EQUITY, LEADERSHIP STUDIES, AND INSTRUCTIONAL TECHNOLOGIES (ELSIT)

Graduate College of Education
Dean: Dr. Cynthia Grutzik

Department of Equity, Leadership Studies, and Instructional Technologies (ELSIT)
Burk Hall, Room 239
Phone: (415) 338-1653
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Chair: Dr. Doris Flowers

Vision and Mission
The Department of Equity, Leadership Studies, and Instructional Technologies (ELSIT) is a dynamic leader in integrating the following areas:

- Educational leadership and administration
- Teaching, learning, and research
- Lifelong learning and scholarship
- Emerging technologies and pedagogies
- Collaboration and networking

Social Justice Leadership
The department prepares professionals to critically examine inequities and work to eradicate them through practices that reduce gaps in achievement. It provides opportunities to learn and enables all individuals to reach their full educational potential.

Culture of Community
The department builds a community of practice across faculty and students to prepare education professionals to be innovative thinkers and problem solvers. Students acquire the interpersonal fluency and digital expertise required to engage in leadership as socially responsible practitioners and global citizens.

Program Scope and Career Outlook
The Department of Equity, Leadership Studies, and Instructional Technologies responds actively to the changing needs of schools, communities, and other institutions and provides creative, professional leadership.

The department attracts students from a variety of backgrounds with diverse career goals. Through faculty advisement, a program is planned for each student to match prior training and experience, current interests, and career aspirations. The programs lead to professional roles in public and private schools, government agencies, social agencies, and industry. Possible career opportunities include leadership positions in elementary and secondary schools and community colleges; staff training positions; adult education leadership or practitioner roles; and positions in research, measurement, and evaluation.

The department offers the Preliminary Administrative Services Credential. See Credential Programs (bulletin.sfsu.edu/about-sfsu/degrees-offered/credentials) for more information. Students must submit a CSU Mentor graduate application and a department application.

Professor

DORIS FLOWERS (1991), Professor of Equity, Leadership Studies and Instructional Technology; B.S. (1980), M.S. (1982), University of the District of Columbia; Ph.D. (1990), University of Virginia.


MING-YEH LEE (1999), Professor of Equity, Leadership Studies and Instructional Technology; B.A. (1989), National Chengchi University, Taiwan; M.Ed. (1992), University of Illinois, Urbana-Champaign; Ed.D. (1997), University of Georgia.

STANLEY POGROW (2004), Professor of Educational Administration; B.S. (1964), City College of New York; M.B.A. (1969), Bernard Baruch University; Ph.D. (1973), Stanford University.

LESLEY E. WONG (2012), Professor of Equity, Leadership Studies and Instructional Technology, President of the University; B.A. (1972), Gonzaga University; M.S. (1974), Eastern Washington University; Ph.D. (1986), Washington State University.

Associate Professor
BRIAN BEATTY (2003), Associate Professor of Instructional Technologies; B.A. (1983), Marquette University; M.A. (1988), San Francisco State University; Ph.D. (2002), Indiana University.

DAVIDE CELORIA (2012), Associate Professor of Equity, Leadership Studies and Instructional Technology; B.S., M.S., Portland State University; Ed.D., University of California, Berkeley.

PATRICIA DONOHUE (2011), Associate Professor of Equity, Leadership Studies and Instructional Technology; B.A. (1970), M.A. (1997), San Francisco State University; Ph.D. (2009), University of Hawaii at Manoa.

JEFFREY DUNCAN-ANDRADE (2004), Associate Professor of Latina/Latino Studies, Associate Professor of Equity, Leadership Studies and Instructional Technology; B.A. (1992), M.A. (1997), Ph.D. (2002), University of California, Berkeley.

ZAHIRA HUSSEINALI MERCHANT (2013), Associate Professor of Instructional Technologies; B.Com (1995), Mithibai Motiram Kundnani College, Mumbai; Postgraduate Diploma (1999), Narsee Monjee Institute of Management Studies, Mumbai; Postgraduate Diploma (2001), South Indian Education Society, Mumbai; M.S. (2007), Ph.D. (2012), Texas A M University.

IRINA OHKREMCHOUK (2017), Assistant Professor of Educational Administration; B.A. (2001), University of Alaska; M.A.; Single Subject
Teaching Credential (2002), San Francisco State University; M.A. (2004), San Francisco State University; Ph.D. (2011), University of California, Davis.

- **Masters**
  - Master of Arts in Education: Concentration in Adult Education (bulletin.sfsu.edu/colleges/education/elsit/ma-education-concentration-adult-education)
  - Master of Arts in Education: Concentration in Educational Administration (bulletin.sfsu.edu/colleges/education/elsit/ma-education-concentration-educational-administration)
  - Master of Arts in Education: Concentration in Equity and Social Justice in Education (bulletin.sfsu.edu/colleges/education/elsit/ma-education-concentration-equity-social-justice-education)
  - Master of Arts in Education: Concentration in Instructional Technologies (bulletin.sfsu.edu/colleges/education/elsit/ma-education-concentration-instructional-technologies)
  - Master of Arts in Education: Concentration in Special Interest Area (bulletin.sfsu.edu/colleges/education/elsit/ma-education-concentration-special-interest-area)

- **Certificates**

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**Educational Administration**

**EDAD 713 Administrative Processes (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Leadership of faculty groups, problem analysis, problem solution, decision-making, communication in school settings.

**Course Attributes:**
- Teacher Credential Program Crs

**EDAD 714 Practicum: Site Administration (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Competencies needed by a school site administrator. Principles and techniques of planning, organizing, managing, problem-solving, community relations, program and personnel evaluation, accounting, and budgeting at a school site.

**Course Attributes:**
- Teacher Credential Program Crs

**EDAD 723 School Administration (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Various organizational and managerial roles of school administrators; the examination of a wide range of responsibilities. Case analysis of problems.

**Course Attributes:**
- Teacher Credential Program Crs

**EDAD 733 Curricular Leadership for Multicultural Education (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Dynamics by which curricular and instructional practices are implemented in diverse settings; reviews contemporary curricular and instructional issues; assesses practical dimensions a leader needs to monitor/enhance performance of students and teachers in multicultural environments.

**Course Attributes:**
- Teacher Credential Program Crs

**EDAD 743 Educational Planning, Technology, and Evaluation (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Nature of planning and evaluation for instructional program development in diverse educational settings. Program, staff, and administration roles in evaluation processes; applications of new technologies to instructional program planning, implementation, and evaluation.

**Course Attributes:**
- Teacher Credential Program Crs

**EDAD 753 Human Resource Administration in Education (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Approaches to recruiting personnel to meet the changing needs of educational systems. Strategic planning for human resource development, recruitment, induction, evaluation, professional development, and incentive systems. Compliance with state and federal employment laws.

**Course Attributes:**
- Teacher Credential Program Crs

**EDAD 763 Law and Education (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Judicial entanglements in education: how public educational agencies respond procedurally to legal problems; current legal issues in terms of key constitutional principles, legal requirements, and what case law requires or disallows in educational policy and practice. Rights and responsibilities: equal educational opportunity.

**Course Attributes:**
- Teacher Credential Program Crs

**EDAD 774 Change Processes and Education (Units: 3)**
Prerequisite: Graduate standing or consent of instructor.

Alternative models of change, how and why change is necessary as an organizational process: underlying conflicts and tasks of leaders in restructuring alternative teaching and learning environments. Initiatives and models used to examine change issues in school settings.

**Course Attributes:**
- Teacher Credential Program Crs
EDAD 784 Special Education Administration (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Current issues related to planning, management, supervision, and evaluation of special education programs. Role of special education personnel, key problem areas, working with disparate groups to achieve effective programs for children with disabilities. Review of regulations, procedures, and legal issues as they impact the special education administrator’s role.

Course Attributes:
- Teacher Credential Program Crs

EDAD 822 Practicum: Leadership in Supervision and Curriculum Development (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Principles and techniques for developing curriculum and improving teachers in service. Administrative organization, group processes, and communication skills in supervision work. Application and demonstration of supervisory skills and competencies.

EDAD 823 Practicum: Evaluation, Research, and Planning (Units: 3)
Prerequisite: EDAD 743.

Organization of evaluation programs, staffing, interpreting data to public and budgetary considerations. Application and testing in classroom and field assignment situations.

EDAD 824 Practicum: Personnel Management (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Planning, conflict resolution, and selected personnel procedures. Application and testing the field under the supervision of specialists.

EDAD 850 Professional Development Practicum (Units: 2)
Prerequisite: Admission to Professional Administrative Services Credential program.

Examination of educational leadership; personal values, knowledge base, skills, experiences, and attitudes. Professional development goals, objectives, and strategy for continued professional development. (CR/NC grading only)

EDAD 860 Educational Administrative Competence Practicum (Units: 2)
Prerequisite: Completion of planned program study.

Appraisal of students’ professional development and administrative competence by assessing achievement of goals and objectives defined in the induction plan developed in EDAD 850. (CR/NC grading only)

EDAD 891 Internship - Educational Administration I (Units: 3)
Prerequisite: Graduate standing or consent of instructor.

Internship for exploration and analysis of the functional aspects of school administration. The internship is the culminating experience for the Preliminary Administrative Services Credential and master’s degree in educational administration and concludes with a comprehensive oral examination.

EDAD 892 Internship - Educational Administration II (Units: 3)
Prerequisites: EDAD 714 or EDAD 891, consent of instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies.

Internship for exploration and analysis of the functional aspects of school administration. The internship is the culminating experience for the Preliminary Administrative Services Credential and master’s degree in educational administration and concludes with a comprehensive oral examination.

Course Attributes:
- Teacher Credential Program Crs

EDAD 899 Independent Study (Units: 1-3)
Prerequisite: Graduate standing or consent of instructor.

An intensive study of a particular problem under the direction of a member of the department. Enrollment by petition approved by the instructor, adviser, and department chair. Open only to regularly enrolled students.

Interdisciplinary Studies Education

ISED 100 General Studies Colloquium (Units: 3)
Awareness and knowledge of the university community–its resources, services, structure. Personal and career counseling.

ISED 150 Orientation to Education (Units: 3)
Teaching as a career; professional opportunities, qualifications and demands. Classroom visitation and field trips through educational institutions. Designed to help students assess their interest in teaching as a vocation. Does not meet professional education requirements. (ABC/NC grading; CR/NC allowed)

ISED 160 Data Analysis in Education (Units: 3)
Prerequisites: Category I or II placement for QR/Math, or satisfactory completion of ELM requirement, or MATH 70 or ESM 70 with a grade of C or better. Students with Category III or IV placement for QR/Math or students who have not passed Math 70 or ESM 70 with a C or better must be concurrently enrolled in MATH 122.

Graphical representation of statistical data, descriptive, and inferential statistics including measures of central tendency and variability, standard scores, correlation and regression, probabilistic reasoning, random sampling, and selected parametric and non-parametric tests of statistical significance.
(Note: In order for this course to satisfy General Education, students must earn a C- or CR or higher grade if taken fall 2014 or later.)

Course Attributes:
- B4: Math/QR

ISED 201 Introduction to the University (Units: 3)
Designed to acculturate freshmen and sophomore students at Community College to the rigor and structure of a four-year University. Assists students in clarifying academic goals and objectives, provides the skills and understandings to facilitate academic decisions, and improves progress towards goals with the most effective use of student time and resources. [CSL may be available]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ISED 204</td>
<td>Critical Thinking and the Cultural and Social Factors in Education (Units: 3)</td>
<td>Basic skills involved in reasoning to analyze, criticize, advocate ideas and to construct arguments by using materials reflective of current issues and debates related to education (cultural and social factors), enhance the ability to distinguish matters of fact from issues of judgement or opinion. (ABC/NC grading; CR/NC allowed)</td>
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<tr>
<td>ISED 585</td>
<td>Cultural Diversity and Social Justice Education (Units: 3)</td>
<td>A critical examination of the formation of education in U.S. public schools. Introduction to concepts and theories of power and oppression as a framework for understanding the her/historical, cultural, and political context of multicultural education. Race, class, gender, language, sexual orientation, and immigration status (etc.) impact educational narratives and this class explores the implications of culturally responsive education as a tool for educational equity. This course aims to center the lived experiences of students as a funnel of knowledge that will drive dialogue, collaboration, and collective action to share our stories as a practice of freedom.</td>
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<tr>
<td>ISED 699</td>
<td>Independent Study (Units: 1-3)</td>
<td>An intensive study of a particular problem in education under the direction of a member of the department. Enrollment by petition approved by the instructor, adviser, and department chair. [CSL may be available]</td>
</tr>
<tr>
<td>ISED 706</td>
<td>Principles and Methods of Adult and Vocational Education (Units: 3)</td>
<td>Changing character and functions of adult and vocational education; objectives, methods, resources, and evaluation; social influences on adult life and work; implications of research on adult learning and work; field observations and curriculum development. Required for the Designated Subjects Credential.</td>
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<tr>
<td>ISED 707</td>
<td>Planning and Funding Education and Community Programs (Units: 3)</td>
<td>Implementation and implications of planning models used in establishing educational programs in public and private agencies, community organizations, and business and industry; assessment of needs; identification of target populations and funding sources; development of written plan for funding.</td>
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<tr>
<td>ISED 715</td>
<td>Equal Opportunity in Education (Units: 3)</td>
<td>History of &quot;diversity&quot; policies in education focusing on period between court-ordered desegregation of the 1950s to elimination of affirmative action at major public universities in California and Texas in the 1990s. (Plus-minus letter grade only)</td>
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<tr>
<td>ISED 716</td>
<td>Literacy and Cross-cultural Issues in Education (Units: 3)</td>
<td>Literacy issues that impact education and their effects on student learning and teaching practices. Using language as a metaphor to introduce students to historical, sociological, and political effects on literacy and education in the U.S.</td>
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<tr>
<td>ISED 717</td>
<td>Social Foundation for Multicultural Education (Units: 3)</td>
<td>Sociological and philosophical foundations of education; social structure of issues related to race, class, and gender; relating these issues to effects on education and historical view of multicultural education in the U.S.</td>
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<tr>
<td>ISED 735</td>
<td>Seminar on the Adult Learner (Units: 3)</td>
<td>Adult learning processes; multicultural learning styles in adults; motivation and the adult life cycle; ethical implications of research on adult learning; special needs of adult students.</td>
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<tr>
<td>ISED 736</td>
<td>Leadership and Policy for Community and Non-Formal Education (Units: 3)</td>
<td>Philosophy and theory of critical thinking and participatory leadership for groups of learners both in formal and non-formal, community-based educational organizations.</td>
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<tr>
<td>ISED 738</td>
<td>Critical and Postmodern Pedagogies (Units: 3)</td>
<td>Debates in education with respect to critical, participatory, and postmodern pedagogies; development and application of these philosophies to groups of learners; K-adult process and facilitation skills.</td>
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<tr>
<td>ISED 739</td>
<td>Education and Community Development: Equity and Diversity (Units: 3)</td>
<td>Effect of race, class, and gender on educational equity and diversity in formal and non-formal educational settings. Investigates linkages between educational programming and community development and empowerment. [CSL may be available]</td>
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<tr>
<td>ISED 740</td>
<td>Education &amp; Globalization: Issues in Comparative and International Education (Units: 3)</td>
<td>Comparative and international education. Regional/local differences in educational approaches; effect of globalization on transnational issues; education at all levels, human rights and peace education; policies and planning in international context.</td>
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<tr>
<td>ISED 745</td>
<td>Practicum in a Multicultural Educational Setting (Units: 3)</td>
<td>Clinical experience in a multicultural urban educational setting; development of instructional materials using pedagogically-sound principles; demonstration of effective teaching strategies and content.</td>
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<tr>
<td>ISED 747</td>
<td>Culture, Language, and Society in Education (Units: 3)</td>
<td>Research on interactions of culture, education, and society; the notion of culture; identifying interactions of culture and language in K-12 and adult education programs.</td>
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<tr>
<td>ISED 748</td>
<td>Culture, Cognition, and Power Issues in Education (Units: 3)</td>
<td>Implications of culture for cognitive processes and power issues in education. Cross-cultural cognition, race, class, and gender in all educational settings.</td>
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ISED 749 Second Language Acquisition in the Elementary School (Units: 3)
Prerequisite: Graduate standing or consent of instructor.
First and second language acquisition theories and their relationship to second language learning; psychological, social, and linguistic aspects of second language acquisition of children; socio-political factors related to language issues.

ISED 781 Educational Praxis: Curriculum Development and Pedagogies (Units: 3)
Prerequisite: Graduate standing.
Overview of instructional processes in K-16 classrooms in various settings; curriculum development, cognitive style, learner diversity, and pedagogy.

ISED 782 Practicum in Adult Learning (Units: 3)
Prerequisites: Graduate standing or consent of instructor; must be taken concurrently with ISED 781.
Clinical experiences in adult education, work-force education, older adult, special needs, or other adult learning contexts; demonstration of use of teaching strategies and content.

ISED 783 Introduction to Technologies for Adult Learning (Unit: 1)
Prerequisite: Graduate standing or consent of instructor.
Use technologies: microcomputers, on-line services, distance learning, and audio-visual equipment; impact of technologies on adult learning. Fulfills computer competency requirement for Designated Subjects Credential.

ISED 797 Seminar in Educational Research (Units: 3)
Prerequisite: Consent of graduate advisor.
Identification and analysis of research problems; methodology; techniques including sufficient familiarity with descriptive statistics to interpret writing; application of findings to field problems.
Course Attributes:
- Teacher Credential Program Crs

ISED 802 Seminar in Human Development, Curriculum, Learning, and Instruction (Units: 3)
Prerequisites: Admission to graduate program in Education; completion or concurrent enrollment in ISED 747.
Overview of human developmental needs, abilities, and experiences, K-adult, with respect to curriculum, learning and instruction. Focus on effects of growth and early experience through adulthood upon the development of human intellectual, emotional, and social development.

ISED 891 Seminar in Selected Studies (Units: 3)
Prerequisite: Consent of instructor.
Topic to be specified in Class Schedule. May be repeated as topics vary.

ISED 895 Field Study (Units: 3)
Prerequisites: ISED 797, completion of 24 units of MA coursework; consent of instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. Advancement to Candidacy and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration. (CR/NC; RP)

ISED 898 Master's Thesis (Units: 3)
Prerequisites: ISED 797; completion of 24 units of MA coursework; consent of instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. Advancement to Candidacy and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration.
Oral examination at conclusion of course for M.A. (CR/NC grading only)

ISED 899 Independent Study (Units: 1-3)
Prerequisite: Enrollment by petition approved by the instructor, adviser, and department chair. Open only to regularly enrolled students.
An intensive study of a particular problem under direction of a member of the department.