Welcome

PRESIDENT’S GREETINGS

October 2010

AATC Conference Attendees:

Welcome to St. Louis. Long an icon of opportunity, St. Louis, the gateway to the West provides a wonderful space for AATC’s 17th Annual Conference to embrace the changes that will define our future while we honor our history. This year we built on the work begun under the presidency of Robert Boostrom. The Writer’s Workshop begins its second year under the leadership of Cheryl Craig and Bruce Uhrmacher, who have fostered many of our members in their burgeoning careers. Our guest speakers—Bill McDiarmid (Marcella Kysilka Lecture) and Craig Kridel—will continue a tradition of stimulating conversation for change and action that has epitomized the philosophical mission of AATC within the curriculum field to examine the place of curriculum and teaching as a scholarly activity in universities and schools.

This year, the inaugural O.L. Davis, Jr. AATC Distinguished book award was awarded to Peter Taubman for his book, Teaching By Numbers: Deconstructing the Discourse of Standards and Accountability in Education. At the business meeting we will announce a new award, the Francis P. Hunkins AATC Distinguished Article Ward, which will be awarded in Denver in 2011. Highlights of the program include the invited panels around our keynote speakers’ work; dissertation award winners’ session, former presidents’ panel; writing and publishing panel with the Curriculum and Teaching Dialogue editor(s); the job search panel; and special panel on the politics of rural education with nationally and internationally renowned scholars. Also, a new and very exciting idea nurtured by University of Denver alumni, who have created the Morgridge College of Education Curriculum and Instruction Alumni Group Scholarship to help fund current University of Denver graduate students presenting at the conference. Recipients of the scholarship will be noted on the program. Last, we want to congratulate the John Laska Outstanding Dissertation Awardees for 2010; John Pecore for Teaching and Cassandra Trousas for Curriculum.

I want to emphasize the idea of change; this is our largest conference with a record number of panelists whose work is expanding the boundaries of curriculum and teaching; and whose exciting presentations emphasize the changing nature and diversity of scholarship, academicians, and schooling. I am grateful to you for the opportunity to be AATC President during this year; and my deepest thanks to all those selfless volunteers who have worked to put on this conference.

David Callejo Perez
AATC President 2010
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12. Breakfast: Saturday 7:30-9:00AM
13. Professors of Curriculum Meeting: Saturday 7:45-9:00AM
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19. Dissertation Award Winners
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21. Craig Kidel Panel
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24. Writing for Publication (CTD)
25. Rural Education Panel
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## General Conference
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42. CTD Information
43. CTD Call for Publication
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AATC LEADERSHIP • 2010-2011

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Past President
David Callejo Perez, Saginaw Valley State University
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AATC History

The American Association for Teaching and Curriculum

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Examples of the newly formed learned societies are the American Historical Association (1884), the American Economic Association (1886), the American Philosophical Association (1801), the American Political Science Association (1903) and the American Academy of Religion (1909).

The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American Scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually, those concerned primarily with the rights and responsibilities of teachers (unions), ones recognizing honor performance (e.g. Kappa Delta Pi) and organizations whose members' interests are primarily K-12 content and methods (e.g. ASCD, IRA) or had a narrow focus in one field of education, such as philosophy or education policy.

An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching—the “what to teach” aspect). In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, teacher education, or elementary and secondary education. Jack Laska became the first secretary-treasurer of AATC. AATC continues to produce scholarship in teaching and curriculum and serve the general public through its conferences, journals, and the interaction of its members.

The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution:

To promote the scholarly study of teaching and curriculum

The Seventeenth Annual Conference is dedicated to advancing the ideals of the Association and Its purpose.

| 2012 | Richard Biffle III, Hawaii at West Oahu |
| 2011 | Wesley Null, Baylor University |
| 2010 | David Callejo Perez, Saginaw Valley State |
| 2009 | Robert Bostrom, Southern Indiana |
| 2008 | Karen Riley, Auburn-Montgomery |
| 2007 | Alan W. Garrett, Eastern New Mexico |
| 2006 | William Veal, North Carolina |
| 2005 | Cheryl Craig, University of Houston |
| 2004 | David Flinders, Indiana University |
| 2003 | Gretchen Schwarz, Oklahoma State |
| 2002 | Ron Wilhelm, University of North Texas |
| 2001 | P. Bruce Uhrmacher, University of Denver |
| 2000 | Stephen Fain, Florida International |
| 1999 | William Segell, Oklahoma State University |
| 1998 | Sylvia Hutchinson, University of Georgia |
| 1997 | Ann Converse Shelly, Ashland University |
| 1996 | Fran Hunkins, University of Washington |
| 1995 | O. L. Davis Jr., University of Texas |
# 17th Annual Meeting at a Glance

## Thursday, October 7, 2010

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<td>7:30-5:00</td>
<td>Registration—Foyer</td>
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<td>7:30-9:00</td>
<td>Book Fair—Foyer</td>
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<td>9:15-10:15</td>
<td>Executive Council Meeting—Blanchette I</td>
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<td>9:15-10:15</td>
<td>Welcome and Presidential Address—Salon E &amp; F</td>
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<td></td>
<td>David Callejo Perez, AATC President</td>
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<td>“What I Learned on the Road to Mississauga: Democracy and Curriculum”</td>
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<td>10:30-12:40</td>
<td>Concurrent Sessions</td>
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<td>12:40-1:45</td>
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<tr>
<td>1:45-5:15</td>
<td>Graduate Student Luncheon—Posh Board Room</td>
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<td>Breakout Sessions</td>
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<td>Afternoon Coffee/Tea and Snacks—Foyer</td>
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<td>6:30</td>
<td>AATC Welcome Reception (open to all)—Gateway Ballroom</td>
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<td>7:30-9:00</td>
<td>Book Fair—Foyer</td>
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<td>7:45-8:45</td>
<td>Continental Breakfast—Foyer</td>
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<td>8:45-9:45</td>
<td>Business Meeting (open to all)—Blanchette</td>
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<td>Morning Coffee/Tea and Snacks—Foyer</td>
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<td>12:30-1:45</td>
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<td>3:00-3:30</td>
<td>Afternoon Coffee/Tea and Snacks—Foyer</td>
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<td>7:00</td>
<td>AATC Awards Banquet &amp; Marcella Kysilka Lecture—Gateway Ballroom</td>
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<td>7:00</td>
<td>Bill McIlrarmid, Dean and Alumni Distinguished Professor of Education, School of Education, University of North Carolina-Chapel Hill</td>
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<td>“Reflections on Change”</td>
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## Saturday, October 9, 2010

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<td>7:30-9:00</td>
<td>Breakfast—Foyer</td>
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<td>7:45-9:00</td>
<td>Professors of Curriculum Meeting (open to all)—St. Charles</td>
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<td>J. Randall Koetting, Moderator</td>
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<td>Encyclopedia of Curriculum Studies</td>
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<td>9:00-12:20</td>
<td>Breakout Sessions</td>
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<td>12:30-2:15</td>
<td>AATC Luncheon—Gateway Ballroom</td>
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<td>Craig Kridel, E. S. Gambrell Professor of Educational Studies and Director of the Museum of Education, University of South Carolina</td>
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<td>“Balancing Interests with Needs: Conceiving an Encyclopedia for Curriculum Studies”</td>
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<td>2:30-4:30</td>
<td>AATC Board Meeting—Missouri</td>
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Please join us for the Opening Session in the

On

Thursday, October 7, 2010

At

9:15 AM

in

Salons E & F

With

AATC President, David Callejo Perez, Saginaw Valley State University

“What I Learned on the Road to Mississauga: Democracy and Curriculum”
Congratulations to all 2010 AATC members.

AATC Special Sale Price of $30.00 for any IAP book (paperback) within the US, ($35.50 rest of the world)
Free Shipping if you call and place your order by October 30th 1-866-754-9125

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Panel Session: Boone

Learning to Teach: Impact of Campus-based Coursework in Secondary Classrooms
Martha Combs, Southern Illinois University Edwardsville
Susan Breck, Southern Illinois University Edwardsville
Kathy Bushrow, Southern Illinois University Edwardsville
Jenny Bolander, Southern Illinois University Edwardsville
Carolina Fryor, Southern Illinois University Edwardsville

Paper Session: Poplar

Preparing Teachers for the World Within the Classroom: Investigating Pre-service Teachers' Views on Multicultural Education and Global Citizenship
Antonio Castro, University of Missouri-Columbia
Emily VanCourt, University of Missouri-Columbia

A Culturally Responsive Field-based Model for Educator Preparation
Ruben Garza, Texas State University-San Marcos

Panel Session: Blanchette II

Unblocking the Block, but Tinkering toward Moodle-topia: An Educational Change Analysis
Jeffrey Ware, Glenbrook North High School/Northern Illinois University

Building Booktrailers: How and Why
Mark Geary, Dakota State University

Paper Session: St. Charles

The Impact of Student Teachers' Communication Styles on Classroom Performance
Jane Devick-Fry, University of Houston-Victoria
Mary Mayorga, University of Houston-Victoria
Sandy Vanneman, University of Houston-Victoria

Networking for Teaching and Learning: Using Wikis and Podcasts
Linda Bennett, University of Missouri-Columbia
Thursday 10/7 • Session B • 11:40 a.m. - 12:40 p.m.

**Paper Session: Blanchette II**

**Discussion of Equity in Education: Practicing Educators’ Experiences and Perspectives Related to Equity**

Sarah Salmer, West Virginia University
Ashley Atkins Marucci, West Virginia University
William White, Buffalo State College
Stephanie Morris, West Virginia University
Erin Goodykoontz, West Virginia University

**Paper Session: St. Charles**

**Accelerated Reader: Separating Facts from Fiction**

Tobi Thompson, Oklahoma State University

**Literacy Instructional Decisions: How Pre-Service Educators Make Use of their Literacy Knowledge to Plan Content-Area Lessons**

Carol Klages, University of Houston-Victoria
Jane Davick-Fry, University of Houston-Victoria

**Paper Session: Poplar**

**TRIAD (Teachers, Researchers: Imagining, Articulating, Doing): Seeking Harmony in Higher Education through Self-Study**

Susan McCormack, University of Houston-Clear Lake
Debby Shulsky, University of Houston-Clear Lake
Chris Witschonke, University of Houston-Clear Lake

**Leveling the Playing Field: An Academic Readiness Program’s Impact on Marginalized Learners’ Transformation as College Seekers**

Ronda Kooba, University of Houston-Clear Lake
Debra McDonald, University of Houston-Clear Lake
Debora Orloff, University of Houston-Clear Lake
Carol Carman, University of Houston-Clear Lake

**Paper Session: Boone**

**Poetometry: A New Twist in Integrating Curriculum**

Marilyn J. Eisenwina, Angelo State University
Donna Gee, Angelo State University
Christine Punkles, Angelo State University

**The Fourth Question: An Interrogative Taxonomy for Creative Teaching**

Mark Seaman, Stephen F. Austin University
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Thursday 10/7• Session C • 1:45 - 2:45 p.m.

**Special Session: St. Charles**

**Writing for Publication Workshop (Pre-Registration Required)**
Cheryl Craig, University of Houston
P. Bruce Uhrmacher, University of Denver
Laurie Bennett, University of Denver
Chara Bohan, Georgia State University
Workshop covers three afternoon sessions (Sessions C, D, and E)

**Issues and Ideas Session: Boone**

**The Importance of Taking a Philosophical Stance in our Work**
J. Ranzall Koetting, Marian University
Martha Combs, Southern Illinois University-Edwardsville

**Curricular Coherence**
William White, Buffalo State College
Jason Grinnell, Buffalo State College

**Panel Session: Blanchette II**

**The Red Light in the Ivory Tower: Contexts and Implications of Entrepreneurial Education**
David Cañado Pérez, Saginaw Valley State University
Donna Adair Brehaut, Northern Kentucky University

**Paper Session: Poplar**

**Weaving Historical Narratives: Middle Students Experience Historical Empathy**
Sherri Colby, Texas A&M University-Commerce

**Teaching with Historic Places: The City as a Classroom**
Barbara Slater Stern, James Madison University
Thursday 10/7 - Session D - 2:55 - 3:55 p.m.

Special Session: St. Charles

Writing for Publication Workshop (Pre-Registration Required)
Cheryl Craig, University of Houston
P. Bruce Uhrmacher, University of Denver
Laurie Bennett, University of Denver
Chara Bohan, Georgia State University
Workshop covers three afternoon sessions (Sessions C, D, and E)

Panel Session: Poplar

Teacher Preparation for Bilingual Student Populations: Educar para transformar
Chair: Ellen Rofes Clark, University of Texas - San Antonio
Discussants: Refe de Bustos Flores, University of Texas - San Antonio
Rosa Hernandez Shnets, Texas Tech University
Presenters: Maria Torro Guzman, Teachers College
Thai Tran, Teachers College
Carmen Mercado, Hunter College
Carol Brochin, University of Texas - El Paso
Sylvia Celedon-Pattichis, University of New Mexico
Kimberly Gormly, University of Pittsburgh

Paper Session: Boone

Peace and Tolerance: Cultural Congruence Between Home and School in Rural Ghana
Amy Masco, Grand Valley State University
Lawrence Bosiwa, University of Cape Coast, Ghana

Meritocracy and Nationalism in Curriculum and Teaching: The Politics of Race to the Top (RTTT) and Its Implications
M. Ok Kang, University of Wisconsin-Madison

Issues and Ideas Session: Blanchette II

Teacher Education in 3D: Differentiation, Dispositions, and Disillusionment
Blake Bickham, Mesa State College

Teaching School Culture in the Middle and Secondary Curriculum
Dana Haraway, James Madison University
Thursday 10/7 • Session E • 4:05 - 5:15 p.m.

Special Session: St. Charles

Writing for Publication Workshop (Pre-Registration Required)
Cheryl Craig, University of Houston
P. Bruce Uhmacher, University of Denver
Laurie Bennett, University of Denver
Chara Bohan, Georgia State University
Workshop covers three afternoon sessions (Sessions C, D, and E)

Paper Session: Poplar

House Without a Foundation: Why Well-Being Matters in Education
Kevin Cloninger, Anthropoedia Foundation

Just What is "Best Practice?" Taking Note of a Disconnect between Pre-service Teacher Education and In-service Teacher Classroom Practices
Jacob Neumann, University of Texas-Pan American
Bryan Meadows, University of Texas-Pan American

Paper Session: Blanchette II

Just Read, Jaguars!
Shelley B. Harris, Texas A&M University-San Antonio
Mishaleen Allen, Texas A&M University-San Antonio
Sylvia Ophus Bull, Texas A&M University-San Antonio

Changing the Culture in a Low-Performing School by Developing a Process for Planning, Assessment, and Instruction: The Role of the Institution of Higher Education
Don Trickle, Denver University-Teacher Education Program
Vicsie Salezar, Denver University-Teacher Education Program

Issues and Ideas Session: Boone

Caring and Equity in Public Education
David J. Flinders, Indiana University
Veronica Marie Fife, Indiana University
Tiffany Dolder-Holland, Indiana University
Kyla Claire Absher, Indiana University
Welcome Reception 6:30 – 8:30 p.m.

AATC Welcome Reception

All are invited to attend

Gateway Ballroom

Complementary Hors d'oeuvres and Cash Bar
Continental Breakfast

Served in the Foyer

Enjoy Complimentary Breakfast with AATC Attendees

Friday 10/8 • Business Meeting • 7:45 - 8:45 a.m.

Business Meeting Agenda
(Open to all AATC Conference Participants)

Room: Blanchette

Welcome and Thanks

Financial Report and Conferences Sites

Dissertation and Elections

CTD Report and Fran Hunkins Award

Committee Reports
  Website
  Newsletter
  Program
  OL Davis, Jr. Award

David Callejo Perez
Lynne Bailey
Wesley Null
David Flinders & Barbara Slater Stern
Kevin Cloninger & Mark Seaman
Pamela Thompson
David Callejo Perez
Sarah Ramsey & Vicki Ross

Other Business

Discussion
AATC 18th Annual Conference

Denver, Colorado

October 13-15, 2011

At the

Doubletree Hotel Denver
3203 Quebec Street, Denver, Colorado, United States 80207

See Call for Proposals in the back of Program (page 41)
and online at www.aatchome.org

Stay tuned for updates and get your AATC news from www.aatchome.org

2011 AATC Program Chair:
Denise McDonald, Ed.D.
University of Houston-Clear Lake
Email: aatcconference@gmail.com
Phone: (281) 283-3544
Friday 10/8 • Session F • 9:00 - 10:00 a.m.

**Special Session: St. Charles**

**Retrospective Session: Bill McDiarmid and his Work in Teacher Education**
Facilitator: Martha Combs, Southern Illinois-Edwardsville
Invited Participants:
Mary Clevenper-Bright, University of Washington
Marissa Bier, University of Washington

**Paper Session: Poplar**

The Impacts of a Year-long Teaching Internship on Teaching, Teacher Preparation, and the Profession
Laurie Kingsley, University of Missouri-Columbia

Triangulating the Theory-Practice Connection: Explicit Linkage between Personal Experiences, Field Based Experiences, and Certification Requirements in a Satellite Program for Bilingual Education Teacher Candidates
Angela López Padreña, University of Houston Downtown
Christel Burnett, University of Houston Downtown
Laura Mitchell, University of Houston Downtown
Alma Lara, University of Houston Downtown

**Paper Session: Boone**

A Liberating Curriculum: What it is and Why it Matters
Wesley Null, Baylor University

Power²: Symbolic and Real Power in the Development of Curriculum
William White, Buffalo State College
Stephanie Morris, West Virginia University

**Issues and Ideas Session: Blanchette I**

Aesthetics and Engagement in Content Areas
Christy Moro, Regis University
P. Bruce Uhrmacher, University of Denver

A New Homeroom: Pondering the Shared Aesthetic and Ideas of Home in Arts-centered Schools and the Public School Reform Agenda
Cassandra A. Trussell, Center for Teaching & Learning, University of Oregon

**Poster Session (Posters Can be Viewed Again in Session H 11:20 - 12:20 in same room): Blanchette II**

Physical Activity and Special Education: A Proposal for Autism Spectrum Disorders
Renee Privette, Wake Forest University

Clarifying Confusion Surrounding Co-Teaching
Greg Conderman, Northern Illinois University

The Relationship of Perceptivity: An Aesthetic Theme to the Interactionist Perspective
Theresa Ferg, University of Denver

Authenticity in Education: Theory into Practice
Callin Lindquist, University of Denver

How To Perform a Content Analysis
Hui Fang Huang "Angie" Su, Nova Southeastern University
Michelle Tenam-Zemach, Nova Southeastern University
**Friday 10/8 • Session G • 10:10 - 11:10 a.m.**

**Dissertation Award Winners Session: St. Charles**

**A Case Study of Secondary Teachers Facilitating a Historical Problem-based Learning Instructional Unit**  
John Pace, Temple University, Teaching Award Winner  
Chana Bohan, Georgia State University, Nominator

**Teacher Artistry and the Not-so-Still Life of Arts-Centered School Reform**  
Cassandra Trouxas, Center for Teaching & Learning, University of Oregon, Curriculum Award Winner  
P. Bruce Uhlmacher, University of Denver, Nominator  
Facilitator: Wesley Null, Baylor University

**Paper Session: Boone**

**Building Community in Preparation for School Readiness: Lessons Learned from a Large-scale Study**  
Jennifer Prior, Northern Arizona University  
Robert Horn, Northern Arizona University

**Student Teachers’ Understanding and Use of Classroom Management Decision Making Skills**  
Allison Hanna Cassady, University of Texas

**Paper Session: Poplar**

**Henry David Thoreau: Incorporating Spirituality into Experience**  
Benjamin C. Ingman, University of Denver  
*University of Denver, Magruder College of Education Curriculum and Instruction Alumni Group Scholar*

**Religion and American Democracy in the P-16 Classroom: Can they Co-exist?**  
Peggy Moch, Valdosta State University  
Cristobal Serran-Pagan, Valdosta State University

**Issues and Ideas Session: Blanchette I**

**On the Need to Re-Invent Higher Education in the Midst of a Digital Revolution**  
Martha Combs, Southern Illinois University-Edwardsville  
J. Randall Knecht, Marian University

**Integrating the Awareness of New Media Art and Digital Technology into Art Pedagogy**  
Ming-tso "Jimmy" Chien, University of Denver

**Special Session: Blanchette II**

**Finding your First Academic Job**  
Sarah Ramsey, Oklahoma City University  
Jackie Bach, Louisiana State University  
Vanessa Sikes, Lamar University
Special Session: St. Charles

Retrospective Session: Craig Kridel and the Nature of Curriculum Studies
Facilitator: Donna Bainult, Northern Kentucky University
Jackie Bach, Louisiana State University
Chara Bohan, Georgia State University
Bob Boosnurth, University of Southern Indiana
David Callejo Perez, Saginaw Valley State University
Cheryl Craig, University of Houston
David Flinders, Indiana University
Alan Garrett, Eastern New Mexico University
Marcia Kysilka, University of Central Florida
Wesley Null, Baylor University
Barbara Slater Stern, James Madison University
AATC Authors of the Encyclopedia of Curriculum Studies

Issues and Ideas Session: Boone

Children's Perceptions of Science and Scientists: Increasing Interest Through Inquiry-Based Lessons
Peggy Schimmoller, Randolph College

Teachers' Perspectives on Culturally Relevant Pedagogy in a Chinese Heritage Language School
Hsu-Pai Wu, University of Texas-Austin

Paper: Blanchette I

One Hundred Languages of Children: Reggio Emilia and the Future of Early Childhood Education
Deborah Landry, Northeastern State University
Bonnie Geese, Northeastern State University
Roxanna Filimore, Northeastern State University

Exploring Roles: How Does Mentoring Impact Teaching and Collaboration in Early Childhood Mathematics?
Ashley Atkins Martucci, West Virginia University
Sarah Selmer, West Virginia University

Paper Session: Poplar

The Ticket to Increasing Students' Retention
Kent Divoll, University of Houston-Clear Lake
Sandra Browning, University of Houston-Clear Lake

The College Course Syllabus as Medium of Communication: A Critical Media Literacy Analysis
Pamela Brown, Oklahoma State University
Robin Fuxa, Oklahoma State University

Poster Session: Blanchette II

Physical Activity and Special Education: A Proposal for Autism Spectrum Disorders
Renee Privette, Wake Forest University

Clarifying Confusion Surrounding Co-Teaching
Greg Conderman, Northern Illinois University

The Relationship of Perceptivity: An Aesthetic Theme to the Interactionist Perspective
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Authenticity in Education: Theory into Practice
Caitlin Lindquist, University of Denver

How To Perform a Content Analysis
Hui Fang "Angle" Huang Su and Michelle Tenham-Zemach, Nova Southeastern University
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<th>Paper Session: <strong>Poplar</strong></th>
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<td><strong>Finding the Balance between Process and Product in Lesson Planning: The Aesthetic-Transformative Lesson Planning Model</strong></td>
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**Andragogy and Heutagogy: Implications for Emergent Graduate Level Researchers**
Helen D. Gillen, Marian University

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<td><strong>Implicit Curricular Boundaries of Intercultural Teaching</strong></td>
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<td>Candace Schleun, University of Missouri—Kansas City</td>
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**Exploring Cultural Identity: Voices of Latino/Latina Preservice Teachers**
Diana Linn, Texas A&M International University

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<td><strong>A Content Analysis of Environmental Sustainability Themes in Florida’s K-12 Next Generation Sunshine State Content Standards</strong></td>
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<td>Michelle Tenen-Zemach, Nova Southeastern University</td>
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<td>Hui Fang Huang &quot;Angle&quot; Su, Nova Southeastern University</td>
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**Science Education Journals’ Recognition of Societal Issues in the Era of World War II: From Glass Stoppers to Fighter Planes**
Mark J. Reid, Texas A&M University—Commerce
### Paper Session: Boone

**Shadowing the Boys: Three Mentally Retarded Adults: Fourteen Years out of the Program**
- Melissa Williams, University of Houston-Clear Lake
- Denise McDonald, University of Houston-Clear Lake
- Debra Orloff, University of Houston-Clear Lake

**Fitting Puzzle Pieces: Three Teachers Explore Curriculum Through Commonplaces Within Unfolding Teacher Knowledge Understandings**
- Vicki Ross, Northern Arizona University
- Elaine Chan, University of Nebraska-Lincoln
- Elissa Fenton

### Issues and Ideas Session: St. Charles

**Engaging Pre-service Teachers Through the Use of Interactive Whiteboard Technology**
- Mindy Adair, University of Denver

**Will Comics/Storyboarding Replace Writing as a key 21st Century Skill? Should it?**
- Mark Geary, Dakota State University
### Friday 10/8 • Session J • 3:10 – 4:10 p.m.

**Special Session:** *St. Charles*

**Former President's Panel: A Presidential Retrospective of AATC**
Facilitator: Rich Bifste, University of Hawaii at West Oahu
Former AATC Presidents

**Paper Session:** *Poplar*

**Leading ESL Students to Success through a Metacognitive Strategy**
Kent Dowlit, University of Houston-Clear Lake
Angeline Ribiero, University of Houston-Clear Lake

**Action Research:** *Parental Involvement in a First Grade Classroom in Taiwan*
Shu Hui Lin, Kent State University

**Paper Session:** *Boone*

**An Integrated Reciprocal Teaching Model for Improving Second Language Listening Comprehension**
Jeffrey Ware, Glenbrook North High School/Northern Illinois University

**Sankofa:** *Cultural Transmission of the Traditional Arts in Contemporary Ghana*
Amy L. Massko, Grand Valley State University
Lawrence Boachie, University of Cape Coast, Ghana

**Issues and Ideas Session:** *Blanchette I*

**Seeing Lullabies and Representing Representations: Visual Literacy, Whiteness, and Curriculum**
Joseph Flynn, Northern Illinois University
Vicki Deans, Northern Illinois University

**Potential for a Heterological Theory of Schooling: Appropriation and Excretion**
Paul Parkinson, University of Southern Indiana

**Paper Session:** *Blanchette II*

**“Girls Tend to Stop Going; Boys Get Told not to Come Back”: Impacts of Gender on the Dropout Problem**
Laurie Bennett, University of Denver

**The Challenges of Developing Biographies about Historically Significant Female Educators**
Jim Chisholm, Georgia State University
Chara Bohan, Georgia State University
### Issues and Ideas Session: Boone

**The Impending Changes in Florida’s Educational System: The De-Professionalization of Teachers**  
Jeffrey Kaplan, University of Central Florida

**Between the Gavel and Dissent: The Selling of American Teacher Education**  
Pamela Thompson, Thomas College  
Richard Biffle, University of Hawaii at West Oahu

**An Intellectual Outpost: Voices of Civil Disobedience in an Era of Standardization and Accountability**  
Tim Price, University of Denver

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### Paper Session: Poplar

**Why People Choose to Teach in Urban Schools: A Qualitative Study of Participants in an Urban Alternative Certification Program**  
Paul F. Knell, University of Missouri-Columbia  
Antonio Castro, University of Missouri-Columbia

**New Teachers’ Experiences in a Restructured School**  
Vanessa M. Stukes, Lamar University

**Enhancing Student Learning- A Practical Approach to Integrating Technology and Real World Financial Applications Post Global Financial Crises**  
Angel Chi, University of Denver

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### Paper Session: Blanchette I

**Teacher Capacity and Critical Reflection: Challenging One’s Assumptions**  
Jessica Krin, Southern Illinois University-Edwardsville

**Stay True or Start New: First-year Kindergarten Teachers Deal with Conflicting Voices of Authority**  
Rebecca Pruitt, Oklahoma State University

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### Panel Session: Blanchette II

**Interdisciplinary Studies in Teacher Education: Globalizing the Curriculum**  
Audrey Dallith, University of Texas-San Antonio  
Debra Root, University of Texas-San Antonio  
Georgia Jackson, University of Texas-San Antonio  
Anna Cohen Miller, University of Texas-San Antonio

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### Special Session: St. Charles

**O.L. Davis, Jr. AATC Book Award Winner**

**Discussion on Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability in Education by Peter Taubman**  
Facilitator: Sarah J. Ramsey, Oklahoma City University; Co-Chair O.L. Davis Book Award Committee  
Vicki Ross, Northern Arizona University; Co-Chair O.L. Davis Book Award Committee  
Wesley Null, Baylor University
Friday 10/8 • Awards Banquet and Marcella Kysilka Lecture • 7:00 p.m.

Please join us for the Awards Banquet in the Ballroom

Events

Dinner and Welcome

Introductions and Welcome
Acknowledgements
Thanking Departing Board Members
Welcoming New Board Members

Dissertation Awards

Special Awards

Second Annual Marcella Kysilka Lecture

Reflections on Change

Bill McDiarmid, Dean and Alumni Distinguished Professor, University of North Carolina-Chapel Hill

A North Carolina native and UNC Chapel Hill alumnus, Bill McDiarmid previously served as the Boeing Professor of Teacher Education at the University of Washington, Seattle. At UW, he led the Carnegie-funded “Teachers for a New Era” project, a national initiative to use evidence, such as performance assessments of preservice teachers, to improve teacher education. He also helped create the Teaching/Learning Partnership program to prepare mid-career changers to teach mathematics and science in Seattle’s high-need middle schools.

Earlier in his career, McDiarmid served on the faculties of the University of Alaska-Anchorage, the University of Alaska-Fairbanks and Michigan State University, taught high school history in Athens, Greece, and was a Title I teacher in a remote Alaska Native village. At Michigan State, he served as co-director of the National Center for Research on Teacher Learning. In Anchorage, he directed the Institute for Social and Economic Research. He was a visiting professor at Hebei Normal University in Shijiazhuang, China, in 2007.

His research has focused on teacher learning, particularly the preparation of teachers to work with diverse learners, and teacher education programs. He has received an Outstanding Research Award from the American Educational Research Association. Bill McDiarmid earned an B.A. degree with Highest Honors in American Studies from Carolina in 1969. In 1984, he earned an Ed.D. degree in Administration, Planning and Social Policy from Harvard University’s Graduate School of Education.
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MICHAEL APPLE, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin, Madison

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Saturday 10/9 • Continental Breakfast • 7:30 – 9:00 a.m.

Continental Breakfast

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Enjoy Complimentary Breakfast with AATC Attendees

Saturday 10/9 • Professors of Curriculum • 7:45 – 9:00 a.m.

Professors of Curriculum Session: St. Charles

Conversation on the Field of Curriculum Studies: Encyclopedia of Curriculum Studies Discussion

Facilitator: J. Randal Koetting
The study of curriculum, beginning in the early 20th century, first served the areas of school administration and teaching and was used to design and develop programs of study. The field subsequently expanded and drew upon disciplines from the arts, humanities, and social sciences to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies now embraces an array of academic scholarship in relation to personal and institutional needs and interests while it also focuses upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories.

The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. This two-volume set serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing, expansive, and contested field of study.

Key Themes

- Biography and Prosopography
- Concepts and Terms
- Content Descriptions
- Influences on Curriculum Studies
- Inquiry and Research
- Nature of Curriculum Studies
- Organizations, Schools, and Projects
- Publications
- Theoretical Perspectives
- Types of Curricula

Visit www.sagepub.com for more information. Also available on SAGE Reference Online platform.
Saturday 10/9 • Session L • 9:10 – 10:40 a.m.

Special Session: Boone

Writing for Publication: Session with CTD Editors
Co-Editors: David Flinders, Indiana University and P. Bruce Uhrmacher, University of Denver
Immediate Past Editor: Barbara Stater Stem, James Madison University
Associate Editor: Christine Morada, Regis University
A discussion for beginning researchers and those who may be interested in publishing and/or reviewing for the AATC Curriculum and Teaching Dialogue.

Paper Session: Poplar

The Facing History and Ourselves Curriculum: Treading on Sacred Ground
Karen Hilley, Auburn University-Montgomery

Museums, Curriculum Commonplaces, and the Cold War: Science Education Following Sputnik
Anne Zendstra, Baylor University
Wesley Null, Baylor University

Academic Fraud: How Social Studies Curricula and Textbooks Distort Islam in Secondary Schools
James Moore, Cleveland State University

Paper Session: Blanchette I

The Kindergarten Spirit—In the Graduate School Classroom
Robert Boosbom, University of Southern Indiana

Experiencing the Social Issues that Impact America’s Classrooms: A Study of Academic Service-learning in Educational Foundation Courses
Paul J. Ramsey, Eastern Michigan University

Special Session: Blanchette II

The politics of rural education: National and International Perspectives
Matthew Blomstedt, Executive Director, Nebraska Educational Service Units
Abel Hernandez Ulloa, Professor and Researcher, Universidad de Guanajuato, Mexico
Joseph Inungu, MD, Director of External Relations for Health Science, Saginaw Valley State University
Stephen Swidler, Associate Professor of Foundations and Research, University of Nebraska-Lincoln
Saturday 10/9 • Session M • 10:50 a.m. – 12:20 p.m.

**Paper Session: Boone**

*Teacher Educators’ Academic Journeys Shared Through Travelling Journals*
Cheryl Craig, University of Houston
Daniel McDonald, University of Houston-Clear Lake
Sandra Browning, University of Houston-Clear Lake
Kent Divoll, University of Houston-Clear Lake
Michele Kahn, University of Houston-Clear Lake
Jean Klekel, University of Houston
Elizabeth Kirk, University of Houston
Carrie Markello, University of Houston
Susan McCormack, University of Houston-Clear Lake
Lillian McNerney, University of Houston-Clear Lake
Debra Orthoff, University of Houston-Clear Lake
Donna Smith, University of Houston-Clear Lake

**Paper Session: Poplar**

*Media Literacy: The Bridge to Deliberative Curriculum*
Danielle Shrock, Baylor University

*New Media, Old Concerns: The Graphic Novel as Bildungsroman in Secondary Schooling*
Gretchen Schwarz, Baylor University
Christina Crenshaw, Baylor University

*Do Teachers Need To Teach Students How To Use Technological Tools? A Model For Teaching 21st Century Learners How To Use Technology Independently In A Classroom*
Peggy Lisenbee, Northeastern State University

**Paper Session: Blanchette I**

*Narrative from the Same Side of the Fence: A Moral Debate on Special Education*
Bernardo Pohl, Langham Creek High School/University of Houston-Downtown

*Self-Reflection through Curriculum Inquiry: An Investigation of the Methods Teachers Can Use to Access Practice*
Paula Tosi, Northern Illinois University
Drew Komp, Augusta State University

*An Alternative Proposal to Bilingual Education*
Lillian Hartmann, University of North Texas

**Special Session: Blanchette II**

*Graduate Student Coffee and Discussion:*
Blake Bickham, Mona State College
David Callejo Perez, Saginaw Valley State University
Kevin Cloringer, Anthropology
Joseph Flynn, Northern Illinois University
John Pecora, Temple University
Sarah Sehmer, West Virginia University
Cassandra Trousses, Center for Teaching & Learning, University of Oregon
William White, Buffalo State College

*An open session with graduate students to meet each other and discuss any topics about graduate school, research, job market with AATC members and graduate students.
Saturday 10/9 • Luncheon • 12: 20 p.m.

AATC Luncheon

Please join us in the Gateway Ballroom

Events

Introductions and Welcome

Wesley Null

Acknowledgements
Thanking Departing Board Members
 Welcoming New Board Members

Balancing Interests with Needs: Conceiving an Encyclopedia for Curriculum Studies

Craig Kridel, E. S. Gambrell Professor of Educational Studies & Director of the Museum of Education, University of South Carolina

He is the E. S. Gambrell Professor of Education and Curator of the Museum of Education at the University of South Carolina. His publications include The Encyclopedia of Curriculum Studies, Stories of the Eight-Year Study, Books of the Century, Writing Educational Biography, and Teachers and Mentors, and he has received the A.A.C.T.E. Outstanding Writing Award and the Educational Press Association of America Distinguished Achievement Award.

His research interests include Progressive education as portrayed through biographical research and, quite specifically, as represented in the Eight Year Study and the Secondary School Study (Black High School Study). He is active in the American Educational Research Association and, as a former aesthetic educator, continues to be involved with various historical music organizations and research activities—notably, as coordinator of Berlioz Historical Brass (an ensemble devoted to the presentation of early 19th century brass instruments), organology (the research of early 19th century bass horns), and as a "special friend" of The Tigers (an African-American shout band from Charlotte). His primary work, however, revolves around the foundations of education as they impact upon the areas of teacher education, school change, and community development.
### Keynote Speakers

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### Dissertation Award Winners

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Curriculum and Teaching Dialogue

Volume 12 numbers 1 & 2
Edited by David J. Flinders, Indiana University

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Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum. The purpose of AATC as originally defined in Articles 1, Section 2A and Section 2B of the AATC Constitution is: To constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching the "what to teach" aspect). In the larger universities, faculty members identified with this field of scholarly study are typically affiliated with the departments of curriculum and instruction, teacher education, and elementary secondary education. To promote the scholarly study of teaching and curriculum, all analytical and interpretative approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged. In fulfillment of this mission, this volume addresses a range of issues across the broad fields of teaching and curriculum for all grades, levels, and types of programs.


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<th>Title</th>
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<td>Curriculum and Teaching Dialogue Volume 12, 2010</td>
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Call for Manuscripts

Curriculum and Teaching Dialogue
The Journal for the American Association for Teaching and Curriculum
Co-Editors: David Filkins, Indiana University & P. Bruce Uhrmacher, University of Denver
Associate Editor: Christine Moroye, Regis University

Guidelines for Submitting a Manuscript

- 1 electronic copy of manuscript, abstract, and biography (in Word format) sent via email to: Christine Moroye at cmoroye@regis.edu
- 1 original copy of manuscript with title of manuscript, submission category, name(s) of author(s), full mailing address, telephone number, fax, and e-mail address on the cover page.
- 1 abstract of no more than 75 words
- 1 biography of each author, 20 words or less
- 12 font, double-spaced, page limit according to category
- References in APA style
- PC compatible, Word format
- Tables, figures, and graphs attached at end of manuscript, with specific program used to create them noted and with place in manuscript indicated by [insert Table X here].

Questions can be sent to cmoroye@regis.edu
For further information on Curriculum & Teaching Dialogue or AATC, visit www.aatchome.org.

Types of Manuscript Submissions

Selected Conference Papers
These papers must have been presented at the annual conference held in October of each year. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be postmarked by October 31 of that year.

Open Submission Papers
These papers do not have to be presented at the annual conference, but must be on topics related to teaching and/or curriculum. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category may be submitted any time.

Book Reviews
Reviews of books related to the teaching or curriculum fields will also be welcomed. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Dialogue Column
This column will be open for anyone who wishes to respond to previously published CTD manuscripts or presentations at AATC conferences. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Letters to the Editor
These will be selected at the discretion of the Editor.

All manuscripts will be reviewed by the Editorial Board. Accepted manuscripts will be published annually.
Curriculum and Teaching Dialogue Manuscript Reviewer Expertise

As our journal continues to grow and develop, we would like to refine the editorial process. Please check the fields for which you are confident and competent to evaluate manuscripts. Write in other specialties in current educational issues and trends. Please include all of your contact information as well.

Return to: Christy M. Moroye, PhD, Assistant Professor, 3333 Regis Blvd. K-10, Denver, CO 80221-1099, Email: cemoroye@regis.edu

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<th>Fields of Interests</th>
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- Administration/Supervision (Specify)
- Alternative Schooling
- Assessment, Evaluation, Measurement, Testing
- Authentic Assessment
- Art Education
- Bilingual Education
- Business Education
- Character Education
- Computer Education
- Cross-Cultural Education
- Curriculum Theory
- Culturally Disadvantaged
- Early Childhood Education
- Educational Media
- English as a Second Language Education
- Elementary Education
- Foreign Language Education (Specify)
- Foundations of Education
- Gifted and Talented Education
- Global Education
- Health and Safety/Driver Education
- Higher Education
- Home Economics Education
- Industrial Arts and Technology Education
- International and Comparative Education
- Junior High/Middle School Education
- Language Arts Education
- Mathematics Education
- Multicultural Education/Diversity
- Music Education
- Parochial Education
- Performing Arts Education (Specify)
- Personnel Services
- Physical Education
- Political Aspects/Governmental Influences on Education
- Reading, Emerging Literacy
- Religious Education
- Research and Statistics (Specify)
- Remedial Education
- School Psychology/Student Counseling
- Science Education
- Social Studies Education
- Special Education (Specify Areas)
- Speech and Audiology
- Teacher Certification
- Teacher Education (Specify Areas)
- Technology in Education (Specify)
- Trade and Industrial Education
- Other Specialties:
Call for Proposals for 2011 Conference Denver, Colorado

AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM
Eighteenth Annual Conference (October 13-15, 2011)

www.aatchome.org

Doubletree Hotel Denver
3203 Quebec Street
Denver, Colorado 80207

The American Association for Teaching and Curriculum (AATC) invites proposals for the Eighteenth Annual Conference in Denver, Colorado. The types of presentations being solicited include Papers, Ideas and Issues, Panels/Symposia, and Poster Sessions.

- A Paper presentation is a formal paper reporting ongoing or completed research and invites reactions. Copies of the paper should be distributed and should not have been previously presented. Paper presentations are allotted 15-20 minutes for the presentation plus an additional 5-10 minutes for audience reactions.

- An Ideas and Issues session is a presentation of questions for inquiry and/or concepts or theories to engage the audience in discussion. Ideas and issues sessions are allotted at least 30 minutes, but more as the program schedule permits.

- A Panel/Symposium involves several speakers discussing varied points of view on a specified issue of interest to the AATC membership. Panels/Symposia are allotted 60 minutes for presentations and audience participation.

- A Poster Session incorporates a graphic representation and an oral presentation on a current educational issue. Graduate students will present their poster in a roundtable format. Participants will move from poster to poster for a short presentation by the presenter with a chance to ask questions.

Proposal Guidelines

- Proposals are to be prepared according to the outline specified on the Proposal Application Below. Proposals that do not follow this format will not be reviewed.
- Proposals need to be submitted as MS Word documents or as Rich Text Format if MS Word is not available.
- Institutions or School Districts should not be identified in the proposal.
- All proposals for presentation at the AATC annual conference will be subjected to blind review.
- Submit electronically as two separate documents to aatcconference@gmail.com
  - 1 Proposal application
  - 1 Narrative for the presentation/proposal

General Proposal/Presentation Information

- Proposals must be received no later than: March 15, 2011.
- Presenters should pre-register for the conference. If your registration is not received by September 17th, 2011, your name will be removed from the program.
- Presenters should bring 15 copies of any materials for sharing at the conference.
- No A-V equipment is available.

If you have any questions and/or are willing to serve as a reviewer of proposals or as a session moderator, your help would be greatly appreciated. For any inquiries or information, please contact: Denise McDonald, Ed.D., University of Houston-Clear Lake; Email: aatcconference@gmail.com; Phone: (261) 283-3644.
Proposal Application for the Eighteenth Annual AATC Conference

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<td>Willing to Serve as Reviewer:</td>
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Names and *email* of co-presenters, if applicable:

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<tr>
<td>Abstract (15-25 word description of presentation)</td>
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**Proposal:** Please send electronically a two-page, typed, double-spaced narrative (MS Word or RTF) to aatcconference@gmail.com. Make sure that the following is included in the proposal: (1) Title of Presentation; (2) Objectives or purposes of the Proposal; (2) the philosophical, theoretical, or practical argument; (3) literature, sources, or evidence to support the argument/analysis; and (4) conclusions, implications, and significance of proposal. Please omit any references to the authors or presenters. Submit electronically two separate documents: (1) Proposal Application and (2) Narrative for the presentation/proposal to: Denise McDonald at aatcconference@gmail.com.

**Audio-Visual Equipment:** All AV equipment will be the responsibility of the presenters.

All communication will be conducted electronically. Each presentation proposal will be notified of receipt of proposal; receive letter of acceptance or rejection; registration materials; and draft of 2011 program.

Please send all proposals electronically by March 15, 2011.

If you have questions, please contact Dr. Denise McDonald, University of Houston-Clear Lake, at aatcconference@gmail.com or (281) 283-3544. For updates and information about the conference, also see www.aatchome.org.