

## Curriculum Vitae

**CARY J. ROSETH**

Michigan State University  
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**EDUCATION**

2006	University of Minnesota-Twin Cities	Educational Psychology	Ph.D.
2006	University of Minnesota-Twin Cities	Educational Psychology	M.A.
1994	Dartmouth College	Spanish	B.A.

**PROFESSIONAL EXPERIENCE**

- 2007-present Michigan State University (MSU)  
 Department of Counseling, Educational Psychology, and Special Education
- Associate Professor with Tenure (2013-present)
  - Director, Educational Psychology Educational Technology (EPET) Doctoral Program (2015-present)
  - Co-director, EPET Doctoral Program (2013-2015)
  - Assistant Professor (2007-2013)
- 2015-2017 Queen's University, Belfast, Northern Ireland
- Visiting Research Fellow
- 2003-2007 University of Minnesota, Twin Cities
- Lecturer (2007)
  - Research Assistant / Graduate Assistant (2003-2006)
- 1994-2003 Kimball Union Academy, Meriden, NH
- Assistant Headmaster (2001-2003)
  - Dean of Students (1998-2001)
  - Associate Dean of Students (1996-1998)
  - Teacher, coach, dorm parent (1994-2003)

**AWARDS**

- 2015 *Outstanding Contributions Award*, Cooperative Learning Special Interest Group (SIG), American Educational Research Association (AERA)
- 2014 *Best-in-Track Award*, Annual Sloan-C/MERLOT International Symposium for Emerging Technologies in Online Learning
- 2013 *Promise Award*, Conflict Resolution and Violence Prevention SIG, AERA
- 2013 *Teacher-Scholar Award*, MSU

- 2012 *Menges Award for Outstanding Research in Educational Development*, Professional and Organizational Development Annual Meeting, Seattle, WA.
- 2012 *First Place Blended Course*, AT&T Instructional Technology Award, MSU
- 2012 *First Place Poster*, University Undergraduate Research and Arts Forum, MSU
- 2006 *Graduate Student Teaching Award*, Educational Psychology Department, University of Minnesota, Twin Cities
- 2005 *Thank a Teacher Award*, College of Education and Human Development, University of Minnesota, Twin Cities
- 1994 *Cum Laude Honors*, Dartmouth College

## GRANT RELATED ACTIVITY

### Current Grant Support

Co-PI (PI: Van Ryzin). *Enlisting peer cooperation and prosociality in the service of substance use prevention in middle school*. NIAAA/NIH R34 AA024275 (Jan. 2016 – Dec. 2018), \$712,162.

### Grants Received (Completed)

Co-PI (PI: Van Ryzin). *Enhancing achievement and peer relations in inclusive middle school classrooms*. College of Education Faculty Fund Award, University of Oregon (April 2015 – Aug. 2016), \$18,000.

PI. *The role of social ostracism in online collaboration*. Undergraduate Research Funds, College of Education, MSU (Sept. 2015 – June 2016), \$2,200.

PI (Co-PI: Linnenbrink-Garcia). *Flipping undergraduate classrooms: Implications for motivation, self-regulation, and achievement*. Educational Psychology & Educational Technology In-house Grant Program, MSU (Sept. 2014 – May 2015), \$20,000.

Co-PI (PI: Van Ryzin). *Meta-analysis of family-based prevention programs for adolescent substance abuse*. NIDA/NIH R03 (Oct. 15, 2012 - Aug. 31, 2014), \$160,000.

PI. *Online constructive controversy: A design-based program of research*. Joe L. & Lucy Bates-Byers Award for Technology and Curriculum, MSU (April 2011 – Aug. 2013), \$100,000.

PI. *Preschoolers natural conflict resolution*. Undergraduate Research Funds, College of Education, MSU (Sept. 2008 – Aug. 2013), \$22,000.

PI. *Research incentive monies and computer video coding software*. College of Education In-house Grant Program, MSU (Nov. 2009 – Aug. 2010), \$3,600.

PI. *Foreign travel award*. Office of the Dean of International Studies, MSU (July 2008), \$1000.

## PUBLICATIONS

<sup>+</sup>Indicates current or former graduate student or undergraduate student.

### Journal Articles (Peer-reviewed)

- <sup>+</sup>Lee, Y-K., <sup>+</sup>Wormington, S. V., Linnenbrink-Garcia, L., & Roseth, C. J. (2017). A short-term longitudinal study of stability and change in achievement goal profiles. *Learning and Individual Differences, 55*, 49-60.
- <sup>+</sup>Shin, T. S., <sup>+</sup>Ranellucci, J., & Roseth, C. J. (2017). Effects of peer and instructor rationales on online students' motivation and academic achievement. *International Journal of Educational Research, 82*, 184-199.
- <sup>+</sup>Terry, C., Mishra, P., & Roseth, C. J. (2016). Preference for multitasking, technological dependency, student metacognition, and pervasive technology use: An experimental intervention. *Computers in Human Behavior, 65*, 241-251.
- Van Ryzin, M., Roseth, C. J., Fosco, G. M., <sup>+</sup>Lee, Y-K., & <sup>+</sup>Chen, I-C. (2016). A component-centered meta-analysis of family-based prevention programs for adolescent substance abuse. *Clinical Psychology Review, 45*, 72-80.
- <sup>+</sup>Peterson, A. T., & Roseth, C. J. (2016). Effects of four CSCL strategies for enhancing online discussion forums: Social interdependence, summarizing, scripts, and synchronicity. *International Journal of Educational Research, 76*, 147-161.
- <sup>+</sup>Zeneli, M., Thurston, A., & Roseth, C. J. (2016). The influence of experimental design on the magnitude of the effect size of peer tutoring for elementary, middle and high school settings: A meta-analysis. *International Journal of Educational Research, 76*, 211-223.
- Durán, L. K., Roseth, C. J., & Hoffman, P. (2015). Effects of predominantly-English and transitional bilingual education on Spanish-speaking preschoolers' literacy and language development: Year two results. *Applied Psycholinguistics, 36*, 921-951.
- Johnson, D. W., Johnson, R. T., Roseth, C. J., & <sup>+</sup>Shin, T-S. (2014). The relationship between motivation and achievement in interdependent situations. *Journal of Applied Social Psychology, 44*, 622-633.
- <sup>+</sup>Saltarelli, A. J., & Roseth, C. J. (2014). Effects of synchronicity and belongingness on face-to-face and computer-mediated constructive controversy. *Journal of Educational Psychology, 106*, 946-960.
- <sup>+</sup>Saltarelli, A. J., Roseth, C. J., & Saltarelli, W. (2014). Human cadavers vs. multimedia simulation: A study of student learning in anatomy. *Anatomical Sciences Education, 7*, 331-339.

- <sup>+</sup>Henriksen, D., Mishra, P., Greenhow, C., <sup>+</sup>Cain, W., & Roseth, C. J. (2014). A tale of two courses: Innovation in the Hybrid/Online Doctoral Program at Michigan State University. *TechTrends*, 58, 45-53.
- Durán, L. K., Roseth, C. J., Hoffman, P., & Robertshaw, M. B. (2013). Spanish-speaking preschoolers' early literacy development: A longitudinal experimental comparison of predominantly English and transitional bilingual education. *Bilingual Research Journal*, 36, 6-34.
- Roseth, C. J., <sup>+</sup>Akcaoglu, M., & <sup>+</sup>Zellner, A. (2013). Blending synchronous face-to-face and computer-supported cooperative learning in a hybrid doctoral seminar. *TechTrends*, 57, 54-59.
- Koehler, M. J., <sup>+</sup>Zellner, A., Roseth, C. J., Dickson, R. K., Dickson, P., et al. (2013). Rethinking the doctorate: Introducing the first hybrid doctoral program in educational technology. *TechTrends*, 57, 47-53.
- Johnson, D. W., Johnson, R. T., & Roseth, C. J. (2012). Competition and performance: More facts, more understanding? Comment on Murayama and Elliot (2012). *Psychological Bulletin*, 138, 1071-1078.
- Roseth, C. J., Missall, K. N., & McConnell, S. R. (2012). Early literacy individual growth and development indicators (EL-IGDIs): Growth trajectories using a large, internet-based sample. *Journal of School Psychology*, 50, 483-501.
- Roseth, C. J., <sup>+</sup>Saltarelli, A. J., & <sup>+</sup>Glass, C. R. (2011). Effects of face-to-face and computer-mediated constructive controversy on social interdependence, motivation, and achievement. *Journal of Educational Psychology*, 103, 804-820.
- Pellegrini, A. D., Bohn-Gettler, C. M., Dupuis, D., Hickey, M., Roseth, C. J., Solberg, D. (2011). An empirical examination of sex differences in scoring preschool children's aggression. *Journal of Experimental Child Psychology*, 109, 232-238.
- Roseth, C. J., Pellegrini, A. D., Dupuis, D. N., Bohn, C. M., Hickey, M. C., Hilk, C. L., & Peshkam, A. (2011). Preschoolers' bistrategic resource control, reconciliation, and peer regard. *Social Development*, 1, 185-211.
- Pellegrini, A. D., Van Ryzin, M. J., Roseth, C. J., Bohn-Gettler, C. M., Dupuis, D. N., Hickey, M. C., & Peshkam, A. (2011). Behavioral and social cognitive processes in preschool children's social dominance. *Aggressive Behavior*, 35, 1-10.
- Johnson, D. W., Johnson, R. T., & Roseth, C. J. (2010). Cooperative learning in middle schools: Interrelationship of relationships and achievement. *Middle Grades Research Journal*, 5, 1-18.

- Bohn-Gettler, C. M., Pellegrini, A. D., Dupuis, D., Hickey, M., Hou, Y., Roseth, C. J., Solberg, D. (2010). A longitudinal study of preschool children's (*homo sapiens*) sex segregation. *Journal of Comparative Psychology*, *124*, 219-228.
- Durán, L. K., Roseth, C. J., & Hoffman, P. (2010). First-year effects of English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development: An experimental study. *Early Childhood Research Quarterly*, *25*, 207-217.
- Tichy, M. L., Johnson, D. W., Johnson, R. T., & Roseth, C. J. (2010). The impact of constructive controversy on moral development. *Journal of Applied Social Psychology*, *40*, 765-787.
- Van Ryzin, M., Gravely, A., & Roseth, C. J. (2009). Autonomy, belongingness, and engagement in school as contributors to adolescent psychological well-being. *Journal of Youth and Adolescence*, *38*, 1-12.
- Roseth, C. J., Pellegrini, A. D., Dupuis, D. N., Bohn, C. M., Hickey, M. C., Hilk, C. L., & Peshkam, A. (2008). Teacher intervention and U.S. preschoolers' natural conflict resolution after aggressive competition. *Behaviour*, *145*, 1601-1626.
- Roseth, C. J., Johnson, D. W., & Johnson, R. T. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin*, *134*, 223-246.
- Roseth, C. J., Garfield, J. B., & Ben-Zvi, D. (2008). Collaboration in learning and teaching statistics. *Journal of Statistics Education*, *16*(1).
- Roseth, C. J., Pellegrini, A. D., Bohn, C. M., Van Ryzin, M., & Vance, N. (2007). Preschoolers' aggression, affiliation, and social dominance relationships: An observational, longitudinal study. *Journal of School Psychology*, *45*, 479-497.
- Pellegrini, A. D., Long, J. D., Roseth, C. J., Bohn, C. M., & Van Ryzin, M. (2007). A short-term longitudinal study of preschoolers' (*homo sapiens*) sex segregation: The role of physical activity, sex, and time. *Journal of Comparative Psychology*, *121*, 282-289.
- Pellegrini, A. D., Roseth, C. J., Mliner, S., Bohn, C. M., Van Ryzin, M., Vance, N., Cheatham, C. L., & Tarullo, A. (2007). Social dominance in preschool classrooms. *Journal of Comparative Psychology*, *121*, 54-64.
- Pellegrini, A. D., & Roseth, C. J. (2006). Relational aggression and relationships in preschoolers: A discussion of methods, gender differences, and function. *Journal of Applied Developmental Psychology*, *27*, 269-276.

### **Journal Articles Submitted for Publication**

- <sup>+</sup>Robinson, K. <sup>+</sup>Ranellucci, J., <sup>+</sup>Lee, Y-K., <sup>+</sup>Wormington, S. V., Roseth, C. J. & Linnenbrink-Garcia, L., (under review). Affective profiles and academic success in a college science course. *Revision requested: March 2017*.

Roseth, C. J., <sup>+</sup>Lee, Y-K., & Saltarelli, W. (under review). Clarifying Jigsaw's social psychology: Effects on social interdependence, socio-cognitive conflict regulation, motivation, and achievement. *Submitted: January 2017*.

Van Ryzin, M., Biglan, T., Roseth, C. J., Wilson, D. S. (under review). Applying evolutionary theory to the prevention of substance use and related forms of antisocial behavior in middle school. *Revision requested: June 2016*.

### **Journal Articles (Not peer-reviewed)**

Johnson, D. W., Johnson, R. T., & Roseth, C. J. (2006). Do peer relationships affect achievement? *The Cooperative Link*, 21, 2-4.

### **Book Chapters**

Roseth, C. J. (In press). *Children's peacekeeping and peacemaking*. In P. Verbeek, & B. Peters (Eds.), *Behavioral processes and systems of peace*. Oxford, UK: Wiley-Blackwell Publishers.

Roseth, C. J. (2016). Preschoolers' natural conflict resolution. In E. Palagi, & I. Norscia (Eds.), *The missing lemur link: An ancestral step in the evolution of human behaviour*. Cambridge, UK: Cambridge University Press.

Roseth, C. J. (2016). Character education, moral education, and moral-character education. In L. Corno, & E. M. Anderman (Eds.), *Handbook of educational psychology (3rd ed)* (pp. 213-225). New York, NY: Routledge/Taylor-Francis.

<sup>+</sup>Wilcken, A., & Roseth, C. J. (2015). The importance of teacher-student relationships for student engagement and achievement. In C. Rubie-Davies, J. Stephens, & P. Watson (Eds.), *Routledge international handbook of social psychology of the classroom* (pp. 177-187). New York, NY: Routledge/Taylor-Francis.

Roseth, C. J., Johnson, D. W., & Johnson, R. T. (2011). Goal structures: Their role in promoting early adolescents' peer relationships and academic achievement. In R. J. Levesque (Ed.), *Encyclopedia of adolescence* (pp. 1180-1187). New York, NY: Springer.

Pellegrini, A. D., Roseth, C. J., Van Ryzin, M. V., & Solberg, D. (2011). Popularity as a form of social dominance. In A. Cillessen, D. Schwartz, & L. Mayeux (Eds.), *Popularity in the peer system* (pp. 123-139). New York, NY: Guilford Press.

Roseth, C. J., & Pellegrini, A. D. (2010). Methods for assessing bullying in preschool and middle school: Some empirical comparisons and recommendations. In E. Vernberg, & B. Biggs (Eds.), *Preventing and treating bullying and victimization: Integrative and evidence-based practices* (pp. 161-185). New York, NY: Oxford University Press.

Pellegrini, A. D., Long, J. D., Solberg, D., Roseth, C. J., Dupuis, D. N., Bohn, C. M., & Hickey, M. C. (2010). Bullying and social status during school transitions. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.) *The handbook of bullying in schools: An international perspective* (pp. 199-210). New York, NY: Routledge.

Roseth, C. J., & Pellegrini, A. D. (2009). Bullying. In H. T. Reis, & S. Sprecher (Eds.), *Encyclopedia of human relationships*. Beverly Hills, CA: Sage.

Roseth, C. J., Garfield, J. B., & Ben-Zvi, D. (2008). Collaboration in the statistics classroom. In J. B. Garfield, & D. Ben-Zvi, (Eds.) *Developing students' statistical reasoning: Connecting research and teaching practice*. Emeryville, CA: Key College Publishing.

### **Electronic Publications (Peer-reviewed)**

Teed, R., McDaris, J., & Roseth, C. J. (2006). Cooperative learning. *Science Education Resource Center (SERC) at Carleton College*.

<http://serc.carleton.edu/introgeo/cooperative/index.html>

Roseth, C. J., & Garfield, J. (2006). Body measures: Exploring distributions and graphs using cooperative learning. *Consortium for the Advancement of Undergraduate Statistics Education (CAUSE)*, <http://serc.carleton.edu/sp/cause/cooperative/examples/14045.html>.

Roseth, C. J., & Garfield, J. (2006). Histogram sorting using cooperative learning. *CAUSE*, <http://serc.carleton.edu/sp/cause/cooperative/examples/14044.html>.

Roseth, C. J., & Garfield, J. (2006). Using cooperative learning to understand the standard deviation: What makes it larger or smaller? *CAUSE*, <http://serc.carleton.edu/sp/cause/cooperative/examples/14046.htm>.

### **CONFERENCE PRESENTATIONS (Peer-reviewed)**

#### **International**

<sup>+</sup>Wilcken, A., & Roseth, C. J. (July, 2013). The role of relationship quality and relatedness to teachers in engagement and achievement in elementary and middle school: A longitudinal study. Poster presented at the *Social Psychology of the Classroom International Conference*, Auckland, New Zealand.

Roseth, C. J., Pellegrini, A. D., Dupuis, D. N., Bohn, C. M., Hickey, M. C., Hilk, C. L., & Peshkam, A. (July, 2008). Natural conflict resolution after aggressive competition among U.S. preschoolers. Poster presented at *Biennial World Meeting of the International Society for Research on Aggression (ISRA)*, Budapest, Hungary.

**National**

- <sup>+</sup>Bedell, K., <sup>+</sup>Lee, Y-K. & Roseth, C. J. (April 2017). The effects of ostracism in cooperative online discussions. Paper to be presented at the *American Educational Research Association (AERA) Annual Meeting*, San Antonio, TX.
- <sup>+</sup>Robinson, K. A., Perez, T., Nuttall, A. K., Roseth, C. J., & Linnenbrink-Garcia, L. (April 2017). From science student to scientist: Predictors and outcomes of multiple science identity development trajectories. Paper to be presented at the *AERA Annual Meeting*, San Antonio, TX.
- Roseth, C. J., Linnenbrink-Garcia, L., Saltarelli, W., <sup>+</sup>Lee, Y-K., <sup>+</sup>Rosenberg, J. M., <sup>+</sup>Bovee, E., <sup>+</sup>Robinson, K. A., Ranellucci, J., <sup>+</sup>Wormington, S. V., <sup>+</sup>Klautke, H., <sup>+</sup>Seals, C., & <sup>+</sup>Beymer, P. N. (April 2017). A design-based intervention on flipped instruction: Longitudinal effects on undergraduates' engagement and achievement. Paper to be presented at the *AERA Annual Meeting*, San Antonio, TX.
- <sup>+</sup>Klautke, H. & Roseth, C. J. (August 2016). Effects of descriptive norms and cooperative partner messages on online cooperative learning. Paper presented at the *American Psychological Association (APA) Annual Meeting*, Denver, CO.
- <sup>+</sup>Beymer, P. N., <sup>+</sup>Bovee, E., Saltarelli, W., Linnenbrink-Garcia, L., & Roseth, C. J. (August 2016). Effect of "flipping" on undergraduate persistence. Poster presented at the *APA Annual Meeting*, Denver, CO.
- <sup>+</sup>Lee, Y-K. & Roseth, C. J. (August 2016). Longitudinal effect of Jigsaw social psychology on achievement. Paper presented at the *APA Annual Meeting*, Denver, CO.
- <sup>+</sup>Thelamour, B., <sup>+</sup>Chen, I-C., & Roseth, C. J. (August 2016). Preschool prosociality from a systems perspective: Considering who, with whom, and in what context. Poster presented at the *APA Annual Meeting*, Washington, D.C.
- <sup>+</sup>Aziz, M., <sup>+</sup>Shin, T. S., & Roseth, C. J. (April 2016). Do implicit beliefs cause self-efficacy in mathematics? Evidence from three experimental studies. Paper presented at the *AERA Annual Meeting*, Washington, D.C.
- <sup>+</sup>Lee, Y-K., <sup>+</sup>Rosenberg, J. M., <sup>+</sup>Robinson, K. A., <sup>+</sup>Klautke, H., <sup>+</sup>Seals, C., Ranellucci, J., Saltarelli, W., Linnenbrink-Garcia, L., & Roseth, C. J. (April 2016). Comparing motivation and achievement in a flipped and traditional classroom: The role of self-regulated learning. Paper presented at the *AERA Annual Meeting*, Washington, D.C.
- <sup>+</sup>Lee, Y-K., <sup>+</sup>Wormington, S. V., Linnenbrink-Garcia, L., & Roseth, C. J. (April 2016). A short-term longitudinal perspective on achievement goal profiles. Paper presented at the *AERA Annual Meeting*, Washington, D.C.



- <sup>+</sup>Robinson, K. A., <sup>+</sup>Ranellucci, J., <sup>+</sup>Lee, Y.-K., <sup>+</sup>Wormington, S. V., Saltarelli, W., Roseth, C. J., & Linnenbrink-Garcia, L. (April 2016). Affective profiles and academic success in a college anatomy course. Poster presented at the *AERA Annual Meeting*, Washington, D.C.
- <sup>+</sup>Wormington, S. V., <sup>+</sup>Lee, Y.-K., <sup>+</sup>Seals, C., <sup>+</sup>Rosenberg, J. M., Saltarelli, W., Roseth, C. J. & Linnenbrink-Garcia, L. (April 2016). Predicting profile permanence: When is motivation stable, why does it change, and what are the consequences? Paper presented at the *AERA Annual Meeting*, Washington, D.C.
- <sup>+</sup>Ranellucci, J., <sup>+</sup>Robinson, K. A., <sup>+</sup>Rosenberg, J. M., Saltarelli, W., Roseth, C. J., & Linnenbrink-Garcia, L. (April 2016). Comparing emotions in-class and during online video lectures in a flipped classroom. Paper presented at the *AERA Annual Meeting*, Washington, D.C.
- <sup>+</sup>Ranellucci, J., <sup>+</sup>Rosenberg, J. M., <sup>+</sup>Klautke, H., <sup>+</sup>Robinson, K. A., Saltarelli, W., Linnenbrink-Garcia, L., & Roseth, C. J. (April 2016). Achievement goals, behavioral engagement, and achievement in a flipped undergraduate anatomy course. Paper presented at the *AERA Annual Meeting*, Washington, D.C.
- Saltarelli, W., <sup>+</sup>Robinson, K. A., <sup>+</sup>Bovee, E., <sup>+</sup>Beymer, P. N., Linnenbrink-Garcia, L., & Roseth, C. J. (April 2016). How to support student motivation in a flipped anatomy course: Introducing the “mFlip.” Poster presented at the *American Association of Anatomists (AAA) Annual Meeting*, San Diego, CA.
- <sup>+</sup>Klautke, H., <sup>+</sup>Saltarelli, A. J., & Roseth, C. J. (March 2016). Using an asynchronous online cooperative learning platform for learner-motivation related research and practice. Paper presented at the *Society for Information Technology & Teacher Education (SITE) Annual Meeting*, Savannah, GA.
- <sup>+</sup>Klautke, H. & Roseth, C. J. (March 2016). How interpersonal- and classroom-communication interventions affect online cooperative learning: An experimental study. Paper presented at the *SITE Annual Meeting*, Savannah, GA.
- <sup>+</sup>Rosenberg, J. M., <sup>+</sup>Ranellucci, J., <sup>+</sup>Lee, Y.-K., <sup>+</sup>Robinson, K. A., Saltarelli, W., Linnenbrink-Garcia, L., & Roseth, C. J. (March 2016). Patterns of engagement in a flipped undergraduate anatomy class and their relations to achievement. Paper presented at the *SITE Annual Meeting*, Savannah, GA.
- Van Ryzin, M., Roseth, C. J., & Fosco, G. (May, 2015). A component-based meta-analysis of family-based prevention programs for adolescent substance abuse. Paper presented at the *Society for Prevention Research Annual Meeting*, Washington, D.C.
- <sup>+</sup>Bedell, K., & Roseth, C. J. (April 2015). The role of computer-mediated communication and synchronicity in a hybrid course. Paper presented at the *AERA Annual Meeting*, Chicago, IL.

- <sup>+</sup>Peterson, A., & Roseth, C. J. (April 2015). Scripting and synchronicity in online discussions. Paper presented at the *AERA Annual Meeting*, Chicago, IL.
- Saltarelli, W., Roseth, C. J., & <sup>+</sup>Saltarelli, A. J. (March 2015). Implementing a cooperative learning model in a cadaver anatomy laboratory. Paper presented at the *American Association of Anatomists (AAA) Annual Meeting*, Boston, MA.
- Roseth, C. J., <sup>+</sup>Chen, I-C., & <sup>+</sup>Thelamour, B. (March 2015). Resource control strategies and conflict outcomes: A dyadic analysis. Paper presented at the *Society for Research in Child Development (SRCD) Biennial Meeting*, Philadelphia, PA.
- <sup>+</sup>Thelamour, B., <sup>+</sup>Fedor, M., & Roseth, C. J. (March 2015). The dyadic nature of peer-directed conflict resolution. Poster presented at the *SRCD Biennial Meeting*, Philadelphia, PA.
- <sup>+</sup>Peterson, A., & Roseth, C. J. (March 2015). Online discussion forums: The effects of synchronicity and scripting. Brief paper presented at the *SITE Annual Meeting*, Las Vegas, NV.
- <sup>+</sup>Bedell, K., <sup>+</sup>Peterson, A., & Roseth, C. J. (March 2015). Effects of computer-mediated communication and synchronicity in a hybrid course. Full paper presented at the *SITE Annual Meeting*, Las Vegas, NV.
- <sup>+</sup>Lee, Y-K., & Roseth, C. J. (Oct. 2014). Stability and change in achievement goal profiles: A latent transition analysis. Poster presented at the *Advances in Educational Psychology Conference (AEPK)*, Fairfax, VA.
- <sup>+</sup>Saltarelli, A. J., & Roseth, C. J. (August, 2014). Effects of belongingness and synchronicity on face-to-face and online constructive controversy. Paper presented at the *American Psychological Association (APA) Annual Meeting*, Washington, D.C.
- <sup>+</sup>Chen, I-C., <sup>+</sup>Thelamour, B., <sup>+</sup>Fedor, M., & Roseth, C. J. (August, 2014). “Are you my friend?”: Examining play, homophily and dominance as predictors of friendship nominations. Poster presented at the *APA Annual Meeting*, Washington, D.C.
- Van Ryzin, M., Roseth, C. J., & Fosco, G. (May, 2014). Using meta-analysis to examine component effects of family-based prevention programs. Paper presented at the *Society for Prevention Research Annual Meeting*, Washington, D.C.
- <sup>+</sup>Saltarelli, A. J., & Roseth, C. J. (April, 2014). Effects of belongingness and synchronicity on face-to-face and online cooperative learning. Paper presented at the *Annual Sloan-C/MERLOT International Symposium for Emerging Technologies in Online Learning*, Dallas, TX.
- Thurston, A., Zeneli, M., Roseth, C. J., & Miller, S. (April, 2014). Meta-analysis of the influence of experimental design on effect size on peer tutoring research outcomes in school elementary, middle and high school settings. Paper presented at the *AERA Annual Meeting*, Philadelphia, PA.

- <sup>+</sup>Thelamour, B., & Roseth, C. J. (April, 2014). The role of teacher intervention, demographic characteristics, homophily and friendship on preschool prosocial behaviors after conflict events. Paper presented at the *AERA Annual Meeting*, Philadelphia, PA.
- <sup>+</sup>Saltarelli, A. J., McAndrew, A., & Roseth, C. J. (November, 2013). Effects of belongingness and synchronicity on face-to-face and online cooperative learning. Paper presented at the *Professional and Organizational Development Annual Meeting*, Pittsburgh, PA.
- <sup>+</sup>Fedor, M., & Roseth, C. J. (April, 2013). Antecedents, behaviors, and consequences of conflict in Head Start preschool classrooms. Paper presented at the *AERA Annual Meeting*, San Francisco, CA.
- <sup>+</sup>Saltarelli, A. J., Saltarelli, W. & Roseth, C. J. (April, 2013). Effects of virtual labs and cooperative learning in anatomy instruction. Paper presented at the *AERA Annual Meeting*, San Francisco, CA.
- <sup>+</sup>Shin, T. S., & Roseth, C. J. (April, 2013). Effects of instructor and peer rationales on online students' motivation and academic achievement. Paper presented at at the *AERA Annual Meeting*, San Francisco, CA.
- <sup>+</sup>Fedor, M., & Roseth, C. J. (April, 2013). With whom do socially dominant preschoolers affiliate? Comparing observational and sociometric results using social network analysis. Poster presented at the *SRCD Biennial Meeting*, Seattle, WA.
- <sup>+</sup>Wilcken, A., & Roseth, C. J. (April, 2013). The role of teacher relatedness and student-teacher relationship quality in engagement and achievement: A longitudinal study. Poster presented at the *SRCD Biennial Meeting*, Seattle, WA.
- <sup>+</sup>Saltarelli, A. J., Roseth, C. J., & Saltarelli, W. (Oct., 2012). Effects of virtual labs and cooperative learning in anatomy instruction. Paper presented at the *Professional and Organizational Development Annual Meeting*, Seattle, WA.
- <sup>+</sup>Fedor, M., <sup>+</sup>Thelamour, B., & Roseth, C. J. (April, 2012). "Stop fighting!": Third-party peer intervention and preschoolers' conflict resolution. Paper presented at *AERA Annual Meeting*, Vancouver, British Columbia, Canada.
- <sup>+</sup>Saltarelli, A. J., Roseth, C. J., & <sup>+</sup>Glass, C. (April, 2012). Effects of computer-mediated communication and belongingness constructive controversy. Paper presented at *AERA Annual Meeting*, Vancouver, British Columbia, Canada.
- <sup>+</sup>Saltarelli, A. J., Roseth, C. J., & <sup>+</sup>Glass, C. (March, 2012). Effects of belongingness and synchronicity on face-to-face and online cooperative learning. Paper presented at *SITE Annual Meeting*, Austin, TX.
- <sup>+</sup>Saltarelli, A. J., Roseth, C. J., & <sup>+</sup>Glass, C. (April, 2011). Effects of face-to-face and computer-mediated constructive controversy on social interdependence, motivation, and achievement. Paper presented at *AERA Annual Meeting*, New Orleans, LA.

- <sup>+</sup>Wilcken, A., & Roseth, C. J. (April, 2011). The role of peer and teacher relatedness in children's academic engagement. Poster presented at *SRCD Biennial Meeting*, Montreal, Canada.
- <sup>+</sup>Saltarelli, A. J., <sup>+</sup>Glass, C., & Roseth, C. J. (March, 2011). Computer-mediated constructive controversy: The effects of synchronous and medium on academic achievement, motivation, and attitudes. Paper presented at *SITE Annual Meeting*, Nashville, TN.
- <sup>+</sup>Saltarelli, A. J., Saltarelli, W., Roseth, C. J., & Grand, A. (March, 2011). Using multimedia and virtual simulations to enhance learning transfer in anatomy instruction. Paper presented at *SITE Annual Meeting*, Nashville, TN.
- Durán, L. K., Roseth, C. J., & Hoffman, P. (February, 2010). An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. Paper presented at *National Association of Bilingual Education (NABE)*, Denver, CO.
- Roseth, C. J., <sup>+</sup>Fedor, M., <sup>+</sup>Thelamour, B., & <sup>+</sup>Wilcken, A. (October, 2009). The development of children's inequity aversion. Poster presented at *Cognitive Development Society's (CDS) Biennial Meeting*, San Antonio, TX.
- Roseth, C. J., Pellegrini, A. D., Dupuis, D. N., Bohn, C. M., Hickey, M. C., Hilk, C. L., & Peshkam, A. (April, 2009). Natural conflict resolution among preschoolers: An observational, longitudinal study. Paper presented at *AERA Annual Meeting*, San Diego, CA.
- Roseth, C. J., <sup>+</sup>Shin, T. S., <sup>+</sup>Young, S., Johnson, D. W., Johnson, R. T., & Hilk, C. L. (April, 2009). Social interdependence and student motivation: A meta-analysis. Paper presented at *AERA Annual Meeting*, San Diego, CA.
- Roseth, C. J., Pellegrini, A. D., Dupuis, D. N., Bohn, C. M., Hickey, M. C., Hilk, C. L., & Peshkam, A. (April, 2009). Preschoolers' differentiation of coercive and prosocial resource control strategies: A short-term longitudinal study. Paper presented at *SRCD Biennial Meeting*, Denver, CO.
- Roseth, C. J., Hilk, C. L., Johnson, D. W., & Johnson, R. T. (March, 2008). Effects of social interdependence in high school and university: A meta-analysis. Paper presented at *AERA Annual Meeting*, New York, NY.
- Roseth, C. J., & Missall, K. N. (February, 2008). Preschoolers with disabilities: What do we learn from early literacy individual growth and development indicators? Poster presented at *6<sup>th</sup> Biannual Conference on Research Innovations in Early Intervention (CRIEI)*, San Diego, CA.
- Missall, K. N., Roseth, C. J., & Rader, S. (February, 2008). National norms for early literacy individual growth and development indicators: Implications for intervention and research. Poster presented at *RIEI 6<sup>th</sup> Biannual Conference*, San Diego, CA.

- Hickey, M. C. Dupuis, D. N., Bohn, C. M., Pellegrini, A.D., Roseth, C., & Solberg, D. (February, 2008). Language skills, social competence, and aggression in preschool. Poster presented at the annual meeting of the *National Association of School Psychologists (NASP)*, New Orleans, LA.
- Roseth, C. J., Fang, F., Hilk, C. L., Johnson, D. W., Johnson, R. T., & Fleming, M. (April, 2007). Effects of cooperative learning on elementary school students' achievement: A meta-analysis. Paper presented at *AERA Annual Meeting*, Chicago, IL.
- Van Ryzin, M., Gravely, A., & Roseth, C. J. (April, 2007). Self-determination theory revisited: Autonomy, belongingness and psychological adjustment. Paper presented at *AERA Annual Meeting*, Chicago, IL.
- Dupuis, D. N., Bohn, C. M., Hickey, M. C., Roseth, C. J., Pellegrini, A. D., Hilk, C. L., & Peshkam, A. (March, 2007). Establishing a relationship between theory of mind and social dominance in preschool aged children. Poster presented at *SRCD Biennial Meeting*, Boston, MA.
- Bohn, C. M., Dupuis, D. N., Hickey, M. C., Roseth, C. J., Pellegrini, A. D., Hilk, C. L., & Peshkam, A. (March, 2007). Defining preschool social dominance: Theory of mind and the mediating role of language. Poster presented at *SRCD Biennial Meeting*, Boston, MA.
- Roseth, C. J., Fang, F. Johnson, D. W., Johnson, R. T. (April, 2006). Meeting early adolescents' developmental needs: The effects of cooperative, competitive, and individualistic goal structures. Paper presented at *AERA Annual Meeting*, San Francisco, CA.
- Roseth, C. J., Pellegrini, A. D., Bohn, C. M., Van Ryzin, M., & Vance, N. (April, 2005). Social dominance in preschoolers: The mediating role of prosocial behavior. Poster presented at *SRCD Biennial Meeting*, Atlanta, GA.
- Bohn, C. M., Pellegrini, A. D., Roseth, C. J., Van Ryzin, M., & Vance, N. (April, 2005). Aggression, prosocial behavior, and popularity as predictors of dominance in preschoolers. Poster presented at *SRCD Biennial Meeting*, Atlanta, GA.

## Undergraduate

- <sup>+</sup>Chen, A., <sup>+</sup>Murray, H., <sup>+</sup>Schwartz, K., <sup>+</sup>Onah, J., Linnenbrink-Garcia, L., Schmidt, J., & Roseth, C. (April, 2017). The relationship between student interest and achievement in engineering. Poster presented at the *University Undergraduate Research and Arts Forum (UURAF)*, MSU.
- <sup>+</sup>LaMarche, C., <sup>+</sup>Chen, A., <sup>+</sup>Braxton, B., <sup>+</sup>Robinson, K., Linnenbrink-Garcia, L., & Roseth, C. (April, 2015). The role of technology in a flipped classroom. Poster presented at *UURAF*, MSU.
- <sup>+</sup>Cochran, J., <sup>+</sup>Kulhanek, T., & Roseth, C. J. (April, 2013). The influence of social context on the frequency and outcome of conflict. Paper presented at *UURAF*, MSU.

<sup>+</sup>Cochran, J., <sup>+</sup>Kulhanek, T., & Roseth, C. J. (April, 2012). The development of children's verbal explanations of inequality aversion. Poster presented at *UURAF*, MSU.

<sup>+</sup>Guenther, K., <sup>+</sup>McCarthy, A., & Roseth, C. J. (April, 2011). Teacher intervention in preschoolers' peer conflict. Poster presented at *UURAF*, MSU.

<sup>+</sup>Guenther, K., <sup>+</sup>McCarthy, A., <sup>+</sup>Moulvi, H., & Roseth, C. J. (April, 2010). When winning isn't everything: The effect of social ostracism on cooperation. Poster presented at *UURAF*, MSU.

<sup>+</sup>Derian-Toth, M., <sup>+</sup>Eby, C., <sup>+</sup>Ochalek, C., <sup>+</sup>Schurig, A., & Roseth, C. J. (April, 2009). Inequity aversion in early childhood. Paper presented at *UURAF*, MSU.

### **Other Conference Activities**

April 2017     Discussant, *The social context of preschool: Teacher and peer relationships*. Society for Research in Child Development (SRCD) Biennial Meeting, Austin, TX.

Aug. 2015     Discussant, *Online learning: Help-seeking, anxiety, and asynchronous*. American Psychological Association (APA). Annual Meeting, Toronto, Canada.

### **INVITED LECTURES AND PRESENTATIONS**

#### **International**

Jan. 2017     Pedagogical obstacles and catalysts of positive peer relations. Invited presentation at the *Institute of School Violence Prevention at Ewha Womens University*, Seoul, South Korea.

Jan. 2017     Keeping schools safe and inclusive for ALL students. Invited presentation at UNESCO's *International Symposium on School Violence and Bullying*, Seoul, South Korea.

Nov. 2013     Understanding the strengths and weaknesses of meta-analysis. Invited lecture at *Hanyang University*, Seoul, South Korea.

Nov. 2013     Cooperation and constructive conflict resolution: Enhancing academic and social-emotional learning by changing the conditions under which they occur. Invited plenary at *Global Human Resources Forum*, Seoul, South Korea.

Nov. 2013     Effects of cooperation and conflict on achievement, peer relations, and motivation: Meta-analytic and primary research findings. Invited lecture at *Korea University*, Seoul, South Korea.

- Nov. 2013 Cooperation and conflict: Two powerful yet fragile ways to enhance student motivation and achievement. Invited lecture at *Seoul National University*, Seoul, South Korea.
- March 2013 Peaceful behavior in young children. Invited plenary at *Obstacles and Catalysts of Peaceful Behavior Workshop*, Lorentz Center, Leiden University, Netherlands.
- Oct. 2011 Cooperative learning theory and research. Invited workshops at the *University of Geneva* and *University of Lausanne*, Switzerland.

### Faculty Seminars

- Oct. 2013 Working more effectively with undergraduate researchers. Invited discussant, *Office of the Provost-Undergraduate Education*, MSU.
- Oct. 2012 Social dynamics in virtual student groups: Failures and Interventions. Invited discussant, *CEPSE-College of Education Design Studio Brown Bag*, MSU.
- April 2012 Synchronous technologies in online courses. Invited discussant to *CEPSE-College of Education Design Studio Round Table*, MSU.
- March 2012 Cooperative learning in statistics education. Invited lecture, *Quantitative Methods in Education Program*, University of Minnesota, Twin Cities.
- Jan. 2011 Launching an online doctoral program in education: Lessons from year one. Keynote presentation with Patrick and Robin Dickson, *Faculty Seminars in Research and Instructional Technology*, MSU.

## SERVICE

### International

- 2014 External examiner, Ph.D. thesis, *University of Queensland*, Australia
- 2012-2014 Steering Group, *Peer Learning and Paired Maths*, a randomized control trial of peer learning instruction involving 56 schools in the United Kingdom.

### National

- 2016 External reviewer for promotion, *Purdue University*
- 2014-2017 Chair, Conflict Resolution and Violence Prevention *Special Interest Group* (SIG), *American Educational Research Association* (AERA).
- 2015 External reviewer for tenure, *University of Alabama at Birmingham*
- 2015 External examiner, Ph.D. thesis, *University of Illinois, Chicago*
- 2013-2014 Program Co-Chair for 2014 Annual Convention, *Division 15* (Educational Psychology), *American Psychological Association* (APA).
- 2013 Consultant, Character and Values Education, *Institute for Applied Research in Youth Development*, Tufts University.

- 2010-2013 Chair, *Cooperative Learning SIG*, AERA.  
 2007-2010 Chair, *Conflict Resolution and Violence Prevention SIG*, AERA.  
 2007-2009 Advisory Board Content Expert, *Center for Response to Intervention In Early Childhood (CRtIEC)*, sponsored by IES.

### Editor

- 2014-present Associate Editor, *Journal of Educational Psychology*  
 2016 Guest Editor with Allen Thurston, special issue “Advances in Theory and Practice in Cooperative Learning,” *International Journal of Educational Research*

### Editorial Boards

- 2015-present Editorial Board, *Journal of Experimental Child Psychology*  
 2012-present Editorial Board, *International Journal of Educational Research*  
 2011-2013 Editorial Board, *Journal of School Psychology*  
 2008-2013 Editorial Board, *Journal of School Violence*

### Ad-hoc Reviewer

- 2017 2 total: *International Journal of Educational Research* (1), *Learning and Individual Differences* (1)
- 2016 14 total: *Aggressive Behavior* (1), *Behaviour* (3), *International Journal of Behavioral Development* (2), *International Journal of Educational Research* (1), *Journal of Experimental Child Psychology* (3), *Journal of Experimental Education* (1), *Journal of Experimental Psychology: Applied* (1), *Journal of Learning and Instruction* (1), *Social Development* (1)
- 2015 12 total: *Behaviour* (1), *British Journal of Developmental Psychology* (1), *Child Development* (1), *Discourse Processes* (1), *International Journal of Educational Research* (3), *Journal of Experimental Child Psychology* (5)
- 2014 21 total: *American Journal of Evaluation* (1), *Child Development* (2), *Current Directions in Psychological Science* (2), *Child Development Research* (1), *Discourse Processes* (1), *Infant and Child Development* (1), *International Journal of Educational Research* (3), *Journal of Experimental Child Psychology* (5), *Journal of School Psychology* (1), *Journal of School Violence* (1), *Psychological Science* (1), *Personality and Social Psychology Bulletin* (1), *Social Psychology* (1)
- 2013 20 total: *Child Development* (1), *The Canadian Modern Language Review* (1), *Early Childhood Research Quarterly* (1), *International Journal of Educational Research* (2), *Journal of Experimental Child Psychology* (4), *Journal of School Psychology* (6), *Journal of School Violence* (3), *Merrill-Palmer Quarterly* (1), *PLOS One* (2)



- 2012 22 total: *Early Childhood Research Quarterly* (1), *Educational Psychology* (1), *International Journal of Educational Research* (2), *Journal of Applied Developmental Psychology* (2), *Journal of Experimental Child Psychology* (2), *Journal of School Psychology* (7), *Journal of School Violence* (3), *Teachers College Record* (2), *Technology Innovations in Statistics Education* (2)
- 2011 12 total: *Developmental Psychology* (3), *Early Childhood Research Quarterly* (2), *Journal of Experimental Child Psychology* (2), *Journal of School Psychology* (4), *Journal of School Violence* (1)
- 2010 10 total: *Child Development Perspectives* (1), *Journal of Experimental Child Psychology* (2), *Journal of School Psychology* (2), *Journal of School Violence* (1), *National Science Foundation's (NSF) Development and Learning Sciences program* (1), *Psychological Bulletin* (1), *Statistics Education Research Journal* (1), *Social Development* (1)
- 2009 10 total, 1 grant proposal: *Developmental Review* (2), *Ethology* (1), *Journal of Experimental Child Psychology* (4), *Journal of School Violence* (2), *National Science Foundation's (NSF) Development and Learning Sciences program* (1), *Social Development* (1)
- 2008 5 total: *Behaviour* (2), *Ethology* (1), *Journal of Experimental Child Psychology* (1), *Journal of School Violence* (1)
- 2007 1 total: *Journal of Experimental Child Psychology*
- 2006 2 total: *American Statistician*, *British Journal of Educational Psychology*

### University

- 2012-2013 Faculty Liaison, Board of Trustees, MSU  
Representative, Faculty Senate and University Council, MSU

### College

- 2015-present Graduate Scholarship Committee, College of Education, MSU  
2014-2015 Robert Craig Fellowship Committee, College of Education, MSU  
2011-2012 Summer Research Fellowship Committee, College of Education, MSU  
2008-2009 Graduate Scholarship Committee, College of Education, MSU  
1998-2003 Co-chair, Program Committee (2002); Administrative Representative, Student Affairs and Strategic Planning, Board of Trustees (1998-2003); Chair, Disciplinary Committee (1998-2003), Kimball Union Academy

## **Department**

- 2015-present Director, Educational Psychology & Educational Technology Doctoral Program, Department of Counseling, Educational Psychology, and Special Education (CEPSE)
- 2015 Educational Psychology Hiring Committee, CEPSE
- 2013-2015 Co-director, Educational Psychology & Educational Technology (EPET) Doctoral Program
- 2013 Chair, Motivation Hiring Committee, College of Education
- 2010 Co-development of summer, hybrid versions of CEP 900 and 930, Educational Psychology Educational Technology Program, MSU
- 2008-2009 Personnel Committee, CEPSE, College of Education, MSU
- 2006-2007 Co-Chair, Diversity Task Force, Department of Educational Psychology, University of Minnesota, Twin Cities

## **PROFESSIONAL AFFILIATIONS**

### American Educational Research Association (AERA)

- Conflict Resolution and Violence Prevention Special Interest Group (SIG)
- Cooperative Learning: Theory, Research and Practice SIG
- Motivation SIG

### American Psychological Association (APA)

- Div 7: Developmental Psychology
- Div 8: Society for Personality and Social Psychology (SPSP)
- Div 15: Educational Psychology

### Association for Psychological Science (APS)

### International Association for the Study of Cooperation in Education (IASCE)

### Society for Research in Child Development (SRCD)

### Society for Personality and Social Psychology (SPSP)

## TEACHING

### Michigan State University (2007-present)

Ph.D. courses taught:

- *Proseminar in Learning, Technology and Culture (CEP 900)*
- *Proseminar in Educational Technology (CEP 901B)*
- *Social Emotional Development of School-Aged Youth (CEP 904)*
- *Cultural Perspectives on Learning and Development (CEP 905)*
- *Motivation and Learning (CEP 910)*
- *Educational Inquiry (CEP 930)*

M.A. courses taught:

- *Psychology of Learning in School and Other Settings (CEP 800)*
- *Psychoeducational Interventions for Children and Youth (CEP 866)*
- *Social Emotional Development of School-Aged Youth (CEP 882)*
- *Psychology of Prejudice and Discrimination (CEP 882)*

### University of Minnesota, Twin Cities (2003-2007)

M.A. courses taught:

- *Human Relations Workshop (EPSY 5135)*
- *Introductory Statistical Methods (EPSY 5261)*

B.A. courses taught:

- *Human Relations: Applied Skills for School and Society (EPSY 5009)*
- *Basic and Applied Statistical Methods (EPSY 3264)*

## DOCTORAL ADVISING

### Current Advisees

1. Dan Freer, began fall 2012
2. You-kyung Lee, began fall 2012
3. Amy Peterson, began summer 2012
4. Chris Seals, began fall 2013
5. Colin Terry, began fall 2012

### Graduated Advisees

1. Luke Rapa, Ph.D., 2016; Assistant Professor, Clemson University
2. Karen Bedell, Ph.D. 2016; Assistant Professor, University of Michigan, Flint
3. Autumn Dodge, Ph.D. 2013; Assistant Professor, St. John's University
4. Barbara Thelamour, Ph.D. 2013; Assistant Professor, College of Wooster
5. Megan Fedor, Ph.D. 2013; Adjunct faculty, Montgomery College
6. Andrew Saltarelli, Ph.D. 2012, Director of Digital Learning, Stanford University
7. Ammon Wilcken, Ph.D. 2012, Assistant Professor, Brigham Young University - Hawaii
8. Jiawen Wang, Ph.D. 2012, Assistant Professor, University of Detroit Mercy

### Dissertation Committees

On-going	10 total: Campbell, Carter, Del Salto, Frendo, Garland, Han, Los, Sloan, Zellner
2017	1 total: Chapman
2016	6 total: Boddapati, Cheng, Hicks-Hoste, Martin, Park, Wormington
2015	3 total: Cho, Klautke, Hasson
2014	5 total: AlAlili, Argue, Kato, Moran, Shenouda
2013	7 total: Akcaoglu, Hayter, Jacobs, Kereluik, Kuo, Lee, Wernet
2012	4 total: Austin, Bender, Glass, Jimenez
2011	5 total: Dardis, Goforth, Moretto, Mural, Tons
2010	2 total: Pasiali, Shin

### Guidance Committees

2017	2 total: Sansone, Sprick
2016	3 total: Beymer, Bovee, Masarik
2015	5 total: Balaghi, Hutchison, Los, Robinson, Working
2014	1 total: Chapman
2013	13 total: Berrien, Del Salto, Han, Hiltz, Holton, Chapman, Park, Rosenberg, Shattuck, Sloan, Terry, Wicks, Zhang
2012	6 total: Carter, Cho, Frendo, Lee, MacFarland, Rapa
2011	5 total: Audet, Bruce, Hasson, Moran, Shaltry
2010	10 total: AlAlili, Bender, Cheng, Dardis, Hayter, Kato, McCarthy, Tons, Young, Zhang
2009	2 total: Jacobs, Moretto

**Practicum / Apprenticeship / Comprehensive Exam Committees**

2016	1 total: Robinson
2015	1 total: Working
2014	2 total: Koh, Terry
2013	5 total: Cho, Rapa, Sloan, Shattuck, Zimmerman
2012	7 total: AlAlili, Frendo, Leahy, Lee, Morsink, Wu, Zellner
2011	4 total: Akcaoglu, Audet, Cheng, Kereluik
2010	6 total: Cheng, Dardis, Hayter, Jacobs; Thompson, Zhang
2009	1 total: Young