100th Dissertation

The Spring 2010 semester marks a milestone for Dr. David Cox, Coordinator, Community College Education Program and Professor. As of this semester he has supervised the completion of his 100th Educational Leadership doctoral dissertation with doctoral student, Sarah Russback. The 100 dissertations span a career of 30 years over two universities – University of Mississippi and ASU. Congratulations to Dr. Cox for his years of dedicated service to graduate student success.

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!

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Sarah Russback and Dr. Cox

2009- Spring 2010 Dissertations
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Cohort XVII completed their coursework this spring and presented a symposium on April 10, 2010 as partial fulfillment of the doctoral program’s comprehensive exam requirements. The presentation represented the culmination of two years of study and discussion related to the theme the cohort was given when they entered the program two years ago: Educating for a global society. As a part of the new Comparative Education course taught by Dr. Amany Saleh, cohort members individually researched the educational systems of fifteen different countries. They discussed their findings in Part One of the symposium, covering issues of curriculum, early childhood and special education, infrastructure, immigration, and health care. In Part Two, the cohort invited the audience to join a panel discussion of the following questions:

- If we understand that the educational systems in other countries arise from historical, cultural, and sociopolitical contexts, how does that inform our understanding of our own system?
- What educational issues do we share with other countries?
- What educational policies can we easily adapt for use in the United States? What would be difficult to adapt, and why?
- How can we help today’s students understand the increasingly global society they will inherit?
On December 4, 2009, the faculty and staff of the CEE (Center for Excellence in Education), ELCSE (Educational Leadership, Curriculum and Special Education), Professional Education Programs, College of Education Dean’s Office, Education Renewal Zone, and Center for Regional Programs gathered for a Christmas 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!

CEE Faculty member attends ETEN conference in Helsinki, Finland

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 director and faculty member Dr. George Foldesy presented a paper at the annual conference at the University of Helsinki in Helsinki, Finland.
2010 Eugene Smith Fellowship Award

Congratulations to Michael Miles (Cohort XVII) on receiving this year’s annual Eugene Smith Fellowship Award! Michael’s dissertation topic is Development of an Accreditation Assessment Survey Using the Higher Learning Commission’s Five Criteria for Accreditation of Higher Education Institutions.

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 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://www2.astate.edu/education/cee/index.dot. Deadline each year is March 1st.

Cohort XVIII welcomed by faculty

On Tuesday, August 26, 2009, the 14 members of Cohort XVIII met 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.

Students were served dinner provided by the Center for Excellence in Education. This gave the cohort students an opportunity to network. Dr. John Beineke, Dean of the College of Education, welcomed Cohort XVIII. 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. 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 Ed.D. Educational Leadership stamp on the outside.

Joyce Mann, department secretary, was introduced to the cohort members. Everyone was encouraged to communicate with Joyce if he/she had any questions about registration for classes.

Students later met with Dr. David Cox for their ELAD 8313 Doctoral Seminar: Educational Leadership Practices I. The cohort met every Wednesday evening until the end of the Spring semester, 2010.
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. Angela Edgar**, Cohort XV, has written a book, *The History of Curriculum in American Schools: From the Pilgrims to the Present*. Angela has also accepted a job as the Elementary Principal at Portageville Elementary, Portageville, Missouri.

**Julie Dockery**, Cohort XIV, is now an English Professor at Harry S. Truman College in Chicago, Illinois. Julie is working on her dissertation.

**Dr. Bridget (Duncan) Shemwell**, Cohort XV, presented her paper at the Association for Career and Technical Education conference in Nashville, TN during this past academic year. Her paper, "The effects of a curriculum intervention on Arkansas students’ interests in manufacturing as measured by the Kuder Career Assessment," was delivered in November, 2009. She is a student advisor at Arkansas Northeastern College in Blytheville, Arkansas.

**Dr. Tom W. Kimbrell**, Cohort VII, is currently the Commissioner of Education with Arkansas Department of Education in Little Rock, Arkansas.

**Keith McClanahan**, Cohort XVI, is the Director of Advanced Technology & Allied Health. He wrote part of the AATYC Aerospace CBJT Grant that was awarded $2.4M of which ASU-Beebe received $200K. Keith also presented at the Fall 2009 National Conference of the National Coalition of Advanced Technology Centers (NCATC) October 1 in Chicago IL on Integrating Technical and Career Education into the Academic Curriculum. Keith is working on his dissertation.

**Dr. Angela Edgar**

**Dr. Janice Coleman**, Cohort XIV, recently acquired a new position as (Interim) Assistant Dean of University College and Advisor for the General Studies Program at University of Arkansas at Pine Bluff. Janice has also received a promotion as Assistant Professor at UAPB.

**Dr. Bridget (Duncan) Shemwell**

**Dr. Dilok Phanchantraurai**, Cohort X, is the Program Coordinator for the International Students and Scholars Office at Iowa State University, in Ames, Iowa.


**Dr. Bill Sumrall III**, Cohort XII, presented several papers this past year, which include the "Judicial Philosophy: A Consideration of the Andrea Yates Trial" at the Mid-South Philosophy Conference, University of Memphis and "Using the Internal Rate of Return Method to Consider the Potential Degree Offerings of a Liberal Arts College" at the International Business and Economics Research Conference (IBER) in Las Vegas, NV.

**Merlina McCullough**, Cohort XV, was nominated and is now a member of the Board of Directors at the Arkansas Humanities and Arts Council in Mt. Home, Arkansas. Merlina is working on her dissertation.

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
2009 Dissertation Abstracts

Patricia Gale Allen (Cohort XI)
The Relationship Between Post Reach Exit Exam (E3) Failure Remediation and NCLEX-RN Success of Graduates of Baccalaureate Nursing Programs

An ex post facto study was conducted to determine whether a relationship exists between remediation post Reach Exit Exam (E3) failure and NCLEX-RN success of graduates of baccalaureate nursing programs. Data was gathered from responses to the seventh annual validity study (V7s) offered to deans and directors of nursing programs by the Director of Research for Elsevier, Incorporated. Data focused on test groups which received administration of the E3 between September 1, 2006 and August 31, 2007. Responses from 28 baccalaureate nursing programs were included in the study. After considering each program offering of either version one, version two or version three as a separate group, they were labeled as test groups. There were 59 test groups included in the study. There were 26 version one test groups, 18 version two test groups, and 15 version three test groups. As expected, those students only taking version one had the highest average NCLEX-RN pass rate at 92%. Version two had an average pass rate of 87% and version three 82%.

Subsequent analysis only included students taking either version two or version three. An independent samples t-test was completed to determine if there was a difference in the NCLEX-RN pass rates of the groups that required remediation after failure on the E3 and those groups not requiring remediation after failure on the E3. Although there was no statistically significant difference, the remediation group had an average pass rate of 86% whereas the non remediation group had an average pass rate of 77%. Independent samples t-tests were used to determine if there was a difference in the NCLEX-RN pass rates of the tests groups that utilized specific methods of remediation and those groups that did not use the methods. One method (Evolve Reach Online Student Exam Remediation) was found to be statistically significant in a negative direction. Others which appeared to be significant were not considered to have conclusive results because of disparate cell sizes.

Length of remediation was also studied. No statistically significant difference was found regarding NCLEX-RN pass rates among those required to remediate two weeks, four weeks, six weeks, and other.

Karen J. Curtner (Cohort XIII)
An Analysis of the Existence and Responses to Disruptive or Violent Behavior in Arkansas Alternative Schools

Concern about disruptive and violent behavior has become the focus of the public schools today because of the number of incidents of violence that has occurred in the past few years across the country. The Federal and State of Arkansas legislation have focused on making schools safer by creating rules and guidelines that address policies and practices for public school districts. The number of alternative schools in Arkansas has increased due to the increasing number of students who have problems that disrupt their own and others’ educational opportunities and academic performance.

The purpose of this study was to examine the safety of alternative learning environments in Arkansas school districts. A survey of alternative school administrators was conducted to determine the types and levels of disruptive or violent behavior, what disciplinary actions were taken, what curriculum and prevention services were provided, what nature of collaboration of community agencies existed and what types of security measures were used to prevent such behaviors.

The findings of this study indicated that Arkansas Alternative Schools had adequately addressed the issue of safety through programming, regulations, policies, procedures, and safety precautions.

Jason Lincoln (Cohort XV)
Role Conflict and Coping Strategies Among K-12 Public School Teachers: Perspectives and Implications.

Data on K-12 public school teachers were gathered in the spring of 2009. Surveys were sent to a representative sample of teachers with available emails to the ten geographic regions of the United States to determine perceptions that teachers had related to conflicting roles in their personal lives and professional lives.

The major purposes of this study were guided by six research questions: 1) Are there any gender differences in teachers’ perception of how their professional roles affect their personal roles? 2) Are there any gender differences in teachers’ perception of how their personal roles affect their professional roles? 3) Are coping strategies different between male and female teachers? 4) Do differences among coping strategies exist between teachers who have dependents and teachers who do not? 5) Do teachers who have been in the profession for five years or longer have different coping strategies than those with less than five years experience? and 6) Do teachers who are nationally board certified exhibit different coping strategies than those who are not nationally board certified?
Dissertation Abstracts (cont. from page 6)

The six research questions assisted in the investigation of whether gender, having dependents, years of experience, or possession of national board certification play a role in teachers' perceptions of how they cope with conflict. The study results demonstrated that teachers perceived their professional roles to interfere with their personal roles; however, they did not perceive their personal roles to interfere with their professional roles. Results showed that women utilized a variety of coping mechanisms compared to men. A post hoc analysis was conducted to determine if teachers with and without dependents have different perceptions of how the demands of work interfere with their personal roles or vice versa. The results demonstrated that teachers with dependents perceived their personal role to be in conflict with their professional roles. Also a positive relationship between years of experience and use of coping mechanisms was demonstrated. There was also a significant difference between teachers who are nationally board certified and those who are not nationally board certified. The findings imply that teachers who are more experienced and have national board certification are able to deal with conflict in a positive manner when compared to teachers who are less experienced and do not have national board certification.

Gloria Lindsey (Cohort XII)

Middle School Principals' Attitudes About Inclusion

Important legislation has demanded the education of students with disabilities in the least restrictive environment. Administrators, principals and educators in the local schools are impacted tremendously by this decision. The necessity to provide an appropriate education for special needs children while successfully implementing inclusion is a priority of all stakeholders. The need to ensure compliance with federal and state laws while providing a quality education to all children with disabilities is a primary concern. This concern has given impetus for this research study.

The study examined the attitudes of 189 middle school principals in the state of Tennessee toward inclusion. The study was guided by three research questions related to (a) determining the middle school principals' attitudes toward inclusion; (b) determining if a significant correlation existed between principals' attitudes and selected demographic factors and (c) determining if principals' attitudes regarding inclusion related to their training and professional experience. SPSS software was used to analyze data collected from the Principals and Inclusion Survey.

The study explored the middle school principals' responses to opinions regarding placement of children with disabilities. Generally, middle school principles have positive attitudes toward inclusion and the placement of children with disabilities in the regular education classroom. There was a significant difference in how principals responded on the survey according to the principals' age, years of full time experience as a regular education or special education teacher and approximate number of in-service hours in inclusive practices.

The study also indicated when class size was lower, principals tended to agree that students without disabilities profited by being in contact with disabilities. There was no significant difference based on gender or race in how middle school principals felt toward inclusion. The age of the principal was significant in that younger principals tended to disagree more often than older principals that only teachers with extensive special education experience should be expected to deal with students with disabilities.

M. Elaine Novak (Cohort XIV)

Effectiveness of Fiscal Management Tactics Used by Public Two-Year Colleges

The purpose of this study was to determine the effectiveness of fiscal management tactics public two-year chief financial officers (CFO) selected in the FY 2006-2007 budget cycle to meet budget goals. This study solicited specific effective fiscal management tactics used by two-year public colleges in FY 2006-2007. CFOs or designee, were asked to rate the effectiveness of the tactics in executing their 2006-2007 budget.

The public community college members of the American Association of Community Colleges were polled using web-based service Hosted Survey to conduct the survey. The response of 321 returned surveys meant a return rate to the survey of 31.3 percent.

The following research questions were the focus of this research: 1) How were fiscal management tactics, used in FY 2006-2007, rated in terms of effectiveness by public two-year colleges? 2) Is the age of public two-year colleges associated with effectiveness ratings? 3) Is the Fall 2006 credit enrollment associated with effectiveness ratings? 4) Do different organizational structures for public two-year colleges rate the effectiveness of fiscal management tactics differently? 5) Do rural, suburban, and urban public two-year colleges rate the effectiveness of fiscal management tactics differently? 6) Do NACUBO members and nonmembers rate the effectiveness of fiscal management tactics differently? The independent variables of research questions two through six proved to not be of significance in determining effective fiscal management tactics.
Dissertation Abstracts (cont. from page 7)

Means ranking, One-Way ANOVA, and t-Test calculations were used to determine ratings of the fiscal management tactics. A 'short list' of ten of the 44 fiscal management tactics was determined to be the most effective from the survey instrument. This was determined from a frequency-ranked list as well as a means assessment ranking. Survey respondents also offered the researcher 88 additional new fiscal management tactics that the respondents deemed effective.

Veronica Roberts (Cohort XII)
An Analysis of Teacher and Student Interactions in Desegregated School Environments

This exploratory study examined whether teacher/student interaction is affected by the integration and the ethnicity of both teachers and students in selected schools. Ten teachers, six White and four Black, from three selected school campuses volunteered to participate in the study. Each of the selected schools enrolled between six to nine hundred students with average student populations that were comprised of 60 percent White students and 40 percent Black students. Selected classrooms had a demographic composite that was representative of the total school enrollment.

Using the Flanders Interaction Analysis System, verbal interaction was classified into ten major categories. The data were then charted onto matrices that allowed for percentages to be generated for each category. Descriptive data were gathered and analyzed in an effort to identify differences in achievement and discipline as well as assignment of students to pre-advanced or advanced classes.

The four research questions assisted in the investigation of whether athletic expenditures had a positive, negative, or no influence on student academic achievement. Results from bivariate correlations, analysis of variance, and a comparison of data results show support for there being a positive association between athletic expenditures and student academic achievement in Arkansas secondary public schools during the 2005-2006 and 2006-2007 school years. Controlling for a number of factors that could affect student academic achievement performance, athletic expenditures were associated with weak but significant associations in end of course algebra and geometry, end of level literacy, and the ACT. These findings imply that recent athletic expenditure practices are advantageous in contributing to the student academic success in the state of Arkansas.

Analysis of the data revealed that there were some differences in how Black teachers interacted with their students groups as opposed to how White teachers interacted with their student groups. There was also a difference in the distribution of grades that White teachers gave to their student groups as opposed to the distribution of grades that Black teachers gave to their student groups. There remains a gap in achievement between Black and White students. Future studies should investigate the extent to which academic achievement is affected by teacher-student interaction.

Mike Skelton (Cohort XIII)
The Association of Athletic Expenditures with Student Academic Achievement In Arkansas Secondary Public Schools

Data on public secondary schools in Arkansas were gathered for two separate school years, 2005-2006 (N = 278) and 2006-2007 (N = 279), to determine if there was an association between athletic expenditures and student academic achievement. Prior to this research, there was little empirical evidence demonstrating any effect that athletic spending has upon student academic achievement throughout the State of Arkansas or the United States. In addition, there were two pieces of research found, one in Texas and one in Arkansas, indicating that athletic spending has a somewhat negative association with student academic achievement.

The major purposes of this study were guided by four research questions: 1) Is there an association of athletic expenditures related to the amount of money spent on athletics based on the percentage of the total school budget with student academic achievement in Arkansas public secondary schools? 2) Do public secondary schools in Arkansas spend lesser or greater percentages of the total school budget for athletics in comparison to a national average range? 3) Are there factors that influence the outcomes of student academic performance other than athletic expenditures, such as race, socioeconomic status, discipline, resources rate, curriculum offerings, district average teacher salaries, total school enrollment, and the amount of money spent on athletics based on the percentage of the total school budget? 4) Does the size (based on AAA classifications) of a district influence student academic performance and the amount of money spent on athletics based on the percentage of the total school budget?
Dissertation Abstracts (cont. from page 8)

Alicia Shaw (Cohort XI)
The Impact of Preschool Education on the Missouri Assessment Program Scores of Missouri Bootheel Third Grade Students

The purpose of this quantitative study was to do a comparative analysis of Missouri Assessment Program Test (MAP) performance of third grade students in Missouri Bootheel schools. The analysis was designed to answer the following research question:

Is there a significant difference in MAP scores of third-grade students who attended publicly funded preschool programs and those who did not attend publicly funded preschool programs?

A total of 239 scores were analyzed to determine if a significant difference existed between the two groups.

Data were placed in the Statistical Package for the Social Sciences program. The mean standard scores for Communication Arts and Math were compared using an Independent Samples t-test. Research concluded there is a significant difference in the MAP scores of students who attended preschool and those who did not.

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.

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

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