Presentation at the Fifth Biennial Henry B. & Jocelyn Wallace National Research Symposium on Talent Development, Iowa City, IA.

Delcourt, M. A. B., Baum, S. M., Kase, S., Karafelis, P. (November, 1999). School reform through talent development. Presentation at the forty-sixth annual convention of the National Association for Gifted Children, Albuquerque, NM.

Delcourt, M. A. B. (March, 1999). The identification of talent development for Project CUE: Creating Urban Excellence. Presentation at the Conference for the Northern Virginia Council of Gifted and Talented Education, Falls Church, Virginia.

Delcourt, M. A. B., Kase, Shore, B., Grantham, T., & Rogers, K. (November, 1998). Programs developing urban excellence for gifted learners. Presentation at the forty-fifth annual convention of the National Association for Gifted Children, Louisville, KY.

Delcourt, M. A. B., Kase, S., Baum, S., Joyce, J., Oreck, B. (November, 1998). Project CUE: A program evaluation model for an urban setting. Presentation at the forty-fifth annual convention of the National Association for Gifted Children, Louisville, KY.

Robinson, A., Moon, S., Dumas, E., Delcourt, M. A. B., Enerson, D., Grantham, T., Hertzog, N., Kennedy, D., Corbell, L., & Zhro, C. (November, 1998). A national study of exemplary advocacy events. Presentation at the forty-fifth annual convention of the National Association for Gifted Children, Louisville, KY.

Delcourt, M. A. B., Halliday, F. E., Rejskind, F. G., Laws, J. (November, 1997). Exploring environments that foster inquiry and creative thinking. Presentation at the forty-fourth annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B., Kase, S., Baum, S., Joyce, J., Oreck, B. (November, 1997). Project CUE: Creating urban excellence through talent development. Presentation at the forty-fourth annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B. (April, 1997). What parents and educators should know about gifted programming. Second Annual Parents' Conference, Ball State University, Muncie, IN.



Halliday, F. E., Hayes, J., Rejskind, F. G., Delcourt, M. A. B., Vekilis, I. (May, 1997). Relating curriculum histories and curriculum change. Presentation at the Mid-Year Conference for the National Association for Gifted Children, Montréal, Québec, Canada.

Delcourt, M. A. B., Lyn, H. D., & Rejskind, F. G. (November, 1996). Self-perceptions of low and high ability adolescents. Presentation at the forty-third annual convention of the National Association for Gifted Children, Indianapolis, IN.

Delcourt, M. A. B., Shore, B. M., Rejskind, F. G., Halliday, F. E., Laws, J., Linda MacKinnon, & Carkner, P. (November, 1996). Developing environments for inquiry. Presentation at the forty-third annual convention of the National Association for Gifted Children, Indianapolis, IN.

Delcourt, M. A. B., & Carkner, P. (June, 1996). Teachers' and students' participation in an inquiry-oriented curriculum: The types of questions they ask and their perceptions of learning. Presentation at the Canadian Society for the Study of Education, St. Catherines, Ontario.

Watson, M., & Delcourt, M. A. B. (June, 1996). Impact of an inquiry-oriented curriculum on teachers. Presentation at the Canadian Society for the Study of Education, St. Catherines, Ontario.

Halliday, F. E., Rejskind, F. G., Delcourt, M. A. B., Shore, B. M. (June, 1996). Explorations into inquiry learning: Future directions. Presentation at the Canadian Society for the Study of Education, St. Catherines, Ontario.

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D. (April, 1996). Achievement and motivation of high ability and average ability children. Presentation at the American Educational Research Association, New York, NY.

Delcourt, M. A. B. (February, 1996). Does it matter how a gifted program is provided? Presentation at the Teachers and Parents of Bright Children Organization, Montréal, Québec.

Delcourt, M. A. B., Shore, B. M., Aulls, M. W., Rejskind, F. G., & Halliday, F. E. (November, 1995). New Insights into Self-Perceptions and Giftedness. Presentation at the forty-second annual convention of the National Association for Gifted Children, Tampa, Florida.

Halliday, F. E., & Delcourt, M. A. B. (July, 1995). Classroom management: What do preservice teachers think about it? Presentation at the conference of the International Study Association of Teachers' Thinking, St. Catherine's, Ontario, Canada.

Delcourt, M. A. B., & Halliday, F. E. (June, 1995). Innovations in preservice education through simulated classroom environments/Innovations dans la formation initiale des enseignants utilisant la simulation des salles de classe. Presentation at the 23rd annual conference of the Canadian Society for the Study of Education, Montréal, Québec, Canada.

Delcourt, M. A. B. (May, 1995). What parents need to know about elementary school programs for high ability learners. Parenting Conference, McGill University, Montréal, Québec, Canada.

Delcourt, M. A. B. (March, 1995). Evaluation of the effects of programming arrangements on student learning outcomes. Presentation at the 5th annual conference of The National Research Center on the Gifted and Talented, Storrs, CT.

Delcourt, M. A. B., & Westberg, K. (1995, March). What educators need to know about developing elementary school programs for high ability learners. Presentation at the 50th annual conference of the Association of Supervision and Curriculum Development, San Francisco, CA.

Shore, B. M., Aulls, M. A., Delcourt, M. A. B., Rejskind, F. G., Halliday, F. E., Barfurth (1994, November). Inquiry: Where Ideas Come From - - Where They Lead. Presentation at the forty-first annual convention of the National Association for Gifted Children, Salt Lake City, UT.

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., Goldberg, M. D., & Bland, L. C. (1994, November). Cognitive and affective learning outcomes of gifted elementary school students. Presentation at the forty-first annual convention of the National Association for Gifted Children, Salt Lake City, UT.

Delcourt, M. A. B. (1994, April). Characteristics of "exemplary elementary school gifted programs. Presentation at the 7th annual national conference for the Association for the Education of Gifted Underachieving Students, St. Paul, MN.

Westberg, K., Delcourt, M. A. B. (1994, March). Promising practices in gifted education, Presentation at the 49th Annual Conference for the Association of Supervision and Curriculum Development, Chicago, IL.

Delcourt, M. A. B., McIntire, J. A., & Evans, K. (1993, November). Characteristics of exemplary program models for high ability students. Presentation at the fortieth annual convention of the National Association for Gifted Children, Atlanta, GA.

Delcourt, M. A. B., McIntire, J. A., Cross, J., Duncan, B., Kaczmarek, & Rodriguez, J. (1993, November). Programs for High Ability Students: Making an Impact on Students, Staff, and the Community. Presentation at the fortieth annual convention of the National Association for Gifted Children, Atlanta, GA.

Callahan, C. M., Adams, C. M., Cunningham, C., Rapkin, A., Lutz, L. Moore, S. D., Delcourt, M. A. B., Udall, A. J., & Baum, S. (1993, November). Nontraditional identification instruments with promise. Presentation at the fortieth annual convention of the National Association for Gifted Children, Atlanta, GA.

Delcourt, M. A. B., Bland, L. C., & McIntire, J. A. (1993, August). The learning outcomes study. Presentation at the 10th World Congress on Gifted and Talented Education, Toronto, Canada.

Delcourt, M. A. B., Evans, K. (1993, August). Exemplary programs for elementary school learners. Presentation at the 10th World Congress on Gifted and Talented Education, Toronto, Canada.

Delcourt, M. A. B. (1993, May). What a gifted program should be. Parenting Group, McGill University.

Delcourt, M. A. B. (1993, May). Parental Concerns of High Ability Children. Presentation at the Annual Parenting Conference, McGill University.

Callahan, C. M., Delcourt, M. A. B., Adams, C. M., Baum, S., & Udall, A. (1993, April). Reliability of instruments used in the identification of high ability students. Presentation at the American Educational Research Association, Atlanta, GA.

Delcourt, M. A. B., Loyd, B. H., Bland, L. C., Moon, T., & Perie, M. (1993, April). Trends in achievement and intrinsic/extrinsic motivation' of high ability children. Presentation at the American Educational Research Association, Atlanta, GA.

Delcourt, M. A. B., & McIntire, J. A. (1993, April). Qualitative analysis of components of exemplary

models of four grouping arrangements in gifted education. Presentation at the American Educational Research Association, Atlanta, GA.

Kinzie, M. B., Delcourt, M. A. B. (1993, April). Computer technologies: Attitudes and self-efficacy across disciplines. Presentation at the American Educational Research Association, Atlanta, GA.

Delcourt, M. A. B., Loyd, B. H., Bland, L. C., & McIntire, J. A. (1993, March). Characteristics of programs for high ability elementary school students: The Learning outcomes study at the University of Virginia. Presentation at the 48th Annual Conference of the Association of Supervision and Curriculum Development, Washington, DC.

Delcourt, M. A. B. (1993, January). Cognitive and affective outcomes of students in programs for the gifted. Presentation at the Colorado Association for the Gifted and Talented, Denver, CO.

Delcourt, M. A. B., & McIntire, J. A. (1993, January). Cognitive and affective outcomes of students in programs for the gifted. Presentation at The National Research Center Advisory Council Meeting Charlottesville, VA.

Delcourt, M. A. B., Loyd, B. H., Bland, L. C., McIntire, J. A., Moon, T., Perie, M. (1992, November). Cognitive and affective outcomes of students in programs for the gifted and talented. Presentation at the Northern Virginia Council for Gifted /Talented Education, Woodbridge, VA.

Delcourt, M. A. B., Loyd, B. H., Bland, L. C., McIntire, J. A. (1992, November). Cognitive and affective outcomes of students in programs for the gifted and talented. Presentation at the thirty-ninth annual convention of the National Association for Gifted Children, Los Angeles, CA.

Delcourt, M. A. B. (1992, May). The teacher as researcher. All-day workshop at the Fifth Annual Conference for the Association for the Education of Gifted Underachieving Students, New Rochelle, NY.

Delcourt, M. A. B., Loyd, B. H., & Bland, L. C. (1992, April). Achievement, attitudes, and self-concept: An examination of measurement issues for gifted students across sex and racial/ethnic status. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Delcourt, M. A. B. (1992, January). Achievement, attitudes, and self-concept of students enrolled in elementary school gifted programs: A comparison across minority status. Presentation at the Colorado Association for Gifted and Talented, Denver, CO.

Delcourt, M. A. B., Cornell, D. G., Bland, L. C., Dodd, P., & Goldberg, M. G. (1991, November). The learning outcomes study at the University of Virginia: Year one. Presentation at the thirty-eighth annual convention of the National Association for Gifted Children, Kansas City, MO.

Cornell, D. G., Delcourt, M. A. B., Bland, L. C., Goldberg, M. G., & Oram G. (1991, October). Mental health adjustment of elementary school children entering a gifted program. Presentation first annual conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, Virginia Beach, VA.

Goldberg, M. D., Cornell, D. G., Delcourt, M. A. B., Bland, L. C., & Oram, G. D. (1991, October). Self-concept and intrinsic motivation of elementary school children in gifted programs. Presentation first annual conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, Virginia Beach, VA.

Oram, G. D., Cornell, D. G., Delcourt, M. A. B., Bland, L. C., & Goldberg, M. D. (1991, October). Intelligence and psychosocial adjustment in high ability children. Presentation first annual conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, Virginia Beach, VA.

(1991, October). Discussant on the Socio-emotional development of the gifted by Shelagh Gallagher, Mary Landrum, and Joyce Van Tassel-Baska. Symposium at the conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbances, Virginia Beach, VA.

Cornell, D. G., Delcourt, M. A. B., Goldberg, M. G., & Bland, L. C. (1991, April). Achievement and self-concept of students entering gifted programs: The learning outcomes study at the University of Virginia. Presentation at the annual convention of the Council for Exceptional Children.

Cornell, D. G., Delcourt, M. A. B., Goldberg, M. G., & Bland, L. C. (1991, April). Achievement and self-concept of minority students entering elementary school gifted programs: The learning outcomes study at the University of Virginia. Symposium presented at the American Educational Research Association, Chicago, IL.

Kinzie, M. B., & Delcourt, M. A. B. (1991, April). Computer technologies and teacher education: Validation of instruments to assess attitudes and self-efficacy. Presentation at the American Educational Research Association, Chicago, IL.

Delcourt, M. A. B. (1991, January). Underachievement among highly creative/productive secondary school students. Presentation at the Colorado Association for Gifted and Talented, Denver, CO.

Cornell, D. G., Delcourt, M. A. B., Bland, L. C., & Goldberg, M. D. (1990, November). What happens to students in gifted programs? The learning outcomes study at the University of Virginia. Research Panel at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B. (1990, November). The gifted kids forum. Panel Coordinator and Moderator at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B. (1990, November). Underachievement among highly creative/productive secondary school students. Presentation at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Delcourt, M. A. B., & Emerick, L. J. (1990, November). The teacher as researcher: Qualitative techniques in the classroom. Presentation at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Pyryt, M. C., Reid, B. D., & Delcourt, M. A. B. (1990, November). Graduate student development: Tacit knowledge for successful experiences. Presentation at the thirty-seventh annual convention of the National Association for Gifted Children, Little Rock, AR.

Baum, S., Colangelo, N., Delcourt, M. A. B., Emerick, L. J., Olenchak, F. R., & Weddel, S. (1990, May). Research on the underachievement pattern: Issues and implications (Research Panel). Presentation at the third annual conference of the Association for the Education of Gifted Underachieving Students, St. Paul, MN.

Delcourt, M. A. B. (1990, May). The teacher as researcher: Gathering information in the classroom. Presentation at the third annual conference of the Association for the Education of Gifted Underachieving

Students, St. Paul, MN.

Delcourt, M. A. B., Bland, L., & Schafer, S. (1990, March). Special populations of gifted students: Curriculum strategies that work. Presentation at the meeting of the Northern Virginia Council for Gifted and Talented Education, Leesburg, VA.

Delcourt, M. A. B., & Hunsaker, S. L. (1989, November). Applying synectics: Ten easy steps. Presentation at the meeting of the National Association for Gifted Children, Cincinnati, OH.

Delcourt, M. A. B., & Emerick, L. J. (1989, November). Affective needs of the gifted: A scope and sequence approach. Presentation at the meeting of the National Association for Gifted Children, Cincinnati, OH.

Murphy, C., Coover, D., & Delcourt, M. A. B. (1989, November). Computer attitudes and self-efficacy: Phase II in a three-part study of computer skills capability. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, New York.

Delcourt, M. A. B. (1989, October). Creative productivity in secondary school students: Combining energy, interest and imagination. Presentation at the meeting of the Virginia Association for the Education of the Gifted.

Delcourt, M. A. B. (1989, April). Underachievement among highly creative/productive secondary school students. Presentation at the meeting of the Association for the Education of Gifted Underachieving Students, New Haven, CT.

Delcourt, M. A. B. (Panel Coordinator) (1988, November). Testing and the identification of the gifted. Panel presentation to coordinators of Programs for the Gifted in Virginia.

Renzulli, J. S., Burns, D., Delcourt, M. A. B., Emerick, L. J., Imbeau, M., Johnson, S., Reis, S., Steele, B. (1988, November). Materials for gifted students in basal readers: A breakthrough in the publishing industry. Presentation at the meeting of the National Association for Gifted Children, Orlando, Florida.

Delcourt, M. A. B. (1988, November). Profiles of creative producers: Combining energy, interest, and imagination. Presentation at the meeting of the National Association for Gifted Children, Orlando, Florida.

Emerick, L. J., & Delcourt, M. A. B. (1988, November). Guidelines for evaluating affective materials and activities for the gifted. Presentation at the meeting of the National Association for Gifted Children, Orlando, Florida.

Coover, D., Delcourt, M. A. B., & Gable, R. K. (1988, November). Attitudes towards computers: Does working in a technical environment or computer accessibility make a difference for professional nurses? Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, New York.

Lewis, L. H., & Delcourt, M. A. B. (1988, July). Adult basic education students' attitudes toward computers. Paper presented at the international meeting of the Adult Education Research Conference, Leeds, England.

Delcourt, M. A. B., & Emerick, L. J. (1987, November). Social and emotional needs of the gifted: The educator's perspective. Presentation at the meeting of the National Association for Gifted Children, New Orleans, LA.

Delcourt, M. A. B. (1987, July). Synectics: Type II critical thinking strategies. Presentation at the annual Confratute, Storrs, CT.

Delcourt, M. A. B. (1987, May). Synectics: Critical thinking through analogies. Presentation at the conference of Practical Approaches for the Teaching of Thinking Skills, Storrs, CT.

Delcourt, M. A. B. (1987, May). Bit by bit: Using computers effectively with young children. Presentation at the conference of Curricular Approaches & Classroom Activities for Young Gifted Children, New Rochelle, NY.

Delcourt, M. A. B. (1986, November). Games and simulations are for learning too! Presentation at the meeting of the National Association for Gifted Children, Las Vegas, NV.

Delcourt, M. A. B. (1986, October). Development of an instrument to measure attitudes toward computer (ATC): Does computer accessibility or sex make a difference in attitudes? Paper presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Delcourt, M. A. B. (1985). The enrichment triad model: The inspiration of creative productivity. Presentation at the Southern Connecticut State University's conference on the education of the gifted and talented, New Haven, CT.

Delcourt, M. A. B. (1981, August). Games and simulations for learning. Presentation at the Fourth World Conference for the Gifted and Talented, Montréal, Canada.

#### Curriculum Development, Program Evaluation, Workshops, and Courses

Refer to complete CV for details.

#### Professional Activities and Services (elected/appointed positions)

2000-2001      Western Connecticut State University:  
Member of the Departmental Graduate Curriculum Committee  
Member of the Departmental Waiver Committee  
Member of the Graduate Council  
Member of the Faculty Development and Recognition Committee  
Chair for the Division of Research and Evaluation of the National Association for Gifted Children  
Co-Editor for *The Journal of Secondary Gifted Education*  
Member of the editorial board for *Gifted Child Quarterly*  
Member of reviewing staff for *Roeper Review*

1999-2000      Western Connecticut State University:  
Member of the Departmental Graduate Curriculum Committee  
Member of the Departmental Waiver Committee  
Chair for the Division of Research and Evaluation of the National Association for Gifted Children  
Member of the editorial board for *Gifted Child Quarterly*  
Member of reviewing staff for *Roeper Review*

1997-1999      Sacred Heart University:

Member of the Departmental Policy Committee  
Chair of the Departmental Scheduling Committee  
Member of the Departmental Graduation Committee  
Member of the Departmental Curriculum Committee  
Chair of the Departmental Planned Program Committee  
Member of National Committee for certification/endorsement in Gifted Education  
Advocacy Task Force Researcher for the National Association for Gifted Children  
Chair-elect for the Division of Research and Evaluation of the National Association for Gifted Children  
Member of the editorial board for *Gifted Child Quarterly*  
Member of reviewing staff for *Roeper Review*

1993- 1996 McGill University:  
Member of the Departmental Nominating Committee  
Member of Committee to establish a B.Ed. degree in Special Education  
Centre for Medical Education Program Evaluation Committee  
Member of the Graduate Student Committee for the National Association for Gifted Children  
Member of the editorial board for Gifted Child Quarterly  
Member of reviewing staff for Roeper Review  
Member of Task Force for the Teacher as Researcher for the National Association for Gifted Children

1993-1995 Appointed as Editor of the Newsletter for the Association for the Education of Gifted Underachieving Students  
1992-1993 Selected as Program Chair for the research proposals of the 10th World Congress on Gifted and Talented Education  
1991-1992 Program Chair for the Division of Research and Evaluation within the National Association for Gifted Children  
1990-1991 Assistant Program Chair for the Division of Research and Evaluation within the National Association for Gifted Children  
1988 - 1995 Elected as a board member for the Association for the Education of Gifted Underachieving Students, Research and Resource Newsletter editor and Chair of committee  
1988 - 1992 Program Chair for the Division of Guidance and Counseling of the Gifted within the National Association for Gifted Children  
1988-1990 Co-representative of the University of Virginia:  
Northern Virginia Council for Gifted and Talented Education  
1987-1991 Association for the Education of Gifted Underachieving Students, Chair of the Research and Resource Committee

#### Professional Activities and Services

Member:  
American Educational Research Association  
Association for the Education of Gifted Underachieving Students  
Association for Supervision and Curriculum Development  
Canadian Council for Exceptional Children  
Connecticut Association for the Gifted  
Council for Exceptional Children  
Creative Education Foundation  
Giftedness Centre, Faculty of Education, McGill University

International Reading Association  
National Association for Gifted Children  
Northeastern Educational Research Association  
Phi Delta Kappa  
Teachers and Parents (TAP) of Bright Children, McGill University