

DR. RANDY S. HEINRICH

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Professional Objective

Support learners

Education**Doctor of Management in Organizational Leadership**

Graduated April 2004, GPA 3.93, *University of Phoenix*, Phoenix, AZ

Master of Education, Counseling (Human Relations)

Graduated December 1999, GPA 3.89, *Northern Arizona University*, Flagstaff, AZ

Master of Arts, Education (Curriculum & Instruction)

Graduated November 1996, GPA 4.00, *Chapman University*, Orange, CA

Bachelor of Science, Liberal Arts (Political Science)

Graduated June 1992, GPA 2.91, *Regents College* (now known as *Excelsior College*), Albany, NY

Coursework*Leadership and Management*

Legal Aspects of School Administration	Organization Theory: Structural
School Finance	Conventional and Industrial
Special Education Administration	Paradigm
Personnel Administration	Leadership Theory: Human Conventions
Supervision of Instruction	and Industrial Paradigm
Leadership Development	Organizational Culture and Change
Organizational Leadership and	Leadership Theory: Communicating, Team
Development	Building, and Coaching
Human Relations and Organizational	Group and Individual Renewal
Behavior	The Mind of the Manager and Managed
Statistics for Managerial Decision-making	Unconventional Wisdom and Anti-
Financial Accounting	establishment Challenge
Advanced Marketing Management	Organizations and Systems Thinking: The
Strategy, Formulation, and Implementation	Web of Inclusion
Catalytic Leadership and Group Processes	The Moral and Social Responsibility of
	Leadership

Counseling

Introduction to Statistics	Applied Educational Psychology
Vocational Counseling and Career	Tests and Measurements
Development	Applied Behavior Management
Personality Adjustment	Consultation in the Helping Professions
Self-management Techniques	Human Development

Teaching

Secondary Teaching Strategies: High School	Social Foundations of Education
Secondary Teaching Strategies: General	Testing Theory/Procedures
Learning Theories	Research/Evaluation Methods
Institution of Education	Democracy, Education, and Social Change

Teaching Multicultural Classrooms
Critical Thinking

Adult Learning Online Platforms/Models

Philosophy of Knowledge

Philosophy

Inventing the World: How We Construct
Meaning

Comparative Policies

International Relations

Military and Political Strategies

Certificates

Arizona Department of Education (lapsed)

Supervisor
Guidance Counseling
Career Technical Education: Business,
Marketing

Standard Secondary: Political Science,
Social Studies

Political Science
Psychology/Counseling
Business

Community College Certificate (Arizona)

Human Development
Military Science

Research Interests

Investigating and advancing effective educational, leadership, managerial, and organizational models

Exploring and promoting progressive service models valuing human potential

Research Experience

In collaboration with students and staff from Arizona State University, the applicant helped facilitate an Arizona High School Town Hall with regional high school student representation focused on successful transitioning to post secondary educational opportunities.

In collaboration with students and staff from Arizona State University, the applicant established focus groups to help develop mentoring strategies and tactics to address the needs of rural populations.

In collaboration with students and staff from Arizona State University, the applicant is assisting in an attentional biases longitudinal study to test the hypothesis that graduates and dropouts will differ in response to neutral and school-related words.

In collaboration with student and staff from Arizona State University, the applicant helped facilitate an Arizona High School Town Hall with high school student representation across the state focused on English language learning issues.

In collaboration with students and staff from Arizona State University, the applicant helped an inaugural Arizona High School Town Hall with high school student representation across the state focused on promoting the ideal high school and related issues surrounding dropout prevention

The applicant published a mixed-methods case study expanding an alternative school typology involving the use of qualitative software for propositional corroboration and exploration of

study themes through the use of organizational documents, focused and open-ended interviews, and participant observations. In addition, the applicant longitudinally sampled participatory characterizations of school activity using questionnaires.

Professional Experience

Assistant Professor, Argosy University Online (2008-present)

Facilitate doctoral-level motivation, ethics, change leadership and program evaluation courses

Mentor and coach up to ten adjunct faculty

Chair or serve as member for 15 organizational leadership and other business dissertation committees

Mentor up to 25 organizational leadership doctoral students

Presented doctoral-level residency briefings

Conducted applicant interviews and file reviews

Reviewed national accreditation files

Interviewed graduate-level leadership faculty candidates

Reviewed courses and texts for organizational change, motivation, and human resource courses

Director of Special Services, Round Valley Schools, Springerville-Eagar, AZ (2005-2008)

Managed special education, federal programs, professional development, and alternative school

Supervised 40 staff in support of about 400 students

Managed three million dollar budget

Director, White Mountain Academy, Round Valley Schools, Eagar, AZ (2000-2005)

Established and directed integrative, dropout prevention K-12 program serving 80 students

Produced, assessed, aligned, and refined literacy and vocational performance-based curricula

Leveraged family, community, and business participation

Directed eight staff members

Adjunct Faculty, Argosy University Online (2008)

Credentialed for doctoral-level organizational leadership and research courses

Facilitated organizational change and motivation courses

Contracted Faculty, Grand Canyon University, Online (2007-2008)

Credentialed for undergraduate liberal arts and graduate-level counseling, teaching, education administration, and business management courses

Facilitated education administration, research, critical thinking, and philosophy courses

Mentor, Prescott College, Prescott, AZ (2005; 2008)

Facilitated series of education courses for undergraduate students

Practitioner Faculty, University of Phoenix Online (2004-2008)

Facilitated education action research and professional communications courses

Supervised student teacher

Teacher-faculty, Maricopa Community College, Phoenix, AZ (2003)

Facilitated and supervised teaching practicum

Associate Faculty, Northland Pioneer College, Springerville-Eagar, AZ (2000-present)

Instruct introduction to psychology, developmental psychology, psychology of adjustment, social psychology, and education mentoring practicum courses

Sales Associate, Prudential Insurance/Pruco Securities, Albuquerque, NM (2000)
Sold insurance and investment products

Instructor/Career Developer, Apache County Workforce, Springerville, AZ (1997-2000)
Supervised and provided workforce and career consultation and placement services for youth and adult at-risk populations
Produced basic literacy, social science, and business curricula
Managed and instructed adult basic literacy and GED program
Provided social science and business instruction for students in grades 9-12 enrolled in an alternative school

Career Manager, U.S. Army Intelligence, Ft. Huachuca, AZ (1996-1997)
Proponent for 4,000 employees for the chief executive officer, Army Military Intelligence
Researched, designed, and implemented U.S. Army Intelligence force structure for four specialties incorporating personnel lifecycle issues including human resource and training requirements

Curricular Advisor, U.S. Army Intelligence, Ft. Huachuca, AZ (1994-1996)
Training advisor for two specialties, 2,500 employees
Provided technical assistance and approved training courses and skill qualification tests for entry and mid-level intelligence analysts and interrogators

Intelligence Analyst/Supervisor, U.S. Army Intelligence, multiple locations (1977-1994)
Supervised up to 50 employees and accountable for half million dollars of assets in dispersed Army intelligence activities providing essential information for decision-makers during critical periods
Directed emulated bootstrap training program during decisive doctrinal transitional period
Trained subordinates on analytical production, reporting, and basic soldiering skills

Credentialed Courses

Argosy University - College of Business

B7404 – Stress Management Control	L7451 – Leading Through and Beyond Change
L7101 – Foundations of Leadership	L7452 – Leadership and Ethics
L7431 – Theory and Development of Motivation	L7838 – Directed Independent Study: Organizational Leadership
L7437 – Special Topics in Organizational Leadership	L7900 – Conflict Management
L7438 – Team Development and Leadership	R7036 – Program Evaluation Methods
L7450 – Interpersonal and Organizational Communication	R7038 – Action Research Methods
	R7103 – Solution Oriented Business Research Methods

University of Phoenix - College of Education

COM 516 – Professional Communications	MTE 561/EDD 577 – Action Research
MTE 501 – The Art and Science of Teaching	

Grand Canyon University – The Ken Blanchard College of Business

AMP 340 – Management Principles	MGT 625/MLE 603 – Leadership Styles and Development
AMP 350 – Managerial Communications	
MGT 301 – Principles of Management	MLE 601 – Introduction to Organizational Leadership
MGT 415/602 – Organizational Behavior	
MGT 623 – Organizational Development and Change	

Grand Canyon University – The College of Education

EDA 529 – Education Administration Foundation and Framework	EDU 523 – Advanced Educational Psychology
EDA 530 – Educational Leadership	EDU 560 – Curriculum Assessment for School Improvement
EDA 531 – Survey of Organizational Theory	EDU 570 – Philosophical/Social Issues
EDA 532 – Legal Issues in Education	EDU 571 – Psychological Issues
EDA 533 – Public School Finance	EDU 590 – Educational Action Research
EDA 550 – Supervision and Instructional Leadership	EPC 525 – Ethical Issues in Professional Counseling
EDA 560 – Curriculum Development for School Improvement	EPC 530 – Theories in Counseling Psychology
EDA 570 – Action Research in Education Administration	EPC 531 – Principles of Guidance
EDL 529 – Developing and Assessing Educational Leaders	EPC 532 – Research Techniques and Procedures
EDL 530 – Leadership for Standards	EPC 533 – Methods and Techniques in Counseling
EDL 533 – Leadership for Student and System Accounts	EPC 534 – The School Counselor in a Multicultural Society
EDL 535 – Advanced Seminar in Academic Standards	EPC 535 – Psychology of Learning
EDL 539 – Leadership in Professional Development	EPC 536 – Psychological Perspectives on Marriage, the Family, and Children
EDL 542 – Leadership Impact: Synthesis of Theory	EPC 537 – Appraisal of Children with Special Education Needs
EDL 544 – Research on Education Leadership	EPC 630 – Principles of Human Development
EDL 547 – Instructional Leadership	EPC 631 – Psychological Measurement and Appraisal
EDL 555 – Leadership Impact on Morale and Motivation	EPC 633 – Guidance and Counseling in Elementary Schools
EDL 560 – Advanced Seminar in Issues of Poverty, Race, Class	EPC 634 – High School Information and Guidance
EDL 570 – Advanced Seminar in Issues of High-achieving Schools	EPC 635 – Methods of Group Process
EDL 580 – Administrative Internship in Education	EPC 639 – Internship in Counseling
EDU 313 – Educational Psychology	PHI 303 – Philosophy of Education

Specialized Skills*Leadership*

Relentless in the pursuit of excellence in instruction
 Highly functional in environments that elicit a high degree of critical judgment
 Adept at communicating in written and oral forms
 Practiced at assessing and engaging organizational activity and change

Effective at conceptualizing, analyzing, and critiquing
Well-versed in gaining rapport and trust with executives, professionals, managers, and stakeholders incorporating educational approaches

Research

Adept at incorporating complex qualitative methods to interpret aspects of human phenomena
Skilled with program evaluation, action research and case study methods, and managerial sciences

Proficient at developing and using basic inferential and descriptive statistics

Familiar with characteristics of modern and postmodern epistemology, phenomenology, ontology, hermeneutics, critical and inclusive pedagogies, and progressive educational approaches

Publications

Hickman, G., & Heinrich, R. S. (2011). *Do children drop out of school in kindergarten? A reflective, systems-based approach for promoting deep change*. Lanham, MD: Rowman & Littlefield Education.

Hickman, G., Bartholomew, M., Mathwig, J., & Heinrich R. S. (2008). The differential developmental trajectories of high school dropouts and graduates. *The Journal of Educational Research*, 102(1), 3-14.

Heinrich, R. S. (2005). Expansion of an alternative school typology. *The Journal of At-Risk Issues*, 11(1), 25-37.

Presentations

Expansion Building Alternative Schools for Success: An Expanded Typology, 2005 Effective Strategies Institute Southwest, Phoenix, AZ

Expansion of Alternative School Typology, 16th Annual Dropout Prevention Network Conference, Orlando, FL 2004

Dissertation Committees

Braham, B. (2011). *Considering Regime Theory in leadership efforts of two faith-based organizations in Jamaica to build collaborative capacity to meet community needs* (Unpublished doctoral dissertation). Argosy University, Phoenix, AZ. (Chair)

Talley, M. (2011). *Exploring reentry citizen views about transitioning from incarcerated to community homes* (Unpublished doctoral dissertation proposal). Argosy University, Phoenix, AZ. (Chair)

Trzop, P. (2011). *A phenomenological study of emergent historic preservation leadership activities for the Bardstown, Kentucky Historic District* (Unpublished doctoral dissertation proposal). Argosy University, Phoenix, AZ. (Chair)

Okemiri, E. U. (2011). *Teacher perceptions of diversity self-efficacy and multiethnic student performance: A correlational study* (Unpublished doctoral dissertation proposal). Argosy University, Phoenix, AZ. (Chair)

Referee

Journal of At-Risk Issues (2009-present)

Professional Associations

National Dropout Prevention Network/Center

Community Service

Children's Family Alliance, Apache County

Court Appointed Special Advocate, Apache County

Awards

National Register's Who's Who in Executives and Professionals, 2005-2006 (White Mountain Academy, Round Valley Schools)

Who's Who among America's Teachers, 2006-2007, 2005-2006, 2004-2005, & 2003-2004 (Northland Pioneer College)

Professional References

Available upon request