The COE Office of Graduate Studies (OGS)

It has been a busy spring semester with many positive outcomes. The most significant event was the official reaccreditation of the College by the National Council for Accreditation of Teacher Education (NCATE) at the initial and advanced teacher preparation levels. This accreditation decision indicates that the College and its programs meet rigorous standards set forth by the professional education community. The COE owes many thanks to Dr. Adriana McEachern, COE Associate Dean of Academic Affairs, for her strong leadership in these efforts. Additional information about the NCATE reaccreditation can be found on page 11.

Throughout spring semester, administrators, faculty, and doctoral students were actively involved in a thorough review of all six doctoral programs. The review included several data collection processes and meetings and will include a visit from an external reviewer in the fall. COE doctoral students and graduate assistants played a key role in many of the meetings, as well as in the development of data collection instruments, the data collection itself, and the preparation of the program review document.

Throughout this newsletter, you will find other semester highlights and accomplishments, and profiles of some of our graduate students. If you would like to learn more about COE Graduate Studies, feel free to contact us. Contact information can be found on the last page of this newsletter. Dr. Patty Barbetta
The 9\textsuperscript{th} Annual COERC was held spring semester with great success with concurrent sessions conducted by graduate students, faculty, and recent graduates. We were fortunate to have Dr. Belle S. Wheelan as an Opening Keynote. Dr. Wheelan serves as President of the Commission on Colleges of the Southern Association of Colleges and Schools, and she is the first African American and the first woman to serve in this capacity. Her keynote presentation discussed meaningful ways for colleges of education to be engaged with the community. At lunch, President Mark B. Rosenberg continued the community engagement discussion which included a visit from the Miami-Dade County Public Schools Superintendent, Alberto Carvalho, who spoke to the group and took questions. The day ended with several students receiving awards. The Lorraine R. Gay Award for Excellence in Research and Scholarship was awarded to a recent doctoral student graduate, Dr. Martin J. Wasserberg for his paper titled, “I’m Trying to Bring the Scores of My School Up, Man: Standardized Testing, Stereotypes, and High-Performing African American Elementary School Students.” The Barnes and Noble Award for Best Faculty-Student paper was presented to Dr. Martha Pelayez and her student Maria I. Bendixen for their paper, “Effects of Contingent Maternal Imitation vs. Contingent Motherese Speech on Infant Canonical Babbling.” Finally, the COE Graduate Student Network Best Student Paper Award went to Josee Gregoire for her paper titled, “Analysis of Haitian Parents’ Perceptions of the Education of Their Children with Disabilities.” Special thanks to the faculty, students, administrators, and staff who put many hours of work into this conference.
Mildred Boveda: FIU Special Education Graduate Continues Graduate Studies at Harvard

During my sophomore year at Dartmouth College, I changed my original career goals and returned to Miami to teach. Despite concerns expressed by friends and family about the profession, my resolute desire to empower students from traditionally ignored sectors of our society drove me to the classroom. I completed my undergraduate, Exceptional Student Education (ESE) studies at FIU, where I not only learned about educational theory and strategies, but also participated in many hours of invaluable field experience. In 2007, working at a conference, I met Dr. Cramer and was reunited with Dr. Barbetta (my undergraduate professor). There, I learned about and subsequently was awarded a scholarship for Project QUEST (Qualified Urban Elementary Special-education Teachers). Project QUEST is a federally-funded project (Co-PIs Drs. Barbetta and Cramer) that provided me support to earn a master’s degree in special education with an emphasis on elementary, urban-education. My time as a QUEST cohort member was enhanced by the direction of professors like Drs. Blanton, Rodriguez, and Dottin. These professors, along with others, provided me with guidance and support as I engaged in case studies, conducted action research, received my first media opportunity, and submitted my first published piece.

My decision to continue my graduate studies in the Education Policy and Management Program at Harvard’s Graduate School of Education stems from my frustration of feeling excluded from the decision making process, first as a person of color and also as a teacher in the “trenches.” Now more than ever, policies and sanctions endorsed by Capitol Hill and State departments have immediate and palpable effects on what occurs in the classroom. My hope during my time at Harvard is to learn how to bridge the gap between the policymakers and those of practitioners.

In continuing my graduate studies, I intend to share the perspectives that I have gained during my time at FIU and the Miami-Dade County Public Schools. I also aspire to gain the expertise and practical experiences necessary to become an effective leader in a movement whose goal is to ensure that every student, regardless of their neighborhood or socioeconomic background, has the opportunity to access a quality learning experience in his or her public school.—Mildred Boveda
Doctoral Candidate Stephanie Doscher: Associate Director of FIU’s Office of Global Learning Initiatives

During my final semester of doctoral coursework in summer 2008, Dr. Hilary Landorf asked me to serve as the Associate Director of the Office of Global Learning Initiatives (OGLI). The OGLI is charged with facilitating the development, design, and implementation of FIU’s Global Learning for Global Citizenship Quality Enhancement Plan (QEP). The purpose of the plan is to provide every FIU undergraduate with curricular and co-curricular opportunities to achieve the knowledge, skills and attitudes of global citizenship through global learning.

Over the past two years, I have been involved in all aspects of FIU’s QEP. Currently, the office is conducting workshops to enable FIU faculty to develop global learning courses in the University Core Curriculum and in nearly every undergraduate academic program. My research interests include education for human capability development, educational ethics, and assessment strategies for global learning. Under the guidance and mentorship of many FIU faculty, I have presented papers at national and international conferences and published in peer-reviewed journals such as Theory and Research in Education, Journal of Cases in Educational Leadership, Journal of School Leadership, and Journal of Educational Administration. In 2008, I received a “Best Paper” award from the American Educational Research Association Leadership for Social Justice Special Interest Group for “The Moral Agency of the Educational Leader in Times of National Crisis and Conflict.” I am now working on my dissertation proposal, which deals with the assessment of two of the QEP’s student learning outcomes: global awareness and global perspective. -Stephanie Doscher

The next time you see me in this newsletter, it will be with a cap and gown!!!!

Recent Graduate Accepts University Position

Dr. Martin Wasserberg, Fall 2009 PhD graduate in Curriculum and Instruction, accepted a position as an Assistant Professor in the Department of Elementary, Middle Level, and Literacy Education at the University of North Carolina-Wilmington Watson School of Education to begin August 2010. Martin (pictured left, with Dr. Joannie Wynne) will be teaching and supervising student teachers and continuing his research on the influence of societal stereotypes on student academic performance.
Dissertation Evidence Acquisition Fellowship: Mr. Bradley Shuck was awarded the Dissertation Evidence Acquisition Fellowships (DEA) for spring 2010. DEAs provide support to highly-qualified doctoral students during the data collection phase of their dissertation research when they need to commit intensive time and effort toward the collection of evidence they will use to answer their research questions. Brad is a doctoral student in Adult Education and Human Resource Development, and his dissertation is entitled “Employee Engagement: An Examination of Antecedent and Outcome Variables.” The DEA has allowed Brad to collect data with one of the oldest and largest Chamber of Commerce associations in South Florida, representing several companies on the Fortune 100 “Best Places to Work” index. In addition to his dissertation, Brad’s work has been published in Human Resource Development Review, the International Journal of Small Business, the Journal of Genetic Psychology, and New Horizon’s in Adult Education and Human Resource Development. He has other manuscripts under review, and he has presented scholarly papers at the Academy of Human Resource Development and the College of Education Research Conference for the past three years. Brad plans to defend his dissertation fall 2010.

Cheryl White-Lindsey: Sole Recipient of Kayte M. Fearn Council for Exceptional Children (CEC) Ethnic Diversity Scholarship National Award 2010

In April 2010, at the Council for Exceptionalities Conference in Nashville, TN, Cheryl White-Lindsey was the sole recipient of the Kayte M. Fearn cash scholarship award. This award is given annually to one CEC student member from a diverse ethnic background who is currently pursuing a degree in special education. This award is named honor of Dr. Kayte M. Fearn, who in her 67-year career in special education, worked to enhance educational opportunities and educational success for professionals and students from diverse ethnic backgrounds. CEC is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents.

Cheryl White-Lindsey is a doctoral candidate in Exceptional Student Education (ESE) at Florida International University and a member of the Urban SEALS (Special Education Academic Leaders) cohort, a federal project designed to prepare doctoral-level leaders in urban special education (Grant PIs, Drs. Barbetta, Cramer and Nevin). While in her doctoral program, Cheryl taught special education courses in assessment, inclusive instructional practices, and reading for students with exceptionalities. Also, Cheryl serves on the boards of national professional organizations, and is the Vice-President of FIU’s COE’s Graduate Student Network. Currently, Cheryl is working on her dissertation proposal which will investigate the effects of Structured Semantic Features Analysis (SSFA) study guides for content area reading with Black 9th grade high school students with Specific Learning Disabilities.
President Rosenberg, Liana Gonzalez, Major Professor, Dr. Cramer

Josee Gregoire with Major Professor, Dr. Cramer

President Rosenberg, Liana Gonzalez, Major Professor, Dr. Cramer

Front row: Dr. Cramer, Interim Dean McDemmond, Dr. Rocco
Back row: Bonnie Kissell, Josee Gregoire, Liana Gonzalez, Vivian Bango-Sanchez

President Rosenberg, Bonnie Kissell, Provost Wartzog, Dr. Rocco

Vivian Bango-Sanchez with Major Professor, Dr. Rocco

Photos compliments of Gradimages™ a division of Event Photograph Group, Inc Photos
Spring 2010 Masters and Ed Specialist Graduates

Robert G. Borgmann, MS in Higher Education

Enrique Lorenzo-Luaces, EdS
School Psychology

Erica Peron, MS in Urban Education

Wilene Adker, Human Resource Development

President Rosenberg with, Melissa Avella
MS, Curriculum and Instruction

Chaundra L. Whitehead,
MS in Adult Education

President Rosenberg with Counselor Education
Master’s Graduate, Maria Santacruz
This is my 2nd year as a PhD student in the College of Education, and, as such, I have had many opportunities. I worked with Dr. Garcia on a family literacy grant-writing project and with Dr. Barbetta on the COE’s Spring 2010 Doctoral Program Review. For the review, I designed a graduate assistant (GA) survey to gather GA data, presented the results, and wrote a summary of the findings, which appears in the 2010 COE Doctoral Program Review Report. I plan to continue working with Dr. Barbetta to further enhance the GA community and GA experiences. This semester, I am teaching the undergraduate course, “Teaching Diverse Populations,” which I absolutely love! One of my greatest passions is helping learners of all ages develop a deeper understanding of and a greater appreciation for cultural diversity. I grew up in one of the most beautiful, open-minded, and diverse locations in the United States—the San Francisco Bay Area, where I acquired my sensibility for peace, diversity and tolerance.

I earned a BA in Spanish Literature and Language from Columbia University, and have an MS degree in International and Intercultural Education and a graduatecertificate in African New World Studies from FIU. Now, I am pursing a Ph.D. in Curriculum and Instruction with a specialization in Language, Literacy and Culture. My main research interests are intercultural communication, multicultural education and language acquisition.

I am a polyglot who speaks, reads, and writes English, Spanish, Portuguese and Italian. My contact with foreign languages has extended beyond my academic training to a wealth of professional and academic experiences in Europe, Latin America, Asia and Africa. I have a knack for developing meaningful relationships with people from diverse cultures, which has tremendously enriched my outlook on life and scholarly endeavors. – Ron Miles

In the spring of 2007, I came to FIU from Iran. Currently, I am a Ph.D. Candidate in Curriculum and Instruction, and I will start my dissertation data collection in the Fall on social studies education in Iran. For me, FIU was the beginning of a new academic journey. As an undergraduate studying engineering, I started teaching in Iran and soon realized that engaging with students was my real passion in life. So when I came to FIU as an education major, everything was new: the country, the city, and the field. I wanted to use my knowledge and expertise developed in my FIU classes to improve the educational experience of students in my home country. So, I began researching different aspects of social studies education in Iran, and presented my work in national and international conferences such as annual meetings of the National Council for Social Studies, Comparative and International Education Society (CIES), and World Middle East Studies Association. In the summer of 2009, I was awarded a research fellowship at the Georg Eckert Institute for International Textbooks Research in Germany where I worked with great scholars from around the world who shared my passion for critical thinking and incorporating tolerance and respect for others in social studies education. Most recently, as a member of the Graduate Student Network of the College of Education, I worked with Dr. Barbetta and others on the Spring 2010 doctoral program review which initiated a collaborative process of improving the graduate studies experience in our college.

I have also taught undergraduate courses here at FIU. Through the semesters, I have become more confident in implementing the theories of engaged pedagogy, in which I firmly believe, by accepting the role of a student and a teacher in my classes.

I don’t know when I will be able to go back home, but I know that with everything I have learned here at FIU, I will be able to make a positive impact wherever I may be. – Maryam Soltan Zadeh
The National Council of Teachers of English (NCTE) is devoted to improving the teaching and learning of English and the language arts at all levels of education. Its mission is to “promote the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.”

Over the last 6 years, in LAE 6339: Teaching English in Secondary School, Dr. Linda Spears-Bunton has required as course assignment that her students submit a conference proposal to the Annual NCTE Conference. About 15 masters and doctoral students have had their papers accepted, and 10 students have attended and presented at the conferences. Dr. Spears-Bunton points out, “Participating at the NCTE conferences connects FIU students with literary artists, teachers, researchers and other graduate students from around the country. The knowledge and experiences gained serve our students in their own classrooms.” Several FIU conference presenters have also been invited to share their knowledge with teachers in Texas, Georgia, Pennsylvania and Kentucky.

Pictured below are students who attended and conducted a panel presentation at the NCTE conference in Philadelphia, PA in 2009. The panel presentation topic was “Utopian, Dystopian, Apocalyptic and Post-Apocalyptic Literature.” The students provided an overview of the genre and pedagogical methods for instructing specific titles at all levels of instruction.

FIU Student Presenters at 2009 Conference (Left to right) Victor Malo-Juvera, Milton Zuniga, Zaida Hernandez, and Ileah Frost
Ric Cummings: New Community Leadership Position

On March 8, 2010, I was appointed to the position of Vice President and Chief Administrative Officer at Jackson South Community Hospital, a division of the Jackson Health System. Jackson South is a 199-bed acute-care hospital located in south Miami-Dade County. I will be leading a staff of 700 employees in a new era of service excellence and outstanding clinical outcomes. Currently, construction is underway to increase the size of the hospital by 157,000 square feet and renovate an additional 72,000 square feet of existing space. This expansion includes an Emergency Room and a new tower, which will expand the operating room space and add 57 additional new patient rooms. Completing my doctoral program in Adult Education/Human Resource Development in FIU’s COE was important to my success, as education and leadership are closely related. Establishing and articulating employee expectations and then qualifying outcomes are essential functions in both disciplines. The skill sets and leadership training I received in my doctoral program were instrumental in my successful transition. My dissertation, which included a focus on leadership behaviors, serves as a tool to maximize productivity by developing individuals to utilize their strengths in support of the team. I would like to thank Dr. Tonette Rocco (pictured above with Dr. Cummings), without her guidance and support, I never would have graduated! – Ric Cummings

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<th>Dept.</th>
<th>Student/Dissertation Titles</th>
<th>Major Professor</th>
<th>Members</th>
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<td>Teaching and Learning</td>
<td>Liana Gonzalez – Class Placement and Academic and Behavioral Variables as Predictors of Graduation for Students with Disabilities</td>
<td>Dr. Cramer</td>
<td>Drs. Barbetta, Manfra &amp; Wynne</td>
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<td>Leadership and Professional Studies</td>
<td>Vivian Bango-Sanchez- The Effects of Peer Teaching on Infant Massage on General Self-Efficacy and Mother-Infant Attachment Among Mothers in a Residential Rehabilitation Facility for Drug Addiction and Substance Abuse</td>
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National Council for Accreditation of Teacher Education (NCATE) is the teaching profession’s mechanism to help to establish high quality teacher, specialist, and administrator preparation. NCATE currently accredits 663 colleges of education nationally, with nearly 100 more seeking accreditation. On October 24-28, 2009, a site visit was conducted by NCATE to evaluate the COE and its teacher education programs for reaffirmation of its accreditation. At its April 2010 meeting, the NCATE Unit Accreditation Board (UAB) made the decision to continue the COE’s accreditation at the initial and advanced teacher preparation levels. This reaccreditation decision indicates that the COE and its programs meet rigorous standards set forth by the professional education community. The College met all 6 standards set forth by NCATE: (1) Candidate Knowledge, Skills, and Professional Dispositions, (2) Assessment System and Unit Evaluation, (3) Field Experiences and Clinical Practice, (4) Diversity, (5) Faculty Qualifications, Performance, and Development, and (6) Unit Governance and Resources.

Beginning with the COE’s self-study and ending with the deliberations of the UAB, a great deal of thought and effort went into this reaccreditation process, and the College was examined carefully throughout each stage of this process. Dr. Adriana McEachern, Associate Dean of Academic Affairs, working closely with the COE’s Continuous Improvement Committee, lead the COE faculty through the years of preparation for this NCATE reaccreditation visit. We are grateful for her leadership and for the work of many others towards this vital reaccreditation.
FIU College of Education: Office of Graduate Studies

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-Patty Barbetta, Newsletter Editor
COE Associate Dean of Graduate Studies

(left to right) Caitlin McAuliffe (GA)
Caprila Almeida (Office Manager) and
Qin, Xing (GA)