

*A NEWSLETTER FROM THE
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION, LEADERSHIP, AND
TECHNOLOGY*



Volume 1, Issue 1

Newsletter Spring 2010

Letter from the Chair



I am grateful to those alumni who assisted with employment opportunities for our students and for those alumni who participated as research mentors in our doctoral program. We are in challenging times with many great opportunities. As you think back to your education and realize the impact it made on your professional and personal successes I hope you will encourage others to join us. I am so proud of our faculty—a group of hard working individuals with a long list of achievements, and our administrative staff—always efficient. Academic leadership is the bedrock of our reputation, and we will expand our recognition via global visibility and an exceptional global alumni network!

Elsa-Sofia Morote, Ed. D.

Ed. D. Students, Alumni and Faculty presenting research around the world!

The “Doctoral mentorship program” in which Dowling Ed.D. alumni and faculty serve as mentors to doctoral students and collaborate on research papers has proven enormously successful. This mentorship program runs in the Advanced Research Methods course of Dr. Elsa- Sofia Morote. The mentorship program began in 2005 when Dr. Morote was looking for creative ways to teach statistics and apply it with real data. She invited doctoral alumni to share their dissertation data with the new generations. The first experience was a success (in the picture are some of the pioneers). All research papers were accepted in top conferences such as ICSEI, AERA and SITE. Now the program has grown tremendously. Our students have traveled to New Zealand, Hawaii, India and other parts of the world. In 2006, the Ed.D. faculty proposed to celebrate the success with a research Symposium, now a tradition.



Drs. DeLuca, Blake'07, Kramer'07, Bowens-McCarthy'07, Maser'07, Morote, Nicolino'07, Fitzgerald'07, Murtha'07, Hawkins'02, Rotunda'05 at Dowling First Research Symposium, New York, 2006

Our Students Corner.

DOES THE REQUIREMENT MEET THE NEED?

NYS Teacher Certification Requirements and the Growing Number of Students with Autism by Jennifer McCormick (doctoral candidate)



Jennifer A. McCormick, M.A., B.C.B.A.

On October 5, 2009, results of a study on the prevalence of autism which appeared in the journal, *Pediatrics*, were published online. The study revealed a 2007 U.S. parent-reported autism prevalence rate of one in every 91 children. Previous to this study, the CDC (2007) reported one in 150 children diagnosed with autism. The growing rate of children diagnosed with autism produces challenges in many areas, including the area of education. Children with autism have specific educational needs and teachers and administrators are responsible for meeting these needs.

In 2006 NYS legislation took effect requiring anyone applying for NYS certification as a special educator after February 2, 2007 to receive training or coursework in the needs of students with autism. The requirements have since been amended and now include specifications with regard to the length (three clock hours) and type of training or coursework. The new specifications, however, do not mention that the training or coursework include instruction in the use of Applied Behavior Analysis (ABA), an evidence-based practice used to teach children with autism.

Results of a survey conducted in 2008 indicated that 88.76% of special educators in sixteen districts within the Western Suffolk BOCES region had not received ABA training and were not prepared to educate children with autism. Furthermore, representatives from thirty NYS colleges and universities revealed that 80% of their special education teachers who graduated received no pedagogical training or coursework in ABA.

Research Presented with a team collaboration, students, and alum! By Cheryl Howell (doctoral candidate)



Dr. Elsa-Sofia Morote, Dr. Rhoda Miller'07 and Cheryl Howell

Recently I had the pleasure of presenting a paper at the One Voice conference with Dr. Rhoda Miller' 07. Although I was part of a group in Dr. Morote's advanced research class who did a follow-up study on her dissertation, I had never met her. After speaking on the phone, we decided to meet in person. When we met we quickly realized

that we had similar ideas about how to organize the

two studies into one seamless conference presentation.

Without feeling pressured to "network," a mentoring relationship naturally formed through sharing personal stories about our experience in the doctoral program and working on our dissertations. The timing could not have been better because for the first time in the doctoral program I had been experiencing feelings of stagnation waiting for enough surveys to come back to begin the analysis phase. Now after having worked with Rhoda I feel renewed enthusiasm toward my research and know I have someone I can turn to for words of encouragement.

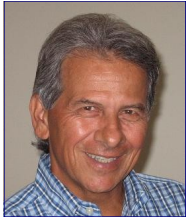
"A mentorship relationship naturally formed through sharing personal stories"

Cheryl Howell Doctoral candidate,

Also Dean of Students at St. Francis College in Brooklyn Heights, NY

Ed.D. Faculty Achievements 2009

Dr. Albert Inserra



Dr. Inserra

Will attend the International Business and Economy Conference, January 2010, Prague, Czech Republic, to present the

following papers:

Siegel, V.'09, Inserra, A. & Walter, R. *Student Nurse Knowledge of Skin Cancer, Sun Protective Behaviors, Perceptions of Acquiring Skin Cancer, and the Role of the Nurse in Skin Cancer Prevention.*

Malebranche, P.'09 & Inserra, A. *Sales Manager Descriptions of the Factors that Influence Promotion into and within the Sales Management Hierarchy.*

Siegel, K.'09, Inserra, A & Walter, R. *School Board Member Practices in Governance, Teamwork and Board Development, and Their Sense of Effectiveness in High and Low Math Academic Achievement Districts of New York.*



Dr. Bernato

Dr. Richard Bernato was promoted to Assistant Dean of the School of Education at Dowling College

Dr. Marshall Perry

Attended the annual national conference of the American Evaluation Association. Present two papers, "Ability Grouping and Academic Self-concept: A Theory-driven Evaluation" and



Dr. Perry

"Evaluating Supplemental Educational Services: A Randomized Control Trial". Additionally, I am serving as the chair of a multipaper session entitled, "Measuring School Success: Quantitative and Qualitative Tools." I also plan to learn a great deal about current research and network with other researchers who do work on educational administration and leadership.

Dr. Stephanie Tatum

Tatum, S.L (2010). Black female sex workers: Racial identity, Black feminist consciousness, and acculturated stress, in Juan Battle and Sandra L. Barnes (Eds). *Black Sexualities: Probing Powers, Passions, Practices, and Policies.* New Brunswick: Rutgers University Press.



Dr. Tatum

Tatum, S. L. (2010). American Educational Research Association, Division G: Social Contexts for Education. (chair session). Social Context for Education Beyond the Classroom. American Educational Research Association,

Denver, Colorado, April 30-May 4, 2010.

Elfe, L.'10., Brown, J.'10, Morote, E-S., and Tatum, S L. (November 7, 2009). The Relationship Between Teachers' Attitudes Towards Multiculturalism and Assigned Grade Level. The One Voice Institute of Elemental Ethics and Education, New York City, New York.

Dr. Richard Walter

DeCarlo, J.'10, Morote, E.S., & Walter, R. (January, 2009), Global Partnership Assessment in the High-Growth India Aerospace Market. Case Study: An India & U.S. Corporate Collaboration, A Critical Analysis of a strategic Alliance Using the Combined Tools of SWOT and PEST Analysis. Accepted for the Proceedings of the Eighth International Business and Economy Conference, Udaipur, India, January 2009.



Dr. Walter

Laibach, C.'08., Walter, R. & Manley, R. (January, 2009), A Study of Multicultural Diverse Nursing Students and the Social Support They Require From Faculty, Peers, and Family for Academic Success. Accepted for the Proceedings of the Eighth International Business and Economy Conference, Udaipur, India January 2009.

McCrink A.'08, Manley, R., Walter, R., & Morote, E.S. (January

2009), Nursing Student Cultural Affiliation and Their Behavior and Attitude Toward Academic Misconduct in Two Large Nursing Programs in the United States. Accepted for the Proceedings of the Eighth International Business and Economy Conference, Udaipur, India January 2009.

Dr. Elsa-Sofia Morote



Dr. Morote

Bowens McCarthy, P.'07. and Morote, E-S (2009) *The Link between Investment in Early Childhood Preschools and High School Graduation Rates for African American Males in the United States of America*. Contemporary Issues in Early Childhood, 10(3).

Morote, E-S. and Pritchard, D.(2009) What course elements correlate with improvement on tests in introductory Newtonian mechanics? American Journal of Physics. pp. 746-753

Gonzalez, R.'DC, Wojtas G.'10, Kelly, T.'06, Rudiger, C., Morote, E-S. (2009). Perceptions of faculty inter-

Doctoral Students presented successfully in One Voice Conference

est in professional development activities in a higher education setting by gender and age. **Journal of Science Education**, Vol. 10, 2009, Special Issue. ISSN 0124-5481

<http://www.colciencias.gov.co/rec>



Jamal Colson'10

Beard, K.'08. & Morote, E-S. (2009). "Implementing Narrative Pedagogy: Are Learning Objectives Met? Journal of Nursing Education Perspectives

DeCarlo, J.'10, Ambrosio, D.'10, Markowitz, W.'06, Manley, R., and Morote E-S. (2009) Newly Hired Registered Nurses: A Study of Relationships among Nurses Job Satisfaction, Sense of Competence, Professional Development and relationship with Supervisor. Presenter: Dr. Morote. One Voice New York, Nov 7, 2009 The One Voice Institute of Elemental Ethics and Education

Smith, M.'10, Colson, J.'10, Rotunda, R.'02., Inserra, A. and Morote, E-S. (2009) Does The Frequency Of Parent Communication, And Help With School Activities Differ Between Their Children Being Proficient Or Non Proficient On Eighth Grade Standardized Tests?. Presenter: Mr. Colson One Voice New York, Nov 7, 2009 The One Voice Institute of Elemental Ethics and Education.

Howell, C. '10, Hooks, M.'10, Merilus, H.'10., Miller, R.'06. and Morote, E-S. (2009). An examination of institutional commitment and resiliency factors on college persistence.

Presenter: Dr. Miller and Ms. Howell One Voice New York, Nov 7, 2009 The One Voice Institute of Elemental Ethics and Education

Elfe, L.'10, Brown, J.'10, Morote, E-S. and Tatum, S. (2009). The Relationship Between Teachers' Attitudes Towards Multiculturalism and Assigned Grade Level"

Presenter: Mr. Brown. One Voice New York, Nov 7, 2009 The One Voice Institute of Elemental Ethics and Education One Voice New York, Nov 7, 2009 The One Voice Institute of Elemental Ethics and Education.

Dr. Robert Manley

Dr. Robert J. Manley, Professor of Educational Administration and Richard J. Hawkins, Adjunct Associate Professor of Educational Administration at Dowling College have been selected by the American School Administrators Association to present one of seven Book Club Sessions at the 2010 National Conference on Education, February 11-14, in Phoenix, Arizona. They will review some of the major themes in their book to be published by Rowman and Littlefield: Designing School Systems for All Students: A Toolkit for America's Schools.

Dr. Thomas Kelly

Kelly, T. (2009). *Grade inflation: Sense and non-sense*. *Phi Delta Kappan*, 90, 696.

Kelly, T. (2009). Apply Deming's Methods to K- Curriculum and Improve Student Achievement. Forum on Public Policy Online, Summer 2008 edition (published January 2009). A journal of the Oxford Round Table.

<http://www.forumonpublicpolicy.com/summer08papers/curriculumsum08.html>

Kelly, T. (2009). A simple solution to the Problems of the Post Office: It's the System Stupid. Deming's the One. Submitted to Long Island Education Review.

Kelly, T. (2009). We Can Use Standardized Student Achievement Test Data Fairly in Assessing Teacher and Program Effectiveness. Submitted to Long Island Education Review

Kelly, T. (2009). Applying Deming 's system theory to education: Prioritize curriculum structure. Long Island Education Review, 8, Issue 2, 6.



Dr. Kelly



BOOK REVIEW BY DR. CHARLES W. RUDIGER
Transforming Schools with Technology How *Smart Use of Digital Tools Helps Achieve Six Key Educational Goals*
By Andrew A. Zucker, Harvard Educational Press

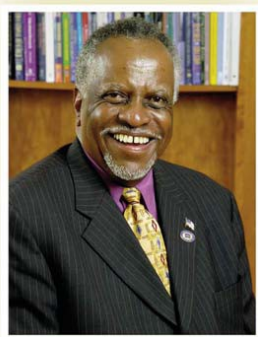
In his veritable meta-analysis of the educational use of digital technology, *Transforming Schools with Technology*, Andrew A. Zucker, a senior research scientist at the Concord Consortium, asserts that the debate as to whether technology is a valuable tool has concluded, that we should move beyond “techno-cheerleading,” and shift our focus to the leadership and vision needed to utilize effective and efficient technology to transform American education.

The author develops his arguments by drawing upon current information, derived from a near myriad of studies of the use of digital technologies, and what is known about “...how they affect teaching and learning in real schools.” Separate chapters address six key educational goals, including enhanced student achievement, attracting and retaining high-quality teachers, attention to English language learners and children with disabilities, and performance accountability.

Zucker further asserts that his text may soon be out-of-date, due to the new technologies which become constantly available but that, nonetheless, the trends described throughout this book will not abate; “...it is a pleasant utopian dream to believe that we will soon have the schools systems we need.....the reality is that an education system for 50 million students does not change quickly,” but that educational technology has the potential to provide essential tools for ongoing and continuous improvement of educational outcomes. ***Moreover, we truly need to transform American schools into higher-performing organizations, whether or not we utilize technology. Digital technology provides a powerful toolkit, with unique advantages: it bridges time and distance, democratizing access to information and services, and leverages the computer power and potential that has helped transform other organizations, especially those based on information and knowledge.***

Educational leaders, policymakers and others interested in such improvement will appreciate this jargon-free treatise, which brings together much and most of what is known and thought about the timely topic of digital technology in education.

Wine and Cheese Networking Event — A Success.



Dr. Clyde I. Payne

On October 30, 2009 over 150 of Dowling's Doctoral Alumni and Students, faculty and staff continued the annual tradition of meeting for an evening of Networking and Reminiscing each fall.

The group was greeted by Dr. Linda Ardito, Provost of Dowling College, and Dr. Elsa-Sofia Morote, chairperson of the Department of Educational Administration Leadership and Technology.

Dr. Clyde I. Payne, Dean of the School of Education , was honored.

Throughout the evening the students shared stories of new positions and personal milestones. It was obvious by the "buzz" in the room that the Ed. D. students enjoyed the evening.

International Leadership Seminar Series

Dowling College's Leadership Research and Learning Center sponsored by the Department of Educational Administration, Leadership and Technology will host a 16 week virtual seminar series on Leadership Issues that International Corporate and Social Action Agencies Encounter. Lectures will appear from February to May of 2010.



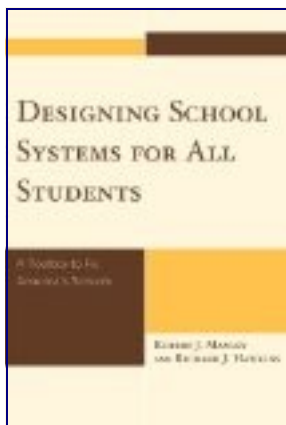
Dr. Sharma and Dr. Manley

The lectures related to International Leadership Studies will be coordinated by Dr. Deepa Sharma, Principal of Shri M.D. Shah College of Arts and Commerce, Mumbai, India; Dr. Carlos Trejo, Professor of

Finance and Program Director at Panamericana University, Guadalajara, Mexico, Dr. John F. Manley, Professor of Finance, Hagan School of Business, Iona College, New Rochelle, New York; Dr. Thomas Franza, Director of Technology, Dowling College, Oakdale, New York and Dr. Robert J. Manley, Professor of Educational Administration, Dowling College, Shirley, New York.

Three professors from each of the universities and colleges have volunteered to post a lecture and conduct a chat group focused on central questions that the professors post on Tuesday and Thursday of their lecture week. Students read the lecture and engage in asynchronous discussions regarding the central topics presented in the lecture. In addition, four corporate leaders have volunteered to post a pertinent lecture related to international leadership issues. Volunteers from Dowling College participating in the international

leadership seminar series are: Dr. Richard Bernato, Assistant Dean, School of Education, lecturing on Emotional Intelligence and Leadership; Dr. Elsa Sofia Morote, Associate Professor, School of Education, lecturing on Leadership and Technological Issues ; Dr. Richard Walter, Associate Professor , School of Education, lecturing on Supervision of Personnel, and Drs. Michael Shane Higuera, Adjunct Assistant Professor and Robert J. Manley, Professor, School of Education who will present a lecture on the leadership skills and dispositions that chief financial officers must acquire during their college preparatory process. Twelve students from each of the four institutions of higher education in India, Mexico and the United States will participate in the international seminar series. Dowling College doctoral students from Executive Cohort Nine and who are studying Ethical Issues in Organizations will participate in the seminar series.



Book Signing Alert!!

Ed. D. Upcoming Events in 2010

- March 3 Dr. Manley and Dr. Hawkins'02 Book signing
- April 15 Ed. D. open house Brookhaven campus
- April 17 Dowling Annual Symposium
- May 20 Graduation Party
- May 22 Commencement
- July 12 Annual Golf Tournament

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**WE ARE ON FACEBOOK: Join our GROUP
"DOWLING ALUMNI & Ed. D STUDENTS !"**

Dr. Rudiger's Alumni Corner



The Dowling College *Doctor of Education* (Ed. D.) program met its first class during the summer of 1997, and graduated its first cohort of 'Doctors' in May of 2000. This spring—specifically on May 22, 2010, we expect to add approximately 25 cohort members to the list of Ed.D. graduates. who are currently engaged in the final stages of their work, notably: the dissertation.

Dr. Rudiger This 2010 graduating class will bring the number of Dowling College Ed.D. recipients to approximately 300. Our high percent rate 'on-time graduation rate,' within the three-year structured program is a result of a selective admissions process, a rigorous curriculum—with clearly established expectations, and a faculty and support staff that is knowledgeable and available. By the fourth and fifth years, the completion rate typically exceeds 86 per cent; with others finishing within the seven year designated completion protocol.

An interesting and notable phenomenon is that the current Ed.D. students and graduates are exceedingly "career mobile." Since program inception, "Dowling Doctors" have served in a near myriad of positions in higher and Pre-K-12 education, government, and industry. For example: school superintendencies in Commack, Sachem, Cold Spring Harbor, Central Islip, William Floyd, and assistant superintendencies and central office positions in Amityville, Kings Park, Bellmore-Merrick, Hauppauge, Longwood and others.

Long Island and metropolitan area public and private schools are led and administered by dozens of Dowling College doctoral graduates, and higher education is well represented. The first minority community college president, an Asian-American, is the leader of the largest college in the San Francisco area. Other graduates serve as vice presidents, deans, chairs, and professors, with a large contingent in the nursing and health care disciplines. Individual profiles will be presented in future issues of this publication.

We want to know about you!
Tell us your news!!!...send an
email to Nancy Ordeman
(ordemann@dowling.edu) title "
Dr. Rudiger Alumni Corner"
and we will post your news in
our next issue.

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