The week of September 15, 2008, the Center for Excellence in Education moved from its sixteen year home in the Center for Excellence Building on the corner of Aggie Road and Caraway into the Chickasaw Building (now renamed Eugene W. Smith Hall), on the fourth floor.

This guide will help you locate your favorite professor when you visit the new location. All phone numbers remain as in the past. Don’t be a stranger!

George Foldesy ....................... 404A
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Summer 2008- Spring 2009 Ed.D Graduates
(See pages 5-6 for abstracts)

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Cohort XVI completed their coursework in April and presented a symposium on May 2, 2009 as partial fulfillment of the doctoral program’s comprehensive exam requirements. The cohort’s theme, Educating the Whole Learner, was expressed in their philosophy statement:

*In an effort to best prepare students for the ever-changing, multicultural society it is more vital than ever for students to receive a holistic education. Students’ cognitive growth potential is maximized when attention is also given to other facets of personal development.*

Three panels presented distinct elements of a holistic approach to education: Head & Mind, Heart & Spirit, Hand & Body. Following each panel’s presentations, audience members were invited to ask questions or comment. The presenters and topics discussed included:

**Head & Mind:**

- “Is testing the missing piece that will make the child a whole learner?” by Greg Jackson
- “Differentiated instruction in secondary schools: Considering the whole learner” by Jennifer Cooper
- “Critical thinking and the whole learner” by Kem Drake
- “Advanced Placement: A model for teaching the whole learner” by April Holifield
- “Special Education and the whole learner” by Kathy Kohl

**Heart & Spirit:**

- “Character Education: The impact on education of the whole learner” by Angie Totty
- “Impact of relationships on the whole learner” by Brian White
- “Educating the whole child: Remediation and retention in higher education” by Keith Pinchback
- “Revitalizing the spirit of academic advising: Academic advising for the whole learner” by Jill Simons
- “Educating the whole student: The role of Student Affairs” by Martha Spack

**Hand & Body:**

- “Learning environments that nurture the whole learner” by Phyllis Jones
- “Health and wellness of the whole learner: Strong body = strong mind” by Donna Caldwell
- “Integrating Career & Technical Education into academic education” by Keith McClanahan
The European Teacher Education Network (ETEN) is an international organization that supports and recognizes the scholarly work of Education faculty from 14 countries. In April, CEE faculty members Dr. George Foldesy and Dr. David Holman and doctoral program graduate Crystal Machado attended the annual conference at Ege University in Izmir, Turkey.

On December 5, 2008, the faculty and staff of the Center for Excellence gathered for a celebration prior to the Winter Break. Retired faculty, current faculty, administrative staff, and graduate assistants enjoyed a delicious potluck dinner and the opportunity to spend time together without an agenda!
Cohort XVII Welcomed by Faculty

On Tuesday, August 26, 2008, the 14 members of Cohort XVII met at 4 pm to begin their two-year journey through the courses of the Ed. D. in Educational Leadership. Dr. Dan Cline met with them to begin his ELAD 8043 Doctoral Seminar: Advanced Organizational Theory and Leadership.

At 5:30 pm, the students were served dinner provided by the Center for Excellence in Education. This gave the cohort students an opportunity to network. At 6 pm, Dr. John Beineke, Dean of the College of Education, welcomed Cohort XVII. He expressed words of support and encouragement to the new cohort members. Dr. George Foldesy, Director of the Center for Excellence in Education and the Ed. D. program, discussed the Ed.D. Student Handbook and other pertinent information for the beginning group. Dr. David Holman discussed the Integrative Seminar with the cohort so they could select dates to meet over the next two semesters. The cohort members also received a briefcase with the ASU logo and “Doctoral Program in Educational Leadership” on the front.

Joyce Mann, CEE’s Administrative Specialist, was introduced to the cohort members. Everyone was encouraged to communicate with Joyce if they had any questions about registration for classes.

At 7 pm, students met with Dr. David Cox for their ELAD 8313 Doctoral Seminar: Educational Leadership Practices I. The cohort will meet every Tuesday evening until the end of the Spring semester, 2010.

2009 Eugene Smith Fellowship Award

Congratulations to Jason Lincoln (Cohort XV) on receiving this year’s annual Eugene Smith Fellowship award! Jason’s dissertation topic is Role Conflict and Coping Strategies among K-12 Public School Teachers: Perspectives and Implications.

The Eugene 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 and approval 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 are available on our website at http://www2.asu.edu/education/cee/index.dot.
Accomplishments of Alums

Chris Boyett, Cohort XIV, is now the Vice Chancellor of Arkansas State University—Heber Springs.

Julie Dockery, Cohort XIV, is now Professor of Service-Learning at Jackson State University, Jackson, Mississippi, in the Division of Student Life. In 2009, she acquired a $10,000 grant from the State Farm Youth Advisory Board to implement Service-Learning classes to address issues in the areas of Financial Education and Access to Education with community youths.

Jeremiah Burks, Cohort XIV, started a new position on July 1, 2008 as the Director of Personnel for the South Panola School District in Batesville, Mississippi. Previously he had been principal of a junior high in the same school district.

Bridget Duncan-Shemwell, Cohort XV, is currently a Doctoral Research Graduate Assistant here in the Center for Excellence in Education. Her work was presented at three conferences in the past academic year:

“Using the Kuder Career Planning Instrument to Identify and Recruit Students for Agricultural Education,” in May, 2008, at the American Association for Agricultural Education annual conference in Reno, Nevada.

“Utilizing the Kuder Career Planning System to Meet the Needs of Agricultural Students and Industry,” in June, 2008, at the International Conference on Learning, University of Illinois-Chicago.

“Measuring the Effects of a Curriculum Intervention on Eighth Graders’ Interests in Manufacturing Careers,” in June, 2009, at the National Career Clusters Institute, Fort Worth, Texas.

Charles Harris, Cohort XIII, is the Director of the Global e-College at Mississippi University for Women in Columbus, Mississippi.

Stephanie Huffman, Cohort VIII, was awarded the AAIM 2009 Technology Leader of the Year award during the 38th Annual Arkansas Association of Instructional Media Conference in April. During 2008-2009, she co-presented “Teaching Digital Responsibility: Citing Sources in Multimedia Presentations” with Wendy Rickman at the Southeast Regional Association of Teacher Educators Annual Conference in Myrtle Beach, South Carolina and “Integration of Technology into Teaching: One Institution’s Efforts to Enhance Teacher Candidates’ Integration Skills” with B. Miller, D.L. Barnes, and C. Wiedmaier at the Association of Teacher Educators Annual Conference in Dallas, Texas.

Roger Lee, Cohort VII, is now Vice President for Student Affairs and Dean of Students at Reinhardt College in Waleska, Georgia. He oversees the areas of Admissions, Student Activities, Residence Life, Campus Ministries, Career Services, Counseling, Public Safety, Health Services, and Athletics.

Crystal Machado, Cohort XII, presented papers at three conferences during the past year:

“Faculty Perceptions: Where do Education Administration Programs Stand with the ISLLC/ELCC Standards?” (co-authored with Dr. Cline) at the 22nd Annual University Council for Educational Administration Convention in Orlando, Florida.

“The Use of Blogs and Discussion Boards to Promote Reflective Practice and Critical Thinking in Aspiring School Leaders” at the European Teacher Education Network Annual Conference 2009, in Izmir, Turkey.

(continues on page 6)
(Crystal Machado, cont. from page 5)

“ISLLC/ELCC Standards Implementation: Do Education Administration Faculty Practice What They Preach?” (also co-authored with Dr. Cline) at the 41st Annual Conference of the New England Educational Research Organization Conference in Portsmouth, New Hampshire.

During her first year as Assistant Professor at Indiana University of Pennsylvania, Crystal secured travel grants amounting to over $6000. Following in the footsteps of Dr. Cox, she attended The Art and Practice of Leadership Development: A Master Class for Professional Trainers, Educators, and Consultants, an eight-day training program at Harvard University in May, 2009. Crystal has also accepted an invitation to serve on the Editorial Board of Reflective Practice: International Multidisciplinary Perspectives, a well-established peer-reviewed journal.


David Powell, Cohort XIV, is beginning his second year as Assistant Professor of Education in the Department of Middle and Secondary Education at Southeast Missouri State University. In April, 2009, he was keynote speaker at the annual Food, Land, and People State Coordinators Conference in Louisville, Kentucky, discussing “Changes in Agricultural Literacy in Third and Fifth Grade using the Food, Land, and People Curriculum in Core Academic Classes.” (Drs. Agnew and McJunkin co-authored) In May, 2009, he presented the results of his dissertation study at the annual National Agricultural Education Research conference of the American Association for Agricultural Education, also in Louisville (Dr. Agnew co-authored).

Wendy Rickman, Cohort XII, accepted the position of Assistant Professor in the Library Media & Technologies program in the College of Education at the University of Central Arkansas beginning Fall 2009. She was also accepted as a member of the Editorial Review Board for the Journal of Computing Teachers and the International Journal of Cyber Behavior, Psychology and Learning. In 2009, she presented “Gender Identity Books and Accelerated Reader: A Survey” at the Arkansas Association of Instructional Media Annual Conference in Rogers, Arkansas.

Mike Skelton, Cohort XIII, has accepted the position of High School Principal at Jonesboro High School, Jonesboro, Arkansas.

Bill Sumrall, Cohort XII, co-presented and published the following in the Proceedings of the Allied Academies 2008 Spring Conference, Tunica, Mississippi:

“Quantitatively Considering State Defense Force Volunteers’ Organizational Perceptions of Commissioned Officers versus Non-Commissioned Personnel”

“Volunteer Service: Quantitatively Examining the Perceptions of Commissioned Officers versus Non-Commissioned Personnel in a State Defense Force”

“Quantitatively Examining the Community Service, Burnout, and Duty Perceptions of Commissioned Officers versus Non-Commissioned Personnel of a Southern State Defense Force”

“Examining the perceptions of Commissioned Officers versus Non-Commissioned Personnel of a State Defense Force: Medical Conditions, Family Supportiveness, and Job Satisfaction”

“Service Perceptions of Commissioned Officers versus Non-Commissioned Personnel of a State Defense Force Concerning Achievements, Promotions, and Duty Time”

“Rank, Grade, and Pay: Examining the Basic Service Perceptions of Commissioned Officers versus Non-Commissioned Personnel of a Southern State Defense Force”

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
Dissertation Abstracts
Summer 2008-Spring 2009

Roy Aldridge (Cohort XIII)

The Relationship of the Nelson Denny Reading Test to the Scores on the National Physical Therapy Licensure Examination

This study examined the relationship between scaled scores of reading comprehension as measured by the Nelson Denny Reading Test and scaled scores on the National Physical Therapy Licensure Examination. Sixty-seven graduate students from Arkansas State University participated in this study. The Nelson Denny Reading Test was administered at the initiation of the physical therapy program and the National Physical Therapy Licensure Examination was taken after successful completion of the graduate program in physical therapy. A correlation analysis examined the scaled scores of these graduates from the Nelson Denny Reading Test and scaled scores on the National Physical Therapy Licensure Examination the first time.

Angela Busbea (Cohort XIII)

The Effects of Preschool Experiences on Kindergarten Readiness Skills

Preschool is a time for children to become ready to enter formal schooling. Preschool encompasses educational experiences before entering formal schooling including childcare centers, private preschools, Head Start, and state-funded preschool programs. To investigate the kindergarten readiness among preschool students, 342 students were selected to participate in the study and placed into subgroups: no preschool (n = 88), Head Start (n = 62), state-funded preschool (n = 94), childcare (n = 67), and both state-funded preschool and Head Start (n = 31). Scores from the Dynamic Indicators of Basic Early Literacy Skills were used to assess readiness in both Initial Sound Fluency and Letter Naming Fluency. Preschool experience resulted in increased readiness for students entering kindergarten when compared to no preschool experience. Overall, students who attended preschool showed a greater aptitude for letter recognitions and understanding of initial letter sounds in words. Differences in preschool experience according to gender, ethnicity, and socio-economic status were discussed. Results revealed that females are more likely than males to be prepared for kindergarten after preschool both in Initial Sound Fluency and Letter Naming Fluency. Additionally, results indicated a strong relationship between socio-economic status and preschool experience on both the Initial Sound Fluency and Letter Naming Fluency measures. However, ethnicity was not an overall indicator of kindergarten readiness based on preschool experience for either measure.

Janice Coleman (Cohort XIV)

Reported Usage and Perceived Value of Various Teaching Strategies by Community College and University Faculty in Arkansas

A study was conducted to investigate the teaching methods valued and used by faculty in Arkansas public higher education institutions at the freshman and sophomore levels. The participants were 336 teachers who responded to a 21 item survey distributed to college teachers in Arkansas. The study sought to collect relevant demographic data and to compare value and implementation of teaching strategies identified in Joyce, Weil, and Calhoun’s Models of Teaching (7th ed). Two instruments were used where participants were asked on one survey to rate the value they placed on selected teaching strategies. On a second survey, a different set of participants were asked to rate their day-to-day implementation of the same teaching strategies. Statistical methods were used to determine if significant differences existed between the two-year and four-year teachers in terms of their use and value of teaching strategies. Value mean scores were higher than implementation mean scores; and, research indicated that there was one statistically significant difference to which teachers of freshmen and sophomores in two-year and four-year institutions in Arkansas with and without experience teaching in a P-12 setting value various teaching strategies. One statistically significant difference was also revealed in the implementation of the various teaching strategies when teachers with and without a P-12 teaching experience was a factor.

Angela Edgar (Cohort XV)

A Comparative Study of Schools On and Removed from the School Improvement List in Missouri

This study, involving both qualitative and quantitative data, compares two sets of schools in Missouri. One set has been removed from the school improvement list and the other was currently on the list. There were a total of 24 schools in Missouri that had been removed from the school improvement list. However, only 17 of these schools agreed to participate in the study. The researcher asked 24 schools that were currently on the school improvement list to participate, but only 11 agreed. Therefore, there are 28 schools in this study. Out of the 28 schools, there were 20 elementary, seven middle, and one high school. The steps taken by the schools to be
The target population for this study in relation to the gender of the judges. Speaker point and win/loss allocations in relationship to the gender examined the relationship between gender and competitive equity at the 2007 and 2008 National Parliamentary Debate Association National Tournaments. Specifically, this study looked at speaker point and win/loss allocations in relationship to the gender combinations of debaters and debate teams. Additionally, this study explored the relationship between speaker point and win/loss allocations in relation to the gender of the judges. The target population for this study was participating debaters and judges at the 2007 and 2008 National Parliamentary Debate Tournaments. Descriptive statistics were calculated for both participating judges and debaters. An Independent Sample t-Test was used to compare mean scores of speaker points allocated to male and female debaters. Independent Sample t-tests were used to compare differences in speaker points allocated to male and female debaters by male and female judges. A one-way ANOVA test was used to compare win/loss records given to the three gender combinations of teams (male-male, female-female, male-female). A one-way ANOVA test was also used to compare win/loss allocations to the three gender combinations of teams from both male and female judges. The only statistically significant difference identified within this study was a difference in win/loss allocations from male judges to the three gender team combinations. There was no significant difference between speaker point allocations, win/loss allocations to the three gender team combinations, or win/loss allocations to the three gender team combinations from female judges.

Chris Harper (Cohort XIII)
The Relationship between Gender and Competitive Equity at the 2007 and 2008 National Parliamentary Debate Association National Tournaments

The study examined the relationship between gender and competitive equity at the 2007 and 2008 National Parliamentary Debate Association National Tournaments. Specifically, this study looked at speaker point and win/loss allocations in relationship to the gender combinations of debaters and debate teams. Additionally, this study explored the relationship between speaker point and win/loss allocations in relation to the gender of the judges.

The target population for this study was participating debaters and judges at the 2007 and 2008 National Parliamentary Debate Tournaments. The 2007 NPDA National Tournament was held at Colorado College in Colorado Springs, Colorado. The 2008 National Tournament was held on the campus of the United States Air Force Academy in Colorado Springs, Colorado.

Descriptive statistics were calculated for both participating judges and debaters. An Independent Sample t-Test was used to compare mean scores of speaker points allocated to male and female debaters. Independent Sample t-tests were used to compare differences in speaker points allocated to male and female debaters by male and female judges. A one-way ANOVA test was used to compare win/loss records given to the three gender combinations of teams (male-male, female-female, male-female). A one-way ANOVA test was also used to compare win/loss allocations to the three gender combinations of teams from both male and female judges.

Noah Kasraie (Cohort XIV)

OpenCourseWare’s Impact On and Usage By Higher Education Faculty in the Developing Countries of the Middle East

The concepts of global learning spaces and information societies that are open to all are revolutionizing the world of education. One of the most rapidly growing projects that is promoting collaboration in the higher education sector in a way to help universities in the developing world tackle issues related to sustainable human development is the OpenCourseWare (OCW) project. The purpose of this study was to examine the extent to which science, mathematics, technology and engineering faculty in universities in developing countries of the Middle East access and use OCW and to determine the satisfaction with and perceived impact of OCW on their professional practice.

This study found that OCW has made a positive impact on the professional practice of science, mathematics, technology and engineering faculty in developing countries of the Middle East. The participants were satisfied with the quantity and quality of OCW materials. According to this study, OCW is projected to continue helping science, mathematics, technology and engineering faculty in these countries to be more productive and effective at work, update their knowledge in their field of study, improve the quality of their teaching, and increase their motivation and interest in teaching.
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.

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ARKANSAS STATE UNIVERSITY
Ed. D. in Educational Leadership

We are on the Web!
http://www2.astate.edu/a/education/cee/

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- John Beineke
  Professor
  Former Dean, College of Education, 1999-2009
  Ed. D.— Ball State University

- Daniel Cline
  Professor
  Ed. D.— Indiana University

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

- Mitchell Holifield
  Chair, Department of Educational Leadership, Curriculum, and Special Education and Professor
  Ph. D.— Southern Illinois University

- David Holman
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