EQUITY, LEADERSHIP STUDIES, AND INSTRUCTIONAL TECHNOLOGIES (ELSIT)

Graduate College of Education

Dean: Dr. Cynthia Grutzik

Department of Equity, Leadership Studies, and Instructional Technologies (ELSIT)

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Chair: Dr. Deborah Curtis

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 Education: Concentration in Equity and Social Justice
- Master of Arts in Education: Concentration in Educational Administration
- Master of Arts in Education: Concentration in Instructional Technologies
- Master of Arts in Education: Concentration in Adult Education
- Master of Arts in Education: Concentration 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 in Interdisciplinary Studies in Education*. Ph.D. University of California, Berkeley.

Doris Flowers (1991), *Professor in Equity, Leadership Studies and Instructional Technology*. Ph.D. University of Virginia.

Helen Hyun (2005), *Professor in Interdisciplinary Studies in Education*. Ed.D. Harvard University.

Ming-Yeh Lee (1999), *Professor in Equity, Leadership Studies and Instructional Technology*. Ed.D. University of Georgia.

Stanley Pogrow (2004), *Professor in Educational Administration*. Ph.D. Stanford University.

Associate Professor

Brian Beatty (2003), *Associate Professor in Instructional Technologies*. Ph.D. Indiana University.

Davide Celoria (2012), *Associate Professor in Equity, Leadership Studies and Instructional Technology*. Ed.D. University of California, Berkeley.

Patricia Donohue (2011), *Associate Professor in Equity, Leadership Studies and Instructional Technology*. Ph.D. University of Hawai#i at Mānoa.

Zahira Husseinali Merchant (2013), *Associate Professor in Instructional Technologies*. Ph.D. Texas A M University.

Irina Okhremchouk (2017), *Associate Professor in Equity, Leadership Studies and Instructional Technology*. Ph.D. 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/)
- Master of Arts in Educational Administration and Leadership (http://bulletin.sfsu.edu/colleges/education/elsit/ma-educational-administration-leadership/)

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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 permission 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 Educational Administration Supervised Field Internship Project (Units: 3)
Prerequisites: EDAD 714, permission of the instructor, and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies.

Supervised field internship in an educational administration school placement, culminating in a portfolio and written report that address the significance, objectives, methods, and conclusions of the internship.
Course Attributes:

• Teacher Credential Program Crs

EDAD 899 Independent Study (Units: 1-3)
Prerequisite: Graduate standing or permission 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)
Prerequisite: First-year math advising module. Students who elect to take additional support should concurrently enroll in MATH 122.

Introduction to analyzing quantitative data in education and the social and behavioral sciences. Statistical topics covered include graphical representations of quantitative data, measures of center and spread, standard scores, basic concepts of probability, the normal distribution, confidence intervals, inferential statistics, correlation, and regression.
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 for Educational Equity and Social Justice (Units: 3)
Developing critical thinking skills to analyze, criticize, advocate, and construct arguments related to current issues in equity and social justice education. Particular emphasis will be placed on examining social justice issues related to race, class, gender, sexual orientation, and dis/ability in education and community contexts.
Course Attributes:

- A3: Critical Thinking
- Am. Ethnic & Racial Minorities

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 permission 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 permission 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 permission 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 The Intersection of Race and Language in Education (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Introduction to historical, sociological, and political effects on race and education in the U.S. through the metaphor of language. The intersection of language and race in education has long been used to obfuscate the problematic issues of schooling in America. Often hidden within the text of books and policy, racism is communicated and thus interpreted to either provide or deny resources to vulnerable and marginalized students.

ISED 717 Foundations of Social Justice Education (Units: 3)
Prerequisite: Graduate standing or permission 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 718 Queering Education: Research, Policy, and Pedagogy (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Explore issues related to lesbian, gay, bisexual, transgender, and queer people and communities in connection to K-12 schools and postsecondary educational settings. Examine laws and policies related to LGBTQ+ individuals in K-12 and postsecondary educational settings, review research and other writings on the lived experiences of LGBTQ+ students and teachers, examine the various forms of discrimination and challenges faced by LGBTQ+ students, discuss research on the impact of informal and formal support systems on the well-being of LGBTQ+ students, and analyze strategies and pedagogies that promote the well-being and resilience of LGBTQ+ students.

ISED 725 The Educational Experiences of Latinx Students: An Equity and Social Justice Perspective (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Address the educational experiences of Latinx students and their families from an equity and social justice perspective. Latinx students' educational experiences are analyzed in terms of the intersections of race, class, language, immigration status, gender, and sexual orientation. Examine key historical events, laws, and educational policies that have directly impacted the quality of Latinx students' education in the U.S.; study the contributions of Latinx educational leaders, activists, and organizations; review current educational theories and research that address equity issues in Latinx students' education; and study culturally responsive teaching strategies for working effectively with Latinx students.

ISED 735 The Adult Learner: From Theory to Practice (Units: 3)
Prerequisite: Graduate standing or permission 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 permission 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 Theories and Pedagogies (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Debates in education with respect to critical and participatory theories and pedagogies; critical race theory, queer theory, and postcolonial theory; application of critical theories and pedagogies to groups of learners; K-12 and post-secondary process and facilitation skills.

ISED 739 Education and Community Development: Equity and Diversity (Units: 3)
Prerequisite: Graduate standing or permission 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 permission 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 permission 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 permission 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 permission 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: Graduate standing.

In-depth exploration of the methods and procedures of educational research. Examination of quantitative, qualitative, and mixed-methods research designs, including teacher action research. Topics include developing an area of focus; problem statements, research questions, and hypotheses; reviewing the literature; critically evaluating published research; designing research studies; ethical considerations in educational research; and the connection between research and evidence-based practice.
Course Attributes:

- Teacher Credential Program Crs

ISED 891 Seminar in Selected Studies (Units: 3)
Prerequisite: Graduate standing.

Current topics addressing issues in educational equity and social justice. Topics to be specified in the Class Schedule. May be repeated as topics vary.
Topics:

1. Educational Practices in Transnational Spaces
2. LGBTQ+ Issues in Education
3. Intersectionality, Disability, and Education
4. The Educational Experiences of Latinx Students
5. Social Justice for Immigrant Youth in U.S. Schools

ISED 895 Field Study Project (Units: 3)
Prerequisites: ISED 797, 24 units of MA coursework; permission 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.

Graduate students design conduct a research study on a topic related to an issue in educational equity and social justice. (CR/NC; RP)

ISED 898 Master's Thesis (Units: 3)
Prerequisites: ISED 797; completion of 24 units of MA coursework; permission 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.