

ELEMENTARY EDUCATION

Graduate College of Education

Dean: Dr. Cynthia Grutzik

Department of Elementary Education

Burk Hall, Room 179

Phone: (415) 338-1562

Chair: Dr. Josephine Arce, Professor

Graduate Coordinators:

Elementary Education: Dr. Sisk-Hilton, Professor

Early Childhood Education: Dr. Henderson, Professor; Dr. Kim, Associate Professor; Dr. Meier, Professor

Reading & Literacy Added Authorization Certificate: Dr. Conrad, Assistant Professor

Mathematics Education: Dr. Zavala, Assistant Professor

Multiple Subject Credential, Bilingual Authorization: Dr. Arce, Professor

Program Scope

The programs are designed to deepen theoretical knowledge, to promote professional growth, and to enhance the competencies of elementary, middle and secondary school, and early childhood educators.

Program Aims

The Master of Arts in Education: Concentration in Early Childhood Education provides early childhood educators with advanced knowledge and training in research, theory, and practice for working with children and families in multicultural and multilingual early childhood settings. This degree provides infant, toddler, preschool, primary grade, community college educators, and early childhood administrators with the skills and knowledge for teaching and leadership positions in the field of early childhood education. Courses taken for the program can qualify for Teacher and Administrator levels of the California Child Development Matrix. Twelve units of the Multiple Subject Credential, ECE TK-5th Focus can be transferred to this MA program.

The Master of Arts in Education: Concentration in Elementary Education provides elementary school teachers with advanced knowledge of research, theory, and practice in the field of elementary education in general as well as in particular subject matter disciplines. This concentration is a continuation of the SF State Multiple Subjects Credential Program and is only open to students who have completed their credential within two years of applying to the M.A. Twelve units of the Multiple Subject Credential Program can be transferred to this MA program.

The Master of Arts in Education: Concentration in Mathematics Education provides elementary, middle school, high school teachers with advanced knowledge of research, theory, and practice in the teaching and learning of school mathematics and expands their knowledge of mathematics content. This program is run jointly with the secondary education department. Those holding a single subject mathematics credential should apply through the secondary department. Teachers holding Multiple Subject credentials will be eligible to apply for a supplementary authorization in mathematics for middle school teaching. This degree also prepares teachers to assume leadership roles in their schools and districts.

The Reading & Literacy Added Authorization Certificate: Admission to the Reading Certificate program requires that the candidate hold a valid elementary or secondary teaching credential, either (1) a teaching credential that requires a bachelor's degree and a professional preparation program that includes student teaching, or (2) a clear, full-time designated subjects teaching credential, provided the holder also possesses a bachelor's degree and has passed the CBEST. Applicants must have a 3.0 GPA in the last 60 semester units.

The applicant must verify three years of successful, full-time teaching experience in any grades or subjects, pre-school through adult at the time of program completion. Applicant must hold a California teaching credential. Out of state credentials must meet the requirements of the California Commission on Teacher Credentialing. Reading Certificate (15 units).

General Requirements for Admissions

Written English Proficiency Requirement

Level One

Applicants to all concentration in elementary education will have their statement of purpose essays (submitted during the admission process) evaluated for writing proficiency. Details about this evaluation appear in each concentration description below.

Level Two

Level Two is satisfied by demonstration of English competency with satisfactory completion of E ED 895 or E ED 898.

Continuous Enrollment Requirement

Students admitted fall 2008 and beyond have the semester they enroll in the culminating experience and the following semester to complete their degree requirements. Those who need additional time must enroll in a zero-unit designated CEL course every subsequent semester until the culminating experience is completed.

For more information, please contact your department or the Graduate College of Education Credential and Graduate Services Center Office (Burk Hall 244).

Professor

JOSEPHINE ARCE (1998), *Professor of Elementary Education*; B.A. (1976), University of California, Santa Barbara; M.A. (1978), California State University, Los Angeles; Ed.D. (1997), University of San Francisco.

HOMAYOUN BORJIAN (2003), *Professor of Elementary Education*; B.S. (1985), California Polytechnic State University; M.A. (1996), Ph.D. (2001), Stanford University.

BARBARA HENDERSON (1998), *Professor of Elementary Education*; B.A. (1984), Haverford College; Ph.D. (1996), Stanford University.

DANIEL REED MEIER (1997), *Professor of Elementary Education*; B.A. (1982), Wesleyan University; M.A. (1984), Harvard University; Ph.D. (1994), University of California, Berkeley.

MARIA ISABEL QUITA (1999), *Professor of Elementary Education*; B.S. (1980), Philippine Normal University; M.Ed. (1991), University of the Philippines; Ph.D. (1997), University of Illinois, Urbana-Champaign.

STEPHANIE L. SISK-HILTON (2005), *Professor of Elementary Education*; B.A. (1993), The Johns Hopkins University; M.A. (1997), Stanford University; Ph.D. (2005) University of California, Berkeley.

Associate Professor

MINA KIM (2007), *Associate Professor of Elementary Education*; B.A. (1995), M.S. (1997), Sungkyunkwan University, Seoul, Korea; Ph.D. (2005), Indiana University, Bloomington.

CHRISTY LAO (2001), *Associate Professor of Elementary Education*; B.A. (1986), Jinan University, China; M.S. (1990), Ph.D. (1993), University of Southern California.

Assistant Professor

MARGUERITE CONRAD (2001), *Assistant Professor of Elementary Education*; B.A. (1978), M.A. (1987), Ph.D. (1994), University of California, Berkeley.

BRADLEY FOGO (2016), *Assistant Professor of Secondary Education, Assistant Professor of Elementary Education*; B.A. (1992), The University of Wisconsin, Madison; M.A. (1996), The University of Montana, Missoula; Ph.D. (2010), Stanford University.

MARIA DEL ROSARIO ZAVALA (2012), *Assistant Professor of Elementary Education*; B.A. (2002), University of California, Santa Cruz; Ph.D. (2012), University of Washington, Seattle.

Masters

- [Master of Arts in Education: Concentration in Early Childhood Education](#)
- [Master of Arts in Education: Concentration in Elementary Education](#)
- [Master of Arts in Education: Concentration in Language and Literacy Education](#)
- [Master of Arts in Education: Concentration in Mathematics Education](#)

E ED 250 Teaching and Learning Beyond the Classroom (Units: 3)

Prerequisite: GE Area A2 with a CR or C- or higher.

Analysis and exploration of how children learn from the local, natural, and built environment. Examine the practice of teaching social studies and science through the use of local historical and educational sites through culturally responsive perspectives. Students will be expected to complete written assignments as a means to participate in professional and scholarly conversations regarding authentic social studies and science issues affecting education. (Plus-minus letter grade only) [Formerly EDUC 250/E ED 250]

Course Attributes:

- D1: Social Sciences

E ED 306 Understanding and supporting Families in ECE (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Theory and practical models for understanding and working with diverse children and families in and out of school settings. There is a requirement of 30 hours of classroom observation and participation per semester when enrolled in one or more undergraduate ECE courses.

E ED 333 Dynamic Educators for the 21st Century (Units: 3)

Prerequisite: Upper division standing or consent of instructor.

Developing a philosophy through critical literacies stances (a way of being, not activities) toward teaching and learning based on social justice and equity. Focus on teaching and learning as multi-dimensional interactive processes. Investigate, articulate theories and practices to develop students' inquiry through integrated curriculum research-based projects for grades Kindergarten-8th grade. (This course is offered as EDUC 333 and E ED 333. Students may not repeat the course under an alternate prefix.)

E ED 450 Art and Learning (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Principles and practices of curriculum planning and instruction for teaching art to K-5 children. Discussions of theory and practice coincide with hands-on art making and curriculum development. Lecture, 2 units; activity, 1 unit. Extra fee required. [Formerly EDUC 450/E ED 450, ART 450]

Course Attributes:

- E1 LLD Pre-Fall 2019
- UD-C: Arts and/or Humanities
- Social Justice

E ED 600 Advanced Issues in Child Development and Learning (Units: 3)

Prerequisite: Upper-division standing.

Child development from infancy to school age. Social, emotional, cognitive, and physical development related to practical implications for programs. Developmental learning sequences in relation to curriculum and teaching styles. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 602 Advanced Curriculum Study in ECE (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Advanced integrated curricular development for young children in culturally and linguistically responsive early childhood setting. Introducing diverse early childhood curricular and discussing DAP teaching and learning materials. Theory, practice, and policy related to creating and implementing integrated curriculum for high-quality ECE programs. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Social Justice

E ED 603 Promoting Young Children's Social and Emotional Development (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4; PSY 330; or consent of the instructor.

Theories and educational programs focusing on children's social and emotional development in culturally responsive early childhood settings. Attachment relationships, prosocial behavior, self-esteem, identity formation, friendships, guidance, and classroom management. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses. (Plus-minus letter grade only)

Course Attributes:

- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Social Justice

E ED 604 Advanced Issues in Collaboration with Families and Communities in ECE (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Understanding and overcoming obstacles to effective communication between educators and parents through conferences, home visits, participation on boards and committees, and problem-solving experiences. The rationale for parent involvement. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Global Perspectives
- Social Justice

E ED 607 Leadership and Administration in ECE (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Ingredients necessary for a functioning staff in child development programs. Dynamics of an interdisciplinary early childhood team: administrators, teachers, parents, and support personnel. Development of roles and communication skills. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 608 Supervised Fieldwork: Preschool Curriculum Development (Units: 3)

Prerequisites: E ED 602 and E ED 610 (may be taken concurrently).

Field experience in an infant, toddler, preschool setting. Implementation of integrated curriculum. There is a requirement of 9 hours per week of classroom observation/ participation in an approved licensed children facility.

E ED 610 Classroom Assessment and Evaluation for Young Children (Units: 3)

Prerequisites: FCS 220, PSY 330; consent of the instructor.

Observation and assessment of children's behavior and development in diverse early childhood settings and communities. Informal observational techniques and the role of assessment in curriculum planning. Thirty hours of classroom observation and participation per semester is required when a student is enrolled in one or more undergraduate ECE courses. (Plus-minus letter grade only)

E ED 611 Advanced Issues in Infant-Toddler Education and Care (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Thorough and practical examination of developmental theory from 0-3 years. Practical applications to planning group programs in a variety of settings. Role of relationships as seen in many contexts. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 613 Integrated Arts Curricula in ECE (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Exposure to modes for creative self-expression available to young children. Theories of creativity applied to developing teaching techniques. Visual arts, music and movement, and how to set up and teach in a learning center for creative arts. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-C: Arts and/or Humanities
- Social Justice

E ED 614 Science, Math, and Technology Curricular in ECE (Units: 3)

Prerequisite: Upper-division standing.

Development of problem solving abilities related to mathematics and science for preschool-age children. Materials and techniques for teaching using an inquiry approach while incorporating everyday experiences. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- E1 LLD Pre-Fall 2019
- Environmental Sustainability
- Social Justice

E ED 615 Environmental Education in ECE (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Helping teachers of young children to explore their sense of wonder and connection with the out-of-doors. Finding nature in the city and expanding outdoor experiences. Field trips to study sites throughout the Bay area. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-D: Social Sciences
- Environmental Sustainability

E ED 616 Language and Literacy in Multilingual ECE Settings (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Children's language learning in culturally and linguistically diverse early childhood settings. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-C: Arts and/or Humanities
- Am. Ethnic & Racial Minorities
- Global Perspectives
- Social Justice

E ED 619 Children's Play: Theory and Practice (Units: 3)

Prerequisite: Upper-division standing.

The role of play in the development of young children. The educator's role in providing an environment which is physically safe, intellectually challenging, and emotionally nurturing, where young children have maximum opportunity to learn through play. Designing environments and programs that recognize the importance of play. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 639 Bilingual Education in the U.S.: A History of Struggle, Resistance, and Achievement (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Examination, exploration and analysis of the history of bilingual education and its impact on educational opportunities for culturally and linguistically diverse students in the U.S. (Plus-minus letter grade only)

Course Attributes:

- UD-D: Social Sciences

E ED 642 Integrating Content Knowledge & Teaching Practices toward a Multiple Subj Cred.: Elem. School (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Integrating content knowledge and teaching practices on issues related to teacher preparation; content integration, test analysis, focused practice; state adopted academic content standards in the teaching profession. May be repeated for a total of 6 units, but only three units may count toward the minor in elementary education. (CR/NC grading only)

E ED 645 Directed Experiences with Children (Units: 1-3)

Prerequisite: Upper-division standing or consent of the instructor.

Registration by recommendation of adviser and consent of the instructor.

Individually guided observation and participation experiences with children in elementary school. May be repeated for a total of 5 units. [CSL may be available]

E ED 655 Hands-on Undergraduate Science Education Experience (Units: 3)

Prerequisite: Restricted to upper-division standing.

Application of knowledge of core science concepts to the teaching of elementary school children; design, implement and analyze the effectiveness of inquiry-based science learning activities to explore how children learn science.

E ED 668 Multicultural Education and Social Justice for Young Children (Units: 3)

Prerequisite: Upper-division standing.

Introduces approaches for integrating education about diversity in early childhood programs. Helping young children develop positive self concept and attitudes about gender, race, ethnicity, and disabilities. Critical thinking skills for challenging bias and thriving in multicultural society. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 681 Teaching Language and Literature with Elementary and Middle School Students (Units: 3)

Prerequisites: GE Areas A1, A2, A3, and B4 or consent of the instructor.

Introduction to children's literature from picture books to chapter books. Topics include the history of children's literature, use of children's literature in the preschool to grade 8 classroom, multicultural and multilingual children's literature, and author and genre study. (Plus-minus letter grade only)

Course Attributes:

- UD-C: Arts and/or Humanities

E ED 687 Seminar: Field Experience (Units: 2-3)

Prerequisite: Enrollment limited to Multiple Subject Credential candidates.

Understanding school and classroom culture, roles of the teacher in contemporary urban school settings. Instruction, teaching, evaluation, professional responsibilities and opportunities, and community relationships. Application of theory to practice. May be repeated for a total of 6 units. (CR/NC grading only)

E ED 699 Independent Study (Units: 1-3)

Prerequisite: Upper-division standing or consent of the instructor.

An intensive study of a particular problem under the direction of a member of the department. Enrollment by petition approved by the instructor, adviser, and department chair. Open to regularly enrolled students only. May be repeated for a total of 6 units.