The Keynote: A Kind Reminder

Stephen Lemire (Health Care Administration)

As coordinator of the Master of Healthcare Administration program, Prof. Stephen Lemire’s philosophy is straightforward. In an evolving and demanding industry, he feels that the program’s curriculum must be timely and flexible to meet the healthcare industry needs; that the program’s faculty must currently be working as experts in the courses they teach; that the curriculum must cover national and international health care concerns (rather than just state and regional); and lastly, that the program must include a research-based internship for the capstone course.

Prof. Lemire also recognized, through seeking regular feedback from students and graduates, that one of the strengths of the program is its delivery in a primarily hybrid manner. (The program adapted well to fully online and remote delivery during the pandemic, but has successfully resumed its hybrid format for the Spring 2022 term.)

Prof. Stephen J. Lemire first joined the Framingham State University faculty in 2018 as a Visiting Senior Instructor. He became the MHA Program Coordinator and Advisor the following year and has led the program to rapid growth.

Prof. Lemire has taught a wide variety of health care administration and business management courses since the late 1980s. He has instructed both graduate and undergraduate students in hybrid, on-campus, and online formats. In addition to his role at Framingham State University, he has been a faculty member in the School of Health Sciences at Purdue University Global for the past eleven years. He has also been on the faculty of several other area institutions including New England College, Daniel Webster College, Cambridge College, the University of Massachusetts Lowell & Boston, and Rivier University.

Prof. Lemire is not a traditional academic, as evidenced by his life advice to all: “the most important priorities should be (1) Your Health, (2) Your Family, (3) Your Work or Military Commitments, (4) Your Schoolwork, and (5) Having Fun.” His approach to teaching is drawn from leadership, community, and personal experience, and he summons from his insights to share with his students. Ever the practical instructor and coordinator, Prof. Lemire requires work experience and new research to be a graduation requirement of the MHA program.

Prof. Lemire has been an executive director of national, state, and community-based professional associations, which have focused on issues such as healthcare reform, public health, behavioral health, and interdisciplinary graduate education. In particular, he was the founding Executive Director of the National Professional Science Masters Association, the Massachusetts Health Officers Association, and the Massachusetts Business Group on Health.
Prof. Lemire, originally a native of Lowell, Massachusetts, earned both a B.S. and M.S. in Health Services Administration from the University of Lowell. Over time, he increasingly felt that working in traditional healthcare setting would limit his exposure, and ability to influence, the broader health care system. Rather, he applied his entrepreneurial spirit to lead professional associations, which provided a platform to impact many different issues in the health care system. And, in doing so, he developed expertise in health policy, leadership and ethics, and public health.

Prof. Lemire is extremely proud that the organizations which he helped create had a major impact on the health care system and are still successful today.

For example, his work at the Massachusetts Business Group on Health from the mid-1980s until the mid-1990s helped usher in the role of major employers creating coalitions to become better purchasers of health care benefits for their employees. For the first time, employers were communicating with health care providers about the unique needs of their employee populations, and were able to request qualitative information about the successes of various health plans. Ultimately, this led to a major competitive decrease in the annual cost of employee health benefits for many employers in the region.

Prof. Lemire’s most recent professional association role was that of founding executive director of the National Professional Science Master’s Association (NPSMA) from 2007 through 2010. Although this position focused more on interdisciplinary graduate, STEM education, he wanted to step out of his comfort zone as an executive director and lead a national association, rather than a regional or state-based association as he had in the past.

In stepping out of his comfort zone and founding the NPSMA, a new plan was formed to meet a fast-growing need: a nationally-recognized Professional Science Master’s, or PSM. What began as a concept for a new graduate degree, and as a nascent organization, has flourished into an ever-expanding STEM offering at hundreds of universities across North America. There are now thousands of PSM graduates and students achieving great success because of this educational and career alternative.

Interestingly enough, Prof. Lemire’s arrival at Framingham State coincided with the burgeoning and successful Biotechnology Concentration in Quality Assurance PSM offered on campus. After having been the founding executive director of the PSM Association and witnessing the growth of the degree globally, he was able to get a first-hand look at the success of an individual program. Through this unique connection with Framingham State, he has been able to offer perspectives about the institutional history of the PSM degree, and share best practices that he has learned from many other universities’ programs.

Prof. Lemire’s work with the PSM program at the national level dovetailed nicely into the Master of Healthcare Administration programmatic needs. The goal was to develop and coordinate a graduate program that was aligned with his vision.

This vision included offering a curriculum that was flexible enough to meet the needs of busy students and the health care industry in a continual, rapidly changing health care environment. He feels strongly that the “product” of the MHA program is its graduates, rather than its courses and faculty. Prof. Lemire believes that the successful MHA alumni would reflect strongly on the program and encourage industry leaders to hire our students, host them as interns, and participate on the advisory board and in classes.

Within the MHA curriculum, Prof. Lemire has a teaching method which he encourages through all courses. The method includes: 1) limited examinations in favor of helping students learn through competencies that they will use throughout their careers (composing white papers, drafting policy analyses, earning professional certificates, etc.); 2) conducting field work, that includes a new internship-based, research project in the capstone course, as well community-based projects, in other courses; 3) engaging seminars; 4) assignments and readings that supplement, rather than complement, what is learned in seminars and assignments; and 5) strong
involvement in discussion boards through the use of the Socratic Method. He feels that it is pivotal to challenge students to think beyond their own comfort zones, and select and defend their views through a critical analysis of the issues.

Prof. Lemire has found it very rewarding throughout his teaching career to be able to offer internships to students at organizations he was leading, to be able to find employment for new graduates, to work with military students and veterans, and to explore many countries’ health care systems with international students. Based on a recent estimate, Prof. Lemire has instructed more than 10,000 students from across the globe! He is pleased to report that many maintain contact with him about their career developments and ongoing professional success.

Much of the growth of MHA program was a result of the Deans from the Department of Graduate and Continuing Education, who encouraged Prof. Lemire to be the program’s “Subject Matter Expert” and supported him to make the needed improvements. Prof. Lemire is grateful for the ongoing support of the Graduate Education Council (GEC) to ensure that the recommended changes to the program were implemented properly.

Currently, almost a dozen adjunct faculty members now teach in the MHA program. The program offers six courses per semester (including electives) rather than its previous four. Prof. Lemire has recruited adjunct faculty members who are experts in their respective fields. More than that, most of the current faculty in the MHA program are either graduates of the MHA program at Framingham State or are former students of Prof. Lemire from one of several institutions. (Several are both former students and FSU graduates!) Prof. Lemire feels that this is an important ingredient to create continuity for the students as they make their way through the curriculum and to ensure that expectations for course delivery are consistent for both the faculty and students.

Prof. Lemire will step down as MHA Program Coordinator & Advisor at the end of this semester due to health issues. He will be succeeded by Prof. Claudine Guild. Lemire plans to continue as a Senior Visiting Instructor to teach Health Policy and Seminar in Healthcare Administration (the capstone course) as long as he is medically able. He will retire with his family in Tyngsborough, MA, where he will continue to evaluate developments in health care reform and continue his many hobbies as a sports’ fan, poker player, and reader of legal thrillers.

Prof. Lemire has donated funds to Framingham State University to establish the Stephen J. Lemire, MHA Book Award for Leadership, which will be given annually to the MHA student who best demonstrates leadership during their studies at Framingham State and develops the most innovative ideas about health policy reform through their coursework.

For more detailed information about Prof. Lemire’s background in the healthcare industry and as an instructor, you may visit: http://www.linkedin.com/in/stephenlemire or you may follow him on Twitter at @4site4. If you wish to contact him, please email slemire@framingham.edu.

International Education Programs (I.E.P.): Global out-reach from FSU
Joyce Fahey

For over 33 years, the Cedrone International Education Center at Framingham State University has been offering graduate degree programs in Education to teachers and educators around the globe. Our mission is to offer accessible, affordable, and distinctive programs to meet the needs of educators living abroad. The faculty that teach in these programs share a common passion for celebrating and empowering educators and teachers.
The students enrolled in these programs see education as a key in transforming lives and society. Below please find some of the achievement from our alumni and new institutional partnership.

Alumni Spotlight:

Young Teacher of the Year Award

Ms. Afiesha Mayers-Thomas, a 2020 graduate of the M.Ed. Program with a Concentration in International, from the program site in Port of Spain, Trinidad, was awarded the 2021 Trinidad and Tobago Unified Teachers Association Port of Spain District Young Teacher of the Year.

“I am very hands-on with my student’s learning which enables me to be on various committees such as the Visual and Performing Arts fundraising committee, and, by extension, the school at large. As a member, I am also able to purchase supplies to assist teaching and learning with the curriculum and as a co/extra-curriculum activity (Steelband lesson, African drumming, and general activities)”.

Ms. Frances Taimano, M.Ed. in International Teaching (Saipan, Northern Marianas Islands)

Ms. Taimano is Mount Carmel School’s Acting President. She was appointed by the school’s board of directors to serve as the acting president for the 2021-2022 school year. "Our school is known for treating each other like family. We work together, and accomplish things together for our students. Of course we have differences, but we set those aside to get the job done for the sake of our students."

Ms. Monika Moorman, M.Ed. in International Teaching (Poland)

Monika Moorman of Central Park Elementary in Plantation, Florida, is from Poland and received her M.Ed. Degree in International Education from Framingham State from the site in Poland. This info is noted in her bio in this article. She was named to 2021 Teaching Excellence by the Computer Science Teachers Association. https://csteachers.org/page/2021-cs-teaching-excellence-awards

Ms. Marie-Therese Labaki, M.Ed. in International Teaching (Lebanon)

Marie-Therese Labaki earned her M.Ed. Degree in International Education where she completed this program at the site in Beirut, Lebanon. Her information is noted on The Ohio State University website for Arts and Sciences. https://artsandsciences.osu.edu/news/ctp-track-au21

Partnership with Bermuda College

This year 12 educators from Bermuda completed the online Graduate Certificate in Educational Leadership. This program is designed to provide qualified and experienced educators with the knowledge and skills necessary to assume leadership positions in schools.

Article: Minister’s pledge on education professional development
https://www.royalgazette.com/education/news/article/20210310/ministers-pledge-on-education-
Partnership with the Metropolitan School of Panama

The first cohort graduated from the site in Panama City, Panama, with 23 educators receiving the Master of Education Degree with a Concentration in International Teaching. Interest has grown at this location, and new cohorts have started the Master of Education Degree Program with a Concentration in International Teaching as well as the Master of Arts Degree with a Concentration in Educational Leadership.

Here is the 1st cohort at their graduation ceremony in Panama. Second photo is site coordinator, Ana Beatriz Aizpurua de Quintero with Director of Metropolitan School, Daniel McKee.

Community Education Program:
MetroWest Outreach from FSU
Anne Roberti (Life Long Learning)

Established in Fall 2011 as a partnership between Framingham State University (FSU) and Framingham Public Library (FPL), Adventures in Lifelong Learning (ALL) is a program designed to provide opportunities for intellectual, creative, and social engagement to adults residing in MetroWest communities and FSU alumni aged 60 & over. The program offers weekly classes, free-of-charge or for a voluntary donation, during the months of October, January, and April of each year. These courses are taught by FSU faculty and other experts in their fields. The social opportunities and outstanding programming profoundly influence hundreds of local elders annually. The next session begins on Tuesday, April 5, 2022.

ALL is committed to FSU’s mission to cultivate learning communities where participants from diverse cultures, language backgrounds, perspectives, and experiences are respected, valued, and supported. During the past three years, ALL has been funded through a Title IIIB grant through BayPath Elder Services, Inc. to conduct outreach to elders identifying as members of underrepresented populations, experiencing social isolation, and/or living with low income. Currently, ALL is focusing outreach on including Portuguese-speaking elders given that this is the third largest language group in the MetroWest area. The ALL outreach coordinator and multilingual outreach assistant are collaborating with the Brazilian American Center (BRACE) and the Framingham and Hudson Councils on Aging to develop insights on developing culturally responsive programming to this sector. During the height of the pandemic, ALL began to target outreach to local assisted living facilities and housing authorities. By doing so, ALL has included assisted living residents who have been isolated from family and friends due to restrictions imposed on visitors to these facilities. In addition, elders residing in some local housing authorities
have participated via Zoom in common areas equipped with free internet access. ALL welcomes all elders to join its vibrant learning community!

Scholarship for the counselors:

Deborah McMakin (Clinical Psychology)

Concerns about a lack of community mental health counselors to provide culturally responsive behavioral health services for children, adolescents and families have only increased in light of the inequities, social isolation and anxiety associated with the pandemic. Through a generous gift from Accelerate the Future, FSU will be offering full scholarships for up to 40 graduate students who are pursuing a Master of Arts degree with a concentration in counseling, beginning in Fall 2022. The scholarships are one of Accelerate the Future’s innovative approaches to creating a pipeline for culturally competent counselors who are committed to a career in community mental health with a focus on children and families. Given its affordability, quality and commitment to antiracism, FSU was seen as an optimal choice for the scholarships.

An exceptional testimonial and advisory board:
A student testimonial, Erika Maurer

I would like to start by thanking Dr. Robert Awkward for the nomination of Student Spotlight and the opportunity to address the Board of Trustees in January this year. It was a high honor.

I want to tell you a little bit about myself. I did not take a traditional college path. Immediately out of high school I worked for twelve years out of necessity before even considering a college education. Twelve years later, and while being a single parent, I became the first female in my family to graduate college. This undergraduate degree took me out of the retail sector and into early education where I worked for the next fifteen years as a Developmental Specialist for early intervention. Next, my career took me to the Department of Developmental Services as a Service Coordinator developing service plans for families with individuals with disabilities. Looking to advance myself within the department, I looked to FSU graduate programs. After attending FSU Graduate School open house night, I was impressed with the Master of Human Resources (MHR) program. As my undergraduate is in psychology, what impressed me about the MHR program is its focus on both the operations of organizations and human behavior.

At FSU, the faculty and students alike offer great experience, professionalism, and diversity. In Human Resource Management we study the powerful impact human capital has on business. This is true in every sector including higher education. FSU faculty have shown me dedication and commitment to learning through individual independent studies, a collaborative learning environment, and by offering relevant industry best practices, which I can put into my practice the very next day. As a full-time employee of the Massachusetts Executive Office of Health and Human Services as well as a busy mom juggling a Master’s program has been challenging, but it has taught me to push beyond my current limits. FSU has met me where I am along my non-traditional college path by recognizing external commitments of work and family and the importance of quality education.

FSU allowed me an intimate opportunity to participate in an independent study with faculty member Dr. Michele Gibbons-Carr, a talented organizational practitioner. We worked closely together for a semester designing a Diversity, Equity and Inclusion organizational strategic plan for organizations that provide direct care services to individuals with disabilities. Direct care workers across the state of Massachusetts are underpaid and lack accessibility to advance in their positions. This project was anchored in a Simmons Study funded by the African Bridge Network called a Pathway to Leadership Among Foreign Born and Native-Born Human Service Workers: Equity and Inclusion. Our project was designed to remove systemic barriers for direct care workers opening up a pathway to leadership. The experience was individualized and my understanding of Diversity, Equity and Inclusion grew exponentially. The hard work of our MHR Department Chair Dr. Robert Awkward allowed for this out-of-the box opportunity.

The MHR program has helped me professionally in a unique way as serving families with high needs and balancing the limitations of the Dept. of Dev. Services is a challenging position. Prior to my recent promotion, I transitioned individuals with profound disabilities from the Dept. of Ed. into adult state services. There is a significant difference in supports once an individual makes the transition and families struggle with this dramatic shift due to less funding and services. This makes for many contentious meetings. Families come in with their understandable perspectives and the Dept. of Dev Services (DDS) comes to the table with their funding and services limitations. My job was to bridge this divide, which is where the MHR program came to work with me. The MHR program taught me how to balance the needs of families with the funding limitations of the state compassionately and professionally. The MHR program provided the skill set because within the program we learn how to balance the needs of the organization along with the needs of the employee. A small example is how I made the connection of recruitment and proper on-boarding as equal to front-loading communication to families before they ask for it.
In a sense, onboarding is the start of a relationship and the start of building trust and we need to get this part right. Standardizing our DDS message was another successful connection I made between my MHR program and my work with families. I created an area office onboarding orientation for families that provides the education and next steps for families to feel understood and to know what to expect next. In short, each class be it Management and Leadership or Managing Global Diversity teaches transferable and portable solutions to everyday problems whether you are in a traditional HR role or not.

Building on each course has provided the foundation needed to succeed in the MHR program. The tools FSU provides has allowed me to advance in my career. I started this program in a Service Coordinator capacity and through this program I have been promoted twice and now I am a Regional Program Coordinator of a highly visible regional division for the Department. I am constantly drawing on my academic experiences and applying them in real-time in the field. The success of the FSU MHR program is the result of a well-designed curriculum and a highly capable team, teaching ambitious hard-working students that are eager to learn. The student population I have encountered are working full-time jobs in many different fields, come from diverse backgrounds, and yet at FSU we share one goal; to learn and grow as a class.

So, I thank Dr. Robert Awkward for this balance of professionalism and consideration as he has made this program accessible and inclusive to everyone. I believe if you have the desire to learn and advance, FSU has the opportunity.

Some of our notable faculty achievement and recent new advisory board members for the program can be found in the following web links.

https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-human-resources-management/mhr-advisory-board-

https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-human-resources-management/meet-the-faculty

https://www.pageturnpro.com/Bridge-Tower-Media/103630-COLOR-POWER-50-CDOs/sdefault.html#page/4

Case Management certification for Nursing

Ellen Rearick (Nursing)

Framingham State University Offers a Graduate Certificate in Nurse Case Management

The Nursing Case Management Graduate Certificate is a new program that provides students with the essential knowledge, skills, and expertise to be effective case managers. Many acute and outpatient healthcare organizations are seeking nurse case managers to provide high-quality coordinated patient care. Others work in physicians’ offices or government organizations. Nurse case managers may also practice in worker’s compensation, social service, and managed-care organizations. This graduate certificate provides a strong foundation in preparation for national certification as a Certified Case Manager.

This two-semester program consists of three case management courses: two didactic courses and one practicum course in a healthcare organization. Eligible candidates will have a Bachelor of Science in Nursing (BSN) degree. All courses are taught by a doctorally-prepared RN Certified Case Manager with extensive clinical experience. Courses are in a blended format that incorporates class meetings via Zoom in addition to more traditional asynchronous online learning.

Remote class meetings take place via Zoom on Wednesday evenings from 5-9 p.m. More traditional online learning will occur in-between class meetings. The courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURM 910</td>
<td>Professional Foundations and Care Coordination -Fall Semester 7-week course</td>
<td></td>
</tr>
<tr>
<td>NURM 920</td>
<td>Quality Management and Health Promotion- Fall Semester 7-week course</td>
<td></td>
</tr>
<tr>
<td>NURM 980</td>
<td>Seminar and Practicum in Case Management- Spring Semester 15-week course</td>
<td></td>
</tr>
</tbody>
</table>
The Bermuda college in Bermuda will collaborate with Framingham State University (FSU) by offering a joint program to train new MBA degree students. Beginning in Fall 2022, students from Bermuda will be able to join the regular online program of FSU and learn from the faculty members of the FSU MBA program.
FSU will be hosting the Life Sciences Workforce Conference with MassBioEd on June 8th at the McCarthy Center. The Life Sciences Workforce Conference is uniquely devoted to bringing together the life sciences industry and academia to discuss training of the next generation of leaders. The event provides an opportunity for industry professionals and academicians to hear from other experts, and to hold meaningful conversations about best practices for education and training, as well as career exploration and readiness. The Conference focuses on meeting hiring needs and how industry, government, and academia can work together to build the best life sciences workforce in the years ahead.

Bioinformatics and artificial intelligence electives from Stefan Doerre

Two graduate elective courses have been approved by the Graduate Education Council in the area of Bioinformatics and Artificial Intelligence for the PSM program in Biotechnology. They have included the following two courses that will propel our educational ecosystem into a new era.

- BIOT 9XX, Applied Bioinformatics
- ORGL 950, Leading Organizations in the Age of Artificial Intelligence

Training for Nutritional Professionals (John Stalker Institute)

- Catherine Wickham
- Karen McGrail

Win-Win-Win!

School professionals (win) across the Commonwealth have a unique opportunity to advance and support school wellness in their district (win) by enrolling in tuition supported 4-week online school wellness graduate online courses (win!). This initiative is offered by The John C. Stalker Institute (JSI) of Food and Nutrition in collaboration with FSU Office for Continuing Education and is made possible by funding from the CDC Healthy Schools Initiative, the Office of Food and Nutrition at DESE and JSI. Participants must be a member of their district wellness committee, have the support of the wellness chair, and are asked to review the syllabus and confirm their commitment to complete the course.

Stay in touch! For more details about this and other statewide school wellness initiatives, please visit the MassSchoolWellness.org website, join our email list, and follow us on Facebook and Twitter @MASchllWellness.
# Master of Education (M.Ed) Current Initiatives

**Framingham State University**

## Current Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Redesign of the Early Childhood &amp; Elementary majors</strong></td>
<td>Revision of both the early childhood and elementary education coordinate majors into stand-alone majors that were approved by FSU governance in spring 2020. In fall 2020, FSU accepted the first cohort of students enrolled in the revised stand-alone majors.</td>
</tr>
<tr>
<td><strong>Education Department</strong></td>
<td>Dr. Laura Hudock, Education</td>
</tr>
<tr>
<td><strong>Anti-racist and equity workshops with partnership schools</strong></td>
<td>A continuing education course to not only onboard pre-/practicum supervising practitioners, that is, to familiarize them with logistics of the CAP cycle, gateway observations, and disposition rubrics and other logistics related to the teacher education program, but to also cultivate educators who embody anti-racist pedagogies and take up social justice and equity issues across content areas.</td>
</tr>
<tr>
<td><strong>Dr. Wardell Powell, Education</strong></td>
<td>Dr. Kelly Matthews, English</td>
</tr>
<tr>
<td><strong>Mirari Elcoro, Psychology</strong></td>
<td><strong>Collaboration between the Education Dept. and the Framingham Public Schools</strong></td>
</tr>
<tr>
<td><strong>The Chris Walsh Center for Educators and Families of MetroWest</strong></td>
<td>Through a series of mini-grants from the Office of Institutional Effectiveness, the Dean of Education and Social &amp; Behavioral Sciences, and the Office of Development and Alumni Relations, a three-phase Communication and Literacy MTEL workshops series for candidates, particularly those who were unsuccessful.</td>
</tr>
<tr>
<td><strong>Dr. Therese Ajtum-Roberts, Director</strong></td>
<td><strong>Universal PreK Expansion</strong></td>
</tr>
<tr>
<td><strong>Valerie Hytholt, Director, Centers for Early Childhood Education</strong></td>
<td>FSU and the Framingham Public Schools have partnered around the establishment of universal PreK for Framingham residents, including the FSU Centers for Early Childhood Education as one of three classroom locations. This program will bring a significant change to the city’s early childhood education landscape and provide new field-based opportunities for teacher candidates at FSU.</td>
</tr>
<tr>
<td><strong>AmeriCorps Service Alliance Planning Grant</strong></td>
<td>In partnership with Mr. Joseph Corazzini, Assistant Superintendent of Equity, Diversity and Community Development in Framingham Public Schools, a planning grant was awarded by Americorps to establish a Framingham Teacher Residency program as a partnership between FSU and FPS.</td>
</tr>
<tr>
<td><strong>Dr. Wardell Powell, Education</strong></td>
<td><strong>National Science Foundation AISL research grant (1.5 mil)</strong></td>
</tr>
<tr>
<td><strong>Dr. Kelly Matthews, English</strong></td>
<td><strong>Framingham Public Schools</strong></td>
</tr>
<tr>
<td><strong>Dr. Mirari Elcoro, Psychology</strong></td>
<td>The study focuses primarily on Black and Latinx youth to investigate the methods and discoveries that have the potential to impact the teaching of physics for a much broader audience including middle- and high-school children. The study will influence the teaching of physics to advance new approaches to, and evidence-based understanding of, the design and development of STEM learning in informal environments.</td>
</tr>
<tr>
<td><strong>Dr. Folashadé Solomon, Education, Principal Investigator</strong></td>
<td><strong>Sabbatical Research and Book Contract</strong></td>
</tr>
<tr>
<td><strong>Sabbatical Research and Book Contract</strong></td>
<td>A contract with Emerald Publishing in 2022 for a book titled “Teacher Preparation in the United States: History, Contemporary Circumstances, and Policy.” This is a collaborative historical and contemporary research with a colleague from Salem State University, and is part of an academic series.</td>
</tr>
<tr>
<td><strong>Dr. Kelly Kolodny, Education</strong></td>
<td><strong>Book Contract</strong></td>
</tr>
<tr>
<td><strong>Dr. May Hara, Education</strong></td>
<td><strong>Collaboration between the Education Dept. and the Framingham Public Schools</strong></td>
</tr>
<tr>
<td><strong>Dr. Wardell Powell, Education</strong></td>
<td><strong>National Science Foundation AISL research grant (1.5 mil)</strong></td>
</tr>
<tr>
<td><strong>Dr. Kelly Matthews, English</strong></td>
<td><strong>Framingham Public Schools</strong></td>
</tr>
<tr>
<td><strong>Dr. Mirari Elcoro, Psychology</strong></td>
<td>The study focuses primarily on Black and Latinx youth to investigate the methods and discoveries that have the potential to impact the teaching of physics for a much broader audience including middle- and high-school children. The study will influence the teaching of physics to advance new approaches to, and evidence-based understanding of, the design and development of STEM learning in informal environments.</td>
</tr>
<tr>
<td><strong>Dr. Folashadé Solomon, Education, Principal Investigator</strong></td>
<td><strong>Sabbatical Research and Book Contract</strong></td>
</tr>
<tr>
<td><strong>Sabbatical Research and Book Contract</strong></td>
<td>A contract with Emerald Publishing in 2022 for a book titled “Teacher Preparation in the United States: History, Contemporary Circumstances, and Policy.” This is a collaborative historical and contemporary research with a colleague from Salem State University, and is part of an academic series.</td>
</tr>
<tr>
<td><strong>Dr. Kelly Kolodny, Education</strong></td>
<td><strong>Book Contract</strong></td>
</tr>
<tr>
<td><strong>Dr. May Hara, Education</strong></td>
<td><strong>Collaboration between the Education Dept. and the Framingham Public Schools</strong></td>
</tr>
</tbody>
</table>
The education programs at FSU have just earned the "Full Approval" accreditation from DESE for its standard and devotion in education.

Enrollment Coach:

DGCE plans to create a new **part-time** supportive position for our graduate students, through the effort of an enrollment coach. The coach is crucial in assisting students throughout their graduate pro-gram and providing support from the admissions process through graduation. The coach will work with the admissions, advisement, financial aid, and student records into a one service unit model. This new position provides front line services to all graduate students. The coach will be actively engage in a “Culture of Caring” striving to respond systematically to student needs and remove barriers that may prevent students from achieving their personal and professional goals during their study at FSU. This new position will strive to fulfill the mission and values of excel-lence, inclusiveness, character and integrity of DGCE.
Sunny Tam
Associate Dean of DGCE

As the students at DGCE grow in numbers and characters, our programs at DGCE also needs to evolve and meet the expectation of the students. We are excited about the positive changes and achievement of our faculty members and programs, but will strive to do more. We foresee a tremendous expansion of our educational ecosystem in the coming years and will welcome applications & ideas of training from all individuals of our society and our World. Everyone will benefit from our online, onsite, and hybrid education that will prepare all students for a rewarding career growth.