Cal State Fullerton Hosts Teacher’s Summit

15,000 teachers and educators at 33 locations across California made for one historic day in the field of education. The “Better Together: California Teachers Summit,” brought pre-K-12 teachers, teacher candidates, and education administrators together throughout the state for a day of professional growth through peer support and collaboration on July 31.

“The large turnout was very impressive,” says Claire Cavallaro, Ph.D., dean of CSUF College of Education. “The fact that so many came is testament to the professionalism and dedication of the teachers of California.”

Here at Cal State Fullerton, the Titan Gym was filled to capacity with about 1,400 SoCal teachers and educators. Cavallaro and Joan Bissell, director of teacher education and public school programs for the California State University system kicked off the event at CSU Fullerton, which also served as the site lead for all of the participating CSU Campuses.

“Better Together was by teachers for teachers,” says Bissell. “It was a model of participatory sharing and learning among educators through peer speeches, discussion groups, and interactive sessions.”

The summit was supported by $3.5 million in funds, including grants from the S.D. Bechtel Jr. Foundation, the Silver Giving Foundation, the California Department of Education, and a $1.25 million grant to CSUF from the Bill & Melinda Gates Foundation.

In part, the summit focused on teachers sharing ideas for implementing California’s new content standards. This much-discussed change in English language arts (which includes literacy in all content areas) and Math standards stresses critical-thinking skills, project-based learning, and collaboration to prepare students for college and careers. For example, instead of rote memorization in math class, students justify their answers and debate strategies with classmates.

Building Stronger Foundations

“The Standards for mathematics are well-written and more coherent in how learning develops over time,” explains Mark Ellis, Ph.D., CSUF professor of secondary education and co-organizer and co-emcee of the event. “This gives our young people a much stronger background in understanding the concepts behind the calculations and applying mathematics to real world, non-routine problems. But it’s also a challenge because most adults who grew up in the United States did not learn math in this way.”

CONTINUED ON PAGE 2
The summit also provided an opportunity for teachers to interact with other teachers professionally — not an easy thing to find time for when you teach six hours a day. And throughout the day, organizers sought to empower teachers by reminding them they can make a big difference in the lives of their students.

“From early planning, our goal was to help teachers feel that they have value and that they’re in this together,” Ellis said. “Educators face so many challenges — class sizes, funding, new assessments — I really wanted them to feel appreciated.”

This was the central message of two keynote speeches broadcasted live by video from the Pasadena Civic Center. In a poignant speech, actress Yvette Nicole Brown, best known for playing Shirley Bennett on the TV show “Community,” shared how teachers helped her when she was a young person.

“Teachers can change the trajectory of a life,” she said.

The second keynote speaker was Leland Melvin who played football for the Detroit Lions and Dallas Cowboys. He later became a NASA astronaut, traveling twice on the Space Shuttle Atlantis to help build the International Space Station. Melvin spoke about the power teachers have to encourage learning.

“If kids see you are inspired and passionate, kids will follow,” he said. This was important encouragement for teachers who often don’t get to see their impact on students long-term.

“Participants appreciated these reminders that teachers matter! We impact lives in lasting ways,” said Hallie Yopp Slowik, Professor, Department of Elementary & Bilingual Education and co-director of the CSU Center for the Advancement of Reading, who was co-organizer and co-emcee of the Fullerton event along with Ellis.

Sharing Supportive Strategies

Each summit location featured Ed Talks, a wordplay on the famous TED Talks, where three local teachers shared how they supported students in being successful with meeting the expectations of the new California Standards. CSUF speakers were Allison Carey, a high school teacher with the Orange County Department of Education’s ACCESS (Alternative, Community and Correctional Schools and Services) program; Desiree Olivas, a third grade teacher at Garfield Elementary School in Santa Ana Unified School District; and Richard Torres, a CSUF alumnus and sixth-grade teacher at Cambridge Elementary School in Orange Unified School District.

In an interview following the event, Torres described the experience, noting the value of teachers sharing strategies and resources with one another, drawing on their classroom experiences with students.

“We’re looking toward each other for the answers and to grow as educators,” he said.
The summit also featured two Edcamp model breakout sessions with the topics being generated by participants themselves the morning of the event and organized into a shared Google document by Edcamp specialist Cheyenne Swenson, an elementary teacher from Downey. During the breakouts, participants headed to classrooms to join in discussions around one of the 50 topics on the list, ranging from Gamification in the Classroom to supporting students’ close reading of text. While these groups had a facilitator, there was no leader, allowing teachers to direct the conversations.

**Maintaining Key Momentum**

At the end of the summit, teachers were asked what the event inspired them to take action on for the upcoming school year. They wrote their thoughts on postcards and will receive them as a follow up later in the school year.

“The timing of the event – close to the end of summer for most teachers – provided an opportunity to help teachers become energized and inspired as they prepared to go back to school,” Cavallaro says. “A post-event survey indicated that 92 percent of respondents felt that the Summit provided them with key learnings they could take away and implement in the coming year.”

This ongoing communication is something that organizers hope will continue. With the enormous turnout and media coverage of the event, organizers were often asked if the summit will become an annual event.

“Everyone involved is thinking about how to keep the momentum going, whether it’s through online resources, social media, or face-to-face events,” Ellis said. “We don’t want to lose that energy because what came across at all the sites was that even for teachers who had been teaching for years, they had never been a part of anything like this.”

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**Warm Titan Welcome:** Hallie Yopp Slowik, professor of elementary and bilingual education, welcomed more than 1,000 educators to Cal State Fullerton for the teacher’s summit. She served on the statewide planning team and served as co-emcee at CSUF.

“An investment in teachers is an investment in students.”

Joan S. Bissell, California State University director for teacher education and public school programs, thanks CSUF for hosting the California Teachers Summit.

“ Believe in your students and their intuitive knowledge.”

Desiree Olivas, third grade teacher at Garfield Elementary School in the Santa Ana Unified School District.

“ If you are not inspired, you cannot inspire.”

Leland Melvin, NASA astronaut and STEM educator.

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Asian Languages Added to College of Education’s Bilingual Authorization Program

Grace Cho, Ph.D., knows a bit about integrating into new cultures. She was born in Korea, grew up in Argentina, and then moved to the United States.

“I’ve learned two new languages and adjusted to two new cultures,” she says. “So I can identify with what language learners go through acquiring and acculturating to a new language and culture.” Now a secondary education professor and department chair, Cho says for immigrant children the transition is smoother when students maintain their native (heritage) language while learning English. One way to do this is through dual language education.

Cho and Fernando Rodríguez-Valls, Ph.D., associate professor in the Department of Secondary Education, are working to expand the CSUF Bilingual Authorization program, which prepares teachers to provide instruction in a language other than English. CSUF’s bilingual authorization program prepares bilingual teacher candidates to become knowledgeable about the current research on biliteracy development, bilingual education, and dual immersion instructions as well as gain an understanding of the importance of language, culture, and student background in developing one’s first and/or second language.

Adding Asian Language Access

Since the implementation of new CSUF’s Spanish Bilingual Authorization program in 2011, 69 teacher candidates earned the Spanish bilingual authorization. Korean bilingual authorization program was implemented in 2014 and Mandarin and Vietnamese language programs have recently been added. In addition, Filipino and Hmong languages are also available through CSUF membership in an Asian Bilingual Teacher Education Consortium.
“Studies show that biliterate students perform better than monolingual students on tasks that call for creative thinking and problem solving. More than ever, companies need employees who speak, read, write, and think in two or more languages,” Rodriguez-Valls says.

Bilingual education also helps students retain the connection to family members who speak their heritage language. When many second-generation immigrants become fluent in English, but do not retain their heritage language, more than just a language is lost.

“I’ve had the benefit of having a personal knowledge of Korean culture, retaining my native tongue, and being able to communicate with my parents which helped me ease cultural and generational gaps,” Cho says. “Many second-generation immigrant children I studied struggled with ethnic identity, culture and language-based generational tensions with their heritage language community and family members. Sometimes there were painful consequences resulting from misunderstandings and value conflicts.”

This fall, seven students participated in CSUF’s Asian Bilingual Authorization program, and more are expected.

Meeting Demands for Dual-Language Educators

“The demand for Asian bilingual programs is high, and we also have scholarships up to $10,000 available,” Cho says.

Students in the dual language Asian program must pass the California Subject Examinations for Teachers (CSET), as well as oral and written exams in Mandarin, Korean, or Vietnamese. They must also finish two courses based in their chosen language and complete at least 10 hours of school-based fieldwork.

California’s demand for dual language programs surged in 2012 after Assembly Bill 815 approved the State Seal of Biliteracy, officially recognizing high school graduates who attain a high level of proficiency in speaking, reading, and writing another language in addition to English.

“In the past three years, the number of schools implementing dual immersion programs has increased dramatically,” Rodriguez-Valls says.

The College of Education at CSUF is also collaborating with the California Association for Bilingual Education (CABE) to build a support network for teachers in dual immersion classrooms. On September 25th, the College of Education at CSUF in partnership with CABE hosted the first K-12 dual immersion institute in Orange County. The emphasis of this institute was on supporting the development of academic Spanish for educators across the state.

“The optimal goal is to increase additional language competence, appreciation of own or another’s culture, and reduce the communication and ideological gap among the families of ethnic minority groups,” Cho says.
Training Teachers with Real-Time Research

In 12 years as lead instructor for Assessment in Special Education, Kristin Stang, Ph.D., has helped Education Specialist candidates navigate the ever-changing school district requirements for accommodating students with disabilities during state assessments.

So she jumped at the chance to help a local school district team adopt and train for the new K-12 state assessment program during the early months of 2015, developing appropriate and allowable modifications for students with disabilities and determining qualifications for alternative assessments.

In the spring of 2014, she was awarded the Emma E. Holmes Faculty Fellowship to help apply that experience to her coursework at the college of education. Stang’s course is required for all candidates completing both mild/moderate and moderate/severe K-12 special education credentials.

Holmes, emerita professor of Education and Child Development, established the fellowship “to help faculty continue the important work they are doing for this world,” she said. She passed away in 2011, leaving accumulated endowments to Cal State Fullerton totaling more than $750,000.

“I was honored,” says Stang, “I met Dr. Holmes when she visited our college a few years ago. She was visionary in recognizing the importance of faculty engagement with local schools.”

The fellowship allowed Stang to delve into state assessment preparations at the Brea-Olinda School District in Orange County.

Setting New Standards

“The district gave me access to their planning files, documents, and all of their training materials,” she says. “Since this testing program was so new, the process was very fluid, with guidance from state and local entities coming in throughout the spring term.”

Stang and her adjunct instructor used this information to create new lectures for the spring 2015 sections of Assessment in Special Education.

“I told my students we would know more next year, but one responded that this was already providing a framework to understand the assessment conversations just beginning at school sites,” says Stang.

Due to assessment timelines, the testing window for Brea-Olinda started after Stang’s course lectures were complete and finished after the college’s academic year had ended.

“I’ll be meeting with the district program specialist to reflect on how things went in order to prepare our teacher candidates for this new assessment environment,” explains Stang. “I will also meet with department chairs regarding how the assessment system worked for their students. I’ll incorporate all of this into my course lectures and share it with other faculty. The scholarship of teaching assessment has been, and continues to be, a huge part of my career, and it is certainly my passion.”

Kristin Stang, Ph.D.,
Test Prep: Holmes Fellow Kristin Stang, professor of special education, helped a local school district team adopt and train for the new K-12 state assessment program.

“I told my students we would know more next year, but one responded that this was already providing a framework to understand the assessment conversations just beginning at school sites.”

Kristin Stang, Ph.D.,
Lead Instructor for Assessment in the Department of Special Education.
A Graduate Program with Global Perspective

Imagine spending six months fully immersed in a foreign culture, 6,000 miles from your home and family, in order to further your education.

That’s exactly what 17 graduate students from Shanghai, China, who arrived on campus in August, are doing. Led by John Hoffman, Ph.D., chair and associate professor of educational leadership, the $676,721 grant from the city of Shanghai to Cal State Fullerton will allow these students to earn a CSUF Master’s of Science in Higher Education (MSHE) degree by attending classes on campus for six months, followed by a year and a half of hybrid distance learning. Shanghai Normal University is CSUF’s lead agency partner on the China side.

“These faculty and administrators from various colleges and universities in Shanghai are pursuing a master’s degree from the United States,” explains Ding-Jo Currie, Ph.D., distinguished faculty member in higher education leadership. “Some already have master’s degrees from China – one even has a doctoral degree – but there is prestige attached to a degree from a U.S. institution.”

Students were selected based on program applications, recommendations from employing institutions, interviews with both Shanghai Normal University and Cal State Fullerton faculty, and their ability to pass English proficiencies approved by the CSUF graduate studies program. It’s a rigorous process, but once accepted, the Shanghai grant covers all of their tuition and fees. Nonetheless, this opportunity comes with a great personal sacrifice. All 17 participants are leaving young children behind as they pursue an American degree.

Embracing a New Educational Experience

Through February, students from Shanghai will take classes as a cohort, while also collaborating with American master’s and doctoral candidates. For the remaining 18 months, they will return to China for a hybrid program of online and classroom courses taught by faculty from CSUF.

Tina King, student affairs advisor and doctoral candidate in CSUF’s Educational Leadership program, has been coordinating the Shanghai students’ experience.

“In addition to required degree courses, they will study English proficiency and writing,” she explains. “Many of them will be teaching English in Shanghai, so they are eager to increase their confidence in the language. We’ll also explore the differences between Western and Eastern educational philosophies.”

A few students have already explained that, in China, students are not expected to speak in class – they’re there to listen and learn.

“Bringing this program to fruition wasn’t easy,” says Currie. “But our faculty and staff were willing to put in the effort.”

Creating a Powerful Partnership

The benefits of having these students at CSUF go both ways.

“Our students will gain a more global perspective,” explains Currie. “And because these Chinese students come from so many different schools, they greatly enhance our capacity for future partnerships across the world. Our faculty will also benefit from the opportunity to travel to China and teach in a new environment. There may even be future opportunities to take some of our students to China.”

King says American students welcomed the international cohort eagerly – organizing welcome activities and social mixers to ease their transition in the first few weeks.

“Our students get to apply the transitional and transformational theories they’ve learned to real life, as they work with these international students and experience their stages of transition firsthand,” she adds. “Many of our American students are interested in building these types of programs and relationships in the future – so this experience is very valuable.”

Currie says program leaders are still seeking “conversation partner volunteers” – faculty, staff, or students who may be interested in regular exchanges with the students from Shanghai, in order to help them build their English skills and establish friendships within the CSUF community.

Both Currie and King credit CSUF administration for supporting this program from the beginning, demonstrating a shared commitment to establishing meaningful global partnerships.
Making an Educational Impact with Games

Cal State Fullerton alumnus Randall Fujimoto is intrigued by one significant difference in this generation from those that came before.

“They’ve developed what I call a gameful mindset,” he says.

That comes from the influence of video games. Today’s average 21-year-old has played 10,000 hours of games – about the same number of hours spent in high school and middle school. About 99 percent of boys under 18 say they play games regularly. And, contrary to stereotypes, girls aren’t far behind - 94 percent say they too play games regularly.

“We’re living in the gamer generation,” he says. “These school kids have grown up with games. They don’t remember life without them.”

Fujimoto doesn’t see this as a bad thing. He is impressed by how the gaming generation approaches problems. They can achieve results quickly without over analyzing.

“They’re not afraid to try different things and they like immediate feedback,” he says. “They take more risks and can innovate more.”

So Fujimoto sees the need for innovative education. He founded the nonprofit company GameTrain Learning, Inc., which promotes game-based learning in education through professional development workshops, curriculum development, and educational game design.

Before that, Fujimoto worked in the video game industry as an executive producer for Squaresoft. That company faced a financial crisis after producing “Final Fantasy,” a film that received accolades for its animation but turned out to be a box office flop. That turned out to be a catalyst for Fujimoto to chart a new course for his career.

“I have a strong background in education because both of my parents are educators, so I decided to channel my expertise in gaming for the higher purpose of education,” he says.

So he enrolled at Cal State Fullerton, earning a Master of Science degree in Instructional Design & Technology in 2010.

“Instructional design is going to be important not just for education, but for business leaders, parents, anyone who’s involved in helping anyone to learn,” he says. “Even sports coaches are using it. From youth games to professional sports, it’s about learning and teaching the right fundamentals.”

“W e’re living in the gamer generation. These school kids have grown up with games. They don’t remember life without them.”

Cynthia Gautreau, associate professor in the Department of Elementary and Bilingual Education College of Education and director of the MS in Instructional Design & Technology Program, is proud of what Fujimoto has done with his company.

“He has applied his skills as an instructional designer to create a nonprofit organization that supports the inclusion of technology for classroom teachers,” she says. “He is one of our many outstanding and innovative graduates who continues to share his instructional design knowledge with others.”

Giving Teachers and Students a Game Plan

Randall Fujimoto’s nonprofit, GameTrain Learning, offers professional development workshops and online courses for teachers focused on game-based learning solutions they can quickly implement in their classrooms.

For students, GameTrain Learning designs and hosts summer and after-school workshops on game design, trans-media, Minecraft (building/exploration), and Machinima (cinematic production).

For more information, visit gametrainlearning.org. ■
Welcome New Faculty

Marc Ecker, Ph.D.
Professor – Department of Educational Leadership

Marc Ecker brings a long history of educational leadership to our college. He served as Fountain Valley School District superintendent for 18 years and worked in the California public school system for more than 42 years. He was state president of the Association of California School Administrators (ACSA), the California League of Schools, and the National Middle Schools Association. And, he received ACSA’s Tracey Gaffey Award for Mentorship, the Superintendent of the Year Award in Orange County, and ACSA’s Lifetime Distinguished Service Award. Today, Ecker serves on the board of directors for SchoolsFirst Federal Credit Union, as ACSA’s state mentor coordinator, and as a partner at Leadership Associates, an executive search and leadership development firm. He earned his bachelor’s degree from the University of California, Los Angeles; his master’s degree from Cal State Fullerton; and his Ph.D. from Alliant International University.

Rebecca Gutierrez Keeton, Ph.D.
Professor – Department of Educational Leadership

During her 26 years at Cal Poly Pomona, Rebecca Gutierrez Keeton served in a variety of university leadership roles, including acting vice president for student affairs, associate vice president of student affairs, dean of students, director of the Office of Student Life & Cultural Centers, and associate director of University Housing Services. She received the Sandra Kuchler Excellence in Mentoring Award from Student Affairs Administrators in Higher Education (Region VI) and the Cynthia S. Johnson Award from the Student Development in Higher Education Program at Cal State Long Beach. Gutierrez Keeton earned her bachelor’s degree in music education from Chapman University, a master’s degree in social science from Azusa Pacific University, and a Ph.D. in higher education administration from Claremont Graduate University.

Benikia Kressler, Ph.D.
Assistant Professor – Department of Special Education

Like many of our students, Benikia Kressler was a first-generation college student. After earning a bachelor’s degree in psychology from Earlham College in Richmond, Indiana, and master’s and doctoral degrees in special education from the University of Miami, she began teaching diverse high school students with mild-to-moderate disabilities in inclusive and resource classrooms. Kressler also researched the disproportionate representation of minority students in special education and the importance of culturally responsive educators who advocate for their students – work she continues to this day.
Message from the Dean

Successful colleges are built on trust. Students’ transition to professional careers depends on the soundness of the education they receive. They entrust their future to university faculty, staff, and programs.

The accreditation process is one way we can demonstrate that this trust is justified and validated. Accreditation ensures that our faculty and candidates are meeting state and national standards and that we are graduating high-quality, effective educators who will make a positive impact on their students’ lives. This fall, the College of Education was reviewed by the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education (NCATE). We expect to announce a positive outcome following action by the Board of Examiners in April 2016.

Currently, Cal State Fullerton has the only NCATE accredited programs in Orange County. We’re proud of that designation and even more proud of the exceptional initiatives and accomplishments of our college community, who epitomize transformational leadership every day.

In this issue of Impact, you’ll see how our faculty, students, and alumni encouraged constructive collaboration among more than 1,000 teachers who came to campus to share strategies for implementing new California Standards. You’ll learn how expanding our bilingual authorization to include Korean and Mandarin will help international and ESL students make an easier transition into our programs. And, you’ll read about how our longtime special education professor shared lessons she learned from unprecedented access to state assessment planning.

Regarding our efforts to expand Cal State Fullerton’s global reach, you’ll read about our welcoming administration, faculty, and graduate students made it possible for 17 educators from Shanghai to pursue our master’s degree in higher education. And, you’ll see how the achievements of our alumni and faculty affirm the importance of our college’s commitment to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education.

Claire Cavallaro, Ph.D.
Dean, College of Education

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Please note: If recipient is no longer at this address, please contact Bex Conran-Dunham at rconran-dunham@fullerton.edu or call 657.278.4021.

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Keep up with the College of Education on our website and social media, where you’ll find our latest news and program information, upcoming events, award announcements, and professional development opportunities. We invite you to share your photos, comments, and insights too, which will help make the college an even better place.

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