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 three MA degree programs (Educational Equity and Social Justice Education, Educational Leadership and Administration, and Instructional Design and Technology), one credential program (Preliminary Administrative Services Credential), and one dual-enrollment high school outreach program (GCOE Step to College Program). The department also serves undergraduate programs with General Education (GE) requirement courses in quantitative reasoning, digital technologies, and equity and social justice education.

We offer learning opportunities in our classes that support all students in reaching 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, and economic 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 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, an MA program is planned for each graduate student to match prior training and experience, current interests, and career aspirations. The MA programs prepares students for careers in K-12 schools, colleges and universities, government agencies, non-profits, and private industry.

Master of Arts Degree Options

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

- Master of Arts in Equity and Social Justice Education
- Master of Arts in Educational Administration and Leadership
- Master of Arts in Instructional Design and Technology

Administrative Services Credential

The ELSIT Department offers a Preliminary 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 and Leadership 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

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

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.

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

Irina Okhremchouk (2017), *Professor in Equity, Leadership Studies and Instructional Technology*. Ph.D. University of California, Davis.

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

Assistant Professor

Vincent Matthews (2023), *Assistant Professor in Equity, Leadership Studies and Instructional Technology*. Ed.D. San Francisco State University.

Masters

- 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 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/)
- Master of Arts in Equity and Social Justice Education (http://bulletin.sfsu.edu/colleges/education/elsit/ma-equity-social-justice-education/)
- Master of Arts in Instructional Design and Technology (http://bulletin.sfsu.edu/colleges/education/elsit/ma-instructional-design-technology/)

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 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 Success in College and Beyond (Units: 3)
Development of skills and knowledge needed to succeed in college and beyond. Topics include college admissions requirements, the college application process, financial aid and scholarships, resources available on college campuses to support well-being and academic success, finding community, exploring college majors and career paths, study skills, time management, understanding academic expectations, critical thinking, research skills, effective communication, college-level writing, online learning, and academic integrity. (Plus-minus ABC/NC, CR/NC allowed)

ISED 150 Orientation to Education (Units: 3)
Develop academic and interpersonal communication skills for living, learning, and working in a college setting. Grow leadership skills through participation in activities to prepare for working in a variety of learning settings on an urban university campus. (Plus-minus ABC/NC, CR/NC not 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 185 Culture, Power, and Social Justice Education (Units: 3)
Explore how race, ethnicity, social class, gender, and sexual orientation integrate and overlap to affect students' lived experiences within structures of power in US institutions. Examine of inequities in K-12 schools and universities. Explore concepts of power for understanding institutional structures and everyday educational practices that create and sustain inequality. Analysis of policies and practices that aim to promote educational equity and social justice, including culturally sustaining pedagogy, abolitionist teaching, restorative justice practices, and other tools for resistance, self-determination, and collective action. [Formerly ISED 585]

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. (Plus-minus ABC/NC, CR/NC not allowed)
Course Attributes:

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

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 students in the ELSIT Department or permission of the instructor.

Explore the multifaceted landscape of U.S. education through the lens of education policies and historical context. Examine how federal, state, and local education policies have shaped the current state of public education in the United States, with an emphasis on the complex issues of race, class, and gender discrimination. Analyse key policies that have impacted the experiences of K-12 and higher education students and educators. Focus on the idea that education is a political act deeply rooted in historical events and social structures.

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 720 Education, Disability, and Race: A Critical Inquiry for Equity, Justice, and Liberation (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Explore how the social constructs of disability and race intersect across various educational contexts and institutions. Examine systems of oppression, including racism, ableism, and other forms of discrimination, and how they marginalize students, families, and communities. Identify, analyze, and deconstruct the manifestations of the intersections of disability and race for advocacy and educational change.

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 ELSIT students or permission of the instructor.

Introduction to issues of race, class, gender, ethnicity, national origin, language, immigration status, and other constructs of "difference" in education. Examination of social and cultural factors that influence schooling and educational opportunity in K-12 and higher education. Review of current issues and debates in the literature around culture and language from theoretical and practical perspectives. Topics include the hidden versus the overt curriculum, the construction of knowledge, the effect of prejudice in the classroom, culturally-relevant pedagogy, and the development of an affirming learning culture.

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 760 Crossing Borders: Immigration, Intersectionality, and Critical Education (Units: 3)
Prerequisite: Graduate-level standing or permission of the instructor.

Analyze U.S. laws and policies related to immigration and education, and the impact of these laws and policies on students and their families. Examine challenges that immigrant students and their families face in U.S. K-12 schools, colleges, and universities. Analyze educational barriers and supports for undocumented students. Review research on the resilience of students from immigrant backgrounds and protective factors that support the well-being of these students.

ISED 770 Topics in Equity and Social Justice Education (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 for up to 9 units when topics vary. [Formerly ISED 891]
Topics:

a. Educational Practices in Transnational Spaces
b. The Educational Experiences of Black Students
c. Transformational Leadership in Education

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 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.