



# THE TORCH

THE FLORIDA STATE UNIVERSITY COLLEGE OF EDUCATION



*LIGHTING THE WAY FOR HIGHER EDUCATION FOR OVER A CENTURY*



## FROM THE DEAN

Welcome to the 2009 edition of *The TORCH*. We are delighted to share with you many of the wonderful things that have happened at the College of Education over the past year. From being ranked in the top 50 Colleges of Education in America by *U.S. News and World Report* in 2009 *America's Best Graduate Schools* to opening a new wing of the Mode L. Stone Building, it has been a busy and exciting time for us all.

In this issue you will find inspirational stories about alumni who have overcome great odds and offered personal sacrifice to promote the greater good of humankind. Dillard University President Marvalene Hughes speaks to rebuilding the Dillard community, physically and spiritually, after the harrowing destruction of Hurricane Katrina, and Lieutenant Micah Chapman relays his experience with building schools for children in Afghanistan.

We will introduce to you the beautiful new wing of the Stone Building which has secured a more promising future for our faculty and students. We will also profile one of our newest faculty members who is engaged in cutting-edge research in disability studies.

We hope you'll enjoy reading about the significant accomplishments of our faculty and students as well as catching up with classmates through the alumni updates section. We'd love to hear your feedback and hope you will plan to come and see us the next time your travels bring you to Tallahassee.

Thank you for all you do in carrying the torch for education.

Marcy P. Driscoll, Dean  
College of Education

### THE TORCH MAGAZINE

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# FSU-TEACH

## TWO MAJORS. FOUR YEARS.

### A LIFETIME OF OPPORTUNITY

BY EMILY KEELER

**T**wo majors. Four years. A lifetime of opportunity. With the promise of those words Florida schools may soon see a wave of new teachers. FSU-Teach, a recently launched initiative at The Florida State University, aims to give a major boost to math and science education in Florida.

A declining number of qualified teachers for science and mathematics in K-12 schools has opened the door for the innovative program.

The joint program between the College of Education and the College of Arts & Sciences, now in its third semester, offers undergraduates a unique route to becoming math or science teachers.

FSU-Teach recruits current students from the fields of biology, chemis-

try, mathematics, geosciences and physics. The program's two introductory courses are free of charge for in-state students and allow them to experience teaching in local K-12 schools in the first two semesters of the program. This immediate classroom immersion has kindled a passion for teaching that many students had not realized before joining the program.

"This is my first semester in college," says Kelly Gover, a freshman at Florida State. "I'm already in the classroom teaching students."

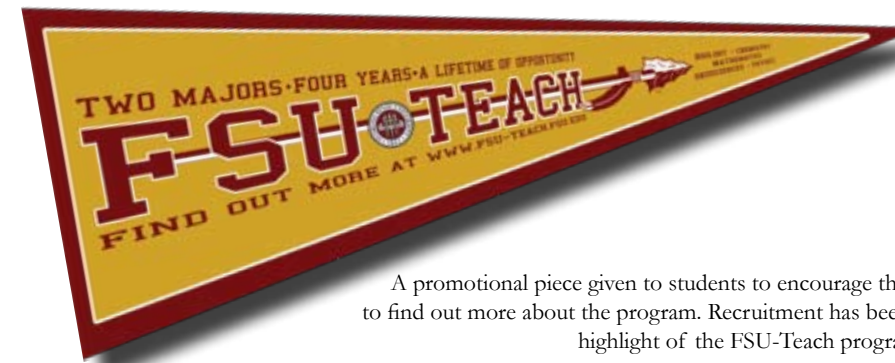
The enthusiasm for the program is palpable throughout the participating student body.

"It's one of the best experiences I've had at Florida State so far. I've really gotten a chance to learn first

hand whether or not teaching is for me. I've been able to jump in feet first," says Will Conners.

FSU-Teach students receive a large amount of support in the form of master and mentor teachers. Master teachers are FSU faculty members who are veteran teachers of grades 6-12. They help provide course instruction, work closely with students, and coordinate and support real-life teaching experiences. Mentor teachers are professionals currently teaching in K-12 schools who help FSU-Teach students with feedback on lesson planning, teaching strategies, classroom management and other current issues.

Upon graduating, students will have earned a degree with two majors, one in the content area (biology, chemistry, geosciences, mathematics, or physics) and one in education. The unique nature of the program allows them to complete all required courses and graduate in four years. With a double major students are qualified for a number of positions both in education and their content field, providing them



A promotional piece given to students to encourage them to find out more about the program. Recruitment has been a highlight of the FSU-Teach program.

more professional opportunities in today's competitive market.

Support for students does not end at commencement. FSU-Teach provides continued assistance to its graduates by offering face-to-face and/or online support through regularly scheduled professional development to help them overcome challenges in their first years in the classroom.

FSU-Teach was established through a \$2.4 million grant over a five year period from the National Math and Science Initiative (NMSI), an innovative not-for-profit organization launched by ExxonMobil in 2007 to address one of the nation's greatest economic and intellectual threats, the declining number of teachers qualified to effectively teach science,

mathematics and computer sciences to K-12 students.

The Helios Foundation helped augment the cost of the new initiative with a \$1 million donation; NMSI will also donate \$1 million to the program's endowment at the end of its grant period. With matching funds from the State of Florida Legislature, the financial support for FSU-Teach exceeds \$5 million.

The program is modeled after UTeach, the highly successful parent program at the University of Texas at Austin. In 2007 NMSI issued a request for proposals for the replication of UTeach. Fifty-two institutions of higher education from around the United States submitted proposals; of those, 29 were invited to issue full proposals.



Florida State was one of 12 colleges and universities selected to receive the grant awards.

The UTeach Institute assists new programs by providing course materials, operations manuals, consultation and training in establishing successful replicas of the UTeach program.

FSU-Teach is already well on its way to success. Enrollment numbers doubled between the first and second semesters and students are brimming with excitement.

According to Florida State University President T.K. Wetherell, "FSU-Teach represents an important step in helping Florida – and the nation – to remain competitive in an increasingly challenging global economy."

"I would recommend this to anybody and everybody that even thought about teaching," says Gover. "Not only do they prepare you and teach you so well, but they have such a passion, it makes you love it and have a passion for it as well."

For more information:  
[www.fsu-teach.fsu.edu](http://www.fsu-teach.fsu.edu)  
[www.nationalmathandscience.org](http://www.nationalmathandscience.org)  
[www.helios.org](http://www.helios.org)

Photos: FSU Photolab



## SNAPSHOT:

# EDUCATIONAL LEADERSHIP & POLICY STUDIES

BY CANDICE FRANCO

With its innovative programs and steadfast commitment to cutting-edge research, the Department of Educational Leadership and Policy Studies (ELPS) continues to develop pioneering leaders of educational policy who are committed to its study and implementation at all levels.

### GOING GLOBAL

In order to meet the growing need for awareness of international issues in education, ELPS has collaborated with the Peace Corps to develop a program combining two years of international volunteer service in one of 70 countries with graduate coursework in mathematics, science or English education. This unique opportunity allows students to enhance their efficacy in future international educational careers.

For more information visit [www.fsu.edu/~elps/sides/pcmi.html](http://www.fsu.edu/~elps/sides/pcmi.html)

### INVITING DISCUSSION & COLLABORATION

Also of note, ELPS hosted three lectures highlighting some of today's critical areas in educational policy.

- **Dr. Rita Bornstein**, former president of Rollins College, was the speaker at the 5th annual Stryker Lecture hosted by the Hardee Center for Leadership and Ethics

in Higher Education.

- **David Baker**, Professor of Comparative Education and Sociology at the Pennsylvania State University, led a discussion that focused on the importance of education as it relates to population health, with particular regard to its role in the HIV and AIDS pandemic in sub-Saharan Africa.

- **Robert Croninger**, associate professor of education and associate chair of the Department of Education Policy Studies at the University of Maryland, presented findings from a study funded by the National Science Foundation that investigated educational policies and practices in elementary and secondary schools.

### STUDENT ACHIEVEMENTS

- **Roxanne Hughes**, Educational Policy, was selected to attend the 2008 David L. Clark National Graduate Research Seminar in Educational Administration & Policy.

- **Matthew Stanfill**, Sociocultural and International Development Education Studies (SIDES), was awarded one of nine scholarships from the Advanced Study of Khmer (ASK) program to study the Khmer language and development of education in Cambodia.

### WELCOME NEW FACULTY

**Rhonda Blackwell-Flanagan**  
Assistant In  
*Ph.D., The Florida State University*

**Kathy Guthrie**  
Assistant Professor  
*Ph.D., University of Illinois at Urbana-Champaign*

**Tammy Kolbe**  
Assistant Professor  
*Ed.D., University of Vermont*

**Brenda McMahan**  
Assistant Professor  
*Ph.D., University of Toronto*

[www.fsu.edu/~elps](http://www.fsu.edu/~elps)



Dean Driscoll, Dr. Rita Bornstein,  
Dr. Jon Dalton



Marvalene Hughes, President of Dillard University

# STRENGTH IN THE STORM

BY NASH MCCUTCHEN

When faced with barriers, Marvalene Hughes sees destinations. Throughout her life she has welcomed challenges and overcome obstacles by channeling the energy to motivate her towards success. Growing up an African-American female in rural Alabama, she entered adulthood on the brink of the civil rights era when many doors were still closed to her. Yet she stands today as one of the most celebrated women in higher education.

## IT TAKES A VILLAGE

Hughes was one of nine children born to a school principal and a farmer/businessman in Eutaw, Alabama. Her parents placed a high value on education as evidenced by the fact that each of their children graduated from college, with four continuing on to earn master's degrees and three receiving doctorates.

"I came from a family of educators. There was never a question about whether I was going to college, it was a question of which university I could afford and which I would choose."

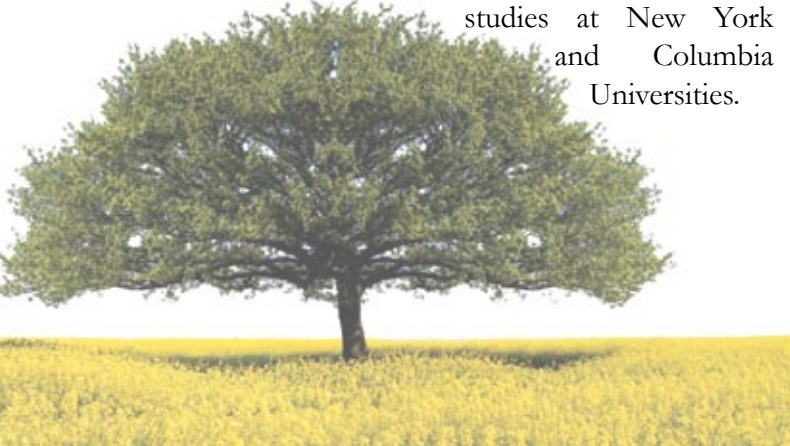
Hughes' grandfather owned a significant amount of land, allowing her entire extended family to live within walking distance of one another. Hughes compares this nurturing structure to that of villages in Africa where all members have a hand in child rearing which fosters the development of resilience and fortitude.

Also integral to the formation of her character was the emphasis her parents placed on human rights. Hughes remembers them as progressives who taught their children that inequity was unjust.

"They were clear that we had to work harder and 'run faster', but they assured us we could do both ... and we were crazy enough to believe it."

## LEAPING OVER LINES

Hughes earned bachelor's and master's degrees from Tuskegee University before pursuing post-graduate studies at New York and Columbia Universities.



After marrying, she moved to St. Petersburg, Florida and took a position at Gibbs Junior College. At that time Pinellas County had a partnership with Florida State University where one professional was selected annually to pursue a Ph.D. in administration from the College of Education. The employee received full pay during their studies with the agreement that upon completion of the degree they would return to Pinellas County to provide leadership. Hughes was keenly interested but doubted she would be selected as all past recipients were white males. Rather than being a deterrent, this solidified her resolve to meet the challenge.

"If you really want to see me leap over something," Hughes says, "draw a line and say, 'You can't do it.'"

Hughes applied to the program and through diligence and tenacity won the opportunity to pursue her Ph.D. at Florida State. Although the program focused on training administrators, Hughes had a deep interest in counseling which she believes is an essential component of leadership. She was able to add that element to her studies and graduated in 1969 with a doctorate in administration and counseling.

Upon leaving Florida State she began her administrative career at Florida Presbyterian College (now Eckerd College) in St. Petersburg. From there she held several high-level administrative positions at renowned institutions including vice president and professor at the Universities of Minnesota and Toledo, associate vice president at Arizona State University, and senior-level administrator and professor at San Diego State University. Her first presidency was at California State University Stanislaus (CSUSTAN) where her leadership resulted in substantial increases in enrollment, fundraising, capital construction and national rankings.

“THERE WAS NEVER A QUESTION ABOUT WHETHER I WAS GOING TO COLLEGE, IT WAS A QUESTION OF WHICH UNIVERSITY I COULD AFFORD AND WHICH I WOULD CHOOSE.”

After 11 fulfilling years at Stanislaus, Hughes took advantage of an early retirement package. When conferred with the honored title of President Emerita she remained at CSUSTAN for a year while her replacement was sought. Little did she know that in the twilight of her career her greatest administrative challenge and the realization of her life's purpose lay waiting just beyond the horizon.

## A NEW MISSION

Shortly after retiring Hughes received a call from a search firm explaining that Dillard University, a private historically black college in the Gentilly neighborhood of New Orleans, Louisiana, was in need of a president with proven leadership. Intrigued, Hughes visited the campus and quickly came to realize that this was a calling she must heed.

"I came down ... two or three times and I finally realized that there would be some challenges, and that is how I decided to accept it."

What Hughes could not have foreseen was the extent of the challenges that lay ahead. She expected to move the 136-year-old, comprehensive liberal arts college to a new level of success; she did not expect the nation's most severe natural disaster.

## RISING WATERS

On July 1, 2005 Hughes stepped onto Dillard's charming campus – anchored by neoclassical buildings and stately live oaks – as it's ninth, and first elected female, president. On August 27, just one week after students arrived for the fall semester, Hughes evacuated the campus leaving its ancient trees and genteel white columns to the fury of Hurricane Katrina.

As the storm skipped over Florida, gaining strength in the Gulf of Mexico, Hughes realized that she must act quickly. Her decision to secure buses and transport students to Centenary College in Shreveport, LA was a bold act of leadership that likely saved lives. The London Avenue Canal borders the back of campus; when the lower levee breached



## DISTINGUISHED CAREER

Marvalene Hughes, a renowned leader in higher education, has devoted her career to furthering the cause through her active roles in some of the nation's major professional organizations.

- **President**, American College Personnel Association
- **President**, National Association of Counseling Center Directors
- **Chair, Vice President**, National Association of Land Grant Colleges and Universities
- **Chair**, Women Presidents of the American Association of State Colleges and Universities
- **Co-Chair**, African-American Presidents of the American Association of State Colleges and Universities

Hughes has initiated international partnerships with universities across the globe and in 1988 joined President Clinton and Vice President Al Gore at the inauguration of the High Hopes for College for America's Youth federal initiative.

Hughes has been further celebrated through the honor of being named the 2001 "Woman of the Year" by the California State Legislature; one of the "Top 10 Black Women in Higher Education in America" by *Black Voices* (April 2005); and a 2007 Florida State University "Grad Made Good".



Aerial view of a flooded Dillard University days after Hurricane Katrina hit August 29, 2005.



A flooded neighborhood near Dillard University in the Gentilly community.



Floodline on exterior of Henson and Williams Halls.

the university was immersed in six to ten feet of contaminated floodwaters. All buildings – including dormitories – were severely damaged and some, deemed irreparable, had to be razed. The polluted waters sapped the life from vegetation and sickened many of the beloved oaks. All told, Dillard sustained losses of more than \$400 million.

The receding floods left behind a filthy, colorless shell of the once vibrant Gentilly community and Dillard was not spared. It was the only major university in the area where students were unable to return to campus for an entire year. Because of this, most people – including the political leadership within the Historically Black Colleges and Universities – assumed that Dillard would not recover. As students were scattered across the country taking classes at host institutions and colossal physical and financial damage indicated that rebuilding was out of the question, political pressure to relocate Dillard mounted. But in the storm’s residual muck that clung to streets and burdened spirits Hughes saw that once again a line had been drawn, and she was poised to leap.

### COMING HOME

Hughes notes that up until the moment she saw the hurricane-ravaged campus she did not truly understand what it meant to be purposeful. Though she had accomplished many things by “... jumping through hoops, competing, spanning oceans, and climbing mountains ...,” this felt different. The initial shock of the brutal destruction blossomed into a fierce and clear conviction that Dillard must survive. When those around her lamented, “Dillard is gone,” she answered with a resounding “No.”

“We will fix this,” Hughes said. “This is my life’s purpose.”

Despite immense odds, Hughes made the commitment to build a “New Dillard” whose strength and success would surpass the old. Recognizing that

# REBUILDING



Dillard and international college students from the Melton Symposium paint a home in New Orleans.



Students study in the newly renovated Will Alexander Library.

the most important factor in preserving Dillard was keeping its community together, she arranged for students to return to New Orleans for the spring 2006 semester.

“We pushed ahead believing we had to do what was right rather than what was politically expedient. I did not want the ancestors of 137 years who survived major atrocities frowning on my actions.”

The most immediate obstacle lay in finding a place where the students could be housed and take classes. Scott Cowen, president of Tulane University, opened his doors to provide library space, health care facilities and laboratories sparking a strong partnership that continues today. Finding residential space proved more difficult despite the many avenues that were explored.

While in the midst of considering options, the idea of approaching the Hilton Riverside Hotel was born. Hughes learned that the hotel had not been damaged beyond repair and lay vacant as the city rebuilt. She approached the management and was met with enthusiasm. For the next seven months classes were conducted in meeting spaces and ballrooms while Hughes, her husband, the faculty, staff and 1,084 returning students called the Hilton home.



The new science labs host a large number of students.



The Dillard University International Center for Economic Freedom illuminated in the evening.

# COMING HOME



# Avenue of the Oaks

One of the most treasured traditions at Dillard University is the annual commencement march down the Avenue of the Oaks, two lanes of centuries-old live oaks that adorn the green at the center of campus.

Avenue of the Oaks as it is seen today.

After Katrina, this beloved ritual threatened to be lost. Hughes regarded the historical event as a valuable symbol that was imperative to preserve and pledged that the class of 2006 would experience it.

Soon after the hurricane she hired the best arborists she could find and, amazingly, only one tree was lost.

She brought in sod from across the United States and made certain that the buildings were repainted.

When graduation day arrived, the avenue was a sprawling green, the buildings sparkled white, and the sentinel trees again bore witness to the chorus of marching feet.

“From my perspective it was very good ... students had only been here for a week when Katrina came and I didn’t know any of them ... Suddenly there we were, all together ... giving each other the kind of support that enables you to continue to move forward.”

## REBUILDING A COMMUNITY

Forging ahead with her purpose, Hughes engaged in aggressive fundraising and deftly negotiated a low-interest loan from the federal government. Rebuilding began and students were able to return to campus in fall 2006.

As of January 2009, most of the clean-up and reconstruction is complete. Hughes recognizes with gratitude that the experience of Hurricane Katrina allowed Dillard to achieve heights that may not have been otherwise possible. Every laboratory over 50 years old was removed and \$20 million was raised to equip the campus with state-of-the-art science, nursing and humanities labs. In choosing to turn challenges into opportunities, Hughes facilitated the restoration of all spaces to new and improved levels.

But physical reconstruction is only one part of the equation. As trucks, machines and work crews began to appear, Dillard became a beacon of hope

to the Gentilly community. The visible evidence that Dillard was moving forward despite the political forces against them inspired other citizens to shake off despair and start anew.

“... it was interesting to observe the number of trailers that started returning when the community saw what was happening. People here have indicated that once they saw Dillard coming back, they decided they could come home too.”

This led to the establishment of a Community Development Corporation that enables Hughes and community leaders to engage in strategic planning for the revitalization of the area. Now a university that was once considered isolated and elitist is an open gateway for collaboration and healing.

## BRIGHT FUTURE

Due to the resourceful planning and financial management of Hughes and her administration, the construction of two new facilities – the 21st Century Professional Schools and Science Building, and the Student Union Recreation, Health, and Wellness Center – are scheduled for completion in 2010. Both buildings will be LEED (Leadership in Energy and Environmental Design) certified reinforcing Dillard’s commitment to supporting the environment.

Walking across campus it is evident that its inhabitants are proud and the approving murmurs of their ancestors are easily sensed in the fluttering canopy of the oaks. Hughes greets her students, faculty and

staff by name and engages them with a grace and dignity that is humbling to witness. It is a place that is alive, victorious and thriving – a “New Dillard.”

## SOWING FLOWERS

There is a story told by local tour guides to explain the origin of the New Orleans Garden District, an area of historic southern mansions renowned and loved for its elegant beauty, not far from Dillard’s handsome gates.

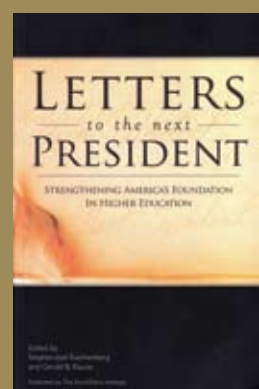
In 1816, a breach in the Mississippi River levee caused massive flooding in the area and the receding waters left behind a blanket of fertile sediment. It is said that lush foliage and exquisite flowers sprung from this soil and marked the area with the unmatched beauty that earned its name and drew citizens to build lavish homes within its bounty.

This tale conveys a lesson that is analogous to the strength and character of Marvalene Hughes. When faced with life’s inevitable floods, she has chosen action over despair and sought the life-force within the mires. She has soared above the waters and surpassed their boundaries, leaving flowers in her wake for the next generation to cultivate.

### RELATED LINKS:

- [www.dillard.edu](http://www.dillard.edu)
- [www.cityofno.com](http://www.cityofno.com)
- [www.hilton.com](http://www.hilton.com)

Photos: Courtesy of Dillard University



## LETTERS TO THE NEXT PRESIDENT

Marvalene Hughes is a contributing author to the recently published *Letters to the Next President: Strengthening America’s Foundation in Higher Education*, a collection of 21 policy recommendations from America’s leaders in higher education.

The book seeks to promote the preservation of knowledge in our nation and to bolster a failing system that puts our future at risk. Hughes’ chapter titled “Emergency Preparedness and Global Warming: Higher Education’s Responsibilities,” draws on her experience at Dillard University which was severely damaged in 2005 by Hurricane Katrina. She recommends the passage of special legislation to protect

institutes of higher education when facing an emergency.

*Letters to the Next President: Strengthening America’s Foundation in Higher Education*. Stephen Joel Trachtenberg & Gerald B. Kauvar (Eds.). Los Angeles, CA: The Korn/Ferry Institute (2008).

[www.kornferry.com](http://www.kornferry.com)



# SNAPSHOT: SCHOOL OF TEACHER EDUCATION

BY CANDICE FRANCO

## WELCOME NEW FACULTY

**John Hosp**  
Assistant Professor  
*Ed.D., Vanderbilt University*

**Young-Suk Kim**  
Assistant Professor  
*Ph.D., Harvard University*

**Ramona Pittman**  
Assistant Professor  
*Ph.D., Texas A&M University*

**Victor Sampson**  
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**Joseph Valente**  
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*Ph.D., Arizona State University*

**Jeanne Wanzek**  
Assistant Professor  
*Ph.D., University of Texas at Austin*

**Shelbie Witte**  
Assistant Professor  
*Ph.D., Kansas State University*

[www.coe.fsu.edu/ste](http://www.coe.fsu.edu/ste)

The School of Teacher Education exhibits an enthusiastic commitment to provide instruction that moves people into community settings, develops inspiring educational leaders and engages in research that makes a difference for learners across the nation.

## UNITED FOR A COMMON PURPOSE

Of the many enhancements made to the College of Education in 2007 – 2008, the merger of the Departments of Middle and Secondary Education (MSE) and Childhood Education, Reading, and Disability Services (CERDS) was one of the most prominent. Together, MSE and CERDS now comprise the School of Teacher Education (STE).

Now the College's largest entity, STE's need for more space was answered by the recent renovations to the Stone Building. In addition to laboratories and classrooms, a new administrative suite has allowed the units within the School of Teacher Education to be housed together in the Stone Building (MSE was formerly in Carothers Hall).

With its new facilities and united team of faculty, staff and students the School of Teacher Education is positioned to carry on its legacy as Florida's premier program for preparing the next generation of educators.

## STUDENT ACHIEVEMENTS

- **Susan Hogle Taylor**, a graduate student in Reading and Language Arts, received the 2008 Florida Association of Community College's Professor of the Year Award for Instructional Excellence.
- **Stephanie Triay**, Education of Students with Exceptionalities, earned the College's Undergraduate Humanitarian of the Year Award and was selected as a University Service Scholar.



STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER

# BUILDING FOR THE FUTURE

BY NASH MCCUTCHEN





When College of Education students returned to campus for the 2008 fall semester they were greeted by a breathtaking 26,000 square foot addition to the Mode L. Stone Building. With planning beginning in 2006 and a ground breaking in August 2007, the Stone Building underwent a massive expansion and renovation campaign that culminated in an award winning structure and has received much attention across the Tallahassee community.

The project, which was funded by state allocations, was part of the University's Public Education Capital

Outlay (PECO) plan to improve campus facilities. Two Tallahassee firms, Elliot Marshall Innes, PA and Childers Construction Company were chosen to design and implement the new structure and renovations to the existing building.

Marcy Driscoll, Dean of the College of Education, notes that the main impetus for the improvement was not merely aesthetic.

"The new wing has provided us the means to bring our programs in Middle and Secondary Education (formerly located in Carothers Hall) to the

Stone Building. Now our units within the School of Teacher Education are housed under the same roof and able to collaborate more efficiently."

Along with new suites for the School of Teacher Education and dean's staff, classrooms, labs and common areas were included in the construction. The most stunning aspect of the addition is the enclosed atrium that serves as a bridge between the existing building and new wing.

According to Steve Conner, Director of Business Operations for the College of Education, "The greatest challenge for the architects was to seamlessly incorporate the old building into their design. By crafting the atrium they succeeded in making the old and new feel like one complete space."

The original Stone Building was constructed in 1978 in a style described as brutalism. Once referred to as "The Penitentiary" for its institutional look, the building is now celebrated as an appealing structure that serves as a welcoming façade for the campus' west-end entrance.

The architects' innovative incorporation of expansive windows and open space invoke a sense of warmth and relaxation as you journey through the building. Conner hopes that the pleasant atmosphere coupled with state-of-the-art technology and facilities will help to attract new students and faculty members.

## MODE L. STONE BUILDING GOES GREEN AND SMOKE-FREE

Due to energy-conscious construction and renovations, the Mode L. Stone Building will be LEED (Leadership in Energy and Environmental Design) certified by the U.S. Green Building Council. This certification is the recognized standard for measuring building sustainability and showcases the College of Education and Florida State University's commitment to supporting the environment.

To qualify, buildings must incorporate features that promote sustainable site development, water savings, energy efficiency, materials selection and indoor environmental quality. Some examples of sustainability practices include the use of hands-free faucets, energy efficient light fixtures and recycling of construction materials. For more information visit [www.usgbc.org](http://www.usgbc.org).

In keeping with the Clean Indoor Act and Healthy Campus 2010, the College of Education adopted the Florida State University Breathe Easy Policy. The outside perimeter of the Stone Building is a Breathe Easy Zone which means that areas within 50 feet of the building exterior are non-smoking. The Breathe Easy Initiative has been implemented at FSU to create inviting entrances to buildings and a more healthy campus environment. For more information on the Breathe Easy Zone Program visit [breatheeasy.fsu.edu](http://breatheeasy.fsu.edu).



## STONE BUILDING AWARDED FOR EXCEPTIONAL DESIGN

The Mode L. Stone Building and Elliot Marshall Innes, PA (EMI), a Tallahassee based architectural firm, received a 2008 Chapter Design Merit Award by the Tallahassee Chapter of the American Institute of Architects (AIA) for the 26,000 square foot addition that was completed in September.

The biennial award aims to highlight and recognize design excellence and to illustrate how such design plays an integral role in the quality of work and play environments. The Stone Building project was selected by a jury of accomplished architects from across the nation because it achieves "an appropriate and sensitive blending of existing and new program components in a quality expression" and "maintains the spirit of the original building but manipulates the design in a very contemporary manner."

[www.emiarch.com](http://www.emiarch.com)  
[www.aia.org](http://www.aia.org)  
[www.childers-construction.com](http://www.childers-construction.com)



The new Learning Resource Center (LRC)





Steve Conner

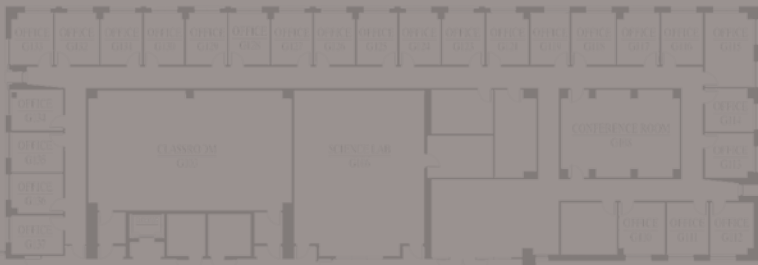
“We didn’t want the new wing to look like a ‘Taj Mahal’ sitting next to a relic,” said Conner. “We were strategic in trying to maximize the available funding so that we could spread it around and allow everyone to benefit.”

Renovations include new flooring, paint, ceilings and lighting as well as updated restrooms, graduate student office spaces and department suite entrances. Classrooms are still in the process of being refurbished and are scheduled for completion by fall 2009. The modernized classrooms will be identical to those in the new structure containing the same technology and updated furniture.

Conner is confident that “When students walk into one of the classrooms built in 1978, they should see no difference from the one across the breezeway that was constructed 30 years later.”

The area that received the most extensive renovations was the Learning Resource Center (LRC), which serves the students, faculty and staff of the College by providing instructional support services as well as computer lab facilities, multimedia equipment and technology enhanced classrooms. According to Dina Vyorkina, Director of the Office of Information and Instructional Technologies (OIIT) for the College of Education, the LRC

# NEW SPACES



## NEW SPACE FOR HONING SKILLS

### DAILY LIVING SKILLS CLASSROOM

The Daily Living Skills Classroom is a uniquely designed space equipped with kitchen and laundry facilities, as well as living and bedroom areas. Students in the Program in Visual Impairment learn, under blindfold, adaptive techniques for teaching children with low or no vision how to accomplish essential living skills, such as cooking, cleaning and ironing, that will afford them greater independence as adults.



### ASSISTIVE TECHNOLOGY CENTER



The Assistive Technology Center is a teaching area aimed at training students in the Program in Visual Impairment how to master the use of technology while blindfolded. They are able to use this knowledge to develop appropriate lessons for visually impaired children. The center is equipped with 14 vision-accessible computers as well as a Braille embosser and electronic Braille display, an adapted scanner, a closed-circuit television and several handheld electronic viewers.

### CYBER LOUNGE



The Cyber Lounge offers students a place to work, study and socialize when they are not in class. Equipped with two plasma TVs, a general seating area and a “laptop bar” consisting of stations where laptops can be powered up, this is the perfect place to catch up on email, get ahead on homework or prepare for class. As with all classrooms and computer labs within the College of Education, the Cyber Lounge has wireless accessibility.

### MORGAN MEDIA LAB

The Robert E. Morgan Instructional Systems Media Lab is a multipurpose computer and media lab serving a variety of users. The lab provides a medium for focused instructional systems (IS) courseware, teaching and events, learning and application resources and facilities for IS graduate students, and resources for specialization in digital video-related production and dissemination.



Photo: Instructional Systems Alumni Council

### SCIENCE LAB

The College of Education’s Science Lab offers students in the School of Teacher Education the opportunity to practice their science teaching skills in a fully equipped, high-tech facility. The lab is set up to mimic a typical science lab found in middle or high schools with added state-of-the-art equipment such as a 77-inch smart board with speakers, ceiling mounted LCD projector and microscopes.

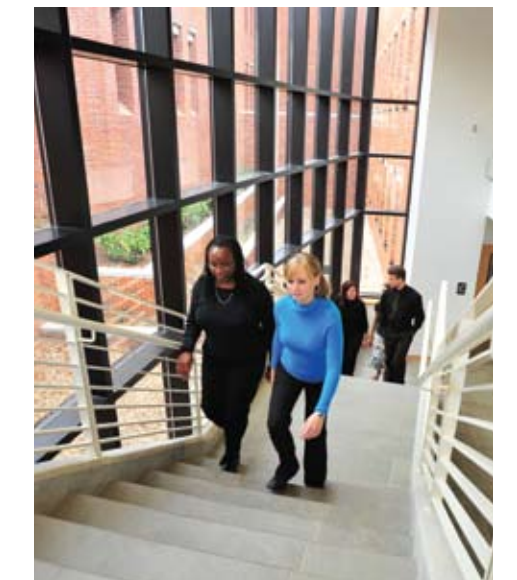


“WHEN STUDENTS WALK INTO ONE OF THE CLASSROOMS BUILT IN 1978, THEY SHOULD SEE NO DIFFERENCE FROM THE ONE ACROSS THE BREEZEWAY THAT WAS CONSTRUCTED 30 YEARS LATER.”

now offers a more supportive learning environment. Students have a spacious study area with laptop connections, two labs/classrooms with brand new computers and instructor stations, and two conference rooms designed for meetings, team work on class projects and group study sessions.

“Students have been amazed at the transformation,” Vyorkina said. “They now bring their parents and friends by to show it off.”

Winston Churchill wisely observed that “We shape our buildings; thereafter they shape us.” The new Stone Building offers students, faculty and staff a place of distinction and beauty where their skills can be honed. More importantly, it illuminates a path of learning that stretches far into the future and provides the tools necessary to be leaders on the journey.



# COLLEGE OF EDUCATION RANKED 45TH IN THE NATION

The College of Education continues to prove that it is a nationwide leader in education research and teacher preparation. *U.S. News and World Report* ranked the College of Education number 45 of all colleges of education in the nation in 2009 *America's Best Graduate Schools*, with five programs ranked in the top 25 in their respective areas.

## RANKED 18TH IN HIGHER EDUCATION ADMINISTRATION

The Program in Higher Education celebrated 50 years of excellence in 2007. Its master's, specialist and doctoral programs are consistently recognized as some of the best at preparing leaders in the fields of higher education. Graduates are employed nationwide as both K-12 and postsecondary level administrators.

## RANKED 19TH IN COUNSELING AND PERSONNEL SERVICES

Master's and doctoral students are trained in the Program in Psychological Services for roles as psychologists, school psychologists, and career and mental health counselors. The program affords the College a unique relationship with the FSU Career Center through the Center for the Study of Technology in Counseling and Career Development where jointly appointed faculty conduct research and service that leads to career-based programs in universities and governments around the world.

## RANKED 19TH IN EDUCATION ADMINISTRATION AND SUPERVISION

The Program in Educational Leadership/Administration develops and enhances dynamic, high-performing leadership for the renewal and improvement of schools and school systems. Offering on-campus and distance-learning curricula at the master's, doctoral and specialist levels, the program's research focuses on topic areas such as improving schools and school systems, effective teaching and learning, and ethics in educational leadership.

## RANKED 19TH IN EDUCATIONAL POLICY

Offering doctoral, master's and certificate programs, the Program in Educational Policy and Evaluation prepares individuals for policy-related careers that involve designing, developing, implementing, analyzing and evaluating federal, state and local educational policies, as well as preparing students to teach and research at the university level.

## RANKED 24TH IN EDUCATIONAL PSYCHOLOGY

The Program in Educational Psychology offers master's and doctoral programs in three specific areas of specialization: learning and cognition, measurement and statistics, and sport psychology. Led by world-class faculty in each of these fields, the programs conduct educational research in a broad range of topic areas.

# FACULTY PROFILE: FEEDING OFF KRYPTONITE

By NASH MCCUTCHEN

Joe Valente appears to be a typical academic devoted to his students and passionate about his research in Deaf and disability studies. But as he speaks, the depth of his enthusiasm points to another dimension shimmering beneath the surface. Valente is a superhero and he is gunning to quell the repressive forces of disability discourse.

Superhero may seem a dramatic description, but it is a fitting analogy for someone who, as a self-proclaimed comic book junkie, has been fighting his own form of Kryptonite since infancy.

At six weeks of age, Valente contracted a near-fatal fever that claimed most of his hearing. Surprisingly, the deafness itself has never been his nemesis. Instead it is the predominant and insistent belief that deafness is a disability, often promoted by the medical and educational communities, that has served as a spirit-sapping Kryptonite.

There are two warring schools of thought on deafness. The pathological philosophy views hearing loss as a physical disability, seeks treatment through devices such as hearing aids or cochlear implants and tends to reject the use of sign language. In essence, deaf children are regarded as broken vessels that must be fixed.

The cultural philosophy, espoused by advocates of the \*Deaf community, is radically different. This view rejects the notion of

disability, indicating that Deafness describes a minority group defined by their shared symbols, values and language (American Sign Language). Cultural proponents believe that Deaf children should be accepted as they are and allowed to flourish through the use of their natural language.

Though Valente subscribes to the latter, he was educated in an environment that reflected the pathological viewpoint. As a student he was not permitted to use sign language and was forced to learn to speak. He recalls feeling like an "in-between," not fitting neatly into the hearing world and not having access to deaf peers – essentially belonging nowhere. He suggests that this absence of cultural identity can be devastating to the emotional, intellectual and spiritual development of a child.

"Without peers, you can't enculturate. The problem with mainstreaming (inclusion) is that it ends up actually excluding the child who is different."

Nevertheless, the clinical model seemed to work for him. Only 20 percent of deaf students who enter college graduate, and he has decisively broken the mold by attaining two advanced degrees. He contends that his success occurred despite the educational system, not because of it. When asked what factors led to his achievement his answer points to destiny.



**Joe Valente, Ph.D.**  
Assistant Professor of Early Childhood Education  
School of Teacher Education

Valente received his Bachelor of Arts degree in English from Bates College in Lewiston, Maine. He earned a Master's of Education and a Doctor of Philosophy in Curriculum and Instruction from Arizona State University.

His first book, *d/Deaf and d/Dumb: A Portrait of a Deaf Kid as a Young Superhero*, has been accepted for publication by Peter Lang Publishing Group and scheduled for distribution in 2010.

[www.peterlang.com](http://www.peterlang.com)

*\*In print, the pathological view of deafness is identified by standard lower case, deaf – while the cultural view applies capitalization to the word, Deaf.*



“IF YOU WANT ANSWERS, I’M NOT THE PERSON TO CONNECT WITH. IF YOU WANT MORE QUESTIONS, TALK TO ME.”

“I guess I feed off the Kryptonite ... I vividly remember my childhood and I was hurt a lot as a kid. I promised myself that I would do something about that ... It is my purpose to tell the larger world how they impose on young children.”

Valente believes he was appointed by whatever cosmic forces rule the universe to relay a message. The superpower he was granted – an antidote to the Kryptonite – is found in his distinctive method of research that emotionally and intellectually engages the reader.

“The problem with research is that it can be boring ... I use creative writing methods infused with theories from the social sciences and humanities ... when you read about marginalized populations, I want you to cry, laugh, become angry.”

Valente also uses testimonials as a major source of data. Before receiving advanced degrees he recalls being deemed unqualified to comment on special education. Yet he felt an authoritative claim on the needs of special education students precisely because he was one.

“The real experts are the children, the parents – the people on the front lines. They are the ones who deserve to be heard.”

Another unique aspect of Valente’s technique is that he borrows and combines theoretical models from a variety of sources.

“Most scholars follow a theory and if it is proven wrong, the world ends. But theory is just a tool and rarely will you see me use the same methods throughout my work. Anthropology to Zoology, I’m using all of it.”

Valente feels honored to be at Florida State University where his unorthodox approach to research has been welcomed, and credits the open-mindedness of College of Education Dean Marcy Driscoll.

“I have a great sense of pride in Florida State ... of all the representatives of institutions I visited, Dean Driscoll was the only one who clued in to what I was talking about. Did she agree with everything I put forth? I don’t know, but she engaged me.”

In the School of Teacher Education Valente challenges students to interrogate constructs and think creatively rather than frantically searching for an absolute truth. He is more interested in initiating inquiry than in hammering audiences with 60 minutes of theoretical information that may not be applicable in the real world.

“In my classes we are always spinning. If you want answers, I’m not the person to connect with. If you want more questions, talk to me.”

Valente hopes to raise enough questions about the current educational approach to disability that minds open to needed change. He looks to the day when disability discourse defines children by what they possess rather than by what they lack. He is resurrecting the voices of children who are too often silenced and urging a world of perfectly functioning ears to listen.



## SNAPSHOT: EDUCATIONAL PSYCHOLOGY & LEARNING SYSTEMS

By CANDICE FRANCO

The Department of Educational Psychology and Learning Systems (EPLS) prepares students to become leading researchers, dynamic faculty and skilled practitioners in the fields of educational psychology, instructional systems and psychological services.

### COLLABORATION

In October, EPLS hosted a symposium as part of the Dean’s Colloquium Series. The symposium, Assessment for the 21st Century: Insight, focused on efficiently and responsibly integrating assessment and instruction. It allowed COE faculty and students to collaborate with Florida’s policymakers and agency officials, assessment specialists, and educational professionals on how to improve student learning in today’s environment.

Keynote speakers included national experts in the field who presented their research and discussed how current research might shape policy recommendations for Florida’s schools.

### COMMUNITY OUTREACH

Project KICK received its third consecutive award when named the Substance Abuse Best Practices Recognition Program by the Florida Department of Children and Families (DCF) and the Florida Alcohol and Drug Abuse Association (FADAA).

Project KICK (Kids In Cooperation with Kids) focuses on the prevention of involvement with the criminal justice system and drug use through peer mentoring, family/community service and achievement motivation.

### STUDENT ACHIEVEMENTS

- **Issy Masduki** and **Jennifer Myers**, Instructional Systems, won top prize for the PacifiCorp Design and Development Award that recognizes the most innovative solution to a business problem dealing with learning and performance.

- **MaryAnn Green**, School Psychology, received the 2008 Minority Scholarship Award from the National Association of School Psychology.

- **Kimberlee Bethany Bonura**, Sport Psychology, received the American Psychological Association (APA) Division 47 – Exercise and Sport Psychology – Dissertation Award

The Project KICK team



### WELCOME NEW FACULTY

**Angela Canto**  
Assistant Professor  
*Ph.D., Florida State University*

**Pei-Hua Chen**  
Assistant Professor  
*Ph.D., University of Texas at Austin*

**Georgios Lampropoulos**  
Assistant Professor  
*Ph.D., Ball State University*

**Valerie Shute**  
Associate Professor  
*Ph.D., University of California, Santa Barbara*

**Yanyun Yang**  
Assistant Professor  
*Ph.D., Arizona State University*

[www.epls.fsu.edu](http://www.epls.fsu.edu)



David Eccles



Patrice Iatarola



Tom Luschei



Steven Pfeiffer



Amy McKenzie



Stacey Rutledge



Shelby Witte

**AMY MCKENZIE, Assistant Professor**

School of Teacher Education  
\$800,000 (four-year) - Office of Special Education and Rehabilitative Services, U.S. Department of Education

Amy McKenzie is principal investigator on a grant to support teacher education in the field of visual impairment. The grant is intended to support programs for training undergraduate and graduate students to become teachers of students with visual impairments. Teacher preparation in this field is in high demand throughout the United States.

The primary goal of the program is to increase the number of highly qualified, diverse personnel necessary to provide appropriate services to people with visual impairments. Research efforts will focus on graduate preparation for orientation and mobility specialists, support of interdisciplinary graduate teacher preparation, aggressive recruitment efforts, and a mentoring program.

**STACEY RUTLEDGE, Assistant Professor**

Educational Leadership & Policy Studies  
\$960,000 (four-year) - Institute of Education Sciences, U.S. Department of Education  
\$208,000 - National Board for Professional Teaching Standards

Rutledge is working with Tim R. Sass, professor of economics at Florida State, to provide statistical evidence on what factors enable someone to become an effective teacher. Rutledge has conducted extensive interviews with school principals in order to learn more about the mix of personal and professional attributes that the principals are looking for when they interview prospective teachers.

Working with colleagues at the University of Wisconsin at Madison, Sass and Rutledge have created a Web site, "Teacher Quality Research" ([www.teacherqualityresearch.org](http://www.teacherqualityresearch.org)) that will function as a clearinghouse for information that school districts, principals, academics and policymakers throughout the nation can use as a resource.

*~Story courtesy of Barry Ray, FSU News and Public Affairs; Full version at [unicomm.fsu.edu/pages/releases/2008\\_02/13\\_teacher\\_quality.html](http://unicomm.fsu.edu/pages/releases/2008_02/13_teacher_quality.html)*

**SHELBY WITTE, Assistant Professor**

School of Teacher Education  
\$30,000 (3-year) - National Writing Project

Witte will study how professional development in vocabulary affects classroom instruction. Her research will focus on schools in Leon County (FL) and surrounding areas and will support teachers as they develop a focus on vocabulary pedagogy.

The project is part of a national study that explores how vocabulary instruction is influenced by teachers' professional development. The collaborative effort will help determine the most effective methods of teaching vocabulary and how they can be implemented in the classroom.

**E**ven the finest research must tackle the issue of funding. Thanks to generous support and the superior research being conducted by faculty, the College of Education has received over \$2.6 million in internal and external grants in the past year. Added to the many continuing grants previously awarded, the total in current research funding reaches over \$8 million. This financial support is vital to furthering the mission of the College to establish itself as a leader in research in the state of Florida and the nation. Here is a quick look at some of the exceptional work being done by College of Education faculty.

**DAVID ECCLES, Assistant Professor**

Educational Psychology & Learning Systems, Learning Systems Institute (LSI)  
\$12,000 - Council on Research and Creativity (CRC), The Florida State University  
\$250,000 - Institute for Energy Systems, Economics and Sustainability (IESES), The Florida State University

The CRC grant will enable Eccles and co-investigator Paul Ward, assistant professor in Florida State's Department of Psychology and Learning Systems Institute, to determine the causes of stress-induced failure or "choking under pressure" in expert performers. The study will examine attentional focus and performance under pressure in the complex task of law enforcement marksmanship. Findings may transfer to similar areas such as the military, homeland security, emergency medicine and first responders, among others. Results from this study will lay the foundation for a program of research in which cognitive mechanisms that explain failure under stress can be explored, and implications for reducing performance failure in demanding situations can be examined.

The IESES grant will be used to explore how the design of household appliances may affect energy use. Eccles, co-investigator, along with Paul Ward, principal investigator, and Ian Douglas, co-investigator and assistant professor in the College of Information and Learning Systems Institute, will examine behavioral factors in energy consumption and the extent to which appliance design may contribute to inefficient usage. The team will recruit up to 30 households in the Tallahassee area for data collection on their energy usage. They intend to isolate relative behavioral and appliance-design factors that affect consumption so they can provide guidance to both manufacturers and consumers on more strategic ways to save energy.

**PATRICE IATAROLA, Associate Professor**

Educational Leadership & Policy Studies  
\$500,000 (two-year) - Institute of Educational Sciences, U.S. Department of Education

Iatarola will study whether course offerings and taking in high school make a difference for public school students' high school outcomes (tenth grade FCAT and graduation), post-secondary enrollment and readiness for college-level coursework. Florida State is the host institution for the grant and Iatarola, as project director and co-principal investigator, will coordinate the collaborative research efforts of fellow co-principal investigators Mark Long of the University of Washington and Dylan Conger of George Washington University.

The project is intended to inform policymakers and high school educators who are faced with the challenge of improving the educational outcomes of the nation's most disadvantaged students. The researchers seek to provide specific information about which courses matter most to whom to help educators in designing and implementing high school curricula that reduce socioeconomic and demographic disparities in achievement.

**TOM LUSCHEI, Assistant Professor**

Educational Leadership & Policy Studies, Learning Systems Institute (LSI)  
\$35,000 - American Educational Research Association (AERA), supported by the National Science Foundation (NSF) and the National Center for Education Statistics (NCES) of the Institute of Education Sciences

Luschei, along with co-principal investigator Amita Chudgar of Michigan State University, are examining mathematics achievement of fourth grade students in 26 different countries. The study focuses on two specific issues: (1) how the importance of school and teacher inputs in explaining mathematics achievement varies across and within countries with different levels of national income and income inequality, and (2) what teacher characteristics, if any, are consistently related to bridging the mathematics achievement gap between less and more economically advantaged students within and across countries with different levels of national income, income inequality and distinct teacher-related policies.

**STEVEN PFEIFFER, Professor**

Educational Psychology & Learning Systems  
\$500,000 - Florida Department of Education

Pfeiffer will coordinate an effort between FSU, the Florida Institute of Technology and Embry-Riddle Aeronautical University to establish a Governor's School for Space Science and Technology near the Kennedy Space Center in Florida.

According to Karen Rhine of the Florida Institute of Technology, the project is an outgrowth of the Joint Institute for Space Exploration and Research – established by the three universities and announced in October 2006 – and will provide students with advanced educational opportunities in the areas of science, biology, mathematics, engineering and technology in a residential setting.

*~ Original story written by Karen Rhine, Florida Institute of Technology and courtesy of Barry Ray, FSU News and Public Affairs; Full version at [unicomm.fsu.edu/pages/releases/2008\\_04/08\\_space\\_science\\_and\\_tech.html](http://unicomm.fsu.edu/pages/releases/2008_04/08_space_science_and_tech.html)*

# FUNDING THE FUTURE OF EDUCATION



SKILL CHARACTER STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER STRENGTH SKILL CHARACTER

# BRINGING HOPE TO AFGHANISTAN

BY EMILY KEELER

It is the middle of winter in Afghanistan. The mountainous terrain is covered with snow and freezing temperatures take their toll. In this war-torn country families struggle to survive, let alone ensure their children have an education.

Into this bleak landscape Army Lieutenant Micah J. Chapman, a 2001 graduate of the College of Education, has recently been deployed to lead his company of 39 infantrymen as he embarks on the greatest and most complex journey of his life. His character will be tested as he takes on the responsibility for the health, welfare and training of his soldiers.

Chapman, who studied English education at Florida State, was one of many who joined the armed services following the 9/11 attacks on the United States. Upon arriving in Afghanistan he and his men hit the ground running, entering an area with little to no Counter Insurgency (COIN) operations. Chapman expects that less than five percent of his time will be spent in direct action with the enemy.

“Most people think of infantrymen as guys that blow things up, kick in doors and kill or capture the enemy,” says Chapman. “Over the next year we will be spending much more time on COIN than the latter.”

Creating a connection between the children of Afghanistan and The Florida State University is Chapman’s hope. To accomplish this the unit will help to establish and support schools, focusing initially on kindergarten through fifth grade. They will assist only those schools that are open to both boys and girls, and will focus on literacy and writing as opposed to the madrassas that teach through the memorization of scriptures.

Once established, the participating schools will receive continuous follow-up support to ensure the needs of the children are being met. Chapman will also have the opportunity during his deployment to make recommendations for other projects in the area including the building, reconstruction or remodeling of school facilities.

“Children are the future in the Afghan culture,” says Chapman. “No one is more important than the children. If we are going to have a long term success, gain their trust and ultimately turn over a self-sustaining government, taking an interest in the children is key.”

The community building does not end with the children. According to Chapman, 56 percent of the population has difficulty earning enough to sustain basic health. He plans to collect and distribute supplies, such as winter clothing and blankets, to people in need.



First Lieutenant Micah J. Chapman

Previous to his deployment, he reached out to The Florida State University College of Education and other organizations for donations of provisions to use in these schools and communities. The generous response he received resulted in acquiring significantly more materials than he could have purchased with military funds. Faculty and staff from the College of Education, as well as Ms. Lynda Jones’ ninth grade class from the Florida State University Schools, donated many of the vital supplies that will undoubtedly go far to help the children of Afghanistan.

While his soldiers focus on improving the lives of others, Chapman is determined to make sure those men and women serving in the armed services in Afghanistan are also cared for. To provide morale, he enlisted the help of U.S. citizens to continually mail letters and care packages to his unit and started a platoon library, an invaluable resource to many. During his last deployment he enjoyed the luxury of books through a similar initiative and wants to provide his unit with the same opportunity. A large number of books have already been donated, with the hopes of growing the collection and leaving it for the unit that will eventually replace them.

Soldiers. Children. Adults. All are in need.

Chapman’s ambitions are high and his intentions noble. The impact of his work will reach far and wide, giving hope to the children and leading to a brighter future for all of Afghanistan.

*If you are interested in donating supplies, contact Micah Chapman directly at micah.chapman@us.army.mil.*



Some of the donated supplies from the College of Education

## SMRMPE STUDENT ACHIEVES SUCCESS THROUGH SERVICE

David Rutenberg, a current graduate student in the Department of Sport Management, Recreation Management & Physical Education, is one of many College of Education students and alumni who have served in the armed services. He served six years as a combat medic in the Army National Guard, assisting pilots on medical flights and planning events for the camp.



David Rutenberg

The experience helped to shape Rutenberg through the learning of the core values: loyalty, duty, respect, selfless service, honor, integrity and personal courage (LDRSHIP) that carry influence in his life today. He also credits his military service for teaching him the teamwork, professionalism and patience that he now applies to his studies.

“I still value every moment. I learned the core values that impact my life to this day. Looking back at all I did and all it taught me, I wouldn’t trade the experience for anything.”

Like many, the military also helped him achieve his education goals. Not only did they make receiving a college education possible through funding, they also provided important life skills in the process.

“The benefits are too numerous to count,” says Rutenberg. “Anything you can dream of doing, the military can put you on a path to do it.”

Rutenberg, who hails from Panama City (FL), returned to Florida State to complete his bachelor’s degree in Event Planning through the Sport Management and Recreation Administration program, and is currently seeking his master’s degree in the same field.

[www.fsu.edu/~smrmpe](http://www.fsu.edu/~smrmpe)





# CHOOSING TO CELEBRATE

## A PERSONAL NOTE FROM THE DIRECTOR OF DEVELOPMENT

Dear Alumni, Family and Friends,

While immersed in writing my dissertation I never dreamed I would encounter an equally daunting assignment, until I was faced with penning this letter. Financially we are all suffering or know someone who is. Yet at this difficult time it is my job to ask that you dig deep for the College of Education.

It is important to focus on the positive and celebrate the wonderful things happening despite the economy. In that spirit I offer you our bright students, talented faculty and healthy culture of inquiry. It is now, more than ever, that we need your partnership to ensure the continuation of these exemplary assets.

Our students hail from all 50 states, several foreign countries, and almost every county in Florida. Annually, we graduate the second highest number of doctorates, boast the greatest master's level enrollment at FSU, and have an exceptionally diverse and intelligent undergraduate population. Your gifts provide students with scholarships and awards that stabilize their financial situation, and enable them to define research agendas and travel for presentations and networking. Gifts – of all sizes – work together to support our students.

Through their commitment to quality research and instruction our faculty has positioned five of our academic programs within the top 25 in their respective fields (see page 20) and our programs in Sport Management and Instructional Systems are among the very best of those not yet ranked. Your gifts directly affect the success of our programs by providing the vital resources necessary for faculty to conduct meaningful research that informs their students and benefits the population at large.

Our culture of inquiry is at the heart of all we do and your support helps to foster the art and discipline of rigorous scholarship. It is this focus that attracts the finest scholars and students and more deeply defines the Florida State College of Education.

It is my sincerest hope that in these trying times you will pause to reflect on the extraordinary accomplishments of your College – and every entity you support. There are many reasons to celebrate, and even the smallest gesture helps bring them to light.

Go 'Noles!

Andrew Watkins  
Director of Development  
College of Education

[foundation.fsu.edu](http://foundation.fsu.edu)



Donors and their scholarship recipients connect at the annual Homecoming Celebration



**SNAPSHOT:**  
**SPORT MANAGEMENT, RECREATION MANAGEMENT & PHYSICAL EDUCATION**  
By Candice Franco

**T**he Department of Sport Management, Recreation Management and Physical Education (SMRMPE) continues to train and produce highly qualified professionals for service within the sport industry, recreation and leisure organizations, and educational environments.

### SUPPORTING PROFESSIONALS

To accommodate the exponential growth of the event industry in Florida and across the nation, SMRMPE's program in Event Management developed a specialized, graduate level curriculum in management education.

The online certificate program is designed for Florida professionals employed by private companies, non-profit organizations, and federal, state or local governments to administer events. Students will receive the expertise and resources to successfully plan, manage and deliver a diverse range of events from outdoor festivals to multi-day conferences and exhibitions.

For more information visit  
[fsu.edu/~smrmpe/evtmgcert.html](http://fsu.edu/~smrmpe/evtmgcert.html)

### COLLABORATION

In a sustained effort to promote the interaction of students, faculty,

administrators, community members and experts in the field, the program in Sport Management hosted two important events.

- **Charlotte F. Westarhaus**, Vice President of Diversity and Inclusion with the National Collegiate Athletic Association, was the guest speaker at the annual M. Dianne Murphy Distinguished Lecture Series. Westarhaus addressed the role of minority and female administrators of higher education athletics and recreation programs.

- **The 10th Annual Sport Management Conference** focused on scholarly research. Sessions, conducted by top researchers and leaders in the field, highlighted critical topics such as marketing and branding, community service, media growth in sport, and career diversity.

### STUDENT ACHIEVEMENTS

- **Masayuki Yoshida**, Sport Management, received the North American Society for Sport Management's (NASSM) internationally esteemed Student Research Competition.

Dr. Jennifer Kane (University of North Florida) speaks at the 10th Annual Sport Management Conference

### WELCOME NEW FACULTY

**JoAnne Graf**  
Associate In  
*Ph.D., The Florida State University*

**Yu Kyoum Kim**  
Assistant Professor  
*Ph.D., University of Florida*

[www.fsu.edu/~smrmpe](http://www.fsu.edu/~smrmpe)





## SNAPSHOT:

# FLORIDA STATE UNIVERSITY SCHOOLS

By Emily Kehler



It has been an exciting year for Florida State University Schools (FSUS) – FSU’s K-12 charter school – highlighted by the appointment of Dr. Lynn A. Wicker as director in July 2008. Wicker possesses an extensive background in education, having served in the PreK-12 sector with nine years experience as an elementary teacher and eleven years as a school administrator. Prior to her appointment as director, Wicker served as an associate dean at Florida State’s College of Education.

Wicker provides FSUS with leadership and guidance regarding comprehensive and strategic planning while developing cutting-edge research programs. She works closely with the board of directors to develop, administer and evaluate school programs related to operations, improvement, staffing and community involvement. In addition, she serves as the primary external representative to the public and a liaison to Florida State’s administration.

### SCHOOL HIGHLIGHTS

FSUS continues to showcase their excellence with accomplishments from teachers and students. Some notable faculty accomplishments include:

- **Barb Davis** was named Outstanding Secondary Art Educator of the Year for the state of Florida by the Florida Association of Art Educators.
- **Patte Casey** collaborated with the U.S. Department of Education as part of the Teacher 2 Teacher (T2T) Corps to bring presentations to mathematics teachers across the nation. Casey was also trained as a Texas Instruments (TI) Fast Track Instructor.
- **Susan Mathis** presented at the 51st annual Council for the Social Studies Conference and helped rewrite the Florida Teacher Certification Exam.

Students also had a productive year:

- **Cathy McQuone’s earth space science students** merged modern technology with old-world communications to test ocean currents. After researching current patterns, students launched fourteen bottles containing a synopsis of their project out to sea. A Bahamian fisherman, over 1000 miles away, found one of the bottles and contacted the students to discuss how he also uses ocean currents in his fishing business.

- **Middle school art students** showed support for their school through project PRIDE (Pursuing Responsibility Integrity & Demonstrating Excellence) which called for 6th and 7th grade students to design a bronze sculpture reflecting the spirit of FSUS. The life-sized bronze was constructed by an advanced sculpture student from the high school. In conjunction with the project, 7th grade students wrote and published a book titled *The PRIDE of Walking in These Shoes* and eighth grade language arts honors students penned “Legacy Letters”, one of which will be inscribed on the sculpture’s pedestal.

- **Nine Florida High athletes** signed scholarships with colleges and universities including the University of South Florida, The Florida State University and the University of South Alabama.

[www.fsus.fsu.edu](http://www.fsus.fsu.edu)



## STUDENT PROFILE: BEATING THE ODDS

By Candice Franco

It is said that in order to truly understand another person one must walk in their shoes. If this is the case, then Charles “Chas” Wheeler, III is a person whom few can fully understand.

In fall 2004 while a graduate student in Ohio, Wheeler was struck by a university truck as he crossed campus and sustained severe brain injuries. In addition to spending 13 days in a coma, he lost the use of his left eye and ear, had limited use of the right side of his body, and was unable to speak or recall the names of loved ones.

After nearly a year of intensive rehabilitation in his home state of Florida, Wheeler regained some of his abilities and continued progressing. Unwilling to accept the limits imposed by his prognosis, he decided to resume graduate work at The Florida State University.

“I don’t back down and I’ve never stopped,” he said, “but I had to learn how to learn again.”

Wheeler sought the assistance of FSU’s Student Disability Resource Center and Department of Communication Science and Disorders upon entering the master’s program in Rehabilitation Counseling at the College of Education. He credits their guidance and support as instrumental to success in the program. Wheeler also recognizes the work of STE Associate Professor Bruce Menchetti, an expert on brain injury and contributor to Project ACTION, Florida’s plan for assisting traumatic brain injury survivors.

“Though I’ve never given up, I learned that sometimes you do need to change your path. I want to give that ability to others who are recovering.”

His master’s program cultivates this ambition to assist



with rehabilitation by providing valuable education and opportunities for quality clinical training. As an intern at the Tallahassee Memorial Hospital (TMH) Rehabilitation Center, a site where he was once an inpatient, Wheeler is working to assess individual needs, streamline information from related professionals and facilitate inpatients’ successful transition to outpatient rehabilitation.

“As an intern, I have the opportunity to incorporate what I’ve learned at Florida State by providing assistance, accommodations and counseling.”

“I DON’T BACK DOWN AND I’VE NEVER STOPPED, BUT I HAD TO LEARN HOW TO LEARN AGAIN.”

Though professionals such as Sheree Porter, TMH Rehabilitation Center Program Manager and Florida State Health Profession Aid, demonstrate exceptional counseling skills when working with inpatients, Wheeler recognizes a need for more individuals to specialize in the field so they can assist patients on a short and long-term basis.

Wheeler helped develop the Traumatic Brain Injury Advocacy Group, which provides the Tallahassee community with a better understanding of the issues survivors face and supports survivors and their families

throughout the long, arduous recovery process. Along with Jake VanLandingham, a fellow brain injury survivor and assistant professor in biomedical sciences at FSU’s College of Medicine, Wheeler is able to model successful recovery to others struggling with rehabilitation.

Though uncertain where his next steps may lead, it is clear that Wheeler’s path is destined to dramatically enhance the recovery of those who navigate traumatic injury. He is determined to inspire those who have walked in his shoes to defy the odds as he has. Through the strength he embodies, the education he is accruing and the collaboration and support of committed FSU faculty, Wheeler is well on his way to achieving this goal.



# FACULTY



## FEATURED FACULTY

**Betsy Becker**, Professor, Educational Psychology and Learning Systems, was named a Fellow of the American Statistical Association (ASA) in recognition of her established reputation and professional contributions to the field of statistical science.

Becker's research concerns "meta-analysis," which is the process of combining results of series of related studies. She develops and studies statistical methods for combining research results, and applies those methods to real problems in education and other areas, such as summarizing studies of teacher qualifications.

~Courtesy of Bayard Stern, FSU News and Public Affairs; full version in STATE 42(19), [unicomm.fsu.edu/pages/State.html](http://unicomm.fsu.edu/pages/State.html)

**Shouping Hu**, Associate Professor, Educational Leadership and Policy Studies, was included in a list of the top 20 most prolific higher-education authors in a 2006 dissertation by Anne Rumsey-Wairepo titled, "The Association Between Co-Authorship Network Structures and Successful Academic

Publishing Among Higher Education Scholars."

Hu leads research on college access and success, student engagement and higher education finance. He was recently featured in the *Chronicle of Higher Education* and *Inside Higher Ed* for research into the effects of financial aid packages on students' civic engagement and Florida's Bright Futures program, respectively.

**Judith Irvin**, Professor, Educational Leadership and Policy Studies, developed an adolescent literacy training model that was adopted by New Leaders for New Schools (NLNS). Irvin's framework, "A Leadership Model for Improving Adolescent Literacy," was published in her book *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders* (co-authored by Julie Meltzer and Melinda S. Dukes) in 2007.

NLNS is an educational initiative designed to attract, prepare and support individuals to become the next generation of leaders in our nation's public schools. Irvin's framework now serves as the guiding model for the literacy portion of the leader preparation program.

**Young-Suk Kim**, Assistant Professor, School of Teacher Education and Florida Center for Reading Research, received the 2007 Jeanne Chall Doctoral Student Award from Harvard University, which is given to a graduating doctoral student to support continued research.

**Toni Kirkwood-Tucker**, Visiting Associate Professor, School of Teacher Education, has been invited to serve on a renowned editorial board for a new refereed international journal, *Journal of Development Education and Global Learning* (University of London).

**Ithel Jones** and **Vickie Lake**, Associate Professors in the School of Teacher Education, received the 2007 Eastern Educational Research Association (EERA) Distinguished Paper Award at the annual conference in March 2008.

Their paper titled "Caring Practices With All Children? Pre-Service Teachers? Self Analyses of Teacher Child Interactions" was chosen by a

panel of independent peer reviewers. Jones and Lake presented their paper at a special American Educational Research Association (AERA) session of Distinguished Papers from State and Regional Educational Research Associations (SRERA). This marks the third time Jones has received the Distinguished Paper Award.

**Briley Proctor**, Associate Professor, Educational Psychology and Learning Systems, received a Government and Professional Relations Certificate of Appreciation from The National Association of School Psychologists (NASP).

The award is given to individual members who have clearly demonstrated advocacy efforts to improve education

**Steven Pfeiffer**, Professor, Educational Psychology and Learning Systems, was nominated to serve on the Board of the International Art Foundation and reelected for a second term on the Board of Directors of Supporting Emotional Needs of the Gifted (SENG).

**Cecile Reynaud**, Associate In, Sport Management, Recreation Management and Physical Education, was reelected to the Refuge House Board of Directors and currently serves as past president. She was also reappointed to the American Volleyball Coaches Association Board of Directors overseeing education and publications.

and mental health services for children, youth and their families.

Proctor serves as the Florida Association of School Psychologists (FASP) Legislative Chair, and as an FSU associate professor she developed a course in public policy and advocacy and encourages students to advocate actively for the welfare of all children.

**Sherry Southerland**, Associate Professor, School of Teacher Education, co-director, FSU-Teach, was named a Fellow by the American Association for the Advancement of Science (AAAS). The AAAS is the world's largest general scientific society and publisher of Science.

Southerland's research seeks to identify the supports and barriers to science-education reform. She also studies the learning of non-mainstream learners, a group traditionally underserved by science instruction. Focusing on classroom dynamics, Southerland works to understand the ebbs and flows between group discussion and individual learning.

~Courtesy of Barry Ray, FSU News and Public Affairs; full version at [unicomm.fsu.edu/pages/releases/2007\\_10/25\\_aaas\\_fellows.html](http://unicomm.fsu.edu/pages/releases/2007_10/25_aaas_fellows.html)

**Victor Sampson**, Assistant Professor, School of Teacher Education, received the 2008 Outstanding Doctoral Research Award by the National Association for Science Teaching (NARST) for his dissertation: "The Effects of Collaboration on Argumentation Outcomes."

**Shelbie Witte**, Assistant Professor, School of Teacher Education, was elected to serve on the Executive Committee of the National Council of Teachers of English as the middle school English/language arts representative.



Betsy Becker



Shouping Hu



Judith Irvin



Ithel Jones

## FACULTY UPDATES

**Carol Connor**, Associate Professor, School of Teacher Education and Florida Center for Reading Research, delivered the Richard C. Snow Early Career Award address at the American Psychological Association's annual conference in August 2008. The award recognizes early career contributions to the field of educational psychology.

**Patrice Iatarola**, Associate Professor, Educational Leadership and Policy Studies was honored with a 2007 William R. Jones Outstanding Mentor Award by the Florida Education Fund (FEF) in conjunction with the McKnight Doctoral Fellowship Program.



Briley Proctor



Sherry Southerland



Vickie Lake

# THE COLLEGE OF EDUCATION: STAYING CONNECTED FOR A LIFETIME

## STAY CONNECTED

### FACEBOOK

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### TWITTER

What are we doing? What are our alumni doing? Find out when you sign up to follow the College of Education on twitter. Find us at [twitter.com/fsu\\_education](http://twitter.com/fsu_education).

### LINKEDIN

Show your co-workers and peers your COE pride by joining the College of Education LinkedIn Group. You can start discussions and reconnect with other educators.

### TALLAHASSEE DEMOCRAT

See all the latest news at the [tallahassee.com](http://tallahassee.com) website. All of our press releases are posted on our blog.

### WEBSITE

Visit us at [www.coe.fsu.edu](http://www.coe.fsu.edu) and see the latest headlines or download the most recent copy of Research and Dissertation Briefs, as well as other publications.

Contact us at:  
[comm@coe.fsu.edu](mailto:comm@coe.fsu.edu)

Here at the College of Education we understand learning does not end when you receive your diploma, but continues through a lifetime of experiences and connections. That is why we are working hard to provide our alumni with more resources and opportunities for networking.

Recently we completed an alumni survey to discover new and exciting ways in which we can help our alumni reach all of their goals in life. In the next year we hope to use that input to strengthen your connection to the College and Florida State University.

In the meantime, we have instituted many new ways to keep in touch online and hope you will join us. We value feedback, and look forward to hearing from you soon.

**Vires. Artes. Mores.** It's not just a saying - It's our motto for life.

Sincerely,



Emily Keeler  
Communications & Alumni Relations Specialist



# ALUMNI UPDATES

JANUARY 1, 2008 TO DECEMBER 31, 2008

## 2008 DISTINGUISHED ALUMNI

The College of Education honored its 2008 Distinguished Alumni at the 34th Annual Homecoming Celebration and Breakfast in November.



### *Distinguished Educator*

#### **Sarah Butzin**

President and Executive Director of the Institute for School Innovation  
Tallahassee, FL  
Ph.D., Elementary Education, 1984



### *Elementary and Secondary Education*

#### **Richard Duncan**

Retired Science Teacher, Current Private Consultant  
Lake Oswego, OR  
M.S., Science Education and Education Administration, 1971



### *Business and Industry*

#### **Richard Gerson (1951-2008)**

Former President of Gerson Goodson, Inc.  
Clearwater, FL  
Ph.D., Sport Psychology, 1978



### *Postsecondary Systems- University Setting*

#### **Frances Kochan**

Dean, Auburn University College of Education  
Auburn, AL  
Ph.D. Adult Education and Policy Studies, 1994



### *Postsecondary Systems- Community College Setting*

#### **Terrence Leas**

President, Riverland Community College  
Austin, MN  
Ph.D. Higher Education Administration, 1989



### *Government and Community Service*

#### **Mark Palmquist**

Mediation Services Coordinator, 2nd Judicial Court (FL)  
Havana, FL  
Ph.D. Educational Leadership, 1977

## 2000s

**Jessica Ayres** (B.S. 2004) is currently teaching at Union Park Middle School in Orlando, FL. For the fourth consecutive year, she won the Bright House Networks Star Teacher Award. Jessica was recently married.

**Willony E. Holman Barclay** (B.S. 2004) was named Who's Who of American Teachers, is currently teaching English at James S. Rickards High School in Tallahassee, FL, and was recently married.

**Eileen M. Brady** (B.A. 2001) teaches the second grade in the Austin Independent School District (TX) and successfully completed her work to become a Nationally Board Certified Teacher (National Board for Professional Teaching Standards).

**Heather Stewart Harrell** (M.S. 2001) has recently joined the James Moore & Co., P.L., Certified Public Accountants and Consultants (Tallahassee, FL) as a staff accountant.

**William Harris, Jr.** (M.S. 2005) has moved into school administration after a long career in teaching and coaching basketball. He is the assistant principal of Wolf Lake Elementary (Orange County, FL). He has been married to his college sweetheart and FSU alumna, Angela, for 14 years.

**Justin E. Jernigan** (Ph.D. 2007) is an assistant professor of English as a second language at Georgia Gwinnett College.

**Reginald Johnson** (M.S. 2006) is currently working as a sports facility coordinator for the University of South Carolina.

**Josh Klein** (M.S. 2003) is currently teaching advanced placement psychology and coaching soccer and volleyball at Desmet Jesuit High School in St. Louis, MO. He also works as a sport psychology consultant with student athletes.

**Sara Leiste** (M.S. 2000) recently moved to the position of Coordinator of Prior Learning Assessment at Capella University (Minneapolis, MN).

**Chad Mathews** (M.S. 2003) was recently selected to serve as the next director of the FSU Circus. Previously he served as assistant director and in 2006 was promoted to associate director.

**Anya (Transue) Phillips** (M.A. 2007) was recently married and is teaching second grade at Rock Springs Elementary School (Orange County, FL).

**Kimberly Semelroth** (Ed.S., M.S. 2005) was recently married and is pursuing a Ph.D. in Clinical Psychology at the Uniformed Services University of the Health Sciences (Bethesda, MD).

**Sylvia Y. Williams-Taylor** (M.S. 2000) received a Ph.D. in Educational Studies from Emory University (Atlanta, GA). She was recognized by the

Georgia Association of Teacher Educators (GATE) as the recipient of the 2007 Distinguished Dissertation in Teacher Education Award. Sylvia is a new faculty member in the Tift College of Education at Mercer University (Atlanta, GA).

**Leslie Wyllie** (B.A. 2004) Leslie recently received a M.S. in Teaching from George Mason University (VA) and is teaching third grade in Fairfax County, VA. Leslie was married in August 2008.

## 1990s

**Charlotte M. Barnes** (B.S. 1993) has experienced great success as a writer and created a new website to promote her work – www.charlottebarnesonline.com. Charlotte’s poetry book, *The Mansfield Lighthouse Cats* (PublishAmerica), won Book of the Year 2007 in the poetry category at books-and-authors.net. In April 2008, Charlotte began a virtual book tour to promote her work. She also released a children’s picture book, *Stella Ducktropolis* (Outskirts Press), in 2008.

**Kimberly (Simone) Coyan** (B.S. 1994) earned a M.A. in Education with an emphasis in language and literacy from California State University at Sacramento as well as a Reading Specialist Credential and CLAD certificate. Kimberly resides in Crescent City, California with her husband and six-year-old daughter. She is now teaching sixth grade.

**Lynn Ellison** (M.S. 1995) was recently named the director of residence life for American Campus Communities (Austin, TX).

**Lisa Sims Fraine** (M.S. 1994) is the curriculum specialist for social studies with the Florida Virtual School and is married with two children.

**Stephen Kirk Hanson, Jr.** (M.S. 1997) was named Special Olympics: Palm Beach County Coach of the Year, 2008.

**Tim Havard** (Ph.D. 1996) recently joined Auburn University (AL) as an assistant professor on the Educational Leadership Team in the college’s Department of Educational Foundations, Leadership and Technology.

**Lara (Freda) Holder** (M.S., Ed.S. 1998) was recently married and had her first child, son Greyson. She retired from her job as a high school psychologist to become a full-time mother. Her husband, Martin, is an avionics engineer.

**Andrea Smith Lloyd** (B.S. 1990) recently won the Collier County (FL) Golden Apple award. The award is given to professional educators who exhibit excellence in the classroom and demonstrate responsibility in the community of learners within their own schools.

**Christopher (Chris) N. Singleton** (B.S. 1994) is currently working as an appraiser for the American Forest Management in Sumter, South Carolina. He has been married for 11 years and has two young daughters.

**Amy Rene Sirmons** (B.S. 1994) is the director of sales and marketing for the Embassy Suites at the Baltimore-Washington International Thurgood Marshall Airport in Maryland. She has been married for 12 years and has two daughters.

**Lana Ballou Swift** (M.A. 1997) is a full-time teacher for ESE students in Pinellas County (FL). In her free time she volunteers teaching ESOL. Lana has twin daughters in the 2nd grade.

**Jane Elizabeth Weisel** (M.A. 1995) lives near her family in Myerstown, PA. Her former husband, Ernest Albrecht Honigmann, was a United

States Veteran who was buried at sea on July 13, 2006.

**Martha Werner** (M.S. 1998) was named the 2006-2007 Assistant Principal of the Year by the Texas Elementary Principal and Supervisors Association (TEPSA) for Region XI. She was also named principal of Little Elm Independent School District’s newest campus, Oak Point Elementary, which opened in August 2008.

**Linda (Jackson) Willis** (M.S. 1993) is in her 21st year of teaching – her ninth for Duval County (FL) Public Schools – and is lead inclusion teacher at LaVilla School of the Arts. Linda also worked as a volunteer for the Barack Obama Presidential campaign. She celebrated her 10th anniversary with her husband, Marc, in June 2008.

## 1980s

**Kimberly K. Barksdale** (B.S. 1984) accepted her church’s offer of a position of service for the preschool wing.

**Rick Dahlstrom** (B.S. 1986) is teaching algebra I and is the head football coach at Aviano Air Base in Italy. He has been working with the Department of Defense for 22 years (13 in Panama, 9 in Italy). Rick has a wife, Katy.

**Frank Dall** (Ph.D. 1987) recently retired from the United Nations and is actively involved at George Washington University in Washington D.C. as the senior research scientist in international education at GSEHD. Frank led the education reconstruction effort in Iraq and is working on education reforms in the Arab Emirates, Jordan, Pakistan, Lebanon, Algeria, and Mexico. He travels frequently to Latin America, the Middle East and Africa.

**Shirley Green Reese** (Ph.D. 1985) is the assistant vice president for University Advancement and Directory Development at Savannah State University (GA).

**Vincent Sthair** (Ed.S. 1981) is currently the president of Wholesale Business in Ft. Lauderdale. He taught physical education for 25 years at the elementary, middle school, high school and adult education levels. He was an adjunct professor at Broward Community College (FL). Vincent has been the wellness coordinator for Broward County Schools and a throwers coach at Florida State University. He also works as a strength and conditioning coach at FSU and for the U.S. Olympic team.

**Sandi (Lorber) Valentine** (B.A. 1987) is currently an assistant principal. In 1996, she earned her master’s degree from Nova Southeastern University (FL) and in 2008 obtained an add-on position in school administration.

**Maria Valeri-Gold** (Ph.D. 1982) retired in 2007 after more than 30 years of teaching at Georgia State University where she holds Professor Emerita status.

**A. Wayne King** (M.A. 1980) has been director of donor relations at Furman University (Greenville, SC) since August of 2006. Wayne is also the former SACSA President, but is now involved with his “new profession” through CASE and some new donor relations groups.

## 1970s

**Charlotte Susan Banks Angulo** (M.A. 1971) was promoted to associate provost at St. Thomas University (Miami, FL). She was also named Woman of Virtue by *Latin Biz Magazine*, and was featured in *Vanidades*:

*Women Who Have Triumphed*. Charlotte is the cofounder and director of the Miami Latin Film Festival and in 2000 was presented with the key to Dade County for her work in directing this festival.

**Carlos Arreola** (Ph.D. 1978) founded a no-kill shelter located in east Texas for unwanted, abused animals, and/or animals that have lost their habitat. All of the animals’ needs are met, including medical assistance. He is currently caring for 200 animals. To find out more information about the shelter, visit www.littlewomanpets.org.

**Wynne T. Black** (B.S. 1972) retired after 35 years as a teacher and administrator in Pinellas County Schools (FL). She reentered the work force to resume teaching American history and economics at J.W. Mitchell High School in Pasco County (FL).

**Richard Culyer** (Ph.D. 1973) was named to Who’s Who in America. He co-authored a textbook entitled, *School: An Introduction to Education* (Wadsworth Publishing, 2007). All six of the Florida Schools that are using reading strategies developed by Richard’s wife, Gail (FSU – Ph.D 1974), earned a state grade of A.

**Seymour Gelber** (Ph.D. 1972) enjoyed an illustrious career in the field of criminal justice and was the Mayor of the City of Miami Beach for three terms. He currently sits as senior judge in juvenile court hearing termination of parental rights cases and child support cases. Seymour has written numerous articles on criminal justice and six books, the most recent of which is entitled, *On Behalf of Children – A History of Judicial Activism in the Dade County Juvenile Court* (Xlibris Corporation). Seymour was selected by the Florida Bar Criminal Law Section as the 2008 recipient of their Selig Golden Award in recognition for giving his all to the administration of criminal justice. The Dade Marine Institute authorized naming a new building after Seymour in their complex of juvenile rehabilitation programs.

**Leonard H. Greco** (M.A. 1972) recently retired after 15 years as the CEO of Gideons and Greco Plumbing Co., Inc. in Brandon, FL.

**Sarah (Owens) Hammock** (B.S. 1976) with fellow alumna Kathy Roberts Cociolone (B.S. 1976), published two children’s books: *You Can’t Get Into More Trouble than Gator Pervis!!!* (Triad Publishing Group, 2007) and *You Can’t Have More Babysitters than Gator Pervis!!!* (Triad Publishing Group, 2008). Both books are read-along, reader response and have English and Spanish text for ELL readers.

**Joanna B. Hayes** (B.A. 1972) was recently named an Excel Teacher for Excellence in Teaching. This award recognized her as one of the top 100 teachers in Florida based on gains in FCAT scores, specifically in the category of motivating high achievers. In 2000 she also received recognition by the FSU College of Education as the most outstanding alumni in the public schools for that year. Joanna continues to teach gifted students in grades 3, 4, and 5 and plans to retire in February of 2010.

**Ralph D. Jones** (Ed.S. 1974) who has been in education for 35 years, is currently the superintendent of Decatur County Schools, Bainbridge (GA). As a coach, he won two state football championships in Bainbridge and Cairo (GA). Ralph has also been an assistant principal, athletic director and high school principal.

**Clara L. Moore** (M.S. 1976) spent 21 years teaching speech and language impaired students of all ages. Clara and her husband Harold are retired and make yearly trips to and from Harold’s family home in Monmouth, ME. Clara takes care of her real estate rentals, while Harold fishes and volunteers at the Monmouth fair each year.

**Claudia McBryde Peebles** (B.S. 1975) has been an ESE teacher at Palm

Harbor University High School (FL) since 1999 and was recognized for the development of the ninth grade Learning Strategies curriculum. This curriculum was named the scope and sequence to be followed by all ninth grade ESE Learning Strategies classes in the Pinellas County Schools (FL). In 1980 she received a M.A. in specific learning disabilities from the University of South Florida, in 2004 added English 9 – 12 certification, and in 2005 was named a National Board Certification Teacher.

**Kenneth A. Polcyn** (Ph.D. 1970) is currently a senior consultant with Deval Industries, Inc. in Cape Coral, FL. In honor of his parents, Kenneth established the Stanley S. and Dorothy M. Polcyn Student Loan Fund. He published four books, the latest of which, *Mistresses Among Us* (Xlibris Corporation) was released in Spring 2008.

**Marilyn M. Polson** (B.S. 1976) was nominated for the 2008 Business Woman of the Year award which is sponsored by the St. Petersburg Area Chamber of Commerce (FL).

**Bonnie Goodwin Putman** (B.S. 1970) accumulated 30 years of teaching service in Ohio’s private and public school systems. Her experiences include preschool through seventh grade. She and her husband moved back to her birthplace of Ft. Pierce, Florida to be near family. They have three daughters and ten grandchildren. She is currently teaching in St. Lucie County (FL) and feels “Time spent teaching is never lost.”

**Nancy Quarcelino** (M.S. 1979) has been selected as one of the newest members of Nike’s Bowerman staff, which is named after the founder of Nike. This elite group of golf professionals was selected to elevate the Nike brand. Nancy is one of six women professionals in a focus group whose purpose is to design a women’s golf club. Nancy was an assistant golf coach/interim golf coach from 1977 – 1979.

**Jean F. Riccardi** (M.E. 1974) retired after 37 years of service as a physical education teacher and elementary school guidance counselor in Miami-Dade County (FL). She continues to reside in Dade County.

**Colonel Wayne P. Richardson** (B.S. 1977) a Special Forces Officer, retired from the U.S. Army after serving over 30 years.

**Dr. Deborah Steller** (B.A. 1970) has returned to the Boston area with her husband, Art, who is the superintendent of the Taunton Public Schools. Deborah is the Foster Elementary School principal in Hingham, MA.

**Gary Walker** (M.S. 1975) has been elected to the national Board of Directors of the Baptist Joint Committee for Religious Liberty which works to maintain the separation of church and government. He has also been elected treasurer of Bay Area Legal Services which provides free legal services to low-income residents of West Central Florida.

## 1960s

**Bunnye McLaughlin Bomar** (B.S. 1963) retired from the Seminole County School System after teaching advanced placement English for 10 of her 37 years of service.

**Frank Casey** (B.S. 1966) and **Charlotte Casey** (B.S. 1966) have retired after a combined 74 years in education in Florida. Charlotte taught in Columbia, Volusia, Leon & St. Johns counties for 35 years. Frank was a part of the administration in the community college system and served for 12 years as the executive director of the Florida Association of Community Colleges.

**Marcia Blumenthal Feinstein** (B.S. 1966) who wrote the novel, *Paper Children: An Immigrant’s Legacy* (Hudson House Publishing), became a final-

ist for USA Book News in the Historical Fiction and a finalist for *ForeWord Magazine's* Book of the Year. Marcia's book was inspired by letters from her late grandmother's family who were trapped in Poland during WWII.

**Brenda J. Rivers** (B.A. 1967) is president and CEO of Andavo Travel. She has also made numerous contributions to her community, including serving on the boards of Big Brothers Big Sisters, Race for the Cure, AIDS Walk, American Research for Down Syndrome and others.

**Joe K. Smith** (Ed.D. 1967) taught math at Northern Kentucky University for 29 years until his retirement in 2000. Joe and his wife Edith are active in their church. Joe has kept score for the Northern Kentucky University Basketball teams and plans to work taking tickets for the Cincinnati Reds games.

## 1950s

**Art Bougae** (M.S. 1959) was inducted into the Booker Hall of Fame in 1996. After 42 years as a stockbroker, he retired in June 2008 and continues to reside in Florida.

**Pamela A. McNeer** (B.S. 1959) retired from Los Angeles City School in 1993. Pamela is the president of her condominium and is also active at church. She has two sons and four grandchildren.

**Don Rapp** (M.S. 1955) was recently named to the Florida Governor's Council on Physical Fitness and is also a certified personal trainer by the American College of Sport Medicine. After his retirement in 1995, Don became interested in the enhancement of physical balance for elderly individuals with Parkinson's Disease and those with brain injuries among others. He teaches classes at the Tallahassee Premier Health Center and has authored the book, *On Balance: Mastery of Physical Balance for Life*.

**Donald L. Rathbun** (B.S. 1958) retired in 1988 after various teaching and educational jobs. For over 13 years, Donald taught industrial arts education at the junior and senior high school levels as well as the community college level. He was also a part of the education administration at Vo-Tec school and community college. For 21 years, Donald was executive director at Education Associations in Washington, D.C. For five years he was sales manager for NUS Training Corporation (MD), a subsidiary of Haliburton, Corporation. Since his retirement, Donald has traveled considerably and has now settled back in Florida near the Space Center. He volunteers with church-related camps and at the VA clinic. He is married with 3 children and has 6 grandchildren.

*If you would like your information included in the next edition of The TORCH, fill out your information online at [www.coe.fsu.edu/alumni](http://www.coe.fsu.edu/alumni).*

## IN MEMORIAM

**1920's**  
Mae Reynolds Fellows Beall (B.S. '24), Dorothy Mae McMurray Flatley (L.I. '28), Mildred E. Shepherd (L.I. '29)

**1930's**  
Martha Mae Little Chinn (B.A. '39), Mary Esther Willa Ericson (L.I. '36), Thelma Grace Smith Gretnier (B.A. '35), Katherine Elizabeth Johnson Lorraine Kirker (B.A. '31), Margaret Williams Reid (L.I. '31), Alice Sims (B.S. '31), Marjorie Stump Thomson (B.S. '38), Mabel Valkenburgh Wingfield (L.I. '33), Mamie Jane Clark Worley (L.I. '35)

**1940's**  
Ruby Pate Bodkin (B.A. '48), Ruby Johnson Collins (B.A. '48), Doris Clotille Black Ellis (B.A. '42), Edna R. England (B.A. '40), Grace Elizabeth Whidden Freeland (B.S. '48), Marianna Swank Harrison (B.A. '40), Audrey Townsend Leslie (B.A. '44), Helen Ruth Looby (B.A. '49), Mary Jayne Medlin Martin-Vegue (M.S. '49, B.S. '42), Margaret Shackelford Mason (B.S. '47), Dorothy Scott Moore (B.S. '46), Dorris Herman Rubin (B.A. '44), Mary Edwards Scott (B.A. '41), Allefair E. Stuart (B.A. '41)

**1950's**  
Manuel Aparicio (M.S. '54), Thomas Ates (B.S. '52), Betty G. Blanton (B.S. '51), Martha S. Bleckley (B.S. '54), Preston E. Bradley (B.S. '53), Albert T. Clarke (Ed.D. '56), Anne Souter Cothran (B.S. '55), Constance E. Davis (B.A. '53), Theresa G. DeVane (B.S. '59), Jean Marshik Evans (B.S. '58), Edward B. Harding (B.S. '55), Elizabeth Blount Hill (B.S. '50), William H. Johnson (B.S. '59), Ruth Lee "Virginia" Miller Kay (B.S. '53), Ouida Higdon Keyser (B.S. '57), Jerome Lyle Klonsky (B.S. '56), William Henry Leonard (B.S. '57), Evelyn De Frehn Metzger (B.S. '58), Mary Land Miller (B.S. '50), Alton B. Parris, Jr. (B.S. '52), Mary Lynn Brown Perkins (B.S. '55), Mary Ann Nicholson Rigby (B.S. '52), Kathryn Sanchez Schoneck (B.S. '58), Martha Blackburn Shipley (M.S. '56), Mary Brickson Tallman (M.A. '53), John Charles Thompson, Sr. (B.S. '53), Jo Anne Thorpe (B.S. '53), Bill Ritchie Tilley (Ed.D. '51, M.S. '51), Barbara Nan Adams Wassell (B.S. '52), Pencie Windsor Wester (B.S. '56), Nancy Louise Lane Whiting (B.S. '52), Wallace L. Yelverton (M.A. '50, B.A. '49), John A. Zappia (B.S. '52)

**1960's**  
William Martin Bilbrey (B.S. '69), Alan Vandam Bornstein (Ph.D. '67, M.S. '65), Dorothy Bennett Cox (M.S. '62), Betty Sue Bruton Crawshaw (B.A. '62), Paul Quentin Cultra (B.S. '64), James M. Daniel, Sr. (B.S. '69), Francis B. Dedmond (Ph.D. '69), Grace Mozo Fritchie (B.A. '67), Mancel H. Gerstman (B.S. '66), Nathalie Waller Gray (B.S. '61), Mary Chastain Grubbs (M.S. '65), Bobbe Wheeler Hammond (M.S. '69, B.S. '52), Lucy Lee Entzminger Jacoway (B.S. '61), Archie C. Kramer (M.S. '68), Sallie Venelda Leonard (M.S. '66, B.S. '65), Clarence L. Lowman (Ed.D. '67, M.S. '61), Betty Tougas McCauley (B.S. '66), Dorothy Josephine Butler McIntyre (B.S. '66), Melvin D. Peters (M.S. '68, B.S. '63), Carla Huttinger Wilson Peterson (B.S. '65), Delores Seemayer (M.S. '61, B.S. '59), Gertrude Langford Simmons (Ph.D. '67), Judson C. Spence, Sr. (Ph.D. '68,

M.A. '68), Regina Brown Starling (B.S. '65), Ted Eugene Starnes (M.S. '61), Ann Shuler Stoutamire (B.S. '66), Stuart R. Taber (B.S. '62), Margeurite MacCalla Winfree (B.S. '64)

**1970's**  
Joseph Louis Ashbrook (B.S. '71), Bettie Chamberlain Atwater (Ph.D. '74), Cindi Blence-Ingram (B.S. '72), Lynn Paul Cleary (Ph.D. '70, M.S. '61), Dennis O'Neil Boyle (M.S. '78, B.S. '77), Calvin W. Chisholm (B.A. '76), Richard F. Gerson (Ph.D. '78), Ella Colley Greer (M.S. '73), Florence Worthy Griner (M.S. '71), Frances Strickland Hair (M.S. '71, B.A. '34), Mary Lucille Parker Harper (M.S. '73), Virginia Dodd Lane (M.S. '75, B.S. '72), Jerald A. Leonard (B.S. '75), Etta Smith McCulloch (Ph.D. '74, M.S. '72, B.S. '68), Joseph A. Orr (Ph.D. '72), Doris Green Parramore (M.S. '77), Dr. Robert Oliver Pryor (Ph.D. '74, M.S. '71), Karen Quarles-Lewis (M.S. '78), David M. Riddle (M.S. '71), Hubert Scherer (B.S. '72), James Stewart Spooner (B.S. '70), John TenBroeck (SPE '76), Albert Harvey Waldrep (B.S. '77), Fay Kelley Williams (M.S. '70), Barbara King Wright (Ph.D. '78), Mary Watson Wright (M.S. '73)

**1980's**  
Mary D. Fears (B.S. '88), Medarine Jordan (Ph.D. '85), Jacob I. Origa (SPE '88), Beatrice Holdcraft Thomas (M.S. '82, B.S. '64), Barbara Susan Allen Winter (M.S. '86, M.A. '72, B.A. '70)

**1990's**  
M. Linda Broughton (Ph.D. '96), William D. Huddleston (Ed.D. '93)

**2000's**  
Judith Christine Inman (Ph.D. '01, M.S. '93, PE '93)



## A GIFT OF LOVE

Dr. M. Linda Broughton studied English education at The Florida State University and graduated with her doctorate in 1996. During her time in Tallahassee she was an active instructor for undergraduate classes and served as a supervisor of student teachers while in the doctoral program.

In the summer of 2008 Linda passed away from a short battle with cancer. She entrusted her daughter Becky C. Owens, another Florida State alumna, to donate her large collection of young adult books to the English Education program so that other students may continue to enjoy them and share them with their own students.

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