

MELISSA McCARTNEY, EdD

Visionary Leader in Education



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SUMMARY OF QUALIFICATIONS

A wealth of experience in various education ecosystems including higher education administration, teacher preparation, online/hybrid instruction, program and process management, and innovative curriculum design. Background demonstrates a proven track record in delivering and designing effective curriculum and training programs, resulting in substantial improvements in faculty performance and enhanced student outcomes across diverse educational environments. Experience encompasses higher education, vocational training, and K-12 settings. Leadership philosophy is firmly grounded in affirmation and empowerment, underpinned by a profound ability to foster strong interpersonal connections and dedication to assembling and nurturing effective teams, united in their pursuit of common goals. Driven by a personal mission to improve lives through education.

SUMMARY OF EXPERIENCE

Queens University of Charlotte	Associate Provost for Digital Learning/Chief Online Officer & Founding Dean of the Graduate School	2022—present
	Assistant Provost for Online Learning and Graduate Studies	2019—2022
	Acting Dean, Cato School of Education	2019—2020
University of Phoenix	Doctoral Programs Dean, School of Advanced Studies	2018—2019
	Assistant Doctoral Programs Dean, School of Advanced Studies	2016—2018
	Project Management Support, LMS Integration	
	Instructional Designer, Instructional Materials & Technology Curriculum Development	2014—2016
Anthem College Online	Education Team Leader/Faculty Manager	2013—2014
University of Phoenix	Enrollment Advisor	2011—2013
Universal Technical Institute	Assessment Specialist	2009—2011
Arizona Public Schools	K-12 Classroom Teacher	2001—2009
University of Arizona, Dept of Multicultural Programs	New Start Student Advisor	1997—1998

SUMMARY OF EDUCATION

Doctor of Education	Educational Administration and Leadership	Arizona State University
Master of Education	Curriculum & Instruction	Arizona State University
Bachelor of Arts	Creative Writing	University of Arizona

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AREAS OF EXPERTISE

Academic Portfolio Growth – Accessible Learning Spaces – Alternative Credentials - Budget and Forecasting – Change Management – Communication Strategy – Curriculum Development – Data Analysis – Enrollment & Marketing Strategy – Faculty and Staff Development – Graduate and Professional Studies – Instructional Technology – K-12 Instruction - Leadership – Retention High Impact Practices – Online/In-person/Hybrid Modality – Policy & Governance – Program Outcomes & Assessment – Student Services – Strategic Planning

PROFESSIONAL EXPERIENCE DETAILED



Associate Provost for Digital Learning/Chief Online Officer

2022 - present

Founding Dean of the Graduate School

Acting Dean of Blair College of Health (operations support, Feb 2024-present)

QUEENS UNIVERSITY OF CHARLOTTE – Charlotte, NC

Academic Affairs Leadership Accomplishments

- Established several multi-disciplinary Accelerated Pathways for bachelor's to master's degree programs, fostering innovative comprehensive educational programming.
- Spearheaded the revision and enhancement of the Program Approval Process, streamlining workflows and incorporating data and university partner input for improved efficiency.
- Led and facilitated successful searches and search committees for the appointment of Deans in both the Business School and School of Communication, contributing to the strategic leadership and growth of academic units.
- Provided Quality Matters training to 55% of full-time faculty in, resulting in certification in Applying the Quality Matters Rubric.
- Oversaw a digital accessibility audit of institutional LMS, identifying over 14,000 errors, and rectifying 81% of accessibility errors after the UDolt pilot.
- Led a team hosting 200 hours of faculty development sessions, providing 80 resources, and responding to 870 RFIs in the 2022-23 academic year.

Graduate School Leadership Accomplishments

- Established and led the development of the Graduate School as founding Dean, centralizing operations, driving strategic initiatives, and shaping the institution's vision, mission, and priorities for graduate programming.
- Facilitated the launch and implementation of Master of Science in Finance and Analytics in the Fall of 2023, from market research, through internal governance and approvals, course design, to marketing. Graduating the first cohort in the Summer of 2024.
- Appointed by the Provost to serve as the Chair of the Graduate Council responsible for oversight of university-wide graduate academic policy and curriculum decisions.
- Conducted comprehensive market research and tuition studies, providing valuable insights for strategic decision-making, resulting in improved market positioning, aligned academic program portfolio, and informed pricing strategies.
- Executed a successful transition and contractual break up from online program management to centralized, in-house support for graduate programs, addressing consistent poor performance and revenue losses.
- Post-COVID, achieved a remarkable 10% growth in on-campus managed graduate program enrollment, contributing to an annual revenue of approximately \$5 million.

Primary Duties

- Provided strategic insights and perspectives as a member of the President’s Cabinet, shaping high-level decisions related to advancing the University’s vision, mission, and priorities.
- Provided leadership and guidance along with academic deans and senior academic leadership as a member of the Provost Council, catalyzing advances in undergraduate and graduate education, online and hybrid learning, and promoting academic excellence.
- Provided visionary leadership in the management of the institutional program portfolio and develop a data focused approach to the identification, development, and implementation of new undergraduate and graduate programs.
- Administered the eligibility, nomination, and selection the WINGS Scholarship and mentorship programs for post-traditional women of need in undergraduate programs.
- Supported the preparation of accreditation reports and on-site visits, ensuring compliance with accreditation standards and contributing to the institution's reaffirmation of accreditation.
- Spearheaded the creation of innovative university-wide strategies to ensure quality delivery of post-baccalaureate and master’s level programs.
- As the Chief Online Learning Officer, directed and provided leadership for digital learning initiatives and opportunities at the undergraduate and graduate level.
- Provided strategic leadership and insight to the provost, senior academic leadership, and institution stakeholders on current and emergent trends in graduate education, instructional design, and digital learning.
- Oversaw the Hayworth Center for Digital Learning including:
 - staff supervision and budget management,
 - compliance with distance learning federal regulations, publishing licensure disclosure statements, renewing membership in state authorization reciprocity agreements (NC SARA & SARA NC).
 - adherence to accreditation standards and institutional reporting for online learning and out of state learning placements,
 - administration of the learning management system, Canvas, and conduct LMS and accessibility audits each term, and provide data to deans
 - collaboration and purposeful partnership with the Center for the Advancement of Faculty Excellence to provide faculty development with innovative blended and online pedagogy, delivery, and course design,
 - faculty test kitchens and demonstrations of immersing technology, including VR, Kritik collaborative peer review and 360 cameras
- Supervised and supported the graduate recruiting/student services team to ensure that:
 - Monitored key graduate enrollment and retention metrics and partner with academic units to ensure retention and graduate targets are achieved.
 - Utilized a coordinated approach to graduate retention and student services, including partnerships with the Career Center, Advancement, and Alumni services.
 - Coordinated with the university marketing department and academic units to develop and market purposefully engaging graduate student experience programming
 - Provided resources for graduate students including supplemental instruction, including writing tutor, writing workshops, data analytics and Excel tutoring



Assistant Provost for Online Learning and Graduate Studies, Academic Affairs

2019 - 2022

Acting Dean, Cato School of Education (2019-2020)

QUEENS UNIVERSITY OF CHARLOTTE – Charlotte, NC

Leadership Accomplishments

- Launched over 20 stackable graduate certificates, leading to a substantial 443% increase in certificate enrollment and generating \$990,000 in revenue.
- Achieved a remarkable compliance rate, with over 90% of faculty consistently incorporating essential elements such as syllabi, instructor contact information, course

outcomes, assignments & quizzes, and learner engagement activities in the Learning Management System (LMS) course shell, irrespective of the modality of instruction.

- Led the implementation of multi-modality instruction classroom technology and strategy including hyflex capabilities.
- Successfully migrated 2000+ courses from Moodle to Canvas, a more accessible platform, during a global pandemic, ensuring seamless continuity in digital learning.
- Led the Graduate Council to developed University-level Graduate Learning Outcomes and revised course evaluation surveys.
- Authored instructional hour equivalence guidelines, delineating standards for both in-person and online modalities, utilizing a hybrid approach.
- Developed and crafted Continuity Guides to ensure seamless Continuity of Instruction and effective Learning Management System (LMS) Administration.
- Provided over 35 workshops, drop-in session, and 1-1 support to faculty who shifted to online teaching.
- As Acting Dean of the Cato School of Education:
 - Supervised Cato faculty, conducting annual performance evaluations and facilitating tenure/promotion reviews to maintain high academic standards and foster professional growth.
 - Oversaw the Cato School of Education's undergraduate elementary education major and secondary education minor.
 - Facilitated the new program proposal and approval for the master's in education, MEd, with six specializations and stackable graduate certificates, including STEM, Literacy K-12, Academically & Intellectually Gifted, Curriculum and Instruction, Educational Technology
 - Collaborated with admissions teams, Cato staff, and faculty for enrollment processes including defining and monitoring online and seated programs enrollment targets.
 - Implemented proactive strategies for student conduct management, fostering a culture of accountability and respect while addressing behavioral and academic issues promptly

Primary Duties

- Provided visionary leadership for online and hybrid learning at the undergraduate and graduate levels through strategic planning that supports University goals.
- Collaborated with academic deans and program directors to ensure coordinated graduate enrollment processes including defining and monitoring online and seated programs enrollment targets.
- Oversaw the university's current graduate program partnership with an online program management vendor.
- Stayed abreast of key current and emergent trends related to online learning and graduate education and communicate that knowledge to campus constituencies to anticipate changes, identify opportunities for innovation, or improve current programs or practices.
- Served as the director for the Hayworth Center for Online Learning including staff supervision, budget management, continuation of state authorizations, adherence to accreditation standards for online learning, and administration of the learning management system.
- Supervised a team of instructional design and LMS support resources.
- Partnered with academic units and the Center for the Advancement of Faculty Excellence to enhance faculty facility with blended and online pedagogies and course design.
- Provided summer bootcamps for quality online teaching and course design.
- Worked with the university marketing department to ensure graduate programs are continually marketed as part of the overall university brand.
- Served as the Provost's delegate to the Graduate Council, the university-wide graduate academic policy and curriculum committee.
- Served on the Provost's Council, the senior academic administrative leadership group.



Leadership Accomplishments:

- Achieved a 14% increase in ABD (All but Dissertation) completion rates.
- Led a comprehensive curriculum redesign to target attrition, integrating dissertation components throughout coursework.
- Played a key role in incorporating a research methodologist early in committee selection and dissertation courses.
- Developed by developing a non-traditional, alternative dissertation option for doctoral students.
- Oversaw instructional design and ensured quality control for more than 2000 unique courses.

Primary Duties

- Directed the development and evolution of a doctoral program portfolio throughout program lifecycles, including curriculum design, instructional design, and student outcomes assessment through strategic planning that supports University goals.
- Supervised curriculum development and revision of nine practitioner doctoral programs, three Ph.D. programs, two certificates, and 1 specialist degree program.
- Assessed, planned, implemented, and evaluated programs based on qualitative and quantitative data, including high volume/ high enrollment, withdrawal/failure heat maps, faculty and student end-of-course surveys, and business needs to prioritize course revisions and develop course revision schedule and cadence.
- Represented the School of Advanced Studies as appropriate in its relationship with the educational and government communities by participating in targeted events, conferences, workshops, and workgroups, and serving on advisory and governance councils.
- Supported strategic programmatic priorities by managing the curriculum development for the Dissertation Process Improvement initiative to improve student progression, decrease time to completion and improve communication between dissertation chairs, methodologists, and students while decreasing University costs.
- Prepared various project reports for management by collecting, analyzing, and summarizing data, information, and trends for senior leadership.
- Demonstrated leadership that fosters communication and collaboration amongst the curriculum development team across the University



Leadership Accomplishments

- All direct reports and non-reporting support team members met 100% of quarterly goals for FY16-18.
- Implemented ASANA, a project management system, to direct and coordinate activities of staff, managing waterfall project-related workflow, and maintaining consistent communication regarding project timelines and progression of projects. Provide direct reports with professional development opportunities
- Spearheaded process to incorporate curriculum-mapping software for increased transparency and communication across teams, ensure course alignment, and reduce costs.
- Prepared various project reports for management by collecting, analyzing, and summarizing data, information, and trends for college leadership.
- Supported the college by leading the development and maintenance of doctoral programs.

- Supervised instructional design team of editors, curriculum coordinators, and instructional designers.

Project Management Accomplishments

- Served as a main point of contact to work collaboratively with Program Deans, Assistant Programs Deans, instructional designers, editors, project leadership, and outside vendors during an LMS migration.
- Provided project and change management support for LMS system conversion and the migration of 5000 courses across nine schools and colleges from an in-house system, Curriculum Builder, to Blackboard Ultra.
- Led status report meetings to provide project progress and burn down reports to university leadership.
- Facilitated workflow changes based on university needs to outside vendors using JIRA, an agile project management software.
- Coordinated quality assurance audits of the migration process with schools and colleges, compile and analyze audit findings for university leadership and outside vendors.



Instructional Designer, Instructional Materials & Technology Curriculum Development 2014 - 2016

UNIVERSITY OF PHOENIX – Phoenix, AZ

Leadership Accomplishments

- Managed multiple instructional design projects for faculty and students in online, local campus, and hybrid formats. Collaborated with instructional strategists, subject matter experts, editors, and leadership from Academic Operations and Colleges to develop faculty professional development opportunities and skill remediation workshops for students.
- Effectively facilitated communication and managed workflow of high-quality projects to meet 100% of established deadlines.
- Developed professional development workshops for faculty to improve skills, including facilitating online discussions to improve student engagement, providing effective feedback, and creating learning opportunities using multimedia in the classroom.
- Aligned topics and objectives to accurately measure student outcomes.
- Managed up to six projects per quarter from initial kick-offs and development meetings with SMEs, engaging other appropriate teams as needed, and creating engaging activities and assessments.
- Developed no-cost workshops for students for college readiness, writing skills (remedial and advanced), library skills, exam prep, and cyber security.
- Created effective learning presentations by incorporating current adult learning methods and technology to engage the learner with animated presentations, just-in-time micro learning activities, interactive scenarios, multimedia, and publisher resources.
 - Projects of note include National General Faculty Meeting (annual audience 5000 faculty members), New Student Orientation (required for all new students), Faculty Candidate Certification Training, RedFlint Workshops, and Title IX training.

Instructional Designer Accomplishments continued...



Education Team Leader/Faculty Manager

ANTHEM COLLEGE ONLINE – Phoenix, AZ

2013 – 2014

Leadership Accomplishments

- Managed teams of 15-20 online instructors and supervised curriculum and instruction of 45 online classes, responsible for 250 students per term. Developed a student retention strategy by leveraging faculty communication.

- Performed faculty performance reviews, interviewed, hired, on-boarded, mentored, and evaluated faculty. Provided coaching when appropriate. Set realistic timelines, expectations, and interventions prior to terminations.
- Implemented strategy meetings at the start of each term with instructors to set new goals for retention as well as to evaluate prior practices. Held video conferences and face-to-face meetings.
- Created and implemented a communication plan designed to reach and retain high-risk students.
- Decreased student drop rate for our team from 15% to 2.9% and overall school rate to 4.9%, the highest retention rate in school history.
- Improved instructional methods by reviewing and monitoring instructors' online materials and lectures.
- Supervised instructors by reviewing faculty engagement including discussions and quality of feedback shared with students.
- Reviewed instructor-student contact, verified grades, and resolved grading disputes.
- Developed policies and procedures for university-wide plagiarism and academic integrity initiatives.



Enrollment Advisor, College of Education

UNIVERSITY OF PHOENIX – Phoenix, AZ

2011 – 2013

Career Accomplishments

- Enrolled students into associates, bachelors, and masters-level programs for the Central and West divisions for education, psychology, business, and technology programs.
- Increased personal enrollment goals by 75%.
- Provide services to retain students through their first two courses.
- Averaged 95.2% student retention rate through the first two classes using communication strategies that emphasized educational objective and long-term student goals.
- Completed Predictive Index (workplace behavioral assessments).
- Advised students on programs, University policies, and state-specific program requirements.
- Collaborated with academic and financial advisors, working as an efficient team in providing consistent advisement to help students overcome obstacles.
- Received Central Division “Inspire Award” for leading by example.

*Enrollment Advisor
Accomplishments
continued...*



Assessment Specialist

UNIVERSAL TECHNICAL INSTITUTE (UTI) – Phoenix, AZ

2009 – 2011

Career Accomplishments

- Participated in the planning, executing, and monitoring stages of a \$25 million curriculum overhaul project. Managed the daily activities of the Avondale Teach and Evaluate (AT&E) project.
- Developed on-ground and online modules, summative and formative competency-based labs, and multiple-choice, knowledge-based exams.
- Evaluated and coached more than 50 nationally certified instructors on best classroom practices.
- Improved test scores by 9.5% using assessment data analysis and consensus-driven revisions.
- Collaborated with industry partners such as Audi, GM, Ford, Raytheon, and Freightliner to develop training materials for the classroom.

2007-2008



Teacher

CHANDLER UNIFIED SCHOOL DISTRICT – Phoenix, AZ

Career Accomplishments

- Planned, organized, and implemented an appropriate instructional program in a diverse, multicultural learning environment that guided and encouraged students to develop and fulfill their academic potential.
- Identified and selected differentiated instructional resources and methods to meet students' varying needs.
- Participated in leadership and supervision internship.
- Performed certain pastoral duties including student support, counseling students with academic problems, and providing student encouragement



Teacher

PARADISE VALLEY UNIFIED SCHOOL DISTRICT – Phoenix, AZ

2002-2007

Career Accomplishments

- Taught all levels of high school English from remedial, the transition to English as a Second Language (ESL) to dual enrollment college courses.
- Mentored and supervised several pre-service student teachers from state universities.
- Mentored first-year teachers new to the district on policy and instructional best practices.
- Reestablished a dual enrollment English program with a Rio Salado Community College.
- Created a rigorous Creative Writing curriculum.
- Developed a year-long freshman English curriculum to provide more opportunities for writing skill development and reading classical and contemporary works.
- Chaired fundraising and planning events for the Junior Class government, annual operating budget \$15,000.
- Developed district assessments for state reading, writing, and comprehension standards aligned to state exams.
- Developed thematic and interdisciplinary learning units with teachers across the campus, and manipulative student centers for poetry and classic literature units.
- Sponsored and edited a grant-funded Literary Magazine, producing five issues.
- Selected for the Academic Integrity Team, to conceptualize what became CREST, a STEM specialty school.



Long-term Substitute Teacher

TEMPE UNIFIED SCHOOL DISTRICT – Tempe, AZ

2001-2002

Primary Duties

- Taught American English (Junior) and Newspaper for one-semester.
- Performed all duties as a full-time teacher including creating and implementing lesson plans, ensuring the safety and discipline of the classroom and communicating with parents and faculty



Student Teacher

TEMPE UNIFIED SCHOOL DISTRICT – Tempe, AZ

2001

Primary Duties

- Taught World Literature (sophomore), Honors American Literature (junior), and Creative Writing (senior) for one-semester under the guidance of a mentor teacher.
- Prepare written daily lesson plans, develop activities to increase student engagement and performance outcomes on formal summative and informal assessments.

HONORS AND AWARDS

Staff Appreciation & Recognition Award —Queens University of Charlotte	2021
Classroom Champion Award , College of Humanities & Sciences – University of Phoenix	2017
President’s Award Nominee – University of Phoenix	2016
Outstanding Performance and Exceptional Commitment , Instructional Technology and Learning, University of Phoenix	2016
Inspire Award - University of Phoenix	2011
Outstanding Teacher of the Year –City of Phoenix	2008
Graduation Ambassador (awarded by student body) – Paradise Valley High School	2002-2007
Empty Bowls Grant – City of Tempe	2006
Apple Award for Excellence in Teaching – Paradise Valley High School	2006
Fresh Ideas Start Here (F.I.S.H.) Award – Paradise Valley High School	2004
Innovative Technology Grant – Paradise Valley High School	2003
New Teacher Scholarship – Paradise Valley High School	2003

ADVISORY & BOARD SERVICE

Legacy Charter School – North Carolina , Founding Board Member	2023 – Present
Technology Committee , Queens University of Charlotte, Board of Trustees	2020 – Present
Advisory Board , Bryan University	2018 – 2019
Advisory Board , Pima Medical Institute	2016 – present

ACADEMIC SERVICE

2024 Educause Horizon Report Panel , Educause	2023 – present
Undergraduate Student Engagement Committee , Queens University of Charlotte	2023 – present
McColl School of Business Dean Search Committee , Chair, Queens University of Charlotte	2023
North Carolina Portrait of a Graduate , Design Team, North Carolina Department of Public Instruction	2022 – 2023
Master of Health Administration Taskforce , Queens University of Charlotte	2022
Knight School of Communication Dean Search Committee , Chair, Queens University of Charlotte	2021 – 2022
Accelerated Program Exploratory Workgroup , Queens University of Charlotte	2021 – 2022
Cato School of Education Programs Taskforce , Queens University of Charlotte	2021 – 2022
Intellectual Property Policy Committee , Queens University of Charlotte	2021 – Present
Accreditation Reaffirmation Leadership Team , Queens University of Charlotte	2020 – 2022
Master of Science in Talent and Organizational Development Taskforce , Queens University of Charlotte	2020
Women Executive WINGS Scholarship Campus Coordinator , Queens University of Charlotte	2020 – Present
President’s Cabinet , Queens University of Charlotte	2019 – Present
Provost Council , Queens University of Charlotte	2019 – Present
Queens Graduate Council , Chair, Queens University of Charlotte	2019 – Present
Strategy and Technology Taskforce , Queens University of Charlotte	2019 – Present
General Education Committee , Queens University of Charlotte	2019 – Present

Faculty/Deans Council , Queens University of Charlotte	2019 – Present
Digital Learning Committee , Queens University of Charlotte	2019 – Present
University Assessment Committee , University of Phoenix	2018 – 2019
Academic Council , non-voting guest, Office of the Provost, University of Phoenix	2017 – 2019
Research and Scholarship Council , University of Phoenix	2017 – 2019
Blackboard Instructional Styles Work Group , University of Phoenix	2017 – 2019
AzSEF Judge , Arizona Science and Engineering Foundation	2016 – 2019
Curriculum Council , University of Phoenix	2016
Learning Delivery Project Management Team , University of Phoenix	2016
Global Council (chair) , School of Advanced Studies, University of Phoenix	2016 – 2019
University Ambassador , University of Phoenix	2014 – 2019
Principal Internship , Chandler High School	2008
Site Council , Paradise Valley High School	2006 – 2007
Sophomore Class Sponsor , Paradise Valley High School	2005 – 2007
Junior Class Sponsor , Paradise Valley High School	2005 – 2007
Literary Magazine Sponsor/Editor , Paradise Valley High School	2002 – 2007
Volunteer Advisor , Uni-town Diversity Camp	2006
Academic Integrity Team , Paradise Valley School District	2006
Best Practices for Vocabulary Instruction and Writing Assessment Committee , Paradise Valley School	2005 – 2007
Committee to Develop Power Standards , Paradise Valley School District	2005
In-line Grading Tools Evaluation Team , Paradise Valley School	2005

MEDIA

Interviewed by John Carter. (2020, August). Part 1: pandemic back to school & beyond, a WBTV Special 8/13. Charlotte, NC.

Featured Editorial in Educational Technology Insights. (2023, March). Adapt or fail: the imperative for universities in meeting the graduate education needs of millennials and gen z. *Education Technology Insights* (online magazine). <https://lnkd.in/dCcwkr-c>

Profiled in The Education Magazine. (2024, April). Dr. Melissa McCartney, Ed.D.: Championing accessible education and distinction in lifelong learning. <https://www.theeducationmagazine.com/melissa-mccartney/>.

Quoted by Queens Communications. (2023, June). Queens collaborates with industry partners to launch unique data program. <https://www.queens.edu/blog/2023/06/15/queens-collaborates-with-industry-partners-to-launch-unique-data-program/>

PUBLICATIONS

McCartney, M. & Rick, H. (2021, February). *Autonomy of choice in a global classroom: Choose-your-own-adventure, micro-credentials, and the destruction of “course in a box.”* [Conference Proceedings]. 3rd International Conference on Teaching, Learning, and Education. Amsterdam, Netherlands. <https://www.dpublication.com/wp-content/uploads/2021/02/105-815.pdf>.

McCartney, M. & Tkatchov, M.A. (2021). Applying andragogy to backward design to support adult learners. In C.L.B. Jennings (Ed.), *Ensuring adult and non-traditional learners’ success with technology, design, and structure* (210-227). Hershey, PA: IGI Global.



McCartney, M. & Rick, H. (2021). The adult student/consumer model: Micro-credentials as a solution for adult learners. In C.L.B. Jennings (Ed.), *Ensuring adult and non-traditional learners' success with technology, design, and structure* (210-227). Hershey, PA: IGI Global.

McCartney, M. (2020). Playful pedagogy: Using humor to increase social interaction online. In A.W. Thornburg, D.F. Albemathy, & R.J. Ceglie (Eds.), *Handbook of Research on Developing Engaging Online Courses* (224-244). Hershey, PA: IGI Global.

Fedock, B., **McCartney, M.**, & Neeley, D. (2019). "Online adjunct higher education teachers' perceptions of using social media sites as instructional approaches". *Journal of Research in Innovative Teaching and Learning*, Vol.12 No.3 pp. 222-235. <https://doi.org/10.1108/JRIT-02-2018-0005>

V'Marie, J., Blake, M., & **McCartney, M.** (2016) *Let's get gritty: measures of student outcomes*. Southern Arizona Intercollegiate Journal (5)1. 50-53.

Matthews, M. L. M. (2011). *A funny thing happened on the way to the hippocampus: The effects of humor on student achievement and memory retention*. Arizona State University. Available from ProQuest Dissertations and Theses data base (publication number; AAT 3453480).

Matthews, M., McCreary, H.* , Shoemaker, S.* (Eds.). (2007). *Future for finding: Paradise Valley High School Literary Magazine*, 5, 1-93

Matthews, M., McCreary, H*., Shoemaker, S.* (Eds.). (2006). *Student of life: Paradise Valley High School Literary Magazine*, 4, 1-58.

Matthews, M., Womeldorf, M*., (Eds.). (2004). *Banging on gray matter: Paradise Valley High School Literary Magazine*, 2, 1-69.

Matthews, M., Johnson, A.* , Ruby, T.* , (Eds.). (2003). *The truth and lies that red tape hides: Paradise Valley High School Literary Magazine*, 1, 1-69.)

*Student author/editor

PRESENTATIONS

Koranksky, M., & **McCartney, M.** (2023, October). *Power in the Process: tactics to enact change at your institution*. OLC Accelerate, Online Learning Consortium, Washington DC.

McCartney, M. (2024, April). Online Programs Update/. IT Strategy Committee Meeting, Queens University Board of Trustees Spring Meeting. Charlotte, NC.

McCartney, M. (2023, October). *Overcoming change paralysis: Using the ADKAR method to empower faculty to design accessible learning spaces*. OLC Accelerate, Online Learning Consortium, Washington DC.

McCartney, M. (2023, July). "Embrace your superpower," National Faculty Meeting, South University. Savannah, GA (virtual).

McCartney, M. (2023, May). "Introducing the graduate school," Employee Development Day, Queens University of Charlotte, Charlotte, NC.

McCartney, M. (2022, November). Seamless modalities: Supporting students from the classroom to the cloud. Presented at OLC Accelerate, Online Learning Consortium Orlando, FL.

Pillar, G., & **McCartney, M.** (2022, November). *Surviving a decennial reaccreditation during a global pandemic*. Presented at OLC Accelerate, Online Learning Consortium Orlando, FL.

McCartney, M. (2022, April). *Exploring a change to degree level: Doctoral programs at Queens*. Academics Committee Meeting, Queens University Board of Trustees Spring Meeting. Charlotte, NC.

Rick, H., **McCartney, M.** (2020, October). *Inter-relater reliability and collaborative committee conditions in online graduate projects: A prospectus process analysis*. [Conference Session]. 2020 International Conference on Assessing Quality in Higher Education. Berlin, Germany. <https://assessmentinstitute.iupui.edu/program/> (Virtual Presentation).

McCartney, M. (2020, October). *COVID 19 pandemic response: Virtual spring and fall*. Academics Committee Meeting, Queens University Board of Trustees Fall Meeting. Charlotte, NC.

McCartney, M. (2020, September). *COVID 19 pandemic response: Virtual spring and fall*. IT Strategy Committee Meeting, Queens University Board of Trustees Fall Meeting. Charlotte, NC.

McCartney, M. & Rick, H., Pillar, G. (2020, July 2). *Assessment and effectiveness of faculty development to address student accessibility of course materials*. [Conference Session] International AHE Conference. Manchester, England, United Kingdom. <https://ahenetwork.org/ahc-conference-2020>. (conference cancelled)



McCartney, M. & Rick, H. (2020, June 29-30). *What's so funny? Diversity and inclusion: Fostering intercultural communication with humor*. [Poster Session]. Going Global 2020. British Council. London, England, United Kingdom. <https://www.britishcouncil.org/going-global>. (conference cancelled)

McCartney, M. (2019, October). *Micro-credentials*. Academics Committee Meeting, Queens University Board of Trustees Fall Meeting. Charlotte, NC.

McCartney, M. (2019, May). *Strategic imperative #2 update*. Academic Committee Meeting, Queens University Board of Trustees Annual Retreat. Charlotte, NC.

Rick, H., & **McCartney, M.** (2018, November) *What is library anxiety: How do we address it in the online environment?* Presented at 2018 OLC Accelerate Conference. Online Learning Consortium. Orlando, FL.

McCartney, M., & Rick, H. (2017, November). *From papyrus to pixels: Rebranding educators for careers in EdTech*. 2017 OLC Accelerate Conference, Online Learning Consortium. Orlando, FL.

McCartney, M. & Krebs, S. (2017, October). *Formative and summative assessment*. Workshop presented to University of Phoenix Instructional Designers. Tempe, AZ.

Rick, H., & **McCartney, M.** (2017, October). *3R's of rebranding*. NLA-MPLA 2017 Conference, South Lake Tahoe, NV.

Fedock, B., **McCartney, M.,** Neeley, D., & Avella, J. (2017, February) *Online adjunct higher education teachers' perceptions of using social media sites as instructional approaches*. XII International GUIDE Conference, Orlando, FL.

V'Marie, J., Blake, M., & **McCartney, M.** (2017, January). *Let's get gritty: measures of student outcomes*. Seminar presented for University of Phoenix College of Humanities and Science Brown Bag Webinar Series. Tempe, AZ.

McCartney, M. (2017, January). *Using objectives to measure student learning and guide instructional design*. Seminar presented to University of Phoenix Instructional Designers. Tempe, AZ.



Plough, J., Avella, J. Armstrong, A., **McCartney, M.,** & Holland, A. (2017, January). *Meditation, critical thinking and critical inquiry in higher education: A case study*. Presented at The Qualitative Report 8th Annual Conference. Fort Lauderdale, FL.



Fedock, B., Avella, J., **McCartney, M.,** & Neeley, D. (2016, December). *Online adjunct higher education teachers' perceptions of using social media as instructional approaches to reach diverse learners*. Presented at the 29th Annual Arizona Educational Research Organization Conference. Tempe, AZ.

McCartney, M., & Rick, H., (2016, November). *Bite-sized learning in library skill development: Micro-learning application*. Presented at 2016 OLC Accelerate Conference. Online Learning Consortium, Orlando, FL.

Plough, J., & **McCartney, M.** (2016, October). *Meditation, critical thinking and critical inquiry in higher education: A case study*. Presented at the 8th Annual Association for Contemplative Mind in Higher Education Conference. Amherst, MA.

Blake, M., **McCartney, M.**, & V'Marie, J. (2016, July). *Let's get gritty: measures of student outcomes*. Presented at the University of Phoenix - Southern Arizona Faculty Annual meeting. Tucson, AZ.



McCartney, M. (2016, June). *Imagine if you will, the engaged online learner: Using narrative short film for remediation in student workshops*. Presented at the University of Phoenix Instructional Design and Development Ignite Conference, Tempe, AZ.

McCartney, M. (2015, December). *Ha-ha and hijinks: The effects of humor-embedded instruction*. Presented at the 28th Annual Arizona Educational Research Organization Conference. Tempe, AZ.

McCartney, M. (2014, January). *Preventing plagiarism and strategies for teaching APA formatting*. Presented at the Anthem College Annual Faculty meeting. Phoenix, AZ.

Matthews, M. (2005, December). *Experience in the research process*. Guest lecture presented to the Teacher as Researcher class at Arizona State University. Tempe, AZ.

EDUCATIONAL ACHIEVEMENTS DETAILED

Ed.D., Educational Administration & Leadership

D.E.L.T.A. doctoral program, International and Global Issues in Education
Arizona State University, Mary Lou Fulton School of Education, Tempe, AZ

Dissertation:

A Funny Thing Happened on the Way to the Hippocampus: The Effects of Humor on Student Achievement and Memory Retention

In this mixed-method study, four instruments and a humor treatment were selected to test the hypothesis that students who receive humor-embedded instruction would perform better on assessments than students who did not receive humor instruction. These assessments were analyzed to show student growth in achievement and memory retention as a result of humor-embedded instruction. Gain scores between a pre-test and two post-tests determined student growth in achievement and memory retention. Gain scores were triangulated with student responses to open-ended interview questions about their experiences with humor in the classroom. Immediate gain score data were not statistically significant between the humor and non-humor groups; however, for the short-term memory gain scores, the non-humor group achieved slightly higher gain scores. For long-term memory gain scores, the humor group achieved higher gain scores.

Study Abroad:

Institute of Education, University of London

A summer enrichment program was part of the D.E.L.T.A. doctoral program and took place at the renowned Institute of Education, University of London. The afternoons were reserved for visiting schools in London. However, the mornings were dedicated to offering a series of lectures international and global issues in education as well as interactive panel discussions: History of the UK education system, change and reform: international perspectives; multicultural and multilingual London; intercultural issues: faith/schools; education and social inequalities in England and Greece; education for democratic citizenship and diversity: national and cosmopolitan perspectives; school system and school leadership in Brazil; school systems and school leadership in China; language in the UK and Ireland: English only or English plus; school system and school leadership in Scandinavia (Denmark); and educational futures and sustainability.

Instituto Cultural Oaxaca, Mexico

Summer enrichment courses were designed to offer non-native Spanish-speaking students to provide the opportunity to study Spanish in a full-immersion environment. During the afternoons, our cohort participated in school visits, a series of lectures and panel discussions with local educational authorities and teachers. Educators had the opportunity to participate in a variety of cultural activities such as visits to nearby rural towns and interviewing striking teachers at cultural centers during a politically tumultuous time. Conducted phenomenological research in the field by interviewing displaced striking teachers to protest Section 22 and out of school students and their families who fled encampments in the Zócalo and after the governor launched a surprise attack on the teachers with pepper spray and tear gas dropped from helicopters while thousands of police destroyed the encampments.

M.Ed., Curriculum & Instruction

Mary Lou Fulton School of Education, Arizona State University, Tempe, AZ

Thesis:

Sleep Deprivation, Start-Times, or Poor Time Management? The Problem with Motivating Adolescents

This qualitative study examined the reported sleep patterns and academic activities of 150 adolescents over a two-week period. The researcher compared the data to research literature on secondary school start times, circadian rhythms, and time management skills of teenagers. The study validated previous research that adolescents do not receive the recommended hours of sleep and have cognitive difficulty until mid-morning.

Additional Research Concentrations:

Differentiated-learning, performance-based learning, impact learning, backward design, cooperative learning strategies, and student engagement initiatives

B.A., Creative Writing

University of Arizona, Tucson, AZ

Concentration: Non-fiction and poetry

Additional studies: General business, philosophy, and political science

Language: Latin



Student Advisor, New Start, Department of Multicultural Programs

Taught study skill workshops, counseled students, created daily lessons, provided a resource network, and acted as a liaison between university departments and individuals in the New Start Summer Bridge program, a program for students from 1st generation, or historically marginalized and low economic status families.

CERTIFICATIONS & CREDENTIALS

Addressing Accessibility and Usability - Quality Matters	2022
Adult Education, Arizona Department of Education	Expired
Applying the QM Rubric - Quality Matters	2020
Designing Your Blended Course – Quality Matters	2021
Creating Presence Online- Quality Matters	2021
English - Secondary, Arizona Department of Education	Expired
Human Research - Social / Behavioral Research Investigator and Key Personnel, CITI Program	2019
Leading People Certificate, Apollo Education Group	2017
Protecting Human Research Participants - National Institutes of Health	2019

FACULTY RANK


Assistant Professor Cato School of Education, Queens University of Charlotte	Spring 2019 - present
Associate Faculty General Studies and College of Doctoral Studies, University of Phoenix	Spring 2015 - present

DISSERTATION CHAIR / COMMITTEE SERVICE

Gaskill, Kimberly. School administrators' perceptions of cyberbullying: A qualitative case study. College of Doctoral Studies, University of Phoenix. Dissertation. Committee member.	December 2020
Cohen, Marie. Breaking barriers: A qualitative narrative inquiry of Hispanic women community leadership achievement in Central Texas. A descriptive single case study. School of Advanced Studies, University of Phoenix. Dissertation. Committee member	October 2019
Alviar, Rosalie. Underrepresentation of Hispanics within the federal workforce: A hermeneutic phenomenological study. College of Doctoral Studies. University of Phoenix. Dissertation. Committee member.	November 2020
Fuller, Keith. Generational perspectives on culture and language in Roatan, Honduras, and Black English student motivational deficits. School of Advanced Studies, University of Phoenix. Dissertation. Chair.	April 2020
Verneulle, Kim. Attrition of nontraditional adult learners in distance education: A descriptive single case study. School of Advanced Studies, University of Phoenix. Dissertation. Chair.	April 2020

FACULTY DEVELOPMENT

HAYWORTH CENTER FOR DIGITAL LEARNING

<i>Canvas magic: Make your courses beautiful with DesignPlus.</i> Presented online to all Queens University of Charlotte faculty. Charlotte, NC.	October 2023
<i>Applying the Quality Matters Rubric.</i> Presented in-person to all new faculty at Queens University of Charlotte. Charlotte, NC.	September 2023
<i>Canvas features: Everything you need to know to get the school year started.</i> Presented asynchronously to all Queens University of Charlotte faculty. Charlotte, NC.	August 2023
<i>Digital accessibility training.</i> Cohort of Charlotte Mecklenburg Schools teachers hosted at Queens University of Charlotte. Charlotte, NC.	July 2023
 <i>Digital accessibility training.</i> Cohort 10 Queens University of Charlotte faculty. Charlotte, NC.	July 2023
<i>Test Kitchen: Kritik and VR.</i> Queens University of Charlotte Summer Teaching Showcase. Charlotte, NC.	June 2023
<i>Applying the Quality Matters Rubric.</i> Presented in-person to Queens University of Charlotte faculty. Charlotte, NC.	May 2023
<i>Applying the Quality Matters Rubric.</i> Presented in-person to Queens University of Charlotte faculty. Charlotte, NC.	September 2022
<i>Canvas features: Everything you need to know to get the school year started.</i> Presented asynchronously to all Queens University of Charlotte faculty. Charlotte, NC.	August 2022
<i>Canvas feature training: Speedgrader, gradebook, ring central, analytics, new quizzes, scheduler, studio.</i> Presented virtually to Queens University of Charlotte faculty. Charlotte, NC.	January - May 2021
<i>Canvas open labs.</i> Presented virtually to Queens University of Charlotte faculty. Charlotte, NC.	January - May 2021
<i>Getting started with canvas for students.</i> Available virtually to Queens University of Charlotte students. Charlotte, NC.	January 2021

INDIVIDUAL CONTRIBUTOR

<i>Canvas superuser Q&A with Instructure.</i> Presented virtually to select faculty. Charlotte, NC.	November 2020
<i>Canvas training with Instructure.</i> Presented virtually to Queens University of Charlotte faculty. Charlotte, NC.	November 2020
<i>Canvas course building: next steps.</i> Presented virtually to Queens University of Charlotte faculty. Charlotte, NC.	November 2020
<i>Canvas drop-in support.</i> Open to all faculty online every Thursday. Charlotte, NC.	Academic year 2000 - 2001
<i>Canvas superuser meetings.</i> Presented virtually to select Queens University of Charlotte faculty. Charlotte, NC.	October - December 2020
<i>Canvas course building: the essentials.</i> Presented virtually to Queens University of Charlotte faculty. Charlotte, NC.	September - October 2020



Getting Started with Canvas. Presented virtually to Queens University of Charlotte faculty. Charlotte, NC.

August 2020

Canvas kickoff. Presented virtually to Queens University of Charlotte faculty. Charlotte, NC.

June 2020

National General Faculty Meeting, Designed for University of Phoenix faculty, Asynchronous annual meeting (~5000 attendees).

Fall 2016

Faculty candidate training. Designed for University of Phoenix faculty. Asynchronous 6-week module

May 2016

Title IX training. Designed for University of Phoenix faculty. Asynchronous 3-day module.

January 2016



Integrated multimedia for faculty. Designed for University of Phoenix faculty. Asynchronous 3-day module.

May 2015

Area chair training, Designed for program Area Chairs at the University of Phoenix. Asynchronous 2-day meeting.

Fall 2015

National general faculty meeting, Designed for University of Phoenix faculty, Asynchronous annual meeting (~5000 attendees).

Fall 2015

Student engagement and feedback Designed for University of Phoenix faculty. Asynchronous 3-day module.

December 2014

Building rapport online. Presented at the Anthem College Annual Faculty meeting. Phoenix, AZ.

January 2014

Edutainment in instruction. Presented at the Anthem College Annual Faculty meeting. Phoenix, AZ.

January 2014

Exploring etymology. Presented at the Paradise Valley High School Spring Professional Development Event. Phoenix, AZ.

March 2007

Foldables: Organizational tools for all content areas. Presented at the Paradise Valley High School Spring Professional Development Event. Phoenix, AZ.

March 2007

TEACHING ASSIGNMENTS

ASSISTANT PROFESSOR

Queens Advantage: Road Map: Welcome to Queens (QMP/100)

Fall 2022

General Education, Queens University of Charlotte

The QMP 100 Road Map Seminar introduces students to the unique educational experience provided by the Queen's Advantage Program, the university's general education curriculum. There are two key purposes of this course: 1) to introduce the kind of reflective and integrative thinking that will be expected of them and progressively challenging throughout the general education program and their academic careers and 2) to assist students in navigating their transition to Queens community and its resources for their developmental success.

ASSOCIATE FACULTY

Doctoral Dissertation (DOC/741)

School of Advanced Studies, University of Phoenix, Online

Fall 2018-Summer 2020

Students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal, and students explore communities of scholarship to engage with scholars in their area of practice and to share their future research

Project Continuing Enrollment II (DOC/988)

Spring 2018-Summer 2020

School of Advanced Studies, University of Phoenix, Online

In this course, students engage with their chair and committee members to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students may submit their dissertation to Quality Review Final (QRF) for review or complete the oral defense during this course.

Doctoral Project IV (DOC/742)

Spring 2018-Summer 2020

School of Advanced Studies, University of Phoenix, Online

In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge, articulate strategies for effective dissertation completion, and analyze research data to develop dissertation results. The chair

and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

Doctoral Seminar III (DOC/733R)

Spring 2018-Summer 2020

School of Advanced Studies, University of Phoenix, Phoenix Campus

This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.

Creativity and Critical Thinking (PHL/458)

Spring 2015 – Summer 2020

College of Humanities and Sciences, University of Phoenix, Online

In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

ADJUNCT FACULTY

Introduction to Ecology (SCI/210)

Fall/Winter 2014

Pima Medical Institute, Phoenix, AZ

This course introduces basic principles of ecology, the study of relationships between living organisms and their environment. Topics include understanding environmental problem, science, matter, energy, systems, ecosystem, biodiversity, species, interaction, populations, climate, and sustainability.

Speech Communication (SPH/205)

Fall 2013 - Spring 2014

Anthem College, Online

This course will help the student build confidence and skills in public speaking in their professional life. Students will learn to apply critical thinking skills, employ principles of verbal message development and related visual design, and plan and incorporate the use of technology to effectively communicate with various audiences.

Literacy in the Content Areas (RDG/301)

Fall 2008

Arizona State University Polytechnic, Mesa, AZ

This course introduces theory and instructional strategies for learning written and oral texts across academic disciplines. Literacy and Instruction in the Content Areas is a required course for all Secondary Education candidates.

First-Year Composition (ENG101)

Spring 2005-Spring 2007

Rio Salado Community College/ Paradise Valley High School, Phoenix, AZ

Dual Enrollment

Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

First-Year Composition (ENG102)

Spring 2005-Spring 2007

Rio Salado Community College/ Paradise Valley High School, Phoenix, AZ

Dual Enrollment

Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.

Creative Writing (CRW/150)

Spring 2005-Spring 2007

Rio Salado Community College/ Paradise Valley High School, Phoenix, AZ

Dual Enrollment

Introduces the student to elements and techniques of creative writing in a variety of genres; teaches terminology and concepts needed for successful participation in writing workshops; facilitates writing practice and evaluation; offers individual guidance on the student's development as a writer.

SECONDARY TEACHER

English 9

Fall 2007-Spring 2008

Chandler High School, Chandler, AZ

This course emphasizes writing skills, literature, and vocabulary. Writing activities give students practice in organizing and developing narrative, cause and effect, and compare and contrast compositions, literary reviews and research papers. Mastery of the writing process is expected. In addition, students study short stories, novels, poetry, and a Shakespearean play.

English 10

Fall 2007-Spring 2008

Chandler High School, Chandler, AZ

This course emphasizes organizing, developing, editing and revising compositions. Literature studies introduce literary terminology, critical and analytical reading and appreciation of literature.

English 1-2 (ENG/102)

Fall 2002-Spring 2007

Paradise Valley High School, Phoenix, AZ

This course is designed to fulfill the district and state curriculum requirements. In reading, students study short stories, novels, and classical literature. Outside reading is also required. In writing, students review the basic structure of the paragraph and are introduced to descriptive, narrative, expository, and functional writing. Also included in the course are required assignments in speaking/listening and viewing/presenting. The reading and writing AIMS Standards are emphasized.

English 3-4 (ENG/119)

Fall 2002- Spring 2005

Paradise Valley High School, Phoenix, AZ

This course is designed to fulfill the district and state curriculum requirements. In reading, students study fiction, non-fiction, drama, and poetry, with an emphasis on world literature. Students concentrate on narrative, expository, and functional writing. In addition, they are introduced to the persuasive essay. Also included in the course are required assignments in speaking/listening and viewing/presenting. The reading and writing AIMS Standards are emphasized.

Creative Writing and Literary Models (ENG/154)

Fall 2002-Spring 2007

Paradise Valley High School, Phoenix, AZ

Students read literary works, including short stories, drama, poetry, novels, technical writing, and nonfiction. Students use these literary works as the basis for discussion, writing topics, and long-term creative projects. In addition, students write different forms of literature including poetry, fiction, narratives, and business writing. They develop their vocabularies and styles to create various types of writing.

Journalism (ENG/704)

Spring 2001

Corona del Sol High School, Tempe, AZ

This class is for students who have completed Journalism 1-2 and want to work in graphic communication projects and serve on the newspaper staff. Editorial positions for the school newspaper are filled from this class. Students work to improve their journalism skills by using newspapers and a laboratory experience.

Junior English (ENG/300)

Spring 2001

Corona del Sol High School, Tempe, AZ

Junior English is required in the third year of high school. A Survey of American Literature is presented from the first recorded writing to the 20th Century. Junior level grammar, composition, research, vocabulary, spelling, literary terms, oral expressions skills, reading, and study skills are offered.

Senior English (ENG/400)

Fall 2001

Mountain Pointe High School, Tempe, AZ

This course engages students in an extensive writing program of expository and persuasive writing. In addition to improving student writing style, the program focuses on various writing techniques such as comparison and contrast, definition, example, cause and effect, and the analytical process. Research skills are reviewed, and a research project is a required. Students learn how to use information gathered through library research to add authority and credibility to their writing

PROFESIONAL AFFILIATIONS

The E-learning Guild	Member, since 2018
Arizona Educational Research Organization	Member, 2015-2019
Center for Educational and Instructional Technology Research- University of Phoenix	Research Affiliate, 2015-2019
Project Management Institute - Phoenix Chapter	Member, 2015-2019
Kappa Delta Pi, International Honors Society in Education	Member, since 2001

TECHNOLOGICAL SKILLS

Computer Proficiency:	Microsoft Office 365 (PowerPoint, SharePoint, Word, Excel, Planner, Forms, Project), Mac Platforms (Keynote, Pages, Numbers), Asana, Jira
Learning Management Systems/Design:	E-campus, Blackboard 9.1, Blackboard Ultra, Moodle, STARS, Curriculum Builder, Canvas, Jenzabar, DesignPlus, UDoIt (Accessibility)
Virtual Communication:	Ring Central, Owl Meeting, WebEx, Adobe Connect, GoTo Meeting, Skype, Skype for Business, Facetime, Lync, YouSeeU, Zoom
Visual Design/Video:	Canva, Adobe Creative Cloud (Lighthroom, Photoshop, GoAnimate, Acrobat, Express, Spark), Office Mix, Camtasia, Capcut, Canvas Studio,
Learning Interaction/Engagement:	Linktree, VoiceThread, FlipGrid, Padlet, Quizziz, Kahoot, Mentimeter, Poll Anywhere, Weebly, Acrobat Articulate Presenter and Storyline, TeacherMatic (AI)