

EDUCATION (EDUC)

EDUC 10. Critical Thinking and the Educated Person. 3 Units

General Education Area/Graduation Requirement: Critical Thinking (A3)
Examines thinking process patterns and dispositions, for self, children, parents and educators. Familiarizes students with critical thinking, provides a systematic approach to its process and components. Students will learn about problem solving, decision-making, logical and creative thinking. The study of critical thinking will be supplemented with readings, discussions, and written assignments. Implements critical thinking applications used both in student's academic and personal lives.

EDUC 10H. Critical Thinking and the Educated Person: Honors. 3 Units

Prerequisite(s): Open only to Honors students.

General Education Area/Graduation Requirement: Critical Thinking (A3)
This introductory course will examine the thinking process patterns and dispositions for self, children, parents and educators. The purpose of this course is to familiarize students with critical thinking, and to provide a systematic approach to its process and components. Students will learn about problem solving, decision-making, logical and creative thinking. The study of critical thinking will be supplemented with readings, discussions, and written assignments. The course will implement critical thinking applications used both in student's academic and personal lives.

EDUC 18. Mathematical Practices Across Cultures. 3 Units

General Education Area/Graduation Requirement: Further Studies in Area B (B5)

Introduction to diverse mathematical thought, action and practices across cultures. Mathematics will be seen from a diversity of contexts. Learners will consider how diverse contexts and traditions both reflect a culture's heritage and worldview and influence the mathematics learned and used. Topics covered include: ethnomathematics, mathematical modeling, and cultural connections in relation to diverse forms of quantitative reasoning, problem solving, numbering, systems of organization, perceptions of time and space as experienced by diverse traditions and peoples.

EDUC 21. First Year Seminar: Becoming an Educated Person. 3 Units

General Education Area/Graduation Requirement: Understanding Personal Development (E)

Introduction to the nature and possible meanings of higher education, and the functions and resources of the University. Designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. Students will have the opportunity to interact with fellow classmates and the seminar leader to build a community of academic support and personal support.

EDUC 99. Special Problems. 1 - 3 Units

Prerequisite(s): Instructor permission.

Individual projects designed especially for lower division students capable of independent study. Focus is on issues and topics involving exceptional populations.

Note: may be repeated for up to 12 units of credit

Credit/No Credit

EDUC 100A. Educating Students with Disabilities in Inclusive Settings. 2 Units

Corequisite(s): EDUC 100B.

This course provides an overview of current knowledge about individuals with disabilities within the context of inclusive educational and community-based settings, with substantial focus on the role of the educator in the education of students who have disabilities in diverse communities. Content includes historical factors, legislation, causes and characteristics, educational needs, educational strategies, including educational technologies, assessment, collaboration, and support services for individuals with disabilities ranging across mild, moderate, severe, and profound disability levels.

Note: Designed to meet the Special Education requirement for a clear multiple and single subject credential.

EDUC 100B. Educating Students with Disabilities in Inclusive Settings Lab. 1 Unit

Corequisite(s): EDUC 100A.

Field-based 30 hour experience. Lab is a synthesis and application of EDUC 100A course content in educational setting for students who receive special education services. Students will verify multiple experiences across the age-span and in inclusive educational settings, agencies, and community environments.

Credit/No Credit

EDUC 101A. Consultation Strategies for Educators of Students with Disabilities. 2 Units

Corequisite(s): EDUC 101B.

Basic skills for effective collaboration and teaming are practiced through simulations, reflective case study analyses, and interviews with families, paraprofessionals, and related service providers. Cultural, socioeconomic and organizational implications are analyzed.

EDUC 101B. Consultation Strategies for Educators of Students with Disabilities - Lab. 1 Unit

Corequisite(s): EDUC 101A.

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDUC 101A) in the development of basic collaboration strategies for individuals with mild/moderate disabilities. Students are required to participate in class visitations, interviews, and other field assignments.

Credit/No Credit

EDUC 102. Characteristics and Management of Career Technical Education. 3 Units

Demonstrates how to design motivating instruction that builds self esteem, maintains on-task behavior, and promotes learning among students at different developmental levels and of varying abilities. Examines stages of development of the career technical education learner and methods of maintaining student discipline using strategies that are free of bias and promote learning among diverse students.

EDUC 103. Assessment and Instruction in Career Technical Education. 3 Units

Prerequisite(s): EDUC 102.

Demonstrates how to develop performance criteria, continuously assess student performance levels, prepare lesson plans and units of instruction for use with individual, small group, and whole class delivery systems, keep accurate records of student achievement, and perform program evaluations.

EDUC 104. Teaching Diverse Learners in Career Technical Education.**3 Units**

Demonstrates how to encourage excellence among and design instruction for students from different gender, ethnic, religious, sexual orientation, language, and ability groups. Includes consideration of relevant law, sensitivity towards cultural heritages, principles of language acquisition, bias free instructional materials, and inclusionary programs. Examines the work of major education theorists and the research on effective teaching practices. Demonstrates the use of technology and computers in instruction.

EDUC 105. Advanced Instructional Design, Program Evaluation and Leadership in Career Technical Education.**3 Units**

Demonstrates how to recruit, place and guide students, organize a program advisory committee, plan and manage a program budget, implement a plan for preventive maintenance, manage customer service, and reflect current professional association best practices. Examines local state, and federal structure of technical education. Demonstrates how to plan and prepare a complete course of instruction, including goals, lesson plans, materials, strategies, and assessment procedures, teaching critical thinking and problem solving skills. Develops and uses student and employer follow-up studies as a part of an evaluation plan that leads to program improvement.

EDUC 106. Instructional Supervision/Coordination I of Career Technical Education.**3 Units**

Prerequisite(s): Students must be admitted to the BSCTS program Offers student participation in performance-based objectives program addressing the following major topics: Principles of supervision, supervision models, consultation and coordination skills, facilitation skills, curriculum management, and labor relations.

EDUC 107. Instructional Supervision/Coordination II of Career Technical Education.**3 Units**

Prerequisite(s): Student must be admitted to the BSCTS program Offers student participation in a performance-based objectives program addressing the following major topics: School finance, grants and proposals, teacher observation models, staff development models, and total quality management practices.

EDUC 109. Career Guidance in Career Technical Education.**1 Unit**

Prerequisite(s): Application for Review of Work Experience) Examines the occupational history of students and assists them in gathering documentation to support their request to the CSU Reviewing Committee. Assists students in identifying goals for professional accomplishment.
Credit/No Credit

EDUC 110. Current Issues in Career Technical Education.**3 Units**

Prerequisite(s): Student must be admitted to the BSCTS program Provides in-depth investigation of various problems and issues confronting the career technical educator in public and private sectors. The class will focus on the specific issues of adult career development and perspectives of work. These issues will be explored from both global and personal perspectives. Students will gain awareness and understanding in relation to their own individual career development, as well as the career development of those with whom they work or will work.

EDUC 111. Education for Career Technical Students with Special Needs.**3 Units**

Introduces concepts and practices of inclusion of special needs students as provided for under federal legislation and case law. Methods of adapting instruction and devising positive behavioral supports for students of diverse abilities are studied. Methods of assessing the progress of students with diverse abilities are examined.

EDUC 112. Legislation and Financing of Career Technical Education.**3 Units**

Prerequisite(s): Student must be admitted to the BSCTS program Offers a historical review of legislation and financing of career technical education programs at the federal, state, and local levels, addressing community colleges, regional occupational programs, secondary schools, corrections, private post-secondary schools, private industry education and training.

EDUC 113. Introduction to Technology Based Teaching Strategies in Career Technical Education.**3 Units**

Prerequisite(s): Student must be admitted to the BSCTS program Examines the use of computers and their application in career technical instruction. Applications involving direct instruction, discovery learning, problem solving, assessment, practice and presentation are learned. Other technologies that support teaching and learning are studied and practiced. Issues involved in access to and use and control of computer based technologies in a democratic society are studied.

EDUC 114. Multicultural Career Technical Education for a Pluralistic Society.**3 Units**

Prerequisite(s): Student must be admitted to the BSCTS program Examines cultural diversity and the historical and cultural traditions of the major cultural, ethnic, and linguistic groups in California. Methods of effective ways to include cultural traditions and community values in the instructional program are learned. Principles of second language acquisition, language teaching strategies, and curriculum adaptations for students whose second language is English are studied.

EDUC 115. Behavior Management and Total Quality Management in Career Technical Education Program.**3 Units**

Prerequisite(s): Student must be admitted to the BSCTS program Teaches students how to manage the classroom and learning behavior of career technical education students in various settings under various circumstances. Total Quality Management procedures for career technical education/training programs are studied.

EDUC 116. Special Problems in Career Technical Education. 1 - 3 Units

Prerequisite(s): Student: must be admitted to the BSCTS program Individualized study of various questions and problems within career/technical education determined collaboratively by the student and the instructor.
Credit/No Credit

EDUC 117. Field Experience in Career Technical Education. 1 - 6 Units

Prerequisite(s): Student must be admitted to the BSCTS program Individualized field experience designed collaboratively by the student and instructor.

Note: Department consent required

Credit/No Credit

EDUC 120. Literature For Children.**3 Units**

Prerequisite(s): Must have Junior or higher standing to enroll in this course
Historical and modern children's literature; standards of selection and acquaintance with the leading authors and illustrators; procedures and practices in methodology.

- EDUC 121. Multicultural Children's Literature.** ✍️ 🎧 **3 Units**
Prerequisite(s): GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.
General Education Area/Graduation Requirement: Humanities (Area C2), Race & Ethnicity Graduation Requirement (RE), Writing Intensive Graduation Requirement (WI)
 Survey of historical and modern multicultural children's literature examining standards of selection and acquaintance with the leading authors, illustrators and book awards; procedures and practice in methodology. Focus on children's literature which represents the diversity in America and fosters an understanding of the cultural values, identity, and heritage of those populations.
- EDUC 124A. Tutoring Children in Mathematics.** **2 Units**
Corequisite(s): EDUC 124B.
 Orientation to concept and practice of tutoring basic mathematics skills including developing conceptual understanding and the ability to scaffold instruction of addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. After completing on-campus training, students are placed in nearby school districts. May be taken by all undergraduate students and is strongly recommended for students considering careers in education, criminal justice, psychology, and social work. It may also be used as an elective in the Blended Teacher Education Program.
Note: May be taken twice for credit.
- Credit/No Credit
- EDUC 124B. Tutoring Children in Mathematics: Practicum.** **1 Unit**
Corequisite(s): EDUC 124A.
 Practicum of tutoring basic mathematics skills and scaffolding instruction of addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. After completing on-campus training, students are placed in nearby school districts. May be taken by all undergraduate students and is strongly recommended for students considering careers in education, criminal justice, psychology, and social work. It may also be used as an elective in the Blended Teacher Education Program.
Note: May be taken twice for credit.
- Credit/No Credit
- EDUC 125A. Tutoring Children in Reading.** **2 Units**
Corequisite(s): EDUC 125B.
 Orientation to concept and practice of tutoring basic reading skills including sight word recognition, word analysis skills, oral fluency, and comprehension. After completing on-campus training, students are placed in nearby school districts.
Note: Strongly recommended for students considering careers in education, criminal justice, psychology and social work. May be repeated once for credit. May also be used as an elective in the Blended Teacher Education Program.
- Credit/No Credit
- EDUC 125B. Tutoring Children in Reading Practicum.** **1 Unit**
Corequisite(s): EDUC 125A
 Field-based course provides a synthesis and application of course content learned in EDUC 125B. Students are placed in a primary level setting for at-risk students who read approximately two grade levels below their peers. The twice-weekly practicum focuses on comprehension questioning strategies, learning styles and differences, multicultural and ESL strategies, Reader's theater and poetry, and motivating students to achieve greater academic success.
Note: May be taken by all undergraduate students and must be taken concurrently with EDUC 125A.
- Credit/No Credit
- EDUC 126. Assisting the Elementary Classroom Teacher.** **3 Units**
Prerequisite(s): EDUC 125A.
 Directly connected to hands-on classroom experiences. Students will be intensively trained in workshops, and will work as teacher assistants in public schools (4 hours per week). Students will learn strategies for working with diverse groups of students at all grade levels; keep weekly tutoring logs; and write a case study on a student and present their findings to the class. Students will reflect on their own growth and development.
Note: May be repeated once for credit.
- Credit/No Credit
- EDUC 127A. Field Experience in After School STEM Programs.** **2 Units**
Corequisite(s): EDUC 127B
 Orientation to high quality Science, Technology, Engineering, and Mathematics (STEM) instruction. On-campus training includes skills to develop conceptual understanding and ability to scaffold instruction for elementary and middle school aged students in STEM after school programs. After completing on-campus training, students assist with instruction in nearby school STEM programs.
Note: May be taken twice for credit
- Credit/No Credit
- EDUC 127B. Field Experience in After School STEM Programs: Practicum.** **1 Unit**
Corequisite(s): EDUC 127A
 This course is designed to connect students with local public school partners in after school programs that support inquiry based STEM activities with K-8 children. After completing on-campus training, students then complete the practicum.
Note: May be taken twice for credit
- Credit/No Credit
- EDUC 128. Education and Communication in Korean Society.** **3 Units**
 This course is designed to explore various dimensions of the education and the communication in Korea. It will focus on (a) the Korean educational philosophy, system, and practices of all levels -preschool to higher education; (b) the Korean language in a variety of communicative contexts; and (c) how education and communication shape and interface. The similarities and differences in education and communication between South Korea and the United States will be also investigated.

EDUC 130A. Typical Atypical Developmental Characteristics and Outcomes for Young Children with Disabilities. 2 Units**Prerequisite(s):** CHDV 30 or approved equivalent.**Corequisite(s):** EDUC 130B.

Examination of disabilities and risk factors and their influence on developmental competencies and outcomes for infants, toddlers, and young children. Content will include typical developmental patterns of young children, atypical development due to prenatal, perinatal and early childhood developmental risk factors including low incidence disabilities, and an introduction to interventions in a range of community settings to address the unique needs of these children and their families. Lecture.

EDUC 130B. Typical Atypical Development Characteristics and Outcomes for Young Children with Disabilities Lab. 1 Unit**Prerequisite(s):** CHDV 30 or approved equivalent.**Corequisite(s):** EDUC 130A.

Field-based practice lab (30 hours). Lab will be a synthesis and application of lecture/discussion course content in home based, center based, and community settings serving infants, toddlers, and young children with disabilities and their families.

Credit/No Credit

EDUC 131A. Introduction to Family Centered Service Delivery In Early Childhood Special Education. 2 Units**Prerequisite(s):** EDUC 130A and EDUC 130B or its equivalent.**Corequisite(s):** EDUC 131B.

Designed to enable participants to gain knowledge and develop skills necessary to provide culturally responsive, family-centered approaches to assessment and intervention for infants and young children with disabilities. Focus will be on the historical, theoretical, and philosophical bases for family-centered service delivery, including an emphasis on understanding family systems and family life stages, respect for cultural diversity, the IFSP process, collaborative parent-professional relationships, parent advocacy, and transition planning. Lecture.

EDUC 131B. Introduction to Family Centered Service Delivery in Early Childhood Special Education Laboratory. 1 Unit**Prerequisite(s):** EDUC 130A and EDUC 130B or its equivalent.**Corequisite(s):** EDUC 131A.

Field-based practice lab (30 hours). Lab will be a synthesis and application of lecture course content (EDUC 131A) in home-based, center-based and/or community settings serving infants and young children with disabilities and their families.

Credit/No Credit

EDUC 155. Introduction to Counseling. 3 Units

Introduction to the profession of counseling, including differences between professional counseling and other professions, counseling theories, consultation skills and an introduction to basic counseling skills. Lecture three hours.

Note: Open to unclassified students on a space available basis. Required prerequisite for the Master of Science in Counseling and requirement for the Counseling minor, not included in 200-series 60 unit program for master's degree. Instructor approval required.

EDUC 156. Power, Privilege and Self Identity in Counseling. 3 Units

Focuses on understanding how one's values, attitudes, belief systems impact perception of differences related to race, ethnicity, culture, etc. Experiential activities promote self awareness while developing capacity in becoming a culturally responsive/skilled counselor. Historical processes that created inter and intra group constructs are explored.

Note: Open to unclassified students on a space available basis. Required corequisite for the Master of Science in Counseling and requirement for the Counseling Minor, not included in 200-series 60 unit master's degree. Instructor approval required.

EDUC 157. Child and Family Psychopathology. 3 Units**Prerequisite(s):** Students minoring in counseling must take CHDV 30 or CHDV 35 or PSYC 2.

Examines the etiology of development and mental health issues in children, youth and caregivers, including genetic and socio-cultural factors. The classification and treatment of abnormal behavior within family contexts will also be explored. Recommended for human services majors such as child development, education, psychology, counseling, social work and criminal justice.

EDUC 160. Urban Education. 3 Units**Prerequisite(s):** GEAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.**General Education Area/Graduation Requirement:** GE AREA D, Writing Intensive Graduation Requirement (WI), Race & Ethnicity Graduation Requirement (RE)

Designed to enhance students' knowledge of urban schooling, especially related to dynamics of race, class, and culture. Along with a Service Learning component in urban schools, provides analysis of the following: historical, socioeconomic, and political factors influencing urban education; the distribution of opportunity in cities and their schools; and effective instructional organizational practices that close the achievement gap, including the development of positive school cultures and the use of community services and resources.

EDUC 165. Sex Role Stereotyping in American Education. 3 Units**Prerequisite(s):** GEAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.**General Education Area/Graduation Requirement:** Race & Ethnicity Graduation Requirement (RE), Writing Intensive Graduation Requirement (WI), Understanding Personal Development (E)

Survey course designed to introduce students to the educational problems and practices resulting from societal sex role stereotyping. It analyzes the specific effects of sex and race stereotyping in the total school setting.

- EDUC 168. Foundational Issues for a Multicultural, Pluralistic Society, B. 3 Units**
Prerequisite(s): Admission and enrollment in BMED multiple subject credential program; EDBM 117.
Corequisite(s): EDBM 402B.
 Critical examination of the socio-political relationship between California's public schools and its major population subgroups (as defined by culture, gender, social class, language, race/ethnicity, and ability). Candidates critically reflect on the philosophy and practices of schooling in relation to students' culture, family and community; analyze institutional and instructional practices for educational equity; and develop alternative instructional activities based on the principles of multicultural education and English language learning in a democratic society. Lectures, discussions, small group work, simulations, field tasks.
- EDUC 170. Bilingual Education: Introduction to Educating English Learners. 3 Units**
 Introductory study of important themes regarding the education of English Learners. Covers the history of bilingual education; relevant legal mandates and court rulings; first and second language acquisition; linguistic development; theory and practice of effective programs; and beginning methods, materials and strategies responsive to the students' primary language and assessed levels of English proficiency. A fieldwork component involving the tutoring of an English Learner is required.
Note: EDUC 170 is a prerequisite for EDMS 272, EDBM 279.
- EDUC 171. Bilingualism in the Classroom. 3 Units**
 Provides an overview of the language factors that impact first and second language acquisitions in the K-12 classrooms and will provide opportunities through which they will build a palette of strategies that can be utilized to enhance language development within the realms of listening, speaking, reading, writing, and thinking. A combination of theory and practice will provide the base as students read, discuss, listen to lectures, view videos, conduct in class and field-based tasks, and synthesize their thoughts in writing.
- EDUC 172. Introduction to Hmong Literacy. 3 Units**
Prerequisite(s): Fluent in Hmong
 This course covers fundamental literacy components of the Hmong language. It examines the historical development and maintenance of the Hmong oral and written language and related issues based on lectures, class discussions, group work, writing assignments, and a research paper. It fulfills one of the requirements for teaching credential students pursuing the Bilingual Cross Cultural Authorization (BCLAD).
- EDUC 173. Hmong History and Culture. 3 Units**
 This course covers history of the Hmong dated 5,000 years ago to the present. It examines Hmong history and culture as it evolves through living in various Asian countries and in the United States through lectures, class discussions, group work, writing assignments, and a research paper.
- EDUC 175. Pedagogy and Academic Language Skills in Spanish for Bilingual Educators. 3 Units**
Prerequisite(s): Spanish fluency/literacy required.
 This course is designed to provide participants background and foundational knowledge in Standard Spanish language use, language varieties in Spanish, issues of power and language in our society, academic language use, and bilingual methods. Participants will examine theoretical and practical issues in bilingual language use in society and in the classroom. Participants will learn and apply bilingual teaching methods, will analyze children's bilingual language use, and also will evaluate Spanish medium texts and trade books.
- EDUC 194. Cooperative Education Experience. 3 Units**
Prerequisite(s): Approval of Department Chair.
 Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive employment in school districts, state and community agencies, companies, and other appropriate settings. Requires attendance at weekly meetings, preparation of application packet, completion of field study assignment and a written final report.
Note: Units may not be used to meet course work requirements.
 Credit/No Credit
- EDUC 199. Special Problems. 1 - 3 Units**
 Individual projects designed especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and Department Chair.
 Credit/No Credit