

Education: Curriculum and Teaching (EDCT)

EDCT 544 CURRICULUM, TEACHING, AND LEARNING IN THE CONTENT AREAS (3)

Examination of curriculum, teaching, and learning in the context of a particular content area as taught in K-12 schools. This course extends and applies the more general theories, practices, and research in curriculum, teaching, and learning established in EDCT 585 and 586. Intended for students in the appropriate Subject Area Cohort Track in the Curriculum, Teaching, and Learning M.A. program. Prerequisites: EDCT 585 and 586.

EDCT 552 EDUCATIONAL TECHNOLOGY PRAXIS (3)

Educational Technology Praxis requires students to take a reflexive stance towards the initiation and integration of technological skills and knowledge in authentic instructional contexts and settings. The practical application of technology will be grounded within current perspectives and trends of new media technologies and take into account educational frameworks of learning, design, and pedagogical practice.

EDCT 556 TECHNOLOGY, PEDAGOGY AND SOCIETY (3)

This course relates pedagogical theories to technology integration strategies at various levels of education. The content is focused on how technology and learning are situated -- how socio-cultural issues relate to and influence technological access and use, and power and privilege. Age, gender, race/ethnicity, social class, sexual orientation, language, and social capital and its intersections will also be analyzed.

EDCT 557 PROJECT MGMT FOR EDUC TECHNOLOGY (3)

This course considers how a small-scale Educational Technology research project can be conducted in an education environment. Case studies will be reviewed to offer practical tools and applied research strategies to students prior to conducting their own Educational Technology thesis or cognate project.

EDCT 559 EDUCATION MEDIA AND INTERNET RESOURCE DEVELOPMENT (3)

This course focuses on critical media literacy and issues related to researching, evaluating, and publishing online. Prerequisite: EDCT 551 or instructor approval.

EDCT 585 CURRICULUM DEVELOPMENT: THEORY, PRACTICE AND EVALUATION (3)

Analyses of sociopolitical, economic and cultural influences on curriculum development, instructional processes and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing and changing curricula. Grade only. This course is required in the Curriculum, Teaching and Learning and the Preliminary Administrative Services Credential programs. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 586 TEACHING AND LEARNING: RESEARCH AND APPLICATION-CLASSROOM (3)

An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching and Learning program. Prerequisite: consent of instructor and approval of the School of Education.

EDCT 595 SPECIAL STUDIES (1-4)

Education: Early Childhood Education (EDEC)

EDEC 239 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3)

Introduction to the theory and practice of early childhood education (from birth to age eight). Topics include: an overview of historical and contemporary models of early childhood education, principles of developmentally and culturally appropriate practices design of appropriate learning environments, collaboration with diverse families and communities, and professional ethics and development. Course requires 15 hours of participant observation in the field. Grade only.

EDEC 331 PRACTICUM IN CHILD STUDY (4)

This course is for students who have an interest in understanding the development and learning of young children within early childhood settings. During the first part of the course, students explore the field of child development by learning observational techniques, observing individual children, and participating in their classrooms. During the second part of the course, students use the information gained from observational studies to focus on the educational opportunities for social and emotional development within an early childhood classroom. This course can be used in partial fulfillment of requirements for the California Child Development Permit, and it satisfies the requirement for prerequisite fieldwork for admission to the SSU credential programs. Each student will spend at least 45 hours (approximately 3 hours per week) observing and participating in a preschool, kindergarten, or primary classroom that has been approved by the instructor. Grade only.

EDEC 420 CHILD DEVELOPMENT IN FAMILY, SCHOOL AND COMMUNITY (3)

Students will explore the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. The course covers major theories of child development, including critiques and application of the theories as they relate to children from a variety of cultural and family backgrounds. The impact of child-rearing beliefs, poverty, gender issues, and language development are studied as they relate to developmentally-based practices in educational settings. Students will learn effective school-family communication practices for a diverse society, individualized curriculum to meet the needs of diverse learners, and community resources available to support families. This course is a pre-requisite to the Multiple Subjects credential program, can be applied to the Child Development Permit, and satisfies GE category E (the Integrated Person). Grade only.

EDEC 431 CHILD STUDY AND CURRICULUM PRACTICE-PRESCHOOL AND KINDERGARTEN (3)

Classroom observation and participation in preschool and kindergarten settings. Twelve hours per week for seven weeks in each setting. Topics include classroom environment, lesson planning, teaching strategies, discipline, and child study and observation. Grade only. Prerequisite: admission to Multiple Subject CLAD Early Childhood Emphasis Credential program or consent of instructor. Must be taken concurrently with EDUC 476 for Multiple Subject CLAD ECE Emphasis students.

EDEC 437 INTEGRATED MULTICULTURAL CURRICULUM IN PRESCHOOL THROUGH ELEMENTARY (4)

Students will learn to plan and implement developmentally and culturally appropriate curriculum for children in preschool and the early primary grades. The focus is on helping children construct knowledge through an integrated approach that includes all curriculum areas, with emphasis on the development of literacy and mathematics skills and concepts. Students learn to use play-based and teacher-initiated activities to create well-balanced curriculum that aligns with the California Preschool Learning Foundations and the California Curriculum Frameworks for grades K-2. Students will learn to use assessment to evaluate curriculum effectiveness and to inform future curriculum decisions. This course can be used in partial fulfillment of requirements for the California Child Development Permit, and it satisfies the requirement for prerequisite fieldwork for admission to the SSU credential programs. Each student will spend at least 45 hours (approximately 3 hours per week) observing and participating in a preschool, kindergarten, or primary classroom that has been approved by the instructor. Grade only.

EDEC 505 ACTION RESEARCH IN PRESCHOOL AND ELEMENTARY CLASSROOMS (3)

Techniques for conducting ethnographic action research in preschool and elementary settings. Theory and research relating to children's construction of friendships and peer group processes are discussed. Special emphasis is placed on inclusion and exclusion in classroom peer cultures. Grade only.

EDEC 530 TEACHING TO DIVERSITY (3)

Since most aspects of education are influenced by culture, this course is designed to analyze education as a cultural process. The multicultural nature of today's society in California and the United States makes it imperative for educators to include multiple approaches to teaching and learning. This course reviews theoretical and practical perspectives of cultural diversity, crosscultural contact and culturally sensitive pedagogy, particularly for limited English-proficient students. Grade only. Prerequisite: permission of instructor.

EDEC 531 THE ROLE OF PLAY IN DEVELOPMENT AND LEARNING (3)

Students will examine theories from developmental psychology, education, and anthropology to look at the role of play in human experience, from infancy to adulthood. The history of play in educational practice and its relationship to concepts such as ritual, work, and friendship are traced through the study of games, traditional rhymes, fairy tales, and humor, from a variety of cultural perspectives. Topics include play's relationship to learning in all areas of development and academic disciplines, effects of technology and culture on children's play, gender development and play, play environments, play therapy, and play as a tool for developmentally and culturally sensitive curriculum and assessment. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught fall semester of odd years.

EDEC 532 SOCIAL-MORAL DEVELOPMENT IN ECE (3)

Students will explore theories and research addressing social and moral development from infancy through middle childhood. Topics include: attachment and its role in social and moral development, research on the development of prosocial behavior and the ability to take the perspective of others, cultural value differences, gender identity and gender role socialization, development of friendships, resiliency and at-risk children, curriculum that promotes children's social and emotional development, and working with parents to promote children's social and emotional development. Students will plan, implement, and report on action research projects that answer specific questions dealing with social, moral, and emotional development in early childhood education. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught fall semester of even years.

EDEC 534 FIRST AND SECOND LANGUAGE CURRICULUM IN PRESCHOOL AND PRIMARY (3)

Students explore the nature and development of developmentally and culturally appropriate practice in schools with diverse populations, including the development of listening, speaking, reading and writing in first and second languages. From observations of children's language, play and projects in a variety of settings, students will explore the socio- and psycholinguistic underpinnings of communicative competence, emerging literacy and conceptual development in both home and second languages. Strategies for linking children's home and school experiences with holistic, interactive and integrated curriculum will be emphasized as well as a variety of strategies for specially designed academic instruction in English (SDAIE). Grade only.

EDEC 535 LEAD ADV FOR CHILDREN AND FAMILIES (3)

A critical examination of current policy issues related to the inclusion of families in schools, including bilingual education, family literacy programs, Head Start and Even Start, and coordinated services for families and children from diverse cultural, linguistic and socioeconomic background within school settings. Each student will propose and complete a field-based project touching upon one or more of these areas of professional expertise as part of the development of a leadership and advocacy portfolio for the course. Applicable to the Child Development Permit.

EDEC 537 AUTHENTIC ASSESSMENT IN PRESCHOOL AND PRIMARY PROGRAMS (3)

This course examines how and what we can learn about children from birth through the primary grades in terms of their cultural backgrounds; physical, cognitive, social, and emotional development; language and literacy development; and academic performance. Different methods of studying and assessing children in both their first and second languages are explored, including observational techniques, clinical interviews, ethnographic methods, and portfolio development. The integration of curriculum and assessment to meet the needs of children and families from diverse cultural, linguistic, and economic backgrounds is stressed. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught spring semester of odd years.

EDEC 538 THE DEVELOPMENT OF LANGUAGE AND THINKING: INFANCY THROUGH MIDDLE CHILDHOOD (3)

This course addresses the development of children from birth through middle childhood with emphasis on the relationships between language development and cognitive development. We will study the ideas of major theorists — Piaget, Erikson, Bruner, Vygotsky, Mead, and others — who address the development of children's representational thinking, language, and cross-cultural and family influences on development and learning. We will also explore current research on brain development in the first five years of life from a critical perspective and with an emphasis on practical implications. We will study current research and theories of cognitive, social, and emotional development as related to oral, written, and spoken language development in home and in school/care environments. The development of both first and second languages will be examined. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught spring semester of even years.

EDEC 539 RESEARCH EARLY CHILDHOOD EDUC (3)

Critical analysis and evaluation of qualitative and quantitative research in Early Childhood Education, and implications for curriculum in schools and care programs serving children infancy through the primary grades of elementary school are addressed. Research and policy studies addressing quality indicators in programs for young children across all areas of curriculum are included, as well as factors such as the physical environment, schedules, and teachers' professional development. The focus is on integration of research findings and methodologies to improve the quality of programs designed to serve young children and their families. Grade only. Prerequisite: permission of instructor or acceptance to Master of Arts in Education program.

EDEC 578 PROJECT CONTINUATION (1-3)**EDEC 593 APPROACHES TO SCHOOLING ECE (3)**

Historical and philosophical perspectives on the care and education of young children from early centuries to the present day, including models from Europe, China, Japan, Africa and Latin America. Topics include the roles of the child and the teacher, design of curriculum and environments for learning, and approaches to diversity in classrooms and communities. Grade only.

EDEC 595 SPECIAL STUDIES (1-4)**Education: Leadership (EDEL)**

EDEL 580A INTRODUCTION TO EDUCATION LEADERSHIP AND SCHOOL MANAGEMENT (3)

This course is the introductory course for the Sonoma State University Preliminary Administrative Services Credential program. Candidates examine concepts of leadership, school culture, the dynamics involved in change, democratic decision-making and school governance, diversity, frames of reference, and the roles of an educational leader. Current practices are examined with a view of rethinking schools for the 21st Century based on developing educational leadership values. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 580B ADVANCED EDUCATIONAL LEADERSHIP AND SCHOOL MANAGEMENT (3)

This course is designed as the culminating course in the Preliminary Administrative Services Credential Program. The goal of the course is to learn successful strategies and approaches involved in school improvement and ways to develop the school as an organization. Candidates engage in a self-assessment of their skills and abilities and personal theory of leadership in preparation for administrative positions. Grade only. Prerequisites: Admission to the Preliminary Administrative Services Credential Program and EDEL 580A.

EDEL 581 MANAGEMENT OF EDUCATIONAL PERSONNEL: POLICIES AND PROCEDURES (3)

Candidates examine human resource administration as it relates to educational leadership and develop an understanding of the importance and dimensions of issues related to human resources that lead to positive and productive educational settings. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 582 EDUCATIONAL POLICY AND POLITICS (3)

This course is an examination of federal, state, and local politics and policy and their effects on school districts and schools. Emphasis is placed on the issues of educational reform, accountability and finance. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 583 SCHOOL LAW (3)

This course is a study of the governance of school and the various sources of regulation impacting education. Case studies and application of various sources of law are explored, including student rights, torts, first amendment issues, special education law, teacher rights, contracts, church and state issues, and discipline. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 587A BEGINNING FIELD EXPERIENCE IN ADMINISTRATION (3)

Intensive field experience in school administration that extends learnings and competencies in program coursework. Prerequisites: admission to the Preliminary Administrative Services Credential program and consent of instructor.

EDEL 587B ADVANCED FIELD EXPERIENCE IN ADMINISTRATION (3)

This course is the completion of the fieldwork requirement for the program. Candidates provide evidence that they have successfully met all six administrative standards in their fieldwork experiences. Each student completes field assignments and projects that apply learning to educational settings. Cr/NC. Prerequisites: Admission to the Preliminary Administrative Services Credential Program and EDEL 587A.