

CURRICULUM VITAE

(abbreviated)

Robert O. Michael

EDUCATIONAL BACKGROUND

Ph.D. Georgia State University, 1984

Major: Educational Administration and Supervision Cognate: Sociology

M.Ed. Georgia State University, 1978

Major: Educational Administration and Supervision

B.A. Washington University, 1970

Major: Psychology

PROFESSIONAL EXPERIENCES

2013 – Present Dean, College of Education
Interim Dean, College of Health sciences and Professions
University of North Georgia

1996-2012 Dean, School of Education
North Georgia College & State University

1995-1996 Head and Professor (tenured), Education Department
North Georgia College & State University

1992-1995 Associate Vice President for Academic Affairs
Valdosta State University (University Status—7-1-93)

1989-1992 Assistant Dean
School of Education
Valdosta State College

1984-1993 Assistant-Associate/Full Professor (tenured)
Department of Educational Administration and Supervision
Valdosta State College

Adjunct Assistant Professor (1985-1995)
Department of Educational Policy Studies
Georgia State University

1980-1984 Special Project Coordinator (Job Analysis)
Georgia Career Information System
Georgia State University

- 1980 Degree Program Specialist
College of Urban Life
Georgia State University
- 1978-1979 Program Director
Outdoor Education Program (Clayton, Georgia)
- 1977-1978 Liaison Teacher, Learning Disabilities Mainstreaming Program
Saint Francis Day School (Atlanta, Georgia)
- 1970-1977 Middle School and Upper School Teacher
The Galloway School (Atlanta, Georgia)

ACCREDITATION AND PROGRAM REVIEW EXPERIENCE

Commission on Accreditation 1985-1989

Straight Chiropractic Academic Standards Association Board Member

Georgia Professional Standards Commission

Board of Examiners

Visit Team - Spelman College
Thomas College (Chair)
Albany State University (Chair)
Paine College (Chair)
Toccoa Falls College
Kennesaw State College (Chair)
Savannah-Chatham County Schools (Chair)

Variety of Task Force memberships examining certification rule changes

Georgia Associate of Colleges of Teacher Education

Active membership for almost 20 years. Currently serve as Administration Committee Chair and previously served as the organization's president (early 90s)

Learn and Serve Program Evaluator

Pioneer RESA
Bartow/Cartersville Schools
Catoosa County Crossroads Alternative School
DeKalb Community School
Georgia School for the Deaf
Forsyth County Crossroads Alternative School

National Council for the Accreditation of Teacher Education

Institutional Coordinator
North Georgia College & State University
Valdosta State College

Southern Association of Colleges and Schools

Site Team Member: University of North Carolina at Pembroke
Winthrop University

Program Initiatives at North Georgia College and State University (1995 – Present)

Listed below are selected major activities and accomplishments that have occurred in the School of Education since I began my employment at North Georgia in 1995 as Head of the Teacher Education Department. In 1996, the School of Education was established (along with the other three schools), and I was appointed as the dean. The activities and accomplishments have all been in collaboration with SOE faculty and staff.

Program Development: Program development in the SOE has been deliberate and primarily initiated by the faculty. Significant new programs established since 1995 include:

Early Childhood and Special Education Dual Major Degree (BS) – Based on changes in special education programming in area schools, the need for earlier identification of and service to special needs students, and feedback from our public school partners, the SOE developed the state’s first undergraduate dual major degree program in early childhood and special education. The Board of Regents recognized the importance of this new program and required it as the model for new early childhood programs in the state. This recognition led to our serving as consultants for the development of the ECE/SPED program at Macon State College. (For the first several years of the new ECE/SPED program, the SOE continued to deliver its Early Childhood Education Program on the Gainesville State College campus. When GSC wanted to begin four year programs in education, it was agreed that we would turn over our entire program curriculum and structure in ECE to the new Gainesville Teacher Education Department. We remained the provider of record until Gainesville completed the required GAPSC and NCATE reviews.)

Professional Development Communities (PDC) – The PDC focuses on full day, full year teaching and learning experiences for NGCSU students and faculty at the PDC school site. Ideally, these experiences are completely integrated with the professional development program at the PDC so that NGCSU students and faculty study together with PDC teachers in a collaborative and supportive environment. The NGCSU School of Education is engaged in PDC relationships with the Dawson, Hall, Forsyth and Lumpkin county school systems. For the 2012-2013 academic year, all 180 ECE/SPED juniors and seniors will be fully engaged in area PDCs. Middle Grades and Secondary Education faculty are pilot testing the concept in Forsyth, Hall and Lumpkin County schools.

Education Specialist Degree in Teacher Leadership (revised to School and District Leadership) – The Education Leadership faculty (of which I am a member) developed the university’s first education specialist degree (thus requiring a level change through SACS). The program in teacher leadership was a model for performance-based school leadership programs and received recognition by the Board of Regents as an outstanding graduate program. With the changes in certification rules, this program has been redesigned as the education specialist program in School and District Leadership.

Alternative Teacher Certification – Schools and colleges of education are under tremendous pressure from not-for-profit and (e.g., Teach for America) for-profit providers (e.g., University of Phoenix) of alternative teacher certification. Over the past 16 years the SOE has redesigned a rather unorganized alternative certification program of questionable quality into two well-developed, standards-based alternative certification programs to meet the needs of a variety of stakeholders. The Post Baccalaureate Teacher Certification Program develops new teachers through a professional development unit program for candidates (some of whom already have advanced degrees) seeking a career change, but who did not want to enroll in a masters program. The Master of Arts in Teaching was established as an alternative certification route for career changers and new graduates who want graduate credit and the masters degree.

On-Line Courses and Degrees – The SOE offered one of the first fully online courses for the institution in the late 1990s, and our online offerings have grown to meet the changing demands of our students. Half of the coursework of the MAT and Baccalaureate programs is delivered fully online to meet the needs of students, many who work full time until they enter the internship. The SOE also participated in the development of the first fully online degree programs in education through a project led by the Board of Regents. In full and equal partnership, North Georgia and Valdosta State University created a fully online Masters Degree in Middle Grades Math and Science.

Learning Community – The SOE participated in the first learning communities project through its Spanish Acceleration Program for Early Childhood/Special Education freshmen and sophomores. The goal of the program was to develop bilingual teachers for area schools with large populations of students whose native language is Spanish. Reaching across several departments to provide core curriculum courses in Spanish, the program was an exciting experiment in interdepartmental cooperation and second language acquisition. While the program was suspended due to staffing and course development issues, the students who completed the program have been recognized by partner elementary schools as possessing a highly desirable and significant skill set. (The development of the Spanish Acceleration Program was influenced by the META Project created and operated by the SOE and funded by the Goizueta Foundation. The project provided after school academic programs for middle school Hispanic students in the Hall County Schools.)

Doctoral Program in Education Policy Studies – The SOE partnered with the College of Education at Georgia State University to deliver its Ph.D. program in Education Policy Studies on the North Georgia campus. Providing a doctoral program at North Georgia helped meet a demand in this area from both public school and higher education personnel seeking quality doctoral education at a reasonably convenient location. Three North Georgia SOE faculty members taught in this program, which admitted approximately 30 students; about half have graduated.

Centers – Since 1995, the School of Education has established three centers that contribute to the missions of the university and the SOE.

The Georgia Appalachian Center for Higher Education (GACHE). GACHE is a federally funded program through the Appalachian Regional Commission, an agency that serves 13 Appalachian states. Housed at Pioneer RESA and sponsored by North Georgia College & State University, GACHE invites eligible high schools in the Appalachian region of Georgia to submit a proposal for a grant to implement strategies that encourage and assist at-risk students to continue their education beyond high school. (From GACHE website)

Appalachian Studies Center. The Appalachian Studies Center is the state's official center for the study of Appalachia as designated by the Georgia General Assembly in 2005. The Center provides a unique opportunity for students to discover the arts, history, music and nature of Southern Appalachia through community engagement, service learning, undergraduate research and creative activities. Through the Center, North Georgia is also the first university in the state to offer a Minor in Appalachian Studies. (ASC website)

The Center for Language Education (CLE). The Center for Language Education promotes language education opportunities for international and regional students, certifies teachers in world languages, and endorses individuals to teach English to speakers in other languages. (This summer, the first class of international students will complete the CLE course work as part of our partnership agreement with Liaocheng University.) (CLE website)

International Programs for Student Placements and Faculty Exchanges – Through a variety of institutional and personal contacts, the School of Education places students and faculty internationally in support of the university’s internationalization plan. Listed below are the countries in which the SOE is active:

China – To date, five graduate students have taught in schools affiliated with Shaanxi Normal University, with which we have had a three-year partnership for student and faculty projects. In addition, the SOE has co-sponsored a higher education management workshop with deans and directors from Liaocheng University and has had four faculty members teach in the summer program at Liaocheng University. (Our partnership with Liaocheng University is particularly strong in the SOE, so much so, I would like to think, that I was recently designated as an Honorary Professor at Liaocheng University.)

England – Early Childhood/Special Education, Middle Grades Education, and Art Education students have completed four-week internships in the Gloucester-area schools. In addition, the Rising Stars Leadership Program had its first international education visit in the same schools. The SOE also has been involved in teacher exchanges and the International Principals’ Center Annual Conversations hosted in Cheltenham and in Atlanta.

Egypt – The SOE is working with the Modern Languages Department to establish a placement opportunity for our Arabic students to study at the Teaching Arabic as A Foreign Language Center at Alexandria University. In addition, the SOE is partnering with the Faculty of Education at Alexandria University on a variety of collaborative projects, the most recent being the Conversation on Education as a Human Right held in April 2012 at the Carter Center. This conversation is being followed by an international conference on the same theme to be held at Alexandria in November 2012.

New Zealand – This summer several SOE students and one faculty member are completing internships and school visits with public schools in the Christchurch area of New Zealand through this newly established project.

Nicaragua – In partnership with Teach Amigas, SOE students and faculty annually travel to Nicaragua to provide professional development instruction for Nicaraguan teachers and to teach in several small rural schools. The first group of SOE faculty and students completed this work in 2012.

Poland - Each year a total of approximately 5 undergraduate and graduate students complete a three-week internship and one-week historical and cultural tour in Krakow, Poland. This fall the SOE will host three educators from Krakow as part of this long-standing project.

Organizational Structure – We are continuously examining ways to better organize our work to meet the needs of all of our stakeholders. With the abrupt retirement of the Teacher Education Department Head, the faculty determined that leadership should be distributed more democratically to the program areas, thus the establishment of program coordinators to replace department heads. While the distinctions of Teacher Education and Health and Physical Education remain for purposes such as budgeting, the actual units of decision making are the academic programs, led by either program coordinators or site conveners, as in the case of the professional development communities. The SOE also has the only school-based budget officer and fully-staffed advising center. These have served us well, particularly in times of rapidly changing budget demands and increased program growth.