
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION

POLICY MANUAL

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1 PREAMBLE

This manual has been developed through a collaborative process by the Dean's office with input from branch Chairs, Strategic Planning and Research Committee (SPAR), Dean's Advisory Council (DAC) and the College community at large. The Manual has been approved by the College-wide vote on 10.09.2017. Revisions were approved by the College-wide vote on 11.20.2025.

The manual's purpose is to regulate decision-making within the College of Education.

Abbreviations:

- CBA: Collective Bargaining Agreement, Unit 3, California Faculty Association
- College: College of Education
- PAG: Program Area Group
- DAC: Dean's Advisory Council
- RTP: Retention, Tenure, and Promotion

2 MISSION

As a comprehensive college of education, we collaborate with our professional communities in preparing educators, counselors, and leaders, to serve as agents of positive social change. We give access to professional careers to students with diverse identities and backgrounds and contribute to their personal growth. We provide informed advice and applied research services to the local educational community.

3 VISION

- a. Our graduates will be sought after for their knowledge, practical skills, ability to work in interprofessional teams, and lead social change in diverse communities.
- b. Our faculty will be sought after to partner with and consult for their expertise in research, policy, and practice.
- c. We will achieve financial stability and invest in innovation.
- d. We will create a forward-looking, student-centered organizational culture, and enjoy each other's company.

4 VALUES

College's faculty and staff is a community guided by its mission and vision. We share the following values:

- a. We consider diversity of student body, staff, and faculty to be essential to our academic mission. We strive to provide affirming and inclusive learning and working environments to all students, faculty, and staff, in accordance with their needs, strength, and identities.
- b. We defend truth, evidence-informed decision-making, and oppose any pseudo-scientific theories and practices not supported by evidence.
- c. We will not send out into the community any graduates whom we would not trust with our own children and grandchildren.
- d. We expect of each other reasonable contribution to common efforts, fairness, and collegiality.
- e. We seek to reduce structural barriers for first-generation in college and culturally/ability diverse students.

5 GOVERNANCE

5.1 PRINCIPLES

- a. The College follows the pattern of departmental structure outlined in the CSUS University Manual (Policy File Number [UMD03150](#), describing duties and roles of department chairs), with branches in most respects equivalent to departments.
- b. The College also recognizes the disciplinary authority of program area groups (PAGs) that include faculty with similar disciplinary or professional backgrounds.
- c. EDD is a special PAG, with broader independence in controlling its membership, faculty evaluation, and participation in College governance.
- d. The areas of responsibility and duties of Dean and Dean's Office are derived from the regulations outlined in the CBA and by the University's Office of Faculty and Staff Affairs, and from the responsibilities assigned to it by the College.
- e. All meetings shall be regulated by the general principles of Robert's Rules of Order.
- f. If any of the provisions of this Manual are to be found contradicting the Unit 3 CBA or the University Policy, the provision is superseded first by the University Policy, and ultimately, by the CBA.

5.2 COLLEGE-WIDE MEETINGS AND VOTE

- a. College-wide meetings
 - a.1 College-wide meetings and retreats are open forums for exchange of ideas concerning the entire College's community.
 - a.2 The meetings shall be held at least once per semester. The Dean's office is responsible for scheduling.
 - a.3 Dean or designee chairs meetings.
 - a.4 Meetings are open to all faculty, staff, and representatives of student organizations.
 - a.5 Action items are voted on by a simple majority of those present at the meeting.
 - a.6 The decisions of the College-wide meeting that have implications for policy are subject to consideration and final approval by DAC and the dean.
 - a.7 A majority vote at a College-wide meeting can force an issue to be brought to the College-wide vote without the consent of DAC or Dean.
- b. The College-wide vote
 - b.1 The vote is conducted online with at least 5 business days to cast votes.
 - b.2 Tenured and tenure track, FERP, and 9 units or more temporary faculty members are eligible to vote.
 - b.3 Staff members vote on all matters pertaining to staff work conditions and well-being.
 - b.4 Decisions are made by a simple plurality of those who voted;
 - b.4.1 For purposes of making changes to the Retention, Tenure and Promotion (RTP) policy a quorum of no less than 51% of eligible voters (tenure-track and FERP only) must vote.
 - b.5 Vote results shall be announced through the College's listserv or update no later than five business days after the closing of the vote.
 - b.6 The following decisions must be considered by the college-wide vote. Other issues may be brought to a college-wide vote by the college-wide meeting, DAC or dean.
 - b.6.1 Changes in the College's Policy Manual, excluding of Appendices
 - b.6.2 Elections to University-wide committees with college representation
 - b.6.3 Elections of at-large members of College-wide committees

- b.6.4 Establishment of new, major changes to, or discontinuation of, College-wide committees
- b.6.5 Vote of no-confidence in Dean or Associate Deans
- b.7. A decision of College-wide vote becomes official policy, unless Dean vetoes it with a memorandum within three business days of the decision announcement. The memorandum must cite specific laws, regulations, university, or system-wide policies that contradict the decision. Dean must notify the Provost of the disagreement in writing.
- b.8. The issuance of the veto memorandum triggers a second vote. Dean may accept or veto the second vote and refer the issue to the Provost. The Provost and/or President can overturn Dean's second veto.

5.3 BRANCHES

- a. The College has three branches and the Independent Doctorate:
 - a.1 Undergraduate Studies in Education (UGSE)
 - a.2 Teaching Credentials (TC)
 - a.3 Graduate & Professional Studies in Education (GPSE)
 - a.3.1. Independent Doctorate in Educational Leadership (EDD), a Special PAG within GPSE
- b. Faculty members are assigned to and have voting rights with one of the branches. Faculty members normally maintain the majority of workload within the branch.
- c. Each branch established who is eligible to vote on branch issues, as long as its decision is consistent with [ACA-163](#).
- d. Branches are normally equally represented on College committees, with the exception of at-large representatives.
- e. The dean may transfer faculty members from one branch to another upon consultation with the faculty member and both chairs. The inter-branch transfer will be recorded by a memo, placed in the faculty RTP file, and recorded in the Addendum I of this Manual.
- f. Full-time and FERP probationary and full-time temporary are eligible to vote on branch issues.
- g. The entire branch faculty normally vote on:
 - g.1. Election of branch Chair
 - g.2. Election of branch representatives on College-wide committees
 - g.3. Branch-wide policies and operating procedures
 - g.4. Creation of new PAGs, closing, or mergers of PAGs.
- h. Branch chairs are selected per CSU/CFA Collective Bargaining Agreement (20.30, 20.31, 20.32): Chairs are recommended by a branch vote, and forwarded by dean with recommendations to President for approval.

5.4 PROGRAM AREA GROUPS

- a. A Program Area Group (PAG) is an important body of faculty governance with authority and responsibility over one or several related academic programs.
- b. A PAG consists of faculty of similar disciplinary background and oversees one or several related academic programs. Membership in a PAG entails a commitment to attend meetings and work on program development and assessment, as well as other issues with which the PAG is concerned.
- c. Current PAGs are:
 - c.1. UGSE branch:
 - c.1.2. Child Development
 - c.1.2. Deaf Studies

- c.1.3. Career and Technical Education
- c.1.4 General Education and pre-credentials

c.2. Teaching Credentials Branch

- c.2.1. Multiple Subject
- c.2.2. Single Subject
- c.2.3. Special Education

c.3. Graduate and Professional Studies in Education

- c.3.1. Counselor Education and School Psychology
- c.3.2. Educational Leadership and Policy Studies
- c.3.3. Multicultural Education/Curriculum and Instruction/Gender Equity
- c.3.4. Educational Technology (iMET)
- c.3.5. Special Education
- c.3.6. Doctorate in Education (Special PAG)

d. PAG membership is determined by each branch.

e. PAG membership is formed primarily from faculty members who teach courses in PAG's programs. A PAG may:

- e.1. Co-opt one or more voting member from another PAG within the branch or from another branch. The co-opted faculty member may vote in both PAGs.
- e.2. Co-opt one of the part-time faculty to be a voting PAG member, with the approval of Branch Chair.

f. Joint PAGs. A PAG that has disciplinary affinity with a PAG in another branch may hold joint meetings and joint vote, if both PAGs separately consent to the status of the Joint PAG.

f.1. Joint PAG's decisions are made by a simple majority of the joint meeting or online procedure.

g. PAG members normally vote on:

- g.1. Curriculum proposals
- g.2. Election of a PAG coordinator
- g.3. Nomination of program coordinators
- g.4. Formation of primary RTP Evaluation committee
- g.5. Program policies
- g.6. Recommendations on assignment of instructors to courses

h. The Independent doctorate (EDD) is a special PAG. The purpose of the special status is to uphold the doctoral culture within the College. In addition to the regular PAG's rights, it may elect to:

- h.1. Develop and maintain its own membership policies. Faculty members who lose the standing faculty status return to one of the other PAGs within any of the three branches
- h.2. Form its own Primary Evaluation Committee
- h.3. Bypass the branch level of review for curriculum proposals
- h.4. Elect to send its representatives to any of the College's standing committees separately from GPSE branch

5.5 PROGRAM COORDINATORS

- a. Program coordination is a shared responsibility of all tenured and probationary faculty, and it shall be rotated among such faculty where practical.
- b. PAG faculty vote to nominate program coordinators for its programs.
- c. Program coordinators are appointed by the dean upon recommendation of the appropriate branch chair.
- d. Assigned time for coordination is allocated by the dean upon recommendation from the appropriate

Branch Chair or EDD Director, submitted in a timely manner, normally no fewer than 30 days before the start of each semester.

- e. The appointment is normally for one academic year. It is automatically renewed for another year, unless the program coordinator, the PAG, the Branch Chair, EDD Director, or the dean initiate another appointment.
- f. Program coordinators' roles and responsibilities are determined at the branch level. Program coordinators normally provide input for scheduling and staffing decisions to branch chairs, promote programs, facilitate admissions, accreditation activities, and curriculum revisions.

5.6 COMMITTEES

5.6.1 STANDING COLLEGE-WIDE COMMITTEES

- a. College-wide standing committees may be initiated by any group of faculty or at the request of the dean and with consent of either the College-wide meeting or Dean's Advisory Council.
 - b. Eight standing committees are continuing at the time of this Manual's approval:
 - b.1 Curriculum, Assessment, Technology, and Teaching Excellence (CATTE)
 - b.2 Educational Research and Inquiry (ERI)
 - b.3 Secondary Evaluation Committee (SEC)
 - b.4 Strategic Planning, Accountability, & Resources (SPAR)
 - b.5 Student Success, Outcomes, and Retention (SSOAR)
 - b.6 Multicultural Education Conference Committee (MCE)
 - c. Each Committee proposes its charge, and sets out goals for each academic year. Dean's Advisory Council approves charges and goals. Current charges are published in the Addendum II of this Manual.
 - d. Every standing committee shall re-evaluate its role and effectiveness at the end of each academic year, and make one of three decisions: continue, propose discontinuation, or propose to continue with modified charge. The two latter decisions must be evaluated by the Dean's Advisory Council and then brought for a College-wide vote.
 - e. Membership:
 - e.1. The voting body of every standing committee normally consists of an equal number of representatives from each branch, elected by the branch vote, and one or two members elected by the College at large. Membership rosters are in accordance with committees' respective charges and the scope of work.
 - e.2. Committee members will be elected for two years, on staggering terms to ensure continuity.
 - e.3. Staff members may be appointed by the dean in ex-officio or voting capacity.
 - f. Each standing committee shall maintain a record of all committee actions, which shall be accessible to all faculty and staff via an electronic document depository.
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5.6.2 AD HOC COMMITTEES

- a. Ad hoc committees are recognized as an important venue of shared governance and shall be recognized as service contribution in the RTP process.
- b. Ad hoc committees may be formed by initiative from faculty and staff, or at the request of dean.
- c. The rule of proportional representation from each Branch may or may not apply to the formation of ad hoc committees. However, when the Ad Hoc committee is charged with a college-wide project, a reasonable effort shall be made to achieve the said representation.

- d. Each Ad Hoc committee develops a charge, and the timeline for its work. Upon completion of its charge the ad hoc committee submits a written report to the dean's office and dissolves.
- e. All written records, including products of the work, are submitted to an accessible online depository.
- f. Typical ad hoc committees may be charged with:
 - f.1. Curriculum revisions
 - f.2. New program development
 - f.3. Program-specific policy development
 - f.4. Faculty or staff search committee

5.6.3 DEAN'S ADVISORY COUNCIL

- a. Dean's Advisory Council (DAC) is a body for collective decision-making, intended to consider the most important decisions affecting the College.
- b. Dean or designee chairs DAC meetings.
- c. The quorum is 50% plus one of membership.
- d. Simple majority of the present members makes DAC decisions.
- e. DAC voting membership is as follows:
 - e.1. By position: Dean (the tie-breaking vote only), ADs, Branch Chairs, Director of EDD, Budget Analyst
 - e.2. One faculty representative elected by each branch annually
 - e.3. One staff representative elected by all staff members annually
 - e.4. One chair (or one of the co-chairs) from each of the COE Standing Committees.
- f. DAC considers policy proposals from standing and ad hoc committees or may initiate its own proposals.
- g. DAC meets at least once a month during the academic year, and once during the Summer. It may conduct business online, including discussions and voting, if necessary.
- h. Dean's office is responsible for organization of meetings, agenda, and minutes.
- i. Dean may suspend implementation of any DAC decision if she or he strongly disagrees. In such cases Provost or President are asked to provide arbitration and uphold or reject the decision in question.

5.7 POLICY DEVELOPMENT PROCESS

- a. Each PAG, Branch, and the EDD may develop their own local policies, including specific academic program policies. Branch Chairs and EDD Director, in consultation with Dean's office, are responsible for ensuring fairness, minimization of structural barriers, compliance with College, University, and CSU System policies, as well as with existing laws and regulations. Lower-level policies must be accurately and consistently presented on websites, handbooks, and handouts.
- b. New College-wide policies, discontinuation of existing policies, or policy changes (summarily "policy proposals") may be initiated by a standing committee, by an ad hoc committee, by a College-wide meeting, by Dean's office, or by DAC. Individual faculty and staff may propose policy changes through one of these bodies.
- c. Normally, College policy proposals will be considered by the appropriate bodies, and then submitted to DAC for review and approval.
- d. Curriculum proposals originate from PAG, approved by Branch chairs and EDD Director, then considered by the CATTE committee and signed by Dean. In special circumstances, they may be considered by DAC.
- e. Dean's office is responsible for maintaining an online accessible register of all active policies.
- f. Policy recommendations by standing committees:
 - f.1. Within one week following committee action on a policy recommendation, the committee chair

shall send copies of these actions to the Dean's Advisory Council.

f.2. The Dean's Advisory Council shall review the recommendation at its next scheduled meeting. The purpose of the review is to provide opportunity to check the recommendation(s) for consistency with existing policies, feasibility and resources needed to implement, and the work of other committees. The Dean's Advisory Council will, upon review, either refer the recommendation back to committee for further consideration, or place the policy recommendation on the agenda of the next College-wide meeting for formal action.

f.3. DAC will determine an appropriate level of decision on adoption of the new policy: adoption by the Dean, College-wide vote, or rejection.

6 RESOURCES AND OPPORTUNITIES

6.1 PRINCIPLES

- a. All resources and opportunities should be distributed fairly, deliberately, and with considerations of work needs and individual preferences.
- b. Normally, the principle of rotation of scarce opportunities and resources prevails over seniority and rank. Unless otherwise specified, distribution of resources and opportunities within each group listed below is conducted on the principle of rotation.

6.2 OFFICE SPACE

- a. Office space available to the College of Education shall be considered as a common pool, rather than assigned in blocks to Branches and the EDD.
- b. Office moves may be initiated by faculty members or branch chairs/Director.
- c. The space is assigned by Dean acting on recommendation of Branch Chairs and the EDD Director, with priorities ranked as follows:
 - c.1. Deans, Branch chairs, and EDD Director
 - c.2. Faculty members with special instructional assignments
 - c.3. Other full-time probationary and tenured faculty
- c.4. FERP faculty must share offices

6.3 TEACHING ASSIGNMENTS

- a. The final authority in teaching and other work assignments is with the dean per CBA (20.2). However, Branches and PAGs have a broad authority to make teaching assignments. The dean's direct intervention is reserved for exceptional circumstances, such as a strong disagreement among PAG faculty and the Branch Chair/Director, or when a Branch or EDD is unable to reach a resolution.
- b. The eligibility to teach a certain course is determined by the vote of the Program Area Group, and approved by the Branch Chair and EDD Director.
- c. Priorities in making a teaching assignment decision are ranked as follows:
 - c.1. Faculty qualification as determined by the record of scholarship, professional experience, training, and the history of successful teaching of the same or similar course in the past.
 - c.2. Faculty interests and preferences with priorities specified in CBA Article 15.
 - c.2.1. For summer teaching assignments, only pre-tenure probationary faculty have higher priority than tenured faculty, provided they have similar qualifications to teach the classes.
- d. Faculty members do not "own" courses. A faculty member authorized by the appropriate PAG to

conduct a major course revision, or a major change of delivery mode (e.g. course conversion to online mode) is normally given a preference to teach the course for the duration of two subsequent semesters.

e. In the process of schedule development, the first priority is student needs, especially the first-generation, non-traditional, and culturally diverse students.

Undergraduate Studies in Education

CHILD DEVELOPMENT

- | | |
|-----------------------------|---------------------------------|
| 1. Alexander, Kristen W | 10. Hobbs, Sue |
| 2. Bersola-Nguyen, Irene | 11. Martinez, Jessica |
| 3. Biddle, Kimberly | 12. Natzel, Margaret |
| 4. Cantrell, Lisa M | 13. Parrish, Rosalie |
| 5. Ellis, Basia D | 14. Pieng, Patrick |
| 6. Ferreira van Leer, Kevin | 15. Stone, Lynda |
| 7. Garcia-Nevarez, Ana | 16. Sun, Li-Ling |
| 8. Gonzalez, Amber | 17. Toledo Bustamante, Nadxieli |
| 9. Hembree, Sheri | |

DEAF STUDIES

- | |
|---------------------|
| 1. Bennett, Mela |
| 2. Grushkin, Donald |
| 3. Hibbard, Evan |
| 4. Vicars, Belinda |
| 5. Zarchy, Leah |

GENERAL EDUCATION

- | | |
|--|------------------------------|
| 1. Becker, Valerie J. | 11. McCurry, Leslie K |
| 2. Beddow, Maggie | 12. Mehta, Nicole |
| 3. Bento, Diane | 13. Noel, Jana |
| 4. Carinci, Sherrie | 14. Pella, Riana |
| 5. Daley, Steven (Credentials) | 15. Screechfield, Rosalie M. |
| 6. Garzitto-Michals, Elisa (Credentials) | 16. Tath, Sedah |
| 7. Huang- Hui-Ju (Credentials) | 17. Va, Ka |
| 8. Lambating, Julita | 18. Wilber, Pamela |
| 9. Leslie, Angela | 19. William, Lisa (GPSE) |
| 10. Manukyan, Knarik | |

TEACHING CREDENTIALS

MULTIPLE SUBJECTS

- | | |
|----------------------------|---------------------------|
| 1. Baker, Susan | 9. Lim, Brian |
| 2. Beddow, Maggie | 10. Loeza, Porfirio |
| 3. Chaplin, Mae | 11. Lozano, Albert (GPSE) |
| 4. Chung, Chia-Jung | 12. Norris, Aaminah |
| 5. Garzitto-Michals, Elisa | 13. Owens, Tom |
| 6. Huang, Hui-Ju | 14. Pan, Ravin |
| 7. Ives, Sarah | 15. Porter, Jenna |
| 8. Lardy, Corinne | 16. Sessoms, Deidre |

17. Solari, Lynn

SINGLE SUBJECT

- | | |
|----------------------------|---------------------|
| 1 Allender, Dale | 10. Ives, Sarah |
| 2 Arellano, Adele | 11. Lardy, Corinne |
| 3 Banes, Leslie | 12. Lim, Brian |
| 4 Berta- Avila, Margarita | 13. Merrill, Marcy |
| 5 Cintron, Jose | 14. Norris, Aaminah |
| 6 Chung, Chia-Jung | 15. Pan, Ravin |
| 7 Coughlin, Mimi | 16. Pella, Shannon |
| 8 Garzitto- Michals, Elisa | 17. Porter, Jenna |
| 9 Huang, Hui- Ju | |

SPECIAL EDUCATION

- | |
|-------------------------|
| 1 Cho, EunMi |
| 2 Collado, Cindy |
| 3 Duran, Elva |
| 4 Gee, Kathy |
| 5 Gonsier- Gerdin, Jean |
| 6 Gonzales, Rachael |
| 7 Kwon, Jemma |

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION

COUNSELOR EDUCATION

- | |
|-----------------------------|
| 1 Joo, HyunGyung |
| 2 Liles- Lourick, Elisabeth |
| 3 Marshall, Rachael |
| 4 Moreno, Jessica |
| 5 Park, Sangmin |
| 6 Rivas, Anthony |
| 7 Rivas, Bitá |
| 8 Scarton, Carly |
| 9 Williams, Ebony |
| 10. Wycoff, Susan |
| 11. Xiong, Maiko |

SCHOOL PSYCHOLOGY

- 1 Brock, Stephen
- 2 Holland, Melissa
- 3 O'Malley, Meagan

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

- 1 Carrion, Alejandro
- 2 Chavez, Jose
- 3 Feliz, Araceli
- 4 Cowan, Eugenia
- 5 Jouganatos, Sarah

MULTICULTURAL EDUCATION/CURRICULUM AND INSTRUCTION/GENDER EQUITY

- 1 Boosalis, Chris
- 2 Carinci, Sherrie (Undergrad)
- 3 Leslie, Angela (Undergrad)
- 4 Lilly, Frank
- 5 Lozano, Albert
- 6 William, Lisa

EDUCATIONAL TECHNOLOGY

- 1 Rodriguez, Mark
- 2 Chung, Chia-Jung

INDEPENDENT DOCTORATE

Standing faculty

- 1 Adamson, Frank
- 2 Morgan, Elizabeth
- 3 Romero, Lisa S
- 4 Sabati, Sheeva
- 5 Watson, Vajra

Core faculty

- 1 Allender, Dale (Credentials)
- 2 Brock, Stephen (GPSE)
- 3 Jouganatos, Sarah (GPSE)
- 4 Lascher, Ted (PPA)
- 5 Nevarez, Carlos (GPSE)
- 6 Wassmer, Robert (PPA)

UNDERGRADUATE STUDIES IN EDUCATION

CHILD DEVELOPMENT

- | | |
|-------------------------|---------------------------|
| 1. Alexander, Kristen W | 2. Bersola- Nguyen, Irene |
|-------------------------|---------------------------|

3. Biddle, Kimberly
4. Cantrell, Lisa M
5. Ellis, Basia D
6. Ferreira van Leer, Kevin
7. Garcia- Nevarez, Ana
8. Gonzalez, Amber
9. Hembree, Sheri
10. Hobbs, Sue

11. Martinez, Jessica
12. Natzel, Margaret
13. Parrish, Rosalie
14. Pieng, Patrick
15. Pierce, Natalie
16. Stone, Lynda
17. Sun, Li- Ling
18. Toledo Bustamante, Nadxieli

DEAF STUDIES

- 1 Bennett, Mela
- 2 Grushkin, Donald
- 3 Hibbard, Evan
- 4 Vicars, Belinda
- 5 Zarchy, Leah

GENERAL EDUCATION

1. Becker, Valerie J.
2. Beddow, Maggie
3. Bento, Diane
4. Carinci, Sherrie
5. Daley, Steven (Credentials)
6. Garzitto- Michals, Elisa (Credentials)
7. Huang- Hui- Ju (Credentials)
8. Lambating, Julita
9. Leslie, Angela
10. Manukyan, Knarik

11. McCurry, Leslie K
12. Mehta, Nicole
13. Noel, Jana
14. Pella, Riana
15. Screechfield, Rosalie M.
16. Sellens, Heather
17. Tath, Sedah
18. Va, Ka
19. Wilber, Pamela
20. William, Lisa (GPSE)

TEACHING CREDENTIALS

MULTIPLE SUBJECTS

1. Baker, Susan
2. Beddow, Maggie
3. Chaplin, Mae
4. Chung, Chia- Jung
5. Garzitto- Michals, Elisa
6. Huang, Hui- Ju
7. Ives, Sarah
8. Lardy, Corinne

9. Lim, Brian
10. Loeza, Porfirio
11. Lozano, Albert (GPSE)
12. Norris, Aaminah
13. Owens, Tom
14. Pan, Ravin
15. Porter, Jenna
16. Sessoms, Deidre
17. Solari, Lynn

SINGLE SUBJECT

1. Allender, Dale
2. Arellano, Adele
3. Banes, Leslie

4. Berta- Avila, Margarita 2 2
5. Cintron, Jose
6. Chung, Chia- Jung

7. Coughlin, Mimi
8. Garzitto-Michals, Elisa
9. Huang, Hui-Ju
10. Ives, Sarah
11. Lardy, Corinne

12. Lim, Brian
13. Merrill, Marcy
14. Norris, Aaminah
15. Pan, Ravin
16. Pella, Shannon
17. Porter, Jenna

SPECIAL EDUCATION

1. Cho, EunMi
2. Collado, Cindy
3. Duran, Elva
4. Gee, Kathy
5. Gonsier-Gerdin, Jean
6. Gonzales, Rachael
7. Kwon, Jemma

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION

COUNSELOR EDUCATION

- | | |
|-----------------------------|--------------------|
| 1. Joo, HyunGyung | 6. Rivas, Bitá |
| 2. Liles-Lourick, Elisabeth | 7. Scarton, Carly |
| 3. Marshall, Rachael | 8. Williams, Ebony |
| 4. Moreno, Jessica | 9. Wycoff, Susan |
| 5. Park, Sangmin | 10. Xiong, Maiko |
-

SCHOOL PSYCHOLOGY

- 1 Brock, Stephen
 - 2 Holland, Melissa
 - 3 O'Malley, Meagan
-

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

- 1 Carrion, Alejandro
 - 2 Chavez, Jose
 - 3 Feliz, Araceli
 - 4 Cowan, Eugenia
 - 5 Jouganatos, Sarah
-

MULTICULTURAL EDUCATION/CURRICULUM AND INSTRUCTION/GENDER EQUITY

- 1 Boosalis, Chris
- 2 Carinci, Sherrie (Undergrad)
- 3 Leslie, Angela (Undergrad)
- 4 Lilly, Frank
- 5 Lozano, Albert
- 6 William, Lisa

EDUCATIONAL TECHNOLOGY

- 1 Rodriguez, Mark
 - 2 Chung, Chia-Jung
-

INDEPENDENT DOCTORATE

Standing faculty

- 1 Adamson, Frank
- 2 Morgan, Elizabeth
- 3 Romero, Lisa S
- 4 Sabati, Sheeva
- 5 Watson, Vajra

Core faculty

- 1 Allender, Dale (Credentials)
- 2 Brock, Stephen (GPSE)
- 3 Jouganatos, Sarah (GPSE)
- 4 Lascher, Ted (PPA)
- 5 Nevarez, Carlos (GPSE)
- 6 Wassmer, Robert (PPA)