

EQUITY, LEADERSHIP STUDIES, AND INSTRUCTIONAL TECHNOLOGIES (ELSIT)

Graduate College of Education

Dean: Dr. Cynthia Grutzik

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Mission

The Department of Equity, Leadership Studies, and Instructional Technologies (ELSIT) is a unique multidisciplinary unit that is composed of five MA degree programs (Adult Education, Educational Administration, Equity and Social Justice Education, Instructional Technologies, and Special Interest in Education), one credential program (Administrative Services), and one high school outreach program (Step to College). The department also serves undergraduate programs with General Education (GE) requirement courses in quantitative reasoning, instructional technologies, and equity and social justice.

Our fundamental belief is that all humans are valued and appreciated for their individuality. Accordingly, we offer learning opportunities that seek to enable all students to reach their full potential. At the core of what we do is an ethic of care. This ethic infuses all of our work to build a community of learners, educators, and leaders, and to create equitable learning spaces, curricula, pedagogies, technologies, and scholarship.

ELSIT's programs seamlessly weave research and practice together so that students experience inclusive and applied learning that integrates equity and social justice with social, cultural, political, spiritual, economic, and environmental issues. This praxis imbues our teaching, learning, research, lifelong learning, scholarship, and technologies with equity and social justice to establish a foundation of knowledge grounded in democratic values.

In ELSIT we engage our students in meaningful dialogue that promotes introspection and critical reflection. We acknowledge that students and faculty bring with them lived experiences that inform all of our teaching and learning. Knowledge in our programs is thus not owned by any single entity, but is a collective construction of all.

ELSIT prepares professionals to critically examine inequities and work to challenge and eradicate them. Our students become teachers, administrators, facilitators, curriculum developers, trainers, advocates, activists, and ultimately, change agents. We are a part of the many communities that surround us. We thus work to build meaningful relationships sustained by program values so that our students become invested future leaders and active community members.

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.

Master of Arts Degree Options

The ELSIT Department offers Master of Arts Degrees in the following areas:

- Master of Arts in Equity and Social Justice
- Master of Arts in Educational Administration
- Master of Arts in Instructional Technologies
- Master of Arts in Adult Education
- Master of Arts in Special Interest Area

Administrative Services Credential

The ELSIT Department offers a Tier 1 Administrative Services Credential. This credential program is a 12-month hybrid program, beginning in January of each year, and ending in December of the same year. Students obtain a Master of Arts Degree in Educational Administration as part of this credential program. See Credential Programs (<http://bulletin.sfsu.edu/about-sfsu/degrees-offered/credentials/>) for more information.

Instructional Technology Certificate

- Graduate Instructional Technologies Certificate in Training Systems Development

Professor

DEBORAH CURTIS (1991), *Professor of Interdisciplinary Studies in Education*; B.A. (1981), Montclair State College; M.A. (1982), Ph.D. (1990), University of California, Berkeley.

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.

HELEN HYUN (2005), *Professor of Interdisciplinary Studies in Education*; B.A. (1991), University of California, Berkeley; M.A. (1993), Ed.D. (2000), Harvard University.

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.

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.

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 OKHREMCHOUK (2017), *Associate Professor of Equity, Leadership Studies and Instructional Technology*; B.A. (2001), University of Alaska; M.A. (2004), San Francisco State University; Ph.D. (2011), University of California, Davis.

• Masters

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

Certificates

- Certificate in Training Systems Development (<http://bulletin.sfsu.edu/colleges/education/elsit/certificate-training-systems-development/>)

Educational Administration

EDAD 713 Administrative Processes (Units: 3)

Prerequisite: Graduate standing or consent of the 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 the 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 the 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 the 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 the 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 the 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 the 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 the 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 the 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 the 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 the 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 892 Internship - Educational Administration II (Units: 3)

Prerequisites: EDAD 714, consent of the 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. Serves as the culminating experience for the Preliminary Administrative Services Credential and MA 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 the 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 acclimate 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]

ISED 204 Critical Thinking and the Cultural and Social Factors in Education (Units: 3)

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)

ISED 585 Cultural Diversity and Social Justice Education (Units: 3)

Prerequisite: Upper-division standing or consent of instructor.

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. Explore the implications of culturally responsive education as a tool for educational equity. 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.

ISED 699 Independent Study (Units: 1-3)

Prerequisite: Upper-division standing or consent of the instructor; open only to regularly enrolled students.

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]

ISED 706 Principles and Methods of Adult and Vocational Education (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

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.

ISED 707 Planning and Funding Education and Community Programs (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

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.

ISED 715 Race, Class, and Gender in Education Policy (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

Survey of the impact of segregation, desegregation, and re-segregation on American education. Focus on policies and practices starting from court-ordered desegregation of the 1950s, to the implementation of civil rights policies in the '60s, and on through the dismantling of affirmative action in higher education starting in the '70s to the present. Examination of landmark legal decisions and their effects on the admission and matriculation of women and students of color in postsecondary admissions. (Plus-minus letter grade only)

ISED 716 Literacy and Cross-cultural Issues in Education (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

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.

ISED 717 Social Foundation for Multicultural Education (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

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.

ISED 735 Seminar on the Adult Learner (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

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.

ISED 736 Leadership and Policy for Community and Non-Formal Education (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

Philosophy and theory of critical thinking and participatory leadership for groups of learners both in formal and non-formal, community-based educational organizations.

ISED 738 Critical and Postmodern Pedagogies (Units: 3)

Prerequisite: Background in social foundations of education.

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.

ISED 739 Education and Community Development: Equity and Diversity (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

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]

ISED 740 Education & Globalization: Issues in Comparative and International Education (Units: 3)

Prerequisite: ISED 747 or equivalent.

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.

ISED 745 Practicum in a Multicultural Educational Setting (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

Clinical experience in a multicultural urban educational setting; development of instructional materials using pedagogically-sound principles; demonstration of effective teaching strategies and content.

ISED 747 Culture, Language, and Society in Education (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

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.

ISED 748 Culture, Cognition, and Power Issues in Education (Units: 3)

Prerequisite: Graduate standing or consent of the instructor.

Implications of culture for cognitive processes and power issues in education. Cross-cultural cognition, race, class, and gender in all educational settings.

ISED 781 Educational Praxis: Curriculum Development and Pedagogies (Units: 3)

Prerequisite: Graduate standing.

Overview of instructional processes in K-16 classrooms in various settings, highlighting curriculum development, cognitive style, learner diversity, and pedagogies.

ISED 782 Practicum in Adult Learning (Units: 3)

Prerequisites: Graduate standing or consent of the 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 797 Seminar in Educational Research (Units: 3)

Prerequisite: Consent of the 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 891 Seminar in Selected Studies (Units: 3)

Prerequisite: Consent of the instructor.

Topics to be specified in the 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 the 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 the 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.