Dr. John A. Beineke, distinguished professor of educational leadership and curriculum and history professor at Arkansas State University published “Teaching History to Adolescents: A Quest for Relevance,” in 2011. “The book is an exploration of recent research, ideas, trends and practices for educators who teach American history to adolescents from the middle grades through high school,” Beineke said. “The volume can also be used by higher education faculty in history and professional education.” (continued on page 2)

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

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(Continued from page 1) **Professor writes book for educators**

Beineke, who teaches graduate courses in the Center for Excellence in Education and the Department of Educational Leadership, Curriculum and Special Education also teaches U.S. History Since 1877 every other year or so.

He said he’s used some of the ideas in the book for his history students. For example, Beineke has a chapter on political cartoons and comic books. In his class he sometimes uses “Malcolm X: A Graphic Biography” and Art Spiegelman’s “Maus,” a story about Spiegelman’s father’s experiences during the Holocaust.

“The area of comics and graphics is taken very seriously. It’s just a different medium,” Beineke said.

He has used novels and biographies to get points across to his students. In the book Beineke includes eight to nine brief essays written by other professionals, such as Bill White, director of the Colonial Williamsburg Foundation.

Beineke devoted a chapter to public history and bringing public history to life because the area is such a popular topic today. He wants his students to learn about recent history — the past 30 or so years — a topic that is sometimes overlooked.

In one chapter, “The Big Picture,” Beineke noted, “The teaching of history is challenging because it calls on helping students imagine events and individuals from a past with which they have no connection.”

He quoted one study found nearly 40 percent of students wished they could attend a different school. Another 40 percent “felt they were an important part of their school community.”

The same study, though, found two of three students were bored in their high school classes every day, and 17 percent reported being bored in every class.

“Reasons for boredom,” he wrote, included: (1) the material wasn’t interesting (75 percent); (2) the material wasn’t relevant (39 percent); (3) the work wasn’t challenging (32 percent); (4) no interaction with the teachers (31 percent) and (5) 27 percent responded that the work was too difficult.”

According to the book, Jungle Brothers, a rap group, says in a song, “Yeah, I cut class/I got a D/ ’Cause history meant nothin’ to me.”

“Kids just don’t like history,” Beineke said. He said he hopes the book will help history teachers reach youngsters in secondary schools and convey the importance of history to them.

The book targets history teachers and college instructors but also can help with their professional development, he said. Beineke hopes to work with regional education cooperatives and give talks about the new publication.

Beineke’s previous books, “Going Over All the Hurdles: A Life of Oatess Archey” and “And There Were Giants in the Land: The Life of William Heard Kilpatrick,” were young adult books, and his current project is another book for young adult readers.
Cohort XVIII completed their coursework this spring. They presented their cohort project in April 2011 as partial fulfillment of the doctoral program’s comprehensive exam requirements. The presentation was based on several of the cohort members’ attendance of the ASCD Teaching and Learning Conference: “Closing the Learning Gap” that took place in Chicago, IL on October 29-31, 2010. Goals of the group presentation included:

- group members experiencing professional growth
- group learning collectively
- providing an opportunity for team building
- using group interactions to practice knowledge learned in class
- producing and presenting a successful collaborative group research project
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 members Dr. George Foldesy and Dr. John Beineke presented papers at the annual conference at the University of Amsterdam in the Netherlands. Dr. Foldesy presented on “The use of religion as a topic to stimulate discussion in a doctoral level course pertaining to school law and policy development.” Dr. Beineke presented on “A public university/private sector partnership to deliver online graduate degrees: a case study of the program, the pedagogy, and the politics.”

On December 9, 2010, 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!
Congratulations to Tammy Fowler (Cohort XV) on receiving this year’s annual Eugene W. Smith Fellowship Award! Tammy’s dissertation topic is Development and Validation of a Scale to Measure the Adaptive Culture Profile of Student Affairs Divisions in Higher Education.

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

Cohort XIX welcomed by faculty

On Tuesday, August 24, 2010, the 14 members of Cohort XIX met to begin their two-year journey through the courses of the Ed. D. in Educational Leadership. Dr. George Foldesy 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. Don Maness, Dean of the College of Education, welcomed Cohort XIX.

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 Ed.D. Educational Leadership stamp on the outside.

Joyce Mann, 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 later met with Dr. David Cox for their ELAD 8313 Doctoral Seminar: Educational Leadership Practices I. The cohort met every Tuesday evening until the end of the Spring semester, 2011.
Dr. Veronica (Roberts) Perkins, Cohort XII, is now interim principal at Sylvan Hills High School in Sherwood, AR. She has previously been a Principal at Jacksonville Middle School, Northwood Middle School, was the district Language Arts of PCSSD, and she was the Assistant Principal at Oak Grove High School for five years. Dr. Perkins received her undergraduate degree from University of Arkansas at Pine Bluff, and then received her doctorate degree (EdD) from Arkansas State University in 2009.

Dr. Michael Sheperd, Cohort XII, assistant principal at Har-Ber High School, Springdale, AR, has been named the 2011 National Association of Secondary School Principals (NASSP/Virco National Assistant Principal) of the Year. Each of the 50 states, the District of Columbia, and the Department of Defense Education Activity select one assistant principal to represent their state. From these state winners, three finalists are named as contenders for the National Assistant Principal of the Year award. The NASSP/Virco National Assistant Principal of the Year is selected from among the finalists, and receives a $5,000 grant. Michael earned his doctorate degree (EdD) in 2006 from Arkansas State University.

Dr. Dwayne Scott, Cohort IX, Former Associate Dean of Students for Judicial and Ethical Programs, left the University of Memphis on April 8, 2011 to become the Vice President for Student Affairs at Mid-South Community College in West Memphis, Arkansas. Dr. Scott graduated from the EdD doctoral program at Arkansas State University in 2006.

*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.

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
2010-11 Dissertation Abstracts

**Developing a Model Wellness Policy**

Author: Anderson, Kimberly A.; Advisor: Holifield, Mitchell
Committee members: Beineke, John, Finnicum, Paul, Foldesy, George, Hill, Myleea

Childhood obesity has become a worldwide epidemic with health and economic implications. In response to the epidemic, Congress passed the Child Nutrition and WIC Reauthorization Act of 2004. The act is an unfunded mandate requiring school districts and schools that participate in the National School Lunch Program to develop and implement a Local School Wellness Policy. The National Alliance for Nutrition and Activity or NANA developed a model wellness policy as a guide for schools in the development of a Local Wellness Policy. Research has shown that NANA's Model Policy and school policies lack comprehensiveness of required content and are weak in language. The purpose of this study was to develop a Model Wellness Policy that was both comprehensive in content and had strong language. Five state model policies and NANA's model policy were coded using the Schwartz Comprehensive Coding Tool. The findings confirmed that the policies used to guide schools lacked comprehensiveness of content and lacked strength of language. The results were used to develop a Model Wellness Policy that was both comprehensive in content and contained strong language.

The **Perceptions of Principals Regarding the Effectiveness of Their Preparation Programs in Southeastern United States**

Author: Jones, Phyllis M.; Advisor: Saleh, Amany
Committee members: Beineke, John, Foldsey, George, Nichols, Joseph, Elsayed, Ashraf

Laser-like attention has been focused on training principals since the passing of the No Child Left Behind Act (NCLB) in 2001, which emphasized student achievement. This dissertation examined the perceptions of principals on how their leadership preparation programs helped them develop the skills necessary to be competent and ultimately successful in their jobs. Additionally, this study investigated the claims that universities have done a below average job of adequately preparing principals to successfully lead schools and that universities are no longer suitable to meet the demands of principals. Counter to these claims is the notion that it is impossible to determine the effectiveness of the vast number of principal preparation programs across the country, or that one program is any better than another. However, all of these educational leadership programs have one goal, which is to recruit and prepare the right individuals to successfully lead our nation's schools. This goal is paramount considering that current research on educational leadership highlights the notion that the school leader is second to the teacher in having the greatest impact on student achievement. The Southern Regional Education Board's (SREB) 13 Critical Success Factors were used to assess what principals should know and be able to do and they served as the dependent variables for this study.

**Perceptions of Senior and Mid-Level Leaders Involved in the Mergers of Vocational Technical Institutes and Institutions of Higher Education in Arkansas Since 2003**

Author: McClanahan, M. Keith; Advisor: Saleh, Amany
Committee members: Cox, David, Foldsey, George, Humphrey, Kevin, Nichols, Joseph

The expansion of educational opportunities in Arkansas has led to many educational changes since the inception of public postsecondary institutions in 1862. Most recently, Act 1244 of 1991 (Acts of Arkansas, 1991) authorized the vocational-technical schools created through ACT 328 of 1957 (Acts of Arkansas, 1957) to become stand-alone technical colleges or to merge with existing community colleges.

This study investigated the perceptions concerning the impact of the education institution organizational changes brought about by ACT 1244 of 1991 as held by senior and mid-level leaders of those merging institutions. The study obtained the perceptions of these organizational leaders through the focus on the following research questions concerning these mergers since 2003: (1) What advantages were gained by the mergers? (2) What disadvantages were realized by the mergers? (3) What forces were behind the decision to merge institutions? (4) What obstacles were overcome in creating the mergers? (5) What would be done differently in a future merger situation? (6) What on-going issues are you experiencing as a result of the merger?

Although there has been some limited research conducted to document the political climate in the state of Arkansas which resulted in the virtual elimination of vocational-technical schools (Dunavin, 2003), there has been no research to investigate the impact these mergers had on the state or education in general. People assumed that these mergers would create educational institutions that were more fiscally efficient in meeting the educational needs of the state. Furthermore, these people assumed that the new institutions would provide the variety and quality of career and technical educational opportunities to meet the economic development needs of the state.

This study found that these senior leaders believed that the merging of the vocational-technical schools with colleges and universities resulted in stronger and more comprehensive educational institutions for the state of Arkansas. However, these leaders also believed that financial savings have not been realized due to the grandfathering of personnel and programs, which resulted in duplication. This grandfathering clause was a concession in the legislative merger approval processes for these institutions.
Fundraising and Community College Chief Executives: A Study of Development in the Southern Regional Education Board States

Author - Pinchback, G. Keith; Advisor - Beineke, John
Committee members - Cox, David, Foldesy, George, Nichols, Joseph, Roe, C. William

The atmosphere of monetary support for the community college and the community college president has changed. State funding and tuition have always been the primary sources of revenue at public higher education institutions. Unfortunately, tightening state budgets have led to a decrease in state financial support adding to the need to find additional sources of funds. Community colleges are now tasked with filling this financial support shortfall. The leader of the community college has had to change in addition to the institutions.

This study investigated and evaluated the Chief Executive Officers at community colleges in order to determine the number of presidents and chancellors who come from a background of development, advancement or public relations, primarily those areas other than academics and ascertain if this background leads to fundraising success. This study identified the amount of preparation received by community college CEOs in order to improve or build upon their public relations/fundraising skills. In addition, this study also ascertained the expectation that presidents and chancellors have as it pertains to fundraising in their yearly evaluations and if fundraising was a criterion in their hiring. Furthermore, this study surveyed community college presidents in order to determine the amount of preparation and professional development received during their tenure that was focused specifically on improving fundraising at their particular community college. The study evaluated the amount of time that community college presidents devote to public relations and fundraising and assessed the fundraising resources available to community college presidents and chancellors.

This study provided a glance at the typical community college CEO fundraising background, support and success. The study found that the typical CEO continues to come from the ranks of the academic arena with limited fundraising experience. Additionally, this study found that fundraising is still not part of the hiring criteria for community college CEOs and annual evaluations neglect fundraising success as a measurement in job performance. This research study also found that there is a relationship between larger enrollment and fundraising success. The study also found that board of trustee support in the fundraising process is limited.

Demographics, Self-Efficacy, and Engagement of First-Generation Online Community College Students

Author - Boyett, J. Christopher; Advisor - Cox, David
Committee members - Allen, William J., Foldesy, George, Saleh, Amany, Williams, Diana L.

Students whose parents did not attend college, known as "first generation students," have been studied extensively. Meanwhile, many researchers have examined students taking online courses. However, little has been done to focus on the intersection of these two fields of research - first generation students who take online courses.

This study of students enrolled in Arkansas community college online courses focused on the following research questions: (1) What percentage of community college general education online students are first generation (FG) students? (2) How does the demographic background of FG online students compare to non-first generation (NFG) online students? (3) How does the academic status of FG online students compare to NFG online students? (4) How do the educational goals and expectations of FG online students compare to NFG online students? (5) How do the perceptions of self-efficacy and academic engagement by FG online students compare to NFG online students? (6) How do the perceptions of motivation to take online courses expressed by FG online students compare to NFG online students?

This study yielded several key findings. First, 47.4 percent of online students fit the definition of "first generation." Demographically, FG students were more to be likely female and had a higher mean age. FG students were more likely to be employed and reported more weekly work hours. Furthermore, FG students were more likely to have dependents and had a higher mean number of dependents.

Academically, FG students were more likely to delay entry to college and to have a greater mean delay when one existed. FG students had a slightly lower mean credit hour load and were much more likely to need remedial coursework. Additionally, FG students were more likely to take advantage of orientation programs geared to preparing students for online classes.

Regarding engagement and self-efficacy, FG students were more likely to report high time commitment to study and coursework. FG students also reported high importance on faculty interaction. FG students were more likely to list childcare, travel, and work hours as motives while NFG students were more likely to indicate a belief that online coursework would be easier.
A Study of the Effects of Mentoring and the Professional Practices Among Experienced Teachers

Author: Burks, Jeremiah; Advisor: Foldesy, George
Committee members: Beineke, John, Hogue, Gina, Holifield, Mitchell, Keyes, Dixie, Maness, Don

The purpose of this study was to determine the relationship between the teaching practices of experienced teachers and participation in a mentoring program. This study was designed to determine: (a) the extent to which mentoring affects how mentor teachers plan instruction and design learning experiences, (b) the affect of mentoring on understanding and organizing subject matter, (c) the affect of mentoring on creating and maintaining learning environments, (d) the affect of mentoring on critical examination of classroom strategies and techniques, (e) the effect of mentoring on professional development, (f) the motivation to serve as a mentor, and (g) the perceptions of mentor teachers regarding their training for the mentoring process.

The review of literature provided evidence that mentoring in education has primarily focused on the benefits received by protégés. Areas addressed in the literature review included: (a) history of mentoring, (b) role of mentoring in education, (c) teacher professional development, (d) perspectives on teacher learning, (e) mentoring as a learning relationship, (f) trends and implications, and (g) summary. This research supports the need for comprehensive training for educators on the benefits of mentoring for school and district leaders.

Data for this study were collected using a Teacher Survey sent to 532 teachers serving as mentors. This data provided a broad perspective regarding teachers’ perceptions on the effects of mentoring on individual classroom practices. Quantitative research methods were applied for this study.

This research found that mentor teachers were motivated by the opportunity to enhance the professional growth of a beginning teacher and the prospect to grow professionally through affective support. The mentors also perceived that their classroom experience as well as their pedagogical knowledge and disposition were quantifiably enhanced by participating in the mentoring process.

Future research should include: (a) investigation of the retention rates for mentor teachers; (b) investigation of mentoring as comprehensive professional development; (c) examination of the affective needs of teachers who serve as coaches to novices; (d) investigation of organizational challenges related to the development of a mentoring culture in schools; and (e) the examination of qualitative data such as interviews to determine the level of job satisfaction among mentor teachers. These methods should contribute to current findings.

Development of An Accreditation Assessment Survey Using the Higher Learning Commission's Five Criteria for Accreditation of Higher Education Institutions

Author: Miles, Michael D.; Advisor: Saleh, Amany
Committee members: Bounds, Steve, Cline, Daniel, Cox, David, Fowler, Gilbert

Every institution of higher education in the United States must, in order to award degrees and financial aid, be recognized by an accrediting organization under the guidelines and oversight of the US Department of Education. This process of recognition is known as accreditation. The current procedure of accreditation involves revisits every ten years. This ten-year methodology was recently under review by the Higher Learning Commission and changes were made which resulted in the abbreviation of this time span. Both the general idea of accreditation and the immediacy of the timeline for revisits hold great importance for institutions of higher education. Via an investigation of the world of accreditation in higher education, it became immediately evident that institutions are not currently equipped to abbreviate the timelines without changes in their current business processes as they relate to accreditation visits. More specifically, the process of institutional assessment stands as a negative aspect to accreditation existing as a superfluous expenditure of time and money.

Therefore, the purpose of this study was to build a model questionnaire matching against the semantics of the five criteria as delineated by the Higher Learning Commission for accreditation by utilizing the components of each criterion.

The intended outcome of the questionnaire, and thus the reason for this study, was to offer an institution of higher education a more expedient vehicle to a systematic image of the institution in regard to the five criteria established by the Higher Learning Commission for accreditation.

The data presented represents the results of a quantitative study examining the developed survey tool utilized by two groups of institutions. The first group of institutions included those with pending accreditation visits. The second group of institutions included those having completed accreditation visits within two previous years of the study.

Research results indicated that the generated survey was capable of assessing an institution based on the semantics of the criteria for accreditation. Research results also illustrated that the use of the Likert scale to assess respondent opinions allowed for the delineation of strengths and weaknesses related to the accreditation criteria in regard to preparedness. Moreover, the research results produced significant findings in support of the developed survey's capability to predict the outcomes of an accreditation visit.
Brain Based Learning and Classroom Practice: A Study Investigating Instructional Methodologies of Urban School Teachers

Author: Morris, Lajuana; Advisor: Foldesy, George
Committee members: Fowler, Gilbert; Holfield, Mitchell; Owens, Debra; Saleh, Amany

The purpose of this study was to examine the implementation of brain-based instructional strategies by teachers serving at Title I elementary, middle, and high schools within the Memphis City School District. This study was designed to determine: (a) the extent to which Title I teachers applied brain-based strategies, (b) the differences in application of brain-based strategies among Title I teachers, (c) the differences among the use of brain-based strategies and years of teaching experiences, and (d) the difference in the use of brain-based strategies among teachers with and without National Board Certification. The areas addressed in the literature review included: (a) a synopses of brain-based research, (b) instructional strategies and methods related to brain-based learning, (c) brain-compatible classrooms, (d) sensory contributions and learning, (e) physical movement and learning, and (f) leadership and implementation of brain-based strategies.

This research supports the need for additional training in brain-based learning for Title I teachers. Data for this study was collected using a Teacher Survey that was sent to 460 teachers serving at Title I educators. This data provided a broad perspective regarding teachers’ implementation of brain-based instructional practices in the classroom environment. Quantitative research methods were applied for this study.

This research found that Title I elementary teachers applied more of the surveyed brain-based practices than Title I middle or high school teachers. Also, teachers with 0-10 years of experience used significantly fewer of the surveyed brain-based practices than teachers with more experience. The mean scores suggested that National Board Certified teachers used each of the surveyed brain-based practices more often than other Title I teachers.

Future research should include: (a) an evaluation of the use of brain-based strategies in other large school districts including those in rural, suburban, and metropolitan areas; (b) investigation of the use of brain-based strategies across grade levels within a particular school; and (c) the examination of qualitative data such as interviews and observations. These methods should contribute to the current findings.

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

Author: Russback, Sarah K.; Advisor: Cox, David
Committee members: Bradley, Mary J.; Cline, Daniel; Hill, Myleea; Holfield, Mitchell

This study explored the perceived value of reflective thinking by preservice teachers and new teachers in Missouri. Surveys were randomly distributed to 1200 preservice teachers who attended NCATE (2008) universities in Missouri and to 1200 new teachers who taught in accredited private or public schools in Missouri. A total of 261 (22 percent) preservice teachers and a total of 345 (29 percent) new teachers participated in the study. The preservice teachers who were surveyed attended NCATE (2008) universities and the new teachers were teachers who had taught three years or less in accredited private or public schools in Missouri.

The researcher investigated how much value was placed on reflective thinking by preservice and new teachers. Data were collected from surveys and a comparison of the responses was conducted. The survey instrument contained twenty questions which pertained to reflective thinking. Participants were asked to rate their level of agreement pertaining to the perceived value of reflective thinking based on a 6-point Likert scale. PASW (formerly SPSS) Gradpack 18 was used to run a cross-tabulation of descriptive statistics and independent sample t-tests were done for mean comparisons.

Comparisons were made between preservice teachers and new teachers in general, preservice elementary teachers and new elementary teachers, preservice secondary teachers and new secondary teachers, preservice elementary teachers and preservice secondary teachers, new elementary teachers and new secondary teachers, and traditionally prepared new teachers and alternatively prepared new teachers. Preservice teachers and new teachers were also asked how often they use reflective thinking, if they were taught to value and practice reflective thinking in their teacher preparation programs, and if they have made any changes to their teaching as a result of reflection.

Results show that overall, preservice teachers and new teachers value reflective thinking. In most cases, new teachers value reflective thinking more than preservice teachers. The results of this study are an indicator that the practice of reflective thinking needs to continue being included in teacher preparation programs for preservice teachers and in professional development programs for new teachers. The continued implementation of reflective thinking will lead preservice teachers and new teachers to value reflective thinking and will make an impact on the changes that are made in instructional practices in education.
2010-11 Dissertation Abstracts, cont...

The Effects of a Curriculum Intervention On Arkansas Students' Interests In Manufacturing As Measured By the Kuder Career Interest Assessment

Author-Sherwell, Bridget (Duncan); Advisor-Cline, Daniel
Committee members-Agniew, David, Cox, David, Foldssey, George, Saarnio, David

The Kuder Career Planning System administrative database results for the past five years have shown a low interest in the manufacturing career cluster among Arkansas students. The low student interest and shortage of high-skilled labor in manufacturing prompted the Arkansas Department of Career Education to invest grant funds in a new manufacturing curriculum for career orientation teachers to implement as an intervention in their classrooms. The intervention intent was to inform eighth graders about career opportunities in manufacturing and the skills necessary to compete for high-skill, high-wage, and high demand manufacturing careers in an effort to help alleviate the shortage of skilled manufacturing workers in Arkansas. The purpose of the current study was to investigate if the intervention influenced Arkansas students' interests in manufacturing as measured by the Kuder Career Interest Assessment (KCIA).

The data presented represent the results of a quantitative control and experimental group study. The control group received the traditional manufacturing curriculum, whereas the experimental group received the curriculum intervention. The teachers administered the KCIA as a pretest and posttest to measure the effects of the curricula on students' interests in manufacturing careers.

Research results produced no significant difference between pretests and posttests for either the control or experimental groups. Posttest scores for the manufacturing cluster for the control and experimental groups were lower than the pretest scores for both groups, although the mean differences were not significant. Males in the experimental group scored significantly higher than did females on the posttest for the manufacturing cluster; no gender differences existed for the control group. Teacher differences, revealed through qualitative survey questions, in preparation and instruction time for both the traditional and intervention curricula had no statistically significant effect on students' resultant career interests in manufacturing.

A Study of Leadership Styles That Lead To Academic Achievement of Hispanic Students

Author-Smith, Mitzi Harris; Advisor- Holman, David
Committee members-Keyes, Dixie, Cline, Daniel, Roach, Terry, Beineke, John

The purpose of this study was to determine the relationship between secondary principal leadership style and Hispanic student achievement. Student achievement was measured by the graduation rate for each school. The principals' leadership styles were defined by scores in the Leadership Orientations Profile. The online survey was sent to 549 potential participants with 105 responses.

Four types of schools were included in the data: public, alternative, charter, and continuation. Sixty-three percent of the public high school principals were male. Eighty percent of the non-public school principals were female. Most of the principals in the study had eight or less years of experience as a building principal (62.9%) compared to the number of years of teaching experience. Fifty-six percent of the principals had over twenty years of educational experience. The majority of the principals had Master's degrees and used the Human Resource frame; whereas, the principals with more advanced degrees were more likely to use mixed leadership styles. There was no significance found between the graduation rate and the principal's leadership style.

Factors Students Use In Choosing To Attend Church of Christ Institutions of Higher Education When Students Have No Affiliation With the Church of Christ

Author-Wood, Michael B; Advisor-Cline, Daniel
Committee members-Bounds, Steve, Cox, David, Holman, David, Keyes, Dixie

Choosing a post-secondary institution to further one's education is a significant decision in a person's life. Throughout the past three decades, the issue of college choice has been researched. Much of this research has dealt with factors that influence student choice. While the research on how and why students choose a post-secondary institution is extensive, it is limited primarily to studies of students in public institutions. There is no basis for expecting the factors effecting a student's choice of a church-related institution would be the same as or different from other students and, consequently, potentially useful information that might guide recruiting and counseling activities at church-related schools is not available.

The purpose of the study is to determine factors that lead students not associated with Churches of Christ to attend such an institution. The following research question was addressed: Why do students choose to attend Church of Christ institutions of higher education when the student has no affiliation with the Churches of Christ?
Abstracts (cont...)

Analysis of the data, gathered by surveying freshmen from four randomly selected institutions out of 14 affiliated with the Churches of Christ, found the highest degree of importance selected by Non-Church of Christ students on why they attended a Church of Christ affiliated institution is the good academic reputations of the institution (94 percent), followed by their college’s graduates acquire good jobs (92 percent). Other factors include being offered financial scholarship(s) (88 percent), small classes (87 percent), the character/type of students enrolled (86 percent), and wanting to investigate their own beliefs (85 percent).

Though the research dealt with freshman students only, research needs to be conducted in the area of factors leading Non-Church of Christ students to enroll in graduate schools affiliated with the Churches of Christ. The undergraduate institutions have just over 37 percent of Non-Church of Christ students, whereas the graduate level has approximately 70 percent of Non-Church of Christ students.