



SCHOOL OF EDUCATIONAL STUDIES FALL 2009 COURSE DESCRIPTIONS

(Revised 8/19/09)

(Changes per this revision are highlighted below)

Note: No more than a combined total of 8 units of Tutorial Reading, Independent Research, and/or Dissertation Research may be taken in the doctoral program. The dean must approve exceptions.

ED 397 Tutorial Reading (MA)	2-4 units
ED 398 Independent Study (MA)	2-4 units
ED 399 Masters Thesis or Critique Research	1-2 units
ED 400M Continuous Registration (MA)	0 units
ED 495 Dissertation Research	2-8 units
ED 497 Tutorial Reading (Ph.D)	2-4 units
ED 498 Independent Research	2-4 units
ED 499 Doctoral Study	0 units

Fall 2009 Sabbatical Leave: Lourdes Arguelles, Daryl Smith

FALL SEMESTER COURSES (8/31/09 – 12/12/09)

Note: All courses are 4 units, unless noted otherwise.

ED 408 Education Finance and Student Performance (4 units)

Instructor: Jacob Adams

This course examines the relationship between educational resources and student performance. The course places resource concerns within the legislative context of performance accountability, judicial context of “adequate” resource levels, and political context that demands “effective resource use” asking, How can resources promote better student performance? Students will tackle this question by examining what is problematic with today’s federal, state, and local finance arrangements vis-à-vis student success; what system design principles better connect resources with student performance; what policy mechanisms are consistent with those principles; and what operating conditions are necessary to ensure their success.

Day/Time: Tuesday, 7:00 - 9:50

ED 433 Adolescent Development (4 units)**Instructor: Phil Dreyer**

This course offers a review of major theories and research findings about human development during the adolescent years. Topics include: physiological growth, personality development, cognitive changes, social relationships, and socialization.

Day/Time: Thurs., 4:00-6:50**ED 437 Writing for Professional Publication (4 units)****Instructor: Gail Thompson**

The purpose of this course is for students to become familiar with the process of academic writing from the brainstorming stage to the actual submission of an article to a peer-refereed journal. Particular emphases will be placed on (a) the structure of journal articles; (b) the writing process; and (c) the process of writing and submitting journal articles.

Day/Time: Mon., 4:00 - 6:50**ED 438 From Behaviorism to Postmodernism: Learning & Pedagogical Theories (4 units)****Instructor: Mary Poplin**

Philosophic, psychological and socio-political assumptions have yielded a number of distinct pedagogies and learning theories in the 20th Century that shape schools and classrooms. This seminar will examine the philosophic and theoretical underpinnings of five major groups of learning/teaching theories that currently inform work in schools. These include: behaviorism, constructivism, multi-cultural, relational, and critical theories. We will compare these learning/teaching theories historically to views of teaching and learning prior to modernity and explore the impact of postmodern thought as well. Attention will be given to the theories as they impact education 1) across developmental ages, from young children to adults and 2) across the contexts of culture, gender and economic differences. We will also explore epistemologically the way in which these theories suggest very distinct views of what constitutes knowledge.

Day/Time: Sat., 9:00 – 3:00 (9/12, 9/19, 9/26, 10/10, 10/24, 11/7, 11/21, 12/5)**ED455 Adult Education (4 units)****Instructor: Phil Dreyer**

Beginning with a summary of psychological research about adult learning, the seminar includes discussion of alternative educational models for adult students and the implications of the models for administrators, faculty, and educators. The seminar is intended for students involved with adult learners as instructors or administrators with a commitment to continued work in adult education at some level. Familiarity with theories of adult development required, particularly the work of Erikson, Levinson, and Gilligan.

Tues., 4:00-6:50**ED 459 Historical & Philosophical Foundations of American Higher Education (4 units)****Instructor: Linda Perkins**

This seminar explores major trends in American higher education from colonial times to the present. Attention is given to the political, social, and economic contexts within which American higher education has evolved and to the philosophical orientation of colleges and universities as manifested primarily in their curricula.

Day/Time: Wed., 7:00 – 9:50**ED 461 The College Student Experience (4 units)****Instructor: ~~Rebecca Gutierrez Keeton~~ Mark Figueroa**

This course focuses on the contemporary college student experience and the related current literature, theory, and research. Special consideration is given to the increasing diversity of college students, factors that influence success, and implications for practice in college and universities. Students will be able to choose a topic of particular interest and explore that in greater depth.

Day/Time: Wed., 4:00 – 6:50

ED 465 Quantitative Research Methods (Research Tool) (4 units)

Instructor: David Drew

This course is a thorough introduction to the acquisition and analysis of educational research data. Topics include: conceptualizing a research problem, methods of gathering data, interview and questionnaire construction, coding and structuring data, descriptive statistics, statistical inference concepts, contingency tables/chi square analysis, t-test, one-way analysis of variance, correlation and bivariate regression. Conceptual foundations of these techniques rather than formulas are emphasized; the course can accommodate students with minimal mathematics backgrounds.

Note: Enrollment limited to 18; students from outside Education must have instructor permission to register (david.drew@cgu.edu).

Day/Time: Wed., 4:00 – 6:50

ED 467 Applied Multivariate Analysis (Research Tool) (4 units)

Instructor: David Drew

This course includes a thorough treatment of the conceptual basis, mathematics, and applications of multiple regressions. An introduction to multiple linear path analysis is included. Students are asked to implement these techniques with research data.

Note: Enrollment limited to 25; students from outside Education must have instructor permission to register (david.drew@cgu.edu).

Prerequisites: Education 466 or Instructor permission (requires prior quantitative methods or intermediate statistics course, including the study of SPSS, or other computer packages; for permission, contact instructor at david.drew@cgu.edu)

Day/Time: Mon., 4:00 - 6:50

ED 564 Closing the Achievement Gap: Research and Effective Strategies (4 units)

Instructor: Gail Thompson

This course examines research on instructional practices, mindsets and attitudes of educators, and feedback from students pertaining to closing the historic achievement gap between African-Americans and other students.

Day/Time: Tues., 4:00 - 6:50

ED 580 Proseminar for Doctoral Study (4 units)

Instructor: William Perez

This is a required course for all first-year doctoral students in the School of Educational Studies (SES) entering Fall 09 or later. The course has four main components: (1) to provide students with the opportunities to prepare for success in the “scholarly life,” and more specifically, SES’s Ph.D. program; (2) to introduce students to the major issues and seminal research in education; (3) to introduce students to the SES faculty; and (4) help students develop connections with each other and with the faculty to create a community of learners and scholars.

The Proseminar will help students build on their professional skills and experiences by providing support to develop the academic skills expected and required in Ph.D. courses and in the qualifying exam/dissertation work. In particular, we will focus on (1) Qualifying Exam planning (2) dissertation planning, (3) academic skills, and (4) the development of a plan for the attainment of required

competencies (e.g., research, college instruction, advocacy, leadership), and learn the steps and procedures required to complete doctoral study, including a timeline and plan for successful completion. **Note:** Course will be offered again in summer 2010. SES PhD students, including Urban Leadership students, admitted in fall 2009 but unable to take this class in fall 09 will have priority registering for the summer 2010 course.

Prerequisite: Education PhD students admitted in fall 2009.

Day/Time: Thurs., 7:00 – 9:50

ED 581 Education of Immigrant Youth: Psychological Perspectives (4 units)

Instructor: William Perez

This course examines the current status of immigrant students in elementary and secondary schools in the United States. The course focuses on the unique challenges that immigrant students place on educators and schools administrators. Readings and class discussions are intended to put into sharp focus the issues of immigrants in U.S. schools. Particular attention is given to strategies employed by immigrants of all ages to adjust to U.S. schools and culture. As part of this discussion, the psychological world of immigrant students is explored since this is critical in understanding the final academic attainment of these students.

The readings in the course come from a variety of sources that explore the dilemma of adult immigrants in the U.S. and the difficulties faced by their children in schools. Special attention is given to the psychological dimensions of adjustment of immigrant students and their families, and the role of teachers and schools serving these students.

Day/Time: Thurs., 4:00 - 6:50

ED 584 Cultural Models of Education: International Perspectives (4 units)

Instructor: Susan Paik

This course will present a comparative analysis and evaluation of educational systems, cultural perspectives to learning, psychological-sociological factors, and present-day issues in regards to teaching and learning. The course will help students come to appreciate differences in educational systems and structures, broaden perspectives, and become aware of critical issues facing schooling in the U.S. and elsewhere. Case studies will focus on East Asia and the U.S. to discuss policy implications for American schooling, but are not limited to Asian countries. Discussion on diverse cultural models of education and issues are encouraged. Those students who are interested in international perspectives or comparative studies in education policy and practice may find this course helpful.

Course limit: 12 students max

Prerequisite: Open to Education students; others require instructor permission (susan.paik@cgu.edu).

Day/Time: Thurs., 4:00 - 6:50

**ED 597 Emotional, Behavioral, and Health Issues in Special Education (3 units; 4 units possible*)
(Module 1: August 31 – October 24)**

Instructors: ~~Faculty (Section 1) Cancelled~~
Jeanne Fryer (Section 2)

Advanced emotional and behavior instruction that supports the academic and social needs of students with disabilities for social justice. Assessing, designing, implementing, evaluating and adapting the educational environments, in collaboration with general educators and parents, to make data-based decisions regarding the needs of diverse learners using advanced positive intervention supports and applied behavioral analysis. This course is required for Level II students and is also open to MA and Ph.D. students as an elective.

Note: Students working on Level II Special Education Credential are required to take this course (3 units) in Module I of fall semester followed by ED 599 (2 units) in Module II of fall semester.

***Approval required for 4 units; contact Jeanne Fryer (jeanne.fryer@cgu.edu) for approval.**

Module 1 Day/Time:

Section 1 (TBD): ~~Tues, 4:00 – 8:00 (Module 1: 8/31/09 – 10/24/2009) CANCELLED~~

Section 2 (Fryer): Wed., 4:00 – 8:00 (Module 1: 8/31/09 – 10/24/09)

Open to both MA and PhD students

**ED 599 Advanced Seminar on Working with Students with Learning Disabilities
(2 units) (Module 2: October 26 – December 12)**

Instructors: Sue Robb (Section 1)

~~Tim Braun (Section 2) CANCELLED~~

This class focuses on discussion and application of research-based methodologies that have proven effective for students with mild/moderate disabilities. It includes characteristics and development of learners with exceptional needs, exploration of student motivation, advanced assessment and accountability practices, learning and cognitive strategies, social and emotional support issues, and data-based decision-making. This course is required for Level II students and is also open to MA and PhD students as an elective.

Note: Students working on Level II Special Education Credential are required to take ED 597 (see above) for 3 units in Module I of fall semester followed by this course (2 units) in Module II of fall semester.

Section 1 Day/Time: Tues., 4:00 – 6:50 (Module 2: 10/26/09 – 12/12/09)

Open to both MA and PhD Students

~~Section 2 Day/Time: Wed., 4:00 – 6:50 (Module 2: 10/26/09 – 12/12/09) CANCELLED~~

ED 601 Research Methods (Research Tool) (4 units)

Instructor: Susan Paik

The purpose of this course is to introduce doctoral-level education students to quantitative and qualitative educational research traditions, procedures, theories, and methods. Emphasis is placed on identifying methods appropriate for particular research questions and conducting disciplined inquiry regardless of method selected. Students will be expected to compare and contrast various measurement tools used in educational research and to label those tools that will be useful in their own research.

Prerequisite: Education PhD Students only (12 students max). **Completion of Quant 1 (ED 465) prior to this course is strongly recommended. This course is NOT recommended for first year PhD students.** Note: This course qualifies as a Research Tool.

Day/Time: Saturdays, 8:30 - 2:00 (9/12, 9/26, 10/3, 10/17, 10/24, 11/7, 11/21, 12/5)

ED 603 Educational Governance, Policy & and Politics:

Implications for Student Achievement in American Schools (4 units)

Instructor: Barbara DeHart

This course explores educational governance, policy & politics. School board governance is embedded in the fabric of American educational history, yet the role of federal & state governments continues to grow in educational decision-making. Why is this happening when the U.S. Constitution is silent on the topic? The politics of education, including implications of power, conflict and cooperation as they relate to radical change in America's schools, will be studied in this seminar.

Note: Open to PhD and MA students, including second year urban leadership cohort students.

Day/Time: Wed., 7:00 – 9:50

ED 613 Response to Intervention: Rationale and Overview (2 units) (Module 1)

Instructor: Deb Smith

This course focuses on early intervening services permitted through IDEA '04 to provide instructional services to struggling readers and prevent reading disabilities, multi-tiered instruction, and identification

of students with reading/learning disabilities through the process referred to as response to intervention (RTI). This overview of RTI provides general and special education professionals and school leaders with basic knowledge about universal screening, progress monitoring, assessment, and reading intervention in each tier for implementation in elementary school settings. Course content will be presented using a blended delivery model by using the interactive, technology-facilitated, challenge/problem-based format consistent with the “how people learn” (HPL) theory developed by John Bransford.

Day/Time: Tues, 4:00 – 6:50 (Module 1: 8/31/09 – 10/24/09)

ED 614 Response-to-Intervention (RTI): Implementation (2 units) (Module 2)

Instructor: Deb Smith

This course is a continuation of RTI: Rationale and Overview. Utilizing highly interactive technology-driven modules incorporating HPL, this course provides students with the skills and knowledge necessary to implement RTI in elementary school settings in the area of reading. Teachers and school leaders will learn how to monitor progress of struggling readers by using on-line materials and resources. They will learn the steps required to assess progress and differentiate instruction at each tier used in the standard treatment protocol approach. The outcome for each student will be the development of an implementation plan.

Prerequisite: ED613

Day/Time: Tues., 4:00 - 6:50 (Module 2: October 24 – December 12)

ED 616 Advanced Seminar in Moderate/Severe Disabilities (2 units) (Module 2)

Instructor: Anna Burns

Students select and pursue a specific area of emphasis to explore and research. These areas include but are not limited to transition, inclusive education, early childhood, sex education, behavioral intervention, deaf-blind, serious emotional disturbance, and technology and augmentative communications. Students will apply the alignment of curriculum, instruction, and assessment and discuss adaptations for a general education lesson plan for their students with moderate/severe disabilities.

Note: This course is designed for Special Education Level II credential candidates but is also open to MA and PhD students who have experience working with students with moderate/severe disabilities. Contact Jeanne Fryer (Jeanne.fryer@cgu.edu) with any questions.

Day/Time: Wed., 7:00 – 9:50 (Module 2: October 24 – December 12)

ED 650 Federal Higher Education Policy (4 units)

Instructor: Scott Thomas

This course provides an opportunity to explore the role of the federal government in higher education. Congress possesses tremendous power to shape the direction of public and private higher education. This power is exercised through its control of the Higher Education Act of 1965, panels such as the Commission on the Future of Higher Education, and federal agencies like the National Aeronautics and Space Administration, the National Institutes of Health, and the National Science Foundation, as examples. In this course we will focus on issues that are squarely within the Congressional domain of influence (e.g., the student loan industry, federally funded research, administrative overhead, civil rights of women and minorities on college campuses, etc.). These issues will be examined to help illuminate the interests and principles defining the federal government’s role in higher education and the ways in which the federal role has evolved over the past century.

Day/Time: Mon., 7:00 – 9:50 pm

New: ED 652 University & Society (4 units)

Instructor: Scott Thomas

This course will provide an opportunity for critical inquiry and discussion about the university as an institution in contemporary American society. This is not a “survey” course in higher education. Rather

than providing an overview of a broad topic or field, we will instead concentrate on several contemporary issues of direct interest to students, faculty, and staff at the Claremont Colleges. The course is designed for students (at all levels) with strong interest in learning something about the interaction between higher education and society, either because of an interest in student affairs and activities such as student government, and/or because of an intellectual interest in the sociology of higher education or higher education policy.

Day/Time: Tuesday, 7:00 – 9:50

ED 670 Case Study Research (Research Tool)

Instructor: Jacob Adams

Case study research represents a rigorous form of inquiry distinct from other methods. It allows investigators to explore topics not easily or effectively addressed by other quantitative or qualitative approaches. It is used extensively in the social sciences, including the disciplines and applied fields such as education, public policy, public administration, urban planning, and social work. This course allows students to investigate the case study as a unique research tool, including types of case studies and their applications, case study design, the role of theory, collecting and analyzing data, and reporting results. Students will examine case study models and generate their own analyses.

Day/Time: Mon., 4:00 – 6:50

New: ED 679 Readings in the History of Urban Education (4 units)

Instructor: Carl Cohn

Prospective leaders of today's urban school systems need to understand and value the rich history of the development of schools in America's large cities. Knowing who the reformers of the past were and what they tried to accomplish or avoid may well shed light on the problems faced by urban reformers today. Using Cremin's *The Transformation of the School*, Tyack's *The One Best System* and Rury's *Urban Education in the United States*, students will explore, examine and debate the history of urban education in the past and what today's historical researchers are learning about recent reform efforts. In addition, students will develop a seminar paper that examines the history of the urban system where they are currently working, using the research tools studied in the Friday night seminar.

Note: Open to PhD and MA students, including second year urban leadership cohort students.

Day/Time: Fridays, 4:45 – 10:00 (9/11, 9/25, 10/9, 10/23, 11/6, 11/13, 11/20, 12/4)

Urban Leadership Courses

(Open to 2009 Urban Leadership Cohort Students Only)

ED 609 Leadership and Issues in Contemporary Urban Education (4 units)

Instructor: ~~Carl Cohn~~ Barbara DeHart (Note: Dr. Cohn will teach *ED 684 Strategic Management of Human Capital in High Performing School Districts* (4 units) in the Urban Leadership Program in Spring 2010.)

This course will focus on the leadership of urban schools and the qualities leaders need to transform these crucial institutions in a new century. Such leaders must understand themselves, the organizations that they head, and the complex social and political environments that they are asked to navigate on a daily basis. In short, we need leaders who understand formal structure, individual needs, power and conflict, as well as culture and symbols. Accordingly, students will become familiar with the principles, concepts and major theories of leadership. They will administer a variety of self-analysis instruments to better understand and reflect upon their own leadership styles and behavioral tendencies. They will apply this new learning to a variety of situations and problems simulating real challenges in today's urban school systems. Bennis and Goldsmith and Bolman and Deal will provide the conceptual underpinnings for our semester-long Saturday seminar.

Prerequisite: Open to 2009 Urban Leadership cohort students only.

Days/Times: Sat., 9:00 – 3:30 (9/12, 9/26, ~~10/10~~ 10/17, 10/24, 11/7, 11/21, 12/5)

ED 618 Effective Teachers, Pedagogical Theories and Student Learning for School Leadership

Instructor: Mary Poplin

Theories of learning, socio-political and economic conditions and pedagogical assumptions are powerful elements in shaping the classroom and school experience. This seminar will examine 1) current controversies, 2) recent research on highly effective teachers and schools, 3) the theoretical assumptions and practices of a number of pedagogies, including behaviorism, constructivism, critical, relational and multicultural pedagogies, and 4) the implications of these for school leaders committed to increasing achievement and decreasing the achievement gap.

Day/Time: Fri., 4:30 – 9:50 (9/11, 9/25, 10/9, 10/23, 11/6, 11/20, 12/4) + one additional Friday TBA