

## **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. Open to grad students only.

### **EDCT 552 EDUCATIONAL TECHNOLOGY PRAXIS (1-3)**

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, use, 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. 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. Grade only.

### **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. This course is required for the Curriculum, Teaching, and Learning program. Prerequisites: consent of instructor and approval of the School of Education. Grade only.

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

## **Education: Early Childhood Education (EDEC)**

### **EDEC 201 FOUNDATIONS OF EARLY CARE AND EDUCATION (4)**

This course provides an introduction to the theory and research that underlie professional work with young children. Topics include: historical views on childhood and play, influential theorists, historical and contemporary models of early childhood education, principles of developmentally and culturally appropriate practice, contemporary issues in early care and education, professional ethics, and professional career development.

### **EDEC 220 OBSERVING CHILD DEVELOPMENT IN THE FIRST 8 YEARS (4)**

Students will learn the major developmental milestones, research findings, and theories covering the social, emotional, physical, and cognitive development of children from conception through eight years old. Students will concurrently study observation techniques for documenting and assessing children's growth and development. Students' growing knowledge of observation and child development will be applied through supervised field work in an early care and education setting. Course open to sophomores and above.

### **EDEC 237 CREATING ENVIRONMENTS FOR YOUNG CHILDREN (4)**

This course presents an overview of knowledge and skills related to planning and implementing developmentally and culturally appropriate curriculum and environments for young children from birth to eight years old. Students examine how to create and use the physical environment as the foundation for promoting activities that support learning and development, with an emphasis on language and literacy development and the essential role of play. Each student will spend about 24 hours observing and participating in an infant/toddler, preschool, transitional kindergarten, or kindergarten classroom that has been approved by the instructor. Course open to sophomores and above.

### **EDEC 270 FAMILIES AND CHILDREN IN DIVERSE SOCIETIES (4)**

Class participants will study the dynamic interactions of race, culture, gender, socioeconomic status, and other factors as they relate to the care and education of children from diverse populations. Students will explore the diversity of family systems, sociocultural factors affecting the child's development, and the socializing influences of community. The coursework helps students become more informed and effective professionals and community members by promoting the development of the knowledge dispositions, and skills needed to work effectively with families and children in a pluralistic society. Course restricted to Sophomores and above.

### **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 Area 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. 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. Grade only.

**EDEC 435 LEADERSHIP ON BEHALF OF CHILDREN AND FAMILIES (4)**

In this course, students will study and apply the principles and strategies that underlie effective administration of programs for young children and families and effective advocacy on behalf of young children and families. Students will build and use leadership skills in the areas of identifying priorities, organizational planning, guiding staff, communicating clearly, and working collaboratively with community partners. Present-day early childhood advocacy issues will be explored and students will engage in leadership efforts that engage their newly developed understandings and skills. Prerequisite: junior- or senior-level standing.

**EDEC 437 INTEGRATED CURRICULUM IN EARLY CHILDHOOD CLASSROOMS (4)**

In this course, students will learn to plan and implement developmentally and culturally appropriate curriculum for children in early childhood classrooms. Through study of professional resources and participation in an instructor-approved classroom, students will create learning and assessment opportunities that enable young children to construct knowledge through an integrated approach that includes all curriculum areas and that aligns with relevant state and professional standards. Prerequisite: EDEC 237.

**EDEC 460 STUDYING CHILDREN IN CONTEXT (4)**

This course provides an overview of quantitative and qualitative research methods commonly used to study young children. Topics will include research methods, the role of context in research, common early childhood psychological measurement tools, observational techniques, research ethics, library research strategies, and evaluating research reports.

**EDEC 478 EARLY CHILDHOOD STUDIES PORTFOLIO (1)**

In this seminar, students will compile and reflect upon their work in the Early Childhood Studies major. Final products will be presented to faculty and students in the Early Childhood program. Prerequisite: senior in the Early Childhood Studies major.

**EDEC 490 SPECIAL TOPICS IN EARLY CHILDHOOD STUDIES (1-4)**

A course designed according to the interests of a particular faculty member, providing opportunities for diversification in content and reading. Grade only. May be repeated for credit under a different topic.

**EDEC 495 SPECIAL STUDIES (1-4)**

Independent study completed under the supervision of a faculty member. May be repeated for credit.

**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, cross-cultural 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. Topics include play's relationship to learning in all areas of development and academic disciplines, history of play, 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. Prerequisite: graduate student in Education or permission of instructor. Taught fall semester of even years. Grade only.

**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)**

Students will critically examine research, theories, and policies related to administration of programs that serve children and families. Students will develop leadership skills in the areas of teaching adults, administering programs, and advocating effectively for children and families within and outside of early care and education programs.

**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. Prerequisite: graduate student in Education or permission of instructor. Grade only. 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, including in environments where children are learning more than one language. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught spring semester of even years.

**EDEC 539 RESEARCH EARLY CHILDHOOD EDUCATION (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 EDUCATIONAL 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.

**EDEL 588 EDUCATIONAL CURRICULUM, INSTRUCTION, AND PROGRAM ASSESSMENT (3)**

Candidates study curriculum theory and curriculum ideologies found in public and private schools. Candidates examine the relationship between learning and curriculum design. The candidate learns how to explore and evaluate curriculum and the critical role of the administrator as an instructional leader. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.