

Michael G Hylan, PhD

EDUCATION

- Ph.D. University of Missouri, St. Louis, Missouri
Educational Leadership and Policy Studies, August 2008
- M.A. University of Missouri, St. Louis, Missouri
Master of Arts in Education, Educational Leadership and Policy Studies,
August 1996
- B.S. Northeastern University, Boston, Massachusetts
Mathematics, June 1982

PROFESSIONAL EXPERIENCES

June 2020 – Present

Associate Professor, Coordinator of Doctoral Programs
Southern Wesleyan University
Central, South Carolina

August 2019 – May 2020

Assistant Professor, Department of Education
Louisiana State University - Shreveport,
Shreveport, Louisiana

August 2013 – July 2018

Department Chair, Graduate Studies (July 2016 – June 2018)
Associate Professor, School of Education (July 2013 – June 2018)
Asbury University,
Wilmore, Kentucky

January 2013 – July 2013

Part-time Research Assistant
Center for Character and Citizenship
University of Missouri – St. Louis,
St. Louis, Missouri

August 2012 – August 2013

Adjunct Professor, School of Education
Lindenwood University,
St. Charles, Missouri

Professional Experiences continued

January 2013 – August 2013

Adjunct Professor, Graduate School of Education
University of Missouri – St. Louis,
St. Louis, Missouri

July 2007 – June 2012

Principal

Individualized Learning Center High School
St. Louis, Missouri

July 2001 – June 2007

Principal/Central Office Duties(04-07)

Francis Howell Union High School
St. Charles, Missouri

July 2000 – June 2001

Assistant Principal

Francis Howell North High School
St. Charles, Missouri

July 1997 – June 2000

Principal

New Covenant Academy
Springfield, Missouri

July 1990 – June 1997

Secondary Math Teacher

Clayton High School
St. Louis, Missouri

July 1989 – June 1990

Secondary Math Teacher

Normandy High School
St. Louis, Missouri

UNIVERSITY TEACHING

Courses Taught:

Louisiana State University - Assistant Professor:

Educational Leadership and Curriculum and Instruction

EDL 700 Creating a Professional Learning Community

EDL 707 Utilizing Data to Improve Instruction

EDL 710 Leading Instruction and Assessment

EDL 716 Leadership Internship

EDL 740 Introduction to Graduate Research

EDST 605 Integrating STEM into Practice

Asbury University – Associate Professor:

Undergraduate

LA 100 Engaging the Liberal Arts

ED 393 A Perspective on International Education: China Travel Course

ED 428 Understanding Diversity/Interventions for Differentiation

EDA 428 Understanding Diversity/Interventions for Differentiation

General Graduate

EDG 500	Orientation/Clinical I
EDG 601	Clinical II
EDG 628	Interventions for Differentiation/Understanding Diversity
EDG 680	Research Development
EDG 681	Research Project
EDG 693	Cross Cultural Experience: China Travel Course
EDG 700	Clinical III

Teacher Leader

LDG 610	Leading by Design
LDG 614	Introduction to Instructional Leadership
LDG 618	Instructional Leadership II
LDG 622	Strategic Leadership
LDG 634	Curriculum Design for Accountability
LDG 636	Assessment and Accountability

Educational Leadership

LDG 706	DPP: Leading Student Services
LDG 707	DPP: Seminar/Practicum
LDG 730	Building Professional Learning Communities
LDG 763	Leading Differentiated Instruction

University of Missouri - Adjunct Professor:

Educational Leadership

EDA 6305	School District Administration
EDA 6900	Internship: Superintendent Certification

Lindenwood University - Adjunct Professor

Director of Special Education

EDA 514	Foundations and Administration of Special Education
EDA 598	Special Education Field Experience for Administrators

Courses Developed: Asbury University – Educational Leadership

LDG 706	DPP: Leading Student Services
LDG 707	DPP: Seminar/Practicum
LDG 730	Building Professional Learning Communities

PROFESSIONAL SERVICE

University, Public Schools, and Professional Organizations:

Member of the Academic Council (SWU), June 2020 - present

Member of the Dissertation Committee for Brittany Worthen, University of Kentucky,
Fall 2017 – present

Member of the Dissertation Committee for Felecia Gipson, Louisiana State University
Shreveport, Spring 2020 - present

Member of the Dissertation Committee for May Anne Hoppe, University of Missouri – St. Louis, March 2013 – January 2016

Qualified site visitor for the Council for the Accreditation of Educator Preparation (CAEP), Fall 2016 – present

Member of the University of West Florida CAEP Site Visit Team, wrote to Standard 1, November 2019

Member of the Rochester Nazareth University CAEP Site Visit Team, wrote Standard 4, December 2018 (The university withdrew prior to the visit)

Invited member of the Huntington University CAEP Site Visit Team, April 2020

Search Committee Chair, Assistant Professor of Special Education, LSUS, December 2019 – January 2020

Chair, the Intercultural Research Assessment and Development Task Force Stage 1 (AU), October 2015 – October 2016

Consultant, the Intercultural Research Assessment and Development Task Force (AU), October 2016 – July 2018

Member of the Leadership Team (AU), August 2016-July 2018

Member of the Dean’s Council while Interim Dean, August 2017-July 2018

Advisor for all Graduate school students (AU), August 2013-August 2018

Member of the Student Campus Life Committee (AU), August 2014 – July 2017

Member of the Graduate Council (LSUS), September 2019 – present

Member of Library Committee (LSUS), September 2019 – present

Member of the Academic Policies and Curriculum Committee (AU), Fall 2017 – July 2018

Invited Peer Editor for the *Educational Studies*, in conjunction with the Teacher Diversity Matters program at Northern Kentucky University, Fall 2017

Region 3 Director, National Alternative Education Association, March 2018 – April 2020

Volunteer for Poverty/Culture Simulation for Jessamine County Schools teacher professional development, May 2017

Member AILACTE Journal Editorial Board, Spring 2018 - present

Peer Reviewer for the *Journal of Character Education*, 2009 – present

Peer Reviewer for *New Ideas in Psychology*, November 2016

Peer Reviewer for the AERA National Conference presentations in Service Learning and Experiential Education, 2009

Member of the Kentucky Valley Educational Cooperative (KVEC) Perpetuating Excellence in Teaching, Learning and Leading Initiative (PETLL) School Evaluation Program– Southeast Kentucky, Fall 2014 – Fall 2016

Chair for KVEC PETLL school evaluation teams for Jenkins Independent Schools, July 2016 – present; Wolfe Middle School and Harlan County Schools and Jenkins Independent Schools, July 2014 – Fall 2016

Member, Institution of Higher Education Consortium (AU), September 2015 – July 2018

Lead undergrad student book study on injustice and social justice (AU), Spring 2018

Coordinator of District Diversity Initiative, Francis Howell School District, St. Charles, MO, 2004 – 2007

Coordinator of District Character Education Initiative, Francis Howell School District, St. Charles, MO, 2004 – 2007

Grant Reviewer for the Sprint Foundation Character Education Grants, 2008 – 2009

University School of Education Service:

Member of the Teacher Education Committee, Asbury University, September 2013 – August 2018

Program Reviewer/Evaluator for the National Council for Accreditation of Teacher Education, Fall 2015 – Spring 2016

Member of the NCATE Standard 1 Review Committee, September 2013 – May 2015

Chair of NCATE Program Review, Master of Arts Teacher Leader Program, October 2013 – April 2015

RESEARCH AND PUBLICATIONS

Research Interests

Initial research interests focused primarily on servant leadership, at-risk students, diversity/cultural competence and character education. More recently, my research interests have centered on servant leadership and models for school leaders. Previously, my research presentation and publications focused on social-emotional learning and working with diverse student populations.

Research Experience

Research consultant for the Center for Character and Citizenship, St. Louis, Missouri, grant project – *Character Education and the Common Core State Standards: A Natural Alignment*. January – June 2013.

Investigator and field researcher in conjunction with cooperative field study, University of California, Los Angeles, CA: *The effect of a web-based character education program in reducing recidivism of student problem behaviors*, 2005 – 2006.

Research assistant for University of Missouri, St. Louis, MO: *At-risk middle school students' perspective of school climate and its impact on achievement*, 2004-2005.

Current Research Projects

Hylen, M., Thomas, K. & Carter, B. (n.d.) *Educational tool or negative behavior enticer? Preservice teachers' perceptions of mobile phone integration on social behaviors*. This study examines the perceptions of 183 preservice teachers in Kentucky and North Carolina to determine their support for the use of mobile phones in the classroom, and their perceptions of the impact such use would have on student negative social and educational behaviors.

PUBLICATIONS

Copyright Work

Hylen, M (2020). eBook: *Parents as Emotion Coaches*. Copyright: April 2020, Coud9World Corp: Miami. Available in English, Portuguese and Spanish

Hylen, M (2016). Workbook: *Emotion coaching: Emotional intelligence and teaching moral behaviors*. Copyright: August 18, 2016, Registration #: TXU 2-003-739

Refereed

Hylen, M. and Willian, L (2020). Servant leadership and principal preparation: A Christian university perspective. *Journal of Character Education*, 16(1)

Thomas, K., **Hylen, M.** & Carter, B. (2020). Growing up mobile: How do today's preservice teachers feel about integrating mobile phones in their classrooms? *Proceedings of the Society for Information Technology and Teacher Education International Conference 2020* (pp. 822-833). Online: Association for the Advancement of Computing in Education (AACE). Retrieved April 22, 2020 from <https://www.learntechlib.org/primary/p/215834/>.

Hylen, M (2015). Book review: Character under attack and what you can do about it (2006), Houston, TX: Advanced Publishing, by Carl Sommers. *Journal of Character Education*, 11(2), 159-161.

Hylen, M (2008). *The Impact of a Character Education Based Interactive Discipline Program on At-Risk Student Behavior in an Alternative School*. Ann Arbor, MI: ProQuest, LLC.

Chambers, E.A., **Hylen, M.**, & Schreiber, J.B. (2006). Achievement and at-risk middle school students' perspectives of academic support. *Journal of Research in Character Education*, 4, 33-46.

Contributing author:

Bier, M., Coulter, B (2014). *Revitalizing math learning in America: Character education + common core state standards - mathematics*. A white paper published for the Center for Character and Citizenship at the University of Missouri – St. Louis.

Hylen, M. (2009, January). The impact of a character education-based discipline program in an alternative school. *Silhouettes*, a web-based journal produced by the National At-Risk Educators Network, Madison, WI.

PRESENTATIONS/CONFERENCE PAPERS

Refereed – International

Chambers, E. A., **Hylen, M.**, Schreiber, J. B., & Asner-Self, K. (2005). At-risk middle school students' perspective of school climate and its impact on achievement. Poster presentation at the annual meeting for the American Educational Research Association, Montreal, ON, April 2005

Refereed – National

Thomas, K., **Hylen, M.** & Carter, B. (2020). Should they stay or should they go? Preservice Teachers Provide Their Perspective on Mobile Phone Integration? Round Table presentation at the annual conference of the International Society for Technology in Education, Anaheim, CA, June 2020

- Thomas, K., **Hylen, M.** & Carter, B. (2020). Growing up mobile: How do today's preservice teachers feel about integrating mobile phones in their classrooms? Paper presentation at the annual conference of the Society for Information Technology and Teacher Education, New Orleans, LA, April 2020
- Hylen, M.** (2019) Servant Leadership and Principal Preparation: A Christian University Perspective. Paper presentation as part of a symposium at the Association for Moral Education Annual Conference, Seattle, WA, November, 2019
- Hylen, M.** (2019). Emotion Coaching: Teaching Emotional Intelligence and Pro-social Behaviors. Two workshops at the Annual At-Risk Youth National Forum as part of the work of the National Dropout Prevention Center at Clemson University, Myrtle Beach, SC, February 2019
- Hylen, M.** (2018). Emotion coaching: Socio-emotional intelligence and teaching students pro-social behaviors. Break out session at the Annual Conference on Advancing School Mental Health, Las Vegas, NV, October 2018
- Hylen, M.** (2017). Houston we have a problem: Failure is not an option. Workshop at the Annual At-Risk Youth National Forum as part of the work of the National Dropout Prevention Center at Clemson University, Myrtle Beach, SC, February 2017
- Hylen, M.** (2017). Emotion Coaching: Social-Emotion Intelligence and Teaching Moral Behaviors. Oral presentation at the Southeastern School Behavioral Health Conference hosted by the University of South Carolina at Myrtle Beach, SC, April 2017
- Hylen, M.** (2017). Cultivating Virtue: A Christian University Perspective. Paper presentation as part of a symposium entitled *Remoralizing Schools: Exploring Ancient Virtues to Inform 21st Century School Leadership* at the Association for Moral Education Annual Conference, St. Louis, MO, November, 2017
- Hylen, M.** (2016). Emotion Coaching: Teaching emotional intelligence and moral behaviors. Pre-Conference workshop at the annual Character Plus National Conference, St. Louis, MO, July 2016
- Hylen, M.** (2016). Student Problem Behaviors: Using Emotion Coaching in Teaching Positive Social Skills. Break out session at the National Alternative Education Association Annual Conference, Ponte Vedra Beach, FL, March 2016
- Hylen, M.** (2016). Emotion Coaching: Teaching emotional intelligence and moral behaviors. Workshop at the Annual At-Risk Youth National Forum as part of the work of the National Dropout Prevention Center at Clemson University, Myrtle Beach, SC, February 2016

- Hylen, M.** (2015). Be a Coach: Teaching moral behaviors through emotion coaching. Break out session at the annual Character Education Partnership National Conference, Atlanta, GA, October 2015.
- Hylen, M.** (2014). Student problem behaviors and school discipline codes: Teaching moral behaviors through emotion coaching. Pre-Conference workshop at the annual Association for Moral Education Annual Conference, Pasadena, CA, November 2014.
- Hylen, M.** (2012). Emotion coaching at-risk teenagers. Break out session at the annual National Character Education Conference, San Francisco, CA, October 2012 and the annual conference for the National Alternative Education Network, April 2012.
- Hylen, M.** (2009). Emotion coaching at-risk teenagers. Break out session at the annual National At-Risk Educators Conference, Panama City, FL, February 2009.
- Hylen, M.** (2008). The advantages of a character education based discipline program in an alternative school. Breakout session presentation at the annual Alternatives to Suspension and Dropping Out Conference, Orlando, FL, February 2008.
- Hylen, M.** (July, 2006). The advantages of a character education based discipline program in an alternative school. Breakout session presentation at the Annual National Character Education Conference, St. Louis, MO, July 2006.
- Chambers, E. A., **Hylen, M.**, & Schreiber, J. B. (2005). Academic achievement and at-risk middle school students' perspective of support. Poster presentation at the annual meeting of the Association for Moral Education, Boston, MA, November 2005.

PROFESSIONAL DEVELOPMENT SERVICE

- Hylen, M.** (2017). Social-Emotion Intelligence and Positive Social Skills. Professional development workshop for Dorchester School District 2, Summerville, SC. August 18, 2017
- Hylen, M.** (2016). Higher order questioning and engagement strategies: Applications in the classroom. Professional development workshop for Jenkins County Middle/High School, Jenkins, KY. October 25, 2016
- Hylen, M.** (2016). Higher order questioning and depth of knowledge: Applications in the classroom. Professional development workshop for Harlan County High School, Harlan, KY. March 24, 2016.

Hylen, M. (2015). Engaging students and higher order questioning: Understanding the complexities of PGES. Professional development workshop for Harlan County High School, Harlan, KY. October 21, 2015.

Hylen, M. (2008). Discipline and the role of character education in school improvement. Professional development session for the Bethalto School District, Bethalto, IL. January 18, 2008.

GRANTS ACTIVITY

Integration team member, Cultivating Virtue: Servant Leadership Development for Education. Research grant funded by the *John Templeton Foundation*. The purpose of the grant is fund for the creation of a course of study covering the philosophy of Servant Leadership and the intentional cultivation of the Servant Leadership virtues of Compassionate Love, Humility, Courage, Future-mindedness (foresight) and Forgiveness as they apply in the various workplace contexts and personal lives of current and future school/education leaders and to investigate the impact of such a course.

Total grant award was \$216,998

Principal investigator (2016-2018) and coordinator, *WHAS Crusade for Children Grant*. Annual grant funded the WHAS Foundation for programs that offer support on behalf of children with special needs. Asbury University has traditionally utilized these funds to strengthen our program that certifies teachers in the field of special education.

Annual funds have ranged from \$20,000 to \$40,000.

Principal Investigator and Coordinator, *Missouri Safe Schools Grant* for the Rockwood School District. Annual state grant funded by The Missouri Department of Elementary and Secondary Education to develop education intervention program for students endanger of dropping out of school.

Annual award of \$100,000 from August 2007 – June 2009.

Principal investigator and Coordinator, *Missouri Safe Schools Grant* for the Francis Howell School District. Annual state grant funded by The Missouri Department of Elementary and Secondary Education to develop drug education intervention programs for students suspended from school for drug and alcohol related issues.

Annual award of \$100,000 from August 2001 – June 2007.

Recipient of *Workshop Grant*, University of Missouri, St. Louis. *\$1500 grant awarded* to present findings from research at the annual meeting of the American Educational Research Association, Chicago, IL, April 2006.

Recipient of *Workshop Grant*. University of Missouri, St. Louis. *\$1500 grant awarded* to present findings from research at the annual meeting of the Association for Moral Education, Boston, MA, November 2005

Recipient of *Workshop Grant*. University of Missouri, St. Louis. \$1000 grant awarded to present findings from research at the annual meeting of the American Educational Research Association, Montreal, Ontario, April 2005

Principal Investigator and coordinator for *Boeing Community Support Program Grant*, this grant was given to develop and upgrade the science lab program for Francis Howell Union High School, St. Charles, MO, for at-risk students.
Total grant award was \$5000.

PROFESSIONAL HONORS

One of six finalists for Professor of the Year, LSUS, 2019-2020

Recipient of \$500 Award for Excellence in Research, University of Missouri, St. Louis, Spring 2005.

Inductee into Phi Delta Kappa, Spring 2004.

Inductee into the Francis Howell School District “Howell of Fame”, June 2005.

Recognized by Who’s Who of American Educators, 2005.

AFFILIATIONS/MEMBERSHIPS

Association for Moral Education

Association for Independent Liberal Arts Colleges for Teacher Education

National Alternative Education Association

CERTIFICATES AND FELLOWSHIPS

National Endowment for the Humanities Human Subjects Protection Program Training (September 2018)

Center for Character and Citizenship, University of Missouri, St. Louis, MO (January – May, 2013)

Leadership Academy Character Education - 2004, University of Missouri, St. Louis, MO (January – December)

Leadership Academy for Principals, Lake of the Ozarks, MO (February, 1997)