

CHRISTOPHER MICHAEL SMITH

ROSWELL, GEORGIA 30076

OBJECTIVE: I am seeking a teaching/administrative position in which I can use my academic training and experience to serve various constituents and further the advancement of civilization.

EDUCATION:

Georgia State University
Doctor of Philosophy Degree, Educational Policy Studies August, 2006
Concentration: Higher Education
Grade Point Average: 3.8/4.0
Dissertation supervisor: Dr. Philo A. Hutcheson
Dissertation: "The Effects of College on the Acquisition of Quantitative Competence: A Replication of Two Major Narrative Reviews of the Literature Using the Techniques of Meta-Analytical Inquiry"

Georgia State University
Master of Science Degree, Mathematics December, 2000
Grade Point Average: 4.0/4.0

Georgia State University
Master of Education Degree, Mathematics Education August, 1997
Grade Point Average: 3.7/4.0

Southern Polytechnic State University
Bachelor of Science Degree, Mathematics June, 1995
Grade Point Average: 4.0/4.0

CERTIFICATION:

Georgia Certified

Clear Renewable
6-12 Mathematics
Gifted In-Field
T7 (Doctoral) level
Current certification expires on 06/30/2012

Passed the Praxis Series test code 0410 (Ed Leadership Admin and Supervision) in August, 2007

Chris M. Smith

Courses Taught Previously

Georgia Perimeter College	Math 0096	Essential Algebra
	Math 0097	Beginning Algebra
	Math 0098	Intermediate Algebra
	Math 0099	Pre-College Algebra
	Math 1101	Mathematical Modeling
	Math 1111	College Algebra
	Math 1113	Precalculus
	Math 1431	Introduction to Statistics
	Math 1433	Applied Calculus
	Math 2431	Calculus I
Math 2432	Calculus II	
Georgia State University	Math 0098	Elementary Algebra
	Math 0099	Intermediate Algebra
	Math 1070	Elementary Statistics
	Math 1101	Mathematical Modeling
	Math 1111	College Algebra
	Math 1113	Precalculus
	Math 1220	Survey of Calculus
	Math 2030	Principles of Mathematics
	Math 2211	Calculus of One Variable I
	Math 2212	Calculus of One Variable II
Math 2420	Discrete Mathematics	
Math 3070	Intro Probability and Stat	
Chattahoochee Technical College	MAT 097	Math III
	MAT 098	Beginning Algebra
	MAT 099	Intermediate Algebra
	MAT 103	Algebraic Concepts
	MAT 105	Geometry and Trigonometry
Georgia Institute of Technology	Math 1507	Calculus I
	Math 1508	Calculus II
	Math 1712	Math for Management II

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Graduate Courses that I have Completed In Mathematics

Pure Mathematics

MATH 8220	Abstract Algebra
MATH 641	Modern Algebra I
MATH 8310	Theory of Functions of a Complex Variable
MATH 625	Complex Analysis
MATH 8110	Real Analysis I
MATH 8120	Real Analysis II
MATH 6661	Advanced Calculus I
MATH 6662	Advanced Calculus II
MATH 658	Vector Calculus
MATH 8200	Advanced Matrix Analysis
MATH 635	Intermediate Linear Algebra
MATH 650	Theory of Numbers

Applied Mathematics

MATH 8820	Research (Coding Theory)
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Undergraduate Courses

MATH 4107	Introduction to Abstract Algebra I
MATH 440	Modern Algebra
MATH 4320	Complex Analysis
MATH 4318	Analysis II
MATH 320	The Real Line
MATH 321	Advanced Calculus I
MATH 322	Advanced Calculus II
MATH 4305	Finite Dimensional Vector Spaces
MATH 311	Linear Algebra
MATH 312	Intermediate Linear Algebra
MATH 306	Differential Equations I
MATH 307	Differential Equations II
MATH 406	Differential Equations III
MATH 335	Numerical Methods I
MATH 485	Numerical Methods II
MATH 268	Probability
MATH 360	Statistics
MATH 451	Applications of Mathematics I

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Graduate Courses that I have Completed In Educational Research, Statistics, and Probability

Courses in Educational Research

EPRS 790	Methods of Research in Education
EPRS 8530	Educational Statistics I
EPRS 8540	Educational Statistics II
EPRS 8550	Educational Statistics III
EPRS 9550	Multivariate Analysis
EPRS 8840	Meta-Analysis
EXC 705	Educational Assessment of Exceptional Children
EPS 9980	Research Seminar in Educational Policy Studies

Courses in Statistics and Probability

Math 6548	Methods of Regression and Analysis of Variance
Stat 8561	Linear Statistical Analysis I
Math 651	Mathematical Statistics I
Math 652	Mathematical Statistics II

Courses in Teaching, Learning, Pedagogy, Methods, and Materials

EDMT 756	Teaching Math – Secondary
EDMT 656	Methods and Materials for Teaching Secondary Mathematics
EDCI 660	Introduction to Secondary Teaching
EXC 775	Characteristics and Identification of Students with Gifted Abilities
EXC 777	Current Methods for Teaching Students with Gifted Abilities
EXC 779	Program Development for Students with Gifted Abilities
EDCI 866	Practicum I
EDCI 867	Practicum II
EDCI 868	Practicum III

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Graduate Courses that I have Completed In Educational Leadership, Administration, and Management

Courses in Leadership

EPS 9270	Leadership, Change, and Policy in Education
EPEL 7000	Leadership in Educational Organizations
EPHE 9350	Theories of Leadership in Higher Education
EPSF 7450	Curriculum Foundations for the Educational Leader
EPS 8970	Framing Concepts for Educational Leadership

Courses in Administration and Management

EPEL 7410	Supervision of Instruction
EPHE 8350	Organization, Governance, and Policy
EPEL 7510	Issues of School Governance
EPEL 7500	Human Resource Administration
EPEL 7330	Legal Issues in Education

Courses in Education Related to Adult Education

EPY 8070	Understanding and Facilitating Adult Learning
EPY 708	Psychology of Learning and the Learner
EPHE 8080	Advanced Study of the College Student
EPHE 8340	History of Higher Education
EPHE 8370	The Two-Year College

Courses in Social Foundations of Education

EPS 9260	Issues of Race, Class, and Gender in Education
EPSF 8310	Sociology of Education
EPSF 712	Social and Cultural Foundations of Education

Publication List
Chris M. Smith
Updated August 17, 2009

Dissertation: “The Effects of College on the Acquisition of Quantitative Competence: A Replication of Two Major Narrative Reviews of the Literature Using the Techniques of Meta-Analytical Inquiry”

Discussion of Dissertation:

My doctoral dissertation, “The Effects of College on the Acquisition of Quantitative Competence: A Replication of Two Major Narrative Reviews of the Literature Using the Techniques of Meta-Analytical Inquiry” was specifically about assessment and standardized testing in the mathematics content area. The studies reviewed made attempts to measure, quantify, and evaluate how much college students learn about mathematics between the freshman and senior year. Thus, through my doctoral studies and other studies and experiences, I am a quasi expert in curriculum, assessment, and standardized testing. Further, I am highly trained (at the graduate level) in program development, educational evaluation, and adult education.

No other publications.

No other publications currently submitted or planned.

Publications have never been a part of my duties or job descriptions.

I am eager to pursue scholarly writing, creative work, publication, conference presentations, and other professional development activities should I ever hold a position which requires/encourages such effort.

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HIGHLIGHTS OF WORK EXPERIENCE:

08/06 – 05/08

GEORGIA PERIMETER COLLEGE

Ms. Patricia Zrolka, Chair, (678) 891-2617
Department of Mathematics and Computer Science
Decatur Campus, 3251 Panthersville Road, Decatur, Georgia 30034

Instructor of Mathematics (full time)

Taught Learning Support and freshman level math courses. Held office hours. Campus level and MCSE group committee work.

Math 1111 (College Algebra) Curriculum Committee 2006-2008
Co-Chair for 2007-2008

Campus Recruitment Committee 2007-2008
Coordinate visits to community agencies to increase college exposure, create community partnerships, generate applications and increase enrollment college-wide.

Communication Committee 2006-2007
Develop and implement a campus and community initiative that will enhance external and internal information sharing about programs and services.

GPC Mathematics Conferences 2007, 2008
Contributed to two annual conferences on teaching/pedagogy. Presider for parallel sessions; welcome/registration desk; transportation for major speakers to/from hotels and Atlanta airport.

Example of One of my Activities

As a Curriculum Committee Co-Chair, I led the Committee and the College-Wide Mathematics faculty all of the way through an assessment process which sought to measure and quantify how well the students in a particular mathematics course were able to demonstrate competence with regard to several course “Expected Educational Results.” An assessment document (12 questions) was created and administered to all students in the course as part of their final exam. This involved 7 campuses, 50 instructors, and 82 sections of the course (a typical section can have as many as 30 students). The student results are analyzed, reports are prepared and disseminated, and the intent of the effort is to improve mathematics instruction and student comprehension and retention of their learning.

08/00 – 08/06

GEORGIA STATE UNIVERSITY

Dr. William Nelson, Chair
Department of Mathematics and Statistics
(404) 413-6400; (404) 413-6401; (404) 413-6402

Instructor of Mathematics and Statistics (full time)

Taught Learning Support, freshman, sophomore, and junior level mathematics and statistics courses. Held office hours. Attended department, college, and university faculty meetings.

Departmental Coordinator for the Freshman Mathematics Placement Exam

Professional Education Committee

Improvement of Instruction Committee

Advisement Committee

Mathematics and Statistics Club and Outreach Committee

Example of One of My Activities

I would like to provide one example of my interactions with students outside of the regular classroom. During my last two years at Georgia State University, I was one of the first human beings that all new freshmen and transfer students met in person on campus as I was the Mathematics Department liaison for entering student mathematics placement testing. I addressed groups of 100 to 300 students in 20 to 25 sessions each Summer. I explained policies and processes and answered academic advising questions before the students were taken to various computer labs for their testing. Sessions lasted 20 to 25 minutes. At each session, I also disseminated copies of a handout of information and frequently asked questions to each student. I was charged with updating and maintaining this handout. My contributions in this area were part of a larger University wide effort towards New Student Orientation and Advising. During the two years that I served in this capacity, I attended and participated in meetings of the University Wide Enrollment Management Group Committee. Working with and helping students has always been central to my professional mission. My references can certainly support this claim.

08/98 - 08/00

GEORGIA PERIMETER COLLEGE

Professor Mariam Dittmann, Science Chair, Lawrenceville Campus
(229) 248-2515

Taught Learning Support mathematics, mathematical modeling, precalculus, applied calculus, Calculus I, and Calculus II. All courses taught under semester format. Utilized the TI-83 graphing calculator and Mathematica software to enhance instruction and learning.

04/98 – 06/99

CHATTAHOOCHEE TECHNICAL COLLEGE

Ms. Mimi Taylor, Chair, General Studies
(770) 528-4544

Ms. Anna Thornhill, Student Success Center Lab
(770) 528-4571

Taught developmental math, geometry/trigonometry, and algebraic concepts. Tutored developmental math through calculus on a walk-in basis. Includes traditional students and adult students. All courses taught under quarter format.

11/97 - 01/98

FULTON COUNTY BOARD OF EDUCATION

Chattahoochee High School
Dr. Robert E. Burke, Principal
(770) 740-7080

Permanent Substitute

09/97 - 11/97

FULTON COUNTY BOARD OF EDUCATION

North Springs High School
Mr. Peter F. Zervakos, Principal
(770) 551-2490

Mathematics Teacher

Taught Algebra Concepts I and Informal Geometry.

09/96 - 08/97

GEORGIA STATE UNIVERSITY

Learning Support Programs and Student Support Services
Cooperative Learning Lab
Carol A. Callahan, Instructional Services Coordinator
(404) 651-3365

Graduate Lab Assistant

Tutored undergraduate students in developmental studies mathematics, college algebra, precalculus, business calculus, and calculus by appointment or on a walk-in basis. Includes students with visual impairment, hearing impairment, specific learning disability or any combination of the three.
Also includes older students.

12/96 - 06/97

COBB COUNTY SCHOOL DISTRICT

Dr. Judith Patterson, Supervisor, Certified Personnel
(770) 426-3395

Substitute teaching in middle schools and high schools.

09/95 - 06/96

GEORGIA INSTITUTE OF TECHNOLOGY

School of Mathematics

Recitation Instructor
Graduate Teaching Assistant
Math Lab

Taught Calculus I-II and business calculus to undergraduate and graduate students. Includes students with specific learning disability. Presented examples, answered questions, and presented lessons.

Administered and graded quizzes, exams, and final exams. Assigned and graded computer projects using Mathematica or Maple. Prepared final quarter averages using Microsoft Excel.

Tutored Calculus I-IV and Math for Management I-III on a walk-in basis.

10/94 - 06/95

SOUTHERN POLYTECHNIC STATE UNIVERSITY

Learning Resources Center
Professor Jeff Orr, Director
(770) 528-7489

Tutored college algebra, trigonometry, calculus, physics, and English on a walk-in basis. Includes older students.

**09/94 - 06/95,
04/94 - 06/94,
AND
09/93 - 12/93**

SOUTHERN POLYTECHNIC STATE UNIVERSITY

Mathematics Department
Dr. Vinelli
(770) 528-7421

Tutored college algebra, trigonometry, calculus, statistics, and differential equations on a walk-in basis. Includes older students.

REFERENCES

Chris M. Smith

Professor Pat Zrolka, Chair, Mathematics and Computer Science
Georgia Perimeter College, Decatur Campus
3251 Panthersville Road, Decatur, Georgia 30034
(678) 891-2617

pzrolka@gpc.edu

Relationship to me: Former supervisor

Dr. Jose L. Vinelli, Associate Professor Emeritus
Mathematics Department
Southern Polytechnic State University
53 Long Swamp Court
Bent Tree #20729

Jasper, Georgia 30143

jvinelli@spsu.edu

(706) 253-4610

Relationship to me: Former supervisor

Dr. Philo Hutcheson, Social Foundations of Education
Georgia State University, College of Education
Department of Educational Policy Studies
30 Pryor Street, Suite 450, Atlanta, Georgia, 30303
(404) 413-8284

phutches@gsu.edu

Relationship to me: Former Ph.D. supervisor

Dr. Guantao Chen, Professor of Mathematics and Statistics
Georgia State University, College of Arts and Sciences
Department of Mathematics and Statistics
30 Pryor Street, Suite 750, Atlanta, Georgia, 30303
(404) 413-6400; (404) 413-6401; (404) 413-6402

matgtc@langate.gsu.edu

Relationship to me: Former supervisor for Master's project

Ms. Mimi Taylor, Chair, General Studies
Chattahoochee Technical College, Marietta Campus
980 South Cobb Drive, S.E., Marietta, Georgia 30060
(770) 528-4544, (770) 509-6353
mtaylor@chat-tec.com , mtaylor@chattcollege.com
Relationship to me: Former supervisor

Dr. Bill Curlette, Professor of Counseling and Psychological Services
and Professor of Educational Policy Studies
Georgia State University, College of Education
Department of Educational Policy Studies
30 Pryor Street, Suite 450, Atlanta, Georgia 30303
(404) 413-8289
wcurlette@gsu.edu
Relationship to me: Member of my doctoral dissertation committee (methods)

Dr. Mariam Dittmann, Vice President of Academic Affairs and Professor of Physics
Bainbridge College
P.O. Box 990, 2500 East Shotwell Street, Bainbridge, Georgia 39818
(229) 248-2515
mariam.dittmann@bainbridge.edu
Relationship to me: Former supervisor

Dr. Lifeng Ding, Associate Professor of Mathematics and Statistics
Georgia State University, College of Arts and Sciences
Department of Mathematics and Statistics
30 Pryor Street, Suite 750, Atlanta, Georgia, 30303
(404) 413-6400; (404) 413-6401; (404) 413-6402
matlfd@langate.gsu.edu
Relationship to me: Former Professor

Dr. Mihaly Bakonyi, Professor of Mathematics and Statistics
Georgia State University, College of Arts and Sciences
Department of Mathematics and Statistics
30 Pryor Street, Suite 750, Atlanta, Georgia, 30303
(404) 413-6400; (404) 413-6401; (404) 413-6402
matmmb@langate.gsu.edu
Relationship to me: Former Professor

Teaching Statement

Chris M. Smith

Updated August 17, 2009

I have taught approximately 5000 students during my career. I have taught at two major research universities, two community colleges, and at the K-12 level. Approximately 3300 of the 5000 students that I have taught during my career were students at major research universities.

I have had an interesting teaching career. I have taught students who were homeless and carried all of their Earthly possessions to each class period. I have taught students who were Ph.D. students at the time. I have taught students who already had Ph.D. degrees. I have taught courses such as Math 0096, Math 0097, Math 0098, and Math 0099 at community colleges and I have taught courses such as Calculus I and Calculus II at Georgia Institute of Technology. I have taught students who were the valedictorian or salutatorian of their high school classes, and I have taught students who had GED credentials only.

My resume gives much information about my teaching experience including an enumeration of all the courses that I have taught and where.

Beyond the obvious aspects of teaching mathematics to non math majors – non science majors, I have done more with my students than just attempt to teach them the designated curriculum.

I have done much work with my students in terms of teaching them about technology and also acquainting them with college style study skills and habits. I have used much technology in my teaching – the Symposium, document cameras, internet based homework (via MyMathLab/coursecompass), e-mail, web sites I developed for courses, graphing calculators, Microsoft Excel (in Mathematical Modeling and Statistics courses), SPSS, TI-Smartview software, graphing calculators with viewscreen and overhead projector, and the Mathematica and Maple software packages.

Much of the time, I integrated all of these technologies into the teaching and learning of mathematics because my employers “forced” me to do so. Often reluctant at first, I have come to appreciate, enjoy, and even look forward to using technology to enhance instruction and student learning. I have used technology in some courses more than others for obvious reasons. I fully meet the expectations of my employer when it comes to teaching students about technology and helping students become familiar with and comfortable with technology.

I also have taught most of my students about study skills and habits and helped them adjust to the rigors and demands of college study and college life. I have taught many freshmen and sophomores during my career. I have also taught a large number of juniors, seniors, and graduate students. But with regard to the freshmen, I have applied various strategies and approaches to make them aware of the rigors of institutional life and the habits and thought processes normally associated with success.

I continue to enjoy teaching and still look forward to teaching courses that I have never taught before even though those courses obviously involve more work and preparation for the instructor.

My commitment to higher education really centers around the students. I am trained to believe and live by the salience of such concepts as educating the *whole* student and providing meaningful opportunities for a *student centered* education. I am firmly committed to the concept of educational opportunity. The relevance of all this for me is that I am a real advocate for and champion of students who are trying to better themselves. I care about people who are trying to better the situation for themselves and their families and are trying to equip themselves to serve society at higher levels of service and employment as well as pay more taxes into the overall system and exercise their voting rights with greater knowledge, wisdom, and awareness. I am trained to believe and live by the philosophy that valuable and enriching student experiences take place both inside and outside the regular college classroom. Working with and helping students has always been central to my professional mission.