

Name: Helen Khoury

Rank: Associate Professor

I. LENGTH OF SERVICE TO NIU

Helen Khoury has been in the Mathematical Sciences Department at Northern Illinois University continuously since 1988, but had also served at NIU from 1977-1981.

II. DEGREES EARNED AND PREVIOUS EXPERIENCE

Helen Khoury received her B.S. degree from American University of Beirut (Beirut, Lebanon) in 1969, her M.A. degree from American University of Beirut (Beirut, Lebanon), and her Ph.D. degree from Florida State University (Tallahassee, FL) in 1976.

She received her Teaching Certificate from American University of Beirut (Beirut, Lebanon) in 1969.

She served as a Research Educator and Postdoctoral Fellow at University of California, Berkeley from 1976-1977.

She served as a Consultant for the Education Department, World Bank, Washington, D.C. from 5/1977-7/1977.

She served at NIU as an Assistant Professor from 1977 until 1981, and as an Associate Professor since 1988.

III. NUMBER OF YEARS OF SCHOOL EXPERIENCE/CERTIFICATION

Teacher's College, Lebanon	Mathematics Teacher	1971-1973
Raml-Al-Zarif Secondary School, (Public School), Beirut, Lebanon	Mathematics Teacher	1969-1973
Ahlieh Girls School, (Private School), Beirut, Lebanon	Mathematics Teacher (Part-Time)	1969-1973

IV. NAMES AND CATALOGUE NUMBERS OF UNDERGRADUATE AND GRADUATE COURSES TAUGHT IN THE LAST 5 YEARS

Math 229, Math 402, Math 410, Math 416, Math 502, Math 510, Math 513, Math 514, Math 610A, Math 610B

V. UNIVERSITY AND DEPARTMENTAL RESPONSIBILITIES/DISTINCTIONS (such as serving as an adviser for the math club)

Member, University Committee on Initial Teacher Certification 1999-2000

Advisor to Undergraduates in Mathematical Education Major since 1988

Member, Department Teacher Education Committee

Member, Department Graduate Studies Committee 1996-1997; Fall 1999

Member, Department Personel Committee 1994-1999, 1997-1998, Fall 1999

VI. OTHER SIGNIFICANT RESPONSIBILITIES/DISTINCTIONS (such as serving as a board member for a professional organization)

Consultant for the DeKalb School District and for the Rochelle School District

Recently funded teacher professional development programs:

1. H. Khoury, Project Director (February-September, 1994). Developing Mathematical Reform Leadership among Teachers of Grades 4 through 8. Northern Illinois University: DeKalb, Illinois. (Funded by the D. Eisenhower Program through the Illinois Board of Higher Education).
2. H. Khoury, Project Director (November, 1994-August, 1995). Mathematical Reform Leadership among Middle School Teachers in Northern Illinois. Northern Illinois University: DeKalb, Illinois. (Funded by the Scientific Literacy Program through the Illinois State Board of Education).
3. H. Khoury, Project Director (September, 1995-August, 1996). Mathematical Reform Leadership among Middle School Teachers in Northern Illinois. Northern Illinois University: DeKalb, Illinois. (Funded by the Scientific Literacy Program through the Illinois State Board of Education).
4. H. Khoury, Project Director (January - September, 1997). Measuring Up I: A Middle School Experience. Northern Illinois University: DeKalb, Illinois. (Funded by the D. Eisenhower Program through the Illinois Board of Higher Education).
5. H. Khoury and D. Steele, Project Co-Directors (January - September, 1998). Measuring Up II: A Middle School Experience. Northern Illinois University: DeKalb, Illinois. (Funded by the D. Eisenhower Program through the Illinois Board of Higher Education).
6. H. Khoury and D. Steele, Project Co-Directors (January - September, 1999). Measuring Up III: An Elementary School Experience. Northern Illinois University: DeKalb, Illinois. (Funded by the D. Eisenhower Program through the Illinois Board of Higher Education).

VII. FIVE PUBLICATIONS REPRESENTING AREAS OF PROFESSIONAL EXPERIENCE AND INTEREST

1. Children's inferencing behavior and the mathematics curriculum in Saudi Arabia. *Proceedings of the Symposium on Child Development*, **4** (1987), 197-214. Riyadh, Saudi Arabia: Ministry of National Planning. – in Arabic
2. Place value and rational number representations: Problem solving in the unfamiliar domain of non-decimals, with R. Zaskis, *Focus on Learning Problems in Mathematics*, **15** (1993), 38-51.
3. On fractions and non-standard representations: preservice teachers' concepts, with R. Zaskis, *Educational Studies in Mathematics*, **27** (1994), 191-204.
4. To the right of the decimal point: Preservice teachers' concepts of place value and multi-digit structures, with R. Zaskis, *Research in Collegiate Mathematics Education*, **4** (1994), 195-224.
5. Conceptual units analysis of preservice elementary school teachers' strategies on rational-number-as-operator task, with M. Behr, G. Harel, T. Post, & R. Lesh, *Journal for Research in Mathematics Education*, **28** (1997), 48-69.