

## **ECON 595 SPECIAL STUDIES (1-4)**

Independent study designed in consultation with instructor. Subject matter variable. Students must complete the standard SSU form. Prerequisite: consent of instructor.

## **Education (EDUC)**

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### **EDUC 150 PROSPECTIVE TEACHERS (3)**

Focuses on realities of the classroom from the teacher's point of view. Includes child development, teachers' roles and responsibilities, and the culture of schools in a changing society. Includes an apprenticeship with a teacher. Grade only. Prerequisite: consent of instructor.

### **EDUC 250 TEACHING IN A CHANGING WORLD (3)**

This course is designed to provide an introduction to the classroom from teachers' points of view. Areas of content include child and adolescent development, teachers' roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be on teacher decision making. Institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an assigned public school classroom. Grade only.

### **EDUC 291 MENTORING IN SCHOOL BASED PROGRAMS (4)**

Open to students who are tutoring in the community. Focus is on the profiles of mentors and mentees and how their individual and mutual relationships are affected: learning styles and strategies, self-esteem, perceived locus of control, communication, stress/anxiety, use/misuse of tutoring strategies, diversity, social/family and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower their tutees and to enhance their own effectiveness as a tutor/human being. Cr/NC only. Certificate received upon successful completion of training. Instructor permission required to enroll in the course.

### **EDUC 295 COMMUNITY INVOLVEMENT PROGRAM (1-4)**

CIP involves students in the community, performing such tasks as tutoring. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only. Recommend to have EDUC 250 as prerequisite, but not required. 30 hours of fieldwork is mandatory.

### **EDUC 329 THE MIGRANT EXPERIENCE (2)**

An examination of the migrant plight in our society and educational system through study of the literature and by a direct, active contact with the migrant community. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

### **EDUC 390 SELECTED TOPICS IN EDUCATION (1-4)**

### **EDUC 395 COMMUNITY INVOLVEMENT PROGRAM (1-4)**

CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

### **EDUC 417 SCHOOL AND SOCIETY (3)**

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

**EDUC 443A OBSERV/PARTICIP IN MULTICULT SETTINGS (2)****EDUC 481 DEVEL GREAT CLSRM (3)****EDUC 484 INTRODUCTION TO MULTIMEDIA AND WEB AUTHORING (3)**

Students learn to use technology to improve teaching and learning in any setting or organization where education and communication are critical. Multimedia authoring and web design using graphics, text and sound to convey information and ideas is an integral part of the class. These technology tools include HyperStudio, PhotoShop, Netscape, Claris Home Page, HTML, Macintosh computers and scanners. Teaching and learning projects that are innovative and consistent with exemplary instruction practices form the core activities of the class. These projects focus on the development of learning and information modules created with HyperStudio and the design of educational websites. Grade only. Prerequisite: permission of the instructor.

**EDUC 490 SELECTED TOPICS IN EDUCATION (1-4)**

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

**EDUC 495 SPECIAL STUDIES (1-4)****EDUC 509 ORG, ADMIN & SUPERVISION OF READING (3)****EDUC 510 SDAIE IN CONTENT-AREA CLASSES (3)****EDUC 511 PROFESSIONAL INDUCTION PLAN: SUP DEV (1)****EDUC 538 DEV OF LANG & THINKING: INFANCY-MID CLD (3)****EDUC 568 EVALUATION IN EDUCATION (3)****EDUC 570 THE REFLECTIVE EDUCATOR (3)**

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in education program.

**EDUC 571 RESEARCH PARADIGMS IN EDUCATION (3)**

This is the second in the series of three graduate core courses, and is designed to be taken midway in the master of arts degree program. This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the culminating master of arts degree project. Grade only. Prerequisite: EDUC 570.

**EDUC 572 SUPERVISED STUDY FOR COGNATE PROJECT (3)****EDUC 573 SUPERVISED STUDY: INDIVIDUAL EXAM (3)****EDUC 574 INTRODUCTION TO CLASSROOM RESEARCH AND NATIONAL BOARD CERTIFICATION (1-3)**

This is an introductory course that supports teachers preparing for the National Board for Professional Teaching Standards certification. National Board ((NB) certification is available for general and special education teachers and counselors of students from preschool through grade 12 in a variety of areas. The purpose of this course is to provide an overview of the NB certification process. Specifically, students become familiar with the National Board's five core propositions, certificate area standards, and assessment measures and procedures required for certification. In addition, students will learn about the application process and potential sources of funding. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

**EDUC 575A CONDUCTING RESEARCH ON TEACHING (3)**

This is a second of three courses that support teachers working toward National Board certification. It is also intended for any student interested in conducting action research in schools and classrooms. Students examine exemplary teaching practices and learn about strategies for action research, self-assessment, and reflection on teaching practice. Using their own classrooms as sites for ongoing action research, students apply various research methodologies and engage in data collection through observation, videotaping, and examination of artifacts. In addition, students analyze data and share findings through descriptive, analytical, and reflective writing. Those pursuing National Board certification will also focus on analysis and assessment of National board portfolio entries, and develop action plans for their National Board portfolios. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

**EDUC 575B CONDUCTING RESEARCH ON TEACHING (4)**

This is a second of three courses that support teachers working toward National Board certification. It is also intended for any student interested in conducting action research in schools and classrooms. Students examine exemplary teaching practices and learn about strategies for action research, self-assessment, and reflection on teaching practice. Using their own classrooms as sites for ongoing action research, students apply various research methodologies and engage in data collection through observation, videotaping, and examination of artifacts. In addition, students analyze data and share findings through descriptive, analytical, and reflective writing. Those pursuing National Board certification will also focus on analysis and assessment of National board portfolio entries, and develop action plans for their National Board portfolios. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

**EDUC 576 RESEARCH, REFLECTION AND PROFESSIONAL PRACTICE (4)**

This course is designed for teachers to enhance their professional practice through research and reflection. Working collaboratively, teachers complete their portfolios required for National Board certification. In preparation for Assessment Center exercises, teachers engage in extensive review of current and historical perspectives on teaching and learning in their certificate areas. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

**EDUC 578 PROJECT CONTINUATION (1-3)**

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

**EDUC 588 EDUCATIONAL CURRICULUM (3)**

**EDUC 595 SPECIAL STUDIES (1-4)**

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

**EDUC 598 DEVELOPING A THESIS/PROJECT (3)**

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the master of arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. coursework or taken in final semester of M.A. coursework.

**EDUC 599 SUPERVISED RESEARCH FOR THESIS/PROJECT (3)**

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

**Education: Curriculum and Teaching (EDCT)**

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**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 sociocultural 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 MANAGEMENT FOR EDUCATIONAL 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.

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