

EDEC 538 COGNITIVE AND LANGUAGE DEVELOPMENT IN EARLY AND 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 578 PROJECT CONTINUATION (1-3)**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.

EDEL 589 LEADERSHIP FOR DIVERSE POPULATIONS AND COMMUNITIES (3)

This course is designed for candidates to reflect on their own culture and to better understand the point of view of a variety of cultures, ethnic groups, and special groups in a diverse society. The goal of the course is to learn successful strategies and approaches involved in working with very diverse communities and how a leader can move their school or district towards high levels of cultural proficiency. The course examines the guiding principles and essential elements of cultural proficiency. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 590A INDUCTION PLAN (2)

Students develop, in consultation with their employer and SSU program faculty, an induction plan that meets the Professional Administrative Services Credential requirements. The plan reflects an assessment of the administrator's strengths and needs, future professional goals, and requirements of the position in which the student works. Cr/NC. Prerequisite: admission to the Professional Administrative Services Credential Program.

EDEL 590B ASSESSMENT OF COMPLETION OF THE INDUCTION PLAN (2)

During the final seminar the Professional Administrative Services Credential (PASC II), the candidate, in conjunction with program faculty and the employing school district, evaluates the degree of completion of the induction plan proposed in EDEL 590A. The competency review includes the development of an on-going future professional development plan that reflects student strengths and areas of need identified during the PASC II Program. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 590A.

EDEL 595 SPECIAL STUDIES (1-4)**EDEL 596A INTRODUCTION TO ADVANCED EDUCATIONAL PROBLEMS (2)**

Students will be involved in site-based problem solving and analysis, the generation and field implementation of appropriate solutions, and an evaluation of the chosen solutions. Planning, discussion, monitoring, coaching, and evaluation will occur in a seminar setting. Cr/NC only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596B COMPLETION OF ADVANCED EDUCATIONAL PROBLEMS (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, a Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596C INTRODUCTION TO COLLABORATIVE ACTION RESEARCH (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596D COMPLETION OF COLLABORATIVE ACTION RESEARCH (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

Education: Multiple Subject (EDMS)

EDMS 100 EXPLORATIONS IN TEACHING (2)

This seminar is designed as a reflection space for students who are considering the teaching profession. They will observe and interact with children and teachers in elementary schools, as well as read about forces that shape teachers and issues they confront in our educational system. They will analyze what it means to be a teacher today in our elementary schools, facing the challenges of diversity, equity, and quality of education.

EDMS 200 BEING A TEACHER IN TODAY'S SCHOOLS (2)

This seminar continues the process of exploration, building on ED/LIBS 100, where students discussed what it means to be a teacher in our schools today. Here the focus is on the student in elementary education. From an educational perspective, students will consider what it means to be a student; what forces and circumstances shape their identity and their journey as students in elementary education. Students will elaborate their teaching philosophy throughout the semester, interweaving information from their own lives as students, from the readings, and from their field observations.

EDMS 411 TEACHING SECOND LANGUAGE LEARNERS (3)

This course examines first and second language acquisition and major second language teaching methodologies in relation to children's language development in school settings. In line with state standards, the purpose of this three-unit course is to help students learn and apply a variety of theories, methods, materials, media, and strategies to provide instruction that is appropriate to assessed proficiency levels and needs of English learners and to make academic content accessible. Focus is on instructional principles and practices for learner development of comprehensive English language and literacy skills as well as academic language proficiency. The main goal is to learn to help all students become active, engaged, and independent learners.

EDMS 463 TEACHING READING AND LANGUAGE ARTS TO YOUNGER STUDENTS (3)

Philosophy, goals, and pedagogy in reading and language arts in grades K-3. Candidates examine early literacy development and teaching/learning processes in relation to state content standards. They learn to assess and build upon students' oral and written language strengths with attention to print awareness, language cueing systems, functions and conventions of oral and written language, and literature study and composing strategies. Grade only.

EDMS 464 TEACHING READING AND LANGUAGE ARTS TO OLDER STUDENTS AND STRUGGLING READERS (3)

Philosophy, goals, and pedagogy in reading and language arts in grades 3-8. Designed for student teachers to refine and extend their knowledge of literacy development and teaching/learning processes in language arts. Candidates design and teach literacy lessons in their classrooms and work with struggling readers using assessment data and state content standards. Emphasis is on reading and writing across the curriculum, and meeting the literacy needs of all learners. The PACT teaching event is scaffolded in this course. Grade only.

EDMS 470 MULTICULTURAL PEDAGOGY (3)

Through multicultural approaches, activities, and materials, candidates examine the ways in which culture, ethnicity, race, class, gender, language, disability, and family structure impact teaching and learning. Candidates consider the different beliefs, identifies, cultural knowledge, and social relationships that a diverse student population brings to the classroom, and develop multicultural teaching strategies.