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 odd 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 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)
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 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)
This course explores 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)
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 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, identities, cultural knowledge, and social relationships that a diverse student population brings to the classroom, and develop multilingual teaching strategies.

EDMS 471 TEACHING SOCIAL SCIENCES IN A MULTICULTURAL SOCIETY (3)
Credentialed candidates develop their pedagogical content knowledge in social studies, and explore K-8 educational practices that establish social studies as a catalyst for promoting civic responsibility and cultural understanding. Upon course completion, students will gain experience with integrating literature, primary documents, secondary resources, technology, hands-on activities, and the arts into their social studies curriculum. Students will also become familiar with state and national standards to inform curricular decisions.