

Education: Curriculum and Teaching (EDCT)

EDUC 575B CONDUCTING RESEARCH ON TEACHING (4)

This is a second of three courses that support teachers working toward National Board certification. It is also intended for any student interested in conducting action research in schools and classrooms. Students examine exemplary teaching practices and learn about strategies for action research, self-assessment, and reflection on teaching practice. Using their own classrooms as sites for ongoing action research, students apply various research methodologies and engage in data collection through observation, videotaping, and examination of artifacts. In addition, students analyze data and share findings through descriptive, analytical, and reflective writing. Those pursuing National Board certification will also focus on analysis and assessment of National board portfolio entries, and develop action plans for their National Board portfolios. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

EDUC 576 RESEARCH, REFLECTION, AND PROFESSIONAL PRACTICE (4)

This course is designed for teachers to enhance their professional practice through research and reflection. Working collaboratively, teachers complete their portfolios required for National Board certification. In preparation for Assessment Center exercises, teachers engage in extensive review of current and historical perspectives on teaching and learning in their certificate areas. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

EDUC 578 PROJECT CONTINUATION (1-3)

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

EDUC 588 EDUCATIONAL CURRICULUM (3)

EDUC 595 SPECIAL STUDIES (1-4)

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

EDUC 598 DEVELOPING A THESIS/PROJECT (3)

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the master of arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. coursework or taken in final semester of M.A. coursework.

EDUC 599 SUPERVISED RESEARCH FOR THESIS/PROJ (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

EDCT 490 SERVICE LEARNING:EDUC TECHNOLOGY (3)

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.

EDCT 552 EDUCATIONAL TECHNOLOGY PRAXIS (3)

The Educational Technology Praxis is the prerequisite course for the Educational Technology area of emphasis within the Master of Arts in Curriculum, Teaching, and Learning. It is a practical course that requires participants to integrate existing skills and knowledge of information technology and educational technology into instructional practice.

EDCT 556 TECHNOLOGY, PEDAGOGY, AND SOCIETY (3)

This course relates pedagogical theories to technology integration strategies at various levels of education. It also considers wider societal and cultural impact issues (e.g. child development and the Web, gender/class/race issues, lifestyle and health implications, teacher control, and facilitation issues).

EDCT 557 PROJECT MGMT FOR EDUC TECHNOLOGY (3)

This course considers how a small-scale Educational Technology action research project can be conducted in an education environment. Educational Technology action research case studies will be reviewed to offer practical tools and applied research strategies to students prior to conducting their own Educational Technology thesis project.

EDCT 559 EDUCATION MEDIA AND INTERNET RESOURCE DEVELOPMENT (3)

This course provides a practical forum for teachers, corporate trainers, and other educators to investigate how Internet and multimedia applications can be used to support education. The course will advance from usability and design issues to development and publication of personally developed educational resources. Prerequisite: EDCT 551 or instructor approval.

EDCT 560 INSTRUCTIONAL DESIGN AND TECHNOLOGY (3)

Instructional Design and Technology is a practical course that offers participants training in advanced instructional design methods and relates these to learning theories and pedagogical practices introduced in other Educational Technology courses. Advanced techniques will concentrate on evaluating and using a range of interactive instructional design authoring tools.

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

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)

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.