

CALIFORNIA STATE UNIVERSITY, LOS ANGELES



# *Charter College of Education*

## **Year of Achievement**

### **2013-2014**

---

*Community Engaged Collaboration in and through  
Teaching, Learning, Research, and Service*

*"Only the educated are free." Epictetus, ca A.D. 100*



# Table of Contents

About Us	3
Office of the Dean	4
Office of the Associate Dean	5
Office for Student Services and Credential Advisement Center	7
Division of Applied and Advanced Studies in Education	9
Division of Curriculum and Instruction	11
Division of Special Education and Counseling	14
CalStateTEACH	17
Centers and Institutes	18
Ed.D. in Educational Leadership	23
Ph.D. in Special Education	24
CCOE Events and Highlights	26
Development and Fundraising	28
CCOE Alumni Highlights and Student Accomplishments	30
Staff Highlights	32
Faculty Highlights, Publications, Presentations, and Community Engagements	33
Contract and Grant Awards	40
CCOE's First, Best, and Only Programs	42
CCOE Family	43



*Dean's Office (pictured left to right): Rosa Cessna, Resource Manager; Esther Couttolenc, Assistant to the Dean; Dr. Eunsook Hyun, Dean; Amy Huang, Administrative Support Coordinator; Flora Wong, Administrative Support Assistant*

California State University, Los Angeles  
Charter College of Education  
5151 State University Drive  
Los Angeles, CA 90032-8140  
King Hall D2069  
(323) 343-4300

**Dean:** Dr. Eunsook Hyun

**Associate Dean:** Dr. Diane L. Fazzi

**Office for Student Services Director:** Agustín Cervantes

**Division of Applied and Advanced Studies in Education Chair:**

Dr. Anne Hafner

**Division of Curriculum and Instruction Chair:** Dr. Frederick Uy

**Division of Special Education and Counseling Chair:** Dr. Andrea Zetlin



# Charter College of Education

---

## ABOUT US

The Charter College of Education (CCOE) at California State University, Los Angeles is committed to lead educators in transforming public schools and related community service agencies. The CCOE offers a coordinated inter-transdisciplinary approach to the education of children and youth. Collaborating within the CCOE and with public schools and various educational agencies in the greater Los Angeles area and beyond, the faculty prepares professionals to become learner advocates who show competence in subject matter, professional knowledge, and disciplinary skillsets. More importantly, the CCOE's faculty are dedicated to improving the educational environment of all children, youth, and their families.

The CCOE has kept the following goals in the forefront in every activity it pursues:

- ◆ Create collaborative programs that interact successfully with schools and the communities we serve
  - ◆ Prepare teachers who are well-grounded in subject matter and learner-based pedagogy
  - ◆ Prepare and support professionals who value inquiry in their own learning and teaching and are learner advocates who encourage diversity
  - ◆ Measure the effectiveness of teaching practices in the real world and in classrooms
  - ◆ Use technology as a means of transforming schools and the learning community
  - ◆ Conduct research that leads to transformative changes in teaching practices
  - ◆ Close the achievement gap for low-income and culturally and linguistically diverse children
-

## OFFICE OF THE DEAN

---

*"The college is now much more poised to cultivate Community Engaged Collaboration in and through Teaching, Learning, Research, and Service in the community, for the community, and with the community."*

Founded in 1947, California State University, Los Angeles (CSULA) is a national leader among urban universities. Since its existence, Cal State L.A. remains focused on one of its key components by preparing highly knowledgeable and committed professionals in various fields of education and counseling for southern California and beyond.

In 1995, the Charter College of Education (CCOE) was granted its special charter status and is the first and only public college of education in the nation to have the "charter" identity. This special designation was bestowed by the California State University (CSU) System and enables the college to think and exercise big and bold ideas in terms of being innovative, creative, flexible, and critically engaged in urban public education for its much needed transformation to provide inclusive and high-quality education for all. Nationally recognized as a premier urban school of education, the CCOE offers undergraduate, graduate, doctorate (Ed.D. and Ph.D.), and credential programs in 57 areas of emphasis. The college features small class sizes, high-quality innovative instruction and pedagogy, and research-based practices – all of which are grounded in urban schools, classrooms, and other community settings where our graduates and community educational partners work.

Under Cal State L.A.'s president, Dr. William Covino, and his vision for the university centered around the theme of "Engagement, Service and the Public Good," the college is now more poised to

cultivate Community Engaged Collaboration *in and through* Teaching, Learning, Research, and Service *in the community, for the community, and with the community.* Through various forms of community engaged collaborations, the CCOE serves as a national



Dr. Eunsook Hyun, Dean

model as it transforms urban education and demonstrates ways to close the educational achievement gap in a systematic and sustainable manner, thus making a positive and humanistic impact within the community.

The CCOE's priority is to ensure our students are the strongest candidates in their professional fields and most productive and socially responsive community members. This commitment to excellence in our field helps shape the CCOE and its faculty, staff, students, and alumni.

The 2013-2014 academic year was exceedingly active, productive, and transformative, thus making it a meaningful and rewarding year for all students, faculty, staff, alumni, and community partners. The CCOE's 2013-2014 Year of Achievement report reflects such collective accomplishments.

I do hope that you will find this report both informative and inspiring, and sincerely hope you will take great pride in championing us and our collective work!





# OFFICE OF THE ASSOCIATE DEAN

---

Under the leadership of Associate Dean **Dr. Diane L. Fazzi**, the Associate Dean's office team focuses on facilitating the ongoing improvement of academic programs by supporting faculty, program coordinators, and division chairs in curricular development and unit assessment and accreditation activities. Graduate students and faculty/academic advisors in the CCOE also receive assistance from the office through the graduation admissions process, master's and doctoral degree program planning, and the graduation process.

## CURRICULAR RE-DESIGN

As part of the campus-wide effort to convert from a quarter to a semester (Q2S) calendar by Fall 2016, the CCOE engaged in a year-long process of re-envisioning the curriculum for undergraduate, credential, certificate, master's degree, and doctoral programs. With shared vision from the Dean, **Dr. Eunsook Hyun**, faculty engaged in a deeper examination of opportunities for field-integrated and transdisciplinary learning. The CCOE's College Curriculum Conversion Coordinator, **Dr. Ann Snow**, facilitated invaluable college-wide discussions, consultations, curriculum trainings, and curricular support throughout the year. The effort resulted in the proposal of six new general education courses, modification of two undergraduate degree programs, discontinuance of one master's of science program option, proposal of two new certificate programs, modification of two doctoral programs, and modification of numerous certificate, credential, and master's degree program options. With initial work completed at the division-level, curriculum proposals continue through the college and university approval process. During the year, **Anne Jeanette DeGuzman**, Administrative Analyst/Specialist and Assistant to the Associate Dean, worked with staff across the university to coordinate the processing of a tremendous volume of curriculum proposals and university consultations with the utmost professionalism and grace. Faculty will continue to work on implementation plans for field-integrated and transdisciplinary offerings in the two years preceding the semester conversion.



*Associate Dean's Office Team (left to right): Jacob Garrison, Assessment Coordinator/Data Analyst; Leslie Yamagishi, Administrative Support Coordinator; Dr. Diane L. Fazzi, Associate Dean; Anne Jeanette DeGuzman, Administrative Analyst/Specialist and Assistant to the Associate Dean*

## UNITS ASSESSMENT ACTIVITIES

While the curricular development process for the quarter to semester transition (Q2S) consumed much of the focus of the college and the Office of the Associate Dean, a variety of meaningful assessment activities continued. With the hiring of a new Assessment Coordinator/Data Analyst, **Jacob Garrison**, the college was able to do a more thorough and efficient job in analyzing, synthesizing, and vetting data from the annual Current Student Survey, the Graduate Exit Survey, and other data sources across the college. In addition, working with the Center for Teacher Quality, response rates for Cal State L.A.'s first-year teachers (multiple subject, single subject and education specialist) and their employers/supervisors increased dramatically.



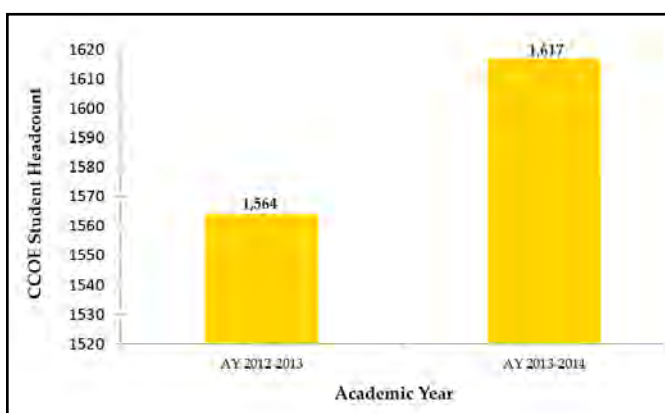
## TRUE TO CORE VALUES

In an effort to support students in meeting their fullest potentials, the Charter College of Education's faculty, staff, and community members believe in a continuous examination of all programs and courses through collaborative effort and data-driven decision making. The CCOE's courses are guided by the following four core values:

1. **Educational Equity:** Creating an inclusive learning environment
2. **Reflective Practice:** Self-assessment strategies to foster professional growth
3. **Professionalism:** Mastery of the body of knowledge for one's discipline
4. **Collaboration:** Creating partnerships among CCOE's faculty, staff, students, schools, families, and community organizations

This year, the college's current students assessed the CCOE's core values. Out of these current CCOE students, 85% of them agree that their coursework represents the college's core values.

## CCOE STUDENT HEADCOUNT:



During the 2013-2014 academic year, the Charter College of Education had a **3.4% increase in student headcount** from the previous 2012-2013 academic year.

## ACCREDITATION ACCOMPLISHMENTS DURING THE 2013-14 ACADEMIC YEAR

- ♦ The Applied Behavior Analysis (ABA) Program Option of the M.S. in Counseling completed a successful full re-accreditation with Applied Behavior Analysis International (ABAI) in Spring 2014.
- ♦ The Council for Accreditation of Counseling and Educationally Related Programs (CACREP) recommended an additional two years of accreditation for the school counseling programs.
- ♦ The California Commission on Teacher Credentialing (CCTC) approved the following credential program documents as prepared by the CCOE faculty to meet new or revised state standards:
  - \* Bilingual Authorization Program
  - \* Reading Specialist and Certificate Programs.

## GRADUATE STUDENT ADMISSION, PROGRAM PLANNING AND GRADUATION

An important ongoing goal in the Associate Dean's Office is to provide excellent customer service to both graduate students and their faculty/academic advisors. **Leslie Yamagishi**, Administrative Support Coordinator, assumes a key role in improving office operations. She works with faculty and staff within the college and across campus to coordinate CCOE graduate admission processing using a new online Graduate Admissions Page and OnBase for viewing transcripts. GET templates are now activated for a majority of master's degree options to make program planning, advising, and graduation processing more streamlined and accessible. The entire office team works to ensure students receive the information they need to progress through their graduate programs in a timely manner.





# OFFICE FOR STUDENT SERVICES AND CREDENTIAL ADVISEMENT CENTER

The Office for Student Services is responsible for providing outreach, recruitment, credential/certificate admission screening, determining eligibility for directed teaching, and submitting credential recommendations to the California Commission on Teacher Credentialing (CCTC). It also maintains an advisement center staffed with three Student Services Professionals (SSP's) who provide credential and graduate program advisement.

## MESSAGE FROM THE NEW OSS DIRECTOR



*Agustín Cervantes,  
Director of the Office for  
Student Services*

As I began a new and exciting chapter in my life as the CCOE's Director of the Office for Student Services this month, I could not be more thrilled. I am looking forward to meeting everyone, becoming a contributor to our collective agenda, and, above all, serving our current students and future educators by providing them positive student experiences.

It is our collective goal to help students find their voices, develop their aptitudes, best utilize our educational institution, and successively pass all of what they gain at the CCOE forward to their future students through their careers as educators. Demography is destiny—to the extent that we can anticipate and meet the demands of our current students who come with the proper cultural competencies and talents to address classroom inequality as we prepare them to help mend the broken academic pipeline. It is no longer altruistic that we change the educational landscape, but it is definitely for self-preservation. This is precisely why I feel all of us are obligated to continue doing our part. As Director of the Office for Student Services, I see our primary goals as supporting the enrollment growth of the CCOE, while providing the highest quality of service to our students. These two goals are intertwined and will require us to think in bold and innovative ways. I plan to work in a collaborative manner and listen to ideas all individuals propose as we enhance the teaching and learning taking place at the CCOE.

Over the last nine years, I had the privilege to work in higher education in different capacities. From serving as the Director of Field and Enrollment Administration for The National Hispanic University, to working directly for the Vice Provost for Student Affairs at Stanford University, and even as a Judicial Administration Fellow with the Los Angeles Superior Court where I was responsible for the court's education initiatives, I learned high quality service and a consultative approach will build trust and rapport with our students and promote their achievements within any educational institution. I am eager to bring these experiences and my work ethic to the CCOE team. I look forward to learning from everyone and working together towards implementing the best practices that drive a student-centered learning experience. Being an engaged student will not only provide an amazing sense of empowerment, but be extremely enjoyable and exciting. We will measure our success by how well we continue to revitalize the CCOE culture by fostering a passionate pursuit towards innovation and creativity in learning within our faculty, staff, and students.



*Office for Student Services Team (left to right):  
Jennifer Revilla, Graduate Program Advisor; Edith  
Torres, Credential Analyst; Kathie Gonzales,  
Admissions Assistant; Agustín Cervantes, Director;  
Abril Trasvina, Credential Advisor; Joanna Grey-  
Perez, Admissions Coordinator; Lauren Haramoto,  
Directed Teaching Coordinator; Nicole Cravello,  
Credential Advisor; Sandy Sugiura, Office Manager*

## ACCOMPLISHMENTS AND ACTIVITIES

During the academic year, **more than 700 students were admitted to the CCOE's credential and certificate programs.** Over 130 students completing their final teaching credential practicum were placed in 22 school districts/agencies surrounding Cal State L.A. An additional 40 students completed their final practicum in their own classrooms. Over 600 credential recommendations, including those not housed in the college, such as Adapted Physical Education and Speech Language Pathology, were submitted to the CCTC.

At least once a month, credential advisors, **Abril Trasvina** and **Nicole Cravello**, held Group Information Sessions to provide detailed credential program information for interested and new students. In addition, they held customized recruitment meetings for Cal State L.A.'s undergraduates in the colleges of Natural and Social Science and Health and Human Services. The SSP's also participated in the Fall New Student Orientation, where Cal State L.A. invited the campus community to promote various programs and services available to new freshman and transfer students, as well as parents, via bag items and popcorn advertisements.

## SPECIAL EVENTS

- ♦ *CCOE Job Fair – March 25, 2014* – The CCOE Job Fair gave students a networking opportunity to meet with representatives and Human Resources staff members from local school districts who were recruiting teachers, counselors, and administrators. The event began with short portfolio presentations from selected graduating students to present their accomplishments in a variety of ways, which included in-person presentations, powerpoint presentations, poster presentations, etc. **This job fair enabled the college to showcase and celebrate the learning achievements of CCOE students as they learn about current job prospects and plan their future professional careers.**
- ♦ *Day of the Educators – May 8, 2014* – The CCOE and CalStateTEACH's Los Angeles Regional Center hosted a very special recognition for students who completed their Administrative Services, Multiple Subject, Reading/Language Arts, Pupil Personnel Services, Single Subject, and Special Education credential programs during Spring Quarter 2013 through Winter Quarter 2014 and those recommended for the 2013 Friends of the CCOE Scholarships.

**Twenty Golden Apple Awards** were presented to students at the event, who were nominated by faculty members and supervisors, for displaying high degrees of diligence and skill in preparing for their careers as educators. In addition, **seven schools and six fieldwork site supervisors were recognized** for their outstanding work with credential candidates. Lastly, an **Outstanding Parent Advocate Award** was presented for the first time this year to Susan and Ned Fenton, who were honored for their outstanding contributions as parent advocates.



CCOE Job Fair – Collaboration with Human Resource Directors/Representatives from local school districts



2014 Day of the Educators event

2013-2014 Golden Apple Award Recipients				
Aide Gallardo	Chelsea Sioxson	Geminesse Martinez	Karla Contreras	Lydia Wong
Arturo Velasquez	Crystal Dukes	Jazmine Robles	Kristin Lockridge	Oscar Jimenez
Bryan Ines	Cynthia Covarrubio	Jewel Desosa	Latisha Hill	Sara Coole-Panza
Carrie Meeker	Frank Vargas	Joaquin Martinez	Liliana Rosas-Rios	Vanessa Arevalo de Fuente





# DIVISION OF APPLIED AND ADVANCED STUDIES IN EDUCATION

**A**ppplied & Advanced Studies in Education (AASE) is a multi-disciplinary division made up of an undergraduate program in Urban Learning, an Ed.D. program in Educational Leadership, two credential programs, and five master's degree programs. The two credential programs include: 1) Educational Administration Preliminary Administrative Services (Tier 1) with a master's degree in Educational Administration and 2) Clear Administrative Services (Tier 2). AASE also offers three certificate programs: Computer Applications in Schools, English as a Second or Foreign Language (ESL/EFL), and Graduate Certificate Program in Teachers of English Learners.

The division promotes the knowledge, skills, and dispositions of diverse learners in urban schools, communities, universities, corporations, businesses, and government agencies. AASE students will develop beliefs, curriculum, and instructional strategies that hold high expectations of all urban learners to attain high academic achievements while building on their diverse languages, cultures, and experiences.

## SPECIAL EVENTS

- ◆ Four students ([Carolina Sandoval](#), [Lindsey Salamanca](#), [Mahantesh Hiremath](#), and [Xuan Qin](#)) from the M.A. program in Education, Option in Education Technology Leadership, along with AASE division professor [Dr. Manisha Javeri](#), won an award for their presentations at the regional technology conference "North American Association for Environmental Education."
- ◆ In 2013, graduate students in the TESOL program gave a total of 11 presentations at regional California TESOL conferences and the international TESOL conference in Portland (*Note: more detailed information is listed on page 31*).
- ◆ On May 31, 2014, the Ed.D. program, coordinated by [Drs. Lois Andre-Bechely](#) and [Allison Mattheis](#), held the first "Regional Southern California CSU

Ed.D. Research Symposium" at Cal State L.A.'s Golden Eagle Ballrooms. A total of 140 students and faculty from seven CSU's attended the all-day event. 14 Ed.D. students and graduates who presented their research at the conference.

### Ed.D. Research Symposium Presenters

Dickson Perey	Maha Karout
Dolores Gallegos	Manuel Alvarez
Elizabeth Martinez	Molly Rearick
Eun Sun Tark	Preciosa Cordero
Keith Hatcher	Rosa Johnson
Kelly Kotowski	Rudy Washington
KiMi Wilson	Smbat Avetyan

- ◆ On June 4, 2014, AASE hosted a CCOE *Brown Bag Seminar* entitled, "Queer as Noun/Queer as Verb," where approximately 20 faculty, staff, and students attended. [Dr. Allison Mattheis](#), AASE division professor, gave a presentation on Queer Theory and other LGBTAI related research.



CCOE Brown Bag Seminar Presentation by Dr. Allison Mattheis



## URBAN LEARNING

The Urban Learning (ULRN) program, coordinated by **Dr. Margaret Clark**, prepares elementary and special education teachers for high-need and highly diverse urban schools. This integrated teacher preparation program combines major courses that emphasize an interdisciplinary approach to understanding urban learning as a social phenomenon with courses in teacher preparation. Students in the program complete a developmentally sequenced program in cohorts—small learning communities combining candidates for each credential. These students may select an option in elementary education, which prepares them to teach in elementary school settings, or an option in special education, which prepares them to teach in a variety of special education settings. ULRN takes great pride in its collaborative group of faculty from the CCOE.

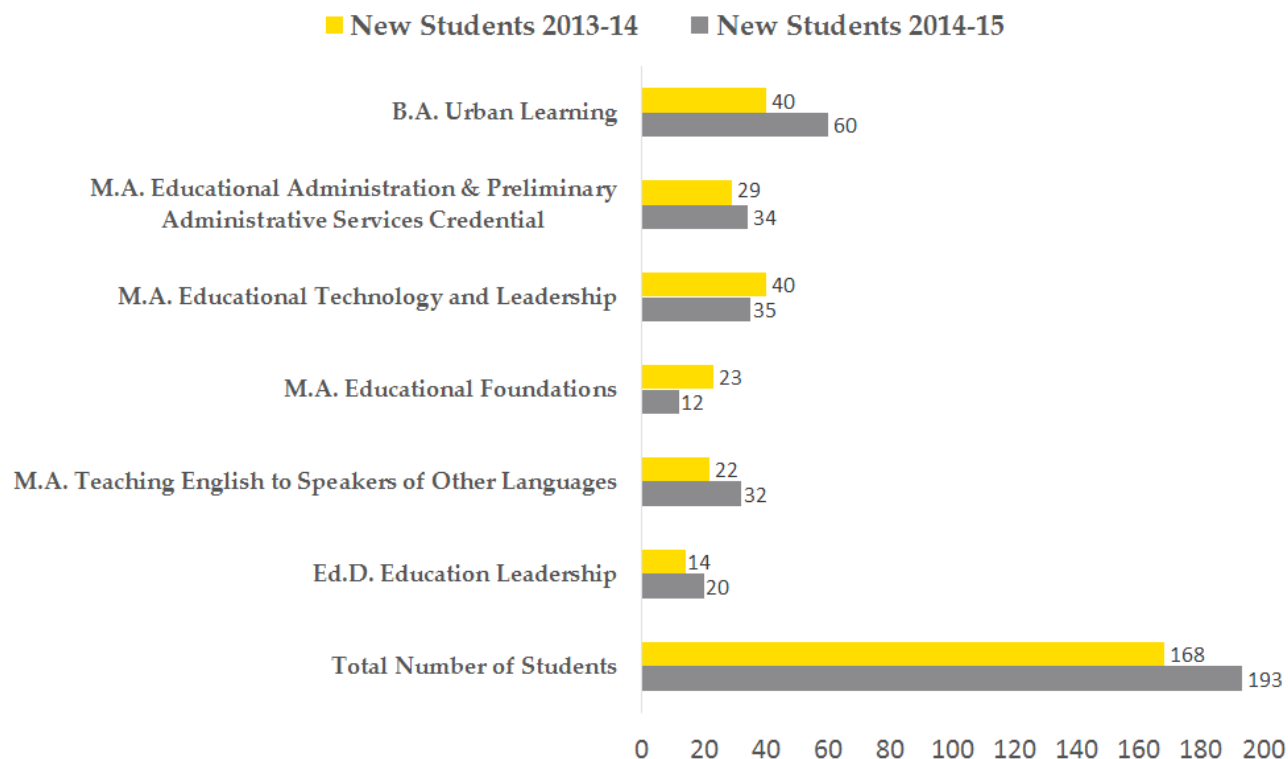
Urban schools demand well-prepared and culturally sensitive teachers. Students in the Urban Learning program learn to confront the stereotypes

surrounding urban schools and act on the challenges of the urban environment in order to become agents of change. ULRN students strive to build on the strengths and advantages of the urban community.

As the job market begins to improve, students are entering teacher preparation programs again. The Urban Learning program is expected to have a 50% growth in projected student enrollment (based on program applications) for Fall 2014, with two cohorts of 30+, returning the program to Fall 2011 levels. ULRN is currently developing collaborative relationships with Los Angeles Southwest College, Pasadena City College, and East Los Angeles College. These partnerships include a coordinated program of study and activities designed to support CBEST and CSET preparation, while leading a bachelor's degree in Urban Learning and teaching credential.



## AASE Division Programs and Statistics





# DIVISION OF CURRICULUM AND INSTRUCTION

The Division of Curriculum and Instruction (C&I) is composed of elementary and secondary teacher education programs, Los Angeles Teacher Residency (LAUTR) Program for Single Subject Mathematics and Science, and master's degree programs. Faculty members are committed to improving urban schools by educating students to become highly qualified and well-prepared teachers.

During the 2013-2014 academic year, the C&I faculty worked diligently to review existing programs in an effort to plan for the quarter-to-semester (Q2S) conversion. Both the Multiple Subject and Single Subject programs will emanate from a transformative approach to education, while the master's degree programs will have a more collaborative approach in its core. All programs will deliver curriculum related to urban school settings, including diverse students and families within varied communities.

Aside from writing documents for the Q2S conversion, faculty members maintained their scholarship through their book and journal article publications, conference and meeting presentations, memberships in various academic organizations, and grant writings. As a matter of fact, C&I houses many grants: the LAUTR Program, the Student Mental Health Initiative, the Bechtel Phase II: Model Community College Transfer Program for Future Mathematics and Science Teachers, and the Satellites and Education. Additionally, C&I's faculty continued their dedicated and inspiring teaching to pre-service and in-service teachers.

## GRANTS AND COLLABORATIVE EFFORTS WITH UNIVERSITY PARTNERS

Teacher Preparation with a **Linked Learning** is a project awarded to CCOE through San Diego State University. This project, headed by **Dr. Jennifer McCormick**, seeks to identify processes, strategies, and curriculum that will incorporate Linked Learning with increasing depth and breadth. It also aims to use a variety of strategies to prepare pre-service teachers with the skills necessary to teach effectively with

equity, including how to implement teaching practices that address institutional inequities in education.

Under the directorship of **Dr. A.Deer Williams**, LAUTR serves to strengthen teacher preparation and student success. This program began its fifth and final year as a grant funded by the U.S. Department of Education. LAUTR is an intensive program that leads to earning a teaching credential and master's degree at Cal State L.A. Designed to equip future Mathematics and Science teachers to close the achievement gap in high-need urban schools, this 14-month graduate-level program offers an opportunity for teacher residents to work alongside outstanding mentor teachers for an entire school year.

With a social justice framework, LAUTR focuses on equity, excellence, and community engagement. The program includes an initial intensive summer institute, followed by a 10-month residency placement in an urban school with a mentor teacher and weekly classes, and a final intensive summer institute, in which residents complete coursework and a master's degree. The program is designed to provide teachers the knowledge, skills, and dispositions they need to make an impact in urban schools.

In the past year, the fourth cohort of teachers completed their credential and master's degrees and **100% of the LAUTR graduates secured employment in high-need schools. To date, LAUTR has trained and placed 67 graduates over the past four years and 91% of them are still working in classrooms.**



*Los Angeles Urban Teacher Residency Program Students*



## FACULTY PROFESSIONAL ACTIVITIES

Listed below are examples of projects that were initiated by individual faculty members in 2013-2014

- ◆ **Dr. Ambika Raj** continued to serve as the Coordinator for the M.A. program in Creative Literacies and Literature and as a faculty member of the Ed.D. Program. She was an active member of Instructional Policy Committee for the Division of Curriculum and Instruction.
- ◆ **Dr. Frederick Uy** continued to serve as the Coordinator for the M.A. program in Mathematics Education. He served as the coordinator for the Bechtel conference, *Developing Twenty-First Century Teachers of Mathematics, Science, & STEM: The Role of Common Core State Standards for Mathematics and the Next Generation Science Standards*, which was hosted on March 2014 and the EnCorps Bootcamp Teacher Training last June 2014. Dr. Uy was a member of the Advisory Committee for the Asian and Asian American Studies Program and of the Academic Senate.
- ◆ **Dr. Gay Yuen** was the Chair for the Division of Curriculum and Instruction. Through her guidance and leadership, she made sure that courses and programs were prepared, rewritten and punctually completed for the Q2S conversion. Dr. Yuen was also the Director of the Pacific Rim Institute and was a member of the Advisory Committee for the Asian and Asian American Studies Program. Dr. Yuen also served as the Chair of the Board of Directors for the Chinese American Museum.
- ◆ **Dr. Jennifer McCormick** served as the chair for the Master's Programs Q2S Committee. She also served as the primary contact for Cal State L.A.'s Linked Learning Initiative.
- ◆ **Dr. Joan Fingon** served as the chair for the Master's Programs Q2S Committee and continued as a faculty member of the Ed.D. Program. She also presented at the National Council for Teachers of English in 2013 and the American Educational Research Association in 2014.
- ◆ **Dr. John Eichinger** completed a book manuscript: *Explorations in Teaching* and attended *Learning and the Brain Conference* at San Francisco in February 2014. He also published an article online titled "Stealth Teaching."
- ◆ **Dr. John Shindler** continues to manage *The Alliance for the Study of School Climate*, which provides climate inventories and services to districts and schools all over the country.
- ◆ **Dr. Kimberly Persiani** was promoted to Full Professorship last year. She also was the Associate Chair for the division and continued to hold TPA workshops that enabled credential students to be successful.
- ◆ **Dr. Margaret Moustafa** continued to be part of the C&I Assessment Task Force. She was invited to write an article in the Fall edition of *The California Reader*. This fall, she was invited to be a speaker in the Professional Development Institute of the California Reading Association's Annual State Conference in Sacramento.
- ◆ **Dr. Olaiya Aina** continues to serve as the coordinator for the master's degree program in Early Childhood Education. During Summer 2013, he served as the Director of the Institute of Education at KWASU, Malete, Ilorin in Nigeria.
- ◆ **Dr. Rebecca Joseph** has written more than nine blogs for *The Huffington Post* and six blogs for *WACAC Conversations* and given more than fifty presentations to community groups about college access. Finally, she volunteers regularly for the Upward Bound program.
- ◆ **Dr. Sabrina Mims-Cox** continued to serve as the Coordinator for the M.A. program in Bilingual and Multicultural Education and the bilingual teacher preparation program. She was also the Curriculum Director for the LAUTR program.
- ◆ The division is fortunate to have FERPs and part-time faculty members. Both **Drs. Carolyn Frank** and **Robert Land** continued to run the institute and activities of the Los Angeles Writing Project. **Dr. Andrea Maxie** continued to serve as an advisor and instructor for the LAUTR program. **Dr. Judith Washburn** ran and continues to run the TPA program. She also served as the Chair of the C&I Q2S Conversion Task Force. **Michael Haussler** served as a consultant for the TPA and held quarterly meetings for incoming student-teachers. He taught secondary methodology courses and observed student-teachers.





## SPECIAL EVENTS

- ◆ From July 30 to August 1, 2013, the CCOE and C&I hosted participants for the “XXVII Conference of Satellites and Education.” Under **Dr. Paula Arvedson’s** coordination, the Satellites and Education Conference brought together government resources (NASA and NOAA) and industry resources (many large and small companies) for the benefit of K-18 teachers and their students. Presentations and keynote speakers specifically focused on helping teachers make learning exciting while using inquiry and helping students recognize their potential careers in the space-based industry.
- ◆ On October 8, 2013, the Common Core Extravaganza was held in the Montebello Unified School District. This showcase was the culminating activity of the Cal State L.A./LACOE/Montebello Unified School District Partnership Training on Common Core State Standards in mathematics. It reflected mathematics activities and lessons from each participating school involved in the project. **Dr. Frederick Uy** served as the P.I. for this grant, which was funded by the California Department of Education.
- ◆ March 10, 2014, Cal State L.A. hosted a “When Women Succeed, America Succeeds” symposium. This symposium focused on issues related to promoting a new economic agenda for women and was attended by many dignitaries, including: Democratic Leader, Nancy Pelosi; former U.S. Department of Labor Secretary, Hilda Solis; State Senator, Holly Mitchell; and Congresswoman, Judy Chu. The discussion also included an opening address by Cal State L.A.’s President, Dr. William A. Covino. This symposium was organized and managed by Dr. Gay Yuen.
- ◆ On March 14, 2014, C&I collaborated with BECHTEL, the Chancellor’s Office, and CSU East Bay to host the California State University (Southern) STEM Conference entitled, “Developing Twenty-First Century Teachers of Mathematics, Science, & STEM: The Role of Common Core State Standards for Mathematics and the Next Generation Science Standards.” Under the efforts of **Drs. Gay Yuen** and **Frederick Uy**, the conference registered a total of 236 participants from CSU campuses, community colleges, K-12 school districts and county offices of education. This conference was a project of the Bechtel grant and Dr. Gay Yuen served as its P.I.
- ◆ On June 21, 2014, Cal State L.A., the CCOE, and LACOE partnered with the Asian Youth Center to host a Community Wellness Conference for students, youth, and families. Organized by **Drs. Kimberly Persiani, Gay Yuen** and **Frederick Uy**, the conference reached out to parents, community members, teachers, pupil support personnel, administrators, and other caregivers. The conference included keynote speaker Honorable Mike Eng, Trustee of the Los Angeles Community College District. This conference was an activity of the LACOE/SMHI grant and Dr. Frederick Uy served as its P.I.



*STEM Conference*



*“When Women Succeed, America Succeeds” Symposium*



*Community Wellness Conference*





# DIVISION OF SPECIAL EDUCATION AND COUNSELING

---

The Division of Special Education and Counseling (EDSC) continues its long-standing tradition of providing leadership in the areas of special education teacher preparation, counselor preparation, and educational reform. The special education program offers education specialist credentials, certificates, and added authorizations related to the education of students with mild/moderate disabilities, moderate/severe disabilities, physical and health impairments, and visual impairments. EDSC also offers the Clinical Rehabilitative Services Credential in Orientation and Mobility. **93 candidates completed the preliminary credential** last year and **137 completed the clear credential**.

The Masters of Arts in Special Education includes options in Autism, Early Childhood Special Education, Mild/Moderate Disabilities, Moderate/Severe Disabilities, Multicultural Multilingual Special Education, Physical and Health Impairments, Visual Impairments and Blindness: Teacher Preparation and Visual Impairments and Blindness: Orientation and Mobility. Cal State L.A. is one of two California universities that offer the VI and PHI programs. In the division of EDSC, **a total of 80 candidates completed their M.A. degrees during the 2013-14 academic year.**

EDSC offers the Master of Science in Counseling with Options in Applied Behavior Analysis (ABA), Marriage, Family and Child Counseling, School Psychology, and Rehabilitation Counseling. The Pupil Personnel Services credential with Advanced Specializations in School Counseling, School Psychology, and Child Welfare and Attendance are offered as are certificates in Career Education and Applied Behavior Analysis in Educational Settings. In addition, a B.S. in Rehabilitation Services is also offered.

Faculty conduct research, work with community

partners, implement grant projects on site, and provide staff development to schools and community agency staff. Input from community advisory committees connected to EDSC's various professional programs is actively sought to ensure program content and offerings address community needs.

## FACULTY PROFESSIONAL ACTIVITIES

*Listed below are examples of projects that were initiated by individual faculty members in 2013-2014*

- ♦ **Dr. Diane L. Fazzi** and **Brenda Naimy** recently completed a 4-year grant, Project GPS (Going Places Safely), from the U.S. Department of Education and were awarded a 5-year grant, Project GPS2, from the U.S. Department of Education. Both projects enhance the independence of students with visual impairments.
- ♦ **Dr. Cheryl Kamei-Hannan** was awarded three federal grants from the Office of Special Education Programs (OSEP). Two personnel preparation grants, the Preparing Future Educators of the Blind and Visually Impaired to Use and Teach Technology and Training Teachers and the Orientation and Mobility Specialists of Students with Visual Impairments for Transition, provide tuition and stipends for credential candidates in the program. The third grant, iBraille Challenge Mobile Application, will increase technology and braille literacy skills through the development and dissemination of a mobile application that incorporates evidence-based instructional strategies using a mainstream device.
- ♦ **Dr. Sherwood Best** is working with the Alhambra Unified School District and CSULA faculty across campus to establish a transition program, Learning Independence for Transition (LIFT), for students



aged 18-22 years old with orthopedic and other disabilities. Students enrolled in the transition program will be assigned work opportunities on the Cal State L.A. campus and participate in the Mobility Center, an adaptive exercise program coordinated by Dr. Christine Dy, faculty member in the Kinesiology Department. Dr. Sam Landsberger's mechanical engineering students will work to support any physical adaptation needs of program participants.

- ♦ **Drs. Lois Weinberg** and **Diane Haager** continue to direct leadership grants funded by OSEP to recruit and support a diverse pool of high-quality doctoral candidates enrolled in the Cal State L.A./UCLA Joint Doctoral Program in Special Education. Project Plus prepares doctoral students to be leaders in special education, specifically faculty in institutions of higher education. Project LEAD prepares teacher personnel in special education committed to improving the education of high-need children with disabilities in high-poverty, low-performing urban schools.
- ♦ Scale-up Evaluation of Reading Intervention for First Grade English Learners is a two-year, three-state (Texas, Colorado, & California) research project funded by the U.S. Department of Education and the Institute for Education Sciences. The project aims to: 1) provide an increased understanding of the effectiveness and feasibility of a supplemental reading intervention for 1st grade English Learner students, and 2) determine long-term maintenance of the effects of intervention. In this project, a Cal State L.A. research team, headed by **Dr. Diane Haager** (P.I.) will work collaboratively with 14 elementary schools in the Los Angeles Unified School District, providing teacher training and conducting reading assessments. Through this project, graduate students (special education credential candidates) in EDSC will have an opportunity to serve as graduate assistants and conduct student assessment and classroom observations.
- ♦ **Dr. Andrea Zetlin** leads a team of CCOE faculty involved in the CEEDAR Center project to reform teacher and administrative preparation programs and improve the coordination and effectiveness of education delivered to children with and without disabilities. California was one of five states awarded an intensive technical assistance grant from the CEEDAR Center, which is housed in the University of Florida, and funded by OSEP for five years. Cal State L.A.'s application specified four goals that align with CCOE's vision of transforming its curriculum and working together in a transdisciplinary manner: 1) developing a dual teacher credential program, 2) preparing teachers and administrators to implement multi-tiered systems of support, 3) integrating the common core standards into our teacher preparation curricula, and 4) preparing instructional leaders for teachers to ensure that students with disabilities achieve college and career readiness.
- ♦ For the Counseling iPad Pilot Project, **Dr. Emily Hernandez** distributed iPads to 23 students in the Counseling 505 course to pilot CalStateTEACH's iSupervision program. Many of these students have never used iPads before and they reported that its annotation program allows them to have more time for critical reflection and analysis of their counseling techniques.
- ♦ **Dr. Andrea Zetlin's** article entitled, "LAUSD must use funding to support foster youth: Guest commentary" was published in the L.A. Daily News. This article depicts the need for the Los Angeles Unified School District (LAUSD) to continuously monitor the progress of individual foster youth, one of the most educationally vulnerable groups in schools, and implement practices that address their most pressing problems.



*Counseling iPad Pilot Project*



- ♦ The California Association for Physical and Health Impairments (CAPHI) held its biennial conference at Lindbergh Schweitzer Elementary School in San Diego. **Dr. Sherry Best**, the CAPHI President, encouraged student and alumni participation in CAPHI for the professional and leadership opportunities it provides, including: job networking, building community partnerships, research dissemination, peer teaching, and engaging in advocacy experiences. CAPHI functions as an informal hub through which CSULA alumni and teachers can mentor current students and support new teacher graduates throughout California.



*CAPHI Conference at Lindbergh Schweitzer Elementary*

The projects highlighted above represent just a sample of activities that division faculty are involved with. EDSC faculty are also involved in teaching and supervising candidates for all the credential and masters programs and participating in faculty governance within the university.

## REHABILITATION SERVICES

The Rehabilitation Services Program (RHBS) prepares students to work in a variety of occupational settings, enhancing their professional development, knowledge, skills, and abilities. In these settings, they will advance the independence, integration, and full participation of individuals with rehabilitation needs in the urban community and workforce. Upon the program's completion, students will: 1) develop skills for accessing community resources that serve individuals with rehabilitation needs, 2) work effectively with culturally diverse individuals when providing human services, 3) provide services to persons with rehabilitation needs with a holistic approach, and 4) work in collaboration with community agencies within an urban setting.

RHBS received a \$5,000 internally funded grant – CSULA Research, Scholarship, and Creative Activity Grant – to establish the Rehabilitation Studies Institute (RSI). It aims to improve the quality of life for people with disabilities and survivors of violence. Its goals are to address the needs of the community, and create opportunities for Rehabilitation Counselor Education Programs for faculty and students.

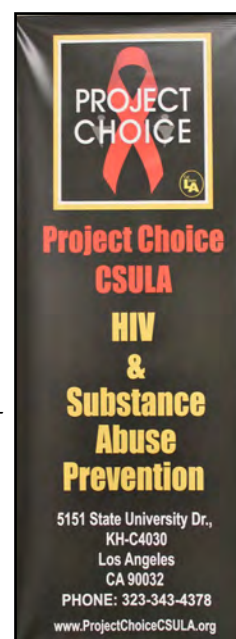


*Rehabilitation Services Students*

## PROJECT CHOICE-CSULA

In collaboration with community partner Asian American Drug Abuse Program, Inc., **the Rehabilitation Services Program was awarded a Substance Abuse Mental Health Service Administration grant totaling \$900,000 over a period of three years.** The funds will be used to support Project Choice-CSULA: HIV and Substance Abuse Prevention (Project Choice-CSULA). This training program is designed to prepare college students for outreach immersion into their surrounding communities as trained Peer Health Advocates. Its primary focus is on Hispanic/Latino young -adults, with special emphases on veterans and people with disabilities.

**Dr. Frances Siu** serves as the project director of this meaningful project. Project Choice-CSULA's goals are to: 1) reduce new HIV infections; 2) reduce HIV associated alcohol and other drug (AOD) behaviors; and 3) reduce HIV-related disparities and inequities among the targeted populations. Its main objective is to increase knowledge and awareness of AOD/HIV issues, high risk behaviors, attitudes, and perceptions among the target population through education.







# CALSTATETEACH

CalStateTEACH is an online multiple subject teacher preparation program. Highly rated by employers and graduates and known for its eco-sensitivity and techno-support, CalStateTEACH has students throughout California, the nation, and the world. There are four region centers that serve students—Fresno, Fullerton, Los Angeles, and Monterey Bay. The goal is to access curriculum anywhere at any time.

All students are required to have computer and online access, as students utilize a course website to access their curriculum materials, activity discussion rooms, important resource materials, and technological support. They also interact with their assigned CSU faculty member by e-mail, videoconferencing, and face-to-face at their school site. They receive on-site support from a site mentor (through the Intern or Private School Option) or master teacher (through the Student Teaching Option).



*CalStateTEACH faculty members: Allen Sussman, Tenagne Gebreheywot, and Carol Levin*

**CalStateTEACH was named an Apple Distinguished Program for the 2012-2013 academic year for its innovative design of one-to-one iPad implementation.** CalStateTEACH was again named an Apple Distinguished Program for 2013-15, achieving an additional two-year designation. The Apple Distinguished Program designation is reserved for programs that meet criteria for innovation, leadership, educational excellence, and demonstrate a consistent vision of exemplary learning environments.

**CalStateTEACH also received the Best Practice Award for the Innovative Use of Technology from the American Association of Colleges for Teacher Education (AACTE) at the organization's annual meeting in Indianapolis on March 1, 2014.** The prestigious national award honors the program's success in bridging theory and practice of educator preparation through the use of technology.

In September 2014, CalStateTEACH will host its second annual Teacher Excellence Institute. It aims to provide educators, administrators, school boards, and other stakeholders opportunities to examine continuous improvement principles that have been successfully implemented and sustained in various levels of education.



*CalStateTEACH students learn team building through an icebreaker activity*

Presentations will showcase innovations using social media and other technology as a compliment to developed curriculum. Furthermore, it will demonstrate differentiation in the classroom for diverse learners and reflect 21<sup>st</sup> century learners in urban classrooms.

CalStateTEACH developed partnerships with several schools, such as Wilshire Park Elementary, an innovative Los Angeles Unified School District school which utilizes technology in every classroom. Modeling its school partners, CalStateTEACH is currently developing a SMART classroom at Cal State L.A.

# CENTERS AND INSTITUTES

## CENTRO DE NIÑOS Y PADRES

Started in 1973 by **Drs. Annette Tessier** and **Patricia Simons**, two special education professors from Cal State L.A., Centro de Niños y Padres is one of the first early-learning centers for young children with disabilities in the country. Centro de Niños y Padres is housed at Cal State L.A. and provides early intervention services to infants and young children – from birth to three years of age who have or are at-risk for developmental disabilities – and their families. **The program serves families of diverse cultural and socio-economic backgrounds from East Los Angeles and the surrounding San Gabriel Valley communities, through developmentally appropriate services offered within a structured learning environment and/or the child's home.**



*Centro de Niños y Padres student expressing his artistic talents by painting an art canvas*

Centro de Niños y Padres maintains a strong commitment to meeting the needs of these young children within the context of their families and in ways that are culturally relevant. **The program serves as an integral part of the university's credential and master's degree training programs in early childhood special education.** Candidates enrolled in the education specialist credential in Early Childhood Special Education use Centro de Niños y Padres as an important fieldwork facility. **During the 2013-14 school year, fifteen credential candidates completed their preliminary Early Childhood Special Education credentials and seventeen cleared their credentials.**

As an organization, Centro de Niños y Padres is committed to achieving two major goals: the well-being of young children with disabilities and their families, and the training of future early childhood special educators. Centro de Niños y Padres works diligently to create a nurturing environment, one that will support children in all areas of development. The staff commit their energies and resources to establishing an atmosphere where families may find comfort and hope, where parents may receive support from one another, and gain the knowledge and confidence that will enable them to advocate for their child and support their child's ongoing development. Equally important, Centro de Niños y Padres established a model of training and supervision that provides the foundation needed by future educators as they begin their journey of serving young children with special needs and their families.

## C. LAMAR MAYER LEARNING CENTER

The C. Lamar Mayer Learning Center operates as an enrichment program for the surrounding community's children. The center was established for the dual purpose of serving as: 1) a fieldwork site for special education credential candidates and school-based family counseling trainees, and 2) a tool to connect with and assist the surrounding urban community. The center operates on Saturdays from 9 to 11:30 a.m., for 10 week sessions that coincide with Cal State L.A.'s quarter system. The center has two components: 1) educational enrichment for school-aged children and 2) parenting workshops in



*C. Lamar Mayer Learning Center Students*





both English and Spanish. **During the 2013-14 school year, 70 education specialist candidates completed their fieldwork practicum in the C. Lamar Mayer Learning Center.**

**The center offers students, with and without disabilities, a chance to receive individualized attention for their learning needs from highly qualified credential candidates with available state-of-the-art learning materials and computer technology. During this academic year, the C. Lamar Mayer Learning Center provided educational services to over 220 children and youth aged 5-16.**

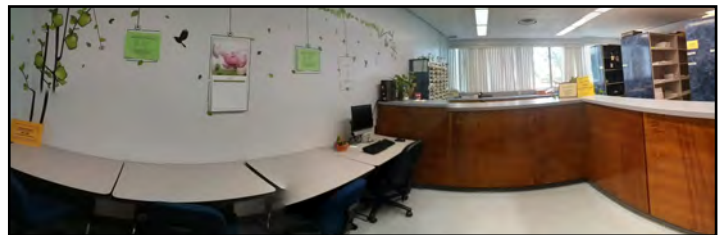
Teaching teams of two to three teachers work collaboratively to plan and instruct small groups of high-risk and special needs students in an inclusive setting, using thematic instruction and emphasizing literacy development. Parents who chose to enroll their children are charged a nominal fee per child for registration with scholarships available for those who are unable to pay. Funds from registration are used to support student assistants who help children with challenging disabilities in classrooms and purchase instructional materials for use by credential candidates.

In addition to offering an educational enrichment program for children, the center connects with and assists parents from the surrounding community. Parents, whose children are enrolled in the center, are given the option of attending discussion groups led by bilingual trainees from the School-Based Family Counseling Program. Topics include raising children in troubled times, increasing children's self-esteem, and communication in the family. Parents may also sign up for family counseling sessions with a trainee during the week.

The center is also an important resource for other courses and programs in the CCOE. Candidates enrolled in education courses complete observation and assessment assignments in the center. Graduate and Ph.D. students use the center to collect data for their thesis studies. During the 2013-14 school year, M.A. candidates in the TESOL program successfully piloted an ESL (English as a Second Language) class for parents whose children were enrolled in the center and M.A. candidates in the Education Media program produced a documentary about the center.

### **DIAGNOSTIC RESOURCE CENTER**

The Diagnostic Resource Center (DRC), located in King Hall C1063, provides an online lending service for psychological and educational assessment materials to qualified students for class and internship related activities. The DRC serves students enrolled in various undergraduate, master's degree, and credential programs in the Division of Special Education and Counseling (e.g. Special Education, School Counseling and School Psychology, Education Specialists, Rehabilitation Services, etc).



*Diagnostic Resource Center*

The DRC is currently staffed by graduate assistant **Yen Liu**, who states she has learned a great deal about assessment by working as the DRC librarian. Yen's duties include ordering tests from publishers, efficiently managing the materials, and checking out tests and equipment. The DRC carries a wide array of standardized and non-standardized tests for assessing cognition, academic skills, psychological processing, social-emotional status, adaptive behavior, and career interests among others. Students check out tests and purchase test protocols based on the requirements for classes they take in assessment. Also available for students to check out are handy-cams and flip cameras, which they often need in order to provide their instructors the ability to

directly observe their demonstrated assessment skills.

Graduate and credential students who use the DRC to check out materials are grateful for the service because without it, they would have to purchase expensive materials for short-term use. The DRC gives them the opportunity to learn how to use materials that require significant practice with preschool, school-age, and adult volunteers. Once they reach competency, these students use similar tests in school and agency settings where they typically receive high evaluations for their readiness and skillful application of test knowledge. **During the 2013-2014 academic year, the Diagnostic Resource Center provided services for over 100 graduate students.**

## LOS ANGELES WRITING PROJECT



*Los Angeles Writing Project Workshop*

Overseen by directors **Drs. Robert Land** and **Carolyn Frank**, the Los Angeles Writing Project (LAWP) is part of a network of nearly 200 National Writing Project sites, all dedicated to advancing excellence in teaching through professional development by using writing as a way to learn in all disciplines from prekindergarten through college. Since 2000, LAWP invited over 250 experienced teachers from its service area to participate in a 120-hour intensive summer institute where they engage in writing, teach each other writing-based strategies, and learn from nationally recognized experts. **These LAWP “Fellows” constitute one of the most diverse groups of Writing Project Teachers**

**in the country, with birthplaces, languages, and cultures from every continent. Moreover, LAWP Fellows teach one of the most diverse populations in the world.** Because of this, LAWP Fellows play a special role in teaching other teachers locally, through Saturday Seminar Series and nationally, through participation at major conferences, and through publications and on-line activities. Additionally, LAWP Fellows initiate numerous local projects such as family writing workshops in their schools, young writers’ camps, and school site professional development series. Many Fellows go on to serve the community in significant leadership roles in their schools and districts, in addition to being outstanding teachers.

LAWP is supported by the CCOE and various grants and contracts. Recently, **LAWP received a \$1.3 million grant from the Department of Education to provide professional development for teachers in the Hacienda-La Puente School District to improve academic writing for English Learners, in all schools, grades 7-12.** A team of twelve LAWP fellows will take leadership roles in planning and delivering over 240 hours of professional development for more than 60 teachers over the next four years. Smaller grants and contracts support such projects as creating a district-wide, common core state standards-based writing assessment for the Alhambra Unified School District and providing whole school professional development in writing workshop techniques at Harmony Elementary School and St. James School in Los Angeles. **Approximately thirty LAWP fellows and faculty leaders deliver over 15,000 participant hours of professional development and instruction to teachers, parents, and children in the Cal State L.A. service area each year.**



*2014 Young Writers’ Camp*



## PROGRAM EVALUATION & RESEARCH COLLABORATIVE (PERC)

Program Evaluation & Research Collaborative (PERC) provides program evaluation and research services to local, state, federal agencies, and schools. During the 2013-14 year, PERC provided evaluation services to eight grant projects, highlighting each project's evaluation results and findings. These included the following:



- ♦ *Bridges to the Future Program at CSU Los Angeles*
- ♦ *Child Care Access Means Parents in School (CCAMPIS) at CSU Los Angeles*
- ♦ *Improving Minority Partnerships and Access through CISE-related Teaching (IMPACT LA) at CSU Los Angeles*
- ♦ *Increasing STEM Success among At-Risk and Foster youth (iSTEM) Scholars Program at Charles Drew University*
- ♦ *MBRS RISE Program at CSU Dominguez Hills*
- ♦ *MARC U\*STAR Program at CSU Dominguez Hills*
- ♦ *Minority Opportunities in Research (MORE) Programs at CSU Los Angeles*
- ♦ *Title V-B Expanding Opportunities for Pre-Health Professionals Program at CSU Los Angeles*

During this academic year, PERC published a manuscript on the evaluation work performed with the MORE Programs at Cal State L.A. The journal article is the following:

Slovacek, S.P., Whittinghill, J., Flenoury, L. & Lee, YL (2014). The impact of graduate-level structured research programs on degree attainment and doctoral study. *Journal of Education and Human Development*, 3(1), 27-54.

Recently, Northeastern University of Illinois (NEIU) was awarded grant funding from the National Institutes of Health (NIH) to run a MARC U\*STAR program on their campus. PERC assisted with writing the evaluation plan section of the grant proposal. PERC also wrote evaluation plans for Cal State L.A.'s Title V-B renewal grant application, as well as new Title V-A funding from U.S. Department of Education.

PERC staff members include **Dr. Simeon Slovacek**, Principal Evaluator; **Laura Flenoury**, Evaluation Associate and Contract Administrator; and **Tammy Lee**, Evaluation Associate.

## READING AND WRITING CLINIC

The Reading and Writing Clinic enhances the literacy skills of our next generation—children who will be teachers, leaders, writers, and parents. East Los Angeles College and neighboring community schools refer students to the clinic to receive diagnostic reading/writing, testing, and remediation tutoring. The CCOE's candidates of the Reading & Language Arts Specialist Credential, California Reading Certificate, and Postsecondary Reading Certificate provide tutoring. **This year, the clinic assisted approximately 200 pre-kindergarten through community college-level students in improving reading and writing skills.**



*Engaged Learning in the Reading Clinic*

### READING AND WRITING CLINIC PARENT TRAINING

As students attend tutoring sessions, the clinic provides a parent class taught by graduate students from one of **Dr. Darlene Michener's** graduate reading program courses. These classes enhance parents' literacy skills to prepare them to go to college and so they can advocate for their children in the school system.

### CCOE SUMMER READING CAMP

The clinic also offers the Summer Reading Camp, in an effort to help clinic students maintain and enhance the



knowledge they gained during the academic year. When it began seven years ago, the camp had fifteen campers. **This summer, the camp has a record number of 144 campers composed of pre-kindergarten through community college-level students.** Students are intensely tutored during the first ninety minutes and then participate in recreation and crafts. They spend the last hour applying what they learned by working on a project, reading a book, or writing and researching. This year for the first time, the camp partnered with CCOE's Los Angeles Writing Project (LAWP). CCOE's Graduate Reading Program Reading & Language Arts Specialist Credential candidates (supervised by Dr. Darlene Michener) teach small groups of students reading and writing skills, but activities include arts, crafts, and outside games.

**Dr. Sue Kawell** is the Acting Director of the clinic and has directed the Summer Reading Camp for the last seven years. Dr. Kawell shared this story about last year's summer camp:

*"The biggest thrill from last year's camp happened with an autistic student. He did not mix with others very well. During break time one day during the camp, I encouraged him to go play basketball with other students in his group. Normally he stayed behind and sat by himself. He initially explained that he would go, but that he wouldn't play. Ultimately, he played and was thrilled. He played every day for three weeks and even bought a special shirt for this activity. His mother was in tears...and she didn't know it, but I was too."*

### **SCHOOL BASED FAMILY COUNSELING CLINIC**

The School-Based Family Clinic, coordinated by **Dr. Michael Carter**, offers individual and family counseling services for Cal State L.A.'s diverse community. The clinic emphasizes respect for clients' values and culture, with a focus on empowering them to address and resolve areas of difficulty while recognizing their positive assets. Of particular interest is assisting couples, families, and children to work together to be more successful in school, work, and their relationships. Counseling services are available in English and Spanish, Mondays through Thursdays as weekly sessions with specific emphasis on improving the child's academic, behavioral, and social functioning while addressing individual and family difficulties through counseling and mutual problem solving. Clinicians are advanced graduate students who are enrolled in the School-Based Family Counseling (SBFC) Program at Cal State L.A. and directly supervised by CCOE's licensed counseling faculty. These students are earning their Masters of Science degree in Marriage and Family Therapy (MFT) and their Pupil Personnel Services (PPS) credential in School Counseling with advanced authorization in Child Welfare and Attendance.

The clinic's capacity to provide "cutting edge" training services to EDSC's undergraduates and graduates cannot be overstated. The clinic's videotaping and direct observation capabilities are unique to many graduate training programs in California. This opportunity is instrumental in the growing reputation of the SBFC Program as a preeminent program in the training of school-focused family therapy skills in California. The clinic was highlighted in national and international publications regarding the SBFC graduate program (e.g. The International Journal for School-Based Family Counseling). **This resulted in an average of over 100 applications to the SBFC Program each year and a very high graduation rate (over 95%) and employment by graduates.** The clinic enables students to accelerate in learning critical counseling skills and Special Education in "real-life" situations that directly transfer to high effectiveness in current and future employment settings. This effectiveness has been a critical contribution to the improvement of public schools and agencies surrounding Cal State L.A.



*Dr. Michael Carter coordinating a mock counseling session*



# Ed.D. IN EDUCATIONAL LEADERSHIP

The Ed.D. Program in Educational Leadership celebrated its fifth year in 2013-2014. Enrolling its inaugural cohort in Fall 2009 during the height of the national economic crises, the Ed.D. Program continued to fulfill its mission to deliver high quality doctoral education to its students in spite of tough times.

## GRADUATION RATES

The graduation rate of the first cohort is currently at 75% with two more students from Cohort 1 on schedule to complete the doctoral program in Fall 2014 which will bring **the graduation rate of the inaugural cohort to 85%, far higher than the national average for completion of doctoral degrees.** In 2013-2014, the Ed.D. program had 40 students enrolled at different stages of doctoral study. Student research topics range from early childhood teachers' perceptions of young children's social-emotional development to African American males pursuing STEM majors in college to the use of new technologies in language arts instruction.

## CARNEGIE PROJECT ON THE EDUCATION DOCTORATE

In the past year, the Ed.D. program joined the Carnegie Project on the Education Doctorate (CPED), an international consortium of campuses offering professional doctorates in educational leadership. The CPED association allows the Ed.D. program to engage with other doctoral programs on strategies for program improvement and curricular innovation.

## SPECIAL EVENTS

On May 31, 2014, **the Ed.D. program hosted the first "Southern California CSU Ed.D. Research Symposium" at Cal State L.A.'s Golden Eagle Ballroom. Seven CSU campuses participated and 140 Ed.D. students and faculty attended the all-day event, with research presentations by fourteen Cal State L.A. Ed.D. students and graduates.**



*Southern California Ed.D. Research Symposium*

## Ed.D. EDUCATIONAL LEADERSHIP- DOCTORATE STUDENT AWARDEES 2013-2014

Student	Title of Dissertation
Eddie Lopez	The Effectiveness of University Programs, Services, and Practices that Impact Retention of Veteran Students
Kelli Kotowski	The Calling Canvas, Weaving together Words and Images: A Narrative Inquiry Into the Creative Voice of Students with Autism Participating in Creative Lunchtime Sessions
Manuel Alvarez	A California Mayor's Bid to Improve the City's Schools: A Study of the Reform He Implemented
Marisa Meyka	Passports into dominant Society: An Examination of GEAR UP Cultural and Social Capital Experiences on Student Trajectories and College Participation
Zara Agvanian	Held Back: The Impact of Curricular and Pedagogical Factors on the Tested Achievement in High School Mathematics



# Ph.D. IN SPECIAL EDUCATION

Partnered with the University of California, Los Angeles, the Division of Special Education and Counseling offers a joint-doctoral program in special education. Students pursuing this program are carefully prepared to become leaders in the field of special education, pursuing careers as university faculty engaging in teacher education and research, or as researchers or administrators in federal, state, or local education agencies or research organizations.



*Special Education & Counseling Faculty*

## ENROLLMENT & STUDENT DEMOGRAPHICS

In 2013-2014, there were 20 students in the program with 30% Hispanics, 5% African Americans, 65% Whites, and 10% with a disability. In June 2014, four students graduated from the program. In fall 2014, four new students have been accepted and will start the program.

## GRADUATION RATES

From its inception in 1969 through the 2009-10 school year, **80% of the students accepted into the program have graduated with a Ph.D. in SPED. Four additional students that entered in 2009-10 will graduate this coming school year making the percentage of graduates with Ph.D.s 85%.**

## EMPLOYMENT OF GRADUATES

The Division of Special Education and Counseling works diligently to ensure the success of its students in the doctoral program and has compiled employment information on 34 of its graduates. **Currently, 74% have or are retired from full-time or part-time SPED faculty positions in Institutions of Higher Education (IHEs).** Twenty-one graduates are (or have been) faculty at CSU campuses. The Division of Special Education and Counseling is proud to report one graduate is a school of education dean, one is an associate dean, and one is the education chair at CSU campuses. Seven graduates are administrators in P-12 local education agencies (LEAs) or nonpublic school (NPS)/agency. Finally, two graduates are special education directors in LEAs; one is a principal of a NPS; and another is a clinical director of an autism clinic.



*Student Success in Ph.D. Program*

## Ph.D. SPECIAL EDUCATION- DOCTORATE STUDENT AWARDEES 2013-2014

Student	Title of Dissertation
Clare Larkins	Friendship in Children with Anxiety Disorders: A Longitudinal Examination
Jenny Quan	Reading Achievement for Students with Autism and Students with Learning Disability: A Comprehensive Examination of the Five Key Areas of Reading
Marilyn VanDyke	The Therapeutic Process and Outcome during Cognitive Behavioral Therapy for Children with Anxiety and Autism Spectrum Disorders
Renee Polanco Lucero	Implementing Listening and Spoken Language Intervention for Children with Hearing Loss in the Public School Setting



## CONFERENCE PRESENTATIONS GIVEN BY DOCTORAL STUDENTS

### ◆ Anna Osipova

Haager, D. and Osipova, A. (2014). *Academic Language Instruction within the Context of Social Studies: Improving Quality of Teaching through Coaching and Video Self-Reflection*. Presented as a part of a panel on coaching at the Pacific Coast Conference, San Diego, CA.

### ◆ Fahad and Faisal Alnemary

Alnemary, F., Gharapetian, L., Wallace, M., Yassine, J., & Alnemary, F. (2014, May). *Application of Pyramidal Training Model on the Implementation of Trial-based Functional Analysis*. The 40th Annual Convention of the Association for Behavior Analysis International. Chicago, IL.

Alnemary, F., & Alnemary, F. (2014, May). *What Intervention Do Arabic Websites Promote for Autism Spectrum Disorders?* The 40th Annual Convention of the Association for Behavior Analysis International. Chicago, IL.

Alnemary, F., Gharapetian, L., Wallace, M., & Alnemary, F. (2014, March). *Correct Implementation of Different Variations of Experimental Functional Analysis Methodology: Ethical and Practical Guidelines*. Workshop. California Association for Behavior Analysis. San Francisco, CA.

Alnemary, F. and Alnemary, F. (2014, January) *What do Arabic Websites Say About Autism? A Preliminary Analysis*. the 8111 Annual UCSPEDDR Research Conference. Santa Barbara, CA.

Alnemary, F. and Alnemary, F. (2013, December). *My Child, Why does he scream, cry and hit? How to deal with challenging behaviors (Workshop for Parents)*. Jeddah Autism Center. Jeddah, Saudi Arabia.

Alnemary, F. and Alnemary, F. (2013, December). *My Child, Why does he scream, cry and hit? How to deal with challenging behaviors (Workshop for Parents)*. The 2nd Symposium for Experiences Exchange in Autism. Riyadh, Saudi Arabia.

Alnemary, F. and Alnemary, F. (2013, December). *What do Arabic Websites Say About Autism? A Preliminary Analysis*. The 2nd Symposium for Experiences Exchange in Autism. Riyadh, Saudi Arabia.

### ◆ Janelle Lawson

Lawson, J. (2014). *Mental Health Services for Students with Disabilities in California: Service Provision After the Repeal of AB 3632*. Poster presented at the University of California Center for Research in Special Education, Disabilities, and Developmental Risk Annual Conference. Santa Barbara, CA.

### ◆ Jolan Smith

Smith, J. (2014, April). *Building a strengths-based theory of African American parental involvement in special education*, Poster presentation at the Council for Exceptional Children (CEC) Annual Convention, Philadelphia, PA.

Smith, J. (2013, December). *Using Grounded Theory to Re-Define African American Parental Involvement in Special Education*. Concurrent session at the T ASH National Convention, Chicago, IL.

Smith, J. (2013, July). *Using grounded theory to re-define African American parental involvement in special education: A preliminary analysis of low-income mothers*. Office of Special Education Programs (OSEP) Project Director's Meeting, Washington, DC.

### ◆ Patricia Carroll

Carroll, P.E. (2014, June) *Classification models and English learner redesignation: High-performing students left behind?* Paper presented at the UCLA Research and Inquiry Conference hosted by the Graduate School of Education and Information Studies in Los Angeles, CA.

Carroll, P.E. (2014, April) *Multiple cutoffs, Multiple decision rules: The role of measurement error in Title III programs*. Paper presented at the Division D Invited Graduate Student Roundtable at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Carroll, P.E., & Bailey, A.L. (2014, April) *Classification models and English learner redesignation: High-performing students left behind?* Paper presented at the National Council on Measurement in Education Annual Meeting, Philadelphia, PA.

## SPECIAL AWARDS AND GRADUATE FELLOWSHIPS 2013-2014

Student	Award Description	Award Type
Anna Osipova	Chancellor's Doctoral Incentive Program Mini-Grant Recipient	Grant
Anna Osipova	Regents Stipend, UCLA	Stipend
Janelle Lawson	California Council for Exceptional Children Student Scholarship	Scholarship
Janelle Lawson	Summer Research Mentorship, UCLA	Fellowship
Jennifer Cmar	Doctoral Fellowship, National Leadership Consortium in Sensory Disabilities, Salus University, Elkins Park, PA	Fellowship
Kate Reidell	2013-2014 Philip and Aida Siff Educational Foundation Scholarship	Scholarship
Patricia Carroll	UCLA Research & Inquiry Conference Paper Award, Second Place	Award
Robyn Herrera	Chancellor's Doctoral Incentive Program Mini-Grant Recipient	Grant
Robyn Herrera	Doctoral Fellowship, National Leadership Consortium in Sensory Disabilities, Salus University, Elkins Park, PA	Fellowship

# CCOE EVENTS AND HIGHLIGHTS

## ◆ DISTINGUISHED EDUCATORS AWARD DINNER — NOVEMBER 1, 2013

The CCOE hosted its 24<sup>th</sup> Annual Distinguished Educators Award Dinner at Cal State L.A. The event recognizes and celebrates the professional achievements of highly accomplished educational leaders in the community. In addition, the event provides the CCOE an opportunity to raise money for student scholarships and faculty professional development. This year, the event honored four individuals: **Dr. Angel Barrett**, Lead Instructional Director of the Division of Intensive Support and Intervention at the Los Angeles Unified School District; **Dr. Laura Tellez-Gagliano**, Superintendent of the Alhambra Unified School District; **Susan Wang**, Principal of Broadway Elementary School; and **Dr. Mary Falvey**, Professor Emeriti at Cal State L.A. With the support of all attendees, the CCOE raised nearly \$40,000 at the 24<sup>th</sup> Annual Distinguished Educators Award Dinner.



*24th Annual Distinguished Educators Award  
Dinner Honorees*



*Honoring Former Dean, Dr. Mary Falvey, with the  
Distinguished Service Award*

## ◆ CCOE SAW RETREAT — DECEMBER 6, 2013

The SAW chairs, **Drs. Michele Wallace** and **A.Dee Williams**, led this retreat, which embodied the concept of “Community Engaged Collaboration through Teaching, Learning, Research, and Service.” SAW retreats are held annually to focus on re-conceptualizing the CCOE based on a transdisciplinary center model. From this SAW retreat, faculty and staff indicated each of the connected and interdependent centers meet a specific need of the community and work in collaboration with the local community towards its vision of ever-evolving definition. The following centers were created: the Center for the Actualization of Transformative Education, the Center for the Advancement of STE(A)M Education, the Center for Assessment and Intervention Planning, the Center for Engaging Language and Literacies, and the Center for the Advancement of 21<sup>st</sup> Century Schools and Global Education. The SAW committee intends to build on existing strengths of the CCOE by invigorating the faculty, staff, and students, centralizing the centers, and providing direct connection between coursework and center projects.



*SAW Chairs: Drs. Michele Wallace and A.Dee. Williams*

## ◆ RICK HOHN ART UNVEILING CEREMONY — DECEMBER 12, 2013

Created by renowned artist **Rick Hohn**, the “**Victorious Struggle**” art piece was officially installed at the main entrance of Cal State L.A.’s Martin Luther King Hall. The artwork vividly captures the daily challenges individuals with physical disabilities encounter. Hohn was born with cerebral palsy himself and has limited use of his limbs, which requires him to paint with a brush in his mouth. The eight-foot mural depicts seven progressive scenes and illustrates his friend’s strength in overcoming insurmountable odds and daily struggles as a result of his acute paralysis.





The artwork was a special donation to the CCOE by its own professor of Special Education and Physical & Health Impairments, **Dr. Sherry Best** and her husband, **John Best**. Dr. Best first met Rick at a professional conference, where he was representing Dynavox Technologies, a business that provides communication systems for those who do not have functional speech. The official artwork installation began with a formal ceremony and President Covino, Provost Ashish Vaidya, academic deans, administrators, and community partners alike all attended this historical event.



Rich Hohn's "Victorious Struggle" Art Piece Unveiling Ceremony

#### ◆ CCOE HONORS CONVOCATION — APRIL 25, 2014

For the first time in several years, the CCOE's college reception for the 2014 Honor's Convocation was held outdoors to ensure adequate space for honorees, families/guests, and faculty from all three divisions could be recognized together. Gratefully, the light rain held off just long enough to recognize each recipient. The following table depicts the types and number of awards given at the 2014 Honor's Convocation ceremony:

2014 Honors Convocation	
Scholarships	62
Honors At Entrance	4
Dean's List	47
Special Recognition in Graduate Studies	144
Division Honors	74
Total Awards	331
Total Enrollments	1,481
Percentage of Honors Awarded*	22%

\* This calculation is the number of honors awarded (not individual students) as a percentage of the total enrollment.

#### ◆ CCOE SPRING LUNCHEON — JUNE 11, 2014

The CCOE hosted its annual spring luncheon, which focused on recognizing the tremendous efforts of the college's faculty and staff. Faculty and staff attended the appreciation luncheon, where SAW chairs, **Drs. Michele Wallace** and **A. Dee Williams**, served as masters of ceremony. **Dean Hyun** provided an honorary speech that emphasized the CCOE's outstanding accomplishments over the years and the collaborative participation and dedication of all faculty and staff in serving students and communities.

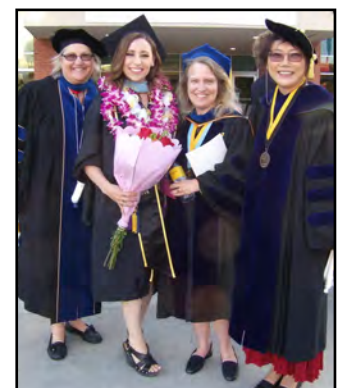
#### ◆ CCOE COMMENCEMENT — JUNE 15, 2014

With the start of the new University President, **Dr. William A. Covino**, Cal State L.A. began planning for individual college commencement ceremonies for the very first time. Under the leadership of Co-Chairs **Drs. Andrea Zetlin** and **Leila Ricci** and CCOE Lead Faculty Marshall, **Dr. Lori Kim**, the CCOE Commencement Planning Committee organized a student-centered event that was enjoyed by undergraduate and graduate students and their families and guests. Each graduate had his or her name read and walked across the podium to be greeted by **Dean Hyun** and **President Covino**. Faculty hooded master's degree and doctoral candidates. **Douglas Zamora**, master's degree



2014 CCOE Commencement Graduates

candidate, was selected as the student speaker for the ceremony and gave an inspirational speech, encouraging all graduates to challenge barriers before them to reach for their dreams.



Elizabeth Velasco celebrates earning her M.S. Degree in Rehabilitation Counseling

# DEVELOPMENT AND FUNDRAISING

To fulfill its mission of producing high-quality education professionals, the CCOE relies on generous financial support from alumni, friends, faculty, corporations, and foundations. Through this vital assistance, the CCOE is able to support the innovative teacher preparation, counseling, and educational administration programs being developed and implemented each day to better serve the school children of Los Angeles and communities across the country. Many of these committed programs that are in need of philanthropic support include:

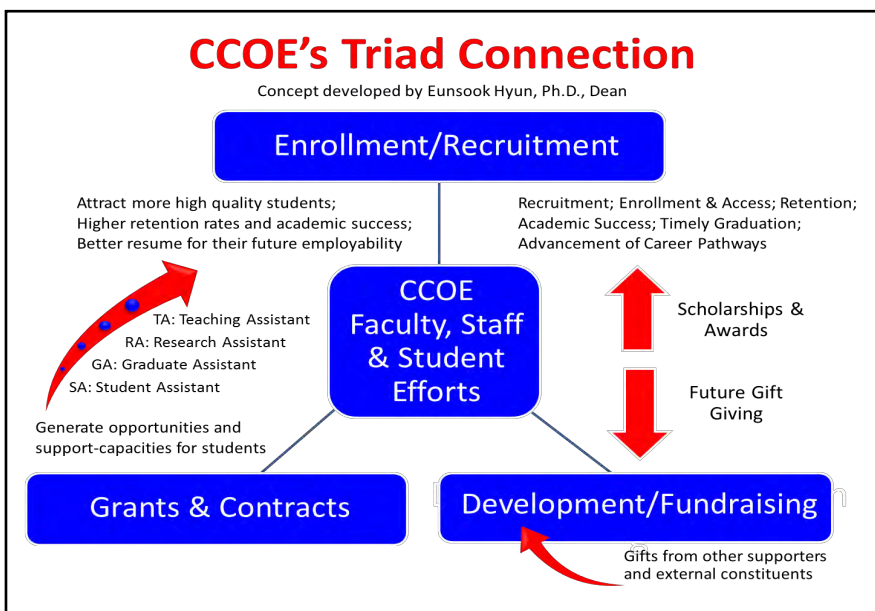
- ◆ C. Lamar Mayer Center
- ◆ Multiple Subject Credential
- ◆ Principal Residency
- ◆ Reading and Writing Center
- ◆ Rehabilitation Services
- ◆ School-Based Family Counseling
- ◆ Single Subject Credential
- ◆ Teacher Preparation Residency (LAUTR)
- ◆ TESOL
- ◆ Urban Learning

Our sincere thanks goes to all donors and volunteers whose general contributions throughout 2013-2014 helped make these achievements possible. Each gift, from a modest donation to an ample endowment, is essential to maintaining our high standards and commitment to serve all children, youth, and their families.

## FRIENDS OF THE CHARTER COLLEGE OF EDUCATION

The **Friends of the Charter College of Education** was founded in 1978 to support the CCOE at Cal State L.A. For more than 35 years, the Friends strove to advance the vision and mission of the college by raising funds to promote student scholarships and faculty development. The Friends also serves as an advisory group for the CCOE and its membership is comprised of individuals who truly care about the preparation of educators. Through annual fundraising events, including the Day of the Educators event in the Spring and the Distinguished Educators Award Dinner event in the Fall, and individual gifts, the Friends extend their support by sponsoring events that serve to enhance education and the art of teaching. **This past 2013-2014 academic year, the Friends provided over \$16,000 in scholarship awards to support twenty-six credential students.**

**Membership in the Friends** is open to all who are interested in supporting the work of the CCOE, including: university faculty, administrators, current students, alumni, and community members. Members will also receive invitations to annual events sponsored by the Friends, as well as other university sponsored events. Faculty Professional Development is also supported by the Friends financial contributions, which enables faculty to attend conferences and workshops to enhance their instruction and collaboration efforts.



*The concept of CCOE's Triad Connection serves to illuminate pathways that strengthen student success and future donor support for the Charter College of Education.*





## CHARTER COLLEGE OF EDUCATION SCHOLARSHIPS

Endowed scholarship funds were created by forward-looking donors who are dedicated to ensuring that the CCOE's tradition of developing highly effective instructors, administrators, counselors, and educational technology leaders continues. Endowed scholarship resources are essential to recruiting the best and brightest to the education profession, and the college is fortunate that its donors had the foresight and commitment to create funds to support the college's most promising students. Currently, the **CCOE has 44 different types of endowed scholarships** that generates funds annually to support various scholarship awards for our students:

- ◆ Alice Watkins Scholarship Fund
- ◆ Alpha Psi Chapter, Pi Lambda Theta Fellowship
- ◆ Art Ryskind Scholarship Fund
- ◆ Best Family Endowment
- ◆ Brodwin Family Scholarship
- ◆ C. Lamar Mayer Special Education Fund
- ◆ Carol Smallenburg Fellowship
- ◆ Charlotte & Norman Elder Scholarship Fund
- ◆ Charter College of Education Endowed Fellowship
- ◆ Cleo Cook Memorial Scholarship
- ◆ Daniel Towler Education Foundation Scholarship
- ◆ Dominic Longo Endowed Fellowship
- ◆ Edna Young Scholarship
- ◆ Eduardo Gaytan Scholarship
- ◆ Fred S. Lull Scholarship
- ◆ Friends of the Charter College of Education
- ◆ Georgia-Mae Adams Memorial Scholarship
- ◆ Glenda L. Vittimberga Memorial Scholarship Fund
- ◆ Harry Smallenburg Scholarship
- ◆ Hutto Patterson Scholarship Fund
- ◆ Joey Lopez Endowed Scholarship Fund
- ◆ John A. Greenlee Undergraduate Education Major Scholarship
- ◆ Judy Lynn Griggs Memorial Endowed Scholarship
- ◆ Karen D. Carcel Memorial Award Fund
- ◆ Kimio Matsui Scholarship Fund
- ◆ Lena & Dominic Longo Scholarship
- ◆ Leroy Grant (Tagawa) Scholarship
- ◆ Lorraine Wyler Memorial Scholarship
- ◆ Marcella and Mitchell Johnson Scholarship
- ◆ Margaret A. Thornton Scholarship
- ◆ Marian E. Wagstaff Scholarship
- ◆ Mary Ann Alia Scholarship
- ◆ Mathew Guglielmo Endowed Chair \$77,900
- ◆ Mina Irene Pettijohn Pennick Scholarship
- ◆ Mort Herz Scholarship
- ◆ Nina Elloway Putnam Memorial Award
- ◆ O&M Program Fazzi Family Scholarship
- ◆ Ron Prescott Scholarship
- ◆ Stephen Hollopeter Scholarship
- ◆ Susan Beyer Nichols Fellowship
- ◆ The Dr. Bertram L. Ashe and Dolly D. Ashe Scholarship
- ◆ The Numrich Family Scholarship
- ◆ The Windmueller Family Scholarship
- ◆ Trixie Ann and Delwyn G. Schubert Fellowship in Reading

## 2013-2014 CCOE SCHOLARSHIP AWARDS

This year, 9% of the total enrollment applied for CCOE scholarships. Among them, 86% were awarded with one of the CCOE's scholarships. As a result, **the college awarded over \$91,000 in scholarship awards during the 2013-2014 academic year.**

Total # of Applications	Total # of Awards	Total Award Amount
<b>148</b> (9% of the total enrollment applied for CCOE scholarship programs)	<b>128</b> (86% of the total applicants were awarded with one of the CCOE scholarships)	<b>\$91,216.00</b> (69% out of \$133,161.00)

For more information on obtaining a Friends membership, establishing a scholarship fund or making other types of gifts to the Charter College of Education, contact the CCOE Development Office at (323) 343-4300, or visit us on our webpage at [www.calstatela.edu/ccoe/development](http://www.calstatela.edu/ccoe/development).

# CCOE ALUMNI HIGHLIGHTS

The CCOE continuously supports, mentors, acknowledges, and celebrates its alumni's professional achievements throughout the academic year. This year, CCOE's proud alumni achieved numerous professional milestones and their achievements are listed below:

- ♦ **Greg Akai**, Educational Technology and Leadership alumnus, was accepted into the Ph.D. program in Instructional Technology at the University of Nebraska.
- ♦ **Lilly Lew**, C&I alumnus, was accepted into the Ph.D. program in Education at the University of California, Santa Barbara.
- ♦ **Michael Oshiro**, Ph.D. program in Special Education alumnus, received the Charles E. Young Humanitarian Award at UCLA for his work in tutoring and mentoring young men through the Incarcerated Youth Tutorial Project.
- ♦ **Michael Santos**, Educational Administration alumnus, received the "Teacher of the Year" award from the City of Carson.
- ♦ **Rob Wherley**, Education Specialist Credential Program alumnus, created a reading intervention program at Hillside Education Center, a non-public school in Pasadena that serves many at-risk youth in residential settings.
- ♦ **Teresa Wu**, Educational Technology and Leadership alumnus, has been accepted into the Online Doctor of Education (Ed.D.) for School Leaders at John Hopkins School of Education.

## FEATURED ALUMNI STORIES

### Ph.D. Special Education Alumnus, Michelle Dean



Michelle Dean, Ph.D. program in Special Education alumnus, accepted a tenure-track Assistant Professor position in Special Education at California State University, Channel Islands.

*"During my tenure as a joint doctoral student, there were a number of experiences that helped prepare me for the beginning of my academic career. Teaching graduate level classes and the high quality of mentorship I received at Cal State L.A. were instrumental in training me for a tenure-track assistant professor position in special education at CSUCI. In my first year in the program, I worked as a graduate assistant teaching classes under the advisement of Dr. Jennifer Symon. Because of this experience, I was given the opportunity to become involved in the teacher education program as an adjunct faculty and as an autism consultant in the C. Lamar Mayer Learning Center at the Charter College of Education. Since then, I have successfully taught classes entitled Educating Students with Autism and Research Methods in Special Education.*

*Throughout the program, the individualized mentorship from Lois Weinberg and Jennifer Symon was a great contribution to my professional development and preparation for a faculty position. Both professors taught me how to teach teachers, were members of my dissertation committee, provided me with opportunities to present my research, and were available to offer feedback and advise me as I embarked on the journey into this exciting career.*

### C. Lamar Mayer Learning Center Reflection Letter, Taylor Stacy

*"Welcome to the C. Lamar Mayer Learning Center and EDSP 407. This is a fantastic program. In fact, it should be a requirement for every teaching credential candidate at every graduate educational institution in California. That is how important this seminar/practicum is to your professional future...Creatively, you have an incredible opportunity here to design your own curriculum, pacing, materials and classroom environment...you are privileged to be at CCOE and privileged to have this opportunity to conduct this practicum and you will definitely be better prepared to go into a daily classroom when you complete this course."*



# STUDENT ACCOMPLISHMENTS

The CCOE is primarily a graduate College of Education that emphasizes student professional engagements in the academic community through **research-based presentations** held at local, state, national, and international level conferences. The following is a list of students who achieved these professional accomplishments during the 2013-2014 academic year.

Student	Presentation Title	Conference
Abdulrahman Sindi	<i>Through the Eyes of Civil Rights Activists</i>	TESOL 2014 International Convention and English Language Expo
Analise Taylor	<i>Russians say Please, Thank you, Welcome Olympics</i>	TESOL 2014 International Convention and English Language Expo
Barry Pohlmann	<i>The Intuitive Core: The Common Core</i>	LAWP Saturday Seminar Series
Dahma Tepas	<i>Cyberbullying</i>	LACOE, Cal State L.A., and Asian Youth Center Community Mental Wellness Conference
Elizabeth Martinez	<i>Parental and Family Involvement – A Key Partner to Successful ELL Students</i>	National Association for Bilingual Education
Eloise Gomez	<i>Writing Odes In The Language Classroom</i>	LAWP Saturday Seminar Series
Heekyoung Lim	<i>Nonnative-English Speaking Teacher Preparation Program in Korea</i>	TESOL 2014 International Convention and English Language Expo
Joshua Steward	<i>Bilingual Effects of Cross-Linguistic Transfer</i>	TESOL 2014 International Convention and English Language Expo
Karla Contreras	<i>Suicide Prevention</i>	LACOE, Cal State L.A., and Asian Youth Center Community Mental Wellness Conference
Katharina Hein	<i>From Disneyland to Wonderland: Analyzing Movie Stereotypes</i>	TESOL 2014 International Convention and English Language Expo
Kathy Mehany	<i>Suicide Prevention And Non-Suicidal Self- Injury</i>	LACOE, Cal State L.A., and Asian Youth Center Community Mental Wellness Conference
Marina Rodriguez	<i>Looking Through Me Through You</i>	LAWP Saturday Seminar Series
Megan Bowe	<i>Relia as Basis for Course Curriculum</i>	TESOL 2014 International Convention and English Language Expo
Miguel Vancini	<i>RAFTing Through History</i>	LAWP Saturday Seminar Series
Nathaniel Sapalicio	<i>Fourteen Simple Steps To Creating Your Own Podcast</i>	LAWP Saturday Seminar Series
Olivia Aguilar, Orlando Centeno, Abdulrahman Sindi	<i>From Online to On the Job: Adult ESL Job Etiquette</i>	Annual Los Angeles Regional Conference of the California Teachers of English to Speakers of Other Language Association
Orlando Centeno	<i>From Online to On the Job</i>	TESOL 2014 International Convention and English Language Expo
Susanna Semerdzhyan	<i>Should I Interrupt?</i>	TESOL 2014 International Convention and English Language Expo
Susanna Semerdzhyan	<i>Should I Wait for My Turn?</i>	TESOL 2014 International Convention and English Language Expo
Veronica Roldan	<i>Bullying</i>	LACOE, Cal State L.A., and Asian Youth Center Community Mental Wellness Conference
Yaxian Wang	<i>Discourse Analysis: Topic Shift in Chinese Conversations</i>	TESOL 2014 International Convention and English Language Expo



# STAFF HIGHLIGHTS

## 2013-2014 SERVICE AWARDEES

During the 2013-2014 academic year, the following staff members were honored with service awards for their dedicated years of service to the Charter College of Education and Cal State L.A.:

Staff	Office	Years of Service
Elizabeth Velasco	Division of Curriculum and Instruction	5
Esther Couttolenc	Dean's Office	20
Karen VonLawn	Division of Applied and Advanced Studies in Education	15
Lauren Haramoto	Office for Student Services	15
Leslie Yamagishi	Associate Dean's Office	5

## 2013-2014 NEW STAFF MEMBERS

The CCOE welcomed **ten new staff members** to its team during the 2013-2014 academic year.

Staff	Office	Position
Agustín Cervantes	Student Services Office and Credential Advisement Center	Director
Amy Huang	Dean's Office	Administrative Support Coordinator
Cathy Morales	Division of Applied and Advanced Studies in Education	Administrative Support Coordinator
Flora Wong	Dean's Office	Administrative Support Assistant
Jacob Garrison	Associate Dean's Office	Assessment Coordinator/Data Analyst
Jamin Butler	CalStateTEACH	Program Coordinator
Joanna Grey-Perez	Student Services Office and Credential Advisement Center	Administrative Support Coordinator
Karina Ocegueda	CalStateTEACH	Credential Analyst
Lucia Smith-Menzies	Division of Special Education and Counseling	Administrative Support Assistant
Mayra Alonzo	Division of Special Education and Counseling	Administrative Support Assistant





# FACULTY HIGHLIGHTS

## A. CCOE's New Tenure-Track Faculty

During the 2013-2014 academic year, the CCOE welcomed two new tenure-track faculty members:

- ◆ **Dr. Allison Mattheis** is a professor in the Division of Applied and Advanced Studies in Education.
- ◆ **Dr. Emily Hernandez** is a professor in the Division of Special Education and Counseling.

## B. 2013-2014 Promotions

The CCOE is proud to celebrate the fine accomplishments of its eight faculty members who earned tenure in 2013-2014. These outstanding achievements are both individual and university-wide successes as the CCOE strives to enhance its faculty capacity to better serve its students and community.

Division	Faculty	Promotion
AASE	Manisha Javeri	Full Professor
C&I	Kimberly Persiani	Full Professor
C&I	Paula Arvedson	Full Professor
EDSC	Cheryl Kamei-Hannan	Associate Professor
EDSC	Jennifer Symon	Full Professor
EDSC	Margaret Garcia	Full Professor
EDSC	Michele Wallace	Full Professor
EDSC	Sheri Atwater	Full Professor

## C. 2013-2014 FERP Faculty

Eleven faculty members retired were enrolled in the Faculty Early Retirement Program (FERP) in 2013-2014.

Division	FERP Faculty
AASE	Chogollah Maroufi
AASE	Penelope Semrau
AASE	Simeon Slovacek
C&I	Andrea Maxie
C&I	Carolyn Frank
C&I	Judith Washburn
C&I	Robert Land
EDSC	Diane Klein
EDSC	George Hong
EDSC	Marcel Soriano
EDSC	Nancy Hunt

## D. Other Professional Awards and Achievements

Faculty	Organization	Description
<b>George Hong</b> (EDSC)	Cal State L.A. & American Psychological Association	Granted emeritus status in Spring 2014 and received the Distinguished Contribution to International Family Psychology Award at the American Psychological Association Convention.
<b>Eunsook Hyun</b> (EDCI)	The Academy of Transdisciplinary Learning & Advanced Studies	Received the ATLAS Basarab Nicolescu Transdisciplinary Science and Engineering Award in June 2014, in recognition of outstanding achievement in transdisciplinary research or education.
<b>Lois Weinberg</b> (EDSC)	Center for Juvenile Justice Reform, Georgetown University	Invited participant as an expert on the education of youth in foster care and the juvenile delinquency systems to the national Crossover Youth Research Roundtable in 2014.
<b>Sharon Ulanoff</b> (C&I)	Bilingual Research Journal	Reappointed to the editorial board of the Bilingual Research Journal.
<b>Sherry Best</b> (EDSC)	Association of Pediatric Hematology Oncology Educational Specialists	Received the 2014 Bridge Award from the Association of Pediatric Hematology Oncology Educational Specialists (APHOES) for her ongoing education of teachers in the field of Physical and Health Impairments.



# FACULTY PUBLICATIONS

## BOOKS



**Brodwin, M. G., Siu, F. W., Howard, J., Brodwin, E. R., & Du, A. T. (Eds.).** (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed.). Athens, GA: Elliott and Fitzpatrick.



**Bush, L., Bush, E., Mitchell, K., A. Majadi, A., & Faraji, S.** (2013). *The plan: A guide for women raising African American boys from conception to college*. Chicago: Third World Press.



**Bush, L., Bush, E., Mitchell, K., A. Majadi, A., & Faraji, S.** (2013). *The plan workbook: A guide for women raising African American boys from conception to college*. Chicago: Third World Press.



**Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.).** (2014). *Teaching English as a second or foreign language* (4th ed.). Boston, MA: National Geographic Learning Heinle Cengage.



**Haager, D., Dimino, J., & Windmueller, M.** (2014). *Interventions for reading success, second edition*. Brookes Publishing Company.



**Hyun, E., Paslack, R. & Stolte, H., (Eds.)** (2014). *Transdisciplinary Interfaces and Innovation in the Lifesciences*. New York: Peter Lang.



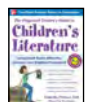
**Kamhi-Stein, L. D. (Ed.)** (2013). *Narrating their lives: Examining English language teachers' professional identities within the classroom*. Ann Arbor, MI: The University of Michigan Press.



**Naimy, B. & Hogel, M. (Eds.).** (2014). *BASIC SPANISH for Orientation and Mobility: A Phrase Book and Dictionary*. New York, NY: AFB Press.



**Persiani, K., Alexander, B, and Springer, S.** (2013). *The creative teacher, 2nd Edition*. Chicago: McGraw-Hill.



**Persiani, K.** (2014). *The organized teacher's guide to multicultural children's literature*. Chicago: McGraw-Hill.



**Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M.** (2013). *Behavior analysis for lasting change* (3rd ed.). Sloan Publishing: Cornwall-on-Hudson, NY.



**Zetlin, A. & Weinberg, L.** (2013). *Placed at risk by the system: The educational vulnerability of children and youth in foster care*. Hauppauge, NY: Nova Science Publishers, Inc.

## BOOK CHAPTERS



**Balfour, G. W., Brodwin, M. G., & Du, A. T.** (2014). Evaluating upper extremity function and impairment. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed., pp. 377-388). Athens, GA: Elliott and Fitzpatrick.



**Barreto, A. D., & Siu, F. W.** (2014). Stroke. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed., pp. 169-180). Athens, GA: Elliott and Fitzpatrick.



**Black, R. D., & Brodwin, M. G.** (2014). Assistive technology and universal design. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed., pp. 389-398). Athens, GA: Elliott and Fitzpatrick.



**Brodwin, M. G.** (2014). Diabetes and chronic kidney disease. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed., pp. 51-63). Athens, GA: Elliott and Fitzpatrick.



**Brodwin, M. G., & Brodwin, S. K.** (2014). A case study approach, rehabilitation intervention, and the medical specialties. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed., pp. 1-15). Athens, GA: Elliott and Fitzpatrick.



**Brodwin, M. G., & Orange, L. M.** (2013). Attitudes toward disability. In J. D. Andrew & C. W. Faubion (Eds.), *Rehabilitation services: An introduction for the human services professional* (3rd ed., pp. 164-185). Linn Creek, MO: Aspen Professional Services.



**Castro-Atwater, S. A.** (2014). Cultural Characteristics of Mental Health Service Delivery. In Cousins, L., and Golsom, J.G. *Encyclopedia of Human Services and Diversity*. New York: Sage Publications.



**Clawson, L. R., & Brodwin, M. G.** (2014). Orthotics, amputation, and prosthetics. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed., pp. 353-366). Athens, GA: Elliott and Fitzpatrick.



**Haagar, D., Givner, C. C., & Brodwin, M. G.** (2014). Learning disabilities. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed., pp. 317-328). Athens, GA: Elliott and Fitzpatrick.



**Hyun, E.** (2013). Engineering transdisciplinarity in university academic affairs: Challenges, dilemmas, and progress. In B. Nicolescu, & A. Ertas (Eds.), *Transdisciplinary Theory and Practice*, Chapter. 6, 89-105. ATLAS.



**Hyun, E.** (2014). Taking a transdisciplinary approach to the life sciences. In E. Hyun, R. Paslack, & H. Stolte (Eds.), *Transdisciplinary Interfaces and Innovation in the Lifesciences* (pp.11-23). New York: Peter Lang.



**Kamhi-Stein, L. D.** (2013). Beyond individual stories and on to the classroom: Pedagogical practices that draw on the teachers' identities. In L. D. Kamhi-Stein (Ed.), *Narrating their lives: Examining English language teachers' professional identities within the classroom* (pp. 106-122). Ann Arbor, MI: University of Michigan.



**Kamhi-Stein, L. D.** (2013). From the language classroom to the teacher preperation classroom: Using narratives to promote teacher reflection. In L. D. Kamhi-Stein (Ed.), *Narrating their lives: Examining English language teachers' professional identities within the classroom* (pp. 123-130). Ann Arbor, MI: University of Michigan.



**Kamhi-Stein, L. D.** (2013). Introduction. In L. D. Kamhi-Stein (Ed.), *Narrating their lives: Examining English language teachers' professional identities within the classroom* (pp. 1-17). Ann Arbor, MI: University of Michigan.



**Kamhi-Stein, L. D.** (2014). Nonnative English-speaking professionals. In M. Celce-Murcia, M. A. Snow, & D. Brinton (Eds.), *Teaching English as a second or foreign language* (pp. 586-600). Boston, MA: Heinle Cengage.



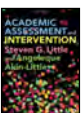
**Kamhi-Stein, L. D.** (2013). The sound of music to the sound of silence and back: Language learning, teaching, and identity. In L. D. Kamhi-Stein (Ed.), *Narrating their lives: Examining English language teachers' professional identities within the classroom* (pp. 18-26). Ann Arbor, MI: University of Michigan.



Lane, K. L., **Menzies, H. M.**, Oakes, W. P., & Kalberg, J. R. (2013). Positive behavior support: A framework for preventing and responding to learning and behavior problems. In M. Tankersley & B. Cook (Eds.), *Research-based practices in special education* (127-140). Boston, MA: Pearson.



Lane, K. L., **Menzies, H. M.**, Oakes, W. P., Zorigian, K., & Germer, K. A. (2014). Professional development in EBD: What is most effective in supporting teachers. In P. Garner, J. Kauffman, & J. Elliott (Eds.), *The SAGE handbook of emotional and behavioural difficulties* (2nd Edition) (pp. 251 – 293). Thousand Oaks, CA: Sage.



Lane, K. L., Oakes, W. P., **Menzies, H. M.**, & Germer, K. (2014). Increasing instructional efficacy: A focus on teacher variables. In S. G. Little & A. Akin-Little (Eds.), *Academic assessment and intervention* (pp. 300-315). New York, NY: Routledge.



Lane, K. L., Oakes, W. P., **Menzies, H. M.**, Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior problems. In T. Cole, H. Daniels, & J. Visser (Eds.), *The Routledge international companion to emotional and behavioural difficulties* (pp. 177 – 183). NY, NY: Routledge.



Marshall, C., **André-Bechely, L.** & Midkiff, B. C. (2014). Binders of women and the blinders of men: Feminism and the politics of education. In Cooper, B., Fusarelli, L. & Cibulka, J. (Eds.). *Handbook of Education Politics and Policy* (2nd ed). New York: Routledge.



Oakes, W. P., Lane, K. L., Magrane, A. E., **Menzies, H. M.**, & Wehby, J. (2013). Family environment as a predictor of behavioral competencies in the early elementary years. In H. Switzer & D. Foulke (Eds.), *Kindergartens: teaching methods, expectations and current challenges* (pp. 141 – 160). Hauppauge, NY: Nova Publishers.



Payo, F., & **Siu, F. W.** (2014). Addictions and Related Disorders. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed, pp. 295-316). Athens, GA: Elliott and Fitzpatrick.



**Peterson, D. B.** & Hong, G. (2014). Psychiatric diagnoses. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, A.T. Du (Eds.), *Medical, psychosocial, and vocational aspects of disability* (4th ed.) (p. 269-284). Athens, GA: Elliott & Fitzpatrick, Inc.



**Peterson, D. B.**, & VanVleet, T. (2014). Neurological diagnoses. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, A.T. Du (Eds.), *Medical, psychosocial, and vocational aspects of disability* (4th ed.) (p. 193-204). Athens, GA: Elliott & Fitzpatrick, Inc.



**Siu, F. W.**, & Brodwin, E. R. (2014). Human Body Systems. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed, pp. 17-36). Athens, GA: Elliott and Fitzpatrick.



**Siu, F. W.**, & Brodwin, M. G. (2013). Abuse and neglect of people with disabilities. In J. D. Andrew & C. W. Faubion (Eds.), *Rehabilitation services: An introduction for the human services professional* (3rd ed, pp. 146-163). Linn Creek, MO: Aspen Professional Services.



**Siu, F. W.** & Franco, J. H. (2014). Autism Spectrum Disorder. In M. G. Brodwin, F. W. Siu, J. Howard, E. R. Brodwin, & A. T. Du (Eds.). (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed, pp. 343-351). Athens, GA: Elliott and Fitzpatrick.



**Snow, M. A.** (2013). Content-based language instruction and content and language integrated learning. *The Encyclopedia of Applied Linguistics* (pp. 693-712). Malden, MA: Blackwell.



**Snow, M. A.**, & Katz, A. M. (2013). Assessing language and content. In A. J. Kunnan (Ed.), *The companion to language assessment* (pp. 230-247). Malden, MA: Wiley-Blackwell.



**Ulanoff, S. H.** (2013). California's implementation of Proposition 227–Focus on teacher education. In G. McField. (Ed.). *The miseducation of English learners: A tale of three states and lessons to be learned*. Charlotte, NC: Information Age.





## RESEARCH ARTICLES & MONOGRAPHS

**Arvedson, P.** (2013). Language and math in early childhood education: Implications for math instruction for children with specific language impairment. *International Journal of Early Childhood Education*, 20, 121-132.

**Best, S. J.** (2013). Past, present, and future perspectives in physical, health, and multiple disabilities. *Physical Disabilities: Education and Related. Journal of the Council for Exceptional Children*, 32, 1-70.

**Black, R. D., Weinberg, L. A., & Brodwin, M. G.** (2014) Universal Design for Instruction and Learning: A Pilot Study of Faculty Instructional Methods and Attitudes Related to Students with Disabilities in Higher Education. *Exceptionality Education International*, 24, 48-64.

**Bush, L., & Bush, E.** (2013). God bless the child who got his own: Toward a comprehensive theory for African American boys and men. *The Western Journal of Black Studies*, 37(1), 1-13.

**Bush, L., & Bush, E.** (2013). Introducing African American male theory (AAMT). *Journal of African American Males in Education*, 4(1), 1-12.

**Castaneda, M.** (2013). The people of Central America, and the importance of recognizing them as distinct U.S. immigrants. *National Social Sciences Association Proceedings*, 54(2).

**Castaneda, M., Batech, J., & Heyliger, W.** (2013). Areas of cross-cultural difference in the workplace. *Journal of International Education Research*, 9(2), 41-45.

**Castaneda, M., & Batech, J.** (2013). Strategies for multicultural management: Communication and a common set of values. *Journal of International Education Research*, 9(1), 41-45.

**Castaneda, M., & Lew, L.** (2013). The Latinization of the United States: How the Latino population will change and re-enforce mainstream American culture. *National Social Science Association Proceedings*, 52(2).

**Castro-Atwater, S. A.** (2013). Establishing a SUCCESS-ful school counseling program through university-community collaboration. *Journal of Instructional Psychology*, 40(1).

**Chen, P., & Dong, J.** (2014). A case study: How collaborative PBL affects learning of minority students in engineering courses at senior level. *Proceeding of American Society of Engineering Education Annual Conference*, Indianapolis, IL.

**DeBernardis, G., Hayes, L. J., & Fryling, M. J.** (2014). Perspective-taking as a continuum. *The Psychological Record*, 64, 123-131.

**Fryling, M. J.** (2013) Philosophy, theory, and the practice of applied behavior analysis. *European Journal of Behavior Analysis*, 14, 45-54.

**Fryling, M. J.** (2014). Contextual intervention for caregiver non-adherence with behavioral intervention plans. *Child & Family Behavior Therapy*, 36, 191-203.

**Fryling, M. J., & Hayes, L. J.** (2013). Observing our thoughts. *Proceedings of the Behaviorism at 100 Conference*, 50-51.

**Fryling, M. J., & Hayes, L. J.** (2014). An interbehavioral investigation of remembering interactions. *The Psychological Record*, 64, 1-11.

**Haager, D. & Vaughn, S.** (2013). Common core standards and students with learning disabilities: Special issue. *Learning Disabilities Research and Practice*, 28(1), 1-4.

**Haager, D. & Vaughn, S.** (2013). The common core state standards and reading: Interpretations and implications for elementary students with learning disabilities: Special Issue. *Learning Disabilities Research and Practice*, 28(1), 5-16.

**Hayes, L. J., & Fryling, M. J.** (2014) Motivation in behavior analysis: A critique. *The Psychological Record*, 61, 339-347.

**Holme, J.J., Finnigan, K.S., Orfield, M., Luce, T., Diem, S.L., Mattheis, A., & Hylton, N.** (2014). Understanding regional educational policy: A comparative analysis of Rochester, Omaha, and Minneapolis' inter-district arrangements. *Educational Policy*.

**Javeri, M.** (2014). Synergistic integration of educational technology, peace and environmental studies for post-war reconstruction-redevelopment in Africa. *Journal of Training and Development*.

**Kurata, E. T., & Brodwin, M. G.** (2013). Business as unusual: Employment practices and employees with disabilities. *Education*, 134(2), 240-243.

**Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J.** (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction*, 7, 6-31.

**Lane, K. L., Oakes, W. P., Menzies, H. M., Oyer, J., & Jenkins, A.** (2013). Working within the context of three-tiered models of prevention: Using schoolwide data to identify high school students for targeted supports. *Journal of Applied School Psychology*, 29, 203-229.

**Larios, R. & Zetlin, A.** (2013). Parental involvement and participation of monolingual and bilingual Latino families during individual education program meetings. *Journal of Education Research*, 6(3), 279-298.

**Martinez, E. & Ulanoff, S. H.** (2013). Latino parents and teachers: Key players building neighborhood social capital. *Teaching Education*, 24(2), 195-208.

**Mattheis, A., Jensen, M., Ingram, D. and Jackson, J.** (2014). Examining high school anatomy and physiology teacher experience in a university cadaver lab. *International Journal of Science and Mathematics Education*, 1-25.

**Mattheis, A. & Yoder, J.B.** (2014). Queer in STEM: National study overview and implications for higher education. *NASPA Excellence in Practice Knowledge Communities Publication*.

**McCormick, J. Hafner, A. & Saint-Germain, M.** (2013). From high school to college: Teachers and students assess the impact of an expository course on college readiness. *Journal of Educational Research and Practice*, 3(1), 30-49.

**Ricci, L.A. & Zetlin A.G.** (2013). Interweaving teaching and emotional support for novice special educators in alternative certification programs. *Journal of the National Association of Alternative Certification*, 8(2), 23-40.

**Seubert, C., Fryling, M. J., Wallace, M. D., Jimenez, A., & Meier, A. E.** (2014). Antecedent interventions for childhood feeding disorders. *Journal of Applied Behavior Analysis*, 47(2), 449-453.

**Siu, F. W., Brodwin, M. G., Huang, I. C., Brodwin, E. R., & Kier, C.** (2014). International collaborative cross-cultural teaching project: United States and Taiwan. *Journal of Applied Rehabilitation Counseling*, 45(2), 39-45.

**Slovacek, S.P., Whittinghill, J., Flenoury, L. & Lee, YL** (2014). The impact of graduate-level structured research programs on degree attainment and doctoral study. *Journal of Education and Human Development*, 3(1), 27-54.





# FACULTY PRESENTATIONS

Faculty	Presentation Title	Presentation Description
Allison Mattheis (AASE)	<i>Leadership Lessons for Policy and Practice from School District Diversity and Equity Directors</i>	<u>National Level</u> : Presented at the Annual Convention of the University Council on Educational Administration. Indianapolis, IN, November 2013.
Allison Mattheis (AASE)	<i>Lessons for Educational Practice and Policy from a National Survey of LGBTQ Individuals in STEM.</i>	<u>National Level</u> : Presented at Annual Meeting of the American Educational Research Association. Philadelphia, PA, April 2014.
Allison Mattheis (AASE)	<i>School District Diversity and Equity Leadership: A Statewide Case Study of Integration Policy Enactment.</i>	<u>National Level</u> : Presented at Annual Meeting of the American Educational Research Association. Philadelphia, PA, April 2014.
Lia Kamhi-Stein (AASE)	<i>Academic Session of the Teacher Education Interest Section, Evolving Identities, Evolving Agenda</i>	<u>International Level</u> : Teachers of English to Speakers of Other Languages (TESOL) 2014, Portland, OR.
Lia Kamhi-Stein (AASE)	<i>Language Teachers Professional Identities and Their Pedagogical Practices</i>	<u>State Level</u> : Paper presented at the annual state conference of the California Teachers to Speakers of Other Languages (CATESOL), October 2013, San Diego, CA.
Lia Kamhi-Stein (AASE)	<i>Participant, Colloquium titled "Making Waves: Advocates for Equity in TESOL"</i>	<u>State Level</u> : Participant at the annual state conference of the California Teachers to Speakers of Other Languages (CATESOL), October 2013, San Diego, CA.
Lois Andre-Bechely (AASE)	<i>Binders of Women and the Blindness of Men: Feminist Critique of Education Policy Education</i>	<u>National Level</u> : Presented at the AERA Annual Meeting in 2014 in Philadelphia with coauthors Catherine Marshall and Brooke Midkiff from the University of North Carolina at Chapel Hill, NC.
Lois Andre-Bechely (AASE)	<i>Textual Analysis in Institutional Ethnography</i>	<u>National Level</u> : Institutional Ethnography Workshop at annual meeting of the Society for the Study of Social Problems. New York City, August 2013.
Manisha Javeri (AASE)	<i>Educating for Informed Participation in the Move Towards Environmental Sustainability.</i>	<u>National Level</u> : M. Javeri, C. Johnston, I. Osisioma, E. Arias, & A. Almarakshi. Presentation at the North American Association for Environmental Education (NAAEE). Baltimore, MD, October 2013.
Pearl Chen (AASE)	<i>American Graduate Education: A Guide for Asian International Students.</i>	<u>International Level</u> : Invited lecturer at Chinese Culture University. Taipei, Taiwan, July 2014.
Pearl Chen (AASE)	<i>Creating a Practice Field with Collaborative Project-based Learning for Minority Engineering Students: A Progress Report</i>	<u>International Level</u> : Presented at the 2013 Annual International Conference of Association of Science Education Taiwan.
Pearl Chen (AASE)	<i>Field Experiences as Legitimate Participation in Instructional Design and Technology</i>	<u>International Level</u> : Presented at the 2013 Annual International Conference of Association of Science Education Taiwan.
Pearl Chen (AASE)	<i>Impact of Collaborative Project-Based Learning on the Self-Efficacy of Urban Minority Students in Engineering.</i>	<u>International Level</u> : Dong, J., & Chen, P. (2014). Invited talk at the Annual American Educational Research Association Meeting, Philadelphia, PA.
Pearl Chen (AASE)	<i>Learning and Training in Complex Enculturating Environments.</i>	<u>International Level</u> : Presented at the 2013 Association for Educational Communications and Technology (AECT) International Convention, Anaheim, CA.
Anna Chee (EDCI)	<i>Supporting ELLs' Access to Academic Language in Complex Texts</i>	<u>State Level</u> : Presentation at the Summer institute for the California Association for Asian and Pacific American Education in Collaboration with Educating Hispanic Students and Preparing Asian Bilingual Teachers Project at CSU Northridge.
Eunsook Hyun (EDCI)	<i>Transdisciplinary Approaches in University Curriculum and Its Challenges</i>	<u>National Level</u> : Invited Speech, International Visiting Scholar Academy, University of Massachusetts, Boston, September 2013.
Eunsook Hyun (EDCI)	<i>What Curriculum IS and DOES: Transdisciplinary Approach in Education.</i>	<u>State Level</u> : Keynote Speech, CAPPAE/ABTEP Consortium Summer Institute. Northridge, CA, August 2014.
Frederick Uy (EDCI)	<i>Common Core Mathematics and ELD Standards, A Successful Partnership</i>	<u>National Level</u> : Presented at the California Association for Bilingual Education meeting in Anaheim, CA in April 2014. This session explores the connections between common core state standards in mathematics and the teaching of English Learners.



<b>Frederick Uy</b> (EDCI)	<i>Parental and Family Involvement, A Key Partner to Successful ELL Students</i>	<u>National Level</u> : Presented for the National Association for Bilingual Education in San Diego, CA in February 2014 about how to involve and empower parents in the education of their children.
<b>Mario Castaneda</b> (EDCI)	<i>The Latinization of the United States: How the Latino Population Will Change and Re-Enforce Mainstream American Culture.</i>	<u>National Level</u> : Presentation at the National Social Sciences Conference. Las Vegas, NV, March 2013.
<b>Mario Castaneda</b> (EDCI)	<i>Who Are the People of Central America, and Why Are So Many Living in the United States?</i>	<u>National Level</u> : Presentation at the National Social Sciences Conference. New Orleans, LA, October 2013.
<b>Paula Arvedson</b> (EDCI)	<i>Young Meteorologist Program</i>	<u>State Level</u> : A session at the California Science Teachers Association's California Science Education Conference, October 2013, for elementary school teachers to help children understand severe weather conditions, hazards, and appropriate responses.
<b>Rebecca Joseph</b> (EDCI)	<i>Communicating their stories: Strategies to Help Students Write Powerful Application Essays.</i>	<u>International Level</u> : College application essay presentation at NACAC. Toronto, Canada, September 2013.
<b>Rebecca Joseph</b> (EDCI)	<i>Transferring With A Plan</i>	<u>National Level</u> : Presented a nationwide webinar for College Week Live about planning for transferring on January 30th.
<b>Sharon Ulanoff</b> (EDCI)	<i>Instructed Heritage Language Speakers</i>	<u>International Level</u> : Paper accepted for presentation at the Second International Conference on Heritage/Community Languages, UCLA, March 2014.
<b>Sharon Ulanoff</b> (EDCI)	<i>The Collective Narratives of Three Equity-Minded Urban Literacy Teachers</i>	<u>National Level</u> : Paper Presented at the Annual Meeting of the National Council for Teachers of English. Boston, MA, November 2013.
<b>Brenda Naimy</b> (EDSC)	<i>AFB English/Spanish Manual for O&amp;M</i>	<u>International Level</u> : Co-presentation with M. Hogel at the 2013 AER International Conference in New Orleans, addressing the need for improved service provision in Orientation and Mobility for visually impaired Spanish-speaking students.
<b>Diane Haager</b> (EDSC)	<i>Literacy Learning Cohorts as a Model of Special Education Teacher Professional Development</i>	<u>National Level</u> : This study determines how to effectively provide ongoing support to teachers following a traditional PD experience that would result in both teacher and student growth.
<b>Diane Haager</b> (EDSC)	<i>Predicting Reading Outcomes for English Language Learners from Early Assessment Tools</i>	<u>National Level</u> : Presents findings from a longitudinal study from kindergarten through 2nd grade.
<b>Jennifer Symon</b> (EDSC)	<i>Incorporating Peers to Improve Communication and Social Skills for Students with Autism</i>	<u>State Level</u> : Presented at the 6th Annual Pivotal Response Training Conference. University of California, Santa Barbara. September, 2013.
<b>Leila Ricci</b> (EDSC)	<i>Developing Collaboration Skills of Teacher Candidates in a Community Learning Center Model</i>	<u>National Level</u> : Presentation at the Hawaii International Conference on Education. Honolulu, HI, January 2013 (with Dr. Andrea Zetlin).
<b>Leila Ricci</b> (EDSC)	<i>Focused Reading and Language Intervention for English Language Learners at Risk for Developing Reading Disabilities</i>	<u>National Level</u> : Poster presented at the Pacific Rim International Conference on Disability and Diversity. Honolulu, HI, May 2014.
<b>Leila Ricci</b> (EDSC)	<i>Teaching Reading to Children with Down Syndrome: What Do Preservice Special Educators Know and Need to Know?</i>	<u>National Level</u> : Presentation at the Pacific Rim International Conference on Disability and Diversity. Honolulu, HI, May 2014.
<b>Michael Carter/ Emily Hernandez</b> (EDSC)	<i>California Chapter of the National Association for Multicultural Education Conference</i>	<u>State Level</u> : Conference: Reclaiming Multicultural Education: Fighting Back, Imagining, and Building Socially Just Worlds. Presentation: School-Based Family Counseling: A Multiculturally Sensitive Approach to Promoting School Success.
<b>Mitch Fryling</b> (EDSC)	<i>J. R. Kantor's Psychological Linguistics</i>	<u>International Level</u> : Conference presentation at the Association for Behavior Analysis International Conference in Merida, Mexico.
<b>Mitch Fryling</b> (EDSC)	<i>Observation of Thoughts</i>	<u>International Level</u> : Conference presentation at the Behaviorism at 100 conference in Parma, Italy. (Second author Linda Hayes).
<b>Sheri Atwater</b> (EDSC)	<i>Confronting Color-Blindness: Teachers, Race, and Teachable Moments in the Classroom</i>	<u>State Level</u> : Symposium chair and presenter at the Western Psychological Association (WPA) Annual Conference, Portland, OR in April 2014.
<b>Sheri Atwater</b> (EDSC)	<i>How Can Special Education and 504 Plans address the Educational Needs of Some Children in Foster Care?</i>	<u>State Level</u> : Addressed over 250 Los Angeles County Multidisciplinary Assessment Team (MAT) assessors on how to navigate the school system, advocate for the needs of foster care children, and obtain information and direction in navigating the special education process.



# FACULTY COMMUNITY ENGAGEMENTS

Faculty	Community Engagement Description
Allison Mattheis (AASE)	Serves as the Cal State L.A. representative on the Marc and Eva Stern Math and Science School (Stern MASS) community council.
Lia Kamhi-Stein (AASE)	Chair, ESL Advisory Committee, Mayflower Elementary School, Monrovia Unified School District.
Lia Kamhi-Stein (AASE)	Chair, Monrovia Unified School District, District Advisory (DAC)/District English Learner Advisory Committee (DELAC) Committee, 2013-present.
Lia Kamhi-Stein (AASE)	Elected Chair of the District English Learner Advisory Committee for the Monrovia Unified School District, CA.
Lia Kamhi-Stein (AASE)	Evaluator, M.A. in English (Applied English Linguistics), Chinese University of Hong Kong.
Lia Kamhi-Stein (AASE)	Member, Editorial Board, The CATESOL Journal and manuscript reviewer for The Canadian Modern Language Journal, Applied Linguistics, and TESOL Quarterly.
Lia Kamhi-Stein (AASE)	Member of the Fulbright English Teaching Assistantships in South America Committee. Fulbright-Hays Program. United States Department of State.
Lia Kamhi-Stein (AASE)	Member, National Screening Committee of the Fulbright U.S. Student Program.
Simeon Slovacek (AASE)	Serves on the following charter school boards: The Accelerated Schools Board of Trustees (Vice President), Inner City Education Foundation Board of Trustees (Secretary) and The School of Arts and Enterprise (Secretary and Treasurer).
Anna Chee (EDCI)	Implements strategies that support English learners at Johh Liechty Middle School (Los Angeles Unified School District) to help students achieve the objectives of the Common Core State Standards.
Darlene Michener (EDCI)	Coordinates the annual School District Fall Literacy Conference, where Cal State L.A. Graduate Reading Program students present workshops for parents/classroom tutors to help them enhance K-5 children's reading and writing skills.
Mario Castaneda (EDCI)	Keynote Speaker at Parent Conferences in Los Angeles Unified School District. Spoke to parents of two Middle schools in Spanish to address what parents can do to help their children.
Paula Arvedson (EDCI)	NASA/JPL, Aerospace Corp, Boeing, MY SPACE Research Team Satellites & Education Conference XXVI, 2013. This is the internationally recognized, premier conference for educators interested in using satellites and related technologies as a vehicle for helping students understand the interrelationships among science, technology, individuals, societies, and the environment.
Paula Arvedson (EDCI)	Serves on the Advisory Boards for the STEM Academy of Hollywood and the Los Angeles Urban Teacher Residency Program.
Rebecca Joseph (EDCI)	Serves as the college readiness and college application essay expert for the Los Angeles Libraries.
Rebecca Joseph (EDCI)	Volunteers for Cal State L.A. Upward and for Cal State L.A. Boeing Day and presents on college access to help under-represented students.
Robert Land (EDCI)	Coordinates the Young Writers' Camps/High School Writing Institute Grades 1-12, which has more than 350 participants.
Robert Land/Susan Kawell/ Darlene Michener (EDCI)	Coordinates the Summer Reading Camp, which has more than 130 participants.
Holly Menzies (EDSC)	CAPP Demonstration Partnership (CDP): Enhancing instruction that leads to student readiness for higher education through full implementation of Common Core State Standards.
Sheri Atwater (EDSC)	Supervises Cal State L.A. graduate students enrolled in the School Psychology program as they conduct counseling sessions with students for the El Sereno Elementary SUCCESS Coaching Program.
Sherwood Best (EDSC)	Coordinates the biennial conference for the California Association for Physical and Health Impairments (CAPHI).



# CONTRACT AND GRANT AWARDS

## CONTRACTS AND GRANTS: 2012-13 AND 2013-14

The CCOE faculty was collectively awarded over \$12 million in grants during the 2013-2014 academic year. Listed below are the names of the individual grants, along with their amounts and sources of the funds.

Division	AY 2012-2013	AY 2013-2014
Applied and Advanced Studies in Education	\$ 99,098.00	\$ 20,661.00
Curriculum and Instruction	\$ 1,394,905.12	\$ 6,628,102.11*
Special Education and Counseling	\$ 9,664,730.83	\$ 5,560,670.59
<b>Total</b>	<b>\$ 11,158,733.95</b>	<b>\$ 12,209,433.70</b>

\*LAUTR moved from EDSC to C&I

## FACULTY CONTRACT AND GRANT AWARDS

Principal Investigator: **A.Deer Williams**  
 Project Title: **Los Angeles Urban Teacher Residency**  
 Project Period: **10/1/2009 — 9/30/2014**  
 Funding Agency: **U.S. Department of Education**  
 Award Amount: **\$4,232,316**

Principal Investigator: **Anna Osipova**  
 Project Title: **Expedited Special Education Specialist Credential Program**  
 Project Period: **9/1/2012 — 3/31/2014**  
 Funding Agency: **South Bay Workforce Investment Board**  
 Award Amount: **\$34,856**

Principal Investigator: **Cheryl Kamei-Hannan**  
 Project Title: **Braille Challenge App**  
 Project Period: **10/1/2012 — 9/30/2017**  
 Funding Agency: **U.S. Department of Education**  
 Award Amount: **\$500,000**

Principal Investigator: **Cheryl Kamei-Hannan**  
 Project Title: **Combined Priority for Personnel Development**  
 Project Period: **9/1/2011 — 8/31/2014**  
 Funding Agency: **U.S. Department of Education**  
 Award Amount: **\$250,000**

Principal Investigator: **Cheryl Kamei-Hannan**  
 Project Title: **Preparing Effective Transition Teachers of Students with Visual Impairments (P.E.T.T.)**  
 Project Period: **9/1/2013 — 8/31/2014**  
 Funding Agency: **San Francisco State University**  
 Award Amount: **\$90,000**

Principal Investigator: **Diane L. Fazzi**  
 Project Title: **Combined Priority for Personnel Development**  
 Project Period: **10/1/2012 — 9/30/2017**  
 Funding Agency: **U.S. Department of Education**  
 Award Amount: **\$250,000**

Principal Investigator: **Diane L. Fazzi**  
 Project Title: **National Leadership Consortium on Sensory Disabilities**  
 Project Period: **8/1/2013 — 7/31/2014**  
 Funding Agency: **Salus University**  
 Award Amount: **\$80,172**

Principal Investigator: **Eunsook Hyun**  
 Project Title: **Pre-College and Pre-Services Program**  
 Project Period: **10/1/2013 — 6/30/2014**  
 Funding Agency: **Los Angeles Unified School District**  
 Award Amount: **\$6,180**





Principal Investigator: **Frances Siu**  
 Project Title: **Project Choice: CSULA HIV and Substance Abuse Prevention**  
 Project Period: **9/30/2013 — 9/29/2016**  
 Funding Agency: **Department of Health and Human Services**  
 Award Amount: **\$900,000**

Principal Investigators: **Frederick Uy**  
 Project Title: **Student Mental Health Initiative (SMHI) Suicide Prevention Training Curriculum and Instructional Services**  
 Project Period: **2/1/2013 — 6/30/2014**  
 Funding Agency: **L.A. County Office of Education**  
 Award Amount: **\$71,500**

Principal Investigator: **Gay Yuen**  
 Project Title: **Phase II: Model Community College Transfer Program for Future Mathematics and Science Teachers**  
 Project Period: **9/1/2011 — 3/31/2014**  
 Funding Agency: **CSU East Bay**  
 Award Amount: **\$61,116**

Principal Investigators: **Holly Menzies**  
 Project Title: **California Reading and Literature Project– CSMP**  
 Project Period: **7/1/2011 — 6/30/2014**  
 Funding Agency: **The Regents of the University of California**  
 Award Amount: **\$58,139**

Principal Investigators: **Holly Menzies**  
 Project Title: **California Reading and Literature Project– NCLB10**  
 Project Period: **7/1/2013 — 6/30/2014**  
 Funding Agency: **The Regents of the University of California**  
 Award Amount: **\$45,917**

Principal Investigators: **Holly Menzies**  
 Project Title: **Contracted Services for Middle School Expository Reading and Writing Course for Bonita Unified School District**  
 Project Period: **12/12/2013 — 6/30/2014**  
 Funding Agency: **Bonita Unified School District**  
 Award Amount: **\$8,750**

Principal Investigators: **Holly Menzies**  
 Project Title: **CRLP Income**  
 Project Period: **9/1/2009 — 6/30/2014**  
 Funding Agency: **Various Approved School District Contracts with CRLP**  
 Award Amount: **\$180,764**

Principal Investigators: **Jennifer Symon**  
 Project Title: **Collaboration of Autism Specialists Training (COAST) Project**  
 Project Period: **7/1/2009 — 6/30/2014**  
 Funding Agency: **U.S. Department of Education**  
 Award Amount: **\$600,000**

Principal Investigators: **Lois Weinberg**  
 Project Title: **Leadership in Special Education for High Need Children in Poverty Schools (Project LEAD)**  
 Project Period: **9/1/2012 — 8/31/2017**  
 Funding Agency: **U.S. Department of Education**  
 Award Amount: **\$250,000**

Principal Investigators: **Lois Weinberg**  
 Project Title: **Project S-PLUS**  
 Project Period: **9/1/2009 — 8/31/2014**  
 Funding Agency: **U.S. Department of Education**  
 Award Amount: **\$600,000**

Principal Investigators: **Paula Arvedson**  
 Project Title: **NOAA- Cooperative Remote Sensing Science and Technology Center**  
 Project Period: **9/1/2011 — 8/31/2014**  
 Funding Agency: **Research Foundation of the City University of New York (NOAA/DOC)**  
 Award Amount: **\$232,772**

Principal Investigator: **Robert Land**  
 Project Title: **Common Core Based Professional Development in Argumentative Writing, Grade 9-12**  
 Project Period: **8/16/2013 — 6/30/2014**  
 Funding Agency: **Alhambra Unified School District**  
 Award Amount: **\$8,000**

Principal Investigator: **Robert Land**  
 Project Title: **Innovation Validation Grant**  
 Project Period: **1/1/2014 — 6/30/2018**  
 Funding Agency: **UC Irvine (U.S. Department of Education)**  
 Award Amount: **\$1,630,785**

Principal Investigator: **Robert Land**  
 Project Title: **Supporting Effective Education Development**  
 Project Period: **10/1/2013 — 9/30/2014**  
 Funding Agency: **National Writing Project**  
 Award Amount: **\$20,000**



# CCOE's FIRST, BEST, AND ONLY PROGRAMS

<b>B.A. in Urban Learning Program</b>	The <b>Urban Learning (ULRN) Program</b> is a one of a kind program in the United States (other similar programs in the nation exist at the post-baccalaureate level). ULRN is a blended (elementary subject matter) undergraduate major for students wishing to earn a bachelor's degree and teaching credential concurrently, and to be prepared to teach in diverse schools within an urban community.
<b>B.S. in Rehabilitation Services</b>	Cal State L.A. is the only university in California that offers an undergraduate major in <b>Rehabilitation Services</b> . The B.S. in Rehabilitation Services (RHBS) started in 1965.
<b>M.A. in Creative Literacy and Literature program</b>	The <b>Creative Literacy and Literature Program</b> intermixes art and education in a graduate-level program and is the only program of its kind offered from a College of Education in the west coast.
<b>M.A. in Research and Evaluation</b>	The <b>M.A. in Research and Evaluation</b> program is the only M.A. program offered by a CSU in research and evaluation in the Los Angeles basin.
<b>M.S. in Applied Behavior Analysis (ABA) Counseling program</b>	The <b>ABA Counseling Program</b> offers the only Behavior Analyst Certification Board approved Intensive Practicum in California and — quite possibly — the United States. Most approved programs offer only the coursework, and those that offer fieldwork offer the practicum. This program offers the Intensive Practicum and enables students to receive twice the number of credits as they work toward completing their 1500-hour certification requirement.
<b>M.A. Orientation &amp; Mobility Program</b>	The <b>Orientation &amp; Mobility Program</b> is one of two programs to exist in California and one of sixteen to exist in the country.
<b>M.S. in School-Based Family Counseling program</b>	The <b>School-Based Family Counseling Program</b> exists only in California and is one of the few present in the United States. Its uniqueness stems from the combination of training as marriage and family therapists and school counselors for their work in mental health and family systems.
<b>Postsecondary Reading Certificate Program</b>	The <b>Postsecondary Reading Certificate Program</b> is a community college reading instructor certificate and is one of only three programs in available in California.
<b>Storytelling Certificate program</b>	The <b>Storytelling Certificate Program</b> is the only program of its kind offered in the West Coast and is one of the few offered in the nation from a College of Education.
<b>Los Angeles Urban Teacher Residency Program</b>	The <b>Los Angeles Urban Teacher Residency (LAUTR) Program</b> is an intensive program that leads to earning a teaching credential and master's degree at Cal State L.A. Designed to equip future Math and Science teachers to close achievement gaps in high-need urban schools, this 14-month graduate-level program offers an opportunity for teacher residents to work alongside outstanding mentor teachers for an entire school year. Also, it is a nationally recognized program funded by federal DOC.
<b>Ed.D. Program in Educational Leadership</b>	Recently (Summer 2014), the <b>Ed.D. program</b> ranked No. 1 in the country, based solely on ratings and reviews from current or recent graduate student postings on GraduatePrograms.com.*
<b>Joint Doctoral Ph.D. Program in Special Education</b>	Started in 1964, the <b>Joint Doctoral Ph.D. Program in Special Education</b> is currently one of two programs available in California.

\* The CCOE's graduate programs in Counselor Education, Elementary Education, and Special Education were also ranked among the top 25.



# CCOE Family





**Charter College of Education, Dean's Office**

California State University, Los Angeles

5151 State University Drive

Los Angeles, CA 90032-8140

RETURN SERVICE REQUESTED

SF001-201400

## Charter College of Education News

---

### 25TH ANNUAL DISTINGUISHED EDUCATORS AWARD DINNER

Friday, November 14, 2014 at Cal State L.A.'s Golden Eagle Ballrooms

Silent Auction begins at 5:00 p.m., followed by dinner at 6:00 p.m.

The annual Distinguished Educators Award Dinner recognizes the professional achievements of highly accomplished educational leaders in the local community. All proceeds from this event will provide Friends of the Charter College of Education scholarships for students and professional development funds for faculty. The Friends invite you to join them at this year's Distinguished Educators Award Dinner as they celebrate the 25th anniversary of this historical event.

#### **STAY CONNECTED**

To receive timely news, events, and updates from the Charter College of Education, please visit us at:



[www.calstatela.edu/ccoe](http://www.calstatela.edu/ccoe)



[www.facebook.com/csula.ccoe](http://www.facebook.com/csula.ccoe)