



SCHOOL OF EDUCATIONAL STUDIES SPRING 2009 COURSE DESCRIPTIONS

(Revised 1/14/09)

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) [3375]	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 [3391]	0 units

Spring 2009 Sabbatical Leave: Lourdes Arguelles

INTERSESSION COURSE (1/10/09 – 1/15/09):

New Course:

ED 673 Leadership for Creating a Culture of Evidence in the Community Colleges [3425]

Instructor: Martha Romero

This seminar will provide concentrated study of leadership needed to create a culture of evidence. Discussions and readings will include leadership dynamics with emphasis on how leadership is practiced in the community college setting, governance structures that impact creating a culture of evidence and emphasis on student success, a review of assessment directives now required by the accrediting commissions and the federal climate, new focus on research and how this is changing the IR office functions, current initiatives such as the Achieving the Dream Initiative and how the initiative is influencing the field. Students will be expected to complete an independent study project that will be individually agreed upon between the instructor and the student and will focus on some element of these topics.

Intersession schedule: Sat. (1/10/09), 8:30-4:00; Mon., Wed., Thurs. (1/12, 1/14, 1/15), 4:00-8:45.

Note: This course is 4 units. In addition to class meetings listed above, remaining contact hours will be arranged on an individual basis with the instructor. All coursework must be completed and submitted to instructor by 2/9/09.

SPRING SEMESTER COURSES (1/20/09 – 5/15/09)*Note: All courses are 4 units, unless noted otherwise.***ED 404 Leadership, Achievement, and Diversity in the Age of Obama [3320]****Instructor: Barbara DeHart**

Participants in this course will study and discuss contemporary issues of cultural and socioeconomic diversity as they occur in the context of Public Education. Students will look at how leadership in public education must respond in order to ensure institutional and social practices that promise social justice and democracy in the classroom and an institutional climate that is inclusive and fair for all students. This context has changed dramatically with the election of Barack Obama. Selected texts and reading will share new research and best practices in this field.

Day/Time: Thurs., 4:00-6:50**ED 406 Privilege, Denial, and Colorblind Racism: A Personal Growth Journey through Action Research [3297]****Instructor: Gail Thompson**

This course is designed to (1) facilitate students with research and other literature about white privilege and color-blind racism; (2) help students uncover related aspects of their own history, beliefs, and attitudes; and (3) help students develop an action and accountability plan that can lead to long-term personal and professional growth in the area of race relations.

Day/Time: Tues., 4:00 – 6:50**ED 408 Education Finance and Student Performance [3298]****Instructor: Jacob Adams**

This course examines the relationship between educational resources and student performance. The course places resource concerns within the relative context of performance accountability, judicial context of “adequate” resource levels, and political context that demands “effective resource use” asking, how can resource provision be linked to student performance? Students will tackle this question by examining what is problematic about the 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: Mon., 7:00 – 9:50**ED 424 Gender and Education [3299]****Instructor: Linda Perkins**

This course focuses upon the historical and current debate surrounding the historical impact of gender on education. It will address the role of race, ethnicity, immigrant status, religion, sexual orientation and social class as these variables relate to gender issues in schools and higher education. The class will address the historical and current “boy problem” in schools and the growing achievement imbalance and graduation rates of girls in schools. It will also review the historical and current debate over single-sex versus coeducation. The course will discuss contemporary gender issues in education such as the debate surrounding whether schools are more “girl friendly” and disadvantage boys or whether schools “shortchange” girls. The class will discuss whether talented female students are now at a disadvantage in admissions to elite colleges and university because of an attempt to maintain gender “balance” on many college campuses.

Day/Time: Wed., 4:00 – 6:50

ED 425 Race, Identity, and Academic Achievement in Education [3300]**Instructor: Norma Jimenez-Hernandez**

In this course, we will examine how race, class, and the school context concurrently inform the behaviors that students of color employ to navigate their school contexts. We begin by examining traditional purposes of schooling (e.g., assimilation, acculturation, cultural pluralism) and taking a historical look at schooling in the U.S. for students of color. We then explore theories of (under)achievement for marginalized groups as a way to understand achievement patterns amongst different racial and ethnic groups. Students discuss theories of racial and adolescent identity development to inform their understanding of minority students' achievement patterns. By using case studies and other empirical research, we explore cognitive and behavioral adaptations that students of color employ to navigate their school contexts. Major adaptations discussed include the oppositional frame of reference, resistance, the "acting White" hypothesis, code switching, biculturalism, stereotype threat, accommodation without assimilation, and "cool pose."

The course concludes by examining pedagogical and instructional practices that educators can use to facilitate the border-crossing process for many students of color in an effort to decrease the current achievement gap. This course is intended for pre-service and in-service teachers, administrators, counselors, and others interested in understanding how students of color navigate their school context and how system (societal and structural) and community factors inform this process. Students will leave the course with a better understanding of adolescent identities and how they are enacted in schools. Also, students will be better equipped to serve students of color in varying school contexts.

Day/Time: Wed., 4:00-6:50**ED 426 Social Capital, Cultural Capital, and Educational Opportunity [3301]****Instructor: Will Perez**

This course will focus on the role of race, class and gender on educational opportunity. We will examine the impact of cultural and social capital on educational trajectories. The procedural knowledge that families acquire that allows them to manage and ensure their children's educational success (cultural capital), and the connections and relationships that they develop with key institutional agents like teachers, principals, counselors, tutors, and other parents (social capital) play a pivotal role in the educational experiences of students. We will examine the intellectual history of key concepts such as class, race, social capital, cultural capital, and habitus using current exemplars of research that utilize these concepts in K-12 settings and higher education. The course will also examine how race and class structure social processes and interaction patterns in educational settings and the relationship of educational institutions to various aspects of broader society.

Day/Time: Tues., 4:00 – 6:50**ED 430 Cognitive Development and Education [3302]****Instructor: Phil Dreyer**

This course deals with what is known about how individuals develop knowledge and how such development can be fostered in educational environments. Particular attention is given to cognitive developmental theories such as those of Piaget, Bruner, Kohlberg, Gilligan, and Perry, with less consideration given to research in information processing, cognitive psychology, and language development.

Day/Time: Wed., 4:00 – 6:50**ED 432 Child Development [3303]****Instructor: Phil Dreyer**

Major theories and research in the field of child development during the first twelve years of life are reviewed in this seminar. Topics include physical growth and health, cognition and learning, parent-child attachment, family interaction, and socialization in school and community.

Day/Time: Thurs., 4:00 – 6:50**Cancelled**

ED 461 The College Student Experience [3304]**Instructor: Daryl Smith**

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: Tues., 4:00 – 6:50**ED 462 Governance and Change in Higher Education [3305]****Instructor: Daryl Smith**

This course focuses on the patterns and dynamics of governing institutions of higher education, the means by which colleges and universities make decisions, and ways of thinking about creating change. The course is useful for anyone who works in or is interested in higher education its scholarship and practice. The course will use readings and case studies in the field to develop an understanding of decision-making and change in higher education from the point of view of various perspectives including faculty, staff, students and boards. Readings and discussion will facilitate student familiarity with key topics in higher education governance. Case studies looking at factors that impact change and decisions will also be included. Topics include the organization and management of colleges and universities, leadership in higher education, models of organizations, power issues, faculty, administrative, student and board issues, institutional change, and the influence of external agencies like accreditation and other external agencies.

Day/Time: Wed., 7:00 – 9:50**ED 465 Quantitative Research Methods (Research Tool) [3306]****Instructor: June Hilton**

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.

Prerequisite: SES students or instructor permission.**Note:** Enrollment limited to 25 students.**Day/Time: Wed. 7:00 – 9:50****ED 466 Quantitative Research Practicum (Research Tool) [3307]****Instructor: David Drew**

This course provides an opportunity for the Ph.D. student to conduct a complete empirical investigation utilizing the conceptual material and techniques acquired in ED465. Students will be expected to develop a research problem based on a study of the literature, design a questionnaire that addresses the research questions and operationalizes the variables, design a sampling plan, distribute the questionnaires with appropriate follow-up mailings, develop coding guides and enter the data onto a computer, develop an analysis plan, conduct analyses, and write a research report. In conjunction with the analysis phase, students will be instructed in the use of statistical software, specifically the Windows version of SPSS. Seminar papers should be of publishable quality.

Prerequisites: ED465 or instructor permission; SES students or instructor permission.**Note:** Enrollment limited to 25 students.**Day/Time: Mon., 4:00 – 6:50**

ED 467 Quant III: Applied Multivariate Analysis (Research Tool) [3308]**Instructor: June Hilton**

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

Prerequisites: Education 466 and a prior quantitative methods or intermediate statistics course, including the study of SPSS, or other computer packages; SES students or instructor permission.

Day/Time: Mon, 7:00 – 9:50**ED 469 Advanced Statistical Analysis (Research Tool) [3309]****Instructor: David Drew**

Multivariate techniques presented include multiple linear path analysis, factor analysis, and discriminant function analysis. Students are expected to complete a research paper in which they apply two of these multivariate techniques to secondary education data.

Prerequisites: ED 467; SES students or instructor permission.

Note: Enrollment limited to 15 students.

Day/Time: Mon., 7:00 – 9:50**ED 473 Qualitative Inquiry: Theory, Models and Methods (Research Tool) [3310]****Instructor: Mary Poplin**

The purpose of this seminar is to become familiar with the theoretical perspectives and purposes that are foundational to qualitative inquiry, as well as the various models and methods that one can employ. This seminar will examine selected seminal works in education that have used qualitative inquiry to build, expand, or challenge particular theories of education. Participants will practice designing a research proposal that would employ qualitative research and practice some of the various methods. Successful completion of a research project in this class will qualify as completion of a research tool.

Day/Time: Sat., 9:00 – 2:30 (1/24/09, 1/31, 2/14, 3/14, 3/28, 4/11, 4/25, 5/9)**ED 561 Using Literature and Other Strategies to Foster Resiliency in K-12 Students [3311]****Instructor: Gail Thompson**

This course emphasizes how multicultural literature and a culturally relevant curriculum can be used to foster personal and educational resiliency in secondary school students.

Day/Time: Mon., 4:00 – 6:50**ED 581 Education of Immigrant Youth: Psychological Perspectives [3312]****Instructor: Will Perez**

This course examines the current status of immigrant students in elementary and secondary schools in the United States. Particular attention is given to strategies employed by immigrants of all ages to adjust to U.S. schools and culture. 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 since these are critical factors to consider in understanding their academic experiences and outcomes. The course also addresses the challenges imposed on educational agencies which must serve both native-born U.S. students and immigrants while confronted with overcrowded classrooms; limited financial resources at the local, state, and federal level; fierce controversy over “special” programs for immigrants (e.g., bilingual education, newcomer centers); the backlash seen in recent years against immigrants (e.g., California’s Propositions 187 and 229); the school reform movement and national standards; and students’ needs that extend beyond education (e.g., health, counseling, and social services). Finally, educational policies and their impact on immigrant students will be discussed. The readings in the course come from a variety of sources that also explore the dilemma of adult immigrants in the U.S. and the difficulties faced by their children in schools.

Day/Time: Tues., 7:00 – 9:50

ED 592 Interdisciplinary and Interagency Service Delivery in Special Education (Mod 1; 2 units)**Section 1 Instructor: Dana Griggs [3321]****Section 2 Instructor: Maureen Eckholdt [3322]**

Management principles of special education programs that promote accountability and social justice for students; coordination of related services and outside health agencies for current placements; state, federal, and local education agency funding; transition services to postsecondary placements; development of effective Individual Transition Plans based on stages of career development and needed domains. (Required for Level II candidates and open for MA and PhD candidates as elective).

Module 1 Day/Time:**Section 1 (Griggs): Tues., 7:00 – 9:50 (1/20, 1/27, 2/3, 2/10, 2/17) plus Sat 8:00 – 1:00 (2/7/09 only)****Section 1 is open to both PhD and MA students****Section 2 (TBD): Wed, 4:00 – 6:50 (Module 1: 1/21 – 3/11)****Section 2 is open to MA students only****ED 595 Special Education Leadership (Module 2; 2 units)****Section 1 Instructor: Sue Robb [3323]****Section 2 Instructor: Melissa Hartley [3324]**

Collaboration between educators, paraprofessionals, related school personnel, and families to create inclusive learning environments that enable social justice and accountability for students with disabilities. Includes family systems in culturally and linguistically diverse populations; conflict resolution, co-teaching models; and decision making for the continuum of placements in special education. Advanced case study analysis of educational settings, organizational behavior and management, collaboration and communication, group culture, and group dynamic theory as it relates to leadership in schools. (Required for Level II and open for MA and Ph.D. candidates as elective.)

Module 2 Day/Time:**Section 1 (Robb): Wed., 4:00 – 6:50 (Module 2: 3/25 - 5/6)****Section 1 is open to both PhD and MA students****Section 2 (Hartley): Tues., 7:00 – 9:50 (Module 2: 3/25 – 5/6)****Section 2 is open to MA students only****ED 605A Seminar in Learning Disabilities (Mod 1; 2 units) [3313]****Instructor: Deb Smith**

This seminar focuses on learning disabilities, the largest high incidence special education category. More students with this disability spend the majority of their school day accessing the general education curriculum, taught in the general education setting, and supported by special education services. The seminar is designed for those preparing to be either school leaders, college faculty, or support personnel. The content focuses on the history, new definitional issues, prevalence, etiology, identification, assessment, and accommodations and evidence-based instruction. Topics also include current trends and issues for pre-referral, the new learning disabilities identification process, instructional delivery from grades K-12, as well as post-secondary options.

Note: Class will meet at IRIS-West house @ 1237 N. Dartmouth Ave.**Day/Time: Wed., 4:00 – 6:50 (Module I: 1/20 – 3/14)**

ED 630 Policy, Practice, and High-Performing Schools [3316]**Instructor: Jacob Adams**

Policy, Practice, and High-Performing Schools examines the conditions required to create and sustain successful classrooms, schools, and school systems. Students explore questions such as: What is high performance? How do we understand it conceptually and recognize it empirically? And what instruction, leadership, school organization, community and home supports, policy, and other factors influence it? Students review models of high-performing schools, explore barriers to creating high-performing schools nationwide, and gauge the likelihood of the nation accomplishing the ambitious learning goals that public consensus now demands.

Day/Time: Mon., 4:00 – 6:50**New Course: ED 651 Stratification in Higher Education [3317]****Instructor: Scott Thomas**

Higher education in the United States is a massive enterprise. Much emphasis has been placed on the link between education and social inequality and this linkage has become an article of faith among many and an important justification for increased public and private spending. The United States is not the only country that witnessed tremendous expansion in higher education in the latter part of the twentieth century. Countries in Western and Eastern Europe and in East Asia, along with countries such as Australia and Israel, have also had notable expansion of higher education during this period. This course focuses on the relationship between higher education expansion across a wide range of countries and attendant changes in social inequality in those countries. In the class, students will explore issues of access, diversification, and privatization in higher education while assessing the changing opportunities for men, women, and those from disadvantaged backgrounds. Through the course, students will interrogate the extant literature and historical data to illuminate the connection between higher education expansion and social inequality within countries and across regions.

Day/Time: Tues., 7:00 – 9:50**New Course: ED 672 Asian American Diversity and Education [3327]****Instructor: Susan Paik**

This course is an introduction to issues and perspectives regarding Asian Americans and their educational experience in the U.S. The course will provide cultural, historical, and educational-psychological lenses in understanding Asian Americans in terms of their schooling, achievement, and other issues (e.g. immigrant experiences, family and community influences). The course will address the diversity in Asian American cultures and achievement variations within and between groups. Discussion of the course will highlight major Asian groups in the U.S. and will examine the issues facing Asian American students.

Note: Enrollment limited to 12 students. Open to SES students; otherwise, instructor permission required.**Day/Time: Thurs., 4:00 – 6:50****New Course: ED 674 Readings and Conversations in Diversity and Social Justice [3318]****Instructor: Eliseo Dávalos**

This seminar will be based on reading, discussions and activities that illustrate the dynamics of oppression and how the different mechanisms of oppression affect everyone. Special emphasis will be placed on how oppression is experienced through racism, sexism, heterosexism, ableism, classism and anti-Semitism, and how these systems work against social justice and social change. Students will learn how the power of the socialization process experienced throughout our lives shapes our perceptions, beliefs and actions and contribute to our own *-isms*. As part of the course, students will also participate in a field study where they will identify and work with a public agency, non-profit or advocacy group that works toward creating social change.

Day/Time: Sat., 9:00 – 4:00 (1/31, 2/14, 2/28, 3/14, 4/4, 4/18)

New Course: ED 675 Advanced Research Seminar in Achievement and Motivation [3328]**Instructor: Norma Jimenez-Hernandez**

This advanced research seminar is intended for students at the qualifying exam and dissertation proposal level who wish to pursue researching a topic related to academic engagement, achievement, and student motivation particularly as it relates to students from marginalized groups. We will review major theories in achievement and motivation and how they pertain to student disengagement. Additionally, we will examine and analyze data from several research projects and propose constructive suggestions on how best to engage communities (e.g. research communities, school communities, social and political communities) in the dissemination of such research. Students will be given the opportunity to present their own research in this seminar to prepare a manuscript for submission.

Prerequisite: ED 582 Achievement Motivation.**Note:** Enrollment limited to 10 students. Contact the instructor with any questions (norma.hernandez@cgu.edu).**Day/Time: Saturdays, 8:30 am - 5:00 pm (2/7, 2/28, 3/14, 4/4, 4/18)****New Course: ED 676 The Politics of Urban School Reform [3319]****Instructor: Carl Cohn**

Today, educational leaders operate in a complex web of political relationships, often taking actions that have significant political consequences at all levels of government. This course is designed to provoke emerging school leaders to think about themselves as political actors on several stages as they work to improve districts and schools in this new century. Current issues in politics, including the fate of No Child Left Behind and the new administration's transition underway at the Department of Education, will be examined, analyzed and discussed in order to shed light on how political developments may profoundly influence the ways in which we work to rescue children, especially those in urban settings.

Using cases drawn from the Harvard Business School and the Center for the Reform of School Systems, students will take an in-depth look at the rough and tumble of practical politics in a wide variety of reform settings in urban school districts. Boyd, Kerchner and Blyth's recent Harvard University Press publication, *The Transformation of Great American School Districts: How Big Cities are Reshaping Public Education*, will provide the conceptual frameworks for our examination of these critical issues.

Day/Time: Thurs., 7:00 – 9:50**URBAN LEADERSHIP PROGRAM**

Note: Courses for Urban Leadership (UL) students only or by permission of the Director of the Program. Courses are 4 units, unless noted otherwise.

ED 535B1 Coaching, Mentoring and Professional Development: Professional Credential Mentoring Plan (PCMP) (2 units) [3325]**Instructor: Barbara DeHart**

This course is for students who seek to earn the Professional Administrative Services Clear Credential and have completed the necessary prerequisites.

Prerequisite: ED 535A1 or by permission from Director of Urban Leadership Program.**Day/Time:** Organizational meeting (date/time TBD). School visitations and appointments with University Lead Mentor are individually scheduled.

ED 535D1 Coaching, Mentoring and Professional Development: Final Portfolio and Application Process (2 units) [3326]**Instructor: Barbara DeHart**

This course is for students who seek to earn the Professional Administrative Services Clear Credential and have completed the necessary prerequisites.

Prerequisite: ED 535A1, ED 535B1, ED 535C1 or by permission from Director of Urban Leadership Program.

Day/Time: Organizational meeting (date/time TBD). School visitations and appointments with University Lead Mentor are individually scheduled.

ED 608 Research Methods for School Leaders [3314]**Instructor: Susan Paik**

The purpose of this course is to introduce school leaders 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.

Note: This course qualifies as a Research Tool.

Prerequisite: Open to Urban Leadership students only

Day/Time: Sat., 8:30–2:00 (Jan. 31, Feb. 14, 28, Mar. 14, 28, April 11, 25, May 9)

ED 618 Effective Teachers, Pedagogical Theories and Student Learning for School [3315]**Instructor: Mary Poplin**

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

Prerequisite: Open to Urban Leadership students only.

Day/Time: Fri., 5:00 – 9:30; dates Jan. 23, 30, Feb 13, March 13, 27, April 10, 24, May 8