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It is my great pleasure to introduce the inaugural issue of the CSU Stanislaus College of Education REPORT CARD. In this publication, we offer information and updates on the people and activities that make our College so vibrant. These include our faculty, students, staff, alumni, community partners, and supporters, all of whom contribute to the outstanding quality and reputation of our programs. We are justifiably proud of our legacy of preparing leaders in learning throughout the valley, and we look forward to connecting with you regularly as we continue to build.

These are times of tremendous challenge for education. Teacher attrition is high, student achievement is uneven at best, resources are scant, technological innovation is difficult to follow, pressures regarding testing and accountability are felt keenly, and workforce demands are changing so rapidly that prediction is almost impossible. It is this climate that we, in colleges of education, are preparing educators (teachers, administrators, counselors, specialists) who, in turn, will prepare youth to thrive in this very complex environment.

Franklin Delano Roosevelt once famously remarked that we cannot always build the future for our youth, but we can build our youth for the future. These words are even more true today than they were a half-century ago. Scientists tell us that the world of tomorrow will be a world of almost unfathomably rapid and constant change. Strong leaders will be needed who possess capacities for flexibility, mental agility, creativity, technological sophistication, collaboration with diverse others, and swift re-formulation of both problems and solutions within a continuously uncertain context. Preparing youth for success in future jobs that haven’t even evolved yet to tackle problems we don’t even know exist requires a different approach to educational activities than traditional modes of teaching and learning. We must shift our focus from imparting defined bodies of knowledge and method to inculcating desire and skills for life-long learning. Educators themselves must model and foster those qualities in the pupils they serve, and our College of Education faculty, in turn, must instill those values and professional habits into the educational leaders we are preparing.

The College of Education has risen to this challenge. We now offer a Doctorate (Ed.D) in Educational Leadership with a unique focus in instructional leadership, and we have two cohorts totaling 40 students. We are working on a new Master of Arts in Teaching, in which students will be able to earn their teaching credential and Master’s degree within the same program. We are re-organizing our existing Masters programs to provide greater interdisciplinary learning so that educational professionals can work more collaboratively within their diverse educational settings. We are enhancing our teacher preparation programs to better meet the needs of our students and the pupils they serve, particularly bilingual and special needs youth. Finally, we are expanding our on-line offerings to reach beyond the valley toward national and even global connections.

In these pages, you will find more information about the ways in which we are tackling the important issues and problems in education today. And this is just the beginning!

I hope that you enjoy our REPORT CARD and you find that we have earned an A+ for our work.
Teacher Education Receives Major Gift

California State University, Stanislaus has received a major gift of $400,000 from the estate of Kenneth and Shirley Whalen in memory of their late daughter, Christie Whalen-Sexton. The gift will be used to support the Department of Teacher Education.

Funding from the gift will establish the Christie Whalen-Sexton Endowed Professorship in the Department of Teacher Education. “We are deeply appreciative to the Whalen family for their foresight and commitment to CSU Stanislaus,” said President Hamid Shirvani.

Christie Whalen-Sexton, who died in 2002, received her Bachelor of Arts Degree in English from CSU Stanislaus in 1977 and her teaching credential in 1979. She taught language arts at Hilmar Middle School for 20 years.

Ms. Whalen-Sexton left behind a legacy of high standards and commitment to excellence. The College of Education is proud to honor her legacy through recognition of a Teacher Education faculty member who embodies these qualities. This individual will be announced at the College of Education Awards Celebration on October 15.

“She truly loved to teach and did so with great compassion.”

Dave Boxell
Hilmar Middle School Teacher

“She had an ‘O’Neill’ sticker on her briefcase. She told me that if I didn’t pay attention to her class, I’d never amount to anything. Four years later I was on contract with O’Neill touring the world.”

Tom Miyao
Professional Skateboarder & Hilmar High School Alumnus

“She was very inspirational to me. She helped me realize the important things in life. I was able to see... a caring teacher who helped make a difference in kids’ lives.”

Christina (Bettencourt) Vierra
Hilmar High School Alumnae

“She demanded a lot out of her students, which most responded to and grew from. She set the stage for her students to be successful in high school.”

Dave Kook
Hilmar Middle School Teacher
Gold Stars

Faculty, Student, & Staff Achievements

Faculty Promotions, Tenures, Leaves, and Retirements

Promotion to Associate Professor (with Tenure)
- Dr. Mary Borba, Teacher Education
- Dr. Cathlin Davis, Liberal Studies
- Dr. Heather Deane, Kinesiology

Promotion to Professor
- Dr. Chris Boosalis, Teacher Education
- Dr. Erin Hall, Kinesiology
- Dr. Mira Mayer, Advanced Studies

Retirement
- Ms. Mary Brace, Liberal Studies
- Dr. Armin Schulz, Teacher Education
- Dr. Karen Sniezek, Advanced Studies (FERP)

2009/2010 Liberal Studies Dean’s Team

The Liberal Studies Dean’s Team consists of nine of Liberal Studies students who assume a leadership role in the LIBS 1000 Field Experience class. Each Team member facilitates and models learning with a small group. We are pleased to present this year’s Dean’s Team:
- Cruz Dolores Berumen-Flores
- Shannon S. Corso
- Jillian Cassandra Gil
- Josefina Lopez
- Laura Perez
- Julia Lee Seim
- Valerie Miguel
- Jordan Rushing

Congratulations, Dean’s Team, on this honor!

Students’ Article Accepted for Publication

A group of four Ed.D. students recently received notice that an article that they co-authored has been accepted for publication and will appear in the October issue of Language Magazine. Kay Vang, Delia Gomez, Danielle Waite, and Steve Charboneau originally wrote the paper for their Applied Quantitative Research class, which was taught by Dr. Dawn Poole. Their research project analyzed school-wide Academic Performance Index scores for 60 randomly selected California schools, 40 of which were either 90:10 or 50:50 Two-Way Immersion schools, and 20 of which represented regular mainstream language programs. Statistical analyses found no significant differences in achievement scores across the schools, but trends favoring the schools with higher levels of two-language instruction. While the research involved only California schools, the team believes that there are implications beyond California’s borders. Regarding this milestone, Dr. Poole commented, “I couldn’t be more proud!”

Staff Accomplishments

- Ms. Jouliet David, BS in Business, June 2009
- Ms. Randee Harcrow, BA in Physical Education, June 2009

Professor Costa Receives Leadership Award

Teacher Education Professor Dr. Elmano Costa received a pair of special awards in September, 2008 recognizing his dedication to promoting education and awareness of the Portuguese culture. The U.S. Portuguese American Leadership Council presented Costa with its Educational Leadership Award. Soon after, he received the honorary insignia of Commendator of the Order of Public Instruction from the government of Portugal for his dedication to promoting awareness of the Portuguese culture. Congratulations, Dr. Costa!
Advanced Studies

The Department of Advanced Studies in Education offers graduate programs leading to a Master of Arts degree in Education with concentrations in school administration, school counseling, educational technology, and special education, as well as professional programs approved by the California Commission on Teacher Credentialing which prepare candidates for advanced credentials. Courses are offered in a traditional setting as well as through online instruction. Certain programs offer internships to eligible candidates.

Kinesiology

The Department of Physical Education and Health officially became the Department of Kinesiology in Spring 2009. The major aim of the department continues to be preparation of Single Subject (secondary) Teachers in Physical Education. The Department of Kinesiology also offers a Bachelor of Arts in Physical Education and Bachelor of Arts in Physical Education with a Concentration in Health and Wellness Promotion. It also supports the Multiple and Single Subject Credential programs by offering a survey course in school health and safety.

Liberal Studies

The Liberal Studies major is a pre-professional program leading to Multiple Subject (elementary) or Special Education credential programs. Its mission is to ensure that students graduate with a strong subject matter background and necessary experience and content to prepare them for a teaching career in elementary education. Liberal Studies students can choose their own pace of study, gain elementary classroom experience, choose from 26 diverse concentrations, and begin a seamless transition into the Multiple Subject Credential Program.

Teacher Education

The Department of Teacher Education continues its long-standing purpose of preparing well-qualified K-12 teachers to serve the myriad needs represented in schools throughout the region. Faculty are actively engaged in many diverse fields of research and community service, and they are committed to democratic pedagogies and participation directly in schools and projects with K-12 students. The department offers both credential and Masters’ programs, including Multiple and Single Subject programs, and specializations in multilingual education and reading.
Preparation for Accreditation

The College of Education at CSU Stanislaus is accredited by the California Commission on Teacher Education (CTC) and the National Council for Accreditation of Teacher Education (NCATE). Although accreditation is an ongoing process at the college, this is a special year, as we are scheduled for a 4-day joint site visit by the agencies in April, 2010. As a result, programs, departments, and the Dean’s Office are busy documenting how they stack up against national as well as state standards.

The benefits of these activities are many. In addition to ensuring high-quality programs, the accreditation efforts also provide opportunities to reflect on and revise current practices in order to improve what we do. We want to involve our community partners and alumni in this process in order to gain additional perspectives on the quality and success of our programs, and we will be contacting many of you later in the year to invite your participation.

Under the very capable leadership of Professor Oddmund Myhre, Accreditation Coordinator, our accreditation activities are in full swing, and we hope for a positive and productive site visit.

College of Education Popular at Stockton Literacy Event

On September 28, 2009, Teacher Education faculty members Dr. Whitney Donnelly and Dr. Noelle Won, along with several teacher credential students, were a big hit at the CSU Stanislaus Stockton Center booth at the Record’s Literacy & Book Fair Family Day in the Park. More than 100 children stopped by the booth for stories, snacks, and making bookmarks to take home. A good time was had by all!
Sara Garfield Makes a Difference Schooling the Homeless

After joining the Department of Teacher Education faculty at CSU Stanislaus in 1986, Sara Garfield discovered a need in Stockton’s homeless community. She spearheaded a project that helped make a difference while providing an invaluable teaching experience for many College of Education students.

Director and founder of the Transitional Learning Center (TLC) for homeless children in Stockton since it opened in 1992, Garfield has dedicated herself to making sure that homeless children receive an education. More than 7,000 children of poverty-stricken families seeking to get back on their feet have passed through the unique school during its 17 years.

Garfield has been singled out for a number of prestigious awards, including The President’s Award for Service in Education from President Clinton in 1995 and the JC Penney National Golden Rule Award in 1994, which described TLC as one of the most innovative education programs in the country. The American Association of State Colleges and Universities (AASCU) recognized TLC with its annual Christa McAuliffe Showcase for Excellence Award in 1993, and at CSU Stanislaus, she was named Outstanding Professor in 1998 and received the Outstanding Community Service Award in 2004. TLC is one of only 3 homeless schools in the United States endorsed by Congress under NCLB legislation. Garfield authored a training manual entitled Educating Our Homeless Youth so that others might learn from her experiences.

Garfield shies away from the attention being focused on her own dedicated efforts and prefers that the recognition go to the successes of the program and the outstanding teachers and staff, volunteers, community members, and CSU Stanislaus students who so generously give their time to the school. She has high praise for numerous organizations and people in the Stockton community who have collaborated to make the TLC a place where homeless children can continue school despite their families’ challenges.

Sara responded to some questions in a recent interview with Don Hansen, CSU Stanislaus Office of Communications and Public Relations:

Q. How did you get involved in a school for homeless kids?

A. I was raised by parents in Wisconsin who believed you should do volunteer work and I had started doing that way back in junior high. So I took my two young daughters to do volunteer work at the St. Mary’s Dining Room at old St. Mary’s Church. I wanted to teach them about community service and giving back. While I was there, I became acquainted with David Brewer, Director of St. Mary’s Dining Room, and ended up joining their Board of Directors. Through my involvement, I
saw that there was a serious need for a school for homeless children. As a Professor of Teacher Education, I viewed it as a perfect opportunity to provide a quality education for homeless children and a field site opportunity for teacher education and psychology students to learn and experience how to work with children in poverty.

Q. What kinds of challenges have you faced in implementing this program or keeping it going?

A. Once the idea came up to start a school, it took nine months to elicit support and get the project started. TLC opened under the cross-town freeway in Stockton as a collaborative effort of the San Joaquin County Office of Education, CSU Stanislaus, and St. Mary’s Dining Room. It has been challenging to keep the funding coming in, but the community has always been tremendously supportive. A new collaboration of support has been formed this year that enabled the TLC to establish its own Foundation, under the leadership of Helen Crane. TLC is now located at a site near St. Mary’s and nearby homeless shelters. The San Joaquin County Office of Education continues to administer the school in collaboration with Stockton Unified School District, which has provided free classroom space, and CSU Stanislaus. To date, more than 500 CSU Stanislaus students have participated in the TLC program.

My original commitment was to get the project started and then have others take over, but it’s the children and the incredible, dedicated staff who keep me involved. Our pupils come to school so eager to learn and they truly have been my greatest teachers. This spring, when we were facing possible closure, the community support was so phenomenal that it renewed our incentive to keep going, and to make sure that TLC lived on for all the future children it will serve.

Q. What are the most critical needs of the kids you serve?

A. The children usually come to us with large gaps in their education and often are traumatized due to their living situations. Many suffer from Post Traumatic Stress and have poor health and other serious emotional needs.

We strive to assess and meet their physical, emotional, and educational needs. On the first day a child enters the school, we assess his or her health and psychological needs, and then do a full academic assessment to determine the child’s learning strengths and needs. This enables us to maximize instructional time by working with our students at their level, filling in their educational gaps so they will be able to transition successfully to their new neighborhood school when their family finds housing. TLC is a safe haven for these youngsters during the day, where they can get all of their needs met. Along with an individualized education, we also provide them with clothing (including new socks, shoes, and underwear), backpacks, school supplies, and personal hygiene items. We help their parents to obtain documents such as birth certificates and vaccination records, and assist them in the transition back to their neighborhood school when the family is stable. We have mentor/advocates who work with the families and facilitate referrals. Parent education sessions are also an important part of our program. Our goal is to provide for all the basic needs, standards-based education, support services, mentoring and plenty of tender loving care to enable our children to learn, grow, thrive and recognize their potential.

Clearly, Sara Garfield and her colleagues and students are making a difference for children who need educators to go the extra mile on their behalf. The College of Education is very proud of our involvement in TLC, and we look forward to serving its children for a long time to come.
ARCHES Central Valley Regional P-16 Collaborative

Building a “College-Going Culture”

CSU Stanislaus is engaged in a highly successful community partnership with the ARCHES Central Valley Regional P-16 Collaborative, which consists of K-12 education partners, other institutes of higher education, and local non-profit community agencies. The primary goal of the collaborative is to build “a college-going culture” and to increase college enrollment among students from communities with historically low college-going rates.

The initial student achievement goal is to increase the number of these students who complete Grade 8 Algebra, which better enables them to complete the A – G requirements while in high school, thus being CSU/UC eligible upon high school graduation. This is being accomplished via very popular Summer Academies for students. CSU Stanislaus students majoring in math and science serve as tutors during the Summer Academies as well as during the regular academic year. Many of these CSU Stanislaus students are pursuing a career in education as teachers, and this opportunity, therefore provides learning for both the Academy students as well as the tutors.

Collaborative partners include many school districts and community organizations, as well as the Stanislaus County Office of Education, which serves as the Collaborative facilitator. SPIE (Stanislaus Partners In Education), which represents more than 50 local businesses committed to furthering education in Stanislaus County, also is involved.

Every year prior to the Summer Academies, the dedicated Collaborative Co-Facilitators, Kandy Woertz and Linda Erickson, meet with districts to plan logistics, student needs, and district expectations. Most aspects of the Academies are customized to meet the needs of the districts and the students that they serve.

During the Summer Academies, in-class tutors are provided by CSU Stanislaus, and under the direction of capable staff member Tara Ribeiro, bilingual aides from within the district also assist. College campus and business field trips are scheduled, fostering a culture in which college is the future. Parent contact by community groups (such as the Parent Institute for Quality Education and the Hispanic Leadership Council) insure student attendance and success.

After the Summer Academies, the students and their families receive ongoing counselor support, tutoring, college visits, guest speakers, and parent education, all of which continue to foster a college-going culture for these students.

The Summer Academies just completed the third year, serving five districts, nine sites, and approximately 500 students and families. The Collaborative partners are tracking the progress of these students via a longitudinal study, and the initial results are very promising, with 55% of the Academy students meeting A – G requirements successfully (compared to the State average of 35% and the Stanislaus County average of 21%).

The ARCHES initiative is a shining example of important and successful work that can be done when educational partners collaborate to enhance student achievement. Bravo, ARCHES!
Central Valley Dual Language Consortium

A University/Dual Language School Collaborative For Educational Excellence

The Central Valley Dual Language Consortium was initiated with the mission of supporting local districts in developing exemplary dual language programs in times of intense English-only scrutiny brought about by Proposition 227. The Consortium consists of the College of Education bilingual faculty at California State University, Stanislaus and the nine dual language schools in the university service area, as well as bilingual/ELL coordinators in the school districts and county offices of education.

The Central Valley Dual Language Consortium has many ambitious goals, including increasing the quantity and quality of bilingual/dual language student teaching placements in dual language schools, improving the preparation of bilingual/dual language pre-service teachers and credential students, and seeking external funding to develop university service area dual language programs.

The consortium, ably chaired by Teacher Education Professor Juan Flores, hosts an annual Central Valley Dual Language Conference, including a special Parent Conference. The Consortium also sponsors an Assessment Institute and supports CSU Stanislaus College of Education Masters thesis projects devoted to dual language issues.

All of these activities are aimed at supporting schools and communities in identifying and addressing needs related to dual language instruction. College of Education faculty share their expertise in the community, and they work to create a strong, committed core of individuals who promote interest in and support of high quality dual language programs. Although this is challenging work in the post-Prop 227 environment, Dr. Flores and his colleagues continually affirm the benefits of dual language instruction, both for native English speakers and English language learners.

Dr. Flores notes that he spends many hours involved in this professional work, but it clearly is a labor of love. Says Flores, “It is really exciting to be collaborating like this to serve the language learning needs of so many children.”

Kudos to Dr. Flores for engaging in professional work that really makes a difference. Inquiries regarding the Consortium or the conference should be directed to Dr. Juan Flores, Consortium Chair, at JFlores@csustan.edu or (209) 667-3292.
The shortage and under-preparation of math and science teachers is a national problem that has received a great deal of attention in recent years. We highlight here just a few of the externally-funded projects focused on math and science teaching in which we are engaged, most of them in collaboration with the CSU Stanislaus College of Natural Sciences. Grant funding is critical to our capacity to enhance our programs, and these awards also provide formal recognition of the success of our efforts in this area. From 2007 to 2009, we increased the number of math and science teachers that we produced from 13 to 61, a huge jump and an indication of our continued success in math and science education efforts in our college.

**High School Mathematics Access Program (HiMAP):** An ongoing math/science coaching program for area secondary school students. The tutors in HiMAP major in biology, chemistry, mathematics, psychology, business, and liberal studies. A year of coaching in HiMAP has directed 80% of them toward the math teaching profession.

**Annual “Transition from Student to Teacher” Conference:** Provides a venue for reaching out to future teachers about the demand for math and science teachers and the rewards of the teaching profession. Panelists include area 7-12 math/science teachers. In 2007/2008, the conference hosted more than 400 teacher candidates for standing-room only presentations.

**Dinner with a Math or Science Teacher:** Provides a venue for reaching out to prospective math and science teachers by teaming CSU Stanislaus math and science majors with local educators informally over dinner. Many dozens of our students have participated in this very popular event (see accompanying photos).
ARCHES Partnership (see story on page 10): Provides university tutors to support students participating in the Summer Academy, mathematics tutors at participating school sites, and professional development opportunities for participating Middle School teachers to learn the instructional skills necessary to prepare 8th grade students for success in Algebra I. Many dozens of CSU Stanislaus students have participated as tutors for ARCHES during the past several years.

Robert Noyce Scholarship Grant: CSU Stanislaus was awarded $900,000 to provide eligible math and science teacher candidate's $10,000 scholarships beginning Fall 2010. Scholarships are available to CSU Stanislaus students beginning their junior year, CSU Stanislaus alumni, and career changers. These highly prestigious scholarships are funded by the National Science Foundation.
Ed.D. Program Welcomes Second Cohort

Beginning in Fall 2008, the new Doctoral Program in Educational Leadership at CSU Stanislaus has admitted two cohorts totaling 40 students. The Ed.D. students come from every level of education, ranging from early childhood education programs and elementary and secondary schools to community colleges and universities. The students admitted to the Ed.D. program represent the highest quality educators and up-and-coming educational administrators in our region. As these individuals complete their doctoral degrees, they will be fully prepared to move into senior educational leadership roles and provide the kind of steadfast and visionary direction necessary during these times of rapid change and challenge in education.

The Ed.D. program was developed in response to an overwhelming demand in the Central Valley and Sierra Foothills for an accessible, high quality educational leadership doctoral program. The program has enjoyed the strong support of educational leaders from throughout the region, primarily through the Ed.D. program’s Community Advisory Board. The Ed.D. program is designed to help address the shortage of qualified individuals prepared to move into advanced leadership roles in the Pre K-12 system and community colleges. The program is a three-year practitioner based program that is intended for the working professional, and provides a combination of leadership development, research and evaluation skills, and practical fieldwork—learning opportunities for students who aspire to the highest levels of educational leadership and scholarship. The program takes full advantage of technology and is offered using a combination of on-line and classroom instructional environments.

Under the able leadership of new Interim Director, Professor Jim Riggs, the first cohort of students is completing the initial phase of their course work. Upon completing the written qualifying examinations this fall, they will move into doctoral candidacy status where they will continue their courses in their specialization fields and complete their doctoral dissertations. It is anticipated that many of the students in the first cohort will complete their course work and dissertations by May 2011. Looking to the future, there are plans to start a new Ed.D. cohort in Summer 2010 at the Stockton Center.

For more information about the Ed.D. program, contact Jim Riggs, Interim Director, at 209-664-6789 or e-mail edd@csustan.edu.
Great Graduates

Alumni News

Distinguished Alumni

- Ms. Abigail Casteel, MSCP ’94, was named the 2009-2010 San Joaquin County “Teacher of the Year”
- Mr. Don Foster, ADMIN ’99, was voted the 2009 runner-up “Best Principal” in Tuolumne and Calaveras Counties in The Union Democrat’s Reader's Choice contest
- Ms. Cathy Meyer, MSCP ’81, was named “Teacher as a Champion of Literacy” at the Spirit of Literacy Awards presented by San Joaquin A+ on September 21, 2009

2008/2009 Outstanding Students

Each year, through a highly competitive process, faculty select one student judged to be outstanding academically and professionally. We were proud to recognize these graduating students at our Spring 2009 ceremony:

- **Advanced Studies in Education**
  - Admin Svs - Prelim Cred .......... Susan Fisher
  - Ed Spcst Cred .................... Faun Hyde
  - Pupil Pers Svs Cred. ...... Maribel Garcia-Gutierrez
  - Ed Tech, MA. ................. Lisa Anglim
  - School Admin, MA. ........ Carolann DeMoss
  - School Counseling, MA ... Katy Cardoza

- **Liberal Studies**
  - Liberal Studies, BA ................. Sarah Munoz

- **Kinesiology (Physical Education and Health)**
  - Physical Ed, BA .. ........ Randee Harcrow
  - Physical Ed, MA .. ........ Thomas Xiong

- **Teacher Education**
  - Multiple Subjects Cred .......... Jaclyn Coleman
  - Reading Specialist Cred .......... Tawny Wiley
  - C & I: Reading, MA .......... Kelley Blanc

Spring Alumni Reunion

**Even the Cat in the Hat was There!**

The Spring Alumni Reunion brought many alumni and their families to campus for a morning of fun and entertainment. Visitors enjoyed campus tours, bounce houses, and story time with the Cat in the Hat (aka Dean Fassinger). The College of Education booth was busy all morning with visitors—alumni, friends, and lots of children. The Cat in the Hat and friends look forward to next year and another chance to “have fun that is funny!”

Connection Card

Name: ____________________________________________

Email: __________________________________________

Current Employment Position/Location: ____________________________________________

CSU Stanislaus Class: __________________________________________

Degree/Credential: __________________________________________

Program: __________________________________________

Please use the reverse side for address and personal updates. Mail completed form to:

California State University Stanislaus
College of Education, DBH 301
One University Circle
Turlock, CA 95382

- New address on back
- Personal update on back
- Please send information about including the College of Education in my estate plan

I would like to give a (tax-deductible) gift to the College of Education

- $1,000
- $500
- $250
- $100
- $50
- $25
- $10
- Other _____________

Please make checks payable to: CSU Stanislaus Foundation, with College of Education noted in the memo.
College of Education Mission Statement: Preparing Leaders in Learning

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Please let us know what you’ve been doing! (Promotions, awards, recognitions, address changes, other updates)