

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 (4)

This course is a study of the governance of schools and the various sources of regulation and allocation of resources impacting education and learning. 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. School finance leadership and regulations governing budgets are also examined. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 584 LEADERSHIP: COMMUNITY AND FAMILY ENGAGEMENT (1)

This course is part of the requirements for the preliminary administrative credential program. Candidates will examine concepts the role of leaders in promoting genuine and meaningful community and family involvement in the educational process of programs, schools and districts. It includes involving families and other stakeholders in formulating a school vision; methods of building trust, communicating effectively with the community and families, accessing of community services in creating a more holistic approach to education, and the mental health needs of students in schools. Pre-requisite: Admission to the Educational Leadership 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 CURRICULAR LEADERSHIP: LEARNING AND ASSESSMENT (4)

In this course, candidates study the relationship between curriculum and learning theory. Three interrelated areas of schooling will be explored. These are the purposes and goals of schooling, learning and cognition, and the role of assessment. Utilizing this information the candidates will assess a curricular aspect within their school setting and develop curricular guides for use in program evaluation. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 589 LEADERSHIP FOR DIVERSE POPULATIONS AND COMMUNITIES (2)

This course allows candidates to reflect on their own culture and to better understand and the values, points of view from a variety of cultures, ethnic groups, and individuals with special needs. The goals include learning successful strategies and approaches involved in working with diverse communities and how a leader can move their school or district to higher levels of cultural proficiency. The course also looks at the leaders role in promoting learning for all students including those receiving special education services. 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 419 IDENTITY AND AGENCY FOR SOCIALLY JUST CLASSROOMS AND COMMUNITIES (3)

Students examine ways in which culture, ethnicity, race, class, gender identity, language, physical/cognitive ability, religion, sexuality, and family structure intersect and impact students' identity and agency in classrooms and communities. Funds of knowledge, cultural bias, power, and perceptions provide lenses through which students examine social justice and equity. Students identify resources dedicated to these issues. Face-to-Face.

EDMS 463 TEACHING LANGUAGE AND LITERACY IN THE ELEMENTARY SCHOOL GRADES TK-2 (3-4)

Philosophy, goals, and pedagogy for language and (bi)literacy development in Grades TK-2. Approaching language and (bi)literacy from the combined perspectives of theory, research, and practice, participants will study, apply, and develop instruction and assessment tools and strategies to build and support phonemic awareness, phonics skills, vocabulary knowledge, comprehension, and composition. Course content is aligned with California ELD/ELA Framework and state standards. Face-to-Face. Prerequisite: Admission to a Preliminary credential program or permission of the program coordinator. Variable Credit.

EDMS 464 TEACHING LANGUAGE AND LITERACY IN THE ELEMENTARY SCHOOL GRADES 3-6 (4)

Candidates develop, refine and extend their knowledge of language and literacy instruction for grades 3-6 based on theory, research, and practice. They take a comprehensive approach in supporting childrens development of language, (bi) literacy skills, and academic language proficiency. Course content is aligned with California ELD/ELA Framework and state standards. Face-to-Face. Prerequisite: Admission to Multiple Subject Credential Program.

EDMS 471 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (4)

Teacher candidates develop pedagogical content knowledge in social studies, exploring K-8 educational practices that promote civic responsibility and cultural understanding. They gain experience with integrating literature, primary documents, secondary resources, technology, hands-on activities, and the arts into social studies curriculum using state/ national standards to inform curricular decisions. Face-to-Face. Prerequisites: One successful semester in MS Program.

EDMS 474 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3-4)

Teacher candidates develop effective strategies and techniques for planning, teaching, assessing, and adapting TK-grade 6 mathematics instruction aligned with California's standards. They develop understandings of childrens mathematical thinking, language and cognitive development, and diversity in order to teach all students effectively. Learner-centered pedagogy is modeled and analyzed throughout. Face-to-Face. Prerequisite: Credential Program admission. Variable Credit.