

College of Education

Administration

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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 seven 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; Dual Language and English Learner Education; Educational Leadership; 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. 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.), Liberal Studies (B.A.)

Minors

Child Development, Counseling and Social Change,
Cultural Proficiency, Leadership Development

Teaching and Service Credentials*

Credential Program	School Service Authorized
1. Multiple Subject.	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 Bilingual.	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.	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.

Added Authorizations

Early Childhood Special Education
Reading and Literacy

Specialist Credentials

Reading and Literacy Leadership
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 (Department of Educational Leadership)
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

Behavior Analysis, Cognitive Disabilities, Community College Teaching, Bilingual (Spanish) Special Education, Developing Gifted Potential, Distance Education, Dual Language for Academic Literacy, Early Care and Education, Early Childhood Transdisciplinary Education and Mental Health, Educational Facility Planning (offered through College of Extended Studies), English Language Development for Academic Literacy, Family Life Education, Instructional Design, Instructional Technology, Mental Health Recovery and Trauma Informed Care, Psychiatric Rehabilitation, Reading and Literacy Added Authorization, Rehabilitation Administration, Rehabilitation Counseling, Rehabilitation Technology (offered with College of Engineering), Supported Employment and Transition Specialist, Workforce Education and Lifelong Learning.

Research Centers and Institutes

Center for Counseling and School Psychology

Brent A. Taylor, 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 website at <http://www.psychology.sdsu.edu/advising/counseling%20psychology.htm>.

Center for Equity and Biliteracy Education

Research (CEBER)

Cristina M. Alfaro

Karen Cadiero-Kaplan

Alberto M. Ochoa, 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.

Center for Excellence in School Counseling and Leadership (CESCaL)

Patricia A. Hatch, Executive 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.

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 shines 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 visit the website at <http://parent.sdsu.edu>.

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

Patricia Lozada-Santone and

Sarah Maheronnaghsh, 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 Teaching Critical Thinking and Creativity

Luke S. 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 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.

Interwork Institute
Caren L. Sax, Director

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 Minority Male Community College Collaborative (M2C3) was established with a grant from the SDSU President's Leadership Fund. The goal is to partner with community colleges across the U.S. to enhance access, achievement, and success among minority male community college students. M2C3's research and practice agenda prioritizes men who have been traditionally underrepresented and undeserved in postsecondary education
- 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 6367 Alvarado Court, Suite 350. For more information, visit the website at <http://interwork.sdsu.edu>.

National Center for Urban School Transformation
(NCUST)

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, 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 website (<http://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 SDSU Pre-College Institute (PCI) promotes college access and completion for underserved students, implements innovative programs to enhance excellence in teaching and learning in multicultural settings, and studies their outcomes. Founded in 1983, PCI provides an invaluable service to our communities' multicultural low-income, underrepresented, and underserved students. The faculty and staff of PCI believe that students can achieve their potential by enrolling in and completing a postsecondary program of their choice. Through multiple federally funded grants, our students receive academic advising, mentoring, personal and financial counseling, personalized college preparation, summer supplemental instruction, and tutorial assistance throughout their high school career. The institute, operating from the university's historic strength in teacher education and its proximity to Mexico, works closely with parents, principals, school counselors, teachers, and SDSU undergraduates to decrease the achievement gap between high- and low-performing schools. The institute supports continuous growth of its faculty and staff through a systematic professional development program.

The institute also offers services through its partnerships with the City Heights Educational Collaborative, the Division of Undergraduate Studies, Office of Financial Aid and Scholarships, and the Colleges of Sciences and Health and Human Services. The Pathways Office, through a partnership with PCI, the College of Education, and the Office of Financial Aid and Scholarships, provides current SDSU students with a service-learning opportunity to work as tutors at our partner school sites to provide in-class and afterschool tutoring. Tutors enroll in Education 201 and/or Teacher Education 362. Many of our tutors are interested in pursuing a career in teaching or education. The Pathways Office tutors are near-peer leaders and often serve as mentors to the students they tutor. The office recruits and trains approximately 120 volunteer and work-study eligible students per academic year. America Counts tutors work with middle and high school students on mathematics and science. America Reads tutors promote early literacy for kindergarten through third grade. All tutors attend tutor training and participate in monthly professional development seminars.

For more information, please access our website at <http://pci.sdsu.edu/education/pci>.

San Diego State University Literacy Center
Pamela J. Ross, 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. Credentialed teachers enrolled in graduate reading, Reading and Literacy Added Authorization, and Reading and Literacy Leadership Specialist credential programs, as well as professional staff, conduct 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/>.