

# JOHN L. RAUSCH

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Department of Education and Allied Studies  
John Carroll University  
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## EDUCATION

- Ph.D. Educational Psychology, Kent State University, Kent, Ohio. Dissertation: Meaning making and decision making strategies of youth with emotional and behavioral disorders: A case study analysis. August 1996.
- M.Ed. Learning and Development  
Kent State University, 1992
- B.S. Secondary English Education, Social Psychology Minor  
Kent State University, 1990  
Ohio Teaching Certification Grades 7-12

## HONORS AND AWARDS

- ! Kent State University Graduate School of Education Dissertation Award for 1996.
- ! Bowman Graduate Student Scholarship, 1996.
- ! Kappa Delta Pi Education Scholarship, 1990.
- ! Graduated Magna Cum Laude, B.S. in Ed., 1990.
- ! Outstanding College Students of America, 1987.
- ! Golden Key National Honor Society, 1987.
- ! Alpha Lambda Delta Honor Society, 1986.
- ! Dean's List, Spring 1987-Fall 1989.

## SCHOLARSHIPS

**Bowman Scholarship**, Kent State University, 1996. Presented annually to one graduate student for academic, teaching, and service achievement.

**Kappa Delta Pi Scholarship**, Kent State University, 1990. Awarded to one male and one female undergraduate student in the College of Education for academic achievement.

## PRIMARY RESEARCH INTERESTS

Current research interests in the social and emotional development of children and adolescents, identity development, motivation, self-efficacy, and resiliency.

## TEACHING EXPERIENCE

**Assistant Professor**, 2001-Present, John Carroll University, Department of Education and Allied Studies: Courses ED 201 Assessment, Learning, & Individual Differences; ED 502 Research Methods; ED 534 Learning-Teaching; ED 533 Introductory Statistics.

**Assistant Professor**, 1997-2001, The University of Oklahoma, Department of Educational Psychology: Courses: EIPT 5173 Educational Psychology of Adolescence, EIPT 5033 Introduction to Research and Evaluation in Education, EIPT 6043 Qualitative Research Methods, EIPT 6970 Advanced Qualitative Analysis, EIPT 6033 Research Methods in Education.

**Adjunct Professor**, 1996-1997, Kent State University College of Education, Department of Educational Foundations and Special Services: Course 68912, Development During the Adult Years. Course 60098, Introduction to Educational Research.

**Adjunct Professor**, Fall 1996, University of Akron College of Education, Department of Educational Foundations and Leadership. Course 5100:640, Techniques of Research.

**Adjunct Professor**, 1996-1997, Kent State University, Tuscarawas Campus, Department of Educational Foundations and Special Services: Course 28911, Human Development and Learning, C&I 20000, Approaches to Teaching. Department of Psychology: Courses PSYC 11762 General Psychology, and PSYC 20651 Child Psychology. Full teaching responsibility for one section of each of these undergraduate courses.

**Teaching Fellow**, 1994-1996, Kent State University College of Education, Department of Educational Foundations and Special Services. Course 28911, Human Development and Learning. Full teaching responsibility for two sections per semester of this required undergraduate Educational Psychology course. Course 29592, Pre-professional Practicum. Team-teaching responsibility for two sections per semester of this required undergraduate course that provided students with experience in public schools.

**Teaching Fellow**, 1993-1994, Kent State University College of Education, Department of Educational Foundations and Special Services, course 27400, Principles of Educational Media. Full teaching responsibility for three sections of this required undergraduate course during two consecutive semesters.

**Secondary Substitute Teacher**, Cuyahoga Falls City Schools, Kent City Schools, Summit County Schools, Ohio, 1990-1993, 1996-1997.

**Student Teaching**, Stow High School, Stow, Ohio, 1990.

## GRADUATE ASSISTANT EXPERIENCE

**Research Assistant**, Kent State University, Dr. Nancy McCracken, literature review and chapter editing for: McCracken, N.M., & Appleby, B.A. (Eds.). (1992). Gender Issues in the Teaching of English. Portsmouth, NH: Heineman Boynton Cook.

**Graduate Assistant**, Kent State University Department of Residence Services, 1991-1993. Duties included working with students who wanted to leave school.

**Data Collection**, with Dr. Tracy Tillman, Assistant Professor, Eastern Michigan University, 1993. Collected data for a certification manual.

### **REFEREED PUBLICATIONS**

Rausch, J., Lovett, C., & Walker, C. (2003). Indicators of resiliency among urban elementary school students at-risk. *The Qualitative Report*, 8(4), 570-590. Retrieved April 22, 2004, from <http://www.nova.edu/ssss/QR/QR8-4/rausch.pdf>

Overton, S., & Rausch, J.L. (2002). Peer relationships as support for children with disabilities: An analysis of mothers' goals and indicators for friendship. *Focus on Autism and Other Developmental Disabilities*, 17, 11-29.

Rausch, J.L., & VanMeter, R.L., & Lovett, C.R. (2002). Artistic expression of emotion from the perspectives of adolescents at-risk. *International Journal of Applied Semiotics*, 3, 33-43.

Rausch, J.L., & VanMeter, R.L. (1999). Perspectives of the social and emotional development of adolescents with emotional and behavioral disorders. *International Journal of Applied Semiotics*, 1 (1), 119-128.

Rausch, J.L. (1998). The evolution of emotion: A semiotic interplay of personal and social development. In C.W. Spinks & J. Deely (Eds.), *Semiotics 1997* (pp. 315-324). NY: Peter Lang Publishing.

Rausch, J.L. (1996). Constructing lives: Emotionally disturbed children's longing for normality. In C.W. Spinks & J. Deely (Eds.), *Semiotics 1995* (pp. 291-302). NY: Peter Lang Publishing.

Rausch, J.L., & VanMeter, R.L. (1995). Perception, cognition, and behavior of children with serious emotional disturbances. In C.W. Spinks & J. Deely (Eds.), *Semiotics 1994* (pp. 198-209). NY: Peter Lang Publishers.

### **REFEREED PAPER PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS**

Rausch, J.L. (2004, April). *Signs of resiliency: Ecological and individual perspectives*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Rausch, J.L. (2003, June). *Resiliency and risk: A study of urban elementary school students*. Paper presented at the Ethnographic and Qualitative Research in Education annual meeting, Pittsburgh, PA.

- Rausch, J.L., Hamilton, M.W., & Osborne, J.W. (2003, April). *When good students leave: Interpreting the signs leading to freshman attrition*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Osborne, J.W., & Rausch, J.L. (2003, April). *Identification with academics and school violence: A theoretical model*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rausch, J.L., & Hamilton, M.W. (2002, June). *Why we left: Freshman explanations for early attrition*. Paper presented at the Ethnographic and Qualitative Research in Education annual meeting, Pittsburgh, PA.
- Rausch, J.L., Hamilton, M.W., & Osborne, J.W. (2002, April). *Early attrition of new traditional freshmen*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rausch, J.L., & Walker, C.O. (2002, April). *Barbed wire, straight jackets, and bed nets: How an adolescent interprets the signs of institutionalization*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Osborne, J.W., Walker, C.O., & Rausch, J.L. (2002, April). *The interaction of race and identification with academics in predicting withdrawal from school in secondary students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rausch, J.L., & Walker, C.O. (2002, January). *Consciousness of resiliency and risk from the perspectives of urban elementary students*. Paper presented at the annual Qualitative Interest Group Conference on Interdisciplinary Qualitative Studies, Athens, GA.
- Greene, B.A., Rausch, J.L., & Akey, K. (2001, April). *Influences of student perceptions of classroom structures, self-efficacy, and goals on cognitive engagement and achievement in high school language arts*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Osborne, J.W., & Rausch, J.L. (2001, April). *Identification with academics and academic outcomes in secondary students*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Rausch, J.L., & Lovett, C.R. (2001, April). *Impacts on resiliency and self-concept of at-risk urban elementary school students*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Rausch, J.L., Overton, S., & Lovett, C.R. (2000, April). *Friendship development for children with exceptionalities: A collaborative approach*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- DeBacker, T.K., Rausch, J.L., & Miller, R.B. (2000, April). *Measuring motivation in young learners*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rausch, J.L., Overton, S., & Lovett, C.R. (1999, October). *Signs and goals of friendship development for children in special education: Parental perspectives from a phenomenological study*. Paper presented at the annual meeting of the Semiotic Society of America, Pittsburgh, PA.
- Overton, S., & Rausch, J.L. (1999, October). *Parents' goals and indicators for friendship development*. Paper presented at the annual meeting of the International Conference on Children and Youth with Behavioral Disorders, Dallas, TX.
- DeBacker, T.K., Rausch, J.L., & Miller, R.B. (1999, April). *Third grader's purposes for learning to read and do math*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.
- Rausch, J.L. (1998, October). *The impact of relationships, place, and time on the developing social and emotional lives of adolescents at risk*. Paper presented at the annual meeting of the Semiotic Society of America, Toronto, Ontario.
- Rausch, J.L. (1998, April). *Social and individual construction of emotion: Seeing the world through adolescent eyes*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rausch, J.L. (1998, April). *Social and emotional growth of adolescents: A spiraling development within and beyond the confines of social systems*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rausch, J.L. (1997, October). *The evolution of emotion: A semiotic interplay of personal and social development*. Paper presented at the annual meeting of the Semiotic Society of America, Louisville, KY.
- Rausch, J.L. (1997, March). *Meaning-making and decision-making strategies of youth with emotional and behavioral disorders*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rausch, J.L. (1996, April). *Themes of meaning making from children with emotional and behavioral disorders: A case study analysis*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Rausch, J.L. (1995, October). *Constructing lives: Emotionally disturbed children's longing for normality*. Paper presented at the annual meeting of the Semiotic Society of America, San Antonio, TX.

Rausch, J.L., & VanMeter, R.L. (1995, October). *Perceptions of time for seriously emotionally disturbed children*. Paper presented at the annual meeting of the Semiotic Society of America, San Antonio, TX.

VanMeter, R.L., & Rausch, J.L. (1995, April). *Decision making processes of children with serious emotional disturbances*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

VanMeter, R.L., Rausch, J.L., Long, R.S., & Floyd, S. (1995, February). *Cognitive and behavioral responsiveness of children with Serious Emotional Disturbance: Implications for interventions*. Paper presented at the annual meeting of the Continuum of Care for Emotionally Disturbed Children, Hilton Head, SC.

Rausch, J.L., & VanMeter, R.L. (1994, November). *Thinking processes of children identified as seriously emotionally disturbed*. Paper presented at the annual meeting of the Teachers, Educators for Children with Behavioral Disorders, Tempe, AZ.

Rausch, J.L., & VanMeter, R.L. (1994, October). *Perception, cognition, and behavior of children with serious emotional disturbances*. Paper presented at the annual meeting of the Semiotic Society of America, Philadelphia, PA.

Tillman, L.R., Tillman, T.S., & Rausch, J.L. (1994, February). *Foiled Proof?: Perspectives on using measures of interrater reliability in qualitative research*. Paper presented at the Annual meeting of the Ethnography in Education Research Forum, Philadelphia, PA.

#### **PAPER PRESENTATIONS AT LOCAL MEETINGS**

Rausch, J.L. (2003, March). Signs of resiliency and risk for urban elementary students. Paper presented during the Celebration of Scholarship at John Carroll University, University Heights, OH.

#### **NATIONAL MEETING ACTIVITIES**

Rausch, J.L. (1998, April). *The semiotics of constructivism*. Session chair at the annual meeting of the American Educational Research Association, San Diego, CA.

#### **LOCAL MEETING ACTIVITIES**

Rausch, J.L. (2002, March). Session moderator during the Celebration of Scholarship at John Carroll University, University Heights, OH.

Rausch, J.L. (2004, March). Session moderator during the Celebration of Scholarship at John Carroll University, University Heights, OH.

## RESEARCH IN PROGRESS

Hamilton, M., & Rausch, J.L. (In progress). *Early attrition of new traditional freshmen*. Manuscript in preparation.

Rausch, J.L., & Osborne, J.W. (In progress). *Urban high school students' identification with academics and academic motivation*.

Rausch, J.L. (In progress). *A case study of the social and emotional development of an adolescent male with 48, XYYY karyotype in an institutional setting*.

DeBacker, T.K., Rausch, J.L., & Miller, R.B. (In progress). *Third grader's motivation for math and reading*.

## GRANTS WRITTEN

Rausch, J.L. (2002). *Indicators of resiliency among urban elementary school students at-risk*. Received summer research fellowship from John Carroll University. (\$5,000; funded).

VanMeter, R.L., Rausch, J.L., & Epps, C. (1995, March). *A Collaborative Research Model Utilizing Researchers and Practitioners to Meet the Needs of Children With Disabilities (Serious Emotional Disturbance as an Illustrative Case for Model Use)*. Submitted to the U.S. Department of Education, Office of Special Education Programs, Office of Special Education and Rehabilitation Services, CFDA 84.023G, (\$140,000; not funded).

Rausch, J.L., & VanMeter, R.L. (1994, March). *Decision Making Process of Children with Serious Emotional Disturbances*. Submitted to the Office of the Governor, State of South Carolina, Continuum of Care Division. (\$9,500; funded).

## MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association.

Division C: Learning and Instruction, Division E: Counseling and Human Development  
Semiotics in Education and Qualitative Research Special Interest Groups.

American Psychological Association, Division 15: Educational Psychology.

Association for Supervision and Curriculum Development.

Semiotic Society of America.

## SERVICE ACTIVITIES

**Newsletter Editor-** Elected April 2004, Semiotics in Education Special Interest Group, American Educational Research Association.

**Treasurer-** Elected 1999-2001, Semiotics in Education Special Interest Group, American Educational Research Association.

**Conference Proposal Reviewer** 1997-2003, American Educational Research Association. Reviewed proposals for Division C: Learning and Instruction, Section 5: Learner Characteristics; Division E: Counseling and Human Development; and the Semiotics in Education Special Interest Group.

**Committee Member:** 2001-Present, John Carroll University Department of Education and Allied Studies. Serving on the following committees: NCATE Oversight Committee, Graduate Coordinators Committee, Scholarship Committee, Internal Relationships Committee, Initial and Advanced Core Curriculum Committees, Assisting with NCATE assessment.

**Mentor:** 2003-Present, STARS Program (Student Achievement in Research and Scholarship) at John Carroll University. The STARS program is designed to target high achieving African American, Latino, and Native American undergraduates to help prepare them for graduate/professional school.

**Nominee:** Spring 2004, John Carroll University Graduate Studies Committee (not elected).

**Chair, Undergraduate Program Evaluation** 1999-2001, The University of Oklahoma College of Education.

**Search Committee Chair** 1999-2000. Search for tenure-track assistant professor in Educational Measurement. University of Oklahoma, Instructional Psychology and Technology Program, Department of Educational Psychology.

**Search Committee Member** 1997-1998, Search for tenure-track assistant professor in Quantitative Methods.

**Graduate Admissions Committee Chair**-1998-2001, University of Oklahoma, Instructional Psychology and Technology Program, Department of Educational Psychology.

**Doctoral Major Advisor** 1998-2001, University of Oklahoma College of Education. Served as doctoral major advisor for 4 students.

**Dissertation Committee Member** 1997-2001, The University of Oklahoma College of Education. Served on the dissertation committees of 24 students.

**Master's Major Advisor** 1998-2001, The University of Oklahoma College of Education. Served as master's major advisor for 2 students.

**Advanced Programs Course** Fall 1999. EIPT 5172 Educational Psychology of Adolescence. October 8-10 & 15-17, 1999, Fort Sill, Oklahoma.

**Faculty Advisor**, Kent Educational Assistance Program, College of Education, Kent State University, 1994-1996. Placing university students in local schools as tutors and mentors for at-risk youth.

