

**Center for Excellence Welcomes New Faculty**

Dr. Ahlam Lee received her Ph.D. from the University of Wisconsin in Educational Leadership and Policy Analysis in 2011. Prior to coming to Arkansas State University in Jonesboro, AR, Lee received Post-Doctoral Training at the University of Pennsylvania in Philadelphia. Graduate courses Lee teaches include: Advanced Educational Statistics, Educational Research and Evaluation, and Research Methods and Procedure. Lee’s recent publications include her work on The Effects of Computer Based Learning Activities and School Contextual Factors on Student Math Achievement, and her work on The Effects of Technology-Based Activities on STEM Major Choices. Lee joined the faculty on August 15 and began teaching courses Fall 2012.

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**2012- 2013 Academic Year Dissertations**

<b>Graduate/Cohort</b>	<b>Dissertation Title</b>	<b>Advisor</b>
Kathy Kohl Cohort XVI	Mentoring: Does it Affect Arkansas’ Teacher Retention?	Dr. Saleh
Cheryl DuBose Cohort XIX	Faculty Perceptions and Use of Social Media in the Medical Imaging Curriculum in the United States	Dr. Saleh
Ashley Buchman Cohort XIX	Usage and Perceived Effectiveness of Twenty-Three Marketing Strategies at Two-Year Colleges in the United States	Dr. Saleh
Tammy Fowler Cohort XV	Development and Validation of a Scale to Measure an Adaptive Culture Profile Using Student Affairs Divisions in Higher Education	Dr. Cox
Russ Hannah Cohort XIX	The Leadership Orientations of Public College and University Chief Financial Officers: A Frame Analysis	Dr. Cox
Brenda Randle Cohort XV	Graduate Teaching Assistants’ Perceptions of Their Preparation for Teaching in Departments of Communication Studies at Selected Universities	Dr. Cox
Glenda Newsom Cohort XVIII	Biography of Dr. Eugene W. Smith Arkansas State University President 1984-1992	Dr. Cox
Cristy Phillips Cohort XVII	Predictors For An Autism Spectrum Disorder Diagnosis: A Risk Modeling Behavior	Dr. Foldesy

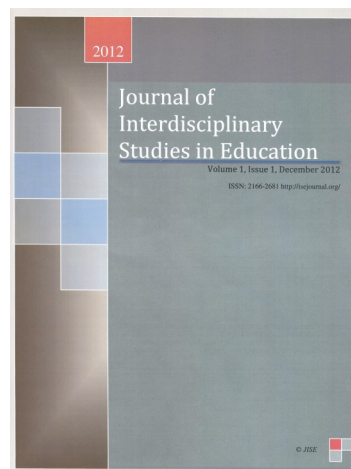
Graduate/Cohort	Dissertation Title	Advisor
Tom Bennett Cohort XIV	A Study of the Religious Orientation of Public School Districts Located in the Bible Belt of the United States	Dr. Foldesy
Cedric Macklin Cohort XIII	A Study of Organizational Issues Related to Governance and Management of Off-Campus Centers Throughout the United States	Dr. Foldesy
Charlotte Danley Cohort XII	A Comparison of Classroom Learning Environments of National and Non-National Board Certified Teachers in Middle School Classrooms in Selected Rural Mississippi Counties	Dr. Holman
Debbie Wammack Cohort XVII	A Survey of Best Practices of Instruction for Arkansas Public School Alternative Learning Programs in Grades Seven Through Twelve	Dr. Holman

### New Peer Reviewed Journal Created

Dr. Amany Saleh at the Center for Excellence in Education has published the first edition of *Journal of Interdisciplinary Studies in Education*, a peer-reviewed publication in the fall of 2012. The *JISE* is currently accepting manuscripts for the forthcoming issues. For more information, contact the editor, Dr. Amany Saleh (asaleh@astate.edu).

*JISE* (ISSN 2166-2681) is an international, open access, double-blind, and peer-reviewed academic publication. *JISE* is published bi-annually by the Center for Excellence in Education at Arkansas State University. *JISE* publishes interdisciplinary and multidisciplinary theoretical and empirically-based research articles, and book reviews related to all aspects of teaching and learning in K-12 and Higher Education. *JISE* serves as an intellectual platform for the research community. Among the topics that *JISE* focuses on are:

- Educational Leadership and Culture of the Academy
- Intercultural communication, intercultural relations, student involvement
- Globalization, internationalization, cultural influences
- Internationalization of teaching, learning and research
- Multiculturalism, diversity, and individualism



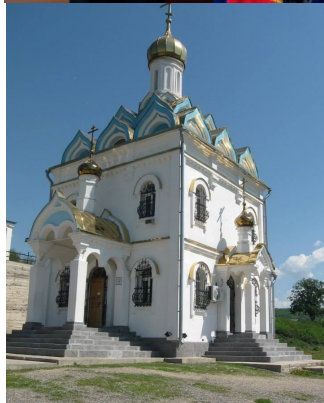
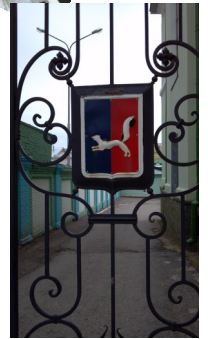
If you would like to serve as a reviewer, please contact Dr. Amany Saleh. As a reviewer, you play a significant part in ensuring that submissions to this journal are of the highest academic quality, and your feedback is essential for the authorial and editorial revision of articles. Reviewers can anticipate being asked to review approximately 4 manuscripts per year. The review members hold doctoral degrees, have a minimum of a year experience in higher education, and have expertise in writing and publication.

## Students from Cohort XX attend Student Exchange Program in Ufa, Russia

Four students from Cohort XX attended a student exchange program at Bashkir State Pedagogical University in Ufa, Russia along with two professors from the Center for Excellence. The students and professors left for Russia on May 10, 2013 and returned May 21st, 2013. Students included: Karin Brown, Brandy Humphrey, Pamela Shultz, and Sheena Terrell. Professors included: Dr. Amany Saleh and Dr. Julie Grady.

While in Ufa, Russia, the students and professors presented their current research projects, as well as, conducted research on Distance Education at Bashkir State Pedagogical University.

The weeks activities included visits to Ufa's National Museum, an Opera, a Nature Tour, a Dance Concert, an elementary school tour, and tours of additional universities within Bashkir State. Students also attended and participated in the Opening and Closing Ceremonies of the Third Youth Science Festival of Psychological Department.



## Faculty/Staff annual Christmas celebration

On December 6, 2012, the faculty and staff of the CEE, ELCSE (Educational Leadership, Curriculum and Special Education), Professional Education Programs, College of Education Dean's Office, Education Renewal Zone, and Continuing Education & Community Outreach Department gathered for a Christmas celebration prior to the Winter Break. Retired faculty, current faculty, administrative staff, graduate assistants and work-study students enjoyed a delicious potluck dinner and the opportunity to spend time together without an agenda!



## CEE Faculty members attend ETEN conference in Belgium

CEE Faculty members Dr. George Foldesy and Dr. John Beineke attended the ETEN Annual Conference in Belgium in April 2013. The European Teacher Education Network (ETEN) is an international organization that supports and recognizes the scholarly work of Education faculty from 14 countries. Dr. George Foldesy presented a paper, co-authored by Tom Bennett (Cohort XIV), "The Religious Orientations of Public School Districts Located in the Bible Belt of the United States." Dr. Beineke presented his paper, "Academic Dishonesty in Online Education: Looking to Educational Technology for Solutions." The 2013 conference theme was "Education Designed For All." The 2014 ETEN Annual Conference will be held in Leipzig, Germany, on April 3-5, 2014.

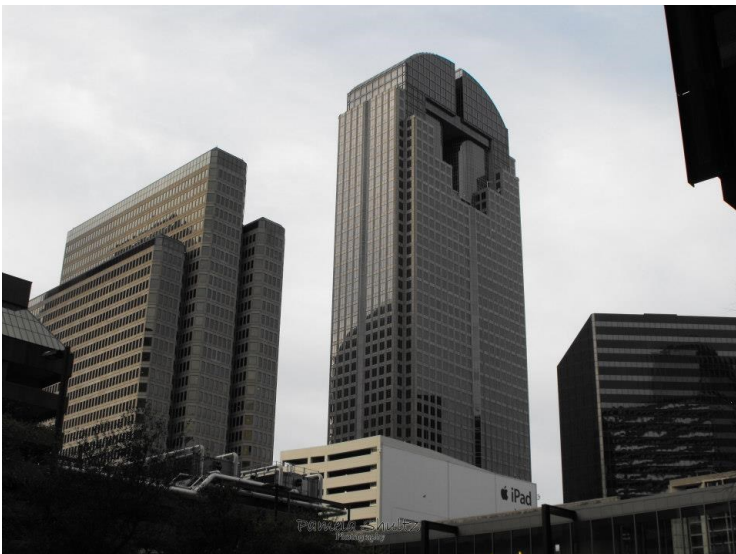
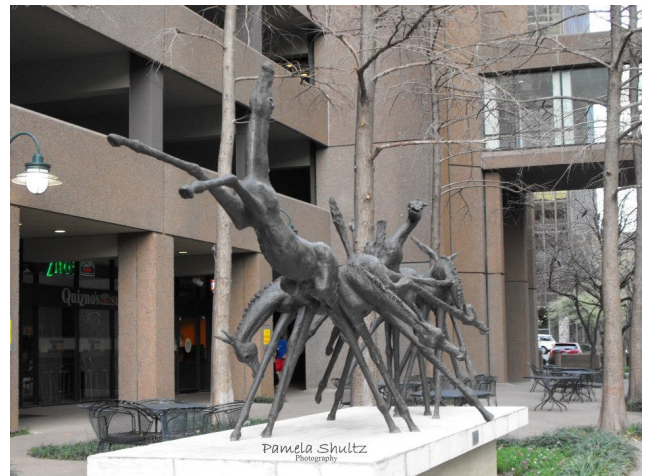
## Student from Cohort XX attends Academy of Criminal Justice Sciences Conference in Dallas

Pamela Shultz, a student from Cohort XX, attended the Academy of Criminal Justices Sciences Conference in Dallas, March 19-23, 2013.

Shultz, attended the conference in Dallas and presented two papers while in attendance. Pamela presented her paper titled “The School-to-Prison Pipeline: Alternative Strategies for Educational Opportunities for All Youth” on Thursday, March 21, 2013. On Saturday, March 23, she presented her paper titled “Prison Education Programs and their Partnerships with Community Colleges.”

While at the conference, Pamela attended the ACJS Professional Development Workshop held on March 20, 2013. According to ACJS, “the workshop is designed to help faculty develop new and innovative ways of teaching. Experienced teachers and scholars facilitate the sessions, offer information about creating and facilitating online courses, present tips for submitting manuscripts to journals, suggest techniques on how to be productive and find time to write, and much more.”

While in Dallas, Pamela visited the Dallas Museum of Art, Crow Collection of Asian Art Museum, The Fountain Place, and an Art Walk.



## Students from Cohort XX attend 2012 Summer Leadership Institute held at UCA



L-R: Bill Lange, Pamela Shultz, Arch Jones, Sheena Terrell, and Karin Brown

Four students from Cohort XX attended the Summer 2012 Leadership Institute at the University of Central Arkansas in Conway on June 15, 2012. Students included: Bill Lange, Pamela Shultz, Sheena Terrell, and Karin Brown.

The Institute focused on the topic “District Leaders as School Improvement Agents.” Professional Development credit was also available for the following areas:

- School Audits as an Information Source for Academic Improvement
- Social Networking as a Positive Tool to Promote Learning
- Social Networking Tools and Cyber-bullying: Strategies to Combat
- Parental Involvement: Strategies for Improving Positive Participation
- Panel Discussion: Teacher Evaluation Instrument: Perspectives From the Field

The Leadership Institute had three keynote speakers whose presentations are available on the UCA Leadership Institute website.

<http://uca.edu/education/leadershipinstitute.php>

## Faculty and Students receive awards at Graduate Student Council Luncheon

Students from Cohorts XIX, XX, and XXI received awards at the Graduate Student Council Luncheon held on April 15, 2013. The Graduate Student Council serves as the main support organization for graduate students. The council works for the benefit of the University community and serves as an advocate and resource for ASU-J students. The Graduate Student Council Award Ceremony has been one of the primary goals of past and present GSC members. The vision is to recognize and honor graduate students for their outstanding achievements and contributions at Arkansas State University. The awards are administered by the Graduate Student Council.

Sheena Terrell, Krishna Bista, Pamela Shultz, and Bill Lange received recognition medallions; these medallions are given to those students who will graduate within the year. Krishna Bista, Dalia Tejada, Pamela Shultz, and Bill Lange also received certificates of appreciation for serving as Graduate Student Council Representatives. Sheena Terrell was recognized and received an award for serving as President of the Graduate Student Council. Krishna Bista received an award for his service as Treasurer of the Graduate Student Council, he also received the Outstanding Graduate Teaching Assistant award. Dalia Tejada will serve as Vice President for the 2013-2014 academic year.

Dr. David Cox received the Graduate Student Council’s Graduate Faculty Mentor Award for his hard work, dedication, devotion and desire to help graduate and professional students to succeed.



Dr. Cox and Sheena Terrell



Sheena Terrell, Dr. Cox, Pamela Shultz, and Krishna Bista



Pamela Shultz and Dalia Tejada. Not pictured Bill Lange

# 2012 Eugene W. Smith Fellowship Award

Congratulations to **Krishna Bista** (Cohort XIX) and **April Konvalinka** (Cohort XIII) on receiving this year's annual Eugene W. Smith Fellowship Award!

Krishna's dissertation topic is *Asian International Students' College Experiences at Universities in the United States: Relationship between Perceived Quality of Personal Contact and Self-Reported Gains in Learning.*

April's Dissertation topic is *The Pursuit of Leadership in Energy and Environmental Design (LEED) Certification for Campus*

### *Housing at Public Universities.*

The Eugene W. Smith Research Fellowship is awarded by the ASU Foundation each year for the purpose of assisting deserving students who are pursuing an Ed.D. in Educational Leadership with expenses incurred during their dissertation research.

Students may apply for the scholarship upon completion of the dissertation proposal. Applicants must submit a written justification for the

award, prepare a budget reflecting how the award will benefit the research, and develop a description of the methodology that will be used in the completion of the dissertation.

Applications for next year's Fellowship award are available on our website at <http://www.astate.edu/a/education/cee/>

**Deadline each year is March 1st.**

## COHORT XXI WELCOMED BY FACULTY

On Tuesday, August 21, 2012, the 15 members of Cohort XXI met to begin their two-year journey through the courses of the Ed. D. in Educational Leadership. The cohort will meet every Wednesday evening until the end of the Spring semester, 2014.

Students were served a light dinner provided by the Center for Excellence in Education. This gave the cohort members an opportunity to get to know one another.

Dr. Thilla Sivakumaran, Dean of the College of Education, welcomed Cohort XXI. He expressed his support

and gave encouragement to the new cohort.

Dr. George Foldesy, Director of the Center for Excellence in Education and the Ed. D. program, discussed the Ed.D. Student Handbook, as well as the Integrative Seminars so students could select dates to meet over the next two semesters.

The cohort members also received a briefcase with the ASU logo and Ed.D. Educational Leadership stamp on the outside.

Joyce Mann, CEE department administrative specialist, was

introduced to the cohort members. Everyone was encouraged to communicate with Joyce if they had any questions about registration for classes.

Dr. George Foldesy met with them to begin his ELAD 8043 Doctoral Seminar: Advanced Organizational Theory and Leadership.

Students met later with Dr. David Cox for their ELAD 8313 Doctoral Seminar: Educational Leadership Practices I.



# Accomplishments of Alums

\*We appreciate everyone who responded to our inquiry about any presentations, promotions, awards, or additional accomplishments that have occurred during the past academic year. Any information that was noted in the previous newsletter was omitted from the current one. Please send any updates by **April 30th**.



**Dr. Dwayne Scott**, Cohort IX, accepted the Vice President for Student Services and Enrollment Management position at Southwest Tennessee Community College. He began the position on December 1, 2012. Prior to his new position at Southwest, Dr. Scott served as the Vice President of Student Affairs at Mid-South Community College. We would like to extend our Congratulations to Dr. Dwayne Scott.



**Daphne Jones**, Cohort XII, was chosen along with twenty other Memphis City School teachers to lead the Common Core State Standard Transition. Daphne will serve as a core coach for the district and state. As a coach, Daphne will team with others in leading summer sessions for teachers across Tennessee. Tennessee plans to implement the Common Core State Standards in 2013-14. Congratulations, Daphne, on being selected as a core coach for the state of Tennessee.



**Jill Simons**, Cohort XVI, was the keynote speaker at an Academic Impressions national conference on Early Alert Programs in February 2013. Jill's dissertation was on Early Alert Models titled, "A National Study of Student Early Alert Models at Four-Year Institutions of Higher Education." Jill Simons asked **Darla Fletcher**, Cohort XVIII, who recently completed her dissertation, "A National Study of Student Early Alert Models at Two-Year Institutions of Higher Education," to join her at the conference. Congratulations to both Jill and Darla for their work on Early Alert Programs.



**Please keep in touch!**

**We love hearing from you throughout the year. If you publish or present, receive an award, write a grant, or take a new job, let us know.**

**Email Joyce Mann at [jmann@astate.edu](mailto:jmann@astate.edu)**



## 2012-13 Dissertation Abstracts

### Mentoring: Does it Affect Arkansas' Teacher Retention?

Author: Kohl, Kathy; Advisor: Saleh, Amany

Committee members: Elsayed, Ashraf; Foldes, George; Henley, Joan; Lee, Ahlam

Research from authors Danielson (2007), Darling-Hammond (2006, 2009), and Moir (2009) found that mentoring increased the probability that a novice teacher would renew his or her teaching license and remain in the profession. Data from the Arkansas Department of Education were used to determine the impact of mentoring in Arkansas on license renewals and teacher retention since the implementation of mentoring in 2002.

Arkansas data indicated an increased demand and upward trend in license renewals occurred during the years mentoring was implemented. However, the number of new licenses also rose. In the final analysis, Pathwise mentoring was found to have had no direct impact on the number of license renewals and teacher retention.

### Faculty Perceptions and Use of Social Media in the Medical Imaging Curriculum in the United States

Author: DuBose, Cheryl; Advisor: Saleh, Amany

Committee members— Amienyi, Osabuohien; Cox, David; Henley, Joan; Holman, David

Social media networks are a worldwide phenomenon encompassing multiple generations of faculty and students. As the World Wide Web has developed and grown, so has the ability of individuals to communicate across hundreds and thousands of miles via these social media networks. An exploratory survey of members in the Association of Educators in Imaging and Radiologic Sciences was completed and analyzed to determine faculty perceptions and use of social media in the medical imaging curriculum in the United States.

Medical imaging faculty were asked if they own a personal social media account, a professional social media account, and if they use social media in the classroom. This study revealed that approximately 74 percent of faculty own a personal social media account, while approximately 46 percent own a professional (networking) social media account. Approximately 69 percent of medical imaging faculty indicated that they incorporate at least one type of social media in the classroom, with YouTube being the most popular social media platform used in all listed subject areas (Introduction, Lab, Procedures, Physics/Exposure, Pathology, Clinical Education, Patient Care, and Radiobiology).

Faculty were given the opportunity to provide feedback on the perceived advantages and disadvantages of social media use in the medical imaging curriculum. While 31 percent of faculty believe that social networks take more time than they are worth, 67 percent believe that social media should be used to enhance learning in the medical imaging curriculum.

## **2012-13 Dissertation Abstracts, cont...**

### **Usage and Perceived Effectiveness of Marketing Strategies at Two-Year Colleges in the United States**

Author: Buchman, Ashley; Advisor: Saleh, Amany

Committee members-Cox, David; Foldesy, George; Henley, Joan; Philhours, Melodie

The purpose of this study was to examine the usage and perceived effectiveness of twenty-three marketing strategies at two-year colleges in the United States. This study was based on a 1988 study that examined usage and perceived effectiveness of twenty-two marketing strategies at four-year institutions in the United States. One assumption of the study was that there would be changes in the usage and perceived effectiveness of marketing strategies over time. Another assumption was that usage and perceived effectiveness would vary from two-year to four-year institutions.

The quantitative study questioned two-year institution admissions directors on the usage and perceived effectiveness of twenty-three marketing strategies at their institution. Surprisingly, there were no real significant differences in usage and perceived effectiveness of marketing strategies from the study performed in 1988 at four-year institutions in the United States and the current study. Sales promotion was the only marketing strategy that the majority of public and private school respondents from both studies reported not utilizing to recruit potential students. Due to an increase in technology, the current study added online marketing as a marketing strategy. Unexpectedly, online marketing was not utilized as much as expected in the recruitment of potential students. Personal selling was utilized more than online marketing in most of the two-year schools that responded to the survey.

There were several implications in this study. In addition to the primary questions being answered, the data exposed significant differences between usage and perceived effectiveness of marketing strategies among type of institution, geographic location, freshman student class size, and first-generation class size. Examining these relationships could prove useful for admissions directors in need of guidance on marketing strategies that would be appropriate for their institutions. Additionally, admissions directors should evaluate current marketing strategies being used to determine if they are actually effective in recruiting potential students. It is crucial that admissions directors regularly engage in dialogues with colleagues at their institutions, current students, and community members to monitor the trends of the potential student population. Effective communication ensures that the appropriate image of the institution is being conveyed to potential students via marketing strategies.

### **Development and Validation of a Scale to Measure an Adaptive Culture Profile Using Student Affairs Divisions in Higher Education**

Author: Fowler, Tammy; Advisor: Cox, David

Committee members— Lee, Ahlam; Relyea, Clint; Saleh, Amany; Wyatt, Les

The landscape of higher education in the United States shifts and moves in response to environmental challenges often hard to predict or measure. A joint taskforce of the American College Personnel Association and the National Association of Student Personnel Administrators taskforce expressed the concern that no other time in history has the incentive for real change been more powerful or the consequences for not changing more significant. How institutions, particularly Divisions of Student Affairs assess and respond to these changes has far reaching effects.

Student affairs professionals must possess the skill set necessary to effectively assess the challenges facing their units and to manage the changes necessary to respond to the challenges while meeting the goals and objectives of their units and the mission of the institution. Adaptive leadership, as advocated by Heifetz and Linsky (2002), provides the framework needed to assess each challenge, determine the nature of the challenge, and frame a response. For individual leaders to successfully practice adaptive leadership, the organization as a whole must value and support adaptive practice.

A tool to help student affairs practitioners to assess the adaptability of their organizations is needed. Researchers designed an original instrument based on the five constructs of Adaptive Cultures (Heifetz, Grashow & Linsky, 2009): Elephants Are Named, Independent Judgment Is Exercised, Leadership Is Developed, Reflection and Learning Are Encouraged, and Responsibility Is Shared. The Adaptive Culture Profile Scale (ACPS) was reviewed by an expert panel from Cambridge Leadership Associates and validated through administration to over 800 student affairs professionals. The final ACPS, using a six-point Likert scale, measures the adaptability of two important aspects of those who define the organization culture: the boss and the team. The instrument can be used to assess what specific characteristics of an adaptive culture are not developed and need work, as well as, those aspects of the boss and team that are working adaptively. Leaders will be able to use the ACPS to address those areas that are not adaptive and define the changes necessary for the culture to become more adaptive.

## **2012-13 Dissertation Abstracts, cont...**

### **The Leadership Orientations of Public College and University Chief Financial Officers: A Frame Analysis**

Author: Hannah, Russ; Advisor: Cox, David

Committee members— Foldesy, George; Holman, David; Frey, Len; Mason, JW

The role of the chief financial officer (CFO) is critical to the effective leadership of U.S. four-year public colleges and universities. Self-awareness and the capacity to view situations simultaneously in multiple ways and from different perspectives are essential elements of CFO effectiveness and success in the higher education environment.

The relationship of the chief financial officer and the chief academic officer (CAO) is a key component of effective higher education leadership and a critical element of CFO success. Information about the self-perceptions of chief financial officers and perceptions of chief financial officers by chief academic officers will: (1) enhance CFO self-awareness and effectiveness, (2) broaden their ability to apply multi-frame thinking and formulate adaptive approaches, and (3) deepen their understanding of and appreciation for the CFO/CAO relationship.

The purpose of this study was to examine the predominant leadership orientations of CFOs at U.S. four-year public colleges and universities as self-perceived and as perceived by CAOs.

The study employed survey methodology to gather information about CFOs' self-perception of their leadership orientations and the perception of CFOs' leadership orientations by CAOs. Information on demographic characteristics was gathered to determine if they explained variations in the responses. The Bolman and Deal Leadership Orientation Questionnaires for SELF and OTHERS were employed to gather the information.

Three general findings emerged from the study. First, both CFOs and their CAO colleagues perceive that CFOs employ the structural frame as their predominant leadership orientation. Second, the demographic characteristics considered did not account for any significant difference in the responses received from either group. Third, there is no significant difference in how CFOs and CAOs perceive the CFO's predominant leadership orientation, the structural frame.

### **Graduate Teaching Assistants' Perceptions of their Preparation for Teaching in Departments of Communication Studies at Selected Universities**

Author: Atkins-Randle, Brenda; Advisor: Cox, David

Committee members: Saleh, Amany; Bowser, Audrey; Hill, Myleea; Foldesy, George

The study examined the adequacy of preparation that graduate teaching assistants receive before or during the pursuit of their graduate degree. Specifically, this study looked at graduate teaching assistants' perceptions of their particular programs. Additionally, this study explored how prevalent or non-prevalent TA training was before and/or during services as a Teaching Assistant, the strengths and weaknesses of training program components, the intensity of training programs, the role faculty mentoring played in TA training and the differences in perceptions based on gender and degree status (Master's versus Doctoral). The researcher was interested in identifying and assessing the adequacy of graduate teaching training programs for the purpose of improving or implementing preparation strategies for future programs.

The target population for this study was graduate teaching assistants who were employed at public universities in departments of communication studies. Department heads from each university were contacted and asked to forward the survey to all graduate and teaching assistants.

The questionnaire was made available through an on-line link (included within the email) formulated specifically for this study. A total of 351 surveys were returned, with 297 of the surveys from teaching assistants who received training before and/or while being in the classroom and 54 of the surveys were from teaching assistants who received no training.

According to the descriptive data, 72 percent (211) of the teaching assistants who responded to the survey perceived their training program as having adequately trained them to enter the classroom. Only 27.9 percent (62) of teaching assistants did not feel they were adequately trained.

## 2012-13 Dissertation Abstracts, cont...

### Biography of Dr. Eugene W. Smith Arkansas State University President 1984-1992

Author: Newsom, Glenda; Advisor: Cox, David

Committee members— Foldesy, George; Holman, David; Nichols, Joe; Banta, Brady

A president of a university in the state of Arkansas would benefit from researching the roots of the educational system within the state. Even though the state now has a number of universities that have evolved and are on the cutting-edge of advanced technology, Arkansas was slow in growth and development. Since Arkansas was slow to expand public education and universities have had to compete for scarce resources from the state, a university president with knowledge of the state's political system and the financial operation of the university he/she represents would be successful in expanding the institution. Dr. Eugene W. Smith was such a university president as he worked extensively with Arkansas legislators for Arkansas State University's funding formula and knew how the university's financial system operated. Dr. Smith realized higher education needed the public's attention and approval to attract students, not only within the state, but also outside the state's borders, even internationally. Higher enrollment meant financial stability for the university, as well as offering educational opportunities to a variety of students.

This study may be helpful to increase the understanding of university leaders, faculty, staff, students, and the community in general regarding how an educational institution operates and the requirements, as well as pressures, for a university president. The potential benefits from this study are aiding in understanding the accomplishments, contributions, controversies, issues, and disappointments a university president experiences during their administration. This study will provide information to educational leaders and university heads for future reference when seeking a new president to help them understand the potential lessons learned from a university president.

Dr. Smith was associated with ASU for sixty-one years, played a pivotal role in the growth and progress within the institution during that time, and maintained a close connection with the local community. Dr. Smith was closely involved with the work and preparations that went into attainment of university status by the Arkansas General Assembly, led the university in the adoption of new innovations and technologies, and according to Dr. Robert L. Potts, former chancellor and interim ASU System President, much of the institution's development occurred during Dr. Smith's tenure as President of ASU. According to Dr. Les Wyatt, ASU's tenth President, anyone who had been associated with ASU in the past fifty years would have been touched in one way or another by Dr. Smith. Dr. Wyatt accredited Dr. Smith as having taught, inspired, and supported the people and the institution during his years at ASU.

When the researcher asked Dr. Smith to describe what he would like for his legacy to be, he listed four things. He stated his first priority was the library, as a good library was required for accreditation and future programs at the institution. The Convocation Center was Dr. Smith's second goal, elevating football to Division I-A NCCA sports was the third goal, and the fourth goal was to elevate the university to a doctoral-level institution. Dr. Smith stated those things came about either during his tenure or shortly thereafter due to efforts from his administration. Therefore, if people could not remember him as president of the university, let people remember those four achievements, as a result from his era.

The researcher's final analysis could be summed up by citing a statement related by several of the interviewees, that "Dr. Smith was the right man at the right time for the job."

### Predictors for An Autism Spectrum Disorder Diagnosis: A Risk Modeling Behavior

Author: Phillips, Cristy; Advisor: Foldesy, George

Committee members— Cox, David; Saleh, Amany; Henley, Joan; Hill, Myleea

The purpose of this study was to derive one or more single indicators or sets of correlated indicators that could predict a heightened probability for an autism spectrum disorder (ASD) diagnosis, a critical first step in the development of a risk-model. Educators need a risk-model that will identify infants and young children with ASD before their symptoms are fully manifested. Such a model would help educators to fulfill their federal mandate to provide timely identification and early-intervention services, improving long-term outcomes for affected children. Fortunately, advanced statistical modeling techniques and extant early-intervention data suggest a solution: Exploratory latent class factor analysis (ELCFA) and logistic regression analysis can be used to analyze early-intervention case data and elucidate a set of indicators that predict an ASD diagnosis. Recognizing the aforementioned, this investigator used ELCFA to analyze early-intervention data for 30 risk-indicators for children diagnosed with ASD ( $n = 167$ ). Use of ELCFA elucidated three sets of correlated indicators that appeared to contribute to a tendency for an ASD diagnosis: Maternal Psychiatric Illness, Gestational Maturity, and Advanced Parental Age. The three constructs and 16 remaining single indicators of interest were juxtaposed against ASD and non-ASD case data, forming the empirical foundation for the logistic regression model. Statistical diagnostics confirmed the adequacy and usefulness of the model [Hosmer and Lemeshow Test,  $\chi^2(8) = 13.23$ ,  $p = .104$ ; Omnibus Tests of Model Coefficients table,  $\chi^2(19) = 35.20$ ,  $p = .013$ ] and indicated that two predictors contributed to the model significantly. The single indicator Family Member with ASD predicted an ASD diagnosis [OR = 5.182; 95% CI (1.997, 13.445);  $p = .001$ ] and the multiple-indicator construct Maternal Psychiatric Illness predicted an ASD diagnosis [OR = 1.275; 95% CI (1.003, 1.621);  $p = .047$ ]. Ultimately, the Gestational Maturity and Advanced Parental Age constructs failed to demonstrate statistical significance. The results of this study suggest that extant early-intervention data may be used to derive a model that can predict a future ASD diagnosis, establishing a warrant for refinement of the model.

## **2012-13 Dissertation Abstracts, cont...**

### **A Study of the Religious Orientation of Public School Districts Located in the Bible Belt of the United States**

Author: Bennett, Tom; Advisor: Foldesy, George

Committee members— Banta, Brady; Lee, Ahlam; Owens, Deborah; Sivakumaran, Thilla

The struggle to accommodate one person's right of religious expression while not infringing upon another person's right to be free from religious coercion has existed since our Founding Fathers first drafted the Bill of Rights more than 200 years ago. The genesis of the controversy lies in the First Amendment to the United States Constitution, which provides in pertinent part that, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

Despite the language of the Religious Liberty clauses and of the subsequent decisions interpreting them by the U.S. Supreme Court, the arena of religious freedom has been fertile ground for litigation over the last half-century. In no arena has that battle raged more intensely than in our nation's public schools. Issues of daily prayer, scripture readings, moments for silent meditation, and invocations at extracurricular school activities, graduation ceremonies, and before school board meetings have been so troubling as to necessitate intervention by the United States Supreme Court.

The purpose of this study was to examine the religious orientation of public school districts in a geographic region of the United States known as the Bible Belt. The original hypothesis for this study was that public schools located in that region would have a sacred religious orientation. If that were so, those public schools would allow religion so long as it was the preferred religion in their surrounding community.

A review of the literature was done to examine foundational concepts necessary to understand the root causes of the debate over the proper place of religion in public education. Landmark and current case law was explored to analyze key Supreme Court and federal court decisions on issues impacting the Establishment Clause and the Free Exercise Clause of the First Amendment. Existing federal guidelines and statements of principles regarding issues of religion in public schools were reviewed, along with recent incidents in public schools that implicated the Religious Liberty clauses of the First Amendment.

Published internet policies from a sample of 64 school districts randomly chosen from eight southern states – Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, Tennessee, and Texas – were analyzed to discover commonalities and differences. Superintendents from 22 of the original 64 districts were interviewed to explore practices in those districts, the congruence between policy and practice, the views of superintendents on the role of religion in public education, and the impact of the local community on the religious policies and practices of those districts.

### **A Study of Organizational Issues Related to Governance and Management of Off-Campus Centers Throughout the United States**

Author: Macklin, Cedric; Advisor: Foldesy, George

Committee members— Cox, David; Salinger, Larry; Beineke, John; Holman, David

Extensive research has been conducted on students pursuing degrees off-campus; however, limited studies have been directed to explain the growing practice of students enrolling in courses and degrees at off-campus degree centers. The purpose of this dissertation was to explore the organizational issues related to governance and management of off-campus centers throughout the United States.

Data collection was conducted using recorded telephone interviews that were transcribed, analyzed, and summarized. This dissertation used one introductory question and ten research questions to examine the organizational issues related to governance and management of off-campus centers. The introductory question was: What are the issues and opportunities relating to off-campus courses, programs, and/or centers as a whole? The ten follow-up research questions were: (1) Why did your institution establish an off-campus center/s and what influenced the location? (2) Why do students attend your off-campus center? (3) What is the student demographic make-up of your off-campus center? (4) What ongoing operational issues does your off-campus center face? (5) How is your off-campus center/s marketed? (6) What are the day-to-day problems associated with off-campus centers and will you identify which problems influence the centers to close? (7) What are the current trends facing off-campus centers? (8) What is the impact of web-based and web-assisted classes on enrollment at your off-campus center? (9) What issues does your off-campus center face regarding how it is managed, governed, or controlled? (10) What present day budget or financial factors is your off-campus center experiencing that impact services to students?

Based on the data collected from the nineteen off-campus center administrators throughout the United States, off-campus degree centers were commonly established for political reasons as well as a result of community needs. Administrators indicated that web-based and web-assisted courses and degrees negatively impacted off-campus degree centers; however, institutions strategically modified their programs to adjust to the challenges caused by online delivery. Economic challenges caused by budget cuts forced institutions to seek alternatives to services and opportunities for students, faculty, and staff. Finally, with the exception of one institution, a fear existed that web-based and web-assisted courses and degrees would ultimately cause off-campus centers to close their doors.

## **2012-13 Dissertation Abstracts, cont...**

### **A Survey of Best Practices of Instruction for Arkansas Public School Alternative Learning Programs in Grades Seven through Twelve**

Author: Wammack, Debbie;

Advisor: Holman, David

Committee members— Banta, Brady; Lee, Ahlam; Owens, Deborah; Sivakumaran, Thilla

The purpose of this study was to investigate the frequency of the best teaching practices (Small Group, Reading as Thinking, Representing to Learn, Classroom Workshop, Authentic Experiences, Reflective Assessment, and Integrative Units) and compare the difference between the structures and demographic variables (program size, student-teacher ratio, program location, gender of director, educational degree of director, administrative license status, and years of experience of the director) according to Zemelman, Daniels, and Hyde (2005) within the ALE programs in the state of Arkansas. ALE directors were surveyed using a self-administered questionnaire during January 2011. The results of 108 directors were analyzed to determine the structures' frequency of implementation using means, standard deviations, and ranges. Five separate ANOVAs and two T-Tests were used to compare the effect of the variables to the structures.

Directors reported the most utilized structure was Reading as Thinking, and the least utilized was Integrated Units. However, the difference was small and all structures were used occasionally. Directors also reported there was no main effect significant between the structures based upon the variables of program size, location, and director's level of degree. However, directors with higher student-teacher ratios, between 11 and 38 to one, are more likely to report the activities of Authentic Experiences rather than directors with the lower student-teacher ratios between one and five to one. Female directors were more likely than male directors to report the activities of Small Groups, Reading as Thinking, and Representing to Learn. Directors without an administrative license are more likely to report activities of Authentic Experiences than directors holding an administrative license. Directors with seven to twenty years of experience are more likely to report the activities of Reading as Thinking and Representing to Learn rather than directors of experience of one to two years. Directors with three to twenty years of experience are more likely to report the activities of Classroom Workshop rather than directors of experience of one to two years.

### **A Comparison of Classroom Learning Environments of National and Non-National Board Certified Teachers in Middle School Classrooms in Selected Rural Mississippi Counties**

Author: Danley, Charlotte; Advisor: Holman, David

Committee members— Aldridge, Roy Lee; Beineke, John; Neal, Gwendolyn; Saleh, Amany

This study investigated middle school students' perceptions of their classroom learning environment in National Board Certified Teachers' and Non-National Board Certified Teachers' classrooms. The instrument chosen to conduct this study was a questionnaire inventory, What is Happening in this Class. The participants were selected from rural middle schools in north Mississippi. National and Non-National Board Certified Teachers' were matched at every school by grade level. The teachers' students were asked to respond to a 56 question survey utilizing a Likert scale.

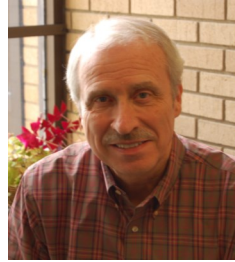
There were seven subscales embedded in the survey. The results suggest that means for National Board Certified Teachers' students' perceptions were higher than students of Non-National Board Certified Teachers within the Student Cohesiveness subscale. The research also revealed that there were many interactions between Gender and Grade Level in most of the subscales, which are important factors to determine whether National Board Certified Teachers were rated higher or lower on the classroom climate. Male students perceived their classroom learning environment lower from female students in many of the classroom learning environment subscales, while female students rated their classroom learning environments higher than males, in all but two subscales.

## Faculty/Staff Accomplishments

College of Education faculty and staff have a lot to be proud of this past academic year. Their hard work and dedication to the College continues to pay off— and it shows!



Dr. George Foldesy served on the editorial board for the *Journal of International Students* and as a reviewer for the *Journal of Interdisciplinary Studies in Education*. In addition, he presented a paper at the European Teacher Education Network in Hasselt, Belgium (see page 4).



Dr. John Beineke was elected into the Marion (IN) High School Hall of Distinction this past year. Founded in 1875, Marion High School is one of the largest high schools in the state of Indiana. Dr. Beineke was selected for his lifetime achievements in public school teaching,



Dr. Amany Saleh launched the *Journal of Interdisciplinary Studies in Education* in the Fall of 2012 (see page 2). The first issue was published in December 2012. The second issue is scheduled for Summer 2013. Dr. Saleh also published an article titled *A Closer Look at Online Graduate Degree Programs* in *Public Institutions in Journal of Higher Education and Self-Learning*, 5(16).



Joyce Mann, Administrative Assistant for the Center for Excellence in Education served as a Senator on the Staff Senate for the past three years until April of this year.



Dr. David Cox received the Graduate Student Council's Graduate Faculty Mentor Award in April 2013. The Graduate Faculty Mentor Awards recognizes the hard work, dedication, devotion and desire of faculty members to help graduate and professional students to succeed. The Graduate Student Council greatly appreciates the contagious enthusiasm, professionalism, and motivation that faculty members give graduate students.



Dr. David Holman has returned from annual leave. While on leave, Holman chaired two dissertation committees and served as a member on several other dissertation committees. Holman is also teaching a Dissertation Writing seminar Summer I. This course is for students who wish to begin their proposal or for students who are writing, but would like added assistance with research design or crafting text. If you wish to participate, you must be enrolled for the required summer dissertation hour(s).



Dr. Ahlam Lee, joined the faculty in Fall 2013. Her most recent accomplishments include upcoming publications. Lee has submitted three papers for publication. Her papers address topics related to STEM. Lee also has some upcoming Manuscripts and Presentations in the works. Lee will be teaching a Dissertation Writing seminar Summer II.



Dr. Josie Welsh mentored 21 students who presented 6 collaborative assessment projects at ASU's 3rd Annual Create @ State Research Symposium. Seven students were awarded 1st place in various categories. In addition to assisting with the assessment sections of ASU's self-study for the upcoming HLC reaccreditation visit, Dr. Welsh is spending the summer presenting collaborative work with colleagues. Welsh co-presented two papers at the Third Annual Meeting of the Association for the Assessment of Learning in Higher Education.

## In Other News...



As of this Spring, Cohort XX has completed the coursework necessary for the doctoral program in the Center for Excellence in Education. Members have their selected areas of research and are now working towards completing their dissertations.



On May 1, 2013, Cohort XX presented and defended their Cohort Project “Analysis of Arkansas Teacher and Student Perceptions of Preparedness of Secondary to Post-Secondary Transition.” Each member of Cohort 20 participated in the project and had specific roles. Cohort project historians also compiled a yearbook of the Cohort experience not only pertaining to the project but also the whole program. The yearbook is located in the Center and also contains quotes from the members of Cohort 20.



Krishna Bista, Cohort XIX, was asked to be a panelist at the Missouri State University 2013 Public Affairs Conference held April 9-12, 2013 in Springfield, Missouri.

Krishna was asked to be on three separate panels during the conference. The topics of the panels he served on were: Beyond theory into practice: Teaching diversity in a non-diverse environment; Inclusion, excellence—and religion?; and Strangers in a strange land: Inclusion of international students.

Krishna founded and is Editor-in-Chief of the Journal of International Students. He has also conducted research on classroom engagement, cross-cultural experiences, and faculty/student international experiences.

## Students present 3 Minute Thesis

Sanoya Amienyi (Cohort XIX) and Pamela Shultz (Cohort XX) presented their dissertation topic at the Three Minute Thesis© competition. The Three Minute Thesis© is a competition, originally developed by the University of Queensland in Australia, that challenges graduate students to present their research to a non-specialist audience in a three minute oration using a single static Power-Point slide. The Three Minute Thesis© competition was held during the Create @ Astate Research Symposium. Amienyi presented her dissertation topic on “The Relationship between Parental Perception of Institutional Communication for Parents and Levels of Parental Involvement in Undergraduate Students’ Education in the United States.” Shultz presented her dissertation topic on “Programs to Eradicate the School to Prison Pipeline and Reduce Recidivism for Prisoners in Prisons.”



# Ed. D. Leadership Team



- **George Foldesy**  
Director, Center for Excellence in Education and Professor  
Ed.D.— University of Nebraska



- **Joyce Mann**  
Administrative Specialist  
Center for Excellence in Education



- **John Beineke**  
Distinguished Professor  
Ed.D.—Ball State University



- **Amany Saleh**  
Professor  
Ph.D.—University of Alabama



- **David Cox**  
Coordinator, Community College Teaching/ Administration Program and Professor  
Ed.D.— University of Illinois



- **Josie Welsh**  
Professor  
Ph.D.—Virginia Commonwealth University



- **Ahlan Lee**  
Assistant Professor  
Ph.D.—University of Wisconsin

## MISSION STATEMENT

Arkansas State University-Jonesboro established the Center for Excellence in Education in 1992. The Center for Excellence provides the following services:

- A program of academic preparation of educational leaders to serve in local, state, regional, or national organizations that have education as an integral component;
- Research and development inclusive of evaluative and consultant services to secondary, post-secondary, and other educational agencies.



- **David Holman**  
Associate Professor  
Ph.D.— University of Nebraska

We are on the Web!  
<http://www.astate.edu/a/education/cee/>

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Newsletter Editor—Spring 2013  
Pamela Shultz  
Cohort XX