

THE Mentor

The
Charter College
of Education
Newsletter

CHARTER COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, LOS ANGELES

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Winter 2014

Charter College of
Education

*"Community Engaged
Collaboration through
Teaching, Learning,
Research and Service."*

New Member of CCOE

Joanna Grey-Perez
joined our staff as the
new ASC I in the Office
of Student Services as
the Credential/Intern/
Certificate Admissions
Coordinator.

Charter College
of Education

Cal
State
LA

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

The Dean's Desk

Dear CCOE colleagues: *faculty, staff, students, alumni, community partners, and lifelong supporters,*

Take a walk with me as I embark upon this journey of revitalizing the Charter College of Education into becoming an organizational culture that fosters the flourishing of innovation and creativity. According to the initial proposal of the "Charter" concept developed in 1993 by the CSU Chancellor's Office, this designation "should give talented and visionary people the permission and power to think in bold new ways and to unleash and legitimize new ways of thinking and acting on behalf of the citizens of the State." Seven months have passed since I joined the CCOE in June 2013. Since then, under the Charter designation, there have been numerous changes in tasks and initiatives, including new resources in our college, all of which help make us proactive and creative leaders.

After a long ten-year hiatus, we have decided to continue publishing the Charter College of Education newsletter, *The Mentor*. By renewing the publication of this newsletter, we are able to share our collective vision of the college by telling stories of our impact *in* the community, *for* the community, and *with* the community. *The Mentor* helps us to communicate and foster our everlasting commitment to serve our diverse community of learners. Our collective mission is to enhance and cultivate our "*Community Engaged Collaboration through Teaching, Learning, Research and Service.*"

First, I would like to thank you for your constructively open and active engagement in the **Quarter to Semester (Q2S) conversion** process in conjunction with CCOE's much needed curriculum transformation. I appreciate all of your continuing efforts in this important collective work. I will do whatever it takes to support, cultivate, and enhance our collective vision for the college's transformative, transdisciplinary, and transdivisional curriculum in a manner that emphasizes the teaching, research, and service for our students and the community that we serve.

*Eunsook Hyun, Ph.D., Dean
Charter College of Education*

As a part of our Q2S Conversation/CCOE transdisciplinary curriculum transformation, **Dr. Basarab Nicolescu**, who is known as the "contemporary father" of **transdisciplinary learning, research, education, and human engagements**, will be spending all day meeting with our CCOE on Thursday, February 27th. We will have a rare opportunity to learn *from* and learn *with* Dr. Nicolescu regarding these topics:

- *Transdisciplinarity and its Approaches to Education* Presentation (SAW Meeting in KH C2091, 12–2 pm)
- *Leadership in Transdisciplinary Approaches in Academia* Conversation (Charter Room, 2:30–4 pm)
- *Dinner and Conversation with Doctoral Students* (Dean's Conference Room, 6–7:30 pm)

Starting this year under President Covino's new leadership, CSULA will be holding individual college-wide commencement ceremonies. In light of this new tradition, a new CCOE Commencement Committee was established within the SAW organizational structure to take care of the logistics of this special event. The **CCOE commencement ceremony** is scheduled for Sunday, June 15th at 5:00 p.m.

In addition, President Covino is strongly encouraging the growth and development of faculty grant-seeking and grant-writing activities in each of the colleges. For this reason, I am formulating an infrastructure to support the CCOE with this process. Thanks to the rich and thoughtful comments and suggestions from the CCOE's faculty grant awardees, I have decided to establish an office dedicated to the **CCOE Grant Resource Center**, which will be located in King Hall D2076-B. To jumpstart this process, a full-time graduate assistant will be hired to support our faculty's grant seeking/grant writing activities.

Lastly under President Covino's leadership,



Dean Hyun

development and fundraising have become key affairs for both the CSULA campus and its individual colleges. Development and fundraising should also be a part of the CCOE's "DNA" in order to build a unique and sustaining capacity to support our students, faculty, staff and academic programs. For this reason, I will also be forming a "CCOE Development and Fundraising Team" comprised of faculty, staff, students, and alumni. My primary goal is to be able to provide scholarships to at least 50% of our students during the time they are here working toward their degrees. I would like to extend an invitation to anyone who is interested in joining this team and would welcome any suggestions or feedback for CCOE's Development and Fundraising activities. Currently, I have been working closely with Lisa Farella from our University Advancement Office and Amy Huang from our CCOE's Dean's Office regarding this initiative. We will also be hiring a graduate assistant to support our CCOE Development and Fundraising efforts.

In addition, we are in the process of forming a **CCOE Dean's Advisory Council** to help strengthen our visibility and community outreach. This council will be comprised of external constituents. For this reason, I would like to ask you to recommend individuals (or organizations) who have been important community

partners and strong supporters of our programs.

Our **student enrollment numbers** in both the Fall Quarter (102.1%) and the Winter Quarter (103.6 %) have shown a **positive growth**. This is a very good sign! Thank you for all of your efforts in student recruitment, thoughtful and caring academic advising, and effective communication. I expect your efforts to continuously influence the CCOE's positive growth in enrollment, which is one of the integral and foundational components of our current affairs.

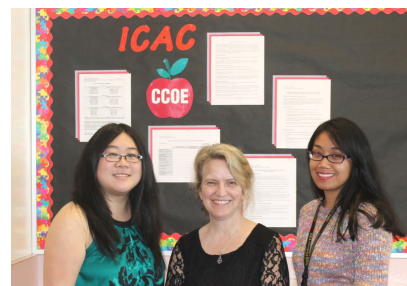
In an effort to support the growth and enhance the quality of service to our students, we will also be hiring a **Director for the Office of Student Services**. I hope to fill this position by July 1st. Meanwhile, Dr. Lori Kim will be serving as the Interim Director whilst coordinating our Educational Administration graduate program. Lastly, we will be holding a workshop for "Effective Advising and High Quality Service to Our Students" on Monday, March 24th from 9 am to 3 pm to help strengthen the quality of our committed service to students. All division chairs, program coordinators, staff, and student assistants will be expected to attend.

That is all for now.

Let us always have *inspiring* moments WITH our students!

The Associate Dean's Desk

Diane Fazzi, Associate Dean

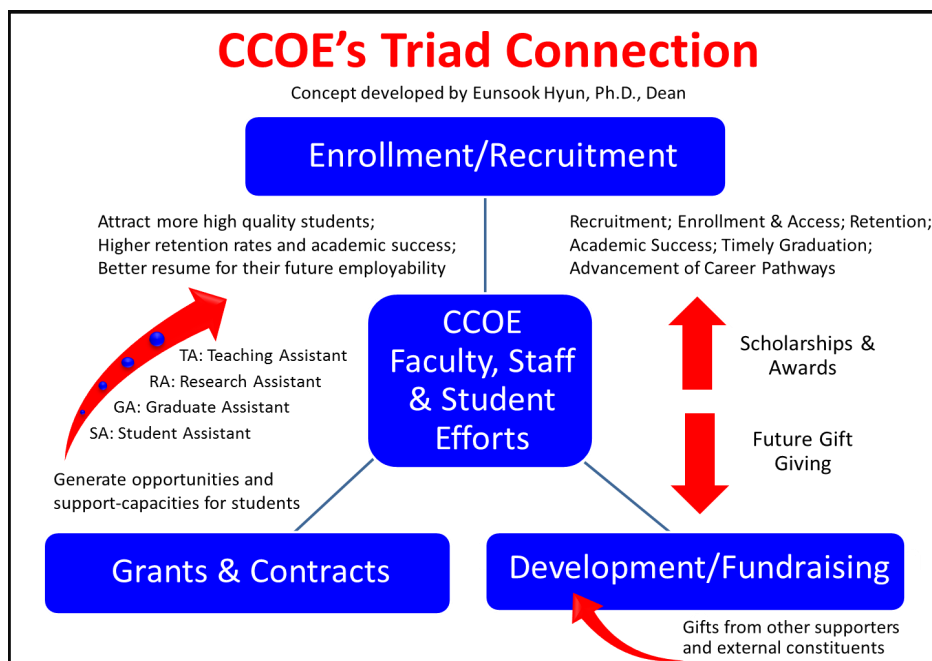


Associate Dean's Office (left to right): Leslie Yamagishi, Diane Fazzi, Anne Jeanette DeGuzman

The 2013 – 2014 year is proving to be an exciting, but challenging and very busy year. As the Charter College of Education engages in curricular transformation for the Quarter-to-Semester (Q2S) Conversion, the Associate Dean's Office is gearing up for the amount of curriculum that will be making its way through the college and university approval process. Office staff, Anne Jeanette DeGuzman and Leslie Yamagishi, have been preparing for the soon to arrive tidal wave of curricular revisions that are anticipated. While Leslie is working to assist in getting as many GET templates built for our existing MA programs, Anne Jeanette is working closely with Undergraduate Studies to ensure that we have the latest version of all approved curriculum in an accessible format for faculty to use as they modify courses and programs.

Anne Jeanette, Ann Snow (our CCOE Q2S Coordinator) and I have attended several Q2S meetings and trainings related to Q2S, including the use of a Sharepoint system for university-wide curriculum consultation. A new scanner with optical character recognition (OCR) is being used to scan approved curriculum – some of which has not been modified recently. Those documents are being prepared for faculty use as we speak. Trainings have also been held at Division meetings so that faculty are familiar with all of the important pieces of curricular work.

The Associate Dean's Office would not be able to accomplish this huge task without the leadership of Dr. Ann Snow and the dedicated work of our Innovation, Curriculum & Assessment Committee (ICAC). The faculty committee has been



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.

hard at work developing an extended curriculum calendar so that the approval process can be as streamlined as possible. They have met with the members of all three Division Instructional Policy Committees so that consistent communication is established and maintained.

Q2S Charter Room Conversation Coordinator



Professor, Ann Snow

The Fall quarter Charter Room Conversations offered a rare opportunity to set aside (momentarily) our duties and obligations

and consider ways to reconceptualize the CCOE as the campus moves to semesters in 2016. Dean Hyun set the stage for the Conversations with a challenge to break out of our traditional borders and boundaries and consider transdisciplinary collaboration across divisions. To this end, we read and discussed several scholarly arti-

cles and considered examples from Seattle University and Cal State Northridge to see how these campuses have incorporated transdisciplinary teaching and learning in their credential and MA courses. A blueprint for transdisciplinary teaching developed out of the Conversations which included topics such as multicultural competency, academic literacy, problem solving and conflict resolution, critical community literacy, STEM/STEAM, power structures and equity, mental health curricula, and practitioner inquiry. The blueprint may lead to the design of modules or courses that allow students to approach a topic or topics from multiple perspectives.

We also discussed a variety of other topics over the course of the quarter, including the possibility of reconfiguring the research classes currently required in the three divisions to incorporate a full blown research project that relates to students' chosen area of study. Conversion plus strategies such as reinvisioning clinical supervision, internships, and field work, and adding elements of a residency model were discussed. How to capture the current technology needs of our students and an-

ticipate rapidly changing future needs was a topic of much interest and concern. And with faculty considering online courses as part of their course and program modifications, we benefited from demonstrations by Sherry Best and Penny Semrau. Based on the survey conducted at the faculty retreat in December, there will be a follow-up by CETL colleagues in February. In sum, the Conversations provided an unprecedented opportunity to get to know our colleagues better and share across disciplines and divisions. In particular, I would like to thank the liaisons who attended many sessions and reported back to their divisions and the loyal core of colleagues who participated actively and took advantage of the Conversations to create a new future for the CCOE, despite the time and energy commitment it required.

In the Winter quarter, faculty will continue to rethink their courses and programs as they focus on the nuts and bolts of course and program modifications. The Charter Room is available for faculty consultation across programs. I am happy to schedule and facilitate consultation sessions.

SAW: Reflections on the CCOE Retreat



School as a Whole (SAW) Chairs:
A. Dee Williams & Michele Wallace

On December 6, 2013 we had a follow-up CCOE retreat. During the retreat we focused on presenting and discussing the notion of *Community Engaged Collaboration Through Teaching, Learning, Research and Service*. A schema of centers was presented to the faculty based upon a re-conceptualization of the Charter College of Education based on a transdisciplinary "center" model. Each of the connected and interdependent centers would 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 presented: 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 21st Century Schools and Global Education.

We subsequently conducted a World Café around the schema. In the first rotation we asked, "What resonated with you? List three changes that you would like to make." Faculty and staff indicated that the transdisciplinary nature of the centers, building on existing strengths of the CCOE, and the global perspective as some of the things that resonated. With respect to changes, participants recommended centralization of the centers, utilization of students for research, to include connections with other colleges and programs, and some reconfiguration of the centers. During the second rotation we asked, "What needs of the community

are missing? What kind of center could fill the gap?" Respondents indicated some additional needs of the community are teaching families how to navigate education systems as well as specific interventions, and more programs. Some centers that were suggested to fill the gap included: Assessment and Intervention Center, Math Clinic, and Parent Center. During the third rotation we asked, "How might this center focus work to transform the college? The curriculum? What other transformation models should we consider?" With respect to transformation, participants indicated that the centers might provide direct connection between course-work and center projects, might become more multidisciplinary, and potentially invigorate the faculty. Some other models that were suggested were: Residency programs, Community Research Center, and adopting a school.

Our hope as SAW chairs is that this work will continue to re-conceptualize our college as we proceed through Q2S.

Faculty Grants and Awards for the Current Term

Principal Investigator: **Anna Osipova**
Project Title: **Expedited Special Education Specialist Credential Program**
Project Period: 9/1/2012 — 3/31/2014 Award: **\$34,856**

Principal Investigator: **Dr. A.Dee Williams**
Project Title: **Los Angeles Urban Teacher Residency**
Project Period: 10/1/2009 — 9/30/2014 Award: **\$4,232,316**

Principal Investigator: **Dr. Cheryl Kamei-Hannan**
Project Title: **Braille Challenge App**
Project Period: 10/1/2012 — 9/30/2017 Award: **\$500,000**

Principal Investigator: **Dr. Cheryl Kamei-Hannan**
Project Title: **Preparing Effective Transition Teachers of Students with Visual Impairments**
Project Period: 9/1/2013 — 8/31/2018 Award: **\$90,000**

Principal Investigator: **Dr. Cheryl Kamei-Hannan**
Project Title: **Combined Priority for Personnel Development**
Project Period: 9/1/2011 — 8/31/2014 Award: **\$250,000**

Principal Investigator: **Dr. Diane Fazzi**
Project Title: **National Leadership Consortium in Sensory Disabilities**
Project Period: 8/1/2013 — 7/31/2014 Award: **\$80,172**

Principal Investigator: **Dr. Diane Fazzi**
Project Title: **Combined Priority for Personnel Development**
Project Period: 10/1/2012 — 9/30/2017 Award: **\$250,000**

Principal Investigator: **Dr. Frances Siu**
Project Title: **Project Choice: CSULA HIV and Substance Abuse Prevention**
Project Period: 9/30/2013 — 9/29/2016 Award: **\$900,000**

Principal Investigators: **Dr. Frederick Uy**
Project Title: **Student Mental Health Initiative (SMHI) Suicide Prevention Training Curriculum and Instructional Services**
Project Period: 2/1/2013 — 6/30/2014 Award: **\$71,500**

Principal Investigators: **Dr. Holly Menzies**
Project Title: **California Reading and Literature Project**
Project Period: 7/1/2013 — 6/30/2014 Award: **\$45,917**

Principal Investigators: **Dr. Holly Menzies**
Project Title: **California Reading and Literature Project**
Project Period: 7/1/2013 — 6/30/2014 Award: **\$28,917**

Principal Investigators: **Dr. Jennifer Symon**
Project Title: **Collaboration of Autism Specialists Training**
Project Period: 7/1/2009 — 6/30/2014 Award: **\$200,000**

Principal Investigators: **Dr. Lois Weinberg**
Project Title: **Leadership in Special Education for High Need Children in Poverty Schools**
Project Period: 9/1/2012 — 8/31/2017 Award: **\$250,000**

Principal Investigators: **Dr. Lois Weinberg**
Project Title: **Project S-PLUS**
Project Period: 9/1/2009 — 8/31/2014 Award: **\$200,000**

Principal Investigator: **Dr. Robert Land**
Project Title: **Common Core-Based Professional Development in Argumentative Writing, Grade 9-12**
Project Period: 8/16/2013 — 6/30/2014 Award: **\$8,000**

Principal Investigator: **Dr. Robert Land**
Project Title: **Supporting Effective Education Development**
Project Period: 10/1/2013 — 9/30/2014 Award: **\$20,000**

Principal Investigator: **Dr. Robert Land**
Project Title: **Innovation Validation Grant**
Project Period: 7/1/2014 — 6/1/2018 Award: **\$1,630,785**

THE **Mentor**

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Articles, announcements and commentaries for the next issue of *The Mentor* should be received before Jan. 26, 2015



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