College of Education

Administration
Dean: Joseph F. Johnson (Interim)
Associate Dean: José Luis Alvarado
Associate Dean for Faculty Development, Research, and Special Projects: Nancy Farnan (Interim)
Assistant Dean for Student Affairs: Patricia Lozada-Santone
Doctoral Programs: Marilee J. Bresciani, Kendra A. Jeffcoat, Joanne Lobato, Rafaela M. Santa Cruz, Cynthia L. Uline
Manager of Budget and Analysis: Manager of Operations and Support Services: Julie White
Manager of Office of Student Services: Lisa McCully

General Information
The College of Education's mission is to prepare effective professionals for a variety of societal service delivery and leadership roles across a range of settings including schools, postsecondary institutions, social service agencies, and vocational rehabilitation organizations. The college contributes to the knowledge base in both educational theory and practice through professional inquiry and scholarship. The college engages in strategic partnerships with the field of practice to improve client outcomes, to increase institutional effectiveness, and to promote social justice.

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; Development Leadership; Learning Design and Technology; and Special Education. The Master of Arts degree in education is offered in ten academic areas. The Master of Science degree is offered in three 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 with concentrations in PreK-12 and Community College/Postsecondary Leadership. An Ed.D. program is offered jointly with the University of San Diego in the following fields: Educational Technology and Teaching and Learning (but currently is not admitting new students). 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.

Bachelor's Degrees
Child Development (B.S.)

Minors
Child Development, Counseling and Social Change, Leadership Development, Learning Design and Technology

Teaching and Service Credentials*

<table>
<thead>
<tr>
<th>Credential Program</th>
<th>School Service Authorized</th>
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<tbody>
<tr>
<td>1. Multiple Subject: part-time, full-time, and internship programs.</td>
<td>Teach in self-contained classrooms and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD), kindergarten through sixth grade.</td>
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<tr>
<td>2. Multiple Subject 2042 Credential. Emphasis: Spanish, Arabic, Filipino, Japanese, or Mandarin.</td>
<td>Teach single subject area grades 6 through 12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).</td>
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<tr>
<td>3. Single Subject.</td>
<td>Teach single subject classroom grades 6 through 12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).</td>
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<tr>
<td>4. Single Subject Bilingual 2042 Bilingual Credential. Emphasis: Spanish.</td>
<td>Teach in single subject classrooms grades 6 through 12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).</td>
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* Standards and authorizations are being reviewed and revised by the California Commission on Teacher Credentialing.

Specialist Credentials
Reading/Language Arts
Bilingual Cross-Cultural Specialist
Special Education:
Early Childhood Special Education, Preliminary and Clear;
Internship Credential
Mild/Moderate Disabilities, Preliminary and Clear;
Internship Credential
Moderate/Severe Disabilities, Preliminary and Clear;
Internship Credential

Service Credentials
Administrative Services; Internship 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); Internship Credential School Social Work (School of Social Work) School Nurse Services (School of Nursing)
Certificate Programs

Academic Literacy Development for English Language Learners, 
Algebra Specialist, Behavior Analysis, Cognitive Disabilities, Community 
College Teaching, Developing Gifted Potential, Distance Education, 
Dual Language Biliteracy, Early Care and Education, Early Childhood- 
Socio-Emotional and Behavioral Regulation Intervention Specialist, 
Early Childhood Special Education Authorization, Educational Facility 
Planning (offered through College of Extended Studies), Family 
Life Education, Institutional Research, Planning, and Assessment, 
Instructional Design, Instructional Technology, Mathematics Specialist, 
Psychiatric Rehabilitation, Reading, Rehabilitation Administration, 
Rehabilitation Counseling, Supported Employment and Transition 
Specialist, Workforce Education and Lifelong Learning.

Research Centers and Institutes

Center for Counseling and School Psychology 
Nola M. Butler-Byrd, Interim 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) 
couraging cooperation with faculty members from other rele-
vant 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. For more information, visit the website at 
http://www.psychology.sdsu.edu/advising/counseling%20psychology.htm.

Center for Equity and Biliteracy Education Research (CEBER) 
Alberto M. Ochoa, Director

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 compo-
nents guide the work of CEBER: professional development and bil-
iteracy teacher education, equity and biliteracy research on demo-
cratic schooling, international professional development of school 
personnel, biliteracy capacity from kindergarten to higher education, 
parental leadership in biliteracy, and dissemination of educational 
equity and biliteracy research.

Interwork Institute 
Caren L. Sax and Marilee Bresciani, Co-Directors

Interwork Institute’s efforts focus on promoting the integration of 
all individuals, including those with disabilities, into all aspects of 
education, work, family, and community life. The institute conducts 
research, training, 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 community.

Certification Programs

The institute has the following six centers:

- The Center for Educational Leadership, Innovation, and Policy 
examines issues that affect policies and practices of educational 
institutions, including their implications for leadership, planning, 
innovation, and organizational development. The center engages 
both research and dissemination activities that focus on 
a few critical educational issues. As a result of its policy analy-
sis and research, the center develops programs and provides 
that helps organizations respond to the challenges and opportunities which lead to the improvement of practice.
- The Center for Emerging Leadership (CEL) supports and 
educates youth and young adults with developmental 
disabilities through peer-to-peer relationships as they transition 
into adulthood as leaders. This is funded by the Department of 
Health and Human Services, Administration for Children and 
Families, Administration on Developmental Disabilities. This 
was initially funded as a center under the corresponding grant 
competition in 2004.
- The Center for Pacific Studies (CPS) provides research, 
training, and technical assistance services in partnership with 
institutions of higher education, government agencies, and non-
profit organizations in the following Pacific Island jurisdictions: 
American Samoa, Marshall Islands, Federated 
States of Micronesia, Territory of Guam, Commonwealth of the 
Northern Mariana Islands, Republic of Palau, and the State of 
Hawaii.
- Circle for American Indian Rehabilitation (CAIR) is devoted to the 
continuing education, training, and technical assistance needs 
for programs funded through American Indian Rehabilitation 
Service Projects (Section 121 of the Rehabilitation Act).
- The Collaborative for Distance Learning (CDL) provides the 
technology and instructional design support for all Department 
and Interwork activities. This has been in operation since 1993 
when initial funding was received from the US Department of 
Education.
- The Exceptional Family Resource Center (EFRC) was initially 
developed under the Department of Education. It was 
transferred to the Interwork Institute in 2006. They have been 
serving individuals and families of children with disabilities and 
the professionals who assist them throughout San Diego and 
Imperial Counties since 1990. The Interwork Institute’s facilities are located at 3590 Camino del 
Río North in Mission Valley. For more information visit the website at 

Center for Teaching Critical Thinking and Creativity 
Luke Duesbery, Director

The Center for Teaching Critical Thinking and Creativity (CTCTC) 
advances performance and productivity in diverse communities by 
enhancing critical and creative thinking in schools. The center collabo-
rates with teachers to develop and evaluate applications of research 
on critical and creative thinking applied to rigorous content and supported by 
teachers’ continued development of their own expertise while taking advantage of their 
knowledge, skills, and experience in assessing effects on students’ 
critical thinking, creative productivity, and academic performance.

Center for Learning, Instruction, 
and Performance Technologies 
Marcie J. Bober-Michel, Director

Effective July 1, 2014: This center will transfer to the College 
of Professional Studies and Fine Arts.

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 
avenues 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 Department of 
Learning Design and Technology, and coordinates fieldwork and 
internship opportunities for advanced graduate students.
San Diego State University Literacy Center
Sharan A. Gibson, Director

The SDSU Literacy Center supports collaborative partnerships that serve a variety of diverse literacy needs in our community including assessment and tutoring in reading and writing for children, adolescents, and adults; workshops for parents to promote family literacy; professional education for teachers through coursework and institutes; 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 programs as well as professional staff conduct the tutoring and assessments. 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. For more information, visit http://edweb.sdsu.edu/literacy/.

National Center for Urban School Transformation
Joseph F. Johnson, Executive Director

The National Center for Urban School Transformation (NCUST) helps school districts transform urban schools into places where all students achieve academic proficiency, evidence a love of learning, and graduate prepared to succeed in post-secondary education, the workplace, and their communities. The center pursues this mission through the following strategies:

• Strategy 1: Identify, celebrate, and study urban schools and districts that are transforming teaching and learning, as evidenced by excellent learning results for all students;
• Strategy 2: Engage in focused, long-term partnerships that support urban school districts as they endeavor to create model, high-performing schools;
• Strategy 3: Disseminate useful information about effective strategies to transform urban schools.

NCUST staff members develop articles, reports, books chapters, and books that feature information learned through both Strategies 1 and 2. The center supports SDSU doctoral students in educational leadership and SDSU faculty as they pursue research designed to deepen the knowledge base concerning high-performing urban schools. The NCUST website (www.ncust.org) is a nationally known source of information about effective strategies for transforming urban schools.

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 Engineering, Health and Human Services, and Sciences, 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. To learn more, visit the website at http://www-rohan.sdsu.edu/dept/sdsutrio/.

Center for Social Equity Technical Assistance
Alberto M. Ochoa, Director

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 SDSU Department of Dual Language and English Learner Education.

Center for the Study of International Education
Laura J. Hall and Minjuwan 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.

Center for Excellence in School Counseling and Leadership (CESCal)
Patricia A. Hatch, Director

The Center for Excellence in School Counseling and Leadership (CESCal) seeks to educate, collaborate, deepen understanding of, and improve partnerships between school counselors and administrative teams, graduate programs, and professional associations. The mission of CESCal is to promote excellence in the field of school counseling and to assist school counselors, and their site and central office administrators, as they design, implement, and evaluate their school counseling programs. CESCal provides training and consultation from state and national leaders in school counseling and administration with experience in implementing evidence-based practices and the ASCA National Model® for school counseling programs. CESCal seeks to resolve critical issues that impede the operational efficiency, institutional legitimacy, and political social capital within the profession of school counseling. The center’s website at http://www.cescal.org disseminates exemplars for educator use as a service to school counselors, school counselor educators, and administrators who supervise school counselors. Supporting Students – Saving Lives, a division of CESCal, provides training for counselors and other educators to better meet the needs of LGBTQIA youth.

Center for Family, School, and Community Engagement
Jeana Preston, Director

The Center for Family, School, and Community Engagement was established to link the university to the educational pathways of children from “cradle through college.” The center’s mission is to build the capacity of families, educators, and community partners to advance the education of children together by providing (1) platforms for engaging in collaborative problem solving; (2) leadership development for parents and educators to work together; and (3) through new research that shifts a light on partnership practices to support the healthy development and school success of children. Improving educational outcomes for children in our communities is the shared responsibility of families, educators from preschool through the college years (P-16), and their communities. The center promotes partnership approaches that engage all stakeholders to advance practical solutions and actions to ensure healthy development and academic success for all children across the continuum from birth, through each level of schooling, college, and career.
The California Parent Center (CPC) is located within the Center for Family, School, and Community Engagement, under the direction of the Department of Child and Family Development in the College of Education. CPC functions as a statewide technical assistance center for school-family-community partnerships focused on assisting educators and parent leaders at preschool, elementary, and secondary levels to work in partnership to improve academic outcomes for students. CPC works directly with school districts to implement achievement-focused family, school, and community partnerships as a key strategy for turning around low performing schools. CPC works in consultation with the California Department of Education Title I Office.

For additional information, contact Jeana Preston, Director, California Parent Center at 619-594-4756 or 1-877-972-7368. Visit the website at http://parent.sdsu.edu.