

California State University, San Bernardino
College of Education
Education Doctorate in Educational Leadership
EDUC 780 Special Topics: Critical and Contemporary Issues in Education
Spring 2015

Course Title: Special Topics, EDUC 780

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Office Hours: Wednesdays, 2:00 p.m. - 6:00 p.m. and by appointment

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Year/Quarter: Spring 2015

Time/Days/Location: Tuesdays, 6:00 - 9:50 pm, CE-373

College of Education Conceptual Framework

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise educator:

- Possesses rich subject matter knowledge.
- Uses sound pedagogical judgment.
- Has practical knowledge of context and culture.
- Acknowledges the relativism associated with variations in the values and priorities of both their peers and their students.
- Is comfortable with the uncertainty of the outcomes of instructional decisions.

(College of Education Conceptual Framework, 2008)

Program Objectives and Student Learning Objectives

The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed.

Student Learning Objective:

Effective communicators and collaborators

Student Indicators:

- a. Candidate demonstrates high standards of written and oral communication skills and competencies commensurate of a professional leader and educator.

Student Learning Objective:

Agents of change in education

Student Indicators:

a. Maintains positive, meaningful, and sustaining relationships among colleagues and constituents to bring about positive changes.

Student Learning Objective:

Leaders who recognize, celebrate, and acknowledge the contributions of all individuals

Student Indicators:

a. Advocates for personal practices that are equitable.

Student Learning Objective:

Visionary leaders

Student Indicators:

a. Develops a shared vision.

Catalog Description

EDUC 780: Special Topics – Special topics courses will be offered throughout the course sequence focusing on critical topics relevant to the mission, context and commitments of the Ed.D. Program.

Course Overview/Purpose/Design

This course is designed to examine a range of critical and contemporary issues influencing education. Very much formatted in the style of a “survey” course, each week students will engage in reading, discussion, and learning of current issues across the PK-20 education continuum. We will explore issues of diversity, access to education, college readiness, mission creep, striving, (de)funding of education, and the commercialization of higher education. Emphasis will be placed on studying, interpreting, and evaluating current policies and practices. Students will also have the opportunity to explore their dissertation topic as a current issue. This opportunity will allow students to delve more deeply into their research topic, articulate its relevance and significance, and situate it within the larger field of education.

Course Goals/Objectives

By the end of the course, students will be able to:

- Identify and demonstrate an understanding of current and emerging issues affecting education and their implications for various stakeholders
- Critically analyze and critique existing policies and practices in education
- Establish connections between theory and practice
- Offer theoretically grounded recommendations for policy and practice
- Locate reliable, current information and literature on contemporary issues in education
- Demonstrate competence in scholarly research and writing

Course Requirements

1. **This Week in Education:** To keep abreast of current and emerging issues in education, you will be required to introduce and discuss the latest news, trends, politics, and policies in education. This weekly exercise requires that you visit periodicals such as *The Chronicle of Higher Education*, *Education Week*, *Inside Higher Ed*, and *HuffPost*

Education. A list of additional resources is available in the Recommended Subscriptions section below. **(10 points)**

2. **Reflective and analytic reading responses:** In order to prepare for class discussion you are asked to maintain written reflections/analytic reactions to each week's readings. Your response should succinctly summarize key points/arguments made by the author(s) and provide a reflective/analytic reaction to the readings, including how each issue may shape your practice or research (no more than two typed pages). **(20 points)**
3. **Academic Book Review:** Writing a book review is an excellent exercise in research and writing. You will be required to offer a scholarly critique of the book, *Tearing down the gates: Confronting the class divide in American education*. For your review, you will need to include an introduction where you describe the purpose of the book – what is the overarching statement in Sacks's work? Following the review, you will need to explain the conceptual tools and theoretical lenses that Sacks used in his work. Don't just tell me what he used; explain them to me. You will also need to address the outcome of Sacks's analysis. What does he say? What are his ultimate analytical findings or arguments? Finally, tell me if Sacks "has it right." What are your thoughts on his work? This is not about what you think "based on a hunch" or because you are sympathetic to a certain view, but this is about you using your scholarly, analytical, and critical tools to explain to what degree Sacks "got it right." **(25 points)**
4. **Discussion Leader:** I want you to explore your dissertation topic as a current issue in education. This activity is intended to push you to further research your dissertation topic and help you articulate its significance. You will be responsible for selecting readings, preparing discussion questions and activities, and leading the class alongside peers with similar topics. **(35 points)**
5. **Attendance & Participation:** You are required to attend class and are expected to participate meaningfully in class discussion/exercises and online forums. In order to receive the participation and discussion points for this class, you need to be present and prepared for each class meeting. Each person's contribution to class discussions and activities is both valued and necessary to maintain the quality of the course. *You are expected to refrain from multi-tasking in class* (e.g., you can check and respond to personal and/or work-related emails during the break or after class). **(10 points)**

Each assignment will be discussed in more detail during the quarter. Additionally, you will find a description, instructions, and/or rubric for each assignment posted in the Assignments section on Blackboard.

Course Evaluation Plan

Students will be assigned a letter grade (A-F)¹. Grading is based on 100 points. See grade breakdown below:

Assignment	Points	Due Date
This Week in Education	10	Weekly
Reading Responses	20	Bi-weekly
Academic Book Review	25	June 12, 2015
Discussion Leader	35	See Calendar
Attendance & Participation	10	Weekly

In this class:

A	95-100	B+	87-89	C+	77-79	D	65-69
A-	90-94	B	83-86	C	73-76	F	64 and below
		B-	80-82	C-	70-72		

Submission Guidelines and Grading Policies

1. Late assignments will not be accepted, except by approval of the professor. Approval must be arranged ahead of time. You will lose 5 assignment grade-points per class session beyond the due date.
2. Absent students are responsible for any work announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements.
3. All assignments must be submitted via email to me at emartinez@csusb.edu
4. Please submit your individual assignments as Word documents with the following identifier: **Last Name_Course Number_Assignment Title** (e.g., Martinez_EDUC 780_Book Review)
5. I do not round up points for a grade (e.g., 94.5 will not be rounded to a 95)
6. Also, please note that I will not grade your assignments based on effort, but the final product that you submit.

Writing Expectations

1. There is an expectation that students should be able to write and conceptualize their ideas. Grading will be based on ideas, clarity, and organization of those ideas.
2. All written work will meet standards of academic and professional quality (this means no spelling, grammar or punctuation errors).
3. All written work must be typed, double-paced, Times New Roman 12-point font with 1" margins on all sides, and should be page numbered.
4. Always cite your sources!
5. All assignments must conform to APA (6th edition)

¹ No longer a credit/no credit course.

For help with improving writing processes and practices, contact the CSUSB Graduate Writing Center located in College of Education, Room 311, (909) 537-3127, writingcenter@csusb.edu For additional information visit: <http://www.ugs.csusb.edu/wc/gwc.html>

Required Technology and Equipment

Access to web, Blackboard, and e-mail is a necessity for this course, as it is for most. Please note that any correspondence for this course will take place via CSUSB email accounts/Blackboard, not through other internet/work emails. In light of the activities/exercises planned for this class, a voice recorder and camera will be helpful, but not required. All activities can be facilitated through devices such as smartphones. Additionally, I will have a few personal recorders and cameras available for use in class.

For Blackboard support please contact the Technology Support Center at (909) 537-7677 or support@csusb.edu Additional Blackboard student resources are also available at: <https://blackboard.csusb.edu/>

Required Textbooks

Sacks, P. (2007). *Tearing down the gates: Confronting the class divide in American education*. Los Angeles, CA: University of California Press.

Required Readings (available for download via Blackboard)

Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.

Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *Review of Higher Education*, 36(1), 9-29.

Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *Journal of Higher Education*, 80(4), 389-414.

Longanecker, D. A. (2008, November). *Mission differentiation vs. mission creep: Higher education's battle between creationism and evolution*. Retrieved from http://www.wiche.edu/info/gwypf/dal_mission.pdf

O'Meara, K. A. (2007). Striving for what? Exploring the pursuit of prestige. In Smart J.D. (Ed.), *Higher education: Handbook of theory and research*, 22 (pp. 121-179). New York, NY: Springer.

Sauder, M., & Espeland, W. N. (2009). The discipline of rankings: Tight coupling and organizational change. *American Sociological Review*, 74(1), 63-82.

All required readings can be found in the Readings section of the Course Menu on Blackboard.

Recommended Subscriptions

To keep current, you should plan to sign up for the following free sources/newsletters:

- *Education Week*
<http://www.edweek.org/ew/index.html>
- *Inside Higher Ed*
<https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters>
- *The Chronicle of Higher Education*
<http://chronicle.com/myaccount/createfreeaccount/>
- *Huffpost Education*
<http://www.huffingtonpost.com/education/>
- *California Educator Magazine*
<http://www.cta.org/Professional-Development/Publications/2014/11/November-2014-California-Educator.aspx>

Recommended Journals²

American Educational Research Journal
Black Issues in Higher Education
Community College Journal of Research and Practice
Community College Review
Curriculum Inquiry
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Management and Administration
Educational Researcher
Exceptional Education Canada
Higher Education
International Journal of Educational Management
International Journal of Leadership in Education
Journal of African American Males in Education

Journal of Curriculum and Instruction
Journal of Curriculum and Pedagogy
Journal of Educational Administration
Journal of Further and Higher Education
Journal of Higher Education
Journal of Hispanic Higher Education
Journal of Latinos and Education
Journal of School Leadership
Journal of Studies in International Education
Journal of Research in Educational Leadership
New Directions for Community Colleges
Planning and Changing
Remedial and Special Education
Research in Developmental Education
Review of Higher Education
Urban Education

² Please note that this list is not an exhaustive list of academic education related journals

Course Calendar

Format	Date	Topic(s)	Required Readings	Notes
SB	4/8	Introductions, Course Overview, Sign-up Activities		
OL	4/15	Declining by Degrees: Higher Education at Risk	Bok (2003)	Class will be held online via Blackboard ³ Video: <i>Declining by Degrees: Higher Education at Risk</i>
PDC	4/22	Mission Creep and Striving in Higher Education	Longanecker (2008) O'Meara (2007) Sauder & Espeland (2009)	
SB	4/29	Inclusion in Education	TBD	Reading Responses Due (<i>Jacqueline, Shine, Cristina</i>)
PDC	5/6	College and Workforce Readiness	TBD	(<i>Kathy, LaTrenda</i>)
SB	5/13	Student Engagement & Retention	TBD	Reading Responses Due (<i>Jesse, Amanda, Ginny, Erica</i>)
PDC	5/20	Latinos in Higher Education	TBD	(<i>Felix, Avi, Alissa, Claudia</i>)
SB	5/27	Race and Equity in Education	Harper, Patton, & Wooden (2009) Harper (2012)	Reading Responses Due
PDC	6/3	Social Stratification in American Education	Sacks (2007), Parts 1-3	
SB	6/10	Social Stratification in American Education	Sacks (2007), Parts 4-5	Book Review Due (6/12)

I reserve the right to modify the course schedule slightly to meet everyone's needs.

³ Professor on conference related travel to the 2015 American Educational Research Association Annual Conference

Portfolios

Students are reminded to select required and optional artifacts from this course for submission to their Portfolio. Each Portfolio will contain the following elements:

1. Statement of Purpose in the Ed.D. program.
2. Current (updated) resume.
3. Examples of coursework reflecting the Student Learning Outcomes and core concepts (e.g., papers submitted, tests completed, projects completed, etc.) with an indication of how each element submitted is relevant to their dissertation topic and research activities.
4. Summary of research and dissertation activities. Students should submit a summary (no longer than one page for each element submitted) as to work they have completed on their dissertation. Organization of this section of the portfolio should align with the dissertation chapters: a) Research Question; b) Literature Review; c) Methodology; d) Results; and, e) Conclusions. The portfolio, over its development, should provide longitudinal evidence of activities related to completion of the dissertation. Additionally, students may also submit a summary regarding any research activities that may be in addition to their dissertation. Additionally, students may include optional elements, such as, but not limited to:
 5. Conference participation and/or presentations
 6. Manuscript/publication drafts
 7. Additional noteworthy course work/projects
 8. Professional work samples

Portfolios are to be submitted each summer quarter for evaluation. It is the student's responsibility to ensure they are creating and maintaining their Portfolio throughout the year.

Additional Resources

CSUSB ScholarWorks: Electronic Theses, Projects, and Dissertations
<http://www.lib.csusb.edu/collections/thesesDissertation.html>

John M. Pfau Library
<http://www.lib.csusb.edu/>

Office of Graduate Studies
<http://gradstudies.csusb.edu/>

Graduate Studies Workshops
<http://gradstudies.csusb.edu/thesisProjectDissertation/workshops.html>

Academic Dishonesty

Plagiarism and cheating are violations of the Student Conduct Code (see Appendix of the CSUSB Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs Officer. Plagiarism is the presentation of one's own, the ideas and writing of another.

Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. In accordance with university policy, instances of plagiarism and/or cheating in this course will result in a reduction of the final grade and may result in a failing grade for the course.

Refer to the General Regulations and Procedures in the CSUSB Bulletin of Courses for the university's policies on academic honesty, cheating, and course withdrawal.

If a student decides to withdraw from this course, it is the student's responsibility to do so in accordance with university policies and, if necessary, to notify student financial aid as withdrawal may influence the amount of funds available to the student.

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the *CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995*)

*In keeping with the university's Commitment to Diversity, the faculty of the College of Education fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. **If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909)537-5238.***