

Student Creates Journal for Students

Krishna, Bista, a doctoral student of Educational Leadership at Arkansas State University, recently created an outlet for students and faculty to publish their research. The *Journal of International Students* Spring 2012 edition is the journal's third edition.

The *Journal* is an academic, interdisciplinary, and peer-reviewed publication housed at Arkansas State University. (Continued on page 2). The goal of the *Journal* is to feature narrative, theoretical and empirically-based research articles, student reflections, and book reviews relevant to international students and their cross-cultural experiences and understanding in higher education. For additional information visit the following link: www.jistudents.org

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Journal of International Students



This guide will help you locate the office of your favorite professor when you visit the Eugene Smith Hall on the Jonesboro campus. All professors can be reached at 870-972-3943.

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2011-2012 Academic Year Dissertations

Graduate/Cohort	Dissertation Title	Advisor
Craig Johnson Cohort XII	The Self-Sufficiency of Auxiliary Enterprises in Higher Education	Dr. Holman
Wynona Wiggins (Nonie) Cohort XVII	Exemplary Practices of Baccalaureate Degree Nursing Programs With High Pass Rates on the NCLEX-RN	Dr. Cox
Jill Simons Cohort XVI	A National Study of Student Early Alert Models at Four-Year Institutions of Higher Education	Dr. Cox
Merlina McCullough Cohort XV	Impact Of National Board Certification, Advanced Degree, and Socio-Economic Status On The Literacy Achievement	Dr. Holifield
Nicholas Jankoviak Cohort XVII	A Comparative Analysis of High Performing and Low Performing Arkansas Three Through Eight Schools Utilizing the Arkansas Scholastic Audit Model Indicators	Dr. Holifield
Charlotte Foster Cohort XVIII	An Analysis of the Elements of Award Winning Dissertations in Education, 2005-2010	Dr. Beineke
Darla Fletcher Cohort XVIII	A National Study of Student Early Alert Programs at Two-Year Institutions of Higher Education	Dr. Cox
Angela Totty Cohort XVI	An Experimental Study of Student Leadership Development at Arkansas State University– Beebe	Dr. Cox

Graduate/Cohort	Dissertation Title	Advisor
Daphne Jones Cohort XII	The Effects of Content Knowledge On Teacher Efficacy of Secondary Mathematics Teachers Within Three Mid-South States	Dr. Foldesy
Carole Leonard Cohort XVII	Teacher Education For Social Justice In Secondary English Methods Courses: Praxis Or Paradox?	Dr. Holman

Journal Contd...

Journal of International Students is an academic publication on international student affairs, teaching and learning or cross-cultural understanding written by students, teachers and staff. "As a part of my doctoral research on international students, I was more interested in exploring the issues and concepts that are not covered in the past studies. To start this journal as a project, I received a good support from my colleague Charlotte Foster along with other editorial members," Bista said. Mostly graduate students, doctoral students and faculty are our peer reviewers and editors of manuscripts. The responsibility of a reviewer is to provide a complete, fair, and thoughtful evaluation of manuscripts to ensure all published work meets the goals of the *Journal*.

The *Journal* has been a big success worldwide. Bista has received feedback not only from staff and students at ASU and other universities in the U.S., but also from 81 foreign countries, such as Canada, Australia, the Philippines, South Africa, Vietnam, Oman, Iran, Russia, Malaysia and Taiwan.

"We're getting popular, and receiving good feedback from readers. We distribute FREE copies to other campuses and countries," Bista said. With the approval of the public, Bista and other staff have high hopes for the *Journal*. "We'd like to make it a professional, outstanding journal in the field of international studies, and get nationally recognized because there is no other publication like this," Bista said. "So far it's been a good thing to see the *Journal* grow. It's being recognized on our campus and in other countries. It feels good to be part of it," said editorial board reviewer Sheena Terrell. Students are encouraged to submit manuscripts to the *Journal* since it includes interdisciplinary research to international student studies. Some topics include learning style, admission, immigration, insurance, housing, health, and adjustment issues, etc.

"Many programs require writing professional/research papers. With a few editing modifications these papers could be ready for publication. The experience will enhance your professional career, meet some graduation requirements, and allow your ideas to be shared with colleagues worldwide," Bista said. "Additionally, you can leave a written legacy of your original work that may be cited by future students."

The *Journal* is divided into four sections including study abroad/student reflections, peer-reviewed articles, students' research articles, and book reviews. All staff, reviewers, readers and authors are volunteers. Pamela Shultz, another member of the editorial board, said when people send articles, Bista designates who will read it, and those reviewers will then evaluate it and determine whether it will be a good fit for their publication. One thing Bista wanted to stress was that being involved with the *Journal of International Students* is not just for international students and scholars. "Most people think it's for foreign students, but it's for everyone. The majority of our writers are actually from America," he said.



New Peer Reviewed Journal Scheduled to Launch

The faculty at the Center for Excellence in Education has scheduled to publish the *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:

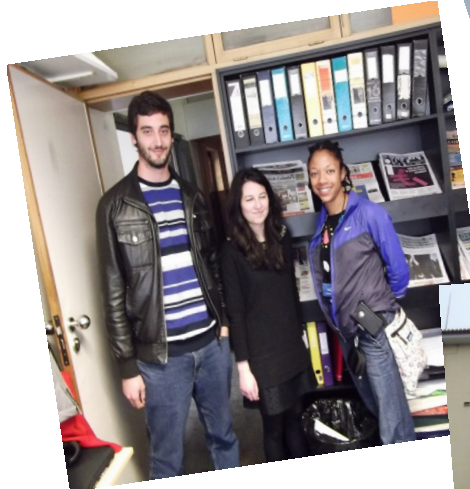
- Educational Leadership and Culture of the Academy
- Intercultural communication, intercultural relations, student involvement
- Globalization, internationalization, cultural influences
- Internationalization of teaching, learning and research
- Multiculturalism, diversity, and individualism

Cohort XIX Attends Conference: European Teacher Education Network in Coimbra, Portugal

Cohort XIX completed their coursework this spring. They will present their cohort project in June 2012 as partial fulfillment of the doctoral program's comprehensive exam requirements. The presentation was based on several of the cohort members' attendance of the annual European Teacher Education Network Conference that took place in Coimbra, Portugal on April 19-21, 2012.

Goals of the group presentation included but were not limited to:

- Examining educational programs and administrative issues found at the University of Coimbra
- Interviewing faculty and students to determine the university's culture and compare this information to corresponding areas at Arkansas State University
- To help prepare ASU students to become global citizens.



Faculty/Staff annual Christmas celebration

On December 8, 2011, 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 Portugal

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, Dr. Saleh, presented a paper at the annual conference at the University of Coimbra in Portugal. Dr. Saleh presented on "A Closer Look at Online Graduate Degree Programs in Public Institutions".



2012 Eugene W. Smith Fellowship Award

Congratulations to **Ashley Buchman** (Cohort XIX) and **Debbie Wammack** (Cohort XVII) on receiving this year's annual Eugene W. Smith Fellowship Award! Ashley's dissertation topic is *Usage and Perceived Effectiveness of Marketing Strategies at Two-Year Colleges in the United States*. Debbie's Dissertation topic is *Instructional Best Practices for Alternative Learning Environment in Aransas Public Schools*.

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 XX WELCOMED BY FACULTY

On Wednesday, August 24, 2011, the 15 members of Cohort XX met to begin their two-year journey through the courses of the Ed. D. in Educational Leadership. Dr. George Foldes met with them to begin his ELAD 8043 Doctoral Seminar: Advanced Organizational Theory and Leadership.

Students were served a light dinner provided by the Center for Excellence in Education. This gave the cohort students an opportunity to network. Dr. Greg Meeks, Interim Dean of the College of Education, welcomed Cohort XX. He expressed

words of support and encouragement to the new cohort members. Dr. George Foldes, 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 Ed.D. Educational Leadership stamp on the outside.

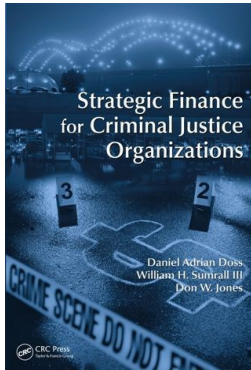
Joyce Mann, CEE department administrative specialist, was introduced to the cohort members. Everyone was encouraged to communicate with Joyce if they had any questions about registration for classes.

Students met later with Dr. David Cox for their ELAD 8313 Doctoral Seminar: Educational Leadership Practices I. The cohort will meet every Wednesday evening until the end of the Spring semester, 2013.



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. Bill Sumrall, Cohort XII, and **Don Jones**, Cohort XIX, have recently published a book titled, “Strategic Finance for Criminal Justice Organizations”. Dr. Sumrall received his doctorate degree (EdD) from Arkansas State University in 2006. Don Jones finished the coursework for the doctoral program this spring and is currently working on his dissertation.



Dr. Jim Haynes, Cohort IV, Associate Professor at Eastern Kentucky University, Richmond, KY, has published an article titled An Academic Justification for Creating a Commercial Foodservice Laboratory Kitchen in the Department of Family and Consumer Sciences in the *Journal of Foodservice Management & Education* in 2011. Jim earned his doctorate degree (EdD) in 1999 from Arkansas State University.



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

2011-12 Dissertation Abstracts

The self-sufficiency of auxiliary enterprises in higher education

Author: Johnson, Craig S.; Advisor: Holman, David

Committee members: Cox, David, Foldes, George, Howerton, Lynn, Moore, Louella

Higher education administrators should be accountable to students, legislators and taxpayers for the tuition rates they set and the product they produce. Therefore, an understanding of the dynamics that affect higher education finance and its structure is important. Institutions of higher education have three broad categories for the classification of funds: auxiliary enterprises, educational and general, and grants. This study concentrated on one of those classifications, auxiliary enterprises. There are changing conditions in the operating environment for auxiliary enterprises. The changing conditions include privatization, shifting institutional expectations, deferred maintenance on plant, and intercollegiate athletic deficit spending. Prior research has not addressed whether changing conditions have affected the self-sufficiency of auxiliary enterprises.

The purpose of this study was to ascertain if auxiliary enterprises, in light of changing conditions, were self-sufficient. More specifically, this study was designed to ascertain if there was any difference in self-sufficiency and variance across three broad Carnegie Classifications, NCAA Divisions/Subdivisions, Major and Mid-Major Conference grouping, and athletic financial classification (2005-2008) for the years 2004-2008. There were 460 public four year NCAA member institutions of higher education. This study examined their responses to the IPEDS Finance and Institutional Characteristics Surveys distributed by the National Center for Educational Statistics. Financial data gleaned from the IPEDS database were studied using a one-way ANOVA or an independent-samples t-test to compare the influence groups (Carnegie, NCAA Division/Subdivision, Major/Mid-Major Conference groupings, and athletic financial classification). This study found that auxiliary enterprises were not always financially self-sufficient, which is at odds with its traditional role.

Exemplary practices of baccalaureate degree nursing programs with high pass rates on the NCLEX-RN

Author: Wiggins, Wynona N.; Advisor: Cox, David

Committee members- Foldes, George, Saleh, Amany, Finnicum, Paul, Stokes, Elizabeth

Baccalaureate nursing programs from the Southern Regional Educational Board whose NCLEX-RN pass rates met or exceeded the national pass rate for 2006-2008 consecutively and who had at least 60 candidates sit for the exam annually were studied to determine the practices utilized to have success on the NCLEX-RN. Fifty programs met the inclusion criteria and were invited to participate. Thirty programs accepted the invitations to participate in the study. Recorded telephone interviews with baccalaureate nursing program directors, chairs, or their designee were conducted. Most of the nursing programs were upper division traditional programs. Some also offered 2nd degree accelerated option.

Cumulative grade point average (GPA), prerequisite science GPA and admission tests such as the TEAS, HESI A², and HOBET, were among the criteria used for admission decisions. Standardized progression testing was mixed among the schools in the study. End-of-program testing (exit exam) was used either as a diagnostic for NCLEX-RN readiness or as part of a capstone course grade by all but one of the schools in the study. Most of the schools used the HESI E² (n = 17) or ATI (n = 10). Failure to meet the benchmark score on the exit exam resulted in failure of the capstone course or required remediation before taking NCLEX-RN. All programs in the study required a "C" or better in all nursing courses to progress. The minimum numerical grade to earn a "C" ranged from 70%-78%, with most schools (n = 21; 70%) reporting a minimum of 75% or greater for a "C." Neither formal mentoring nor structured learning assistance was prevalent among the programs. A contributing factor toward the success on the NCLEX-RN identified by the participants was caring faculty.

2011-12 Dissertation Abstracts, cont...

A National Study of Student Early Alert Models at Four-Year Institutions of Higher Education

Author: Simons, Jill; Advisor: Cox, David

Committee members-Holman, David, Saleh, Amany, Ingram, Debra, McGregor, Loretta

The purpose of this study was to explore the state of student early alert models at nonprofit, four-year institutions of higher education through both quantitative and qualitative lenses. The use of these retention initiatives has become a much heralded practice on college campuses (Kuh, 2007a; Kuh 2007b; Seidman, 2005; Tinto, 2008). However, despite a growing trend, little documentation of these practices exists in the literature. Five broad research questions were posed to describe early alert programs. The questions sought to answer what is the nature of institutions with EAP systems, what are the major design elements, what constitutes program communication, what are the intervention techniques, and what are key measures of effectiveness. A 44-item survey instrument was sent to 1778 institutions. A total of 529 survey responses were received, yielding a 29.8% return rate. Several trends emerged as a result of the study.

Student early alert programs were more prevalent on small, private colleges and on colleges with low admissions standards. Programs were considered new to higher education with 68.1% reported being five or fewer years old. The most common design elements, those receiving a minimum of 50% or higher in the associated line item results, included centralized administration of the program, use of a reactive referral approach, and employing an open concept design in terms of program inclusivity. Student communication consisted largely of email contact (82.2%). Institutions invest considerable time in student outreach with 58.8% of respondents making three or more attempts to reach each referral. Programs were described as labor intensive and poorly funded. However, most of the respondents (81.4%) reported being moderately to very satisfied with their program.

Impact Of National Board Certification, Advanced Degree, and Socio-Economic Status On The Literacy Achievement

Author: McCullough, Merlina; Advisor: Holifield, Mitch

Committee members-Beineke, John, Cox, David, Fears, Lillie, McBride, Jackie

The researcher explored whether there was a significant difference between the literacy achievement rates among eleventh grade students taught by National Board Certified Teachers versus students taught by non-National Board Certified Teachers with or without advanced degrees and of varied socio-economic levels. The researcher also explored the interaction among the main effects (certification status, degree level and socio-economic status or SES) of the students on the literacy achievement rate among eleventh grade students. Data consisted of standardized test data of 152 National Board and non-National Board Certified Teachers who taught Literacy to 8,222 students in 11th grade.

Data were collected from the Arkansas Department of Education from the 2010 eleventh grade Benchmark test administration. Participants included 29 National Board Certified Teachers (NBCTs) and 123 non-National Board Certified Teachers. Of these, 95 held bachelor's degrees and 57 had advanced degrees (master's, specialist, doctorate).

Although National Board certification was not found to have impacted the 11th grade literacy scores of Arkansas students in 2009-2010, a significant difference was determined to have existed between teachers who had advanced degrees when compared to those who did not. Also, results indicated that socio-economic factors, as determined by free and reduced lunch eligibility, were statistically significant in influencing 11th grade Literacy achievement. However, although there was significant interaction of teacher degree level and SES, when NBCT was disaggregated and further analyzed per these factors, there was not significant effect determined for NBCT. Recommendations from this study included measuring student achievement in a more holistic manner, conducting longitudinal studies of cohorts of students to determine possible patterns or trends, and replicating the study at other grade levels and subject areas.

2011-12 Dissertation Abstracts, cont...

A Comparative Analysis of High Performing and Low Performing Arkansas Three Through Eight Schools Utilizing the Arkansas Scholastic Audit Model Indicators

Author: Jankoviak, Nicholas; Advisor: Holifield, Mitch

Committee members-Beineke, John, Saleh, Amany, Nichols, Joseph, Calloway, Catherine

A study was conducted to determine the extent to which highly significant indicators of the Arkansas Scholastic Audit are implemented in low performing and high performing schools. Survey questions were established based on a 2004-2006 Variance Point Study which determined that forty-four of the eighty-eight Arkansas Variance Point Audit Indicators were statistically significant. The participants were selected from 142 school administrators that were identified based on the 2009 Arkansas School Performance Gains Model Report. Each participant was asked to respond to a 44 question survey utilizing a Likert scale.

There were two survey questions in which the low performing school means were larger than high performing school means. The result suggest that low performing schools have available to them instructional resources (textbooks, supplemental reading, technology) to a greater extent than high performing schools. The results also indicate that there is evidence that homework is frequent and monitored and tied to instructional practice to a greater extent in low performing schools than in high performing schools.

High performing schools implemented 42 of the 44 Scholastic Audit Indicators to a greater extent than low performing schools. Of the 42 survey questions 18 are statistically significant. The most significant difference between high performing schools and low performing schools concerns evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning. The next highest significant difference concerns the extent to which performance standards are clearly communicated, evident in classrooms and observable in student work. The third highest significant difference concerns evidence that the staff makes efficient use of instructional time to maximize student learning.

Analysis of Elements of Award -Winning Dissertations in Education, 2005-2010

Author: Foster, Charolette; Advisor: Beineke, John

Committee members: Cox, David, Foldes, George, Hogue, Gina, Maness, Don

The purpose of this study was to identify and compare common criteria and characteristics for award-winning dissertations utilized by prominent national educational organizations. Formal and informal criteria for award-winning dissertations were examined and compared to distinguish commonalities in the dissertations and award processes. Specifically, this study focused on the following research questions: 1) What were the common criteria (formal criteria) for the dissertations required by the awarding organizations? 2) What were the common characteristics of the award-winning dissertations? 3) What were the informal criteria applied to the award-winning dissertations by the individual review board members? 4) What characteristics of the dissertation, as stated by the university dissertation committee members, made the work exceptional for award considerations?

The most common characteristics associated with the winning dissertations in this study included practical implications of the research, quality of scholarship, and a variety of methodologies used throughout the group of dissertations studied.

2011-12 Dissertation Abstracts, cont...

A National Study of Student Early Alert Programs at Two-Year Institutions of Higher Education

Author: Fletcher, Darla; Advisor: Cox, David

Committee members-Hill, Myleea, Holman, David, Keyes, Dixie, Saleh, Amany

Approximately half of students at the community college level leave the institution before degree completion. Community college students are more likely than four-year students to be first generation students, attend school part-time, be less prepared academically, work full-time, have family responsibilities, and have entered college later in life (Cohen & Brawer, 2008). These students are also more likely to be disconnected from the community college due to external obligations. Many students never talk to their instructors and are not aware of the student services that could help them.

Administrators have retention options from which to choose; there can be confusion as to what programs and what actions taken may have the most effect on retaining students. One program, the Early Alert Program, operates by factually referring information about at-risk students to an individual or team at the college. The individual or team, in turn, will contact the students and try to assist through counseling, tutoring, advising, and other student services. The literature varies on the success rate of the program. There are reports of successes, challenges, and failures in the rather limited research concerning Early Alert Programs.

A national study was conducted to better understand the way student Early Alert Programs operate at the two year institution level. The two-year institutions in this study were public, non profit community colleges. An invitation to participate in a Web-based survey was extended to chief academic officers at community colleges. The survey focused on how Early Alert Programs operate in areas such as technology support, assessment measures, communication methods, and intervention techniques.

Additionally, satisfaction levels with the program were obtained. Understanding the different ways the program operates may help other community colleges choose the best methods for their campus communities or assist those community colleges who have an Early Alert Program in place but have a need to improve.

The administrators who reported they were very satisfied with the Early Alert Program and who have had a retention increase and the administrators who reported they were not satisfied with the program and who have not had a retention increase were contacted further for more information on their particular program details. The advice for others who are considering the program from these successful and not successful Early Alert Programs is provided in the results of the study.

A significant relationship was found between the satisfaction level with the program and the length of the time the program had been in operation. Additionally, significant relationships were found between satisfaction level and the model; satisfaction level and assessment measures; and satisfaction level and whether or not a retention increase had occurred since program implementation.

An Experimental Study of Student Leadership Development at Arkansas State University - Beebe

Author: Totty, Angela; Advisor: Cox, David

Committee members- Foldesy, George, Holifield, Mitch, McGregor, Loretta, Relyea, Clint

The purpose of this study was to discover any statistically significant differences between students who engage in leadership experiences, at various levels, during their first semester as a student at Arkansas State University-Beebe. The Student Leadership Practices Inventory - Self (SLPI-Self) was used in a pre-test/post-test design to discover any growth in leadership practices students gained during their first semester (Kouzes & Posner, 2009). Students completed the SLPI-Self pre-test and were then randomly assigned to either a control group or an experimental group. Three experimental groups were utilized, Experimental group B received an assignment to engage in leadership experiences, and Experimental group C received an assignment to engage in leadership experiences and attend leadership workshops. Students in Experimental group D were enrolled in a three hour academic introductory course with an emphasis on the Five Practices for Exemplary Leaders (Kouzes & Posner, 2008). At the completion of the first semester, students completed the SLPI-Self as post-test to discover any growth that occurred in leadership skills. The study found no differences among the groups for the pre-test on any of the Five Practices scales of the SLPI-Self. The study also found no differences in the groups on the post-test for any of the five scales. However, there was a statistically significant difference found in the growth from pre-test to post-test among the groups.

2011-12 Dissertation Abstracts, cont...

The Effects of Content Knowledge On Teacher Efficacy of Secondary Mathematics Teachers Within Three Mid-South States

Author: Jones, Daphne; Advisor: Foldesy, George

Committee members-Beineke, John, Holman, David, Hall, Michael, Johnson-Leslie, Natalie

This study examined secondary mathematics teachers' self-efficacy within six school districts. In addition, the relationship between teacher efficacy on teachers' demographic characteristics of gender, number of years teaching, number of mathematics courses completed, achievement status of school, and grade level were studied. Research linked teachers' efficacy to student achievement (Goddard, Hoy, & Hoy, 2000; Tournaki & Podell, 2005). The number of mathematics courses completed indicated the content knowledge of teachers (Hill & Ball, 2009; Wilson et al., 2002). Data for the study were collected from a sample of 138 secondary mathematics teachers in three mid-south states using the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and researcher-created demographic sheet. Data analysis indicated there was not a significant difference between the self-efficacy and content knowledge. Thus, additional investigation is needed concerning secondary mathematics teachers' level of efficacy based on the number of content course completed. Furthermore, significance was found between mean scores of efficacy measures for grade level taught and years of experience.

The Perceived Value of Reflective Thinking by Preservice Teachers and New Teachers in Missouri

Author: Leonard, Carole; Advisor: Holman, David

Committee members— Foldesy, George, Saleh, Amany, Grady, Julie, Rowe, William

The purpose of this study was to explore the extent to which the mission of preparing teachers to teach for social justice is operationalized within the methods courses in teacher preparation programs that assert a social justice mission. A qualitative content analysis was conducted of course syllabi for English/Language Arts courses, using a content comparative process of coding in terms of 1) degree of social justice focus, and 2) Instructor's perception of social justice education. The analysis examined goals and objectives, course readings, written assignments, class activities, and practicum requirements. The content analysis was followed by open-ended interviews with the instructors of the methods courses which focused on establishing the instructors' definitions of "teaching for social justice" as well as the activities they perceived to support the concept of social justice education. No typology or clearly articulated spectrum emerged to describe concisely the degree of social justice education present in each methods course. However, an unambiguous distinction was found between two groups of instructors: 1) those who included discrete social justice activities in their course, and 2) those who embedded the concept of social justice throughout most or all of the activities in the course. The latter group, comprising approximately one third of the participants who were interviewed, were also distinguished from the other instructors by defining social justice education in terms of preparing teachers to be change agents. Three institutional factors were found to have a strong influence on the social justice content of the courses: 1) requiring a succession of several courses that supported the concept of teaching social justice; 2) providing multiple, carefully scaffolded field experiences; and 3) providing a supportive and collegial environment in which instructors shared the responsibility of fostering a social justice disposition in their students.

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, Director for the Center for Excellence in Education, was the recipient of the Faculty Outstanding Recipient of Collaborative Effort (FORCE) award at this year's Staff Distinguished Performance Awards Ceremony and Services Ceremony



Congratulations to Dr. John Beineke for being the recipient of the University Faculty Scholarship and Faculty Service Award.



Dr. Amany Saleh, Professor of Curriculum and Instruction, was an Oxford Fellow at the Harris Manchester College Summer Research Institute at Oxford University. Thirty-three fellows from eighteen U.S. universities took part in the week-long institute. The fellows' disciplines included the humanities and social sciences. The major emphasis of Dr. Saleh's research was the education systems of the Middle East.



Joyce Mann, Administrative Assistant for the Center for Excellence in Education was the recipient of the Extra Mile Award at this year's Staff Distinguished Performance Awards and Services Ceremony.



Dr. Cline and Dr. Cox



Dr. Cline and Dr. Foldesy

Dr. Daniel Cline

Dr. Daniel Cline passed away unexpectedly in July of 2011. He was a professor of Educational Leadership in the Center for Excellence in Education from 1992 until his retirement in 2010. During his tenure at Arkansas State University, Dr. Cline served on the Faculty Senate for several terms and was the secretary-treasurer for the American Association of University Professors. He was the recipient of the Eugene Smith Point of Excellence "Educator Makes a Difference Award" presented by the Kappa Delta Pi International Honor Society in Education.

Perhaps his most significant contribution to Arkansas State University was the time and effort he spent with his colleagues in developing the first doctoral degree. His involvement was invaluable. Throughout his career at ASU, he chaired 19 dissertation defenses and was a member of an additional 32 doctoral committees. Daniel was always sought after for technical assistance, which he constantly provided to students and colleagues throughout campus. He will be missed by his students and colleagues and remembered for his pursuit of excellence and sense of fairness.

In Other News...



As of this Spring, Cohort XIX 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.



Brandy Humphrey, right, member the Cohort XX doctoral program of the Center for Excellence in Education, received the Outstanding Graduate Student Award at during this Spring Semester. Brandy has just completed her first year of coursework in the doctoral program.



Krishna Bista, a doctoral graduate assistant for the Center of Excellence in Education has had several peer reviewed articles and book reviews published over the last year. Some of them are listed below :

- Bista, K. (2012). Silence in teaching and learning: Perspectives of a Nepalese graduate student, *College Teaching*, 60 (2), 76-82.
doi: 10.1080/87567555.2011.633943 (Routledge, Taylor & Francis Group)
- Bista, K. (2012). Multicultural literature for children and young adults. *The Educational Forum*, 76(3), 145-155.
doi:10.1080/00131725.2012.682203 (Routledge, Taylor & Francis Group)
- Bista, K. (2011). Teaching English as a Foreign/Second Language in Nepal: Past and Present, *English for Specific Purpose World*, 32(11), 1-15. (ERIC # ED530898)
- Bista, K. (2011). Academic dishonesty among international students in higher education. In J. Miller & J. Groccia (Eds.), *To Improve the Academy: Vol. 30. Resources for faculty, instructional, and organizational development* (pp. 159-172). San Francisco, CA: Jossey-Bass.
- Bista, K., & Foster, C. (2011). Issues of international student retention in American higher education. *The International Journal of Research and Review*, 7 (2), 1-10. (ERIC # ED525791)
- Bista, K. (2012). The Handbook of Scholarly Writing and Publishing [Review of the book *The handbook of scholarly writing and publishing*, by T. S. Rocco, & T. Hatcher]. *Journal of MultiDisciplinary Evaluation*, 8(17), 140-162.
- Bista, K. (2012). Science in Solution [Review of the book *Science in Solution: The impact of undergraduate research on student learning*, by D. Lopatto]. *Perspectives on Undergraduate Research and Mentoring*, 2(1), 1-3.

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.



Ed. D. Leadership Team



- **George Foldes**
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