In this course, students will explore theories and research addressing social and moral development in early childhood. Topics include: attachment and its role in social and moral development, research on the development of prosocial behavior from infancy through middle childhood, cultural value differences, gender identity and gender role socialization, resiliency and at-risk children, development of curriculum that promotes prosocial dispositions and skills, 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 (birth through grade 2).

EDCT 552: Educational Technology Praxis
Mondays from 4:00-6:40 PM
jessica.parker@sonoma.edu

This course combines a hands-on approach to learning new media technologies (e.g. digital video production, blogging, social networks like Facebook and YouTube and user-generated content such as Wikipedia) with a theoretically grounded understanding of the latest research in the fields of digital media and learning and literacy studies. It’s a great introduction to new media technologies (and theory) while also offering insight into some of the educational concerns, frustrations, and hopes of living in an ever-changing digital age.

EDCT 559: Multimedia and Information Literacy
Wednesdays from 4:00-6:40 PM
jessica.parker@sonoma.edu

This course focuses on how students and teachers need to be armed in a digital era with techniques for navigating, researching, analyzing, evaluating, and sharing information in all its (plat)forms. A critical approach to media literacy and information literacy is used to analyze issues of power, ideology, bias and perspective in a read/write web/world. Other topics include: agency and ethical responsibilities of media production and consumption, copyright and remix, and print-based and multimedia literacy.

EDRL 524: Literacy and Literature
Wednesdays from 4:00-6:40 pm
elster@sonoma.edu

In this seminar course, students study literature for children and young adults, book artists and their techniques, and ways of using literature in the classroom. Students examine a variety of genres – narrative, expository, poetic, and new multimodal texts. Students read and discuss many new and classic texts, responding to them as readers and as teachers. They develop and evaluate literature integrated into the curriculum as well as theoretical needed tools for approaching literature and education, including semiotic, genre, reader response, developmental, dialogic, and critical theories. Literature Bibliography and Action Research Projects reflect student interest and professional needs.
EDSP 590: Critical Issues in Special Education  
Mondays from 7:00-9:40 PM  
mary.dingle@sonoma.edu

Examine advanced issues surrounding current and critical issues in special education. Students will engage in self-directed inquiry exploring emerging theories and research in the field of special education. Further, the course will focus on the importance of understanding and respecting differing perspectives and positions related to special education theory and research.

EDTE 544: Advanced Methods in Teaching English as a Second/Foreign Language  
Thursdays from 4:00-6:40 PM  
karen.grady@sonoma.edu

This course is designed to provide an in-depth study of methods for teaching English to non-native speakers of English at various grade levels. Students will link theory to practice through the study of current methods for teaching speaking, listening, reading and writing. Issues in theory and practice associated with the different contexts for teaching English as a second or a foreign language will be explored. Students will also learn to create, select and evaluate materials appropriate for teaching in different settings. For any graduate students who work with English language learners in their classrooms, this course will provide you with up to date strategies for developing the literacies of those who come to school speaking languages other than English.

EDTE 540: Theory & Research in Second Language Acquisition  
Tuesdays from 4:00-6:40 PM  
kelly.estrada@sonoma.edu

This course provides an overview and critical examination of the theories and research in second language acquisition (SLA) and explores relationships between this work and second language teaching and learning. Major theories examined will include those from cognitive, psycholinguistic, sociolinguistic, and sociocultural perspectives. An initial focus on child language acquisition will provide the foundation for exploring theories and research that focuses on the development of second language(s) over the life span. We will examine issues in SLA such as the theory of Universal Grammar, language dominance and ideology, dialect and code-switching and the social/cultural contexts of language use.

EDEL 582 Educational Policy and Politics (3)  
Contact Dr. Montera for Schedule and Permission to Enroll vlmontera@sonoma.edu

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.

EDEL 588 Educational Curriculum, Instruction, and Program Assessment (3)  
Contact Dr. Montera for Schedule and Permission to Enroll vlmontera@sonoma.edu

Candidates study curriculum theory and curriculum ideologies found in public and private schools. Candidates examine the relationship between standards and curriculum design. The candidate learns how to plan and evaluate curriculum and the critical role of the administrator as an instructional leader.

EDEL 589 Leadership for Diverse Populations and Communities (3)  
Contact Dr. Montera for Schedule and Permission to Enroll vlmontera@sonoma.edu

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 toward high levels of cultural proficiency. The course examines the guiding principles and essential elements of cultural proficiency.