

RECENT  
EVENTS

- **ELPS Hooding Ceremony, Friday, May 9th—Reception 8:00 a.m. to 9:30; Hooding Ceremony 9:30 to 11:00 a.m. in the Education Lecture Hall**
- **Mary Lou Fulton College of Education Commencement Ceremony, Friday, May 9th—1:00 p.m. in the Wells Fargo Arena**

INSIDE THIS  
ISSUE:

- Our 2007-2008 Grads 2**
- Warhol Honored 2**
- Bale to MSU 2**
- Graduate Profile 3**
- Grad News 3**
- New Course for Fall 2008 4**
- ASU Opportunities 4**
- Fellowship Opportunities 5**

# Policy Briefs

VOLUME 1, ISSUE 1

JULY 2008

## ELPS PhD Students at AERA 2008

The American Educational Research Association (AERA) held its Annual Meeting March 23-28 in New York City. ELPS PhD students participated in the following sessions:

**Jennifer Adair** (with Angela Arzubiaga, Fikriye Kufban and Joseph Tobin) presented a paper entitled "Parents and Teachers Contest Notions of Belonging and Citizenship in Five Nations' Pre-schools."

**Jeff Bale** presented his paper entitled "When Arabic is the "Target" Language: An Historical Analysis of the Intersection of Federal Language Education Policies, National Security, and Higher Education Programs of Arabic."

**Rebecca Barber** (with David Garcia) presented a paper entitled "The Consequences of Encourag-

ing School Mobility Via School Choice Policies" and participated in the Division F Mentoring Seminar and the David L. Clark National Graduate Student Research Seminar.

**Daniel Boudon** presented his poster entitled "Applying Social Justice in the Classroom: Issues of Race, Gender and Authenticity of Voice."

**Ran Chen** presented a paper (with Arnold Danzig) entitled "Learner-Centered Leadership: Theory and Practice in Preparing Learner-Centered School Leaders."

**Delis Cuellar** presented her paper entitled "Intersection Between School and Home: How Hispanic Children Are Taught Emergent Literacy Skills in Head Start."

**Idara Essien-Wood** chaired a

session entitled "We Are Soldiers in the Army: Coping and Effectively Dealing With Racial Battle Fatigue in Higher Education."

**Erica Griffin** was a participant in the Division G Graduate Student Workshop.

**Wenlan Jing** presented her paper entitled "Shared Leadership in Chinese and American High Schools."

**Rucheeta Kulkarni** presented a poster entitled "Pursuing the American Dream: Low-Income Asian-American Youth at a College-Preparatory High School Write 'Success.'"

**Kristin Monahan Silver** chaired a session entitled "Theory and Research on Education Policy."

(cont. on p. 3)

## ELPS Policy PhD Highly Ranked

*U.S. News & World Report* has ranked the ELPS PhD program 8th among public universities and 13th among public and private universities in its "America's Best Graduate Schools of Education" 2009 edition.

The Mary Lou Fulton College of Education is ranked 16th among public graduate colleges of education in overall rankings, and is tied for 25th with the University of

Georgia, the University of Illinois-Urbana-Champaign, and the University of Maryland, College Park, among all public and private graduate programs.

# Congratulations to our 2007-2008 Graduates

We're excited to announce that the following PhD students successfully defended their dissertations during the 2007-2008 academic year:

**Holly Winthrop Carpenter** (Eric Margolis and Alfredo De Los Santos, Co-chairs). Dissertation Title: *The Development of a Conceptual Framework To Understand Statewide Articulation System Design.*

**Glen Fogerty** (Caroline Turner, Chair). Dissertation Title: *College Rankings Impact on MBA Admissions Policy and Practice.*

**Janelle Kappes** (Caroline Turner, Chair). Dissertation Title: *What Money Can't Buy: An Examination of a Complete Financial Aid Program for Low-Income Students.*

**Sarah Catherine Moore** (Terrence Wiley, Chair). Dissertation Title: *Language Policy*

*Implementation: Arizona's SEI Training.*

**Lisa Rodrigue** (Kris Ewing and James Rund, Co-chairs). Dissertation Title: *Grounded In an Ethic of Care: Education Doctoral Students Making Meaning of Their Experiences.*

**Sharon Yee** (Caroline Turner, Chair). Dissertation Title: *A Case Study of Career Paths for Women of Color Athletic Administrators: The Intersections of Race and Gender.*

**“Although some argue that NALA has come too late and is largely ineffectual, others link NALA to the twin goals of enhanced tribal sovereignty and academic achievement. No in-depth analysis has been undertaken of the implementation or impact of this policy initiative.”**

**—Larisa Warhol**

## Warhol Receives Spencer Foundation Dissertation Fellowship

Larisa Warhol, has been awarded a \$25,000 Spencer Dissertation Fellowship for Research Related to Education for the 2008-2009 academic year. Titled “Native American Language Education as Policy-in-Practice: An Interpretive Policy Analysis of the Native American Languages Act (NALA) of 1990-1992,” Warhol says her dissertation “focuses on the de-

velopment and implementation of the NALA through ethnographically informed research. In particular, I am interested in how this policy has operated as social practice at the local/tribal and national levels,” she said.

Warhol’s dissertation committee consists of her chair, Teresa McCarty, Alice Wiley Snell Professor of Education Policy Studies,

David Beaulieu, Professor and Director of the Mary Lou Fulton College’s Center for Indian Education, Mary Eunice Romero-Little, Assistant Professor in Curriculum & Instruction, and Terrence Wiley, Professor of Educational Leadership and Policy studies.

Congratulations to Larisa on receiving this prestigious award.

## Bale Heads to Michigan State University

Jeff Bale will assume his new position as an Assistant Professor in the Department of Teacher Education, College of Education, Michigan State University in August 2008. Jeff’s research and teaching will focus on ESL and world language education.

Jeff’s dissertation, which he de-

fended on July 1, 2008, is entitled “When Arabic is the “Target” Language: National Security, Title VI, and Arabic Language Programs, 1958-1991” and is based on an interpretive policy analysis of Title VI of the National Defense Education Act of 1958 (later of the Higher Education Act of 1965) and the higher education Arabic language programs it

has funded. A number of contemporary policies are motivated by national security to fund instruction in “critical languages” such as Arabic. Bale’s study examines historical interpretations of the nexus of national security, education and language learning in an effort to help clarify current debates.

## ELPS PhD Students at AERA 2008, cont.

**Jonathan (Luke) Wood** presented a paper (with Carlos Nevarez, an ELPS PhD graduate, now a faculty member at California State University — Sacramento) entitled “Implications and Solutions for School Leaders Post Los Angeles Riots.”

**Kun Yan** presented two papers: 1) “What are Major Causes for the Lower Proficiency in Chinese Language Among Second-Generation Chinese? A Qualitative Study About Parents’ Beliefs and Children’s Responses “ and 2) “Stress

Sources, Coping Strategies, and Help-Seeking Beliefs: Chinese International Students in the United States “ Kun also chaired a session entitled “Examining School Outcomes for Immigrant Students in the United States.”

**Sharon Yee** (a recent PhD graduate) presented her paper entitled “Being the One: Women of Color Collegiate Athletic Administrators’ Career Paths.”

**Jingning Zhang** presented her paper entitled “Immigrant Experi-

ences, Settlement Patterns, and Language Attitudes Among Immigrant Parents From the People’s Republic of China in Arizona.”

Congratulations to all of our presenters.

The American Educational Association’s (AERA) 2009 Annual Meeting will be held April 13-17 in San Diego. Proposals can be submitted between June 1 and August 1, 2008. For more information on the AERA annual meeting, go to <http://www.aera.net>.

“My study will provide a clearer understanding if discontinuities exist between first generation, Mexican American mothers and their children’s teachers regarding language learning, and how these might affect children’s language development.”

—Delis Cuellar

## Graduate Student Profile: Delis Cuellar

Delis Cuellar came to ASU in 2004 after receiving her BA in Psychology from the University of California, Berkeley. She is currently a student researcher for The National Task Force on Early Childhood Education for Hispanics. Delis’ dissertation entitled “‘There Will Only Be English in Kindergarten:’ The Language Cultural Models That Mexican-American Spanish-

*Dominant Head Start Preschoolers Are Exposed To At Home and School*” is a qualitative investigation of the disconnect in the conceptualization of literacy development between first generation Mexican-American mothers and Head Start teachers.

Delis’ recent publications include co-authored pieces (with Eugene Garcia) in *Teachers College Record* and *The New Educator*. She has also

made academic presentations at national and international meetings on the educational credentials of early childhood educators for young Latino children, the language development of Mexican American preschoolers, and the effects of undocumented status on students’ academic goals.

## Other Graduate Student News

**Jennifer Adair** passed her comprehensive exam and had her dissertation proposal approved in September 2007. She has an article in press in *Teacher Education Quarterly* entitled “White Pre-Service Teachers and ‘De-privileged’ Spaces.” Jennifer also wrote a book chapter (with Joseph Tobin) entitled “Listening to the Voices of Parents in *Diversities in Early Childhood Educa-*

*tion: Rethinking and Doing*, Genishi & Goodwin, Eds. (Routledge, 2007).

**Quaylan Allan, Ivy Bohnlein, and Jamie Joanou** received dissertation grants from the ASU Graduate and Professional Student Association (GPSA).

**Joseph Axel** presented a paper at the 1st International Conference on Filipino as a Global Language held

at the University of Hawaii in March 2008.

**Monica Camacho** presented papers at the Consejo Mexicano de Investigacion Educativa (November 2007) and the Comparative International Education Society Conference (March 2008).

(Continued on Next Page)

# Other Graduate Student News, cont.

**Rebecca Barber** is a co-author on two recently published articles: 1) "Profiting from Public Education: Educational Management Organizations (EMOs) and Student Achievement" (with David Garcia and Alex Molnar) *Teachers College Record* (in press); and 2) "Starting Behind: A Comparative Analysis of Students Entering Charter Schools (with David Garcia, L. McIlroy) in *Social Science Quarterly* (March 2008).

**Margaret Bartlett** and **Jeff Bale** received 2007-2008 GPSA Teaching Excellence Awards

**Ivy Bohnlein** received the Merwin Deever Memorial Fellowship in 2007-2008.

**Gerda deKlerk, Mengying Li, Na Liu,** and **Yun Teng** co-authored a chapter with Terrence Wiley entitled "Attitudes toward Mandarin, Heritage Languages, and Dialect Diversity among Chinese Immigrants and International Students in the United States" in *Chinese as a Heritage Language: Fostering Rooted World Citizenship*, He and Xiao, Eds. (University of Hawai'i, 2008). Gerda also has an article (with Terry Wiley) forthcoming in the *Journal of Southeast Asian American Advancement and Education*.

**Jamie Joanou's** dissertation proposal entitled "Street Children and Cityscapes: Affecting the Urban Landscape of Lima, Peru" was approved in December 2007.

**Rucheeta Kulkarni** passed her comprehen-

sive examination in December 2007. Rucheeta's dissertation proposal, entitled "Examining the Experiences of Low-Income Minority Youth in a College-Preparatory Charter School" was approved in May 2008.

**Kenichi Murayama** presented "Analyzing the Downtown MPA and MPA Student Experience" and "Examining Governance and Leadership in Regional Public Organizations" (with Viola Fuentes) at the 2008 Annual Conference of the Western Social Sciences Association.

**Miku Watanabe** worked for UNESCO in Islamabad, Pakistan for the Literacy Initiative for Empowerment (LIFE) in Fall, 2007.

**"We will read literature from a variety of disciplines to examine the perpetuation of urban myths and the implications of these myths on research, practice, and activism."**

**—Dr. Kimberly A. Scott**

## New Course for Fall 2008 on Urban Education

Drs. Kimberly Scott and Elizabeth Kozleski will be teaching a new course entitled Urban Education on Tuesdays from 1:40 to 4:30 (Tempe campus, location TBA).

This course will examine selected issues confronting urban education including a sociological analysis of the city as the context

of urban education. Course readings and discussions will pay particular attention to the impact of individuals' (e.g. students, parents, teachers, administrators) identities and interpersonal relationships in shaping the educational and social experiences co-created in and surrounding urban schools. Macro and micro

variables influencing student experiences will be examined using various analytical and methodological lenses.

The class is cross-listed in C&I and ELPS: SPE 791 (Line #87760) and SPF 591 (Line #87759).

For more information, contact Dr. Scott at [kimberly.a.scott@asu.edu](mailto:kimberly.a.scott@asu.edu) or Dr. Kozleski at [elizabeth.kozleski@asu.edu](mailto:elizabeth.kozleski@asu.edu).

# ASU Information and Opportunities

**Residency Classification Petition Deadline:** August 29, 2008. For more information about establishing residency for tuition purposes, see: [http://www.abor.asu.edu/1\\_the\\_regents/reports\\_factbook/residency.html](http://www.abor.asu.edu/1_the_regents/reports_factbook/residency.html).

**ASU GPSA Research Grant.** The ASU Graduate and Professional Student Association (GPSA) offers an annual research grant competition for

masters and doctoral students. Award recipients receive up to \$2,000 toward masters and dissertation projects. Students must submit a letter of intent and a full proposal. The 2008 deadlines have not been announced but are usually at the beginning of the Fall semester. For more information see <http://asu.edu/gpsa/grant%20funding/funding.html>.

**Graduate College Funding Opportuni-**

**ties.** The Graduate College (GC) offers two competitive fellowships for advanced doctoral students. GC Completion Fellowships are offered in the fall and provide a \$9,500 stipend for students who will complete their dissertations in the Spring semester. GC Dissertation Fellowships are offered in the spring and provide a \$17,000 stipend plus tuition. For more information see: <http://graduate.asu.edu/gcfellowships.html>.



**Newsletter of the PhD in Educational Leadership and Policy Studies**  
**Dr. Jeanne M. Powers, Editor**

**Educational Leadership and Policy Studies**  
**Mary Lou Fulton College of Education**  
**Arizona State University**  
**P. O. Box 872411**  
**Tempe, Arizona 85287-2411**  
**Phone: 480.965.6357**  
**Fax: 480.965.1880**  
**E-mail: [delps@asu.edu](mailto:delps@asu.edu)**

The PhD in Educational Leadership and Policy Studies that emphasizes methods of policy analysis and provides for specializations in particular disciplines and topics. Education policy studies deal with the entire process by which society derives, institutes, evaluates and modifies the rules, both stated and unspoken, by which the educational system runs. Doctoral students receive course work and practical experiences in a variety of special contexts, including higher education, elementary and secondary schools, and education governing bodies. The faculty seeks to train persons who will teach or pursue policy studies in school districts, government agencies and universities.

**Program Coordinator:**  
**Dr. Jeanne M. Powers ([jeanne.powers@asu.edu](mailto:jeanne.powers@asu.edu))**

[http://education.asu.edu/elps\\_phd](http://education.asu.edu/elps_phd)

## Fellowship Opportunities

**American Association of University Women (AAUW).** AAUW provides support for women doctoral candidates completing dissertations. American Fellowship Applicants must be U.S. citizens or permanent residents. International Fellowships are awarded for full-time graduate or post-graduate study or research to women who are not U.S. citizens or permanent residents. Application deadline: Deadlines vary by program (November/December). For more information see <http://www.aauw.org>.

**American Educational Research Association (AERA).** AERA provides a number of fellowship opportunities, including the AERA Grants Program (which provides dissertation support for research using large datasets), and the AERA Minority Fellowship

Program in Educational Research. In addition, AERA also offers a number of post-doctoral fellowship opportunities, including the AERA-AIR Fellows Program and the AERA-ETS Program in Measurement. Deadlines vary by program. For more information, see <http://www.aera.net>.

**Ford Foundation Dissertation Fellowships.** Through its program of Diversity Fellowships, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. Applicants must be advanced to candidacy. Application deadline: Late November. For

more information see <http://www7.nationalacademies.org/FORDfellowships/forddiss.html>.

**Spencer Foundation Dissertation Fellowships.** The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These \$25,000 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. Application Deadline: Early November. For more information see <http://www.spencer.org/programs/fellows/dissertation.htm>