

GREATER WORKS

SPRING 2010
ISSUE 3

Excellence Awards in Research and Teaching

Dr. James Kantiok and Dr. Susan Warren from the Department of Advanced Studies in the School of Education are this year's recipients of the Excellence Award in Research.



Visiting Scholar from Korea

INSIDE THIS ISSUE . . .

First Annual Research Symposium

Candidates' Presentations at Azusa and Murrieta . . . 8

Special Education in the 21st Century

Full Circle: History of the Department . . . 10

Emerging Scholars

Transformational Scholarship Awards . . . 13

Grace and peace be unto you.

In the past three years, the School of Education made major advancements that favorably impacted its regional and national reputation. As we faced a new academic year, our primary goal was to further solidify that reputation by maintaining our focus on transformational scholarship, technology, and diversity while drawing attention to the establishment of a mega-community. These themes, threaded throughout our two day Annual Kick-Off held in September, set the tone for the 2009-2010 academic year.

This issue of 'Greater Works' magazine is designed to highlight the



research, scholarships, and professional development awards in the School of Education. We hope this issue serves as a source of information that enhances the professional development of our alums and other readers. As you peruse this magazine, consider how the School of Education can assist you in developing and utilizing academic research

to favorably impact your professional and personal environment. Plan to tour our new Emerging Technology Center (ETC), a 21st century digital classroom, and join with us to form a three way mutual partnership that meets the needs of an educational, governmental, and a corporate entity (a mega-community).

Continuing our focus on diversity, each member of the School of Education received a copy of the ground-breaking book entitled *Jesus and the Disinherited* written by Howard Thurman. This book is widely considered to be a seminal work in Black Liberation Theology. The Late Rev. Dr. Martin Luther King, Jr. often carried it with him during the Civil Rights Movement in 1960. A lunch time lecture series centered on this book has been designed to assist the academic community in developing and maintaining a more inclusive environment on all levels. You are cordially invited to join us in this free, thought provoking, community-building event. We believe its exploration will help to eliminate the educational achievement gap. There are two sessions remaining.

The crowning jewel of this magazine is the highlighting of some of our illustrious alums. I pray that you will be inspired and informed by this chronicle of some of the "Greater Works" being accomplished in and through the School of Education and that you will join with us in our endeavors.

Peace,

Helen Easterling Williams, Ed.D.
Dean, School of Education

Dean's Cabinet

- Bud Weatherby, Ph.D.**
Special Assistant to the Dean
- Linda Chiang, Ed.D.**
Chair, Advanced Studies
- Angela Clark-Louque, Ed.D.**
Chair, Doctoral Studies in Education
- Chinaka DomNwachukwu, Ph.D.**
Chair, Teacher Education
- Teri Marcos, Ed.D.**
Chair, Educational Leadership
- Joseph Mintah, Ed.D.**
Chair, Innovative Educational Technology and Physical Education
- David R. Morrison, Ed.D.**
Chair, School Counseling and Psychology
- Nilsa Thorsos, Ph.D.**
Chair, Special Education

Program Directors

- Kathleen Fletcher Bacer, Ed.D.**
Online Educational Technology
- Michael Block, Ph.D.**
School Counseling
- Ann P. Bradley, Ed.D.**
Single Subject
- Nancy Contrucci, Ph.D.**
Mild/ Moderate Special Education
- Chinaka DomNwachukwu, Ph.D.**
Online Clear Credential
- Joanne Gilbreath, Ed.D.**
Digital Teaching and Learning, Educational Technology
- Greg Kaiser, Ph.D.**
Multiple Subject
- Daniel Lawson, Ph.D.**
Doctoral Studies in Education
- Teri Marcos, Ed.D.**
Educational Leadership
- Robert Martin, Ph.D.**
School Counseling and School Psychology Fieldwork and Internship
- Joseph Mintah, Ed.D.**
Physical Education
- Pedro Olvera, Psy.D.**
School Psychology
- Maria Pacino, Ed.D.**
Teacher Librarianship
- Litzzy Ruiz, M.A.**
Moderate/ Severe Special Education
- Susan Warren, Ph.D.**
Curriculum and Instruction in Multicultural Contexts
- Ivy Yee-Sakamoto, Ph.D.**
Professional Development School Director; CTEL/ CLAD Coordinator

GREATER WORKS

Editorial Board

- EDITOR**
Angela Clark-Louque, Ed.D.
- ASSOCIATE EDITORS**
Bud Weatherby, Ph.D.
Helen Easterling Williams, Ed.D.
- ASSISTANTS TO THE EDITOR**
Sandra Jaramillo
Gaye Rigdon
Sandy Tuitoelau
- CONTRIBUTING AUTHORS**
Timothy Brinkley, MBA
Angela Clark-Louque, Ed.D.
Mona Girgis, M.A.
Michelle Herczog, Ed.D.
Richard S. Martinez, Ed.D.
Ann Plumb
Helen Easterling Williams, Ed.D.
- MARKETING DIRECTOR**
Rafi Maljian, MBA
- LAYOUT AND DESIGN**
Claire Lesesne
www.jandcdesigns.com
- PHOTOGRAPHERS**
Timothy Brinkley, MBA
Scott Stapenhill

Will you partner with us in developing 21st century teaching and learning educators? Your contribution to the scholarship fund will be tax deductible. Please make your donation payable to the "School of Education". Thank you in advance.

www.apu.edu/education



- DEAN'S MESSAGE 2
- VISITING SCHOLAR..... 4
- EXCELLENCE AWARDS WINNERS..... 5
- CHRISTIANS ON DIVERSITY IN THE ACADEMY..... 6
- US HISTORY DAY 7
- FIRST ANNUAL RESEARCH SYMPOSIUM 8
- SPECIAL EDUCATION IN THE 21ST CENTURY UPDATES10
- FACULTY RESEARCH ABSTRACTS.....12
- EMERGING, ACCOMPLISHED, AND DEAN'S SCHOLARS13
- ALUMS THE WORD 14



On the COVER

Recipients of the Excellence in Research Award: Dr. James Kantiok and Dr. Susan Warren.

Inset Photo: Dr. Shin Young Kim (Visiting Scholar) and Dean Helen Easterling Williams.

Visiting Scholar

Shin Young Kim, Ph.D.



Azusa Pacific University's School of Education was honored to welcome Dr. Shin Young Kim as our first ever visiting scholar. She came to us from BaekSeok University in South Korea. Dr. Kim was the Dean of the Graduate School of Education from 2003 to 2008.

Dr. Kim earned her Bachelor of Arts and Masters of Arts in Early Childhood Education. Her Master's Thesis was titled, "A Study on the Aspects of the Solution of the Conflicts Among Children." Dr. Kim served as a teacher, an assistant principal, and research professor in the field of Early Childhood Education.

Dr. Kim attended Ewha Women's University where she received her Doctor of Literature degree in Early Childhood Education. Her Doctoral Dissertation was titled, "The Study on the Problems Perceived by Teachers in the Early Childhood Institutions."

We were excited to work with Dr. Kim in developing our Early Childhood Online Education Program. She worked with the Department of Teacher Education where her expertise is assisting in the development of syllabi and coursework.

I was born in Korea in a devoted Christian family. Growing up, I have been learning about the importance of the relationship between God and people. I gained different experiences in Paris, France in my early 30s and in Montreal, Canada in my early 40s. These experiences have given me a vision that reflects the world more widely and beautifully.

For ten years, I taught Early Childhood Education at the in-service training center for Early Childhood Education. I was also in charge of preliminary training of Early Childhood Education teachers for the Early Childhood Education Department of Baekseok University for another ten years. This has broadened my interest in the training system of teachers for Early Childhood Education.

I have been teaching children's Literature and Arts which, from my experience, are communication tools for children. I also teach Early Childhood Education Seminar and Early Childhood Field Research to pre-teachers. This allows sharing practice-based theories.

Recently, I have become interested in the changes taking place in the field of Early Childhood Education. I have been learning about a new paradigm

in education that Italian researchers discovered. This paradigm, focused on teaching methods-based social constructivism, led me to change my teaching philosophy.

While at Azusa Pacific University, I was especially interested in learning about Faith Integration as well as Strengths-Based Educational Leadership. During my stay, I learned how to create a God-First community.

As I have learned here, I have faced some difficulties and the verse that gives me strength is Jeremiah 33:3 "Call to me and I will answer you and tell you great and unsearchable things you do not know." This verse has impacted my life the most, and I like to say that I have the Lord's telephone number which is 333.

To support the practices and interests in educating Early Childhood teachers for more than twenty years, I wanted to experience professional supporting strategies through the teacher training model at APU. Learning those strategies will help develop the South Korean Early Education teacher training system further and change it to be more effective.

Dr. Shin Young Kim

RESEARCH AWARD



James Kantiok, Ph.D.

Professor

Department of Advanced Studies

Dr. Kantiok's experience with research started during his undergraduate years when Professor Taylor from the US adopted him as his research assistant for a major psychological research project in Nigeria. This project opened his eyes to the benefits and joys of conducting research. "Balancing between teaching and research at APU is a tough call because we are primarily a teaching university, but it is doable. Some of my colleagues have asked me where I find the time to do research and I just tell them, clear the clutter in your life and you will find some time for research."



Susan R. Warren, Ph.D.

Professor and Director of

MA Programs in Education

Department of Advanced Studies

Engaging in research has been an important aspect of scholarship for Dr. Warren during her six years at APU. This commitment can be seen not only in her own work but in how she has promoted research within the School of Education (SOE). She has been involved in numerous research studies and has invited many colleagues at APU, other universities, and the County Offices of Education to join her. Her research studies have resulted in publications, primarily peer-reviewed, and presentations at nationally recognized conferences, to the California Department of Education, and by special invitation at the Murdoch University Research Seminar Series in Western Australia. Additionally, each term Dr. Warren inspires the faculty in her programs to support almost 200 graduate students as they embark upon action research as their final capstone experience for the Master of Arts degree. She has designed a website for the research project [<http://education.apu.edu/dept/as/educ589/>] with many resources for the students. Dr. Warren also teaches two sections of this course. Finally, last spring Dr. Warren was invited to be a committee member and was extensively involved in the SOE First Annual Research Symposium encouraging students and other faculty to participate. All of these opportunities have continued to inspire her scholarship and promote research in the SOE.

TEACHING AWARD



Cindy Tanis, Ph.D.

Assistant Professor,

Graduate Physical Education

Department of Innovative Educational Technology and Physical Education

Since 1986, Dr. Cindy Tanis has been employed as an undergraduate and/or graduate instructor at APU. She has had the privilege of teaching students ranging from the 18-year-old student-athlete to the 65 year-old grandfather pursuing a Master's degree. As a Certified Athletic Trainer, her teaching specialty is in Sports Medicine, Wellness and Fitness for Life, and Athletic Conditioning. She also teaches a research and a writing class to incoming Graduate Physical Education students. She is thankful for the vocation God has provided her at APU, and prays that she is making a difference for the Kingdom through her interactions with students.

Susan R. Warren, Ph.D.

Professor and Director of MA Programs in Education

Department of Advanced Studies

Teaching has been a passion and career that Dr. Warren has enjoyed for over 30 years. From K-12 children and youth to educators in graduate school there is no greater reward for her than engaging students in exciting curriculum, challenging them to reach their potentials, and supporting them throughout the process. During her six years at APU, she has had the good fortune to teach the Curriculum Foundations, Research for Educators, Instructional Principles and Practices, and Family-Community-School Connections courses. For each of these courses, she has developed and revised curriculum that has (a) issues of diversity and faith integration, (b) a strong theoretical grounding, and (c) practical applications for our APU educators who are teaching 21st century learners. As a program director and full professor, Dr. Warren also enjoys mentoring adjunct and new faculty in the area of teaching. Additionally, she often engages colleagues in scholarly discussions and debates about curriculum and instruction. Beyond APU, Dr. Warren shares her strong background in teaching through presenting at and attending national conferences for organizations such as the Association of Supervision and Curriculum Development (ASCD) and Phi Delta Kappa (PDK). Dr. Warren believes that teaching touches lives and changes the world. She feels blessed to teach at Azusa Pacific University and to honor God's calling. She is committed to providing the curriculum, instruction, expectations, and care that it takes to support and nurture each of our School of Education graduate students.

Christian Diversity in the Academy

2nd Annual Christians on Diversity in the Academy Conference – Monrovia, CA.

by Richard S. Martinez, Ed.D.

Azusa Pacific University celebrated its 2nd Annual groundbreaking interdisciplinary national forum for Christians on Diversity in the Academy (CDA) in March, 2009. Scholars and practitioners from nearly 30 educational institutions came together for a dynamic three-day academic conference at the beautiful Double-Tree Hotel located in downtown Monrovia, California. The conference was attended by 162 faculty, administrators, and graduate students representing many fields and concentrated areas of study across multiple educational organizations. The university hosted nearly 40 workshop, paper, and poster presentations. Sessions included topics on career development, culture, religion, education, diversity, educational outcomes, intersections, and theory to practice/activism. These forums provided a valuable opportunity for multi-organizational collaboration, networking, dialogue, and learning. Presenters were especially adept at using a universal design approach recognizing the diverse learning styles and access needs of the audience. Examples of diverse session delivery approaches included handouts, CDs, website references, large-print handouts of 36 font for low vision attendees, and verbal summaries of Powerpoint slides.

Conference attendees were greeted at the registration desk with the love, kindness, peace, and patience for which the APU community is so well known. Christ's Spirit permeated the venue as Christians from their respective institutions and diverse interests and specialty areas came together for three days of learning that God had prepared.

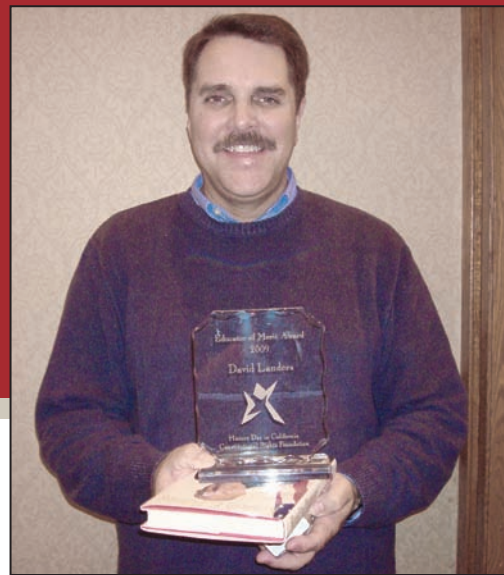
Three wonderful keynote sessions featured. Dr. Ruth H. Chung, Ph.D., Associate Professor of Counseling Psychology at the University of Southern California. Dr. Chung shared a comparison of parenting styles and family functioning highlighting differences among Asian, Asian American, and European Americans and how these factors contribute to intergenerational conflict in families and self-esteem in young adults. Lieutenant Colonel Les Knotts, Ph.D., Associate Professor of English at the United States Military Academy at West Point, New York, presented his current research on learning how to best leverage diverse thinking to enhance learning for a mixed-culture cohort. Pete C. Menjares, Ph.D., Associate Provost for Diversity Leadership and Associate Professor of Education at Biola University presented his work on diversity and intercultural competencies in Christian colleges and universities. Dr. Menjares testimony was featured in *Teach Kids!* Magazine (Summer, 2007) as part of a curriculum designed to reach At-Risk Latino youth.



Left to right: Chiraphone Khamphouvong, Director of the Office of World Missions, Dr. Helen Easterling Williams, Dean of the School of Education and Dr. John Wallace, President of Azusa Pacific University.



Left to right: Dr. Pamela M. Christian, Assistant Provost presents an award to Dr. Bennett Nworie, Associate Professor, Department of Special Education



Dave Landers, M.A.

Recipient of the History Day in California Educator of Merit Award

by Michelle Herczog, Ed.D.

Azusa Pacific University School of Education is pleased to announce that Dave Landers, associate Professor in the Department of Teacher Education was honored with the 2009 History Day in California Educator of Merit Award. In an era of standards, accountability, and educational reforms fueled by state and federal initiatives,

many of our schools are focusing their instructional programs on reading and mathematics at the expense of quality history/social science education. Fortunately, the Los Angeles County History Day provides an exciting venue for history education to maintain a strong foothold in classrooms across the nation. This special award honored Dave Landers for his service to students, community, county, and state.

As a history teacher at Jones Junior High School in Baldwin Park Unified School District, Mr. Landers introduced History Day to the site in 1996. He involved school teams in the county competition for eight years. As the Project Director for two Teaching American History (TAH) Grants funded by the U.S. Department of Education to Baldwin Park USD, Mr. Landers incorporated History Day L.A. as a vital component of the programs. He developed and conducted an introductory workshop to History Day that was attended by teachers throughout the district. As a result, dozens of teachers and hundreds of students participated in the History Day L.A. program in Los Angeles County.

Mr. Landers transitioned to Azusa Pacific University (APU) as an Assistant Professor in the Department of Teacher Education in the School of Education in 2005. Despite the rigor of university life, Mr. Landers continued to keep History Day as a central focus of his work with education students at APU. His students learned firsthand about History Day as a highly effective instructional practice for classroom use. His standing at the university and meaningful working relationships with APU President Dr. Jon Wallace and Vice Provost of Academic Affairs, Dr. Paul Gray have reaped huge benefits to the History Day L.A. program in Los Angeles County.

For the fourth consecutive year, Azusa Pacific University opened its doors for History Day L.A. at a fraction of the cost of any other public or private facility in the state. Facility amenities included classroom spaces that are wired for internet and have state-of-the-art technology, an awards ceremony center with megatron video screens and comfortable seating for over 1,500, and an Art Department that invites students to join art history “fun” activities during the day. Mr. Landers personally invited dozens of historical re-enactors and local historical societies to participate at the History Day L.A. event. His professionalism and leadership are always mixed with a smile and willingness to do all he can to make the History Day L.A. event the best it can be!

APU congratulates Mr. Dave Landers for winning this prestigious award. He exemplifies the profession of education and the reason why it is important to teach history in our classrooms. His knowledge is profound. His skills as an educator are masterful, and his dedication and enthusiasm for History Day L.A. is inspiring.

“His standing at the university and meaningful working relationships with APU President Dr. Jon Wallace and Vice Provost of Academic Affairs, Dr. Paul Gray have reaped huge benefits to the History Day L.A. program in Los Angeles County.”



Angela Clark-Louque, Ed.D.
Founder, SOE Annual Research Symposium



Special Education Faculty Gregory Richardson and Litz Ruiz.



From Left to Right: Dr. Louque, Mrs. Jaramillo and Mrs. Tuitoelau.



A graduate student presenting his research.

APU Murrieta Regional Center Hosts School of Education 1st Annual Research Symposium



The School of Education held its First Annual Research Symposium in May 2009 on Main Campus, Azusa as well as the Murrieta Regional Center. Led by Associate Dean Angela Louque, a faculty committee was formed representing each department. The purpose of this event was to provide graduate candidates and faculty sponsors with a venue to share their research. The symposium served as an event to acknowledge scholarly achievement as well as to encourage faculty members to sponsor graduate candidates' research. Not only was the event purposeful for candidate presenters, but it also provided an opportunity for non-presenting candidates to be exposed to action-based research and educationally based projects.

The two-day event was attended by over 300 guests. Candidates used various methods of presenting their research including poster sessions, round table discussions, and paper presentations for completed research projects. Degree/credential candidates or degree/credential recipients at the two sites were invited to submit abstracts of their research. The presentations and symposia featured a resource manual which included faculty names, areas of research interests, accepted proposal abstracts, candidates and faculty contact information, listings of educational organizations with journals for publishing and candidates' photos. Each presenter received a gift to demonstrate the School's appreciation for their participation.

by Angela Louque, Ed.D.

On Tuesday, May 19, 2009 the Azusa Pacific University's Murrieta Regional Center was honored to participate in APU School of Education First Annual Research Symposium. Hosting this event at the Murrieta Regional Center provided the opportunity for more than 40 School of Education credential and Master of Arts in Education candidates to present their scholarly findings in conference style setting. Candidate presenters shared their scholarly research in one of three venues:

- Bulletin Board and Posters, coordinated by Dr. Todd Morano
- Presentations, coordinated by Dr. JoAnn Jurchan
- Round Tables and Round Tables with Embedded Technology, coordinated by Dr. Joanne Gilbreath.

Dr. Helen Easterling Williams, Dean of the School of Education, opened this event by encouraging and inspiring all in attendance to be scholars who "make history and her-story." She emphasized the ability and calling for all to make scholarly contributions that better the world and honor God. Collaboration between APU's Murrieta Regional Center faculty advisors, staff and the School of Education Associate Dean, Dr. Angela Louque, created the opportunity for Murrieta Regional Center candidates to present and participate in this conference style event. Candidates repeatedly commented how beneficial this experience was to them and how much they look forward to next year's event.

by Vickie Becker, Ed.D.



Vickie Becker, Ed.D.,
Executive Director of the APU Murrieta Regional Center



Wendell Hairston explains his perspective at the symposium.



Bulletin board presenters from Left to Right: Jennifer Camargo, Valerie Williams-Brown and Sarai Valdivia.



Brian Joos includes a musical performance during his presentation.



Faculty member, Gregory Richardson in his class.

Special Education in the 21st Century

by Nilsa Thorsos, Ph.D.



Nilsa Thorsos, Ph.D., Chair of the Department of Special Education.

from Left to Right: Nancy Contrucci (faculty), Sandra Jaramillo, Nilsa Thorsos (faculty) and Litzzy Ruiz (faculty).

Full Circle: History of the Department

The Department of Special Education has a long history at Azusa Pacific University. In 1982, the Special Education program started as a small part of the Department of Special Education and School Counseling graduate programs. Dr. Bruce Simmerok was appointed program director. Both Special Education Learning Handicapped Credential and the Resource Specialist Programs (RSP) Certificate were offered in addition to the Masters Degree in Special Education. Dr. David Colachico joined APU in 1994 and was appointed program director in 1997. Under his directorship, the Special Education programs continued to grow as he added Intern Credential program.

In 1999, the new Mild/Moderate Credential was added to the Special Education program and Special Education was placed in the Teacher Education Program. Dr. Nilsa Thorsos joined APU in 2000 and was appointed program director in 2001. In 2007, Special Education completed a full circle, becoming a department again and Dr. Thorsos was appointed Chair. Under her leadership, the Department continues to grow into different programs and new course offerings including the Moderate/Severe Creden-

tial, Masters in Special Education and Technology, Masters and Clear Credential, Emotional Disturbance with National Board Certificate (in progress), and the Autism Spectrum Disorder (ASD) emphasis.

In 1994, the Special Education programs were offered at Azusa and at three regional centers: Orange, Murrieta, and Inland. Currently, Special Education programs are offered at all seven regional centers. The programs are offered in a face-to-face, Hybrid and Distance Learning (Online) options. The Department of Special Education continues to develop new ways to provide our teacher candidates with access to digital learning.

Our Mission

The Department of Special Education at Azusa Pacific University is dedicated to teacher preparation quality professional programs. It is comprised of a community of learners who reflect respect for diversity within a caring and loving environment. While we are here to serve our teacher candidates, our ultimate clients are the special needs students in the Southern California K-12 classrooms.

The 21st Century is Here!

The Special Education Department continues to keep abreast with the many changes occurring in the professional field particularly regarding the alignment with the Commission on Teaching Credential (CTC). Recently, the state has made significant changes in the standards and credentialing process impacting the way we provide services for students with disabilities in public and private education. Several new authorizations have been approved and will be added to the Special Education Department's options in upcoming terms. The Department plans to pursue New authorizations including Autism Spectrum Disorders (ASD) and Early Childhood Special Education Credential and Added Authorization (<http://www.ctc.ca.gov/notices/coded/2009/0909.pdf>). The Department continues to push forward with implementing technology in its programs and to promote 21st Century Agents of change. We now instruct, in our graduate credential classrooms, teacher candidates who can be described as 'digital natives'. The department has worked hard to be part of the paradigm shift and is prepared to serve our diverse learners using state of the art assistive technology and staying current with innovative options. The Department of Special Education utilizes the most comprehensive and integrated resources to assist teacher candidates and faculty alike in maximizing learning and instruction. Since 2007, Special Education courses have included an e-Companion digital platform format which is essential as the department transitions to paperless and earth friendly policies.

Accomplishments

Graduate Recognition:

The Department of Special Education promotes teacher candidates throughout the programs and continues to maintain close ties with their alumni after they have completed their preliminary, clear and/or Masters degree. We are recognizing our teacher candidates who have completed their programs with honors.

The Department of Special Education participated in the First Annual Research Symposium held on May 19, 2009 in Murrieta and May 20, 2009 in Azusa. This was an extraordinary opportunity for our Masters Degree candidates to exchange and explore research with other practitioners in the field. Candidates from different regional centers attended both Murrieta and Azusa events.

National Association of Christians in Special Education (NACSPED):



The Special Education Department faculty are the founding members of this nationally recognized organization. The third and fourth Annual Conferences were held at Azusa Pacific University, sponsored by the School of Education and supported by the leadership committee from the Department of Special Education. Teacher candidates from many regional centers attended these events and several candidates presented their research in paper presentation sessions.

Our Alumni:

Our alumni continue to make an impact in the community. For example, Mary Mollway is opening an autism center and her story was highlighted in the Valley News. Sylvia Apodaca (2009) and Patrice Justafort (2007) are both recipients of the Teachers of the Year Award. Eric Mandrano (2007) is currently pursuing his Doctoral Degree. Victor Garnica (2006) has been promoted to assistant principal. Exemplary practitioners, such as Lori Douglass (2007), have been asked to serve as Master teachers for clinical practice. George Cheung (2005) had been asked to serve as adjunct faculty for the Credential Programs.

History of Special Education Programs

1982-1994 ==>	1997-2000 ==>	2001-Present
Director Bruce Simmerok	Director David Colachico	Director/Chair Nilsa Thorsos
Department Graduate Program within School Counseling, Psychology and Special Education Department	Department 1998 Teacher Education Program	Department 2007 Special Education
Programs: Learning Handicapped Credential RSP Certificate Masters Degree	Programs: Mild/Moderate Credential Intern Credential	Programs: Mild/Moderate Intern/Non-intern Credential Moderate/Severe Intern/Non-intern Credential Emotional Disturbance Emphasis with National Board Certification (in process) Autism emphasis Master's Degree with Clear Credential in Special Education Master's Degree Only Master's Degree in Special Education and Technology
Faculty: 2 full-time	Faculty: 4 full-time	Faculty: 10 full-time
Centers: Azusa, Orange, Murrieta, Inland	Centers: Azusa, Orange, Ventura, Murrieta	Centers: Azusa, Orange, Murrieta, San Diego, High Desert, Los Angeles, Inland, Ventura
Delivery Model: Face to Face	Delivery Model: Face to face e-Companion On-Line for Clear Credential	Delivery Model: Face to face/e-Companion Hybrid Online

FACULTY RESEARCH ABSTRACTS

The SOE faculty have excelled and made leaping strides in the research field during 2009. Researches have covered a wide range of topics, including but not limited to, the benefits of technology use in the classrooms, the psychological capital, the successful performance of low-income schools and last but not least a survey on how well California university Tier 1 school leadership programs prepare their candidates for school districts leadership positions. All of those researches have great impact on school administrators, schools, teachers and most importantly our future leaders; "our kids." It is our hope that APU's SOE faculty will continue to be on the cutting edge of research for years to come.



Nworie, B. (March 25-27, 2009). *Minorities and Technology in Higher Education: The Way Forward*. Paper presented at the annual Christians on Diversity in the Academy National Conference, Monrovia, CA.

Author: Ben C. Nworie, Ph.D., M.Div., CRC, LPC. is an Associate Professor in the Department of Teacher Education, School of Education at Azusa Pacific University.

Abstract

The advances in technology in higher education are significant. For example, great strides have been recently made in online education. It is fast becoming the preferred method of instruction and learning by many busy students and institutions because of the explosion and convenience of technology. Data and educational artifacts are shared by various schools and colleges utilizing online and interactive Web environments.

However, many minorities are digital immigrants who may not go beyond a basic technological repertoire. Information from Dr. Nworie's extensive literature review and data from his classroom surveys reveal that many minorities face the problems of Access, Inclusion and Underrepresentation. Consequently, we can remedy these problems by 1) enhancing the minorities' access to theoretical technological information and devices, 2) improving their technology utilization practices, 3) increasing their awareness of available technological resources, 4) vamping computer learning environments to be more inclusive by incorporating less threatening, less technical, more straightforward approaches, 5) demonstrating the real-life relevance of technological education and last but not least designing and teaching computer curricular in ways that recognize the diverse pathways to learning, thinking and knowing.



Marcos, T. (April 16, 2009). *The Principal's Academy: A Collaborative California University Initiative on Congruence of the Principal Training to Urban School Leadership Practice*. Paper presented at the American Educational Research Association (AERA), San Diego, CA

Author: Teri Marcos

Abstract

Purposely selected urban California superintendents and assistant superintendents participated in a study using surveys and interviews. This study examined their views about the impact California university Tier I school leadership preparation programs have on overall preparedness for the position, effectiveness of job performance, longevity, transference of skills gained to professional staff development within the school site, and student achievement within their districts. Superintendents reported that Tier I candidates are academically well prepared for overall school leadership. Also, candidates emerge with strong instructional leadership and management skills. It was recommended by superintendents that The Principal's Academy teaches aspiring administrators to be courageous and relational, so that they can optimally meet the demands of urban school administration. Superintendents recommended field experience enhancement through collaboratively designed internships with real data and prescribed site-based experiences.



Contrucci, N., Brashear, N., Yau, J., (April 14, 2009). *Beating the Odds: A Study of Successful Low-Income, High-Achieving Diverse Elementary Schools*. Paper presented at the American Educational Research Association (AERA), San Diego, CA.

Beating the Odds: A Study of Successful Low-Income, High-Achieving Diverse Elementary Schools

Abstract

Many schools struggle to meet state standards required by No Child Left Behind (NCLB, 2002). Despite the perception that often equates diverse populations of low-income English Learners with low academic achievement, some schools are exemplary in successfully meeting Academic Performance Index (API) and Annual Yearly Performance (AYP) expectations (NCLB, 2002). Researchers wanted to learn about teacher effectiveness by studying successful teachers and successful schools that demonstrated increased state test scores. To explore this phenomenon, this research team posed foundational questions such as: What is happening in low SES schools that are "beating the odds"? What are teachers in these schools doing to bring out the best in their students? This Beating the Odds research study integrated fields of positive psychology and education in the study of behaviors, attitudes, and strengths of teachers who are teaching in high poverty schools that had met or exceeded their targeted performance goals for at least two years. Researchers studied 51 K-8 teachers from elementary schools in Los Angeles County who were "beating the odds."

Data was used to develop a conceptual model, which confirmed that there is positive impact on students' achievement when teachers develop their strengths, use appropriate differentiated instruction, and become effective team members.



Warren, Susan R. (April 14, 2009). *Promising Practices in School Reform: Leading to Success in Low Performing Urban Schools*, Paper presented to the Urban Learning, Teaching, and Research SIG at the American Educational Research Association (AERA), San Diego, CA.

Author: Susan R. Warren

Abstract

This study first identified indicators of successful school reform implementation through a meta-analysis of several existing empirical studies that highlight best practices. An Indicator Rubric of successful school practices was developed based on the findings. The second phase of the research examined, through in-depth case studies, school practices of five low performing urban schools that exited Program Improvement status year 3 or 4 by meeting Annual Yearly Progress. Researchers used the Indicator Rubric to determine which of the indicators correlated most strongly with the schools' growth in student academic achievement. An analysis of the case studies and rubric scores for all five schools revealed the importance of the indicators along six themes—Leadership, Data Use, Focus on Student Achievement, Climate, Professional Development, and Family Involvement. The results of the study will inform the planning and implementation of school improvement policies and practices by district and school leaders, external partners, and policymakers.

FACULTY RESEARCH ABSTRACTS

Warren, S., Reeder, G., Nofle, J., Kaiser, G., Jurchan, J. (April 15, 2009) *Preparing Teachers to Support English Learners, Presented at American Educational Research Association (AERA), San Diego, CA.*

Abstract

This investigation, conducted at a private faith-based university, explored how graduate coursework can impact teachers' knowledge, skills, and dispositions regarding English Language Development. Specifically, the investigators examined the nature and extent of change in attitude by teachers and teacher candidates who

participated in a graduate level course on teaching English Learners. Mixed methods combining a semantic differential study of graduate student attitudes with a qualitative analysis of the students' perceptions of their experience in the course were utilized in this investigation. Results from the semantic differential ($p < .01$) and qualitative data indicate a significant change in teachers in three global areas: Professional Knowledge and Skills, Professional Dispositions, and Role as Professional. This information will assist teacher education programs, university professors, and school districts as they structure and implement programs to support teachers.

EMERGING SCHOLARS 2009-2012

The Dean's Emerging Scholar and the Accomplished Scholar Awards are sponsored by the Office of the Provost. This scholarship is designed to provide tangible support to junior faculty as they endeavor to add to the body of knowledge attributed to their respective disciplines. In the School of Education, special consideration is given to proposals designed to produce tangible transformational scholarship that aligns with the seven themes of the School's Strategic Plan 2007-2012. Other factors considered are the research methodology, replicability, generalizability, pragmatics, and innovation of the proposal. Each scholar received a \$1500.00 stipend.



Joanne Gilbreath, Ed.D.
Emerging Scholar

Her research will focus on using baseline assessment to drive technology integration in schools of education as a precursor to adequately addressing the divide between digital natives and digital immigrants.



Yvette Latunde, Ed.D.
Emerging Scholar

Her research will focus on African American parent's engagement in the educational process of their children with special emphasis on the special education setting.



Malia Lawrence, Ph.D.
Emerging Scholar

Her research will focus on the academic goals and aspirations of student athletes and identification and implementation of effective support strategies that assist them in attaining these goals.



Bennett Nworie, Ph.D.
Emerging Scholar

His research will focus on the relationship between minorities and technology in higher education particularly as it relates to access to assistive technology in the special education arena.



Rema Reynolds, Ph.D.
Emerging Scholar

The focus of her research will be on the role of African American parents in the public school student success particularly as it relates to the school professional's propensity to include or exclude the parents in the educational process.

DEAN'S SCHOLAR 2009-2012



Gregory Richardson, M.A.
Dean's Scholar

Helping others reach their full potential is Dr. Richardson's mission. It is no coincidence that the Clifton Strengths-Finder, a computer-based assessment tool, identifies "individualization" as Greg's number one talent in the ordinal listing of his 34 themes. According to the Gallup Organization (2000), individualization is a character trait that

can identify and channel for success the unique ability of another. Therefore, Greg continues development of this talent, his unique strength, through his research on resilience. Greg says resilience, a strengths-based approach to overcoming adversity (Bernard, 2004), is the active force that taps the innate ability of people who possess a mental and/or physical disability. While traditional school systems seem to blame low school achievement on students (Buckingham, 2007; Fox, 2007; Hale, 2001), it is up to parents and educators to discover and develop within children strengths for resilience. Greg Richardson envisions that his research will make a major impact in education. He knows first hand, when students with special needs discover, develop, and use their strengths, they succeed in life.

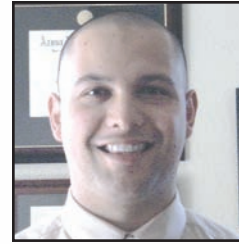
ACCOMPLISHED SCHOLAR 2009-2012



James Kantiok, Ph.D.
Accomplished Scholar

His research will focus on the analysis of the failing state of several African countries and the application of that analysis to the training of peace and conflict professionals prepared to lead in the 21st century with a global and Christian perspective.

Lino Gomez-Cerrillo, M.A., '07



Having graduated from APU with an MA/Pupil Personnel Service Credential in School Psychology in 2007, Lino Gomez-Cerrillo was actively recruited to become the Bilingual School Psychologist for the CJUHSD. As lead school psychologist for bilingual assessment, he devised and implemented a district wide policy for assessing culturally and linguistically diverse students, utilizing the most up to date research and best school psychological practice. He was the recipient of the 2007-2008 Shining Star award for the West End SELPA for exemplary contributions to students with special needs. Most recently, he was a co-presenter at the 2009 CASP convention presenting a new bilingual assessment model for the state of California.

Amy Mora, M.S., '07



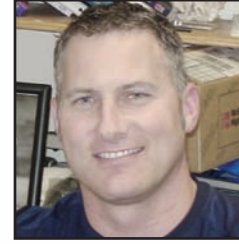
Amy Mora received her Master of Science in Physical Education from APU in 2007. She and her husband, and 4 month old daughter live in San

Diego, where Amy is the head water polo coach at Mira Mar Community College.

Amy was an assistant water polo coach at Palomar Community College and several of her colleagues encouraged her to get her Master Degree, and that APU would be an excellent place to do it.

Her search began online and led her to the APU satellite campus in San Diego. Amy said "The people at the San Diego campus were very welcoming and my entry into the program went very smoothly." "The classes were small, intimate and there was an atmosphere of warmth". "My capstone project was rigorous, but I received great assistance from my mentor, Dr. Malia Lawrence." "My master of science degree from APU was the key to my coaching position here at Mira Mar Community College."

Brad Platt, M.S., '07



Brad Platt received his Master of Science in Physical Education from APU in 2007. Brad, his wife, and three children live in San Diego, where he

teaches exercise science at Southwestern Community College. Brad is a former quarterback at Southwestern CC, and San Diego State University. He also teaches online courses for two other institutions.

Although he has coached both football and basketball at Southwestern, the academic atmosphere during his courses at APU encouraged him to concentrate his professional growth in teaching exercise science.

After his graduation from San Diego State University, Brad spent some time selling fitness and weight training equipment. He was encouraged by friends to enter the field of teaching and coaching. Several coaches suggested that he should look into Azusa's Masters Program. His enrollment at the San Diego Center went very quickly and the support staff there was great. Brad said, "The course in Sport Ethics was the highlight of my course work at APU. My Master's degree from APU changed the direction of my professional life."

Kern Oduro, B.A., '94 Virginia Kelsen, B.A., M.A., '91, '96 & '01



God's greater work is happening all over the world. In one particular high school in Southern California, it has brought two APU alums to work together once again. Kern Oduro (APU class of '94 and Virginia Kelsen (APU '91, '96, and '01) serve as Principal and Assistant Principal at Rancho Cucamonga High School.

Oduro and Kelsen initially attended APU as undergraduates. Oduro came to the school in 1990 from Ghana, Africa to earn a degree in biology. He also ran track. His father, John

Oduro, attended APU and earned his degree in theology.

During the years following his graduation, Oduro married, began a family, and started a foundation called Access to Empowerment to provide educational resources to developing countries including, the K-12 school that his family operates in Ghana. His passion for the children of Africa has led him to continue to advocate for educational opportunities to assist in transforming the country and continent that has shaped who he has become. Furthering his education, he earned a Masters of Education at Claremont Graduate University in 1998. In addition to the work he does for Access to Empowerment, he has worked as a middle and high school Science teacher, Assistant Principal, and Principal.

Kelsen continues to maintain strong ties with APU. Immediately after completing her undergraduate degree in English, she pursued her teaching credential there. Later, she earned two Master of Education Degrees – one in Teaching and the other in Pupil Personnel Services. In 2004, she was hired to teach in the School of Advanced Studies where she teaches one class a year on Action Research. "I thoroughly enjoy teaching for APU. It is an honor to give back to the university that has given so much to me." Her work with early career teachers is some of her most rewarding and significant. "I see the responsibility of teaching teachers as one that impacts multiple generations. They need to be prepared so their students can participate in the highest quality education possible."

Kelsen left Northern California to attend APU. She and Oduro first became acquainted with each other in 1990 when his best friend and her college roommate of three years were dating. The two friends didn't see each other for years after their undergraduate studies. For years, that is, until they both joined the Urban Leadership Cohort at Claremont Graduate University in 2006. Both were there to pursue a PhD in Education. Oduro plans to study the relationship between transformational leadership and the impact of effective leadership on student achievement. While Kelsen plans to pursue a topic related to leadership as well, her dissertation will focus on mentoring from a systems theory perspective and include work with beginning teachers, principals, and the evaluation of a

Comprehensive School Reform grant. Both are in the early phases of their dissertation.

What seems most remarkable, is how the two of them ended up working together once again. Oduro became Principal of Rancho Cucamonga High School in 2008, after working there since 2001. Kelsen joined the staff of RCHS in the same year, serving as Assistant Principal of Instruction. As two members of an amazing administrative team and school staff, they have tackled the work of transforming a strong school into an excellent one. This work, as explained by Oduro, is related to a God-given dream. "My vision for closing the achievement gap comes from a desire to serve others as God would have me to. It also stems from the fact that I believe that students of color can achieve immensely when we develop the will to make it a reality. I have faith that God will continue to provide opportunities to positively impact the lives of students and teachers."

Though neither Oduro nor Kelsen would attempt to predict the future, which is clearly in God's hands, they both have clear goals they pursue daily. Oduro's dream is to continue to serve public school children in the United States while strengthening connections to fundraising and other resources to help the people in his native Ghana to achieve educationally. Kelsen has a similar commitment to serving children and to local and global education projects. "I hope that God will allow me to continue to impact communities through improved education systems. As I work daily to make a difference for one child or one teacher, I pray that God will use me in carrying out His good and perfect plan."

Stefani Chavez, M.A., '03



Stefani Chavez graduated from Azusa Pacific University in 01' with a Masters Degree in Teaching. She is currently teaching for Hacienda La Puente Unified School

District and have taught various grades including Kindergarten, 1st, and 2nd grade for almost 10 years. Teaching continues to be a passion and she is blessed to do what she loves. She has also been blessed with a job share position where she can teach part time and still be home with her sons. Ms. Chavez has been married

to her husband Matt for 7 years. They have two sons, Ethan (4) and Luke (21 months).

Linda Woods, M.A., '03



Growing up, Linda knew from an early age that her dream career was to become a teacher. Linda Woods' journey to Azusa Pacific University began in

Fall 2003. This was a career change as she began experiencing the empty nest syndrome of her children leaving the home.

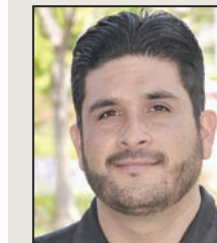
Ms. Woods started the CAPS program at the High Desert Campus; she was part of the most amazing cohort of students. Then she transferred to the main campus and the Orange County campus to complete her Education Specialist Mild/Moderate Credential

and Master's Degree in 2007. Linda then enrolled in the Moderate/Severe program which she completed at the end of Fall II. "Attending APU has given me the knowledge and confidence to move forward with all of my goals all while maintaining a Christian perspective in my personal life as well as my career. The reflection process approach that APU leads us through has been the most amazing, yet sometimes painful connection of what life is all about. I have learned to appreciate my hunger to learn everything each professor and book had to offer all while making valuable friendships and cherishing our fellowship."

This is her fifth year of teaching the best special day class at the greatest middle school campus with the most amazing district, Walnut Valley Unified. "God has blessed each of my years teaching our students how to become successful citizens."

ALUM SPOTLIGHT

Pedro Olvera, Psy.D., '03



Pedro Olvera, Psy.D., L.E.P., received his M.A. and Pupil Personnel Credential in Educational Psychology from APU in 2003. After graduation, he was hired as a Bilingual

School Psychologist for the Santa Ana Unified School District where he served culturally and linguistically diverse children. His expertise includes differentiating academic difficulties due to language acquisition versus learning disabilities. Additional experience includes assessment and intervention of the following disorders: autism, emotional disturbance, ADHD, developmental disabilities, and other health factors which may contribute to a child's learning problems. He also served as a district behavior intervention case manager where he consulted with special education personnel and developed behavior intervention plans for children with severe behavior disorders.

In 2004, he went back to school and earned his Doctor of Psychology in Educational Psychology from Alliant International University. In 2007, Dr. Olvera was appointed Assistant Professor for the De-

partment of School Counseling and School Psychology at APU. The following year, he was promoted to Director of the School Psychology program. His vision for the Department of School Psychology is to develop School Psychology Practitioners who are passionate for Christ and seek to serve children, families, and educators in their community.

Pedro also serves at APU's Pediatric Neurodevelopment Institute (PNI), a clinic devoted to multidisciplinary diagnosis, treatment, and research for children and adolescents with emotional and behavioral difficulties. His service at PNI primarily involves consulting with families that are culturally and linguistically diverse. Pedro served as President of the Orange County Association of School Psychologists (OCASP) and was recently elected Board Member for Region IX of the California Association of School Psychologists (CASP). Pedro and his wife Veronica have been happily married for ten years. Veronica is also a graduate of APU's Clinical Psychology Program. They recently celebrated the birth of their son, Isaac. The Olvera family are members of Cornerstone Christian Fellowship Church in Anaheim Hills, CA.



School of Education
701 E. Foothill Blvd.
Azusa, CA 91702

Nonprofit Org
US Postage
PAID
Azusa Pacific
University

Return Service
Requested



SCHOOL OF EDUCATION CALENDAR

www.apu.edu/education | GreaterWorks@apu.edu

SPRING 2010 SESSIONS

Spring II – April 19 Classes Begin
Spring Commencement – May 8

SUMMER 2010 SESSIONS

Summer I – May 10 Classes Begin
Summer II – June 21 Classes Begin
Summer Commencement – July 30

THURSDAY, MAY 13

Teacher Interview Day 9 a.m. – 4:30 p.m.

ALUMS, WHERE ARE YOU?

Send to GreaterWorks@apu.edu in 200 words or less, general information about your family, career, honors, and community activities. Please include the following alumni information:

- Name
- Class Year
- Telephone Number
- Type of Degree
- Full Address
- Email Address