

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. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 595 SPECIAL STUDIES (1-4)**Education: Early Childhood Education (EDEC)**

EDEC 178 INTRODUCTION TO ECS MAJOR AND DIGITAL PORTFOLIO (1)

In this course students learn about the requirements and responsibilities of the Early Childhood Studies (ECS) major, and learn about ethical and legal requirements in field placements and professional life. They will understand the purpose of the senior portfolio in the ECS major, learn about different types of portfolios, and practice building a digital portfolio. Pre-requisites: Declared ECS major. Grading: Credit/No Credit only. Course is not repeatable.

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. Includes 24 hours of field work in an Early Childhood setting. Students must sign the School of Education Field Experience Agreement before starting at their field site. Prerequisite: EDEC 178, and open to sophomores and above. Course taught in face-to-face and hybrid modes.

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. Includes 24 hours of field work in an infant/toddler, preschool, transitional kindergarten, or kindergarten classroom that has been approved by the instructor. Students must sign the School of Education Field Experience Agreement before starting at their field site. Course open to sophomores and above. Prerequisite: EDEC 220. Course taught in face-to-face and hybrid modes.

EDEC 247 PHYSICAL DEVELOPMENT AND HEALTH IN CHILDHOOD (3)

In this course, students will study the factors that promote optimal physical development and health in childhood. Students will consider practical applications of this knowledge in a variety of organizations that serve young children. Students will also study the basics of parent education, so that they can work effectively with parents to keep children safe and to see that children receive needed health services. Pre-requisite: ECS major in the Early Childhood Development concentration. Grade only. Course is not repeatable.

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.

EDEC 347 COMMUNITY SERVICES FOR CHILDREN AND FAMILIES (2)

Students will complete a field placement (at least 45 hours) in an approved agency or organization that serves children in a non-education/non-child care setting. Students will perform tasks set by the placement agency, attend weekly class meetings, and complete readings and assignments related to working effectively with diverse children and families. Students must sign the School of Education Field Experience Agreement before starting at their field site. Prerequisites: EDEC 220, declared ECS Major with a concentration in Early Childhood Development, junior or senior standing. This course can be taken one time only. Grade only. Course taught in face-to-face and hybrid modes.

EDEC 405 iPLAY: CHILD DEVELOPMENT IN THE DIGITAL AGE (3)

Students will study theories and research in child development and early childhood education to answer questions about how adults should use technology with children, how to judge when technology use by children might be inappropriate or harmful, and how to find resources for supporting the use of technology with young children. Course taught in face-to-face and hybrid modes.

EDEC 406 POSITIVE GUIDANCE (3)

Students will study principles and strategies of positive guidance for children with and without special needs from birth to age eight. Topics include: development of pro-social skills, the art of encouragement, understanding and preventing challenging behaviors, bullying prevention, and family involvement. Course taught in face-to-face and hybrid modes.

EDEC 407 MULTICULTURAL CHILDREN'S LITERATURE (3)

This course surveys multicultural literature for children (infancy-middle childhood). It addresses the use of literature to promote children's cognitive, socio-emotional, language, and literacy development in a variety of early childhood settings. Special attention is given to diverse children, including dual language learners. Course taught in face-to-face and hybrid modes.

EDEC 408 SCIENCE, LITERACY, AND PLAY: EXPLORING THE NATURAL WORLD WITH YOUNG CHILDREN (3)

Students will study content and pedagogical strategies for working with children in natural/outdoor environments through integrating the sciences, emergent and early literacy, and play. Course emphasis is on the inter-related nature of living systems and teaching the sciences using a play-based approach. Topics include: the role of the adult in teaching the natural sciences, issues and trends in exploring nature with children, and creating developmentally and culturally appropriate environmental science and literacy experiences for young children. Course taught in face-to-face and hybrid modes.

EDEC 409 PLAY IN EARLY CHILDHOOD (3)

In this course, students will explore the variety and importance of play in early childhood development. Topics will include: defining play and types of play; play in different developmental stages (infants, toddlers, early and middle childhood); the benefits of play for physical, socio-emotional, cognitive and language development; traditional and digital toys and games; play in school; and play in relation to gender, culture, and special needs. Course taught in face-to-face and hybrid modes.

EDEC 410 LANGUAGE DEVELOPMENT (3)

This course explores language development from 0-8 years of age, covering the main language acquisition theories of how children construct meaning, build grammar(s), and use language as social practice. Course includes a focus on meeting the needs of Dual Language Learners with developmentally, culturally and linguistically appropriate practices. Course taught in face-to-face and hybrid modes.

EDEC 411 INFANT AND TODDLER DEVELOPMENT (3)

Students will learn theory and research in infant and toddler development and will consider the implications for agencies and programs that serve children under the age of three. Course topics include attachment theory, stage theories of infant and toddler development, developmental growth and milestones, early brain development, ACES, resilience, and positive guidance. Course taught in face-to-face and hybrid modes.

EDEC 412 BRAIN DEVELOPMENT (3)

Students will learn theory and research on brain development and will consider the implications for early childhood professionals who work with young children. Course topics include brain architecture, gene-environment interaction, toxic stress, executive function, and self-regulation, resilience, and the importance of play for healthy brain development. Course taught in face-to-face and hybrid modes.

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 can be applied to the Child Development Permit and satisfies GE Area E (the Integrated Person). Grade only. Course taught in face-to-face, hybrid, and online modes.

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 elementary 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. Includes 24 hours of fieldwork in an early elementary setting. Students must sign the School of Education Field Experience Agreement before starting at their field site. Prerequisite: EDEC 237 and EDEC 220.

EDEC 447 CHILDREN'S EMOTIONAL DEVELOPMENT AND MENTAL HEALTH (3)

In this course, students will deepen their understanding of children's emotional development from birth through age eight, and learn about common mental health problems in early childhood. Topics include the role of sociocultural context, risk and protective factors, attachment and temperament, resilience, common mental health problems, and mental health observation and screening tools. Pre-requisite: Junior or senior standing in the Early Childhood Development concentration. Grade only. Course is not repeatable.

EDEC 460 INTRODUCTION TO RESEARCH IN EARLY CHILDHOOD STUDIES (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. Prerequisites: Juniors and Seniors and ECS and HD Majors only.

EDEC 478 ECS SENIOR PORTFOLIO (1)

In this seminar, students will compile and reflect upon their academic experiences at Sonoma State University and in the Early Childhood Studies major. Final portfolios will be presented to faculty and students in the Early Childhood Studies program. Students must be in their final semester in order to enroll. 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. Only one topic per semester.

EDEC 495 SPECIAL STUDIES (1-4)

Independent study completed under the supervision of a faculty member. May be repeated for credit up to 8 units.

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. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught fall semester of even years.

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. Taught spring semester of odd years.

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 547 ADVANCED FIELD EXPERIENCE (3)

In this online course, students participate in Moodle learning activities and arrange to do 60 hours of fieldwork in an Early Care and Education setting (birth to age 8). Field experiences include observations, designing and implementing educational activity plans, and collaboration with parents and other ECE professionals. The focus of the course is integrated curriculum, with an emphasis on project-based learning. In addition to field experiences, students complete academic and professional readings and reflective assignments. Pre-requisite: Admission to ECE Certificate Program. Offered in online teaching mode.

EDEC 578 PROJECT CONTINUATION (1-3)**EDEC 590 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (3)**

Special topics in the field of Early Childhood Education will be offered on a rotating basis. Students engage in advanced study of theory and research with applications to early childhood education settings. Depending on student and department needs, courses are offered face-to-face, online, or in hybrid format. Prerequisite: admission to the School of Education M.A. program.

EDEC 595 SPECIAL STUDIES (1-4)