MESSAGE FROM THE DEAN
Greetings! The Dean’s Update is being sent to you to share information about the College of Education and its commitment to learning, discovery, and engagement. Issues will be sent as important information becomes available. The Update is only available electronically and all issues will be archived on the College’s website <http://edweb.sdsu.edu/>. Our goal is to keep you informed. Enjoy!

Ric A. Hovda, Dean

BRIEF BIO
Ric Hovda assumed leadership of the College of Education on June 29, 2007. “I am extremely pleased SDSU has successfully recruited an experienced and successful dean to lead SDSU’s nationally recognized College of Education,” said Provost Nancy Marlin. "With his commitment to education both at the university and at the K-12 level, Ric will be a respected leader for the faculty, staff and students.”

Dean Hovda has more than 30 years of experience in the education field. His areas of expertise include teacher education, urban education, professional development and leadership. From 2002-2007, he was dean of the College of Education at the University of Memphis where a number of successful systemic community partnerships were developed in literacy, teacher induction, school leadership, early childhood, counseling, and specialized certificate programs.

Prior to the University of Memphis, Dean Hovda was the E. Desmond Lee Endowed Professor in Urban Education at the University of Missouri-St. Louis where he also served as assistant to the superintendent for St. Louis Public Schools and as district director of professional development. After receiving his Ph.D. in teacher education from Ohio State University, he began his career in higher education at the University of Louisville where he directed the only state sponsored center of excellence in school/university collaboration, The Nystrand Center.

Dean Hovda commented, “I’m thrilled to be at SDSU and eager to work with faculty, staff, students and stakeholders to build on the great foundation established by the leadership of Dean Skip Meno. We will continue to exhibit excellence in learning, discovery, and engagement and to serve San Diego, as well as state, national and international constituents as a respected and valued ‘go to’ urban College of Education.”

RANDY PHILIPP RECEIVES NATIONAL AWARD FOR MATH TEACHER EDUCATION
Randy Philipp, mathematics professor in the School of Teacher Education, received the first annual Excellence in Teaching in Mathematics Teacher Education Award from the Association of Mathematics Teacher Educators (AMTE) at their Annual Conference in Tampa, Florida. The national award recognizes mathematics educators for unique contributions to the pedagogy of mathematics teacher education, focusing on innovative practices in teaching.

COLLABORATION AND THE SCHOOL OF TEACHER EDUCATION...RECOGNIZING OUR PARTNERS
Collaboration is at the core of credential programs in the School of Teacher Education. Both Single and Multiple Subject Credential Programs are organized in cohort groups in which faculty and team leaders mentor new students and oversee their coursework and student teaching. Each Team Leader works closely with districts and schools and, in many cases, classes are held at school sites within a district. Credential students become part of the district and school site and are frequently hired as a result of their work in student teaching. We would like to recognize our partners in teacher preparation: San Diego Unified School District, Sweetwater Union High School District, Grossmont High School District, La Mesa/Spring Valley School District, Chula Vista Elementary School District, Cajon Valley Union School District, Poway Unified School District, Santee Elementary School District, and others, including various charter schools.

NEW FACULTY BOOKS
Marilee Bresciani, Associate Professor in Administration, Rehabilitation, and Postsecondary Education, published two books in 2006-07: 1) Assessing Student Learning in General Education: Cases for Engaged Practices (Stylus Publishing). Effective, efficient, and enduring methods for engaging in outcomes-based assessment program review emerged from this multi-case study analysis. Criteria for evaluating institutional practices of student learning are examined in a systematic manner. Examples from a variety of institutions are included to provide the reader with meaningful illustrations of the practice. 2) Outcomes-Based Academic and Co-Curricular Program Review: A Compilation of Good Practices (Jossey Bass). Through multi-case study analysis using criteria generated by AAC&U and 23 assessment scholars, this book illustrates a variety of ways to evaluate student learning in general education. The case studies represent several different types of institutions and means to deliver general education as well as a variety of means to evaluate student learning within general education.

COMPACT FOR SUCCESS FEATURED IN CHRONICLE OF HIGHER EDUCATION
The July 2 issue of the Chronicle of Higher Education includes an article on the Compact for Success, a partnership between San Diego State University and the Sweetwater Union High School District in the South County that was established in 1999. The district is the largest and one of the most diverse secondary school districts in California. Under the Compact, district students from the classes of 2006-2013 who meet certain academic requirements and Compact benchmarks will be guaranteed admission to SDSU. The SUHSD class of 2006 was the inaugural class of Compact for Success students to begin classes at SDSU.

- Applications from SUHSD for the fall 2006 semester were up 44 percent from 2005 and 99 percent from 2000.
- More than 600 SUHSD students enrolled at SDSU in fall 2006, up from 364 the previous year.
- Of the 282 Sweetwater freshmen students attending SDSU in fall 2006, 237 did not need any remediation when they entered SDSU classes. This is up 63 percent from 2005 and 169 percent from 2000 when the Compact was initiated. Of these 237 students, 203 are now enrolled in the Compact Scholars program.

In fall 2007, 1286 Sweetwater students were admitted to SDSU, a 100 percent increase from 2000. SDSU’s Compact for Success is a model for California educational improvements, including CA State Bill 325 and the Governor’s “Partnership for Success” initiative.
NEW PROGRAM DEVELOPMENT
The School of Teacher Education is developing a new Master of Arts Degree in Teaching (MAT) that will combine up to nine units of credential program coursework with master’s degree work, resulting in a program that is unique in the College of Education. Several concentrations within this program are being planned, including language arts and literacy, reading, mathematics, and elementary and secondary curriculum and instruction. The program of study centers on the California Standards for the Teaching Profession, with a focus on building teaching expertise leading to increasingly higher student achievement. Watch for this program, which will include a blend of online and face-to-face instruction, to begin in 2008.

BEVERLY BOOKER CONSULTING FOR COLLEGE BOARD
Counseling and School Psychology’s Beverly Booker presented a full day workshop on law and ethics for the College Board’s Annual AP Conference in July. This one-day workshop used case studies to help participants improve their knowledge and understanding of the ethics of equitable programs, malpractice in academic advising, legal requirements governing educational records, the legal and ethical practice of writing letters of recommendation, the impact of dual relationships, the responsibilities of professional distance, the complications of confidentiality, and minors’ rights to privacy.

ADVANCED SEMINAR IN INTERNATIONAL PSYCHIATRIC REHABILITATION COUNSELING
Between July 23 and September 3, 2007, Drs. Nan Zhang Hampton and Marjorie F. Olney, Associate Professors of Rehabilitation Counseling, will offer a course entitled Advanced Seminar in International Psychiatric Rehabilitation. The course covers psychiatric rehabilitation literature related to policies, services, and attitudes toward people with psychiatric disabilities in different countries and regions, with a focus on Asia and Europe. Course content will be delivered through a combination of online learning and in class lectures. Students will receive classroom training in Hong Kong, visit a variety of psychiatric rehabilitation agencies, meet with professionals, interact with persons with psychiatric disabilities in Hong Kong, and attend the international conference of the World Federation for Mental Health in Hong Kong, to learn the best practice for people with psychiatric disabilities around the world. Additionally, students will explore Hong Kong and the Chinese culture to examine how cultural differences impact people with psychiatric disabilities.

INTRODUCING COMET!
The Department of Educational Technology is pleased to announce COMET—Cohort Online Masters in Educational Technology. This is a distance program offered exclusively to California teachers interested in theories and strategies that underlie technology use in the schools. The curriculum is project-based and focused on: course, unit, and lesson design; the integration of podcasts, GSP, blogs, wikis, WebQuests and other mediated formats into instruction; evaluation of educational programs and materials; and the creation of instructionally-sound games and simulations that learners can’t help but enjoy. The first group of 20 students from all around the state begins the program in Fall 2007, with Dr. Bernie Dodge (bdodge@mail.sdsu.edu) serving as the Cohort advisor.

EDTEC STUDENTS EMBARK ON INTERNATIONAL LEARNING OPPORTUNITIES
Congratulations to EDTEC students Daniel Novak and Fenimore Johnson. Each received a substantial International Graduate Scholarship to offset expenses associated with an overseas learning experience this summer. Daniel’s special study is focused on mobile learning. He’s working collaboratively with Dr. Minjuan Wang and her colleagues at Shanghai Jiao Tong University (http://www.sjtu.edu.cn/english/index/index.htm). Fenimore’s directed internship is sponsored by the University of Twente—part of the Consortium for Higher Education Exchange in Instructional and Information Technologies (CHEXIT; http://coe.sdsu.edu/chexit%2Ddsu/about-american.htm). His client is Outer Quartiile Range in Rotterdam, where he’ll be part of a team exploring ways to make the web more accessible to people with disabilities.

IN MEMORIAM
It is with great sadness that we inform you of the passing of Dr. James E. Flood. Jim died on Sunday morning, July 15, 2007 after a three-year battle against Myelodysplasia Syndrome. Jim is survived by his wife, Dr. Sharan Flood, retired faculty member in the SDSU School of Teacher Education, his two children, Johanna and Bart Flood, father-in-law Anthony Ryan, sister Margaret Kurmis, and brother Frank Flood. Jim came to the College in 1982 where he was a Professor in the School of Teacher Education. He held a Bachelor of Arts degree in English from Catholic University, a Master of Arts degree in English Education from New York University, and a Ph.D. in Language and Literacy from Stanford University. A Celebration of Jim’s life will take place on Monday, July 30th at 10:30 am at the Church of the Immaculata at the University of San Diego, 5998 Alcala Park, San Diego, CA.

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STUDENTS REPRESENTING STUDENTS
The Student Teacher Advisory Council (STAC) is a group of student representatives from Single and Multiple Subject cohort groups and is chaired by Dr. Cheryl Mason, Associate Director of the School of Teacher Education. This organization meets on a monthly basis, giving credential candidates experience with a professional organization and enhancing communication between students and the credential programs. The work of STAC representatives has been instrumental in influencing policy and procedures of the School of Teacher Education and its collaborative partners. The mission statement, found at http://edweb.sdsu.edu/STE/sac.htm, elaborates on this group and its activities.

SAN DIEGO BRAIN INJURY FOUNDATION (SDBIF) ELECTS A NEW INTERIM PRESIDENT
Dr. Charles Degeneffe, Assistant Professor of Rehabilitation Counseling in the Department of Administration, Rehabilitation, and Postsecondary Education (ARPE), was recently elected as Interim President of the San Diego Brain Injury Foundation (SDBIF). He is completing the term of Clair Jones, a 1976 SDSU graduate and current lecturer, who is leaving for a position in Hawaii as CEO of the Rehabilitation Hospital of the Pacific. Dr. Degeneffe joined SDSU in Fall 2005. His research focuses on adjustment and caregiving for families of persons with traumatic brain injury. The SDBIF provides information, support, education, and community awareness for persons with brain injuries and their families in San Diego county since 1983. Its vision is to be a center of information, resources, and education, and to be a strong social advocate for people with brain injuries. The SDBIF is located in the ARPE/Interwork Institute. To learn more about the SDBIF, please go to http://www.sdbif.org/.

SOH-LEONG LIM PRESENTS WORKSHOP AND PAPERS IN CHINA
Dr. Soh-Leong Lim, Counseling and School Psychology (CSP), mentored a group of eight graduate students in Marriage and Family Therapy (MFT) in paper presentations at the 12th International Counseling Conference in Shanghai, China in June. Together with co-authors, Ly, Rush, Shock, Cai, Vu-Bui, Carroll, Zeitz, and Umeda, they presented four sessions: (a) The use of WebQuest in training students for global advocacy in issues of child trafficking and prostitution, (b) Couple Communication: An effective family life prevention and intervention tool in the cultural context of mainland China, (c) The use of the cultural genogram as a transformative tool for development of cultural identity and client advocacy, and (d) The innovative use of unstructured groups in MFT training. All papers were published in the Proceedings of the conference. While in Shanghai, Dr. Lim also presented a half-day workshop for the AYA Counseling Services, Shanghai, China, for a group of 12 Mainland Chinese counselors, Using Genograms for Assessment and Intervention in Counseling Chinese Families.

CSP NATIVE AMERICAN SCHOLARS AND COLLABORATORS PRESENT SYMPOSIUM IN DENVER
CSP’s School Counseling Director Trish Hatch and Department Chair Carol Robinson-Zañartu and six recent graduates and graduate students in school counseling and school psychology (Mikela Jones, Dwayne Manus, Cynthia Borboa, Dianna Tiger, Ruben Sanchez and Ann Pierce) received outstanding reviews for their symposium, Indigenous Education Issues and the ASCA National Model presented in July in Denver at the Annual Meeting of the American School Counselors Association.

TRISH HATCH AWARDED LIFETIME ACHIEVEMENT AWARD IN SCHOOL COUNSELING
The American School Counselor Association (ASCA) awarded its highest honor, the Mary E. Gehrke Lifetime Achievement Award to Trish Hatch, Ph.D, Director of the School Counseling Program, during a special gala at ASCA’s annual conference in Denver, June 23-26, 2007. This award is presented by the ASCA Governing Board to school counseling professionals who’ve made a significant contribution to the profession over the course of their careers. She is co-author of “The ASCA National Model: A Framework for School Counseling Programs.” Now in its second edition, it has sold more than 43,000 copies. Hatch is the eighth individual to ever receive the Lifetime Achievement Award.
WELCOME NEW FACULTY

Beverly Booker, Assistant Professor, Counseling and School Psychology
Ph.D. (University of Louisville 2003), M.A. and B.A. (Hampton University)
Dr. Booker is a counselor educator specializing in school counseling. Her areas of interest include collaboration in schools, teaching constructs of power to K-12 students, and equity and access of students in relation to academic achievement. She is presently researching perceptions and outcomes of collaboration of school counselors and administrators in schools to impact student achievement. She is also researching impacts of teaching students the constructs of power and empowerment on their postsecondary choices. Her dissertation title was “A Comparative Study of the Perceptions of School Counselors and Principals Towards the Use of Collaboration in School Settings.” Her most recent position was as an Adjunct Professor, John Hopkins University, Rockville, MD.

Joel Brown, Professor, Educational Leadership Department
Dr. Brown is a researcher/practitioner with more than 15 years experience in mixed methods evaluation and risk/resilience research in educational leadership and related systems. He integrates this research with professional development and training. His previous position was as a Professor of Educational Leadership and Policy Studies at the University of Oklahoma. Dr. Brown currently maintains Executive Directorship of the Center for Educational Research and Development (CERD) (www.cerd.org), a not for profit organization committed to the development of resilience-based research, policies and programs. Among others, his work has been cited by the National Academy of Sciences, with commentary being solicited in myriad media outlets, including CNN and the New York Times.

George Cameron, Lecturer, Educational Leadership Department
Ed.D. (Educational Leadership, USD)
Dr. George Cameron joins the Educational Leadership Department as a full-time lecturer, having just retired as superintendent in National School District after a long and highly successful career in the district. George is known to his superintendent colleagues and to his district staff, teachers and leadership team as a person of the highest integrity, one who has devoted his career to improving schools for the children they serve. He has served for many years as a part-time faculty member in the EDL department. He has been coordinating a partnership with the south county school districts to prepare highly qualified educational leaders. He has also been an integral member of the department team in designing the new Ed.D. program and renewing ongoing programs. He joins EDL to coordinate the Credential and Master’s cohorts of the newly approved Administrative Internship Program.

Luke Duesbery, Assistant Professor, Special Education Department
Ph.D. (University of Oregon 2007), M.A. (Old Dominion University 1998), B.A. (Queens University, Ontario, Kingston)
Dr. Duesbery’s areas of interest include item response theory, test accommodations, the visual display of quantitative information, data driven decision making, teacher and administrator training, and the assessment of graphical literacy. He is currently researching the impact of graphical specifiers on student and test performance within the federally mandated National Assessment of Educational Progress.

Frank Harris, III, Assistant Professor, Administration, Rehabilitation, and Postsecondary Education
Ph.D. (USC), M.A. (CSU, Northridge), B.A. (Loyola Marymount University)
Dr. Harris earned national dissertation of the year awards from the American Educational Research Association (Division J–Postsecondary Education) and the Association of Student Judicial Affairs for his study, “The Meanings College Men Make of Masculinities and Contextual Influences on Behaviors, Outcomes, and Gendered Environmental Norms: A Grounded Theory Study.” Dr. Harris employs qualitative methods in his research, relying primarily on the grounded theory, case study, and action research traditions. Dr. Harris’ research focuses on college men and masculinities, gendered trends in postsecondary learning environments, and equity in educational outcomes for historically underrepresented and underserved students. Previously, he served as Associate Director of the Center for Urban Education at the University of Southern California, Rossier School of Education.
Audrey Hokoda, Associate Professor, Child and Family Development Department
Ph.D. (Clinical Psychology University of Illinois, Urbana-Champaign), B.S. (Psychobiology, UCLA)
Dr. Hokoda’s dissertation entitled “Origins of Children’s Learned Helpless and Mastery Oriented Achievement Patterns in the Family” explored family influences on children’s achievement motivation. Her research has continued to focus on family influences on children’s social and academic functioning, particularly with ethnic minority populations. Her primary areas of research are peer abuse (bullying), teen relationship violence, and children exposed to domestic violence. More recently, she has been the Principal Investigator for over 15 studies and community projects focused on developing, implementing and evaluating youth violence prevention programs. In addition, she has supervised hundreds of SDSU students in community-based service-learning courses in which student interns are trained at social agencies providing violence-prevention services to children and families.

Cheryl James-Ward, Assistant Professor, Educational Leadership
Dr. James-Ward is an assistant professor whose research interest is centered on identifying the characteristics and traits of principals of high performing schools in under-performing districts. Before coming to San Diego State University, Cheryl served in various administrative capacities including site principal, director of program improvement schools, and district/school administrator coach. Her diverse experience spans from low socioeconomic areas to affluent ones in Pasadena, Long Beach, West Contra Costa and Encinitas. Cheryl believes that the knowledge and skills set maverick principals embrace must be adopted by all educational leaders if we are to create districts and schools that lend themselves to the development of cultures and educational systems that result in high levels of academic achievement for ALL students.

Frank Nguyen, Assistant Professor, Educational Technology Department
Dr. Nguyen is an educational technologist specializing in performance support and the use of technology in corporate training. His dissertation title was “The Effect of EPSS and Training as Performance Interventions.” His areas of interest include the analysis and design of corporate learning strategies, design and development of eLearning content, implementation of learning and performance systems, evidence-based practices in human performance technology, and the implications of cognitive load theory on instructional design and other performance interventions. He is currently researching how to best combine performance support and training to improve human performance. Frank has managed the design, development, and deployment of learning and performance solutions for various companies including American Express, Intel, and MicroAge. He recently published Efficiency in Learning (2006). Jossey-Bass Pfeiffer: San Francisco.

Shulamit Ritblatt, Associate Professor, Child and Family Development Department
Ph.D. (Child and Family Development, Florida State University 1993)
Dr. Ritblatt’s research specialty areas are: socio-emotional development in young children, couple relationship and parent-child interactions, and parent involvement in education. Dr. Ritblatt has been teaching courses including human development, middle childhood-adolescence, children with special needs, theories in socio-emotional development, divorce and remarriage, and a graduate seminar-advanced theories in child development. She has worked with community agencies to establish three family resource centers in low-income neighborhoods in San Diego to provide parenting classes and early identification of developmental delays. Currently Dr. Ritblatt serves as an evaluator and consultant to the County of San Diego, First 5 Commission of San Diego’s Health & Developmental Services Project for Children. Prior to coming to the USA, she worked as a clinical child psychologist in Israel.

Thomas Roberts, Department Chair, Child and Family Development Department
Ph.D. (University of Georgia, Child and Family Development)
Dr. Roberts’ research interests include early literacy, school readiness, childhood obesity, and applying neuroscience to family relationships. His grant writing activity has been in the areas of childhood obesity, early literacy, professional development for early childhood educators, and improving technology in schools. He taught at Western Kentucky University, directed the Marriage and Family Therapy Program at Appalachian State University, chaired the Departments of Family and Consumer Sciences and Communicative Disorders at California State University, Long Beach and has been chair of Child and Family Development Department at SDSU for the past 8 years. He teaches courses in parent/child relationships and couple relationships and practice across the life span.

Fernando Rodriguez-Valls, Assistant Professor, School of Teacher Education, Imperial Valley Campus
Dr. Rodriguez-Valls’ dissertation was entitled “Vernacular Voices with Historical Studies: Building a Zone of Cultural Comfort (ZCC) in Barriohoods.” His research is focused on literacy programs that utilize the funds of knowledge of communities as a force that generates equity as well as facilitates their members to access mainstream culture. In 1992 after receiving his degree in Education at the University of Barcelona, he began to work in the Moroccan immigrant areas of Barcelona. In 1996, he arrived in California and began to work as a teacher in South Los Angeles. From 2002 to 2007, he created literacy circles to empower first generation Latino students and families who live in the Los Angeles inner city. The fruit of this labor was recognized with The Peter Lincoln Spencer Award, The Helen R. Powell Dissertation Award, and The Aubrey A. Douglass and Malcolm P. Douglass Fellowship Award.
Welcome New Support Staff

**John Diaz**, Coordinator, School Psychology Program, Counseling and School Psychology Department  
B.A. (Merrimack College in North Andover, MA)  
Mr. Diaz’s previous position was as a department coordinator for the Rosenstiel Basic Sciences Medical Research Center, Brandeis University, in Waltham, MA.

**Sandra Gutierrez**, Administrative Support Coordinator, Child and Family Development Department  
B.A. (Spanish and Anthropology, University of San Diego)  
Ms. Gutierrez joined the Department of Child and Family Development in April of 2006. Prior to that, she worked as an Executive Assistant II for the University Ministry at the University of San Diego for 5 years.

**Dana Kuns**, Outreach and Recruitment Coordinator, Office of Student Services  
B.A. (Legal Studies with Minor in Business, National University)  
Ms. Kuns has many years of experience in higher education. She was previously employed at the University of Redlands focusing in the areas of admissions, recruitment and advising.

**Leslie Rodiles**, Credential Analyst, Office of Student Services  
B.A. (Behavioral Science) and M.A. (Human Behavior, National University)  
Ms. Rodiles’ experience in higher education has been primarily in Academic Advising & Credentialing. Previous to SDSU, Leslie worked as an Academic Advisor for the Marketing Program at Arizona State University. Prior to that she worked as a Credential Analyst for 3 1/2 years at CSU San Marcos.

**Sonia Salcido**, Credential Analyst, Office of Student Services  
B.A. (University of California, San Diego); M.A. (Higher Education Administration, USC)  
Ms. Salcido’s experience working in education is broad: It encompasses K through 12, community colleges, and public and private universities, both in San Diego and Los Angeles.

**Andrea Saltzman Martin**, Instructional Designer, College of Education Dean’s Office  
M.A. (Educational Technology, SDSU 1999); B.S. (SDSU 1992)  
Ms. Saltzman Martin is the new instructional designer for the College. Andrea’s role is to provide leadership and support in implementing the College’s vision for online course and program development. For the last 8 years, she worked at the University of San Diego as an instructional support consultant for faculty, staff and students in the Schools of Education and Nursing. Her focus was on online course and web development. Andrea is happy to be back at SDSU, and especially the College of Education.

**Ana Lisa Santa Cruz**, Administrative Support Coordinator, Compact for Success  
B.A. (Business Administration, Whittier College)  
Ms. Santa Cruz comes to the Compact for Success office as the new administrative coordinator, after working in the Office of Student Services in the College of Education. Originally from Tucson, Arizona, Lisa graduated with a bachelor’s degree in Business Administration from Whittier College. She is currently working towards a master’s degree at the University of San Francisco.

**April Webster**, Administrative Support Coordinator, Educational Leadership Department  
M.A. (Human Behavior, National University); Masters Education coursework, Cross-Cultural Teaching CLAD/BCLAD; BA (Business Management, National University)  
Ms. Webster’s more recent positions were as an Administrative Coordinator, SDSU Philosophy Department; Personnel Representative, SDSU Foundation; Sr. Personnel Assistant, Grossmont Cuyamaca Community College District; banking experience, and other multiple assignments.
COMPACT FOR SUCCESS RECEIVES NATIONAL AWARD
San Diego State University’s Compact for Success recently garnered the 2007 Examples in Excelencia Award at the Baccalaureate level in a national competition that drew more than 90 applications. The award was announced by Excelencia in Education President Sarita Brown. Excelencia in Education was established in 2005 as a national initiative designed to identify, celebrate, and promote models, programs, and institutional departments that significantly contribute to improving educational achievements for Latino students in higher education. In her award letter, Ms. Brown states “We are proud to include the Compact for Success - San Diego State University in Excelencia’s national effort to promote evidence-based practices that promote Latino student success in higher education.” The award, which includes a cash award of $5,000, was presented at the National College Access Network: Changing the Face of Education Conference in Los Angeles on October 9th.

NOLA BUTLER-BYRD NAMED AS PUBLIC SCHOLAR
Nola Butler Byrd (Department of Counseling and School Psychology) was invited to be a 2007-2009 Public Scholar, which is a collaboration between Joffre T. Whisenton and Associates, the Kettering Foundation and participating higher education professionals. The purpose of the program is to conduct original research addressing higher education’s relationship to the fundamental problems of democracy.

EDUCATIONAL TECHNOLOGY DEPARTMENT PILOTS ONLINE ADVISING PROGRAM
The Department of Educational Technology is experimenting with a new advising strategy this fall: Open Mike is all online, and live (through Adobe Connect Professional), allowing responses to an array of program questions without taking up class time. Each of the three sessions scheduled for the Fall semester had a special theme: October 7 focused on the e-Portfolio; Sunday, October 28 targeted Instructional Technology Certificate OR Open University students thinking about the Master’s or an Advanced Certificate; and Sunday, November 18 was about how to thrive in a graduate program (including: selecting an area of the field to emphasize, deadlines, university “rules,” engaging in the field, and other issues of interest). EDTec alumni will serve as “guest speakers.” Open Mike is part of the EDTec commitment to provide comprehensive advising to students. One development is a self-paced overview of the e-Portfolio (a pre-recorded Adobe Connect Professional “asset”) that students can review by pointing their browsers to http://edtec.sdsu.edu/portfolio.htm.

SCHOOL PSYCHOLOGY PROGRAM RECEIVES $1.5 MILLION GRANT
Valerie Cook-Morales (Department of Counseling and School Psychology) has received a $1.5 million grant from the U.S. Department of Education, Office of English Language Acquisition to prepare bilingual (Spanish) school psychologists. On-going seminars will focus on bilingual education and special education as well as Latino culture(s) and implications for education and psychology. A month-long immersion in Mexico will include professional Spanish-language instruction, service learning in the schools, living with a host family, and exploration of the interface of indigenous and colonial cultures. This is the seventh grant that she has received specific to preparation of bilingual school psychologists; thus, the SDSU program has enjoyed continuous funding since 1986.

NEW GRANT SUPPORTS DUAL CREDENTIALED BILINGUAL AND SPECIAL EDUCATION TEACHERS
The Departments of Policy Studies in Language and Cross-Cultural Education and Special Education will be implementing a dual credential program, “Professional Development for Pre-service Bilingual Special Education Teachers of English Learners: Acquisition of Language Skills and Academic Literacy (ALAS)”. The overall goal of the ALAS project is to actively address the need for qualified bilingual special education teachers who are trained to teach K-8 English language learners (ELLs) by providing high-quality professional development in bilingual and special education. The five-year, 1.3 million dollar award from the U.S. Department of Education, Office of English Language Acquisition will support the training of 25 pre-service K-8 teachers every two-year period. The grant improves SDSU’s capacity to train dual credentialed bilingual and special education teachers to teach ELLs with Mild/Moderate Disabilities. Drs. Alberto Ochoa (PLC) and Gene Valles (SPED) will lead this work.
Faculty, Staff, Students, and COE Alums, Friends and Stakeholders:

I want to take this opportunity to wish you all a prosperous New Year! As we usher in 2008, I encourage each of you to take time to reflect on the achievements and impact of our College over the past year. In 2007, several programs and individual faculty members were recognized nationally for their excellence. Alums were recognized with awards for their work, students were selected to present their studies at prestigious professional conferences, and the College continued its nationally recognized outreach efforts to positively impact the quality of life in the greater San Diego region and to provide programs of the highest academic quality. In addition, our impact internationally continued to expand as opportunities to provide educational services reached new audiences. Publications in highly regarded journals, grants to support research and development initiatives, and service in the community remained consistently high in both number and quality. The College remains committed to “Learn • Discover • Engage” in 2008 to make a difference in the lives of those we serve.

Ric A. Hovda, Dean

CONGRATULATIONS TO OUR MATH/SCIENCE EDUCATION FACULTY AND STAFF!
San Diego State University is ranked by Academic Analytics as 2nd nationally in mathematics education. This ranking was obtained through the Faculty Scholarly Productivity Index:
We can all be proud of this accomplishment and the recognition it brings to our College and its programs. Well done!!

COMPACT FOR SUCCESS GARNERS “PRACTICES WITH PROMISE” DISTINCTION
The Campaign for College Opportunity recently released a report highlighting fifteen “Practices with Promise.” Included in this prestigious list of programs that seek to improve college access and success is the SDSU Compact for Success. “What is exciting is the degree to which educators are breaking down barriers between their schools, colleges and universities,” according to Abdi Soltani, Executive Director of the Campaign for College Opportunity. “What these programs have in common is they simplify the process of going to college, they forge connections between high schools, community colleges, and universities, and they clear a path for student success.” The Campaign for College Opportunity is a nonprofit organization devoted to ensuring that the next generation of college-age students in California has the chance to go to college as promised by the state 1960 Master Plan for Higher Education.

CSP CHAIR ADDRESSES CONFERENCES AT TSUKUBA AND BUNKYO UNIVERSITIES, JAPAN
In September, Dr. Carol Robinson-Zañartu delivered keynote addresses to two professional associations in Japan, visited schools, and began discussions about exchanges with SDSU. Her first address at Tsukuba University introduced the Japanese Association of School Psychologists to dynamic assessment and the mediation of thinking and learning skills using home language and culture as an initial bridge to curriculum. Her second keynote address, delivered at Bunkyo University to the Japanese Association of Educational Psychology, focused on the development of programs in school psychology using systemic perspectives, building on unique program strengths and national standards. Her graduate student Maiko Ikeda accompanied her for part of the trip and helped translate. Dr. Robinson-Zañartu is pictured here with Dr. Masamitsu Fujihara, President of the Japanese Association of Educational Psychology, Dr. Toshinori Ishikuma, Chair of the National Certification Board for School Psychology and former President, Japanese Association of School Psychologists (and her conference translator), and Dr. Nobuhiko Aizawa, Conference Organizer.

ALLISON ROSSETT TO BE HONORED
Allison Rossett (Educational Technology Department) will be honored as a “Legend” at the ASTD International Conference in San Diego, June 1-4, 2008. ASTD, the American Society for Training and Development, is the world’s largest association dedicated to workplace learning and performance professionals. ASTD’s membership includes participants from more than 100 countries. As a “Legend,” Dr. Rossett is being recognized as a distinguished contributor to the field of workplace learning and performance. Criteria for selection for this recognition require wide, international name recognition, lasting impact and influence on the field, originality of ideas, a career of sustained currency, and a contribution that raises visibility, credibility, and stature of the field.
This Dean’s Update features faculty members selected in a highly competitive process to receive university support for important research projects. Congratulations to each on this accomplishment! Past Updates describing some of the achievements mentioned previously can be found on our website (http://edweb.sdsu.edu/). Throughout 2008, the Dean’s Update will continue to share achievements of our dynamic College of Education.

Ric A. Hovda, Dean

COLLEGE OF EDUCATION FACULTY MEMBERS RECEIVE UNIVERSITY GRANT PROGRAM AWARDS
Five faculty members in the College of Education were awarded a total of $40,027 by the University Grants and Lectureships Committee, representing 10% of the funds awarded university wide. The funds are available for use between January 2008 and June 2009.

Charles Degeneffe, Administration, Rehabilitation, and Postsecondary Education
Planning for an Uncertain Future: Perspectives of Parents and Adult Siblings of Persons with Traumatic Brain Injury
This study will examine family care for individuals with traumatic brain injury from a mixed methods perspective to learn about siblings’ willingness to be future caregivers, parents’ expectations that siblings be future caregivers, and specific ways that parents prepare siblings to take on future caregiver roles.

Nan Hampton, Administration, Rehabilitation, and Postsecondary Education
Cultural Values and Attitudes toward People with Psychiatric Disabilities in Asian American and Hispanic American Students
This study will utilize an Ex Post Factor research design to explore relationships between collective cultural values and attitudes toward people with psychiatric disabilities among Asian and Hispanic American students.

Frank Harris, Administration, Rehabilitation, and Postsecondary Education
Exploring the Nexus between Race and Masculinities Among African American and Latino College Men: A Grounded Theory Study
This study will examine conceptions of masculinities among African American and Latino college men, and the influences of these conceptions on the participants’ behaviors, outcomes, and peer interactions.

Bonnie Kraemer, Special Education
Transition for Youth with Autism Spectrum Disorder: An Examination of School Preparation, Family Involvement and Outcomes Achieved
Autism Spectrum Disorder (ASD) is one of the fastest growing disorders in the United States today. This study will investigate how youth with ASD are prepared to leave school, what outcomes they achieve as they transition from school, and how this period of the lifespan affects the families of youth with ASD.

Soh-Leong Lim, Counseling and School Psychology
Strengthening Intergenerational Ties in Sudanese Refugee Families: A Contextualized Child-Parent Relational Therapy (CPRT) Approach
This study will identify the unique parenting challenges that Sudanese parents face in the cultural context of the United States, develop a culturally sensitive and contextualized approach of CPRT, and evaluate the effectiveness of this contextualized therapy approach with the Sudanese.
ALBERTO RODRIGUEZ LEADS SECOND FORUM ON BILINGUAL EDUCATION
The second working forum on the state of bilingual education in California was held at San Jose State University this past February to continue the work started last fall here in San Diego by Alberto J. Rodriguez, COE faculty member and Co-Director of the Center for Equity and Biliteracy Education Research (CEBER). The main goal of these forums is to examine the factors that promote and/or obstruct the advancement of bilingual education in California, enabling specific issues and plans of action to be drawn and identified. Participants in the forum worked on the development of a vision statement that should provide much needed focus and direction for the improvement of bilingual education in the State. For more information contact arodrigu@mail.sdsu.edu.

FRANK HARRIS III PRESENTS WORK, RECEIVES HONOR
Dr. Frank Harris III (ARPE) presented his collaborative work with the Center for Urban Education at the University of Southern California at the Annual ACE conference. Dr. Harris and his colleagues spoke on the topic of race-based disparities in student access, success, and achievement, which persist at many colleges and universities, despite recent efforts to achieve diversity and increase accountability in higher education. Dr. Harris was also recently honored with the American College Personnel Association’s (ACPA) Standing Committee for Men 2008 Outstanding Research Award in recognition of his study “The Meanings College Men Make of Masculinities and Contextual Influences on Behaviors, Outcomes and Gendered Environmental Norms: A Grounded Theory Study,” and related research.

PROFESSORS OCHOA AND CADIERO-KAPLAN PARTICIPATE IN BILITERACY TEACHER SYMPOSIUM
Alberto M. Ochoa (PLC) and Karen Cadiero-Kaplan (PLC), past president of California Teachers of English to Speakers of Other Languages, were visiting experts at a recent gathering of Oregon educators and school leaders at a symposium on biliteracy and bilingualism at the University of Oregon, sponsored by their College of Education’s Department of Teacher Education. “Teacher educators and school leaders are looking closely at current research in biliteracy instruction to insure that Oregon’s increasing [English-language-learner] student population is receiving the best education possible,” said Professor Edward M. Olivos, organizer of the event. Symposium guests included the Oregon Superintendent of Public Schools, four school district superintendents and 70 other participants.

MARILEE BRESCIANI AWARDED GRANT
The NASPA Foundation Research Committee recently awarded Dr. Marilee Bresciani (ARPE) a grant in the amount of $2,990. This funding will provide research support for graduate student Jessica Hickmott of the MA in SA degree program.

TAMARA COLLINS-PARKS ELECTED CHAIR
Tamara Collins-Parks (PLC) has been elected Elementary Level Chair for CATESOL (California and Nevada Teachers of English to Speakers of Other Languages). She officially assumed her new role at the State CATESOL Conference in Sacramento April 10-13. The Elementary Level Chair is active in keeping members informed of upcoming legislation that affects English Learners and keeping CATESOL informed of current issues in the field. If anyone in the college has information or concerns that they would like to see shared with CATESOL, Tamara can be contacted at biliterate@gmail.com.

SCHOOL PSYCHS ON THE RUN!
On the impetus of one of their own currently battling cancer, a group of fellow psychology graduate students led by Dr. Tonika Duren Green raised over $1,500 participating in the Point Loma Nazarene University “Relay for Life” under the team title “School Psychs on the Run!” The students reflected on their experience in their field experience journals and have plans to submit a presentation proposal to the 2009 National Association of School Psychology Convention. Visit Relayforlife.org for more information.

DOCTORAL STUDENT NAMED TEACHER OF THE YEAR
After 14 years of experience teaching in the city, San Diego native Theodosia Ballard was named a 2008-2009 Teacher of the Year by the San Diego Unified School District for her outstanding accomplishments at Walter J. Porter Elementary School. A 1993 SDSU liberal studies graduate, Theodosia earned a master’s degree at SDSU and is currently enrolled in the joint USD/SDSU doctoral program.

ALBERTO OCHOA RECEIVES CESAR CHAVEZ AWARD
Dr. Alberto M. Ochoa, chair of the Department of Policy Studies in Language and Cross Cultural Education, was honored at the recent Cesar E. Chavez Day at UCSD, in recognition of his work to further Chavez’ ideals in the community by working to provide equal opportunities for Latino students in San Diego county schools.