

School of Education Graduate Program Courses – SPRING 2014**MON 4-6:40 pm****EDCT 586: Teaching and Learning: Research and Application in the Classroom***

In this course, we will examine several kinds of texts about curriculum, teaching, and learning. We will read conceptual pieces that define and explore the dimensions of curriculum. We will also read and evaluate a range of curriculum research, both historical and contemporary, to help deepen your understanding of research in the field of curriculum. This course will build on ideas, theory, and research from EDUC 570 and EDCT 585, but can also be taken independent of those courses.

MON 7-9:40 pm**EDRL 523: Curriculum Development in Language and Literacy**

Critical analysis and development of learning-centered language and literacy curriculum. Evaluation and selection of materials for instruction. Grade only. Applicable to the Reading/Language Program.

MON 4-6:40 pm**EDTE 542: Teaching Multilingual Writers**

This course will investigate the theory and practice of learning to write in another language. The course will cover the theoretical developments in L1 and L2 composition, the historical development of L2 composition as a field of research, and its current research issues and pedagogical concerns. It will also offer experiences related to instructional issues and pedagogical strategies necessary for teachers of English learners.

TUE 4-6:40 pm**EDEC 538: Development of Language and Thinking: Infancy through Middle Childhood**

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, Burner, 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 explore current research on brain development in the first five years of live from a critical perspective and with an emphasis on practical implications.

We will also study current research and theories of cognitive, social, and emotional development as related to oral, written, and spoken languages in home and in school/care environments. The development of both first and second languages will be examined. Grade only.

TUE 4-6:40 pm (may change?)**EDTE 541: Advanced Pedagogical Grammar**

The perfect course for those who have to teach grammar and wish they didn't have to, as well as for teachers who already enjoy teaching grammar, and want to invigorate their practice. Loving grammar is not a pre-requisite!

11/12/13

WED 4-6:40 pm

EDCT 556: Technology, Pedagogy, & Society

The focus of this course is on how sociocultural issues connect to technology and learning, including access to and use of technology in relationship to power and privilege.

WED 4-6:40 pm

EDRL 522: Assessment and Teaching in Reading and Language Arts

Principles and procedures for literacy and content learning in English in classrooms with bilingual/bicultural students, as well as the design and selection of materials, methods, and contexts for literacy and content instruction at all ages. This course also focuses a variety of strategies for Specially Designed Academic Instruction in English (SDAIE) Field Studies. Applies to the concentration in Reading/Language. Grade only.

WED 7-9:00 pm

EDRL 529: Evaluation in Reading and Language Arts Programs

Philosophy, purposes, and procedures for evaluation of reading, writing, and oral language. Students examine a variety of evaluation tools and procedures (formal and informal, group and individual) with respect to how teachers can use these instruments and procedures to inform literacy instruction and intervention for diverse populations. Selected procedures are used with struggling readers to identify their reading and writing strengths and needs. Topics include the role of the literacy environment in evaluation results, methods of reporting progress to students, parents, and administrators, and the role of standardized testing in schools. Students develop criteria for reading and language arts program evaluation, maintenance, and enhancement.

WED 7-9:00 pm

EDCT 557: Educational Technology Project Management

In this course, students will conduct an individually-designed, small-scale Educational Technology research project in an educational setting.

THURS 4-6:40 pm

EDUC 570: The Reflective Educator

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in Education Program.

THURS 7-9:40 pm

EDUC 571: Research Paradigms in Education

This is the second in the series of three graduate core courses, and is designed to be taken midway in the master of arts degree program. This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the culminating master of arts degree project. Grade only. Prerequisite: EDUC 570.

SAT 9-11:00 am

EDSP 514: Advanced Communication, Collaboration, and Consultation in Special Education

EDUC 514 explores advanced issues surrounding communication, collaboration, and consultation in special education. The effective performance of educational leadership, advocacy, and team management, as well as methods for positively representing special education to parents, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and paraprofessionals about students' complex emotional and behavioral needs are addressed. The area of cross-agency transitional services and individualized transitional experiences are explored with emphasis on communication and collaboration across human service agencies. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations and behavioral support are also required of candidates taking EDUC 514.

SAT 12:00-2:40 pm

EDSP 515: Advanced Legal Issues in Special Education

In this course, advanced legal issues faced by teachers, administrators, and parents in special education are addressed. Topics include entitlement services, procedural due process, complaint resolution, least-restrictive environment, provision of related services, parent participation, shared decision-making and other related legal issues. Candidates will review federal legislation, case law, and statutory requirements within the context of understanding the legal framework underlying special education and providing services, which are legally, as well as programmatically sound.

CONTACT DR. MONTERA

EDEL 588: Educational Curriculum, Instruction, and Program Assessment

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. Grade only. *Special Note:* The course schedule does not follow the standard SSU schedule. Interested students must contact the [Dr. Viki Montera, vlmontera@sonoma.edu](mailto:vlmontera@sonoma.edu), for the schedule and permission to enroll.

11/12/13

EDUC 598 – Please contact Dr. Paula Lane directly for information on this course.
Paula.lane@sonoma.edu, Director of Graduate Studies, SOE.

Registration begins **November 18**.

***Required for CT&L MA, can be used as elective for any MA with approval of program advisor**

Program Advisors:

Program	Advisor	Office Phone	Email
CT&L (EDCT)	Karen Grady	664-3238	karen.grady@sonoma.edu
ECE (EDEC)	Johanna Filp-Hanke	664-2280	johanna.filp@sonoma.edu
ED LEADERSHIP (EDEL)	Viki Montera	664-3255	vlmontera@sonoma.edu
READ. & LANG. (EDRL)	MaryAnn Nickel	664-2082	maryann.nickel@sonoma.edu
SPEC. ED. (EDSP)	Jennifer Mahdavi	664-2257	jennifer.mahdavi@sonoma.edu
TESOL (EDTE)	Karen Grady	664-3238	karen.grady@sonoma.edu
Core Courses (EDUC)	Paula Lane	664-3292	paula.lane@sonoma.edu

SSU Academic Calendar: http://www.sonoma.edu/registration/calendars/new_index
(note dates for filing and other important deadlines)

SSU Financial Aid: <http://www.sonoma.edu/finaid/>
(be sure to fill out a FAFSA if you want to apply for scholarships and loans next year)

For further information on program requirements please read the online handbook:
<http://www.sonoma.edu/education/handbooks/ma-handbook.pdf>