



LAMAR LAUREATE



Center for Doctoral Studies in Educational Leadership—Ed.D.



Special Edition

14 Students Graduate with New Ed.D. in Educational Leadership

In 1987, the National Commission on Excellence in Educational Administration suggested that graduate programs in Educational Leadership should emphasize theoretical and clinical knowledge, applied research and supervised practice. Over the next two decades this led to the development of scholar-practitioner doctoral programs that included field-based internships, problem-based learning, and curricula that focused on equity and democracy. The Lamar University doctoral program drew on this research to design its doctorate in Educational Leadership. The program uses a cohort model because research has shown that cohorts encourage students to build strong team relationships which result in more students completing and graduating from the program. The Lamar doctoral program emphasizes bridging the gap between theory and practice in studying actual leadership while consistently engaging in inquiry. This leads to the understanding of the kind of leadership which is reflected in school improvements at all levels from pre-school through college.

The faculty of the College of Education and Human Development designed the doctoral program for Lamar University. Dr. Dorothy Sisk, Conn Chair, chaired the committee with Dr. Carolyn Crawford serving as co-chair. Other committee members were Dr. Charles Nix, Dr. Molly Dahm, Dr. George Strickland, Dr. Elvis Arterbury and Dr. Janiece Buck. In the spring, 2004, the Texas Higher Education Coordinating Board approved the proposal to offer the Ed.D. in Educational Leadership.

Now, eight semesters later and just as the program was designed, 14 students in Cohort I have fulfilled all the requirements to graduate in May, 2007. The students who are graduating in this inaugural cohort represent teachers, counselors, principals, and superintendents. They work at a variety of levels of education from early childhood through college.

During their time at Lamar as doctoral students, these students have conducted research on a wide range of topics including effective schools, multiculturalism/diversity, and higher education. They have presented papers at educational research meetings, conducted sessions at conferences for practicing educators, published articles, and have worked closely with school districts to seek solutions to problems facing education today. All this occurred under the faculty leadership of Dr. Sandy Harris, Dr. Jane Irons, and other assisting professors.

We are proud of our students. The work they have done sets a benchmark of excellence for future cohorts of students. This special edition of the Lamar Laureate is dedicated to all members of Cohort I as they prepare to further their careers in the world of education with the earned title of Doctor. We look forward to their accomplishments in the future.

Congratulations!

President James Simmons

Center Staff

Dean of College of Education and Human Development
Hollis Lowery-Moore, Ed.D.

Department Chair
Carolyn Crawford, Ph.D.

Director
Sandra Harris, Ph.D.

Doctoral Faculty
Michael Hopson, Ph.D.
E. Jane Irons, Ed.D.
Robert Nicks, Ed.D.
Dorothy Sisk, Ed.D.

Affiliate Faculty
Elvis Arterbury, Ph.D.
Richard Bothel, Ph.D.
Janiece Buck, Ph.D.
Vicky Farrow, Ph.D.
Andrea Karlin, Ph.D.
Charles Nix, Ed.D.

Administrative Associate Sr.
Melonee Fife

*The Educational Leadership doctoral program at Lamar University offers three cognates:
Diversity/Multiculturalism
Effective Schools
Higher Education

The Ed.D. is a 60-hour program with the following course outline:

- 7 core classes
- 4 research
- 5 electives
- 4 dissertation

Graduating Doctors in Educational Leadership



Susan M. Caffery, Ed.D., LPC

Dissertation Title: *Factors that Influence Hispanic Students' Choice to Take Advanced Level Courses.*

Dr. Caffery conducted a qualitative study using narrative inquiry to investigate the factors that contributed to Hispanic students' choice to take a rigorous curriculum. She found that relationships the students had with their parents, teachers, and other students were important, as were the students' recognition of their own self-efficacy, resilience, and sense of responsibility to family.

Dr. Caffery is currently the senior counselor at Central Medical Magnet High School.

Darrell A. Evans, Ed.D.

Dissertation Title: *Bullying in Texas Schools: Bibliotherapy and Other Interventions.*

Dr. Evans conducted non-experimental, cross-sectional, descriptive research using survey methodology. He found that the most common methods used to reduce bullying by teachers and counselors were discussion, active monitoring, and creating a school environment where the staff has the same expectations and awareness for bullying.

Dr. Evans is currently serving as a counselor in the Nederland Independent School District.



Yvette B. Garner, Ed.D.

Dissertation Title: *Caring Teacher Behaviors Perceived as Life-Impacting Experiences*

Dr. Garner conducted a narrative inquiry. She found that teacher practices that facilitated academic care, caring teacher interaction, a caring school community, and cultural responsive teaching were perceived as caring teacher behaviors.

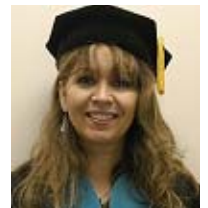
Dr. Garner is currently a full-time student.

Patricia Harris, Ed.D.

Dissertation Title: *School Experiences of Principals Perceived as Spiritual Leaders and How They Reflect the Emerging Paradigm of Spiritual Leadership.*

Dr. Harris conducted a phenomenological study, and she found that principals demonstrate spiritual leadership during the school day by exhibiting family love, values, trust and service—an educational success.

Dr. Harris is currently a counselor at West Brook High School in the Beaumont Independent School District.



Amanda Jones, Ed.D.

Dissertation Title: *Dialectology and Oral and Written Expression: English/Language Arts and Speech Teachers' Perceptions of Black English Usage.*

Dr. Amanda Jones conducted a non-experimental descriptive research study, using survey methodology, and found that English/language arts (ELA) teachers expressed a need to find a balance between maintaining cultural sensitivity and enforcing Standard English usage in mainstream society. Findings suggested that male ELA teachers were significantly more apt to agree that teaching Black English speakers is a challenging task; yet, most ELA teachers concurred that constant correction of Black English usage inhibited student learning. Dr. Jones is currently an Adjunct Instructor for the Departments of Professional Pedagogy and Sociology, Social Work, and Criminal Justice at Lamar University.

April Jones, Ed.D.

Dissertation Title: *Holocaust Survivors' Stories of Resilience: Implications for Educators of Adolescent Victims of Trauma.*

Dr. April Jones conducted a qualitative, narrative inquiry research study which identified positive coping mechanisms and resilience or protective factors that enabled Holocaust survivors to overcome massive trauma as adolescents during the Holocaust of 1933-1945. This study found that hope, religion and spirituality, marriage and family, and support systems contributed to their successful adaptation in society throughout older adulthood. Dr. Jones is currently an Adjunct Instructor for the Departments of Professional Pedagogy and Sociology, Social Work, and Criminal Justice at Lamar University.



Mary Jane Moore, Ed.D.

Dissertation Title: *Latino High School Students' Perceptions of College Expectations and Factors Contributing to the Selection of Educational Goals Related to College.*

Dr. Moore conducted a quantitative study. Findings suggested that Latino students tended to have less realistic perceptions of college expectations than other ethnic groups. Primary themes of family influences, income, and self-motivation emerged as factors contributing to students' educational goals.

Dr. Moore is currently Secondary Curriculum Coordinator for Port Neches-Groves Independent School District.

Graduating Doctors in Educational Leadership



Ann Callahan Mullins, Ed.D.

Dissertation Title: *The Impact of a Hurricane Disaster on the School Community of Sabine Pass, Texas: A Case Study*

Dr. Mullins conducted a qualitative case study. She found that it is necessary for schools to have crisis recovery strategies in place and that effective crisis leaders are those who possess knowledge of the community and a willingness to provide support to others.

Dr. Mullins is currently Principal of Saint Joseph Catholic School in Baytown

Anna Dimy Nguyen, Ed.D.

Dissertation Title: *The Role of Education for Vietnamese Immigrants of the 1970s and Implications for Today's Asian-American Students.*

Dr. Nguyen conducted a narrative inquiry. She found that Vietnamese immigrants faced a challenge when immigrating to America. In addition, cultural differences were exhibited in family, education, holidays, death, and social interactions. Furthermore, educational experiences focused on classroom issues, language barriers, and support for their own children in American classrooms.

Dr. Nguyen is currently an Assistant Principal at Central Medical Magnet High School.



Jennifer L. Penland, Ed.D.

Dissertation Title: *The Investigation of Educational Experiences and Successful Career Choices of American Indians Who Grew up During the 1950s and 1960s, Known as the Termination Period.*

Dr. Penland conducted a narrative inquiry and found that no matter what tribal affiliation to which one belonged, communication, support systems and basic understanding of one's cultural heritage were key factors for professional success.

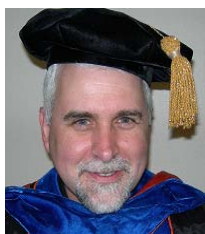
Dr. Penland is currently an Adjunct Instructor for the Earth and Space Science Department at Lamar University.

Robin E. Perez, Ed.D.

Dissertation Title: *A Study of Texas Superintendents' Perception of Their Emotional Intelligence/Leader Responsibilities Based on District Performance.*

Dr. Perez conducted a quantitative study. She found that a relationship exists between emotional intelligence/leader responsibilities and district accountability when considering exemplary, recognized, and other accountability rating status. The relationship depended on the construct for self-awareness, self-management, social awareness, and relationship management.

Dr. Perez is currently serving as Assistant Superintendent for Lumberton Independent School District.



Thomas Price, Ed.D.

Dissertation Title: *The Role of the Superintendent in Leading the District to be Culturally Proficient Resulting in the Narrowing of the Learning Gap.*

Dr. Price used qualitative methodology. He found several themes which emerged including the importance of vision, hiring practices, recognizing the need for change, understanding the quickly changing demographics, providing training for culturally proficient teaching, improving staff understanding of cultures, and increasing connectivity with all students. He also found that superintendent educational and personal background knowledge and the superintendent's willingness to change were important to leading the district to becoming more culturally proficient.

Dr. Price is currently the Superintendent of Splendora Independent School District.

Sherri Lynn Weathers Shoefstall, Ed.D.

Dissertation Title: *Student Perceptions of College Expectations with Regard to First Generation Status, Gender, and Ethnicity*

Dr. Shoefstall conducted a quantitative study. She found two significant interactions which suggest black males and ongoing generation black males had more accurate social expectations. Another finding indicated a correlation of age with accurate academic expectations. Lastly, 48% of students surveyed had inaccurate expectations of stress associated with college.

Dr. Shoefstall is currently Coordinator for Student Support Services at Lamar University, Beaumont, Texas.



J.D. Taliaferro, Jr., Ed.D.

Dissertation Title: *Understanding the Perceived Skill Sets of Leaders and Administrators in Higher Education.*

Utilizing basic descriptive survey methodology, Dr. Taliaferro found that while all leaders in higher education perceived communication and leadership skills were important, there were significant differences between the leaders of two-year and four-institutions. He also found that female administrators ranked most skills higher than males.

Dr. Taliaferro is the Chair of Industrial Technology at Lamar State College-Port Arthur and an Instructor in the Business and Computer Information Systems Department.

Doctoral Information

Center for Doctoral Studies in Educational Leadership

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We're on the Web!
<http://dept.lamar.edu/leadership>

Doctoral admission requirements:

Students will be admitted to the Ed.D. program as a cohort in the fall semester of each academic year. The Doctoral Executive Council will consider all applicants and make recommendations regarding acceptance.

Applicants should meet the requirements summarized below:

- Evidence of a completed master's degree from an accredited university in an area related to the proposed studies.
- Commitment and demonstration of interest in education as a career and to the advancement of education through professional leadership.
- Essay, of approximately 500 words.
- Interview with program faculty.
- Current or previous involvement in educational leadership encompassing a number of settings, including schools, colleges and universities, health and human service agencies, and community-based organizations.
- A formula score greater than or equal to 1350 based on [GPA (last 60 hours) x 200] + Verbal GRE score + Quantitative GRE score
- Three completed recommendations.
- Submit applications by March 31st.

Center for Doctoral Studies in
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A Member of The Texas State University System

