ELEMENTARY EDUCATION

Graduate College of Education
Interim Dean, Nancy Robinson

Department of Elementary Education
Burk Hall, Room 179
Phone: (415) 338–1562
Chair: Dr. Josephine Arce

Graduate Coordinators:
Elementary Education: Dr. Sisk-Hilton
Early Childhood Education: Dr. Henderson, Dr. Kim, Dr. Meier
Language and Literacy: Dr. Borjian and Dr. Conrad
Mathematics Education: Dr. Zavala

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.

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.

The Master of Arts in Education: Concentration in Language and Literacy is designed to extend candidates’ academic and professional knowledge in the field of language and literacy when teaching linguistically and culturally diverse student populations. The program provides elementary, middle, and secondary school teachers with advanced knowledge of research, theory, and practices in reading and language arts with a particular emphasis on the needs of English and second language learners. There is a strong emphasis on teaching literacy to students who are in urban school settings.

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.

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 who were admitted to a M.A. program before fall 2008 are required to be enrolled in the University during the semester of anticipated graduation. To meet this requirement, many students choose to enroll in a zero-unit designated College of Extended Learning course established for this purpose.

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 Graduate Office (Burk Hall 244).

Professors
Arce, Borjian, Henderson, Meier, Quita

Associate Professors
Kim, Lao, Sisk-Hilton

Assistant Professors
Conrad, Fogo, Zavala

Masters

- Master of Arts in Education: Concentration in Early Childhood Education (bulletin.sfsu.edu/colleges/education/elementary-education/education-concentration-early-childhood-education)
- Master of Arts in Education: Concentration in Elementary Education (bulletin.sfsu.edu/colleges/education/elementary-education/education-concentration-elementary-education)
- Master of Arts in Education: Concentration in Language and Literacy Education (bulletin.sfsu.edu/colleges/education/elementary-education/education-concentration-language-literacy-education)
- Master of Arts in Education: Concentration in Mathematics Education (bulletin.sfsu.edu/colleges/education/elementary-education/education-concentration-mathematics-education)
E ED 250 Teaching and Learning Beyond the Classroom (Units: 3)
Analysis and exploration of how children learn from the local, natural, and built environment. Examining the practice of teaching social studies and science through the use of local historical and educational sites. (Plus-minus letter grade only)
(This course is offered as EDUC 250 and E ED 250. Students may not repeat the course under an alternate prefix.)
Course Attributes:
• D1: Social Sciences

E ED 306 Collaborations and Partnership with Families in ECE (Units: 3)
Prerequisite: Upper division standing or consent of 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/participation per semester when a student is 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)
Prerequisite: Upper division standing.
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. Classwork, 1 unit; activity, 2 units. Extra fee required. [Formerly ART 450]
(This course is offered as EDUC 450 and E ED 450. Students may not repeat the course under an alternate prefix.)
Course Attributes:
• E1: Lifelong Learning Develop
• UD-C: Arts and/or Humanities
• Social Justice

E ED 602 Advanced Curriculum Study in ECE (Units: 3)
Prerequisite: Upper division standing or consent of 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)
Prerequisite: PSY 330.
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)
Prerequisite: Upper division standing.
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
• Social Justice

E ED 605 Supervised Student Teaching in Observation and Evaluation in ECE (Units: 3)
Prerequisite: E ED 600 or E ED 610 (may be taken concurrently).
Supervised field experience in an infant, preschool, or school-age daycare program. Techniques of observation and other evaluations will be practiced and used to develop individualized learning 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.
E ED 607 Leadership and Administration in ECE (Units: 3)
Prerequisite: Upper division standing or consent of 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: CFS 320, PSY 330, and consent of instructor.
Observation and assessment of children's behavior and development in diverse early childhood settings and communities. Informal observational techniques, role of assessment in curriculum planning. 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)

E ED 611 Advanced Issues in Infant-Toddler Education and Care (Units: 3)
Prerequisite: Upper division standing or consent of 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)
Prerequisite: Upper division standing.
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.

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: Lifelong Learning Develop
- Environmental Sustainability
- Social Justice

E ED 615 Environmental Education in ECE (Units: 3)
Prerequisite: Upper division standing.
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)
Prerequisite: Upper division standing or consent of 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)
Prerequisite: Upper division standing or consent of 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.) (This course is offered as EDUC 639 and E ED 639. Students may not repeat the course under an alternate prefix.)

Course Attributes:
- UD-D: Social Sciences

E ED 640 Gear Up Tutors in Schools (Units: 3)
Prerequisite: Must be accepted in the GEAR UP program.

Explore and identify best educational practices to prepare middle school students in San Francisco for college level studies and to gain access to higher education. May be repeated for 18 units. (CR/NC grading only)

E ED 642 Integrating Content Knowledge & Teaching Practices toward a Multiple Subj Cred.: Elem. School (Units: 3)
Prerequisite: Upper division standing or consent of 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.

E ED 645 Directed Experiences with Children (Units: 1-3)
Prerequisite: Upper division standing or consent of instructor.

Individually guided observation and participation experiences with children in elementary school. Registration by recommendation of adviser and consent of instructor. 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: Upper division standing.

Application of knowledge of core science concepts to the teaching of elementary school children; design, implement, and analyze the effectiveness of inquire-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)
Prerequisite: Upper division standing or consent of instructor.

Introduction to children's literature from picture books to chapter books. Topics include 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) (This course is offered as EDUC 681 and E ED 681. Students may not repeat the course under an alternate prefix.)

Course Attributes:
- UD-C: Arts and/or Humanities

E ED 687 Seminar: Field Experience (Units: 1-3)
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 instructor.

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