



## SCHOOL OF EDUCATIONAL STUDIES SPRING 2010 COURSE DESCRIPTIONS

(Revised 10/16/09)

(Changes made on the above date are highlighted in green below)

*Note: No more than a combined total of ~~8~~ 4 units of Independent 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 (MA)	1-2 units
ED 400M Continuous Registration (MA)	0 units
ED 495 Dissertation Research	2-8 units
ED 497 Tutorial Reading (PhD)	2-4 units
ED 498 Independent Research	2-4 units
ED 499 Doctoral Study (PhD)	0 units

Sabbatical Leave: Linda Perkins, ~~Mary Poplin~~ (Dr. Poplin's sabbatical is changed to Fall 2010)

### SPRING SEMESTER COURSES (1/18/10 – 5/14/10)

#### **ED 404 Leadership, Achievement, and Diversity in the Age of Obama (4 units)**

**Instructor: Barbara DeHart**

The purpose of this seminar is to explore Leadership, Achievement and Diversity and their influences on the “self and the other.” Themes will be examined individually and collectively through the lens of Systems Theory and inquiry about the future ‘Age of Obama.’ The course is designed to give students a deep understanding of cultural proficiency in the context of education and its socio-economic environment. Theoretical, political, fiscal, societal issues as well as practical applications of course themes will be discussed. Students will engage with a variety of resources including articles, texts, reports, videos, presentations, class activities, meta-cognitive reflections and class conversations.

**Day/Time: Wed., 7:00 - 9:50**

#### **ED 406 Privilege, Denial, and Colorblind Racism: A Personal Growth Journey through Action Research (4 units)**

**Instructor: Gail Thompson**

This course is designed to (1) familiarize 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., 7:00 – 9:50**

### **ED 407 Reforming America's Schools Public Policy and America's Schools (4 units)**

**Instructor: Jacob Adams**

Public Policy and America's Schools provides an in-depth examination of the status and challenges facing elementary and secondary education in the United States and the policy-driven reforms that are re-configuring public schools nationwide. Students will place school challenges in the political and financial context of recent reform efforts, situate standards, accountability, and equity reforms in historical context; investigate selected reform strategies, and examine the practical consequences of federal and state policy change for schools.

**Day/Time: Tuesday, 7:00 – 9:50**

### **ED 412 Organizational Implications of Diversity in Higher Education (4 units)**

**Instructor: Daryl Smith**

This seminar will focus on diversity issues in higher education from an institutional perspective. It will include such topics as how might diversity be framed to be both inclusive and still deal with historic issues concerning equity for underserved populations in the context of different institutional types? Based on the most recent findings from research and the field, the seminar will engage topics such as: what is the role of diversity for institutions and their mission, what are we coming to learn about student success, increasing demographic complexities, new work on identity, the role of testing, leadership for diversity, diversifying the faculty and administration, institutional change, monitoring progress, campus climate, and intergroup relations and how might one think about diversity in the context of current legal and policy challenges? Students will be able to pick special topics of interest and develop them. The course, while focused on higher education, is open to students who wish to explore these issues at other levels of education.

**Day/Time: Tues., 7:00 - 9:50**

### **ED 426 Social Capital, Cultural Capital, and Educational Opportunity (4 units)**

**Instructor: William Perez**

This course will focus on the intellectual history of these concepts, points of difference and similarity among the concepts, current exemplars of research that utilize these concepts, and critical reflection on research traditions. It will also focus on the study of social processes and interaction patterns in educational organizations; relationship of such organizations to aspects of **society, social class, and power**; social relations within school, college, and university; formal and informal groups, subcultures in educational systems; roles of teachers, students, and administrators.

**Day/Time: Wed., 4:00 - 6:50**

### **ED 430 Cognitive Development and Education (4 units)**

**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: Tues., 4:00 – 6:50**

**ED 432 Child Development (4 units)****Instructor: Phil Dreyer**

Major theories and research in the field of human 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, motivation, and socialization in school and community.

**Day/Time: Thurs., 7:00 – 9:50****ED 462 Governance and Change in Higher Education (4 units)****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 whose area of focus is on higher education its scholarship and practice. The course will use readings and issues 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., 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.

**Prerequisite:** Education students or instructor permission.**Note:** Enrollment limited to ~~18~~ **15** students.**Day/Time: Wed., 4:00 - 6:50****ED 466 Quantitative Research Practicum (Research Tool) (4 units)****Instructor: June Hilton**

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, develop 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~~ **18** students.**Day/Time: Mon., 7:00 – 9:50**

**ED 469 Advanced Statistical Analysis (Research Tool) (4 units)****Instructor: David Drew**

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

**Prerequisites:** ED 467; SES students or instructor permission.**Note:** Enrollment limited to 48 23 students.**Day/Time: Mon., 4:00 - 6:50****ED 473 Qualitative Inquiry: Theory, Models and Methods (Research Tool)****Instructor: Mary Poplin** (has moved sabbatical from spring 2010 to fall 2010)

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 – 4:00 (1/23/2010, 2/6, 3/6, 3/20, 4/3, 4/17, 5/1 )****ED 516C Philosophic Foundations of Education in the West: Shaping Universities and Schools (4 units)****Instructor: Mary Poplin** (has moved sabbatical from spring 2010 to fall 2010)

In this seminar, participants will engage selected readings in philosophy across the centuries from early-recorded writings such as Solomon's wisdom literature (900 BC) and Plato and Aristotle (50 BC) to contemporary writings of such educators as Freire (late 1900s) and Rorty (2000). The readings will be drawn primarily from Europe and the U.S. We will seek in the readings to ascertain how these various philosophic orientations have addressed such questions as: What is an educated person? What counts as knowledge? Who is educated? How have understanding, wisdom, truth and meaning been defined? What is a teacher and what does it mean to teach? What is learning and how do we know when someone has learned? What processes promote its advancement? As we look at the ways these questions have changed over time, we will also study the ways in which these philosophies have shaped and changed the universities over the centuries.

**Note: The class will meet at the Getty Museum on a weekend date to be determined by the class.****Day/Time: Sat., 9:00 – 4:00 (1/30/2010, 2/13, 3/13, 3/27, 4/10, 4/24, 5/8)****ED 561 Using Literature and Other Strategies to Foster Resiliency in K-12 Students (4 units)****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 (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: Wed., 7:00 – 9:50**

**ED 592 Interdisciplinary and Interagency Service Delivery in Special Education (2 units) (Mod 1)**

**Section 1 Instructor: Dana Griggs**

~~**Section 2 Instructor: TBA**~~

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 (1/18/10 – 3/13/10) Day/Time:**

**Section 1 (Griggs): ~~Tues., 7:00–9:50~~ Sat., 8:30 am – 4 pm (1/23, 1/30; 2/13)**

**Note: attendance at all three sessions is required.**

**Section 1 is open to both PhD and MA students.**

~~**Section 2 (TBD): Wed., 4:00–6:50**~~ **Cancelled**

**ED 595 Special Education Leadership (2 units) (Module 2)**

**Section 1 Instructor: Sue Robb**

~~**Section 2 Instructor: TBD**~~

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): Tues., 4:00 - 6:50 (Module 2: 3/22/10 – 5/14/10)**

**Section 1 is open to both PhD and MA students**

~~**Section 2 (TBD): Wed., 4:00–6:50**~~ **Cancelled**

**ED 630 Policy, Practice, and High-Performing Schools**

**(replaces ED 683 Advanced Case Study Research)**

**Instructor: Jacob Adams**

This course 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: Monday, 4:00 - 6:50**

**New: ED 636 Disability in Schools and Society (4 units)**

**Instructor: Deb Smith**

The seminar, *Disability in Schools and Society*, focuses on the treatment of people with disabilities across time to gain an understanding of how perspectives of difference influence inclusive schools and community presence. The seminar provides an in-depth study of bias, discrimination, social justice, segregation, and inclusion in society and in schools. Analyses of historical periods and critiques of film and literature will be used to demonstrate varying attitudes and perceptions about disabilities. Current and proposed education practice and policy will be reviewed from these perspectives. The seminar is well suited to future education faculty, educators and administrators serving student populations that include special needs learners (K-16), and policy makers. The course will integrate technology into instructional delivery, including distance delivery of some portions of the class.\* Because of the compressed schedule for this seminar attendance is required for all sessions and assignments must be completed on time.

**Note:** Students wishing to stay overnight in Claremont can call the Doubletree Hotel and request the CGU rate for a king or 2 double beds (909.626.2411), as available.

**Day/Time\*:** **Fri., 4:00 – 7:00 (1/22 only)**

**Sat., 8:00 – 4:00 (2/6, 2/20, 3/6, 3/13)**

\* Course includes additional distance delivery instruction to be taken outside of class sessions at student's convenience and in accordance with class syllabus/schedule.

**ED 651 Stratification in Higher Education (4 units)**

**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: Wed., 7:00 – 9:50**

**New: ED 653 State Higher Education Policy (4 units)**

**Instructor: Scott Thomas**

State governments are a central player in higher education finance, governance, and policy and states vary considerably in the organization and management of their higher education systems. This course focuses on the issues framing the relationship between states and their public and private postsecondary institutions. Through readings and discussions, we will analyze the multiple public policy issues defining the state's role in higher education.

**Day/Time: Tuesday, 4:00 – 6:50**

**ED 672 Asian American Diversity and Education (4 units)****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.**Prerequisite:** SES students only or instructor approval required**Day/Time:** Thurs., 4:00 – 6:50~~**New: ED 683 Advanced Case Study Research (Research Tool) (4 units)**~~~~**Instructor: Jacob Adams**~~

~~Course Description: This course builds on the concepts and research strategies introduced in ED 670. Students will explore the relationship between case studies and theory development in the social sciences, acquire skills using content analysis, and design and conduct a complete case study investigation.~~

~~**Prerequisite: ED 670 or instructor permission.**~~~~**Day/Time: Monday, 4:00 - 6:30**~~~~**ED 683 is replaced by ED 630 Policy, Practice, and High Performing Schools (Jacob Adams)**~~**New: ED 684 Strategic Management of Human Capital in High Performing School Districts (4 units)****Instructor: Carl Cohn**

(See description in Urban Leadership section below.)

**Prerequisites:** Open to 2009 Urban Leadership cohort plus six students from prior cohorts.**Note:** Permission number required for enrollment; available from Nicole Jones in SES Office starting 11/18/09 (909.621.8075).**Day/Time:** Fri., 4:30 – 10:00 (1/29, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/7)**URBAN LEADERSHIP**

*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 608 Research Methods for School Leaders (Research Tool) (4 units)****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 only to 2009-2010 Urban Leadership cohort students.

**Day/Time: Saturdays, 8:30 - 2:00 (8 sessions: 1/30, 2/13, 2/27, 3/13, 3/27, 4/10, 4/24, 5/8)**

**New: ED 684 Strategic Management of Human Capital in High Performing School Districts (4 units)**

**Instructor: Carl Cohn**

What are the best urban school systems doing to develop talented teachers and principals? Which school systems have the courage to put the best teachers in front of the neediest students? Why are traditional human resource departments becoming obsolete in urban school systems? Why are foundations, think tanks and the government investing millions in new strategies designed to close the achievement gap once and for all? Is tenure as we know it going away in K-12 urban school systems? Are merit pay and alternative compensation schemes the wave of the future?

In addition to answering these questions, this course will focus on both the challenges and rewards of managing human capital in a strategic way. Case studies of high performing urban systems that are designing new approaches to recruitment, selection, hiring, development and compensation of teachers and principals will be explored. These urban school systems have successfully used cutting-edge HR strategies in ways that improve both instruction and student achievement.

Over the course of the seminar, students will develop a research paper that critiques and measures the HR department in the district where they are working against these new emerging strategies.

**Prerequisites:** Open to 2009 Urban Leadership cohort plus six students from prior cohorts.

**Note:** Permission number required for enrollment; available from Nicole Jones in SES Office starting 11/18/09 (909.621.8075).

**Day/Time: Fri., 4:30 – 10:00 (~~1/20~~ 1/22\*, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/7)**

\* This class begins one week before ED 608. All other sessions are scheduled to meet on the same weekend as ED 608.