



# Center for Excellence in Education

Volume 22,  
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Spring, 2015

## Welcome Dr. Bounds!



Dr. Steve Bounds joined the Center for Excellence in Education in August, 2014 as the Interim Director overseeing the doctorate in Educational Leadership program. Dr. Bounds comes to us with a great deal of experience in higher education as well as public school administration. He has been with ASU’s Department of Educational Leadership, Curriculum, and Special Education department for the last eight years. He has taught school administration courses as an adjunct professor for three universities and served as a school principal

and superintendent for 21 years. He was a member of ASU’s first doctoral cohort and is a graduate of the EdD program. Dr. Bounds has been an asset to our program, as he is well acquainted with the success and reputation of the program. Dr. Bounds has completed his first academic year as our Interim Director, and has accomplished much in the past several months. Please join us in saying “Welcome, Dr. Bounds” and “Thank you” for taking on a tremendous task.

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### **BREAKING NEWS... NEW DEPARTMENT LOCATION!**

**The Center for Excellence in Education department has moved. We are now located in the former International Student Center (located by the fountain, across from the Administration building, behind the Student Union building). The Center for Excellence in Education’s Reception office is in Room 204, located just off the lobby. Our new location’s building has now been renamed the Education and Leadership Studies building.**

## The Center for Excellence in Education welcomes new faculty member: Dr. Daniel J. O'Meara



Dr. Daniel J. O'Meara is a multicultural higher education specialist committed to adult education with extensive experience in post-secondary teaching, educational leadership, and administration. His experience in higher education crosses many boundaries. He contributed to the development of a standardized Technical English curriculum at the Michlalah le'Minhal in Tel-Aviv, Israel, managed federal TITLE IV and TITLE V college programs and has directed domestic as well as international college student recruitment and retention programs. He has been active in teaching and curriculum development in higher education in various capacities. He has taught undergraduate, graduate, and post graduate coursework in Educational Leadership, Holocaust Studies, SEI/ELL teaching methodologies, ESL and Public Speaking.

Dr. O'Meara's educational background includes an A.A. from Cochise College, a B.A. from the University of Arizona, and a M.Ed. from Northern Arizona University, and an Ed.D. from Drexel University. He has lived in Latin America, the Middle East, and Europe, and is fluent in several languages including Spanish, Portuguese and Hebrew. His primary research interests include gaining a better understanding of first-generation/low-income students as they move through the community college experience toward obtaining a baccalaureate degree.

Dr. O'Meara came to the Center in July, 2014 from Cochise College in Douglas, Arizona. We would like to extend a warm ASU welcome to him.

*“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”*  
*-Dr. Martin Luther King, Jr.*

## Cohort XXIII Welcomed By Faculty

On Tuesday, August 19, 2014, thirteen members of Cohort XXIII met to begin their two-year journey through the Educational Leadership Ed.D. program. The cohort meets every Tuesday evening through the end of the Spring Semester, 2016.

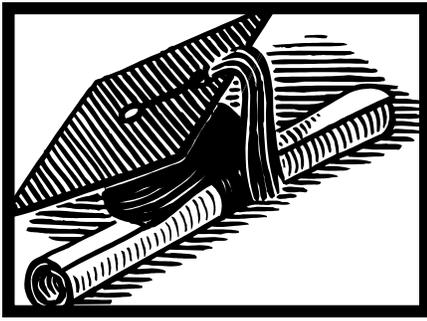
In order to give students an opportunity to meet one another as well as the faculty, a light meal was hosted by the Center for Excellence.

Dr. John Beineke, Distinguished Professor of Educational Leadership and Curriculum & Professor of History, welcomed Cohort XXIII and offered words of encouragement.

Joyce Mann, CEE administrative specialist, was introduced to the new cohort and everyone was encouraged to contact her with any questions or concerns they may have. As a welcome to the Ed.D. program, Mrs. Mann distributed the Ed.D. handbook, a flashdrive, and computer bag to the new cohort students.

Students met with Dr. Ahlam Lee to begin the class ELAD 8043 Doctoral Seminar: Advanced Organizational Theory and Leadership. Following Dr. Lee's course, students met with Dr. Daniel O'Meara for the ELAD 8313 Doctoral Seminar: Educational Leadership Practices I course.





## 2014-2015 Dissertation List

Graduate	Dissertation Title	Advisor
Kimberly Crosby Cohort XX	An Evaluation of KIPP Charter High Schools Utilizing the Framework for Academic Quality	Lee
Rebecca Foster Cohort XVII	Historical Patterns and Underlying Causes in the Relationships between Specific Types of Disabilities and Substance Abuse or Weapon Offences in Public Schools from 2001 to 2011	Lee
Douglas Larkins Cohort XVIII	The Development of a Model Syllabus for Use at the Community College Level in Criminal Justice Programs with Ethics Courses	Beineke
David McKinney Cohort XIX	Goal Conflict and Goal Commitment among Campus Parking Administrators in Higher Education	Cox
Elizabeth Woodard Cohort XVIII	An Analysis of the Impact of the Boys and Girls Club Program on Sixth Grade African-American Male Students' Achievement and Parental Perception	Beineke

*“The purpose of education is to replace an empty mind with an open one.”*

*-Malcolm Forbes*

## 2014-2015 Dissertation Abstracts

### **An Evaluation of KIPP Charter High Schools Utilizing the Framework for Academic Quality**

Author: Kimberly Crosby

Advisor: Ahlam Lee

Committee members: John Beineke, David Holman, Minghui Gao, and Leslie Wyatt

This study conducted comparison analyses in a range of academic achievement and attainment levels between students enrolled in selected KIPP charter high schools and a matched group of peers enrolled in geographically and demographically similar traditional public schools in Texas. Contexts of the academic achievement and attainment levels were framed by the following four academic quality indicators outlined by the National Consensus Panel of the Charter School Quality Consortium in its 2008 report *A Framework for Academic Quality*: (1) student achievement as measured by standardized testing, (2) student growth over time as measured by annual and longitudinal gains, (3) postsecondary readiness and success as measured by completion rates and indicators of postsecondary enrollment, and (4) student engagement as measured by student attendance and dropout rates.

Mixed findings emerged in the analysis of indicators 1 and 2. However, students enrolled in KIPP charter high schools showed significantly better performance on measures for indicators 3 and 4 compared to their peers in traditional public schools. Particularly, underrepresented students including African-American, Hispanic, and economically disadvantaged students were substantially more likely to meet college readiness criteria as opposed to their peers enrolled in traditional public schools.

As evidenced by the results that continued enrollment in KIPP charter schools is beneficial for underrepresented students in regard to achieving college readiness, this study suggested that stakeholders including policy makers, educators, and scholars should identify factors that contributed to better performing in college readiness among underrepresented students in KIPP charter high schools as compared to students traditional public high schools.

## 2014-2015 Dissertation Abstracts

### **Historical Patterns and Underlying Causes in the Relationships between Specific Types of Disabilities and Substance Abuse or Weapon Offences in Public Schools from 2001 to 2011**

Author: Rebecca Foster

Advisor: Ahlam Lee

Committee members: John Beineke, David Holman, Joseph Nichols, and Wynona Wiggins

The purpose of the study was two-fold: (a) to analyze the historical pattern of substance or weapon abuse incidents by students with different types of disabilities from 2001 to 2011 using the Data Accountability Center for data sets (Individuals with Disabilities Education Act (IDEA) Data, 2013) and the information from the National Center for Education Statistics about the number of students with disabilities receiving special education services under IDEA (2013) (<http://nces.ed.gov/fastfacts/display.asp?id=64>); and (b) to explore underlying causes of substance abuse or weapons offence incidents.

Regarding the historical pattern, the analysis showed that a significant and consistent pattern exists in the relationship between type of disabilities and frequency of substance or weapon offences. Students with emotional disturbance had been more likely to have substance abuse or weapon offences when compared to students who were in the categories of specific learning disabilities, traumatic brain injury or an intellectual disability from 2001 to 2011. Whereas specific learning disability students' incidents ranked second, those with traumatic brain injury or intellectual disabilities showed the minimal number of offenses for substance abuse or weapons offences in the years 2001-2011.

During the interview portion of the research, most interviewees perceived that students with emotional disabilities would be at risk for higher substance or weapons offence referrals compared to students with other types of disabilities. This finding was consistent with the statistical analysis found through Chi-Square tests. When asked about a causal relationship, a range of personal factors including being lonely, being bullied, seeking attention, being disrespectful, or being impulsive were the key factors for the student having either substance abuse or weapons offences referral. Most of the interviewees addressed that such personal contexts seem to be more critical factors for students with disabilities to have discipline referrals for substance or weapons abuse are not limited to students with disabilities but applied to students without disabilities. The interviewees' responses supported the

*Continued on pg 7... Rebecca Foster... Historical Patterns and Underlying Causes...*

## 2014-2015 Dissertation Abstracts

*Continued from pg 6... Rebecca Foster... Historical Patterns and Underlying Causes...*

historical pattern from 2001 to 2011 that showed that a very small percentage of students with disabilities—less than 1% of students with disabilities with a range from .01% to .39%, had been involved in substance or weapon abuse across the nation.

The results of this study suggest that diverse stakeholders including educators dismiss any beliefs that students with disabilities often have substance or weapon abuse problems. Instead of having the prejudice against students with disabilities, this study urges to ensure all students with disabilities are fully inclusive in their classrooms and community.

### **The Development of a Model Syllabus for Use at the Community College Level in Criminal Justice Programs with Ethics Courses**

Author: Douglas Larkins

Advisor: John Beineke

Committee members: Ahlam Lee, Thomas Ratliff, Daniel O'Meara, and Joseph Nichols

The purpose of this study was to develop a model syllabus template for use in community college justice programs. Additionally, the model syllabus proposes a framework upon which an ethics in criminal justice could be constructed.

Syllabi were collected from criminology instructors who teach criminal justice ethics courses at Higher Learning Commission (HLC) accredited community colleges. Key components of these criminology syllabi were reviewed for common words, phrases, and concepts for incorporation into the model syllabus template. The initial step was the development of a rubric, based on a ground theory, open coding research tool. The open coding rubric was based on the development and labeling words, phrases, and conceptual ideologies from gathered syllabi. The rubric content was gleaned from multiple texts and websites samples. As syllabi were received, a review process to include common words, phrases, and concepts took place, examining the content for each rubric component. Once this information was identified, it was documented, and the findings coded according to the developed rubric. The words, phrases, and concepts identified were specific to the categories considered in the rubric and necessary for the accurate development of a model syllabus template. The intent of the rubric was to identify both objective categories and subjective learning outcomes. After the model syllabus template was completed, a panel of experts was asked to review the model

*Continued on pg 8 ... Douglas Larkins ... The Development of a Model Syllabus...*

## 2014-2015 Dissertation Abstracts

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syllabus and provide recommendations, which were then integrated into the final model syllabus product. After the initial recommendations were returned from the participating experts, the results were consolidated in the model template and adjustments were made. The updated model was returned one additional time to the experts for any follow-up recommendations. The learning-centered approach used in the syllabus template creation was explicitly apparent with in the collected syllabi, regardless of the scaffolding procedures used to attain individual learning outcomes.

The results included 64 syllabi requested from 70 community colleges within the HLC that were identified as having criminal justice programs and curricula that included an ethics course. Three attempts were made for each of the 70 community colleges to obtain ethics syllabi. Sixty-four syllabi (91%) were obtained for analysis. During the analysis of each syllabus, several areas of concern were noted. First, less than 10% of the returned syllabi included instructor web contact information, which seemed unusual given the technology in today's society. Second, one area of notice, embedded within the evaluation and grading criteria in collected syllabi, was the lack of indicated methods of evaluation and grade breakdown at the midterm point. Only 3% of the returned syllabi included a grading scale for midterm grade analysis. This item seems critical for tracking student progress. Third, only 3% of the returned syllabi included information concerning rubrics for presentations, even though 27% of group activities included some type of individual or group presentations.

The implications of this study brought several things to light. First, of the 172 community colleges offering criminal justices degree programs within the HLC, only 70 required an ethics course as part of their criminal justice curricula. Second, considering the nature and abundance of corruption within the criminal justice system, it would appear that the number of ethics classes incorporated into criminal justice program curricula is inadequate. Third, minimal guidance concerning student progress at the midterm evaluation point leaves each student with the responsibility to assess his or her own progress. This lack of midterm guidance gives the appearance that faculty regards a midterm evaluation of student progress insignificant. Fourth, this study included ethics courses offered in criminal justice curricula with both philosophy and criminal justice prefixes. Regardless of the ethics course prefix, classes must rigorously address the origin, depth, and relationship of ethical decisions to relevant paradoxes in criminal justice.

*“Education is not preparation for life;  
education is life itself.”*

*-John Dewey*

## 2014-2015 Dissertation Abstracts

### **Goal Conflict and Goal Commitment Among Campus Parking Administrators in Higher Education**

Author: David McKinney

Advisor: David Cox

Committee members: Ahlam Lee, John Beineke, William McLean, and Paul Finnicum

The purpose of this study was to determine the degree to which campus parking administrators in public higher education perceive they are experiencing goal conflict and the degree to which they differ in commitment to goals related to generating revenue and goals related to academics and service. The study also sought to determine the relationship between goal conflict and goal commitment among campus parking administrators and several environment and demographic variables.

The environmental variables included departmental direct report, campus student enrollment, and campus geographical setting. The demographic variables included level of education, years of service, age, and gender.

The quantitative study surveyed campus parking administrators at public four-year institutions of higher education in the United States. Goal conflict data were collected through administering the Goal Setting Questionnaire. Goal commitment data were collected through respondent completion of a three-scale goal commitment measure developed by the researcher. The data collected for the study were evaluated and analyzed in the context of highly researched and well-established theory in goal setting and goal commitment.

The results of the study indicated that campus parking administrators perceive that they experience goal conflict in the performing their jobs; however, the perceived goal conflict is generally moderate to mild. Very few perceive that they experience severe goal conflict as campus parking administrators. The results also indicated that campus parking administrators are generally very committed to goals related to both generating revenue and supporting the academic and service missions of their institutions. When faced with choosing between the two, it appears that most administrators lean slightly in commitment toward goals related to academics and service more than goals related to generating revenue.

Analysis of the data revealed that there is generally no linear relationship between the environmental and demographic variables and goal conflict and goal commitment. Some significant group differences were revealed when comparing mean goal conflict and goal commitment scores. A factor analysis revealed four significant factors related to goal conflict with implications for this study and future research.

## 2014-2015 Dissertation Abstracts

### **An Analysis of the Impact of the Boys and Girls Club Program on Sixth Grade African American Male Students' Achievement and Parental Perception**

Author: Elizabeth Woodard

Advisor: John Beineke

Committee members: Beverly Gilbert, David Holman, Ahlam Lee, Jackie McBride

Afterschool programs could play a critical role in helping students engage in the academic process. In addition, afterschool programs may be one way to supplement the achievement of urban and at risk students' academic and social achievement. The purpose of this study was to identify the parents' perceptions of the impact of the Boys and Girls Club Program on the academic and social skills of sixth grade African-American males attending schools in Shelby County, Tennessee. For the purpose of this study, the Boys and Girls Club of Greater Memphis was used as an exemplar of a non-profit and non-school entity engaged in afterschool activities with at risk students. Students selected for the study were African-American males who were in the sixth grade during the 2012-2013 school year.

A qualitative design study was designed to better understand the impact the Boys and Girls Club has on sixth grade African-American males from the parents' perspectives. Semi-structured and open-ended questions were asked during the face-to-face interviews to the parents of selected African-American students. The research from this study revealed the Boys and Girls Club made a difference in the African-American sixth grade males that were the focus of this study. In addition, the parents' interviewed stated that their sons have increased academically and socially since becoming a member of the Boys of Girls Club.

*Please send any updates by **April 30th** for inclusion in next year's newsletter.*

**KEEP IN TOUCH!**

*We like 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)*

## ACCOMPLISHMENTS OF ALUMNI

**Dr. Krishna Bista**, Cohort XIX, continues in his faculty position at the University of Louisiana-Monroe. Dr. Bista has currently authored or co-authored several academic articles which have been published in numerous journals. Topics have included the need for Global Education Programs in the U.S., Cohort-Based Doctoral Programs, Twitter in Higher Education, and Successful School Leadership. He has co-authored the book, *International Student Mobility, Services, and Policy in Higher Education*, which is currently in the process of publication. Dr. Bista also contributed a chapter on the use of Twitter in higher education to the book *Emerging Pedagogies in the Networked Knowledge Society*.

**Kimberly McFall**, Cohort XXI, has accepted a position at Marshall University as Associate Professor of Curriculum and Instruction beginning in August for the upcoming 2015-2016 school year. She will serve as program coordinator of the Media Library Science Program and teach in their Graduate Program. Kim is originally from Mountain Home and is looking forward to this opportunity. "Go to conferences--NETWORK when you can. The reason I have this opportunity is because Dr. Saleh encouraged my participation in the MSERA (Mid-South Educational Research Association) Conference. It counted toward the Doctorate Program Requirements, and I got a job--Win-win!" McFall attended MSERA and presented research with fellow Cohort XXI members Laura Kuizin and Joey Walter. The conference took place in Knoxville, TN, in November 2014.

**Sheena Terrell Meadows**, Cohort XX, was appointed Director of the Viralene J. Coleman Computerized Writing Center and the Carolyn F. Blakely Honors Program at the University of Arkansas at Pine Bluff in February, 2015. She contributes her preparedness for these roles to her prior experiences working at UAPB, and the knowledge gained during her coursework as a doctoral student in the Educational Leadership program. She further states that, "The Center has stellar and devoted faculty who made learning both rigorous and exciting. When I am faced with a challenge, I can often recall a lesson or discussion from class that helps to overcome my obstacles."

**Dr. M. Elaine Novak**, Cohort XIV: In Fall 2014, her duties as Dean for the School of Business (business, accounting, marketing, office administration, and supply/logistics) at Ivy Tech Community College - Fort Wayne (Indiana) increased to add the following to her responsibilities: School of Computing and Informatics (8 programs), School of Education (Early Childhood and Education), and School of Public Services (Hospitality, Criminal Justice, Paralegal, Homeland Security, Environmental, and Human Services).

**Dr. Rebecca Foster**, Cohort XVII, became a CASA, Court Appointed Special Advocate, for Lonoke County on March 17, 2015. CASA is a volunteer organization which works with children placed in Department of Human Services custody. The CASA gathers needed records/information for the court and advocates for the child they have been assigned. "

## FACULTY/STAFF ACCOMPLISHMENTS

**Dr. Amany Saleh** published the following publications as well presented at the annual conference of the Comparative and International Education Society, Washington, D.C. this academic year:

Saleh, A., & Bista, K. (2015). Assessing faculty perceptions of campus climate at a mid-southern university. *Review of Higher Education and Self-Learning*, 7 (25).

Saleh, A., Bista, K. (2015). Factors impacting academic research e-mail survey responses. Paper presented at the annual American Education Research Association, Chicago, IL.

Saleh, A. (2015). Increasing Awareness of global social justice among doctoral education leadership students. Paper presented at the annual conference of the Comparative and International Education Society, Washington, DC.

## In other news...



Pictured L-R: William Weaver (Cohort XXIII), Dalia Tejada (Cohort XXII), and Gheric Bruce (Cohort XX)

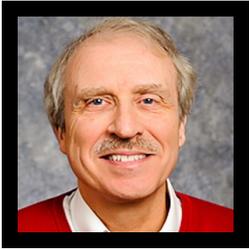
Gheric Bruce (Cohort XX), Dalia Tejada (Cohort XXI), and William Weaver (Cohort XXIII) attended the Institute for Strategic Funding Development Grant Writing Workshop in Little Rock on April 27 & 28. At this workshop, participants gained insights on fundamental standards for writing grant proposals, strategies to improve the success in approved grant applications, and learned techniques and secrets from industry experts.

**Cohort XXII** finished the coursework necessary for the doctoral program in Spring 2015 semester. Cohort members have selected their areas of research and are now currently working on completing the required dissertation.



Pictured Front L-R: Kimberley Johnson, Suhair Mrayan, Angela Caldwell, Priscilla Stillwell, Amanda Dobbs. Pictured Back L-R: Clint Durley, Hillmon Davis, Jerrod Ward, Keith Reed, Michael Williams, and Matthew Rhoads.

# Ed.D. Leadership Team



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



**Daniel O'Meara**  
Assistant Professor  
Ed.D.—Drexel University



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



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



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



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



**Dr. Steve Bounds**  
Interim Director, Center  
for Excellence in  
Education and Associate  
Professor  
Ed.D.—Arkansas State  
University

## Arkansas State University

Center for Excellence in Education

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We are on the WEB!!

[http://www.astate.edu/college/education/departments/center\\_for\\_excellence\\_in\\_education](http://www.astate.edu/college/education/departments/center_for_excellence_in_education)

## 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.

## Newsletter Editors—Spring 2015

William Weaver, Joyce Mann