# Summer School 2004

## Summer Session registration begins April 26, 2004

### State-Supported Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>#</th>
<th>Segment</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>1</td>
<td>A</td>
<td>June 1 – July 1</td>
<td>4:00-6:45 pm</td>
<td>EC121</td>
<td>Taylor</td>
</tr>
<tr>
<td>310</td>
<td>2</td>
<td>B</td>
<td>July 6 – Aug 5 TWR</td>
<td>9:00-11:45 am</td>
<td>EC121</td>
<td>Taylor</td>
</tr>
<tr>
<td>320</td>
<td>1</td>
<td>A</td>
<td>June 1 – July 1</td>
<td>1:00-3:45 pm</td>
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<td>Randall</td>
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<tr>
<td>320</td>
<td>2</td>
<td>B</td>
<td>July 6 – Aug 5 TWR</td>
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<tr>
<td>330</td>
<td>1</td>
<td>A</td>
<td>July 6 – Aug 5 TWR</td>
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<td>Randall</td>
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<tr>
<td>330</td>
<td>2</td>
<td>B</td>
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<td>4:00-6:45 pm</td>
<td>EC023</td>
<td>Street</td>
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<td>340</td>
<td>1</td>
<td>A</td>
<td>June 1 – July 1</td>
<td>9:00-11:45 am</td>
<td>EC121</td>
<td>Ramirez</td>
</tr>
<tr>
<td>400</td>
<td>1</td>
<td>A</td>
<td>June 4 – July 2</td>
<td>8:00 am-2:00 pm</td>
<td>EC31</td>
<td>Munoz</td>
</tr>
<tr>
<td>404</td>
<td>1</td>
<td>B</td>
<td>July 6 – Aug 5 TWR</td>
<td>9:00-11:45 am</td>
<td>EC31</td>
<td>Costa</td>
</tr>
<tr>
<td>410</td>
<td>70</td>
<td>B</td>
<td>July 6 – Aug 5 TWR</td>
<td>1:00 pm-3:45 pm</td>
<td>Staff</td>
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</tr>
<tr>
<td>591</td>
<td>1</td>
<td>A</td>
<td>June 1 – July 1</td>
<td>7:00-9:45 pm</td>
<td>EC121</td>
<td>Munoz</td>
</tr>
</tbody>
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### Non-State Supported Classes

**OFFERED ONLY THROUGH UEE and 100% ONLINE**

Enroll at [www.csufextension.org](http://www.csufextension.org)

<table>
<thead>
<tr>
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<th>Instructor</th>
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</thead>
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<tr>
<td>404</td>
<td>70</td>
<td>E</td>
<td>June 1 – Aug 8</td>
<td></td>
<td>Costa</td>
</tr>
<tr>
<td>504</td>
<td>70</td>
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<td>July 6 – Aug 15</td>
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<tr>
<td>304</td>
<td>70</td>
<td>E</td>
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<td>EC31</td>
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## Learning Corner: Teach with an Attitude

### MMIR Immunization Requirements

**Pre-Orientation and Information for Fall 2004 Externs**

**Update on Teaching Performance Assessment Requirements**

**Educational Technology Updates**

**SB2042 Clear Credential Options**

**Summer Schedule of Classes**

## Commencement 2004

Congratulations on reaching this point in your academic career. If you complete your academic requirements by the end of this academic year, you will be eligible to receive your Teaching Credential and/or Master’s degree. You will also be eligible to participate in the 2004 Cal State Fullerton, School of Education commencement ceremonies that will take place on Sunday, May 30th beginning at 8:00 a.m. on the lawn north of the gymnasium and concluding in the Titan Gymnasium. Commencement represents not only a meaningful accomplishment for you, but also a significant event for your family and the university as well. We invite you to participate in the commencement events that are planned.

View our commencement Webpage between now and May 30th for updated information on the commencement planning: [http://hdcs.fullerton.edu/EdCom/index.htm](http://hdcs.fullerton.edu/EdCom/index.htm)

**Please Note:** The School of Education is unique in the number of tickets graduates will receive for their guests, and the times and locations their tickets will be distributed. Because of the capacity limits in the Titan Gymnasium, graduates will receive a maximum of five tickets for their guests. The tickets for the School of Education will be distributed at the following dates/times/locations:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday-Thursday, April 13-15</td>
<td>7:00 a.m. to 6:00 p.m.</td>
<td>EC-190</td>
</tr>
<tr>
<td>Thursday, April 15</td>
<td>1:00 p.m. to 6:00 p.m.</td>
<td>El Tor Room 265</td>
</tr>
<tr>
<td>Friday, April 16</td>
<td>7:00 a.m. to 5:00 p.m.</td>
<td>EC-190</td>
</tr>
<tr>
<td>Saturday, April 17</td>
<td>8:00 a.m. to Noon</td>
<td>EC-190</td>
</tr>
<tr>
<td>Wednesday, April 28</td>
<td>1:00 p.m. to 6:00 p.m.</td>
<td>El Tor Room 265</td>
</tr>
<tr>
<td>Monday-Thursday, May 3-6</td>
<td>7:00 a.m. to 6:00 p.m.</td>
<td>EC-190</td>
</tr>
<tr>
<td>Monday, May 3</td>
<td>1:00 p.m. to 6:00 p.m.</td>
<td>El Tor Room 265</td>
</tr>
<tr>
<td>Thursday, May 6</td>
<td>1:00 p.m. to 6:00 p.m.</td>
<td>El Tor Room 265</td>
</tr>
<tr>
<td>Friday, May 7</td>
<td>7:00 a.m. to 5:00 p.m.</td>
<td>EC-190</td>
</tr>
</tbody>
</table>

These are the only dates, times and locations available for the School of Education graduates to receive their tickets.
Some years ago a fellow by the name of Patrick Finn wrote a book called, “Literacy with an Attitude.” In the book, Finn alludes to the general educational underachievement of working class students and suggests ways that the institution of education often contributes to this generalizable condition seemingly endemic to working class youth. Moreover, Finn points to the skill of “literacy” as singularly critical in the intellectual and social development of working class students. The mastery of this skill, while apparently irrelevant within the constellation of concerns for working class people, affords the learner not simply the capacity to discern meaning from text (i.e., academic knowledge), but—when properly trained—the ability to extract and understand the relationship that exists within the broader social context (i.e., intractable socioeconomic locations). The mental habits necessary to associate text and context first developed in schools through literacy formation tremendously expands convention notions of the applicability and relevance of school based learning (such as literacy) inside of the classroom and for the balance of the learners lives. In other words, Finn’s text calls our attention to the practical, social, and ideological consequences of the literacy-to-decipher meaning and apply understanding. I believe that part of Finn’s intentions were to alert teachers to the importance of comprehending their activities in the classroom, and then situating these activities within a broadly social optic. Another educational scholar writes in a spirit similar to that captured by the work of Patrick Finn. In regards to the idea of ideological consequences, Lilia Bartolome has spoken more directly to teachers and teacher preparation programs. In particular, she admonishes these programs for not composing a more coherent ideological examination of the role of teachers in society. Bartolome refers to the process of deciphering the profound meaning and consequences of being an educator and applying this noble understanding in the classroom, as “ideological clarity.” She argues that teacher education programs are woefully under-committed to addressing these dangerously polemical topics and conversations. However, in eschewing such conversations, new teachers are precluded from enlisting into the ranks of the teacher corps with a clear sense of their mission and responsibilities; both to their students and the broader society that will inherit the consequences of said teacher’s effectiveness or ineptitude. This last point is analogous to the text/content relationship described earlier. There is an epistemic corollary between Finn and Bartolome because, like the students both educational workers hope to influence, they see beyond the immediately pedagogical requirements of education. They envision and embrace the technical and ideological; at once articulating in words and illustrating in deed the possible reconciliation in schooling between the practical and ideological. Too often the practical becomes the fulcrum of all training in teacher education. In doing so, would-be teachers are prevented from examining and interrogating the immensely human, social, subjective, and fluid context in which teaching and learning takes place. Too often taboo topics are conveniently avoided or deliberately silenced out of a fear that new teachers may be perhaps dissuaded from the profession. I agree with both Finn and Bartolome, that as teachers we must have a broader, more enriched and sophisticated sense of our duties as stewsards of a new generation of thinkers. All teachers, new and seasoned, should be “literate” of their calling as it applies to the specificity of their students; that is, articulate in the relevance and applicability of school based learning inside of the classroom and for the balance of the learners lives. This form of professional literacy can not be achieved from a distance to one’s students or from controversial issues that impact the lives of either students and teachers. I use the term calling to refer to the choice of becoming a teacher in the manner introduced by another scholar in education, bell hooks. She refers to this calling as sacred, and while some may scoff at this description, I do not know of a parent that sends their child off to school without an abiding faith in the teacher and their sense of professional obligation, preparation, and clarity. As you and I face the unpredictable challenges of teaching, let us be fortified and united in a more noble and ambitious understanding of our sacred work. Press forward with conviction and confidence knowing that you are the architects of tomorrow’s humanity; a tomorrow that we will all inherit and inhabit. I say to you, Teach with an Attitude. The new SB2042 Credential requires that candidates complete their Clear Credential requirements within five years of the issuance of their preliminary credential. There are two different options, and candidates should check with their employing district for guidance on what option is most appropriate.

DISTRICT INDUCTION PROGRAMS

One option for clearing your credential is to complete a district Induction Program. This option is appropriate for candidates employed by districts offering an Induction Program (which may also be identified as BTSA Beginning Teacher Support and Assessment). In this model, candidates enter a two-year induction program that is sponsored by the employing district. During the two years, candidates attend district-provided workshops and are supported and assessed by district mentors/support providers. Candidates also complete an assessment system known as CFASST (California Formative Assessment, and Support System for Teachers).

Several local districts are collaborating with Cal State Fullerton to offer candidates graduate credit for the successful completion of CFASST. These six units of EDSC 502A, B, C, and D New Teacher Induction, Assessment, and Support art part of the MSE Secondary Education Emphasis in Teacher Induction and also accrue to your salary scale. Contact your employing district for more information.

FIFTH YEAR PROGRAM

The second option for clearing your credential is appropriate for candidates employed in private school settings, outside California, or not employed in a school setting. Under this option, candidates complete 12-units of advanced coursework in specific areas and also a fifth year of study.

Cal State Fullerton has submitted documents for approval of our Fifth Year Program, and expect to have approval by Fall 2004. All courses for the advanced study will be offered beginning Fall 2004. Students must have been issued a preliminary credential to enroll in these courses.

FIFTH YEAR PROGRAM

EDSC 504 - Advanced Instructional Proficiency in Educational Technologies

SPED 529 - Collaborative Seminar in Advanced Teaching of Special Populations

EDSC 540 - Graduate Studies in Teaching English Learners

IESC 558 - Study of School Education
GET THE HARDWARE AND SOFTWARE YOU NEED TO BE AS EFFECTIVE AS POSSIBLE IN THE CLASSROOM!

It is highly recommended that students use a PC platform with Windows 2000 or higher OR a MAC platform with Mac OS 9 or higher. Publisher, a software application required in EDSC 304/307, is not available on MAC. Students will need access to a PC for some assignments in EDSC 404/407.

In order to use Blackboard 5 effectively, Cal State Fullerton’s Office of Information Technology recommends that students meet the following requirements:

SOFTWARE REQUIREMENTS
• Use the Microsoft Internet Explorer Web browser (5.0 or higher) or Netscape Navigator 4.7 only (do not use a higher version).

HARDWARE REQUIREMENTS
• A live Internet connection. Students will need access to the Internet using a telephone connection, DSL, or cable modem.
• A monitor capable of displaying information at least 800x600 pixels. For best performance, students should access Blackboard using 1024x768 resolution or higher.

SUGGESTIONS FOR COMPUTER ACCESS AND SUPPORT
1. Library Computer Labs: Information on the facilities and hours of operation for the CSUF Library Computer Labs is provided at http://library.fullerton.edu/Services/ShowTopic.asp?TopicID=48. MS Office XP (Word, PowerPoint, and Excel) is available. Please request a computer with Publisher if you are in need of that application.
2. El Toro Campus: El Toro offers PC computer classrooms and laboratory with a few Mac computers for student use. Laboratory in Room 145 available for student use.
3. Local Libraries: At www.connectnet.org, students may put in their local zip code and identify libraries in their area where they can use a computer, get on the Internet, and often get help learning about technology.
4. Titan Shops Computers (http://bookstore.fullerton.edu/techcenter.asp): Students may purchase computers and software at excellent student rates! For example, students can purchase Office MAC X, Windows XP Pro Upgrade, Publisher 2002, or Office XP Pro for $79 each (price quote on 8/18/03).

Have you tried the Citation Machine? Citation Machine is a FREE interactive Web tool designed to assist teachers and students in producing reference citations for crediting information from other people. You merely...
• Click the type of resource you wish to cite,
• Complete the Web form that appears with information from your resource, and
• Click Make Citations to generate standard MLA & APA citations.

The principal goal of this tool is to make the proper crediting of information property so easy that it becomes a habit, not a laborious task that we stop doing outside of school.

http://www.landmark-project.com/citation_machine/

Are you Netiquette savvy? "Netiquette" is network etiquette, the do's and don't of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace.

http://www.albion.com/netiquette/

The CSU Chancellor’s Office requires that every new student at any CSU campus provide documentation that proves immunization against Measles, Mumps and rubella (MMR). You will not be allowed to enroll in your second semester unless you have provided the Student Health and Counseling Center with documentation of previous immunization. If you went to primary and/or secondary school in California, you had to have this immunization.

WHO HAS TO MEET THE MMR IMMUNIZATION REQUIREMENT?
All new students born after 1956, plus students in dietetics, nursing, medical technology, physical therapy, any student teaching or practicum which involves pre-school age children, or taking place in a hospital or healthcare setting students living in residence halls, or students educated outside the U.S.

HOW CAN YOU MEET THIS REQUIREMENT?
• You may bring in your documentation (doctor’s records, school records, public health records or letter from your doctor) of a previous vaccination to the Student Health and Counseling Center or fax it with your name, phone number, and student ID#. The SHCC fax number is 714-278-3069.
• You may receive the vaccination from your doctor/clinic. This may cost over $50.
• You may get the vaccination from the Public Health Department, FREE OF CHARGE.
• You may get the vaccination from the Student Health and Counseling Center, Monday-Friday, 10:00 am – 3:00 pm, FREE OF CHARGE, once you have enrolled and classes have begun.

If you have received the immunization in the past, but do not have the documentation available, you may receive another shot. It will serve as a booster.

If you are pregnant or think you may be pregnant, you may be temporarily waived from this requirement. You may fax a copy of a note from your doctor/clinic with the results of your pregnancy test to 714-278-3069. A hold will be again placed on your record if the requirement is not met when the temporary waiver expires.

If you need to request a waiver for other medical reasons, please make an appointment with a Student Health and Counseling Center provider at 714-278-2813, or in person, or supply a note from your private physician/clinic.

Administrative waivers can be given for religious/philosophical reasons and require approval by the SHCC Director. You must fill out a form to request this waiver at the Student Health and Counseling Center.

If you have an allergy to egg, feathers, gelatin, or neomycin, you may receive a permanent waiver. To find out if you should be waived due to allergy, come to the Student Health and Counseling Center front desk, complete a waiver form, and see the Screening Nurse.

For recorded information, call the Student Health and Counseling Center at 714-278-7754. For

Student Health and Counseling Center
714-278-2800; Fax: 714-278-3069
http://www.fullerton.edu/shcc

At www.connectnet.org, students may put in their local zip code and identify libraries in their area where they can use a computer, get on the Internet, and often get help learning about technology.

For example, students can purchase Office MAC X, Windows XP Pro Upgrade, Publisher 2002, or Office XP Pro for $79 each (price quote on 8/18/03).
If you are accepted to the Single Subject Credential Program for Fall 2004, you should attend the Pre-orientation meeting on Thursday, June 3, from 5:30-7:30 in Pavilion C of the Titan Center. At this meeting, you will meet your Professional Development District Coordinator, complete important paperwork, and learn about your fieldwork activities and requirements for the fall.

Teaching Performance Assessment Now Required

Congratulations to our Spring student teachers, who will be the first group of California State University Fullerton Single Subject Credential Program completers under the new PDD Name. This first group of candidates was allowed to complete Assessment (TPA), but they will be the only group to do so. Starting with the Fall 2004 program completers, all Fullerton single subject candidates will be expected to pass the TPA.

To assist in the successful passage of the TPA, all Fall 2004 student teachers must enroll in EDSC 460 Teaching Assessment Seminar. The focus of this seminar is to prepare candidates to successfully complete the four tasks of the Teaching Performance Assessment, and activities and assignments in credential and prerequisite courses have been designed to set candidates up for success!

EDSC 460 will be 50% online and 50% whole-class instruction in a lecture hall format. The fall 2004 class will be taught by Drs. Helen Taylor and Vikki Costa, who are eager to support candidates through the TPA process. Class activities will include drafting responses to the TPA tasks, peer-reviewing responses, and small-group and whole-class discussion responses. As we ease into this new requirement, fall participants will be expected to successfully complete at least two of the four required tasks.

For more information on the tasks of the Teaching Performance Assessment, see http://home.apu.edu/~wbacer/TPA/index.html.

DOES THIS MEAN YOU?

If you are a Spring 2004 Extern or first semester Interns, you should register for EDSC 460 Teaching Performance Assessment Seminar for Fall 2004, along with your 449S and 449I courses.

This course will assist you in the completion of the California Teaching Performance Assessment.

UPDATE ON EDUCATIONAL TECHNOLOGY COURSES

Beginning Summer 2004, EDSC 404/EDSC 407 Personal Proficiency in Educational Technologies for Secondary Teachers will become EDSC 304/307. To better prepare you for the technology demands of the Single Subject Credential Program, it is recommended that candidates complete this course prior to any other prerequisite or credential coursework.