

**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)**

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**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)**

Stages of development of play from infancy through adulthood from the perspectives of Piaget, Freud, Erickson, Mead, and Czikzenmihayhli are addressed as well as anthropological perspectives on play and culture, play's relationship to learning in academic disciplines such as language and literacy, and logical-mathematical thinking and the arts. Topics include the effects of technology (television, computers, and video) on children's play, gender development and play, and play as a tool for developmentally and culturally sensitive curriculum and assessment. Grade only.

**EDEC 532 SOCIAL-MORAL DEVELOPMENT IN ECE (3)**

Theories and research addressing social-moral development in early childhood, including cultural value differences are discussed. Stages of perspectivism, friendship, and moral understanding from infancy through middle childhood are considered as well as research on the development of prosocial behavior through focused curriculum. Theories and research addressing gender identity and gender role socialization, research and theories applicable to resiliency for at-risk children, and working with parents to help them understand children's social-moral development are topics included. Grade only. Prerequisite: permission of instructor.

**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)**

Focus is on child study, clinical interviews, ethnography, portfolio development, and other strategies designed to assess young children in both their first and second languages. The integration of curriculum and assessment in classrooms that meet the needs of children and families from diverse cultural, linguistic, and economic background is stressed. Grade only.

**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. Current research and theories of cognitive, social, and emotional development as related to language development in home and at school and to the development of both first and second languages are studied. The development of oral, written, and spoken languages in school and care settings are highlighted. Major theorists such as Piaget, Erickson, Bruner, Vygotsky, Mead, and others who address the development of children's representational thinking, language, and crosscultural and family influences on development and learning are discussed. Current research on brain development in the first five years of life is also included and discussed from a critical perspective related to practice. Grade only. Prerequisite: permission of instructor or Master of Arts in Education program.

**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)**

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**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.