Convenience has influenced much of our way of life, impacting everything from how we eat to how we communicate and pay for goods. Education is no exception. It is no longer necessary for a degree-seeking student to enroll and participate full-time in classes on a college campus. Instead, online learning delivers a flexible and appealing way for a growing number of students to earn credentials or a degree. According to the U.S. Department of Education, more than 20 percent of all undergraduates and more than 22 percent of all graduate students work toward their degree online.

While delivery methods may be different in the classroom than online, the characteristics of a high-quality learning experience remain the same.

“Good teaching is good teaching is good teaching, no matter the setting,” says Karen Ivers, professor of Elementary and Bilingual Education and associate dean of the College of Education. “Quality online education requires student-to-student and student-to-instructor interaction; rigor, content organization and management; and learning assessments to improve instruction.”

Ivers should know; she contributed to the creation of California State University, Fullerton’s first online master’s degree program, Instructional Design and Technology. She served on the development committee, constructed several of the courses, and taught in the program. As acting associate director of the Educational Technology Professional Development Project, she oversaw CSU-wide grant projects geared toward helping K–12 teachers use technology in their classrooms.

The College of Education offers a number of online master’s degree programs designed to appeal to educators’ specific career ambitions while allowing them to work at their own pace, cut out commuting, and accelerate earning their degrees. That’s not to say that the online programs are easy, as Ivers is quick to point out.

“Prejudices about online learning include the belief that online programs are less rigorous or are isolated learning environments that deliver pre-recorded instruction and enroll hundreds of users in a single class,” she says. “While that may be true for some programs, not all online learning degrees are created equally. I believe our offerings to be rigorous and challenging.”

continued on page 2…
Those offerings include: a hybrid program in educational leadership that trains future leaders to have a significant impact on the state’s educational needs; a post-secondary reading and learning certificate that meets the emerging needs for community college faculty in the area of postsecondary reading; and programs in educational technology, elementary curriculum and instruction, reading, secondary education, and special education.

The online offerings do more than provide a convenient way to learn. They also prepare educators to use digital equipment and tools, and develop and learn from digital content.

“Our candidates are exposed to many of the academic technology tools along with program content in their coursework that they may also use in their current or future work,” says Kristin K. Stang, associate professor of Special Education and Director of the University’s Academic Technology Center. She emphasizes that the University also works hard to support faculty as they use academic technology in both face-to-face and online environments.

“The Academic Technology Center opened less than two years ago to make sure that faculty members have the training as well as the tools, such as remote devices like iPads and laptops, in order to teach effectively,” she says.

The opportunity to learn online and to use technology in the process of learning and teaching not only prepares educators, but serves to help them develop similar skills in their students.

“Most of our graduates work in public schools, preparing the next generation of leaders,” says Victoria Costa, professor of Secondary Education and coordinator for TITANium, the University’s Open Source Learning Management system. “Our students need to develop 21st century skills in order to be competitive in the global marketplace and contribute to the future, and prepare their students to do the same. Online learning is one way to help develop these skills.”

“The PowerUp program was the first comprehensive program to assess and address student readiness for online instruction.”

– Lynda Randall
Professor Secondary Education

For more information about the online programs offered by the College of Education, go to http://ed.fullerton.edu/future-students/online-programs/
Costa believes that the very best educators must be savvy in all the ways that technology can enhance learning. She has made sharing such knowledge a personal goal for much of her career.

“In all my roles, I’ve pushed to expand our ability to prepare our single-subject teacher credential program graduates and our master of arts in education graduates to effectively use instructional technology for teaching, learning, and curriculum development,” she says.

That dedication has underpinned all the college’s online offerings since the development of its first online program, the Master of Science in Instructional Design and Technology (MSIDT). Launched in 2002, MSIDT was designed for professionals who wish to further their skills in direct application of instructional technology for teaching and curriculum development. (See story, page 10.)

“The story about MSIDT starts well before 2002, when we outlined how we would meet the needs of online learners with appropriate resources such as digital library collections, and ensured the quality and integrity of the program,” says Ivers.

The preliminary work in developing the MSIDT program not only paved the way for the college to offer additional online programs, but continues to inform leading-edge program development.

“In creating other online offerings, we used the fundamental aspects of the MSIDT program: rigorous and high quality instruction, collaborative teaching, and establishment of a community of learners,” says Ivers.

That planning has paid off. U.S. News and World Report not only ranked the College of Education’s online graduate education programs 24th nationally over 208 other schools this year, but also ranked the programs 11th in student engagement.

“We have built our reputation on the importance of establishing a community of learners where all students are valued and work with instructors and each other to reach their fullest potential. We maintained this commitment when we created our online programs,” says Ivers.

Creating effective online programs means developing curriculum that develops students’ leadership capabilities and expertise with emerging technology. The online master’s program in elementary curriculum and instruction, for example, goes beyond informing participants about new ideas for using technology in elementary teaching. It also helps prepare them as leaders in the classroom, develops them as professional mentors, and equips them to meet the needs of diverse learners. The concentration in reading education technology is designed to train educators in integrating innovative technologies into curriculum and instructional multimedia development. The concentration in reading prepares educators to integrate contemporary theories of reading with sound teaching.

“We are highly vested in the success of online learning, and work to deliver a balance between theory, practice, and leadership development,” says Lisa Kirtman, department chair and professor of Elementary and Bilingual Education.

The college also understands that preparation – by the university as well as the student – ensures better learning outcomes. Last year’s PowerUp for Success in Online Learning program helped meet that need.

“The PowerUp program was the first comprehensive program to assess and address student readiness for online instruction,” says Lynda Randall, professor of Secondary Education. While that program is no longer active, the University continues to provide 24/7 phone support, online tutorials that help students master the campus online learning management system, a virtual computer lab that provides student access to a variety of software applications at no cost, and one-on-one assistance at the Student Genius Center in the library.

Message From the Dean

Technology – and especially online instruction – is changing the way that students learn and teachers teach. Recent innovations such as massive online open courses (MOOCs) have prompted many educators to predict fundamental changes to our basic models of education at both the K–12 and higher education levels. Yet it seems there is less discussion of the characteristics of high quality online instruction and what students should look for in selecting an online program. Our cover story addresses this issue through a look at the online programs that have been offered for over a decade by the College of Education and the array of services that CSUF provides to assure a high quality learning experience for our online students.

Other stories in this issue illustrate ways that our College impacts learners at all stages of life, from early childhood through high school and college, in teacher preparation, and advanced professional development for teachers and other professionals.

This spring, we look forward to our annual Honor an Educator event on Saturday, April 20, 2013. I am pleased to announce that Teacher Created Materials will be the presenting sponsor, through the generosity of its founder and CEO, Rachelle Cracchiolo (M.S. ’76). We invite you to participate by honoring an educator who has made a difference in your life or the lives of others. You may honor an educator online at www.fullerton.edu/SupportCSUF/HonorAnEducator. Invitations will go out soon for this exciting event.

I’d like to thank you for taking the time to learn about the College of Education, and wish you all the best in this new year of 2013.
Bridging the Illiteracy Gap

Illiteracy: it’s not only a problem in poor and underdeveloped nations.

16%

of Orange County, CA residents over the age of 15 are functionally illiterate.

Data from the National Center for Education Statistics indicates that 16 percent of Orange County, CA residents over the age of 15 are functionally illiterate. That means they cannot read well enough to comprehend the information in a daily newspaper, a simple contract, a basic letter concerning their children’s school needs, or the side-effects and precautions pamphlets enclosed with prescriptions. Illiteracy prohibits individuals from improving their employment situations and finances, understanding and influencing the political life of their communities, and engaging in the simple pleasures of helping children with their homework or writing notes to loved ones.

Standing in the gap is California State University, Fullerton’s Hazel Miller Croy Reading Center. For more than 35 years children and adults have relied on the Center for help in learning to read and improving reading comprehension. The Center’s research has also advanced the professional knowledge base relative to literacy.

Operated under the College of Education’s Department of Reading Education, the Center leverages a rich pool of educators who provide service at both the Fullerton and Irvine campuses in a mission to improve community literacy.

“This is a collaborative effort involving professional faculty in the reading department who supervise and guide master’s degree students and program alumni who do the testing and instruction,” says Erica Bowers, associate professor of Reading Education and the director of the Reading Center.

Collaboration also delivers a valuable learning opportunity for graduate students in the program. “Our students acquire the ability to assess, diagnose, provide intervention, and report their progress to key stakeholders. It is really where all of their prior learning is synthesized,” Bowers explains.

Reading master’s degree candidates engage in evaluating reading skills, tutoring, and making recommendations for follow up. They also try new techniques to advance learning. Last year, the Pocket Tutor Project provided children in the program with iPods loaded with high-interest texts read aloud with strategic comprehension prompts. By modeling active reading and thinking strategies geared to teach each reader how to use those skills when reading independently, the podcast initiative made new strides in effective teaching techniques.

“The Pocket Tutor research was recently accepted as a chapter in volume two of Advanced Literacy Practices: From the Clinic to the Classroom,” explains Bowers, who recently collaborated with the Literacy Research Association Special Interest Group on a special field research project. The Shadowing Project compiled findings from observation of highly qualified reading specialists at work.

If the lengthy waiting list is any indicator, the Center is successfully meeting the needs of children and adults. Additional services will be welcomed by the communities the Center serves.

“We expect to continue to expand our tutoring and assessment services, shadow more reading specialists, and produce additional video reflections on reading teacher practice,” says Bowers. “We also are exploring the possibility of collaborating with the Department of Elementary and Bilingual Education to offer the local community reading support during the summer.”

While the Center has been providing service to children and adults in the community for almost four decades, it was only two years ago that it was named for Hazel Miller Croy, who founded the University’s reading education program. Croy taught on campus in 1960, retired in 1975 and died in 1993.

The Center is funded by an endowment created in honor of Dr. Croy and ongoing fundraising initiatives. Funds are used for scholarships for graduate degree reading program students and for children and adults who receive reading instructions, for equipment and supplies, and to fund faculty development and research.
Student Research Proves to Be a Powerful Pedagogy

Conducting research is one of the best learning experiences a student can have. Under the guidance of an experienced researcher, students who use creative thinking to tackle a complex problem often produce new solutions and increase their skills as thought leaders. A powerful pedagogy for fostering critical 21st century outcomes, student research is recognized by the Association of American Colleges and Universities as a catalyst for inquiry-based learning.

In the past, student research was often done by graduate students and relegated to the sciences. But as the challenges of national and global education issues increase, so does the need for rigorous and wide-ranging research efforts.

Launched in 2008, the Center for Research on Educational Access and Leadership (C-REAL) boldly tackles the most complex issues for educators, including diversity, assessment, evaluation, and social justice. What makes C-REAL unique is that students are very involved in the research efforts.

“C-REAL provides a high-stakes learning environment for students,” says Rachel Finigan (MA, ’13). “It has pushed me to reach beyond what I thought I was capable of in order to achieve more.”

Finigan, who became a project leader almost from her first day at C-REAL, had to work hard to quell being overwhelmed and focus on getting the job done – a point of personal pride.

C-REAL also serves to support the college’s learn-by-doing philosophy.

“Students are constantly presented with hands-on opportunities to create, present, and teach their peers and the public about the research that they do,” says Cuellar. “These experiences allow students to see themselves as educators with valid knowledge to share.”

Often, the C-REAL environment is an important catalyst for a student’s personal growth.

“Little by little I gained confidence in my ability to both understand and contribute to the project’s success,” Finigan says. “This experience demanded I grow my writing skills, my ability to analyze data, and my personal knowledge of educational issues. This type of growth happens every day at C-REAL. It was a pleasant surprise to me, and it is a constant encouragement to watch new C-REALers surprise themselves too.”

C-REAL Sponsors

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Michelle Cuellar
C-REAL program analyst

Rachel Finigan
(MA, ’13)
Developing Educator and Student Confidence in Math and Science

It’s the chicken or the egg conundrum: elementary-age American students often suffer anxiety when learning math or science, while the educators charged with instructing them harbor that same anxiety in teaching the subjects.

Two California State University, Fullerton projects are making great strides in breaking that cycle. The Expanding Math Access for All (EMAA) project, initiated in 2008, and the Science Project, initiated in 2010, are increasing educator confidence in teaching, while stimulating student interest and skill in the STEM fields – science, technology, engineering, and math.

In the EMAA project, teacher candidates in the College of Education’s Elementary and Bilingual Education Department’s Multiple Subject Credential Program provide structured and individualized mathematics tutoring sessions to 90 fifth and sixth grade students at Richman Elementary School in the Fullerton School District. The program is offered through the college’s Curriculum and Instruction in Mathematics course.

“Teacher candidates work with small groups of Richman students to develop their expertise in mathematics, focusing on skill development and content knowledge,” says Cynthia Gautreau, assistant professor of Elementary and Bilingual Education and one of the coordinators of the project.

The tutoring not only benefits the students, but also increases the teacher candidates’ confidence in teaching mathematics.

“As a result of the experiences at Richman, our teacher candidates have made great strides in addressing the issue of mathematics anxiety. They realize that adequate preparation, attention to detail, and instructional practice decreases math-related anxiety in teaching,” says Gautreau.

The success of this project has motivated Gautreau and co-coordinator Michelle Vander Veldt, associate professor of Elementary and Bilingual Education, to seek additional funding to expand the outreach and education effort. Both Gautreau and Vander Veldt volunteer to coordinate the EMAA.

“We are writing grants and disseminating preliminary findings to attract more funding. This publication will emphasize the importance of community outreach, mathematics achievement, and the benefits of establishing a community math center based in an elementary school,” she says.

Similar to the EMAA Project, the Science Project was established with the Placentia-Yorba Linda Unified School District in 2010. In three years, 130 pre-service teachers, 17 elementary school teachers, three principals and over 485 elementary students participated.

“The partnership started with an after-school science club,” explains Kim K. Case, placement coordinator and lecturer in the Department of Elementary and Bilingual Education. Both she and Kim Norman, professor of Elementary...
Teacher candidates work with small groups of students to build conceptual understanding in mathematics and science. Concrete materials are used to support student’s understanding of content. Teacher candidates assess student learning and probe student’s thinking through questioning techniques.

Photo by: Karen Tapia

and Bilingual Education, helped to establish the program. “Today there are 12 classroom teachers at each site that host two student teachers in each class, mentoring them throughout the semester with model lessons, fieldwork, and student teaching.”

Teacher candidates participating in the Science Project will also gain experience constructing professional development workshops to enhance inquiry-based science instruction for their fellow teachers, giving back to those who have been mentoring them.

“This is a critical aspect to developing highly effective science instruction,” advises Case. “Recent studies show that 60 percent of classroom teachers do not feel prepared to teach science. Lack of professional development opportunities designed to meet this concern is a primary reason.”

This Science Project also expanded to include educational foundations to the partnership, which resulted in a focus on active teaching strategies as well as co-planning, co-teaching and co-assessment strategies. Participation in the program increased by 22 classroom teachers and 52 pre-service teachers and is paying off in two ways: preparing teachers to effectively teach science and improving student skill sets.

“One aspect of the program that I am most proud of is the empirical results,” Case continues, “In just one year in the program, one school earned the highest California Standards Test science scores in the district and the other school increased from 25 percent to 44 percent proficient.”

With a focus on continuous program improvement, the Science Project coordinators are now enhancing the program.

This year the cohorts participating in the program will gain additional experience in using new teaching tools and in teaching different student populations.

“This year we will provide our student teachers with iPads to enhance instruction. In this way, small groups of students can be engaged using technology,” she explains. “We aim to have students using technology as a learning tool versus teachers using technology as a teaching tool.”

The teacher candidates will have experience teaching inquiry-based science lessons to different student populations. They will prepare, plan, and evaluate their progress in collaboration with their host teachers. We expect this to result in richer reflection on their growth in modifying lessons to meet the specific needs of their students.
Faculty Awards

Dr. John Hoffman, assistant professor of Educational Leadership and Director, Doctor of Educational Leadership Program, won the Sandra Kuchler Excellence in Mentoring Award from the National Association of Student Personnel Administrators (NASPA). The award recognizes Dr. Hoffman’s ability to advocate and advise in administrative, organizational, and professional matters, as well as his demonstration of being an excellent role model for others.

Dr. Ding-Jo H. Currie, professor of Educational Leadership, received the Wright State University International Alumni 2012 Award of Excellence in recognition of her reputation as an outstanding national and international leader in higher education. Among her achievements is her election as the first Asian-American Chair of the American Association of Community Colleges (AACC), her service on the Board of Directors for the American Council of Education (ACE), founder and president of China’s Higher Education Foundation, and her position as CEO of United Education Alliance.

Support for Educators Seeking National Board Teacher Certification

Ask any professional educator about their experience applying for National Board Teacher Certification and their response is likely to sound paradoxical: grueling and gratifying, formidable and fascinating, strenuous and stimulating.

“National Board certification is the most profound professional development opportunity available for teachers,” says Leslee Milch (MS, ’02), a nationally-certified educator who serves on the Board’s committee to revise standards for early childhood certification. “Certification forever impacts what we do as educators and makes us more cost-effective in what we do with our students. It equips us to be the voice for our profession, to serve as an advocate for our colleagues and our students.”

The process to achieve this advanced teaching certification – which is accepted as evidence of full certification by more than 40 states – is intense. It includes an average of 300 hours of study, evidence collection and analysis, self-assessment, and peer review. The standards and evaluation process are so rigorous that the first-time certification rate is less than 40 percent.

Luckily for California educators, the Center for Maximizing Teacher Impact (CMTI) at California State University, Fullerton can help navigate the arduous process.

The CMTI originated in 2008 as the Professional Teaching Development Center, underwritten by a three-year grant from the National Board for Professional
Board Certification," explains Barnhart. We can expand our work beyond National "Now that our Center has permanent status, by improving teaching quality.

The Center is designed to improve student learning and school districts. Every activity of the programs in collaboration with local teachers and implements professional development examples of effective practice, and designs mentor candidates, sponsors events to show to local National Board certified teachers to 100 candidates since 2008, pays stipends during the past two years and just over The Center, which has supported 30 candidates in the past two years and just over 100 candidates since 2008, pays stipends to local National Board certified teachers to mentor candidates, sponsors events to show examples of effective practice, and designs and implements professional development programs in collaboration with local teachers and school districts. Every activity of the Center is designed to improve student learning by improving teaching quality.

Now that our Center has permanent status, we can expand our work beyond National Board Certification,” explains Barnhart.

“Teachers and administrators recognize the value of analyzing their practice, but what’s often lacking is support in doing this hard work. Part of the mission of our Center is to bring the systematic, disciplined, and rigorous approach of self-analysis from National Board Certification and make it accessible to all teachers who are interested in learning and growing as professionals.”

As experienced and credentialed educators, Ellis, Barnhart, and Milch worked together for two years to write a book targeted at demystifying the certification process and providing a comprehensive supplement to the National Board’s certification instructions. Understanding National Board Certification: A Guide for Teachers and Those Who Support Them (Pearson, 2012) blends the theoretical aspects of National Board certification with insights and advice about the nuts and bolts of being a candidate.

“Given its grounding in research, the book can be used both by school district-based candidate support programs as well as university-based graduate programs. The guide for candidate support providers in the appendix is something we put a lot of thought into as well,” says Ellis.

“The process of certification can be a daunting task and for many there is no face-to-face support available. Our book offers support to both candidates and those who support them. It is also a resource for anyone wishing to have a more in-depth understanding of the certification process,” says Milch. ■

The Center for Maximizing Teacher Impact provides extensive support to teachers in their pursuit of National Board Certification, and also provides support to schools and districts that seek to apply National Board processes into their program improvement efforts. The service area includes Orange County, eastern Los Angeles County, Riverside County, and San Bernardino County. For more information, go to http://ed.fullerton.edu/impact/our-programs/ or email Tara Barnhart at tbarnhart@fullerton.edu.

Alumni News

American Literacy Corporation Finalist

Trish Carter-Anderson ’12 a Response to Intervention teacher in Tustin Unified School District in Orange County, CA, has been named a finalist in the American Literacy Corporation’s 2012 “Outstanding Contribution to Literacy Award.” She was chosen for making a significant difference in the lives of the students she teaches by increasing their literacy levels.

Educator Wins Election

Sharon Quirk-Silva ’87 who has taught at various Fullerton schools for 27 years, won election in the 65th Assembly District this November. Education will be a high priority for her as a legislator, particularly higher education and finding ways to affordably provide college opportunities for high school graduates. She will also work on issues related to job creation and transportation.

Congratulations to the following alumni on their recent appointments:

- Suzette Lovely, Ed.D., superintendent of Carlsbad Unified School District
- Stephanie Henry, Ed.D., principal, Mesa View Middle School, Newport-Mesa School District
- Bill Wallace, Ed.D., assistant principal, Orange County School of Performing Arts
Mastering Instructional Design and Technology

If your business is teaching, you need to know how to use the tools.

That was the premise behind launching the Master’s Degree in Instructional Design and Technology (MSIDT) ten years ago. Since then, more than 200 students have graduated from this online program and are using their skills in the development, design, evaluation, and implementation of a wide variety of instructional technologies applicable to a range of training and learning settings including K–12 education, postsecondary education, military, business, and industry.

“What pleases us most about the program is the caliber of our graduates – they represent the quality and integrity that we’ve worked so hard to maintain in the program,” says Karen Ivers, professor of Elementary and Bilingual Education and associate dean of the College of Education. “They continue to be a community of learners, to demonstrate leadership and innovation in the field, and to serve as mentors and contacts for current students.”

While the alumni of the program share these strengths, they all have different stories about how the program enhanced their careers.

For Ronald Smith, Learning Systems supervisor at Chevron Products Company, taking on the challenges of earning a master’s degree melded well with his on-the-job responsibilities.

“As a process technician trainer working full time for a major energy corporation, I appreciated that the program used real-life work projects as the structure for its final project or practicum,” he says. “This allowed the learning activities from the program to transfer directly to the workplace in a seamless and logical manner.”

Since earning his master’s degree, Smith has leveraged his academic experiences to benefit his company. “I have advanced and developed major training initiatives for our company using the latest technology and instructional system design techniques,” he says. “This includes establishing a partnership with Coastline Community College to implement an associate of arts degree program that prepares students for work in the energy industry.”

For Cindy Watson, an instructional designer at Hoag Memorial Hospital in Newport Beach, CA, the process of learning was as valuable as the content.

“I especially remember a class where we had to design an e-learning storyboard for a course we wanted to design,” she says. “I had no idea that the instructor was going to give my storyboard to another student and send me another student’s storyboard to produce. We had no idea whose storyboard we had so we had to produce based on what was given to us. Talk about an eye opener! I will never forget that lesson.”

As the sole instructional designer at the hospital, Watson is responsible for administering three learning management systems, redesigning all existing content, as well as creating new courses that meet compliance requirements. Her MSIDT coursework augmented her IT background, helping her diagnose problems and understand how different authoring tools work in order to figure things out on the fly.

“The skills I learned have helped me wear many hats, which has made me a valuable asset to my company,” she says. “I also gained a very robust perspective as far as how to successfully design a course for all learning styles and now better understand the technical side of instructional design.
with regard to audio, video, mobile learning, and non-android devices.”

For Jim Martin, a staff vice president of the American Association of Airport Executives, convenience was what first attracted him to the MSIDT online program. His travel schedule typically meant most of each month was spent at airports or on airplanes, managing meetings at different locations across the country.

“I knew traditional classroom attendance was out of the question and an online program was my best option,” he says. “But given my travel situation I still wasn’t sure how well it was going to work out. The program’s structure was exactly what I needed. I could read, work on assignments, and participate in discussions as my schedule allowed, whether I was on a plane, in a hotel room, or at home on the weekend.”

What surprised Martin about his online experience was the degree of personal attention that the instructors delivered.

“The faculty is open and personally engaging, going out of their way to help you succeed,” he says. “There were a couple of times when life got in the way of my school work and the instructors were always understanding and more than willing to work with me as I overcame those unexpected challenges.”

Aside from a rigorous travel and meeting schedule, Martin designs and develops CBT / WBT courses covering a range of topics such as operations and safety, security and law enforcement, aircraft rescue and firefighting, airfield driver training, and environmental safety. These courses are being used in over 100 airports across the country and have trained over 350,000 airport workers.

“The MSIDT program provided me with the knowledge I needed to improve and expand our CBT/WBT courses. Because of the MSIDT program, I confidently take the lead in developing new courses and converting lecture based content to online programs while working with a wide variety of subject matter experts who include federal agency staff, state and local emergency responders, and university professors.”

The MSIDT program has a lot going for it: It is affordable and convenient, allowing completion in 21 months through 100 percent online learning. It is staffed by dedicated faculty with expertise and experience in instructional technology and educational practice. An active alumni association provides mentoring opportunities while in the program, and professional networking upon completion. It is also highly ranked nationally.

“This is the eleventh year for our MSIDT program and we were just ranked third in the nation by Education Portal,” says JoAnn Carter-Wells, professor and director, M.S. and Certificate in Instructional Design and Technology. “We have a lot to be proud of: an exciting program and quality alumni who have a positive impact on instructional design in all aspects of business, education, and government.”
College of Education
Upcoming Events Calendar

February 20, 2013: College of Education Research Symposium and Poster Session
March 2, 2013: SCTA’s Teaching Tomorrow’s Teachers Conference
March 16, 2013: Reading Educators Guild Breakfast
April 20, 2013: Honor an Educator Event
   Presenting Sponsor: Teacher Created Materials
   For more details, please visit www.fullerton.edu/SupportCSUF/HonorAnEducator/
May 24, 2013: College of Education Credential Ceremony
May 26, 2013: CSUF Commencement / College of Education Ceremony

For more information about any of these events, please contact Kim Naujokas at 657.278.4021 or knaujokas@fullerton.edu.