Effectively Meeting the Needs of People with Autism

Educating children with autism can be a challenge in the best of circumstances. A developmental brain disorder that has a spectrum of impairment, autism affects social and communication skills and includes diagnoses like Asperger’s syndrome. While symptoms vary – from language delays and intellectual disability, to average or above-average intelligence – people with autism have difficulty communicating. They generally struggle to understand other people’s thoughts and motivations, making it difficult for them to respond appropriately to their environment or to form relationships with other people.

With one in 88 children diagnosed with autism, training education professionals who can help them learn and who can effectively support their families requires a multi-pronged approach.

“At Cal State Fullerton, we are actively working to provide a spectrum of supports and services for teacher candidates, current educators, CSUF students with autism, and families of children with autism,” says Erica Howell, assistant professor of Special Education, and co-director of the newly established Center for Autism.

Research is an important part of providing those supports. As a teacher candidate in the Department of Special Education, Amanda McClure collaborated with Howell on autism research, culminating in a presentation titled “The Student-Teacher-Relationship for Students with Autistic-Like Characteristics: Research, Parental, and Student Perspectives.”

“Having two of my three kids diagnosed with an autism spectrum disorder, and receiving support and education at CSUF, fueled my passion for helping families affected by autism and helping teachers who have students with autism in their classrooms,” she says. “My experience at CSUF inspired me to further explore and research the area of autism in a Ph.D. program.”

Shortly after McClure earned her Education Specialist teaching credential and master’s degree in Special Education at CSUF, “This opportunity helped me begin focusing on how to help others in the community and spread awareness and information about autism to other families and teachers,” she says. That outreach is important to McClure, who has two children with autism.

“Having two of my three kids diagnosed with an autism spectrum disorder, and receiving support and education at CSUF, fueled my passion for helping families affected by autism and helping teachers who have students with autism in their classrooms,” she says. “My experience at CSUF inspired me to further explore and research the area of autism in a Ph.D. program.”

Continued on page 2…
The College of Education and the College of Health and Human Development opened the Center for Autism, a collaborative initiative dedicated to research, education, and service in autism spectrum disorders.

“I have been excited to follow the development of the Center, which has a strong faculty and student support system with a focus on helping and educating families and the community,” says McClure.

The Center is composed of two cores. The Education Core, housed in the College of Education, focuses on preparing teacher candidates to implement evidence-based interventions for students with autism. The Applied Developmental Core is housed in the College of Health and Human Development and promotes competence and wellbeing in children with autism spectrum disorder through autism screenings, diagnostic evaluations, research investigations, and resources for families.

“The Center for Autism has high impact on our students and the community at large,” explains Howell. “The collaboration between the College of Education and the College of Health and Human Development allows us to provide a spectrum of support, education, and research.”

One of the initiatives of the Education Core is the Autism, Inclusion, Mathematics Core, and Science Innovation scholar program (Project AIMS). The program helps meet the need for qualified educators prepared to teach children with autism. It focuses on recruiting, training, and retaining teachers from underrepresented ethnic groups in the areas of math, science, and special education. Cal State Fullerton is collaborating with 10 different school districts in Southern California to implement the program.

“Project AIMS enhances recruitment and selection of talented math, science, and special education teacher candidates and supports them as they learn to work with children with autism in inclusive environments,” explains Belinda Dunnick Karge, director of On Track Scholar Transition to Teaching Program for Math, Science, and Special Education, and professor of Special Education.

Project AIMS recruited 30 teachers in its first year and anticipates attracting an additional 60 teachers through 2014. Teacher support efforts to help educators effectively incorporate students with special needs into the classroom...
include collaborative strategies like co-teaching and classroom support once students retain a teaching position. The program also provides teacher candidates with up to $5,000 in funding while they are in their credential program.

The program features strong community connections. Karge has teamed with CM School Supply to offer a series of training sessions on autism to parents and teachers in the community. These are available monthly at CM School Supply and a schedule is available at www.cmschoolsupply.com. In addition, AIMS Scholar faculty work with the Anaheim Union High School District and Anaheim City School District to implement co-teaching and inclusive practices district-wide in order to help improve student outcomes.

Another mainstay of the Education Core is the annual General Education/Special Education: Autism, Inclusion, and Evidence-Based Practices Conference, held every year since 2006 during Autism Awareness month in April.

“I am proud that this conference brings nationally recognized speakers to our community and draws 300 parents, educators, and medical professionals who work with children with autism,” says Karge. “This conference is highly regarded for presenting only evidence-based and research practices and focusing on supporting students with autism in general education settings.”

Key to enhancing the wellbeing of children with autism is raising awareness and understanding of the disorder. The student chapter of Autism Speaks U, CSUF was established in 2011 to raise awareness and funding for autism research. It engages the campus and local community through events, education, and community service.

“So some of our most popular events have included Bowling for Autism, the Costume Pub Crawl, and College Night at Bourbon Street Bar & Grill in downtown Fullerton,” says chapter founder Victoria Cid (BA ’13).

In collaboration with the Center for Autism’s Education Core, the chapter participated in the Peer Assistance College Support (PACS) program in 2012, matching chapter members with CSUF college students on the autism spectrum to help those students achieve academic success. The program helps students whose disorder hampers communication and social skills and makes it difficult to ask for help, supporting them as they face the new challenges of a college setting.

“The mentors and mentees who participate in PACS all rate it as a positive experience,” says Howell, director of the program. “It is especially rewarding to hear the CSUF students with autism describe how satisfying it is to connect with a fellow college student. Many college students with autism feel isolated socially, and logistically challenged by some of the aspects of attending college. PACS gives them the opportunity to make a new friend and troubleshoot some of the issues related to attending college.”

The chapter, which has more than 80 members, was instrumental in getting CSUF to participate in World Autism Awareness Day on April 2. Last year, the Titan Student Union joined other world landmarks like the Empire State building in New York City, Willis Tower in Chicago, and the Kingdom Tower in Saudi Arabia to glow blue in honor of the effort.

“This year we wanted to make an even bigger impact and light up the front of our school blue,” Cid says. Students also staffed a table twice a week throughout the month to spread awareness and explain to passers-by why the campus is blue.

“We see far more awareness being spread on campus about the fastest-growing developmental condition in the United States,” says chapter co-president Ray Sadri (BA ’13). “We often hear people talking about ‘the autism club with the blue puzzle piece.’ The fact that we are getting recognition from our name and branded logo proves we are meeting our mission of education and awareness in addition to fundraising.”

Message From The Dean

Commencement season is a time to celebrate our students’ achievements and recognize their potential as the teachers and leaders of the future. This year, the College of Education recognizes 581 teacher candidates who are completing a credential program, 327 master’s degree candidates, and 28 doctoral degree candidates. We congratulate all of our graduates on their accomplishments and look forward to their future successes.

This issue of Impact shares stories from some of our students and alumni who already make a big difference in their schools and communities. Student leadership has played an important role in the Autism Center, which is featured in our cover story. These student leaders have contributed to autism awareness and to a culture of inclusiveness on campus and in the community. The profiles of our 2013 Edwin Carr Fellows highlight some of our graduate students who have demonstrated outstanding service as well as distinguished academic achievement.

May is also Teacher Appreciation Month and I am delighted that we can report on the Honor an Educator celebration. This event has become a revered tradition in the College, a time for faculty, staff, alumni, and supporters to pause from our routines to thank and celebrate the educators who have influenced us, our families, and our communities. Their stories serve to inspire and to remind us all of why we are in this profession.

Dr. Claire Cavallaro
Dean, College of Education
First Graders Find College First-Rate

Along with learning how to read and write, the first grade students at Telesis Academy of Science and Math in West Covina, Calif. are also planning their college careers – and very seriously undertaking the work that will underpin their future academic success.

“We have college student pen pals, get classroom visits from our college buddies, and talk about careers and how important doing school work is to achieving those goals,” says teacher Brooke Reynolds (BA ’02, MS ’09).

Reynolds also familiarizes students with the idea of college by incorporating Cal State Fullerton’s mascot, school colors, and campus photos throughout her classroom. She is not alone. Every teacher in the school represents a different college to their students through similar visual displays and relationship-building activities.

“By the time our students graduate from eighth grade, they will have been fully exposed to nine different colleges,” explains Reynolds. “It’s all geared to promote an academic work ethic that can serve them throughout their school years and into college and career development.”

Reynolds’ school is part of the No Excuses University (NEU) network of elementary, middle, and junior high schools across the United States that actively promote a comprehensive model of college readiness in their classrooms. Every NEU campus works diligently to expose students to powerful college symbolism, which is evident in college flags and banners hung on every door and close partnerships forged between classrooms and universities.

“Damen Lopez, the founder of NEU, and my principal, Miriam Kim, were the force behind bringing NEU to Telesis. I was proud to be part of the process,” adds Reynolds.

Creating a college-going culture in elementary school encourages students to aspire to a lifelong path toward higher education and deeper learning that includes earning a degree. To reach that goal, the school embraces the concept that there are no excuses for poor effort and staff members believe that all students can excel.

Reynolds’ school was the first NEU school to be established as a No Excuses University Prep School. In 2009 the then-struggling middle school was on the docket for closure. The entire Telesis teaching staff trained on the NEU culture, and after its first year partnering with NEU, re-opened as a district-supported K–8 academy in 2011. In its first year as an NEU Prep School, Telesis made excellent strides on the California Academic Performance Index.

“I’ve seen a big change in my students’ behavior and focus. School has become more meaningful for them under this program,” says Reynolds, who was on the task force to bring NEU to Telesis.

There are myriad ways that Reynolds and her colleagues engage students in college thinking during the school day. Older students learn about majors and how what they learn in the classroom today will form a foundation that they can apply when they get to college. For younger children, college thinking can mean learning college vocabulary, substituting ‘college’ for the word ‘school’ and ‘professor’ for the word ‘teacher.’

“I give reading awards to my students, and instead of using typical award titles, I call them bachelor’s, master’s and PhD,” she explains. “All my kids want their PhD!”

Reynolds is especially proud that she can represent her alma mater to her students.

“My students love that I went to Cal State Fullerton,” she says. “There are a lot of..."
teachers here who are alums, but I was lucky enough to be able to represent the school.” She also appreciates her partnership with her alma mater.

“I am so thankful to partner with such an amazing, supportive college. My work with my students would not have as much impact without the professors and students I work with at Cal State Fullerton,” she says.

Because Cal State Fullerton is geographically close to Telesis, Reynolds’ students gain an extra advantage: classroom visits from university students.

“As part of our partnership with Brooke, some of our pre-service teachers have become classroom buddies with her students and correspond with them through notes and cards,” explains Kim Case, multiple subject credential program placement coordinator and block leader. “They visit the class and explain why they chose to go to college and what the college experience is like. This spring the pre-service teachers presented science lessons in the Telesis labs.”

Those pre-service teachers also benefit from the partnership with Telesis, especially when they make visits to Reynolds’ classroom.

“Cal State Fullerton students are consistently inspired by Brooke and her students,” says Kim Norman, professor of Elementary and Bilingual Education. “Brooke is an exemplary teacher who cares for her students and creates an engaging learning environment. She is extremely knowledgeable about curriculum and effective instructional practices and is committed to her students, their families, and the broader Telesis community.”

Reynolds took the Cal State Fullerton partnership a step further this year and brought her students on a field trip to the campus to get first-hand college experience.

“The kids got to see the bookstore, eat lunch in the quad, and participate in a scavenger hunt,” explains Reynolds. “They also had a lesson in a college classroom and learned a chant to use during our Friday exercises.”

On Fridays, Telesis students gather at their flagpole and three or four classes are given the privilege of performing their college chant.

“When the kids do their chants, you can see such pride – in themselves and in their schools,” says Reynolds. “I know we are planting higher education seeds that are taking firm root.”
Molding Globally Competent Teachers to Meet the Needs of Diverse Learners

The Education program at Cal State Fullerton is well equipped to meet the needs of an increasingly global education community. “We teach in an incredibly diverse society where we have a chance to communicate and collaborate with people from all over the world,” says Melinda R. Pierson, chair and professor of the Department of Special Education. “That opportunity also brings with it the responsibility to prepare our pre-service teachers to be as effective as possible in the classroom, and share our knowledge with educators around the world.”

Educators need look no farther than their own classrooms to confirm that the world is, indeed, getting smaller. American educators face both the challenges and the opportunities of working with culturally and linguistically diverse students in PreK–12 classrooms on a daily basis. It’s a trend that influences how pre-service teachers are learning, and how Cal State Fullerton educators are being called upon to support education reform in other countries.

Preparing pre-service teachers for the diverse classroom

At Cal State Fullerton, pre-service teachers are offered exciting new opportunities to broaden personal, academic, and professional horizons through practical idea-exchange experiences with educators in unconventional and exotic locations. And usually, they don’t even have to leave the state!

“Two recent collaborative projects provided pre-service teachers with opportunities to build relationships with other pre-service teachers from around the world,” says Dr. Pierson. In one of the projects, students in the Department of Special Education were paired with pre-service special education teachers from Surget State University in Siberia. Students communicated electronically over the course of five weeks, sharing their educational experiences and current teacher preparation programs. While communication was difficult – students had to rely on translation software to understand the correspondence – the pre-service teachers enhanced their understanding of diverse learning and gained intercultural competence.

In the second project, pre-service teachers in the Department of Special Education were matched with pre-service teachers from Poland, Japan, Germany, England, Spain, Romania, and Bulgaria. Each research group, led by a professor from one of the participating countries, chose to research a specific question regarding how students in different countries experience education. By using online discussion forums, PowerPoint, and wikis, the pre-service teachers were able to explore their chosen topics and deepen their cultural awareness. The intercultural exchange was such a success that the program will be expanded in fall 2013 to include students in the Department of Secondary Education.

“Students enjoyed learning about education in other countries and they also helped their international research partners polish their English,” says Dr. Pierson.

Providing opportunities to collaborate with international counterparts allows Cal State Fullerton faculty and students to better adapt to an evolving international learning landscape.

“...we not only enhance our own international perspective, but also have a broad impact on education.”

— Melinda R. Pierson
Chair and Professor of the Department of Special Education

Dr. Vita Jones’ research in equitable education practices in other parts of the world has helped educators in other nations to effectively serve youth with and without disabilities.
“The world is becoming increasingly connected through shared economics and exchanges of information and resources,” says Natalie Tran, assistant professor of Secondary Education. “By gaining global experiences, we can better prepare ourselves and our students for the global workforce.”

In an effort to broaden international learning opportunities for faculty and students last year, Tran took part in a faculty delegation that visited educational counterparts from five universities throughout China.

“An international collaboration not only enriches a student’s overall college experience, it also provides the student with potentially valuable networking opportunities,” explains Tran. “Pre-service teachers are exposed to cultures that lack representation in our local landscape. By engaging in international dialogues, both parties contribute and gain new insights, creating fulfilling new partnerships.”

Those partnerships can also go a long way in internationalizing the College’s curriculum by increasing international faculty collaborations on research and projects, and faculty and student exchanges. This is an important step in transforming not only how teaching and learning happens on campus, but also how teachers are prepared to meet the needs of diverse learners.

CSU Fullerton educators make a global impact

CSUF faculty at the College of Education are distinguished experts and vital partners in enhancing education worldwide.

Dr. Pierson impacted special education in Poland when she worked with the School of Educational Studies faculty at the Adam Mickiewicz University as a Fulbright Scholar in 2011.

“My work in Poland included collaborating on several research projects. One project focused on inclusive education and the perceptions of Polish adults about people with disabilities. This longitudinal study should demonstrate that negative opinions of people with disabilities will slowly change as inclusion curriculum is added to the teacher-preparation programs at the university,” she says.

Vita Jones, assistant professor of Special Education, has dedicated her research to understanding equitable education practices in other parts of the world. She has researched the academic strategies employed by South African and Chinese educators to effectively serve youth with and without disabilities, and shares widely with educators interested in inclusive education. In 2012, she was a featured presenter at the Regional Open Social Institute in Kursk, Russia.

“I am grateful to work for an institution that fosters diverse global alliances with regard to faculty research and development,” says Dr. Jones. “Our global society’s regular interactions with representatives of diverse cultures warrant an exploration of foreign practices and dispositions. Investigating these practices serves as a catalyst for educators who support students with disabilities.”

By taking an international approach to their research, and by being open to share their knowledge with a global audience, CSUF College of Education faculty members are making strides to engage teacher-leaders worldwide. That effort is targeted at improving education for all learners.

“When we work with people from different nations and develop new relationships, we not only enhance our own international perspective, but also have a broad impact on education,” says Pierson. “The most rewarding aspect is watching other countries make those small steps of educational reform.”

These are just a few highlights of the College’s international programs. Look for more news about international collaborations in future issues of Impact.
Honor An Educator Event Celebrates Teacher-Leaders and Raises Scholarship Funds

CSUF’s eighth annual Honor An Educator event celebrated partnerships, visionary leaders, and high achievers.

“This event is so special because it provides a rare opportunity for educators to personally and publicly recognize other educators who have made a difference,” said Claire Cavallaro, dean of the College of Education. “It also showcases the generosity of educators who, through this event, help raise funds to support scholarships for the next generation of teachers and education leaders.”

The evening garnered thousands of dollars for scholarships for students in the College of Education teacher preparation and graduate programs.

The first honorees celebrated at the event were 28 newly-minted, National Board Certified teachers. Because the certification process is so rigorous, not every educator attempts or achieves it. But for those who do, it often is a transformational journey in terms of an educator’s professional growth.

“Achieving National Board certification is the highest symbol of professional teaching excellence,” explained Tara Barnhart, full-time lecturer in the Department of Secondary Education. “It is an extremely long and difficult process that recognizes teacher and student achievement, strengthens and reaffirms teaching strategies, adds credibility to the teaching profession, represents the profession’s highest standards, and has been shown to positively impact student learning.”

For a complete list of all 2013 honored educators and the reasons they were recognized, please visit http://ed.fullerton.edu/alumni/awards/honor-an-educator-awards/2013-2.
Leadership (C-REAL).

Research on Educational Access and leadership and director of the Center for teacher-leaders by their peers, including Many of those honored were called follow her example."

and has encouraged her family members to the Croy Endowment Fund which supports supporter of the Hazel Miller Croy Reading for them. Cynthia has been a dedicated career, many of her students arrived at the College of Education. "During her teaching career, many of her students arrived at school unable to speak English; she loved the challenge of bridging the language barrier for them. Cynthia has been a dedicated supporter of the Hazel Miller Croy Reading Center. She has made significant donations to the Croy Endowment Fund which supports research, scholarships for graduate students, and special materials for children in the Center, and has encouraged her family members to follow her example."

Many of those honored were called teacher-leaders by their peers, including Dawn Person, professor of educational leadership and director of the Center for Research on Educational Access and Leadership (C-REAL).

"Dr. Person’s passion for empowering her students is evident in everything she does," said Cavallaro. "She came to Cal State Fullerton to create the doctoral program in community college leadership, as well as a master’s degree program in higher education. Under her leadership, these programs have flourished. She has recruited an exceptionally diverse and talented group of faculty and students, and has created a learning community that supports student success. In recognition of her leadership and teaching, as well as her scholarly achievements, she was selected by the faculty as the College of Education Distinguished Faculty Marshall for 2013."

Visionary Leadership

Each year, the College of Education recognizes a leader who upholds the ideals of educational excellence and promotes strong, positive changes in the community. During the event, the College honored Dr. Mildred Donoghue and presented her with the Visionary Leader Award.

Dr. Donoghue joined CSUF in 1962 and was deeply involved in the development of the Elementary Education Department, which is now the Department of Elementary and Bilingual Education. Her vision resulted in the university opening the Donoghue Children’s Literature Center in the Pollak Library in spring 2001. The Center is a showcase of the most current, award-winning, highly-reviewed K-6 children’s literature. A noted author and literacy scholar herself, she is the author of 10 college textbooks. Her textbook *The Child and the English Language Arts*, is now in its fifth edition.

"Dr. Donoghue is an annual supporter of the President’s Scholars program and has been a donor to the university every year since 1976 – making her the longest-term donor to CSUF," said Cavallaro. "She has also funded two scholarships – one for students pursuing a master’s degree in education with a concentration in elementary curriculum and instruction, and the other for continuing elementary education students pursuing a multiple-subject credential. She is a true role model for faculty and staff."

Collaboration is key to effective education, and partnerships between the college and the Brea-Olinda Unified School District and with the City of Maywood were also recognized during the program.

"The partnership between Cal State Fullerton and Brea-Olinda Unified began 16 years ago," explained Karen Ivers, associate dean of the College of Education. "The district has supported hundreds of intern teachers in the field of special education, and welcomed student teachers and student observers. This is a thriving district-university partnership and we thank Superintendent Skip Roland, as well as his teachers and staff, for their collaboration and support."

The four-year partnership with the City of Maywood, which helps establish and enhance a college-going culture in a city that has been historically overlooked and under-resourced, was also celebrated.

"This partnership has allowed our students in the master’s degree program in higher education to have a hands-on, theory-to-practice experience in developing interventions for the K-12 population, adult learners, and parents," explained Ivers. "They are also able to research historical and socio-political influences in the community, and produce the annual education fair. The Educational Leadership Department has a long-term commitment to continue development of this unique and rich partnership with the City of Maywood."

Honorees received a congratulatory letter from the dean of the college and an engraved photo frame as a permanent memento of thanks and appreciation of their outstanding contribution to excellence in education. Teacher Created Materials was the event’s presenting sponsor and SchoolsFirst Federal Credit Union underwrote the cost of the engraved frames presented to the honorees. ■
Faculty and Staff Honors

Educators Honored for Outstanding Leadership

Jerome Hunter, distinguished lecturer in the Department of Educational Leadership; Claire C. Cavallaro, dean of the College of Education; and Dawn Person, professor of Educational Leadership and director of the Center for Research on Educational Access and Leadership (C-REAL), were honored for outstanding leadership by the African-American Male Educational Network and Development (A²MEND) organization. A²MEND is comprised of African-American male administrators who utilize their scholarly and professional expertise to foster institutional change within the community college system. The organization strives to create an affirming academic and professional environment for African-Americans with a particular focus on African-American male students, faculty, staff, and administrators.

Dr. Hunter was honored for his distinguished career in higher education during which he developed solutions to problems related to education attainment for males of color.

Dr. Cavallaro was honored for her leadership in establishing centers of excellence including C-REAL and the SchoolsFirst Center for Creativity and Critical Thinking in Schools.

Dr. Person was honored for her work as coordinator of the Community College Leadership Specialization for Educational Doctorate, as director of C-REAL, and for her current research in laying a foundation for a national study on African-American and Latino men in community college settings.

U.S. Department of Veteran Affairs Recognizes Efforts in Educational Access

Dawn Person, professor of Educational Leadership and the director of the Center for Research on Educational Access and Leadership (C-REAL), was recognized by the U.S. Department of Veteran Affairs for her role in a federally funded project to assist veteran students in their transition to the college through academic, financial, emotional, and social support.

Golden Key Chapter Achieves Bronze Standing

The CSUF chapter of the Golden Key International Honor Society, the world’s premier collegiate honor society, has achieved bronze standing. Aimee Nelson, assistant dean of the College of Education, and Heather Terry, coordinator for the Department of Elementary and Bilingual Education, are the chapter’s advisors.

Student California Teachers Association Honors Adviser

Aimee Nelson, assistant dean of the College of Education, received the Student California Teachers Association Outstanding Chapter Advisor award for 2012–2013 for excellence in her role as local chapter adviser.
Scholarship & Service Define This Year’s Carr Fellows

Fellows were selected by their departments for exemplary scholarship and service. These leadership traits were demonstrated by the late Edwin Carr, professor emeritus of education and economics, for whom the fellowship is named.

Congratulations to the 2013 College of Education Carr Fellows:

**Ryan Alvarez**
Department of Educational Leadership, Educational Administration

Ryan teaches government and economics at Ontario High School and has collaborated with peers to establish common assessments and improve curricular consistency. In his second year as chair of the School Site Council, he has interacted with all stakeholder groups to create an effective school budget. He also led a charity event that helps homeless families in Ontario, proceeds from which fund food, school supplies, and graduation costs for Ontario High seniors. His future goal is to become a principal.

**Michelle Gonzalez**
Department of Educational Leadership, Higher Education

Michelle is the academic advisor of Freshman Programs at CSUF and one of four co-leads working with the City of Maywood to create a college-going culture. She co-presented at the 16th CSU Teaching Symposium: Teaching for High Impact: Deep and Engaged Learning. Her goals include becoming a director of multicultural services on a college or university campus, administration of student affairs in higher education, and ultimately president of a college or university.

**Monica True**
Department of Elementary and Bilingual Education, Curriculum and Instruction

Monica’s master’s project conceptually and theoretically focused on professional development in science inquiry. As a student teacher, she represented her grade level team at a district-wide professional development session. She was called upon to share a Cognitively Guided Instruction mathematics lesson and present her analysis of her students’ responses. She has networked with the lead curriculum specialist on the Full Options Science System (FOSS) staff at UC Berkeley’s Lawrence Hall of Science, as well as with the science teacher on special assignment in the Placentia-Yorba Linda Unified School District. Her future goals include gaining elementary/middle school classroom experience and then pursing an administration degree to become a principal.

**Tiffany Muñiz**
Department of Reading Education

Tiffany has been an elementary school teacher for eight years at Portola Valley School District and Redondo Beach Unified School District. Her master’s project focused on a handbook on differentiated word study instruction for K–3 teachers. She was the treasurer for Cal State Fullerton’s student chapter of the Council for Exceptional Children, completed the SUCCESS Academy through the Orange County Department of Education, and is looking forward to completing the National Board Behavior Analyst Certification.

**Kelli Bourne**
Department of Secondary Education

Kelli is a health education and life science middle school teacher in the Irvine Unified School District. Her master’s project focused on the prevalence, predictability, and student perceptions of bullying at her school. She collaborates in a Professional Learning Community, is a pentathlon coach, and is a bullying prevention committee member.

From curriculum developers and outreach event coordinators to literacy coaches and education activists, the 2013 Edwin Carr Fellows are making a difference. These graduating master’s students demonstrate meritorious academic achievement and outstanding potential to make significant contributions to the education profession.

Her goals include teaching college-level education courses, pursuing a Ph.D. in health education, and writing a book for parents on teen sexuality.

**Lauren Rae Kelly**
Department of Special Education

Lauren is a kindergarten education specialist in an autism-specific classroom in the Anaheim City School District and is designing collaborative and co-teaching opportunities at her school. Her master’s project focused on supporting teachers with teaching the Picture Exchange Communication System to their students with autism. She was the treasurer for Cal State Fullerton’s student chapter of the Council for Exceptional Children, completed the SUCCESS Academy through the Orange County Department of Education, and is looking forward to completing the National Board Behavior Analyst Certification.
STAY CONNECTED.

Whether your contact information needs to be updated or you’d like to suggest a story for Impact, we want you to keep in touch.

- Has your personal contact information changed?
- Are you or other students or alumni impacting the education community in a special way?
- Is there an educational initiative or CSUF College of Education program you are interested in reading about?

Send an email to knaujokas@fullerton.edu to share your message.

FOLLOW US. 

www.facebook.com/CSUFofficial twitter.com/csuf ed.fullerton.edu