



EDUCATION CONNECTION

FLORIDA ATLANTIC UNIVERSITY |

COLLEGE OF EDUCATION

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A BIMONTHLY eNEWSLETTER

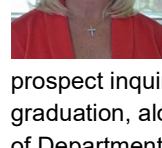
NOVEMBER/ DECEMBER 2024

Thankful for Faculty and Staff

FAU College of Education appreciates all that faculty do to facilitate robust learning experiences and research opportunities for students and that staff do to assist administrators, faculty and students.

In recognition of this effort, the College thanks everyone and recognizes one unsung employee, who has made outstanding contributions:

ELRM



Kathy DuBois, Office Manager, is solely responsible for facilitating student related issues, from prospect inquiries through graduation, along with a plethora of Department related tasks. She coordinates graduate admissions and doctoral dissertations; provides administrative support to the department chair and faculty; and works with the department

chair to establish and maintain protocols and procedures for department operations.

"Kathy has developed a stellar reputation for her dedication, work ethic and professionalism," noted Robert Shockley, Ph.D., Chair, Educational Leadership and Research Methodology. "Her reputation for being helpful, supportive, dependable and respectful is recognized and appreciated by students, faculty and staff."



FAU Awarded \$10M to Train People with Disabilities for High Tech Jobs

The rising demand for tech jobs presents an outstanding opportunity for growth and inclusivity in the industry. Developing accessible training programs tailored for individuals with disabilities can foster a more diverse workforce. [Florida Atlantic University's College of Education](#) and the [College of Engineering and Computer Science](#) have received a \$9,961,460 grant from the United States Department of Education's Office of Special Education and Rehabilitative Services to increase the capacity and participation of transition-age youths and working-age adults with disabilities in high demand technology jobs locally and nationally.

The five-year project, "Advancing Career Choices for Employment Success in Technology" (ACCESS-Technology), will assist individuals with disabilities nationwide to acquire certified skills needed for entry into high quality technology sectors. The program, which can serve as a model for similar initiatives, will offer career counseling, work-readiness skills training, and customized-training leading to a certificate in cybersecurity, cloud computing solutions, and computer-aided design and 3D printing.



"ACCESS-Technology is a groundbreaking initiative that aims to transform the lives of people with disabilities by providing them with tailored training and certifications in high-demand technology fields," said [Ayse Torres](#), Ph.D. (left), principal investigator and an associate professor in the [Department of Counselor Education](#) within FAU's College of Education. "By bridging the gap between disability and technology careers, we are not only opening doors to competitive integrated employment but also fostering a more inclusive and diverse workforce that will drive innovation in the 21st century." ... [Read more](#)

'Palm Beach Illustrated' Recognizes FAU ACI with Outstanding Academic Program Award

The [FAU Academy for Community Inclusion](#) in the [Department of Special Education](#) received the 2024 Outstanding Academic Program Award at the [Palm Beach Illustrated's](#) sixth annual Education Awards ceremony on Sept. 12, 2024.



Kaley Adams, Ph.D. (right), Visiting Instructor, ACI, who accepted the award on ACI's behalf during the ceremony, hands the award to Rangasamy Ramasamy, Ph.D. (center), Professor, Special Education, and Director, ACI, as Brianna Miller, Ed.D., Instructor, ACI, looks on. One of four category of awards, this honor is given to a single program at a Palm Beach County academic institution. Award criteria include learning outcomes, impact on students and the community and level of innovation.

ACI is a college program for high school graduates who have been diagnosed with intellectual and developmental disabilities. The program allows students to earn certificates in supported employment, supported community access, and supported community living. These certificates are offered in an inclusive college environment on both the Boca Raton and Jupiter campuses of FAU. The program allows students to participate in college activities, clubs, events, and organizations that are available to all FAU students.



A.D. Henderson, FAU High School Named 2024 National Blue Ribbon School

The U.S. Secretary of Education Miguel Cardona today announced Florida Atlantic University's A.D. Henderson University School & Florida Atlantic University High School as a National Blue Ribbon School for 2024. This prestigious recognition highlights schools that excel in academic performance or make significant strides in closing achievement gaps among different student groups. ... [Read more](#)

A.D. Henderson Names New Assistant Principal Rebecca Kasten, M.Ed., has been selected as the new Elementary Assistant Principal for A.D. Henderson University School. ...[Read more](#)

FAU High School Seniors Named National Merit Semifinalists

A total of 22 [Florida Atlantic University High School](#) students have been named semifinalists in the 2025 [National Merit Scholarship Program](#) and 29 seniors have been recognized as Commended Students. ...[Read more](#)

Important Dates

Faculty

Nov. 1—Faculty Assembly

Students

Nov. 4—Fall Thesis due in the COE Dean's Office
Nov. 11—Fall Dissertation due to University Graduate Dean
Nov. 16—Explore FAU
Nov. 18—Fall Thesis due to University Graduate Dean
Dec. 5—FINAL EXAMS begin
Dec. 12—COE Commencement Ceremony

Awards

FAU Academy for Community Inclusion/Department of Special Education. (2024, September 12). Awarded *Palm Beach Illustrated's* 2024 Outstanding Academic Program Award. ...[Read more](#)

Publications

Peer-Reviewed Articles

Atha, M., Fowler, M.R., Finnegan, L.A., Meredith, T., & Vaughan, M. (2024). Levels of engagement: developing pre-service teachers as researchers engaging education students in action research: commentary. *Florida Journal of Educational Research*, 61(3), 36–46. <https://doi.org/10.62798/AYTS4338>

Bogotch, I. A Genealogy toward Methodic Doubts in Educational Leadership Research. *Educ. Sci.* 2024, 14, 493. <https://doi.org/10.3390/educsci14050493>

Carey, G. C., Kearney, K. B., Downey, A. R., & Miller, B. J. (2024). Getting Around the Community: Qualitatively Exploring the Transportation Experiences of Adults with Intellectual and Developmental Disabilities. *Career Development and Transition for Exceptional Individuals*, 47(4). <https://doi.org/10.1177/21651434241270060>

Downey, A., Dukes, C., Kearney, K.B., Ramasamy, R., Torres, A., Carey, G., Adams, K., & Kenney, S., (2024). Teaching Workplace Communication Skills to College Students with Intellectual Disability. *Journal of Vocational Rehabilitation*, 62, 1-13. <https://doi.org/10.3233/jvr-240038>

Gonzalez-DeHass, A. R., & Willems, P. P. (2024). Middle-school students and digital homework: The evolving role of family engagement. *Middle School Journal*, 55(4), 25–34. <https://doi.org/10.1080/00940771.2024.2376481>

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Kumar, D. D., Persin, R. C., Brown, S. L., & Brown, V. (2024). STEAM Literacy: Classical and counterintuitive pendulum activities with ideas for Java code. *Journal of Literacy and Technology*, 25(2), 32-49. <https://digitalcommons.pvamu.edu/jramp/vol26/iss2/2/>

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*FAU High School student

Semiante, S. F., Theophile, K.*, & Gort, M. (2024). Emergent bilingual preschoolers' reading engagement in read aloud: pathways into reading motivation. *Journal of Early Childhood Literacy*, 0(0). <https://doi.org/10.1177/14687984241286005>

Simonitis, L.E., Clark, A.E., Barskaya, E., Castillo, G., Porter, M., & Meredith, T. (2024). Getting nosy: olfactory rosette morphology and lamellar microstructure of two chondrichthyan species. *Integrative and Comparative Biology*, icae103. <https://doi.org/10.1093/icb/icae103>

Sparks, J.*, Restrepo-Widney, C.*, & Semiante, S. F. (2024). A comparative analysis of communicative language teaching and learning opportunities in two Spanish language textbooks. *Florida Journal of Educational Research*, 61(3), 16–35. <https://doi.org/10.62798/VGTU5750>

Thomas, H.A.*, Goudman, L., DiMarzio, M., Barron, G., & Piliitsis, J. G. (2024). Prevalence of pain phenotypes and co-morbidities of chronic pain in Parkinson's Disease. *Clinical Neurology and Neurosurgery*, 246: 108563. <https://doi.org/10.1016/j.clineuro.2024.108563>
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Warshaw, J.B., & Ciarimboli, E.B. (2024). Shaping innovative change through concentrated, distributed, or hybrid leadership? Organizational resilience in women's liberal arts colleges. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2024.2407778>

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FAU Lab Schools Research Newsletters:

[September 2024](#) [October 2024](#)

Grant

Torres, A., & Hashemi, J., Batalama, S. (2024). *Advancing Career Choices for Employment Success in Technology*. United States Department of Education's Office of Special Education and Rehabilitative Services. Principal Investigator and Co-Principal investigators (FAU). \$10 million.

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