COLLEGE OF STATEN ISLAND
OF THE
CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A DOCTOR OF EDUCATION DEGREE
IN COMMUNITY-BASED LEADERSHIP
EFFECTIVE JUNE 1, 2017

SPONSORED BY THE DEPARTMENTS OF EDUCATIONAL STUDIES AND CURRICULUM AND
INSTRUCTION OF
THE SCHOOL OF EDUCATION

APPROVED BY:

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DEPARTMENT OF CURRICULUM AND INSTRUCTION:     April 15, 2016
GRADUATE STUDIES COMMITTEE                    May 2, 2016
INSTITUTIONAL PLANNING COMMITTEE               May 6, 2016
COLLEGE OF STATEN ISLAND FACULTY SENATE        May 19, 2016

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PROVOST SIGNATURE ___________________________ DATE 9/15/16
CSI Ed.D. in Community-Based Leadership

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Executive Summary

Proposal for an Ed.D. in Community-Based Leadership

The College of Staten Island

(A) The College of Staten Island proposes to offer a curriculum leading to a Doctor of Education in Community-Based Leadership to fulfill educational needs of schools, address social challenges of communities and support professional aspirations of leaders from all sectors involved in the well-being of children. Research indicates that quality education and quality of life essential to achievement for all students can be improved by supporting communities and schools and through developing reciprocal relations between them. The importance of school leadership to these outcomes has been firmly established. As this issue is particularly prominent in urban schools and communities, our goal is deeply connected to the College of Staten Island/CUNY’s mission to “educate the whole people” in an urban setting and its education programs’ mission to prepare educators for urban schools.

(B) There are four core areas of Study totaling 48 credits. Twelve post-Masters credits are required for admission and no transfer credit will be granted because of the unique focus and cohort collaboration. The curriculum is structured as follows:

1) Twelve-credit Foundational Core (FC) in which students will explore the history and current social context of schooling in the U.S. and globally; and theories of learning and teaching across the lifespan, including serving the needs of persons with disabilities and English Language Learners. Courses include Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders; Social and Historical Contexts of School Communities; Transforming Learning and Teaching in Schools and Communities; and Education Reform and Globalization.

2) Eighteen-credit Critical Practice Core that introduces elements of practice critical to successful community leadership. Recognizing that the skills and orientations to leadership required for facilitation across community constituencies requires a fundamentally different approach to education reform, these courses focus on building capacity across the community including teachers, families and caregivers, social service providers, and policy advocates. Courses include Teachers and Teaching; Professional Literature and Professional Writing; Building Relationships, Leadership, and Capacity; Resource Management in School Communities; Public Relations, Advocacy, and Community Organizing; and Curriculum, Standards, and Assessment for Community Engagement.

3) Nine-credit Research Core that introduces students to qualitative, quantitative, and mixed methods approaches to research in the social sciences and culminates in a Practicum in order to provide the knowledge and skills for analysis and application of current research as well as evaluation of programs and practices. Courses include Qualitative Inquiry Methods in Applied Research; Quantitative and Mixed Methods in Applied Research; and Research Practicum.

4) Nine-credit Dissertation Studies that consists of a three-course sequence, beginning with identification of the problem for exploration, continuing with the preparation of a proposal, conducting the research, writing the results and analysis, and defending the conclusions. Courses include Defining the Research Focus; Dissertation Advisement 1; Dissertation Advisement 2.
(C) The focus on community-based leadership is unique within the Region, both in and outside of CUNY. Local Ed.D. programs tend to emphasize instructional leadership and/or educational policy.

The program will be formatted using the “Executive Development Model” with courses scheduled on weekends and running as hybrids. Because the program also follows a cohort model, all courses are required in proscribed sequence.

In addition to courses, there is close mentorship by faculty in Inquiry Groups. These small groups meet during the second year of the program, beginning in Summer 2 (Semester 4). Tri-semester meetings will focus on emerging areas of interest for the Dissertation. These meetings will take place on line or face-to-face with a faculty mentor in groups of 4-5 during each semester of the second year of study.

(D) Admission requirements include the following: a Masters’ Degree in the field of Education or Social Work or Psychology or Political Science or related field with minimum GPA of 3.0 at the Graduate Level; a Graduate Record Examination (GRE) score; 12 credits or equivalent Professional Training above the Masters in area of expertise; a minimum three years of experience in area of specialization; three letters of recommendation with at least one professional and one academic; a written statement of vision for leadership; an academic writing sample; evidence of demonstrated commitment to community collaboration; and an interview.

(E) Students in the program will be drawn from the College’s Sixth-Year Professional Leadership program, Masters’ students in education, and professional from external sectors such as social work and health care. Another source of students will come from the professional staffs at local institutions of higher education.

(F) The program expects to run a ten student cohort its first year in operation and a twelve student cohort in its fifth year of operation. All students will be part time.

(G) The College intends to hire one full-time faculty for when the program reaches full capacity in its third year, and some additional library resources will be needed. The current facilities and equipment of the College of Staten Island are sufficient for this program.

(H) Program graduates will be uniquely prepared to lead across larger systems as superintendents, district-level directors of curriculum or professional development, charter school network leaders, community organizers, policy developers and advocates, officers of educational nonprofits, coaches, department heads, teacher leaders, as adjunct faculty or in a few cases as full-time faculty members in a higher education setting. School, community, and community school leaders have all expressed enthusiasm for the program.

(I) Recent demographic changes on Staten Island amplify the need for this doctoral program at CSI. Staten Island has nearly half a million residents of increasing ethnic and racial diversity. It is part of one of the largest, most important and diverse cities and metropolitan areas in the world. As with all communities in a time of recession and/or economic transformation, social problems abound and they confound school and community leaders alike.
CSI Ed.D. in Community-Based Leadership

Abstract

The College of Staten Island proposes to offer a curriculum leading to a Doctor of Education in Community-Based Leadership to fulfill educational needs of schools, address social challenges of communities and support professional aspirations of leaders from all sectors involved in the well being of children. Policymakers have increasingly devoted attention to how systems and structures can best address the conditions for learning that may be absent from students’ lives, from health care to parent engagement. This renewed interest has generated the need for educational leaders with broader goals than previously conceived and instructional leadership for increased student achievement that is tied to support of students and families in and outside the school building.\(^1\) Research indicates that quality education and quality of life essential to achievement for all students can be improved by supporting communities and schools and through developing reciprocal relations between them. The importance of school leadership to these outcomes has been firmly established. As this issue is particularly prominent in urban schools and communities, our goal is deeply connected to CUNY’s mission to “educate the whole people” in an urban setting and CUNY education programs’ mission to prepare educators for urban schools.

Participants in the program will come from multiple sectors that contribute to the health and well being of children, primarily education but also including social work, psychology, public policy, law, and other related fields. Working together, participants will learn about how they can collaborate to achieve maximum education outcomes for all children and support growth in communities, from providing family educational programs to accessing community resources essential in an era of increasing needs and decreasing budgets. While this concept is most often linked to under resourced urban schools, there is growing awareness of the social challenges and developmental needs that pervade suburban environments and undermine the conditions of learning of children there. The community collaboration approach offers benefits for all students, schools, and communities: for Staten Island’s South Shore as well as its North Shore; for metropolitan New Jersey and Long Island as well as the Five Boroughs.

Graduates of the CSI Ed.D. Program who are school building or district leaders will be prepared to lead schools and districts in partnering with communities and utilizing their diverse resources to leverage student success. Those who come from the fields of social work, psychology, and public policy will have the capacity to lead coalitions with schools and other community service agencies and organizations. All graduates will have the necessary knowledge bases to support learning for all students; build capacity in the adults who serve students, including their families; manage resources in service of student learning; and to use methods of scholarly inquiry to inform their practices.

\(^1\) Within CUNY, the LINCT to Success program embodies this approach by forging partnerships between schools and community-based organizations.
1. Purpose and Goals

The College of Staten Island School of Education proposes to offer a curriculum leading to a Doctor of Education (Ed.D.) focused on community collaboration. Drawing on the School’s strengths across departments and in partnership with the Division of Humanities and Social Sciences, the School of Health Sciences, and School of Business, the program will prepare educators and others from the professions of Social Work, Psychology, Political Science, and other related fields to become effective practitioner-leaders able to apply current research on school-community collaboration into practice. Graduates will work to lead development of schools with improved outcomes for students and connected communities able to support students, transforming K-12 education. They will be uniquely prepared to lead across larger systems as superintendents, district-level directors of curriculum or professional development, charter school network leaders, community organizers, policy developers and advocates, officers of educational nonprofits, coaches, department heads, teacher leaders or as adjunct faculty. In some cases, program graduates will find places as full-time faculty members in a higher education setting. The goal of the program is to prepare these professionals for success in all of these roles by providing a deep grounding in the best research on leadership practice; developing the ability to digest, synthesize, and apply new research quickly to improve educational outcomes for students; and fostering the skills to understand and communicate their insights effectively as leaders, to colleagues, teachers, and parents as they facilitate teams of educators, social service providers, and community-based organizations.

This is an applied doctoral program with a very different purpose, curriculum, constituency, and set of outcomes from a Ph.D. in education, such as Urban Education Program offered by the CUNY Graduate Center. Likewise, it varies considerably from a typical Ed.D., including Hunter College’s newly introduced doctoral program, which focuses on Instructional Leadership. CSI’s program will be unique nationally, meeting a critical need for systemic educational improvement and potentially drawing participants from across the country.

Our proposed Ed.D.:
• Emphasizes deep understanding of the best current knowledge and research for application in the field and effectively designed and implemented program evaluation and/or self-study, as opposed to designing research for the purpose of generating new knowledge
• Utilizes a cohort model to deliver a prescribed curriculum through an “Executive Development” schedule
• Accommodates student interests within courses
• Includes an applied project in every course, many of which are site based.
• Culminates in a major project involving the application of research methods to the analysis of a specific practical problem (e.g., the evaluation of a school or district’s professional development program), as opposed to a deeply theoretically informed dissertation advancing new knowledge with implications for policy or practice
• Aims to prepare practitioner scholar leaders as opposed to scholars with the intention of embarking on academic careers.
2. Need and Justification

This proposal responds to substantial needs with regards to the orientation and structure of doctoral work in leadership for improved schools and communities. There is a growing need for applied doctoral training for education practitioners in New York City, and there is currently no public Ed.D. program in NYC designed to meet the needs of working educators with an “Executive Development” cohort model meeting exclusively on weekends and online and a practice-focused curriculum. Hunter College’s Ed.D. in Instructional Leadership, commenced in 2015, has a distinctly different focus on instructional leadership. Other Ed.Ds in the Region are located at private institutions and also have foci commonly found in other education doctoral programs. Three of the most notable are at St. Johns (instructional leadership), NYU (school system policy and administration) and Teachers College, Columbia (school and district leadership, research and the professoriate). Like Hunter’s, these programs address different needs for different constituents than those intended to be served by CSI’s program, and, unlike CUNY institutions, they charge much higher rates of tuition. Finally, none of these other programs offer the “Executive Development” cohort model. Thus the CSI Ed.D in Community-Based Leadership stands out for its curriculum, its format, and its affordability as a public higher education program.

CSI’s program builds on its already successful Post Masters credentialing program leading to New York State School Building Leader (SBL) and School District Leader (SDL) certificates. It does so by enhancing school leaders’ ability to work with community residents and leaders to leverage community resources in ways that improve educational outcomes. Doctoral students will arrive with Masters’ Degrees and at least twelve additional credits in leadership or another appropriate field; therefore the doctoral curriculum is only 48 credits.

This increased need for programs like the proposed Ed.D. in Community-Based Leadership is driven in part by a series of fundamental changes in K-12 education that have occurred in the last decade. The school reform movement and new national and state education policies have increasingly recognized the need for educational leaders to perform their roles in collaboration with other constituencies within and beyond the walls of the school building. At the simplest level, school leaders must collaborate with teachers and parents to achieve the outcomes resulting from shared commitment to a vision of learning for all students; at its most complex, collaboration with other community leaders in business, social services, and faith-based organizations can support maximum learning and outcomes for students throughout New York City and the United States.

Increasingly diverse communities, particularly those with higher and higher numbers of English Language Learners, also inform a need for schools and communities to work together to provide the necessary skills and perspectives to access opportunities in the global economy. A 2014 report on Integrated Student Supports (ISS) by Child Trends reported that providing physical and mental health care to students and their families, parent education, food banks, and employment assistance—all integrated into the life of the school—supported school success as measured by decrease in grade retention and dropout, increases in attendance, and higher achievement in math and reading and overall GPA. At that time, ISS were serving 1.5 million students in nearly 3000
schools across the United States; 75% of these students were Black and Hispanic.

Recognizing the potential of this approach to effect real school improvement, Mayor Bill DiBlasio and New York City Schools Chancellor Carmen Farina made a commitment to open 100 Community Schools using a fully integrated model of community collaboration by 2017 (New York City Community Schools Strategic Plan). As of March 2016, this goal has been exceeded with 131 schools throughout the five boroughs designated as Community Schools. The need for Community Schools is expressed on the Community Schools web page:

The NYC Community Schools Initiative is a central element of Mayor Bill de Blasio's vision to re-imagine the City's school system. Community Schools are neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges.

With the Mayor's bold pledge to create more than 100 new fully-developed Community Schools over the next several years, NYC is now at the forefront of a national movement focused on a holistic and comprehensive approach to education in urban centers. This approach prioritizes student wellness, readiness to learn, personalized instruction, community partnerships and family engagement as key strategies to leverage better academic outcomes among high-need students.

Community Schools recognize that students who are hungry, can’t see the blackboard, or are missing school regularly face critical obstacles to learning in the classroom. By providing an extra meal, connecting a parent to job training, or enrolling a student in an afterschool program, they can lower barriers to learning and help kids succeed.

According to the Community Schools Network (www.communityschools.org), there are currently 95 communities across the U.S. with officially designated Community Schools, and there is increasing support at both local and federal levels with funding coming from New York City, New York State, and the U.S. Budget; in 2014, the U.S. Congress brought back funding for the Full Service Community Schools Program with an allocation of 10 million dollars; nine new grantees are now implementing full service community schools. In New York, the latest state budget enacted April 1, 2016 for the upcoming fiscal year includes up to $175 million for Community Schools, an unprecedented amount.

This constitutes an important shift in approach to education from a focus inside the school to inclusion of factors outside the school; this is consistent with longstanding historical dynamics between schools and the communities in which they reside. This constancy insures that there will always be a need and demand for leadership skills supporting partnerships with stakeholders outside the school. Currently there is no program in the United States focused on building capacity in school, social service, and community leaders to collaborate and share human and fiscal resources in support of children and their education. Whether integrating one support feature or many, it is clear that this approach is beneficial and growing. As more schools implement varying levels of student supports, the leadership skills necessary for effective execution of this approach will increase the need for CSI’s Ed.D. in Community-Based
Finally, recent demographic changes on Staten Island also account for the need for a doctoral program. Staten Island has nearly half a million residents and is part of one of the most important and diverse cities in the world. As with all communities in a time of recession and high unemployment, social problems abound. Like most urban areas, Staten Island also has many assets, but quick and easy access to the rest of the city is not one of them. Despite the opening of the Verrazano Bridge and the regular running of the Staten Island Ferry, commuting times for Staten Islanders are among the longest in the region. For the many professionals who work on the island, pursuing doctoral study elsewhere in the city is not desirable.

What is most remarkable about Staten Island at this juncture is its unequalled growth in population. In the period from 2000 to 2009 the population increased by 10.8% as compared with a 3% increase in New York State. While the population growth rate has slowed overall since 2010, in terms of race and ethnicity Staten Island boasts the most rapidly diversifying population of the five boroughs. Staten Island has experienced an enormous influx of new immigrants who speak a wealth of primary languages. The borough is home to refugees escaping civil war and political oppression, as well as immigrants seeking relief from economic hardship or greater opportunity. Chinese, Haitians, Koreans, Mexicans, Nigerians, Pakistanis, Poles, and Russians all have substantial vibrant communities in the borough. Staten Island claims one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population of the borough has risen to 8.3%, and the Latino population to 18.1% (U.S. Census, Richmond County Quick Facts). While these newcomers bring with them cultural diversity that has enriched the community, they also need resources that will assist them to thrive in their new home community.

More established communities on Staten Island face their own host of challenges. In some south shore neighborhoods, use of heroin has reached epidemic proportions and at 7.4, the mortality from overdose rate for the island exceeds the city wide rate by far (SI Advance, January 5, 2015). Staten Island contains some of the highest cancer rates in New York City while smoking, binge drinking and death from heart disease rates are all well above city averages. Violent crime rates on Staten Island have begun to move closer to the city’s averages and poverty rates have risen faster on Staten Island than elsewhere in the city. Educational attainment is lower than one might expect given the overall socioeconomic profile of the island, yet schooling remains seen as the great equalizer by many in American society. Vibrant communities help schools to thrive, and successful schools help communities to flourish. The doctoral program in Community-Based Leadership aims to take advantage of this symbiotic relationship between schools and communities.

3. Students

Student Interest/Demand

In 2015, forty-five recent graduates of the CSI Leadership Sixth-Year Professional Certificate program were surveyed. The results indicated a strong willingness to pursue doctoral education
in leadership at CSI. When asked of their interest in continuing their leadership education with a program leading to an Ed.D., 26 were very interested, 15 were somewhat interested, 2 were not sure and only one indicated no interest at all. The most important reasons given for why those surveyed had not previously applied for and/or attended a doctoral program were cost (15 respondents), Time Constraints/Scheduling (14 respondents), Quality or relevance of existing programs (7 respondents), Time Constraints and Cost (3 respondents), and Cost and Quality (1 respondent). Finally, when asked how likely they would be to apply to an Ed.D. Program in leadership at the College of Staten Island, 26 said very likely, 13 said somewhat likely, and only 3 said not at all likely. While many of the respondents were currently in school leadership positions ranging from grade leader to assistant principal to principal to DOE Central Office, some have chosen to take on community leadership positions such as community associations or policy development roles including pursuit of seats on the local school policy board, the Community Education Council.

In addition, local educational leaders, including the District 31 superintendent and deputy superintendent, principals, CBO administrators and others have all expressed enthusiasm for the program and confidence that a number of their employees would be interested in applying. Schools Chancellor Carmen Farina and UFT President Michael Mulgrew have both spoken publicly about the need to expand community schools. The program faculty will use existing contacts with each of them to explore possibilities for system-wide support for the program. Letters of support are included in the appendices.

Because the Program will admit professionals from sectors external to the school building, we will be fulfilling a need for social workers, health providers, and agency leaders who aspire to raise their levels of expertise while providing a distinctive degree likely to increase employment in leadership positions. The EdD in Community-Based Leadership prepares students for a distinctive career. However, New York City and New York State Long Term Occupational Projections 2012-2022 (retrieved from www.labor.ny.gov) indicate growth in fields directly related to community-based leadership. For Educational Leadership, increases are projected for New York City at all levels, with the highest being Pre-School and Child-Care Center Leadership at 9.5% from 2012 through 2022. Over the same time span New York State projects an increase of 8.5% in this sector. Given the prevalence of credentialism in education (Labaree 1997), applicants for positions in Educational Administration with advanced degrees are likely to be given greater consideration for increasingly available positons, particularly those prepared to work effectively with the communities they serve.

Additionally, both New York State and New York City project increases in the need for Social Workers and Community Service Workers. Most notably, both the State and City identify “Social and Community Service Managers” as an area of increasing need: New York City at 15.5% and New York State at 14.5%. This career path is particularly relevant to the CSI Ed.D. in Educational Leadership and its focus on preparing manager/facilitators of cross-sector community coalitions supporting student success by serving the well-being of children and families.

Enrollment
Based on our survey of interest in the program, reputation, and scheduling for accessibility for working professionals, we anticipate initial enrollment of ten students admitted annually. In later years we expect the cohorts to have twelve students. In addition, we expect that we will utilize a generous gift from Professor Emeritus David Seeley to the CSI Foundation for support of this Program to offer the David Seeley $1,000 Scholarship in each of the first four years of the Program, seeking additional support for subsequent cohorts. This offering is likely to further encourage enrollment. The Program Executive Committee (see Committee description in “faculty” p. 12) will choose recipients of the Scholarship based on candidates’ demonstrated commitment to school-community partnership.

Projected enrollment assumes attrition of one student per cohort at the end of year 1 and two students (one from each returning cohort) in each subsequent year. Program capacity will be three cohorts of 12 students each, or a maximum of 36 students without consideration of attrition.

For comparison purposes, Fordham’s Urban School Leadership program admits a cohort of 8-12 once a year; Teachers College-Columbia admits a cohort of about 12 once every two years. Our projections for attrition are in line with the average attrition in the first three years of doctoral programs, which the Council of Graduate Schools reports to be 5-7% overall.

Table 1: Projected Enrollment

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<th>YEAR 1</th>
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*Assumes attrition of one student for each cohort each year.

Admissions

Admission will be offered after consideration of applications by a committee of no less than three program faculty from at least two disciplines representative of the applicant pool. The following qualifications are required for admissions:

Masters Degree in the field of Education OR Social Work OR Psychology OR Political Science OR related field with minimum GPA of 3.0 at the Graduate Level

12 credits or equivalent professional training above the Masters in area of expertise. Applicants who have completed a Sixth Year Professional Certificate in Leadership will have met this
requirement. Applicants who have completed additional professional training in another field will have those credits evaluated by Program Director. Applicants who hold a Masters’ Degree but lack any additional academic experience will consult with the Program Director and identify a suitable course of study for an additional 12 credits.

Minimum three years of experience in area of specialization

3 Letters of Recommendation: Minimum 1 Professional, 1 Academic

Written Statement of Vision for Leadership

Academic Writing Sample

Evidence of demonstrated commitment to community collaboration

Graduate Record Examination (GRE)

Interview

The following qualifications are required for retention:

GPA of 3.0 is required to maintain matriculation in the Program.

Successful completion of the Research Practicum Project with defense of the Research Proposal in Spring Year 2 is required to maintain matriculation in the program. Completion of Dissertation Studies I is required for continuation in the Dissertation Sequence.

Candidates unable to complete the program with cohort may re-apply for subsequent cohort; re-admission at discretion of program faculty.

Candidates who do not complete the Research Project by the end of Spring 3 may continue advisement maintaining 2 credits for independent study per semester up to 3 additional semesters.

Finally, because of the unique focus and cohort collaboration, no transfer credit will be granted.

4. Curriculum

Program Format
The Curriculum for the Ed.D in Community-Based Leadership was developed by a team of two leaders of schools utilizing Integrated Support Services (Lou Bruschi of Staten Island’s PS 78 and Marquitta Speller of the Harlem Children’s Zone) faculty from the School of Education (Susan Sullivan and Bethany Rogers), facilitated by Ruth Powers Silverberg of the School of Education and in consultation with CSI Professor Emeritus David Seeley.
The Program will be formatted using the “Executive Development Model” (notably in use by the University of Pennsylvania Mid-Career Doctoral Program in Educational Leadership) with courses scheduled on weekends. Because the program also follows a cohort model, all courses are required in prescribed sequence. Class formats will be face-to-face and/or hybrids with an online component. The three-credit courses will typically meet over three weekends per semester, and some courses will be divided into one-credit modules. A sample weekend might hold classes as follows:

- Friday 5:30-9
- Saturday 9-12:30
- Saturday 1:30-5:00
- Sunday 9:30-1:00

A distinctive feature of the Program is close mentorship by faculty in Inquiry Groups. These small groups meet during the second year of the program, beginning in Summer 2 (Semester 4). Tri-semester meetings on line or face to face with a faculty mentor in groups of 4-5 for a total of six hours each of three semesters (Summer 2, Fall 2, Spring 2) will focus on emerging areas of interest for the Dissertation, allowing students to begin framing their research questions, conduct a preliminary literature review, and choose a research method by the end of Year 2.

Where appropriate for providing students with access to experts and focused study of critical content, courses may include up to three 1-credit Special Topics Modules which are sub-topics within course content.

Courses

There are four core areas of Study:

1. Foundational Core (FC) (12 credits)
   In the Foundational Core, students will explore the history and current social context of schooling in the U.S. and globally; and theories of learning and teaching across the lifespan, including serving the needs of persons with disabilities and English Language Learners.

2. Critical Practice Core (CP) (18 credits)
   The Critical Practice Core introduces elements of practice critical to successful community leadership. Recognizing that the skills and orientations to leadership required for facilitation across community constituencies requires a fundamentally different approach to education reform, these courses focus on building capacity across the community including teachers, families and caregivers, social service providers, and policy advocates.

3. Research Core (RC) (9 credits)
   The Research Core introduces students to qualitative, quantitative, and mixed methods approaches to research in the social sciences and culminates in a Practicum in order to provide the knowledge and skills for analysis and application of current research as well as evaluation of programs and practices.

4. Dissertation Studies [DS 1, DA 1, DA 2] (9 credits)
Dissertation Studies consists of a three-course sequence, beginning with identification of the problem for exploration in DS1 Semester 4. In Semester 7 Research Practicum students will complete the Dissertation Proposal. In Semesters 8 and 9 Students will complete the dissertation in Dissertation Advisement 1 (DA1) and Dissertation Advisement 2 (DA2). The Inquiry Group concurrent with DS 1 will provide support for the students as they frame the research problem with a review of the literature.

Table 2: Courses by Area

<table>
<thead>
<tr>
<th>Foundations Core</th>
<th>Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders</th>
<th>3 credits including 1 credit Module: Cultural Literacy</th>
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<tbody>
<tr>
<td>Social and Historical Contexts of School Communities</td>
<td></td>
<td>3 credits</td>
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<tr>
<td>Transforming Learning and Teaching in Schools and Communities</td>
<td></td>
<td>3 credits 1 credit Module: Ways of Knowing 1 credit Module: Learning and Teaching Across the Lifespan 1 Credit Module: Facilitating Learning Across the Lifespan in Our Communities</td>
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<tr>
<td>Education Reform and Globalization</td>
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<tr>
<th>Critical Practice Core</th>
<th>Teachers and Teaching</th>
<th>3 credits</th>
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<tr>
<td>Professional Literature and Professional Writing</td>
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<td>3 credits</td>
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<tr>
<td>Building Relationships, Leadership, and Capacity</td>
<td></td>
<td>3 credits including 1 credit Module: Building Civic Capacity</td>
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<tr>
<td>Resource Management in School Communities</td>
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<td>3 credits</td>
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### Public Relations, Advocacy, and Community Organizing
- **1 Credit Module:** Public Relations
- **2 Credit Module:** Advocacy and Community Organizing

### Curriculum, Standards, and Assessment for Community Engagement
3 credits

### Research Core
- **Qualitative Inquiry Methods in Applied Research**
  3 credits
- **Quantitative and Mixed Methods in Applied Research**
  3 credits
- **Research Practicum**
  3 credits

### Dissertation Studies
- **Defining the Research Focus**
  3 credits
- **Dissertation Advisement**
  3 credits
- **Dissertation Advisement**
  3 credits

### Total
48 credits

### Table 3: Required Sequence of Courses

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 1</strong></td>
<td>Introduction to Scholarly Inquiry and Effective Collaboration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>for Community-Based Leaders (FC)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 1</strong></td>
<td>Social and Historical Contexts of School Communities (FC)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Literature and Professional Writing (CP)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring 1</strong></td>
<td>Transforming Learning and Teaching in Schools and Communities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(FC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building Relationships, Leadership, and Capacity (CP)</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Summer 2</td>
<td>Curriculum, Standards, and Assessment for Community Engagement</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>(CP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation Studies I</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Inquiry Groups (1 faculty: 4-6 students)</td>
<td>0 credits</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Resource Management in School Communities (CP)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Qualitative Inquiry Methods in Applied Research (RC)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Inquiry Groups (continuing)</td>
<td></td>
</tr>
<tr>
<td>Spring 2</td>
<td>Quantitative and Mixed Methods in Applied Research (RC)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Public Relations, Advocacy, and Community Organizing (CP)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Inquiry Groups (continuing)</td>
<td>0 credits</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 3</td>
<td>Research Practicum (RC)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Education Reform and Globalization (FC)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Fall 3</td>
<td>Dissertation Advisement (DA)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Teachers and Teaching (CP)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Spring 3</td>
<td>Dissertation Advisement (DA)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>48 credits</td>
</tr>
</tbody>
</table>

**Development of the Dissertation**

The steps in the dissertation development process will be spread throughout the program beginning with the first course and are embedded in the syllabi.

Term 1: Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders: Identify 2-3 research interests, begin identifying problems

Term 2: Professional Literature and Professional Writing: Begin exploring literature relevant to the 2 problems in Literature Review Assignment

Term 4: Inquiry Group 1, DS 1 Framing the Problem: Choose 1 problem, explore literature to create problem statement and literature review
Inquiry Group Focus: Peer critique/support: What is the problem?

Term 5: Inquiry Group 2, Qualitative Methods
Inquiry Group Focus: Peer critique/support: Are qualitative methods appropriate for data collection and analysis for this problem?

Term 6: Inquiry Group 3, Quantitative Methods
Inquiry Group Focus: Peer critique/support: Are quantitative or Mixed Methods appropriate for data collection and analysis for this problem?

Term 7: Research Practicum: Development of outline of research proposal; Choose Committee Chair; Proposal Review by Review Committee required for progress to DA1

Term 8: Dissertation Advisement 1: Data collection; Choose 3 additional members for Dissertation Committee

Term 9: Dissertation Advisement 2: Results, Analysis and Discussion, Conclusions and Implications; Dissertation Defense

[Note: Candidates will be encouraged to identify the research question earlier than Term 4, and may complete Proposal and begin data collection prior to Term 7]

5. Cost Assessment

Faculty

The School of Education, with existing full time faculty in Educational Studies and Curriculum and Instruction, the School of Humanities and Social Sciences, and the School of Business have many of the areas of expertise and experience for development and teaching of required courses. Because the program is practice-based and follows the Executive Development Model, practitioner experts in Community Schools and other school community collaborations will be engaged to develop and teach practice-based modules of 1 credit each i.e. Public Relations, Advocacy and Community Organizing. Full time faculty will teach all 3-credit courses.

Six full time faculty from the School of Education, two from the School of Humanities and Social Sciences, one from the School of Business, and one Part Time faculty have indicated interest in developing and/or teaching courses in the Program.

The Program will have a Director and will be housed in the Department of Educational Studies in the School of Education. All policy and program modification determinations will have their initial consultation and approval in the Department of Educational Studies and the School of Education according to School of Education and CSI governance policy. A Program Executive Committee will be composed of five full-time faculty: The Program Director, one from the Department of Educational Studies, one from the Department of Curriculum and Instruction, and two from participating faculty from Departments outside of the School of Education. This
Committee will be responsible for approval of faculty for dissertation advisement, selection of scholarship recipients, and other responsibilities to be determined as needed.

Faculty Profiles/Areas of Expertise/Projected Courses

Ruth Powers Silverberg, EdD, Associate Professor in the Department of Educational Studies in the School of Education, has been the Program Chair for the Post Masters Advanced Certificate Program for Leadership in Education for 12 years. Her teaching and research focus on collaborative leadership.
Projected Courses:
Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders
Curriculum, Standards, and Assessment for Community Engagement
Education Reform and Globalization

Bethany Rogers, PhD, Associate Professor in the Department of Educational Studies in the School of Education, is a historian of education with extensive research and teaching in the areas of contexts of education and teaching as a profession.
Projected Courses:
Social and Historical Contexts of School Communities
Qualitative Inquiry Methods in Applied Research
Teachers and Teaching

David Allen, EdD, Associate Professor in the Department of Curriculum and Instruction in the School of Education, has taught English and ESL at the middle school, high school, and adult education levels. His research focuses on collaborative teacher inquiry and authentic assessment of student learning.
Projected Courses:
Professional Literature and Professional Writing
Qualitative Inquiry Methods in Applied Research

Rachel Grant, PhD, Associate Professor in the Department of Curriculum and Instruction in the School of Education is the Program Chair for the School’s TESOL (Teaching of English to Speakers of other Languages). Her teaching and research reflect critical pedagogical approaches to literacy and achievement for linguistically and racially diverse students.
Projected Courses:
Transforming Learning and Teaching in Schools and Communities

Eleni Tournaki, PhD, Professor in the Department of Educational Studies in the School of Education, is dedicated to inclusive education which informs her research and practice including sitting on the Board of Directors of the Lavelle Preparatory Charter School, the first Charter School designed to teach students with special needs in inclusive classrooms. Current research focuses on evaluation of strategies and tools to improve mathematics achievement using quantitative and mixed methods.
Projected Courses:
Quantitative and Mixed Methods in Applied Research
Research Practicum
Susan Sullivan, EdD, Professor in the Department of Educational Studies in the School of Education, developed and currently teaches in the Post Masters Advance Certificate Program for Leadership in Education. She is a founder of the CSI High School where she serves on the School Leadership Team and as a liaison between the College and the high school. Her research centers on the role of leadership in supervision of instruction, and school transformation; teacher and leader collaboration; and reflective practice.

Projected Courses:
Inquiry Group

Igor Arievitch, PhD, Professor in the Department of Educational Studies in the School of Education, is a developmental and educational psychologist working within the framework of cultural-historical activity theory. His studies focus on the role of teaching and learning in cognitive development and on methods of developmental teaching.

Consultation:
Transforming Learning and Teaching in Schools and Communities

Michael Paris, PhD, J.D., Associate Professor in the Department of Political Science and Global Affairs in the Division of Humanities and Social Sciences, has been on the faculty since 2007. He teaches courses in constitutional law, civil liberties, and law and public policy.

Projected Courses:
Building Relationships, Leadership, and Capacity: 1 credit module, Building Civic Capacity

Marquitta Speller, EdD, is the Executive Director of Secondary and Collegiate Programs in the Harlem Children’s Zone where she was also the Principal of Promise Academy High School. In these roles, she collaborates with the community, manages resources, and advocates for children. She has also been a part time Instructor in the Post Masters Advance Certificate Program for Leadership in Education in the School of Education for three years. Her research interests are supporting students from birth to college completion and leadership.

Projected Courses:
Building Relationships, Leadership, and Capacity
Resource Management in Schools

We anticipate the need for 1 Full Time faculty member in Year 3 in Educational Leadership and/or Social Foundations of Education. New faculty will have a Doctoral Degree and experience and/or scholarship in community school relationships.

The Program will also require a Director with reassigned time and a .5 College Assistant.

Summary of Senior College Financial Tables [Graduate] from Faculty Handbook

<table>
<thead>
<tr>
<th>Table 5: Program Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
</tr>
</tbody>
</table>
The addition of a new full-time faculty member in Year 3 accounts for the jump in program costs.

Part-time faculty costs are computed at $76.48 per hour, the second step at the Assistant Professor Level. This step was used as a likely median rate, given that many Adjunct faculty will be hired at the Lecturer level while some will be hired at the Associate or higher level.

The part-time staff costs envisioned are a faculty program director for all five years and a College Assistant starting in year 2.

Dissertation advisement costs in years three, four and five are computed at .6 credits per student per semester. Like other executive-model programs, the community-based leadership doctorate will establish a culture of completion in three years. However, the costs for years 4 and 5 assume that one-third (2) of the students in cohorts 1 and 2 will require a fourth year of dissertation advisement and includes the associated costs. Library resources will be determined in consultation between program and Library faculty.

**Revenues**

The Ed.D. in Instructional Leadership program is expected to generate tuition revenue well in excess of program costs. Over the first five years of the program, total tuition revenue (not including fees) is expected to be approximately $1,266,000 from new sources; the program is expected to cost approximately 729,000 in the same period, with an anticipated five-year surplus of more than $536,000.

Tuition

The program will be supported primarily by tuition. Every student will be required to take a total of 48 credits over 3 years. We propose parity with Hunter College’s Ed.D. tuition costs of $635 per credit. Because Coursework and Dissertation Studies Courses use the 3 credit structure, tuition will be per credit throughout the program.
For in-state students entering in fall 2017, the total cost of degree per student is expected to be $30,480 (not including tuition raises over the course of their time in the program). We anticipate participation by out-of-state students because of our proximity to New Jersey. Cost of degree for out-of-state students will be $47,280, comparable to Rutgers University Ed.D. Program cost of $48,816 and significantly below the cost of other comparable programs in the New York Metropolitan Region.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue[3]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$99,909</td>
<td>$175,929</td>
<td>$196,899</td>
<td>$228,401</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$100,575</td>
<td>$102,587</td>
<td>$129,998</td>
<td>$126,947</td>
<td>$135,250</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$100,575</td>
<td>$202,496</td>
<td>$305,927</td>
<td>$323,846</td>
<td>$363,651</td>
</tr>
</tbody>
</table>

| Other Revenue[7]       |                    |                    |                    |                    |                    |
| 07. From Existing Sources§ | $0 | $0 | $0 | $0 | $0 |
| 08. From New Sources**  | $28,000 | $0 | $0 | $0 | $0 |
| **09. Total**          | $28,000 | $0 | $0 | $0 | $0 |

| Grand Total[8]         |                    |                    |                    |                    |                    |
| 10. From Existing Sources§ | $0 | $99,909 | $175,929 | $196,899 | $228,401 |
| 11. From New Sources**  | $128,575 | $102,587 | $129,998 | $126,947 | $135,250 |
| **TOTAL**              | $128,575 | $202,496 | $305,927 | $323,846 | $363,651 |

### 6. Facilities and Equipment

The Ed.D. Program in Community-Based Leadership will meet in the St. George annex on weekends; as a result, there will be no impact on campus space utilization. The Program will require two classrooms in Year 1, four classrooms in Year 2, six classrooms in Year 3 and going forward. All classrooms will require Smart Boards with internet access, and projection equipment. Copying equipment and supplies will be needed for use by the Program.

We anticipate no classroom and/or building maintenance costs in addition to those already associated with use of the St. George Annex. If the St. George annex does have space available by the Program’s anticipated opening in June 2017, the Program will use two classrooms in Year 1, four classrooms in Year 2, six classrooms in Year 3 and going forward in Building 3S on the Main Campus.

The .5 College Assistant will be housed in the School of Education Office.
7. Evaluation

Evaluation of the EdD in Community-Based Leadership will be achieved through multiple means. Student satisfaction with the program will be continuously assessed. The cohort model, and the Inquiry Groups in particular, will allow the development of relationships inviting continuous feedback. In addition, each cohort will choose a member each year who will represent the group to the Program Director if issues arise. Formal focus groups will convene each year with each cohort specifically for the purpose of providing a forum for student feedback.

Another method of evaluation will be to survey alumni one year after graduation. This will provide the program with data showing its effectiveness, as perceived in retrospect, after a year of using skills and understandings developed in the program.

At the system-wide level, the City University of New York (CUNY) mandates periodic reviews for every academic program at every CUNY campus. The Guidelines for Academic Self-Studies at the College of Staten Island were revised in 2010 to require the inclusion of an outcomes assessment plan as part of the self-study process, and were vetted by the Academic Outcomes Assessment Committee (AOAC) and the Provost’s Council. Successful completion of a self-study is reported to the respective Academic Dean, the Provost, and the CUNY Office of Academic Affairs as part of the Performance Management Process. A copy of the completed self-study is submitted to the Office of Institutional Research and Assessment (OIRA) for archiving; the accompanying external reviewers’ reports, program action plan and follow-up report are also submitted to these same bodies.

Historically, academic program reviews at CSI have aimed for a ten year cycle, although many programs with external accreditation are required to engage in self-studies more frequently by their accreditors. An Academic Self-Study calendar maintained by the OIRA provides an overview of the self-study activity across the College, and allows for forward planning of self-study efforts. The College recently moved to increase the frequency of the self-study cycle to approximately seven years (from the College of Staten Island, CUNY Assessment Plan, Fall 2011). As a result, new programs will be evaluated more frequently.

The self-study process contains four components generally completed over a 12-18 month timeframe as follows:

1. A Departmental self-study review,
2. A review of the program by external evaluators (a one-day visit during which the evaluators meet with faculty, students, and staff to survey the program), who generate a report evaluating all aspects of the program,
3. A response to the evaluator’s report, and
4. A ‘closing the gap’ report by the department, prepared one year after the external review, to summarize the implementation of any changes that were suggested during the review by the evaluators.
Prior to the start of any self-study, the Dean meets with the staff to discuss the self-study process. The coordinator of the review is provided with materials prepared to facilitate the process:

1. CSI Guidelines for Academic Self-Studies
2. CSI Guidelines for External Reviewers
3. Self-study overview – a message from the Dean’s office (includes a link to the OIRA website, where coordinators may access the data on courses and enrollment that is invaluable in completing the self-study)

In addition to these materials, the Dean’s Office provides administrative support in coordinating the logistics of scheduling the review and adhering to the timeline agreed upon at the outset of the process.

Appendix A: Course Descriptions

F1: Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders (3 credits)
This introductory course will introduce participants to program themes and core components of doctoral study. Students will begin to apply the processes of professional writing, professional literature, data-based decision making and systems thinking to the themes of advocacy, cultural literacy, building relationships and the relationship between research and practice. These themes are integrated into all courses, providing coherence. Students will begin identifying areas of particular interest for exploration.

F2: Social and Historical Contexts of School Communities (3 credits)
This course engages doctoral students in a reflective and analytic approach to underlying social, historical, and political influences that raise and undermine the vitality of communities and schools. It also taps sociocultural theories and historical insights for investigating what is responsible for persistent patterns of inequalities in educational institutions. Students will explore ways that these influences currently influence practices in their schools and agencies and ways community-based leadership can raise potential for economic, social, and political attainment for both the school and community.

F3: Transforming Learning and Teaching in Schools and Communities (3 credits)
This course surveys current theories of learning and development across the lifespan focusing on the social nature of human meaning construction and how it is influenced by social conditions. Perspectives and approaches to the distinctive needs across the lifespan of all learners including those with disabilities and English Language Learners will be explored and applied to current practices and contexts.

F4: Education Reform and Globalization (3 credits)
The purpose of this course is to develop understanding of theory and evidence regarding various approaches to educational reform and the strategies reformers have chosen to champion in the United States and across the globe and how they continue to influence each other. We will consider the historical tensions between local and centralized control, job preparation, social mobility, and civic health and how the public will regarding these tensions informs policy decisions. These issues will be contextualized in global efforts to reform education systems.
**CP1: Professional Literature and Professional Writing (3 credits)**
This course supports students in developing fundamental knowledge and skills for community-based leaders related to professional literature and professional writing. The course provides students models for and practice in accessing, summarizing, and synthesizing research literature related to contemporary educational and social issues. These skills provide students a foundation for active and informed participation in academic discourse, within and beyond the classroom. In addition, students develop their capacity to appropriately and effectively cite and comment on research literature in their own writing about educational and social issues, for academic and other purposes.

**CP2: Building Relationships, Leadership, and Capacity (3 credits)**
In this course, students will build their understanding of cultural influences on community relationships including conceptions of leadership and strategies for developing and leveraging leaders in the school community. Specific strategies for engaging constituent groups and facilitating effective meetings among various groups will be explored.

**CP3: Curriculum, Standards, and Assessment for Community Engagement (3 credits)**
This course is designed to build educational leaders’ understanding of teaching and learning for equity and ways to support enactment of those pedagogies. Students will examine current approaches to curriculum, standards, and assessment, and how transformative leaders utilize community resources to enhance the capacity of these for teaching and learning. Approaches to engagement of parents, caregivers, and families in development of curriculum, school and community standards, and assessment will be explored.

**CP4: Resource Management in School Communities (3 credits)**
This course will focus on management and mobilization of school-community resources including community and faith-based organizations, federal, state, and municipal services, and grant writing. Students will convene groups of community members to create and secure funding for a research based intervention for a school-community problem using an action research approach.

**CP5: Public Relations, Advocacy, and Community Organizing (3 credits)**
Course participants will develop skill in using social media, traditional and non-traditional advertising; engaging traditional media; and engaging political leaders at the local and state levels.

**CP6: Teachers and Teaching (3 credits)**
Students will critically examine the nature of teaching in the current social and political environment including effective support of teaching and learning in schools, families, and communities. There will be a focus on development of teacher leadership and teacher capacity for community engagement.

**RC1: Qualitative Inquiry Methods in Applied Research (3 credits)**
This course is designed to provide developing leaders with the opportunity to explore and engage with multiple methods of qualitative inquiry. The course focuses on three research methodologies and their application to school and community collaboration: case study, ethnography, and participatory action research. The course draws on exemplar research literature as well as methodology resources for each. In addition, students will engage with the work of researchers from the faculty of the School of Education and the College of Staten Island. In order to develop skills and knowledge necessary to complete the research project for the program, students will develop a research design proposal reflecting one (or more) of the research methodologies.


This course focuses on the philosophical, ethical, and methodological issues encountered in quantitative and mixed-methods approaches to research in education and leadership. The quantitative component of the course examines correlational as well as group comparison research designs. The course also focuses on survey research, including practice and critique of survey design, administration, and appropriate statistical analysis. Faculty from the School of Education will present an exemplar of his or her research and guide analysis of the research project.

**RC3: Research Practicum (3 credits)**

Those who design, fund, and implement educational programs need answers to many questions. How do the goals align with the needs and goals of students, the community, and the education system? How do these intentions play out in implementation? How can historical analysis of an educational issue inform practice? How do educational policies effectively guide the school community toward its goals? These are some of the questions that will be examined in the course as the students choose a topic to focus their inquiry.

**DS1: Defining The Research Focus (3 credits)**

Students will choose and frame the problem for their research, complete a review of the literature, and develop the research question with faculty and peer support in the Inquiry Group.

**DA1: Dissertation Advisement (3 credits)**

Students will be supported by their Dissertation Chair in data collection.

**DS2: Dissertation Advisement (3 credits)**

Students will complete data collection, data analysis, and completion of the Dissertation Project with the guidance and support of the Dissertation Chair. Defense of the Dissertation will occur at the end of DS3.

**Inquiry Group**

Students will begin meeting in groups of 4-6 with a faculty mentor beginning in the second year of the program. The purpose of the Inquiry Group is to provide faculty and peer support as they integrate an area of interest with course content to choose a problem for development of the
research question and begin a review of the literature related to the problem. Students will begin these steps in Semester 4 Dissertation Studies 1. During the Research Core courses in Semesters 5 and 6, students will be supported by faculty and peers as they explore possible methods for addressing the exploration while taking RC1 and RC 2.

Appendix B: Sample Syllabi for New Courses

Foundations Core

**New Course: EDD XXX  Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders (3 credits)**

This introductory course will introduce participants to program themes and core components of doctoral study. Students will begin to apply the processes of professional writing, professional literature, data-based decision making and systems thinking to the themes of advocacy, cultural literacy, building relationships and the relationship between research and practice. These themes are integrated into all course, providing coherence. Students will begin identifying areas of particular interest in relation to their own practice.

**Module 1: 2 credits**

<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Example Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate understanding of reflective practice and its application to practice.</td>
<td>Self-Study Presentation</td>
</tr>
<tr>
<td></td>
<td>Reflective Journals</td>
</tr>
<tr>
<td>Students will begin to develop understanding of the structures and conventions of scholarly writing.</td>
<td>Analysis of a peer reviewed article</td>
</tr>
<tr>
<td>Students will demonstrate the ability to use qualitative and quantitative data to support positions and pose questions.</td>
<td>Observation of class participation</td>
</tr>
<tr>
<td></td>
<td>Analysis of a sample data set</td>
</tr>
<tr>
<td></td>
<td>Analysis of available data related to his/her school or agency with conclusion(s) and questions and description of possible alternative uses of the same data set</td>
</tr>
<tr>
<td>Students will demonstrate the ability to use evidence to frame a problem.</td>
<td>Same as Above; analysis Part 2: Use analysis of evidence to frame a problem in your workplace</td>
</tr>
</tbody>
</table>

21
| Students will demonstrate the ability to use systems thinking to create a systemic view of a problem. | Written description of strategies for utilizing systems thinking in his/her workplace citing exploration of the influences of race, socioeconomic status, and culture on the your school or agency Systems analysis of the problem framed above |
| Students will demonstrate the ability to use multiple media for communication with the professor and cohort members. | At least one demonstration of use of each of the following: Skype Face Time Google Hangout Vsee ooVoo Discussion Board |

**Course Calendar:**

<table>
<thead>
<tr>
<th>Block</th>
<th>Topic</th>
<th>DUE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td>Seeley Video: Six Decades of Lost Opportunities for Education Reform</td>
<td><em>Advocacy Leadership</em></td>
</tr>
<tr>
<td></td>
<td>Advocacy Leadership</td>
<td></td>
</tr>
<tr>
<td>On Line:</td>
<td>Using media for Group Work and Discussions</td>
<td>Skype Discussion, Small Groups, Transcript</td>
</tr>
<tr>
<td>Weekend 1</td>
<td>Reflective Practice for Leaders</td>
<td>Reading: Presentation: My Career Path and Goals Reflective Essay</td>
</tr>
<tr>
<td></td>
<td>Influence of style, history, and beliefs on Leadership Behaviors</td>
<td>Self Study Reflective Essay</td>
</tr>
<tr>
<td>On Line</td>
<td>Our Leadership in Action</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>Weekend 2</td>
<td>Module: Cultural Literacy for Effective Collaboration</td>
<td>See syllabus below</td>
</tr>
<tr>
<td>Weekend 2</td>
<td>Framing Problems in Research</td>
<td>Reading: Analysis of Peer Reviewed Article</td>
</tr>
<tr>
<td>Weekend 3</td>
<td>Module: Cultural Literacy for Effective Collaboration (continued)</td>
<td>Analysis of School-Community Data</td>
</tr>
<tr>
<td></td>
<td>What the data tell us, and what they don’t</td>
<td></td>
</tr>
<tr>
<td>Weekend 3</td>
<td>Synthesizing and analyzing quantitative and qualitative data for problem framing</td>
<td>2-3 Problem statements emerging from school-community data</td>
</tr>
</tbody>
</table>
Weekend 3 | Creative use of data | Paper: Analysis of school-community data related to his/her school or agency with conclusion(s), and questions and description of possible alternative uses of the same data set and information missing from the data; Select 2 problems of interest discovered

Weekend 4 | My Community: Using data to uncover and meet its needs | Presentations

Weekend 4 | | Presentations

Reflective Essay

Texts:


Women’s and Children’s Health Policy Center, Department of Population and Family Health Sciences, Johns Hopkins University School of Public Health.

Cultural Literacy Module: 1 cr. (weekends 2, 3, 4: see above)

In this module, students will examine a variety of theoretical frameworks that will serve as artifacts for class conversations about equity and diversity regarding gender and sexuality. Central to the work of the class is our ability to think deeply about our own experiences, values and understandings in light of the readings. This course seeks to connect the concept of diversity in the community and classroom with the goal of creating more equitable community and classroom practices that support student learning and development.

Students will gain knowledge about the diversity among LGBT identity and the coming out process across race, ethnicity, social class, and historical period, and the

Readings and Logs
relationship between sexual orientation and gender identity in diverse populations.

Students will gain knowledge about the intersectionality among individual, family and institutional factors, political and social policy factors, and social and cultural factors in maintaining or achieving positive outcomes among LGBT individuals in the school community.

Methods of community development and community organization will be discussed in order to provide competent, culturally-sensitive, and appropriate practice, to protect the rights of individuals and families as well as to educate and advocate for human rights and social justice.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>

**Required Text:**

**Assignments:**
Reading Log Portfolio  
Presentation
New Course: EDD XXX Social and Historical Contexts of School Communities
[in development]

New Course: EDD XXX Transforming Learning and Teaching in Schools and Communities
(3 credits)

This course surveys current theories of learning and development across the lifespan focusing on the social nature of human meaning construction and how it is influenced by social conditions. Perspectives and approaches to the distinctive needs across the lifespan of all learners including those with disabilities and English Language Learners will also be explored and applied to current practices and contexts.

Module 1: Ways of Knowing
This course is a foundations course for the Ed.D in Educational Leadership program. The purpose of this module is to explore how we come to develop and integrate various ways of knowing into our lives and work. Using a seminar approach structured around readings, reflections on those readings and class discussions, the course seeks to develop in students the ability to reflect critically on the relationships among the ways of knowing influencing members/groups in the community, and how these influence coalition building on behalf of the well-being of children.

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Sample Evidence</th>
</tr>
</thead>
</table>
| The student will be able to describe, compare, and contrast ways of knowing from a variety of perspectives including feminist, critical-race, cultural-historical, social-cultural, and post-colonial | Reflection Papers
Bb Readings and Discussion |
The student will be able to describe ways of knowing of individuals and groups and analyze and reflect upon personal, sociocultural, professional, political, and other influences on ways of knowing.

Reflection Papers  
Bb Readings and Discussion  
New Way of Knowing Paper

Texts:
COURSE ASSIGNMENTS AND ACTIVITIES

Journal Reflections

The intent of these brief papers (1-2 pages, single-spaced) is to help you critically engage with the course material and connect the readings to your own experiences. The course outline lists specific assignments for the journal. You should look upon these papers as an opportunity to engage me in discussion as you grow over the semester.

Paper on a New of Knowing

Select a new way of knowing for you, e.g. a new theory/framework/approach in your field, an area within the arts, sciences, or social sciences, or an interdisciplinary area of inquiry. Explore this new way of knowing. Prepare a paper that demonstrates: 1) your understanding of the basic assumptions and/or principles of this approach, and 2) what it is that makes this approach a new way of knowing for you. Note: depth and analysis are more important than breadth. APA format required.

Course Calendar

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td>Introduction to course and to each other</td>
<td>In-class- Draft Reflection paper #1: Your ways of knowing: introduction of self and positionalities for knowing</td>
</tr>
<tr>
<td></td>
<td>Ways of knowing- an overviewWays of knowing and foundations of inquiry</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>What is the Scientific Revolution?</td>
<td>Assigned text(s) and Blackboard (Bb) readings; Reflection paper #2</td>
</tr>
<tr>
<td>morning</td>
<td>Critical pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feminist ways of knowing</td>
<td></td>
</tr>
<tr>
<td>Weekend 2</td>
<td>The culture of education</td>
<td>Assigned text(s) and Blackboard (Bb) readings; Reflection paper #3</td>
</tr>
<tr>
<td>Saturday</td>
<td>Critical Race Theory</td>
<td></td>
</tr>
<tr>
<td>morning</td>
<td>Decolonizing methodologies</td>
<td></td>
</tr>
<tr>
<td>Weekend 3</td>
<td>Critical multiculturalism</td>
<td>Ways of knowing paper</td>
</tr>
<tr>
<td>Friday</td>
<td>Discussion of new ways of knowing: What do we know?</td>
<td></td>
</tr>
<tr>
<td>evening</td>
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</tr>
</tbody>
</table>

Module 2: Meaning-making in Diverse Communities

This module provides students with grounding in developmental teaching.

Course Development/Consultation: Igor Arievitch, PhD
Module 3: Facilitating Learning Across the Lifespan in Our Communities

In the final module of the course, students will prepare a plan for an educational program for a specific audience in the school community, such as mathematics curriculum for parents and caregivers, HIV awareness, or English for speakers of other languages. They will apply the understanding of theories of knowing, teaching, and learning acquired in Modules 1 and 2.
New Course: EDD XXX  Education Reform and Globalization  (3)
The purpose of this course is to develop understanding of theory and evidence regarding various approaches to educational reform and the strategies reformers have chosen to champion in the United States and across the globe and how they continue to influence each other. We will consider the historical tensions between local and centralized control, job preparation, social mobility, and civic health and how the public will regarding these tensions informs policy decisions. These issues will be contextualized in global efforts to reform education systems. Reform efforts in the United States have been initiated in the larger context of international efforts to gain or retain economic dominance, with increasing focus on testing and accountability. International testing programs such as PISA and TIMSS have been cited as evidence of educational crises across the globe at the same time the United Nations has developed the Convention on the Rights of the Child, designed to focus on the health, safety, and well-being of all children. Professionals seeking to support our children as they move into a global economy and social and political context need to understand how these inform our work.

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Sample Evidence</th>
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</thead>
<tbody>
<tr>
<td>Influence of the Accountability Movement</td>
<td>Readings Discussions</td>
</tr>
<tr>
<td></td>
<td>Survey: Influence of accountability reforms on my community</td>
</tr>
<tr>
<td>Understanding the changing Work Force</td>
<td>Readings Discussions</td>
</tr>
<tr>
<td></td>
<td>Audit of the School/Community Curriculum</td>
</tr>
<tr>
<td>Developing new perspectives on the tension between students as capital and students as human actors</td>
<td>Analysis of our communities through the lens of the U.N. Convention on the Rights of the Child</td>
</tr>
<tr>
<td>Understanding the interaction between my community and the changing world</td>
<td>Final Paper: Responding to the influences of the changing global context on the children in my community</td>
</tr>
</tbody>
</table>

Course Calendar

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td>A New World</td>
<td>The World is Flat</td>
</tr>
<tr>
<td>4 hours</td>
<td></td>
<td>OECD Economic Surveys 2014</td>
</tr>
<tr>
<td>Weekend 1</td>
<td>History and Current State of International</td>
<td>Article: The Global Transformation Toward Testing for Accountability</td>
</tr>
<tr>
<td>4 hours</td>
<td>Testing Programs</td>
<td></td>
</tr>
<tr>
<td>Weekend 2</td>
<td>National Reform Initiatives</td>
<td>Article: Twentieth Century American Education Reform in a Global Context</td>
</tr>
<tr>
<td>4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend 2</td>
<td>Reform and Accountability</td>
<td>Survey: Influence of accountability reforms on my community</td>
</tr>
<tr>
<td>4 hours</td>
<td></td>
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</tbody>
</table>
| On Line | The World of Work in the 21st Century | Ted Talks:  
A New Kind of Job Market  
The Workforce Crisis of 2030 – and How to Start Solving it Now  
What Will Future Jobs Look Like?  
On Line Discussion |
| --- | --- | --- |
| Weekend 3 4 hours | Are our schools and communities supporting our students readiness for a global economy? | Audit of the School/Community Curriculum:  
Will your students be prepared? |
| Weekend 3 4 hours | Education Reforms in New York City in the context of Globalization | Discussion: What do our children need to be global citizens?  
What reforms of the last decade in our local contexts (NYS, NYC and beyond) are designed to meet these needs?  
Are they [likely to be] successful? |
| On Line | United Nations Convention on the Rights of the Child | How will we think about our children? |
| Weekend 4 4 hours | Global Concerns and their influences on schooling | Discussion:  
Shock Doctrine  
*Education for global citizenship and social responsibility*  
http://www.uvm.edu/~dewey/monographs/glomono.html#Education%20for%20Global%20Citizenship%20and%20Social |
| Weekend 4 4 hours | Group Presentations | Final Paper:  
Responding to the influences of the changing global context on the children in my community |

**Texts:**
Friedman, T. *The world is flat: A brief history of the twentieth century.*

**Articles:**
Critical Practice Core

**New Course: EDD XXX Professional Literature and Professional Writing (3 credits)**

This course supports students in developing fundamental knowledge and skills for community education leaders related to professional literature and professional writing. The course provides students models for and practice in accessing, summarizing, and synthesizing research literature related to contemporary educational and social issues. These skills provide students a foundation for active and informed participation in academic discourse, within and beyond the classroom. In addition, students develop their capacity to appropriately and effectively cite and comment on research literature in their own writing about educational and social issues, for academic and other purposes.

The course is conducted as a reading and writing workshop (face to face and online), using mentor texts and providing ongoing opportunities to practice and receive feedback on the critical skills identified above.

<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Example Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand range of purposes for research literature and forms that research literature may take</td>
<td>➢ Course blog</td>
</tr>
<tr>
<td></td>
<td>➢ Class discussions</td>
</tr>
<tr>
<td></td>
<td>➢ Literature review assignment</td>
</tr>
<tr>
<td>Students will identify educational issues and problems for analysis through use of research literature</td>
<td>➢ Course blog</td>
</tr>
<tr>
<td></td>
<td>➢ Class discussions</td>
</tr>
<tr>
<td></td>
<td>➢ Literature review assignment</td>
</tr>
<tr>
<td>Students will access, analyze, synthesize, and report on multiple perspectives in research literature related to identified topics/issues</td>
<td>➢ Literature annotation assignment</td>
</tr>
<tr>
<td></td>
<td>➢ Literature summary and commentary assignment</td>
</tr>
<tr>
<td></td>
<td>➢ Literature review assignment</td>
</tr>
<tr>
<td>Students will use research literature to appropriately and effectively to support, augment, or clarify the state of the research on the educational issue</td>
<td>➢ Literature summary and commentary assignment</td>
</tr>
<tr>
<td></td>
<td>➢ Literature review assignment</td>
</tr>
<tr>
<td>Students will use research literature to support contributions to publications in alternative formats i.e. Op Eds, blogs, podcasts, etc.</td>
<td>➢ Position piece assignment</td>
</tr>
</tbody>
</table>

**Core Assignments:**

- *Course blog.* Students will contribute regular entries making related to educational and social issues identified by students and instructor citing and responding to research literature
- *Literature annotation assignment.* Students will complete a close reading and annotation of single source of research literature.
• Literature summary and commentary assignment. Students will summarize and comment on a single source of research literature.

• Literature review assignment. Students will review and comment on multiple research literature sources focused on a unifying issue or problem.

• Position piece. Students will develop an original position piece (for Op Ed, blog, podcast, etc.) incorporating and responding to research literature.

Texts

Books:


Articles:


Course Calendar

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1 8 hrs.</td>
<td>Introduction to course goals and expectations</td>
<td>Review syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop norms</td>
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<tr>
<td></td>
<td></td>
<td>Student interest inventory</td>
</tr>
<tr>
<td></td>
<td>Introducing the range of research literature</td>
<td>Literature stations activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Model blog posts</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Activity 1</td>
<td>Activity 2</td>
</tr>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>Weekend 2</td>
<td>Exploring the range of research literature</td>
<td>Blogging and commenting activity and discussion</td>
</tr>
<tr>
<td>7 hours</td>
<td>Deeper dive into research literature</td>
<td>Modeling annotating research literature</td>
</tr>
<tr>
<td></td>
<td>Visible annotation</td>
<td>Annotating research literature gallery walk</td>
</tr>
<tr>
<td></td>
<td>Smart summaries</td>
<td>Modeling summarizing and commenting on educational/social issue</td>
</tr>
<tr>
<td>Weekend 3</td>
<td>Commentary roundtables</td>
<td>Issue commentary roundtables using feedback protocol</td>
</tr>
<tr>
<td>8 hrs.</td>
<td>Literature review panels</td>
<td>Literature review panels using feedback protocol</td>
</tr>
<tr>
<td></td>
<td>Amplifying voices</td>
<td>Exploration of forms of giving voice: podcasts, blogs, op eds, etc.</td>
</tr>
<tr>
<td></td>
<td>Issue mapping</td>
<td>Model literature review on a single issue/topic</td>
</tr>
<tr>
<td>Weekend 4</td>
<td>Amplifying voices workshop</td>
<td>Workshop on individual/group position pieces</td>
</tr>
<tr>
<td>7 hrs.</td>
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</tr>
<tr>
<td>Weekend 5</td>
<td>Position piece “slam”</td>
<td>Presentation and celebration of position pieces</td>
</tr>
<tr>
<td>5 hrs.</td>
<td></td>
<td>Reflection on the course</td>
</tr>
</tbody>
</table>
**New Course: EDD XXX Building Relationships, Leadership, and Community Capacity (3 cr.)**

In this course, students will build their understanding of cultural influences on community relationships including conceptions of leadership and strategies for developing and leveraging leaders in the school community. Specific strategies for engaging constituent groups and facilitating effective meetings among various groups will be explored.

<table>
<thead>
<tr>
<th>Course Goals</th>
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</thead>
<tbody>
<tr>
<td>Students will understand the complexities of school and community relationships.</td>
<td>Students will read articles on the historical perspectives of school and community relationships. They will look critically at the dynamics that exist in a variety of communities, including their own.</td>
</tr>
<tr>
<td>Students will analyze first-order and second-order change.</td>
<td>Students will unpack an issue that they are facing in their current context. They will begin to analyze the problem by collecting information from multiple stakeholders. Students will understand how problems are perceived by various stakeholders.</td>
</tr>
<tr>
<td>Students will explore the impact of race relations and socioeconomics on community relationships.</td>
<td>Students will identify an issue specific to race relations in their current context. They will collect data from different stakeholders to gain a broader understanding of the problem.</td>
</tr>
<tr>
<td>Students will understand who they are as community leaders and begin to leverage that understanding to become more influential in instituting change.</td>
<td>360 Feedback: Students will receive feedback from various people to understand who they are as leaders.</td>
</tr>
<tr>
<td>Students will develop an action plan that can be implemented in their current school.</td>
<td>Student will develop a comprehensive plan for community change in their current context. They will consider historical dynamics and current challenges within the community, and develop an action plan that works to resolve an issue of school and community relationships.</td>
</tr>
</tbody>
</table>

**Course Calendar**

<table>
<thead>
<tr>
<th>Block</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td><strong>History Does Not Have to Repeat Itself:</strong> Historical and current perspectives of community and school relationships</td>
<td><em>Who are the People in Your Neighborhood:</em> Students will critically exam their current school community</td>
</tr>
<tr>
<td>Weekend 2</td>
<td><strong>Problem Solved?</strong>: Understanding first-order and second-order change</td>
<td>Identify 2-3 current issues and develop proposed resolutions</td>
</tr>
</tbody>
</table>
that consider the needs of various stakeholders.

<table>
<thead>
<tr>
<th>Weekend 3</th>
<th>Disjuncture and Broken Bridges: Race Relationships in Public School Communities</th>
<th>Collect data on marginalized members of the school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 4</td>
<td>Understanding Our Impact: Reflective leadership for impactful change</td>
<td>360 feedback</td>
</tr>
<tr>
<td>Weekend 5</td>
<td>Action Plans for Change</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Suggested Readings:**

McKee, A. *Becoming a Resonant Leader: Develop Your Emotional Intelligence, Renew Your Relationships, and Sustain Your Effectiveness*

Tatum-Daniel, B. “*Why Are All of the Black Students Sitting Together in the Cafeteria?*”

Watzlawick, P. *Change: Principles of Problem Formulation and Problem Resolution*

Yankelovich, D, “*The Expert-Public Gap,*” in *Coming to Public Judgment: Making Democracy Work in a Complex*

*The Moynihan Report*
**New Course: EDD XXX Resource Management in School Communities**

*Further development in consultation with School of Business*

This course will focus on management and mobilization of school-community resources including community and faith-based organizations, federal, state, and municipal services, and grant writing. Students will convene groups of community members to create and secure funding for a research based intervention for a school-community problem using an action research approach.

### Course Goals

<table>
<thead>
<tr>
<th><strong>Course Goals</strong></th>
<th><strong>Example Evidence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the power of leveraging community resources. They will investigate ways that schools and communities have partnered in various situations.</td>
<td>Students will look closely at the resources that exist in various communities, including their own. They will read articles about community and school partnerships that have proven successful.</td>
</tr>
<tr>
<td>Students will identify potential stakeholders from their community.</td>
<td>Students will begin conversations with interested community-based organizations and faith-based groups.</td>
</tr>
<tr>
<td>Students will convene stakeholders and develop a research-based action plan to address a specific need.</td>
<td>Students will present an action plan to be executed during this course.</td>
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</table>

### Course Calendar

<table>
<thead>
<tr>
<th><strong>Block</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Assignments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td>Community as Partner</td>
<td>Based on our readings, students will highlight specific community partnerships that they believe would work well in their specific context.</td>
</tr>
<tr>
<td>Weekend 2</td>
<td>Getting to Know Your Community</td>
<td>Students will plan for and execute conversations with potential community partners.</td>
</tr>
<tr>
<td>Weekend 3</td>
<td>Action Research</td>
<td>Students will work with community partners on a specific research-based action plan.</td>
</tr>
<tr>
<td>Weekend 4</td>
<td>Action Research</td>
<td>Students will continue to work with community partners.</td>
</tr>
<tr>
<td>Weekend 5</td>
<td>Presentation of findings</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

### Suggested Readings:

Articles on Action Based Research
Articles on community partnerships

**New Course: EDD XXX Curriculum, Standards, and Assessment for Community Engagement**

This course is designed to build educational leaders’ understanding of teaching and learning for equity and ways to support enactment of those pedagogies. Students will examine current approaches to curriculum, standards, and assessment, and how transformative leaders utilize community resources to enhance the capacity of these for teaching and learning. Approaches to engagement of parents, caregivers, and families in development of curriculum, school and community standards, and assessment will be explored.

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to facilitate parent, family, caregiver, and community member involvement in creation of a relevant and engaging school curriculum.</td>
<td>Students will facilitate a cross-sector or cross-school team in completion of a plan of instruction to meet engage students in learning.</td>
</tr>
<tr>
<td>Students will be able to integrate/align community-based and/or culturally relevant learning experiences with Standards.</td>
<td>Students will facilitate alignment of the community’s plan of instruction with local, state and professional standards.</td>
</tr>
<tr>
<td>Students will be able to facilitate community development of goals based on shared interest in the success of all children.</td>
<td>Students will collaborate with teachers, students, families, caregivers, and community organizations to create a statement of school community goals.</td>
</tr>
<tr>
<td>Students will be able to construct appropriate assessments for evaluation community goals and school and agency programs.</td>
<td>Students will collaborate with a community team to create a plan of assessment for evaluation of community goals and school and agency programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Activities/Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1 4 hours</td>
<td>P-12 Standards in New York City and New York State</td>
<td>Review City, State, and Professional Association Standards in groups, synthesize instructional goals</td>
</tr>
<tr>
<td>Weekend 1 3 hours</td>
<td>Relevant and engaging learning experiences for all students</td>
<td>Critical discussion of observations of learning experiences in the school and/or external organization: What engaged students? What didn’t?</td>
</tr>
<tr>
<td>Weekend 1 4 hours</td>
<td>Community Service, Civic Education, Environmental</td>
<td>Reading, Discussion</td>
</tr>
<tr>
<td>Weekend 2 4 hours</td>
<td>Using community resources for Community Service, Civic Education, Environmental Education, and Place-Based experiences</td>
<td>Group work: Crosswalk Standards, Community Resources, and Community Service, Civic Education, Environmental Education and Place-Based experiences</td>
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<tr>
<td>Weekend 2 3 hours</td>
<td>Aligning community experiences with Standards Integrating teachers in the process</td>
<td>Discussion of curriculum units: Group feedback</td>
</tr>
<tr>
<td>Weekend 3 3 hours</td>
<td>Community resource based Instructional Plans</td>
<td>Presentations</td>
</tr>
<tr>
<td>Weekend 3 4 hours</td>
<td>Identifying school and community goals for students</td>
<td>Identify points of connection across school and external organization goals</td>
</tr>
<tr>
<td>Weekend 3 4 hours</td>
<td>Exploring parent, family, and caregiver goals for students, Narrowing the focus</td>
<td>Integrate parent, family, and caregiver goals for students with school and external organization goals</td>
</tr>
<tr>
<td>Weekend 3 2 hours</td>
<td></td>
<td>Discussion of school and community goals statements</td>
</tr>
<tr>
<td>Weekend 4 4 hours</td>
<td>Creating coherent assessment plans</td>
<td>Discuss Assessments for school and community goals</td>
</tr>
</tbody>
</table>

Text:
*Community-Based learning: Engaging students for success and citizenship* (2006).
Coalition for Community Schools.

Articles:


New Course: EDD XXX  Teachers and Teaching

Students will critically examine the nature of teaching in the current social and political environment including effective support of teaching and learning in schools, families, and communities. There will be a focus on development of teacher leadership and teacher capacity for community engagement.

Teachers play a pivotal role in schooling. As Michael Lipsky (1969) suggested, teachers are “street level bureaucrats,” meaning that even though teachers do not make educational policy, they are pivotal actors in shaping the way their “clients” (i.e., students) experience educational policy. From this perspective, teachers have enormous power to influence and shape the experiences and trajectories of their students. Recent literature identifies teachers as the primary in-school influence on student achievement; at the same time, current media accounts single out teachers as the main obstacle to improving education. Given the relative importance of this group of stakeholders, this course engages candidates in a critical examination of teachers and their work.

The course is organized around key questions: What is the history of teaching over the last century and a half? In what ways does that history continue to exert an impact on the profession? Who has chosen to teach and how has this shaped the profession and changed over time? What is involved in the process of becoming a teacher? By what mechanisms are teachers judged and/or held accountable? What expectations do we have of teachers in relation to the communities that they serve? And, finally, how can schools and communities help to support the development of teacher leadership and capacity? The course is designed to hone students’ skills of analysis and expression, as well as to help them to think critically about persistent issues that continue to define teachers and teaching.

<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Example Evidence</th>
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</thead>
</table>
| Students will recognize the ways in which the historical development of teaching has shaped the field, as well as the role teachers have been expected to play in the evolution of the larger educational system. | ➢ Reading Journal  
➢ Class discussions  
➢ Primary Document Analysis Paper |
| Students will understand the ways that teachers’ identities – their gender, race, and class – have affected the work and status of teaching over time and their relationship to the communities in which they teach. | ➢ Reading Journal  
➢ Class discussions  
➢ Primary Document Analysis Paper  
➢ Teacher interviews |
| Students will gain familiarity with contemporary debates and policies for improving the preparation and job performance of teachers | ➢ Reading Journal  
➢ Policy Analysis Paper  
➢ Class discussions |
| Students will deepen their abilities to examine texts – historical, sociological, and otherwise – critically, to synthesize a | ➢ Primary Document Analysis Paper  
➢ Policy Analysis Paper  
➢ Teacher Interview Analysis Paper |
variety of evidence, and produce a credible argument about key issues or ideas.

| Students will represent one aspect of their understandings in a public form: i.e., via an Op Ed, a podcast, or presentation. | ➢ Public Knowledge Sharing Assignment |

Core Assignments:

- **Reading Journal.** Students will respond to regular, instructor-provided prompts that support them in deeper understanding and processing of assigned texts.

- **Primary Document Analysis Paper.** This paper involves a close study of one or two primary documents from the course readings on the history of teachers and teaching. Students will draw on secondary source material to contextualize the primary source, make a relevant historical argument about teachers and teaching, and connect their argument with “the way teaching is” currently.

- **Teacher Interview Paper.** Each student will conduct at least one in-depth interview with a teacher; class interviews will be compiled and each student will analyze the resulting data set to answer a key question that emerges for him or her from the class discussions about teachers and teaching.

- **Policy Analysis paper.** Students will examine and critique a particular policy or initiative that represents an attempt to improve teachers or teaching.

- **Public Knowledge Sharing.** Students will develop a piece, to be publicly shared, that aims to reinvent one aspect of teaching; that is, students will need to identify a problem and to generate a series of potential solutions, and present them within the format of a short podcast, an Op Ed, or other form of public presentation.

**Texts**

*Books:*


Kate Rousmaniere, *City Teachers* (New York: Teachers College Press, 1997).

**Articles/Chapters:**


---

**Course Calendar**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend</td>
<td>Introduction to course goals and expectations</td>
<td>Review syllabus</td>
</tr>
<tr>
<td>1.5 hrs.</td>
<td>Introduction to issues: teachers and teaching</td>
<td>Develop norms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film clips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>What’s the history/genesis of teaching? Who has chosen to teach? Why did they choose to teach? How has the evolution of the profession reflected the identities of those who taught?</td>
<td>Exercise: Analyzing primary sources</td>
</tr>
<tr>
<td>Weekend</td>
<td></td>
<td>Film clips</td>
</tr>
<tr>
<td>3 hrs + 3 hrs</td>
<td></td>
<td>Fishbowl Discussion</td>
</tr>
</tbody>
</table>
| Weekend 5 hrs. | Teaching and teachers today: Who are they? What is their work like? What norms, forces, and practices shape the profession? | Exercise: Using the Schools & Staffing Survey (SASS) and Census data  
Co-constructing interview protocol  
Discussion Threads |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 5 hrs.</td>
<td>Teacher Policy I: Recruitment &amp; preparation. Who should be authorized to teach? On the basis of what knowledge, skills, or credentials? Are/how are teacher qualifications related to teacher effectiveness?</td>
<td></td>
</tr>
</tbody>
</table>
| Weekend 2.5 hours +  
1.5 hours | Teachers’ Voices: Reflections on a Profession  
Reinventing Teaching | Interview paper presentations  
Public Sharing |

**Research Core**

**New Course: EDD XXX**  
Quantitative and Mixed Methods in the Social Sciences (3 credits)  
This course focuses on the philosophical, ethical, and methodological issues encountered in quantitative and mixed-methods approaches to research in education and leadership. The quantitative component of the course examines correlational as well as group comparison research designs. The course also focuses on survey research, including practice and critique of survey design, administration, and appropriate statistical analysis. Faculty from the School of Education will present an exemplar of his or her research and guide analysis of the research project.

The principles learned in this course also provide a foundation for a general understanding of quantitative methodology used in education and social studies. This course will teach students how to collect data, analyze data, critically read articles which present data analysis, and think about the relationship between theory and practice.
<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Example Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn basic statistical methods.</td>
<td>Students will read and critically evaluate 4 research articles that use these basic methods.</td>
</tr>
<tr>
<td>Students will critically evaluate the quality of evidence in published social research.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Students will learn the various types of quantitative and mixed methods designs.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Students will learn the components of writing a research proposal.</td>
<td>In groups of 2 or 3 students will write a research proposal that will include all necessary components</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Calendar:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block</strong></td>
</tr>
<tr>
<td>Weekend 1 (7 hours)</td>
</tr>
<tr>
<td>On Line (1.5 hours)</td>
</tr>
<tr>
<td>Weekend 2 (7 hours)</td>
</tr>
<tr>
<td>On Line (1.5 hours)</td>
</tr>
<tr>
<td>Weekend 3 (7 hours)</td>
</tr>
<tr>
<td>On line (2 hours)</td>
</tr>
<tr>
<td>Weekend 4 (7 hours)</td>
</tr>
</tbody>
</table>
Assessments:
- Students will review and critically examine 4 published manuscripts from the faculty who will present in class. They will comment on the following sections: literature review, methods, appropriateness of statistical analysis, results, and implications of results on policy decisions.
- Given a research topic, students will create a short research proposal, choose a research method (quantitative or mixed methods) and justify how they will empirically study the topic.

Textbooks:
Selected chapters from:
**New Course: EDD XXX Qualitative Inquiry Methods in Applied Research (3 credits)**

This course is designed to provide developing leaders with the opportunity to explore and engage with multiple methods of qualitative inquiry. The course focuses on three research methodologies and their application to school and community collaboration: case study, ethnography, and participatory action research. The course draws on exemplar research literature as well as methodology resources for each. In addition, students will engage with the work of researchers from the faculty of the School of Education and the College of Staten Island. In order to develop skills and knowledge necessary to complete the research project for the program, students will develop a research design proposal reflecting one (or more) of the research methodologies.

<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Example Evidence</th>
</tr>
</thead>
</table>
| Students will analyze and critically respond to a published research study | ➢ Critical analysis of research study  
➢ Class discussions |
| Students will synthesize a body of research by a single researcher | ➢ Research biography |
| Students will identify and differentiate multiple research designs that address a single educational issue. | ➢ Research mosaic |
| Students will create a research study design proposal | ➢ Research study design proposal |

### Core Assignments:

- **Critical analysis of research study.** Students will analyze and respond to a published research study from one of the three focal methodologies.
- **Research biography (group project).** Students will contextualize a body of research by a single researcher and facilitate a critical discussion of it.
- **Research mosaic (group project).** Students will identify and differentiate multiple research designs that address a single educational issue.
- **Research study design proposal.** Students will create a research study design proposal, drawing on one or more of the research methodologies.

### Texts

**Books:**


Kemmis, S., McTaggart, R., & Nixon, R. *The action research planner: Doing critical participatory action research*. Singapore: Springer.


Articles:


### Course Calendar

<table>
<thead>
<tr>
<th>Weekend</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  7 hrs.</td>
<td>Introduction to course goals and expectations</td>
<td>Review syllabus</td>
</tr>
<tr>
<td></td>
<td>Introducing the three methodologies</td>
<td>Develop norms</td>
</tr>
<tr>
<td></td>
<td>Text-rendering</td>
<td>Gallery walk</td>
</tr>
<tr>
<td>2  7 hrs.</td>
<td>Critical analysis</td>
<td>Modeling critical analysis of research methodology</td>
</tr>
<tr>
<td></td>
<td>Exploring case study methods</td>
<td>Text-based discussion</td>
</tr>
<tr>
<td></td>
<td>Case studies research biography</td>
<td>Guest researcher presentation</td>
</tr>
<tr>
<td></td>
<td>Exploring ethnography methods</td>
<td>Student-led discussion</td>
</tr>
<tr>
<td></td>
<td>Text-rendering</td>
<td>Gallery walk</td>
</tr>
<tr>
<td></td>
<td>Guest researcher presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student-led discussion</td>
<td></td>
</tr>
<tr>
<td>3  7 hrs.</td>
<td>Exploring participatory action research method</td>
<td>Text-rendering</td>
</tr>
<tr>
<td></td>
<td>Participatory action research biography</td>
<td>Gallery walk</td>
</tr>
<tr>
<td></td>
<td>Comparing research methods</td>
<td>Guest researcher presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-led discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Constructing visual displays of methodology</td>
</tr>
<tr>
<td></td>
<td>Research methods mosaic</td>
<td>Presentation of group research methodology mosaics on target issue Models for research study design</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Introducing research design</td>
<td>Research design workshop using protocol for feedback</td>
</tr>
<tr>
<td>4</td>
<td>Research design workshop</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Research design presentations</td>
<td>Presentations of research designs Reflections on the course</td>
</tr>
</tbody>
</table>
New Course: EDD XXX Research Practicum (3 credits)
Those who design, fund, and implement educational programs need answers to many questions. How do the goals align with the needs and goals of students, the community, and the education system? How do these intentions play out in implementation? How can historical analysis of an educational issue inform practice? How do educational policies effectively guide the school community toward its goals? These are some of the questions that will be examined in the course as the students choose a topic to focus their inquiry and develop an outline of the Research Proposal.

<table>
<thead>
<tr>
<th>Course Goal</th>
<th>Example Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn how to design an evaluation of an educational issue in Literacy, STEM, or the Arts.</td>
<td>Students will carry out a limited scale evaluation of an educational issue in their own school, focusing on Literacy, STEM, or the Arts, OR</td>
</tr>
<tr>
<td>Students will learn how to design historical investigation of an educational issue.</td>
<td>Students will design a historical investigation of an educational issue in their schools, OR</td>
</tr>
<tr>
<td>Students will learn how to analyze policies of various issues.</td>
<td>Students will conduct a policy analysis of an issue related to their school.</td>
</tr>
<tr>
<td>Students will learn how to develop an outline of the Research Proposal.</td>
<td>Research Proposal Outline</td>
</tr>
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Course Calendar:

<table>
<thead>
<tr>
<th>Block</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Weekend 1 (7 hours)</td>
<td>Introduction of designing evaluations of educational issues. Beginning of discussion of Reading 1</td>
</tr>
<tr>
<td>On Line (1.5 hours)</td>
<td>Skype discussion on Reading 1</td>
</tr>
<tr>
<td>Weekend 2 (7 hours)</td>
<td>Introduction of designing historical investigations of educational issues. Beginning of discussion on Reading 2</td>
</tr>
<tr>
<td>On Line (1.5 hours)</td>
<td>Skype discussion on Reading 2</td>
</tr>
<tr>
<td>Weekend 3 (7 hours)</td>
<td>Introduction of policy analysis of educational issues. Beginning discussion on Reading 3</td>
</tr>
<tr>
<td>On line (2 hours)</td>
<td>Skype discussion on Reading 3</td>
</tr>
<tr>
<td>Weekend 4 (7 hours)</td>
<td>Presentations &amp; Reflections</td>
</tr>
</tbody>
</table>

Assessments:
- Students will be divided into three groups at the beginning of the semester based on their interests and will complete a paper of at least 15 pages on one of the three topics covered in the course: evaluation of educational issues, historical investigation, or policy analysis.
- Students will participate in on-line discussions and assessed with a rubric on their performance.
### TABLE 1
DATA ON FACULTY MEMBERS DIRECTLY ASSOCIATED WITH THE PROPOSED DOCTORAL PROGRAM

<table>
<thead>
<tr>
<th>Name</th>
<th>FT/PT</th>
<th>Dept</th>
<th>Sex M/F</th>
<th>R/E</th>
<th>Articles in Refereed Journals in the past 5 yrs</th>
<th>External Research Support in Current AY 2016-17</th>
<th>Dissertation Load Current AY 2016-17</th>
<th>Any Dissertation Load in the previous 5 yrs</th>
<th># of Advisees Current AY 2016 - 17</th>
<th># of Classes Taught Current AY 2016-17</th>
<th>% FTE Time to Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Professor</strong></td>
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<tr>
<td>Susan Sullivan</td>
<td>FT</td>
<td>Ed Studies</td>
<td>F</td>
<td>W</td>
<td>4</td>
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<td>Nelly Tournaki</td>
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<td>F</td>
<td>W</td>
<td>8</td>
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<td>0</td>
<td>38</td>
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<tr>
<td><strong>Associate Professor</strong></td>
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<td>Ruth Powers Silverberg</td>
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<td>W</td>
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<td>5</td>
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<td>Bethany Rogers</td>
<td>FT</td>
<td>Ed Studies</td>
<td>F</td>
<td>W</td>
<td>2</td>
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<td>David Allen</td>
<td>FT</td>
<td>Curriculum &amp;Instruction</td>
<td>M</td>
<td>W</td>
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<td>0</td>
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<td>Rachel Grant</td>
<td>FT</td>
<td>Curriculum Instruction</td>
<td>F</td>
<td>B</td>
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<td>0</td>
<td>28</td>
<td>6</td>
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<td>M</td>
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</tr>
</tbody>
</table>

1 Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)

2 Specify the academic year.
Table 1b: Graduate Program Schedule

- Indicate **academic calendar** type: _X_Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Summer 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD XXX Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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</tr>
<tr>
<td>EDD XXX Social and Historical Contexts of School Communities</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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</tr>
<tr>
<td>EDD XXX Professional Literature and Professional Writing</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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<tr>
<td><strong>Term credit total:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Term: Spring 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
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<tr>
<td>EDD XXX Transforming Learning and Teaching in Schools and Communities</td>
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<td>N/A</td>
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</tr>
<tr>
<td>EDD XXX Building Relationships, Leadership, and Capacity</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>EDD XXX Curriculum, Standards, and Assessment for Community Engagement</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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</tr>
<tr>
<td>EDD XXX Dissertation Studies I</td>
<td>3</td>
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<td>N/A</td>
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<tr>
<td><strong>Term credit total:</strong></td>
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<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD XXX Resource Management in Schools and Communities</td>
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<td>N/A</td>
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</tr>
<tr>
<td>EDD XXX Qualitative Inquiry Methods in Applied Research</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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<tr>
<td>EDD XXX Quantitative and Mixed Methods in Applied Research</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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</tr>
<tr>
<td>EDD XXX Public Relations, Advocacy, and Community Organizing</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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<td><strong>Term credit total:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Term: Summer 3</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD XXX Education Reform and Globalization</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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<tr>
<td>EDD XXX Research Practicum</td>
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<td>N/A</td>
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<tr>
<td>EDD XXX Teachers and Teaching</td>
<td>3</td>
<td>X</td>
<td>N/A</td>
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</tr>
<tr>
<td>EDD XXX Dissertation Advisement I</td>
<td>3</td>
<td>X</td>
<td>Research Practicum</td>
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</tr>
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</tr>
<tr>
<td>Program Totals:</td>
<td>Credits:</td>
<td>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                |          | **New**: indicate if new course  
|                |          | **Prerequisite(s)**: list prerequisite(s) for the noted courses |
Table 1b: Graduate Program Schedule  page 2

- Indicate **academic calendar** type: __Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Spring 3</th>
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<tbody>
<tr>
<td>Course Number &amp; Title</td>
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<tr>
<td>EDD XXX Dissertation Advisement 2</td>
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</table>

| Term credit total: | 3 |

<table>
<thead>
<tr>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
</tr>
<tr>
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</table>

| Term credit total: |

<table>
<thead>
<tr>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
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<tr>
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</table>

| Term credit total: |

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
</tr>
<tr>
<td></td>
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| Term credit total: |

<table>
<thead>
<tr>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
</tr>
<tr>
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</table>

| Term credit total: |

<table>
<thead>
<tr>
<th>Program Totals:</th>
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<tbody>
<tr>
<td>Credits: 48</td>
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</tbody>
</table>

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:

**New**: indicate if new course  **Prerequisite(s)**: list prerequisite(s) for the noted courses
### Appendix E: Faculty Teaching Assignments

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Year 1 Credits</th>
<th>Year 2 Credits</th>
<th>Year 3 Credits</th>
<th>Year 4 Credits</th>
<th>Year 5 Credits</th>
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<tbody>
<tr>
<td>R. Powers (SED)</td>
<td>2</td>
<td>5</td>
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<tr>
<td>B. Rogers (SED)</td>
<td>3</td>
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<td>D. Allen (SED)</td>
<td>3</td>
<td>4</td>
<td>4</td>
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<tr>
<td>R. Grant (SED)</td>
<td>3</td>
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<td>N. Tournaki (SED)</td>
<td>6</td>
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<td>M. Paris (Pol.Sc.)</td>
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<td>S. Sullivan (SED)</td>
<td>3</td>
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<td>New Hire (FT)</td>
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<td>TBD (FT)</td>
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<td>M. Speller (PT)</td>
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<tr>
<td>New Hires (PT)</td>
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<td>4</td>
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<td>7</td>
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<td>Total FT</td>
<td>13</td>
<td>30</td>
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<td>Total PT</td>
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<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
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<tr>
<td>Total Faculty Credits</td>
<td>15</td>
<td>39</td>
<td>60.6</td>
<td>60.6</td>
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<td>Program Director</td>
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<td>Total Credits</td>
<td>19</td>
<td>43</td>
<td>64.6</td>
<td>64.6</td>
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</tbody>
</table>
See pages 14 - 16
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Ruth Powers Silverberg  
Associate Professor  
Program Director | Introduction to Scholarly Inquiry and Effective Communication for Community-Based Leaders  
Curriculum Standards, and Assessment for Community Engagement  
Education Reform and Globalization | 0.33 | Ed.D Leadership and Policy Studies Hofstra University  
New York State Certificates: School Building Leader  
School District Leader | |
| Bethany Rogers  
Associate Professor | Social and Historical Contexts of School Communities  
Teachers and Teaching  
Qualitative Inquiry Methods in Applied Research | 0.33 | Ph.D History of Education, New York University | |
| David Allen  
Associate Professor | Qualitative Inquiry Methods in Applied Research  
Professional Literature and Professional Writing | 0.19 | Ed.D Interdisciplinary Studies Teachers College, Columbia University | |
| Rachel Grant  
Associate Professor | Transforming Learning and Teaching in Schools and Communities | 0.14 | Ph.D Curriculum and Instruction - Literacy Education University of Maryland | |
| Nelly Tournaki  
Professor | Quantitative and Mixed Methods in Applied Research  
Research Practicum | 0.28 | Pd.D Educational Psychology  
New York University | |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Susan Sullivan  
Professor | Inquiry Groups | .14 | Ed.D. Educational Leadership  
Teachers College, Columbia University | New Jersey Certification: School Leadership |
| Michael Paris  
Associate Professor | Module: Building Civic Capacity | .05 | Ph.D., Politics  
Brandeis University  
J.D.  
Columbia University School of Law | |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marquitta Speller Professor</td>
<td>Building Relationships, Leadership and Capacity</td>
<td>Ed. D Educational and Organizational Leadership  University of Pennsylvania</td>
<td>Executive Director, Harlem Children’s Zone</td>
</tr>
<tr>
<td>Adjunct Lecturer</td>
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<td></td>
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<tr>
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<td></td>
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<td></td>
</tr>
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</table>
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate or Full Professor</td>
<td>1</td>
<td>Ph.D or Ed.D in Leadership or a related field</td>
<td>FT</td>
<td>67%</td>
<td>Social and Historical Contexts of School Communities</td>
<td>August 2019</td>
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<tr>
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<td>Dissertation Studies 1</td>
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<td>Education Reform and Globalization</td>
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<td></td>
<td>Research Practicum</td>
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</tr>
<tr>
<td>Adjunct Lecturer/Assistant Professors</td>
<td>2 – 4</td>
<td>Ed.D in Leadership or a related field required or 10 years of community based professional experience</td>
<td>PT</td>
<td>100%</td>
<td>Transforming Learning and Teaching in Schools and Communities</td>
<td>August 2019</td>
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<tr>
<td></td>
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<td></td>
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<td>EDD XXX Resource Management in Schools and Communities</td>
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<td></td>
<td>EDD XXX Public Relations, Advocacy, and Community Organizing</td>
<td></td>
</tr>
</tbody>
</table>
The College of Staten Island/CUNY

CURRICULUM VITAE

1. NAME  Ruth Powers Silverberg          Date  May 19, 2016

2. CURRENT TITLE  Associate Professor   DEPARTMENT  Educational Studies, School of Education

3. HIGHER EDUCATION

Hofstra University, Hempstead, New York

   Major:  Educational Administration  Degree:  EdD
   May 2002

College of St. Rose, Albany, New York

   Major:  Music Education  Degree:  M.S. in Education
   May 1985

State University College @ Oneonta
Oneonta, New York

   Major:  Elementary Education  Degree:  B.S. in Education
   May 1975

ADDITIONAL HIGHER EDUCATION

Hofstra University
Hempstead, New York
Major:  Educational Administration
Certificate of Advanced Study
May 1997

4. EXPERIENCE

TEACHING

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>FT/PT</th>
<th>Department</th>
<th>Tenure Status</th>
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<tr>
<td>College of Staten Island</td>
<td>2.10-present</td>
<td>Associate Professor</td>
<td>FT</td>
<td>Education</td>
<td>Tenured</td>
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<td>CUNY</td>
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<td>Assistant Professor</td>
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<td>College of Staten Island</td>
<td>2.02-2.10</td>
<td></td>
<td>FT</td>
<td>Education</td>
<td>Tenured</td>
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<td>CUNY</td>
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<tr>
<td>College of Staten Island</td>
<td>9.01-12.01</td>
<td>Substitute Lecturer</td>
<td>FT</td>
<td>Education</td>
<td>Non-Tenured</td>
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<tr>
<td>Port Washington Schools</td>
<td>10.00-8.01</td>
<td>Elementary Assistant Principal</td>
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<td>Probationary</td>
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<td>Port Washington Schools</td>
<td>3.97-10.00</td>
<td>Elementary Assistant Principal</td>
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<td>Port Washington, N.Y.</td>
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<td>College of Staten Island</td>
<td>7.00-8.01</td>
<td>Adjunct Lecturer</td>
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<td>Westbury Friends School</td>
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<tr>
<td>Westbury, N.Y.,</td>
<td>9.94-3.97</td>
<td>Teacher</td>
<td>PT</td>
<td>Music</td>
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<td>J.H.S. 126,</td>
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<td>NYC Board of Education</td>
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<td>District 14</td>
<td>9.83-6.85</td>
<td>Teacher</td>
<td>FT</td>
<td>Music</td>
<td>Tenured</td>
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<td></td>
<td>9.86-1.87</td>
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<td>J.H.S. 126,</td>
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<td>District 14</td>
<td>9.85-6.86</td>
<td>Teacher</td>
<td>FT</td>
<td>Core Program</td>
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<td>Croydon Country Day</td>
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<td>School</td>
<td>9.80-6.83</td>
<td>Teacher</td>
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<td>Nursery School</td>
<td>9.76-6.80</td>
<td>Teacher</td>
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<td>Pre-Kindergarten</td>
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<td>Delmar, N.Y.</td>
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OTHER

Interactive, Inc.        | 1999-2000  | Research Associate |
| Huntington, N.Y.        |            |                    |

5. ACADEMIC AND PROFESSIONAL HONORS

H. Alan Robinson Outstanding Doctoral Dissertation Award
Hofstra University       | 12.02      |
|                         |            |
| Hofstra University      | 9.97-6.99  | Graduate Assistant |
| Hempstead, N.Y.         |            |                    |
| Department of Foundations, |
| Leadership, and Policy Studies |
| Hofstra University      | 9.99-5.00  | Doctoral Fellow    |
|                         |            |                    |
Hempstead, N.Y.
Department of Foundations,
Leadership, and Policy Studies

Hofstra University
Hempstead, N.Y.
Department of Foundations,
Leadership, and Policy Studies

Selected Participant, UCEA Graduate Research Seminar, 1998

6. PEER REVIEWED GRANTS

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>Title of Proposal</th>
<th>Amount</th>
<th>Direct vs. Total</th>
<th>Date Submitted</th>
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<tr>
<td>Dean’s Scholarship Award</td>
<td>From Compliance to Activism</td>
<td>$1500</td>
<td></td>
<td>Accepted 6/12</td>
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<tr>
<td>PSC CUNY PI</td>
<td>Mental Models and School Leadership</td>
<td>$1650</td>
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<td>Accepted 7/11</td>
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<tr>
<td>Discovery Institute Co-PI</td>
<td>Establishing Coherence In Childhood Teacher Preparation</td>
<td>$2000</td>
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<td>Accepted 5/08</td>
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<td>Accepted 5/09</td>
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<td>Accepted 5/10</td>
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<tr>
<td>Dean’s Scholarship Award</td>
<td>From Compliance to Activism: The case of the New York Principals</td>
<td>$2000</td>
<td></td>
<td>Accepted 4/12</td>
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</tbody>
</table>

7. REFEREED PUBLICATIONS

PRINT

REFEREED ARTICLES


**BOOKS**

Chapters in Books:


8. **OTHER PUBLICATIONS**

**PRINT AND ELECTRONIC**

**BOOK REVIEW**


**BOOK AFTERWORD**

REFEREED ARTICLES

9. IN PROGRESS
The Evolution of Activism: Compliance Officers Opposing Education Policy

10. CURRICULUM DEVELOPMENT
Ed.D. In Community-Based Leadership: Proposal Accepted by CSI Committees; in preparation for submission to CUNY

New Program Format: Weekends only Post Masters Advanced Certificate Program for Leadership in Education leading to Dual Certification (School Building Leader and School District Leader)


New course design: EDA 735 Law and Finance in Contemporary Schools, 2004

11. OTHER PROFESSIONAL ACTIVITIES

ACTIVITIES AS REVIEWER
Proposal Reviewer, Teaching in Educational Administration Special Interest Group, American Educational Research Association Spring 2011

Proposal Reviewer, Teaching in Educational Administration Special Interest Group, American Educational Research Association Spring 2007

Proposal Reviewer, Teaching in Educational Administration Special Interest Group, American Educational Research Association Spring 2006

Proposal Reviewer, Teaching in Educational Administration Special Interest Group, American Educational Research Association Fall 2004

Reviewer, National Institute on Leadership, Disability, and Students Placed at Risk 2004-2005

LECTURES AND PAPERS PRESENTED


CONSULTANCIES

CSI High School for International Studies 9.07-6.10 Consultant, Professional Development

Canarsie High School, 6.07-10.07 Consultant, Professional Development
NYCDOE

Sheepshead Bay H.S. Region 6, NYCDOE
1.07-7.07 Consultant, Professional Development

P.S.I.S.266, Region 3, NYCDOE
1.05-6.09 Facilitator, Integration of Multicultural Music in the Elementary Curriculum

BASIS Superintendency
1.03-6.03 Co-Instructor, A.P. to Principal Program

Cobble Hill H.S., Region 8 NYCDOE
1.03-3.03 Consultant, Professional Development

Let Me Learn, Inc.: 9.99-6.02 Consultant, Learning Patterns and Partnerships

Deer Park School District Port Washington School District
9.00-6.01 Staff Development and Parent Education


13. RECORD OF TEACHING

EDE 303 Music in the Elementary Classroom
EDA 731 Research Seminar in Educational Administration
EDA 728 Field Experience I
EDA 729 Field Experience II
EDA 724 Organization and Administration of Schools I
EDA 732 Educational Leadership I
EDA 733 Educational Leadership II
EDD 602 Studies in Urban Education
EDA 722/723 Supervision and Improvement of Instruction II
EDA 710 Curriculum Design and Development
EDA 730 Human Relations in Educational Administration and Supervision

14. SERVICE

NATIONAL
Member, Steering Committee, Reclaiming the Conversation 2013-present
Member, Board of Trustees, Edu4 2012-present
UCEA Taskforce for Evaluation of Leadership Preparation 2003-2011
Programs
Member, Assessment Committee, Teaching in Educational Administration Special Interest Group of AERA 2002-2011
Session Chair, Annual Meeting of the American Educational Research Association April, 2007
Member, Board of Governors 2000-2003
Let Me Learn, Inc.
Member, Advisory Board 1999-2003
Let Me Learn, Inc.

REGIONAL
Member, New York State Regents Task Force on Teacher Certification present
Speaker to the New York State Assembly Minority Committee on New York State Regents Reform Agenda February 2014
Speaker to the New York State Assembly Sub-Committee on Higher Education for State Certification Assessments April 2014
Member, Working Group, Center for Community Engagement in Education in New York 2014-2015
Member, Planning Committee, Reclaiming Education Conference Series May 2013-present
Panel Participant, Metropolitan Council of Educational Administration Professors February 2, 2012
Participant, New York State Educational Leadership Assessment Pilot 2006-2011
Nominating Committee, Metropolitan Council of Educational Administration Professors Fall 2007-2010
Member, Metropolitan Council of Educational Administration Professors 2001-present
Member, Advisory Board, Center for Educational Leadership 2002-2009
Member, Visioning Committee of the Advisory Board of the Center Educational Leadership 2002-2008
Program Representative, NYS Ed.Dept. Committee for Leadership Spring 2002-03 Development

COMMUNITY
Member, Change the Stakes 2012-2014
Member, Curriculum and Accountability Committee, Lavelle Charter School, Staten Island, NY 2010-2014
Member, Board of Education, Old Westbury Hebrew Congregation 1998-2002
Youth Chair, Old Westbury Hebrew Congregation 1995-1999
Member, Board of Trustees, Old Westbury Hebrew Congregation 1996-1999
Chair, Fundraising, Achet Young Leaders Chapter, Hadassah 1995-1996
Board Member, Achet Young Leaders Chapter, Hadassah 1992-1994
CUNY

Co-Chair, Professional Staff Congress Committee of Concerned Education Faculty 2013-present

CSI

College Council Fall 2015-present
University Faculty Senate Fall 2015-present
Reviewer, Dean’s Scholarship Award Committee Spring 2014
Department Representative, University Faculty Senate, College Council 2013-present
Member, Graduate Studies Committee 2002-present
Member, Appeals Committee of the Graduate Studies Committee 2006-present
Member, College Discipline Committee 2011-2013
Member, Campaign for Student Success 2007-2009
Member, Institutional Effectiveness Committee 4/06-6/10
Member, New High School Advisory Board, CSI 9/05-9/09
Member, Search Committee, Department of Performing and Creative Arts Spring 2004
Member, Library Committee 2002-2004
Presenter, Discovery Institute Conference Spring, 2002, 2003

DEPARTMENT/PROGRAM

Member, School of education Visioning Committee 9/2015-5/2016
Preparer, SPA Accreditation Report, School Building Leader and School District Leader 1/2016-present
Member, Early Childhood Curriculum Revision Committee 1/2015-present
Co-Coordinator, Symposium: Multiple Perspectives in Education Reform 10/2012
Department Restructuring Committee 2012-2014
Member, Portfolio Development Subcommittee 2011-2012
Member, EDE 303 Redesign Subcommittee 2011-2013
Coordinator, Post Master’s Advanced Certificate Program 2002-present
For Leadership in Education
Member, Graduate Curriculum Committee 2011-present
Member, Assessment Committee 2007-present
Chair, Special Education Search Committee 2012-2013
Member, Partnership Advisory Committee 2007-2013
Member, Organization Committee, Waiting for Superman Presentation and Panel Discussion Spring 2011
Deputy Chair, Department of Educational Studies 7.01.07-7.01.10
Chair, Undergraduate Curriculum Committee 7.07-7.10
Preparer, ELCC Program Review, Post-Masters Program for Leadership in Education 2009-2011
Chair, English Education Search Committee, Department of Department of Educational Studies Fall 2008-Summer 2010
Member, Science Education Search Committee, Department of Educational Studies  
Member, Early Childhood Search Committee, Department of Educational Studies  
Member, Special Education Search Committee, Department of Educational Studies  
Preparation of School District Leader Program in Collaboration with Region 7/D31/LSO for Integrated Curriculum, NYCDOE  
Program Registration, Post Masters Advanced Certificate for Leadership in Education, Dual Certification  
Preparer, NCATE Program Review, Post-Masters Program for Leadership in Education  
Program Re-registration, CSI Sixth Year Certificate Program in Administration and Supervision  
Member, Diversity Committee, NCATE

RECORD AT CUNY

<table>
<thead>
<tr>
<th>College</th>
<th>Dates</th>
<th>Rank</th>
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<tbody>
<tr>
<td>College of Staten Island</td>
<td>2002-2008</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Educational Studies/</td>
<td>2008-present</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
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<tr>
<td>College of Staten Island</td>
<td>9.01-12.01</td>
<td>Substitute Lecturer</td>
</tr>
<tr>
<td>Educational Studies/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>7.00-8.01</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td>College of Staten Island</td>
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<td></td>
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<tr>
<td>Educational Studies/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BETHANY L. ROGERS
College of Staten Island, CUNY
11 Morrison Avenue
11 Morrison Avenue
School of Education
Staten Island, NY 10310
2800 Victory Blvd
(646) 732-4848
Staten Island, NY 10314
rogers.bethany@gmail.com

CURRENT POSITION
Associate Professor of Education, The College of Staten Island, CUNY; Associate Professor of Urban Education, The Graduate Center, CUNY

EDUCATION
2002 Ph.D., History of Education, New York University, Steinhardt School of Education
1991 Ed.M., Harvard Graduate School of Education
1987 B.A., English, cum laude, Dartmouth College

PROFESSIONAL APPOINTMENTS
2009-present Associate Professor of Educational Studies, The College of Staten Island, CUNY/Urban Education, The Graduate Center, CUNY
2009-present Associate Professor, Master of Arts in Liberal Studies, The Graduate Center, CUNY
2005-2009 Assistant Professor, Master of Arts in Liberal Studies, The Graduate Center, CUNY
2004-2009 Assistant Professor of Educational Studies, The College of Staten Island, CUNY
2002-2004 Senior Research Associate, National Center for Restructuring Education, Schools and Teaching (NCREST), Teachers College, Columbia University

PUBLICATIONS
Refereed Journal Articles


**Book Reviews**


**Manuscripts in Preparation**

Book Chapter Co-authored with Terrenda White, “Teaching Harlem: Teachers and Teacher Quality in Central Harlem, 1945-2010.”

Book MS Co-authored with Megan Blumenreich, *Teaching For America: Oral Histories from the First Generation*. Book manuscript.

**Other Publications**


**AWARDS AND HONORS**

2016 Doing Digital History Summer Institute Participant, NEH Office of Digital Humanities

2015 PSC-CUNY Research Award, “Teaching Harlem: Teachers and Teacher Quality in Central Harlem, 1945-2010.”

2013 PSC-CUNY Research Award, “Urban Education Reform in the Era of the ‘New Philanthropy’: The Case of the Newark Funders Collaborative”


2011 PSC-CUNY Research Award, “Reeling from the 80s: Teaching for America in the Savage Inequalities Era”

2010 PSC-CUNY Research Award, “Teaching, Youth, and the Paradox of the Late 1980s: The Historical Context of Teach for America”


2008 CUNY Collaborative Research Grant Award

2008 NEH Summer Stipend Award, The College of Staten Island, CUNY

2007 PSC-CUNY Research Award, “Challenging the Pedagogues: The Ford
Foundation and the Ideological Roots of Post-War Teacher Education Reform

2006  William Stewart Travel Award, CUNY Academy of Arts and Sciences
2005  PSC-CUNY Research Award, “Alternative Routes to Teaching: Voices from the National Teacher Corps”
2005  CSI Summer Research Award, “A Stir-Up Maverick Approach’: Outsiders, Insiders and the National Teacher Corps”
2001  Spencer Dissertation Fellowship, Spencer Foundation
1999  Spencer Pre-Dissertation Fellowship, AERA/Spencer Foundation

INVITED TALKS

CONFERENCE PARTICIPATION


CAMPUS TALKS

TEACHING EXPERIENCE
CUNY Graduate Center
  Historical Contexts of Urban Education (Doctoral Core Course)
  Issues in Urban Education (Master of Arts in Liberal Studies)
  Politics in Urban Education (Master of Arts in Liberal Studies)
  Thesis Advisement
The College of Staten Island
  Social Foundations of Education (Undergraduate)
  Studies in Urban and Metropolitan Education
  History of Urban Education
  Teaching in America: The Lives of Teachers
  Social Foundations: Introductory Seminar
  Historical Themes and Interpretations
  Policy Contexts: Organization and Administration of Schools
New York University, Steinhardt School of Education
  Foundations of Education: History of Education in the U.S
  Education and the City: History of the Helping Professions
Teachers College, Columbia University
  Transforming Schools
  School Improvement
RESEARCH EXPERIENCE


1997-1999  Research Assistant to Professor Joel Westheimer, New York University, Steinhardt School of Education.


SERVICE TO PROFESSION

2016  Invited Reviewer, American Journal of Education

2013  Invited Chapter Reviewer for the AERA Handbook of Research on Teaching, 5th Ed.

2013  HES Annual Meeting Proposal Reviewer


2010  Program Committee Member, History of Education Society Annual Meeting

2006  History of Education Society Outstanding Book Award Committee (2006-2009)
2006  Program Committee Member, History of Education Society Annual Meeting.
2006  AERA Annual Meeting Proposal Reviewer, Division K
2004  Program Committee Member, History of Education Society Annual Meeting.

DEPARTMENTAL/UNIVERSITY SERVICE
CUNY
2016  Education Panel Reviewer, PSC-CUNY Research Awards
2016  Admissions Committee, Master of Arts in Liberal Studies Program, CUNY Graduate Center
2014  Education Panel Reviewer, PSC-CUNY Research Awards
2006-09  Admissions Committee, Urban Education Doctoral Program, CUNY Graduate Center

College of Staten Island
2016  Women’s Center Scholarship Contest Committee
2014-15  Discovery Institute Interim Co-Director
2013-14  Discovery Institute Task Force
2013-14  Coordinator, Undergraduate & Graduate Adolescent Education Programs
2010-14  Administrative Review and Evaluation Committee
2012-13  Search Committee, English Department, Adolescent Literature Position
2010-11  Office of Sponsored Programs and Research Humanities Liaison
2006-14  Women’s Center Advisory Board
2006-15  Teacher Education Advisory Committee (TEAC) Member
2006-08  Staten Island Project: Enhancing Staten Island Indicators on Education in Studies in Urban and Metropolitan Education
2006-09  General Education Committee
2005-06  Search Committee, English Department, Adolescent Literature Position

Department of Education/School of Education
2015-16  Chair, Admissions Committee
2015-16  Chair, Social Foundations Discipline Committee
2015  Co-Chair, Curriculum Mapping Group
2014-15  Search Committee Member, Early Childhood Position
2014-16  Early Childhood Curriculum Revision Committee
2014-16  Childhood Curriculum Revision Committee
2013-14  Appointments Committee Member
2010-11  Undergraduate Admissions and Standing Committee Member
2007-13  Chair, Social Foundations Discipline Committee
2007-13  Undergraduate Curriculum Committee Member
2006-12  Search Committee Member, Literacy Position
2005-13  Grade Appeals Committee Member
2004-05  NCATE Interview Committee Member

COMMUNITY INVOLVEMENT/OUTREACH
2016-17  Vice President, Board, Children’s Harbor Montessori School
2013-16  Board Member, Children’s Harbor Montessori School

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS
History of Education Society
American Educational Research Association
Organization of American Historians
Social Science History Association

REFERENCES
Kenneth Gold  Dean, School of Education
The College of Staten Island, CUNY
2800 Victory Blvd.
Staten Island, NY 10314
(718) 982-3737
Kenneth.gold@csi.cuny.edu

James Fraser  Professor of History and Education; Chair, Department of
Humanities and Social Sciences in the Professions
Steinhardt School of Education
New York University
82 Washington Square East
New York, NY 10003
(212) 998-5413
jwf3@nyu.edu

Jonathan Zimmerman  Professor of History of Education
Graduate School of Education
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104
(215) 898-5672
zimmj@gse.upenn.edu
The College of Staten Island/CUNY

CURRICULUM VITAE

Date of preparation: March 10, 2016

Signature

1. **NAME** David Allen

**CURRENT TITLE** Assistant Professor  **DEPARTMENT** Curriculum and Instruction, School of Education

2. **RECOMMENDATION FOR** (check one)  **EFFECTIVE DATE**

   - Initial appointment
   - First Reappointment
   - Second Reappointment
   - Third Reappointment
   - Fourth Reappointment
   - Fifth Reappointment
   - Sixth Reappointment
   - Seventh Reappointment with tenure
   - Tenure
   - Promotion to Associate Professor
   - Promotion to Professor
   - Promotion to Senior CLT

3. **HIGHER EDUCATION**

   DEGREES (Institutions, dates attended, degree and field(s), date conferred)


   Dissertation: *Generative Collaboration in Teacher Inquiry Groups through the Lens of Theater Arts Practice*


   Oberlin College, 9/80-5/84  B.A. – English/History  May 1984

4. **EXPERIENCE**

   **TEACHING**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>FT/PT</th>
<th>Department</th>
<th>Tenure Status</th>
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</thead>
<tbody>
<tr>
<td>College of Staten Island</td>
<td>9/09 – pres.</td>
<td>Asst. Prof.</td>
<td>FT</td>
<td>Education</td>
<td>Tenure track</td>
</tr>
<tr>
<td>College of Staten Island</td>
<td>9/08 – 8/09</td>
<td>Instructor</td>
<td>FT</td>
<td>Education</td>
<td>Non-tenure</td>
</tr>
<tr>
<td>Univ. of Warsaw (Poland) English Teachers College</td>
<td>9/90-5/92</td>
<td>Lecturer</td>
<td>FT</td>
<td>N/A</td>
<td>Non-tenure</td>
</tr>
</tbody>
</table>
OTHER


5. SCHOLARSHIP

I. ACADEMIC AND PROFESSIONAL HONORS
Selected to participate in CUNY Faculty Fellowship Publications Program, CUNY, spring 2011.

Stewart Travel Award, CUNY, spring 2011.

Fulbright Scholar, University of Warsaw, Poland, 1996-97.

II. Peer-Reviewed Grants Awarded
Internal

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>Title</th>
<th>Amount</th>
<th>Date Awarded</th>
<th>PI/Co-PI</th>
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<tr>
<td>PSC-CUNY (Research Foundation of CUNY)</td>
<td>Approximations of Practice in Pre-Service Teacher Education and the Development of Teacher Self-Identity</td>
<td>$5948</td>
<td>April 15, 2015</td>
<td>PI</td>
</tr>
<tr>
<td>PSC-CUNY (Research Foundation of CUNY)</td>
<td>Understanding the Development of Superintendents’ conceptualizations of Literacy and Literacy Practices</td>
<td>$5850.00</td>
<td>March 15, 2013</td>
<td>PI</td>
</tr>
<tr>
<td>CUNY Collaborative Grants Program</td>
<td>An Interdisciplinary Study of Collaboration and Creativity</td>
<td>$18,475.50</td>
<td>February 16, 2012</td>
<td>Co-PI</td>
</tr>
<tr>
<td>PSC-CUNY (Research Foundation of CUNY)</td>
<td>Development of Facilitation Skills and Identity in Collaborative -Teacher Learning Practices</td>
<td>$5986.50</td>
<td>January 16, 2011</td>
<td>PI</td>
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</table>

I.b Peer-Reviewed Grants Submitted
Internal

<table>
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<tr>
<th>Funding Agency</th>
<th>Title</th>
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<th>Date submitted</th>
<th>PI/Co-PI</th>
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<tbody>
<tr>
<td>PSC-CUNY (Research Foundation of CUNY)</td>
<td>Varieties of Escape: Staten Island before the Bridge</td>
<td>$5900.00</td>
<td>December 1, 2015</td>
<td>PI</td>
</tr>
<tr>
<td>Funding Agency</td>
<td>Title</td>
<td>Amount</td>
<td>Date Submitted</td>
<td>PI/Co-PI</td>
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<tr>
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<tr>
<td>Spencer</td>
<td>Teachers Navigating Digital Literacies Across Contexts</td>
<td>$49,900</td>
<td>August 28, 2014 (not awarded)</td>
<td>Co-PI</td>
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**III. REFEREED PUBLICATIONS**

**BOOKS**

**REFEREED ARTICLES**


**CHAPTERS IN BOOKS**


**IV. OTHER PUBLICATIONS**

**NON-REFEREED BOOKS, ARTICLES, AND PROCEEDINGS**

**BOOKS**


**ARTICLES**


**MONOGRAPHS**


BOOK REVIEWS

V. PUBLICATIONS IN PROGRESS

IN PREPARATION
ARTICLES
Roegman, R., Allen, D., & Hatch, T. (*under review*). The Elusiveness of Equity: Evolution of Instructional Rounds in a Superintendents’ Network. (Submitted to *Educational Administration Quarterly*, Fall 2015.)

VI. CREATIVE WORKS

VII. PERFORMANCES

IX. OTHER PROFESSIONAL ACTIVITIES

ACTIVITIES AS A REVIEWER
American Educational Research Association, Division K: Teaching and Teacher Education, Summer 2015
Teachers College Press, 2009 – present
*The High School Journal*, Fall 2013
Oxford University Press, Spring 2013
*Journal of Teacher Education*, Spring, 2013
*Reflective Practice*, Fall 2012
*Teaching & Learning: The Journal of Natural Inquiry*, Fall 2012

TECHNICAL REPORTS

CONSULTANCIES
Senior Consultant, New Jersey Network of Superintendents, Panasonic Foundation, 2008-present.
Consultant, Metro Learning Communities, New York University, 2007-present.

LECTURES AND PAPERS PRESENTED


Allen, D. (November 2014.) Staten Island and the Art of Disappearing. The Verrazano-Narrows Bridge: A Round Table Discussion from the Staten Island Perspective. CSI Library Archives.


CONFERENCE PAPERS SUBMITTED


CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Educational Research Association
National Council of Teachers of English
John Dewey Society

PROFESSIONAL DEVELOPMENT WORKSHOPS/INSTITUTES

Amplifying College Success – Staten Island Writes (February 2016), College of Staten Island.
Analyzing Student Assessment Data (Spring 2015, Spring 2014), School of Education, College of Staten Island.
Teachers as Bloggers (July, 2014), School of Education, College of Staten Island.
Developing Assessments of Student Learning (Spring 2014), School of Education, College of Staten Island.

6. PEDAGOGY

I. TEACHING PORTFOLIO

COURSES TAUGHT
EDE 506: Writing for Teachers
EDS 602: The Pedagogy of Secondary School English
EDS 616: The Secondary School Curriculum in English
EDS 302: The Pedagogy of Secondary School English
EDS 316: The Secondary School Curriculum in English
EDS 654: Reading in the Content Area

NEW COURSE(S) OR CURRICULA DEVELOPED
EDE 506: Writing for Teachers
EDE 614: Literacy Coaching and Staff Development

STUDENT MENTORING
Supervision of Independent Studies in English Education (EDS 891)

II. STUDENT EVALUATIONS

7. RECORD OF SERVICE

NATIONAL

COMMUNITY

CUNY
2015: CUNY Research Foundation. Enlisted reviewers and served on review panel for CIRG grant program.

COLLEGE OF STATEN ISLAND
February 2015 – present: General Education Committee Assessment Subcommittee. Member.
October 2014: Faculty Book Talk, CSI Library Archives.
March 2014: World on Wednesday Talk.
March 2013: Faculty Book Talk, CSI Library Archives.
Spring 2012: Department of English search committee for assistant professor of compositions. Member. Search successful.
September 2011 – present: Department of Education representative for General Education Committee, College of Staten Island.

DEPARTMENT OF EDUCATION
Fall 2008 – Spring 2014: Grade Appeals Committee. Member.
Fall 2008 – Spring 2014: Undergraduate Curriculum Committee. Member.
Fall 2010 – Spring 2014: Committee to support College of Staten Island High School for International Studies. Member.
Spring 2013: Department of Education search committee for assistant/associate professor of TESOL. Member. Search successful.
Fall 2011: Department of Education Assessment Committee. Member.
September 2011 – May 2012: Committee to revise Program Portfolio. Chair.
Fall 2011: Planning committee Department of Education Faculty Retreat. Member and facilitator.

SCHOOL OF EDUCATION
Summer 2015: Committee on Revising Student Teacher Evaluation Form. Member.
Spring 2015: Curriculum Mapping Study Group. Member and co-facilitator.
Fall 2014: Committee on Scholarship Standards for Promotion and Tenure. Member.
Fall 2014: Planning Committee School of Education Faculty Retreat. Member and facilitator.
Spring 2014 – present: Literacy Discipline Coordinator, Department of Curriculum and Instruction
Fall 2013: Planning Committee School of Education Faculty Retreat. Member and facilitator.

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Spring 2014 – present: Appointments Committee
Spring 2014 – present: Grade Appeals Committee
Fall 2014: Department of Curriculum and Instruction search committee for assistant/associate professor of Literacy. Member. Search successful.

8. CHAIRPERSON’S REPORT

9. RECORD AT CUNY AND ANY OTHER INSTITUTIONS OF HIGHER LEARNING

<table>
<thead>
<tr>
<th>College</th>
<th>Dates</th>
<th>Rank</th>
<th>Salary</th>
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<tbody>
<tr>
<td>College of Staten Island</td>
<td>9/09-present</td>
<td>Assistant Professor</td>
<td>$74,133</td>
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<tr>
<td>College of Staten Island</td>
<td>9/08-5/09</td>
<td>Instructor</td>
<td>$61,514</td>
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10 August 2016

The College of Staten Island/CUNY

CURRICULUM VITAE

Date of preparation: August 10, 2016

Signature

1. NAME Rachel Grant

DEPARTMENT: Curriculum & Instruction

CURRENT TITLE: Associate Professor
CURRENT SALARY $79,000.00

2. RECOMMENDATION FOR (check one)

   EFFECTIVE DATE: August 23, 2013

   _____ Initial appointment
   _____ Third Reappointment
   _____ Tenure

   _____ First Reappointment
   X  _____ Fourth Reappointment

   _____ Promotion to Associate Professor

   _____ Second Reappointment
   _____ Fifth Reappointment

   _____ Promotion to Professor
   _____ Promotion to Senior

   with Tenure

3. HIGHER EDUCATION

   DEGREES (Institutions, dates attended, degree and field(s), date conferred)
   University of Maryland-College Park, 1985-1990, Ph. D. Curriculum and Instruction- Literacy Education, 1990

   ADDITIONAL HIGHER EDUCATION (Institutions, dates attended, courses, etc.)
   University of Maryland-College Park, 1990-1991 Multivariate Experimental Design; Special Problems in Education: Meta-Analysis; and Learning Theories and the Educative Process II

4. EXPERIENCE

   TEACHING (or counseling or library experience, as appropriate)

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<th>Institution</th>
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<th>Department</th>
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<tr>
<td>College of Staten Island</td>
<td>2013</td>
<td>Associate Professor</td>
<td>FT</td>
<td>Curriculum &amp; Instruction</td>
<td>Tenure-track</td>
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<tr>
<td>George Mason University</td>
<td>2006-2013</td>
<td>Associate professor &amp; Director for the center of language &amp; Culture</td>
<td>FT</td>
<td>College of Human Development &amp; Education - Multilingual/Multicultural Education</td>
<td>Tenure-track</td>
</tr>
<tr>
<td>Pennsylvania State</td>
<td>1999-</td>
<td>Associate Professor</td>
<td>FT</td>
<td>School of Behavioral Sciences &amp;</td>
<td>Tenured</td>
</tr>
<tr>
<td>University of Virginia - Northern Virginia Graduate Center</td>
<td>2006</td>
<td>Education</td>
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<tr>
<td>University of Maryland - College Park</td>
<td>1997-1999</td>
<td>Assistant professor &amp; Coordinator of Reading Education</td>
<td>FT</td>
<td>Curry School of Education</td>
<td>Administrative faculty</td>
</tr>
<tr>
<td>Assistant professor &amp; Director Reading Center and Director Reading Clinic</td>
<td>FT</td>
<td>College of Education-Curriculum &amp; Instruction</td>
<td>Tenure-track</td>
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</table>

OTHER (Institutions, dates, titles)

- University of Maryland 1990-91 Post-doctoral Fellowship
- University of Maryland 1985-1990 Curriculum Coordinator
- University of Maryland 1981-1985 Education Specialist
- University of the District of Columbia 1979-1981 Education Specialist
- District of Columbia Public Schools 1973-1980 Classroom Teacher and Reading Specialist

5. SCHOLARSHIP

I. Academic & Professional Honors

External
Teachers of English to Speakers of Other Languages (TESOL) Award for Excellence in Teaching, awarded March 2009

Internal

Postdoctoral Fellowship Program for African American Scholars, Graduate School, University of Maryland at College Park, August, 1990- July 1991.

II. PEER-REVIEWED GRANTS AWARDED EXTERNAL

<table>
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<tr>
<th>Funding Agency</th>
<th>Title of proposal</th>
<th>Amount</th>
<th>Direct v. Total</th>
<th>Date Submitted</th>
<th>PI or Co-PI</th>
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<tbody>
<tr>
<td>Bureau of Educational and Cultural Affairs, U.S. Department of State</td>
<td>Teaching Excellence and Achievement Program (TEA)</td>
<td>$300,000</td>
<td>Awarded 2012 and 2013</td>
<td>Co-PI</td>
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<tr>
<td>National Security Language Initiatives</td>
<td>StarTalk Grants- Increase the number of Americans learning, speaking, and teaching critical need languages</td>
<td>$400,000</td>
<td>Awarded (2008-2011)</td>
<td>Co-PI</td>
<td></td>
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<tr>
<td>Office of English Language Acquisition (OELA)-U.S. Department of</td>
<td>ESL specialist and leadership program</td>
<td>$1,200,000</td>
<td>Awarded (2004-2007)</td>
<td>Co-PI</td>
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<td></td>
<td></td>
<td></td>
<td>Co-PI &amp; faculty advisor</td>
<td></td>
<td></td>
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</table>
Education

| The Ohio State University with Fairfax County Public Schools | Collaborative research with ESOL elementary teachers: Strengthening home school communication to support language minority student achievement | $19,747 | Awarded 2003 | PI |
| National Reading Research Center | Second-language students in content classrooms: Identifying and employing strategies for learning with text | $29,950.00 | March, 1995-February 1996 | PI |
| National Reading Research Center, University of Maryland, College Park, March | "Concept-oriented reading instruction in science | $51,000 | March, 1993-February 1994 | PI |

INTERNAL

<table>
<thead>
<tr>
<th>Funding Agency</th>
<th>Title of proposal</th>
<th>Amount</th>
<th>Direct v. Total</th>
<th>Date Submitted</th>
<th>PI or CO-PI</th>
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</thead>
<tbody>
<tr>
<td>Office of the Provost-CSI</td>
<td>Travel award</td>
<td>$1,400</td>
<td></td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Center for Educational Research and Development, College of Education, University of Maryland</td>
<td>Comparison of readers' text look back and text search behaviors: Differences in reading time, comprehension question-answering, and retelling</td>
<td>$5,500</td>
<td></td>
<td>December, 1992.</td>
<td>PI</td>
</tr>
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</table>

II a. PEER-REVIEWED GRANTS SUBMITTED (Optional)

EXTERNAL

INTERNAL

III. REFEREED PUBLICATIONS (Title of publication, where published or exhibited, date in reverse chronological order, publisher, pagination)

BOOKS

REFEREED ARTICLES


**Lead author


Role- Lead author


*Corresponding author


*Corresponding author

**Lead author**


**Lead author**


**Lead author**


*Corresponding author*


*Corresponding author*


Role: Corresponding author


**Lead author**


**Lead author**


**Lead author**


**Lead author**


*Corresponding author*


*Corresponding author*


**Lead author**

**Lead author**


**Lead author**


**Lead author**


**Lead author**

**CHAPTERS IN BOOKS**

**Refereed Chapters**


**Lead author**


*Corresponding author*


*Corresponding author*


*Corresponding author*


**Lead author**


*Corresponding author*


**Lead author**


**Lead author**

*Lead author

*Lead author

**Corresponding author

**Lead author

*Lead author

REFREED PROCEEDINGS
ENCYCLOPEDIA/DICTIONARY ENTRIES
SERIES EDITORSHIP

IV. OTHER PUBLICATIONS
Grant, R. (2011, Spring). Message from the chair. Bibliotherapy and Reading Newsletter, 100 (1), 4-5.
**Lead author

**Lead author

**Lead author

**Lead author

**Lead author

*Corresponding Author
V. PUBLICATIONS IN PROGRESS
PRINT AND ELECTRONIC

SUBMITTED FOR PUBLICATION

IN PREPARATION

Tinker Sachs, G., Grant, R., & Wong, S. Deep Understandings and Thick Descriptions: Tackling Questions about Race (13 pages). Revising for submission
*Corresponding Author
Grant, R. African American Teachers’ Linguistic Identity and Culturally Sustaining Practice in Urban Classrooms (single-authored manuscript for journal article)
**Lead Author
Grant, R, Wong, S., & Shalashoor, M. (Revisiting) Barriers to Literacy for English Learners (co-authored manuscript for journal article)
**Lead Author

VI. CREATIVE WORKS
CURATED
JURIED
INVITED
NON-CURATED
NON-JURIED
OTHER

VII. PERFORMANCES
CURATED
JURIED
INVITED
NON-CURATED
NON-JURIED
OTHER

VIII. REVIEWS OF CANDIDATE’S WORK
REVIEW
CITATION/MENTION

Cited by

Cited by

Cited by


Cited by


Cited by


**IX. OTHER PROFESSIONAL ACTIVITIES**

**ACTIVITIES AS REVIEWER/PANELIST**


Reviewer- *Peace and Change* -2015-present

Editorial Review Board- *Journal of English Studies* -2012-present

Reviewer- *Educational Researcher* -2012

Reviewer- Research Focus on Black Education- *Journal of Urban Learning, Teaching and Research*, vol. 4-2012

Co-editor and Consulting-editor-Biennial of Bibliotherapy and Journal of Bibliotherapy IRA SIG-2007- present


Reviewer- *Linguistics and Education* -2009-present

Reviewer- *AERA Teaching and Learning SIG* -2008-present

Reviewer- *Journal of Teacher Education* -2008

Reviewer- *Multicultural Perspectives* -2006-present

Guest Reviewer- *Journal of Teacher Education* -2005-2008

Reviewer- *TESOL Quarterly* -2005

AERA Black Education SIG-2004-present-Reviewer

Guest Reviewer- *Educational Evaluation and Policy Analysis* -2004

Reviewer- *TESOL-Teacher Education Interest Section* -2004-2007


Guest Reviewer- *Teaching Education* -2001-present

Editorial Board Member, *Journal of Adolescent and Adult Literacy*, 1998-2002


Proposal Reviewer, National Reading Conference, 1993-1994


Editorial Advisory Board, *National Reading Research Center Reading Research Reports*, University of Maryland/University of Georgia, 1992-1995
Book Reviewer-
Prentice-Hall
Mac Millian
International Reading Association Press

TECHNICAL REPORTS

PATENTS

CONSULTANCIES
Kellogg Foundation, New York, 2011-2013
Top Speaking Docs, Washington, DC, 2008-
City of Harrisburg Public Schools, Harrisburg, PA, 2004-2006
Central Dauphin School District, PA, 2001-2006
Ron Brown Charter School, PA, 2000-2001
City of Richmond, VA. Public Schools, 1998

LECTURES AND PAPERS PRESENTED

2016: Performance-based teaching, learning, and assessment: Utilizing a developmental lens in English language studies. Faculty of Liberal Arts. Thammasat University, Ramsit Campus Bangkok, Thailand.


2009: Literacy for learners of English: Focusing on vocabulary and comprehension development, Cleveland State University. Invited presentation and workshop. Cleveland, OH.

2008: Teachers’ Engagement in Advocacy: Supporting English Language Learners in the Classroom and Beyond. Virginia TESOL (VATESOL). (Keynote speaker).


1993: Developing engaged readers through concept-oriented instruction. Conference of the National Reading Research Center. Athens, GA.

1992: Text cues and student strategies in searching for information in science and psychology textbooks. Seminar series for the National Reading Research Center, University of Maryland, College Park, MD.

PROFESSIONAL ORGANIZATION OF CONFERENCES AND SYMPOSIA

2016: Addressing Multiliteracies and Multimodalities for Learners of English: NABE/TESOL Connections—Organizer and panel member— the annual conference of Teachers of English to Speakers of Other Languages in Baltimore, MD, with Marjorie Haley, Theresa Austin, Maria Jose Botelho, Marie Chirstine
Polozzi, Anita Pandey, and Sylvia Sanchez.

2016: Reflecting Forward: The Next 50 years of TESOL Research- Organizer and panel member- the annual conference of Teachers of English to Speakers of Other Languages in Baltimore, MD, with Lucilla Lopriore, Gertrude Tinker Sachs, Suhantie Motha, and Ryuko Kubota.

2016: Solidarity, Feminism, and Antiracism in the TESOL Academy- Organizer and panel member- the annual conference of Teachers of English to Speakers of Other Languages in Baltimore, MD, with Suhantie Motha, Angel Lin, Stephanie Vandrick, Shelley Wong, and Gertrude Tinker Sachs.


2015: “Envisioning Feminist Solidarity in TESOL and the Academy” (symposium title), Organizer and panel member- the annual conference of Teachers of English to Speakers of Other Languages in Toronto, Canada, March 2015 (with Stephanie Vandrick, Gertrude Tinker-Sachs, Shelley Wong, Angel Lin, Ryuko Kubota, and Suhantie Motha.


2010: “Utilizing Contemporary Literature to Support English Language Learners with Refugee Status Make Text-to-Self Connections”- International Reading Association, Chicago, IL, April 2010 (with Incho Lee).


2009: “Womanists’ perspective on class and linguistic variety: Re-examining tensions” Teachers of English to Speakers of Other Languages, Denver, Colorado, March 2009 (Colloquium with Angel Lin, Ryuko Kubota, Stephanie Vandrick, and Suhantie Motha).


1996: “Examining assumptions related to the acquisition of literacy and cultural identity”. 16th World Congress on Reading, Prague, Czech Republic, July, 1996 (with Jacqueline Comas).

1996: “Enhancing bilingual and bicultural development in the classroom”. Teachers of English to Speakers of Other Languages. Chicago, IL, March, 1996 (with Lana Lehr).


1995: “Coping with refugee trauma in the classroom”. Teachers of English to Speakers of Other Languages. Long Beach, CA, April, 1995 (with Lana Lehr).


CURATORIAL ACTIVITIES

CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES
International Society for Language Studies, 2006-present
American Educational Research Association, 1990-present
International Reading Association, 1990-present
Teachers of English to Students of Other Languages, 1997-present
American Association of Applied Linguistics, 2006-present
National Council of Teachers of English, 2006-present
PROFESSIONAL DEVELOPMENT WORKSHOPS/INSTITUTES

2016: Finding Research Topics: Applying Critical Perspectives. Thammasat University, Thaprachan Campus, Thailand.
2016: Method and Data Collection: Applying Critical Perspectives. Thammasat University, Thaprachan, Thailand.
2016: Critical Perspectives 101: Introduction to Critical Perspectives in Teaching. Thammasat University, Ramsit Campus, Bangkok, Thailand
2016: Critical Perspectives 102: Critical Perspectives in Teaching and Assessment. Thammasat University, Ramsit Campus, Bangkok, Thailand
2011: Evaluating Literacy Constructs in the Urban Classroom. Faculty research symposium, George Mason University.
2010: Evolving Knowledge in Repertoires of Practice for Chinese Pre-service Teachers. Faculty research symposium, George Mason University.
2009: Creating Cultures of Peace in the K-12 Classroom. Workshop for TESOL Conference on Building a Culture of Peace, George Mason University (with Ilham Nasser).
2007: Center for Language and Culture Annual Retreat 2007, Center for Language and Culture George Mason University in cooperation with Multilingual/Multicultural Education program and faculty.
2007: Discussion on professional development for teachers to help close the achievement gap for linguistic and racial minority students. Prince William County Public Schools, VA.
2006: Gendered ways of knowing. Presentation to School of Nursing George Mason University, Presentation to doctoral students-NURS 955: Philosophical bases of inquiry.
2006: Professional development Ideas for teachers to reduce conflict and support multicultural environments. Arlington Public Schools, VA.
2003: Developing teachers' questioning skill. To fifth grade teachers, Central Dauphin School District, PA.
2001: Reading across the curriculum. To fifth and sixth grade teachers, Central Dauphin School District, PA.
1998: Planning instruction to teach to the Standards of Learning. To middle school teachers, Fairfax County, VA.
1998: Teaching critical reading and literacy to address the Standards of Learning. To middle school teachers, Richmond, VA.
1997: The integration of thinking and learning skills in reading. To Title I teachers and administrators, Prince Georges County, MD.

1995: Nurturing the development of reflective teaching practices. Annual conference of the State of Maryland International Reading Association Council Conference. Towson, MD.


1985: Using metacognitive practices in the classroom to develop students' reading and study skills. Paper presented at the Annual Conference of the Mid-Atlantic Association of Educational Opportunities Program Personnel. Virginia Beach, VA.

1984-85 Refining study skill strategies. To undergraduate students, University of Maryland, College Park, MD.


1982: Adopting a time-management system. To undergraduate students and staff, University of Maryland, College Park, MD.

1981: Testing your way through college. To undergraduate students, University of Maryland, College Park, MD.

1980-81: Study skills success. To undergraduate students, University of Maryland, College Park, MD.

1980: Using the dictionary as a study tool. To undergraduate students, University of the District of Columbia, Washington, DC.

1979: Overcoming reading deficiencies in college. To undergraduate students, University of the District of Columbia, Washington, DC.


1978: Competency-based curriculum and reading development. To teachers grades 7-9, District of Columbia Public Schools, Washington, DC.

1977: Identifying propaganda: A critical thinking skill. To graduate students, University of the District of Columbia, Washington, DC.

1977: Transactional analysis and the reading student. To graduate students, University of the District of Columbia, Washington, DC.

6. PEDAGOGY
   I. TEACHING PORTFOLIO
COURSES TAUGHT
Topical Seminar in English Language Studies- Thammasat University- Ramsit Campus Bangkok, Thailand (EG 771 doctoral course)
Emergent Literacy for English Language Learners for PreK-12 on-line version
Assessment of Language Learners (EDL 606)
Bilingualism in Special Education for Inclusive Classrooms (EDP 675)
Multietnic/Multicultural Foundations of Education (EDD 624)
Emergent literacy for English language learners PreK-12 (EDL 604)
Content literacy for English language learners PreK-12 (EDL 605)
NEW COURSE DEVELOPMENT
Spring 2016 EG 771 (doctoral course) Topical Seminar in English Language Studies- Thammasat University- Bangkok, Thailand (invited visiting scholar)
Spring/Summer 2016 EDL 604 Emergent Literacy for English Language Learners for PreK-12- on-line modification
Spring 2016 EDD 624 Foundations of Multiethnic/Multilingual Approaches to Teaching- on-line version
Summer 2015 EDL 604 Emergent Literacy for English Language Learners for PreK-12 on-line version
Fall 2013 Developed new courses for TESOL masters of education and advanced certificate
Fall 2013 EDL 601 Bilingualism and Second Language Acquisition: Theory and Research
Fall 2013 EDL 602 Linguistics for Teachers
Fall 2013 EDL 603 Methods of Teaching TESOL PreK-12
Fall 2013 EDL 604 Emergent Literacy for English Language Learners for PreK-12
Fall 2013 EDL 605 Content Literacy for English Language Learners PreK-12
Fall 2013 EDL 606 Language Assessment
Fall 2013 EDL 607 TESOL Supervised Practicum I
Fall 2013 Revised and renamed EDD 624 Foundations of Multiethnic/Multilingual Approaches to Teaching;
Fall 2013 Revised EDP 675 Bilingualism in Special Education for Inclusive Classrooms

PROGRAMS DEVELOPED
Spring/Summer 2105 Spring/Summer/Fall 2016- On-line certificate track for TESOL Post-master’s advanced
teaching certificate
Summer dual-language certificate track within the TESOL- advisory
Fall 2013-ongoing Developed TESOL program framework and courses for Master of Arts in Education and
Advanced Certificate in Teaching

STUDENT MENTORING
Doctoral students- mentoring: Pranee Seenak Seenok, Praneek Seenak, Hasanah Binam-Ung, Pitchapa Sutrodontri,
and Piyaporn Boonchuayrod (all current) Thammasat University, Bangkok, Thailand
Doctoral dissertation- co-chair and committee member Maryam Salashoor (current George Mason University),
Arayna Yearwood (completed George Mason University), Ya Ling Wang (completed George Mason University)

ENHANCING PEER-EFFECTIVENESS
Developed Student Monitoring and Support System-used by programs within the School of Education departments
of Curriculum & Instruction and Education Foundations

IL STUDENT EVALUATIONS

7. RECORD OF SERVICE

INTERNATIONAL
TESOL- Research Professional Council-member- TESOL, 2016-2018 (Board of Directors appointment)
TESOL- Standing Committee on Research-member- TESOL, 2014, 2015(Board of Directors appointment)
IRA- Special Interest Group Committee- member- International Reading Association 2010-2011(Presidential appointment)
IRA/ILA- Interest Section Chairperson Bibliotherapy and Reading, International Reading Association 2005-present
TESOL-Teacher Education Interest Section Representative to the TESOL Board of Directors- 2004-2007
IRA-Publicity Coordinator, SIG Bibliotherapy and Reading, 2001-2005
IRA-Edward Fry Book Award Committee, National Reading Conference, 1994-96

NATIONAL/LOCAL
NASDTEC Accreditation Visit, Co-chair, Catholic University, 1995
NRC-Field Council, National Reading Conference, 1991-1992 Awards Committee
Maryland Association of Higher Education- Executive Board, Member and Chair, 1986-89
CUNY
Online Initiative for developing online certificate programs in education

CSI
Search Committee, English Lecturer (2) English Department
Search Committee, ESL Lecturer/Coordinator, English Department

DEPARTMENT/PROGRAM
Program Coordinator-TESOL
Graduate Curriculum Committee, member
Search Committee, STEM, member
Search Committee, TESOL, member
Fieldwork Committee, member
Program Development Committee, member

8. CHAIRPERSON'S REPORT

9. RECORD AT CUNY AND OTHER INSTITUTION OF HIGHER LEARNING

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<th>Salary</th>
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<td>CSI</td>
<td>2013</td>
<td>Associate professor</td>
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<td>George Mason University</td>
<td>Human Development &amp; Education</td>
<td>2006-2013</td>
<td>Associate professor</td>
<td>82,000</td>
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8. CHAIRPERSON'S REPORT

9. RECORD AT CUNY AND ANY OTHER INSTITUTION OF HIGHER LEARNING
RECORD AT CUNY

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<tr>
<td>College of Staten Island</td>
<td>8/2013</td>
<td>Associate Professor</td>
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College of Staten Island/CUNY

CURRICULUM VITAE

Date of preparation 3/18/2015

1. NAME Eleni (Nelly) Tournaki
   
   CURRENT TITLE Associate Professor
   DEPARTMENT Educational Studies
   Program Special Education
   
   CURRENT SALARY $ 90,756
   
2. RECOMMENDATION FOR (check one) EFFECTIVE DATE:
   _ Initial Appointment _ Third Reappointment _ Tenure
   _ First Reappointment _ Fourth Reappointment _ Promotion to Associate Professor
   _ Second Reappointment _ Fifth Reappointment _ X_ Promotion to Professor
   
3. HIGHER EDUCATION
   
   DEGREES
   
   Institution            Dates     Degree and Field                  Date Conferred
   New York University    9/84-6/93  Ph.D., Educational Psychology  1993
   Derece College in Athens, Greece 9/79-6/81  B.A., Psychology   1981

4. EXPERIENCE

   A. TEACHING
   
   Institution            Dates     Rank    FT/PT  Department    Tenure Status
   College of Staten Island 9/05-pres  Associate  FT  Education   Yes
   College of Staten Island 9/99-9/05  Asssistant  FT  Education   Yes
   LaVerne University       1/99-6/99  Adjunct  PT  Education   No
   Univers. Of Athens       9/98-2/99  Adjunct  PT  Psychology  No
   Northern Illinois Univ.  9/93-6/94  Adjunct  PT  Education   No
   New York University      9/88-6/93  Adjunct  FT  Education   No
   College of Staten Island 9/89-6/93  Adjunct  PT  Education   No
   St. Peter's College      9/87-6/89  Adjunct  PT  Psychology  No
B. OTHER

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<tr>
<td>CUNY Graduate Center</td>
<td>2012-</td>
<td>Urban Education</td>
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<td>Lavelle Charter School</td>
<td>2009-10</td>
<td>Professional Development Coordinator</td>
</tr>
<tr>
<td>Catholic Guardian Society for People with Mental Retardation</td>
<td>1999-00</td>
<td>Consultant</td>
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<tr>
<td>Parachute, Inclusive Preschool</td>
<td>1994-99</td>
<td>Director</td>
</tr>
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<td>TinyToons, Preschool</td>
<td>1997-99</td>
<td>Consultant</td>
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<tr>
<td>New York University</td>
<td>1990-93</td>
<td>Program Coordinator for Special Education</td>
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<tr>
<td>Crystal Run Inc.</td>
<td>1992-93</td>
<td>Consultant for Curriculum Development</td>
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<tr>
<td>Association for the Help of Retarded Children</td>
<td>1983-86</td>
<td>Behavior Specialist</td>
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5. ACADEMIC AND PROFESSIONAL HONORS

2015*: The Thompson TPACK SIG paper award at the Society for Integration of Technology in Teacher Education for “Examining the Relationship between Self and External Assessment of TPACK of Pre-Service Special Education Teachers.”

2015*: The Thompson TPACK SIG paper award at the Society for Integration of Technology in Teacher Education for “TPACK for Teaching Mathematics and Science and Differentiation of Instruction: Case Study with Pre-service Special Educators.”

* In 2015 I received two out of a total of four awards.

2011: The Thompson TPACK SIG paper award at the Society for Integration of Technology in Teacher Education for “The Effects of Professional Development with Technology Training on Teacher TPACK.”

2011: Top 10 Best Paper Award in the SIG of Mathematics Education at the American Educational Research Association for “The Effects of Teacher Content Authoring on Student Achievement in Algebra.”

6. PEER-REVIEWED GRANTS


2014: PSC-CUNY-46 Submitted and pending; “Executive Functioning as a Predictor of Academic Success in Middle School Special Education Students.”

2013: PSC-CUNY-44 Research Award of $3,146; “Changes in Undergraduate Students’ Attitudes towards persons with Disabilities.” Award # 66199-00-44

2010: PSC-CUNY-41 Research Award of $5,150; “Pre-service Teachers’ Attitudes towards Inclusion.” Award # 63666-00-41

2008: PSC-CUNY-40 Research Award of $5,600; “A Professional Development Program for Special Education Teachers and its Relationship to Teacher Effectiveness.” Award # 62470-00-40

2007: PSC-CUNY-38 Research Award of $5,470; “The Effects of Reciprocal Peer Tutoring in [rest of text not visible]
Mathematics.” Award # 69413-00 38
2006: PSC-CUNY-36 Research Award of $2,235: “Teacher Efficacy as it Relates to Teachers’
Behaviors in the Classroom.” Award # 67568-00-36
2003: PSC-CUNY-33 Research Award of $3,840: “The Examination of Possible Differences in
Teacher Efficacy among General and Special Education Teachers and their Relationship
to Students Characteristics.”
2001: Education Department Research Grant in Special Education,
Account number: RF7-76833-02-01
2000: Education Department Research Grant in Special Education,
Account number: RF7-76833-02-01
1990: American Psychological Association, Dissertation Research Award
1984: Association for the Help of Retarded Children, Tuition Scholarship

Grant-related Experiences
2015- Project Evaluator. NSF-REU: “Research Experience for Undergraduates in
Computational Methods in High Performance Computing with Applications to
Computer Science”
2012-15 Project Evaluator. NSF-NOYCE: “Robert Noyce Teacher Academy at the College
of Staten Island”
2009-11 Project Evaluator. NSF-STEAM: “Improvement of STEM experience at the
College of Staten Island”

7. REFEREED PUBLICATIONS

(my publications appear under the names: Tournaki, Tournaki-Rein, and Rein)

REFEREED ARTICLES
academic achievement in Middle School: A 4-Year Longitudinal Study. Journal of Educational
Research, 52 pages.
Tournaki, N., & Samuels, W. E. (in press). Do graduate teacher education programs change teachers’
attitudes towards inclusion and efficacy beliefs? Action in Teacher Education. 34 pages.
Lyublinskaya, I., & Tournaki, N. (2014). A Study of special education teachers’ TPACK
development in mathematics and science through assessment of lesson plans. Journal of
Technology and Teacher Education, 22(4), 449-470.
and science with technology by integrating the TPACK framework into the curriculum: A study
handheld on student achievement in algebra. Journal of Computers in Mathematics and Science
Teaching, 30(1), 5-35.
development program and its impact on teacher effectiveness. The Teacher Educator, 46(4),
1-17.
really matter when it comes to efficacy and effectiveness? Action in Teacher Education.
30(4), 96-109.
Tournaki, N., Bae, Y. S., & Kerekes, J. (2008). Rekenrek: A manipulative used to teach
addition and subtraction to students with Learning Disabilities. Learning
Disabilities: A Contemporary Approach, 6(2), 41-59.


REFEREED CHAPTERS IN BOOKS


REFEREED PROCEEDINGS


Technology & Teacher Education International Conference 2015 (pp. in press). Chesapeake, VA: AACE.

Lyublinskaya, I. & Tournaki, N. (2014). Preparing special education teachers for teaching Mathematics and Science with technology by integrating the TPACK framework into the curriculum: A Study of Teachers’ Surveys and Lesson Plans. In M. Searson & M. Ochoa (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2014 (pp. 2574-2579). Chesapeake, VA: AACE.


8. OTHER PUBLICATIONS
NON-REFEREED

A. REPORTS
Institutional Report for NCATE (The National Council for the Accreditation of Teacher Education): Completed for the College of Staten Island on February 2005, 100 pages.

B. REVIEWS

9. IN PROGRESS

A. SUBMITTED FOR PUBLICATION
Tournaki, N. & Lyublinskaya, I. “Developing TPACK of Pre-Service Special Education Teachers in Order to Differentiate Instruction in Mathematics and Science” Teacher Education and Special Education. 30 pages.

B. IN PREPARATION
Lyublinskaya, I. & Tournaki, N. “Connection between TPACK Development in a Methods Course and its Transfer to the Classroom.”
Tournaki, N. & Samuels, E. “Teachers’ Teachers’ Assistants and Students’ Perceptions of Executive Functioning.”
Tournaki, N. “The efficacy of the M. Riggio Program at CSI: Students with Intellectual Disabilities Attending College Courses.”
10. REVIEWS OF CANDIDATE'S WORK

11. CURRICULUM DEVELOPMENT

PROGRAM DEVELOPMENT

2011: Autism Advanced Certificate Program (4 courses/12 credits)
2008: Adolescence Generalist Program in Special Education, sequence 1 (11 courses/33 credits)
2008: Adolescence Generalist Program in Special Education, sequence 2 (15 courses/45 credits)
2006: Middle School Generalist Program in Special Education, sequence 1 (11 courses/33 credits)
2006: Middle School Generalist Program in Special Education, sequence 2 (15 courses/45 credits)
2005: Childhood Program in Special Education, sequence 2 (15 courses/45 credits)

COURSE DEVELOPMENT

Spring 2010: Re-designing EDP 220, a special education course that had not been taught in a decade. It became a required course for all SLS undergraduates.
Spring 2009: Perspectives on Managing Diverse Learning Settings (EDD 809). For the Teachers on Sabbatical Program.
Fall 2008: Psychological Foundations. For program leading to dual certification.
Fall 2007: Social Foundations. For program leading to dual certification.
Fall 2003: Semester-long collaboration with Childhood Education faculty to facilitate the inclusion of students with special needs in general education.
Courses: EDD 615, EDE 650
Spring 2003: Semester-long collaboration with Early Childhood and Childhood Education faculty to facilitate the inclusion of students with special needs in general education.
Courses: EDC 360, EDD 611
Fall 2002: Semester-long collaboration with Childhood and Secondary Education faculty to facilitate the inclusion of students with special needs in general education.
Courses: EDC 332, EDE 642
Spring 2002: Semester-long collaboration with Childhood and Secondary Education faculty to facilitate the inclusion of students with special needs in general education.
Courses: EDS 303, EDS 693, and EDD 602

12. OTHER PROFESSIONAL ACTIVITIES

A. PAPERS PRESENTED

2015: “TPACK Development of Pre-service Special Educators and its Relationship to Differentiation of Instruction” Accepted for presentation in April 2015 at the American Educational Research Association in Chicago, IL.
2015: “TPACK for Teaching Mathematics and Science and Differentiation of Instruction: A Case Study with Pre-service Special Education Teachers” Society for Information Technology and Teacher Education, Las Vegas, NV.

2014: “Preparing Special Education Teachers for Teaching Mathematics and Science with Technology by Integrating the TPACK Framework into the Curriculum: A Study of Teachers’ Surveys and Lesson Plans.” Society for Information Technology and Teacher Education, Jacksonville, FA. (This presentation received an invitation to be published in one of SITE’s journals after refereed review).

2014: “Predicting Academic Success in a Middle School” at the New England Educational Research Organization, W. Dover, VT.

2014: “Executive Functioning as a Predictor of Academic Success in a Middle School.” Eastern Psychological Association conference in Boston, MA.

2013: “Integrating TPACK Framework into Coursework and its Effect on Changes in TPACK of Pre-Service Special Education Teachers.” Society for Information Technology and Teacher Education, New Orleans, LA. (This presentation received an invitation to be published in one of SITE’s journals after refereed review).


2011: “The Effects of Professional Development with Technology Training on Teacher TPACK.” Society for Information and Teacher Education, Nashville, TE.


2010: “Integrating TI-Nspire Technology into Algebra Classrooms: Selected factors that Relate to Quality of Instruction.” Society for Information Technology and Teacher Education, San Diego, CA.


2008: “Are there Differences in Teacher Effectiveness and Efficacy as a Result of their Undergraduate and Graduate Preparation?” North-Eastern Educational Research Organization, Hyannis, MA.


2000: “Students with Learning Disabilities Achieve as Well as Students without Disabilities when Taught Arithmetic through the Use of Strategies.” N. Y. State Federation of the Council for Exceptional Children Annual Convention, Niagara, NY.

B. PAPERS SUBMITTED FOR PRESENTATION

C. CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES
COUNCIL FOR EXCEPTIONAL CHILDREN:
2001-2007: New York State Federation, Executive Board,
New York City Representative.
2008-Present: Member

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, Member.

13. RECORD OF TEACHING

A. COURSES TAUGHT

Foundations Courses:
Psychology of Exceptional Children (EDP 610)
Social Foundations of Special Education (EDP 611)
Foundations of Special Education (EDP 612)
Psychological Foundations for Secondary Education (EDS 202)

Teaching Students with Special Needs in the General Education Classroom (EDP 660)

Methods Courses:
Teaching Exceptional Children with Severe and Low-Incidence Handicapping Conditions (EDP 620)
Classroom Management in Special Education and Inclusive Classrooms (EDP 622)
Principles of Assessment in Special Education and Inclusive Settings (EDP 626)
Early Childhood Special Education (EDP 650)
Perspectives on Managing Diverse Learning Setting (EDD 809)

Research Courses:
Fundamentals of Educational Research (EDP 640)
Research Project in Special Education (EDP 642) – Includes completion of Master’s thesis

Fieldwork Courses:
Practicum in Special Education (EDP 630)
NYC Fellows Program: Mentoring for Special Education (EDP 633)
Student–Teaching Supervision for General Education (EDE 400)

14. RECORD OF SERVICE

STATE
2001-2007  Council for Exceptional Children  
            New York State Federation, Executive Board, New York City Representative.

STATEN ISLAND COMMUNITY
2009 – present  Member of Board of Trustees, Lavelle Charter Preparatory School, Staten Island. First charter school on Staten Island, inclusive to all students.
2009 – present  Chair, Committee on Education and Accountability, Lavelle Charter Preparatory School, Staten Island.
2005 – 2009  Member, Founding Board Member for the Lavelle Charter Preparatory School on Staten Island.

COLLEGE OF STATEN ISLAND
2013 – Present Secretary, College Council
2013 – Present Member of Executive Committee of Professional Staff Congress, CSI Chapter
2013 – Present Member, Executive Committee of the Advanced Autism Certificate Program
2012- Present Member, Disabilities Studies Minor Advisory Committee
2010 – 2013  Member, Committee for the development of the Advance Autism Certificate Program
2010 – 2011  Member, Group 5, Middle States
2009  Member, Search Committee, Dean of Humanities and Social Sciences
2007- 2013  Member, Professional Staff Congress Representative for the Department of Education
2006 – 2007  Member, Committee on Strategic Planning: Establishing CSI’s Academic priorities for 2006-2010
2006- Present  Member, Advisory Committee for CSI Highschool for International Studies
2004  Member, Search Committee, Dean of Humanities and Social Sciences
2004  Member, Search Committee, Associate Director of the Discovery Institute
2001 - Present  Member, Sub-committee on Technology and Disabilities Presidential Task Force on Technology
2003 - 2004  Member, Graduate Studies Committee
2001 - 2003  Representative, College Council

DEPARTMENT OF EDUCATION (renamed to EDUCATIONAL STUDIES in 2014)
2014 - Present  Chair, Department of Educational Studies
2013 - 2014  Chair, Department of Education
2013  Member, Search Committee, Special Education
2012 (spring)  Acting Deputy Chair
2012 – Present  Coordinator, Programs of Special Education, Adolescence, Sequence 1 and 2
2012  Chair, Search Committee, Special Education
2010 –Present  Member, Appointments Committee
2008 - Present  Coordinator, Programs of Special Education, Elementary, Sequence 1 and 2
2009 – 2010  Coordinator, Programs of Special Education, Middle School Seq. 1 and 2
2008 - Present  Member, Assessment Committee
2008 – 2013  Member, Appeals Committee
2008       Member, Search Committee, Literacy
2007       Member, Search Committee, Special Education
2006       Chair, Search Committee, HEA for Assessment
2005       Chair, Search Committee, Special Education
2005 - 2007 Chair, Assessment Committee
2004- 2007 Coordinator, NCATE
2004- 2005 Appointments Committee
2004       Member, Search Committee, Special Education
2003- 2004 Chair, Committee for the Development of Program Portfolios
2003- 2004 Coordinator, Program of Special Education, Sequence I
2003       Chair, Search Committee, Special Education
2001- 2013 Member, Graduate Curriculum Committee
2001       Member, Committee on Department's Mission and Philosophy
2001       Member, Search Committee, Special Education
2000       Member, Search Committee, Educational Psychology

CHAIRPERSON'S REPORT

STUDENT EVALUATIONS

RECORD AT CSI

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<td>College of Staten Island</td>
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<td>Associate Professor</td>
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<td>Adjunct Instructor</td>
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</table>
The College of Staten Island/CUNY

CURRICULUM VITAE

Date of preparation 4/19/16

Signature

1. **NAME** Susan Sullivan

**CURRENT TITLE** Professor  **DEPARTMENT** Education

**CURRENT SALARY**

2. **RECOMMENDATION FOR** (check one)  **EFFECTIVE DATE**

   ____ Initial appointment  ____ Third Reappointment  ____ Tenure
   ____ First Reappointment  ____ Fourth Reappointment  ____ Promotion to Associate Professor
   ____ Second Reappointment  ____ Fifth Reappointment  ____ Promotion to Professor with Tenure
   ____ Promotion to Senior CLT

3. **HIGHER EDUCATION**

   **DEGREES**

   **Dates**  **Attended**  **Degree and Field**  **Date**  **Conferred**

   The Johns Hopkins University  1961-1965  B.A. Romance Languages  1965
   Elmira College

**ADDITIONAL HIGHER EDUCATION** (Institutions, dates attended, courses, etc.)

**Institution**  **Dates**  **Area**
University of Madrid 1963-1964 Spanish Language, Literature, Culture

4. EXPERIENCE

TEACHING (or counseling or library experience, as appropriate)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>FT/PT</th>
<th>Department</th>
<th>Tenure Status</th>
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<tbody>
<tr>
<td>CUNY Graduate Center</td>
<td>2005</td>
<td>Professor</td>
<td>PT</td>
<td>Urban Ed.</td>
<td>NA</td>
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<tr>
<td>College of Staten Island</td>
<td>1994</td>
<td>Professor</td>
<td>FT</td>
<td>Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Bank Street College</td>
<td>1990-94</td>
<td>Associate</td>
<td>FT</td>
<td>Educational Director</td>
<td>*Admin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leadership Center</td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins Univ.</td>
<td>1969-79</td>
<td>Instructor</td>
<td>FT</td>
<td>Romance Languages</td>
<td>No</td>
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<tr>
<td>The English School, Rome</td>
<td>1968-69</td>
<td>Teacher</td>
<td>FT</td>
<td>ESL</td>
<td>No</td>
</tr>
<tr>
<td>Baltimore City Schools</td>
<td>1967-68</td>
<td>Teacher</td>
<td>FT</td>
<td>Foreign Languages</td>
<td>No</td>
</tr>
</tbody>
</table>

* Bank Street College does not have a tenure system

OTHER

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Title</th>
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<tbody>
<tr>
<td>Rye Neck High School</td>
<td>1989-90</td>
<td>Vice Principal</td>
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</table>

5. ACADEMIC AND PROFESSIONAL HONORS

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>2015-2020</td>
<td>$796,835</td>
<td>NSF</td>
<td>Phase 2 Noyce Scholarship Program</td>
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<tr>
<td>2012-2014</td>
<td>$180,000</td>
<td>NY State/CUNY</td>
<td>Race to the Top</td>
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<td>2009-2015</td>
<td>839,000</td>
<td>NSF</td>
<td>Robert Noyce Scholarship Program</td>
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<tr>
<td>2009</td>
<td>expenses</td>
<td>Fulbright Higher Education</td>
<td>Administrators Program to India</td>
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<td>2008-2009</td>
<td>53,000</td>
<td>CUNY Collaborative Grant</td>
<td>CSI &amp; CSI HS Collaboration</td>
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<tr>
<td>2007-2008</td>
<td>65,000</td>
<td>CUNY Collaborative Grant</td>
<td>CSI &amp; CSI HS Collaboration</td>
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<tr>
<td>2007-</td>
<td>45,000</td>
<td>CUNY Collaborative Grant</td>
<td>CSI &amp; CSI HS Collaboration</td>
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</table>
2011- Treasurer, Vice-president, President CSI Chapter Phi Beta Delta
   Honor Society for International Scholars

6. **REFEREED PUBLICATIONS** (Title of publication, where published, date, in reverse chronological order, publisher, pagination)

   **PRINT**

   **BOOKS**


   *Sullivan is first author. Publisher requested a reversal of names.

   **REFEREED ARTICLES**

   Sullivan, S., & Shulman, V. (2013) Here today gone tomorrow: Conceptualizing instructional leadership through case studies of unsustained initiatives. *Education and
Urban Society, XX (X), 1-13.


7. OTHER PUBLICATIONS

NON-REFEREED

BOOK CHAPTER


AUDIOVISUAL MEDIA

8. **IN PROGRESS**

Peer Coaching in the Field Experience. Draft phase and conference presentations.
9. OTHER PROFESSIONAL ACTIVITIES

EDITORIAL BOARDS

Anatolian Journal of Educational Leadership and Instruction, 2013-present

The International Journal of Leadership in Education (IJLE), 2005-present

The Christopher-Gordon School Leadership Series, 2006-2008

CONSULTANCIES

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<tr>
<th>Institution</th>
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<tr>
<td>NYC Department of Education</td>
<td>2009-2010</td>
<td>Professional Development</td>
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<tr>
<td>P.S. 145 Supervision of Instruction</td>
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<tr>
<td>NYC Department of Education, Community Learning Support Organization</td>
<td>2009</td>
<td>Planning for Observations in the Differentiated Classroom; Guest Presenter for Network Leaders</td>
</tr>
<tr>
<td>I.S. 2 Consultant/Professional Development</td>
<td>2007-2008</td>
<td>Peer Coaching</td>
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<tr>
<td>Seton Hall University</td>
<td>2002-present</td>
<td>Guest Lecturer</td>
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<td>Fordham University</td>
<td>2002</td>
<td>Guest Lecturer</td>
</tr>
<tr>
<td>Kean University Supervisors’ Forums</td>
<td>2001</td>
<td>Guest Lecturer</td>
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<tr>
<td>Wadleigh Middle &amp; High School</td>
<td>1999-2000</td>
<td>Teacher Mentor</td>
</tr>
<tr>
<td>District 31/CSI Middle School Consultant</td>
<td>1999-00</td>
<td>Initiative for middle school administrators; ongoing workshops</td>
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<tr>
<td>Colgate-Palmolive Co. and NYC</td>
<td>1997-2002</td>
<td>Consultant</td>
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Board of Education; staff development
for NYC principals and their staffs

*Partners for Leadership; a*
Collaboration between the
NYC Partnership and the NYC
Board of Ed. to provide
professional development for
principals.

1994-1998 Educational

LECTURES AND PAPERS PRESENTED


Sullivan, S. & Glanz, J. (2001, Spring). *Supervision that improves teaching: Assistance for novice to tenured professionals*. Presentation at the annual meeting of the Association for Supervision and Curriculum Development (ASCD), Boston, MASS.


OTHER

Session Chair (2015). Annual meeting of the American Educational Research Association (AERA), Chicago, ILL.

Session Chair (2003). Evaluation educational leadership program theory and Approaches. Paper session at the annual meeting of the American Educational Research Association (AERA), Chicago, ILL.

Session Discussant (2003) at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Session Discussant (2002). Paper session at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Session Chair (1996), Organizational perspectives on school quality: Factors that promote school health, professional learning, and educational reform. Educational Research Association (AERA), NY.

Proposal reviewer for AERA – ongoing.

Proposal reviewer for PSC-CUNY Research Awards.

Manuscript reviewer for the journal Education and Urban Society – ongoing.

Manuscript reviewer for books submitted to Teachers College Press.


Advisory Board of the CUNY Consortium for Effective Leadership (CCEL), a collaboration for administrative professional development among the New York City Board of Education, Community School District 31, and the College of Staten Island and other CUNY colleges, 1994-2000.

10. CURRENT MEMBERSHIP IN PROFESSIONAL SOCIETIES

PBD (Phi Beta Delpha International Honor Society)
- President (2014-2015)
- Vice-President (2013-2014)
- Founding Governing Board
American Educational Research Association
Teaching in Educational Administration Special Interest Group
Instructional Supervision AERA Special Interest Group
- Steering Committee (2015-2016)
- Program Chair Elect (2014-2015)
- Program Chair (2011-2014)
- Awards Chair (2008-2009)
- Steering Committee (2002-2006)
- Nominating Chair (2004-2006)
Council of Professors of Instructional Supervision
- Membership Chair (2000-2006)
- Secretary Treasurer (2006-2007)
- President (2007-2008)
- Membership Committee (2007-2013)
- Nominating Committee (2013-present)
Metropolitan Council of Educational Administration Programs (MCEAP) 1994-present

11. RECORD OF TEACHING

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDA 710</td>
<td>Curriculum Design and Development</td>
</tr>
<tr>
<td>EDA 720</td>
<td>Supervision and Improvement of Instruction in Elementary Schools Part I</td>
</tr>
<tr>
<td>EDA 721</td>
<td>Supervision and Improvement of Instruction in Secondary Schools Part I</td>
</tr>
<tr>
<td>EDA 722</td>
<td>Supervision and Improvement of Instruction in Elementary Schools Part II</td>
</tr>
<tr>
<td>EDA 723</td>
<td>Supervision and Improvement of Instruction in Secondary Schools Part II</td>
</tr>
<tr>
<td>EDA 724</td>
<td>Organization and Administration of Elementary Schools Part I</td>
</tr>
<tr>
<td>EDA 725</td>
<td>Organization and Administration of Secondary Schools Part I</td>
</tr>
<tr>
<td>EDA 726</td>
<td>Organization and Administration of Elementary Schools Part II</td>
</tr>
<tr>
<td>EDA 727</td>
<td>Organization and Administration of Secondary Schools Part I</td>
</tr>
<tr>
<td>EDA 728</td>
<td>Field Experience Seminar in Educational Supervision and Administration Part I</td>
</tr>
<tr>
<td>EDA 729</td>
<td>Field Experience Seminar in Educational Supervision and Administration Part II</td>
</tr>
<tr>
<td>EDA 732</td>
<td>Educational Leadership Part I</td>
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<td>EDA 733</td>
<td>Educational Leadership Part II</td>
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<td>EDS 400</td>
<td>Student Teaching</td>
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12. RECORD OF SERVICE

COMMUNITY

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<tr>
<th>Year</th>
<th>Position/Activity</th>
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<tbody>
<tr>
<td>2013-present</td>
<td>Trustee, NECCS (Newark Educators Community Charter School)</td>
</tr>
<tr>
<td>2012-2014</td>
<td>Lavelle Charter School Curriculum Committee</td>
</tr>
<tr>
<td>2006-present</td>
<td>School Leadership Team, CSI High School for International Studies</td>
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</tbody>
</table>
2007-2010  Director of Collaborative Programs, Department of Education
1995-1997  Petrides School Coordinating Committee
1994-2000  Collaborations with Community School District 31 and 20; leadership workshops and forums.
1990-1996  New York Program committee of *Facing History and Ourselves*
            *National Foundation Inc.*, an educational and training organization to enable educators to teach the historical development and lessons of genocide.

**CUNY**

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<tr>
<th>Year</th>
<th>Role Description</th>
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<tr>
<td>2005 -present</td>
<td>Doctoral faculty in Urban Education, The Graduate Center</td>
</tr>
<tr>
<td>2001 -2007</td>
<td>CUNY Council of Teacher Education</td>
</tr>
<tr>
<td>2011-2013</td>
<td>CUNY Council of Teacher Education</td>
</tr>
<tr>
<td>2000-2002</td>
<td>CUNY Consortium of Programs in Educational Administration</td>
</tr>
<tr>
<td>1994-1999</td>
<td>Advisory board of the CUNY Consortium for Effective Leadership (CCEL)</td>
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**COLLEGE**

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<tr>
<th>Year</th>
<th>Role Description</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>Graduate Studies Committee</td>
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<tr>
<td>2010-2011</td>
<td>Middle States Working Group 6</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Advisory Board, Center for Teaching and Learning</td>
</tr>
<tr>
<td>2008-present</td>
<td>Advisory Board, Center for International Service</td>
</tr>
<tr>
<td>2008</td>
<td>Ad Hoc Committee for Distinguished Professor Nomination</td>
</tr>
<tr>
<td>2007</td>
<td>Presidential Search Committee, Chair Committee</td>
</tr>
<tr>
<td>2004-2007</td>
<td>P &amp; B Lines Committee</td>
</tr>
<tr>
<td>2002-2005</td>
<td>Planning Committee, the College of Staten Island High School for International Studies</td>
</tr>
<tr>
<td>2001-2007</td>
<td>Promotion and Budget Committee (P &amp; B)</td>
</tr>
<tr>
<td>2011-2013</td>
<td>&quot;</td>
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<tr>
<td>2001-2007</td>
<td>Faculty Senate</td>
</tr>
<tr>
<td>2011-2013</td>
<td>&quot;</td>
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<tr>
<td>2001-2007</td>
<td>College Council</td>
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<td>2011-2013</td>
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<tr>
<td>2011-2013</td>
<td>P&amp;B Overload Committee</td>
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<td>1999-2003</td>
<td>Faculty Student Discipline Committee Panel</td>
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<tr>
<td>1998-1999</td>
<td>CSI Teaching and Learning Community (Carnegie Teaching Academy)</td>
</tr>
<tr>
<td>1996-1999</td>
<td>Chair, SLS Orientation Committee</td>
</tr>
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<td>1995-2001</td>
<td>Course and Standing Committee</td>
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</table>
DEPARTMENT/PROGRAM

2014-2016 Appointments Committee, Department of Educational Studies
2013- Program Development Committee (PDC) School of Education
2013- Discipline Chair World Languages Undergraduate Adolescence Program
2013 Spanish Search Committee, World Languages Department
2008-2009 Spanish Search Committee, World Languages Department
2008- World Language Discipline Chair
2007-2008 Chair, Education Department Special Education Search Committee
2004- Education Department Assessment Committee
2001- Education Department Professional Advisement Committee(PAC)
2008-2009 Education Department English Search Committee
2001-2007 Chair, Department of Education
2011-2013 Chair, Department of Education
2004 Chair, Education Department Fieldwork HEO Search Committee
2003 Chair, Education Department Fieldwork HEA Search Committee
2002-2004 Chair, Education Department Science Search Committee
2003 Education Department Technology Search Committee
2002 Education Department Social Studies Search Committee
2003 Chair, Education Department Literacy Search Committee
2000-2001 Education Department Science Search Committee
2000- Education Department Appointments Committee
1999- Education Department Curriculum Committee
1999-2000 Education Department Literacy Search Committee
1999-2000 Education Department Technology Search Committee
1998-1999 Education Department Chair Search Committee
1998-2001 Co-coordinator/Coordinator Sixth Year Certification Program,
Education Department
1998-1999 Curriculum Revision Committee of the Sixth-Year Certificate Program in Educational Supervision and Administration. Analysis and revision of the current program with full and part-time faculty.
1997-1999 Education Department Math Search Committee
1994-2001 Education Department Commencement Committee
1994-2001 Education Department Commencement Marshall
MICHAEL PARIS  
18 Burr Road  
Maplewood, NJ 07040  
(973) 327-2429 (home) (973) 704-6775 (cell)  
michaelpari@gmail.com, Michael.Paris@csi.cuny.edu  

EDUCATION:  
Brandeis University  
Columbia University School of Law  
J.D., May 1986.  
Hobart and William Smith Colleges  
B.A., Political Science, June 1983.  

CURRENT ACADEMIC POSITION:  
2007-2015. Assistant/Associate Professor and Pre-Law Advisor for the College, Coordinator of the CSI Legal Studies Institute [CSILSI.blogspot.com](2013-15), Department of Political Science, The College of Staten Island, City University of New York. Courses: Constitutional Law; Civil Liberties; American Government; U.S. Legal System; Race, Law, and Public Policy in the Contemporary United States.  

ACADEMIC AND PROFESSIONAL HONORS:  
- The 2011-12 College of Staten Island Dolphin Award for Excellence in Teaching by a member of the full-time faculty.  
- The 2011 C. Herman Pritchett Award, Honorable Mention. This award is given annually by the American Political Science Association’s Law and Courts Section for the best book on law and courts published by a political scientist in the previous year.  

PUBLICATIONS:  

http://www.bsos.umd.edu/gvpt/lpbr/subpages/reviews/faulkner-shell0809.htm

http://www.bsos.umd.edu/gvpt/lpbr/subpages/reviews/scherer0908.htm

http://www.bsos.umd.edu/gvpt/lpbr/subpages/reviews/fagelson0707.htm


WORK IN PROGRESS:

- Book Project: Tentative Title: “The Death and Life of School Desegregation.”

INVITED LECTURES AND CONFERENCES

- Invited Participant: “Equality.” Conference held at University of Texas Law School, Austin, April 1-2, 2011, convened by Sanford Levinson, Jack Balkin, and Reva Siegel, and Sponsored by the American Constitution Society (Travel Expenses Paid).

GRANTS:

RECENT CONFERENCE PAPERS AND PARTICIPATION:
- “Author Meets Readers: Framing Equal Opportunity: Law and the Politics of School Finance Reform,” by Michael Paris. Participants: Malcolm Feeley (University of California, Berkeley); Christine Harrington (New York University); Lynn Jones (Northern Arizona State University); Douglas Reed (Georgetown University); Gerald Rosenberg (University of Chicago); and Helena Silverstein (Lafayette College). Roundtable Discussion at the Annual Meeting of the Law and Society Association, Chicago, IL, May 27-30, 2010.

SERVICE:
A. Service to the College of Staten Island (CSI) (2007-2015)

2013-2015: Coordinator of the College of Staten Island’s Legal Studies Institute: CSILSI.blogspot.com
- Coordinated activities and wrote proposal for a new Legal Studies Minor at the College.
- Organized, secured CAB funding for, and performed all administrative work for the following pre-law workshops and panel discussions:
  o March 2014: LSAT Weekend Boot Camp. A free weekend of LSAT instruction for CSI students, with PreProBono. Ten students attended
February 2015: “Careers in the Law I: The Role of the DA,” with Raja Rajeswari (CSI, Class of 1993); Yolanda Rudich (CSI, Class of 1979), and Adam Silberlight (CSI, Class of 1998).

March 2015: “Careers in the Law II: Anti-poverty Law,” with Martha Raimon (Center for Social Welfare Policy and Law), and Becky Rosenfeld (Clinical Professor of Law, Cardozo Law School).


- Summer-Fall 2015: Organized Annual Lecture in Law and Public Policy with New York University Law Professor Richard Epstein. To be held on November 18, 2015.
- Fall 2015: Planned, organized and secured funding for a two-part public lecture series, “Studies in Race, Crime, and Public Policy”:
  - Lecture I: Khalil Gibran Muhammad (Director of the NYPL’s Schomburg Center for Research on Black Culture), “The Condemnation of Blackness” (October 19, 2015)
- Created a database of over 300 lawyer-alumni/ae of the College.
- Published E-Newsletter for students interested in legal careers.
- Developing an internship program to place CSI students in legal settings
- Established and Maintained Blog for Program: CSILSI.blogspot.com

2007 to Date: Pre-Law Advisor for the College:
- Met individually with approximately 500 CSI students potentially interested in attending law school. Kept individual files on each student. Maintained an email list for the distribution of information.

2007-2013: Pre-Law Advisement and Legal Studies Activities:
- Helped Establish the CSI Government and Law Society, a new student group devoted to the discussion of legal and political issues. Served as faculty advisor to this group (2008 to 2011).
- Workshop on the LSAT. With Stanley Kaplan Representatives (October 2010).
- Organized Public Lecture: “Sexual Violence and the Law,” with Elizabeth Schneider (Brooklyn Law School) and Rose Corrigan (Drexel University) (March 2010), along with the Government and Law Society.
- “Careers in the Law: Exonerating the Innocent,” with Alba Morales, a staff attorney with the Innocence Project (Cardozo Law School).
- Workshop the Law School Admissions Process, October 28, 2010, with Anita Walton, Dean of Admissions, Rutgers-Newark Law School.
- Workshop on the LSAT. With Stanley Kaplan Representatives (November 2010);
“Careers in the Law: Public Interest Law and Big Firm Corporate Practice,” March 2011, with Martha Raimon, Senior Research Associate, Center for Social Welfare Policy and Law,” and James Long, Associate Attorney, Lowenstein, Sandler, P.C.


Workshop on the LSAT, with PreProBono, September 2011. Five CSI students received free, intensive LSAT preparation over the course of two full days.

Workshop on the LSAT, with PreProBono, February 16 and 17, 2013. Ten CSI students received free, intensive LSAT preparation over the course of two full days. Funding provided by the Dean for the Social Sciences and Humanities.

**2007-to Date:** Other Service for the College of Staten Island:

- 2008-2009: The College of Staten Island Association, Faculty Representative.
- 2009-2010: The College of Staten Island Association, Faculty Representative.
- Fall 2008: Committee on Course and Standing, Department of Political Science, Economics, and Philosophy (PEP) Representative.
- 2010-2011: CSI Strategic Direction #1 Committee, Research Team 3. Task: Review and Assess General Education; Explore Co-Curricular, Service Learning, Internship, and Leadership Opportunities. Co-authored Research Team 3 Report, with Professor Sarah Zelikovitz.
- Spring 2013: CORE 100 Common Lecture: The 4th Amendment and the NYPD’s “Stop and Frisk” Policy.
- Spring 2013: Member, Dolphin Awards Committee. Reviewed Files and Attended Meetings.
- 2013-2015: Student Election Review Committee (SERC), Faculty Representative

**B. Service to the Profession:**

- 2001-2008: Reviewed seven PSC-CUNY Research proposals;
- 2004-10: Reviewed four article manuscripts for Law and Society Review.

**REFERENCES:**

Charles Epp
Professor at School of Public Affairs and Administration
University of Kansas
Wescoe Hall, Room 4060R
1445 Jayhawk Blvd
Lawrence, KS 66045
chuckepp@ku.edu

Susan E. Lawrence
Dean for Educational Initiatives and the Core Curriculum & Associate Professor of Pol. Science
School of Arts and Sciences
Office of Undergraduate Education
Rutgers, The State University of New Jersey
35 College Avenue
New Brunswick, NJ 08901
732-932-8433
slawrence@sas.rutgers.edu
Sanford Levinson  
W. St. John Garwood and W. St. John Garwood Jr. Centennial Chair in Law  
University of Texas Law School  
The University of Texas at Austin  
727 E. Dean Keeton Street  
Austin, Texas  78705  
512-232-1351  
SLevinson@law.utexas.edu

Michael W. McCann  
Gordon Hirabayashi Professor for the Advancement of Citizenship  
Department of Political Science  
President, Law and Society Association  
Box 353530  
University of Washington  
Seattle, Washington  98195  
206-543-2377  
mw mccann@u.washington.edu
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th></th>
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<td>Tuition Revenue[2]</td>
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<tr>
<td>01. From Existing Sources[3]</td>
<td>$0</td>
<td>$99,909</td>
<td>$175,929</td>
<td>$196,899</td>
<td>$228,401</td>
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<td>02. From New Sources[5]</td>
<td>$100,575</td>
<td>$102,587</td>
<td>$129,998</td>
<td>$126,947</td>
<td>$135,250</td>
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<tr>
<td>03. Total</td>
<td>$100,575</td>
<td>$202,496</td>
<td>$305,927</td>
<td>$323,846</td>
<td>$363,651</td>
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<td>07. From Existing Sources</td>
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<td>08. From New Sources</td>
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<td>Grand Total[8]</td>
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<td>$175,929</td>
<td>$196,899</td>
<td>$228,401</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$128,575</td>
<td>$102,587</td>
<td>$129,998</td>
<td>$126,947</td>
<td>$135,250</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$128,575</td>
<td>$202,496</td>
<td>$305,927</td>
<td>$323,846</td>
<td>$363,651</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated. New sources: 15 first year credits x $635/credit x number of new students. Existing sources: (18 second-year credits x $635/credit x number of second-year students) + (15 third-year credits x $635/credit x number of third-year students).
[5] New sources means revenue generated by new students. The revenue from new sources from one year should be carried over to the next year as revenues from continuing sources with adjustments for inflation.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in “other” category. $28,000 donation for program start up, from David Seeley, retired CSI Professor.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

Given the legislature’s recent rejection of tuition raises for CUNY for the next two years, this table conservatively assumes no increase in tuition.
# The Five-Year Revenue Projections for Program

## SENIOR COLLEGE (UNDERGRADUATE) WORKSHEET

**Year 1 = Fall 2014**

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$635</td>
<td>$648</td>
<td>$661</td>
<td>$674</td>
<td>$687</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Tuition & Fees:             |          |          |            |           |           |
| # of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections") |          |          |            |           |           |
| Annual Avg # of Credits per FT student (24-30) |          |          |            |           |           |
| Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015) | $0       | $0       | $0         | $0        | $0        |
| Total Tuition               | $0       | $0       | $0         | $0        | $0        |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) |          |          |            |           |           |
| Total Fees                  | 0        | 0        | 0          | 0         | 0         |
| **Total Out-of-State Tuition & Fees** | $0       | $0       | $0         | $0        | $0        |

**TOTAL EXISTING FULL-TIME TUITION REVENUE**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXISTING PART-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong># of EXISTING PART-TIME, In-State Students</strong> (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>8</td>
<td>15</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total Enrolled Credits</strong> (Enter Avg # credits per student per year-Fall+Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>0</td>
<td>18</td>
<td>16.5</td>
<td>16.5</td>
<td>16.5</td>
</tr>
<tr>
<td><strong>Tuition Income</strong> (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$635</td>
<td>$648</td>
<td>$661</td>
<td>$674</td>
<td>$687</td>
</tr>
<tr>
<td><strong>Total Tuition</strong></td>
<td>$0</td>
<td>$93,269</td>
<td>$163,512</td>
<td>$177,901</td>
<td>$215,482</td>
</tr>
<tr>
<td><strong>Student Fees</strong> (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fees</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$93,269</td>
<td>$163,512</td>
<td>$177,901</td>
<td>$215,482</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong># of EXISTING PART-TIME Out of State Students</strong> (linked from &quot;Enrollment and Seat Need Projections&quot;)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Enrolled Credits</strong> (Enter Avg # credits per student per year-Fall+Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>0</td>
<td>6</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Tuition Income</strong> (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$1,085</td>
<td>$1,107</td>
<td>$1,129</td>
<td>$1,151</td>
<td>$1,174</td>
</tr>
<tr>
<td><strong>Total Tuition</strong></td>
<td>$0</td>
<td>$6,640</td>
<td>$12,417</td>
<td>$18,998</td>
<td>$12,919</td>
</tr>
<tr>
<td><strong>Student Fees</strong> (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fees</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Out-of-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$6,640</td>
<td>$12,417</td>
<td>$18,998</td>
<td>$12,919</td>
</tr>
<tr>
<td><strong>TOTAL EXISTING PART TIME REVENUE</strong></td>
<td>$0</td>
<td>$99,909</td>
<td>$175,929</td>
<td>$196,899</td>
<td>$228,401</td>
</tr>
<tr>
<td><strong>TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</strong></td>
<td>$0</td>
<td>$99,909</td>
<td>$175,929</td>
<td>$196,899</td>
<td>$228,401</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW FULL-TIME STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong># of NEW FULL-TIME, In-State Students</strong> (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>NEW PART-TIME STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, In-State Students</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Total Enrolled Credits</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$635</td>
<td>$648</td>
<td>$661</td>
<td>$674</td>
<td>$687</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$85,725</td>
<td>$87,440</td>
<td>$99,098</td>
<td>$111,188</td>
<td>$103,102</td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$85,725</td>
<td>$87,440</td>
<td>$99,098</td>
<td>$111,188</td>
<td>$103,102</td>
</tr>
</tbody>
</table>

**TOTAL NEW FULL-TIME TUITION REVENUE**

$0 $0 $0 $0 $0

**NEW PART-TIME STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUITION INCOME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL TUITION</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>STUDENT FEES</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>(enter ANNUAL program fees other than standard CUNY fees)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL IN-STATE TUITION &amp; FEES</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
### Tuition & Fees:

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of NEW PART-TIME, Out-of-State Students</strong></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Enrolled Credits</strong> <em>(Enter Avg # credits per student per year- Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</em></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Tuition Income (Specify Rate per credit) calculates 2% increase per year</strong></td>
<td>$990</td>
<td>$1,010</td>
<td>$1,030</td>
<td>$1,051</td>
<td>$1,072</td>
</tr>
<tr>
<td><strong>Total Tuition</strong></td>
<td>$14,850</td>
<td>$15,147</td>
<td>$30,900</td>
<td>$15,759</td>
<td>$32,148</td>
</tr>
<tr>
<td><strong>Student Fees</strong> <em>(enter ANNUAL program fees other than standard CUNY fees)</em></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Fees</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Out-of-State Tuition &amp; Fees</strong></td>
<td>$14,850</td>
<td>$15,147</td>
<td>$30,900</td>
<td>$15,759</td>
<td>$32,148</td>
</tr>
</tbody>
</table>

#### TOTAL NEW PART-TIME REVENUE

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL NEW PART-TIME REVENUE</strong></td>
<td>$100,575</td>
<td>$102,587</td>
<td>$129,998</td>
<td>$126,947</td>
<td>$135,250</td>
</tr>
</tbody>
</table>

#### TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</strong></td>
<td>$100,575</td>
<td>$102,587</td>
<td>$129,998</td>
<td>$126,947</td>
<td>$135,250</td>
</tr>
</tbody>
</table>

#### OTHER REVENUE

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Revenue From Existing Sources</strong> <em>(specify and explain)- LINKS TO REVENUE SPREADSHEET ROW 13)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Revenue New</strong> <em>(specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)</em></td>
<td>28000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Projected Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Existing Full-time Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Existing Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>-</td>
<td>8</td>
<td>15</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Existing Part-time Total</strong></td>
<td>-</td>
<td>9</td>
<td>17</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td><strong>New Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>NEW Full-time Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>New Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>New Part-time Total</strong></td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

**NOTES:** New students are students who would not otherwise have be enrolled in your college if this program were not offered. The proposal text should explain the basis for this enrollment estimate.

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

## Section Seats per Student

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (normally equals 10)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part-Time Students</strong></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
### Seat & Section Needs

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Appendix L: Letters of Support

New York Center for Interpersonal Development

Strengthening Relationships and Building Community

March 21, 2016

To Whom It May Concern:

I applaud The College of Staten Island in their development of the new Doctoral Program in Community-Based Leadership in the School of Education.

As the Executive Director of a Community Based Organization I have learned how essential it is to develop leadership focused on all components of the community. Community-based leadership is critical in achieving maximum education outcomes for all children which further supports growth in local communities. Developing leadership capacity to lead coalitions with schools and other community service organizations will bring the necessary knowledgebase to support learning for all students, build capacity in the adults who serve students, including their families; manage resources in service of student learning; and, use methods of scholarly inquiry to inform their practices.

My congratulations to the School of Education and the College of Staten Island for developing this curriculum and supporting collaborative leadership that will enhance the lives of our students, their families and their communities.

Sincerely,

Dominick J. Brancato
Executive Director
March 15, 2016

To Whom It May Concern:

I am writing this letter to express my support for the new Doctoral Program in Community-Based Leadership at the College of Staten Island in the School of Education.

As a school leader in a Community School it is clear that student success depends on more than the academic structures that support learning in schools and classrooms. Research points to collaborative supports from social services and community partners having the most effective impact on student outcomes when they are connected to the work happening in schools. A program designed to prepare community leaders to explore the theories, structures and practices of community organizing and development and then aligning these supports and coordinating these efforts with the school will ensure a high level of civic engagement that connects families to the schools and communities while guaranteeing student success.

It is encouraging to know that the School of Education and the College of Staten Island, both, recognize the need for a comprehensive, interdisciplinary program to capture the many needs in the community and connect them to the work and schools to ensure student success. Thanks to the commitment of the college, the students in the greater Staten Island community will benefit from our schools being known as a model of community and educational excellence from which others can learn.

Respectfully,

Lou Bruschi
May 2, 2016

To Whom It May Concern:

I am writing to convey my strong support for the proposal by the College of Staten Island to offer a curriculum leading to a Doctor of Education in Community-Based Leadership.

As the CEO of an organization that acts as the lead Community-Based Organization (CBO) to nine New York City Community Schools, I face daily the increasing and urgent need for exceptional talent at the leadership level to play a variety of critical roles helping shape both the next generation of people and schools.

Educators across the United States, thanks in large part to efforts in New York City, are recognizing the need to expand the scope of a school’s portfolio in order to meet the educational needs of its students. It’s no longer enough to provide outstanding instruction in academic classes. Students come to school with a breadth of needs that must be addressed if they are to take advantage of the scholastic opportunities offered by schools. Too often students don’t have the supports to address those needs, so it falls to schools to harness community and other resources to provide for the social and emotional, health, counseling, nutritional, mentoring, and other needs of young people. Schools that ignore those needs fail their students. Students become chronically absent, drop out, and/or fail to perform at their potential.

That said, leaders of schools that address those needs require a set of training and experiences not expected of school leaders in the past. And there is a deficit of programs in colleges of education that prepare leaders for this new challenge. It is for this reason that I am so thrilled to learn of the possibility that the College of Staten Island may soon be filling this gap.

You have my unqualified support.

Sincerely,

Daniel F. Oscar
CEO

911 Commons Way | p: 609.252.9300 | www.supportiveschools.org
Princeton, NJ 08540 | f: 609.252.9393
Dear Colleagues,

On behalf of the United Federation of Teachers (UFT), I want to offer my full support of College of Staten Island having a Doctor of Education in the Community-Based Leadership program.

The UFT's DOE members serve the 1.1 million students in the New York City public school system. As president, I have the privilege of visiting my members at public schools all across the city and speaking with them about their work and the state of education.

Over the past few years, the discussions regarding schools' education policies have rapidly shifted to recognize the need for education leaders to perform their roles in collaboration with other constituencies within and beyond the walls of the school building. Such partnerships have allowed schools to provide needed services for both students and their families.

Community Schools recognize that students face challenges outside of school that become obstacles to learning in the classroom. By providing an extra meal, connecting a parent to job training, or enrolling a student in an afterschool program, schools can lower barriers to learning and help children.

Recognizing the potential of this approach, New York has 131 schools throughout the five boroughs designated as Community Schools. Of those schools, 26 are the UFT's NYC Community Learning Schools Initiative (CLS). Thanks to strong partnerships with community groups, non-profits, businesses and government agencies, our members are making a difference, one child at a time. We are very proud of this program.

In the future, schools could be the central hub from which community services will be distributed. Understanding the role schools will play moving forward, it is important to have trained leaders who can manage the process. A doctorate program in Community-Based Leadership at College of Staten Island can help ensure that our schools reach this goal.

Sincerely,

Michael Mulgrew
UFT President
Evaluation Report Form for Program Proposals

Institution: CUNY College of Staten Island
Evaluator(s): Mónica Byrne-Jiménez. Ed.D.
Program title: Community-Based Leadership
Degree title: Ed.D.
Date of evaluation: August 8, 2016

1. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The proposed Ed.D. in Community-Based Leadership is a cross-disciplinary initiative that seeks to develop leaders who redefine the role of schools in broader socio-political contexts and who create seamless transitions between community and schools. These community-based leaders work as equal partners with communities to leverage communities’ cultural assets and wealth to lead educational improvement. The purpose is clear and consistent throughout the proposal narrative, structures, courses, and opportunities for programmatic reflection and improvement.

The program is designed as an “executive model” that engages in face-to-face, online, and hybrid learning experiences. This model allows for increased flexibility in content delivery while meeting the needs of full-time practitioners and maintaining high standards.

Program admissions requirements are consistent with standards in the field and accreditation requirements. The proposal also reflects regular assessments of students’ progress in the program to ensure degree completion.

Formal mechanisms for program administration and monitoring are also consistent with the field and accreditation. The proposal includes one program director and part-time administrative support. Plans for on-going assessment are also clear and occur on a timely-basis. The proposal also details a “Program Executive Committee” which will distribute leadership and support student and program development.
2. Comment on the special focus of this program, if any, as it relates to the discipline.

The focus on community-based leadership that create community-based schools is both relevant and necessary. At a time where community trust and relationships with social institutions has frayed, the school must become a place of increased communication, mutual understanding, and renewal. To do this, leaders must place schools in broader historical, political, and economic contexts and actively breakdown the barriers that separate schools from communities. The development of “community schools,” as described in the proposal, is a growing national movement and this program is well-placed, both temporally and geographically, to make an immediate impact on schools and communities, while shaping the discourse in the field of educational leadership.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The plan for program development and self-assessment is consistent with other doctoral programs and with accreditation. There is a careful strategy for recruitment and retention of students (including inquiry groups, dissertation scaffolding, and faculty growth). The financial needs of students have also been addressed with start-up scholarships. The plan for self-study includes program, university, and external evaluation processes that will ensure adequate feedback for program improvement.

4. Assess available support from related programs.

I do not have adequate knowledge of available support from related programs to offer an assessment.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

NA.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

From the faculty descriptions provided, faculty are well-versed in the content areas to be taught. The faculty is composed of three leadership faculty (two full-time, one adjunct), two
from curriculum and instruction (with foci in inquiry and critical pedagogy), one in educational studies (focus on inclusive education), one in history of education, one in political science (focus public policy), one social worker, and one in educational psychology (focus on cognitive development). Three faculty have extensive experience in K12 settings and one in social work. An additional faculty, serves on the board of directors of a charter school. The make-up of the core faculty reflect the program’s commitment to interdisciplinary work and connections to practice.

I do not have adequate knowledge of research and publications to offer an assessment

7. **Assess the faculty in terms of size and qualifications.** What are plans for future staffing?

   The current faculty are sufficient to support short-term projections and student needs. There are ten core faculty who will be involved in the teaching of courses and student advisement. The proposal includes the need for an additional faculty in year three once the program has reached capacity. This is ample staffing to support the projected number of students by year five. [Comments on faculty qualifications can be found in item #6]

8. **Evaluate credentials and involvement of adjunct and support faculty.**

   I do not have adequate knowledge of the credentials and involvement of adjunct and support faculty to offer an assessment

III. **Resources**

9. **Comment on the adequacy of physical resources and facilities,** e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

   The program is well-resourced with support from the college, university, and local educational leaders. In addition, there are scholarships available to subsidize students.

10. **(Only for programs requiring master plan amendment.)** What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

   NA
IV. Summary Comments and Additional Observations

11. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Overall this program demonstrates a clear and coherent visions for doctoral education and public school improvement. It has the resources, structures, personnel, and expertise in place to create successful graduates in community-based leadership.

There are two curricular areas that need some clarification. The first in the purpose and use of the “modules.” In the proposed curriculum there is one module on “cultural literacy” which focuses on LGBTQ, gender, and sexuality. This is an extremely important topic and should be addressed independently from other forms of cultural literacy. However, there is an equal need for cultural literacy in terms of race, language, ability, and religion. Some focus on these issues, and how they are lived in different communities of color is equally important. The second is to highlight some redundancy in course assignments. Several courses require an “analysis” of research articles. This is a necessary skill for doctoral students and spiraling assignments is a useful strategy. However, it was hard to see how these assignments build the necessary critical reading – and writing – skills.

One area for consideration and further program development is the role of “community” in the program and in school leadership. Many of the courses, and in some of the program narrative, the community is something that schools “do things to.” Successful collaboration includes not just being open to redefining partnerships, but also requires an acknowledgement of the cultural wealth (i.e. Yosso, 2005), funds of knowledge (i.e. Gonzalez et al., 2006; Moll, et al., 1992), assets (i.e. Kretzmann et al., 2005; Sharp et al., 2000) that exist in communities and how those uniquely position community members as leaders, in schools and out. If this program seeks to develop a new kind of community-based leader, that works with communities and, when necessary, follows community leaders, then an additive paradigm must be explored.
New York State Education Department
Office of Higher Education
Office of College and University Evaluation

 Conflict of Interest Guidelines for Peer Reviewers of Doctoral Programs

Conflict of Interest

There must be no conflict of interest or appearance of a conflict of interest with the institution under review. There is a conflict of interest when the potential peer reviewer/consultant:

(1) is a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution where the program is under review;

(2) is a spouse, parent, child, or sibling of an individual or persons listed in (1) above;

(3) has expressed an opinion for or against the proposed program under review;

(4) is seeking or being sought for employment or other relationship of any kind with the institution where the program is under review;

(5) has a personal or professional relationship with the program or institution where the program is under review that might compromise objectivity; and/or

(6) has a competitive relationship with the institution that might compromise objectivity.

I have reviewed the Conflict of Interest Guidelines. To the best of my knowledge, I do not have a conflict of interest or the appearance of a conflict of interest with:

Print name of institution:
CUNY College of Staten Island - School of Education

Signed: [Signature]

Printed name of Peer Reviewer:

Date: 08/07/16
Monica C. Byrne-Jimenez
Associate Professor of Specialized Programs in Education

Degrees

Bio
Mónica Byrne-Jiménez, Ed.D., is an Associate Professor in Educational Leadership & Policy Studies, Hofstra University. She graduated from Columbia University in 1988 and went on to receive her Masters in Educational Policy from the University of Michigan. She received her doctorate in Education Leadership from Teachers College in 2003. Before earning her doctorate she worked in numerous urban public school settings and in school/district improvement efforts throughout the northeast. Dr. Byrne-Jiménez' interests are in leadership development among principals and early career superintendents, the role of ethnicity/identity in leadership and professional development as a vehicle for school improvement. Her work has been published through the Leadership and Policy in Schools Journal, Teachers College Press, Lambert Academic Press and online sources. Currently she is on the 2011 Convention Planning Committee for the University Council for Educational Administration, the leading organization for leadership preparation. Dr. Byrne-Jiménez is also president of the Latino Alumni Association of Columbia University.

Teaching Interests
Research methods, professional development, leadership, organizational behavior

Research Interests
Leadership development, school improvement, ethnicity and leadership, leadership preparation

Recent Courses Taught

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http://www.hofstra.edu/faculty/fac_profiles.cfm?id=182
Evaluation Report Form for Program Proposals

Institution: The College of Staten Island
Evaluator(s): William M. Reynolds
Program title: Doctor of Education in Community-Based Leadership
Degree title: Ed.D. in Community-Based Leadership
Date of evaluation: 8-16-2016

RESPONSES ON ATTACHED SHEETS

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

3. Comment on the plans and expectations for continuing program development and self-assessment.

4. Assess available support from related programs.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.
7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

8. Evaluate credentials and involvement of adjunct and support faculty.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

10. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.
Reynolds Evaluation Report for CSI Ed.D. in Community-Based Leadership

I. Program

1. Purpose: The purpose of this unique and innovative program is clearly stated in the documentation. Educating effective practitioner-leaders “able to apply current research on school-community collaboration into practice” particularly in the area of K-12 education is a clear and important goal for a program with this orientation. The concept of an applied doctoral program is also clearly and well stated. The need for this type of applied doctoral program is focused and clearly stated for the communities of New York City with working educators. The notion of school leaders able to collaborate with all the constituencies in K-12 education is also an essential and important aspect of this proposed program. The structure is clearly stated and well organized as are the formal mechanisms for program administration and monitoring. The requirements (enrollment of 8 students, the admission process, the program and course work, and the development of the dissertation process) seem clear and well planned. This will allow the program to flow smoothly and will avoid confusion for students enrolled in the program.

2. The special focus of this program is one of the major reasons to support it. Not only is the focus on community collaboration important at this historical moment but the emphasis on transforming learning and teaching in the schools through various means elaborated in the text of the proposal essential given the current issues of K-12 education.

3. There are clearly stated plans for continuing program development and self-assessment. Some of these plans are continuous feedback from students involved in the cohort(s). Future alumni will be surveyed. There are also evaluation and assessment for periodic reviews and self-studies for the program. These assessment plans will allow for updates and modifications as needed.

4. The support for the program or revenues are discussed and there is evidence to support that the program will “generate tuition revenue well in excess of program costs.”

5. There is a clear articulation of need and justification presented on page 3 of the document.

II. Faculty

6. The faculty interested in this program are all well established and recognized in their particular fields. One of the strengths of the faculty for this program is the diversity of the areas of expertise. There is also a balance among the various Schools. Six faculty from the School of Education, two from the School of Humanities and Social Sciences, one from the School of Business and one Part Time faculty demonstrated interested in developing the program or teaching in it. The areas of expertise which would be essential to the program include but are not limited to; collaborative leadership(Silverberg), teaching as a profession (Rogers), collaborative teacher inquiry and authentic assessment (Allen), critical pedagogical approaches in literacy for linguistically and racially diverse students (Grant), improvement of mathematics achievement (Tournaki), teacher/leader collaboration and reflective practice (Sullivan), transformative learning and teaching in schools and communities (Arievitch), multiculturalism and LGBT issues (Gross), civil liberties, law and public policy (Paris), and student support and leadership (Speller). This group of faculty is first-rate and will be able to provide an excellent graduate education.
7. The number (size) of the faculty is appropriate for the program and certainly well qualified. There are plans for the addition of a new full time faculty member in year 3 of the program and for part-time faculty as well. These plans seem logical and well thought out.

8. The involvement of support faculty is planned out for the future of the program.

III. Resources

9. The facilities necessary for the program will not have an impact on campus space utilization according to the proposal. The classroom requirements will be for the technology of Smart Boards, internet access and projection equipment. The facilities and resource requirements for the program seem well thought out and low cost.

10. –

IV. Summary Comments

As a university faculty member at various institutions for thirty-one years and during that period being responsible for the development of graduate programs (Ed.D.) in curriculum studies (Oklahoma State University, Purdue University and Georgia Southern University), I am experienced in the initial stages of the development of doctoral programs. This is truly one of the best and clearly articulated programs I have had the privilege to review. After reading through the proposal for the CSI Ed.D. in Community-Based Leadership, I find the program to be exciting, innovative, and feasible. The community based connection is certainly one of the outstanding characteristics of the program. The outstanding course work, the cohort design, the program schedule and the proposed work toward the dissertation are all outstanding. The only suggestion I would have and that is simply based on my own scholarly orientation, is that the program include in its course work or reading some emphasis on critical perspectives in education. That is not a weakness of the program but the addition of critical perspectives could enhance the theoretical orientations of the program. I give my support and highest recommendation to this program. Education, leadership and community connections are absolutely crucial to the historical moment in which we all live.
Instructions for Evaluation of Doctoral Program Proposals

Background

The Office of College and University Evaluation (OCUE) is responsible for approval of New York State’s degree-granting institutions and for registration of the academic programs they offer. Currently OCUE oversees 270 institutions with almost 27,000 programs. A system of staff and peer review by recognized authorities is used for the evaluation of programs. The purpose of this peer review system is to encourage academic excellence and to ensure high quality doctoral programs in New York State.

In considering new doctoral programs for registration, the New York State Board of Regents is primarily concerned with the criteria of high quality and need. Only proposed programs with clear potential for achieving high quality and meeting the needs of the discipline and the public will be granted registration.

The Proposal Evaluator’s Task

The proposal evaluation report is one of the most important components of the review. The task of the proposal evaluator is to examine the program proposal and related materials, make a site visit, respond to the questions posed in the “Evaluation Report Form for Doctoral Program Proposals” and “Special Questions – Institutional Readiness for Doctoral Education,” if required, and submit a report that speaks to the quality of and need for the program.

The evaluator’s task is to review the “Evaluation Report Form for Doctoral Program Proposals” provided to ensure that the Institution provides the information needed to complete the application for registration of a the proposed doctoral program. If the proposed program is an institution’s first doctoral program, the Institution's information needs are more extensive and responses to Appendix O – “Assessing Institutional Readiness to Offer Programs at a New Level” of the Program Registration Procedures and “Special Questions – Institutional Readiness for Doctoral Education” also need to be provided. Your report along with the Institution’s response and final proposal application will serve as the basis for the State Education Department to make a determination regarding program registration.

The Evaluation Report

The report should focus on the qualities of the program, faculty, students, and resources. In addition, there are general comment questions, to evaluate overall program quality. When identifying strengths and weaknesses of the program, please be specific and use examples wherever possible. It is also helpful to the institution if you provide recommendations to remedy weaknesses.

Once completed, the report should be submitted to the team chair or institutional liaison as appropriate. The complete evaluation report should be forwarded to the institution for review and comment.

The report and the institution's response to it must be transmitted to the State Education Department with the institution's request for program registration. It is, therefore, important that the report be complete, accurate, and objective. The report should include name, title, institutional affiliation, address, telephone number and curriculum vitae for each evaluator.

Conflict of Interest

Each peer reviewer must sign the “Conflict of Interest Guidelines”. The Institution must keep a signed copy in their files.
Conflict of Interest Guidelines for Peer Reviewers of Doctoral Programs

Conflict of Interest

There must be no conflict of interest or appearance of a conflict of interest with the institution under review. There is a conflict of interest when the potential peer reviewer/consultant:

(1) is a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution where the program is under review;

(2) is a spouse, parent, child, or sibling of an individual or persons listed in (1) above;

(3) has expressed an opinion for or against the proposed program under review;

(4) is seeking or being sought for employment or other relationship of any kind with the institution where the program is under review;

(5) has a personal or professional relationship with the program or institution where the program is under review that might compromise objectivity; and/or

(6) has a competitive relationship with the institution that might compromise objectivity.

I have reviewed the Conflict of Interest Guidelines. To the best of my knowledge, I do not have a conflict of interest or the appearance of a conflict of interest with:

Print name of institution:

The College of Staten Island

Signed:

William Reynolds

Printed name of Peer Reviewer:

William M. Reynolds

Date:

8/18/2016
REPORT FORM FOR EVALUATION OF DOCTORAL PROGRAM PROPOSALS

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I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

2. Comment on the special focus of this program as it relates to the discipline. What are plans and expectations for continuing program development and self-assessment including ongoing external reviews?

3. Assess the breadth and depth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and available support from related programs. What evidence is there of program flexibility and innovation?

4. Discuss the relationship of this program to undergraduate, master's and other doctoral programs of the institution. Consider interdisciplinary programs, service function, joint research projects, support programs, etc.

5. What evidence is there of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What evidence is there that it will continue?

II. Faculty

1. What is the caliber of the full-time and part-time faculty, individually and collectively, in regard to education, college teaching experience, experience in doctoral education including dissertation supervision, research and publication, professional service, and national recognition in the field?

2. What are the faculty members' primary areas of interest and expertise? How important to the field is the work being done? Discuss any critical gaps.

3. Assess the composition of faculty in terms of diversity (race, gender, seniority).

4. Evaluate faculty activity in generating funds for research, training, facilities, equipment, etc.
5. Assess the faculty in terms of size and qualification for the areas of specialization which are to be offered. Evaluate faculty workload, taking into consideration responsibility for undergraduate, master's, and other doctoral programs. What are plans for future staffing?

6. Discuss credentials and involvement of adjunct and support faculty.

III. Students

1. Comment on the student clientele which the program seeks to serve, and assess plans and projections for student recruitment and enrollment.

2. What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?

3. Comment on provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

4. Assess the system for monitoring students' progress and performance and for advising students regarding academic and career matters.

5. Discuss prospects for placement or job advancement.

IV. Resources

1. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries and research support, the number of faculty lines relative to student numbers and workload, support for faculty by non-academic personnel, student financial assistance, and funds provided for faculty professional development and activities, colloquia, visiting lecturers, etc.

2. Discuss the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities, internship sites, and other support services for the program, including use of resources outside the University.

V. Comments

1. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

2. In what ways will this program make a unique contribution to the field?

3. Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.
William Martin Reynolds  
Department of Curriculum, Foundations and Reading  
Georgia Southern University  
P. O. Box 8144  
Statesboro, Georgia 30460-8144  
912-478-0291 (office)  
912-536-9757 (cell)  
wrey@georgiasouthern.edu

Degrees:

1986  
Ed.D., University of Rochester, Graduate School of Education and Human Development, Center for the Study of Curriculum and Teaching.

1980  
Ms.Ed., State University of New York at Brockport. Studies in Literature and Education

1975  
B. A., Roberts Wesleyan College. Major subject: English; Minor subjects: History and Education

Faculty Positions:

2013 (summer)  
Visiting Professor, Faculty of Education, Youth Studies and High School Success Graduate Program in Education, University of Calgary, and (EDER 619.76 Engaging Adolescent Learners).

2013 (summer)  
Visiting Professor, Department of Educational Leadership, Lewis University (51-757-H Policy Studies in Education)

2011 (summer)  
Visiting Professor, Department of Integrated Studies in Education, Faculty of Education, McGill University, Room 244, Education Building, 3700 McTavish St. Montreal, Quebec H3A 1V2 (EDEC 610 – Literature: Children /Young Adults).

2010 (summer)  
Visiting Professor, Department of Integrated Studies in Education, Faculty of Education, McGill University, Room 244, Education Building, 3700 McTavish St. Montreal, Quebec H3A 1V2 (EDEC 604 –Literacy and Language Across the Curriculum).

1997  
Professor, Department of Curriculum, Foundations and Reading, Georgia Southern University, P.O. Box 8144, Statesboro, Georgia 30460-8144

1995-1997  
Associate Professor, Department of Curriculum and Instruction, Purdue University, Liberal Arts and Education Building, West Lafayette, Indiana, 49709-1442
1992-1995  Associate Professor, Department of Curriculum and Instruction, Oklahoma State University, 302 Gundersen, Stillwater, Oklahoma, 74078

1988-1992  Associate Professor, Department of Education, School of Education and Human Services, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

1985-1988  Assistant Professor, Department of Education, School of Education and Human Services, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

1984-1985  Adjunct Professor, English Department, Cayuga County Community College, Auburn, New York 13021

1982-1983  Teaching Assistant, Center for the Study of Curriculum and Teaching, Graduate School of Education and Human Development, University of Rochester, Rochester, New York 14627

1979-1985  Teacher of English and Language Arts Department Chair, Red Creek Central School, Red Creek, New York 13143

1975-1979  Teacher of English, Romulus Central School, Romulus, New York

Courses Taught:

Multicultural Education
Advanced Seminar in Curriculum Theory
Power and Schooling
Contemporary Curriculum Theorists
Curriculum Theories and Design
Qualitative Research
Theoretical Foundations of Educational Inquiry
History of American Education
Critical Readings: Identity, Discourse and Curriculum
Secondary School Curriculum
Curriculum Theory and Practice
Seminar in Curriculum Research
Fundamentals of Curriculum
Secondary Reading and Language Development
Seminar in Reading Methods for Secondary Schools
Teaching Strategies
Issues of Southern Place in the Curriculum
Seminars in Education
High School Curriculum
Problems in Education
Seminar in the Teaching of English
Literacy and Language across the Curriculum
Engaging Adolescent Learners

Seminar in Cultural Studies
Forms of Curriculum Inquiry
Critical Reading in Curriculum
School and Society
Adv. Seminar in Curriculum Theory
Adv. Seminar in Qualitative
History of American Curriculum
Teaching for Diversity
Introduction to Secondary Education
Elementary School Curriculum
Popular Culture and the Curriculum
Theory to Practice
Secondary Curriculum
Education Evaluation
Analysis of Teaching Behavior

Philosophy of Modern Education
Elementary School Curriculum
Curriculum Theory and Practice
Field Study in Professional Education
Literature: Children /Young Adults
Policy Studies in Education
Critical and Contemporary Issues in Education
Books:


Books in Translation:


Books under Contract:


Book Series


Books in series


Books in Preparation:


**Essays, Articles, Reviews:** (*refereed journals*)


**Chapters in Books:**


Articles/chapters accepted for publication:


Other Publications:

**Journal of Curriculum Theorizing -Editor’s Notes**
5. Volume 8:1, 6. (1988)


**Written Endorsements Contained within Books**


**Presentations and Papers**


Chair, at the Curriculum Studies Summer Collaborative Conference, session entitled, Critical Studies of Southern Place Panel II. Savannah, June, 2014.


Presenter, at the Curriculum Studies Summer Collaborative Conference, session entitled, Critical Studies of Southern Place Panel I, paper entitled, Old Times There are not Forgotten. Savannah, June, 2014.


Chair and discussant at The American Educational Studies Association Annual Conference, symposium entitled, Situated Knowledge and the Significance of Place: Popular Culture Representations of Southerners. Dominicans and Blacks, Baltimore, October, 2013

Invited presenter at Social Issues Night with Student Association on Alternative Breaks, presentation entitled: Youth. Poverty and Critical Consciousness, Georgia Southern University, October, 2013

Chair and presenter at the Popular Culture association of the South/American Culture Association of the South, symposium entitled, Young Adult Literature, paper entitled, Where are The Mockingjays? The Commodification of Monstrous Children and Rebellion, Savannah, GA October, 2013.

Chair and presenter at the 3rd annual Curriculum Studies Summer Collaborative, symposium entitled, Curriculum Dialogues, paper entitled, Reforming the Schooling of Zombie Desire. Savannah, GA June, 2013.


Chair at the 3rd annual Curriculum Studies Summer Collaborative, paper session, Curriculum Dialogues. Savannah, GA June 2013.


Presenter at the Curriculum Studies Summer Collaborative Conference, paper entitled: “Where are the Mockingjays?” Savannah, GA, June 2012.

Group Leader at the Curriculum Studies Summer Collaborative Conference for ‘Youth Culture,” Savannah, GA, June 2012.

Film Discussion Leader at the Curriculum Studies Summer Collaborative Conference for the film and discussion “Hell and Back Again: Critical Pedagogies in Time of War.” Savannah, GA, June, 2012


Invited Speaker/Panelists at the Inaugural International Youth Studies Congress, Panel; Mediated Youth: Popular Culture in Chaos. University of Calgary, Calgary Alberta, CA, April 2012.


Chair and presenter at the Georgia Educational Research Association Meeting, symposium entitled, “Thinking Globally and Acting Locally,” Savannah, Georgia, October, 2007


Presenter at the American Educational Research Association Meeting, New Orleans, LA, symposium entitled: "Is Anyone Listening?: Supporting the Graduate Student as Critical Scholar Through Publication and Interconnectedness in Curriculum Studies Programs, April, 2000."

Presenter at The Second Bi-annual Feminism(s) and Rhetoric(s) Conference, Minneapolis, MN, paper entitled, "Girl Gangs and Inscribing the Body," October 1999.


Invited presentation at 1998 Georgia Association of Supervision and Curriculum Development Meeting in Atlanta Georgia, paper entitled: Teacher Education Standardization: Is this as Good as it Gets," April, 1998.


Presenter at the Sixteenth Annual Conference on Curriculum Theory and Practice, Monteagle, Tennessee, paper entitled, “Life is a Dance: Re-enchanting the Curriculum,” September 1995

Presenter at the Fifteenth Annual Conference on Curriculum Theory and Practice, Banff, Ontario, Canada, paper entitled, "Rough Edges and Boggy Patches: Understanding Self and the Curriculum," October 1994


Chair at Fourteenth Annual Bergamo Conference on Curriculum Theory and Practice, Dayton, Ohio, session entitled, "Order and Chaos: Teachers, Curriculum, and Changes in the Postmodern World," October 1993

Chair at Fourteenth Annual Bergamo Conference on Curriculum Theory and Practice, Dayton, Ohio, session entitled, "Language and the Lived Experience: Paradox and the Symbolic Order," October 1993

Chair/Discussant at 1993 Annual Meeting of the American Education Research Association, Atlanta, Georgia, session entitled, "Education and Practical Reasoning," April 1993


Presenter at the Tenth Annual Bergamo Conference on Curriculum Theory and Practice, Dayton, Ohio, paper entitled, "Understanding Curriculum History: Echoes of the Past and Voices of the Present," October 1988

Presenter at the UW-Oshkosh Special Education Conference, Oshkosh, Wisconsin, paper entitled, “Bibliotherapy and its Uses with Mildly Handicapped Students,” February 1987


Presenter at the Ninth Annual Bergamo Conference on Curriculum Theory and Practice, Dayton, Ohio, paper entitled, “These are the Days of Miracle and Wonder: Effective Teacher Research, the Discourse of Despair and the Language of Possibility,” October 1987


Presenter at the Fifth Annual Southwestern Rural Education Conference, Las Cruces, New Mexico, paper entitled, “Promoting Effective Teaching Skills in Rural Native American Schools: An Ethnographic Study,” February 1986


Presenter at the Eighth Annual Conference of The Journal of Curriculum Theorizing, Bergamo Center, University of Dayton, Ohio, two papers delivered entitled, “Madeline Hunter’s Seven Steps to Educational Paradise: A Hermeneutic Reading” and “Academic Repression and Symptoms of Unorthodoxy.” October 1986


Presenter at the Sixth Annual Conference of The Journal of Curriculum Theorizing, Bergamo Center, University of Dayton, Dayton, Ohio, paper entitled, “Reading Curriculum Theory: The Development of a New Hermeneutic,” October 1984


Invited Classroom Presentations
2013 Stephen F. Austin University—Book presentation and discussion for Foundations of Curriculum, doctoral class on *A Curriculum of Place: Understanding Emerging through the Southern Mist.*

2013 Lewis University – class discussion on *Understanding Curriculum.*

**Academic Honors:**

2015-present, Co-Chair Critical Media Literacy Conference
2014-present, Editorial Board SoJo Journal: Educational Foundations and Social Justice Education
2013-present Conference Committee –Critical Theories in the 21st Century
2013-present Conference Committee –Critical Media Literacy Conference
2005-present Honorary Board of Editors, Taboo: The Journal of Culture and Education
2004 Jack Miller College of Education Award for Outstanding Scholarship and Creative Activity
2001 Board of Editors, *Journal of Curriculum Theorizing.*
1989-present, Professors of Curriculum
1988 Dissertation selected to be highlighted in *The Journal of Curriculum and Supervision,* 4:1,
1987 Phi Delta Kappa, Red Cedar Area, Wisconsin
1986-87 University of Wisconsin Teaching Fellowship (UTIC), Development of Curriculum in Global Education
1984 The University of Rochester Award for Excellence in Secondary School Teaching, March 1984
1982-83 Graduate Assistantship and Scholarship, Graduate School of Education and Hum
   Development, Center for the Study of Curriculum, Teaching and Foundations of Education
   University of Rochester,
1983 Induction into the University of Rochester, Pi Kappa Chapter of Kappa Delta Pi 1983
1978 American Studies Fellowship, Eastern College, St. Davids, Pennsylvania
1975 Rochester Teacher’s Association Award for Excellence in Student Teaching
1975 Graduated with Cum Laude Honors, Roberts Wesleyan College

**Academic Service:**

2014 — Article Review for Democracy and Education Journal
2014 – Article Review for The Journal of Educational Foundations
2014 – Book review for Palgrave Macmillan -- After the Future of Education by Jan Jagodzinski.
2013 – Book Review for Palgrave Macmillan -- Place Matters: Understanding Place through Life
   History Research Author: Reta Ugena Whitlock
2013- Chair Membership Committee for Division B/AERA
2012- Co-Chair membership committee Paulo Freire SIG for AERA
2013 Reviewed 30 presentation proposals for AERA
2013 Chair, membership committee Division B-AERA
2013 Co-membership chair Paulo Freire SIG AERA
2013 Editorial Board Sense Publishing – Series Transgressions
2013 Conference Committee for Critical Theories in the 21st Century
2013 Conference Committee for Curriculum Studies Summer Collaborative Conference.
2012 Guest Lecturer (skype /on line) for Curriculum Theory Class at Lewis University—Chicago. II
2012 Conference Committee for Critical Theories in the 21st Century
2012 Conference Committee for Curriculum Studies Summer Collaborative Conference.
2012 43 presentation /symposium proposals for AERA Conference
2012 Book Manuscript for Palgrave MacMillan (Place Matters: Understanding Place through Life History Research)
2012 University of Massachusetts-Boston- for tenure/promotion review of scholarship 2012 Reviewed Conference Proposals for Bergamo Curriculum Conference
2012 Reviewed Conference Proposals for Curriculum and Pedagogy Conference
2012 Reviewed Manuscripts for Annual Book for Curriculum and Pedagogy
2011 Reviewed 12 presentation/symposium proposals for AERA
2011 Reviewed manuscripts for Curriculum and Pedagogy text
2010 Reviewer for AERA Division B-Section 1 and Paulo Freire SIG proposals
2009-present manuscript reviewer Sprinkle.
2005-08 College Curriculum Committee
2004-05 Co-Chair Curriculum Studies Position Search
2003-06 College of Education Tenure, Promotion and Welfare Committee
2002-06 Conference Program Committee, Bergamo Conference
2002-09 Associate Editor of the Georgia Educational Research Association Journal.
2002-06 Section Editor, Journal of Curriculum Theorizing. Section entitled: Poststructural Lines of Flight
2001-03 Chair publications committee, The American Association for The Advancement of Curriculum Studies
2001-02 College of Education Planning Committee
1999-00 Chair Curriculum Studies Search Committee
1998-00 Program Chair Curriculum Studies Doctoral Program
1997-99 Chair Admissions Committee GSU Doctoral program
1997-01American Educational Research Association, Special Interest Group, Critical Issues in Curriculum, Newsletter Editor
1993-94 Chair, Search Committee, Curriculum Studies Position (Oklahoma State University)
1992-95 Director, Curriculum Studies Doctoral Program Oklahoma State University
1991 Program Planning Committee Bergamo Conference on Curriculum Theory and Practice
1990-09 Reviewer American Educational Research Association Division B proposals
1990-92 University Personnel Policies Committee
1989 Chair, Search Committee, Special Education, Reading Education
1989 Search Committee, Vice Chancellor
1988-90 University Women's Studies Committee
1987-90 University Program Planning and Review Committee
1987-90 Faculty Senator
1986-88 Chair, Dean's Academic Staff and Faculty Council
1986-87 Program Director, Master of Education Degree (interim)
1986-92 Editor -- The Journal of Curriculum Theorizing - Responsible for all aspects of production and manuscript review, October 1986 – 1992
1986-87 Primary Director -- Lac Court Oreilles Native American Project - Coordinate efforts, provide in-service training and course offerings at Lac Court Oreilles Indian Reservation School
1986-96 Editorial Board -- The Capstone Journal of Education - Review manuscripts for publication
1986-91 Director, University of Wisconsin-Stout and Louisiana State University Ph.D., in Education Program, 1986 - Present
1985-92 Reviewer -- The Journal of Curriculum and Supervision - Review manuscripts for publication, 1985 – Present
1982-86 Assistant Editor -- The Journal of Curriculum Theorizing - Review manuscripts for publication, proof the pages of the journal prior to publication
1982 Guest lecturer in an Education course, "Curriculum and Control," Colgate University
1979-1985 Language Arts Department Chair, Red Creek Central School, Red Creek, New York
1979-80 Participant, Gifted and Talented Workshops presented by the Wayne County BOCES, Wayne County, New York County, New York
1975-86 Member of the National Council of Teachers of English
1986-09 Member of the American Educational Research Association

Dissertations:

Lewis University

2015 Ligocki, D. “Critical Media Literacy: Reality Television and Middle School Students” Outside Committee member
2015 Hall, Heather, A. “World’s Columbia Exposition and the Constructive Vision of Progress in America” Outside Committee Member
2015 McCauley, Barbara, L. “Investigating Elementary Educators’ Perceptions of Response to Intervention in Public School Settings,” Co-chair Lewis University
2013 Sparlin, John W. “Student Reflections on the Schooling Process: What Can be learned from Success”—outside committee member. Lewis University.

Georgia Southern University

2007 Monahan, Sharlene, “Understanding the Multicultural Experience of “LEP” Adolescents.”
2007 Dickerson, Linda, “Postmodern View of the Hidden Curriculum.”
2007 Mashburn, Leslie, “Learning through Living: Freedom, Fear and Reading in the Classroom.”
2007 Young, Joe, M., “An Inquiry into the Latin and Spanish Cultural Presentations of Spanish First Year Textbooks.”
2005 Melton, B. “The Culture of Obesity.”
2002 Mills, M. T., “Developmental Education in the Academy and Society.”
2002 Saye, N., “More than Once Upon a Time: Fiction as a Bridge to Knowing.”
2001 Hanschke, J., “Putting Critical Theory into Practice through Action Research.”
1999 Smith, M. S.D.S., “What did it Mean to be a Boarding School Teacher in Rural Bulloch County in the 1930s?”
Purdue University

2000  Webber, Julie A. “Failure to Hold: An analysis of school violence” committee member, Ph.D. in Political Science.

Oklahoma State University


1994  Bernu, M., “Constructing an Understanding of the Postmodern: A Reconceptualization of Elementary Curriculum Synoptic Texts.”


1993  Dugger, A. “Teacher Lore: The one-room school house teacher.” Oklahoma State University

1993  Toure, L. “Understanding the History of the Oklahoma School Curriculum through Lived Experience.”

1993  Parnell, H. “A search to develop a language for curriculum theory.”

Consultant:

1996 Presenter at Buffalo Central Schools, Buffalo, Missouri -- Presentation on “Critical Multicultural Understandings and Curricular Implications,” May 16 &17,

1994 Presenter at Buffalo Central Schools, Buffalo, Missouri -- Two presentations on “Outcomes Based Education: A Post-Modern Perspective,” March 3 and 4,

1993 Presenter at Mallory Elementary School, Buffalo, Missouri -- Two day workshop on “Education as a Critical, Compassionate Conversation, November 15 and 16,

1993 Presenter at Ponca Central Schools Student Leadership Conference, Ponca City, OK -- Presentation entitled, “Compassionate Leadership,” November 4,

1990-1991  Curriculum Consultant, Biotechnology Curriculum Project for Rural Northwestern Wisconsin Schools

1988-1989  Curriculum Consultant, Plum City School Improvement Project, rural education reform
1988-1990  Curriculum Consultant, CESA 11 Curriculum Cadre Toward System Improvement
1986-1987  Consultant, Wisconsin Department of Public Instruction, “Effective Learning Strategies for All Students”

References upon request.
Proposal: Ed.D. in Community-Based Leadership
School of Education, College of Staten Island, CUNY

Responses to Reviewer Comments

Two Reviewers read and commented on the Proposal for an Ed.D. in Community-Based Leadership. Reviewers were chosen based on experience as 1) Chair of a doctoral program with a social justice orientation and 2) developer of new doctoral programs at four universities. The first Reviewer offered a very positive evaluation and the second Reviewer’s assessment was strongly enthusiastic. Combined, the Reviewers made four suggestions, responses to which are provided below.

1) Reviewer #1 asked for clarification of “the purpose and use of the modules.” Noting a module on “cultural literacy” focused on LGBTQ, gender, and sexuality, the reviewer wanted to be sure that other forms of “cultural literacy in terms of race, language, ability and religion” were also addressed.

The Reviewer’s comment helpfully highlighted a lack of clarity in the description of the Course Modules and has led to a modification of the Description of Program Format (p.11) with the Modules re-named “Special Topics Modules.” Course Descriptions have also been modified to indicate possible Special Topics that might be addressed in Modules. As a practice-based program, the Ed.D. will provide students with both theoretical and applied knowledge. Practitioners from the field and academic experts will teach the one-credit Special Topics Modules within some three-credit courses. The Executive Development Model particularly lends itself to this approach, as students will take three-credit courses across multiple weekends. Situating Special Topic Modules in the weekend format allows for study that is structured coherently. The modules have also proven popular with CSI faculty from multiple departments, who have expressed interest in teaching them.

The Reviewer recommended inclusion of Special Topics Module(s) addressing cultural literacy in terms of race, language, ability, and religion. There is currently no module because these issues are explicitly integrated into two courses: “Building Relationships, Leadership, and Capacity” and “Transforming Learning and Teaching in Schools and Communities.” If the planning team deems it appropriate, one or both of these courses could include a special topics module focused on these other social identities.

2) Reviewer #1’s second comment concerns “some redundancy in course assignments,” referring specifically to “analysis of articles,” and their usefulness in building critical reading and writing skills. Where the reviewer sees redundancy, the program has appropriately emphasized scaffolding skills that do in fact develop critical reading and writing skills. Analysis of research articles is a major component in multiple courses in order to develop scholar-leaders with the skills and knowledge to be consumers of
research. As such, they will be able to apply a deep understanding of research methods to the evaluation and subsequent development of their work. The unique blend of practice and scholarship in the Program requires the continuous integration of research into content study, and this integration fosters the development of advanced literacy skills. Course faculty will work together and with students in the Inquiry Groups to guide development of these necessary skills.

3) Reviewer #1 also questioned the role of “community” in the program and in school leadership, worrying that the program was not sufficiently clear in its orientation to authentic collaboration among community members including but not dictated by the school leader. The Program Faculty shares the reviewer’s view of a community as neither an object nor a subject for schools but rather as a partner. The purpose of the Program is, as the reviewer hopes, to develop in our students the “acknowledgement of the cultural wealth (i.e. Yosso, 2005), funds of knowledge (i.e. Gonzalez et al., 2006; Moll, et al., 1992), assets (i.e. Kretzmann et al., 2005; Sharp et al., 2000) that exist in communities and how those uniquely position community members as leaders, in schools and out.” The proposal has been slightly amended to make that emphasis more clear and Program Faculty will need to maintain this orientation throughout detailed course development and instruction supported by active, structured faculty collaboration for goal coherence across the Program.

4) Reviewer #2 made one suggestion that “the program include in its course work or reading some emphasis on critical perspectives in education.” This approach is central to the Proposal developer’s research and teaching focus and already present in multiple courses. For example, critical perspectives in education will be integrated into coursework in the first course, Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders. The approach to school improvement in conjunction with community development that is the foundation of the Program requires a critical perspective on what is in order to frame more effective possibilities. Possible texts for the Introduction course exploring critical perspectives are Rethinking Value-Added Models in Education: Critical Perspectives on Tests and Assessment-Based Accountability (Amrein-Beardsley, 2014) and Educational Theories, Cultures and Learning: A Critical Perspective (Critical Perspectives on Education) (v. 1) (Daniels and Lauder, 2009).
Master Plan Amendment (MPA) Supplement

Please provide the following information to supplement your program registration application if the proposed program requires approval of a master plan amendment. Approval of a master plan amendment is required when the institution seeks initial authorization to award a degree; offers its first program at a new level of study; establishes a branch campus or inter-institutional program; or establishes at each degree level its first program in each of the 10 general disciplinary areas. For more information, review our MPA information page.

If master plan amendment is needed because the program would represent the institution's first program at a new degree level, contact the Office of College and University Evaluation to discuss the institution's plans and next steps. The move to a new degree level typically requires the institution to prepare an extensive self study followed by an onsite review of the institution by a team of peer reviewers approved by the Department. Please note that for an independent institution, a program at a new degree level may also require a concurrent amendment of the charter.

1. Program Start
   Indicate the date by which the institution proposes to enroll students.

   **Answer:** Summer 2017

2. Student Body
   List with percentages the expected geographic origin of the program's students:

   (a) county in which the program will be offered: 70%

   (b) remainder of the Regents Higher Education Region: 20%

   (c) remainder of the State:

   (d) out of state: 10%

3. Transfer Students
   Describe the admission requirements for students transferring into this program, if applicable.

   **Answer:** Not applicable.

4. Enrollment
   Describe the assumptions underlying the enrollment projections.

   **Answer:** The enrollment projections are based on substantial needs with regards to the orientation and structure of doctoral work in leadership for improved schools and communities. There is a growing need for applied doctoral training for education practitioners in New York City, and there is currently no public Ed.D. program in NYC designed to meet the needs of working educators with an “Executive Development” cohort model meeting exclusively on weekends and online and a practice-focused curriculum. One assumption underlying the enrollment projections is that this opportunity will be attractive on a transportation-challenged island of nearly one-half million inhabitants.

   The primary assumption is that the increased need for programs like the proposed Ed.D. in Community-Based Leadership is driven in part by a series of fundamental changes in K-12 education that have occurred in the last decade. The school reform movement and new national and state education policies have increasingly recognized the need for educational leaders to perform their roles in collaboration with other constituencies within and beyond the walls of the school building. At the simplest level, school leaders must collaborate with teachers and parents to achieve the outcomes resulting from shared commitment to a vision of learning for all students; at its most complex, collaboration with other community leaders in business, social services, and faith-based organizations can support maximum learning and outcomes for students throughout New York City and the United States.
States. Increasingly diverse communities, particularly those with higher and higher numbers of English Language Learners, also inform a need for schools and communities to work together to provide the necessary skills and perspectives to access opportunities in the global economy.

The most concrete but hardly the only example of this shift is the community schools movement, which is flourishing in New York State. The latest state budget enacted April 1, 2016 for the upcoming fiscal year includes up to $175 million for Community Schools, an unprecedented amount. In New York City, 131 schools throughout the five boroughs have been designated as Community Schools as of March 2016. These institutions require an approach to leadership that focuses on factors outside of the school as well as those inside. This dualism is consistent with longstanding historical dynamics between schools and the communities in which they reside. This constancy insures that there will always be a need and demand for leadership skills supporting partnerships with stakeholders outside the school. Currently there is no program in the United States focused on building capacity in school, social service, and community leaders to collaborate and share human and fiscal resources in support of children and their education. Whether integrating one support feature or many, it is clear that this approach is beneficial and growing. As more schools implement varying levels of student supports, the leadership skills necessary for effective execution of this approach will increase the need for CSI’s Ed.D. in Community-Based Leadership.

5. Planning

a) Document fully, with measurable data, the need for the program in terms of the population(s) it would serve, the Regents Higher Education Region in which it will be offered, and the State as a whole.
- Note the other institutions in the Region that offer similar programs;
- Explain why other institutions are not meeting the need; and
- Describe the extent to which the program would meet that need.
Answer: Recent demographic changes on Staten Island largely account for the need for this doctoral program at CSI. Staten Island has nearly a half million residents and is part of one of the largest, most important and diverse cities and metropolitan areas in the world. As with all communities in a time of recession and high unemployment, social problems abound and they confound school and community leaders alike. Within the Region, Staten Island often suffers benign neglect because relative to the other outer boroughs, its social indicators typically appear favorable. Sometimes they do not; for example Staten Island is ranked fourth among the boroughs in percentage of residents with a baccalaureate degree or higher. More often they do, as in the case of poverty rates. Staten Island’s was 12.1% in 2014, the lowest in the city but within the margin of error of Queens’ 12.3% (American Community Survey, 2014). Likewise, Staten Island has the highest borough percentage (69.4%) of residents speaking only English and the lowest rate (21.6%) of foreign-born residents. Nonetheless, these figures still indicate the presence of tremendous linguistic and cultural diversity on the island and demographic projections for Staten Island suggest that the borough will become only more diverse over time.

What is most remarkable about Staten Island at this juncture is its unequalled growth in population. In the period from 2000 to 2009, the population increased by 10.8% as compared with a 3% increase in New York State. While the population growth rate has slowed overall since 2010, in terms of race and ethnicity Staten Island boasts the most rapidly diversifying population of the five boroughs. Staten Island has experienced an enormous influx of new immigrants who speak a wealth of primary languages. The borough is home to refugees escaping civil war and political oppression, as well as immigrants seeking relief from economic hardship or greater opportunity. Chinese, Haitians, Koreans, Mexicans, Nigerians, Pakistanis, Poles, and Russians all have substantial vibrant communities in the borough. Staten Island claims one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population of the borough has risen to 8.3%, and the Latino population to 18.1% (U.S. Census, Richmond County Quick Facts). While these newcomers bring with them cultural diversity that has enriched the community, they also need resources that will assist them to thrive in their new home community.

More established communities on Staten Island face their own host of challenges. In some south shore neighborhoods, use of heroin has reached epidemic proportions and at 7.4%, the mortality from overdose rate for the island exceeds the city wide rate by far (SI Advance, January 5, 2015). Staten Island contains some of the highest cancer rates in New York City while smoking, binge drinking and death from heart disease rates are all well above city averages. Violent crime rates on Staten Island have begun to move closer to the city’s averages and poverty rates have risen faster on Staten Island than elsewhere in the city. Educational attainment is lower than one might expect given the overall socioeconomic profile of the island, yet schooling remains seen as the great equalizer by many in American society. Vibrant communities help schools to thrive, and successful schools help communities to flourish. The doctoral program in Community-Based Leadership aims to take advantage of this symbiotic relationship between schools and communities.

Like most urban areas, Staten Island also has many assets, but quick and easy access to the rest of the city is not one of them. Despite the opening of the Verrazano Bridge and the regular running of the Staten Island Ferry, at 42.7 minutes each way, commuting times for Staten Islanders are among the longest in the region (American Community Survey, 2014). Unlike most of the other outer boroughs, over half of Staten Island’s workforce is employed on the island. For the many professionals among this group, pursuing doctoral study elsewhere in the city is not desirable but staying on the island for a unique program is attractive. This assumption was born out by a 2015 survey of recent graduates of
the CSI Leadership Sixth-Year Professional Certificate program described below.

Within CUNY, the only other Ed.D. program is the doctorate in Instructional Leadership, commenced in 2015 at Hunter College. This program has a distinctly different focus from CSI’s proposed program, as it is primarily aimed at leadership and supervision that improves teaching. Other Ed.D.s in the Region are found at private institutions and also have more commonly found foci. Three of the most notable are at St. Johns (instructional leadership), NYU (school system policy and administration) and Teachers College, Columbia (school and district leadership, research and the professoriate). Like Hunter’s, these programs address different needs for different constituents and unlike CUNY institutions charge much higher rates of tuition. CSI’s program builds on its already successful Post Masters credentialing program leading to New York State School Building Leader (SBL) and School District Leader (SDL) certificates; therefore its curriculum is only 48 credits. Finally, none of these other programs offer the “Executive Development” cohort model meeting exclusively on weekends and on line. Thus the CSI Ed.D. in Community-Based Leadership stands out for its curriculum, its format, and its affordability as a public higher education program.

b) Specify the number of potential students (currently enrolled at the proposing institution, enrolled at other institutions, alumni, others) requesting establishment of the program. Describe and document how such persons were identified (e.g., surveys).

Answer: Primary interest in the program has come from the College’s Sixth-Year Professional Leadership program. CSI is currently running two cohorts of students with a combined enrollment of 33. An additional five students are currently pursuing their School District Leader license only. This program has 478 alumni since its reconfiguration in 1999 and far more overall. Looking at the larger pool of graduate students who may pursue this degree, CSI currently has 350 masters and advanced certificate students enrolled (2016) and Wagner College recently had 84 (2014). Students in Wagner College’s M.A. program in Higher Education and Learning Organizations Leadership will be another potential source of doctoral students. Both institutions maintain active lists of alumni by program.

The 2015 survey of recent graduates of the CSI Leadership Sixth-Year Professional Certificate program yielded 45 responses and overall they indicated a strong willingness to pursue doctoral education in leadership at CSI. When asked of their interest in continuing their leadership education with a program leading to an Ed.D., 26 were very interested, 15 were somewhat interested, 2 were not sure and only one indicated no interest at all. The most important reasons given for why those surveyed had not previously applied for and/or attended a doctoral program were cost (15 respondents), Time Constraints/Scheduling (14 respondents), Quality or relevance of existing programs (7 respondents), Time Constraints and Cost (3 respondents), and Cost and Quality (1 respondent). Finally, when asked how likely they would be to apply to an Ed.D. Program in leadership at the College of Staten Island, 26 said very likely, 13 said somewhat likely, and only 3 said not at all likely. While many of the respondents were currently in school leadership positions ranging from grade leader to assistant principal to principal to DOE Central Office, some have chosen to take on community leadership positions such as community associations or policy development roles including pursuit of seats on the local school policy board, the Community Education Council.

Another likely source of students comes from the professional staff at the three local institutions of higher education. At the College of Staten Island there are 150 employees in the Higher Education Officer series; nearly ten of whom have already verbally expressed interest in this program. When the professional staffs of local non-profits are also added to the mix, the pool of non-K-12 educators
increases considerably.

c) **If pertinent**, indicate the potential employers of the program’s graduates who have requested its establishment and the exact nature of their specific employment needs, including the estimated number of such employees needed.

*Answer:* This proposal has generated interest from the United Federation of Teachers, local school leaders (PS 78, and regional non-profit organizations that support community schools (Center for Supportive Schools, New York Center for Interpersonal Development).

d) **If a program is intended to meet institutional purposes and goals rather than external demand**, explain:
- its relationship to the institution’s mission;
- how it would complement the other programs the institution offers; and
- how it would contribute to the institution’s viability.

*Answer:*

6. **Outcomes of Related Programs**

a) List related programs at the institution. For example, an institution applying for master plan amendment to offer a baccalaureate in information technology would list an existing registered associate degree program in that subject.

*Answer:*

The College of Staten Island has long offered post masters sixth-year professional certificates in school building leadership (SBL) and school district leadership (SDL).

b) Provide data to demonstrate the success of students in the related program(s).

*Answer:*

Recent student completion rates have been 87% (2014-15), 80% (2013-14) and 88% (2012-13). Recent scores on the state’s School Building Assessment also demonstrate students’ success. In 2015 and 2016, two cohorts totaling 28 candidates completed the School Building Leader Program. Seventeen of the 28 attempted Part 1 of the School Building Leader Assessment, and 16 attempted Part 2. Score reports from the most recent test administration are not available at this time. Of the 17 who took Part 1, 94% passed on a first or second attempt and 88% passed Part 2 on a first or second attempt.

7. **Resources**

   Complete **Table 1** (Expenditures) and **Table 2** (Revenues).

8. **External Review**

   Submit a copy of an evaluation (**Word**) (**PDF**) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the evaluation.

9. **Branch Campus/Interinstitutional Program**

   If you are proposing a **new branch campus or interinstitutional program**:

   a) Complete **Table 3** (Distribution of Space) and **Table 4** (Capital Expenditures).

   b) Describe the administrative organization of the proposed branch campus or interinstitutional program, noting specifically the roles of administrators and their relationship, including lines of responsibility, to the main campus administration.

*Answer:*
10. MPA Abstract
Prepare a separate one- to two-page abstract summarizing the proposal that briefly sets forth:

(a) the title of the proposed program and the degree, diploma, or certificate to which it leads;
(b) the purpose and goals of the program and its relationship to the stated mission of the institution and to existing offerings of the institution;
(c) the curriculum;
(d) the unique characteristics of the program;
(e) requirements for admission to the program;
(f) the nature of the prospective student body;
(g) projected (full- and part-time) enrollment in the program’s first and fifth year of operation;
(h) facilities, equipment, faculty, and other academic resources available, and planned to be acquired, to support the proposed program;
(i) prospects for employment/further education for the program’s graduates; and
(j) additional basis of need for the program.

The Department sends the abstract to other New York colleges and universities as a canvass to gather their comments and advice on the need and demand for the proposed program(s) and its potential effect on other institutions. Please include the abstract on a separate page along with the name of the institution and location(s) where the new program will be offered.

11. Branch campus or interinstitutional program
Provide brief statements on the following:

(a) location, including the address and the distance in miles from the main campus

**Answer:**

(b) reasons for initiating it

**Answer:**

(c) facilities to be used

**Answer:**

(d) administrative organization of the proposed branch campus or interinstitutional program

**Answer:**

(e) on-site faculty responsible for the program(s)

**Answer:**

(f) support services available for students

**Answer:**
Table 1: Projected Expenditures for the Proposed Program

<table>
<thead>
<tr>
<th>Expenditures1</th>
<th>1st Year Academic Year2</th>
<th>2nd Year Academic Year2</th>
<th>3rd Year Academic Year2</th>
<th>4th Year Academic Year2</th>
<th>5th Year Academic Year2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty(^3)</td>
<td>$23,529</td>
<td>$61,174</td>
<td>$75,291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Resources(^4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment(^5)</td>
<td></td>
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<td></td>
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<tr>
<td>New Resources(^4)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Other(^6) (library acquisitions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Resources(^4)</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
<tr>
<td>New Resources(^4)</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

1 Specify the inflation rate used for projections.
2 Specify the academic year.
3 Include fringe benefits.
4 New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
5 Include here equipment which is not a capital expenditure.
6 Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).
### Table 2: Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue[^3]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[^4]</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>02. From New Sources[^5]</td>
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<td></td>
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<tr>
<td><strong>03. Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>State Revenue[^6]</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources[^4]</td>
<td></td>
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<tr>
<td>05. From New Sources[^5]</td>
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<tr>
<td><strong>06. Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Revenue[^7]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources[^4]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08. From New Sources[^5]</td>
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</tr>
<tr>
<td><strong>09. Total</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total[^8]</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources[^4]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. From New Sources[^5]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[^1]: Specify the inflation rate used for projections.
[^2]: Specify the academic year.
[^3]: Please explain how tuition revenue was calculated.
[^4]: Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.
[^5]: New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.
[^6]: Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.
[^7]: Specify what is included in "other" category.
[^8]: Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
### Table 3: Distribution of Space at a Proposed Branch Campus or Interinstitutional Program

#### Part A. Room Use Distribution

<table>
<thead>
<tr>
<th>Room Use Categories¹</th>
<th>Net Assignable Square Feet (NASF)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Total Classroom Facilities</td>
<td></td>
</tr>
<tr>
<td>02. Total Laboratory Facilities</td>
<td></td>
</tr>
<tr>
<td>a. class laboratory facilities³</td>
<td>(__________)</td>
</tr>
<tr>
<td>03. Total Office Facilities</td>
<td></td>
</tr>
<tr>
<td>a. academic office facilities</td>
<td>(__________)</td>
</tr>
<tr>
<td>b. administrative office facilities</td>
<td>(__________)</td>
</tr>
<tr>
<td>04. Total Study Facilities</td>
<td></td>
</tr>
<tr>
<td>a. total library facilities</td>
<td>(__________)</td>
</tr>
<tr>
<td>05. Total Special Uses Facilities</td>
<td></td>
</tr>
<tr>
<td>a. athletic/physical education facilities</td>
<td>(__________)</td>
</tr>
<tr>
<td>06. Total General Use Facilities</td>
<td></td>
</tr>
<tr>
<td>a. assembly facilities</td>
<td>(__________)</td>
</tr>
<tr>
<td>07. Total Support Facilities</td>
<td></td>
</tr>
<tr>
<td>a. data processing/computer facilities</td>
<td>(__________)</td>
</tr>
<tr>
<td>08. Total Health Care Facilities</td>
<td></td>
</tr>
<tr>
<td>09. Total Residential Facilities</td>
<td></td>
</tr>
<tr>
<td>10. Total Facilities Planned for Use⁴</td>
<td></td>
</tr>
</tbody>
</table>

#### Part B. Programmatic Facilities Distribution

<table>
<thead>
<tr>
<th>Program Classification Categories</th>
<th>Net Assignable Square Feet (NASF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Instruction (1.0)</td>
<td></td>
</tr>
<tr>
<td>12. Organized Research (2.0)</td>
<td></td>
</tr>
<tr>
<td>13. Public Service (3.0)</td>
<td></td>
</tr>
<tr>
<td>14. Academic Support (4.0)</td>
<td></td>
</tr>
<tr>
<td>a. libraries (4.1)</td>
<td>(__________)</td>
</tr>
<tr>
<td>15. Student Services (5.0)</td>
<td></td>
</tr>
<tr>
<td>16. Instructional Support (6.0)</td>
<td></td>
</tr>
<tr>
<td>17. Independent Operations (7.0)</td>
<td></td>
</tr>
<tr>
<td>18. Unassigned (8.0)</td>
<td></td>
</tr>
<tr>
<td>19. Total Facilities Planned for Use⁵</td>
<td></td>
</tr>
</tbody>
</table>


² Net Assignable Square Feet (NASF) means the sum of the floor areas of a building included within the outside faces of exterior walls for all stories, or areas that have floor spaces less the non-assignable area. Non-assignable area includes that portion of the building areas not available for assignment to building occupants, but necessary for general operations; such areas include circulation, custodial, mechanical, and structural areas.

³ This is a sub-set of the Room Use Category. It may be the same as the NASF reported for the Category, or a smaller amount if there is other space in the Category. On line 03, a plus b need not equal line 03 if other space exists in the Category.

⁴ Line 10 is the sum of line 01 through 09.

⁵ Line 19 is the total of lines 11 through 18 and should equal line 10.
Table 4: Projected Capital Expenditures for the Proposed Branch Campus or Interinstitutional Program

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1st Year Academic Year¹</th>
<th>2nd Year Academic Year</th>
<th>3rd Year Academic Year</th>
<th>4th Year Academic Year</th>
<th>5th Year Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capital Facilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Equipment (Capital Expenditures)²</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Total Capital Expenditures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

¹ Specify the academic year in each column.
² Do not include equipment expenditures made from the operating budget.
(a) Community-Based Leadership; Ed.D.

(b) The College of Staten Island proposes to offer a curriculum leading to a Doctor of Education in Community-Based Leadership to fulfill educational needs of schools, address social challenges of communities and support professional aspirations of leaders from all sectors involved in the well-being of children. Research indicates that quality education and quality of life essential to achievement for all students can be improved by supporting communities and schools and through developing reciprocal relations between them. The importance of school leadership to these outcomes has been firmly established. As this issue is particularly prominent in urban schools and communities, our goal is deeply connected to the College of Staten Island/CUNY’s mission to “educate the whole people” in an urban setting and its education programs’ mission to prepare educators for urban schools.

(c) There are four core areas of Study totaling 48 credits. Twelve post-Masters credits are required for admission and no transfer credit will be granted because of the unique focus and cohort collaboration. The curriculum is structured as follows:

1) Twelve-credit Foundational Core (FC) in which students will explore the history and current social context of schooling in the U.S. and globally; and theories of learning and teaching across the lifespan, including serving the needs of persons with disabilities and English Language Learners. Courses include Introduction to Scholarly Inquiry and Effective Collaboration for Community-Based Leaders; Social and Historical Contexts of School Communities; Transforming Learning and Teaching in Schools and Communities; and Education Reform and Globalization.

2) Eighteen-credit Critical Practice Core that introduces elements of practice critical to successful community leadership. Recognizing that the skills and orientations to leadership required for facilitation across community constituencies requires a fundamentally different approach to education reform, these courses focus on building capacity across the community including teachers, families and caregivers, social service providers, and policy advocates. Courses include Teachers and Teaching; Professional Literature and Professional Writing; Building Relationships, Leadership, and Capacity; Resource Management in School Communities; Public Relations, Advocacy, and Community Organizing; and Curriculum, Standards, and Assessment for Community Engagement.

3) Nine-credit Research Core that introduces students to qualitative, quantitative, and mixed methods approaches to research in the social sciences and culminates in a Practicum in order to provide the knowledge and skills for analysis and application of current research as well as evaluation of programs and practices. Courses include Qualitative Inquiry Methods in Applied Research; Quantitative and Mixed Methods in Applied Research; and Research Practicum.

4) Nine-credit Dissertation Studies that consists of a three-course sequence, beginning with identification of the problem for exploration, continuing with the preparation of a proposal, conducting the research, writing the results and analysis, and defending the conclusions. Courses include Defining the Research Focus; Dissertation Advisement 1; Dissertation Advisement 2.
(d) The focus on community-based leadership is unique within the Region, both in and outside of CUNY. Local Ed.D. programs tend to emphasize instructional leadership and/or educational policy.

The program will be formatted using the “Executive Development Model” with courses scheduled on weekends and running as hybrids. Because the program also follows a cohort model, all courses are required in prescribed sequence.

In addition to courses, there is close mentorship by faculty in Inquiry Groups. These small groups meet during the second year of the program, beginning in Summer 2 (Semester 4). Tri-semester meetings will focus on emerging areas of interest for the Dissertation. These meetings will take place on line or face-to-face with a faculty mentor in groups of 4-5 during each semester of the second year of study.

(e) Admission requirements include the following: a Masters Degree in the field of Education or Social Work or Psychology or Political Science or related field with minimum GPA of 3.0 at the Graduate Level; a Graduate Record Examination (GRE) score; 12 credits or equivalent Professional Training above the Masters in area of expertise; a minimum three years of experience in area of specialization; three letters of recommendation with at least one professional and one academic; a written statement of vision for leadership; an academic writing sample; evidence of demonstrated commitment to community collaboration; and an interview.

(f) Students in the program will be drawn from the College’s Sixth-Year Professional Leadership program, Masters’ students in education, and professional from external sectors such as social work and health care. Another source of students will come from the professional staffs at local institutions of higher education.

(g) The program expects to run a ten student cohort its first year in operation and a twelve student cohort in its fifth year of operation. All students will be part time.

(h) The College intends to hire one full-time faculty for when the program reaches full capacity in its third year, and some additional library resources will be needed. The current facilities and equipment of the College of Staten Island are sufficient for this program.

(i) Program graduates will be uniquely prepared to lead across larger systems as superintendents, district-level directors of curriculum or professional development, charter school network leaders, community organizers, policy developers and advocates, officers of educational nonprofits, coaches, department heads, teacher leaders, as adjunct faculty or in a few cases as full-time faculty members in a higher education setting. School, community, and community school leaders have all expressed enthusiasm for the program.

(j) Recent demographic changes on Staten Island amplify the need for this doctoral program at CSI. Staten Island has nearly half a million residents of increasing ethnic and racial diversity. It is part of one of the largest, most important and diverse cities and metropolitan areas in the world. As with all communities in a time of recession and/or economic transformation, social problems abound and they confound school and community leaders alike.