

Program Performance Review Process and COE Continuous Improvement

Timeline for Programs Reviewed for WASC and CTC Accreditation

All COE departments and degree programs would be reviewed through the PPR process at least once every seven years. *Note: Credential programs will be reviewed through CTC. Self-study reports will be accepted by CSUF in lieu of a PPR for these programs.

Dates of review schedule for upcoming review cycle:

2022-2023	2023-2024	2024-2025
<p><i>MSIDT</i></p> <ul style="list-style-type: none"> ● PPR Report in fall 2022 ● PPR Site-Visit in spring 2023 <p><i>ALL CREDENTIAL PROGRAMS</i></p> <ul style="list-style-type: none"> ● CTC Self-Study Report 	<p><i>ALL CREDENTIAL PROGRAMS</i></p> <ul style="list-style-type: none"> ● CTC Site-Visit 	<p><i>ALL EDD & MS PROGRAMS</i></p> <ul style="list-style-type: none"> ● PPR Report in fall 2024 ● PPR Site-visit in spring 2025
<p>Annual Reports due for all programs: <i>Closing the Loop Report - All programs (includes COE strategic goals) CFOs?????</i> <i>University Assessment Report (AMS)- All degree and certificate programs</i> <i>CTC Annual Report - All CTC accredited programs</i> <i>Title II Annual Report - All CTC accredited programs</i></p>		

PPR PROCESS OVERVIEW

The Self-Study Report. The PPR process consists of writing a self-study report that addresses eight topics and included appendices. Two drafts will be submitted and reviewed – a first draft and an edited final draft.

Departments are responsible for completing the self-study. Chairs can choose to designate tasks to responsible faculty. Any faculty stipends, release-time etc. are the responsibility of the department.

The Self-Study Report Two-Step Review Process:

Formative Review -

First level of review will be conducted by a sub-committee of the Assessment Committee that includes the department chair, a department faculty member and two faculty members from another department. This review will provide feedback for revision and editing of the report before submitting the final draft.

Summative Review -

Second level of review (summative) will be conducted by a committee that includes two external members (from another CSU; alumni/district partner) and one internal (from other CSUF college).

The Department will provide a suggested review team to the Dean for approval.

Payment to external and other college reviewers (\$500.00 each) will be the responsibility of the department.

Note: Some members of this committee will also serve on the site-visit review team.

INSTRUCTIONS FOR COMPLETING THE SELF-STUDY

The PPR self-study report must address each of the following eight (8) topics in **no more than 25 pages (excluding Appendices)**.

Section	Title	Notes <i>*See additional directions for each section below from the Office of Assessment and Institutional Effectiveness in Appendix I.</i>
I	<i>Department/Program Mission, Goals and Environment</i>	<i>This section must include program outcomes (unit or program - as applicable)</i>
II	<i>Department/Program Description and Analysis</i>	<i>Department/Program data provided by the Office of Assessment and Institutional Effectiveness (admissions, enrollment, etc.)</i>

		<i>Additional College data provided by the College Data Analyst include a) COE Strategic Goals, b) Recruitment Efforts and Outcomes for students, faculty and staff, c) Equity Gaps (GPA and Completion Rates, and d) Survey Response Rates</i>
III	<i>Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes (disaggregated by program)</i>	<i>Information/Data for this section will be pulled from the COE Closing the Loop reports by program (completed reports are due Oct. 15) The section will require both the analysis of program outcomes AND strategic goals.</i>
IV	<i>Faculty</i>	<i>Include discussion of intentional recruitment and retention efforts to ensure a diverse faculty.</i>
V	<i>Student Support and Advising</i>	
VI	<i>Resources and Facilities</i>	
VII	<i>Long-term Plans</i>	
VIII	<i>Appendices Connected to the Self-study</i>	<i>See Required Appendix Tables below</i>

REQUIRED APPENDICES:

For each graduate degree program, the following tables will be provided by the office of Assessment and Institutional Effectiveness.

Graduate Program Applications, Admissions, and Enrollments

Graduate Program Applications, Admissions, and Enrollments

<i>Fal</i>	<i># Applied</i>	<i># Admitted</i>	<i># Enrolled</i>
<i>20xx</i>			

20 xx			
20 xx			
20 xx			
20 xx			

Graduate Program Enrollment by FTES

Graduate Program Enrollment by Headcount and FTES

<i>Academic Year (Annualized)</i>	<i>Headcount</i>	<i>FTES</i>	<i>FTES per headcount</i>
20xx-20xx			
20xx-20xx			
20xx-20xx			
20xx-20xx			
20xx-20xx			

Graduate Student Graduation Rates

Graduation Rates for Master's Programs

<i>All Master's Entered in Fall:</i>	<i>Cohort</i>	<i>% Graduated in 2 years</i>	<i>% Graduated in 3 years</i>	<i>% Graduated in 4 years</i>

20xx				
20xx				
20xx				
20xx				
20xx				

Graduation Rates for Doctoral Programs

<i>All Doctoral Entered in Fall:</i>	<i>Cohort</i>	<i>% Graduated in 3 years</i>	<i>% Graduated in 4 years</i>	<i>% Graduated in 5 years</i>
20xx				
20xx				
20xx				
20xx				
20xx				

Master's Degrees Awarded

Graduate Degrees Awarded

<i>College Year</i>	<i>Degrees Awarded</i>
20xx-20xx	

20xx-20xx	
20xx-20xx	
20xx-20xx	
20xx-20xx	

FACULTY

Full-Time Instructional Faculty, FTEF, FTES, SFR

Faculty Composition

<i>Fall</i>	<i>Tenured</i>	<i>Tenure-track</i>	<i>Sabbaticals at 0.5</i>	<i>FERP at 0.5</i>	<i>Full-time Lecturers</i>	<i>Actual FTEF</i>
20xx						
20xx						
20xx						
20xx						
20xx						

REPORT AND REVIEW TIMELINE

<i>Steps/Timeline</i>	<i>Requirements</i>	<i>Notes</i>
<i>September 1: Begin organizing and writing first draft of Self-Study</i>		<i>Use outline provided above and specific instructions provided in Appendix of this document.</i>

<p>September 15: Submit list of proposed summative review/site visit team members to Dean's Office for approval</p>	<p>Submit name of three proposed review team members: Two external members (one from another CSU; one alumni/district partner) One internal (from other CSUF college)</p>	<p>Beth Sargent (alumni) sarge17@gmail.com</p> <p>Dr. John Doyle (HHS professor) jdoyle@fullerton.edu</p> <p>Dr. Stephen Adams Professor CSULB stephen.adams@csulb.edu</p>
<p>November 15: Submit first draft of self-study for formative review</p>	<p>Submit to Associate Dean</p>	<p>Review to be completed and returned by December 1</p>
<p>December 20: Submit final draft of Self-Study Report for summative review</p>	<p>Submit to Associate Dean</p>	
<p>January 30: Work with Associate Dean to schedule on-site review (2 days); create interview/meeting schedules for Day 1</p> <p>Reviews to be submitted to Department Chair within two weeks of visit - no later than mid-March</p>	<p>Schedule 2 days spent on campus (or virtual).</p> <p>Day 1 - interviews/meetings Day 2 – response writing</p> <p>Allow sufficient time for members to interact with all unit members and for careful study and analyses of the evidence presented in the review document.</p>	<p>.</p>
<p>February (first week): On-site visit and review.</p> <p>February 10: Team reviews due to Chair</p>		<p>Review response templates will be provided by Dean's Office</p>
<p>February 20: Chairs response to on-site visit review report submitted</p>		<p>Review response templates will be provided by Dean's Office</p>

<i>to Dean.</i>		
March 30: <i>Dean's response to on-site team and Chairs reviews submitted back to Department Chairs.</i>		<i>Response will be completed using the response template.</i>
April 15: <i>Final response from Department Chair submitted to Associate Dean/Director of A &A</i>	<i>Respond to Dean's evaluation with a brief summary on program changes planned as a result.</i>	<i>Response will be completed using the response template</i>
May 1: <i>The Associate Dean will submit the complete PPR package of reports and reviews to the Provost and Vice President for Academic Affairs (VPAA)</i>		
Date TBD by Provost Office: <i>Culmination meeting with Provost</i>	<i>All College/Department designees meet with Provost to discuss all aspects of the review.</i>	<i>Suggested Attendees: Dean, Assoc Dean, Dir. of A & A, Department Chair</i> <i>Other possible: Program Coord and/or a district partner</i>

Outcome of the Review:

The outcome of the review process is an agreed upon set of prioritized goals for the unit and a long-term plan to achieve those goals, designed to implement the University Mission and Goals, and arrived at in consultation with the members of the unit. In addition, the review informs long-term budgetary decisions.

APPENDIX I

1. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.

The Master of Science in Instructional Design and Technology (MSIDT) is a program designed for preparing professionals who wish to further their skills and education in direct applications of emerging technology for teaching, learning, training and/or curriculum development. The program is designed to provide students with skills and knowledge to design content that is focused on a just, equitable and inclusive education (JEIE) and supports the principles of Universal Design for Learning (UDL). The professionals are typically employed in instructional design or in curriculum development in P-12, higher education, the military, medical, or corporate settings. The 21-month program accredited by the Western Association of Schools and Colleges (WASC) provides versatility and applicability for a variety of careers and leadership roles.

The mission and goals of the program have been updated to include JEIE and UDL goals since the prior review.

Consistent with the University mission of enriching the lives of students, inspiring them to thrive in a global environment, and cultivating lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility, the program offers students a richly designed curriculum that provides opportunities to engage in creative discourse, design, develop, evaluate learning products for a global market.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

Due to advancements in technology, and as a response to the Global Pandemic in 2019-2022, online teaching and learning were prioritized. This placed a strong emphasis on the need for online education and quality instructional design protocols and to maintain a community of practice emphasis in the program. In addition, the need to include just, equitable, and inclusive education (JEIE) principles in each course is a continuous priority for the program and the College of Education. These changes impacted the MSIDT program in several ways.

External Factors that Impacted the Program

- There was an increase in applications and admission to the program. This increase has led to hiring additional faculty, a part-time program support coordinator, and offering additional course sections each semester to accommodate enrollment.
- There was an increase in email, phone, and social media inquiries about the MSIDT program and Instructional Design Certificate programs. This increase has led to offering synchronous information sessions to address immediate inquiries about the MSIDT program and certificate programs. Videos were created and posted on the program's website and YouTube Channel to inform interested applicants about the various courses and certificate options.
- There was a need to address current technology and instructional design model changes in the field of instructional design. This led to revisions to the curriculum to include project management using two instructional design models namely Analyze, Design, Develop, Implement, and Evaluate (ADDIE) and Successive Approximation (SAM) process models, gamification, virtual reality and augmented reality, Universal Design for Learning; and Just, Equitable, and Inclusive Education (JEIE) principles.
- External changes such as the pandemic and job insecurities placed extra stress on our students. As a result, we increased the level of research support provided to students. As noted in the table titled MSIDT Research Program Structure on page 11, each semester of the program, students are guided through the research process and each course includes specific research assignments which inform the master's final research project and digital instructional product.

Table 1. MSIDT Research Program Structure

Semester	Courses	Research Focus
1. Fall 202x	IDT 505 IDT 510	<ul style="list-style-type: none"> American Psychological Association formatting introduction. Literature Review for research proposal Internal Review Board process and documentation *Students begin thinking about potential project ideas
2. Spring 202x	IDT 520 IDT 525	<ul style="list-style-type: none"> Research Report focusing on a learning theory In depth analysis of learning theories *Students continue thinking about potential project ideas
3. Summer 202x	IDT 530 IDT 535	<ul style="list-style-type: none"> *One-on-One Discussion about research project and product ideas with faculty Annotated Bibliography focusing on instructional strategies and UDL Draft of Research Questions written by students Online discussion forum focusing on ideas about Digital Instructional Product
4. Fall 202x	IDT 540 IDT 545	<ul style="list-style-type: none"> Midpoint Research Symposium Students Finalize research project focus and digital instructional product beta Students begin writing Literature Review (Chapter 2) Students begin writing a draft of Chapter 1 Beta version of Digital Instructional Product/ Storyboard, and comprehensive design document detailing digital product.
5. Spring 202x	IDT 550 IDT 597	<ul style="list-style-type: none"> Write five Chapter Research Project Complete and SME/IDE Evaluations Alpha/Gold versions of Digital Instructional Product

Research Project = a five-chapter research paper

Product = digital instructional product (i.e., tutorial, website, video, etc.)

C. Identify the unit's priorities for the future.

The MSIDT program's current and future priorities include (a) strong technology emphasis, (b) professional development for faculty, and (c) fully embed JEIE principles into the curriculum.

Remaining current with technology and innovation is at the forefront of the MSIDT program's technology priorities. A priority is placed on technology, and as it changes there is a need to update the curriculum. When new software is considered, the faculty evaluate the software, textbooks, and discuss possible applications to the curriculum.

Along with updating the curriculum, faculty need to maintain and update their skill sets. A current and future priority is placed on professional development for all program faculty.

Finally, the unit's priority is on JEIE. The program's faculty are in the preliminary stages of implementing JEIE assignments and emphasis in all courses. Each year the program's faculty will evaluate the JEIE assignments and revise as needed. Currently, there is a strong emphasis on Universal Design for Learning (UDL) within multiple courses which lends itself to a majority of the JEIE principles. Moving forward the faculty plan to embed JEIE in additional assignments to provide a comprehensive instructional program for all students. For example, when students research peer-reviewed articles for their literature review, they also analyze the articles for any on either just, equitable, or inclusive views, research foci on underrepresented voices, or considerations for JEIE in future research. At the onset of their product design, they ensure accessibility and JEIE is considered.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

This does not apply.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

The MSIDT program continues to offer the same 10 required courses. The courses are scheduled and consistent with the University's academic calendar and semester structure. This is a change from the prior course structure which was on a different calendar and referred to as term segments. Aligning the courses with the University's academic calendar and semester structure benefits students since it is consistent with financial aid distribution periods.

In addition to the master's degree, we offer two certificate programs (Instructional Design Level 1 and Instructional Design Level 2). The certificates were discontinued in 2008 and reinstated in 2018. We have seen an increase in the number of students who inquire and enroll in the certificate program. The certificate programs serve as a pathway to the master's program for many students.

Curricular Changes in the Program

- There was a need to revise current courses and assignments to include JEIE principles. This led to curriculum meetings with all MSIDT faculty, course revisions, faculty professional development in JEIE (i.e., all MSIDT faculty completed the Equitable Pedagogy training modules) and embedding JEIE principles in course assignments and rubric revisions.
- The University changed its learning management system (LMS) from Moodle to Canvas, requiring all faculty to learn the new LMS and redesign courses using the new features. This also triggered requests from students for faculty to offer assignments where they could learn to use the LMS as online course developers and transfer content between various authoring software using industry standard. New content and assignments were added to the courses to support the inclusion of the new LMS.
- The instructional design industry uses two main software authoring programs. In the past MSIDT solely focused on one authoring software, Adobe Captivate. To address the need in the industry, the MSIDT program now offers both Adobe Captivate and Articulate Storyline software instruction to students. Students select the software of their choice to learn in the first course, IDT 505 and then continue to advance their skills in the subsequent courses.

- The price of software has increased to \$400 per year. To enhance the student experience and provide opportunities to practice with two software authoring programs including Articulate Storyline and Adobe Captivate software, a virtual lab was established to help students collaboratively access multiple tools. The MSIDT program used online course fees to purchase software for the virtual lab. The virtual lab was set up with the assistance of the Information Technology staff at CSUF.
- Students residing outside of California had expressed a strong interest in applying to the MSIDT program. In the past students were required to attend the Boot Up Orientation and Midpoint Research meeting in person. Due to technological advancements, we offer the orientation online and in person to accommodate students who reside outside of California. The Boot Up Orientation is synchronously offered in person and online at the start of the program. During the fourth semester of coursework, a Midpoint Research Symposium is offered in person and online.
- To continue to build a strong MSIDT community of practice (CoP), the Boot Up Orientation Meeting and the Midpoint Research Symposium were redesigned to emphasize CoP and JEIE content.
- Many students were interested in expanding their research and attending conferences. To support current research practices, the MSIDT program uses online course fees to pay for all students to attend the Hawaii International Conference of Educations, a fully online conference. Students attend the conference in the Spring semester of their first year of courses, then the next spring semester they are encouraged to present at the conference. Faculty help students to prepare for the conference presentations.
- Students needed additional preparation for their final master's project. To address student's research needs the program placed a strong emphasis on preparing students throughout the program. Each semester students meet with faculty, discuss their ideas, and begin working on their research earlier in the program. As noted in the table titled MSIDT Research Program Structure, each semester the curriculum in each course places a strong focus on research that informs student's final master's projects and digital instructional products.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

The Master of Science in Instructional Design and Technology program structure consists of 30 units. The degree structure includes 10 sequenced courses offered in a cohort model. Students enroll in 2 complementary courses each semester and complete the degree requirements in 5 semesters. The courses have been carefully designed to build upon the knowledge and skills learned in subsequent courses with clearly defined student learning goals, assignments, and aligned common course elements and components.

Table 2. Master’s Program Required Courses by Semester

Semester	Required Courses	
Semester 1	IDT 505: Foundations of Instructional Design and Web Authoring Environments	IDT 510: Research Practices in Instructional Design and Technology
Semester 2	IDT 520: Instructional Design Level 1: Issues in eLearning and the Design Process	IDT 525: Learning and Cognition Theories for Post-Secondary and Adult Instructional Settings
Semester 3	IDT 530: Instructional Design Level 2: Advanced Issues in Implementation, Management, and Program Evaluation	IDT 535: Instructional Strategies and Universal Design Issues in Learning Environments
Semester 4	IDT 540: Systematic Approach to Web and Multimedia Design and Development	IDT 545: Trends, Emerging Technologies, and Issues in Instructional Design
Semester 5	IDT 550: Practicum in Instructional Design and Technology	IDT 597: Project

Each course includes both theory and practical applications focused on instructional design and technology. Some courses focus on technology, while others alternately include more emphasis on instructional design and research. Throughout each course, students experience both the theory and the practical application of instructional design and technology knowledge and skills.

The master’s project for the degree is a five-chapter research paper and a digital instructional product where each student applies the knowledge and skills in a real-world context. The five chapters include an introduction, literature review, project description and methodology, description of the digital instructional product, and

findings, conclusions, and recommendations, The master’s project is cumulative and requires students to design, develop, implement, and evaluate their original product.

Certificate Programs

The certificate programs were reinstated due to a high need in the instructional design field and a high interest among the potential applicants. The certificate programs offer students a pipeline to advance their education and earn a master’s degree. The certificate is an effective marketing resource for the master’s program. Students may apply 9 units of coursework towards their master’s degree. Certificate Level 1 consists of 9 units. Certificate Level 2 consists of 15 units, the same 9 units as Level 1 and the addition of two courses. Most students who complete Certificate Level 2 had previously earned a master’s degree in a different area.

Table 3. Certificate Program Courses Level 1 and 2

Certificate Level 1 (9 units)	Certificate Level 2 (15 units)
IDT 505: Foundations of Instructional Design and Web Authoring Environments	IDT 505: Foundations of Instructional Design and Web Authoring Environments
IDT 520: Instructional Design Level 1: Issues in eLearning and the Design Process	IDT 520: Instructional Design Level 1: Issues in eLearning and the Design Process
IDT 530: Instructional Design Level 2: Advanced Issues in Implementation, Management, and Program Evaluation	IDT 530: Instructional Design Level 2: Advanced Issues in Implementation, Management, and Program Evaluation
	<i>IDT 540 - Systematic Approaches to Digital Design and Development</i>
	<i>IDT 545 - Trends, Emerging Technologies and Issues in Instructional Design</i>

- Using data provided by the Office of Assessment and Institutional Effectiveness the College Data Analyst to discuss student demand for the unit’s offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree (see instructions, Appendix A). College specific data include a) COE Strategic Goals, b) Recruitment Efforts and Outcomes for students, faculty and staff, c) Equity Gaps (GPA and Completion Rates, and d) Survey Response Rates.

Since MSIDT is a post-baccalaureate program, the cumulative GPA at the time of graduation will include any post-baccalaureate work students have completed and will therefore be inaccurate as far as capturing just the MSIDT GPA and any equity gaps. Therefore, that data was not used for this report's analysis.

The student opinion questionnaire response (SOQ) rates are between 35% to 62%, which is consistent with other master's programs that are fully online. Faculty do remind students to reply to SOQs, however, only about half of students reply. The SOQ response rates will be explored to determine effective strategies to increase the response rates and the findings will be used to support an increase in response rates.

Table 4.SOQ Response Rates Spring 2019-2022

Semester Year	Response Rate
Spring 2019	57.14%
Summer 2019	71.72%
Fall 2019	62.29%
Spring 2020	49.69%
Summer 2020	44.86%
Fall 2020	58.85%
Spring 2021	42.63%
Summer 2021	46.85%
Fall 2021	40.43%
Spring 2022	35.46%

Recruitment Efforts and Outcomes

As evident in the enrollment headcount, enrollment has continued to increase since 2015. We have made concerted efforts to increase visibility of the MSIDT program, actively recruit students and highlight our alumni success.

Table 5. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2015-2016	65	32.1	0.50
2016-2017	84	41.8	0.50
2017-2018	101	50.8	0.50
2018-2019	102	50.7	0.50
2019-2020	82	41.6	0.51
2020-2021	107	53.6	0.50
2021-2022	113	57.0	0.50

Increase Visibility of the Program

- Social Media weekly posts and presence on Facebook, Linked In, Twitter, and Instagram
- Conference presentations and conference booths at major instructional design conferences (i.e., DevLearn and Graduate Recruitment Fairs)
- YouTube Channel with videos and informational webinars
- Advertisements placed in university newspapers (Titan News, Cal Poly Pomona, University of La Verne, UC Irvine, etc.)

Actively Recruit Students

- Host weekly information sessions online to meet with interested applicants and answer questions
- Send out handouts about the MSIDT programs to those who inquire.
- Email PDF versions of handouts and post to social media

Highlight Alumni Success

- LinkedIn stories featuring alumni
- Alumni featured in newsletters and website
- Videos with alumni posted on YouTube Channel
- Interviews with alumni recorded and posted on YouTube Channel
- Alumni stories and quotes added to MSIDT advertisements

3. Discuss the unit’s enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendix B).

Enrollment has grown considerably since the prior review. In prior years average fall semester new enrollment was 20 to 22 students each fall semester. Since 2016, the average fall semester new admission enrollment is 40 to 60 students. We anticipate a decrease in enrollment due to the competition for students from other CSU campuses (CSUN, CSU East Bay, CSUSB, CSULA).

As of spring 2022, there are 4 other CSUs that now offer a master’s in instructional design and technology, each program has a varied emphasis and provides students with a choice.

Table 7. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2015-2016	65	32.1	0.50
2016-2017	84	41.8	0.50
2017-2018	101	50.8	0.50
2018-2019	102	50.7	0.50
2019-2020	82	41.6	0.51
2020-2021	107	53.6	0.50
2021-2022	113	57.0	0.50

Community of Scholars

The faculty who teach in the MSIDT program teach part time. The tenured faculty maintain their professional research agenda. The lecturers are not required to publish and complete any research; however, many lecturers do continue to update their technology skills and maintain a research agenda. In the past, faculty collaborated on research and published their findings. However, due to the increase in enrollment and the focus on supporting students in their master’s research, faculty have not collaborated on recent publications.

Faculty present at conferences, write grants, and co-author research papers with students. Some examples of continued research include the following:

- a. At this time, Dr. Gautreau and Dr. Carmona are collaborating on a research paper about transformative learning in higher education courses.
- b. Dr. Gautreau is investigating the application of virtual reality resources in education.
- c. Dr. Carmona is a member of the Critical Professional Development for Faculty wherein she is examining and practicing approaches to teaching about equity, diversity, and social justice in the courses she teaches.
- d. Ms. Lindsay O'Neill recently applied to a doctorate program at Arizona State University to advance her research knowledge.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

Modifications are made to the curriculum based on current trends in the field of instructional design, and updates to technology.

Three Year Plan

- a. Integrating more Learning Management System (LMS) related content due to the needs of the field. In the past, there was a focus on web development. Currently, job descriptions in the field require that newly employed personnel have a base knowledge of LMS development and design.
- b. Create and embed additional course modules to support student understanding of framework models in the program.
- c. Fully integrate JEIE principles within all course offerings by including key assignments, discussion board posts, evaluations, presentations, and master's projects that provide students opportunities to demonstrate their knowledge and understanding of JEIE principles.
- d. Establish a regular schedule of professional development webinars for students. Students attend the scheduled webinars to enhance their skills. In the future, the goal is to create a more consistent schedule with webinars offered one day a month.
- e. Expand faculty research agenda towards the goal of collaborative publications and conference presentations.

Seven Year Plan

- a. Update technology instruction to reflect the current trends in the field.
- b. Provide additional professional development to faculty in technology to update all their related skills.
- c. The inclusion of a minor in Instructional Design.
- d. Depending on enrollment trends the plan is to expand from 2 fall cohorts (N=46) to 3 fall cohorts (N=69). This is also due to the discontinued spring start enrollment. Due to university modifications to spring cohort enrollment mandates, the MSIDT program no longer admits students in the spring semester. Increase advertisements and recruitment efforts to recruit more students.
- e. Create an expedited master's program that permits students to graduate in 16 months.

F. Include information on any Special Sessions self-support programs offered by the department/program.

Not applicable

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the appendices.

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

The master's program is systematically designed to provide students with introductory skills to support their knowledge of instructional design theory and development of digital design skills. As students advance through the program the instruction and assignments build on the skills taught in prior courses. Students apply their new skills in challenging assignments which support their development

and advance their design skills, research agenda, and progress towards their final master's research project and digital instructional design product.

The overall structure of the master's program is designed with the culminating master's project at the forefront. Each of the skills that students acquire will lead to their abilities to research and design a comprehensive digital project.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

Student Learning Outcomes

In 2022, the SLOs for the master's program were revised. Faculty are in the process of aligning their course objectives with the SLOs with the primary goal of ensuring the assignments and assessments within the courses assess the SLOs. This allows the students to measure their own learning and outcomes. We are in the process of implementing new measures to address the student learning outcomes and collect the assessments results.

The following student learning outcomes (revised 2022) are established for students pursuing a degree in instructional design and technology:

- a) Candidates will critically examine implicit and explicit bias, discriminate, compare, and select appropriate methodology to develop digital instructional products.
- b) Candidates will engage in productive team, group or collaborative settings to achieve common goals while applying appropriate strategies that support cultural, linguistic, and technology enabled interactions.
- c) Candidates use culturally relevant strategies to effectively apply solutions to solve problems.
- d) Candidates will plan, organize, and manage resources (including needs analyses, group dynamics and leadership) to methodically bring about completion of defined project goals and objectives.
- e) Candidates will conduct, evaluate, interpret, and synthesize research and apply theoretical ideas to the development and implementation of a digital instructional product in a practical setting.

Methods Used to Measure Outcomes

Faculty apply a wide range of methods to measure student learning outcomes (SLOs). All SLOs are specific, well-defined, and measurable. Grading policy is provided that clearly outlines expectations for the course and how each assignment is evaluated and weighted. Each master's course includes different requirements such as completion of research papers, collaborative group projects, simulations, case study analysis, reflective essays, discussion board prompts, critical discourse with classmates, research theories analysis, and digital instructional projects. These activities are aligned with the SLOs.

Assignments are graded using rubrics, evaluation checklists, and self-check guidelines. Students also engage in collaborative projects and are encouraged to support one another in the assignments to ensure adequate progress and completion and promote a collaborative professional learning community.

The courses are designed to provide introductory skills, practice skills, and refine advanced skills in instructional design theory and the development and design process. A master's project is required to complete the degree program. The culminating master's project consists of a five-chapter research paper and a digital instructional product. The chapter research paper is evaluated based on a rubric that is applied to each chapter. The digital instructional product is designed to meet specific instructional design requirements based on sound pedagogical and multimedia principles and evaluated in part by subject matter experts and instructional design experts. Students receive written feedback about their digital instructional product from experts in the field to ensure their projects meet current industry needs. A table displaying the various assessments are detailed in Appendix A.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.

Prior assessment results indicated that students needed more scaffolding in a variety of areas. The major areas include (a) support for the master's digital instructional product, (b) the research paper; and (c) to highlight their newly acquired instructional design skills in the job market. The following actions were added to support students:

Table 8. Identified Needs and Actions Taken

Identified Needs from Students and Faculty	Action taken to improve program
<p>The Boot Up Program Orientation was only offered in person and out of state/country students incurred extra travel expenses and limited student participation.</p>	<p>As of 2015, the program orientation is offered in person and online at a teleconferencing classroom with technical support to offer students a choice. This option allows students to use video conferencing to actively participate in the Program Orientation.</p>
<p>Anecdotal feedback from students indicated the need for written reference materials (i.e., videos, tutorials, handouts) regarding the coursework and master's project details.</p>	<p>The faculty designed a LMS Community Course Site for each cohort. The LMS Community is a repository of resources for students to reference throughout their master's program. The faculty created online tutorials detailing the program coursework and master's project (which includes a research paper and digital instructional product).</p>
<p>As evident in the student's first writing assignment in IDT 510, students were struggling with APA writing and graduate level writing expectations. The writing tutors provided by the Office of Graduate Studies had limited availability.</p>	<p>A writing consultant, Dr. Liz Suarez, was hired to support student's research writing and APA formatting. Students make appointments with the writing consultant to improve their APA and writing abilities. Students receive additional support as needed.</p>
<p>Based on student surveys and emails from students, they indicated additional needs regarding their master's project topic. Students needed more time and guidance from faculty to select their master's topic and discuss their research ideas.</p>	<p>During the third semester of coursework faculty meet with students to discuss their research and topic ideas. The meetings are held on a Saturday morning since most students are employed full time during the week. The meetings help to build community and communication between students and faculty.</p> <p>During the fourth semester of coursework students attend a Midpoint Research Symposium to discuss their research plans.</p> <p>Four weeks after the Midpoint Research Symposium, students have the option of attending a Saturday morning meeting with select faculty. Faculty host a drop in type Zoom meeting to offer support to students, discuss their</p>

	research plans in detail, and answer additional questions.
Based on feedback from faculty, many students were seeking support with career prospects.	Webinars are offered to help students with their career prospects and address questions about job interviews.
Based on feedback from faculty, many students were seeking support with advancing their software design skills.	Webinars are offered to help students advance their software design skills. Students were surveyed to determine their specific supplemental needs. Surveys were shared with faculty to provide insight about webinar needs.

D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

The quality indicator identified by the program to demonstrate the success of the program is the enrollment rate. As noted in the table below, the number of students enrolled has increased.

Table 9. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2015-2016	65	32.1	0.50
2016-2017	84	41.8	0.50
2017-2018	101	50.8	0.50
2018-2019	102	50.7	0.50
2019-2020	82	41.6	0.51
2020-2021	107	53.6	0.50
2021-2022	113	57.0	0.50

We have implemented program changes that account for the increase in enrollment. The program continues to grow and change with the needs in the instructional design field.

A few of the changes include:

- a. Conference presentations by faculty and students.
- b. Conference booth to recruit students and inform the public about the master's program.
- c. A strong social media presence with active posts and announcements about the program.
- d. LinkedIn stories and profiles about alumni and faculty success stories.
- e. Synchronized information sessions held online by faculty to answer questions and provide insight about the program.
- f. MSIDT YouTube Channel that hosts informational videos about the master's and certificate program.
- g. Digital badges implemented and distributed to students to demonstrate their skills.
- h. Certificate programs to address the current needs of the instructional design field.

- i. Inclusion of both Adobe Captivate and Articulate Storyline in IDT 505 to provide students a choice of software.

E. Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

The MSIDT program was created as a fully online master's program. Assessment of student learning is a multifaceted approach. As described in III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes Subsection B, the SLOs align with the assignments and grading policy. Refer to the curriculum components graph in Appendix 1.

IV. Faculty

- A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations), and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).**

Since the prior review enrollment has increased which warranted the hiring of one full-time lecturer who teaches 5 courses each semester.

The MSIDT program is not a department, therefore, the program does not support the hiring of any tenure track faculty.

- B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.**

At this time, the MSIDT Program has no plans to hire additional faculty. Based on enrollment trends, the faculty who are currently teaching in the program are able to provide adequate instruction. If enrollment increases, then current faculty are able to teach additional courses to accommodate an increase in enrollment.

The MSIDT program does not hire tenure track faculty since it is a program and not a department.

- C. Describe the role of full-time or part-time faculty and student assistants in the program/department’s curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.**

Table 10. Percentage of Courses Taught by PT and FT Faculty

Faculty	Fall Semester	Spring Semester	Summer Semester
FT Lecturer	40%	40%	9%
PT Lecturer	40%	40%	54%
Tenured Faculty	20%	20%	36%

Part-time Faculty

All part-time lecturers teach at least one course on a part-time basis. Each lecturer is responsible for updating the courses they teach. Lecturers attend monthly MSIDT Faculty Team Meetings where we discuss student progress, curriculum, updates, and program needs. Lecturers teach 1 to 4 courses each semester depending on enrollment and program needs.

Full-Time Lecturer

The MSIDT program has one full time lecturer, Lindsay O’Neill. She teaches 5 courses each semester in the fall and spring.

Tenured Faculty in Other Departments

There are 4 faculty who teach in the program from other Departments on campus. Tenured professors teach in the MSIDT Program on average one course each semester. The courses taught by tenured faculty vary depending on the needs of the program and the enrollment.

- a. Professor Cynthia Gautreau, Department of Elementary Education
- b. Professor Debra Ambrosetti, Department of Secondary Education
- c. Professor Chris Street, Department of Secondary Education
- d. Professor Carl Renold, Department of Human Services, College of Health and Human Development

Faculty are encouraged to participate in the scholarly work of the faculty team as a whole. They are also encouraged to work with students or graduates on articles or research as appropriate, a value-added opportunity. They participate in the development of planning and review of student outcomes measurements. Each faculty member is integral to the Boot up orientation and Midpoint Research Symposium programs. Faculty provide insight about the agendas, the time on task, the revisions to each program to support students. After each program we review the feedback from students and determine any changes to improve the quality of the orientation and the Midpoint Research Symposium. The table titled Course Taught by Faculty shows the list of courses and the faculty who have taught the courses in the most recent 5 years.

Table 11. Courses and List of Faculty who Teach Each Course

Courses	Faculty who teach courses
IDT 505	Lindsay O'Neill and Mark Worden
IDT 510	Shariq Ahmed, Carl Renold, Sangeetha Carmona, and Tom Wilson
IDT 520	Jim Schools, Lindsay O'Neill, Tom Wilson
IDT 525	Sangeetha Carmona, Cynthia Gautreau, Shariq Ahmed, Debra Ambrosetti
IDT 530	Sangeetha Carmona, Shariq Ahmed, Carl Renold, and Jim Schools
IDT 535	Cynthia Gautreau, Sangeetha Carmona, Debra Ambrosetti, and Tom Wilson
IDT 540	Lindsay O'Neill, Cynthia Gautreau, and Tom Wilson
IDT 545	Sangeetha Carmona and Shariq Ahmed
IDT 550	Shariq Ahmed, Sangeetha Camona, Debra Ambrosetti, Carl Renold, Cynthia Gautreau, Jim Schools, and Tom Wilson
IDT 597	Shariq Ahmed, Sangeetha Camona, Debra Ambrosetti, Carl Renold, Cynthia Gautreau, Jim Schools, and Tom Wilson

Student Assistants

Student assistant(s) are hired to assist the administrative support staff as necessary. Student Assistants support all the events including Boot Up Orientation, Midpoint Research Symposium, networking, and online webinars. Student assistants also help with the Online Canvas Community updates, enrollment, posts to social media, weekly job posts to inform graduate students of career opportunities.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Does not apply

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

Advisement Strategies

The program director, Cynthia Gautreau, is also the Graduate Advisor (GA) for the MSIDT students. She advises 120 students each semester. The following is a description of the typical tasks that she completes each semester.

Application Process

During the application process potential applicants contact the Graduate Advisor regarding the program coursework, research requirements, and writing needs. The Graduate Advisor schedules individual meetings with applicants to discuss their questions and provide detailed information about the program. Each applicant is required to submit a written statement about their research goals and professional application of the coursework completed in the program. The GA reads all statements and responds to all questions. During the application process there is a phone interview with each applicant. The GA interviews the applicants and answers all questions.

Admission and Boot Up Orientation

After admission, the GA schedules and coordinates the Boot Up Orientation. During the event the GA provides detailed advising information to all students about the research and writing requirements associated with the degree. Students who self-identify as struggling writers are asked to contact the GA for writing support. The GA meets with students and addresses their concerns, a referral to the Writing Coach is made as needed.

First Semester of Coursework

During the first semester of coursework the GA ensures that all students are registered for all required courses, provides registration support, and responds to all student questions. The GA follows up with the Writing Coach during the semester to

monitor the progress of the graduate students who are receiving support. During the middle of the semester the GA contacts all students by email to provide encouragement and sends information about writing support. Many students email and call the GA to discuss their progress, or lack thereof during the semester, on average 20-30 students contact the GA mid-semester.

Second Semester of Coursework

The GA provides registration information for all students for the new semester. In addition, the GA coordinates the Research Support Meeting that takes place during the end of the second semester. The Research Support Meeting takes place on a Saturday morning, all faculty set up appointments with students and discuss their research ideas and plans to design a digital project. The GA follows up with any student who misses an appointment and meets with the student to discuss research. Students who are on academic probation or have incomplete grades are contacted and counseled. They are informed of the many options to continue in the program and improve their GPA. The GA follows up with the Writing Coach during the semester to monitor the progress of the graduate students who are receiving support.

Third Semester of Coursework

The GA provides registration information for all students for the new semester. Students who are on academic probation are contacted and counseled. They are informed of the many options to continue in the program and improve their GPA. The GA schedules the Midpoint Research Symposium, which takes place at the beginning of the fourth semester of coursework. All questions about the Midpoint Research Symposium and research are answered by the GA. Students who are on academic probation or have incomplete grades are contacted and counseled. They are informed of the many options to continue in the program and improve their GPA. The GA follows up with the Writing Coach during the semester to monitor the progress of the graduate students who are receiving support. As a follow up to the Midpoint Research Symposium the GA contacts students who have lingering questions about their research goals.

Fourth Semester of Coursework

The GA provides registration information for all students for the new semester. Students who are on academic probation are contacted and counseled. They are informed of the many options to continue in the program and improve their GPA. The fourth semester is a critical semester for students, many are apprehensive about their research project and need additional meetings and discussions about

their goals. The GA schedules phone meetings, sends emails, and supports many students as they advance towards the final semester in the program. The Midpoint Research Symposium takes place during the fourth semester. The GA updates all materials related to commencement, graduation checks, and graduation requirements for students. The GA follows up with the Writing Coach during the semester to monitor the progress of the graduate students who are receiving support.

Fifth Semester of Coursework

The GA provides registration information for all students for the new semester. Students who are on academic probation are contacted and counseled. They are informed of the many options to continue in the program and improve their grade point average.

Students are enrolled in 2 courses and complete their master's project and digital instructional product. Many students are unable to complete the requirements during the allotted time schedule, therefore, they complete their requirements during the summer semester. The GA monitors their progress, sends out reminders, maintains a projected timeline for completion, and coordinates with the Office of Graduate Studies.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

Graduate Research

The Hawaii International Conference of Educators (HICE) is an online annual conference for faculty and graduate student researchers to share their work, collaborate, and network. All MSIDT students attend during their second semester and a course assignment typically a discussion forum is designed where they can share what they learned. In the fifth semester of the program, students are encouraged to present a workshop at the HICE conference. The MSIDT program uses Online Course Fees to pay for the cost of the conference.

Collaborative Research with Students and Faculty

The program director has authored and published joint research papers with students. In 2020 Dr. Gautreau co-authored a paper with two MSIDT alumni, Kai Daily and Lisa Evans.

Gautreau, C., Daily, K., & Evans, L. (2020). Building virtual bridges: Engaging online learners through an interactive webinar series. *Journal of Educators Online* (45% acceptance rate)

In 2015, Dr. Gautreau co-authored a paper with Beth Sargent, an alumni.

Sargent, B., & Gautreau, C., & Stang, K. (2015). Multicultural considerations for curriculum developers of online courses. *The International Journal of Online Pedagogy and Course Design*, 4(4), 31-43. (20% acceptance rate)

Collaborative Research with Faculty

Faculty collaborate and submit joint conference presentations to showcase the work related to MSIDT and the program.

O'Neill, J.L., Gautreau, C., Glaeser, B. (2017). *Digital Badges and Microlearning: The Perfect Match*. DevLearn Conference. Las Vegas, NV.

Gautreau, C., Glaeser, B. & Ahmed, S. (2017). *Integration of Open Education Resources*. The Teaching Colleges and Community Worldwide Online Conference. Honolulu, HI.

Gautreau, C., Glaeser, B., & Carter-Wells, J. (2013). *Video Conferencing in Online Graduate Courses*. Hawaii International Conference on Education. Honolulu, HI, USA.

Departmental Honors Program

Students who earn a 4.0 GPA in the program are recognized during the commencement ceremony and receive a certificate.

Optional Study Abroad Opportunities for Students

In collaboration with the National Resource Center for Asian Languages the MSIDT students were afforded the opportunity to attend an educational study abroad program in Seoul Korea in 2019. The director along with 4 students attended the study abroad program, visited school sites, and were immersed in the culture. The next study abroad is planned for 2023 in Tokyo, Japan. The study abroad program is a unique experience that allows students to experience a different culture firsthand by visiting the country, observing teachers teach their students in elementary, middle, high school and college campus. Students visit cultural centers to learn about the language, education needs, and historical significance of the role of education in the country visited. Students gain a new appreciation for a new culture and country as aligned our JEIE principles and universal design for learning.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/department during the last five years (see instructions, Appendix E).

Table 12. MSIDT Operating Budget 2018-2023

Fee	2018	2019	2020	2021	2022
MS IDT Online Distance Fee	38,610.00	33,210.54	39,847.50	43,911.45	27,682.38
MS IDT-Orientation Fee	11,730.00	16,905.00	23,115.00	14,145.00	15,525.00
MS IDT-Symposium Fee	7,524.00	11,172.00	15,276.00	9,348.00	10,260.00
Totals	57,864.00	61,287.54	78,238.50	58,056.45	53,467.38

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

Significant changes have taken place over the past five years. The financial impact on students was noticeable. To address students in financial crisis and the extra expense of purchasing software, we created a virtual computer lab and made the software freely accessible. Another change was to explore Open Source Textbooks to replace the high cost of technology textbooks. Faculty attended Open Source training and many of the textbooks were replaced with free options that were available through the CSUF University Library.

Virtual Computer Lab

A virtual computer lab was developed to provide students an opportunity to practice using various authoring tools that are required in the program. The MSIDT Program purchased software (i.e., Adobe Captivate and Articulate Storyline) for the virtual lab.

Graduate In Person Workshops

Prior to the pandemic, the MSIDT program purchased virtual reality headsets- Oculus Quest 2 to facilitate the instruction of virtual reality and augmented reality. Multiple in person workshops were offered to immerse students into augmented and virtual reality spaces.

Within the next few years, we will be developing an in person (face-to-face) extension of the virtual lab where students will be able to explore other immersive technologies such as Hololens.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

There is a librarian specifically assigned to the MSIDT program who provides online tutorials and videos as well as individual meetings (virtual) to help students conduct research. There is a dedicated site for MSIDT research with instructional design databases within the library. The librarian also helps acquire quality open educational resources including digital textbooks for faculty.

In 2016 faculty revised their courses to include Open Educational Resources and books that were available in the CSUF library. The library is notified if we adopt new textbooks and the textbooks are made available to multiple users.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.

- a. Offer a university minor in instructional design. Three courses are already designed.
- b. Offering the new MSIDT course as part of the new undergraduate degree program in COE, Urban Learning, to recruit more students.
- c. Continue to build our alumni connections. At this time, we connect with alumni through webinar offerings, requests to evaluate graduate students master's digital instructional products, and featured alumni stories on LinkedIn.
- d. Plan to revise the goal and strategies based on the quality indicators. This is a long-term goal since the program's learning objectives recently were revised in 2022.

B. Explain how the long-term plan implements the University’s mission, goals and strategies and the unit’s goals.

MSIDT’s long-term plans aligns with following university objectives and strategies:

- a. *Provide a transformative educational experience and environment for all students:* Using critical pedagogy through the lens of JEIE in every course and active exploration of current, new, and emerging technologies creates a safe space for meaning making, interpreting, and reinterpreting their learning, examining their beliefs, reserve judgment, build self-efficacy, and promote equitable practices. These learning environments turn into incubators for creativity, new dimensions in designing instruction, and embracing change.
- b. *Support and implement models that build increased cultural competencies as well as Enhance global competencies through increased access to and participation in immersive learning experiences, including those focused on internationalization on home and study abroad:* Applying JEIE and UDL principles as our students build their instructional products and research current trends, strategies, and critical thinking, they expand their cultural currency, repertoire, and competence. They actively engage in assignments that push them to reflect and consider beliefs, views, and practices of different communities and cultures and their interrelationships including underrepresented, marginalized, global/international, etc.
- c. *Enhance strategic enrollment management to increase outreach to underrepresented student populations:* Adding an undergraduate minor enhances the visibility of our program and opens access into the field of instructional design to students from various colleges within the university including underrepresented student populations that may have not considered this highly sought career especially after the pandemic. Leveraging partnerships with the new Urban Learning Graduate program will also support their entry and invest in their future.

C. Explain what kinds of evidence will be used to measure the unit’s results in pursuit of its goals, and how it will collect and analyze such evidence.

The new learning objectives are directly connected to instructional practices. Therefore, there is a need to analyze the various lesson plans, activities, and discussion board forum responses in each of the courses. An evaluation at the

instructional level will ensure that JEIE principles are embedded throughout the master's program. The collection of evidence can occur each semester. The faculty have identified the JEIE teaching strategies and lessons in each of their courses, therefore, faculty can submit an internal review of their teaching practices and evidence to support student knowledge, understanding, and application of JEIE principles as they design and develop instructional products.

One of the identified long-term goals is to begin a minor in Instructional Design and Technology. The types of evidence used to measure the results include:

- Timeline to completion
- Enrollment in the minor program
- Completion of minor program rate

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

Our current budget plan is adequate including online course fees, special fees under Executive Order 857- Orientation Program Fees for Online Masters in Instructional Design and Technology along with campus miscellaneous course fees. However, additional allocation for hiring FT faculty aligned with another department as part of their assignment would be necessary and would need to be worked out with the Dean's office. Since all our faculty are part time due to the unique structure of this program, we can easily accommodate new hires around cohort expansion.

New funding may be requested in the next seven years to secure new technology hardware such as virtual reality headsets, augmented reality resources, and software to support new educational activities.

VIII. Appendices Connected to the Self-study (Required Data)

1. Table with common evaluation and assessment curriculum components
2. Curriculum Vitae of all faculty
 - a. Dr. Cynthia Gautreau
 - b. Jim Schools
 - c. Dr. Shariq Ahmed
 - d. Dr. Debra DeCastro-Ambrosetti
 - e. Lindsay O'Neill
 - f. Dr.Sangeetha Carmona

- g. Dr. Thomas Wilson
 - h. Mark Worden
 - i. Dr. Christopher Street
3. Budget
 4. Data Tables

Appendix A
MSIDT Assessment and Evaluation Curriculum Components

Assessment & Evaluation Common Program

	A. Assessment and Evaluation	B. Collaboration	C. Critical Thinking & Problem Solving	D. Project Management	E. Media Literacy	F. Research	G. Written Communication
Assessments/Products							
1. Small Group Presentation/Peer Critiques	505 (I), 530 (R)	525 (R), 530 (R), 535 (R)	525 (I), 530 (R)	520 (I), 530 (R)	525 (I), 530 (R)		525 (I), 530 (R)
2. Software or Web-based Evaluation	520 (I), 540 (R)			520 (R), 530 (R), 545 (R)	520 (I)		
3. Resource Identification	545 (I), 597 (M)		597 (M)	530 (R)	545 (M)		
4. Small Team Designed Instructional Support	545 (I)	540 (R), 545 (M)	525 (R)	520 (I), 530 (R)	525 (I), 530 (R)	540, 545 (R)	525 (I), 545 (R)
5. Annotated Bibliography	540 (R)			530 (R)	535 (R), 597 (M)		
6. Instructional Strategies Chart	535 (R)		535 (R)	530 (R)			535 (R)
7. Online Discussions	530 (R), 597 (M)	505 (I), 530 (R), 540 (R), 545 (M)	530 (R), 535, 597 (M)	520 (R), 530 (I)	510 (I), 525 (R), 535 (R)		505 (I), 510 (I), 520 (R), 525, 530 (R), 545 (R)
8. Digital Design and Software Use	505 (I), 535 (R)	530 (R)	530 (R)	530 (R)	540 (R), 545 (R)		530 (R)
9. Beta Digital Evaluation	530 (R), 597 (M)	530 (R)	530 (R)	530 (R)	597 (M)		530 (R)
10. Digital Instruction Product	597 (M)	535 (R)	505 (I), 540, 545 (R), 597 (M)	520 (I), 545 (M)	540 (R), 597 (M)	597 (M)	597 (M)
11. Prototype Digital Evaluation	520 (I), 530 (R)	530 (R)	530 (R)	505 (I), 520 (I), 530 (R)	597 (M)		520 (I), 530 (R)
12. Discussion Paper/Readings	530 (R), 535 (R), 540 (R)		535 (R), 597 (M)	520 (R), 545 (M)	505 (I), 520 (R)	505 (I), 510 (I), 520 (R), 545 (M)	525 (I)
13. Prototype Digital Project	520 (I), 530 (R)	520 (I)	520 (I)	520 (I), 530 (I)	520 (I)		
14. Group Discussions	525 (R)	505 (I), 510, 520 (R)	530 (R)	530 (R), 545 (M)			530 (R)
15. Research/Learning & Application Activities	510 (I), 525 (I), 540 (R)	540 (R)	535 (R)	530 (R)	535 (R), 540 (R), 597 (M)	510 (I)	510 (I)
16. Sample Study Report		510 (I)			505 (I), 525 (R)		
17. Research Paper			510 (I)	505 (I), 520 (R)		505 (I), 510 (I), 525 (R), 530 (R)	505 (I), 510 (I), 520 (R), 525 (R), 530 (R), 545 (R)
18. Quizzes /Midterm Exam/Final Exam			510 (I), 520 (R), 545 (R), 505 (R), 510 (I), 530 (R), 535 (R), 545 (R)	520 (R)			525 (I)

I = Introduce

R = Reinforce

M = Master

Appendix B
MSIDT Faculty CV

Cynthia Gautreau, EdD

cgautreau@fullerton.edu

Academic Appointments

Professor, August 2020 - Present
Program Director, August 2014 – Present
MS Instructional Design and Technology Program

Interim Chair, August 2018 – August 2019
Department of Educational Leadership

Associate Professor, August 2007 – Present
California State University, Fullerton
Department of Elementary and Bilingual Education (75% of Contract)
MS Instructional Design and Technology Program (25% of Contract)

Academic Technology Consultant, 2005 – 2007
California State University, Fullerton
University Faculty Development Center

Adjunct Professor, 2002 – 2005
Claremont Graduate University, Claremont, California
Teacher Education Department

Adjunct Professor, 2002 – 2005
California State University, Pomona
College of Education and Integrative Studies

Teacher, 1994 – 2002
Azusa Unified School District
South Whittier School District
Education

Doctor of Education, Argosy University, Orange, California, 2007
Education Leadership
Dissertation: Exploring Motivation Factors that Influence the Adoption of a Learning Management System Among Faculty

Master of Education, Ed Tech, 2002
Multiple Subject Teaching Credential, 1996

Bachelor of Arts, Liberal Studies Pre-Credential, 1994
California State University, Pomona

Awards

CSU Fullerton

College of Education, Excellence Award, Honor an Educator, Faculty Partnership Award, 2011
Multimedia Educational Resource for Learning and Online Teaching (MERLOT)

Recognition of Peer Review Service, 2010

Intel Teach Elements

Certificate of Recognition from Intel Teach Elements, "Facilitating Online Professional Development," 2013

Refereed Journal Articles

- Watkins, N. A., Gautreau, C., & Watkins, D. V. (2022). Using CliftonStrengths™ for professional development: Recommendations for practice. *Journal of Organizational Psychology*, 22(1). <https://doi.org/10.33423/jop.v22i1.5108>
- Gautreau, C., Daily, K., & Evans, L. (2020). Building virtual bridges: Engaging online learners through an interactive webinar series. *Journal of Educators Online* (45% acceptance rate)
- Gautreau, C., Brye, M., Mitra, S., & Winstead, L. (2019). Engaging Latinx students in STEM learning through chemistry concepts. *Journal of Latinos in Education*, 1-8. DOI: 10.1080/15348431.2019.1685526 (11-20% acceptance rate)
- Smart, K., Gautreau, C., & Thomas, T. (2018). Incorporating Online Professional Development Materials in Teacher Education Coursework: Perceptions of Faculty and Pre-Service Teachers. *Journal of Scholastic Inquiry: Education*, 9(1), 143-166. (25% acceptance rate).
- Gautreau, C., Brye VanderVeldt, M., & Lunceford, C. (2016). Mathematics-related anxiety and attitudes: Examining the impact among Latina pre-service teachers. *Journal of Latinos in Education*, 15(1), 26-38.
- Gautreau, C. (2015). Intel Teach Technology Integration Case Study. *Russian American Education Forum*
An Online Journal
- Winstead, L. & Gautreau, C. (2014). Cultural Universals as an integrated pedagogical approach for preservice teacher's social studies professional development. *Russian-American Education Forum: An Online Journal*, 6(2).
- Sargent, B., & Gautreau, C., & Stang, K. (2014). Multicultural considerations for curriculum developers of online courses. *The International Journal of Online Pedagogy and Course Design*, 4(4), 31-43.

- Gautreau, C., Glaeser, B., Ahmed, S., Renold, C., et al. (2012). Video conferencing guidelines for faculty and students in graduate online courses. *Journal of Online Learning and Teaching*, 8(4), 277-287.
- Gautreau, C., Stang, K., Street, C., & Guillaume, A. (2014). Making the move: Supporting faculty in the transition to blended or online courses. *The International Journal of Online Pedagogy and Course Design*.
- Gautreau, C., Kirtman, L., & Guillaume, A. (2011). Promoting mathematical confidence and competence in Latina preservice teachers by examining home and school experiences. *Journal of Multicultural Education*, 18(2), 44-49.
- Gautreau, C. (2011). Motivation factors affecting the adoption of a learning management system among faculty. *Journal of Educators Online*, 8(1), 1-25.
- Gautreau, C., & Edwards, C. (2010). Evaluation of wiki implementation in a teacher education program. *Teacher Education Quarterly, Special Online Edition*, 173-188.
- Gautreau, C., Street, C., & Glaeser, B. (2008). Best practices in graduate online teaching: Faculty perspectives. *International Journal of Instructional Technology and Distance Learning*, 5(6), 3-20.
- Gautreau, C., & Ahmed, A. (2008). Blackboard management and professional development strategies to augment teaching and learning. *Journal of Online Learning and Teaching*, 4(3), 374-380.

Refereed Conference Proceedings

- Gautreau, C., Stang, K., & Street, C. (2010). Creating online learning communities: A longitudinal examination of student perceptions and engagement. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2718-2721). Chesapeake, VA: AACE.
- Street, C., Stang, K., Gautreau, C., & Kaplowitz, H. (2008). Creating online learning communities: A cross disciplinary examination of student perceptions and engagement. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3170-3172). Chesapeake, VA: AACE.

Gautreau, C., O'Neill, L.J. & McGarry, M. (2018). Gamification theory and digital badges in online courses

Peer Reviewed Presentations at International and National Conferences

- Gautreau, C. (2018). *Digital Badges and Credly: Links*. The Teaching Colleges and Community Worldwide Online Conference. Hawaii. Online.
- O'Neill, J.L., Gautreau, C., Glaeser, B. (2017). *Digital Badges and Microlearning: The Perfect Match*. DevLearn. Las Vegas, NV.
- Gautreau, C., Glaeser, B. & Ahmed, S. (2017). *Adopting Open Education Resources*. The Teaching Colleges and Community Worldwide Online Conference. Hawaii. Online.

- Gautreau, C., Glaeser, B., & Carter-Wells, J., Sargent, B. (2015). *Addressing the needs of a multicultural audience in online course development*. Hawaii International Conference on Education. Honolulu, HI, USA.
- Cox-Petersen, A., VanderVeldt, M., & Gautreau, C. (2015). *Informal Science Educators*. Hawaii International Conference on Education. Honolulu, HI, USA.
- Gautreau, C. (2014). *Intel Teach Elements: Integration into Teacher Education Courses*. American Association of Colleges for Teacher Education (AACTE). Indianapolis, Indiana, USA.
- Gautreau, C., Glaeser, B., & Carter-Wells, J. (2013). *Video Conferencing*. Hawaii International Conference on Education. Honolulu, HI, USA.
- Stang, K., Street, C., Gautreau, C., & Guillaume, A. (2012). *Practical suggestions for technology and online pedagogy*. Hawaii International Conference on Education. Honolulu, HI, USA.
- Stang, K., Street, C., Gautreau, C., & Guillaume, A. (2011). *A three-year study of online learning communities: Examining graduate student engagement and perceptions*. Hawaii International Conference on Education. Honolulu, HI, USA.
- Gautreau, C., Stang, K., & Street, C. (2010). *Creating online learning communities: A longitudinal examination of student perceptions and engagement*. Presentation at Society for Information Technology and Teacher Education International Conference, San Diego, CA.
- Carter-Wells, J., Gautreau, C., & Zuehl, C. (2010). *Sustainability and blended/online learning: Two lenses*. Academic Resource Conference, WASC Conference, Long Beach, CA.
- Glaeser, B., & Gautreau, C. (2010). *Preparing teachers to integrate technology into teaching and learning*. Presentation at National Association for Alternative Certification Conference, Red Rock, NV.
- Gautreau, C., & VanderVeldt. (2010). *Assessing mathematics anxiety among Latina preservice educators*. Presentation at the Association of Teacher Educators, Chicago, IL. (Did not present due to budget constraints)
- Gautreau, C., & Guillaume, A. (2009). *Promoting mathematical confidence among Latina pre-service teachers*. Presentation at National Conference for College Women Student Leaders, American Association of University Women, College Park, MD.
- Carter-Wells, J., & Gautreau, C. (2009). *Online teaching and learning practices: Faculty perspectives*. Presentation at the WASC Academic Resource Conference, Los Angeles, CA.
- Gautreau, C., Street, C., & Glaeser, B. (2008). *Best practices among faculty in an online degree program: Instruction and community building strategies*. Presentation at the eLearning Conference 2008, Las Vegas, NV.

Other Presentations

- Gautreau, C. (2018). *University Professor and Elementary Teacher: Education Careers to Consider*. International Polytechnic High School Career Day. Pomona, Ca.
- Gautreau, C. (2017). *Career Level Expertise of Instructional Designers*. University Extended Education Staff. California State University, Fullerton.

- Gautreau, C. (2016). A Career in Instructional Design: Information for Community College Counselors. California State University, Fullerton.
- Gautreau, C. (2016). Technology Integration Professional Development Training. Visiting Professors from China. California State University Long Beach.
- Cox-Petersen, A., Gautreau, C., VanderVeldt, M. (2015). C-Real Presentation: Fostering Professional Partnerships between Universities and Informal Science Institutions. Presentation at the Colloquium/Roundtable Hot Topic Session CSUF.
- Gautreau, C. & VanderVeldt, M. (2014). The Elementary STEM Program and Richman Elementary School. Presentation to the Catalyst Center Researchers.
- Gautreau, C. (2014) Theory to Practice Community Research. Presentation to Chinese Scholars at CSU Fullerton.
- Glaeser, B., & Gautreau, C. (2014). C-REAL Presentation Effective Inclusion of Video Conferencing in Graduate Online Courses. CSUF.
- Gautreau, C. (2014). Affordable Learning Solutions, College of Education Department Presentations. Presentations made to each COE department to inform faculty of affordable learning solutions available to students. (5 presentations)
- Gautreau, C. (2014). Creating Electronic Portfolios for Pre-Service Teachers. Presentation to CSU Fullerton Credential Candidates. Fullerton, California.
- Gautreau, C. (2013). Integrating Voicethread into online courses. Presentation to MSIDT faculty at CSU Fullerton faculty meeting. Fullerton, California.
- Gautreau, C. (2013). *Intel Teach Elements: Working with Data Module Research*. Presentation at the American Association of Colleges for Teacher Education (AACTE) Servicing Learners Webinar Series #4. Research to Measure Impact of Elements on Faculty and Student Learning.
- Gautreau, C. (2013). New faculty retention, tenure and review process. Presentation at CSU Fullerton to new faculty, CFA Union, CSU Fullerton.
- Gautreau, C. (2011). *Technology integration in teaching: Personal response systems and videos*. Presentation at the Teaching Tomorrow's Teachers Conference, Student California Teachers Association, CSU Fullerton.
- Gautreau, C. (2010). *Incorporating a personal response system into active teaching*. Presentation at the Teaching Tomorrow's Teachers Conference, Student California Teachers Association, CSU Fullerton.
- Gautreau, C. (2010). *Incorporating a personal response system into active teaching*. Presentation at the Teaching Tomorrow's Teachers Conference, Student California Teachers Association, CSU Fullerton.
- Gautreau, C. (2010). *Integration of Web 2.0 technologies into instruction*. Untenured Faculty and Lecturers Organization. CSU, Fullerton.

Gautreau, C. (2009). *Technology integration in teaching: Personal response systems and videos*. Presentation at the Teaching Tomorrow's Teachers Conference, Student California Teachers Association, CSU Fullerton.

Gautreau, C. (2009). *Google: Earth, sky, ocean in teacher education*. Presentation at the Future Teachers Conference, Santa Ana College, Santa Ana, California.

Professional Development

Participant. March 2019. Association for Advancing Quality in Educator Preparation. CSUF, Fullerton, California.

Participant. May 2018. Assistive Technology and Digital Learning. Chancellor's Office, Long Beach, California.

Participant. May 2018. Associated Talent Development Conference. San Diego, California.

Participant. September 2017. COE Faculty Seminar on Culturally Responsive Teaching. Fullerton, California.

Participant. November 2017. DevLearn Conference. Las Vegas, Nevada.

Participant. October – December 2017. Black Minds Matter Online Lecture Series. CSUSD.

Participant. July 2016. Open Educational Resources and Affordable Learning Solutions for Students. FDC. Fullerton, California

Participant. March 2016. Online Learning Consortium. Textbook Affordability Options/Open Education Resources. Los Angeles, California. Presenters: OLC Collaborate Regional Events Connecting Online Learning Professionals.

Participant. September 2015. Curriculog Training. CSU Fullerton.

Participant. September 2015. Budget Training for New Chairs. CSU Fullerton.

Participant. (October 16, 2015). CSU New Chairs' Workshop. Long Beach, California.

Participant. (September 2015).

Participant. (June 2015). Designing a Learning Management System, Storyline SCORM: A Learning Trifecta. Presenter: Eric Kowalik.

Participant. (November 2014). US Education Delivery Institute: Delivering Student Success at Fullerton. Student Success Teams Workshop. Fullerton, California.

Participant. (November 2014). Faculty Appeals Training. CSU Fullerton. Presenter: Dr. Emily Bonney.

Participant. (November 2014). Marzano Institute Training. Fullerton School District Training and Professional Development. Fullerton, California.

Participant. (November 2014). Graduate Student Success Meeting. Graduate Studies Office. Dr. Kathryn Powers.

Participant. (October 2014). Graduate Advisor Workshop. Dr. Kathryn Powers.

Participant. (February 2014). American Association of Colleges of Teacher Educators. Technology integration in teacher education programs, evaluation of Intel Teach Elements. Indianapolis, Indiana.

Attendee and Participant. (November, 2013). Small Business Innovation Research and Small Business Technology Transfer Research Funding Workshop. Fullerton, California.

Participant. (September 2013). Academic Technology Center Echo 360 Software Training. California State University Fullerton. Project Director: Dr. K. Stang.

Participant. (February, 2013). Intel Training: Intel Teach Elements Online Instruction. Florida.

Participant. (March, 2013 - May, 2013). Intel Facilitation Course. Project Director: Leinda Peterman. Edtech Leaders Online (ETLO).

Community Service

Volunteer Career Day Presenter. (April 2018). International Polytechnic High School Pomona. Presented information to high school students regarding teaching careers in K-12. Pomona, California

Technology Trainer. (November 2015 – December 2016). Huntington Beach School District. Served as a professional development consultant for classroom teachers in the area of Smart Board use and implementation. Center for Creativity and Critical Thinking.

Volunteer Research Judge (March 8, 2015). California Polytechnic University Pomona. Served as a research judge to evaluate undergraduate research presentations by students in the College of Education.

STEM Program Coordinator (with Michelle VanderVeldt Brye). (January 2014- June 2014). STEM Pipeline Program. CICE Grant Recipient created a program to support at risk students at Richman Elementary School in Fullerton, California.

Participant. (November 2014). Richman Elementary School, Fullerton School District. Served as a CSUF Representative at the STEAM and Dream Center at Richman Elementary School.

Volunteer Research Judge (March 7, 2014). California Polytechnic University Pomona. Served as a research judge to evaluate undergraduate research presentations by students in the College of Education.

Volunteer Technology Integration Trainer. (December 2013-June 2014). Technology Integration Trainer for Elementary Teachers Promoting Common Core State Standards and Technology Integration. Pomona USD, Washington Elementary School. (see agendas for training sessions)

Presenter and Content Developer. (July 2013). Summer Literacy Seminar For Math And Science Secondary Education Teachers. Director: Maria Grant.

University Service

EDUC Committee Representative, University Advancement Committee. Serving Fall 2018-Spring 2020.

Chair, Exceptional Faculty Service to Students Committee. Served Spring 2017-Spring 2018.

Graduate Learning Specialists Advisory Committee Member. Graduate Studies Office. Served Fall 2017 – Present.

Chair, Accessible Technology Initiative Subcommittee. Served Fall 2017-Spring 2018

Member of the Accessible Technology Initiative Subcommittee. Served Fall 2016-Fall 2017.

Graduate Studies Hispanic Serving Institution Conference Planner. Served as a team member. (Spring 2016-Fall 2016).

University Curriculum Committee Member. Representation College of Education. (Fall 2015-Spring 2016).

Faculty Hearing Committee Member. University Service. (Spring 2016).

Representative College of Education. University Assessment Forum. (Spring 2016).

Grant Writing Team Member. CA College Textbook Affordability Program. (Spring 2016). Collaborated with Susan Glassett, John Carroll, Lindsay O'Neill

Accessible Materials ATI Instructional Materials Committee Member. (Spring 2016). Review and propose implementation of Instructional Materials Accessibility Plan (IMAP) ATI Instructional Material Committee Members

Elevar Scholar's Training. Offered by Office of Graduate Studies. (Fall 2015 – Spring 2016)

University Curriculum Committee Member. Representing the College of Education. (Fall 2015 – Spring 2016).

Faculty Development Search Committee Member. (Fall 2014).

California Faculty Association, Board Member. (2013-2017). Monthly meetings, recruitment efforts, training,

Graduate Student Success Team Committee. Led by Dr. Katherine Powers. Monthly Meetings. (Fall 2014- Present)

Academic Technology Center Advisory Board. Meeting Participant. Pilot the 360 software and evaluate resources to determine appropriate next steps for campus. September 12, 2013. Lead: Dr. Kristin Stang.

College of Education Service

Coordinator, College of Education, Webinar Series, (Designed and Coordinated a Webinar Series for the College of Education). Spring 2017 – Summer 2018

Committee Member, Associate Dean Search Committee, College of Education. Fall 2016.

Member Curriculum Committee, College of Education, EDEL Representative, College of Education. Fall 2015.

Catalyst Center Representative, College of Education. 2010-2015

Committee Member, College of Education Curriculum Committee, College of Education 2014-2015

Master of Science in Instructional Design and Technology Service

Networking Event. Fall 2018. Collaborated with MSIDT Alumni Chapter to organize a networking event on campus to support current student and alumni interactions.

College of Education, Commencement Committee, MSIDT Representative. Spring 2018.

Networking Event. Spring 2018. Collaborated with MSIDT Alumni Chapter to organize a networking event on campus to support current student and alumni interactions.

New student recruitment efforts. Spring 2018. Designed a series of webinar information sessions to support recruitment of new students online.

Networking Event. Spring 2017. Collaborated with MSIDT Alumni Chapter to organize a networking event on campus to support current student and alumni interactions.

Webinar Series. December 2016. Created a webinar series for current graduate students, scheduled webinars with alumni and corporate recruiters to share insights related to careers in instructional design and recruitment strategies. (Three webinars: John Flores, Claudia Acosta, Ericah Williams).

New student recruitment efforts. COE Education Week recruitment booth on campus. November 2016.

New student recruitment efforts. May 2014 – present. Conference booth service responsible for coordinating the booth registration, recruiting faculty to attend the conference, presenting at the conference, designing and ordering materials for the conference, ...

Served as MSIDT Program Director from May 2014 - present. Responsible for coordinating monthly faculty meetings, agenda, ordering software and program materials, graduate student advising, recruiting new students, presentation, university representation at meeting, College of Education Leadership Team, ...

Served as Graduate Program Adviser for MSIDT Program (May 2014-present).

Department of Elementary and Bilingual Education Service

EDEL Department Personnel Committee (DPC) (Fall 2017 – Spring 2018)

EDEL Representative, Associate Dean Search Committee (Fall 2016)

EDEL Department Personnel Committee (DPC) (Fall 2016-Spring 2017)

Interviews with new multiple subject credential candidates (Fall 2015)

College of Education Curriculum Committee Representative (Fall 2015)

JIM SCHOOLS Vice President Sales & Marketing

MORE DETAILS: www.linkedin.com/in/jimschools

EXPERIENCE:

ZINSSER NA, INC.

VP Sales & Marketing, 2003-Present

Planning, development and implementation of all marketing activities and collateral for a company offering integrated robotic solutions to the pharmaceutical and biotechnology markets. Includes all marketing communications, advertising, corporate web site, CRM solution, and sales representative training.

CALIFORNIA STATE UNIVERSITY FULLERTON

Lecturer, 2005-Present

Instructor for Masters level courses in Instructional Design and Technology. Also responsible for course development and refinement.

APRICOT DESIGNS, INC.

Director of Marketing, 2003-2013

Planning, development and implementation of all marketing activities and collateral for a company offering integrated robotic solutions to the pharmaceutical and biotechnology markets. Includes all marketing communications, advertising, corporate web site, CRM solution, and sales representative training.

BIOSERO, LLC

Director of Marketing, 2003-2012

Planning, development and implementation of all marketing activities and collateral for a company offering integrated robotic solutions to the pharmaceutical and biotechnology markets. Includes all marketing communications, advertising, corporate web site, CRM solution, and sales representative training.

HUDSON CONTROL GROUP, INC.

Director of Marketing, 2000-2003

Planning, development and implementation of all marketing activities and collateral for a company offering integrated robotic solutions to the pharmaceutical and biotechnology markets. Includes all marketing communications, advertising, corporate web site, CRM solution, and sales representative training.

BECKMAN COULTER, INC.

Product Marketing Manager, 1996-2000

Responsible for the tactical development of HPLC and Capillary Electrophoresis product lines for North America. Experience in tactical marketing, sales force training, tradeshow development, pricing and promotion, and financial analysis.

Account Sales Representative, 1993-1995

Selling bioresearch instrumentation to university and biotechnology research laboratories in Southern California. Proven ability for accountable management of a sales territory with >\$1M quota. Quota achievements from %103 to 133%.

Technical Sales Specialist, 1989-1993

Selling HPLC and Capillary Electrophoresis instrumentation in the Western United States. Developed a team selling approach with local Account Sales Representatives that increased the volume from \$1M to >\$4M. Quota achievements from 100% to 146%.

Electronic Tech/Field Service Specialist, 1979-1989

Final assembly and testing of IR Spectrophotometers; Installation, maintenance, troubleshooting, and customer training for HPLC instrumentation; Customer and service support specialist for instrument-associated software products.

EDUCATION:

B.S. Biological Sciences. California Polytechnic State University, San Luis Obispo, California 1978

M.S. Masters in Instructional Design & Technology, California State University, Fullerton, California 2004

PUBLICATIONS:

Equitable Pedagogy Gautreau, C., Glaeser, B.C, Renold, L.C., Ahmed, S., Lee, J., Carter-Wells, J., Worden, M., Boynton, E.D., & Schools, J. (2012). Video Conferencing for Faculty and Students in Graduate Online Courses. *MERLOT Journal of Online Learning and Teaching*, 8(4), 277-287.

OTHER:

Certificate. Equitable Pedagogy Module, California State University, Fullerton, California 2021-2022

Certificate. Independent Applying the QM Rubric (APPQMR). Quality Matters 2019

Shariq Ahmed

Education

California State University, Fullerton

Doctor of Education (Ed.D.)

Concentration in Higher Education Leadership & Administration

Research Topic: Faculty and graduate students' perceptions of the use of technology in online education.

January, 2012

California State University, Fullerton

Master of Science (M.S.)

Major: Management Information Systems

January, 2001

The International University

Karachi-Pakistan

Master of Business Administration (MBA)

Major: Finance

May, 1997

University of Karachi

Bachelor of Law (LL.B)

Major: Law

December, 1996

Leadership & Management

- As the Director of Academic Computing and Instructional Technology Services at the University of Redlands, I am responsible for leading a team of operational managers, instructional designers, LMS administrators, videographers, and audio/video techs in providing support and services to faculty, staff, students, and academic departments in the usage and infusion of academic technology online, face to face, or in the hybrid format.
 - Provide a vision of innovation and effective application of technology to enhance student learning and faculty teaching and research.
 - Participate in strategic planning of technology projects with senior administrators and IT management.
 - Lead enterprise-level digital projects such as online program development, LMS review & upgrade, makerspace, printing kiosks, multi-campus software/hardware replacement, classroom redesign, and video support.
 - Participate in administrative decision making and budgeting related to campus technology, alongside the Provost, CIO, Deans, and Department Chairs.
 - Act as the IT liaison between the university administration and faculty on issues related to research, teaching, learning, and academic technology.
 - As their IT liaison, coordinate projects and maintain communication with various departments, including the Schools of Business, Education, College of Arts & Science, the Library, and multiple regional campuses.
 - Lead and serve in administrative and faculty committees and represent the interests of the Information Technology department.
 - Lead the Accessibility Task Force for the University of Redlands, alongside the Assistant Dean of Academic Success & Disability Services.
- As the Director of eLearning at Cal Poly Pomona, I was responsible for leading all projects related to academic innovation and emerging technologies, heading up a team of instructional designers, web developers, and graphic designers in their ongoing projects and in assisting faculty in development of pedagogically sound course materials for online, hybrid, and face-to-face delivery.
 - Forged partnerships with key stakeholders of teaching, learning, and research on campus, including faculty, chairs, and deans from colleges and departments, and senior management from the division of Information Technology.
 - Coordinated with faculty and administrators in development, training, and rollout of new and emerging technologies on campus.

h Was responsible to hire, manage, and lead a team of operational managers, instructional designers, and technical and administrative staff in providing the highest level of support to the campus community.

- As a member of the CIO's cabinet, participated and contributed in the campus IT strategic planning initiatives. Evaluated and recommended new technologies and initiatives for the campus from a pedagogical and technical standpoint.
- As part-time faculty at Cal State Fullerton's Master in Instructional Design and Technology (MSIDT) program, and as a member of the faculty strategic planning committee, responsible to plan future curriculum and educational technologies for the MSIDT program.
- As part-time faculty at MSIDT, assist in developing partnerships with local community, alumni, local businesses, and large corporations in order to provide grant and employment opportunities for current students and alumni.

Project Management

LMS Review & Upgrade: Leading an LMS review committee comprised of faculty and administrators, charged with researching the University of Redlands' LMS needs, reviewing various LMS platforms and providers, putting out an RFP, selecting, pilot-testing, and deploying a new LMS.

Lightboard Video Studio: Leading a project in partnership with faculty toward the setup, and ongoing technical and pedagogical support of a Lightboard video studio. Lightboards enable faculty to present and record lectures by writing on a glass screen, facing the students.

Printing Kiosk Implementation: Led a project to reduce printing expense for the University by moving all computer lab printing at the main and regional campuses from locally hosted printers to cloud-based, vendor-supported printing kiosks.

E-Sports Lab: Working with student leaders in developing an e-sports facility on campus. A location where students can participate in collaborative gaming and develop their social, technical, and team-building skills.

Makerspace: Worked in collaboration with faculty, administrators, and student organizations in planning, funding, and development of a makerspace at the University of Redlands. The makerspace provides a space for students to indulge in experiential learning using immersive and 3D technologies including Augmented Reality and Virtual Reality.

Immersive Technologies (AR/VR): Presently working with faculty from several departments to incorporate immersive technologies into the curriculum to enhance student engagement and learning outcomes. Leading an initiative to develop AR/VR learning modules using applications such as Unity, Patches, and Thinglink.

One-Button Studio: Led the Academic Technology team in establishing a one-button studio, which provides the capability for faculty, students, and staff to record professional grade videos by pressing a single button.

Computer Center Upgrade: Working with the University Advancement department in pursuing grant opportunities for funding a complete redesign and upgrade of the main computer lab at the University of Redlands.

Online Program Development: Jointly chaired the President's Task Force on Online Learning at the University of Redlands. Put together multiple Requests for Proposal (RFPs) to partner with service providers in developing online programs for the School of Business and School of Education. The project involved multiple departments to collaborate and work with an online programs service provider. Fully-online MBA and MAED programs were successfully launched in September, 2017.

OER: Leading an initiative in collaboration with the university library to utilize Open Education Resources (OER) for specific courses, in order to make learning more affordable for students.

Digitization of Course Evaluations: Led the conversion of course evaluations from paper to a fully online, cloud-based solution.

LMS Upgrade: Led a team of techs and system administrators from multiple departments to upgrade the campus LMS (Moodle) from version 3.2 to version 3.5x.

Campus-wide Video Portal: Led the negotiation, pilot testing, and deployment of Kaltura as a campus-wide video portal for the University of Redlands.

Moodle Azure Upgrade: Led an enterprise project to transition the Moodle LMS from an in-house virtual environment to a cloud-based environment hosted on Microsoft Azure.

ERP Coordination: Worked with the registrar’s office and the IT Systems team to upgrade and connect the Ellucian Colleague (ERP) system with the Moodle LMS for auto enrollment and creation of course shells.

BYOD Student Response System: Led the BYOD initiative, successfully moving faculty from clicker-devices to , Polleverywhere, a cloud-based, device-agnostic polling system.

Library Management System upgrade: Led the IT side of the project to transition the campus Library Management System from Millenium to Ex-Libris.

Digitizing the Study Abroad Program: Led the project to migrate the Study Abroad program to the web-based Terra Dotta system.

Media Production Center: Led the project to establish a video production facility on campus. The facility includes a studio, editing stations, and training and support for students.

Faculty Technology Grant: Lead a yearly initiative to provide grants to faculty worth \$25,000. Faculty receive stipends for incorporating technology tools into their teaching methodology. I am in charge of establishing guidelines, seeking faculty proposals, and working with a faculty review committee to approve the proposals. My team supports the faculty in completing their projects that involve implementation of technologies.

Center for Digital Learning: Set up the Center for Digital Learning for faculty at the University of Redlands. The Center provides faculty, access to instructional technology tools to support them with their research and teaching.

Video Conferencing: Set up video conferencing for the University and regional campuses – project included negotiation with vendors, faculty training and support, and establishment of a video conferencing infrastructure at all campus locations.

Video Streaming: Set up live video streaming for classrooms, workshops, meetings, and events. Two mobile streaming kits were set up, and Vimeo is being used as the streaming tool. My team is in charge of ongoing support of video streaming setups.

Commencement Live-Streaming: Lead the yearly live video-streaming of the University commencement. The project involves negotiation and selection of a service provider and collaboration with multiple departments within the University.

Digitizing Faculty Elections: Led the planning and implementation of faculty assembly elections’ transition from paper to online.

e-Portfolios: Set up multiple pilot projects to provide e-Portfolios to students.

E-text Pilot: In collaboration with McGraw Hill, CourseSmart, and the campus IT, Library, Bookstore, Disabled Resource Center, worked on the development and launch of the eText pilot project. As part of the pilot project, students at Cal Poly Pomona received free electronic textbooks in the Fall 2012 quarter.

Moodle Pilot Project: Worked as the project manager for Cal Poly’s Moodle pilot project with the Chancellor’s office and in collaboration with CSU Fullerton. Led the eLearning team in developing policies and technical support infrastructure to make a pilot Moodle environment available for Cal Poly faculty.

Blackboard Collaborate Pilot: Managed the Blackboard Collaborate/Elluminate web-conferencing solution pilot project for Cal Poly Pomona. Negotiated alongside the CSU Chancellor’s office, an agreement with Blackboard for a two-year contract.

Faculty Summer Institute: Planned, developed, and hosted the 2012 Faculty Summer Institute titled “Engaging the Digital Student Initiative”. The institute was aimed at training faculty on the pedagogy of teaching online; and to assist faculty in converting their face-to-face courses to the online or hybrid format. This eLearning project was in collaboration with the office of the Vice President Faculty Affairs, the campus Library, IT, and the Faculty Center for Training and Development.

Proctoring Center: In collaboration with Cal Poly Pomona IT, spearheaded the planning, development, and deployment of the Proctoring Center for online and hybrid courses. This facility was designed to encourage faculty to teach online and hybrid courses by providing them a proctored, safe, and secure environment for testing.

Migration from Blackboard to Moodle 2.0: Worked as the project manager for Cal State Fullerton’s Blackboard to Moodle migration. As the project lead, I was responsible for coordinating between faculty, administrators, and IT staff and leading the technical teams (server, database, Peoplesoft, & Moodle administrators) at CSUF to ensure the smooth transition from Blackboard to Moodle.

Mobile Technology: Project lead for the mobile technology initiative for CSU Fullerton. Worked with the web team to integrate the CSUF mobile app with Moodle.

Academic Technology Center: Was responsible to lead a team of IT staff in setting up the Academic Technology Center, which opened in February 2011, and provided a one-stop shop for faculty and staff for all their technology needs.

Blackboard 9x Pilot: Project lead for the Blackboard 9x pilot that ran at CSU Fullerton in Fall 2010.

CMS/Peoplesoft integration with Blackboard/Moodle: Responsible to coordinate and work with the CMS team and ensure the smooth transition of enrollment data into Blackboard/Moodle.

Adobe Connect: Project lead for the Adobe Connect rollout for the campus. Adobe Connect was successfully deployed at the CSU Fullerton campus-wide in March 2011.

Blackboard Local Hosting: As the project lead, was responsible for planning and coordinating between Blackboard support and campus IT teams, and successfully implementing the switch from Blackboard Managed Hosting Services to a locally-hosted Blackboard environment.

CSU Fullerton Library E-Reserves: Led IT staff and CSUF Librarians in implementing ARES, a campus-wide E-Reserves system.

iTunes-U: Led IT web team in planning, testing, deployment, and eventual support and administration of iTunes-U for Cal State Fullerton.

iLinc: Responsible for planning and deployment of iLinc at CSUF, to bring audio and video collaboration tools to all faculty, staff, and students.

Web 2.0: Responsible for the deployment of Web 2.0 (Wikis, Blogs & Podcasting) using Learning Objects.

Content & Community System: Reviewed, tested, and deployed Blackboard Content and Community System at Cal State Fullerton.

Professional Experience

July 2020 to Present

California State University, Long Beach, Long Beach, CA

Academic Technology Services

Associate Vice President, Academic Technology Services

July 2013 to June 2020

University of Redlands, Redlands, CA

Information Technology Services

Director, Academic Computing and Instructional Technology Services

Leadership and Strategic Planning

- As part of the senior IT leadership team, participate in strategic planning and decision-making.
- Assist the Provost and Deans on all aspects of academic technology in developing strategic reports and plans for the Trustees.
- Assist the senior administration in charting out a vision and direction for the usage and implementation of emerging technologies on campus.
- Explore, enhance, and promote innovation – through technology initiatives, grants, professional development, and by cultivating cross-departmental partnerships.
- Lead efforts in exploring opportunities for digitization of academic and business processes across the campus, to gain higher efficiency.
- Lead several committees and task forces related to academic technology, and online and hybrid teaching and learning.
- Lead efforts and initiatives toward infusion of effectual technologies into the curriculum.
- Co-chair the University of Redlands Accessibility Task Force alongside the Assistant Dean of Academic Success & Disability Services. The task force is responsible to implement accessibility and universal design across the campus.

Communication and Coordination

- Responsible to officially communicate with faculty, staff, and administrators on a regular basis, on all matters related to academic and instructional technology.
 - Send regular and frequent announcements and notifications to all faculty, staff, and administrators about ongoing enterprise projects, updates, training, support, available resources, workshops, and online training sessions.

- Participate in departmental meetings and academic events to connect with faculty and administrators, understand their needs and issues, collect feedback, and offer support and training.
- Provide regular reports and updates to the Provost, and the Deans about ongoing technology projects and issues.
- Build partnerships with faculty members to help pilot-test and implement emerging technologies.
- Coordinate academic projects and initiatives with other departments on campus such as the Registrar's Office, Student Services, University Communication, Event Services, Facilities Management etc.
- Coordinate with department chairs and the registrar on issues related to allocation and scheduling of smart classrooms, and computer lab spaces.

Budget Management

- Develop the yearly budget for the Academic Computing, Instructional Technology, Media Services, and Technology Enabled Classroom units.
- Work with other ITS units and senior management to ensure that funds are available to meet my units' needs.
- Plan and align projects and initiatives based on the available budget.

Project Management

- Responsible to lead all projects and initiatives related to academic technology, instructional design and development, online teaching and learning, and video/media production, development, and set up.
- Responsible to lead the Media Services department, ensuring the successful support of all campus events and classes that require special A/V setup and deployment; and ensuring the effective management and support of all technology-enabled classrooms across the campus.
- Lead the Academic Technology team in the management of all computer labs and printing on campus.
- Some recent and ongoing projects include: LMS upgrade and review, printing kiosks, one-button studio, upgrade of the main student Computer Center, makerspace initiative; infusion of immersive technologies into the curriculum; online program/course development; video recording/conferencing; ongoing faculty training and development; e-Portfolio pilot setup; online/hybrid classroom technology projects such as lecture capture and video conferencing; pedagogical/technical support of the flipped classroom.

Analyzing Data

- Lead the instructional technology team in analyzing usage data related to technology tools such as the learning management system, the campus video portal, desktop software applications, printing, cloud-storage, etc.
- Data is analyzed to devise effective usage and implementation policies, improve upon the teaching and learning, and to negotiate vendor contracts.

Management & Team Supervision

- Responsible to direct and supervise a team of professionals including an associate director, operational managers, senior and mid-level instructional designers, LMS administrators, A/V and technical staff within the Academic Computing, Instructional Technology, and Media Services units.
- Meet with, discuss, and listen to the team's issues and ongoing concerns – mediate issues through discourse, consultation, and partnership.
- Plan and implement training and professional development programs for the team.
- Hire, train, mentor, evaluate and discipline the team.
- Conduct yearly performance reviews and evaluation of the team members.
- Negotiate salary increments, and performance improvement plans in collaboration with HR.

Instructional Design & Development

- Lead the instructional design team including an associate director, manager, and instructional designers in developing pedagogically effective online, face-to-face and hybrid courses.
- On an ongoing basis, lead the instructional design team in formulating workflows, procedures, and support techniques to develop best practices in course design.
- Lead the instructional design team in using tools such as Quality Matters and customized rubrics to develop effective online, face-to-face, and blended courses.

Faculty/ Staff Training and Support

hIntroduced “just-in-time” support for faculty, staff, and administrators, offering them the flexibility to pick their own time and the topic(s) on which they would like support.

- Responsible to plan and set up workshops, trainings, seminars, and events for faculty and staff, on topics related to technology and online teaching and learning.
- Lead the instructional technology team in setting up online workshops, webinars, training, and support websites.

Innovation and Research

- Conduct ongoing research on academic and instructional technology, specifically related to research, teaching, learning, classroom management, online/blended/flipped learning modes, and effective instructional design and course development.
- Lead technical managers, instructional designers, and faculty in exploring emerging technology tools, pilot-testing and eventually rolling out the most effective technologies.
- In collaboration with departments across the campus, explore opportunities to enhance productivity by implementing innovative technologies.

Procurement and Vendor Management

- Locate best possible service providers and vendors of technology tools and services.
- Negotiate with vendors and service providers to procure, set up, and maintain hardware and technology services.
- Put together RFI’s and RFP’s to seek information and proposals from vendors and providers for complex technology initiatives/services.

October 2011 to
January 2013

California Polytechnic University Pomona, Pomona, CA

eLearning

Director

Strategic Planning and Assessment of Instructional & Academic Technologies

- Collaborated with senior management, the Faculty Center for Training and Development, and with Information Technology (IT), to develop a strategic plan for the campus on educational and academic technologies.
- Collaborated with college deans and department chairs in assessing online and hybrid course offerings, and the related support available to faculty.

Project Management

- As the Director, was responsible to lead and manage all projects assigned to the eLearning development team that included: instructional designers, graphic artists, web designers and developers.
- Oversaw all eLearning projects that included: curriculum design/redesign, online course development, graphic design, web development, 3-D animation, video recording and editing, LMS support and training, audio/video conferencing, augmented reality etc.

Budgeting

- Developed the annual budget for eLearning that included staffing needs, software and hardware requirements, licensing of software, supplies, staff’s professional development, training, and travel.
- Developed the annual budget for campus-wide licensing of LMS and other enterprise applications supported by eLearning.
- Controlled and approved day to day and long-term department expenses.

Management & Supervision of Staff

- Was directly responsible to hire, manage, and train the eLearning staff, including an administrative assistant, senior instructional designers, LMS administrators, web developers, and graphic designers, as well as student assistants.
- Supervised the eLearning staff in handling day-to-day projects pertaining academic and instructional technology.
- Conducted periodic reviews and annual evaluations of all eLearning staff.
- Was responsible for creating opportunities for staff to develop their professional and technical skills.

Collaboration & Communication

- Collaborated and communicated with other departments within the campus including IT, and worked with them toward exploration, evaluation, and deployment of new instructional technologies for the campus community.
- Conducted a periodic needs assessment with campus faculty, staff, and students of the campus state of educational technologies.

- Supervised and led the effort of collecting, analyzing, and reporting data regarding usage of technology tools, and adoption of online and hybrid teaching on campus.
- As member of the Accessible Technology Initiative (ATI) committee, was responsible for ensuring ADA and Section 508 compliance of all technology- related policies, online and hybrid course offerings, hardware and software requisitions, and future projects.
- Worked with the campus Disability Resource Center (DRC) on ADA and 508 compliance issues.
- Worked with the campus librarians on copyright-related issues specific to online, hybrid, and face-to-face courses hosted on the campus LMS (Blackboard or Moodle).

Faculty/Staff/Student Support and Training

- Led institutional efforts to incentivize adoption of technology and online teaching through faculty training institutes and by arranging events to highlight and recognize faculty achievements.
- Led the eLearning staff in providing support to faculty and staff on technology tools including Blackboard, Turnitin, Bb Collaborate/Elluminate, Adobe Connect, Echo 360, Camtasia, Softchalk, Moodle, etc.
- Directed and led the instructional designers in conducting weekly workshops covering an array of pedagogical and technical topics.

Sourcing and Vendor Management

- Negotiated licensing and purchase agreements with academic technology vendors including Adobe, Apple, Blackboard, Echo 360 etc.
- Negotiated pilot installations and test environments with various vendors.

January 2008 to
October 2011

California State University, Fullerton, CA

Information Technology

Information Technology Consultant – Expert/ LMS Administrator

CSU Fullerton Irvine Program and Faculty Support

- Led the CSU Fullerton, Irvine IT team in managing technology enhanced smart classrooms equipped with document cameras, SMART/White boards, and CISCO Telepresence systems.
- Worked with the Dean in establishing tech support and training for the CSUF Irvine campus faculty and staff.
- Assisted the Dean in developing various enrollment management and student support workshops on and off campus, to promote enrollment at the Irvine campus.
- Helped the Dean plan a student enrollment and retention plan through use of technology and training of faculty.
- Led CSU Fullerton, Irvine technicians and student assistants in imaging, installing, and maintaining staff computers and PC/MAC computer labs.

Student/Faculty Support and Training

- Provided tier 2 help and support to students/faculty on various technology-related issues.
- Supervised and trained IT staff in creation of online video tutorials, and help manuals for the technologies made available to students and campus community.
- Developed and delivered multiple technical and non-technical workshops and online tutorials for the CSUF faculty and staff.

Management & Supervision of Staff

- Participated in hiring committees to fill technical and non-technical positions for the IT department.
- Hired, managed, trained, and supervised IT staff in handling daily tasks and operations related to the Learning Management System (Blackboard/Moodle).
- Trained supervised and led the CSUF-IT web team in synchronizing student and course data into Blackboard/Moodle every semester and keeping it up to date.
- Supervised IT staff in rolling out, supporting, and administering various emerging technologies including iTunes-U, Blogs, Podcasts, Wikis, Turnitin, GradeMark, Respondus, ARES for Library Reserves.
- Managed and led IT staff in the Blackboard to Moodle migration project.
- Supervised IT staff responsible for integrating CMS/Peoplesoft data into the LMS.

Planning, Management, and Administration of Emerging & eLearning Technologies

- Led CSU Fullerton, Irvine technicians and student assistants in imaging, installing, and maintaining staff computers and PC/MAC computer labs.

- Maintained, updated, and performed troubleshooting on the locally hosted Blackboard application servers on a load balanced environment.
 - Extracted usage statistics and data from various technology tools to assess productivity and subsequently recommended and planned improvements, enhancements, and upgrades.
 - Was responsible to ensure timely delivery and smooth operation of approximately 9,000 courses each semester and approximately 140,000 concurrent users on Moodle/Blackboard.
 - Planned strategic implementation of upgrades, patches, and Building Blocks to augment the Blackboard/Moodle usage on campus.
 - Managed and administered iTunes-U for the campus. Trained staff in support and management of iTunes-U; supported faculty in usage issues with iTunes-U.
 - Managed and administered Adobe Connect, the campus web-conferencing tool. Provided tier 2 support and trained faculty and staff in developing web conferencing sessions.
 - Managed and administered Learning Objects (Podcasting, Blogging, & Wikis) for the campus community. Provided tier 2 support and training for faculty and staff.
 - Managed tier 2 support for faculty in creating e-Portfolios using Epsilon.
 - Managed and supervised multi-tiered technical support for faculty, staff and students utilizing the Blackboard system on campus for educational, departmental, and administrative purposes.
 - Managed and trained staff in administration, integration and delivery of new technologies on campus. Technologies tested were: Mobile access of LMS, Facebook integration, and authentication and security of online assessments.
 - Oversaw accessibility (ADA) compliance of CSU Fullerton websites using HiSoftware.
- Sourcing and Vendor Management
- Scouted for new technologies, and negotiated with vendors to provide the best possible technology products and services for the campus.
 - Managed the sourcing process of educational applications and technologies and ensured due diligence in the delivery and installation of tech products and services.

February 2005 to
January 2008

California State University, Fullerton, CA

Faculty Development Center

Academic Technology Consultant

Management & Supervision

- Hired, managed, supervised, and consequently trained, staff and student assistants belonging to a diverse academic, cultural and technical background at the FDC.
- As the Administrator and Manager of Blackboard Learning System, trained supervised and led the CSUF-IT web team in synchronizing student and course data into Blackboard every semester and keeping it up to date on a daily basis.

Training & Consulting

- Developed and delivered multiple technical and non-technical workshops for the CSUF faculty and staff.
- Provided one on one consulting to faculty in creation of their curriculum and course materials for online, hybrid, and face-to-face classes.

Online Learning

- Developed training material for faculty on effective online pedagogy.
- Created online tutorials for faculty on usage of various applications and tools available at the Faculty Development Center.
- Helped faculty develop and deliver effective online course content using various technologies including: Blackboard Learning System, Audio & Video Podcasting, MS Producer etc.

Web Development & Administration

- As webmaster of the FDC website, responsible for developing, upgrading and updating the data driven FDC website.
- Ran monthly accessibility checks on the FDC and faculty websites and ensured 508 compliance by fixing accessibility issues.
- Administrator for over 250 CSUF faculty websites hosted by FDC on a FrontPage server.
- Administrator for the ParScore Scantron server.
- Database Administrator for local MS Access database.
- Administrator for Turnitin, Respondus, and Elluminate.

May 2001 to
February 2005

California State University, Fullerton, CA
Colleges of Health and Human Development, & Education
IT Consultant

Management & Supervision

- Managed and supervised the systems support specialist, temporary staff, and student assistants in managing and maintaining 7 computer lab classrooms, and over 150 staff computers and peripherals.

Consulting & Instructional Support

- Set up and supported the Faculty/Staff Technology Support Center.
- Provided technical training to faculty and staff on using applications for web development, printing, scanning, & statistical analysis at the Technology Support Center.
- Responsible for developing instructional help pages & user guides including online help videos for Colleges of Education and Health and Human Development faculty.
- Conducted technical training & orientations for faculty on using college computer labs.
- Provided technical support to college faculty and staff on various hardware, software, web, & network related issues.
- Collaborated with faculty in analyzing and recommending upgrades in instructional technology in classrooms for the colleges using products like Tegrity, LINKS, VideoDidact & SmartBoard.

Web Development & Support

- Webmaster for the department tech website, responsible for developing, upgrading and updating the College website.
- Webmaster for the CSUF Department of Counseling website, responsible for developing, creating and regularly maintaining the website.
- Responsible for running HiSoftware AccVerify software on college and departmental websites to ensure 508 (Accessibility) compliance.

Tech Support

- Administered 150 networked staff computers & peripherals.
- Provided supervision to the Systems Specialist in upgrading software / hardware and maintenance of the 7 College Computer Labs with approximately 200 computers.
- Administered Xerox Document Center 460 Network Scanning for the College.

**Teaching &
Curriculum
Development**

August 2008 to
Present

California State University, Fullerton, CA
Department of Instructional Design and Technology (IDT) – College of Ed
Part-time Faculty

Courses taught: IDT-545: Trends, Emerging Technologies, and Issues in Instructional Design
IDT 520 – Instructional Design 1: Issues in e-learning and the Design Process
IDT-525: Learning Theories for Post-secondary and Adult Instructional Settings
IDT 550 – Practicum in Instructional Design and Technology

- Member of the IDT curriculum committee, responsible to conduct periodic review of the curriculum including changes and updates to the existing courses and recommend and approve new courses for the online graduate program.
- Assist in the administration of the program including scheduling instructors, courses, and other resources.
- Assist the program Director in training and career development of new and existing faculty.
- Introduce emerging technologies to the program that cater to the needs of business /corporate students who are also working professionals.
- Responsible for managing and maintaining the program's social network.

March 2017 to
Present

University of Redlands, Redlands, CA
School of Business
Part-time Faculty

- Teach graduate courses for the MBA and MS in IT programs. Courses taught include Information and Knowledge Management, System Analysis and Design, and IS/IT Strategy Capstone.

January 2012 to Present

Coastline Community College, Fountain Valley, CA
Department of Career & Technical Education
Part-time Instructor

- Developed and teach the Introduction to Mobile Applications (BCC-116) and the Mobile Application Development (BCC-117) courses; part of the Mobile Applications certificate.

June 2006 to August 2008

Riverside Community College, Riverside, CA
Department of Computer Information Systems
Part-time Faculty

Taught various technology-related courses at RCC for the Webmaster Certificate program.

January 2005 to May 2008

California State University, Fullerton, CA
Department of Secondary Teacher Education
Part-time Faculty

Taught the course titled “Proficiency in Educational Technology” to graduate students working towards receiving a teaching credential in Secondary Teacher Education.

Conferences/ Presentations

- Co-presented a poster session at the 2019 Educause annual conference, in Chicago, IL, October, 2019. The session was titled “Makerspaces: A Collaborative Experiential Learning Initiative”.
- Co-presented a poster session at the 2019 Educause Learning Initiative (ELI) conference in Anaheim CA, February 2019. The session was titled “Makerspaces – a Multi-Departmental Collaborative Project”.
- Co-presented at the 22nd annual Teaching, Colleges and Community conference, online. Presentation was titled “The Integration of Open Education Resources in a Graduate Program”. Hawaii, April, 2017.
- Invited as a guest speaker for College of Extended University, Cal Poly Pomona to address visiting scholars and educational leaders from China and other International delegations. November 2011 – January 2013.
- Invited as a guest speaker by University of La Verne, College of Education to address doctoral students on topics related to educational technology, eLearning, and distance education. July 2012.
- Co-presented at the 2012 eLearning conference at Long Beach, CA. The presentation was titled “Readiness Assessment Research and Emerging National Issues and Policy”.
- Presented at the 12th Annual Western Region Assessment Conference, Fullerton, CA, March 2008.
- Presented at the Blackboard International Conference, Boston, MA July 2007.
- Presented at the 11th Annual Western Region Assessment Conference, Fullerton, CA, March 2007.
- Presented at the 10th annual California Academic Technology Staff (CATS) conference Fullerton, CA, March 2007.
- Presented at the 9th annual California Academic Technology Staff (CATS) conference Monterey, CA, March 2006.
- Presented at the TechEd International Conference in Pasadena, CA, March 2006.
- Presented at the Tenth Annual Western Region Assessment Conference: Workshops in Assessment and Program Evaluation, Cal State Fullerton, Fullerton, CA, March 2006.

Research & Publications

Completed doctoral research titled “Faculty and Graduate Students' Perceptions of the Use of Technology in Online Education”. The research focused on the usage of technology in online education and faculty and student perceptions of educational technology and tools. August 2008 – Aug 2011.

Co-authored an article for MERLOT Journal of Online Learning and Technology (JOLT) titled: Video Conferencing Guidelines for Faculty and Students in Graduate Online Courses. December 2012. Article available at the following URL:
http://jolt.merlot.org/vol8no4/gautreau_1212.htm

Co-authored an article for MERLOT Journal of Online Learning and Technology (JOLT) titled: Blackboard Management and Professional Development Strategies to Augment Teaching and Learning. September 2008. Article available at the following URL: http://jolt.merlot.org/vol4no3/gautreau_0908.htm

As part of the Professional Development Grant, submitted a report on the usage of Blackboard and other instructional technologies in enhancing teaching and learning. Visited and collaborated with key faculty and academic technologists at Princeton University, Duke University, University of South Florida, and University of Illinois at Springfield. August 2006 – March 2007.

Visited Seneca College in Toronto, Canada to collaborate and research their use of Blackboard Content and Community System as well as other emerging technologies. April 2007.

Awards & Committee Memberships

Maximizing Organizational Resources (MOR) Leadership Training: Nominated to attend the coveted MOR Leadership Training. The training consists of four 3-day workshops, from December, 2019 through July, 2020. The training is customized for CIOs and senior IT leadership and covers topics related to strategic planning, effecting change, diversity, and leadership.

Was nominated, and served as a member of the search committee for the Senior Diversity and Inclusion Officer, for the University of Redlands – a brand new cabinet-level position.

President's Award: Fall 2018, received the coveted President's Award in honor of exceptional service to the University of Redlands.

Completed the Eureka Diversity Certificate Program through the department of Campus Diversity and Inclusion, University of Redlands. The program focused on addressing issues related to gender, equality, diversity, and reinforcing ideals of inclusion. December, 2016.

Honored Educator Award: Fall 2013, received the Honored Educator Award for developing an outstanding online curriculum and incorporating new technologies into the course titled "Trends, Emerging Technologies, and Issues in Instructional Design".

Titan Excellence Award: Spring 2007, received the prestigious Titan Excellence Award presented for outstanding leadership and providing exemplary management and support service to the CSU Fullerton community.

Chair, LMS Review Committee, University of Redlands. The committee is tasked to review the present LMS needs, and review and recommend possible upgrade to a cloud-based, SaaS LMS.

Chair, Academic Technology Users Group, University of Redlands. The users group is comprised of faculty, staff, and administrators, who have been given the mandate to review academic technology issues, and make recommendations to the Provost.

Co-Chair, President's Task Force on Online Learning, University of Redlands. The task force was responsible for exploration and development of online programs at the University.

Member, Task force on Immersion of Media Literacy, University of Redlands. The task force was responsible to ensure that media literacy was included in the curriculum development process, with clear benchmarks for assessment.

Educause. As a member, represent University of Redlands, at the various conferences and meetings each year.

Former Executive Committee Member, Directors of Academic Technology (DAT). DAT was a CSU-wide organization in which Academic Technology leaders participated and worked toward developing technology policies, and reviewing emerging technologies.

Former, member, Accessible Technology Initiative (ATI) committee at Cal Poly Pomona. Was responsible to oversee all technology policies, requisitions, and future projects and ensure that they were ADA and Section 508 compliant.

Community of Academic Technology Staff (CATS). Participated in the list-serv, and contributed content and information to the community regarding various new and emerging technologies.

Former chair, Cal Poly Pomona's e-Learning Faculty Advisory Board. As the Director, was responsible to chair the steering committee consisting of faculty appointed by the Academic Senate. The committee was responsible to review current and future eLearning projects and services.

Chair, Cal Poly Pomona's e-Learning Faculty Fellows. As the Director, was responsible to chair the steering committee consisting of Cal Poly faculty. The committee was responsible for reviewing existing technologies, and recommend new projects and services for eLearning.

Former, member, E-Learning Consortium of CSU Fullerton Faculty and Staff. Consisting of CSUF faculty who reviewed new and emerging technologies at campus.

Grants

Student Retention Grant, Fall 2006

Participated in a research grant on student retention provided to the departments of Faculty Development Center (FDC) and Student Affairs/Advisement by the Vice President of Administration and Finance, California State University Fullerton. Grant included joint collaboration of Student Affairs & FDC in developing collaboration with higher educational institutions nationwide on improving student retention and alleviating freshman drop outs by effectively using instructional technology. Campuses visited as part of the grant included: Seton Hall University, New Jersey; Purdue University, Indiana.

Professional Development Grant, Spring 2006

Received a \$7,500 Staff Development and Training grant from the Vice President of Administration and Finance, California State University Fullerton. As part of the grant, visited exemplary educational institutions that were involved in providing best possible educational technology and resources to their faculty, staff, and students. Campuses visited as part of the grant included: Duke University, North Carolina; Princeton University, New Jersey; University of South Florida, Tampa, FL; University of Illinois, Springfield, IL.

President's Missions and Grants Initiative, Spring 2005

On behalf of the Faculty Development Center, wrote and received a \$33,600 grant from the CSU Fullerton President as part of the CSUF Missions and Goals program. The grant helped purchase new computers and peripherals for the computer lab at the Faculty Development Center.

LOWELL CARL RENOLD II, Ph.D.
Licensed Marriage and Family Therapist (# 90978)
crenold@fullerton.edu

CURRENT APPOINTMENT

Professor of Human Services: California State University Fullerton. August 2000 to present.

EDUCATION

Ph.D. The University of Southern California

Major: Gerontology/Public Policy. August 1996. Dissertation: "Futile Medical Treatment: An Analysis of Physician Decision Making."

M.A., Pepperdine University

Major: Clinical Psychology: January 2010.

M.A., The Claremont Graduate University

Major: Government: January 1991.

Emphasis in political philosophy and public policy.

B.A., The University of Southern California

Major: Political Science: August 1986.

ADDITIONAL PROFESSIONAL EXPERIENCE

Staff Analyst III: County of Orange, Health Care Agency. Administration of approximately \$4 million of county public health and medical services contracts; coordination of solicitation and evaluation of proposals for health care services; directed contract negotiations for new and existing health care services; acted as liaison between community-based health care providers and Health Care Agency to facilitate the delivery of services; provided technical assistance to contractors in the area of budgeting and fiscal management; recommend modification and termination. March 1994 to June 1995.

Staff Analyst I: County of Orange, Health Care Agency. Administration of approximately \$1.3 million of county HIV/AIDS, mental health and public health services contracts; monitored contract compliance & performance; wrote contracts; expenditure/revenue monitoring/analysis; recommended termination of contracts. March 1993 to March 1994.

Financial Counselor: County of Orange, Health Care Agency. Conducted financial evaluations by interviewing recipients of mental health, and other health care services; obtained personal and financial information in order to assist clients in assuming financial responsibilities for their bills; February 1992 to March 1993.

Office Assistant: County of Orange, Health Care Agency. July 1991 to February 1992.

12/2/2022

Research Assistant: The University of Southern California. Conducted grant research on state and federal health policy. Principal Investigator: Fernando Torres-Gil. 1990 to 1991.

Research Assistant: Nelson/Padberg Consulting. Conducted election research and planned strategies for state and local campaigns. January 1984 to June 1985.

ADDITIONAL TEACHING/PROFESSIONAL EXPERIENCE

Associate Professor of Clinical Gerontology. University of Southern California. June 1998 to June 2000.

Assistant Professor of Gerontology. The University of Louisiana at Monroe. 1995 to 1998.

Organizer and Lead Presenter: Workshop on Distance Learning in Gerontology: A Hands-on on Creating, Managing, and Teaching Online. In association with the Andrus Gerontology Center and The Association for Gerontology in Higher Education. Los Angeles, CA, August 19-20, 1999.

Author and Presenter: The University of Southern California Leonard Davis School of Gerontology Proposal for an Online Master's Degree in Gerontology. The Western Association of Schools and Colleges. San Francisco, CA, November 12, 1999. (<http://www-rcf.usc.edu/~renold/Proposal/WASC.html>)

Developed: Northeast Louisiana University's first course taught entirely via the Internet. The course, Gerontology 575 (Research in Aging), uses the latest on-line teaching techniques and technology. Spring 1998.

Consultant: The University of Southern California. AgeWorks Project. Assisted with the design and implementation of Gerontology Internet Course. December 1997 to June 1998.

Consultant: Louisiana Governor's Task Force on Alzheimer's and Related Dementia. Designed and administered statewide survey to assess caregiver needs. Results used to inform policy makers at state and local levels of programmatic gaps and also recommended policy initiatives. October, 1997 to present.

Consultant: Orange County Health Care Agency, Contract Services Division. Revised and updated Policies and Procedures Manual for Contract Services Division. Sections revised included Cost Reporting, Administrator Responsibilities, Contractor Payments, Subcontracting, and Expenditure and Revenue Reconciliation. July and August 1996.

Teaching Assistant: The University of Southern California. Gerontology 593ab. Research Methods and Statistics. Spring and Fall, 1990.

Teaching Assistant: The University of Southern California. P.S. 100g. Fall, 1989.

PRESENTATIONS

1. Renold, L. C. (1989, Fall). *The Public Policy Process*. Lecture presented at The University of Southern California. Los Angeles, CA.
2. Renold, L. C. (1994, Spring) *Elites, Groups and Classes in American Politics*. Lecture presented at Irvine Valley College. Irvine, CA.
3. Renold, L. C. (1996, March). *Health Care Policy and the Elderly*. Lecture presented at Northeast Louisiana University Campus Ministry Series on Contemporary Issues. Monroe, LA.
4. Renold, L. C. (1996, April). *Nursing Facility Reform in Dementia Care*. Presentation at the National Council on the Aging 46th Annual Conference: Washington, D.C.
5. Renold, L. C. (1996, July). *Good Choices for Better Living*. National Geriatric Rehabilitation Conference. Tampa, FL.
6. Renold, L. C. (1996, November). *Physician Decisions Regarding Futile Medical Treatment for Disabled Patients*. Poster Presentation at the Gerontology Society of America 49th Annual Scientific Meeting: Washington, D.C.
7. Renold, L. C. (1997, January). *Geroethics and Futile Medical Treatment*. Lecture presented at The Louisiana State University Medical Center: Shreveport/E.A. Conway Hospital.
8. Renold, L. C. (1997, June and October). *Introduction to Death and Dying*. Presentation at the Franciscan House Hospice Program: Monroe, LA.
9. Renold, L. C. and Krier, B. (1997, October). *Research Results from a Nationwide Survey on Ethics Training and End-of-Life Care*. Paper Presented at the Southwest Society on Aging Conference. Baton Rouge, LA.
10. Renold, L. C. (1997, October). *Hope and Help for Caregivers*. Lecture presented at the Colonial Manor Guest Home Alzheimer's Support Group. Rayville, LA.
11. Renold, L. C. and Krier, B. (1997, November). *The Hippocratic Oath and End-of-Life Care: Research Results and Practice Implications*. Paper presented at the Gerontological Society of America Conference. Cincinnati, OH.
12. Krier, B. and Renold, L. C. (1997, November). *Futile Medical Treatment: Research Results Concerning Physician Attitudes and Professional Experiences*. Poster presentation at the Gerontological Society of America Conference. Cincinnati, OH.

13. Renold, L. C. and Krier, B. (1998, April). *The Role of the Hippocratic Oath and Ethics Training in End-of-Life Treatment Decisions*. Paper presented at The Southern Gerontological Society Conference. Chattanooga, TN.
14. Renold, L. C. and Krier, B. (1998, April). *End-of-Life Care and the Family Physician: Results of a Nationwide Survey*. Paper presented at The Southern Gerontological Society Conference. Chattanooga, TN.
15. Renold, L. C. (1998, October). *Innovations on the Information Super Highway in Health, Behavior, and Aging*. Lecture presented at The University of Southern California Multidisciplinary Research Colloquium Series in Aging. Los Angeles, CA.
16. Renold, L. C. (1998, November). *AgeWorks: CD-ROM and Internet Courses on Gerontology from the Ethel Percy Andrus Gerontology Center*. Paper presented at The American Association of Homes and Services for the Aging 37th Annual Meeting and Exposition. Los Angeles, CA.
17. Renold, L. C. (1998, November). *Seven Steps to Creating a Gerontology Internet Course*. Paper presented at the Gerontological Society of America Conference. Philadelphia, PA.
18. Renold, L. C. and Krier, B. (1998, November). *Is Ethics Training Keeping Up: Results of a Nationwide Survey*. Paper presented at the Gerontological Society of America Conference. Philadelphia, PA.
19. Henke, M. and Renold, L. C. (1998, November). *Gerontology Content Development in Distance Learning: Seeing the Forest Through the Trees*. Paper presented at the Gerontological Society of America Conference. Philadelphia, PA.
20. Bucur, A. and Renold, L. C. (1998, November). *Evaluation of Student Outcomes of an Online Gerontology Course*. Paper presented at the Gerontological Society of America Conference. Philadelphia, PA.
21. Renold, L. C. and Bucur, A. (1998, December). *Ageworks: An Introduction to the Andrus Online MSG*. Presentation at the University of Southern California Medical School/Medical Informatics Seminar. Los Angeles, CA.
22. Renold, L. C., Bucur, A., and Schneider, E. (1999, March). *I Heard it Through the Bandwidth: Technological Learning Applications for Professionals, Family Caregivers and Older Adults*. Lecture presented at the American Society on Aging 45th Annual Meeting. Orlando, FL.
23. Renold, L. C. and Bucur, A. (1999, April). *Creating Web-Based Courses*. Lecture presented at the Western Association of Schools and Colleges-75th Annual Meeting. Newport Beach, CA.

24. Renold, L. C. and Bucur, A. (1999, April). *Seniors on the Web*. Presentation at the Andrus Gerontology Center Leadership Retreat. Rancho Valencia, CA.
25. Renold, L. C. (1999, May). USC Showcase: Online Courses in Gerontology. Teaching and Technology @ USC. Invited Presenter. Los Angeles, CA.
26. Renold, L. C. (1999, June). *USC School of Gerontology Online Programs: An Introduction and Overview*. Southern California Presbyterian Homes Management Operations Meeting. Oxnard, CA.
27. Renold, L. C. and Bucur, A. (1999, November). *Distance Learning and Web-based Instruction in Gerontology Education*. A Pre-Conference Workshop. Gerontological Society of America International Meeting. San Francisco, CA.
28. Renold, L. C. and Krier, B. (1999, November). *Physician Assisted Suicide: Research Results From a Nationwide Survey of Family Practitioners*. Paper presented at the Gerontological Society of America Meeting. San Francisco, CA
29. Renold, L. C. (2000, May). *Developing In house or Outsourcing: Portraits and Landscapes: Perspectives of Teaching, Learning, and Technology at USC*. Teaching and Technology @ USC. Invited Presenter. Los Angeles, CA.
30. Renold, L. C., Doyle, J. and Bucur, A. (2001, February). *Distance Education: Current Trends and Recent Developments*. Presentation and Panel Discussion at the American Association of Behavioral and Social Sciences Fourth Annual Meeting. Las Vegas, Nevada.
31. Renold, L. C., Doyle, J. and Bucur, A. (2001, February). *E-Journals in Gerontology: Are we there yet?* Paper presented at the Association of Gerontology in Higher Education Annual Meeting. San Jose, CA.
32. Renold, L. C., Doyle, J. and Bucur, A. (2001, March). *Online Education in the Knowledge Economy: Graduate and Professional Programs for Practitioners*. Paper presented at the American Society of Aging Conference. New Orleans, Louisiana.
33. Renold, L. C., Doyle, J. and Bucur, A. (2002, February). *Smart Classrooms, Web Courses and Online Lectures: What's Next in Techno-Learning?* Presentation and Panel Discussion at the American Association of Behavioral and Social Sciences. Fourth Annual Meeting. Las Vegas, Nevada.
34. Renold, L. C. (2002, March). *Instructional Technologies for Gerontology Education in the 21st Century*. Presentation at California State University Gerontology Summit. Northridge California.
35. Renold, L. C. (2002, March). *Outcomes from the first Online MA in Gerontology*. Presentation at the California Council on Geriatrics and Gerontology 20th Annual Meeting and

Conference. Northridge.

36. Renold, L. C. (2002, June). *AGHE Workshops and Generations Together Training*. The University of Pittsburgh. As required by Service Learning Grant.
37. Aloia, S., Burnett, J., Sayyedi, M., and Renold, L. C. (2002, June). *Inclusion and Exclusion in Disabilities Counseling: Unanticipated Concerns (Remarginalizing the Marginalized)*. Presentation and Panel Discussion at the Society for Disability Studies 15th Annual Meeting. San Francisco, CA.
38. Renold, L. C. and Doyle, J. (2002, October). *Technology in Human Service Organizations: An Analysis of Need and Opportunity*. Paper presented at the National Organization for Human Service Educators Annual Conference. Providence, RI.
39. Renold, L. C. and Doyle, J. (2002, November). *Technology in Nonprofit Organizations: High Tech meets High Touch*. Paper presented at the Association for Research on NonProfit Organizations and Voluntary Action Annual Conference. Montreal, Canada.
40. Renold, L. C. and Doyle, J. (2002, December). *Distance Learning in Gerontology*. Paper presented at the Regional Service Learning Institute. CSUF.
41. Renold, L. C. and Doyle, J. (2003, February). *Technology in Human Services: Preparing Practitioners for the 21st Century*. Paper presented at the American Association of Behavioral and Social Sciences Sixth Annual Meeting. Las Vegas, NV.
42. Renold, L. C. and Doyle, J. (2003, March). *Service-Learning in an Online Gerontology Class: Cyberspace meets a Real Face*. Poster presented at the Association for Gerontology in Higher Education. 29th Annual Meeting and Educational Leadership Conference. St. Petersburg, FL.
43. Renold, L. C. (2003, March). *Intergenerational Service-Learning in Gerontology*. Paper presented at the National Council on Aging-American Society on Aging Joint Conference. Chicago.
44. Renold, L. C., Brown, A. (2004, January). *Course Management: Making Online Learning a Successful Experience for Everyone*. HDCS/HOTSIG Personal Upgrade Day. Fullerton, CA.
45. Renold, L.C. and Doyle, J. (2004, November). *Online Gerontology Programs: A Promise Fulfilled?* Paper presented at the Gerontological Society of America Meeting. Washington, D.C.
46. Renold, L.C., Adams, T. et al. (2005, June). *IEP Pitfalls and Traps*. Panel Presentation at Autism One Conference. Chicago, IL.
47. Renold, L. C., (2005, September). *The Path to Successful Aging*. Invited Keynote Presentation:

The Jamaica Alliance on Aging, The University of Mona, Kingston, Jamaica.

48. Renold, L. C., (2005, September). *Is there an Anti Ageing Medicine?*. Invited Presentation: The Jamaica Alliance on Aging, The University of Mona, Kingston, Jamaica.
49. Renold, L. C., (2007, December). *Cybersupport: Online groups provide more than information*. Invited Presentation: Wired for the Third Age Conference, York University. York England.
50. Doyle, J., and Renold, L.C. (2009, February). Autism and the Age of Diagnosis. Paper presented at the American Association of Behavioral and Social Sciences Twelfth Annual Meeting. Las Vegas, NV.
51. Renold, L.C. and Doyle, J. (2009, February). Predictors of Burden Among Family Caregivers of Autistic Children. Paper presented at the American Association of Behavioral and Social Sciences Twelfth Annual Meeting. Las Vegas, NV.
52. Renold, L. C., (2017, April). Parenting a Child on the Autism Spectrum. Community Workshop. California State University Fullerton. Fullerton, California.
53. Renold, L. C., (2017, June). What is Successful Aging? A Six Course Lesson. Irvine Senior Center. Irvine, California.
54. Renold, L. C., (2018, July). *Using Comics to Teach Statistics*. The Comic Arts Conference. San Diego, California.
55. Renold, L. C., (2019, July). *Students Use Comics to Learn College Statistics*. The Comic Arts Conference. San Diego, California.

PEER REVIEWED PUBLICATIONS

1. Renold, L. C. (1999). Life-Long Learning Opportunities for Seniors on the Web. *Journal of CyberPsychology and Behavior*, 2 (6), 515-519.
2. Bucur, A. L., Renold, L. C. (1999). How Do Older Netcitizens Compare with Their Younger Counterparts? *Journal of CyberPsychology and Behavior*, 2(6), 505-513.
3. Renold, L. C. (2000). Creating a Gerontology Web Course: A Bottom-Up Approach. *Gerontology & Geriatrics Education*, 20(4), 17-30.
4. Renold, L. C., Bucur, A. L. (2000). Introduction: Distance Learning in Gerontology. *Gerontology & Geriatrics Education*, 20(4), 3-6.

5. Carrillo, F., Renold, L. C. (2000). Pedagogical Considerations for On-line Distance Learning Programs In Gerontology. *Gerontology & Geriatrics Education*, 20(4), 55-62.
6. Chen, Z., Renold, L. C., Johnson, C. J. (2000). Kinship Relations of Chinese Elderly in America: A Site Survey Report. *The Southwest Journal on Aging*, 15(2), 37-46.
7. Schneider, E. L., Henke, M. G., Renold, L. C. (2000). Targeting working professionals: a Master's of arts in gerontology. *Information Communication & Society*, 3(4), 622-626.
8. Renold, L. C. (2001). Futile Medical Treatment: A Matter of Age? *The Southwest Journal on Aging*, 17(1/2), 47-55.
9. Renold, L. C., Krier, B. E. (2003). Is Ethics Training Keeping Up: Results of a Nationwide Survey. *Applied Educational Research Journal*, 17(1), 58-68.
11. Doyle, J. and Renold, L. C. (2004). Hopelessness: Results of a Nationwide Survey of Family Physicians. *Applied Educational Research Journal*, 18 (1), 5-16.
11. Renold, L.C., Doyle, J. and Henke, M. (2004). Ageworks: The Evolution of Online Gerontology Education. *Academic Exchange Quarterly*, 8 (4), 209-213.
12. Renold, L. C., Meronk, C., Kelly, C. (2005). Technology in Community Based Organizations that Serve Older People: High Tech meets High Touch. *Educational Gerontology*, 31 (3) 235-245.
13. Tapesonian, J., Doyle, J., and Renold, L. (2009). Autism Age of Diagnosis: Effects on Parental Stress and Coping. *American Association of Behavioral and Social Sciences Journal*, 19 (1), 81-88.
14. Renold, C. (2011). Best Practices in Online Pedagogy and Programming in Human Services Education. In *Best Practices in Human Services: A Global Perspective*. Counsel for Standards in Human Service Education. Wisconsin: Oskosh.112-127.

ADDITIONAL PUBLICATIONS AND REPORTS

1. Renold, L. C. (1989, Fall). Catastrophic Coverage Act Draws Mixed Reviews. *Geriatric Rehabilitation Preview*. 4.
2. Renold, L. C. (1996). *Public Administration and Aging Services: A Primer for Program Managers*. San Diego: Hansa Policy Publications.

3. Renold, L. C. (1996). The Toughest Choice. In H. Hale (Ed). *Practical Sociology* (p.p. 75-78). Dallas: Harper Collins.
4. Renold, L. C. (2000). *Introduction to Gerontology: an Etext*. Bell and Howell: Ann Arbor, MI.
5. Renold, L. C. (2000). *Introduction to Sociology: an Etext*. Bell and Howell: Ann Arbor, MI.
6. Renold, L. C., Weber, J. (2002). *Creating Consortium-Based California State University Online Gerontology Certificate*. White Paper prepared for the Office of the Chancellor, CSU.

NEWSPAPER AND TELEVISION APPEARANCES/INTERVIEWS

Renold, L. C. (1995, September 25). Medicare Reform on the Horizon. *KNOE (NBC) Television*. Monroe, Louisiana/El Dorado, Arkansas.

Renold, L. C. (1996, July 11). Residents say work-past-65 edict no way to treat aging population. *The News-Star*. Monroe, Louisiana.

Renold, L. C. (1997, January 8). Right to die in Supreme Court's hands. *The News-Star*. Monroe, Louisiana.

Renold, L. C. (1997, September 5). The Future of Aging. *Off the Wall*. Channel 39 Television. West Monroe, Louisiana.

Renold, L. C. (1997, June 27). Court Rejects Right to Die. *The News-Star*. Monroe, Louisiana.

Renold, L. C. (2001, August 16). How to Live Better. *Cox Forum* (South Orange County Cable Channel 3).

Renold, L. C. (2002, October 30). Bumps ahead on Easy Street? As the US population grows older, the needs of retirees are likely to intensify. Early lessons from the 'oldest' county in America. *Christian Science Monitor*. Boston, Mass.

UNIVERSITY AND PROFESSIONAL SERVICE

Member: NLU College of Liberal Arts Fee Assessment Committee. 1996 to 1998.

Member: NLU College of Liberal Arts Technology Committee. 1997 to 1998.

Acting Chairperson: NLU College of Liberal Arts Technology Subcommittee on Faculty Enrichment. 1998 to 1998.

Member: University of Southern California White Paper Committee on Distance Learning
Fall, 1998

Faculty Advisor: Sigma Pi Fraternity. University of Southern California. 1999-2000.

Member: University of Southern California Committee on Distance Learning Fall and
Spring, 2000

Member: CSUF Ad Hoc Committee on Distance Learning. Charged with revising University
policy on Distance Learning. Fall 2000 to Summer 2001.

Member: CSUF University Extended Education Certificate in Geriatric Care Management
Advisory Committee. Fall 2000 to 2001.

Member: CSUF/HDCS Curriculum Committee. Fall 2000 to Spring 2002.

Advisor: CSUF Human Service Student Association. Fall 2000 to Summer 2001.

Member: CSUF Human Services Full-Time Lecturer Position Search Committee. Fall
2000.

Member: CSUF Gerontology Program Council. Fall 2000 to Fall 2005

Member: CSUF Gerontology Program Council Subcommittee on Research. Fall 2000 to
2005.

Special Editor: American Association of Behavior and Social Sciences. Fall 2001.

Editor: Association of Behavior and Social Sciences: *Perspectives Online Journal*. Fall
2001.

Editor in Chief: Association of Behavior and Social Sciences Journal 2002 to 2009.

Board Member: California Council on Geriatrics and Gerontology. Fall 2001 Fall 2003.

Co-Chair: Association of Gerontology and Higher Education: Committee on Membership
and Marketing. Spring 2008 to 2010.

Chair: CSUF/HDCS Curriculum Committee. Fall 2002 and Spring 2003.

Member: CSUF/HDCS Curriculum Committee. Fall 2003 to Spring 2004.

Member: CSUF General Education Committee. Fall 2005 to Fall 2006.

COMMUNITY SERVICE

Member: Trabuco Mesa Elementary School Site Council. Rancho Santa Margarita, CA.
1999 to 2001.

Treasurer: Trabuco Mesa Elementary PTA. Rancho Santa Margarita, CA. 2000 to 2002.

Member: California Council on Gerontology and Geriatrics. 2001 to 2003.

President of the Board of Directors: Church of Christ at Orange. 2004 to present.

Founding Faculty Member and Co-Advisor: NLU Association for Gerontology Enrichment
(NLU-AGE). Fall 1995 to Fall 1997.

Founding Faculty Member and Advisor: NLU Chapter Sigma Phi Omega.

President: Church of Christ at Orange. July 2004 to February 2008.

PROFESSIONAL ASSOCIATIONS

The American Society on Aging (member)

American Association of Behavioral and Social Sciences (member)

National Organization of Human Service Education (member)

SUPERVISION

Master of Science in Gerontology Projects:

Chair: Susan Shoho (Fall 2001)

Chair: James McKinney (Fall 2001)

Chair: Christina Dauterive (Spring 2002)

Member: Maria Pinter (Spring 2002)

Member: Lucille Tran (Spring 2002)

Member: Jane Cunningham (Spring 2004)

Member: Sheila McKibben (Fall 2004)

Chair: Theresa Kang (Spring 2005)

HONORS AND DISTINCTIONS

2002-2001 California State University Fullerton Outstanding Faculty Award.

Endowed Assistant Professor of Gerontology. Northeast Louisiana University. Fall 1997.

Invited Participant: Gerontological Society of America Presidential Session for
Outstanding Presentations. 1997 National Convention. Cincinnati, OH.

Founding President. Sigma Phi Omega. U.S.C. Chapter. National Gerontological Honor Society.

Recipient: Educational Foundation of America Scholarship, 1989 through 1993.

Alumni of the Year. Andrus Gerontology Center. May 2008.

Debra DeCastro-Ambrosetti

Professor, Secondary Education

California State University, Fullerton (657) 278-3107

dambrosetti@fullerton.edu

Education:

1998 Ph.D., Social Foundations: Sociology of Education, State University of New York, Buffalo

1992 M.S., Curriculum Development and Instruction, State University of New York, Fredonia

1989 Dual Major: Education; English Linguistics, State University New York, Fredonia

Doctoral Dissertation:

DeCastro-Ambrosetti, D. (1998). *I Just Love Those Naughty Boys: The Power of Language in the Gender-Based Socialization of Middle School Students*. Doctoral Dissertation, State University of New York, Buffalo.

Professional Certifications:

Spring 2022. Equitable Pedagogy Module. Cal State Fullerton.

Universal Design for Learning: Embracing Diversity and Accessibility 2014

California Teaching Performance Assessment (TPA) Lead Assessor Trainer Certificate, California Commission on Teaching Credentialing, 2004

Intel Teach to the Future program Completion Certificate, 2002

New York State Teaching Certificate: Secondary English: 7-12, 1992

New York State Teaching Certificate: Elementary Education: N-6, 1992

Rhode Island Teaching Certification: Elementary K-6, 1997

Professional Experience:

Department of Secondary Education Chair 2019-2020

Faculty Development Research Coordinator, International Programs, University Extended Education, Guangxi Faculty, 2016, California State University, Fullerton

Faculty Development Provider, International Programs, University Extended Education, 2010-present, California State University, Fullerton

Director of Professional Development Districts 2004-2012; 2015-2016

Coordinator of Professional Development District 2000-2016

Vice Chair: Department of Secondary Education, California State University, Fullerton (2006-2009).

Professor: Department of Secondary Education, California State University, Fullerton (2012-Present).

Associate Professor: Department of Secondary Education, California State University, Fullerton (2006-2012).

Classes Taught: EDEL/EDSC/SPED 110 - The Teaching Experience: Exploration; MSIDT 525 Learning Theory; MSIDT 535 Learning Strategies; Adolescence (EDSC 320); General Pedagogy of Secondary School Teaching (EDSC 440S); Supervised Fieldwork in Secondary Schools (EDSC 440F); Diversity in Education (EDSC 340); Educational Technology EDSC 304; Instructional Methods for Secondary Internship Candidates (EDSC 400)

Assistant Professor: 2001-2006

Lecturer: Department of Secondary Education

Director: University-Community Relations, Saint John Fisher College, Pittsford, New York (2003-2004)

Classes taught: Adolescence; Diversity

Lecturer: Department of Secondary Education, California State University, Fullerton (2000-2001).

Classes taught: Adolescence; Foundations of Secondary School Instruction and Fieldwork, Professional Development Center Coordinator, Anaheim School District.

Assistant Professor: Department of Secondary Education, Rhode Island College (August 1998-July 2000).

Classes taught or designed: The Context of Schooling; Middle School Curriculum and Organization; Diversity and the Public School; The Middle Level Student. Co-author in the planning, writing and implementation of the new curriculum for the middle level education program (based upon NCATE standards). Collaborated in the development of a Virtual Professional Development School (Middle School). I was the college liaison to the Virtual Professional Development School.

Instructor: of Authentic Assessment Seminar, Cornell University: Middle Level Institute. (1993).

Graduate Course Instructor: State University of New York, Fredonia; Strategic Implementation of Authentic Assessment Methodology at the K-12 Levels (1993).

Instructor: Middle School Seminars, Jamestown, NY Public School District. The Writing Process and Authentic Assessment. 1992-93.

Instructor: Authentic Assessment Seminar, Sponsored by the National Association for the Education of Young Children. Fredonia (1992)

Middle School English Teacher: (7th grade), Jamestown, NY Public School District. (1992-1993)

Fifth Grade Teacher: Mayville, NY Central School District. (January 1991- June 1992)

Substitute Teacher: grades K-6 Fredonia, NY Central School District. (January 1990 - December 1990)

Substitute Teacher: grades K-7, Silver Creek, NY Central School District. (January 1990 - December 1990)

Refereed Publications:

- DeCastro-Ambrosetti, D.** Brookhart-Costa, V., Grant, M. & Cox-Peterson, A. (2012) Partnering with Informal Science Education Agencies to Improve K-8 Science Teacher Preparation. *International Journal of University Teaching and Faculty Development*.
- Jung, W., Cho, G., & **DeCastro-Ambrosetti, D.** (2011). Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program. *Electronic Journal for Inclusive Education*. Retrieved from <http://www.cehs.wright.edu/resources/publications/ejie/WinterSpring2011/>
- Shand, K., **DeCastro-Ambrosetti, D.**, and Costa, V. (2011). Who Will Prepare Teacher Educators to Use Technology? The Intel Teach Faculty Review. *International Journal of University Teaching and Faculty Development, 1(4)*.
- DeCastro-Ambrosetti, D.**, & Cho, G., (2011, Winter). A Look at 'Lookism': A critical analysis of teachers' expectations based on student appearance. *Multicultural Education, 18 (2)*, 51-54.
- Cho, G., **DeCastro-Ambrosetti, D.**, & Slate, J. R. (2010). Words that wound: Reports of disrespect from the classroom. *International Journal of University Teaching and Faculty Development (IJUT&FD), 1 (2)*, 59-70.
- DeCastro-Ambrosetti, D.**, Costa, V. & Hodges, C. (2009). *Teaching Performance Assessment (Special Issue)* Guest Editors' Introduction. *Issues in Teacher Education, 18(1)* pp. 3-6
- DeCastro-Ambrosetti, D.**, Cho, G., & State J. (2009). A Grassroots Approach: Voicing the Students' Perspective to Create a Positive School Climate, *International journal of Education LeadershipPreparation, 4 (4)*, 1-12.
- Randall, L. & **DeCastro-Ambrosetti, D.** (2009) Analysis of Student Responses to Participation in Literature Circles in Higher Education. *Journal of Adolescent & Adult Literacy 29 (2)*, 69-103.
- DeCastro-Ambrosetti, D.** & Cho, G. (2006). Teaching Strategies for Engaging English Learners. In V. Costa, M. Bonsangue, and H. Shultz (Eds.) (2nd ed.). *Professional Development Resources Online for Mathematics [Online Course]*. Available from <http://www.fullerton.edu/pdrom/>.
- Cho, G & **DeCastro-Ambrosetti, D.** (2006). *Is Ignorance Bliss? Pre-service Teachers' Attitudes Toward Multicultural Education. The High School Journal 89 (2)*, 24-29.
- DeCastro-Ambrosetti, D.** & Cho, G. (2005). Do Parents Value Education? Teachers' Perceptions of Minority Parents. *Multicultural Education 13 (2)*, 44-46

- DeCastro-Ambrosetti, D.** & Cho, G. (2005). *Synergism in Learning: a Critical Reflection of Authentic Assessment.* *The High School Journal* 89 (1), 57-62
- Bonsangue, M., Costa, V., and **Ambrosetti, D.** (2005). Module 2: Exploring Changes in Area and Volume in Middle School Mathematics. In V. Costa, M. Bonsangue, and H. Shultz (Eds.) (2nd ed.). *Professional Development Resources Online for Mathematics* [Online Course]. Available from <http://www.fullerton.edu/pdrom/>.
- DeCastro-Ambrosetti, D.** (2003) Sociolinguistic Foundations to African-Centered Pedagogy: A Literature Review. *The High School Journal* 86 (4), 31-48.
- Cho, G. & **Debra DeCastro-Ambrosetti** (2003, October). Why Don't They Learn English? Separating Fact from Fallacy in the U.S. Language Debate [Review of the book]. *Journal of Latinos and Education* . 2 (4).
- DeCastro-Ambrosetti, D.** & Cho, G. (2002, Winter). Technology-- Panacea or Obstacle in the Education of Diverse Student Populations? *Multicultural Education Journal*. 10 (2), 25-30
- Cho, G. and **DeCastro-Ambrosetti, D.** (2002, February). "Walking a Mile in Their Shoes: Transforming Teachers' Beliefs about English Language Learners." *Exchanges: The Online Journal for Teaching and Learning in the California State Universities*.
- DeCastro-Ambrosetti, Debra.** (1996). Genderlect' Markers Within Middle Level Teachers' Speech. *Transescence*, 24 (2), 52-60.
- DeCastro-Ambrosetti, Debra.** (1994). Advisory: The Evaluation of a Pilot Program. *Dissemination Services on the Middle Grades*, 26 (3).

Books and Book Chapters

- Shand, K., **DeCastro-Ambrosetti, D.**, and Costa, (2013). Who Will Prepare Teacher Educators to Use Technology? The Intel Teach Faculty Review. In, *University Teaching and Faculty Development Research Compendium*. Hauppauge, NY: Nova Science Publishers.
- Cho, G, **DeCastro-Ambrosetti, D.** and Slate, J.R. (2013). Words That Wound: Reports of Disrespect from the Classroom. In, *University Teaching and Faculty Development Research Compendium*. Hauppauge, NY: Nova Science Publishers.

Pragmatic Publications:

- Shand, K., **DeCastro-Ambrosetti, D.** & Costa, V. (2011). Who Will Prepare Teacher Educators? In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011*, 2694-2702. Chesapeake, VA: AACE.
- Bonsangue, M., Costa, V., and **DeCastro-Ambrosetti, D.** (2005). Module 2: Exploring Changes in Area and Volume in Middle School Mathematics. In V. Costa, M. Bonsangue, and H. Shultz (Eds.) (2nd ed.). *Professional Development Resources Online for Mathematics* [Online Course]. Available from <http://www.fullerton.edu/pdrom/>.
- DeCastro-Ambrosetti, D.**, Brookhart-Costa, V. & Hodges, C. (2010) Introduction to Issues in Teacher Education on research and diverse perspectives on the use of teaching performance assessment in teaching credentialing programs. *Issues in Teacher Education* (Guest Editor).

Peer Reviewed Presentations at International and National Conferences

- Costa, V. and Ambrosetti, D. (2017, May). *Promoting Global Education through Study Abroad for Secondary Teacher Candidates and Teacher Educators*. Presentation presented at the Global Conference on Education and Research, Sarasota, FL.

- Glaeser, B. Francis , A. and **DeCastro--Ambrosetti, D.**, Self-Esteem and Body Image of Young Adults Who Read Comic Books and Graphic Novels. Presented at Comic-Con, San Diego, CA 2015

- Shand, K., Costa, V. & **DeCastro-Ambrosetti, D.** (2015, March). *Putting Principles into Practice: Transforming a Social Studies Instructional Methods Course for Blended Learning*. Poster presentation at the 2015 *International Conference of the Society for Information Technology & Teacher Education (SITE)*, Las Vegas, NV.
- Ambrosetti, D.**, Costa, V., and Shand, K. (2015, January). *Mindfulness as a Means to Reduce Adolescent Stress, Anxiety and School Violence*. Paper presented at the 13th Annual Conference of the Hawaii International Conference on Education, Honolulu, HA.
- Shand, K., Costa, V., & **DeCastro-Ambrosetti, D.** (2015, March). *Putting Principles into Practice: Transforming a Social Studies Instructional Methods Course for Blended Learning*. Paper presented at Society for Information Technology and Teacher Education International Conference 2015, Las Vegas, NV.
- Shand, K., Costa, V., **DeCastro-Ambrosetti, D.**, Dinh, C. (2014, April): Blended learning to support students: Struggles, successes, and samples from higher education Paper presentation, 2014 Sloan Consortium Conference on Blended Learning, Dallas, TX.
- Costa, V., Shand, K., **DeCastro-Ambrosetti, D.**, and Tran, N. (2013, April). *Preparing STEM Digital Teachers and Teacher Educators*. Presented at 2013 Conference of the National Association for Research in Science Teaching (NARST), San Juan, Puerto Rico.
- DeCastro-Ambrosetti, D.**, Costa, V., Grant, M., Cox---Peterson, A. (April 2012). *Partnering with Informal Science Education Agencies to Improve K---8 Science Teacher Preparation*. Paper presented at the 2012 Annual Meeting of the American Educational Research Association.
- Costa, V., **DeCastro-Ambrosetti, D.** Shand, K., Tran, N. Cho, G. (2011, October). *Preparing STEM Digital Teachers and Teacher Educators*. E-Learn World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Association for the Advancement of Computing in Education (AACE), Honolulu, HA
- Costa, V. and **DeCastro-Ambrosetti, D.** (2011, June). *Implementing Digital Credential Program Pathways for STEM*. Presentation accepted for the Science and Mathematics Teacher Imperative (SMTI) 2011 National Conference, Portland, OR.
- Shand, K., **DeCastro-Ambrosetti, D.**, and Costa, V. (2011, March). *Who Will Prepare Tomorrow's Teachers?* Presentation for the 2011 *International Conference of the Society for Information Technology & Teacher Education (SITE)*, Nashville, TN.
- DeCastro-Ambrosetti, D.** and Costa, V. (2011, January). Increasing K-8 Preservice Teacher Knowledge of STEM Content: Program Evaluation of the PRISE Internship Program. Paper presented at the 2011 Annual Hawaiian International Conference on Education, Honolulu, Hawaii.
- Cho, G. and **DeCastro-Ambrosetti, D.** (2011, January). Voicing Students' Perspectives in order to Create a Positive Secondary School Experience. Presented at the annual conference of *Hawaii International Conference on Education (HICE)*, Honolulu, HI.
- DeCastro-Ambrosetti, D.** & Cho, G. (2010). "I can tell just by lookin at Ya: A critical analysis of Teachers' Perceptions based on Adolescents' physical appearance. Paper presented at the annual conference of *Hawaii International Conference on Education (HICE)*, Honolulu, HI.
- Cho, G., Jung, W. & **DeCastro Ambrosetti, D.** (2009, January). Preservice Teacher Training for Students with Special Needs: A Comparison between Special Education and Secondary Education Preservice Teachers. *Hawaii International Conference on Education (HICE)*, Honolulu, HI.
- Costa V., **DeCastro-Ambrosetti, D.**, Cho, D., and Ellis, M. (2008, July). *Project TP2: Technology Permeated Teacher Preparation*. Poster presented at the Annual National Education Computing Conference, San Antonio, Texas.
- DeCastro-Ambrosetti, D.** & Costa, V. (2008). "Taking the Next Step: From School Uniforms to "Uniforms for Schools" (Presented at the Hawaii International Conference on Education)

- DeCastro-Ambrosetti, D.** & Cho, G. (2007, January). "Your Face is Your Calling Card": An Analysis of Teachers' Opinions of Adolescents' Based on Their Appearance (Presented at The Hawaii International Conference on Education)
- Cho, G. **DeCastro-Ambrosetti, D.** (2006, April). Insight into Teachers' View of CLD Parents' Attitude toward Education and School Partnerships. (Presented at AERA, April 7, 2006, San Francisco, CA)
- DeCastro-Ambrosetti, D.** & Cho, G. (2006, January). Authentic Assessment and Standards in a Teacher Education Program: Theory into Practice (Presented at the Hawaii International Conference on Education)
- DeCastro-Ambrosetti, D.** (2005, January). Sustaining Bad Boy Behavior: Gender-Based Socialization in the Middle School Classroom. (Presented at the Hawaii International Conference on Education)
- DeCastro-Ambrosetti, D.** & Cho, G. (2005, April). The Blame Game?: Secondary Teachers' Attitudes toward Teaching in Culturally-Diverse Settings. (Presented at AERA in Montreal, Canada).
- Cho, G. **DeCastro-Ambrosetti, D.** (2004). "Meaningful Learning: A Multidimensional Approach." Presentation at the Poster Session Showcasing CSUF Faculty Research and Creative Activity, California State University, Fullerton.
- DeCastro-Ambrosetti, D.** & Cho, G. (2003, April). *Are Urban School Students Being Empowered by the Use of Technology?* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- DeCastro-Ambrosetti, D.** (2002). "Strategies to Facilitate Learning in the Diverse, Multicultural Classroom." Presentation at the Leaders Bridging Cultures Conference, California State University, Fullerton.
- DeCastro-Ambrosetti, D.** (2002). "Good Girls and Bad Boys: Crossing the Linguistic Divide." Presentation at the Poster Session Showcasing CSUF Faculty Research and Creative Activity, California State University, Fullerton.
- Cho, G. & **DeCastro-Ambrosetti, D.** (2002, April). Preparing Prospective Teachers to Work Effectively with Culturally Diverse Student Populations in Urban Settings. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.
- DeCastro-Ambrosetti, D.** (1994). "Genderlect Markers in Middle School Students Discourse." SUNY-Buffalo Graduate Symposium
- DeCastro-Ambrosetti, D.** (1994). "Genderlect Markers Within Middle Level Teachers' Speech" SUNY-Buffalo Graduate Symposium.
- DeCastro-Ambrosetti, D.** (1993). "Authentic Assessment Measures" Cornell University, Middle Level Education Summer Conference.

Selected Invited Addresses:

- DeCastro-Ambrosetti, D.** (2016, July). Cyberbullying and Social Media in the *21st Century*. 2016 Summer Institute, Tokyo and Fukuoka, Japan.
- Costa, V. and **DeCastro-Ambrosetti, D.** (2013, November). *What does the 21st century teacher teaching 21st century students in 21st century learning environments look like? And how shall we get there?* Presentation presented at College of Education Research Colloquium Series, Center for Research on Educational Access and Leadership.
- Reporting on the new CSUF Process Project Co-Teaching Grant to the faculty--College of Education Retreat (2011)
- Invited guest speaker: NASA sponsored Airborne Research Experience for Educators Program 2009
- Invited guest speaker: Presentation on Becoming a Science Teacher to Chemistry Students (2007)

Monitoring Student Learning Using Clicker Technology in Small and Large Group Lectures
Teaching with Technology Showcase (2008) Presentation at the "University Technology Day" to
University faculty

Utilizing the Audience Response System to Ensure the Faculty's Comprehension of the Upcoming
Accreditation Visit.--College of Education Retreat (2007)

Presentation at the Leaders Bridging Cultures Conference, "Strategies to Facilitate Learning in the
Diverse, Multicultural Classroom." California State University, Fullerton (2002).

Rhode Island College: Department of Elementary Education. Addressed the faculty concerning the
new requirements of the Middle School Endorsement Program

Henry Barnard School: Presentation to faculty, staff and parents on the topic of the "Characteristics
Of Middle Level Education."

OASIS Staff at Rhode Island College: Requirements of the New Middle School Endorsement
Program

Rhode Island College: Various secondary education classes on the requirements of the new Middle
School Endorsement Program

Selected Invited Publications:

Shand, K., **DeCastro Ambrosetti, D.** & Costa, V. (2011). Who Will Prepare Teacher Educators? (Abstract
only). In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher
Education International Conference 2011* (pp. 2694-2702). Chesapeake, VA: AACE.

DeCastro-Ambrosetti, D., Costa, V., and Hodges, C. (2009). Guest Editors' Introduction. *Issues in
Teacher Education*.

International Faculty Development, University International Programs, California State University Fullerton

International Cohort Cultural Experience: Japan (ICCE: Japan) *Study Abroad Program* Hosted by
DeCastro Ambrosetti, D. & Costa, V. Nakamura Gaukuen Super Global Girls High School, Fukuoka,
Japan; 2016.

Awards and Recognitions

(2019) CSU Advising Award. Recognition for outstanding student advising

DeCastro Ambrosetti, D. & Costa, V. Faculty Enhancement and Instructional Development Award
(2015-2016)

Costa, V., Shand, K., **DeCastro-Ambrosetti, D.**, Cho, G., and Tran, N. (October 2011). Pecha Kucha Award
(Preparing *STEM Digital Teachers and Teacher Educators*), E-Learn 2011--World Conference on E-
Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, HA.

Consultant:

2010-Present	The Roundtable Group Expert Witness Network
2002-2005	Member of the Bias Review Committee for the development of the California Subject Examinations for Teachers Test
2002-2003	Los Angeles County of Education
2002-Present	Los Angeles County of Education --Professional Expert
1995-96	New York State Department of Education School Quality Review Team.
1995	Pine Valley School District, New York. Facilitate the Implementation of Authentic Assessment Measures.
1995	Future Business Leaders of America. Program to foster development of leadership roles in Adolescents.
1994	Co-Author of Prototype for Middle School Quality Reviews in New York State.

- 1993 Author of Assessment-based curriculum model for the department of Education, New York State.
- 1992-1993 Coordinator-- piloted an advisory program for the Jamestown City School District.

Grants Awarded:

Professional Assignments and Activities:

National

Editorial Review Board for Scientific Journals International --Education and Human Development

State

California Council on Teacher Education Delegate

CSET Bias Review Committee Member

University

Spring 2022. Equitable Pedagogy Module. Cal State Fullerton.

University Faculty Personnel Committee

International Education Committee

Associated Vice President Search Committee

Student Success Committee

General Education Task Force

Extended Education Committee

General Education Faculty Learning Community

Campus Facilities & Beautification Committee

Associate Dean Search Committee

Associate Vice President Search Committee

FEID Grant Reviewer

SECTEP Committee member

Academic Appeals Committee

The Second Language Graduation Requirement

Focus Group for Faculty-Staff Center

Chancellor's Office Review

Technology Day Presentation

Library Committee

Researchers and Critical Educators

Founding Member and Public Relations Chair

Physics Teachers Preparation Task Force

Affirming Diversity Chair--Researchers and Critical Educators Committee

Founding Member

Academic Senate Member

Collaborative on Academic Careers in Higher Education (COACHE)

Affirmative Action Committee

Researchers and Critical Educators: Distinguished Speakers Series in Education.

Planning and Organization Committee

Japanese Scholars Host

University Academic Standards Committee

President's Committee to Support Retention and Tenure of Women and Minority Faculty

Secondary Cooperative Teacher Education Program

Teaching Performance Assessment Training of SECTEP Faculty

Researchers and Critical Educators (RACE)-Chair of the Public Relations committee

California State University, Fullerton, University Graduate Committee

Secondary Cooperative Teacher Education Program (SECTEP) *Committee Member*

College

One of the co-creators of the Titan Future Teachers

GIFT Squared

College of Education's Center for International Education and Global Partnerships

Commencement Committee member

Bilingual cross cultural Language Acquisition and Development (BCLAD)

College of Education Council of Representatives

California State University, Fullerton, HDCS Assessment Committee

Department

Graduate Committee

Personnel Committee

Professional Development Districts *Director*

Adolescence-- *Course chair*

Foundations of Secondary School Instruction and Fieldwork -- *Course chair*

NCATE and CCTC Accreditation Team, Member for the Department of Secondary Education

Secondary Education Assistant Faculty Marshall
 Pre-Orientation Planning and Organization Committee for Secondary Cooperative Teacher Education Program (SECTEP)
 Student Professional Behavior Committee
 Teacher Performance Expectations-- Development Coordinator

Community/ Professional Community

Personnel Committee Member
 Co-Teaching Model Implementation—Valadez Middle School, Placentia Yorba Linda School District
 Secondary Cooperative Teacher Education Community Advisory Committee – Member
 American Education Research Association Conference Proposal Reviewer
 National Depression Screening and Suicide Prevention Day Conference Planning and Organization Committee

Awards and Recognitions

Costa, V., Shand, K., **Ambrosetti, D.**, Cho, G., and Tran, N. (October 2011). Pecha Kucha Award (Preparing *STEM Digital Teachers and Teacher Educators*), E---Learn 2011-----World Conference on --
 -Learning in Corporate, Government, Healthcare, and Higher Education, Honolulu, HA. Outstanding
 Teacher California State University, Fullerton, 2011
 Outstanding Teacher / Scholar Award. California State University, Fullerton, 2005
 Outstanding University Service Recognition Award, California State University, Fullerton, 2003
 Holmes Group Scholar, SUNY-Buffalo, 1997-98; 1996-97; 1995-96.
 Schomberg Fellow (Under-represented Graduate Student Program) from State of New York, 1996-97; 1995-96; 1994-95; 1993-94.
 Who's Who Among Students in American Universities and Colleges, 1996-97.
 Excellence in Student Teaching Award, SUNY College at Fredonia Fall 1989.

Community Service:

Mindfulness Instructor to students at the Continuation School in Fullerton 2015
 SECTEP Community Advisory Committee
 SECTEP *Committee Member*
 The Second Regional Conference of the Partnership for Hispanic Family Learning
 Learning For Life Orange County Character Education Program
 California League of Middle Schools—Advisory Board
 National Depression Screening and Suicide Prevention Day Conference Planning and Organization Committee

Professional Affiliations:

Editorial Review Board of the *Scientific Journals International*
 American Educational Research Association (AERA), Member
 California League of Middle Schools (CLMS), Advisory Board
 National Middle School Association (NMSA)
 Rhode Island Middle Level Educators (RIMLE)
 Phi Delta Kappa -- Education Honor Society

Lindsay O'Neill

California State University, Fullerton
2600 E. Nutwood Ave., Suite 500
Fullerton, CA 92831
209-628-8067
loneill@fullerton.edu
lindsay-oneill.com

Education

- 2014 *Master of Education – Educational Technology, Arizona State University*
Instructional Design and Technology Specialization
- 2011 *Master of Library and Information Science, San Jose State University*
Reference Specialization
- 2005 *Bachelor of Arts – English, University of California, Riverside*

Professional Employment History

- 2018-Present *Full-Time Lecturer*
Master of Science in Instructional Design and Technology (MSIDT), California State University, Fullerton
Teach IDT 505, IDT 520, IDT 525, IDT 530, IDT 540, IDT 550, IDT 597
- 2014-2018 *Instructional Design Librarian*
Pollak Library, California State University, Fullerton
Designed, developed, and maintained digital learning objects using proven pedagogical and multimedia theory to teach library research skills in a variety of subject areas, and by using a variety of educational technologies including Articulate Storyline, Adobe Captivate, and Camtasia. Trained, consulted, and collaborated with colleagues across the university on learning object development, pedagogical strategies, open educational resources, open licensing, instructional design and technology, and accessibility/508 compliance.
- 2016-2017 *Part-Time Lecturer*
Master of Science in Instructional Design and Technology (MSIDT), California State University, Fullerton
Taught IDT 505 and IDT 520.
- 2012-2014 *Library Information Specialist Lead*
Library Information Specialist
Government Documents, Hayden Library, Arizona State University, Tempe, Arizona

Grew the State and Local Arizona Documents (SALAD) print and digital collection 20 percent by collecting nine hundred documents that otherwise might have been lost. Launched and managed official collection presence on Twitter (@ASUGovDocs). Taught library workshops as requested.

2012 (Spring) *Library Instruction Intern* (135 hours)

Noble Library, Arizona State University, Tempe, Arizona

Planned and taught research classes on library resources for freshmen. Collaboratively designed learning outcomes and assessment with instructional librarians.

2011 *Substitute Circulation Clerk* (Part-time)

Yorba Linda Public Library, Yorba Linda, California

Assisted patrons with checkout and return of books and multimedia materials. Interpreted library policy and provided directional and informational services.

2011 (Spring) *Reference Intern* (135 hours)

Tomás Rivera Library, University of California, Riverside

Provided reference services to undergraduates, graduate students, faculty and community members in-person and via email, phone, and chat. Instructed patrons in use of equipment including scanners, printers and microfilm readers. Taught research skills classes in a variety of subjects.

2010-2011 *Reserve Property Specialist* (Part-time)

The Ahwahnee Hotel, DNC Parks and Resorts at Yosemite, Yosemite National Park

Worked with National Park Service representatives to inventory and launch tracking system for historic furniture and artwork that were present at hotel's opening in 1927. Located, retrieved, and individually tagged historic items (some off-property, most still-in-use) and designed in-house web catalog to streamline future tracking and item maintenance.

2010 (Fall) *Reference Intern* (135 hours)

Wilfred J. Airey Library, Norco College, Norco, California

Assisted students, staff and faculty in-person at reference desk and via phone. Taught information literacy classes for first-time library users. Created and updated online research guides using LibGuides.

Teaching Assistant/Peer Mentor (Part-time)

School of Library and Information Science, San Jose State University

Taught online section of a required introductory tools and technology class for new graduate students.

Scholarly/Creative Activities

Publications

Peer-Reviewed

- 2017 O'Neill, J. L. (2017). Deploying a WordPress-based learning object repository to scale up instruction and effect a culture of sharing. *Reference Services Review*, 45(1).
- 2016 O'Neill, J. L. (2016). Weeding with ADDIE: Developing training for deselection at an academic library. *Reference & User Services Quarterly*, 56(2).

Book Chapters

- 2018 O'Neill, L. (2018). Pollak Library Spark Tutorials. In K. O'Brien & T. Jacobson (Eds.), *Teaching with digital badges: Best practices for libraries*. Lanham: Rowman & Littlefield.

Other

- 2019 O'Neill, L. (2019). Get Started with Augmented and Virtual Reality for Learning [ebook]. Retrieved from <http://www.lindsay-oneill.com/IDTeaching/getstartedwitharandvrforlearning/>.
- 2017 O'Neill, L. (2017). June 2017 Site of the month: Finding articles & databases. *PRIMO Site of the Month*. Retrieved from <https://web.archive.org/web/20170817031226/http://acrl.ala.org/IS/instruction-tools-resources-2/pedagogy/primo-peer-reviewed-instruction-materials-online/june-2017-site-of-the-month/>.
- 2015 O'Neill, L. (2015). Meerkat. [Review of the application *Meerkat*]. *Multimedia & Technology Reviews*. Retrieved from <https://web.archive.org/web/20170316111100/https://www.arlisna.org/publications/multimedia-technology-reviews/663-meerkat>
- 2014-2015 O'Neill, L. (2014-2015). First Year Academic Librarian Experience Blogger (Ten monthly posts). *ACRLlog*. Retrieved from <http://acrlog.org/>

Invited Presentations

- 2019 O'Neill, L. (2019, March 13). Keynote panelist. *Shaping the future of libraries with instructional design*. Retrieved from <https://www.library20.com/instructionaldesign>
- 2018 O'Neill, L. (2018, December 11). Keynote speaker. *ACRL Distance Learning Section discussion group fall forum on OER*. Webinar. Retrieved from

<https://web.archive.org/web/20190624202023/https://acrl.ala.org/DLS/2018/12/04/dls-discussion-group-fall-forum-on-oer/>

- 2017 O'Neill, L. (2017, May 26). Assessing digital learning objects. Workshop presentation at *Place at the table: WSCUC IL Assessment Symposium*, CSU Maritime, Vallejo, CA
- Dray, H., Salmons, J., Vital, S., O'Neill, L. (2017, April 4). *Just in case, just in time: The role of the library in active learning initiatives*. Panel presentation at Electronic Resources & Libraries Conference, Austin, TX
- O'Neill, L., Marineo, F., Woodward, K., Hartwell, J., Clossen, A. (2017, March 2). *Conversations with blended librarians: Second in a series*. Panel webinar conducted for Blended Librarian Online Learning Community. Retrieved from <http://blendedlibrarian.learningtimes.net/conversations-with-bl-feb2017/#.WRNduOErJQI>
- 2015 Alexander, B., Signorelli, P., & O'Neill, L. (2015, April 2). *The road to 2020: Envisioning higher education and the library environment for a shifting future*. Panel webinar conducted for Blended Librarian Online Learning Community. Retrieved from <http://blendedlibrarian.learningtimes.net/the-road-to-2020/#.WbQaPMh96iM>

National Presentations

- 2019 O'Neill, L. (2019, June 26). *Getting started with virtual reality*. Presentation at Realities360, San Jose, CA. Retrieved from <https://www.learningguild.com/realities360/sessions/session-details.cfm?event=675&session=10168>.
- O'Neill, L. (2019, April 1-5). *Create interactive and accessible online tutorials with H5P*. Interactive asynchronous online presentation at Distance Library Instruction Virtual Poster Session (Spring 2019). Retrieved from <https://web.archive.org/web/20190624195627/https://acrl.ala.org/DLS/2019-virtual-poster-session/hp5-tutorials/>
- 2018 Bernhardt, B., Allen, N., Cuillier, C., Gallaway, T., & O'Neill, L. (2018, June 25). *Open Educational Resources (OER): Where libraries are and where we are going*. Panel presentation at American Library Association Annual Conference, New Orleans, LA. Retrieved from <https://www.slideshare.net/LindsayONeill/online-teaching-with-aer-oer-successes-learning-experiences-alaac18>
- O'Neill, L. (2018, June 23). *Tutorials that are interactive, accessible, AND open? It's possible with H5P!* Poster presentation at American Library Association Annual Conference, New Orleans, LA. Retrieved from <http://lindsay-oneill.com/try-h5p/>.

- O'Neill, L. (2018, April 17). *Digital badges exposed*. Presentation at TCC Online Conference. Retrieved from <https://2018.tcconlineconference.org/18026g/>
- O'Neill, L. (2018, March 7). *Free graphics, audio, and video for education*. Webinar for ACRL University Libraries section. Retrieved from <https://www.youtube.com/watch?v=w8GCF7ZmpAo>
- O'Neill, L. (2018, January 31). *20 apps in 60 minutes (for Educators)*. Webinar for ACRL University Libraries Section. Retrieved from <https://www.acrl.ala.org/ULS/20-apps-in-60-minutes/>
- 2017 O'Neill, L. (2017, October 23). *APA Citation Tutorial*. Presentation at DemoFest, DevLearn, Las Vegas, NV
- O'Neill, L., Gautreau, C., Glaeser, B. (2017, October 23). *Badges and microlearning: The perfect match*. Presentation at DevLearn, Las Vegas, NV. Retrieved from <https://lindsay-oneill.com/perfectmatch/>
- O'Neill, L. (2017, October 13). *The Perfect Opportunity: Transforming a graduate instructional design degree with affordable and open educational resources*. Presentation at Open Education Conference, Anaheim, CA. Retrieved from <https://openeducation2017.sched.com/event/BXek/the-perfect-opportunity-transforming-a-graduate-instructional-design-degree-with-affordable-and-open-educational-resources>
- O'Neill, L. (2017, October 12). *Connector, adviser, creator: The role of the Instructional Design Librarian in campus OER initiatives*. Roundtable at Open Education Conference, Anaheim, CA. Retrieved from <https://openeducation2017.sched.com/event/BXow/table-16-connector-adviser-creator-the-role-of-the-instructional-design-librarian-in-campus-oer-initiatives>
- Roll, A., O'Neill, L. (2017, June 24). *We wish it was magic: Managing expectations and our own learning curve when assisting faculty with course ebook adoptions*. Panel presentation at Collection Development Librarians of Academic Libraries Interest Group (ALCTS CMS), American Library Association Annual Conference, Chicago, IL
- O'Neill, L. (2017, April 4). *Digital badges exposed: Technology behind a library badges program*. Presentation at Electronic Resources & Libraries Conference, Austin, TX
- O'Neill, L. (2017, March 23). *Digital badges exposed: Technology behind a library badges program*. TechConnect presentation at Association of College & Research Libraries Conference, Baltimore, MD. Retrieved from <http://acrl.learningtimesevents.org/digital-badges-exposed-technology-behind-a-library-badges-program/>

- O'Neill, L. (2017, March 23). *Digital badges exposed: Technology behind a library badges program*. Webcast for Association of College & Research Libraries Virtual Conference
- 2016 O'Neill, L. & Prieto, A. (2016, June 25). *Embedding the library into an online course: A quest for scalable solutions*. Poster session presented as culmination of 2015-16 Assessment in Action project at the American Library Association Annual Conference, Orlando, FL
- O'Neill, L. (2016, June). *Scale up your instruction by sharing your resources: Deploy WordPress as a learning object repository*. Presentation at the Library Instruction West Conference, Salt Lake City, UT
- O'Neill, L. (2016, March). *Scale up your instruction by sharing your resources: Deploy WordPress as a learning object repository*. Presentation at the Library Technology Conference, Macalester College, St. Paul, MN
- 2015 Terrones, L., & O'Neill, L. (2015, June). *Transforming library information literacy instruction to support high impact practices: A model redesign*. Poster session presented at the American Library Association Annual Conference, San Francisco, CA
- O'Neill, L., & Terrones, L. (2015, March). *You are a scholar: Designing an online module for FYE community using the draft ACRL Framework for Information Literacy for Higher Education*. Virtual poster presentation at the Association of College & Research Libraries Virtual Conference, Portland, OR. Retrieved from <http://acrl.learningtimesevents.org/poster-oneill/>

State, Regional, Local Presentations

- 2018 O'Neill, L. (2018, March 14). *Introduction to Creative Commons*. Affordable Learning Solutions Expo, California State University, Fullerton.
- 2016 O'Neill, L., Terrones, L., Lambert, J., Prieto, A., Sage, J., & Cornforth, J. (2015, February). *Dance into the FIRE: Engaging with the framework to develop an information literacy curriculum for freshmen*. Presentation at SCIL Works 2016, California State University, Fullerton
- 2015 Swadish, M., & O'Neill, L. (2015, April 16). *Open educational resources: A sustainable model for the future*. Poster presented on behalf of the Pollak Library Open Access Team at the 3rd Annual Sustainability Symposium, California State University, Fullerton
- O'Neill, L., & Terrones, L. (2015, February). *Rising to the Occasion: Redesigning an FYE community library information literacy component to incorporate HIPs*. Poster presented at SCIL Works, West Los Angeles College, CA

- 2014 O'Neill, L. (2014, November). *SALAD: My experience collecting and providing access to Arizona government documents*. Blitz presentation at the Arizona Library Association-Mountain Plains Library Association Joint Annual Conference, Fort McDowell, AZ

Grants

- 2021 Assigned Time for Exceptional Levels of Service to Students Award. *MSIDT Online Orientation*. Fall 2021 Course Release.
- College of Education Dean's Grant for Professional Development for Full-Time Lecturers. *Funded attendance at Learning 2021, virtual conference, November 2021*.
- 2019 Faculty Enhancement and Instructional Development Award (FEID). *Virtual Reality Curriculum Design & Development*. Fall 2019 Course Release.
- 2018 College of Education Dean's Grant for Professional Development for Full-Time Lecturers. *Funded attendance at the CSUN Assistive Technology Conference in Anaheim, CA, March, 2019*.

Learning Objects

Peer-Reviewed Learning Objects

- 2017 O'Neill, L., Prieto, A., Cornforth, J., & Sage, J. Pollak Library: Finding articles & databases [Storyline tutorial]. *ALA/ACRL Instruction Section's Peer-Reviewed Instructional Materials Online (PRIMO) project database*. Retrieved from <http://primodb.org/>.
- 2016 O'Neill, L., & Prieto, A., Cornforth, J. Pollak Library: Services & collections [Storyline tutorial]. *ALA/ACRL Instruction Section's Peer-Reviewed Instructional Materials Online (PRIMO) project database*. Retrieved from <http://primodb.org/>.
- 2015 O'Neill, L. (July 2015). Keyword Generator [Storyline tutorial]. *ALA/ACRL Instruction Section's Peer-Reviewed Instructional Materials Online (PRIMO) project database*. Retrieved from <http://primodb.org/>.

Professional Growth

Selected Conferences and Workshops

National

- 2021 Learning 2021, Virtual, November 2021
TCC Online Conference, April 2021
- 2020 DevLearn Conference, Virtual, October 2020
- 2019 DevLearn Conference, Las Vegas, NV, October 2019
Realities360 Conference, San Jose, CA, June 2019

- TCC Online Conference, April 2019
- Assistive Technology Conference, Anaheim, CA, March 2019
- 2018 DevLearn, Las Vegas, NV, October 2018
- American Library Association Annual Conference, New Orleans, Louisiana, June 2018
- TCC Online Conference, April 2018
- 2017 DevLearn, Las Vegas, NV, October 2017
- Open Education Conference, Anaheim, CA, October 2017
- American Library Association Annual Conference, Chicago, Illinois, June 2017
- Electronic Resources & Libraries Conference, Austin, Texas, April 2017
- Association of College and Research Libraries Conference, Baltimore, Maryland, March 2017
- 2016 American Library Association Annual Conference, Orlando, Florida, June 2016
- Library Instruction West, Salt Lake City, Utah, June 2016
- Library Technology Conference, Macalester College, St. Paul, Minnesota, March 2016
- ACRL Assessment in Action Team Leader Workshop, Boston, Massachusetts, January 2016
- 2015 DevLearn, Las Vegas, Nevada, September 2015
- American Library Association Annual Conference, San Francisco, California, June 2015
- ACRL Assessment in Action Team Leader Workshop, San Francisco, California, June 2015
- Institute on High-Impact Practices and Student Success, Association of American Colleges & Universities, Madison, Wisconsin, June 2015
- Association of College and Research Libraries Conference, Portland, Oregon, March 2015

Webinars/Virtual Conferences and Presentations

- 2019 *Distance Library Instruction Virtual Poster Session.* (April 1-5). Virtual Session.
- 2018 *VoiceThread Advanced Skills.* (February 5). VoiceThread.com.

Local

- 2022 *Equitable Pedagogy Module* [online course]. California State University, Fullerton.
- 2021 *Asynchronous Advanced Remote Teaching in Canvas* [online course]. (November 9-29). Faculty Development Center, California State University, Fullerton.
- 2020 *Teaching Remotely – Asynchronous Beginner Canvas Workshop* [online course]. (September 17-October 22). Faculty Development Center, California State University, Fullerton.
- 2019 *Storyline [Elearning Software] Accessibility Workshop*. (October 31). California State University Chancellor's Office, Long Beach.
- 2018 *Accessible Instructional Materials #3: Creating Accessible Documents and Presentations* [online course]. (November 5-December 9), Online Education and Training, California State University, Fullerton.
- Leading effective peer reviews to increase feedback for student writers*. (October 18). Faculty Development Center, California State University, Fullerton.
- ATI Compliance/OU Campus usage training*. (October 12). College of Education, California State University, Fullerton.
- Accessible Instructional Materials #2: Universal Design for Learning* [online course]. (October 1-31), Online Education and Training, California State University, Fullerton.
- Experts' notebooks: increasing course writing; reducing grading time*. (September 12). Faculty Development Center, California State University, Fullerton.
- Grading essentials in Titanium*. (September 5). Online Education and Training, California State University, Fullerton.
- Accessible Instructional Materials #1: Accessibility Awareness* [Online Course]. (September 3-30). Online Education and Training, California State University, Fullerton.
- College of Education Faculty and Staff Retreat*. (August 23). Titan Student Union, California State University, Fullerton.
- Getting LinkedIn: Best practices*. (March 22). Faculty Development Center, California State University, Fullerton.

Memberships in Professional Organizations

- 2014-Present American Library Association
- Association of College & Research Libraries
- The Learning Guild

2014-2016 California Association of Research Libraries

2012-2014 Arizona Library Association

2013-2014 Mountain Plains Library Association

Service

Service to Professional Organizations

2018 Secretary, Learning Round Table, American Library Association (2018-2020)

California State University Systemwide

2018 Member, Council of Library Deans Assessment Team (CAT), (2016-2018)

University Service Activities

2020-Now Member, College of Education Information Technology Committee

2018 Member, Affordable Learning Solutions Expo Planning Committee (2018).
California State University, Fullerton.

Member, Online Strategy Task Force (2017-2018). California State University,
Fullerton.

L/A/C/E representative, Faculty Development Center Board (2015-2018).
California State University, Fullerton.

Reader, Frankenreads (October 31). Pollak Library, California State University,
Fullerton.

Volunteer, Pop-Up Speakeasy (April 10). Pollak Library, California State University,
Fullerton.

2016 L/A/C/E representative, Faculty Development Center Search Committee,
December 2016

Library representative, Affordable Learning Solutions Campus Committee

2015 Library representative/consultant, Academic Master Plan Subcommittee 1:
Programs, Degrees, and Outcomes, September 2015-16

SafeSpace Ally, CSU Fullerton SafeSpace Program, January 2015

Community Service Activities

2019 Statistician, Board of Directors (2019). Bicycle Club of Irvine, Irvine, CA

2015-2016 Vice President of Public Relations, Titan Toastmasters, California State University,
Fullerton, 2015-16

Awards

- 2018 Pollak Library 2018 Librarian-Scholar Award. Pollak Library, California State University, Fullerton.
- 2017 Honoree, Honor an Educator. College of Education, California State University, Fullerton.

Sangeetha Carmona, Ed.D.
sangeetamo1013@gmail.com
909-908-9800

EDUCATION

California State University, Fullerton, CA (CSUF)

Edd, PreK-12 Leadership, January 2015

Dissertation: An exploration of mindfulness as a stress reduction prevention for adolescents

Committee: Dr. Natalie Tran, Dr. Perry Wiseman, and Dr. Ron Oliver

MS, Instructional Design and Technology, June 2011 (MSIDT)

Digital Project: Development of Effective Student Success Team Plans through Blended Teacher Training

Advisors: Dr. Shariq Ahmed, Dr. Cynthia Gautreau, and Dr. JoAnn Carter-Wells

California State University, San Bernardino, CA

MA, Educational Administration, March 2008

University of California, Riverside, CA (UCR)

MEd, Education, June 2004

BA, History, June 2003

Senior Thesis: Eugenics movement in Southern California in the 1920s and 1930s Senior Advisor:

Dr. Ronald Tobey

GRANTS, SCHOLARSHIPS, RECOGNITIONS, AND AWARDS

- Award recipient, Inspire through SBCSS 2018
- Award recipient, ACSA Special Education Administrator of the Year 2016
- Featured MSIDT Alumna, LinkedIn 2015
- Co-presenter, University Council for Educational Administration Conference (UCEA) Indiana, Indianapolis, through conference attendance research support grant, CSUF 2013
- Participant, Center for Compassion and Altruism Research and Education Conference, Telluride, Colorado, through conference attendance research support grant, CSUF 2013
- Grant recipient, EDD grant, CSUF 2011-12
- Grant recipient, Cold War Summer Institute, Cambridge University, UK, Summer Teacher 2011
- Seminar, Grant through Gilder Lehrman Institute of American History
- Grant recipient, Footsteps to Freedom, Underground Railroad Study Trip, Black Voice Foundation 2010
- Award recipient, Outstanding Customer Service Award, San Bernardino City Unified School District 2009
- Grant recipient, Arthur and Rochelle Belfer National Conference for Educators, Washington D.C., Travel Grant, Washington D.C. 2009
- Scholarships recipient: Alpha Delta Kappa, Title III, Barbara Oakes, and Golden Key 2002-03

- International Honour Society through UCR, Dean's Honor Lists: UCR, Citrus College, and Pasadena City College

2002-03

TEACHING EXPERIENCE AND INTERESTS

- **Adjunct Faculty:**
 - IDT 520**, Instructional Design 1: Issues in eLearning and the Design Process, Spring 2020
 - IDT 545**, Emerging Technologies and Issues in Teaching, Fall 2020, Fall 2021, Spring 2022, and Fall 2022
 - IDT 510**, Research Methods, Fall 2019 and Fall 2022
 - EDSC 320**, Adolescence, Spring 2019 and Fall 2019 (online), Spring and Fall 2022 (in person)
 - IDT 550**, Project and Research, Spring 2019 and Spring 2020
 - IDT 530**, Planning, Designing, Developing, and Evaluating Technology-Based Instruction, Fall 2018 and Summer 2022
 - IDT 525**, Learning Theories, Spring 2021 and 2022
- **Dissertation Chair:**
 - Fall 2017 through Summer 2019
- **Co-teaching:**
 - EDSC 535**, Survey of Educational Research, Summer 2012
- **Training and Coaching**, Sequential training in Positive Behavioral Interventions and Supports Implementation School and District-wide, 2013-15 and 2019-20
- **Research Interests:**
 - ✓ Leadership for technology integration
 - ✓ Diversity, equity, and inclusive practices for student growth
 - ✓ Cross-sector collaboration and community partnerships for school-based interventions and supports
 - ✓ Clinical teaching in education
 - ✓ Transformative Learning
 - ✓ Critical Thinking in Higher Education courses
 - ✓ Action oriented social justice
- **Higher Education Professional Development:**
 - ✓ **Equitable Pedagogy Module**, CSUF, Spring 2022
 - ✓ **IMPACT (Intentional and Meaningful Pedagogy to Achieve Classroom Transformations) Certificate**, CSUF, Spring 2022
 - ✓ **CSU Accessibility Documents Training**, Fall 2022 (in progress)
 - ✓ **Setting the Foundation for Advancing Racial Equity in Education**, CSUF, Fall 2022 (in progress)
 - ✓ **Critical Professional Development (related to Social Justice) for University Faculty through the Faculty Learning Community**, CSUF, Fall 2022-Spring 2023 (in progress)

PRESENTATIONS

- “Exploring Mindfulness as a stress reduction intervention among adolescents.”
Invited poster presenter, Carnegie Project on the Education Doctorate
Conference, CSUF 2015
- Collaboration within a multi-tiered system of supports.” Southern Region Student
Wellness Conference (SRSWC), Indian Wells, CA 2015
- “Parent Partners: Positive Behavior Support in the home.” SRSWC, Indian Wells, CA 2015
- “Mindful Classroom” workshop presented at Dependency court, Orange County, CA 2014
- “Cultivating Mindfulness in a Middle School Campus” CREAL, CSUF 2014
- “Cultivating Mindfulness in Education through Community-Based Partnership”
UCEA, Indianapolis, IN 2013
- “Implementing PBIS despite a culture of negativity” California League of Middle
Schools, San Francisco, CA and ASCD, Philadelphia, PA 2012

PROFESSIONAL EXPERIENCE

Educational Leadership

California State University

Fullerton, CA

Adjunct Faculty

August 2018 - To-date

Instructional Design and Technology

- Explore multiple technologies to teach and communicate with students (learning management system such as Moodle, online meeting software such as Zoom, and Remind application for updates)
- Redesigning course based on feedback from previous faculty, program director, and students
- Advising students at all levels and providing them with accommodations and supports to help them navigate and complete the course successfully and within deadlines.

Adjunct Faculty and University Mentor

January 2019 – To-date

Secondary Education

- Competence in mentoring practices and familiarity with the *Fullerton Online Teacher Induction Program*, including participating in online training activities.
- Dialog with mentees on specific topics related to teaching and learning.
- Provide feedback to mentees on self-assessments, reflections on teaching practice, and teacher inquiry.
- Conduct a classroom observation and provide feedback to mentees using the POP cycle: (Pre-Conference, Observation, Post-Conference) Cycle of Observing Classroom Practice.

Dissertation Chair

August 2017-May 2019

Educational Leadership

- Perform the role of teacher, guide, and mentor for the candidate.
- Assure that the finished dissertation is of high quality both in the design of the research and the written presentation.
- Act as lead and liaison between the candidate and the committee.
- Prepare the candidate for a timely and successful proposal defense and final defense.
- Work cooperatively with the department editor, program director, and coordinators.

Student Support Services – West End Operations
San Bernardino County Superintendent of Schools (SBCSS)
Special Education Principal (Itinerant)

Ontario, CA
August 2015-July 2022

- Within the West End operations of the student support services branch, oversee five county sites with a population of over 1500 students offering K-12 special education services primarily in Emotional Disturbance, Moderate to Severe, Severe to Profound, and Autism programs.
- Collaborate with SMEs and IDEs to design, develop, and deliver F2F, online, and hybrid training and coaching sequence
- Evaluate and supervise over 55 employees: SDC teachers, APE teachers, para-educators, and office staff as well as collaboration with three unions: CTA, CSEA, and Teamsters.
- Collaboration with districts, community agencies, and service providers to support the individualized needs of our students adhering to county, state, and federal legal guidelines.
- Promote technology-based instruction using google classroom, education-based applications, and online curriculum and simulations which include interactive boards, tablets, smartphones, Google Expedition, and e-notebooks.
- Provide student-focused leadership including facilitating all IEP meetings (annuals, triennials, and amendments), crisis intervention, prevention strategies, conflict resolution, school-wide reinforcement system, evaluations, observations and walkthroughs, building positive relationships with parents, districts, and other service providers, problem-solving, PBIS and SEL planning and implementation, community partnerships, and professional development for teachers and paraeducators.
- Building leadership capacity through training of lead teachers.

Curriculum and Instruction, SBCSS
Positive Behavior Interventions and Supports (PBIS) Coordinator

San Bernardino, CA
2013-15

- In conjunction with the Student Assistance Program (SAP) and the PBIS teams, facilitated and managed PBIS and Multi-tiered system of supports (MTSS) capacity building, consultancy, technical assistance, and sustainability training (face-to-face and online) for teachers, classified staff, and site and district administration in alignment with the goals of SBCSS.
- Provided needs-based professional development training and coaching based on experience and understanding of school culture, standards-based instruction, and multiple change initiatives impacting education.
- Increased delivery of professional development from 15 schools in two districts to 120+ schools in 13 districts, with an annual operating budget increase (using grants, general funds, and revenue streams) from \$525,000 to approximately \$1,300,000, and team expansion from four to seven members within two years.
- Optimized resources by leveraging expertise from the county and districts by creating a cadre of trainers that offer training with varying degrees and levels of expertise: site to district level PBIS implementers.
- Secured multiple three-year district contracts for a total of approximately \$900,000 within two years.

- Provided strategic transformational leadership in the identification, design, dissemination, implementation, and evaluation of promising and research-based best practices, policies, and procedures in multi-tiered system of support (MTSS) including fostering family and community engagement, and student advocacy activities and projects for school districts and sites.
- Promoted the use and integration of new and emerging technologies, which support, accelerate, and sustain learning and achievement of students of diverse academic, behavioral, social and emotional, socioeconomic, cultural, and ethnic backgrounds.
- Monitored program activities conducted by individual school sites, school districts, and agencies using evidence-based progress monitoring, fidelity, and outcome metrics.
- Organized and facilitated community resource mapping and regional program networking meetings.
- Provided school reform and improvement information and support to districts, administrators, teachers, students, and community members.
- Prepared regular and timely grant, department, and organizational reports.
- Managed, supported, and evaluated program operations, budgets, and expenditures and assured compliance within budget limitations.
- Established and evaluated goals, priorities, processes, and systems for the effective delivery of MTSS programs, scale-up model for capacity building at site, district, and county level, and coaching models for sustainability.
- Represented the organization at various regional and state level committees including the Student Mental health workgroup and initiative.
- Trained, supervised, evaluated, and directed the work of team personnel as assigned and participated in the selection and hiring process.
- Coordinated related outreach activities with community colleges, universities, school districts, community organizations, mental health providers, businesses, vendors, and other outside organizations.
- As an executive planning committee member of the annual Southern Region Student Wellness Conference for 2014 and 2015, helped organize a conference with 350 participants in July 2014 which grew to over 500 participants in July 2015.

Center for Distance and Online Learning (CDOL)

Los Angeles County Office of Education

Consultant II

Downey, CA

2012-13

- Provided administrative and consultative services for CDOL including a multi-district Training of Trainers (TOT) in suicide prevention awareness with a budget of \$400,000.
- Secured contracts with 30 districts for the TOT within four months of outreach that included webinars, presentations at SELPA, county, and district meetings, and online and website advertising including social media.
- Managed multiple online professional development initiatives and oversight for the development and outreach for presentations, subscriptions, contracts, and licensing.
- Designed, developed, and launched marketing initiatives and interstitials to districts and other agencies for CDOL products and services.
- Collaborated with internal and external clients including universities to plan, organize, and produce online and blended educator professional development university credit courses. This included embedding suicide prevention content within teacher and administrative credentialing programs at California State University, Los Angeles.

Shandin Hills Middle School (SHMS)
Program Specialist and Instructional Coach

San Bernardino, CA
2007-12

- Conducted targeted professional development training sessions (face-to-face and online) and workshops for teachers and staff using ADDIE instructional design principles.
- Designed, developed, and implemented student needs-based master schedule to accommodate double blocks of Language Arts and Math with universal access intervention, advisory and tutorial classes, and elective options.
- Annually analyzed and refined a systematic and school-wide process of timely and flexible response using best practices as well as effective and targeted instruction for at-risk students through universal access support, tutorial courses, and individualized plans.
- Continued to build effective and productive relationships with students, parents, and staff using PBIS and Response to Intervention (RtI) processes.
- Increased school spirit and student engagement using targeted and strategic promotions, pep rallies, and lunchtime activities.
- Encouraged a positive school culture as an ASB advisor including coordinating and scheduling student events and activities in collaboration with administration, school staff, ASB bookkeeper, ASB Committee, and student council.
- Provided instructional coaching support to teachers in areas of classroom management, curriculum delivery, lesson and unit planning, and other instructional resources.
- Acted as Principal (Administrative Designee) when required including during month-long intersession programs.
- Designed, developed, and implemented a three-tiered site level student behavioral support system in partnership with vice principals and counselors from June 2007 through September 2011.
- Served as an Achievement Gap Specialist (AGS) by regularly reviewing and communicating achievement data, grades, attendance, and behavioral concerns of targeted student populations with students, parents, and teachers.

Vermont Elementary and Shandin Hills Middle School
Teacher

San Bernardino, CA
2004-07

- In addition to teaching and providing a safe and effective learning environment for students, collaboratively planned and delivered interdisciplinary units and lessons using wide variety of engaging and active learning instructional strategies.
- Integrated technology and kinesthetic activities in lesson design to promote life-long learning among children.
- Leadership responsibilities included launching a new student council and organizing career day at the elementary school and substituting as a programs specialist at the middle school.

LANGUAGE, SKILLS, AND CREDENTIALS

- Arabic (conversational) and Hindi (moderate)
- Clear Multiple subjects teaching credential with supplementary authorization in social science
- Clear Administrative Services Credential
- ASIST, SWIS, and CICO-SWIS Trainer (2013-2019)

SERVICE AND MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

- Member, ACSA 2012-2019
- Santamaria, L.J. Jean-Marie, G., & Grant, C.O. (Eds) (2014). [Review of the book Cross-cultural women scholars in academe: Intergenerational voices] York, NY: Routledge Books. Retrieved from <http://nau.edu/COE/eJournal/Summer-2015---Special-Issue/> 2015
- Regional Judge, Directing Change Contest 2015
- Representative, California PBIS Coalition and Student Mental 2014-15
- Member, Executive Planning Committee, SRSWC 2014-15
- Member, Mindfulness research team, CSUF 2013-15
- Volunteer, Spring Day of Mindfulness, LA Habra Family Resource Center 2013
- Volunteer, Social Justice Summit, CSUF 2012

REFERENCES

Dr. Natalie Tran
Associate Professor
Dept. of Ed. Leadership
California State University
P.O. Box 6868
Fullerton, CA 92834
657-278-3110
natran@fullerton.edu

Dr. Carmen Beck
Chief Academic Officer
Educational Services
Inglewood US District
401 S. Inglewood Ave.
Inglewood, CA 90301
310-419-2724
carmen.beck@inglewood.k12.ca.us

Dr. Cynthia Gautreau
Program Director
Instructional Design & Tech.
California State University
800 N. State College Blvd,
Fullerton. CA 92831
657-278-3639
cgautreau@fullerton.edu

Thomas R. Wilson, PhD

Email: Dr.TRWilson@gmail.com

Website: thomasroycewilsoncom.wordpress.com

PROFESSIONAL EXPERIENCE

Director of Online Learning, 6/2013 – Present

Azusa Pacific University, Azusa, CA

- Direct four instructional designers in the design and development of online courses in undergraduate, graduate, and professional programs (Canvas LMS).
- Developed and currently implement online program evaluations.
- Design and facilitate training for online faculty and subject matter experts (SMEs).
- Design and develop online training for high-profile, university-wide initiatives (e.g., diversity, online student orientation, etc.).

Online Instructional Designer, 6/2011 – 6/2013

Azusa Pacific University, Azusa, CA

- Collaborated with SMEs to design and develop undergraduate and graduate online courses.
- Developed an LMS training series for faculty and a series for students.
- Architect of APU Standards for Online Course Design and Delivery.
- Developed *Course Cruncher* online course evaluation tool.
- Provided technical support for faculty using multimedia, audio, and video technology.
- Developed and conduct virtual and face-to-face training sessions for faculty and SMEs.

Online Instructor

- California State University, Fullerton, CA (1/22-Present)
IDT540 Systematic Approach to Digital Design and Development (**MSIDT**)
- University of Virginia, Charlottesville, VA (8/2020 – 5/21)
EDIS5075 Online and Blended Learning - Instructional Technology Program (M.Ed, Ed.D, Certificate)

Azusa Pacific University, Azusa, CA (5/2017 – 7/2020)

- Ed-Tech MA program for K-12 Teachers
 - *EDTC 521 Digital Imagery for Learning Environments*
 - *EDTC 524 Instructional Design & Development*

Associate Dean, Online Learning, 2/2010 – 6/2011

Everest University Online, Santa Ana, CA (Corinthian Colleges, Inc.)

- Supervised 500 online adjunct faculty and 11 fulltime faculty and staff to ensure instructional quality of online courses.
- Collaborated with Subject Matter Experts (SMEs) to develop online courses.
- Supervised the monitoring and maintenance of online sections each term.
- Reduced student complaints 72% over two terms by implementing Internet-based faculty training, including original *Instructor TV* and e-coaching programs.

English Teacher (K-12), 2000 - 2010

Joshua Springs Christian School, Yucca Valley, CA

- Taught junior high 3 years and high school 7 years.
- As department chair, developed English curricula that met *University of California A-G List* standards.
- Created *Philosophy Express* online training for faculty to fulfill ACSI accreditation requirement. (MSIDT master's thesis project.)
- Created and implemented *Learning Improvement Teams* for school-wide curricula assessment.
- Integrated emerging technologies into English curricula, and designed school website.
- As WASC/ACSI accreditation coordinator, wrote self-study instruments for two accreditation cycles.
- Designed and implemented school-wide professional development program to support faculty in educational technology, curriculum mapping, and other areas.

Marketing Director, 1997-2000

Marine Corps Air-Ground Combat Center, Twentynine Palms, CA

- Designed, built, and managed video production facility.
- Launched MCCS-TV and other award-winning marketing products.
- Simultaneously managed complex projects for various internal clients.
- Increased customer patronage of MCCS facilities and programs through introduction of video and Internet marketing.
- Earned international recognition for innovative use of technology in marketing.

Educational Media Producer/Consultant, 1991-1997

Royce Media, Honolulu, HI

- Collaborated with Hawaii Department of Education SMEs to create K-12 educational television programs for KHET, Hawaii Public Television.
- Worked with corporate and government SMEs to produce training videos, marketing videos, training curricula, and supporting print materials.

EDUCATION

- Ph.D., Instructional Design and Technology; Old Dominion University; Norfolk, VA
- M.S. Instructional Design and Technology; California State University, Fullerton; Fullerton, CA
- B.S. Mass Communications; University of Southern Colorado; Pueblo, CO

CSUF TRAINING

- Just, Equitable, and Inclusive Education Resources (2/2022)

CONFERENCES, SYMPOSIA & WORKSHOPS

Cranky Colleagues vs. Killer Robots: Helping Others Embrace Technology (August 2020). Distance Teaching and Learning Conference, University of Wisconsin.

You're Hired: Strategies for Landing that Ideal Instructional Designer Job (May 2020). California State University, Fullerton, webinar.

Design Strategies for Effective Online Learning (May 2020). Teaching and Leading Conference: Engaging Diverse Student Populations Through Design and Instruction. Emmaus Global Campus.

Facilitation Strategies for Effective Online Learning (May 2020). Teaching and Leading Conference: Engaging Diverse Student Populations Through Design and Instruction. Emmaus Global Campus.

Keynote speaker: California State University, Fullerton *Create Conference*, Fullerton, CA. (Postponed due to COVID.)

Punchline Pedagogy: Using Cognitive Humor to Energize Online Faculty Training (October 2019). Association for Educational Communications and Technology (AECT) International Conference, Las Vegas, NV

Does Learning-for-All Include Smartphone Users? - The Effect of Smartphones When Answering Open-Response Questions (October 2018). Association for Educational Communications and Technology (AECT) International Conference, Kansas City, MO

Energizing and Equipping faculty in the areas of Diversity and Online Teaching (February 2018). Council for Christian Colleges and Universities (CCCU) International Forum, Dallas, TX

Changing the Way We Foster Change: An Alternative Design of Online Diversity Training for Higher Education Faculty (2017): Association for Educational Communications and Technology (AECT) International Conference, Jacksonville FL

Three Approaches to Supporting Online Faculty and Enhancing the Student Learning Experience (2017); Association for Christian Education Annual Conference; Biola University, La Mirada, CA

The YouTube effect: Do Default Multimedia Controls Impede Novice Learning? (2016); Association for Educational Communications and Technology (AECT) International Conference, Las Vegas, NV

People, Pedagogy, and Process: Using Technology to Maximize the "Three P's" of Online Course Development (2015); Commission on Technology Conference, Council for Christian Colleges and Universities; Westmont College, Santa Barbara, CA

Big Plans for Little Screens: Is Yesterday's Message Design Research Relevant for Tomorrow's Mobile Learning? (2015); Association of Educational Communications and Technology (AECT) International Conference; Indianapolis, IN

Great Expectations: An Examination of the Alignment of Graduate Students' Expectations with their Professional Experiences (2014); Association of Educational Communications and Technology (AECT) International Conference; Jacksonville, FL

Humanizing e-Learning: The Role of Empathy in Transformational Online Education (2013); Association of Educational Communications and Technology (AECT) International Conference; Anaheim, CA

Point-and-Click Pedagogy; Faculty Development Day (2013); Azusa Pacific University, Azusa, CA

Research is the Chisel (2012); California State University Fullerton MSIT Alumni Association; Fullerton, CA

Look Before You Leap: Our First Year in Sakai (2012); JASIG/Sakai International Conference; Atlanta, GA

Staking Your Claim on the Digital Frontier (2010); California State University Fullerton MSIT Alumni Association; Fullerton, CA

[*Making a Difference*](#) (2009); California State Fullerton College of Education Commencement Speech, Fullerton, CA

State Standards and the ACSI High School Speech Meet, November (2007 & 2008); ACSI Southern California Teachers' Convention, Anaheim, CA

Shooting Fish in a Barrel: How to Market QoL Programs with In-Theater Video (1999); Department of Defense Quality of Life Technology Symposium, Seattle, Washington

Telecommunication Technology Tools for K-12 Teachers (1998); Oahu Educators' Symposium, Honolulu, HI

HONORS

Best Proposal (2nd place) Division of Distance Learning, 2019
Association for Educational Communications and Technology (AECT) International Conference, Las Vegas, NV

Mentor of the Year, 2009
Joshua Christian School, Yucca Valley, CA

Teacher of the Year, 2005
Veterans of Foreign Wars, Yucca Valley, CA

Irving Rubenstein, New Manager of the Year Award, 1998
International Military Community Executives Association; Austin, TX

Standing Tall Award, 1998
Lt. Col R.G. Richard's Personal Award, Marine Corps Air-Ground Combat Center Twentynine Palms, CA

Ike Pono Award, video editing, 1996
International Television and Video Association, Honolulu, HI

Ike Pono Award, video editing, 1995
International Television and Video Association, Honolulu, HI

Mark K. Worden

MS in Instructional Design and Technology

College of Education
California State University, Fullerton
Fullerton, CA 92834
714-313-6275
mworden@fullerton.edu

Education

M.S., California State University Fullerton, 2009
Instructional Design & Technology

B.S., University of Phoenix, 2004
Information Technology

A.A., Fullerton College, 1974
Business Administration

Professional Experience

Instructional Design & Section 508 and APA Accessibility Consultant
Independent Consultant

Lecturer, Instructional Design & Technology Master's Program, 2010-present
CSU Fullerton

Section 508 and APA Accessibility Compliance Officer 2014 - 2017
Coastline Community College

Instructor, Career and Technical Education Department, 2008-2014
Coastline Community College

Educational Technology Designer, 2004 -2017
Division of Military Education, Corporate Training & Business Development
Learning, Innovation & Teaching Excellence – Instructional Design Team
Coastline Community College

Chair, Business Computing/CIS, 2009 – 2011
Coastline Community College

Technology Coordinator, 2000-2004
Covenant Christian School, Orange

Internet Consulting, 1999-2006

Faculty and Administrative Load

Fall 2019 (3)	ISD530	Instructional Design 2: Advanced Issues	
Spring 2019 (3)	ISD597	IDT Project	
Fall 2017 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments	
Fall 2017 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments	
Fall 2016 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments	
Fall 2015 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments	
Fall 2015 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments	
Fall 2014 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments	
Fall 2014	BCC100	Introduction to Computers	(3)
Fall 2014	BCC100	Introduction to Computers	(3)
Fall 2014	BCC104	Microsoft Windows	(1.5)
Fall 2014	BCC104	Microsoft Windows	(1.5)
Fall 2014	BCC171	Web Design / XHTML	(3)
Fall 2014	BCC171	Web Design / XHTML	(3)
Fall 2014	BCC185	Microsoft PowerPoint	(1.5)
Fall 2014	BCC185	Microsoft PowerPoint	(1.5)
Sum 2014	BCC100	Introduction to Computers	(3)
Sum 2014	BCC104	Microsoft Windows	(1.5)
Sum 2014	BCC171	Web Design / XHTML	(3)
Sum 2014	BCC185	Microsoft PowerPoint	(1.5)
Spring 2014	BCC147	Beginning Microsoft Word	(2)
Spring 2014	BCC100	Introduction to Computers	(3)
Spring 2014	BCC100	Introduction to Computers	(3)
Spring 2014	BCC104	Microsoft Windows	(1.5)
Spring 2014	BCC104	Microsoft Windows	(1.5)
Spring 2014	BCC171	Web Design / XHTML	(3)
Spring 2014	BCC171	Web Design / XHTML	(3)
Spring 2014	BCC185	Microsoft PowerPoint	(1.5)
Spring 2014	BCC185	Microsoft PowerPoint	(1.5)
Fall 2013 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments	

Fall 2013	BCC100	Introduction to Computers	(3)
Fall 2013	BCC100	Introduction to Computers	(3)
Fall 2013	BCC104	Microsoft Windows	(1.5)
Fall 2013	BCC104	Microsoft Windows	(1.5)
Fall 2013	BCC171	Web Design / XHTML	(3)
Fall 2013	BCC171	Web Design / XHTML	(3)
Fall 2013	BCC185	Microsoft PowerPoint	(1.5)
Fall 2013	BCC185	Microsoft PowerPoint	(1.5)
Sum 2013	BCC100	Introduction to Computers	(3)
Sum 2013	BCC104	Microsoft Windows	(1.5)
Sum 2013	BCC171	Web Design / XHTML	(3)
Sum 2013	BCC185	Microsoft PowerPoint	(1.5)
Spring 2013	BCC147	Beginning Microsoft Word	(2)
Spring 2013	BCC100	Introduction to Computers	(3)
Spring 2013	BCC100	Introduction to Computers	(3)
Spring 2013	BCC104	Microsoft Windows	(1.5)
Spring 2013	BCC104	Microsoft Windows	(1.5)
Spring 2013	BCC171	Web Design / XHTML	(3)
Spring 2013	BCC171	Web Design / XHTML	(3)
Spring 2013	BCC185	Microsoft PowerPoint	(1.5)
Spring 2013	BCC185	Microsoft PowerPoint	(1.5)
Fall 2012	ISD505	Foundations of Instructional Design and Web Authoring Environments	(3)
Fall 2012	BCC100	Introduction to Computers	(3)
Fall 2012	BCC185	Microsoft PowerPoint	(1.5)
Fall 2012	BCC100	Introduction to Computers	(3)
Fall 2012	BCC100	Introduction to Computers	(3)
Fall 2012	BCC104	Microsoft Windows	(1.5)
Fall 2012	BCC104	Microsoft Windows	(1.5)
Fall 2012	BCC171	Web Design / XHTML	(3)
Fall 2012	BCC171	Web Design / XHTML	(3)
Fall 2012	BCC185	Microsoft PowerPoint	(1.5)
Fall 2012	BCC185	Microsoft PowerPoint	(1.5)
Sum 2012	BCC100	Introduction to Computers	(3)
Sum 2012	BCC104	Microsoft Windows	(1.5)
Sum 2012	BCC171	Web Design / XHTML	(3)
Sum 2012	BCC185	Microsoft PowerPoint	(1.5)
Spring 2012	IDT525	Instructional Approaches in Learning and Cognition	(3)
Spring 2012	BCC100	Introduction to Computers	(3)
Spring 2012	BCC147	Beginning Microsoft Word	(2)
Spring 2012	BCC148	Intermediate Microsoft Word	(2)
Spring 2012	BCC100	Introduction to Computers	(3)
Spring 2012	BCC100	Introduction to Computers	(3)
Spring 2012	BCC104	Microsoft Windows	(1.5)
Spring 2012	BCC104	Microsoft Windows	(1.5)
Spring 2012	BCC171	Web Design / XHTML	(3)
Spring 2012	BCC171	Web Design / XHTML	(3)
Spring 2012	BCC185	Microsoft PowerPoint	(1.5)
Spring 2012	BCC185	Microsoft PowerPoint	(1.5)
Fall 2011	ISD505	Foundations of Instructional Design and Web Authoring Environments	(3)

Fall 2011	IDT525	Instructional Approaches in Learning and Cognition	(3)
Fall 2011	BCC100	Introduction to Computers	(3)
Fall 2011	BCC185	Microsoft PowerPoint	(1.5)
Fall 2011	BCC100	Introduction to Computers	(3)
Fall 2011	BCC100	Introduction to Computers	(3)
Fall 2011	BCC104	Microsoft Windows	(1.5)
Fall 2011	BCC104	Microsoft Windows	(1.5)
Fall 2011	BCC185	Microsoft PowerPoint	(1.5)
Fall 2011	BCC185	Microsoft PowerPoint	(1.5)
Fall 2011	BCC185	Introduction to Computers	(1.5)
Sum 2011	BCC100	Introduction to Computers	(3)
Sum 2011	BCC100	Introduction to Computers	(3)
Sum 2011	BCC104	Microsoft Windows	(1.5)
Spring 2011	IDT525	Instructional Approaches in Learning and Cognition	(3)
Spring 2011	BCC147	Beginning Microsoft Word	(2)
Spring 2011	BCC148	Intermediate Microsoft Word	(2)
Spring 2011	BCC283	Work Based Learning	(1)
Spring 2011	BCC284	Work Based Learning	(1)
Spring 2011	BCC100	Introduction to Computers	(3)
Spring 2011	BCC100	Introduction to Computers	(3)
Spring 2011	BCC104	Microsoft Windows	(1.5)
Spring 2011	BCC104	Microsoft Windows	(1.5)
Fall 2010	IDT525	Instructional Approaches in Learning and Cognition	(3)
Fall 2010	BCC124	Using Adobe Acrobat	(3)
Fall 2010	BCC194	Web Accessibility	(3)
Fall 2010	BCC283	Work Based Learning	(1)
Fall 2010	BCC284	Work Based Learning	(1)
Fall 2010	BCC100	Introduction to Computers	(3)
Fall 2010	BCC100	Introduction to Computers	(3)
Fall 2010	BCC104	Microsoft Windows	(1.5)
Fall 2010	BCC104	Microsoft Windows	(1.5)
Sum 2010	BCC100	Introduction to Computers	(3)
Sum 2010	BCC100	Introduction to Computers	(3)
Sum 2010	BCC104	Microsoft Windows	(1.5)
Spring 2010	BCC100	Introduction to Computers	(3)
Spring 2010	BCC100	Introduction to Computers	(3)
Spring 2010	BCC104	Microsoft Windows	(1.5)
Spring 2010	BCC104	Microsoft Windows	(1.5)
Spring 2010	BCC150	Microsoft Office Professional	(3)
Spring 2010	BCC283	Work Based Learning	(1)
Spring 2010	BCC284	Work Based Learning	(1)
Fall 2009	BCC150	Microsoft Office Professional	(3)
Fall 2009	BCC171	Web Design / XHTML	(3)
Fall 2009	BCC283	Work Based Learning	(1)
Sum 2009	BCC100	Introduction to Computers	(3)
Sum 2009	BCC124	Using Adobe Acrobat	(3)
Sum 2009	BCC173	Internet Research	(1.5)
Fall 2008	BCC100	Introduction to Computers	(3)
Fall 2008	BCC171	Web Design / XHTML	(3)
Spring 2008	BCC185	Microsoft PowerPoint	(1.5)

Scholarly and Creative Activity

Articles in Refereed Journals

Gautreau, C., Lee, J., Ivers, K., Carter-Wells, J., Ahmed, S., (2007). Guidelines for videoconferencing implementation in online courses and programs.

Service

University/College

President, Coastline Classified Senate, 2014 – 2016

Coastline Management Team, 2014 – 2016

Coastline Emeritus Rank Designation Panel, 2014 – 2016

Coastline SEMS Team Work Group, 2014 - 2016

Coastline College Council, 2013 - 2017

Vice-President, Coastline Classified Senate, 2013 - 2014

Coastline Summer Technology Institute Planning Taskforce, 2005 - 2017

Coastline Distance Learning Committee, 2006 – 2017

Coastline Professional Development & Leadership Committee, 2008 – 2013

Recorder, Coastline Classified Senate, 2012 – 2013

Coastline Security Taskforce, 2009 – 2011

CSUF General Education Committee, 1974 – 1976

Honors and Awards

2012 Team Excellence Award, Coastline Classified Senate

2009 Professional Training and Advancement Award, Coastline Classified Senate

2008 Coastline Leadership Institute

Professional Associations and Development

CSUF Alumni Association, MSIDT Chapter – Vice-President of Relationships & Chapter Liaison

ASTD – Orange County

Toastmasters International, Past President, Past Area Governor

City of Anaheim, Past Chairman of the Anaheim Citizens Capital Improvements Committee, Other Public Buildings Sub-Committee

Summary of Assigned Duties and List of Teaching Assignments

Fall 2019 (3)	ISD530	Instructional Design 2: Advanced Issues
Spring 2019 (3)	ISD597	IDT Project
• Fall 2017 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments
• Fall 2017 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments
• Fall 2016 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments
• Fall 2015 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments
• Fall 2015 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments
• Fall 2014 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments
• Fall 2013 (3)	ISD505	Foundations of Instructional Design and Web Authoring Environments

- 2008 **Street, C.** & Stang, K. (2008). Using Writing to Learn about Leni Riefenstahl Nazi Germany: Using Technology to Access Information. *The Social Studies*, 99(2), 94-96.
- 2008 Gautreau, C., **Street, C.**, & Glaeser, B. (2008). Best Practices in Graduate Online Teaching: Faculty Perspectives.. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008* (pp. 816-833). Chesapeake, VA: AACE.
- 2008 **Street, C.**, Stang, K., Gautreau, C. & Kaplowitz, H. (2008). Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3170-3172). Chesapeake, VA: AACE.
- 2008 **Street, C.** (Spring, 2008). Creating Online Learning Communities. *The Senate Forum*, XXIII (3)
- 2008 Cline, Z., Flachmann, K., & **Street, C.** (2008). Reading, Writing, and Ready! *Leadership Magazine*, 37(5), 25-27.
- 2008 **Street, C.** & Stang, K. (2008). Improving the Teaching of Writing Across the Curriculum: A Model for Teaching Inservice Secondary Teachers to Write. *Action in Teacher Education*, 30(1), 37-49.
- 2008 Kottler, E., Kottler, J. & **Street, C.** (2008). *English Language Learners in Your Classroom: Strategies that Really Work. (3rd ed.)*. Corwin Press.
- 2007 **Street, C.** (2007). Combating Cyber-plagiarism: What Can Content Area Teachers Do? *Journal of Content Area Reading*, 6(1), 5-19.
- 2007 **Street, C.** (2007). Review of the book Teaching Adolescent Writers. *Journal of Adolescent & Adult Literacy*, 50(8), 695-697.
- 2007 Stang, K. & **Street, C.** (2007). The Jamestown Colony: Access and Technology. *The Social Studies*, 98(3), 88-89.
- 2006 Lee, J., Carter-Wells, J.A., Glaeser, B., Ivers, K., **Street, C.** (2006). Facilitating the Development of a Learning Community in an Online Graduate Program. *Quarterly Review of Distance Education*, 7(1), 13-33.
- 2006 **Street, C.** (2006). Earth Day: Online Resources for Teachers. *The Social Studies*, 87, 2, 85-86.
- 2006 **Street, C.** (2006). Evaluating Online Resources: The Importance of Critical Reading Skills in Online Environments. *The Social Studies*, 96, 6, 271-273.
- 2006 **Street, C.** (2006). Expository Text and Middle School Students: Some Lessons Learned Along The Way. In P. Smith (Ed.), *Comprehending Nonfiction 6-8*. Saddle Brook, New Jersey: Peoples Publishing Group.
- 2005 **Street, C.** (2005). Funds of Knowledge at Work in the Writing Classroom. *Multicultural Education*, 13, 12, 22-25.

Chris Street, Ph.D.

Professor
Department of Secondary Education
2600 E. Nutwood Ave.
Fullerton CA 92831
E-mail: cstreet@fullerton.edu

Education

- 1999 *Ph.D. in Curriculum and Instruction (Language and Literacy)*
University of Texas at Austin
- 1997 *M.A. English (American Literature)*
San Diego State University
- 1989 *B.A. Sociology*
University of California, Santa Barbara (Cum Laude)

Professional Publications (most of my publications are also available through [Google Scholar](#))

- 2021 **Street, C.** (January, 2021). Reading Like an Author [Blog post]. Retrieved from <https://wordpress.com/view/erwc.blog>
- 2019 **Street, C.** (Fall, 2019). Island Civilization (3.0). In *The Expository Reading and Writing Course*. California State University Press. Long Beach, CA.
- 2017 **Street, C., & Stang, K.** (2017). Addressing resistance: Encouraging in-service teachers to think of themselves as writers. In *Writing Identity and the Teaching and Learning of Writing*, (pp. 53-66). Routledge.
- 2014 Behrman, E., **Street, C.** (2014). The Validity of Using a Content-Specific Reading Comprehension Test for College Placement. In *Teaching Developmental Reading: Historical, Theoretical, and Practical Background Readings (2nd ed.)*, (pp. 460-474). Bedford/St. Martin's Professional Resources.
- 2014 Gautreau, C., Stang, K., **Street, C.** & Guillaume, A. (2014). Making the Move: Supporting Faculty in the Transition to Blended or Online Courses. *International Journal of Online Pedagogy and Course Design (IJOPCD)*,(4) 1, 27-42
- 2013 **Street, C.** (Fall, 2013). Island Civilization (2.0). In *The Expository Reading and Writing Course*. California State University Press. Long Beach, CA.
- 2012 Stang, K., & **Street, C.** (2012). Get it Write: Teachers as Writers. *Journal of Content Area Reading*, (9) 1, 27-50.
- 2009 **Street, C.** & Stang, K. (Summer, 2009). In What Ways Do Teacher Education Courses Change Teachers' Self-Confidence as Writers? *Teacher Education Quarterly*, 75-94.
- 2008 **Street, C.** (2008). Reflections of a Writer. In *In Our Words: A 10-year Celebration of Writing*. Central Texas Writing Project, Texas State University-San Marcos.
- 2008 **Street, C., Fletcher, J., Merrill, M., Katz, M., & Cline, Z.** (2008). The Expository Reading and Writing Curriculum (ERWC): Preparing All Students for College and Career. *The California Reader*, 42(1), 34-41.

- 2005 Behrman, E., **Street, C.** (2005). The Validity of Using a Content-Specific Reading Comprehension Test for College Placement. *Journal of College Reading and Learning*, 35, 2, 5-21.
- 2005 Lee, J., Bray, M., Carter-Wells, J. Glaeser, B., Ivers, K., & **Street, C.** (2005). Discovering the Meaning of Community in an Online Master's Degree Program. 27th Annual Proceedings, Association for Educational Communications and Technology, Volume 1: 552-560.
- 2005 **Street, C.** (2005). A Reluctant Writer's Entry into a Community of Writers. *Journal of Adolescent & Adult Literacy*, 48, 8, 636-641.
- 2005 **Street, C.** (2005). A Brief History of Writing Instruction. *Journal of Content Area Reading*, 4, 1, 5-22.
- 2005 **Street, C.** (2005). Using the Internet to Explore the French Revolution. *The Social Studies*, 96, 1, 41-42.
- 2005 **Street, C.** (2005). Review of the book, Pittinsky, M. S., Ed. (2003). *The Wired Tower: Perspectives on the Impact of the Internet on Higher Education*. Upper Saddle River, NJ, Financial Times Prentice Hall. [Exchanges<http://www.exchangesjournal.org/reviews/review_1190.html>](http://www.exchangesjournal.org/reviews/review_1190.html)
- 2005 **Street, C.** (2005). Review of the book, Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press. *Mentoring & Tutoring*, 11,1, 151-153.
- 2004 **Street, C.** (2004). Examining Learning to Teach Through a Social Lens: How Mentors Guide Newcomers into a Professional Community of Educators. *Teacher Education Quarterly*, 31, 2, 7-24.
- 2003 **Street, C.** (2003). Students' Home Communities and Experiences in Writing Classrooms: Exploring the "Funds of Knowledge" and "Networks of Exchange" of Student Writers. *The New Mexico Journal of Reading*, 23, 1, 6-15.
- 2003 **Street, C.** & Wilkins, K. (2003). From the Wilderness to the Web: Re-Discovering Lewis and Clark After 200 Years. *The Social Studies*, 94, 3, 139-140.
- 2003 **Street, C.** (2003). Pre-Service Teachers' Attitudes about Writing and Learning to Teach Writing: Implications for Teacher Educators. *Teacher Education Quarterly*, 30, 3, 33-50.
- 2002 **Street, C.**, & Patterson, B. (2002). The Reading Club: A Successful After-School Remedial Reading Program. *The California Reader*, 36, 1, 2-8.
- 2002 **Street, C.** (2002). Teaching with the Newspaper. *The Social Studies*, 63, 3, 131-133
- 2002 Kottler, E. & **Street, C.** (2002). Accessing American Memory: On-Line Tour of the Library of Congress Collections. *The Social Studies*, 63, 3, 140-141.
- 2002 **Street, C.** (2002). The Importance of Effective Mentors for New Teachers. *English in Texas*, 32, 1, 44-47.
- 2002 **Street, C.** (2002). The P.O.W.E.R. of Process Writing in Content Area Classrooms. *Journal of Content Area Reading*, 1, 1, 43-54.
- 2002 **Street, C.** (2002). Expository Text and Middle School Students: Some Lessons Learned Along The Way. *Voices from the Middle*, 9, 33-38.
- 2002 **Street, C.** (2002). Writing Film Reviews. In P.A. Brock and B. Baltés, *Multimedia: Bridging Standards and Constructivism in the Classroom* (pp. 119-123). Boston, MA: Houghton Mifflin.

- 2000 **Street, C.** (Fall/Winter 2000). Using Word-Processing Software To Improve The Writing Attitudes of Reluctant Writers. *English in Texas*, 30, 2, 35-37.
- 1998 **Street, C.** (1998). Why Paulsen Stories Still Appeal to Young Adult Readers. *Texas Reading Report*, 21, 6-9
- 1998 **Street, C.** (1998). Review of the book In the Middle: New Understandings About Writing, Reading, and Learning. *The Quarterly*, 20, 32-33
- 1998 **Street, C.** (1998). Rivers and Writing: A Teacher's Reflection on the Writing Process. *California English*, 4, 18-19.

Professional Development Guide

- 1997 Fairbanks, C., Shiring, J., Taylor, V., Freedman, D., Kahn, C., Merritt, J., & **Street, C.**(1997). *Effective Mentoring in English Education: Building Professional Partnerships*. Austin, TX: Texas Center for Reading and Language Arts

Other Publications

Street, C. (1999, April 30). More Companies Now Using Software to Scan Resumes." *San Antonio Business Journal*, p.20.

Street, C. (1999, February 5). "Be Clear, Concise When Preparing Proposals for Financing." *San Antonio Business Journal*, p. 22.

Street, C. (1999, February 5). "Some of the Best Business Advice Can Be Found For Free." *San Antonio Business Journal*, p. 24.

Presentations

- 2020 Campbell, L., & **Street, C.** (April, 2020). Deeper Discussions. Quality Matters Regional Conference. Fullerton, CA.
- 2020 **Street, C.** & Campbell, L. (Feb, 2020). Exploring a 3.0 ERWC Module: Island Civilization. CATE (California Association of Teachers of English). Los Angeles, CA.
- 2020 Campbell, L. & **Street, C.** (Feb, 2020). G-ERWC: Googlizing ERWC curriculum for Google Classroom. CATE (California Association of Teachers of English). Los Angeles, CA.
- 2019 Campbell, L. & **Street, C.** (June, 2019). Google-izing ERWC: Adding ERWC to the Google Classroom. ERWC (Expository Reading and Writing Curriculum) Leadership Conference. Sacramento and Los Angeles, CA.
- 2019 Campbell, L. & **Street, C.** (March, 2019). Technology-Enhanced ERWC. Building Bridges Conference. Bakersfield, CA.
- 2019 Campbell, L. & **Street, C.** (Feb, 2019). Resources for Technology-Enhanced ERWC. CATE (California Association of Teachers of English). San Francisco, CA.
- 2018 **Street, C.** & Campbell, L. (June, 2018). Resources for Technology-Enhanced Instruction. ERWC (Expository Reading and Writing Curriculum) Leadership Conference. Sacramento and Los Angeles, CA.

- 2018 **Street, C.** & Campbell, L. (April, 2018). Going Hybrid While Quelling the Disbelievers: QM to the Rescue! Quality Matters Regional Conference "Elevating Quality." Denver, CO.
- 2017 **Street, C.** & Stang, K. (March, 2017). Teaching Writing to Practicing Educators in an Online Environment: Best Practices. International Journal of Arts and Sciences' International Conference for Education. Las Vegas, NV.
- 2016 **Street, C.** & Stang, K. (June, 2016). Teaching Writing to Practicing Educators in an Online Environment: Best Practices. EdMedia 2016: World Conference on Educational Media and Technology. Vancouver, BC. Canada.
- 2016 Cavallaro, C., Kirtman, L., Bowers, E., Hoffman, J., **Street, C.**, & Jung, Adrian. (April, 2016). Engaged Scholarship: Aligning Faculty Expectations for Faculty Scholarship with the Institutional Mission. Academic Resource Conference 2016. Garden Grove, CA., USA.
- 2015 **Street, C.**, & Chapa, L. (January, 2015). College Readiness for the California State University System: Readiness for One, Readiness for All. Hawaii International Conference on Education. Honolulu, Hawaii, USA.
- 2012 Edlund, J., Merrill, M, **Street, C.**, Jendian, M., & Wescom, K. (November, 2012). Teaching Text Rhetorically. National Council of Teachers of English (NCTE) National Convention. Las Vegas, NV.
- 2012 **Street, C.**, & Stang, K. (January, 2012). Can Teacher Education Courses Change Teachers' Self-Confidence as Writers? Hawaii International Conference on Education. Honolulu, Hawaii., USA.
- 2011 **Street, C.** & Kenyon, K. (December, 2011). ERWC-Expository Reading and Writing Course. Secondary Literacy Summit XI, Anaheim, CA, USA.
- 2011 **Street, C.** (February, 2011). Using Writing Well in the Gifted Classroom. 49th Annual California Association for the Gifted (CAG) Conference. Palm Spring, CA.
- 2011 Stang, K., **Street, C.**, Gautreau, C., & Guillaume, A. (January, 2011). A Three-year Study of Online learning Communities: Examining Graduate Student Engagement and Perceptions. Hawaii International Conference on Education. Honolulu, Hawaii., USA.
- 2010 **Street, C.**, Melendez, X., & Kenyon, K. (December, 2010). ERWC-Expository Reading and Writing Course. Secondary Literacy Summit X, Costa Mesa, CA, USA.
- 2010 Gautreau, C., Stang, K., & **Street, C.** (March, 2010). Creating online learning communities: A longitudinal examination of student perceptions and engagement. Society for Information Technology and Teacher Education International Conference, San Diego, CA, USA.
- 2008 Gautreau, C., **Street, C.** & Glaeser, B. (November, 2008). Best Practices in Graduate Online Teaching: Faculty Perspectives. E-Learn 2008 -- World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Las Vegas, NV.
- 2008 **Street, C.** & Stang, K. (July , 2008). Adapting the National Writing Project Model for In-Service Teacher Education Courses. 22nd World Congress on Reading. San José, Costa Rica.
- 2008 Gautreau, C., **Street, C.** & Glaeser, B. (April, 2008). Best Practices Among Faculty in an Online Degree Program: Pedagogy and Community Building Strategies. Tech Ed 2008, Ontario CA.

- 2008 **Street, C.**, Stang, K., Gautreau, C., & Kaplowitz, H. (March, 2008). Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement. Society for Information Technology and Teacher Education International Conference, Las Vegas, NV.
- 2007 Merrill, M., Fletcher, J., & Katz, M., & **Street, C.** (November, 2007). Getting Your Hands into the English Reading and Writing Curriculum. California Reading Association. Ontario, CA
- 2006 Lee , J., Carter-Wells , J.A., Glaeser, B., Ivers , K., & **Street, C.** (April, 2006). An Emergent Model for Shaping Student-Centered Online Learning Communities. American Educational Research Association, San Francisco, CA.
- 2006 **Street, C.** (April, 2006). The 12th Grade Expository Reading and Writing Course: Preparing All Students for College and the World of Work. American Educational Research Association, San Francisco, CA.
- 2006 **Street, C.** (March, 2006). Roadblocks on the Information Super Highway: Nineteen Teachers Report Their Struggles to Implement Technology in Their Classrooms. Computer Using Educators Spring 2006 Conference, Palm Springs, CA.
- 2005 **Street, C.** & Berhman, E. (July, 2005) Student Cheating and Plagiarism in the Information Age. New Zealand Association for the Teaching of English, Auckland, New Zealand.
- 2004 Carter-Wells , J.A., Ivers, K., Bray, M., Lee, J., **Street, C.**, & Glaeser, B. (November, 2004). The Many Facets of Politics and Ethics in Designing and Implementing an Online MS Degree. Teaching Online in Higher Education (TOHE) International Online Conference. Conference details available at <http://www.ipfw.edu/tohe/index.htm>.
- 2004 **Street, C.** (December, 2004). Overcoming the Negative Writing Attitudes of Future Writing Teachers in University Methods Courses. National Reading Conference, San Antonio, TX.
- 2004 Berhman, E. & **Street, C.** (December, 2004). Orality, Literacy, and the Internet: Reading and Learning in a Hypertext Environment. National Reading Conference, San Antonio, TX.
- 2004 Lee , J., Bray, M., Carter-Wells , J.A., Glaeser, B., Ivers , K., & **Street, C.** (October, 2004). Discovering the Meaning of Community in an Online Master's Degree Program in Instructional Design and Technology. Association for Educational Communications and Technology, Chicago, 2004.
- 2004 **Street, C.** (March, 2004). Using the National Writing Project Model of Professional Development to Support Technology-Using Educators (poster session). The Society for Information Technology and Teacher Education International Conference, Atlanta, GA
- 2004 **Street, C.** (March, 2004). Student Cheating and Plagiarism in the Information Age. Computer Using Educators Spring 2004 Conference, Palm Springs, CA.
- 2003 Carter-Wells , J.A., Bray , M., Brown , A., Green , T., Ivers , K., Lee , J., & **Street, C.** (November, 2003). Weaving Assessment Throughout an Online Master's Degree Program. International Online Conference on Teaching Online in Higher Education. Online Conference details available at <http://www.ipfw.edu/as/2003tohe/cfp.htm>.
- 2003 **Street, C.** (May, 2003). Creating a Web Presence in Minutes: A Sampling of Free and Simple Sites for Web Site Creation. International Reading Association. Orlando, FL.
- 2003 **Street, C.** (May, 2003). Preparing Teachers to Teach Writing Well: The Importance of Creating Writing Communities in Literacy Methods Courses. Research poster session presented at the International Reading Association. Orlando, FL.

- 2002 **Street, C.** (May, 2002). Create a Free Class Web Site Using Yahoo! Education Courses. Computer Using Educators Spring 2002 Conference, Anaheim, CA.
- 2002 **Street, C.** (April, 2002). Effective Mentoring: Guiding Newcomers into a Professional Community of Practice. California Council on Teacher Education Semi-Annual Conference, San Jose, CA.
- 2002 **Street, C.** (April, 2002). The Influence of Preservice Teachers' Writing Attitudes in Learning to Teach Writing. American Educational Research Association, New Orleans, LA.
- 2000 Reynolds, T., Bonk, C., & **Street, C.** (June, 2000). Web-Based Conferencing: Perceptions of Preservice Teacher Participants. Poster session presented at the Ed-Media 2000—World Conference on Educational Multimedia, Hypermedia, and Telecommunications, Montreal, Canada
- 1999 **Street, C.** (November, 1999). University Supervisors: A Supportive Bridge Between Academia and the Inner-City Classroom. National Council of Teachers of English Convention, Denver, CO
- 1999 **Street, C.** (October, 1999). Designing a Qualitative Classroom Research Project. Presentation at the Alamo Community College Employee Development Day, San Antonio, TX
- 1999 **Street, C.** (March, 1999). The Significance of an Aging Novel: How Last of the Mohicans Performs Important Cultural Work. Conference of College Teachers of English, Denton, TX
- 1998 **Street, C.** (October, 1998). Exploring the Potential of the Networked Classroom. Presentation at the Alamo Community College Employee Development Day, San Antonio, TX
- 1998 **Street, C.** (July, 1998). Connecting Film with Literature. Invited to speak at the Central Texas Writing Project's Summer Institute, San Marcos, TX
- 1998 Freedman, D., Fairbanks, C., & **Street, C.** (April 1998) Effective Mentoring in English Education: Building Professional Partnerships. American Educational Research Association, San Diego, CA
- 1997 Fairbanks, C., Shiring, J., Freedman, D., Kahn, C., & **Street, C.**, (December 1997). Learning to Talk Like a Language Arts Teacher. National Reading Conference, Scottsdale, AZ.

Honors

- 2013 California State University, Fullerton Sabbatical (Fall Semester 13)
- 2008 California State University, Fullerton Annual Author Awards
- 2007 California State University, Fullerton Sabbatical (Spring Semester 07)
- 2005 California State University, Fullerton Outstanding Teaching Award
- 2003 California State University, Fullerton Service Award

Courses Taught

- EDSC 330 Literacy Development in Secondary Schools
- EDSC 501 Introduction to Graduate Studies in Secondary Education
- EDSC 506 Graduate Studies in Secondary Writing
- EDSC 594 Masters Project Seminar/Comprehensive Examination

Teaching Credentials

1996 Supplementary Authorization: English
1994 CLAD Certified (Cross-Cultural Language and Academic Development)
1992 Multiple Subject Teaching Credential, California

Professional Experience

2001- ***Professor, Graduate Program Advisor***

present Department of Secondary Education
California State University, Fullerton
Fullerton, CA

Served as Department Chair for the Department of Secondary Education

Serve as Graduate Program Advisor for the MSE program

Served as Faculty Director of the Early Assessment Program (EAP)

2001 ***Education Producer***

Yahoo!, Sunnyvale, CA

2000 ***Lecturer***

Department of Rhetoric and Writing Studies
San Diego State University, San Diego, CA

1999 ***Adjunct Faculty Member***

Department of Curriculum and Instruction
Southwest Texas State University, San Marcos, TX.

1999 ***Assistant Project Director***

Preparing Tomorrow's Teachers to Use Technology
Southwest Texas State University, San Marcos, TX

1998- ***National Writing Project Fellow***

1999 Central Texas Writing Project, Southwest Texas State University, San Marcos, TX

1997- ***Adjunct Faculty Member***

1999 English Department, San Antonio College, San Antonio, TX

1999 ***Freelance Writer***

San Antonio Business Journal, San Antonio, TX

1996- ***University Supervisor***

1999

University of Texas at Austin

1996- **University Researcher, Training Facilitator, and Writer/Technical Editor**

1997 Effective Education in English Education (EMEE) grant
University of Texas at Austin, Austin, TX

1997 **Associate Program Director and Reading Tutor**

Alternative Learning Center, Austin, TX

1996 **Assistant Instructor**

University of Texas at Austin, Secondary Classroom Management

1992- **Teacher, Grades 6, 7, and 8**

1996 Black Mountain Middle School, San Diego, California

1988- **Teacher's Assistant**

1989 University of California, Santa Barbara, sociology course

Service

2004- **CSU Expository Reading and Writing Course Trainer and ERWC Steering Committee**
present **Member**

Serve on the ERWC system-wide steering committee that provides statewide leadership for the ERWC.

Serve as a professional learning facilitator for a high school reading and writing curriculum (Expository Reading and Writing Course).

2016-21 **Recent Committees and Organizations**

Chair—EDSC Graduate Programs Committee

Chair—EDSC Peer Review Committee

Member--College of Education Assessment Committee

Member—University-Writing Across the Curriculum Committee

Chair—University—FDC Advisory Board

2009- **Advisory Board**

present College of Education Representative to CSUF Center for Sustainability

2002- **Editorial Advisory Board**

present *Journal of Content Area Reading*

Grants

Cal State Fullerton Grants:

- 2019 Faculty Enhancement and Instructional Development (FEID) Grant
- 2018 Junior/Senior Intramural Faculty Research Grant
- 2016 Junior/Senior Intramural Faculty Research Grant
- 2011 Cal State Fullerton Community-Based Research Mini Grant
- 2010 Cal State Fullerton Accessible Technology Initiative (ATI)
- 2007 Cal State Fullerton General Faculty Research Award
- 2007 Information Technology Lottery Fund Award
- 2006 State Special Fund for Research, Scholarship, and Creative Activity: CSUF Summer Stipend Award
- 2005 University Mission & Goals Initiative
- 2005 Faculty Enhancement and Instructional Development Grant (partially funded)
- 2005 FDC Faculty Travel Grant
- 2004 CSUF Summer Stipend Award
- 2003 CSUF Summer Stipend Award
- 2003 Faculty Enhancement and Instructional Development Grant
- 2003 Encouraging Weekend Classes Grant
- 2002 First Time Online Grant (CSUF)
- 2001 CSUF Summer Stipend Award

Professional Affiliations

Quality Matters

International Reading Association

Content Area Reading Special Interest Group of the International Reading Association

CATE (California Association of Teachers of English)

*Last updated
1.29.2021*

APPENDIX C. FACULTY

Full-Time Instructional Faculty

Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2018	0	0	0.0	0.0	1	1.0
2019	0	0	0.0	0.0	1	1.0
2020	0	0	0.0	0.0	1	1.0
2021	0	0	0.0	0.0	1	1.0

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

Appendix D
Budget

MSIDT Operating Budget 2018-2023

Fee	2018	2019	2020	2021	2022
MS IDT Online Distance Fee	38,610.00	33,210.54	39,847.50	43,911.45	27,682.38
MS IDT-Orientation Fee	11,730.00	16,905.00	23,115.00	14,145.00	15,525.00
MS IDT-Symposium Fee	7,524.00	11,172.00	15,276.00	9,348.00	10,260.00
Totals	57,864.00	61,287.54	78,238.50	58,056.45	53,467.38

Appendix E
Data Tables

2021-2022 PPR Tables

Instructional Design and Technology MS

Office of Institutional Effectiveness and Planning

Graduate Program Applications, Admissions, and Enrollments

Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015	58	46	42
2016	68	56	49
2017	73	61	54
2018	47	42	34
2019	62	56	48
2020	78	68	59
2021	64	53	42

Graduate Program Enrollment by Headcount and FTES

Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2015-2016	65	32.1	0.50
2016-2017	84	41.8	0.50
2017-2018	101	50.8	0.50
2018-2019	102	50.7	0.50
2019-2020	82	41.6	0.51
2020-2021	107	53.6	0.50
2021-2022	113	57.0	0.50

Graduate Student Graduation Rates

Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2014	28	82.1%	82.1%	82.1%
2015	42	64.3%	69.0%	69.0%
2016	49	69.4%	73.5%	73.5%
2017	54	83.3%	85.2%	85.2%
2018	34	76.5%	76.5%	N/A
2019	48	77.1%	N/A	N/A
2020	59	N/A	N/A	N/A

Master's Degrees Awarded

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2015-2016	23
2016-2017	31
2017-2018	34
2018-2019	48
2019-2020	39
2020-2021	43
2021-2022	48