College of Education

Administration
Dean: Ric A. Hovda
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, Rafaela M. Santa Cruz, Cynthia L. Uline
Manager of Budget and Analysis: Francis Fox
Manager of Operations and Support Services: Julie White
Director 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; 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 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.

Doctoral Programs
Ph.D. in Education
Ph.D. in Mathematics and Science 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., M.A.T.), Rehabilitation Counseling (M.S.).

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

Minors
Child Development, Counseling and Social Change,
Educational Technology, Leadership Development

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 sixth grade.

2. Multiple Subject 2042
   Credential. Emphasis: Spanish, Arabic, Filipino, Japanese, or Mandarin.
   Teach in self-contained kindergarten through sixth grade classrooms and in
   primary language of emphasis and English, English Language
   Development (ELD), and Specially Designed Academic Instruction in
   English (SDAIE).

3. Single Subject
   Teach single subject area grades 6 through 12 and provide Specially Designed
   Academic Instruction in English (SDAIE) and English Language
   Development (ELD).

4. Single Subject Bilingual
   2042 Bilingual Credential. Emphasis: Spanish.
   Teach in single subject classrooms grades 6 through 12 in primary
   language of emphasis and English in kindergarten through 12th grade
   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
Bilingual Cross-Cultural Specialist
Special Education:
Early Childhood Special Education, Levels I and II; Internship Credential
Mild/Moderate Disabilities, Levels I and II; Internship Credential
Moderate/Severe Disabilities, Levels I and II; 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 Bilingual, Early Childhood-Socio-Emotional and Behavior 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, Reading, Primary Grade Writing Instruction, Psychiatric Rehabilitation, Rehabilitation Administration, Rehabilitation Counseling, Supported Employment and Transition Specialist, Workforce Education and Lifelong Learning, Teacher Induction: Fifth Year.

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) 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.

For more information, visit the Web site at http://www-psychology.sdsu.edu/advising/counseling%20psychology.htm.

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 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 Fred R. McFarlane, 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.

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 in research, development, and dissemination activities that focus on a few critical educational 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.
- The Center for Emerging Leadership (CEL) supports and educates youth and young adults with developmental disabilities through peer-to-peer mentorship 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, Republic of the Marshall Islands, Federated States of Micronesia, Territory of Guam, Commonwealth of the Northern Marianas 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 Special 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 Rio North in Mission Valley. For more information visit the Web site at http://interwork.sdsu.edu.

Center for Teaching Critical Thinking and Creativity
Margie Kitano, Director, Professor Emerita

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 collaborates with teachers to develop and evaluate applications of research on critical and creative thinking applied to rigorous content and supported by appropriate technologies. CTCTC supports 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

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 affiliates 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 Department of Educational 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, Jr., 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, book 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 Web site (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 San Diego County’s large, diverse student population, provides professional development for teaching and effective dissemination of information about the programs that deliver these services. The institute has the following four components:

- **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.**

QUALCOMM Institute for Innovation and Educational Success
Ric A. Hovda and 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 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 Language, Literacy and Cross-Cultural Education at San Diego State University.

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

The Center for Social Equity Technical Assistance aids urban public schools to dramatically improve the level of student achievement 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.

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.
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 Web site 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 mission of the center is to build the capacity of parents, educators, and community members to work as supportive partners to advance the education of children from “cradle to career.” The center:

- Provides a leadership development academy for parents and parent advocates to enhance leadership/advocacy skills to improve student outcomes;
- Works across disciplines to ensure that educators are well prepared to engage families of all backgrounds at each level of their children’s education;
- Promotes research opportunities for faculty and graduate students to identify best practices of family, school, and community engagement that increase children’s healthy development and academic achievement from birth through college.

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