

Conclusion



Conclusion

David R. Arendale

It has been an amazing experience to document the scope and diversity of ideas of students, faculty, and staff members of the General College (GC) as they approach their work and service to students. In anticipation of GC's 75th anniversary in 2007, we undertook this book project 2 years ago. Our primary intent was to document the General College's current contributions, as well as those of GC administrators, faculty, and staff who have preceded us, and to share our ideas with colleagues at other institutions. We have learned much from our colleagues here in the U.S. and internationally, and we saw this book as an opportunity to inform the greater higher education community about how we have implemented what we have learned in the General College.

As we complete the editing of the book, the General College is again being challenged to transform itself to comply with new priorities presented by a University-wide strategic planning process initiated by the University's central administration. Change is nothing new for GC. As some of the chapters in this book have illustrated, GC has modified its mission and transformed its curriculum approximately every 10 to 20 years. Twice within the past 2 decades serious attempts have been made to close the college due to perceptions that its mission was unessential for a major public research university. The recently approved plan for strategic restructuring of the University includes significant reorganization of GC, and its loss of status as a freshman-admitting college also reflects that point of view.

The forces of change that are currently enveloping the University of Minnesota are not unique or new to American public postsecondary education. Crushing economic forces have been buffeting postsecondary education for over a decade. The proportion of state funds devoted to public higher education has been significantly and perhaps irrevocably diminishing for a long time, both here in Minnesota and around the nation. State legislative leaders are devoting more resources to health care, prison construction, and rebuilding of transportation infrastructure. Public elementary and secondary (K-12) education initiatives generally receive first preference for scarce infusions of state funding; however, K-12 school districts are fighting major battles as well.

The historic notion that substantial financial investments in education programs yield significant and long-term benefits for society has been too often forgotten. During a conference presentation recently given by one of

this book's co-editors, a high-ranking college administrator exclaimed that her first priority each morning was to figure out how she could keep the doors open at her institution. Although her concern was perhaps exaggerated, many state and federal reports that increasingly document the dismal funding prospects for public postsecondary education confirm this anecdote. It appears that a lack of fiscal resources is driving much of the change within higher education, including the significant restructuring currently under way at the University of Minnesota. Fiscal exigencies combined with rapidly changing demographics, and particularly the projected decline in the number of students of traditional college age, are causing postsecondary administrators in the U.S. to rethink their budget priorities.

An increasing trend is a shift of access and developmental education programs from a shared responsibility by all postsecondary institutions to an obligation of only public community colleges. This reduction or elimination of this responsibility is appearing with increased frequency in urban public colleges and universities. This issue bears increased investigation regarding the scope of institutional mission changes and the consequences for the diversity of the student body and impact on student outcomes.

At the time of publication of this book, the ultimate future is uncertain for the General College. When draft recommendations were circulated in early spring 2005 that recommended significant campus reorganization including demotion of GC to departmental status, a spirited and vigorous campaign was waged by supporters of GC. They advocated for its continued status as a college with the authority to manage its mission, admissions, curriculum, and budget. Of particular concern was maintaining access to the University for students from populations that traditionally have been underserved in U.S. higher education, and especially at its most prestigious public research I institutions. These populations include students of color, students who represent the first of their families to attend college, students who are English language learners, students who have spent major portions of their lives living as refugees without a country, students with disabilities, and students from low-income families. For almost 75 years General College has provided the gateway to the University of Minnesota for these students. The recent debate involved many people throughout the campus, members of the community, and other policy makers. People of good will on both sides of the argument engaged in a dramatic battle related to the future vision of the University as a whole and the role of the General College in particular.

In June 2005 the UMN Board of Regents approved by a vote of 11 to 1 that GC be demoted to departmental status and be assigned to the College of Education and Human Development. Final details concerning the implementation of this change will be studied by campus task forces that will pres-

ent their recommendations for action and approval by UMN central administration in December 2005. UMN President Robert Bruininks has announced that the transition process will take place over several years.

Change is coming to what is now the General College. That is not new for GC, which is probably the most flexible academic unit within the University community. As demonstrated in the history section of this book, it has often been called upon to modify its mission to meet the needs presented to it. If the old expression is correct that “form follows function,” then also is the fact that function is dependent upon values and mission. The recognition of the importance of shared values is critical to understanding GC and the endeavors of its students, faculty, staff, and administrators to maintain GC’s unique vision and sense of community.

At a spring 2005 GC faculty meeting the group reviewed GC’s core values. Regardless of the administrative organization of our unit, our values are central to who we are and hopefully will always be reflected in our collective work. This discussion and others that have been occurring throughout the college have identified the following values that are held by the group: (a) the diversity of our student body as well as our faculty and staff, (b) the centrality of multiculturalism to all the activities of the college, (c) the necessity to address issues of social justice in our work, (d) our focus on student-centered teaching, and (e) the importance of classroom-based research.

This book is about “The General College Vision.” Regardless of our future, we plan to continue to remain steadfast to our vision and values. We hope that readers of this book have learned new means for tangible expressions of these values at their home institutions. Perhaps in some small way this book can help nurture and spread the glow of the General College vision to other colleges and universities throughout the land. Regardless of our future, maybe the embers of the fire of our convictions can inspire others to experiment and implement strategies that work best for their institution. We hope that through the collective flames of a thousand fires the GC vision can spread to impact more students in the future.

About the Editors

Jeanne L. Higbee has a B.S. in sociology (1972) from Iowa State University and earned her M.S. in Counseling and Guidance (1976) and Ph.D. in educational administration (1981) from the University of Wisconsin-Madison (UW). She began her career in developmental education and learning assistance as a graduate student coordinating the Learning Skills Program for the UW Counseling Service. She worked full-time in student affairs at a variety of institutions from 1977 through 1985, and then taught in the Division of Academic Assistance at the University of Georgia from 1985 to 1999. She currently serves as professor and senior advisor to the Center for Research on Developmental Education and Urban Literacy (CRDEUL) at the University of Minnesota General College. She is the recipient of the American College Personnel Association (ACPA, 2005) Voice of Inclusion Medallion, the Henry Young Award for Outstanding Individual Contribution to the National Association for Developmental Education (NADE, 2002), the award for Outstanding Article in the *Journal of Developmental Education* (2000), and the Hunter R. Boylan Outstanding Research/Publication Award (NADE, 1999), as well as the General College's 2004 Multicultural Recognition Award. In addition to serving as co-editor of *The Learning Assistance Review* and on numerous other journal editorial boards, she has edited 12 monographs and published more than 75 articles related to access to higher education and success in the first year of college. She has also edited a book titled *Curriculum Transformation and Disability: Implementing Universal Design in Higher Education* and is currently working on a monograph addressing issues for professionals with disabilities.

Dana Britt Lundell received her Ph.D. in education, curriculum and instruction, at the University of Minnesota in 1999. Her emphasis was literacy in higher education, with a minor in composition, literacy, and rhetorical studies. Prior to this she received an M.A. in English from the University of Minnesota, and a Bachelor of Philosophy in interdisciplinary studies from the Western College Program at Miami University (OH). Since 1993 Dana has worked in General College. During that time she was an instructor in the writing program for 5 years. In 1996 she helped establish and implement the Center for Research on Developmental Education and Urban Literacy, and in

2000 she became its first full-time director. Dana's ongoing research emphasizes access in higher education, postsecondary developmental education, multicultural education, graduate education, and literacy issues. She is co-editor of the CRDEUL publication series and has published several articles, chapters, and reports. She was 2004 President of the Minnesota Association for Developmental Education (MNADE) and recently coordinated the planning committee for the developmental education initiative of the Twin Cities Metropolitan Higher Education Consortium. Most importantly, in her real life Dana plays guitar, owns a house, enjoys the outdoors, and loves cats.

David R. Arendale earned his B.S. in history and philosophy in 1977 and M.S. in history in 1985 from Emporia State University (KS), Certificate in developmental education in 1990 from Appalachian State University (NC), Ed.S. in higher education administration in 1991, and Ph.D. in educational administration and history in 2000 from the University of Missouri-Kansas City. In General College Arendale serves as assistant professor in social sciences and faculty advisor for outreach with the Center for Research on Developmental Education and Urban Literacy (CRDEUL). Previously he directed the National Center for Supplemental Instruction and the campus learning center located at the University of Missouri-Kansas City. He also directed learning centers at two Kansas community colleges during the 1980s: Highland Community College and Pratt Community College. Arendale has held a variety of leadership positions within the National Association for Developmental Education, including president. The American Council for Developmental Education Associations selected Arendale in 2000 as a Founding Fellow of Developmental Education

About the Authors

Heidi Lasley Barajas earned a B.A. in Spanish and education, an M.S. in sociology from the University of Utah, and a Ph.D. in sociology from the University of Minnesota. She currently works in the General College as assistant professor in social sciences and focuses her research on the relationship of race and educational institutions, and on community service-learning as a pedagogy and key to educational access as well as individual and citizenship development.

Mark A. Bellcourt is currently a doctoral candidate in higher education policy and administration at the University of Minnesota. His undergraduate and master's degrees are in counseling and psychology. During his 13 years working in student services in the General College, Mark has coordinated its academic progress system, taught freshman experience courses, and advised the General College Student Board. His areas of interests are in student affairs, first-year students, and Native American education.

Thomas Brothen is currently Morse-Alumni Distinguished Teaching Professor of psychology and social sciences in the General College, where his primary teaching responsibility is general psychology. Brothen received his Ph.D. in social psychology from the University of Minnesota. His research interests include teaching psychology, computer-assisted instructional methods, and student academic progress.

Patrick Bruch received a B.A. in English from Western Michigan University in 1992 and a Ph.D. in English from Wayne State University (MI) in 1999. He is currently assistant professor of writing studies, co-director of the Writing Program, and director of the graduate certificate in postsecondary developmental education in the General College.

Martha Casazza is the dean of the College of Arts and Sciences at National-Louis University in Chicago, Illinois. She has served as president of the National College Learning Center Association, president of the National Association for Developmental Education, Co-Editor of the *Learning Assistance Review*, and co-editor for the National Association for Developmental Education newslet-

ter. She is currently on the editorial board for the *Journal of Developmental Education* as well as the advisory board for the Center for Research on Developmental Education and Urban Literacy. She received the Hunter R. Boylan Outstanding Research/Publication Award in 2004. Dr. Casazza was awarded a Fulbright Scholarship to South Africa in 2000, where she worked with faculty and students at the University of Port Elizabeth. She has presented faculty workshops and speeches in Scotland, England, Spain, and Poland. Dr. Casazza has co-authored two books with Dr. Sharon Silverman: *Learning Assistance and Developmental Education: A Guide for Effective Practice* (1996) and *Learning and Development* (2000). She currently has a book in press, *Access, Opportunity and Success: Keeping the Promise of Higher Education*.

Carl J. Chung earned an A.B. in Philosophy from Occidental College in 1986 and a Ph.D. in philosophy from the University of Minnesota in 2000. He has worked at the General College since 1995, first as a graduate teaching assistant, then as a graduate teaching specialist, and finally as an assistant professor of humanities. He has served on the Center for Research on Developmental Education and Urban Literacy's Advisory Board since its inception.

Laurene Christensen earned her B.A. in English in 1993 from the University of North Dakota. She earned her M.A. in English from Portland State University in 2000 and her M.A. in teaching English to speakers of other languages (TESOL) from Portland State in 2002. She is currently pursuing a doctorate in education policy and administration with a focus on comparative and international development education at the University of Minnesota. In the General College she teaches reading and composition in the Commanding English program.

Daniel Detzner received a B.A. from the University of Notre Dame (IN), an M.A. from Georgetown University (DC), and a Ph.D. from the University of Minnesota in American studies. He began his career in General College, served as head of the social and behavioral sciences division, and won the Morse Award for Outstanding Contributions to Undergraduate Education. He moved to the University of Minnesota's family social sciences department, where he later became associate dean and interim dean in the College of Human Ecology. He currently serves as professor and associate dean for Academic Affairs in General College and is a member of the University of Minnesota's Academy of Distinguished Teachers.

Irene M. Duranczyk earned her B.A. in 1971 in Chemistry from Oakland University (MI), her M.Ed. in 1990 in educational leadership from Wayne State

University (MI), and her Ed.D. in 2002 in developmental education: higher education administration and management from Grambling State University (LA). In the General College she currently serves as associate professor in developmental mathematics and co-editor of the annual monographs of the Center for Research on Developmental Education and Urban Literacy (CRDEUL). She is co-editor of the *The Learning Assistance Review*. Previously she was the program administrator of developmental mathematics in the department of mathematics at Eastern Michigan University for 10 years.

Renata Fitzpatrick earned her B.A. in English literature and M.A. in teaching English as a second language from the University of Minnesota in 1998 and 2001 respectively. Currently Renata teaches four courses per year in the Commanding English program and serves as an English as a second language (ESL) specialist in the General College Writing Center.

David L. Ghere is an associate professor of history at the General College, University of Minnesota, where he has taught American History and World History for 14 years. He has a variety of publications on Native American history particularly focusing on northern New England during the colonial period. He also has created 15 classroom simulations and published articles on developmental education and teaching methods. He received his B.S. in secondary education and M.Ed. in social studies from the University of Illinois, and M.A. and Ph.D. in history from the University of Maine at Orono.

Emily Goff earned her B.A. in Portuguese and certificate in teaching English to speakers of other languages (TESOL) from the University of Wisconsin-Madison in 1998. She is currently pursuing a Ph.D. in adult education at the University of Minnesota. In the General College she works as the associate editor for *The Learning Assistance Review* and editorial assistant for numerous Center for Research on Developmental Education and Urban Literacy projects.

Katy Gray Brown has degrees in peace studies (B.A. from Manchester College (IN), 1991; M.A. from the University of Notre Dame (IN), 1992, and philosophy (M.A. and Ph.D. from the University of Minnesota, 1994 and 2000). She is an assistant professor in the General College.

Ian S. Haberman is currently a junior majoring in philosophy with an ethics and civic life emphasis and a minor in economics. He is an undergraduate teaching assistant at General College and a member of the Pre-Law Society, with plans to attend law school after graduation. Ian also spends his spare time as a volunteer with Habitat for Humanity.

Debra A. Hartley earned her B.A. in English in 1973 from Gustavus Adolphus College (MN), her Master of library science degree from Indiana University in 1975, and her M.A. and Ph.D. in English from the University of Iowa in 1988 and 1992 respectively. In the General College she currently serves as coordinator of the Writing Center and Academic Resource Center (ARC) Computer Center and teaching specialist in writing. Previously she tutored writing and taught English for 6 years at Augustana College in Rock Island, IL.

Leon Hsu received a B.A. in physics from Harvard University (MA) in 1991 and a Ph.D. in physics from the University of California in 1997. He is an assistant professor in the General College. Previously, he held a National Science Foundation postdoctoral fellowship in science, mathematics, engineering, and technology education at the Center for Innovation in Learning at Carnegie Mellon University (PA).

Patricia A. James earned her B.F.A. in painting from the University of Illinois in 1970, her M.F.A. in sculpture from Bradley University (IL) in 1985, and her Ph.D. in curriculum and instruction from the University of Minnesota in 1993. She has taught art in the General College since 1993 and is currently an associate professor. Before moving to Minnesota, she was an assistant professor of art at Wesleyan College in Macon, GA.

Allen B. Johnson earned a B.S. in education (secondary school science teaching) at Wisconsin State College-Superior in 1960. In 1963 he earned an M.A. at Drake University (IA), in 1968 he earned an M.S., and in 1974, he earned a Ph.D. with a major in soil science and minor in higher education, both from the University of Minnesota. He has taught the earth sciences, physical sciences, and developmental mathematics at the General College since March 1963. In 1982 he was a recipient of the Alfred L. Vaughan Award for Outstanding Service in the General College and in 1985 he received the H.T. Morse-Alumni Award for Outstanding Contributions to Undergraduate Education at the University of Minnesota. He retired in May 2004 at the rank of associate professor.

D. Patrick Kinney earned his B.S. in mathematics in 1984 from the University of Wisconsin-Superior, and his Ph.D. in mathematics education from the University of Minnesota in 1997. He taught mathematics at the General College as a teaching specialist and as an assistant professor for 5 years. Currently, he is a mathematics instructor at the Wisconsin Indianhead Technical College in New Richmond, WI.

Laura Smith Kinney earned her B.S. in mathematics from the University of Minnesota-Morris in 1985, M.S. in mathematics from Iowa State University in 1988, and Ph.D. in mathematics education from the University of Minnesota in 1997. She taught mathematics as a graduate teaching assistant at the General College for 6 years. Currently she is an assistant professor of mathematics at Northland College in Ashland, WI.

Randy Moore earned his B.S. in biology in 1975 from Texas A&M University, his M.S. in botany from the University of Georgia in 1977, and his Ph.D. in biology from the University of California at Los Angeles in 1980. Randy is professor of biology in General College.

Robin Murie has her B.A. in German and history from the University of Wisconsin-Madison and M.A. in English as a second language (ESL) from the University of Minnesota. In the General College she has been director of the Commanding English program for the past 12 years. Previously, she directed writing programs for non-native speakers of English at the University of California at Berkeley and in the College of Liberal Arts at the University of Minnesota.

Patricia J. Neiman earned her B.A.S. degree from General College and her M.A. in counseling and student personnel psychology from the University of Minnesota in 1983 and 1988 respectively. In the General College she currently serves as coordinator of the Transfer and Career Center and a counselor advocate in Student Services.

Donald L. Opitz earned his B.S. in physics and mathematics in 1991 from DePaul University in Chicago and his M.A. and Ph.D. in history of science and technology from the University of Minnesota in 1998 and 2004, respectively. In the General College he currently serves as coordinator of the Math Center and teaching specialist in mathematics. Previously he taught in Upward Bound and at Minneapolis Community and Technical College.

Robert Poch earned B.A. and M.A. degrees in history from Virginia Tech and a Ph.D. in higher education administration from the University of Virginia. He is assistant dean and director of Student Services at General College. Prior to coming to General College, he served as director of the Minnesota Higher Education Services Office (1996–2004) and as associate commissioner for access and equity and external affairs at the South Carolina Commission on Higher Education (1991–1996).

Thomas Reynolds earned his B.A. in English from the University of Notre Dame (IN) and his M.A. and Ph.D. in English from the University of Minnesota. In General College he is currently an assistant professor of writing and co-director of the Writing Program.

Douglas F. Robertson earned his B.S. in physics from Purdue University (IN) in 1968 and his Ph.D. in mathematics education from the University of Minnesota in 1979. He currently is a mathematics professor in the General College, where he has taught mathematics and computer applications since 1974.

Joshua G. Schmitt is from Edina, MN. He is currently a junior completing dual degrees in both scientific and technical communication, B.S., and political science, B.A. He also serves on the University of Minnesota's Institutional Review Board, Medical Group Four.

Mary Ellen Shaw earned her B.A. in English in 1973 from Macalester College in St. Paul, her M.A. in religious studies in 1978 from United Theological Seminary (MN), and her Ph.D. in American studies in 2001 from the University of Minnesota. She has served in a variety of roles in General College Student Services since 1985, including academic advising and coordination of advising programs.

Kwabena Siaka earned his B.B.A. in Management from the University of Alaska and his master's degree in education from the University of Minnesota. He is currently pursuing his Ph.D. in educational policy and administration. As a cultural diversity consultant, he provides expertise to student governments, higher education institutions, and corporations.

Susan K. Staats is a mathematics educator and cultural anthropologist with field experience in Guyana, South America. She earned her B.S. and M.S. degrees in mathematics from the Ohio State University and a Ph.D. in cultural anthropology from Indiana University. She is an assistant professor in General College with research interests in socially-based mathematics curricula and sociolinguistic methods for assessing math classroom interactions.

David V. Taylor holds an M.A. from the University of Nebraska, and both his B.A. and Ph.D. (history of African people) from the University of Minnesota. He is a native of Minnesota, born and raised in St. Paul, where he graduated from Central High School. He was formerly associate vice chancellor for Academic Affairs at the Minnesota State University System from February 1986 to February 1989. David Taylor has been dean of the General

College at the University of Minnesota since 1989. As chief academic officer, he has provided leadership and supervision to the faculty, academic professionals, civil service employees, and graduate teaching assistants who provide instruction and academic counseling services to 1800 students. In August 2005 he will become provost and president of Academic Affairs at Morehouse College in Atlanta, GA.

Cathrine Wambach is an associate professor in General College. She earned a Ph.D. in counseling psychology from the University of Minnesota in 1981. Her interest in the process of change has led her to study the effects of computer-mediated pedagogy on students in introductory psychology, students' beliefs about their academic development, and the relationship between habits, such as procrastination, personality traits, such as conscientiousness, and academic success.

Amanda M. Wigfield is a native of St. Paul, MN, and a graduate of DeLaSalle High School in Minneapolis. She distinguishes herself through involvement in numerous volunteer activities, serving youth, the aged, and the underprivileged. She is currently completing her freshman year at the University of Minnesota and is on the Dean's List.

Leah A. Woodstrom is a junior from Minneapolis, MN. She designed her own major through the Inter-College Program and will be completing a Bachelor of Arts degree with concentrations in political science, sociology, and family social science. Leah currently is working in the General College Transfer and Career Center and with General College admissions. She is a huge advocate for General College and its services and programs!

Khong Meng Xiong is from La Crosse, WI. He is currently a freshman majoring in psychology, with a minor in Spanish. He serves as the co-chairman of the General College Student Board and is actively involved with the General College Multicultural Concerns Committee and Alumni Association Advisory Committee. Khong is also engaged in many diversity issues on campus that deal with Gay, Lesbian, Bisexual, and Transgender (GLBT) issues, violence prevention, and multicultural awareness.

Xu Zhang is teaching reading in the content area and grammar workshop in the Commanding English program in General College. She is currently a Ph.D. candidate in curriculum and instruction at the University of Minnesota, majoring in second languages and cultures education. Her research interests include content-based second language instruction, educational technology, and international teaching assistant training.

Bibliography of Developmental Education Publications by General College Authors

Compiled by Emily Goff

- Adler-Kassner, L., Reynolds, T., & delMas, R. (1999). Studying a basic writing program: Problems and possibilities. *Research & Teaching in Developmental Education*, 16(1), 33–40.
- Arendale, D., & Martin, D. C. (2001). Introduction to special issue on Supplemental Instruction for at-risk student populations. *Journal of Developmental Education*, 24(2), 1, 40.
- Arendale, D., & Martin, D. C. (Eds.). (2001). Use of Supplemental Instruction for at-risk student populations. *Journal of Developmental Education*, 24(2).
- Arendale, D. (1993a). Foundation and theoretical framework for Supplemental Instruction. In D. C. Martin & D. Arendale (Eds.), *Supplemental Instruction: Improving first-year student success in high-risk courses* (2nd ed.; pp. 19–26). Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Arendale, D. (1993b). Review of research on Supplemental Instruction. In D. C. Martin & D. Arendale (Eds.), *Supplemental Instruction: Improving first-year student success in high-risk courses* (2nd ed.; pp. 19–26). Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Arendale, D. (1993c). Supplemental Instruction in the first college year. In D. C. Martin & D. Arendale (Eds.), *Supplemental Instruction: Improving first-year student success in high-risk courses* (2nd ed.; pp. 11–18). Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Arendale, D. (1993d). Understanding the Supplemental Instruction model. In D. C. Martin & D. Arendale (Eds.), *Supplemental Instruction: Improving first-year student success in high-risk courses* (2nd ed.; pp. 3–10). Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Arendale, D. (1994). Understanding the Supplemental Instruction model. In D. C. Martin & D. Arendale (Eds.), *Supplemental Instruction: Increasing student achievement and retention* (pp. 11–21). (New Directions in Teaching and Learning, No. 60). San Francisco: Jossey-Bass.
- Arendale, D. (1995). Self-assessment for adjunct instructional programs. In S. Clark-Thayer (Ed.), *National Association for Developmental Education self-evaluation*

- guides: Models for assessing learning assistance/developmental education programs* (pp. 49–87). Clearwater, FL: H & H.
- Arendale, D. (1996). Serving as enrollment management experts. *Journal of Developmental Education*, 20(1), 20.
- Arendale, D. (1997). Learning centers for the 21st century. *Journal of Developmental Education*, 20(2), 16.
- Arendale, D. (1998). Increasing the efficiency and effectiveness of learning for first year students through Supplemental Instruction. In J. L. Higbee & P. L. Dwinell (Eds.), *Developmental education: Preparing successful college students* (pp. 185–197). Columbia, SC: National Association for Developmental Education and National Center for the First-Year Experience & Students in Transition, University of South Carolina.
- Arendale, D. (2000). Strategic plan of the National Association for Developmental Education. *Journal of Developmental Education*, 33(3), 2–4, 6, 8, 10.
- Arendale, D. (2001). Effect of administrative placement and fidelity of implementation of the model on effectiveness of Supplemental Instruction programs. (Doctoral dissertation, University of Missouri-Kansas City, 2000) *Dissertation Abstracts International*, 62, 93.
- Arendale, D. (2002). A memory sometimes ignored: The history of developmental education. *The Learning Assistance Review*, 7(1), 5–13.
- Arendale, D. (2002). History of Supplemental Instruction (SI): Mainstreaming of developmental education. In D. B. Lundell & J. L. Higbee (Eds.), *Histories of developmental education* (pp. 15–28). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Arendale, D. (2002). Then and now: The early history of developmental education: Past events and future trends. *Research & Teaching in Developmental Education*, 18(2), 3–26.
- Arendale, D. (2004). Pathways of persistence: A review of postsecondary peer cooperative learning programs. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Best practices for access and retention in higher education* (pp. 27–42). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Arendale, D. (in press-a). Mainstreamed academic assistance and enrichment for all students: The historical origins of learning assistance centers. *Research for Education Reform*.
- Arendale, D. (in press-b). Terms of endearment: Words that help define our profession. *Journal of Teaching and Learning*.
- Arendale, D., & Fitch, D. (1990). *Student Opportunity System (S.O.S.): A systematic plan for student retention*. (MRADE Monograph Series, #104). Warrensburg, MO: Central Missouri State University, Educational Development Center.
- Barajas, H. L., & Higbee, J. L. (2003). Where do we go from here? Universal Design as a model for multicultural education. In J. L. Higbee (Ed.), *Curriculum transformation and disability: Implementing Universal Design in higher education* (pp.

- 285–290). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Barajas, H. L., Bruch, P., Choy, G., Chung, C., Hsu, L., Jacobs, W., et al. (2002). Interdisciplining pedagogy: A roundtable. *Symploke*, 10(1–2), 118–132.
- Black, S., Moore, R., & Haugen, H. (2000). *Biology labs that work: The best of how-to-do-its, Part II*. Reston, VA: National Association of Biology Teachers.
- Brothen, T., & Wambach, C. (1999a). An analysis of non-performers in a computer-assisted mastery learning course for developmental students. *Research & Teaching in Developmental Education*, 16(1), 41–47.
- Brothen, T., & Wambach, C. (1999b). An evaluation of lectures in a computer-based, PSI introductory psychology course. *Journal of Educational Technology Systems*, 27(2), 147–155.
- Brothen, T., & Wambach, C. (2000a). A beneficial self-monitoring activity for developmental students. *Research & Teaching in Developmental Education*, 17(1), 31–38.
- Brothen, T., & Wambach, C. (2000b). A research based approach to developing a computer-assisted course for developmental students. In J. L. Higbee & P. L. Dwinell (Eds.), *The many faces of developmental education* (pp. 59–72). Warrensburg, MO: National Association for Developmental Education.
- Brothen, T., & Wambach, C. (2000c). Using factual study questions to guide reading and promote mastery learning by developmental students in an introductory psychology course. *Journal of College Reading and Learning*, 30(1), 158–166.
- Brothen, T., & Wambach, C. (2001). The relationship of conscientiousness to metacognitive study strategy use by developmental students. *Research & Teaching in Developmental Education*, 18(1), 25–31.
- Bruch, P. L. (2000). Critical literacy and basic writing textbooks. *Basic Writing e-Journal*, 2(1).
- Bruch, P. L. (2001). Democratic theory and developmental education. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 39–50). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Bruch, P. L. (2002). Toward a new conversation: Multiculturalism for developmental educators. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Developmental education: Policy and practice*. Warrensburg, MO: National Association for Developmental Education.
- Bruch, P. L. (2003a). Interpreting and implementing Universal Instructional Design in basic writing. In J. L. Higbee (Ed.), *Curriculum transformation and disability: Implementing Universal Design in higher education* (pp. 93–103). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Bruch, P. L. (2003b). Moving to the city: Redefining literacy in the post-civil rights era. In B. McComiskey & C. Ryan (Eds.), *CityComp: Identities, spaces, practices* (pp. 216–233). Albany, NY: State University of New York Press.
- Bruch, P. L. (2004). Universality in basic writing: Connecting multicultural justice, Universal Instructional Design, and classroom practices. *Basic Writing e-Journal*,

- 5(1). Retrieved December 28, 2004, from <http://www.asu.edu/clas/english/composition/cbw/BWEspring2004.html>
- Bruch, P. L. (in press). Breaking the silenced dialogue. In P. L. Bruch & R. Marback (Eds.), *The hope and the legacy: The past, present, and future of "students' right to their own language."* Cresskill, NJ: Hampton Press.
- Bruch, P. L., & Higbee, J. L. (2002). Reflections on multiculturalism in developmental education. *Journal of College Reading and Learning*, 33(1), 77–90.
- Bruch, P. L., & Marback, R. (Eds.). (in press). *The hope and the legacy: The past, present, and future of "students' right to their own language."* Cresskill, NJ: Hampton Press.
- Bruch, P. L., & Marback, R. (in press). Critical hope, "students' right," and the work of composition studies. In P. L. Bruch & R. Marback (Eds.), *The hope and the legacy: The past, present, and future of "students' right to their own language."* Cresskill, NJ: Hampton Press.
- Bruch, P. L., Higbee, J. L., & Lundell, D. B. (2003). Multicultural legacies for the 21st century: A conversation with James A. Banks. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Multiculturalism in developmental education* (pp. 35–42). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Bruch, P. L., Higbee, J. L., & Lundell, D. B. (2004). Multicultural education and developmental education: A conversation about principles and connections with Dr. James A. Banks. *Research & Teaching in Developmental Education*, 20(2), 77–90.
- Bruch, P. L., Jehangir, R. R., Jacobs, W. R., & Ghery, D. L. (2004). Enabling access: Toward multicultural developmental curricula. *Journal of Developmental Education*, 27(3), 12–14, 16, 18–19.
- Bruch, P. L., Jehangir, R. R., Lundell, D. B., Higbee, J. L., & Miksch, K. L. (2005). Communicating across differences: Toward a multicultural approach to institutional transformation. *Innovative Higher Education*, 29(3), 195–208.
- Bruch, P. L., Kinloch, V., & Marback, R. (2004). Neither distant privilege nor privileging distance: Literacies and the lessons of the Heidelberg Project. In B. Huot, B. Stroble, & C. Bazerman (Eds.), *Multiple literacies for the twenty-first century* (pp. 277–293). Cresskill, NJ: Hampton Press.
- Bruch, P., & Marback R. (2002). Race, literacy, and the value of rights rhetoric in composition studies. *College Composition and Communication*, 53, 651–674.
- Caniglia, J., & Duranczyk, I. M. (1999). Understanding math backwards. In J. L. Higbee & P. L. Dwinell (Eds.), *The expanding role of developmental education* (pp. 43–55). Morrow, GA: National Association for Developmental Education.
- Chung, C. J. (2001). Approaching theory in developmental education. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 21–27). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Chung, C. J. (2004a). Enhancing introductory symbolic logic with student-centered discussion projects. *Teaching Philosophy*, 27(1), 45–59.
- Chung, C. J. (2004b). The impact of attendance, instructor contact, and homework

- completion on achievement in a developmental logic course. *Research & Teaching in Developmental Education*, 20(2), 48–57.
- Chung, C. J. (2004c). Slipping through the cracks. In L. Flowers (Ed.), *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals* (pp. 194–197). Springfield, IL: Charles C. Thomas.
- Chung, C. J. (2005). Theory, practice, and the future of developmental education: Toward a pedagogy of caring. *Journal of Developmental Education*, 28(3), 2–4, 6, 8, 10, 32–33.
- Chung, C. J., & Brothen, T. (2002). Some final thoughts on theoretical perspectives—Over lunch. In D. B. Lundell & J. L. Higbee (Eds.), *Proceedings of the second meeting on future directions in developmental education* (pp. 39–43). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Collins, M. (2001). The multicultural classroom: Immigrants reading the immigrant experience. *MinneTESOL/WITESOL Journal*, 18, 13–22.
- delMas, R. (in press). Teaching statistics to underprepared college students. In J. Garfield (Ed.), *Innovations in Teaching Statistics*. Washington, DC: Mathematical Association of America.
- Duranczyk, I. M., & Caniglia, J. (1998). Student belief, learning theories, and developmental mathematics: New challenges in preparing successful college students. In J. L. Higbee & P. L. Dwinell (Eds.), *Developmental education: Preparing successful college students* (pp. 123–138). Columbia, SC: National Resource Center for the First-Year Experience & Students in Transition, University of South Carolina.
- Duranczyk, I. M. (1998). Unanticipated outcomes of developmental math education—A qualitative study. In D. C. Mollise & C. T. Matthews (Eds.), *NADE Selected Conference Papers, Vol. 3*. (pp. 19–21). Carol Stream, IL: National Association for Developmental Education.
- Duranczyk, I. M. (2002). *Voices of underprepared university students: Outcomes of developmental mathematics education*. Unpublished doctoral dissertation, Grambling State University, LA.
- Duranczyk, I. M., & White, W. G. (Eds.). (2003). *Developmental education: Pathways to excellence*. Findlay, OH: National Association for Developmental Education.
- Duranczyk, I. M., Higbee, J. L., & Lundell, D. B. (Eds.). (2004). *Best practices for access and retention in higher education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Duranczyk, I. M., Leopard, B., Richards, E., & Caniglia, J. (2003). Rising stars. In T. Armington (Ed.), *Best practices in developmental education, Vol. 2*. (pp. 41–43). Findlay, OH: National Association for Developmental Education.
- Duranczyk, I. M., Staats, S., Moore, R., Hatch, J., Jensen, M., & Somdahl, C. (2004). Developmental mathematics explored through a sociocultural lens. In I. M. Duranczyk, J. L. Higbee, & D. B. Lundell (Eds.), *Best practices for access and retention in higher education* (pp. 43–53). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.

- Dwinell, P. L., & Higbee, J. L. (1990a). The role of assessment in predicting achievement among high risk freshmen: A bibliographic essay. *Journal of Educational Opportunity*, 5(1), 29–34.
- Dwinell, P. L., & Higbee, J. L. (1990b). The Student Developmental Task and Lifestyle Inventory (SDTLI): Relationship to performance among developmental freshmen. *Georgia Journal of College Student Affairs*, 5, 29–34.
- Dwinell, P. L., & Higbee, J. L. (1991a). Affective variables related to mathematics achievement among high risk college freshmen. *Psychological Reports*, 69, 399–403.
- Dwinell, P. L., & Higbee, J. L. (1991b). The relationship between developmental tasks and academic success among high risk freshmen. *College Student Affairs Journal*, 11(1), 37–44.
- Dwinell, P. L., & Higbee, J. L. (1993). Students' perceptions of the value of teaching evaluations. *Perceptual and Motor Skills*, 76, 995–1000.
- Dwinell, P. L., & Higbee, J. L. (Eds.). (1997). *Developmental education: Enhancing student retention*. Carol Stream, IL: National Association for Developmental Education.
- Dwinell, P. L., & Higbee, J. L. (Eds.). (1998). *Developmental education: Meeting diverse student needs*. Morrow, GA: National Association for Developmental Education.
- Fox, J. A., & Higbee, J. L. (2002). Enhancing literacy through the application of Universal Instructional Design: The Curriculum Transformation and Disability (CTAD) project. In D. B. Lundell & J. L. Higbee (Eds.), *Exploring urban literacy and developmental education* (pp. 59–65). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Ghere, D. L. (2000). Teaching American history in a developmental education context. In J. L. Higbee & P. L. Dwinell (Eds.), *The many faces of developmental education* (pp. 39–46). Warrensburg, MO: National Association for Developmental Education.
- Ghere, D. L. (2001). Constructivist perspectives and classroom simulations in developmental education. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 101–108). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Ghere, D. L. (2003). Best practices with students in a college history course. In J. L. Higbee (Ed.), *Curriculum transformation and disability: Implementing Universal Design in higher education* (pp. 149–161). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Goolsby, C. B., Dwinell, P. L., Higbee, J. L., & Bretscher, A. S. (1994). Factors affecting mathematics achievement in high risk college students. In M. Maxwell (Ed.), *From access to success: What works best in college learning assistance* (pp. 253–259). Clearwater, FL: H & H. [Reprinted from *Research & Teaching in Developmental Education*]
- Grier, T. (2004). Supplemental Instruction and noncognitive factors: Self-efficacy, outcome expectations, and effort regulation. *The Learning Assistance Review*, 9(2), 17–28.

- Hare, S. C., Jacobs, W. R., & Shin, J. H. (1999). Entering the classroom from the other side: The life and times of graduate associate instructors. In B. Pescosolido & R. Aminzade (Eds.), *The social worlds of higher education: Handbook for teaching in a new century* (pp. 507–516). Thousand Oaks, CA: Pine Forge Press.
- Higbee, J. L. (1988). Student development theory: A foundation for the individualized instruction of high risk freshmen. *Journal of Educational Opportunity*, 3, 42–47.
- Higbee, J. L. (1989). Affective variables and success in mathematics: The counselor's role. *College Student Affairs Journal*, 9, 44–50.
- Higbee, J. L. (1991). The role of developmental education in promoting pluralism. In H. E. Cheatham (Ed.), *Cultural pluralism on campus* (pp. 73–87). Alexandria, VA: American College Personnel Association.
- Higbee, J. L. (1993). Developmental versus remedial: More than semantics. *Research & Teaching in Developmental Education*, 9(2), 99–105.
- Higbee, J. L. (1995). Misplaced priorities or alternative developmental opportunities: A case study. *Research & Teaching in Developmental Education*, 11(2), 79–84.
- Higbee, J. L. (1996a). Ability, preparation, or motivation? *Research & Teaching in Developmental Education*, 13(1), 93–96.
- Higbee, J. L. (1996b). Defining developmental education: A commentary. In J. L. Higbee & P. L. Dwinell (Eds.), *Defining developmental education: Theory, research, and pedagogy* (pp. 63–66). Carol Stream, IL: National Association for Developmental Education.
- Higbee, J. L. (1996c). “Who belongs” versus “Who gets to stay.” *Research & Teaching in Developmental Education*, 12(2), 81–86.
- Higbee, J. L. (1997). Barry: A case study on social adjustment. In B. Hodge & J. Preston-Sabin (Eds.), *Accommodations—Or just good teaching?* (pp. 100–103). Westport, CT: Praeger.
- Higbee, J. L. (1999a). Can we teach responsibility? *Research & Teaching in Developmental Education*, 15(2), 81–84.
- Higbee, J. L. (1999b). New directions for developmental reading programs: Meeting diverse student needs. In J. R. Dugan, P. E. Linder, W. M. Linek, & E. G. Sturtevant (Eds.), *Advancing the world of literacy: Moving into the 21st century* (pp. 172–181). Commerce, TX: College Reading Association.
- Higbee, J. L. (2000). Commentary: Who is the developmental student? *The Learning Assistance Review*, 5(1), 41–50.
- Higbee, J. L. (2001a). Implications of Universal Instructional Design for developmental education. *Research & Teaching in Developmental Education*, 17(2), 67–70.
- Higbee, J. L. (2001b). Promoting multiculturalism in developmental education. *Research & Teaching in Developmental Education*, 18(1), 51–57.
- Higbee, J. L. (2001c). The Student Personnel Point of View. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 27–35). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Higbee, J. L. (Ed.). (2001d). *2001: A developmental odyssey*. Warrensburg, MO: National Association for Developmental Education.

- Higbee, J. L. (2002a). Addressing current events in classroom discussions. *Research & Teaching in Developmental Education, 18*(2), 85–90.
- Higbee, J. L. (2002b). The application of Chickering's theory of student development to student success in the sixties and beyond. *Research & Teaching in Developmental Education, 18*(2), 24–36.
- Higbee, J. L., (2002c). The course syllabus: Communication tool or contract? *Research & Teaching in Developmental Education, 18*(1), 62–65.
- Higbee, J. L. (2003a). Critical thinking and college success. *Research & Teaching in Developmental Education, 20*(1), 77–82.
- Higbee, J. L. (Ed.). (2003b). *Curriculum transformation and disability: Implementing Universal Design in higher education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Higbee, J. L. (2003c). Response commentary: Math: Who needs it? *Journal of College Reading and Learning, 33*(2), 224–227.
- Higbee, J. L. (2005). Developmental education. In M. L. Upcraft, J. N. Gardner, & B. O. Barefoot, & Associates, *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp. 292–307). San Francisco: Jossey-Bass.
- Higbee, J. L., Arendale, D., & Lundell, D. B. (2005). Using theory and research to improve access and retention in developmental education. In C. Kozeracki (Ed.), *Increasing student success in developmental education*. (pp. 5–15). (New Directions for Community Colleges.) San Francisco: Jossey-Bass.
- Higbee, J. L., Bruch, P. L., Jehangir, R. R., Lundell, D. B., & Miksch, K. L. (2003). The multicultural mission of developmental education: A starting point. *Research & Teaching in Developmental Education, 19*(2), 47–51.
- Higbee, J. L., Chung, C. J., & Hsu, L. (2004). Enhancing the inclusiveness of first-year courses through Universal Instructional Design. In I. M. Duranczyk, J. L. Higbee, & D. B. Lundell (Eds.), *Best practices for access and retention in higher education* (pp. 13–25). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Higbee, J. L., & Dwinell, P. L. (1990a). Factors related to the academic success of high risk freshmen: Three case studies. *College Student Journal, 24*, 380–386.
- Higbee, J. L., & Dwinell, P. L. (1990b). The high risk student profile. *Research & Teaching in Developmental Education, 7*(1), 55–64.
- Higbee, J. L., & Dwinell, P. L. (1990c). Sources of stress and academic performance among high risk female and male college freshmen. *Georgia Journal of College Student Affairs, 5*, 30–33.
- Higbee, J. L., & Dwinell, P. L. (1992a). The development of underprepared freshmen enrolled in a self-awareness course. *Journal of College Student Development, 33*, 26–33.
- Higbee, J. L., & Dwinell, P. L. (1992b). The Developmental Inventory of Sources of Stress. *Research & Teaching in Developmental Education, 8*(2), 27–40.
- Higbee, J. L., & Dwinell, P. L. (1993). A new role for counselors in academic affairs. *College Student Affairs Journal, 13*(1), 37–43.

- Higbee, J. L., & Dwinell, P. L. (Eds.). (1994a). *Proceedings of the 18th annual conference of the National Association for Developmental Education: Fountains of opportunity*. Carol Stream, IL: National Association for Developmental Education.
- Higbee, J. L., & Dwinell, P. L. (1994b). Salubrious lifestyle and academic achievement. *Research & Teaching in Developmental Education, 11*(1), 97–100.
- Higbee, J. L., & Dwinell, P. L. (1994c). Student evaluations of part-time and full-time faculty in a developmental education program. *Research & Teaching in Developmental Education, 10*(2), 109–118.
- Higbee, J. L., & Dwinell, P. L. (1995a). Affect: How important is it? *Research & Teaching in Developmental Education, 12*(1), 71–74.
- Higbee, J. L., & Dwinell, P. L. (Eds.). (1995b). *Selected conference papers, Volume 1: Architects of the future*. Carol Stream, IL: National Association for Developmental Education.
- Higbee, J. L., & Dwinell, P. L. (1996a). Correlates of self-esteem among high risk students. *Research & Teaching in Developmental Education, 12*(2), 41–50.
- Higbee, J. L., & Dwinell, P. L. (Eds.). (1996b). *Defining developmental education: Theory, research, and pedagogy*. Carol Stream, IL: National Association for Developmental Education.
- Higbee, J. L., & Dwinell, P. L. (1997a). Do developmental education programs really enhance retention? A commentary. In P. L. Dwinell & J. L. Higbee (Eds.), *Developmental education: Enhancing student retention* (pp. 55–60). Carol Stream, IL: National Association for Developmental Education.
- Higbee, J. L., & Dwinell, P. L. (1997b). Educating students about the purpose of higher education. *Research & Teaching in Developmental Education, 14*(1), 75–80.
- Higbee, J. L., & Dwinell, P. L. (Eds.). (1998a). *Developmental education: Preparing successful college students*. Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Higbee, J. L., & Dwinell, P. L. (1998b). The relationship between student development and the ability to think critically. *Research & Teaching Developmental Education, 14* (2), 93–97.
- Higbee, J. L., & Dwinell, P. L. (1998c). Transitions in developmental education at the University of Georgia. In J. L. Higbee & P. L. Dwinell (Eds.), *Developmental education: Preparing successful college students* (pp. 55–61). Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Higbee, J. L., & Dwinell, P. L. (1999a). Depression and suicide among traditional age college students. *Research & Teaching in Developmental Education, 16*(1), 89–92.
- Higbee, J. L., & Dwinell, P. L. (Eds.). (1999b). *The expanding role of developmental education*. Morrow, GA: National Association for Developmental Education.
- Higbee, J. L., & Dwinell, P. L. (Eds.). (2000). *The many faces of developmental education*. Warrensburg, MO: National Association for Developmental Education.
- Higbee, J. L., Dwinell, P. L., McAdams, C. R., GoldbergBelle, E., & Tardola, M. E. (1991). Serving underprepared students in institutions of higher education. *Journal of Humanistic Education and Development, 30*, 73–80.

- Higbee, J. L., Dwinell, P. L., & Thomas, P. V. (2002). Beyond University 101: Elective courses to enhance retention. *Journal of College Student Retention: Research, Theory, and Practice*, 3, 311–318.
- Higbee, J. L., & Eaton, S. B. (2003). Implementing Universal Design in learning centers. In J. L. Higbee (Ed.), *Curriculum transformation and disability: Implementing Universal Design in higher education* (pp. 231–239). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Higbee, J. L., Ginter, E. J., & Taylor, W. D. (1991). Enhancing academic performance: Seven perceptual styles of learning. *Research & Teaching in Developmental Education*, 7(2), 5–10.
- Higbee, J. L., & Kalivoda, K. S. (2003). The first-year experience. In J. L. Higbee (Ed.), *Curriculum transformation and disability: Implementing Universal Design in higher education* (pp. 203–213). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Higbee, J. L., Kalivoda, K. S., & Hunt, P. (1993). Serving students with psychological disabilities. In P. Malinowski (Ed.), *Perspectives in practice in developmental education* (pp. 90–92). Canandaigua, NY: New York College Learning Skills Association.
- Higbee, J. L., Lundell, D. B., & Duranczyk, I. M. (Eds.). (2002). *Developmental education: Policy and practice*. Auburn, CA: National Association for Developmental Education.
- Higbee, J. L., Lundell, D. B., & Duranczyk, I. M. (Eds.). (2003). *Multiculturalism in developmental education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Higbee, J. L., Miksch, K. L., Jehangir, R. R., Lundell, D. B., Bruch, P. L., & Jiang, F. (2004). Assessing our commitment to providing a multicultural learning experience. *Journal of College Reading and Learning*, 34(2), 61–74.
- Higbee, J. L., & Pettman, H. C. H. (2003). Report of the Future Directions Meeting multicultural theme track. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Multiculturalism in developmental education* (pp. 69–74). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Higbee, J. L., & Thomas, P. V. (1998). Daily brain teasers: Promoting collaboration, persistence, and critical and creative thinking. *Academic Exchange Quarterly*, 2 (4), 20–23.
- Higbee, J. L., & Thomas, P. V. (1999). Affective and cognitive factors related to mathematics achievement. *Journal of Developmental Education*, 23(1), 8–10, 12, 14, 16, 32.
- Higbee, J. L., & Thomas, P. V. (2000a). Creating assessment tools to determine student needs. *Research & Teaching in Developmental Education*, 16(2), 83–87.
- Higbee, J. L., & Thomas, P. V. (2002). Student and faculty perceptions of behaviors that constitute cheating. *NASPA Journal*, 40(1), 39–52.

- Higbee, J. L., Thomas, P. V., Hayes, C. G., Glauser, A. S., & Hynd, C. R. (1998). Expanding developmental education services: Seeking faculty input. *The Learning Assistance Review*, 3(1), 20–31.
- Hsu, L., Moore, R., Jensen, M., & Hatch, J. (in press). The role of science courses in developmental education. *Journal of Developmental Education*.
- Jacobs, W. R. (1998). The teacher as text: Using personal experience to stimulate the sociological imagination. *Teaching Sociology*, 26(3), 222–228.
- Jacobs, W. R. (2002a). Learning and living difference that makes a difference: Post-modern theory and multicultural education. *Multicultural Education*, 9(4), 2–10.
- Jacobs, W. R. (2002b). Using lower-division developmental education students as teaching assistants. *Research & Teaching in Developmental Education*, 19(1), 41–48.
- Jacobs, W. R., Reynolds, T. J., & Choy, G. P. (2004). The Educational Storytelling Project: Three approaches to cross-curricular learning. *Journal of College Reading and Learning*, 35(1), 50–66.
- James, P. (1999). Ideas in practice: The arts as a path for developmental student learning. *Journal of Developmental Education*, 22(3), 22–28.
- James, P. (2000a). Blocks and bridges: Learning artistic creativity. *Arts and Learning Research Journal*, 16(1), 110–133.
- James, P. (2000b). “I am the dark forest:” Personal analogy as a way to understand metaphor. *Art Education*, 53(5), 6–11.
- James, P. (2000c). Strategies for using the arts in developmental education. In M. R. Hay & N. L. Ludman (Eds.), *NADE Selected Conference Papers, Vol. 5* (pp. 16–19). Detroit, MI: National Association for Developmental Education.
- James, P. (2000d). Working toward meaning: The evolution of an assignment. *Studies in Art Education*, 41(2), 146–163.
- James, P. (2002a). Ideas in practice: Fostering metaphoric thinking. *Journal of Developmental Education*, 25(3), 26–28, 30, 32–33.
- James, P. (2002b). Images, movements, and sounds: Working toward meaning. In E. Mirochnik & D. Sherman (Eds.), *Passion and pedagogy: Relation, creation, and transformation in teaching* (pp. 233–242). New York: Peter Lang.
- James, P. (2002–2003). Between the ideal and the real: A reflective study of teaching art to young adults. *Arts & Learning Research Journal*, 19(1), 1–22.
- James, P. (2004). Beyond her own boundaries: A portrait of creative work. *Studies in Art Education*, 45(4), 359–373.
- James, P., & Haselbeck, B. (1998). The arts as a bridge to understanding identity and diversity. In P. L. Dwinell & J. L. Higbee (Eds.), *Developmental education: Meeting diverse student needs* (pp. 3–20). Morrow, GA: National Association for Developmental Education.
- Jehangir, R. R. (2002). Higher education for whom? The battle to include developmental education in the four-year university. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Developmental education: Policy and practice* (pp. 17–34). Auburn, CA: National Association for Developmental Education.

- Jehangir, R., Yamasaki, M., Ghore, D., Hugg, N., Williams, L., & Higbee, J. (2002). Creating welcoming spaces. In R. Bashaw & A. Rios (Eds.), *Symposium Proceedings of Keeping Our Faculties of Color: Addressing the recruitment and retention of faculty of color*. Minneapolis, MN: University of Minnesota.
- Jensen, M., Moore, R., & Hatch, J. (2002a). Cooperative learning: Part I. Cooperative quizzes. *The American Biology Teacher*, 64(1), 29–34.
- Jensen, M., Moore, R., & Hatch, J. (2002b). Cooperative learning: Part II. Setting the tone with group Web pages. *The American Biology Teacher*, 64(2), 118–120.
- Jensen, M., Moore, R., & Hatch, J. (2002c). Cooperative learning: Part III. Electronic cooperative quizzes. *The American Biology Teacher*, 64(3), 29–34.
- Jensen, M., Moore, R., & Hatch, J. (2002d). Cooperative learning: Part IV. Group Web projects for freshman anatomy and physiology students. *The American Biology Teacher*, 64(4), 206–209.
- Jensen, M., Moore, R., Hatch, J., & Hsu, L. (2003). Ideas in practice: A novel, “cool” assignment to engage science students. *Journal of Developmental Education*, 27(2), 28–30, 32–33.
- Jensen, M., & Rush, R. (2000). Teaching a human anatomy and physiology course within the context of developmental education. In J. L. Higbee & P. L. Dwinell (Eds.), *The many faces of developmental education* (pp. 47–57). Warrensburg, MO: National Association for Developmental Education
- Johnson, A. B. (1993). Enhancing general education science courses. *College Teaching*, 41(2), 55–58.
- Johnson, A. B. (2001). Theoretical views and practices supporting in-context developmental strategies in the physical sciences. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 153–161). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Jones, G. C., Kalivoda, K. S., & Higbee, J. L. (1997). College students with Attention Deficit Disorder. *NASPA Journal*, 34, 262–274.
- Kalivoda, K. S., & Higbee, J. L. (1989). Students with disabilities in higher education: Redefining access. *Journal of Educational Opportunity*, 4, 14–21.
- Kalivoda, K. S., & Higbee, J. L. (1994). Implementing the Americans with Disabilities Act. *Journal of Humanistic Education and Development*, 32, 133–137.
- Kalivoda, K. S., & Higbee, J. L. (1995). A theoretical model for the prediction of faculty intention to accommodate disabled students. *Journal of the Mid-American Association of Educational Opportunity Program Personnel*, 7(1), 7–22.
- Kalivoda, K. S., & Higbee, J. L. (1998). Influencing faculty attitudes toward accommodating students with disabilities: A theoretical approach. *The Learning Assistance Review*, 3(2), 12–25.
- Kalivoda, K. S., & Higbee, J. L. (1999). Serving college students with disabilities: Application of the theory of planned behavior. *Academic Exchange Quarterly*, 3(2), 6–16.
- Kalivoda, K. S., Higbee, J. L., & Brenner, D. C. (2003). Teaching students with hearing impairments. In N. A. Stahl & H. Boylan (Eds.), *Teaching developmental read-*

- ing: Historical, theoretical, and practical background readings*. Boston: Bedford/St. Martin's. [Reprinted from the *Journal of Developmental Education*.]
- Kinney, D. P. (2001a). The American Mathematical Association of Two-Year College Standards and mediated learning. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 173–82). Minneapolis, MN: Center for Research in Developmental Education and Urban Literacy, General College, University of Minnesota.
- Kinney, D. P. (2001b). An application of developmental theory in a developmental mathematics program. *Journal of Developmental Education*, 25(2), 10–18.
- Kinney, D. P. (2001c). A comparison of computer-mediated and lecture classes in developmental mathematics. *Research & Teaching in Developmental Education*, 18(1), 32–40.
- Kinney, D. P. (2002a). Implementation models for interactive multimedia software in developmental mathematics. In M. R. Hay & N. L. Ludman (Eds.), *2001 Selected Conference Papers* (pp. 35–40). Dowagiac, MI: National Association for Developmental Education..
- Kinney, D. P. (2002b). Students with disabilities in mathematics: Barriers and recommendations. *The AMATYC Review*, 23(1), 13–23.
- Kinney, D. P., & Kinney, L. S. (2002). Instructors' perspectives of instruction in computer-mediated and lecture developmental mathematics classes. In J. L. Higbee, I. M. Duranczyk, & D. B. Lundell (Eds.), *Developmental education: Policy and practice* (pp. 127–138). Warrensburg, MO: National Association for Developmental Education
- Kinney, D. P., & Robertson, D. F. (2003). Technology makes possible new models for delivering developmental mathematics instruction. *Mathematics and Computer Education*, 37(3), 315–328.
- Kinney, D. P., Stottlmyer, J., Hatfield, J., & Robertson, D. F. (2004). Comparison of the characteristics of computer-mediated and lecture students in developmental mathematics. *Research & Teaching in Developmental Education*, 21, 14–28.
- Knox, D. K., Higbee, J. L., Kalivoda, K. S., & Totty, M. C. (2000). Serving the diverse needs of students with disabilities through technology. *Journal of College Reading and Learning*, 30(2), 144–157.
- Lee, A. (2000). *Composing critical pedagogies: Teaching writing as revision*. Urbana, IL: National Council of Teachers of English.
- Lee, A. (2001). Getting basic: Exposing a teacher's deficiencies. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 111–120). Minneapolis, MN: Center for Research in Developmental Education and Urban Literacy, General College, University of Minnesota.
- Lee, A. (2002). Developing pedagogies: Learning the teaching of English. *College English*, 64, 326–347.
- Lundell, D. B., & Beach, R. (2002). Dissertation writers' negotiations with competing activity systems. In C. Bazerman & D. Russell (Eds.), *Writing selves/writing societies: Research from activity perspectives. Perspectives on writing*. Fort Collins, CO: The WAC Clearinghouse.

- Lundell, D. B., Chung, C., Ghore, D., Higbee, J., & Kinney, P. (2003). Setting the pace: Theoretical perspectives for developmental education. In M. R. Hay & N. Ludman (Eds.), *2001 Selected Conference Papers* (pp. 45–49). Dowagiac, MI: National Association for Developmental Education.
- Lundell, D. B., & Collins, T. C. (2001). Toward a theory of developmental education: The centrality of “Discourse.” In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives in developmental education* (pp. 49–61). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Lundell, D. B., & Higbee, J. L. (Eds.). (2000). *Proceedings of the First Intentional Meeting on Future Directions in Developmental Education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Lundell, D. B., & Higbee, J. L. (Eds.). (2001). *Theoretical perspectives for developmental education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Lundell, D. B., & Higbee, J. L. (Eds.). (2002a). *Exploring urban literacy and developmental education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Lundell, D. B., & Higbee, J. L. (Eds.). (2002b). *Histories of developmental education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Lundell, D. B., & Higbee, J. L. (Eds.). (2002c). *Proceedings of the Second Meeting on Future Directions in Developmental Education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Madyun, N., Grier, T., Brothen, T., & Wambach, C. (2004). Supplemental Instruction in a Personalized System of Instruction general psychology course. *The Learning Assistance Review*, 9(1), 7–16.
- Martin, D. C., & Arendale, D. (Eds.). (1993). *Supplemental Instruction: Improving first-year student success in high risk courses* (2nd ed.). Columbia, SC: National Resource Center for The First-Year Experience, University of South Carolina.
- Martin, D. C., & Arendale, D. (Eds.). (1994). *Supplemental Instruction: Increasing student achievement and retention*. (New Directions in Teaching and Learning, No. 60). San Francisco: Jossey-Bass
- Martin, D. C., Arendale, D., & Widmar, G. E. (1998). Creating communities for learning. In L. Hardge (Ed.), *Bridges to student success: Exemplary programs 1998* (pp. 27–33). Washington, D.C.: National Association for Student Personnel Administrators.
- Martin, D. C., Blanc, R., & Arendale, D. (1996). Supplemental Instruction: Supporting the classroom experience. In J. N. Hankin (Ed.), *The community college: Opportunity and access for America's first-year students* (pp. 123–133). Columbia, SC: National Resource Center for the First-Year Experience & Students in Transition.
- Martin, D. C., Hall, P. T., & Arendale, D. (1993). Use of Supplemental Instruction at an urban high school. In D. C. Martin & D. Arendale (Eds.), *Supplemental Instruction:*

- Improving first-year student success in high-risk courses* (2nd ed.; pp. 38–39). Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Miksch, K. L. (2002a). Education law and student access: Why isn't education a fundamental right? In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Developmental education: Policy and practice* (pp. 65–76). Auburn, CA: National Association for Developmental Education.
- Miksch, K. L. (2002b). Legal issues in developmental education: Diversity as a key element. *Research & Teaching in Developmental Education*, 19(1), 55–61.
- Miksch, K. L. (2003a). Legal issues in developmental education: Affirmative action, race, and critical mass. *Research & Teaching in Developmental Education*, 20 (1), 69–76.
- Miksch, K. L. (2003b). Legal issues in developmental education: The impact of high-stakes testing. *Research & Teaching in Developmental Education*, 19 (2), 53–59.
- Miksch, K. L. (2003c). Universal Instructional Design in a legal studies classroom. In J. L. Higbee (Ed.), *Curriculum transformation and disability: Implementing Universal Design in higher education* (pp. 163–170). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Miksch, K. L. (2004). Legal issues in developmental education: Merit-based vs. need-based financial aid. *Research & Teaching in Developmental Education*, 21(1), 78–84.
- Miksch, K. L., Bruch, P. L., Higbee, J. L., Jehangir, R. R., & Lundell, D. B. (2003). The centrality of multiculturalism in developmental education. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Multiculturalism in developmental education* (pp. 5–13). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Miksch, K. L., & Ghare, D. (2004). Teaching Japanese incarceration. *The History Teacher*, 37 (2), 211–227.
- Miksch, K. L., Higbee, J. L., Jehangir, R. R., Lundell, D. B., Bruch, P. L. & Jiang, F. (2002). *Multicultural Awareness Project for Institutional Transformation (MAP-IT) pilot study*. Unpublished manuscript. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy and the Multicultural Concerns Committee, General College, University of Minnesota.
- Miksch, K. L., Higbee, J. L., Jehangir, R. R., Lundell, D. B., Bruch, P. L., Siaka, K., & Dotson, M. V. (2003). *Multicultural Awareness Project for Institutional Transformation: MAP IT*. Minneapolis, MN: Multicultural Concerns Committee and Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Moore, R. (1990). What's wrong with science education and how can we fix it? *The American Biology Teacher*, 52, 330–337.
- Moore, R. (1991). Critical thinking in biology classes. *Strategies for Success in Anatomy & Physiology and Life Science*, 5, 1–3.
- Moore, R. (1992a). How should we mark students' essays? *Journal of College Biology Teaching*, 18, 3–9.

- Moore, R. (1992b). *Instructor's manual to accompany Writing to Learn Biology*. Philadelphia, PA: Saunders.
- Moore, R. (1992c). *Writing to learn biology*. Philadelphia, PA: Saunders.
- Moore, R. (1993). Does writing about science enhance learning about science? *Journal of College Science Teaching*, 22, 212–217.
- Moore, R. (1994). Writing to learn biology. *Journal of College Science Teaching*, 23, 289–295.
- Moore, R. (1995). *Biology labs that work: The best of how-to-do-its*. Reston, VA: National Association of Biology Teachers.
- Moore, R. (1997). *Writing to learn science*. Philadelphia, PA: Saunders.
- Moore, R. (2001). Administering science education: Expanding the pool of the “best and brightest.” *Review of Human Factor Studies*, 7(1), 44–60.
- Moore, R. (2002a). Do state standards matter? How the quality of state standards relates to evolution instruction. *The Science Teacher*, 69(1), 49–51.
- Moore, R. (2002b). *Evolution in the courtroom: A reference guide*. Santa Barbara, CA: ABC-CLIO.
- Moore, R. (2002c). The fates of developmental education students at two-year and four-year colleges. In J. L. Higbee, D. B. Lundell, & I. M. Duranczyk (Eds.), *Developmental education: Policy and practice* (pp. 55–64). Auburn, CA: National Association for Developmental Education.
- Moore, R. (2002d). The lessons of history: Transforming science to include developmental education. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives for developmental education* (pp. 83–92). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Moore, R. (2002e). Science education and the urban achievement gap. In D. B. Lundell & J. L. Higbee (Eds.), *Exploring urban literacy and developmental education* (pp. 33–45). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Moore, R. (2003a). Attendance and performance: How important is it for students to attend class? *Journal of College Science Teaching*, 33, 367–371.
- Moore, R. (2003b). Do standards-based reforms penalize developmental education students? In I. M. Duranczyk & W. G. White (Eds.), *Developmental education: Pathways to excellence* (pp. 1–12). Findlay, OH: National Association for Developmental Education.
- Moore, R. (2003c). Helping students succeed in introductory biology classes: Does improving students' attendance also improve their grades? *Bioscene*, 29(3), 17–25.
- Moore, R. (2003d). Students' choices in developmental education: Is it really important to attend class? *Research & Teaching in Developmental Education*, 20(1), 42–52.
- Moore, R. (2004a). Do colleges identify or develop intelligence? *Journal of Developmental Education*, 28(1), 28–30, 32.
- Moore, R. (2004b). Does improving developmental education students' understanding of the importance of class attendance improve students' attendance and aca-

- demic performance? *Research & Teaching in Developmental Education*, 20(2), 24–39.
- Moore, R., Jensen, M., & Hatch, J. (2001). Bad teaching: It's not just for the classroom anymore. *The American Biology Teacher*, 63(6), 389–391.
- Moore, R., Jensen, M., & Hatch, J. (2002). The retention of developmental education students at four-year and two-year institutions. *Research & Teaching in Developmental Education*, 19, 5–13.
- Moore, R., Jensen, M., Hatch, J., Duranczyk, I., Staats, S., & Koch, L. (2003). Showing up: The importance of class attendance for academic success in introductory science courses. *The American Biology Teacher*, 65, 325–329.
- Moore, R., Jensen, M., Hsu, L., & Hatch, J. (2002). Saving the “false negatives”: Intelligence tests, the SAT, and developmental education. In D. B. Lundell & J. L. Higbee (Eds.), *Exploring urban literacy and developmental education* (pp. 47–57). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Moore, R., & Miksch, K. L. (2003). Evolution, creationism, and the courts: 20 questions. *The Science Education Review*, 2(1), 1–15.
- Moore, R., & Miller, I. (1996). How the use of multimedia affects student retention and learning. *Journal of College Science Teaching*, 26, 289–293.
- Opitz, D. L. (2004b). Storyteller. *Access: The General College Magazine*, 3(3), 8–9.
- Pedely, M. (2001a). The Cultural Dialogue Project (CDP): Approaching ethnographic texts through playwriting and performance. In P. Rice & D. McCurdy (Eds.), *Strategies for teaching Anthropology: Vol. 3* (pp. 128–134). Upper Saddle River, NJ: Prentice Hall.
- Pedely, M. (2001b). Jenny's painting: Multiple forms of communication in the classroom. In B. L. Smith & J. McCann (Eds.), *Reinventing ourselves: Interdisciplinary education, collaborative learning and experimentation in higher education* (pp. 230–252). Boston: Anker.
- Pedely, M. (2001c). Stigma. In J. L. Higbee (Ed.), *2001: A developmental odyssey* (pp. 53–70). Warrensburg, MO: National Association for Developmental Education.
- Pedely, M. (2001d). Teaching anthropology through performance. *Anthropology and Education Quarterly*, 32(2), 244–253.
- Pedely, M. (2002). Collaborative education and democracy. *Journal of Curriculum Theorizing*, 18(4), 127–141.
- Pedely, M. (2003a). Between many masks: Teaching stigmatized students. In K. C. MacKinnon (Ed.), *Behind many masks: Gerald Berreman and Berkeley anthropology, 1959–2001* (pp. 287–303). Berkeley, CA: Kroeber Society Papers.
- Pedely, M. (2003b). Making a statement. In J. L. Higbee (Ed.), *Curriculum transform and disability: Implementing Universal Design in higher education* (pp. 71–78). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Pedely, M. (2004). Ritual and performance. In P. Rice & D. McCurdy (Eds.), *Strategies for teaching anthropology: Vol. 2* (pp. 150–154). Upper Saddle River, NJ: Prentice Hall.

- Pedely, M. H., & Jacobs W. R. (2001). The place of "culture" in developmental education's social sciences. In D. B. Lundell & J. L. Higbee (Eds.), *Theoretical perspectives in developmental education* (pp. 75–90). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
- Peterson, S., & delMas, R. (1998). The component structure of career decision-making self-efficacy for underprepared college students. *Journal of Career Development, 24*(3), 209–255.
- Reynolds, T. J., & Bruch, P. L. (2002). Curriculum and affect: A participatory developmental writing approach. *Journal of Developmental Education, 26*(2), 12–14, 16, 18, 20.
- Schmitz, C. C., & delMas, R. C. (1991). Determining the validity of placement exams for developmental college curricula. *Applied Measurement in Education, 4*(1), 37–52.
- Steel, P., Brothen, T., & Wambach, C. (2000). Procrastination, personality, performance and mood. *Personality and Individual Differences, 30*, 95–106.
- Thomas, P. V., & Higbee, J. L. (1996). Enhancing mathematics achievement through collaborative problem solving. *The Learning Assistance Review, 1*(1), 38–46.
- Thomas, P. V., & Higbee, J. L. (2000a). Preventing academic dishonesty. *Research & Teaching in Developmental Education, 17*(1), 63–66.
- Thomas, P. V., & Higbee, J. L. (2000b). The relationship between involvement and success in developmental algebra. *Journal of College Reading and Learning, 30*(2), 222–232.
- Thomas, P. V., & Higbee, J. L. (2001). Teaching mathematics on television: Perks and pitfalls. In L. S. Hagedorn (Ed.), *Sound instruction: Ready to use classroom practice* (pp. 67–70). Chattanooga, TN: Rapid Intellect. [Reprinted from *Academic Exchange Quarterly*]
- Vodopich, D., & Moore, R. (2002). *Biology laboratory manual* (6th ed.). Dubuque, IA: McGraw-Hill.
- Voge, D. J., & Higbee, J. L. (2004). A "grade A" controversy: A dialogue on grading policies and related issues in higher education. *Research & Teaching in Developmental Education, 21*(1), 63–77.
- Wambach, C. (1992). Study questions vs. journals for underprepared freshmen. In P. A. Malinowshi & S. D. Huard (Eds.), *Perspectives on practice in developmental education* (pp. 43–44). Canandaigua, NY: New York College Learning Skills Association.
- Wambach, C. (1993) Motivational themes and academic success of at-risk freshmen. *Journal of Developmental Education, 16*(3), 8–10, 12, 37.
- Wambach, C. (1998). Reading and writing expectations at a research university. *Journal of Developmental Education, 22*(2), 22–26.
- Wambach, C., & Brothen, T. (1990). A criterion model for developmental students. *Journal of Developmental Education, 13*(3), 14–15, 24–26.
- Wambach, C., & Brothen, T. (1997). Teacher self-disclosure and student classroom participation: Effect or artifact? *Teaching of Psychology, 24*, 262–263.

- Wambach, C., & Brothen, T. (2000). Content area reading tests are not a solution to reading test validity problems. *Journal of Developmental Education, 24*(2), 42–43.
- Wambach, C., & Brothen, T. (2001). A case study of procrastination in a computer assisted introductory psychology course. *Research & Teaching in Developmental Education, 17*(2), 41–52.
- Wambach, C., Brothen, T., & Dikel, T. (2000). Toward a developmental theory for developmental educators. *Journal of Developmental Education, 24*(1), 2–4, 6, 8, 10, 29.
- Wambach, C., & delMas, R. (1998). Developmental education at a public research university. In J. L. Higbee & P. L. Dwinell (Eds.), *Developmental education: Preparing successful college students* (pp. 63–77). Columbia, SC: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina.
- Warner, J. F., Duranczyk, I. M., & Richards, E. (2000). Developmental math students meet success in a cooperative program emphasizing concepts. In J. L. Higbee & P. L. Dwinell (Eds.), *The many faces of developmental education* (pp. 73–84). Warrensburg, MO: National Association for Developmental Education.
- Wilcox, K., delMas, R., Stewart, B., Johnson, A., & Ghery, D. (1997). The “package course” experience and developmental education at the General College, University of Minnesota. *Journal of Developmental Education, 20*(3), 18–26.