
College of Education

Administration

Dean: Ric A. Hovda
Associate Dean: Margie K. Kitano
Associate Dean for Faculty Development and Research:
Patricia R. Kelly (Interim)
Assistant Dean for Student Affairs: Patricia Lozada-Santone
Doctoral Programs: Margaret R. Basom, Kathleen C. Cohn,
Cheryl L. Mason, Fred R. McFarlane, Rafaela M. Santa Cruz
Assistant Director of Development: Elissa Oransky
Manager of Budget and Analysis: Francis Fox
Coordinator of the Office of Advising and
Recruitment:
Coordinator of the Credential Processing Center: Helen Duffy

General Information

The mission of the College of Education is broad and multidimensional. The college prepares teachers, administrators, instructional designers, resource specialists, and support personnel for various educational settings; provides continuing professional educational opportunities for education personnel; continually assesses the quality and appropriateness of all education activities; contributes to the knowledge base of both educational theory and practice through research and scholarship; provides appropriate public service/technical assistance to individuals and agencies locally, regionally, nationally, and internationally; and contributes to the general intellectual climate of the university community. The college has an ongoing commitment to programs serving culturally diverse communities and bilingual individuals.

The College of Education is organized into eight academic units including the School of Teacher Education and the following departments: Administration, Rehabilitation and Postsecondary Education; Child and Family Development; Counseling and School Psychology; Educational Leadership; Educational Technology; Policy Studies in Language and Cross-Cultural Education; and Special Education. The Master of Arts degree in education is offered in ten academic areas of education. The Master of Science degree is offered in two additional academic areas. The Educational Specialist degree is offered in school psychology. A Ph.D. program in education is offered jointly with Claremont Graduate University. This unique program features a social justice emphasis. A Ph.D. program in mathematics and science education is offered jointly with the College of Sciences and the University of California, San Diego. An Ed.D. program is offered in Educational Leadership. An Ed.D. program is offered jointly with the University of San Diego in the following fields: Educational Technology and Teaching and Learning. Approved teaching credential programs are offered for the multiple subject credential and the single subject credential, as well as for a number of specialist and service credentials.

Curricula Offered

Refer to the Courses and Curricula section of this catalog for a complete listing of program requirements and courses offered by departments within the College of Education.

Doctoral Programs

Ph.D. in Education
Ph.D. in Mathematics and Science Education
Ed.D. in Education
Ed.D. in Educational Leadership
Concentration in PreK-12 Leadership
Concentration in Community College/Postsecondary Leadership

Educational Specialist

Ed.S. in School Psychology (M.A./Ed.S.)

Master's Degrees

Child Development (M.S.), Counseling (M.S.),
Education (M.A.), Rehabilitation Counseling (M.S.).

Bachelor's Degrees

Child Development (B.S.), Vocational Education (B.V.E.)

Minors

Child Development, Educational Technology

Teaching and Service Credentials*

Credential Program	School Service Authorized
1. Multiple Subject: part-time, full-time, and internship programs.	Teach in self-contained classrooms and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD), kindergarten through twelfth grade.
2. Multiple Subject Bilingual Cross-Cultural Language and Academic Development (BCLAD) emphasis: Spanish	Teach in self-contained classrooms and in primary language and English, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE).
3. Single Subject	Teach single subject area in grades K-12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).
4. Single Subject Bilingual and Academic Development (BCLAD) emphasis: Spanish	Teach single subject area in primary language and English in grades K-12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).

*Standards and authorizations are being reviewed and revised by the California Commission on Teacher Credentialing.

Specialist Credentials

Reading/Language Arts
 Resource Specialist Certificate of Competence
 Special Education:
 Education Specialist for the Deaf and Hard of Hearing,
 Levels I and II (School of Speech, Language, and Hearing
 Sciences)
 Early Childhood Special Education, Levels I and II
 Early Childhood Special Education, Internship Credential
 Mild/Moderate Disabilities, Levels I and II
 Mild/Moderate Disabilities, Internship Credential
 Moderate/Severe Disabilities, Levels I and II
 Moderate/Severe Disabilities, Internship Credential

Service Credentials

Administrative Services
 Clinical—Rehabilitative Services
 (School of Speech, Language, and Hearing Sciences)
 Pupil Personnel Services:
 Child Welfare and Attendance (School of Social Work)
 School Counseling (Department of Counseling and School
 Psychology)
 School Psychology (Department of Counseling and School
 Psychology)
 School Psychology, Internship Credential (Department of
 Counseling and School Psychology)
 School Social Work (School of Social Work)
 School Nurse Services (School of Nursing)

Certificate Programs

Academic Literacy Development for English Language Learners,
 Cross-Cultural Language and Academic Development (CLAD or
 BCLAD), Community College Teaching, Cultural and Community
 Trauma Studies (available through Extension only), Developing Gifted
 Potential, Distance Education, Early Childhood Special Education,
 Instructional Software Design, Educational Facility Planning, Instruc-
 tional Technology, Mathematics Specialist Reading Certificate, PreK-
 12 Educational Leadership, Psychiatric Rehabilitation, Rehabilitation
 Administration, Supported Employment and Transition Specialist,
 Teacher Induction: Fifth Year, Workforce Education and Lifelong
 Learning.

Research Centers and Institutes**Center for Counseling and School Psychology**
Valerie Cook-Morales, Director

The Center for Counseling and School Psychology is a unit within
 the College of Education designed to provide support for activities
 such as (1) securing and administering grants and other support for
 research and development in counseling and school psychology,
 (2) encouraging cooperation with faculty members from other relevant
 disciplines such as anthropology, economics, psychology, social
 work, sociology, and Counseling and Psychological Services, and
 (3) conducting programs or rendering services designed to promote
 counseling and school psychology at San Diego State University. The
 center is administered by the Department of Counseling and School
 Psychology; fiscal matters are coordinated through the San Diego
 State University Foundation. The Web site is

[http://www.psychology.sdsu.edu/advising/
 counseling%20psychology.htm](http://www.psychology.sdsu.edu/advising/counseling%20psychology.htm).

**Center for Educational Leadership,
 Innovation, and Policy**
Marilee Bresciani and Stephen F. Barnes, Co-Directors

The Center for Educational Leadership, Innovation, and Policy exam-
 ines issues that affect policies and practices of educational institutions,
 including their implications for leadership, planning, innovation, and
 organizational development. The center engages in research, develop-

ment, and dissemination activities that focus on a few critical educa-
 tional issues. As a result of its policy analysis and research, the center
 develops plans and programs which enhance organizational capacity to
 respond to the challenges and opportunities and which lead to the
 improvement of practice.

**Center for Equity and Biliteracy Education
 Research (CEBER)**

Alberto M. Ochoa and Alberto Rodriguez, Co-Directors

The Center for Equity and Biliteracy Education Research (CEBER)
 examines structural, social, and linguistic conditions that hinder or
 promote the advancement of democratic schooling and educational
 social justice for all students. CEBER aims to bring together scholars
 and education and community leaders to assist in the advancement of
 knowledge regarding biliteracy and equity issues. Six components
 guide the work of CEBER: professional development and biliteracy
 teacher education, equity and biliteracy research on democratic
 schooling, international professional development of school person-
 nel, biliteracy capacity from kindergarten to higher education, paren-
 tal leadership in biliteracy, and dissemination of educational equity
 and biliteracy research.

Interwork Institute

Fred R. McFarlane and Caren L. Sax, Co-Directors

The institute's efforts focus on promoting the integration of all indi-
 viduals, including those with disabilities, into all aspects of education,
 work, family, and community life. The institute conducts research, train-
 ing, and education using a variety of strategies including distance
 learning technologies. Current efforts include universal design in all
 aspects of our community. Educational and research efforts involve
 organizations and individuals in all states, tribal communities, the
 Pacific Basin, Asia, Mexico, South America, and Europe. Faculty and
 staff associated with the institute are uniquely prepared to promote the
 meaningful participation and productivity of each member of the com-
 munity. The institute's mission is supported through local, state, fed-
 eral, and international organizations. The institute's facilities are
 located at 3590 Camino del Rio North in Mission Valley. The Web site is
<http://interwork.sdsu.edu/>.

**Center for Learning, Instruction,
 and Performance Technologies**

Marcie J. Bober, Director

The center's faculty and staff conduct research on the design and
 use of technology-based systems for enhancing human learning and
 performance, monitor trends in advanced applications of educational
 technology and allied disciplines, and evaluate the effectiveness and
 usability of educational products and services.

The center consults with corporations, agencies, and SDSU affil-
 iates on the design of products for education and training, arranges for
 on-site and electronic delivery of professional development courses
 and seminars by the nationally recognized faculty of SDSU Depart-
 ment of Educational Technology, and coordinates fieldwork and
 internship opportunities for advanced graduate students.

San Diego State University Literacy Center
Barbara Moss, Director

The SDSU Literacy Center supports collaborative partnerships
 that serve a variety of diverse literacy needs in our community includ-
 ing assessment and tutoring in reading and writing for children, ado-
 lescents, and adults; workshops for parents to promote family literacy;
 professional education for teachers through coursework and insti-
 tutes; and, research to inform teaching practice and effect systemic
 change in literacy education. The center houses the Community
 Reading Clinic and the Reading Recovery® Program. Credentialed
 teachers enrolled in graduate reading, certificate, and credential pro-
 grams as well as professional staff conduct the tutoring and assess-
 ments. Professional development for reading recovery teacher
 leaders occurs at the center, and institutes are planned for reading
 recovery and elementary teachers in the community. Literacy center

faculty members engage in research on effective instruction in reading and writing, teacher practices, and early intervention. The SDSU Literacy Center is located in City Heights in the Dede Alpert Center for Community Engagement, San Diego State University, 4283 El Cajon Blvd., Suite 200, San Diego, CA 92105. The Web site is <http://edweb.sdsu.edu/literacy/>.

Pre-College Institute (PCI)
Cynthia D. Park, Executive Director

The faculty and staff of the Pre-College Institute (PCI), an institute to promote the advancement of pre-college education, implements programs to enhance teaching and learning in multicultural settings and studies their outcomes. The institute, operating from the University's historic strength in teacher education and its proximity to Mexico, delivers services geared towards promoting educational advancement among pre-college students from low-income families. The institute also supports continuous professional enhancement of teachers from all cultural backgrounds and conducts systematic research and evaluation of the programs that deliver these services.

The institute offers services through five federally funded TRIO programs and partnerships with the Colleges of Science, Engineering, and Health and Human Services, as well as the Division of Undergraduate Studies and the Sweetwater Gear Up partnership with Compact for Success. The institute's international branch offers exchange opportunities for university faculty and students to visit and study in other countries. The Web site is

<http://www-rohan.sdsu.edu/dept/sdsutrio/>.

**Qualcomm Institute for Innovation
and Educational Success**

**Lionel R. Meno, Geoffrey W. Chase,
David T. Hayhurst, Co-Directors**

The Qualcomm Institute for Innovation and Educational Success is a partnership between Qualcomm/SDSU. This partnership was formed to accomplish the following objectives:

- Significantly increase the technology skills of SDSU graduates, thereby generating a more qualified workforce and a better-informed citizenry.
- Develop an educational system that values, encourages, and rewards creative methods of delivering education, from kindergarten through college graduation.
- Establish the institutional infrastructure at SDSU to support large-scale change and transformation of the education system through innovation, evaluation, and dissemination of effective educational methods.
- Dramatically shift the way education is delivered, from kindergarten through college, with an emphasis on improving technology skills and knowledge.

- Develop cross-curriculum synergies among SDSU academic programs that help teach technology skills to students in all courses of study.
- Develop an effective, sleeves-rolled-up dialogue among Qualcomm, SDSU, and the greater San Diego business and corporate community, with the goal of addressing challenges, identifying opportunities, and generating responsive action.

The institute has the following five components:

- *Strategic Initiatives Board* to provide oversight to the partnership.
- *Improving Student Achievement in Mathematics Program* to increase student mathematics performance in public schools.
- *Project Lead the Way* to increase the number and diversity of qualified students entering the College of Engineering.
- *People, Information, Communication, and Technology Program* to increase the integration of technology with undergraduate students.
- *National Center for Urban Schools Transformation* will assist urban public schools to dramatically improve the level of student achievement.

Center for Social Equity Technical Assistance
Ruben W. Espinosa and Alberto M. Ochoa, Co-Directors

The center conducts training and research on issues of social equity and bilingual/multicultural policy, and provides technical assistance to districts throughout southern California. The center conducts research in public equity and school finance. The center houses projects funded by federal, state, and private sources. Current projects include the Parent Leadership and the Social Equity project. The center functions within the Department of Policy Studies in Language and Cross-Cultural Education at San Diego State University.

Center for the Study of International Education
Laura J. Hall and Minjuan Wang, Co-Directors

The Center for the Study of International Education is a unit of the College of Education. It promotes faculty and graduate student research, explores study abroad and exchange possibilities for faculty and students, and disseminates information about international education to interested persons in the San Diego area. It also seeks to complement regular course offerings through sponsorship of lectures, conferences, and the development of bibliographic resources.

The center seeks to foster not only a network of interested faculty within the College of Education, but also encourages faculty involvement from other colleges on campus as well as from other organizations and universities in the San Diego area.