

# EDUC 600 Sociology of Education Syllabus

## Eight Week Session

**Department:** Peru State College School of Education

**Course Number:** Education 600

**Course Title:** Sociology of Education

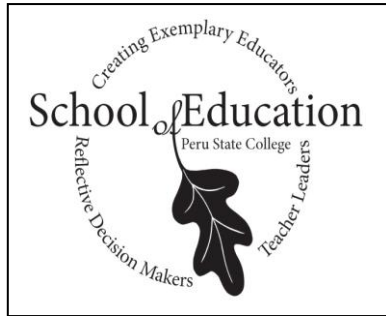
**Credit Hours:** Three (3)

**Professor:**

**Email:**

**Office:**

**Phone:**



### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

## Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

## COURSE DESCRIPTION:

This course will involve an in-depth study of the environment of students and the relationship to the field of Education. Emphasis will be placed on the Educational institution's multiple social roles within the community, the social structures found within educational organizations, and their implications for improving educational practice. Prerequisite: EDUC 512 and EDUC 601

**TEXT:** Students need not purchase a textbook. Self-directed research consisting of scholarly journal articles, research reports, documents, surveys, interviews, correspondence, and/or technology will supplement lessons.

**OBJECTIVES:**

1. The learner will clarify and internalize their educational beliefs, values, and notions that will guide their instructional practices. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
2. The learner will develop and enhance understanding of cultural and social forces, trends, and issues that influence the operation and effectiveness of schools. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
3. The learner will develop and reinforce skills in analyzing cultural and social forces impacting education, and in collecting and interpreting data on their influence and implication. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.1, 3.1.1, 3.1.3)
4. The learner will enhance understanding of society to the degree that the educational delivery process is substantially improved. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
5. The learner will be able to utilize multiple sources and resources when researching societal trends in education. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
6. The learner will interpret, analyze, critique, and synthesize research related to societal trends. (1.1.1, 1.1.3, 2.1.2, 3.1.1)
7. The learner will assess the implications of research relative to their educational practice. (1.1.1, 1.1.3, 2.1.2, 3.1.1)

Through research efforts, class presentations, collaboration, and interaction, class members will expand their implicit and explicit knowledge of society, education, and educational practice. Emphasis will be placed on exploring, interpreting, and evaluating educational experiences as related to society. Insight and analysis will be used to design, explore, and conduct research into the school perspectives that shape and respond to the larger society. Thus, participants will create new learning experiences and a knowledge base that will enable them to develop an understanding of educational perspectives now and in the future. A continuous conversation will be held throughout the course focusing on these questions:

- \* What is education?
- \* What shapes the students that attend our schools?
- \* How do government, family structure, environment, ethnicity, and geography influence educational practice?
- \* How has history influenced educational practice?
- \* How can the educator influence positive change that will improve student learning?

**INSTRUCTION METHOD/MODE OF DELIVERY:**

Instructor facilitation of learning activities  
Self-directed research  
Exploration of educational web pages and links

Completion of assignments  
Written response to activity questions  
Discussion board participation  
Teacher and student presentations  
Inquiry and analysis

**PLAGERISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.**

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

**COMMUNICATION IN ONLINE COURSES**

Students should be aware that online faculty are with few exceptions either full time Peru State College faculty or Adjunct faculty with professional responsibilities beyond their online commitment. It is the expectation of Peru State College that all online instructors will respond to e-mail or BlackBoard communications within 24 hours. Please do not expect faculty to respond within minutes or hours of your communication. We ask all faculty to respond to communication as soon as is practical. Like yourself, your instructor has numerous responsibilities which may interfere with an immediate response.

Many instructors, of their own choice, pride themselves on exceptional, seven day a week availability. While we applaud this attitude, it should not be considered a realistic expectation of everyone.

**COURSE REQUIREMENTS & ASSESSMENT METHODS**

**\*\*APPLICATION TO CANDIDACY and PROGRAM OF STUDY:** Please access these form online at <http://www.peru.edu/graduate/forms.htm>. These forms must be filled out and sent to the Graduate Studies office (Dr. Seay and/or Ms. Linda Staples) by.. **(10 points)\*\***

**1. Sociology of Education Topic Presentation:** Potential topics for this course are presented at the end of the syllabus. *Once the course shell opens, each student will select a topic for research and presentation.* Please email your **top three topic selections** to me at. **It is a first come, first serve basis!!!** After the Tuesday of the first week, I will assign the remaining topics to those students who have not contacted me. I will also be assigning the due date of the presentations. Each of you will be assigned a due date to present your PowerPoint. The presentations will fall between weeks two and six for the course. Please make sure you have your PowerPoint prepared and uploaded to the proper discussion folder by Tuesday of the week your assignment is due.

**IMPORTANT:** All topics will be researched and developed into Power Point presentations. Research, read, and develop comprehension of the topic. Topics shall be thoroughly researched and at least **six scholarly research sources** shall be cited at the end of the presentation. Define the topic

and report important aspects of the topic, both favorable and unfavorable to your point of view. Provide a background as to why this topic is important in education and society. Relate the information to teaching and school settings. How can you help your peers deal with the issues that they may face daily in the classroom?

Please note: **SCHOLARLY SOURCES ARE LOCATED THROUGH PERU'S LIBRARY IN THE VARIOUS DATA BASES. I DO NOT ACCEPT ANY WEBSITES UNLESS THEY ARE SUPPLEMENTARY TO YOUR SIX SCHOLARLY SOURCES.**

The purpose of these presentations is to inform class members about the issue and present pros and cons on both sides of the issue. **A connection must be made to instruction, curriculum, student learning, motivation, assessment, parenting, and society.** Present this Power Point presentation to the instructor and class members *by the date indicated on the schedule of presentations*. Present the factual data with enough information for class members and the instructor to gain an understanding of the topic. **Help inform your peers about this topic as well as give suggestions/ideas about how to relate the information to the classroom setting.** It is important that we can take away information/ideas/strategies that will improve our classroom teaching in light of all the various social and cultural factors that our students face daily. Appropriate APA citation of sources on each slide is required to document the information that you're presenting. You will also need a reference slide

These power Point presentations will be shared within the Discussion Board feature of Blackboard and presented to all class members and the instructor. **I do not have a set length for the presentations. I am concerned with quality as opposed to quantity. Please look at the sample presentations provided to you during the first week and the rubric and work to make sure that you have an inclusive presentation.** All class members should read all Power Point presentations. ALL POWER POINT PRESENTATIONS ARE DUE ON TUESDAY OF THE WEEK THEY ARE ASSIGNED. (75 points)

**2. Discussion Board: Topic Reflections:** From the total array of topics covered in this course, students will select **two presentations per week** and write a *one page double-spaced reflection* about each topic selected. What had meaning to you? How will the shared information relate to you as an educator, as an employee, as a parent, or as an individual? What specific information will apply to your educational situation or institution? Do you agree with the viewpoint expressed in the presentation? Express your feelings about your school or institution's role related to the topic. Post each of your reflections to the discussion board during the appropriate week.

*Please make sure the reflection is at least one (1) page double-spaced in length. Please write your response directly in your post so that everyone will have direct access to it; DO NOT post them as attachments. If I am concerned about the length, I will copy and paste it into a word document to verify that it is at least one (1) page in length. (Each reflection worth 10 points (2 x 10 for five weeks for a total of 100 points total)*

**Week Six Discussion Board:** No Discussion Board

**Week Seven Discussion Board:** Identify how the information read/gained through the presentations in the course has been put into action in your classroom. What new perspectives and/or ideas are evident in your thinking and actions? Give specific examples of something you

have done/said or will be trying to incorporate into your classroom. Please make sure the response is a minimum of one (1) page double-spaced. I will copy and paste it into a word document if I feel they are too short and you may not receive full credit. **(10 points)**

**Week Eight Discussion Board:** Write a final reflection on the course and what you new insight you have gained through your participation in the Elementary School Investigation Analysis (below) and the reading and creating of the topic presentations. You will reflect on the information that you have gained in this course regarding the sociological factors that impact our school settings. Based on your experiences with the assignments and you data gathering at a local school setting, describe how the information has impacted you as an educator. What presentations were most relevant to you? What ‘a-ha’ moments have you had in this course? This reflection should be a minimum of **two (2) pages** in length with **specific examples** of how the knowledge and experiences within this course has impacted you. **(20 points)**

### **3. Elementary School Investigation Analysis:**

**NOTE: This assignment will require you to either take a personal day from your own full time teaching position or visit a school on a day when your school is not meeting, so please plan ahead for this!**

Select a public **ELEMENTARY** school and neighborhood to visit. The school must have a minimum of two ethnicities represented in its student population, with the primary ethnicity less than or equal to 90% of the total population. Once you identify a school that meets this criterion, complete an investigative analysis on the sociological factors that exist within the school and its surrounding community and how the school responds to them.

You will first collect data on the school/community, which includes the collection of specific demographic statistics and complete an investigation of the community from where the school draws its pupils. Walk up and down the streets of the neighborhood, observing the houses, lawns, alleys, and residents; go into stores and notice what kinds of food, clothing, and other goods are sold; investigate the geographic area and the school.

Next, you must spend a **full day** at the school, observing class instruction, student interactions, and daily activities such as lunch or recess. You must **meet with and talk to a minimum of three personnel** (administration, teachers, staff) from that school to investigate how these individuals perceive societal factors impact their school. Complete a tour of the school and consider the learning environments that are available and the resources that the school has to offer students.

**You may not investigate you own school or the school in which your children attend;** you are expected to investigate a school outside of your familiarity. Once you have selected an elementary school, use your own observational skills and interviews/discussions with personnel from the school to consider the impact of sociological factors in the education being provided.

These questions might assist you in your investigations:

1. From what social class would you say the school draws its students?
2. How heterogeneous is the neighborhood?
3. How well do the students achieve academically?

4. How do the students behave?
5. How much parental support is there for education?
6. What ethnicity(ies) is/are represented?
7. Are the students motivated to learn?
8. Is the school and neighborhood safe?
9. Have the curriculum and assessment strategies been adjusted for the students?
10. What is culturally important to the students?
11. Do teachers treat the students equitably?
12. What is the ethnic and gender composition of the staff?
13. How do staff members adjust for the poverty and diversity present at their school?
14. What new skills or knowledge would you need to teach in this school?

After you have evaluated the sociological factors that impact education, write an analysis (approximately 4-6 pages) about this school and the neighborhood based upon your findings. The investigative analysis should include the following primary components:

1. Identification of the sources for the data (observations, interviews with a minimum of three specific individuals, research on school or sociological factors, participation in events, etc.) and the specific statistics that evidence the school meets the diversity criterion for the assignment – **please be clear as to the ethnicities represented and the percentages of each and address the specific individuals you interviewed within your narrative**
2. Detailed description of the sociological factors (these will be based on the topics we have covered in the course) that exist within the school/community, as based on your findings, in relation to district, state and/or national trends;
3. Description and analysis of the programs, events, policies, and/or initiatives that the school has/has not implemented to respond to the identified sociological factors;
4. Description and analysis of the educational delivery processes and programs that the school has/has not implemented in response to the needs of the students at the school, based on their identified needs;
5. Comparison of the sociological factors of the district to societal trends as a whole (based on research and presentations from the course). It is important that you relate research to what you have found. Address the issues the elementary school faces and how that compares to the larger societal picture; and
6. Identification of the impact of this analysis on you as an educator and your understanding of meeting the needs of all students within the larger sociological environment.

**NOTE:** Should you wish to complete your investigative analysis project in an elementary school within the Lincoln Public Schools district, you must communicate this to Ms. Pat Rippe, Director of Field Experiences at Peru State College. The district has requested that Ms. Rippe confirm that your request to visit the school is part of our program/course requirements.

Please contact Ms. Rippe via email at [prippe@oakmail.peru.edu](mailto:prippe@oakmail.peru.edu). Identify the specific elementary school within LPS in which you wish to visit to complete your project. She will then notify the district office on your behalf.

**(100 points)**

You **MUST** submit this assignment to your instructor via LIVETEXT and the ASSIGNMENT LINK. **You will be docked points for each day the assignment is late and/or not posted correctly to LiveText.** If the presentation is not posted to LiveText by the final day of the course, you will receive an incomplete for the course.

4. **Candidacy Checkpoint Evaluation of LiveText Portfolio:** As part of your application for candidacy, an evaluation of your progress toward completing your electronic graduate portfolio is needed. For this checkpoint, the following pages of your portfolio must be completed:

- Portfolio Overview/Welcome
- Autobiography and Program Statement
- Purpose Statement/Rationale
- Resume
- Educational Philosophy Statement

In addition, you should have the **course-based pages** of the portfolio **in process**. These pages include the projects that you've completed within your courses, the standards you've chosen that you believe are represented by each project, and your standards-based reflections - you should have the pages completed that correlate to those courses that you've already taken. Please make sure you have selected a minimum of three standards for each course/artifact. When writing and/or revising your reflections, please make sure you use the "Art of Reflection" (located in LiveText) as a guide. There are directions and samples of 'outstanding', 'acceptable' and 'evolving' reflections. Please strive for reflections that will receive and 'outstanding'.

You may still have courses yet to complete that are required sections of the portfolio and/or have courses in your area of emphasis yet to complete; if so, those pages can be left blank for this level of evaluation, as you will complete them as part of your graduation requirements.

In order to receive the full points for this assignment, you must have the portfolio in by the deadline AND you must receive at least a 60% on the portfolio. If one of these stipulations is NOT met, you will automatically receive a 40/50.

**(50 points)**

**GRADING POLICY:**

PowerPoint Presentation	75 pts.
Discussion Board (Week 1-6)	100 pts.
Discussion Board (Week 7)	10 pts.
Discussion Board (Week 8)	20 pts.
School Investigation Analysis	100 pts.
Candidacy Checkpoint Portfolio	50 pts
Application to Candidacy/Program of Study	<u>10 pts</u>
Total:	365 pts.

**LATE ASSIGNMENTS WILL BE DEDUCTED ONE POINT FOR EVERY DAY THEY**

**ARE LATE. For example, if an assignment is due on Thursday and you do not hand it in until Tuesday, you will be deducted five (5) points (Friday through Tuesday). Due to the fact that the point deduction is minimal, there are no exceptions to this rule.**

**Course Schedule:**

Eight Week Schedule

**Week One:**

**Assignment:**

Select a topic for your Sociology of Education Topic Presentation by emailing me ([kpreisman@oakmail.peru.edu](mailto:kpreisman@oakmail.peru.edu)) your top three choices. It needs to be completed by .... Topics will be assigned on a first come first serve basis. I will assign a due date to each of you as well. After Tuesday, I will assign a topic to you if I haven't heard from you.

**View Presentations:**

Please view presentations located in Week One Folder

**Discussion Board:**

Select **two presentations** and write a **one (1) page reflection for each**. *Please type your response directly into the post.* DO NOT attach the reflection to the post. Please make sure they are a minimum of one (1) page double-spaced. I will copy and paste them into a word document if I feel they are too short and you may not receive full credit.

**Week Two:**

**Assignment:**

Presentations- TBD

**View Presentations:**

Please view presentations located in Week Two Folder

**Discussion Board:**

Select **two presentations** and write a **one (1) page reflection for each**. *Please type your response directly into the post.* DO NOT attach the reflection to the post. Please make sure they are a minimum of one (1) page double-spaced. I will copy and paste them into a word document if I feel they are too short and you may not receive full credit

**Week Three:**

**Assignments:**

Presentations- TBD

**View Presentations:**

Please view presentations located in Week Three Folder

**Discussion Board:**

Select **two presentations** and write a **one (1) page reflection for each.**

*Please type your response directly into the post.* DO NOT attach the reflection to the post. Please make sure they are a minimum of one (1) page double-spaced. I will copy and paste them into a word document if I feel they are too short and you may not receive full credit

**Week Four:**

**Assignments:**

Presentations- TBD

**View Presentations:**

Please view presentations located in Week Four Folder

**Discussion Board:**

Select **two presentations** and write a **one (1) page reflection for each.**

*Please type your response directly into the post.* DO NOT attach the reflection to the post. Please make sure they are a minimum of one (1) page double-spaced. I will copy and paste them into a word document if I feel they are too short and you may not receive full credit

**Week Five:**

**Assignments:**

Presentations- TBD

**View Presentations:**

Please view presentations located in Week Five Folder

**Discussion Board:**

Select **two presentations** and write a **one (1) page reflection for each.**

*Please type your response directly into the post.* DO NOT attach the reflection to the post. Please make sure they are a minimum of one (1) page double-spaced. I will copy and paste them into a word document if I feel they are too short and you may not receive full credit

**Week Six:**

**Assignments:**

School Analysis Project posted to LiveText

**Discussion Board:**

None this week

**Week Seven:**

**Assignments:**

Candidacy Checkpoint Portfolio

**Discussion Board:**

Identify how the information read/gained through the presentations in the course has been put into action in your classroom. What new perspectives and/or ideas are evident in your thinking and actions? Give specific examples of something you have done/said or will be trying to incorporate into your classroom. Please make sure the response is a minimum of one (1) page double-spaced. I will copy and paste it into a word document if I feel they are too short and you may not receive full credit.  
**(Friday, May 1)**

**Week Eight:****Discussion Board:**

Course Reflection

**INCOMPLETE COURSEWORK:**

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature. The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The Dean, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract. Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F. Students who have filed an application for graduation are not eligible for a grade of Incomplete.

**DESIRED OUTCOMES**

An examination of the core requirements for graduate program options shows a connection to the three professional standards within the School of Education's graduate level conceptual framework. The following are our desired outcomes for each standard. Ideally, these outcomes overlap and intersect and are not fragmented.

**Enhancement of Student Learning**

1.0 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research and implications for best educational practices, as well as issues of diversity.

1.1 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students' learning styles, backgrounds, and special needs.

1.1.1 Candidates research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in relation to their own beliefs and values as well as students' learning styles, backgrounds, and special needs.

1.1.2 Candidates demonstrate advanced computer skills and their application for enhancing student learning.

1.1.3 Candidates enhance their mentoring and professional skills in order to improve relational and communicational competencies

### **Collaborative Reflection**

2.1.1 Candidates learn the collaborative process of curriculum development within a school system as well as working collaboratively and respectfully with students and parents.

2.1.2 Candidates discuss ideas, proposals, and research with faculty, committees and peers in safe, respectful environments.

2.1.3 Candidates have the skills to serve as mentors and cooperating teachers for preservice teachers and partners with college faculty.

### **Professional Growth**

3.1.1 Each master's degree candidate will research, analyze, and discuss literature in their areas of interest, diversity issues, curriculum development, and curriculum planning.

3.1.2 Candidates write a thesis, school based project, or comprehensive examination.

Candidates analyze and discuss their own backgrounds, beliefs, and values in relation to their teaching environment, historical and current issues, students, and community. This process additionally enhances oral, written, and graphic communication skills.

### **ACCOMMODATIONS STATEMENT:**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance."

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodations.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

## **ACADEMIC DISHONESTY:**

Academic integrity is a basic principle that requires the student to take credit one for ideas and efforts that are his/her own. Cheating is defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Cheating shall include, but is not limited to, situations in which a student:

1. Refers during an academic evaluation to receive material sources not authorized by the faculty member.
2. Utilizes devices during an academic evaluation that are not authorized by the faculty member.
3. Provides assistance to another student or assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
4. Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources.
5. Knowingly permits his/her words to be submitted by another person without the faculty member's permission.
6. Acts as a substitute or utilizes a substitute in any academic evaluation.
7. Fabricates data in support of laboratory or field work.
8. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
9. Alters grade records of his/her own or another students work in a course or a component of a course.

## **BIBLIOGRAPHY:**

Cushner, Kenneth H., McClelland, Averil, and Safford, Philip. *Human Diversity in Education: An Interactive Approach*, 5<sup>th</sup> Edition, 2005. McGraw Hill

Cushner, Kenneth H. *Human Diversity in Action: Competencies in the Classroom*, 3<sup>rd</sup> Edition, 2005, McGraw Hill

Levine, Daniel U. and Levine, Rayna F. *Society and Education*, Ninth Edition, Boston: Allyn and Bacon (Highly Recommended!)

Haynes, Charles C.; Chaltain, Sam; Ferguson Jr., John E.; Hudson Jr., David L.; and Thomas, Oliver, *The First Amendment in Schools*, 2003, ASCD, The First Amendment Center

*Multicultural Education Annual Edition*, 2005, McGraw Hill

Spring, Joel, *Conflict of Interests: The Politics of American Education*, 3<sup>rd</sup> Edition, 1998, McGraw Hill

Kimbrough, Ralph B., *Ethics: A Course of Study for Educational Leaders*, 1985, AASA

Sadker, Myra Pollack and Sadker, David Miller, *Teachers, Schools, and Society*, 7<sup>th</sup> Edition, 2005,  
McGraw Hill

**REPORT TOPICS (All topics should relate to cultural environment, students, and education)**

Please select the THREE topics that you are interested in and email your selections to me as soon as you can.

Please note: *Some topics can be addressed in more than way. Please indicate the angle that you would like when you select the topic. For example, importance of early environment can be addressed by examining the impact of preschool or the importance of educating/stimulating children under the age of four.*

Compensatory Education Programs

Youth and the Influence of Gangs

The Influence of Peer Groups

Youth and the Influence of Drugs

Child Abuse- Physical

Education of African Americans

Education of Hispanic Americans

Education of Asian Americans

Education of Native Americans

Family Breakdown

The Underclass in Poverty Neighborhoods

Employment Trends and Education

Father Absence and Student Achievement

What Happens to Dropouts?

Importance of Early Environment

Homeless Children and Runaways

Education of Women

Education of Men

Sexual Preference and Homosexuality in our Schools

Families and Students Moving and Changing Schools

Immigration Policies and Movement

Limited English Proficiency Programs

Effects of Students' Employment

Rural American Environment and Schools

Suburban Environment and Schools

Urban Environment and Schools

School Reform Efforts and Their Effectiveness

Teaching and the American Culture

Mobility and Education

Desegregation

Development of Educational Governance

No Child Left Behind