

CELEBRATING 20 YEARS OF

Excellence & Impact



Dean’s Message



Dear Colleagues, Alumni, Students, and Friends of the College of Education,

Twenty years ago, on July 1, 2004, we became a college. As we celebrate our 20th anniversary, it is with immense pride and gratitude that I serve as dean. Having joined Cal State Fullerton as a faculty member in 2000 and stepping into the role of dean in 2016, I reflect on two decades of dedication, growth, and achievement, and I am reminded of how far we have come as a community.

Over the past 20 years, our college has become a beacon of excellence in education. Since 2004, we have celebrated 12,678 individuals who completed our credential programs, 6,869 master’s graduates, and 476 Ed.D. graduates. These numbers are not just statistics; they represent the lives we have touched, the careers we have launched, and the impact we have made in the field of education.

“While we celebrate our growth in numbers and achievements, it is our work with the community that truly defines us.”

Our journey has been marked by significant milestones, including the introduction of our new undergraduate major, Urban Learning. This program is a testament to our commitment to creating a just, equitable, and inclusive educational system.

Our College of Education faculty members have also been proud recipients of 242 grants totaling \$38,748,652.70. These grants have been pivotal in advancing our research, supporting innovative projects, and enhancing our ability to serve our students and the community. They reflect the trust and confidence external institutions have in our work and our mission.

While we celebrate our growth in numbers and achievements, it is our work with the community that truly defines us. Advocacy and service are at the heart of our college. We have forged strong partnerships, championed educational equity, and provided invaluable support to schools, educators, and the community. For us, these endeavors are what matter most. They are the foundation of our mission and the driving force behind our vision for the future.

As we look ahead, let us continue to build upon this legacy of excellence. Let us remain committed to our call to reach, teach, and impact. Together, we will continue to shape the future of education and create lasting change in our communities.

Thank you for being part of this journey. I am so proud to be part of this college, and here’s to the next 20 years of growth, achievement, and transformative education.

Lisa Kirtman, Ph.D.
Dean



“Let us remain committed to our call to reach, teach, and impact.”



Graduates of the College of Education
Class of 2023 celebrate at Commencement.

CSUF
COLLEGE OF
Education

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20 Years of DEDICATION

2010



- Combined Master of Science/Credential Program launches, offering multiple-subject credential and a Master of Science in Curriculum and Instruction in 16 months



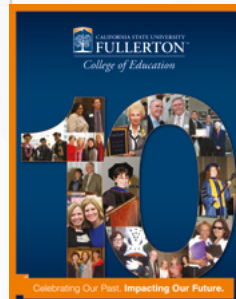
2012



- CSUF Center for Autism is collaboratively established by the College of Education and the College of Health and Human Development, dedicated to research, education, and service related to autism spectrum disorders (ASD)

2014

- Bilingual Authorization program expands to include single-subject teachers
- College of Education celebrates its 10th anniversary



2017

- Master of Science in Instructional Design and Technology (MSIDT) established as a certificate program



2016

- Lisa Kirtman becomes second permanent dean
- Master of Science degree in Curriculum and Instruction with a concentration in Social Justice established to meet the needs of culturally and linguistically diverse learners



2013

- Center for Careers in Teaching joins the College of Education

- Men of Color in Education program established

2011

- JEIE Task Force launches, guiding the college's just, equitable, and inclusive education initiatives



- Reading Center renamed the Hazel Miller Croy Reading Center after its founder
- Fully online Master in Literacy and Reading Education program launches
- Fully online Master of Science in Curriculum and Instruction program launches

2004

- College of Education established on July 1 with Ashley Bishop as acting dean



2006

- Claire Cavallaro becomes the first permanent dean of the College of Education



2008

- Educational Doctorate adds Community College Leadership specialization
- The Center for Research on Educational Access and Leadership and the SchoolsFirst FCU Center for Creativity and Critical Thinking are established



2005

- Foundational-Level Mathematics credential added to Single Subject Credential Program, among the first in the state of California

2007

- Educational Doctorate Program launches for P-12 specialization



2009

- Foundational-Level General Science credential added to the Single Subject Credential Program, among the first in the state of California
- Fully online Master of Science in Education/Educational Technology program launches
- Master of Science in Higher Education established.



2019

- Hazel Miller Croy Reading Center celebrates 50 years of M.S. candidate-guided literacy intervention and enrichment services for community children



2021

- The Center for Careers in Teaching is renamed SchoolsFirst Federal Credit Union Center for Careers in Teaching

2023

- First undergraduate degree established: the Bachelor of Arts in Urban Learning



2024

- The first cohort in the Urban Learning B.A. program begins in fall 2024



2018

- Minor in Literacy Education becomes the first undergraduate program in the college
- Reading Center Leadership Council established
- Titan Future Teachers program established



2020

- Reading Educators Guild (CSUF's oldest alumni group) celebrates its 50th anniversary
- College of Education launches innovative online tutoring program for the community, provided by credential students during the pandemic



2022

- Master of Science in Instructional Design and Technology program celebrates its 20th anniversary

Becoming a Destination of Choice for Educators

Twenty years ago, the college began its journey from being part of the College of Human Development and Community Service to establishing itself as an independent College of Education.

In 2004, this new college included the Departments of Educational Leadership, Elementary and Bilingual Education, Reading, Secondary Education, and Special Education, a program in Instructional Design and Technology, and a joint doctoral program in Educational Administration and Leadership with UC Irvine.

Over the last two decades, the college has become a destination of choice for students seeking the highest quality teacher preparation and advanced degrees in education. It is one of the largest issuers of educator credentials at California public institutions, with 12,093 credential completers and 6,846 master's and 437 Ed.D. graduates.

Since its inception, the college has added one interdisciplinary undergraduate program, an independent master's program, and one of the largest Ed.D. programs in the CSU system. The college launched its first online program, the M.S. in Instructional Design and Technology in 2002, and now offers six 100% online programs. Moving beyond its local community, the college has established study abroad programs around the world.

The college's work has long focused on closing the opportunity gap. While it's not possible to control all the complexities of student success



Above: Ashley L. Bishop, Ph.D., professor emeritus and former acting dean of the College of Education speaks at a college event. **Right:** Bishop (far left) and Claire Cavallaro, Ph.D., former dean (far right) present a certificate of recognition to community partners.

from birth through community college, the college's faculty and staff focus on three main priorities when preparing future educators: technology; community education; and just, equitable, and inclusive education.

LOOKING BACK AT THE BEGINNING

In 2004, Ashley L. Bishop, Ph.D., chair of the Reading Department, was appointed to a two-year term as acting dean of the new college.

"It was a rewarding time," Bishop says. "We had an amazing faculty – and, of course, still do, excellent relationships with Southern California school districts, and thousands of graduates – teachers, specialists, and administrators making a real difference in schools and districts rich with a diversity of students."

He notes that the greatest challenge was that the College of Education had no history as a college. In the fall of 2004, there was not yet a collegewide alumni

association, college scholarships funded by alumni, a grants coordinator with knowledge of the college's specific strengths and needs, or universitywide recognition.

"With strong support from much of the university community, our alumni, students, and the exceptional leadership of our department chairs and program coordinators, the College of Education established itself clearly as CSUF's eighth college and vibrant member of the university," Bishop says. "We quickly moved to be more richly involved with our graduates and the broader community."

In April 2006, Claire C. Cavallaro, chief of staff and principal adviser to Cal State Northridge President Jolene Koester, was named dean of Cal State Fullerton's College of Education, serving until August 2016.

"Cal State Fullerton had a statewide and national reputation for excellence in teacher education," Cavallaro says. "I was impressed with the collegial spirit and optimism of everyone I met, and it was exciting to learn about the expertise, accomplishments, and hopes and aspirations of the faculty and staff. Meeting with students, alumni, and community supporters helped me to further appreciate and understand the quality of the college's programs."

Cavallaro recalls two initial challenges the college faced in its early days.

One was to secure facilities and resources that would enable the college to thrive. Initially, the college's administrative offices were housed in a small suite in the Education Classroom building, with department and faculty offices scattered on several floors above, without adequate space for meetings or advisement. Within Cavallaro's first year as dean, the college was offered an opportunity to move into a larger space in College Park, one that would be renovated specifically for the college's needs.



"Uncertainty abounds, but there is one constant. Well into the future, our graduates must continue to provide students with the motivation and ability to think critically about the world around them."

With tremendous efforts by the faculty and support from the University administration, the college successfully launched a program that achieved high praise and approval in its first accreditation review.

With faculty and staff, Cavallaro developed the first College of Education strategic plan, in which a task force first defined just, equitable, and inclusive education – an initiative that has remained a priority at the college.

Looking at the last two decades, she says she is most proud of the college's outstanding faculty and staff and their continued efforts toward the college's strategic goals; the progress of the doctoral program, which has produced a new generation of higher education leaders; the online graduate programs, which have achieved national recognition; and the college's exceptional centers.

Reflecting on the past, it's now time to think 20 years ahead.

"Uncertainty abounds, but there is one constant," Bishop says. "Well into the future, our graduates must continue to provide students with the motivation and ability to think critically about the world around them."

REFLECTIONS

A Distinguished Faculty Marshal is nominated and chosen by their college to fulfill this prestigious role at graduation based on their excellence in teaching, research, scholarly, creative, and service activities. Here, some of these standout faculty members reflect on the last 20 years and offer their hopes for the college's future.

Melinda R. Pierson, Ph.D., earned her Education Specialist Credential as well as her master's degree in special education in 1994 at CSUF and began her career here as an adjunct faculty member in 1996, joining the faculty fulltime in 2002, and serving as chair of the Department of Special Education for 15 years. She served on the search committee to select the first permanent dean of the college, Claire Cavallaro.

"I was always proud of the outstanding student support that was a priority for our faculty," Pierson says. "It was a surprise and an honor to be chosen as faculty marshal, but it truly resulted from the incredible international partnerships developed by our special education faculty. These partnerships allowed nearly 150 students to study abroad on multiple trips to an orphanage school in Haiti and at an inclusive school in Germany. Students reported that it was the most impactful part of their CSUF experience. They loved the opportunity to promote inclusive education for students with disabilities in international schools and further the College of Education's focus on just, equitable, and inclusive education (JEIE) practices."



Melinda R. Pierson, Ph.D., Professor of Special Education; Distinguished Faculty Marshal, 2012



Dawn Person, Ed.D., joined the college in 2008, drawn by the opportunity to design and develop a doctoral program in community college leadership and a master's with a concentration in higher education. Furthermore, she aimed to create the Center for Research on Educational Access and Leadership (C-REAL) to serve the college, community, and global society.

"I am most proud of how we have evolved, keeping students at the center of our work and staying true to our commitment to underserved communities, schools, and programs," Person says. "I hope that those values that have guided us for the first 20 years continue to be our focus for the next 20 and that we grow to be even more just, equitable, and inclusive in policy, practices, programs, and services."

She recalls her early years at the college when she would come in to work on the weekends and find most of her colleagues there working as well because they were all invested in building the best Ed.D. program they could.

"Those were great days where we had meaningful discussions about our students, our programs, and what we hoped for our future," Person says. "We talked about family and learned about each other beyond our professional selves. We cared about each other and were together to make the department strong and vital."

Dawn Person, Ed.D., Professor Emeritus of Educational Leadership; Director of the Center for Research on Educational Access and Leadership (C-REAL); Distinguished Faculty Marshal, 2013

Ron Oliver, Ph.D., was an adjunct professor in the Department of Political Science for 10 years in the 1970s and '80s and was serving as an assistant superintendent of curriculum and instructional services when he was asked to join CSUF's Department of Educational Leadership in 1996 to help reestablish and credential its master's degree programs. During his time with the department, we added two Ed.D. programs – in P-12 Educational and Community College Leadership – and a master's program in Higher Education.

"I have been proud of the college's focus on a JEIE perspective, the focus on the needs of students, and the quality and the commitment of my professional colleagues in all of the departments of the College of Education," Oliver says. "It has been an extreme privilege to teach and learn from the hundreds of students I have had the pleasure of having in class over my three decades at the university level. I am proud of the positive and professional manner in which the college meets social, political, and social challenges and has evolved to meet new challenges as they arise. I see the department continuing to offer additional programs addressing urban education and technology at both the master's and doctoral levels, and I hope the College of Education continues to be out front addressing the needs of students as it trains future educators in a plethora of disciplines to meet the ever-changing needs of the field."

Ron Oliver, Ph.D., Professor Emeritus of Educational Leadership; Distinguished Faculty Marshal, 2017



"We are here with a common purpose – to learn, to grow, and to make impacts..."

Hallie Yopp Slowik, Ph.D., began at CSUF as a student, earning an undergraduate degree in psychology, a Multiple Subject Teaching Credential, and a master's degree in reading along with a Reading Specialist Credential. She says the faculty were knowledgeable, personable, and inspiring and that her first peer-reviewed publications resulted from collaborations with faculty during her undergraduate years.

"Just as I was completing my doctorate, as fortune would have it, there were a couple of faculty openings 'back home' at CSUF," she says. "I applied, was offered a position, and have been with the Department of Elementary and Bilingual Education for more than three decades. I just completed my final year of the Faculty Early Retirement Program, and I reflect with gratitude on my educational and career choices."

Yopp Slowik says she is proud that the college is committed to preparing the finest teachers – those who capably ensure access, equity, and opportunities for all learners and who recognize, respect, and value the varied knowledge and strengths every student brings to school.

"Throughout the years, our programs have been responsive to the changing needs of our students and the children and communities they serve, advances in our understanding of child development and pedagogy, and new state credentialing requirements. We develop and implement programs that draw upon community strengths, address needs, and are true to our mission. Every time I step onto our campus, the energy of our students, staff, faculty, and administrators is palpable. We are here with a common purpose – to learn, to grow, and to make impacts that will improve our world."

Hallie Yopp Slowik, Ph.D., Professor Emeritus, Department of Elementary & Bilingual Education; Distinguished Faculty Marshal, 2005





“What drew me to CSUF was the diversity of its students and the communities it serves.”

Mark Ellis, Ph.D., joined the college in the fall of 2005 as an assistant professor, rose to the rank of professor, served as the president of Researchers and Critical Educators, and served two terms as department chair (2009–2012 and 2022–present). He led or co-led grant-funded projects, totaling more than \$10 million, aimed at supporting future and experienced teachers with the knowledge and skills needed to promote culturally and linguistically inclusive learning environments, particularly for mathematics.

“During this time, I’ve watched, and hopefully contributed in some way, as both Secondary Education and the college grew to become recognized regionally and nationally for its leadership in preparing educators and educational leaders whose work is centered around just, equitable, and inclusive approaches to education,” Ellis says. “What drew me to CSUF was the diversity of its students and the communities it serves. And what I’ve seen over the past 20 or so years has been an increase in diversity among the faculty and staff of the college and the department. We are fortunate to have colleagues whose identities, experiences, and expertise allow us to provide students with a strong understanding of and skills in enacting instructional practices that promote culturally and linguistically sustaining learning environments across the range of disciplines found in secondary schools.”

Dr. Ellis says he hopes that in the next 20 years, the college will see continued progress in updating our programs to reflect the social and cultural realities of the communities we serve, including increasing work with bilingual authorization by incorporating more plurilingual learning opportunities in the credential program and, ideally, in undergraduate programs throughout the university.

Mark Ellis, Ph.D., Professor and Chair, Secondary Education; Distinguished Faculty Marshal, 2018

Kristin K. Stang, Ph.D., began her first full-time faculty appointment at CSUF in 2003 and was an assistant professor with the College of Education at its official inception. She chose CSUF because of the size of the special education department, the number of students and diversity of districts served, and opportunities to teach specific courses aligned with her interests and expertise.

“I just finished my 21st year, and I was hired at CSUF at a time of great change and growth for the university and the resulting college,” says Stang. “Our college has a great responsibility, as we credential a large number of students in the state and area each year. This means that our work directly impacts those new teachers and continues to impact schools and students for years to come. I have former students from early in my teaching career at the university who still reach out to update me about their careers, and that is a wonderful reminder about the importance of our work at the college and how impactful the credential experience can be for our former credential candidates and the students they serve. As long as the college and our faculty continue to embrace and respond to changes in P-14 student and teacher candidate needs while advocating for a just, equitable, and inclusive education throughout the region, the college will be training the highest-quality future teachers, many who were taught in the P-12 schools by our credential program completers.”



Kristin K. Stang, Ph.D., Professor of Special Education; Distinguished Faculty Marshal, 2015



Maria Grant, Ed.D., joined the College of Education in August of 2005. She currently serves as director of the Single Subject Credential Program.

Her department has grown in many ways, now offering an acclaimed master’s program in Transformative Teaching and about to launch a new credential program, Theatre Arts. Its faculty, she says, are experts in creating critical and equity-oriented teaching practices, youth identity development, culturally and linguistically sustaining pedagogies, content literacy practices, technology integration and use, dual immersion education, and critical multicultural education.

“We are a department that continues to reflect, to build, and to be the change-makers in our Southern California communities,” Grant says. “At the college level, I am most proud of our focus on creating humanizing educational spaces, our cultivation of advocacy, activism, and professional agency, the emphasis on justice, equity, and inclusion in all educational realms, the promotion of pedagogical expertise, and our emphasis on developing asset-oriented dispositions that are rooted in our own examples of engaging as critically reflexive professionals. We dedicatedly work on these principles. How wonderful to be in a college that reflects on the program to achieve these aims on an ongoing basis!”

“We are a department that continues to reflect, to build, and to be the change-makers in our Southern California communities.”

Maria Grant, Ed.D., Professor of Secondary Education; Director, Single Subject Credential Program; Distinguished Faculty Marshal, 2019

Fernando Rodriguez-Valls, Ph.D., is in his ninth year at the College of Education. He says opportunities to work with amazing colleagues and to develop partnerships with local school districts and communities were what initially drew him here.

“In my time here, I’ve seen significant changes in pedagogical and professional practices: teaching credential programs strategically and intentionally moving away from technical/technician models to prepare teacher candidates to be agents of change, possessing mindfulness, assertiveness, and critical lenses,” he says. “Students come to CSUF because we care and see education beyond standardization. We focus on humanizing education to close both the opportunity and achievement gaps for racialized students, and we are 100% dedicated to serving our students and their communities.

“I’m incredibly proud of the college’s commitment to just, equitable, and inclusive education and our ability to reach, teach, and impact TK-12 students and their families. In the future, I see us continuing to strengthen our efforts to ensure anti-racist, linguistically inclusive, and social justice-oriented teaching and learning.”



Fernando Rodríguez-Valls, Ph.D., Professor, Department of Secondary Education; COE Bilingual Authorization Program Coordinator; World Languages Subject Area Coordinator; Principal Investigator Project Propel; Co-PI, Projects AMIELA and ELICIT; Co-Designer, SLA and SALA Projects; Distinguished Faculty Marshal, 2024



High School to Higher Ed Leader

Associate Dean of the College of Education Kim Case, Ed.D., hasn't been away from the Cal State Fullerton campus for more than a semester since her junior year of high school, when she bowled there with her physical education class. During her senior year of high school, Case worked at the CSUF Children's Center for a Regional Occupational Program class, and, in 1988, she started at CSUF as a freshman. In 1993, she earned a Bachelor of Science degree in child and adolescent studies – the first in her family to graduate from college – then went on to earn her multiple subject teaching credential in 1994, her master's degree in 1996, and an Ed.D. in Educational Leadership in 2018, all from CSUF.

She was hired as adjunct faculty in the spring of 1997 within the Department of Elementary and Bilingual Education while teaching elementary school part time in Corona-Norco.

"I absolutely loved working with future teachers and, after two years of teaching part time in both places, I left teaching elementary school and became a full-time lecturer," she says.

Case says the inception of the new College of Education was an exciting time.

"Change is hard, but it brought our faculty and staff closer like we were now our own family sharing the focus of teacher education and educational leadership," she says. "We've continued to strengthen our reputation as one of the best teacher preparation programs in the region. I'm so proud of the focus we developed and continue to strengthen around providing a just, equitable, and inclusive education for all students, and expecting our alumni to do the same."

Case has served as a representative on the Titan Educator leadership team, director of the SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking, and creator and facilitator of the iSTEM partnership with Placentia-Yorba Linda School District and Club T.E.A.C.H.

She was appointed interim associate dean in January 2019 and then accepted the permanent position in 2020, helping the college smoothly navigate the complexities of COVID.

Accreditation is a major focus in her current role. The goal is always to be reaccredited but, more importantly, to support the college's programs and faculty in improvement efforts.

"Our amazing faculty help to develop future teachers and leaders, and our work can literally change lives," she says.

"We've continued to strengthen our reputation as one of the best teacher preparation programs in the region."



A Purposeful Path

Hunter Moreno's story is one of commitment. In 2017, Moreno joined the College of Education as a student assistant while pursuing her undergraduate degree. Over the next two years, Moreno immersed herself in the world of higher education and the college's mission for equitable learning, while gaining skills that would prepare her for a future in education. After graduating, Moreno didn't hesitate when an opportunity arose to apply for a full-time position as the department coordinator. The responsibilities were greater but, thankfully, the skills and relationships she had cultivated as a student employee provided the foundation she needed for that role and, especially, the one she holds today.

In November 2021, Moreno began her role as the assistant to the dean. The transition was daunting. "I was equal parts eager and nervous because I knew there were going to be higher expectations and different responsibilities," she says.

It took Moreno a full academic year to feel like she truly understood her new role, and there were certainly moments of struggle along the way. But Moreno reflects on her experience with pride. "Being part of the College of Education has molded me into the professional I am now," she says. "It has empowered me to take on big challenges, learn how to be a supervisor, and contribute to a brighter, more equitable future for education."



From Uncertainty to Impact

Juan Pablo García's journey at CSUF began with uncertainty but quickly transformed into a story of discovery, passion, and community. Entering as an undeclared undergraduate, García quickly knew he was in the right place. Eventually, García pursued a double major, earning a B.S. in Biology and a B.A. in Spanish. But it wasn't until he set his sights on education that he truly found his calling.

"When I finally decided that education was the path I wanted to take, I began asking everyone around me about the College of Education and what their opinion was," he explains. The response was overwhelmingly positive, with professors, colleagues, and former students all praising the college's reputation. "Hearing all this positive feedback made it a simple choice."

FINDING DIRECTION AND COMMUNITY

García found that one of the most challenging aspects of being a new teacher was finding a supportive community. "It can feel especially isolating as a new teacher if you don't have access to such a community to bounce ideas off of or to seek advice from," he notes.

Fortunately, CSUF's College of Education excelled in building a strong network of educators. This community was instrumental during García's first two years of teaching, which coincided with the start of the pandemic and the sudden shift to online learning. "It was this community, both new teachers and professors from CSUF COE, that helped me survive my first two years of being a teacher," he says.

EMBRACING INNOVATION

A particularly memorable experience for García was his involvement in CSUF's bilingual education program. "I had no idea that dual language programs existed in our area," he admits. "I had never seen or even heard of them in my own educational experience, so I was very excited to hear that you could teach core content material in a language besides English." This program, along with his participation in the Summer Language Academy, introduced him to innovative teaching methods that he continues to use in his classroom today.

One of the highlights of García's graduate experience was his first professional presentation at the National Association for Multicultural Education conference. Although he had presented before, the scale of this event was a new challenge. "I was extremely nervous," he says, but thanks to the thorough preparation and consistent support from his professors and classmates, he was able to enjoy the experience and deliver a successful presentation.

García's story at CSUF is one of growth, resilience, and the strength of the College of Education community. From his initial uncertainty to becoming a confident educator, he credits the university's innovative programs and supportive environment for shaping his career.

As García reflects on his journey, it's clear that his time in the College of Education not only prepared him to meet the demands of today's educational landscape but also inspired him to continue learning and evolving as an educator. "The COE has done an amazing job of continually evolving with the times," he says.

And so has he.



"It was this community, both new teachers and professors from CSUF COE, that helped me survive my first two years of being a teacher."

Helping to Bring Our Vision to Life

For two decades, we have been committed to shaping the future of education, embracing a mission that goes beyond imparting knowledge. Our staff has worked tirelessly to foster a culture of diversity, equity, and inclusion, nurturing educators who are not only well-versed in their subject areas but also deeply compassionate and adaptable to the ever-changing landscape of education.


In putting together this special retrospective, we realize that much of our college’s heart lies in the personal stories of our staff – their dedication, resilience, and unwavering belief in the power of education. From part-time beginnings to leadership roles, from navigating challenges to embracing new opportunities, our staff have been the cornerstone of our success. Their unique contributions have not only brought our vision to life but have also touched the lives of countless students and colleagues, creating a community in which everyone has the chance to grow and thrive.

EMBRACING DIVERSITY AND OVERCOMING CHALLENGES

“I started my journey at CSUF’s College of Education in 2012. I’ve enjoyed being part of preparing teachers. To me, it’s important to come to a job where I feel motivated, appreciated, and valued.

“Throughout the years with the College of Education, I’ve been involved with large events, such as the Better Together Teacher Summits, which brought together local pre-K-12 teachers, teacher candidates, school administrators, and other educators. I have also witnessed how the Center for Careers in Teaching has evolved into such a vital part of the college by providing guidance to those that want to be teachers.”

– **Leticia Collins**, Department Coordinator, Secondary Education



A JOURNEY OF GROWTH AND ADAPTATION

“I started in the College of Education in a part-time position in 2002, hired through the university temporary pool. I was raising a young family, so the part-time hours and the flexibility of being off in the summer worked seamlessly for me. A few years later, when both of my children entered grade school, Dr. Ash Bishop encouraged me to apply for a position with CalStateTEACH. I continued to work part time, gradually working into a full-time position in 2006 as a credential analyst for the program. In 2015, I started a master’s program in Literacy and Reading Education. Since 2016, I have had the privilege of serving the students and faculty of Literacy and Reading Education.”

– **Patty Park, M.S.**, Student Services Professional, Literacy and Reading Education

“Guiding students toward their dreams of becoming teachers in a way that celebrates their life experiences, unique needs, and life goals has given me purpose.”



A LEGACY OF DEDICATION

“I worked for the College of Education throughout my career at CSUF in two different positions. I originally was hired as a temporary staff in the College of Education, specifically as an administrative assistant supporting the Department of Reading and the M.S. in Instructional Design and Technology program in the fall of 2006. In May 2007, I was hired as the permanent administrative coordinator for the same department and program.

“I am still involved with supporting the college as a volunteer, which I love. I currently serve on the Hazel Miller Croy Reading Center Council and volunteer at the Reading Center, working with community children and assisting reading specialists and master’s students.”

– **Shannon Wilson**, CSUF/College of Education Staff Emeritus

A CAREER OF SUPPORT AND GROWTH

“Twenty-three years ago, I arrived at Cal State Fullerton as a young adult starting a new job. My first 12 years were spent in the Department of Elementary and Bilingual Education as the department coordinator. In my second year in this role, the department chair at the time invited me to lunch and wanted me to bring a five-year plan for getting my degree. I was a college dropout and 27 years old. Up to this point, my plan was to be a receptionist for the rest of my life. CSUF had a great pension, and I was good with that.

“Well, that lunch meeting was the turning point for me in finishing my bachelor’s degree, pursuing a master’s in education, and changing my career trajectory.

“I graduated from the college’s Master of Science in Education program with a concentration in Higher Education in 2011 and, two years later, accepted the inaugural staff advisor position for the College of Education. Guiding students toward their dreams of becoming teachers in a way that celebrates their life experiences, unique needs, and life goals has given me purpose. I am now in the interim position of center director, and it is an honor to walk alongside and support the more than 10 College of Education advisors.”

— **Heather Terry, M.S.**, Interim Director, SchoolsFirst FCU Center for Careers in Teaching



JOIN US IN CELEBRATING

Together, let’s celebrate the past, present, and future as we continue to inspire and support the next generation of educators. We invite you to share your own stories and memories of CSUF’s College of Education at coalumni@fullerton.edu.

Honoring Educational Excellence

We are celebrating 20 years. Twenty! That is a lot of history made. And a lot of lives changed.

Over the past two decades, the college has impacted hundreds of students, all of whom helped create a vibrant and innovative space for their fellow students, faculty, and staff to thrive. Our alumni have emerged as influential leaders and agents of change in their communities, embodying the essence of lifelong learning and a deep dedication to advancing educational equity.

This section honors a select few of our Carr Fellows from recent years, showcasing the profound impact of their experiences at CSUF. Their memories celebrate their remarkable achievements and are a testament to the enduring legacy of the College of Education.

Carr Fellowship: A Legacy of Leadership



The Edwin Carr Fellowship is a prestigious honor bestowed annually upon a graduating master’s student from the College of Education. Named in honor of Professor Emeritus Edwin Carr, who exemplified scholarship, service, and leadership throughout his distinguished career, this fellowship recognizes students who have demonstrated outstanding achievement in their master’s programs and have shown promise for making significant contributions to the profession.

Their achievements and ongoing contributions highlight the lasting impact of the College of Education’s mission to cultivate exceptional educators and leaders. And, as such, they have contributed to some of the brightest moments in the college’s 20-year history.



A FELLOWSHIP FOR CHANGE

“The College of Education has profoundly benefited my career in special education in multiple ways, including its supportive learning environment, advanced research opportunities, professional network, and community engagement. The ongoing learning and access to the latest advancements in special education allowed me to implement innovative teaching strategies and keep my methods up to date.

“The university has strengthened its commitment to just, equitable, and inclusive education, expanded its online and hybrid learning options, adopted technological advancements in teaching and learning, increased support for research and professional development, and showed a continuing commitment to diversity and inclusion. These advancements give students more opportunities to evolve in their careers and adapt to the changing educational environment.”

– Amanda Monteverde, 2024 Carr Fellow, Special Education



EMBRACING ALL FACETS OF EDUCATION

“I really loved being a part of such a geographically diverse cohort of educators from different backgrounds and with different interests. Working with my classmates gave me the opportunity to explore new topics and design curricula for different demographics of students. Even though I’m not a full-time classroom teacher like my peers were, I felt very included by my classmates and professors, who valued what I had to bring to the table.

“The Carr Fellowship really encouraged me to keep pursuing higher education and made me feel more confident that nontraditional educators have a place and can succeed in academia in the field of education. I feel inspired to continue my schooling and get a Ph.D.”

– Liviera Lim, 2024 Carr Fellow, Elementary Education – Curriculum & Instruction



INFLUENCE, FROM FIRST CLASS TO LAST

“I was struck by Dr. [Madeleine] Mejia’s question in our last class, ‘Where are you going to make the greatest impact?’ Since graduating, I have centered all my career goals around that question. It was because of courses like Disciplinary Literacy, projects centered around Just, Equitable, and Inclusive Education (JEIE), community mapping, and all the long hours of practice in practicum that I now have a better grasp on how to advocate for all learners.”

– Lauren Hiatt, 2024 Carr Fellow, Literacy & Reading Education

“Since graduating, I have centered all my career goals around the question, ‘Where are you going to make the greatest impact?’”



THE RIPPLE EFFECT OF TEACHING

“I was truly honored to have been nominated for the Carr Fellowship. Making a difference starts as a ripple in the water. We don’t always see how far the ripple goes. Still, that first small ripple can have a significant impact. I hope I made a few ripples and positively impacted the lives of the many students and families I have encountered due to my excellent experience at CSUF.

“As a recipient of the Carr Fellowship, I aim to make grand strides and contributions to the field of education and one day also be that one to influence others to give back to the community of learners we encounter. I am that ripple that began as a student in the teacher credential program.”

– Elizabeth Pena, 2024 Carr Fellow, Educational Administration



FROM LEARNING TO LEADING

“[Former dean] Ash Bishop turned this program into its own independent college 20 years ago. His vision of service, camaraderie, good humor, and focus on relationships created a place where faculty felt appreciated and recognized. Under the leadership of Dr. Kirtman, we take these values a step further to say we need to be changemakers, ones who are willing to do the hard work to advance others, ones who are willing to do the hard work of standing up to systemic racism, those who act upon their mission in deed not just word. It has been hard work. We now wear it proudly, and it is one of the main things that draw students to our college.”

– Kristine Quinn, 2000 Carr Fellow, Curriculum & Instruction



CULTIVATING A LOVE FOR LEARNING AND COMMUNITY

“In 2019, my love for learning and literacy led me to CSUF. The program is culturally responsive and relevant, insightful, and you get to apply your learning by working with students for a great portion of the coursework. It truly has become my second home. Recently, I took a leap of faith and became our school’s vice principal. Being a Latina in leadership has been an honor, to say the least, because, as a first-generation Mexican-American girl, you grow up with many obstacles and not many privileges. However, my educational experience helped shape the person I am today. It changed the entire trajectory of not only my life but, more importantly, my daughter’s life, and it is humbling to help do the same for others in my school community as well.”

– Dulce Ayon, 2022 Carr Fellow, Literacy & Reading Education



CONTINUING TO GROW AS AN EDUCATOR

Being a Carr Fellow has profoundly influenced my career and educational pursuits. After completing my master’s degree, I enrolled in a doctoral program and earned my doctorate from Cal State Fullerton in 2021. This experience shaped me into a change agent, actively challenging the status quo in both the community and various school districts. My research has since focused on the K-12 superintendency, hiring practices, school boards, and critical race theory.

– Sally Jarvis-Lubbe, 2017 Carr Fellow, Educational Administration



JOIN US IN CELEBRATING

Let’s celebrate the past, present, and future together as we continue to inspire and support the next generation of educators. We invite you to share your own stories and memories of CSUF’s College of Education at coealumni@fullerton.edu.

LOOKING AHEAD

Champions of CHANGE

Celebrating 20 years of the College of Education has been an amazing experience. But we can’t help but look forward to the groundbreaking work that lies ahead. Built upon our commitment to equitable learning, here are just two of the stories that show how our school’s faculty and alumni are already shaping a more accessible future for education.

ANSWERING THE DEMANDS OF TITLE IX COORDINATORS

Educator Leighia Fleming, Ed.D. ’24, is leading the charge to improve Title IX experiences at California’s community colleges. She focused on coordinators who are employed to investigate sexual misconduct, develop policy, coordinate processes, and develop preventative educational training, paving the way for a safer, more just educational future for many.



CHAMPIONING EQUITY FOR BLACK DEAF STUDENTS

Lissa Ramirez-Stapleton, Ph.D., associate professor of educational leadership, is at the forefront of advocacy in learning, working tirelessly to enhance equity and access for Black Deaf students in higher education, specifically at Historically Black Colleges and Universities. Her commitment has been vital in working toward a future in which every student has the opportunity to thrive.

CENTERS OF DISTINCTION

At the College of Education, we aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world. That vision is exemplified by the following centers and programs within our college, which do incredible work each day to benefit our students, local birth to 22 students and their families, our communities, and beyond.

THE NATIONAL RESOURCE CENTER FOR ASIAN LANGUAGES

Director: Natalie A. Tran, Ph.D.

The National Resource Center for Asian Languages was established in 2014 to improve the nation's capacity for teaching and learning Asian languages, including Vietnamese, Korean, Chinese, Japanese, and Khmer (Cambodian). The college's NRCAL program develops instructional resources and professional development to enhance the teaching, learning, and research of these less commonly taught languages in the United States, drawing on the expertise of Asian language scholars, educators, and community stakeholders.

"Training students to be biliterate in Vietnamese, Chinese, Japanese, Korean, and Khmer not only enhances their cognition, employment opportunities, and cultural competency, but also improves national business development, innovation, and security," says Natalie A. Tran, Director of NRCAL. "Building on the success of the Asian language programs at CSUF and what the center has accomplished since 2014, NRCAL's projects continue to focus on developing linguistically and culturally appropriate literature and instructional materials, effective pedagogies, and assessment tools that integrate community resources and technology. Additionally, we provide training and resources for P-12 teachers and post-secondary language instructors and create a network that supports teachers and learners through conferences and intensive summer abroad institutes."



"Training students to be biliterate in Vietnamese, Chinese, Japanese, Korean, and Khmer not only enhances their cognition, employment opportunities, and cultural competency, but also improves national business development, innovation, and security."

CENTER FOR AUTISM

Co-Director: Erica Howell, Ph.D.

Established in 2012, the mission of the CSUF Center for Autism is to improve the lives of individuals with autism spectrum disorder (ASD) and their families through research, teaching, clinical service, and community involvement. Housed in the College of Education, the mission of the Center for Autism's Education Core is to equip teacher candidates with evidence-based supports they can apply when educating learners with ASD.

Education Core activities include teacher preparation with Autism Spectrum Disorders Added Authorization and opportunities for students to serve as education associates, work with parent advisory councils (PACs), and participate in Autism Speaks U, a program that supports awareness and fundraising efforts for Autism Speaks.

For Cal State Fullerton students with ASD, the Center for Autism's Education Core coordinates PACs, interpersonal developmental groups, and specific counseling and reading courses. In our community, the Center holds an annual "Autism, Inclusion and Evidence-Based Practice" conference and provides inclusive consultative services.



"It's really a special place where both teachers and students gain confidence and develop lifelong skills."

HAZEL MILLER CROY READING CENTER

Director: Joanne Chapman; Associate Director: Carla Salcido

With its roots dating back to a program established in 1969 by Hazel Miller Croy, Ed.D., the founder of the Reading Department at CSUF, the Reading Center was established in her name in 2011, funded in part by an endowment created by Dr. Croy's family. The Reading Center's original mission was to provide a supervised teaching experience for reading specialist candidates, and its current mission has grown beyond that to be a place that provides expert reading and literacy assessments and targeted tutoring for school-age children in the community, summer enrichment programming, and undergraduate internships for future teachers.

The Hazel Miller Croy Reading Center's major milestones have included the creation of a literacy specialist teaching clinic program, summer reading camps, and fun, literacy-based enrichment events open to the public. The Reading Center also established a Leadership Council in 2016 that helps support fundraising activities for community outreach events; published several scholarly articles (2017, 2021, and 2022) highlighting the Center's flexibility and creativity in partnering with stakeholders in the community; and launched an undergraduate internship program for future teachers.

"Our clinic program is a great place for CSUF students to make a difference while developing their teaching capacity as literacy and reading education specialists, while at the same time supporting striving readers in the community," says Joanne Chapman, Director of the Hazel Miller Croy Reading Center. "These community students often rise by at least one reading level a semester by participating in our clinic program. It's really a special place where both teachers and students gain confidence and develop lifelong skills."



SCHOOLSFIRST FEDERAL CREDIT UNION CENTER FOR CAREERS IN TEACHING

Former Director: Aimee Nelson, Executive Director, Office of Graduate Studies; **Interim Director:** Heather Terry

Established in 1998 and joining our college in 2013, the SchoolsFirst Federal Credit Union Center for Careers in Teaching is the flagship center in the College of Education and the first of its kind in the California State University system. This Center advances the educational outcomes of students from birth through higher education through the design and implementation of accessible, immersive programming for future and current educators. Over the last two decades, the Center has helped develop best practices to recruit and assist future teachers on their educational and professional journeys.

Each year, the Center empowers thousands of future teachers through intentional outreach, advising, workshops, and teacher preparation

programs, including Titan Future Teachers and Men of Color in Education. The Center’s goal is to improve and expand upon the college’s current student resources and alleviate some of the barriers students face on their journeys to become teachers. Through student scholarships, test preparation support, and the expansion of our programs, the Center is committed to providing pathways for diverse educators and recruiting future teachers in science, technology, engineering, and mathematics (STEM) and other needed focus areas. In addition to serving more than 1,200 CSUF students per year from 115 majors with one-on-one advising, the Center provides support to hundreds of high school and community college students in the regional community.

“The essential mission of the SchoolsFirst Federal Credit Union Center for Careers in Teaching was to ensure future teachers, specifically undergraduates, at Cal State Fullerton, had the resources they needed to accomplish their educational and professional dreams,” says Aimee Nelson, former director of the SchoolsFirst Federal Credit Union Center for Careers in Teaching and current executive director of the Office of Graduate Studies. “The requirements to become a teacher in California change frequently, as do the demands for teachers. This only reinforces the need for a space like the CCT to provide continued recruitment, advisement, and professional development for a strong teacher workforce. I am proud that the Center has continued to lead with that original mission and is thriving today as our student success center for all future teachers.”



SCHOOLSFIRST FEDERAL CREDIT UNION CENTER FOR CREATIVITY AND CRITICAL THINKING

Director: Cynthia Gautreau, Ed.D.

Established in 2008 and officially named in April 2009 with a generous gift of \$250,000 from SchoolsFirst Federal Credit Union, the Center for Creativity and Critical Thinking fosters 21st-century competence for today’s preschool through grade 12 students. The Center builds partnerships with local schools, working with teachers to develop the knowledge, skills, and attitudes students need to thrive in this exciting, digital, and global century. Partnerships focus on developing creativity, collaboration, critical thinking, and decision-making across the curriculum. Center staff work collaboratively with partners to infuse the arts, science, and technology as central components of the educational experience.

The Center’s model for professional development is based on creating genuine relationships, trust in teachers’ desire and ability to improve, and ongoing site support. The Center offers institutes focused on inclusive education, technology, visual arts, music and movement, and drama and puppetry. The Center also helps sponsor a Multiple Subject Credential Program cohort focused on infusing arts experiences into the curriculum.

The Center’s 2023 Teaching and Learning Series was highly successful and productive, welcoming 291 teachers who attended the professional development, with the potential to impact more than 11,400 students. The Center also now hosts more than 100 professional development webinars.

The Center’s model for professional development is based on creating genuine relationships, trust in teachers’ desire and ability to improve, and ongoing site support.

C-REAL – CENTER FOR RESEARCH ON EDUCATIONAL ACCESS AND LEADERSHIP

Co-Directors: Dawn R. Person, Ed.D., and Inez Moore, Ph.D.

C-REAL was established in 2008 as a solution-focused interdisciplinary center that conducts research through evaluation to solve problems in education and improve educational practice, particularly for underserved communities and individuals. The Center works with CSUF Student Affairs and Academic Affairs and Los Angeles and Orange counties; it engages in national and international partnerships in South Africa, Russia, Vietnam, and China. Over the years, C-REAL has supported federally funded programs, like the U.S. Department of Education’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), as well as STEM research, allied health pipeline programs, and the College of Education’s Ed.D. program in Educational Leadership and its just, equitable, and inclusive education (JEIE) programs.

“Students who work in the Center report life-changing outcomes where they are motivated to further their education, participate in professional conferences as presenters, and travel to other parts of the world to share and learn from global colleagues,” says Dawn Person, Ed.D., Director of C-REAL and Professor Emeritus, Educational Leadership. “Our programs have changed direction and focus over the years to best serve our students, their families, and our communities, and we have partnered with other centers and departments to increase college access for low-income students. We are a living example of the mission of the College of Education and value JEIE, as it is central to our work and worth. We are so proud of our Center alumni all over the U.S. and abroad who continue to do this good work.”




Spotlight Stats

Cal State Fullerton’s School of Education officially became the College of Education in 2004, the eighth college established by the university. The college has long been focused on technology integration, community engagement, and creating just, equitable, and inclusive educational systems. We are one of the largest issuers of educator credentials at California public institutions and have one of the largest Doctor of Education (Ed.D.) programs in the CSU system. Here’s a by-the-numbers look at how far we’ve come over the last 20 years.

SINCE 2004


6,869

master’s students have graduated




12,678

individuals have completed their credential programs



476

graduates have earned Ed.D. degrees



\$38.7M

has been awarded to the College of Education faculty through a total of 242 grants

SNAPSHOT



20+ years focused on closing the opportunity gap



3,000+ people served in our community each year through community programs and organizations



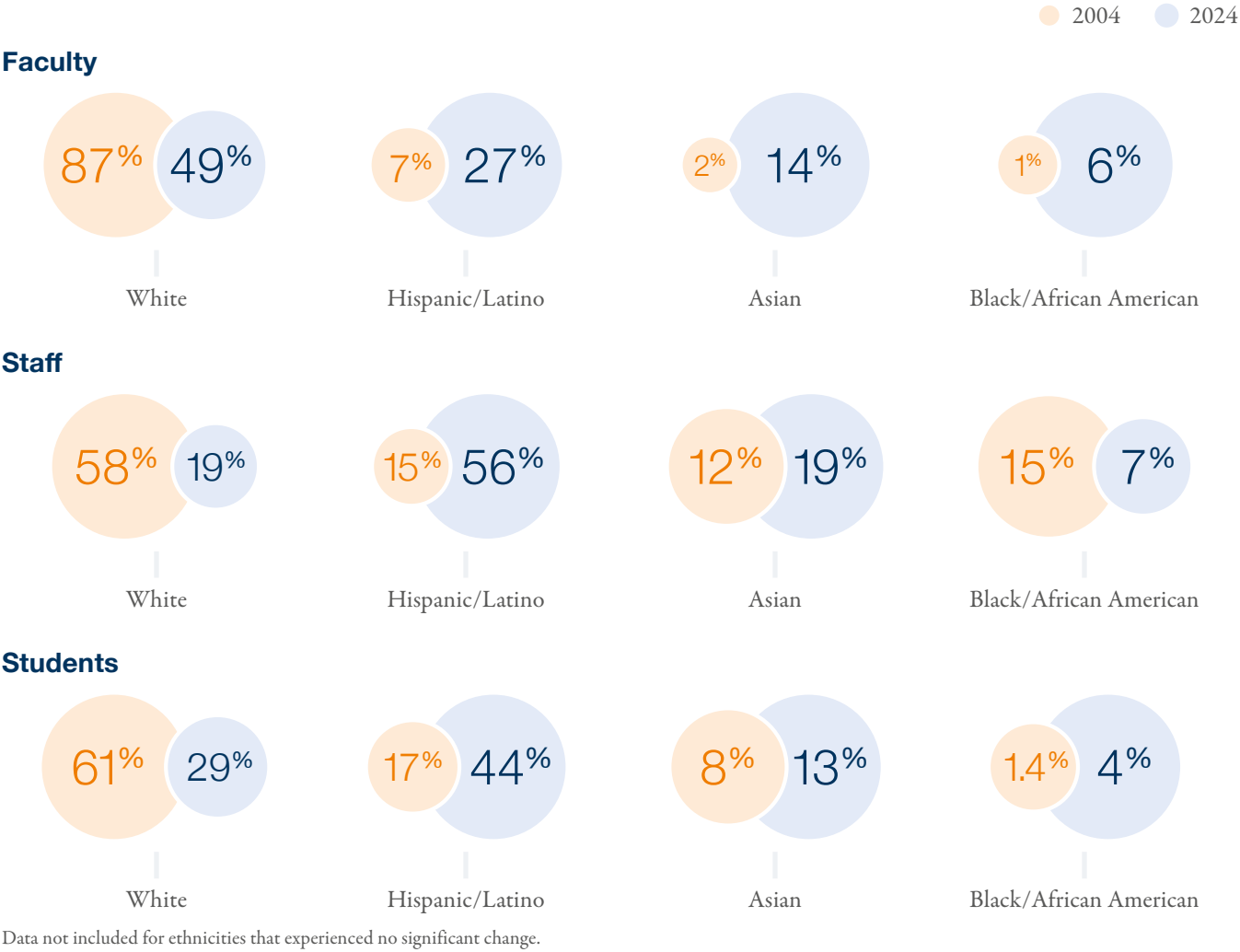
6 fully online graduate degree programs



100% of programs focus on social justice, community partnerships, and technology

ETHNICITY (2004–2024)

The College of Education supports the growth and development of exceptionally prepared and diverse educators. We embrace diversity in our faculty and staff who mentor, advise, and inspire future educators and in our students who will become educators who better reflect and understand those they teach. See how we have changed over the last 20 years.



Thank You

From the entire College of Education, we extend our deepest gratitude to our generous donors. Their unwavering support over the past two decades has been instrumental in fostering a legacy of excellence in just, equitable, and inclusive education. We are profoundly appreciative of their lasting impact on our students, educators, and communities.

OUR ESTEEMED LIST OF DONORS (those who have contributed \$1,000 or more from July 1, 2004 to June 30, 2024)

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With your support, there will be countless more success stories to share as we embark on our next two decades.

Our goal is to raise \$100,000 to make those stories possible, funding scholarships that will support the next generation of educators. Help us honor this milestone and invest in the future of education. Together, we can continue to empower and inspire.



**Donate today and be a part
of our enduring legacy.**

Mark Your Calendars



Be sure to take part in these upcoming College of Education events:

October 21-25, 2024

Education Week With 20th
Anniversary Celebration

February 27, 2025

Cheering on the Titan
Basketball Team

Follow us on social media or contact Amir Woods, Student Success and Community Engagement Specialist at **657-278-4871** or aaawoods@fullerton.edu to learn about these and other upcoming events.



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