INSIDE THIS ISSUE:

- Message from the Dean
- Featuring College Faculty
- Ed.D. Program News
- Faculty, Student, & Staff Achievements
- Alumni News

...and much more!
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.
Welcome to our second issue of the COE REPORT CARD. In it, we share stories of some of the people and activities that make our College a vibrant center of learning. We hope that the stories inspire you to join with us in our mission of providing leadership in learning throughout the Central Valley.

We have been very actively readying ourselves for our upcoming accreditation visit this spring (see update on p. 7). Occurring at 7-year intervals, the accreditation process focuses on ensuring that our programs deliver well-prepared graduates and that we continually assess our efforts to provide high-quality training. It isn’t enough to offer excellent courses taught by highly qualified faculty, or to place our candidates in field and clinical experiences with outstanding master teachers, counselors, and administrators. Rather, we must demonstrate that we examine our practices in depth and in an on-going way, and that we are timely and responsive in modifying our programs, policies, and pedagogies to adapt to identified gaps and changing needs. This requires both vigilance and flexibility, as well as knowledge of current research regarding best educational practices. In addition, it is critical that we involve our educational partners - teachers, school administrators, members of the communities that we serve - in this examination and reformulation of our educational practice.

These same processes are operating in K-12 schools, but without many of the supports that exist in higher education. In colleges and universities, for example, tenure systems create a level of job protection that is unparalleled in K-12 education. The current zeitgeist in reforming American education in public schools is not only to tie teacher evaluation to student performance, but also to link both of these to the preparation programs in which the teachers were trained. As disarming as these trends might be to university teacher educators, it is difficult to imagine a parallel process where college faculty teaching effectiveness is linked to the doctoral programs from which college faculty come. And while our colleagues teaching in K-12 schools often perceive threats to their job security on the basis of standardized test results, it is unlikely that university faculty tenure or promotion success ever would depend upon student Teacher Performance Assessment (TPA) scores or credential rates.

With the relative freedom of university academic life comes tremendous responsibility. We must be pioneers in educational reform because we can. We must be the explorers and initiators of new ideas... that we can sharpen our focus and share what we know. In short, we must live up to our College mission and strive to be leaders in learning.

We cannot do this work without strong educational partners. Together, we can create model practices and programs. Together we can obtain funding to support our goals and dreams. Together we can showcase our innovative ideas locally and nationally. Together we can create the kinds of educational institutions that we all value and respect. And together we can create a world where education becomes a powerful tool for social justice and change.

Come join with us in this important work!
College Hosts “Back to School Night” Awards Celebration

On October 15, 2009, the College of Education hosted its first “Back to School Night” Awards Celebration, a night dedicated to recognizing the achievements of students, alumni, staff, faculty, and educational partners. This reception and awards ceremony was held in the John Stuart Rogers Faculty Development Center and was attended by more than 60 friends of the College. Highlights of the evening included President Shirvani’s presentation of the first College of Education Endowed Professorship, made possible by the Christy Whalen-Sexton family. President Shirvani also recognized Ms. Whalen-Sexton’s husband, Dean Sexton, who made a special appearance at the celebration.

Dean Ruth Fassinger congratulated various faculty on their achievements, promotions, and retirements. She also commended two staff members who recently received their bachelor’s degrees. Students from the Liberal Studies’ Dean’s Team, Ed.D. cohorts, and Rogers Scholars were recognized, as were last spring’s Outstanding Students. The members of the newly formed college advisory board, Team LEARN (see story below), were introduced and welcomed, and donors to the College were applauded for their dedication and support. Finally, the first edition of the new College magazine, the COE Report Card, was unveiled with much excitement.

A wonderful time was had by all!

COE Establishes Advisory Board

The College of Education has established a new advisory board designed to assist the college in enhancing programs and supporting the needs of students, faculty, and the educational communities we serve. Team LEARN (Leaders in Education Aimed at Regional Needs) held its first meeting on October 15, 2009, just prior to our “Back to School Night” Awards Celebration and will meet again this spring. Members of Team LEARN are educational and community leaders who are dedicated to improving education in the Central Valley. We are deeply honored to have such esteemed colleagues devote their time and energy on our behalf. We look forward to a productive future together!

Team LEARN Members are:

Vicki Bauman  Director of Prevention Programs, Stanislaus County Office of Education
John Brophy  Superintendent, Calaveras County Office of Education
Eva Chavez  Assist. Superintendent, Merced County Office of Education
Gary Dei Rossi  Assist. Superintendent, San Joaquin County Office of Education
Arturo Flores  Superintendent, Modesto City Schools
Keith Griffith  Senior Manager, Stanislaus Economic Development & Workforce Alliance
Walt Hanline  Superintendent, Ceres Unified School District
Kris Helton  President, Denton Incorporated, Modesto
Anne Newins  Vice President of Student Personnel Services, Merced College
Cathy Nichols-Washer  Superintendent, Lodi Unified School District
Rosemary Parga-Duran  Superintendent, Merced City School District
George Railey  Vice President of Academic Services, Chabot College
Kandy Woerz  ARCHES Coordinator, Stanislaus County Office of Education
Gold Stars

Faculty, Student, & Staff Achievements

Determined Mother’s Teaching Dream Comes True

In 2004, at the age of 30 and after ten years of an abusive marriage, Hughson High School graduate Jean’ann Miller obtained a divorce and decided to change her life. Miller was at a very low point emotionally and facing the harsh reality of being solely responsible for her two sons. She had no way to provide for them, being a housewife with no formal education. Miller did not want to be a “welfare mom,” but she had not been employed for eight years. She knew that it was time to become the teacher she should have been, and her sons became her motivation to achieve her educational goals. She was determined to make a difference in their lives.

After graduating with honors from Modesto Junior College, Miller transferred to CSU Stanislaus in the Fall of 2006 as a Liberal Studies Major with an English Concentration. She graduated Summa Cum Laude in January 2009. Miller says, “I will be an example to my sons, and I want them to know that anything is possible if you believe and work for it.”

Miller received the William Randolph Hearst/CSU Trustees Award for Outstanding Achievement (2008), a third year Rogers Scholar, is a member of Phi Kappa Phi Honor Society, and received her Multiple Subject Teaching Credential with authorizations in English and Social Science in January, 2010. Miller has been substitute teaching in the Turlock Unified School District and says, “I cannot wait to have my own classroom because I have truly fallen in love with the teaching profession.”

Kudos to an outstanding teacher, a dedicated professional, and, of course, an inspirational mother.

Teacher Education Graduates Make a Difference

Two professors in the Department of Teacher Education (see below) and 17 graduates from the Multiple Subjects Credential Program were contributing authors to the Spring-Summer 09 issue of the Social Studies Review, the refereed journal of the California Council for the Social Studies. Contributing graduates were Cheryl Medek, Jennifer Wright, Lorraine Kelleher DeMattei, Laura Smokey Grant, Jessica McDaniel, Mark Perry, David Cline, Denise Van Leuvan, Catherine Thompson, Sabrina Bahara, Kamaljit Kaur Dosanjh, Shelly Lucas, Lea Ann Iles, Gina Masellis, Melissa Genzoli, Michelle Thompson, and Janet Berg.

The theme, How Do Children Make a Difference in Our World? was selected for this issue because many credential candidates enter Teacher Education programs with a similar goal—wanting to make a difference in the lives of children. When teachers help learners to understand how the curriculum is relevant to their own lives, the learners feel empowered and motivated to consider new possibilities for themselves and their worlds. Contributors to the journal wrote articles about children who have made a difference. Contributors were asked to demonstrate how children, classrooms, and schools could become involved in projects similar to the ones described in their articles.

The response to this theme was overwhelming. Educators wrote about some remarkable children. World-changing activities by children included saving rain forests and reforestation urban environments, helping AIDS orphans and providing clean drinking water in Africa, supporting anti-tobacco legislation, and sending relief to tsunami victims in India.

Kudos to our Teacher Education graduates for sharing their important work in helping children to make a difference!

Recent Faculty Accomplishments

Andrews, Dr. Donna received a mini-grant from the Faculty Center for Excellence in Teaching and Learning.

Betts, Dr. Brenda was the guest editor of the Spring-Summer 2009 issue of Social Studies Review, a refereed journal of the California Council for the Social Studies (see above).

Borba, Dr. Mary received a mini-grant from the Faculty Center for Excellence in Teaching and Learning and had her work with the Medeiros Elementary School featured in the Fall 2009 issue of CSU Stanislaus’ Service Learning newsletter.

Donnelly, Dr. Whitney received a Service Learning Assessment Grant from the Office of Assessment and Quality Assurance.

Garfield, Ms. Sara was named an Architect of Peace by the Architects of Peace Foundation.

Herring, Ms. Janice received a mi-grant from the Faculty Center for Excellence in Teaching and Learning.

Russ, Dr. Pamela published “Langston Hughes Academy Students Plant Seeds for the Future: The Valley Oak Tree Project Takes Root” in the Spring-Summer issue of the Social Studies Review.

Smith, Dr. Nancy Jean had her work with the Passport to University, which is part of her Carnegie Faculty Fellows program, featured in the Fall 2009 issue of CSU Stanislaus’ Service Learning newsletter.

Weisenberg, Dr. Anne received a Research, Scholarship, and Creative Activities Grant from the Office of Academic Affairs as well as a mini-grant from the Faculty Center for Excellence in Teaching and Learning.

Won, Dr. Noelle published “Gabriel Leal and Katie Vanderwell: Students use Science Projects to Make a Difference” in the Spring-Summer issue of the Social Studies Review.
Advanced Studies

Several program modifications in the Department of Advanced Studies have been approved, effective Fall 2010. Written comprehensive exams will be a new culminating experience option for School Administration and School Counseling students. While students may opt to complete a thesis in either program or a project if they are in School Administration, those who choose the written comprehensive exam option will complete a slightly modified course load than those who choose the more traditional route. Modifications in the Educational Technology and Special Education M.A. concentrations also go into effect in Fall.

Kinesiology

The Department of Kinesiology is "skipping" ahead eagerly into spring. On Monday, February 1, 2010, at 9 am, Dr. Erin Hall led local elementary students in an attempt to have Californians, including volunteers within California congressional offices in Washington D.C., and a California military unit in Iraq, break the Guinness World Record for the “Most People Jumping/Skipping Rope at the Same Time.” Coordinated via live webcast, Hall led Walnut Elementary School students as they jumped rope for 10 minutes in hopes that 80,000 Californians would skip rope at the same time, breaking Australia’s record of 59,000 people.

Liberal Studies

The Liberal Studies Department will introduce new Senior Seminar courses beginning in Fall 2010. Because the Multiple Subjects Credential Program is moving to requiring completion of three CSET exams prior to admission, the Liberal Studies curriculum is being modified to help students with this requirement. Beginning in their junior years LIBS majors will enroll in coursework aligned with one CSET exam, followed by one unit Senior Seminar class and one CSET exam. This new pattern of classes will allow LIBS majors to enroll in one LIBS Seminar in their junior year and complete remaining seminars in their senior year. During the transition, all Senior Seminar classes will be scheduled.

Teacher Education

The Department of Teacher Education is currently undergoing a very heavy agenda of programmatic review and adjustments based on recent budget reductions and changes in the CSU Stanislaus yearly scheduling structure. In addition, accreditation documents for the Spring 2010 site visit from the National Council of Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC) are being prepared (see story on p. 7). These changes have required alterations in the ways that Teacher Education delivers its programs, and will result in enhanced partnerships with area teachers, schools, and districts.

Liberal Studies Relocates

Birds may fly south for the winter, but this winter brought about a different type of migration in the College of Education. Liberal Studies has moved, joining Teacher Education and Advanced Studies on the third floor of Demergasso-Bava Hall. Having Liberal Studies close to other COE departments further integrates Liberal Studies undergraduate students into the college and facilitates their transition into their graduate programs.

As the CSU Stanislaus undergraduate program that provides approximately 800 students per year the opportunity to acquire elementary subject matter preparation for entry into the Multiple Subjects Credential Program, Liberal Studies clearly belongs in its new “home.” With the department now on the third floor of DBH, it is just steps away from Teacher Education and the Credential Processing Center, which many LIBS majors will visit often. Students will find the convenience of having LIBS in DBH well worth the climb of three flights of stairs.

Welcome Liberal Studies faculty, staff, and students.
Making the Grade

Special Initiatives & Activities

Accreditation Visit Draws Near

The College of Education is preparing for reaccreditation by the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Education (CTC) this spring. Two separate reports were prepared for CTC this fall as part of the accreditation process. In addition, faculty have worked for the past two years on revising the college mission and vision statements, the conceptual framework that underlies all work in the college, and they have been engaged in a self study that is nearing completion. This report, which addresses how well the programs in the College of Education meet national and state standards for the preparation of educational professionals, also includes an online exhibit with extensive information about college activities and program performance. Dr. Oddmund Myhre, a faculty member in the Department of Advanced Studies and the college Accreditation Coordinator, has done a masterful job of keeping the process focused and moving forward. In addition, Dr. Chris Boosalis, a faculty member in the Department of Teacher Education, has been ably supporting the effort through his technological expertise.

The joint accreditation team from NCATE and CTC is scheduled to visit CSU Stanislaus from April 17 to 21. The NCATE team consists of four members, with Dr. Katharine D. Rasch from the University of South Florida as the chair, and the six-member CTC team is led by Dr. Terence Janicki. During their stay, the team will seek opinions from current and past students, practicing professionals in local school districts, supervisors and others who interact with our students, and college faculty and staff. A tremendous amount of work has been required from the College of Education staff, faculty, students, and administration in order to ensure that the visit will be informative and productive for the individual programs and the College as a whole.

The site visit team is open to hearing unsolicited feedback from interested parties. Please note that comments must address substantive matters related to the quality of any professional education programs offered, and should specify the party’s relationship to the institution (i.e., graduate, present or former faculty member, employer or graduates).

We invite you to submit written comments to:
Board of Examiners NCATE
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036-1023
Or by email to: callforcomments@ncate.org

Copies of all correspondence, which must be received by NCATE no later than two months prior to the visit, will be sent to the institution for response. NCATE will not consider anonymous comments.

The Office of Teacher Recruitment and Retention Keeps on Moving

As a result of the Liberal Studies Department move into Demergasso-Bava Hall (see story on p. 6), the College of Education Office of Teacher Recruitment and Retention (informally known as the “Grants Office”) was recently relocated to DBH 323. The office, very ably directed by Tara Ribeiro, works to obtain and implement many externally funded projects aimed at recruiting teachers, particularly math and science teachers. Through funds provided by the CSU system for the Teacher Recruitment and Retention Program (TRRP) and the Math and Science Teaching Initiative (MSTI), the College is able increase enrollment capacity, credential productivity, and the diversity of the student applicant pool. Ribeiro reports that our success at increasing the numbers of math and science teachers graduating from CSU Stanislaus has been substantial. From 2007-2009, CSU Stanislaus demonstrated the largest percentage of increase in the entire 23-campus system.

Many thanks to Tara Ribeiro and her team for their hard work and tremendous success in ensuring that the College of Education admits and prepares very high quality educators for the Central Valley and beyond.
John Borba Uses Innovative Technology to Inspire School Administrators

Dr. John Borba has served as a Professor in the School Administration Program at CSU Stanislaus for 15 years. During that time, he has served as coordinator of the program, has taught and mentored many hundreds of students, and has shepherded dozens and dozens of students through the difficulties of completing Master's thesis projects. Most of these students have become and continue to be active professionals in the Valley and the state, including positions as school administrators at school sites, administrators in district and county offices of education, and officials in the California Department of Education. One typical semester in the life of John Borba includes teaching multiple courses, chairing more than a dozen thesis committees, chairing several doctoral dissertation committees, chairing the department's Retention, Promotion, and Tenure Committee, filming various lectures and commentaries, and writing innumerable letters of recommendation for students and colleagues. According to School Administration student Joshua Leslie, Dr. Borba is “the hardest worker at Stanislaus State.”

Borba earned his Bachelor's Degree and teaching credential at CSU Stanislaus, then began his career as a sixth grade teacher at Sherwood School in the Sylvan Union School District. Borba states, “My career goal has always been about students, doing everything I can to help them grow socially, emotionally and academically.” He earned a Master's Degree and School Administration Credential also at CSU Stanislaus, and served for six years as Vice Principal at Somerset Middle School and then Principal at Eisenhut Elementary School. During his final ten years in K-12 education, he served as the Curriculum Director in the Stanislaus Union School District.

With that impressive set of accomplishments behind him, Borba turned his attention to earning a doctorate in educational leadership at the University of the Pacific. Shortly thereafter he was appointed Associate Professor of School Administration at CSU Stanislaus. The Chair of the Department of Advanced Studies, Dr. Dawn Poole, says of Borba, “He is a truly dedicated educator who has a strong passion for what he does.” In addition to all he does for students, Borba also is a highly respected mentor to other faculty. Colleague Dr. Antonio Borba, also a seasoned administrator, adds “His mentorship has been invaluable.”

Per our new COE REPORT CARD tradition, Borba sat for an interview with our previous Head of the Class featured faculty member, Sara Garfield, Professor in the Department of Teacher Education.

Rumor has it that you have become very techno-savvy in the past couple of years. What kinds of innovative ways are you using technology in your teaching, and what benefits do you see?

I became very interested in distance learning technology when leading the development of our doctorate program. I realized from the results of the feasibility study that many doctoral students would have to travel long distances to get to class. Therefore, I encouraged colleagues to develop courses that would allow the instructor to deliver instruction online 40% to 60% of the time.

While preparing for the first hybrid course in the doctoral program, I realized that just posting articles and similar materials for students on the discussion boards would not make for an interesting course. At that point, I turned to my colleagues for support. I am not techno-savvy, but I know a lot of people who are. Colleagues Dawn Poole, Chet Jensen, Oddmund Myhre, Antonio Borba, Jerry Anderson, (Equipment Technician), Bob Koehler (IT Consultant), and Brian Duggan (Learning Services Director) have been enormously helpful. These colleagues helped to teach me how to use Blackboard, and Jerry Anderson made it possible for me to videotape a number of television shows that I have created and posted on Blackboard for my students. These shows include “The Borba Speaks Show” (a commentary on current issues in K-12 and higher education), “The John Borba Show” (interviews with educational leaders from the university’s service region), “The Interview Show” (staged interview in which Jack Borba, a high school teacher, is interviewed for a high school principalship by a superintendent and assistant superintendent [portrayed by actors]), and even “Edumercials” (e.g., a primer on the California Public Schools Accountability Act and the national No Child Left Behind Act). These television shows are used for both online and in-class activities, and the flexibility afforded by the television shows helps to decrease commuting time for busy school administrators. In addition, they can view
What do you see as the most urgent contemporary needs of school administrators in terms of their preparation, and how do we support that here in our programs at CSUS?

Today's administrators need to be instructional leaders, and that is the focus of our instruction in the College of Education. Just managing a school is far from adequate. Research makes it clear that the key to improving student academic achievement is improved classroom instruction. This philosophy is of particular importance in the Central Valley, where two-thirds of the K-12 students are not proficient in reading, writing, and computing.

Colleges and universities that engage in preparing school administrators, including our programs in the College of Education, have the responsibility to instruct these professionals on the most current skills and concepts that are associated with effective classroom management, instruction, and assessment. Obviously, students cannot learn in a poorly managed classroom, and school administrators can help teachers in developing and implementing successful classroom management strategies. Assessment also is critically important, not only for monitoring student progress, but also for informing teachers of instructional practices that may require adjustments if students are not reaching targets of proficiency. Again, school administrators must have the knowledge and skills to implement and monitor effective assessment practices in all classrooms in their schools.

So you can see that instructional leadership is not just about possessing knowledge that is critical to improving student achievement; it is also about providing the direction, guidance, and support that teachers and other educators need to help students grow—not only academically, but socially and emotionally as well. In our School Administration program, we teach administrators that it is their responsibility to establish the foundation for collaborative school environments where teachers and administrators work together to maximize opportunities for student learning. Instructional leaders, principals in particular, need to be visible, approachable, and approachable. They should visit classrooms regularly, assist teachers in analyzing student assessment data, and share effective instructional practices; secure professional development activities for teachers and others as needed; and purchase supplemental services and materials to fill gaps in the curriculum that have been identified by teachers. Administrators need to realize that working together to improve learning is a team effort, not a responsibility that is relegated to teachers alone, and that they play a key role in school improvement and success. Giving school administrators the tools they need to be effective in instructional leadership roles is our goal in the College of Education.

What advice do you have for anyone considering becoming a school administrator?

There are four things that come to my mind immediately. The research shows that the primary reason principals fail is because of poor interpersonal skills—not low school test scores. Therefore first and foremost, I advise my students that they must have a strong passion for the learners under their care. Every decision that they make as a teacher or administrator should be based on what is best for learners.

Second, they must like people of all kinds, and always be a team player and encourage collaboration.

Third, I advise them to reflect strongly on the words of Stephen Covey, which are: First, keep promises that you make; second, seek to understand before attempting to be understood; and third, share success with everyone and accept responsibility when things go wrong.

Last but not least, I advise students who wish to be school administrators to always keep four things in mind when making decisions that affect students: common sense, good judgment, tolerance, and compassion.

How typical of John Borba to cram nine or ten ideas into four! This breadth of intellect is exactly what makes Borba special to so many. Dana Trevethan, Principal of Turlock High School, notes, “Dr. Borba is an educator who truly understands his graduate students’ needs in becoming effective instructional leaders.” Dr. Robert Price, Superintendent of Empire Union School District, praises Borba’s work, noting that his “reputation for excellence and his tireless efforts to create the best possible School Administration program have driven a culture of excellence. I feel confident that the CSU Stanislaus School Administration graduates that I hire are prepared for the challenging work they will face.”

Borba has the admiration and gratitude of thousands of students, administrators, and colleagues throughout the Central Valley. To borrow a particularly apt Valley metaphor that he himself uses liberally, John Borba is “just peachy!”
"The writing project changed my life," is a common refrain heard at the conclusion of the Great Valley Writing Project summer invitational institute. Participants, like Dawn Myers, a fourth grade teacher from Jefferson School District in Tracy, described her transformation this past summer: “By far, the most important thing I am taking away from the summer institute is an increased desire to teach writing and the confidence to do it well. The routines, strategies, ideas, and research done at the institute have taught me that I can add writing to my daily lessons, I can build a community of writers, and I can prove that what I am doing in my classroom is going to benefit my students.”

The Great Valley Writing Project (GVWP), situated in the College of Education at CSU Stanislaus, is an affiliate of the National Writing Project (NWP) and California Writing Project (CWP). This project is a growing network of teachers working to improve writing for all learners. As an affiliate of the NWP and CWP, GVWP is federally funded through the Elementary and Secondary Education Act and by the California legislature as a California Subject Matter Project.

GVWP is the professional home of hundreds of educators in our region who participate in inquiry groups, book studies, writing groups, and publish articles with the support of the outstanding project Co-Directors Carol Minner and CSU Stanislaus English Department faculty member, Dr. Stephanie Paterson.

Each summer, GVWP teacher leaders facilitate an intensive four-week summer invitational institute where experienced teachers of writing demonstrate exemplary classroom practices, study research, and write extensively. These teachers make up the cadre of teacher consultants that conducts other summer and school-year programs throughout our region.

GVWP consultants serve educators across disciplines and at all levels, early childhood through university. They provide in-service activities, develop resources, generate classroom research, facilitate community programs, and teach in writing academies.

In the past year, GVWP teacher consultants provided more than 25,000 program hours for 1600 participants. In addition to professional development programs, educators, students, and families attended GVWP literacy events such as migrant education summer youth writing programs and family literacy nights. Elementary and secondary students participated in two-week writing workshops in Manteca and on the CSU Stanislaus campus. Plans are underway to offer technology and writing workshops on campus for high school students in summer 2010.

The National Writing Project, based on the principles developed by founder Jim Gray, was established at UC Berkeley in 1974. For the past 35 years, local sites like GVWP have developed a leadership cadre which Gray described as “experts who could be called on to serve with authority in the struggle to improve the teaching of writing in the nation’s schools.” The Great Valley Writing Project proudly follows Gray’s vision of empowering classroom teachers to lead educational reform.

Congratulations to GVWP staff, teachers, and students for their innovative approaches to improving writing for all. Readers who are interested in learning more about GVWP programs and upcoming events may contact Randee Harcrow, Project Coordinator, at 667-3490 or RHarcrow@csustan.edu.
Dr. Cathlin Davis, an Associate Professor in Liberal Studies, knows firsthand the importance of connecting with communities to support educational hopes and dreams. She volunteers on weekends to build homes with Habitat for Humanity, the organization that has built more than 300,000 houses worldwide for people in need. Currently, Davis is working with a team building new homes in Modesto. Habitat “partner families” participate in the building of their homes, which are made affordable through volunteer labor and donations. Families receive the house and a no-interest loan, and the skills they have learned in the construction process help them with home maintenance demands. Davis notes that many a single mom has learned to wield a hammer, install plumbing, and hang drywall!

Davis began volunteering at the construction site six years ago. During this time, she has met and worked with many people who eventually move into the houses she helps to build. When people find out that Davis is a professor at CSU Stanislaus, they often ask for advice about college. Davis says, “I think I may be seen as approachable because I’m working alongside them in paint-splattered jeans.” She has given advice about scholarships, going straight to a 4-year institution, and choosing a major. She’s even answered questions about the SAT and the teacher preparation program at CSU Stanislaus—all while putting up drywall, installing windows, and painting baseboards.

When Davis is working at Habitat, she sees families working hard to survive and build a better life—people who have struggled to put food on the table and a roof over their heads, despite having steady employment. Habitat can help to remove some obstacles to the children’s education, such as providing a quiet place to study. When a partner family is given the keys to their new house, they are also given a dictionary and the dictionary is often a children’s dictionary, appropriate for the grade level of the children. The whole family is given the message that learning is important, and that education is valued. On move-in day, children may be more focused on the toys and food donated by Grocery Outlet and the pure joy of knowing they now have their own rooms, but the dictionary will still be there the next month when they’re doing their homework.

When asked why she volunteers at Habitat, Davis says, “I enjoy the camaraderie, the manual labor that is so different from teaching, and the chance to use my skills to build these houses for hardworking families. Giving to charitable organizations often feels anonymous and distant; but when I build a Habitat house, I do so alongside the person who will live there.” Thanks to Davis and other volunteers like her, many area children are getting comfortable homes in which to grow and flourish and learn.

Kudos to Dr. Cathlin Davis for putting her professional skills to work in a very unique way!
Ed.D. Students Reach Milestones

The Ed.D. program at CSU Stanislaus continues to gain momentum and grow as it enters 2010. The program has 27 students in their second year (Cohort 1) and 12 students (Cohort 2) in their first year of this rigorous three-year program. Most of the students are attending courses year round, while simultaneously working in demanding positions as educational administrators, P-12 and community college faculty, as well as other related positions in educational leadership.

Cohort 1 students recently completed the Written Qualifying Examinations and have all advanced to Doctoral Candidacy status. Candidacy status permits them to take specialization courses and to begin the process of developing their dissertation proposals. The Written Qualifying Examinations are taken over a 72-hour period in which the students must demonstrate mastery of the content of the nine core doctoral courses. They must effectively apply what they have learned to educational leadership, improving instructional practices, implementing program assessment, and conducting applied research in an educational setting. Cohort 2 students will sit for their Written Qualifying Examinations at the end of Summer Session 2010.

Building a Scholarly Culture

The Ed.D. program continues to shape and build a strong doctoral culture at CSU Stanislaus. Doctoral students are encouraged to give presentations at conferences and to publish scholarly articles. As an example, Cohort 1 student Kay Vang recently had an article published in the Journal of Southeast Asian American Education and Advancement. Her reflective essay is entitled, “Do I Look Up or Do I Look Down? Reflections of a Hmong American English Learner and Educator.” (Ms. Vang’s article can be found at: http://jsaeea.coehd.utsa.edu/index.php/JSAAEA/article/view/64/65). Cohort 1 student Steve Charbonneau also published two articles in 2009: “The Color of Poverty: Why Racial and Ethnic Disparities Exist” in Education Review and “Student Achievement in California Two-Way Immersion Programs” in Language Magazine. Charbonneau also has an article that will be published in Academic Leadership in March 2010, entitled, “Dangerous Liaisons: Non-Western Religious Minority Groups and American Public Education.”

Also during the Fall semester, Cohort 1 students from Dr. Dennis Sayers’ Applied Qualitative Research Methods course were featured in a research proposal poster session. Each student presented his or her qualitative or mixed methods research proposal in a poster format and solicited feedback from other students and a number of faculty who also attended the poster session.

The Ed.D. students will have an opportunity this spring to attend research symposia funded through a two-year Federal FIPSE grant that was awarded to Dr. Juan Flores, Professor in the Department of Teacher Education and core doctoral faculty member. The focus of these symposia will be on Hispanic issues in educational leadership, with a special emphasis on dual language schools in the region (the schedule and featured speakers for the symposia will be announced on the Ed.D. program website).

Ed.D. Program Accepting Applications for 2010-11

The Ed.D. program currently is accepting applications for Cohort 3, which will begin in June 2010. The priority application deadline is February 15, 2010, and applications will be accepted on a space available basis after that time. The course offerings for Cohort 3 will be based primarily in the Stockton area. Many of the courses will be offered in a Friday night/Saturday format and on-line. Several individuals have expressed interest in the program and attended information sessions that were held in November and December. We hope to admit up to 25 new students into the Ed.D. program for the coming year.

For more information about the Ed.D. program, admissions requirements, sponsored colloquia, and any activities related to the doctoral program at CSU Stanislaus, contact Dr. Jim Riggs, Interim Director of the program. He can be reached by email at jriggs1@csustan.edu or phone at 209-664-6789.

Save the Date!

During the coming spring semester, the Ed.D. program will host a research colloquium presentation on April 27 in the Faculty Development Center. Recent research activities by Dr. Shawna Young, Associate Professor and core doctoral faculty member, will be featured. The title of her presentation is “Concerns of Preservice Physical Education Teachers Participating in an Early Field Experience.” Dr. Young will discuss the specifics of the study, research methods used, and the results of her scholarly work. The research colloquium is open to all doctoral students, COE faculty, Ed.D. program affiliates, community partners, and any others interested in educational research.
Ed.D. Program Hosts Recognition Reception

Approximately 80 individuals attended a reception in early December that was hosted by the Ed.D. program to honor doctoral students, doctoral faculty, and community and educational leaders who have supported the Ed.D. program. Each of the doctoral students was introduced and Cohort I students received Certificates of Achievement for passing the Written Qualifying Examinations and advancing to Doctoral Candidacy status. Educational leaders from the Community Advisory Board (CAB) were thanked for their support, and Dr. Ben Duran, CAB co-chair and President/Superintendent of Merced Community College, was acknowledged for his dedicated service to the program.

Others recognized for their leadership and tireless efforts in developing and initially implementing the Ed.D. program included core doctoral faculty members Drs. John Borba and Dawn Poole, and Vice Provost Dr. Diana Demetruilas. Each of these individuals spent countless hours over a number of years designing and organizing the numerous aspects and details of the Ed.D. program and helped to form the program into one of the most unique and important doctoral programs in the state. Dr. Jim Riggs, Interim Director of the program, also was recognized, to a very enthusiastic round of applause.

Good food, good conversation, and honoring the support and accomplishments of those involved with the Ed.D. program made for a wonderful evening!
College is Awarded New Grants

Rural Improvements in Science Education (RISE)

The College of Education, in partnership with the San Joaquin County Office of Education, the Escalon, Ripon, and Linden school districts, and the College of Natural Sciences, recently received funding from the California Math and Science Partnership Project (CaMSP), for the RISE project. The RISE grant is an in-depth professional development program dedicated to increasing the academic achievement of rural third to fifth grade students in math and science by enhancing the content knowledge and teaching skills for classroom teachers through professional learning activities.

Stanislaus Asociación de Investigación Latina (SAIL)

The College of Education was recently awarded a grant for the purpose of increasing the number of Hispanic educational leaders attaining Master’s and Doctorate degrees. The Stanislaus Asociación de Investigación Latina (SAIL) grant is administered by the U.S. Department of Education’s Fund for the Improvement of Post Secondary Education (FIPSE), and the COE primary investigator is Teacher Education Professor, Juan Flores.

CTE – Teacher Preparation Pipeline

In partnership with the College of Natural Sciences and San Joaquin Delta College, the CTE – Teacher Preparation Pipeline grant was awarded by the Community Colleges Chancellor’s Office for the purpose of aligning and articulating curriculum leading from Associate’s degrees to Bachelor’s degrees, aligning courses, and supporting pathway students. The funds will aid students seeking careers in math and science teaching.

California Math and Science Partnership Project (CaMSP)

The College of Education is partnering with Ceres Unified School District, the Stanislaus County Office of Education, and the College of Natural Sciences on a California Math and Science Partnership Project grant. This grant will provide intensive mathematics training to fifth and sixth grade teachers as part of professional development, as well as lesson study training and implementation with follow up coaching provided to ensure the transfer of training to classroom instructional practices.

Rogers Scholars Pursue Teaching Careers

The Mary Stuart Rogers Scholarship Fund is a highly prestigious, university-wide scholarship opportunity for students. Within the College of Education, the scholarship provides financial assistance to a large number of upper-division undergraduate students and teacher credential students enrolled full-time in our teacher preparation programs. Students must have demonstrated a sincere commitment to their own personal growth, have earned outstanding academic records during their initial two years of undergraduate study, possess superior qualities of leadership, and show a desire to serve their fellow students and citizens. The Mary Stuart Rogers Scholarship Fund is generously supported by the Mary Stuart Rogers Foundation. The College is very grateful to the Rogers family for their generous support of our students, many of whom would be unable to realize their educational dreams without the Rogers Scholarships.

Congratulations to the nine College of Education students who were named Rogers Scholars for the 09/10 academic year. We are so proud of you!

Martha Duran (MSCP/BLCAD)
Hamde Farha (SSCP/Mathematics)
Martha Fuentes (MSCP)
Ana Garnica (SSCP/Mathematics)
Peiman Hojjatijou (SSCP/Mathematics)
Jean’ann Miller (MSCP), (see related story, page 5)
Miles Polley (SSCP/Mathematics)
Bibiana Sandoval (MSCP/BCLAD)
Austin Wilhoit (MSCP)
Great Graduates

Alumni News

Class Notes

60’s
Melissa Aronson, ’67 BA Psychology & ’72 MS Education, is Chair of the Haines Energy and Sustainability Commission in Haines, Alaska. A Professor Emerita at CSU Stanislaus where she still teaches online Teacher Education classes, Aronson is working to bring renewable energy projects to the rural Southeast Alaska community.

70’s
Bonnie Jones-Lee, ’78 MA Education, is the director of Special Education and Health Services for the Stanislaus County Office of Education, and advocates for disabled children. She is also a member of Delta Kappa Gamma, the Council for Exceptional Children, and the Association of California School Administrators.

Scott Ray Lankford, ’78 BA Physical Education, is now a Special Education teacher at Downey High School in Modesto. He also taught for the Opportunity Program at Lincoln Elementary School in Manteca and coached football for 17 years at Downey.

80’s
Brent Howard Erickson, ’89 BA Physical Education, is the Head Cross Country Track and Field Coach at Southern Oregon University. He previously served as Associate Head Cross Country Track and Field Coach at Texas A&M in Corpus Christi. Erickson was named National, Regional and Conference Coach of the Year for 2006-2007 and has coached five National Champions and 77 All-Americans.

Rick Dean Haire, ’84 Education Teaching Credential, originally of Rock Hill, S.C., has been teaching for 36 years. He has been the Chorus Director at La Loma Junior High School in Modesto for 16 years.

Gary “Dec” Hernandez, ’81 BA Business and Physical Education, currently owns Hernandez State Farm Insurance. He previously taught at Turlock High School before joining the business.

Sue Ellen Reneger, ’87 BA Liberal Studies, is an Intervention Specialist and Reading Recovery Teacher for Modesto City Schools at Kirschen Elementary. She has worked in public education for 30 years, serving as a classroom teacher, site administrator, and mentor teacher.

90’s
Cynthia Leigh Churches, ’92 Education Teaching Credential, originally of St. Louis, has taught mathematics for more than 15 years and teaches in the Calaveras Unified School District. She previously lived in Mexico as part of a language-study program.

Gabriel A. Ontiveros Jr., ’96 MA Multilingual Education, Curriculum & Instruction, is the Dean of Students at Turlock High School. He previously served as a teacher in the Turlock Unified School District for 11 years.

Dana Salles Trevethan, ’97 Ed Admin Credential (as well as several other COE credentials and degrees), was named the 2010 Educator of the Year by the Turlock Chamber of Commerce.

00’s
Suzanne Jacqueline Burrola, ’07 BA Physical Education, is the softball coach at Merced College. Her team won the Central Valley Conference championship in 2008 and was 15th in the state in 2009 pre-season rankings.

Sandi Inez Hamilton, ’08 MA Education, of Chowchilla, teaches in the Merced City School District. She is trained as a Reading Recovery teacher and served as the resource teacher at Charles Wright High School from 1999-2003.

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
- $250
- $50
- $10
- Other ____________________________

Please make checks payable to:
CSU Stanislaus Foundation, with College of Education noted in the memo.

SPRING 2010  15
Upcoming Events

This year CSU Stanislaus celebrates its 50th Anniversary, and we want to invite you to come celebrate with us! Select spring events are listed below. For a complete event list please visit the 50th Anniversary web page at http://www.csustan.edu/50th/index.php

March 4, 2010
VIN ES! – Alumni Wine Tasting Event
Where: Campus Main Dining
When: 6:30 p.m. to 9:00 p.m.
Tickets are now on sale and are $35 for general admission and $50 for VIP Lounge access (includes general admission ticket).
Please visit: www.csustan.edu/alumni/vines for more information.

May 15, 2010
Spring Reunion
Where: Campus Main Quad
When: 8:00 a.m. to 2:00 p.m.
Please visit: www.csustan.edu/alumni/springreunion for more information

June 4 & 5, 2010
Commencement
Where: Amphitheatre
When: 8:00 a.m. to 1:00 p.m.

Important COE Dates & Deadlines

February 15, 2010
Ed.D. Cohort 3 Priority Application Deadline
Special Education Program Application Deadline

March 19, 2010
Single Subject Credential Program Application Deadline

April 1, 2010
Multiple Subjects Credential Program Application Deadline
School Counseling Program Application Deadline

April 27, 2010
Ed.D. Research Colloquium Presentation
“Concerns of Preservice Physical Education Teachers Participating in an Early Field Experience”
Dr. Shawna Young
Faculty Development Center

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