EDUCATION (EDUC)

EDUC 1. Education, Equity, & American Society. 3 Units
General Education Area/Graduation Requirement: Social and Behavioral Sciences (4-A), Race & Ethnicity Graduation Requirement (RE)
Term Typically Offered: Fall, Spring, Summer

This introductory course provides an overview of the broad landscape of public education in the United States. The course includes three units: 1) Historical Moments in Education, 2) Contemporary Issues in Education, and 3) Social Justice Approaches in Education. Each introduces students to ways in which race, ethnicity, and intersectional identities have shaped students' experiences in schools. Student's will be acquainted with historical practices and systems that inform present school conditions, and socially just reforms.

EDUC 10. Critical Thinking and the Educated Person. 3 Units
General Education Area/Graduation Requirement: Critical Thinking (1-B)
Term Typically Offered: Fall, Spring

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 (1-B)
Term Typically Offered: Fall, Spring

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: MathematicalConcepts & QuantitativeReasoning (2-A)
Term Typically Offered: Fall, Spring

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 world view 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
Term Typically Offered: Fall, Spring

Introduction to the meaning of higher education, resources of the University, and skills for lifelong learning. Designed to help students develop academic success strategies and to improve information literacy, intercultural competence, and integrative thinking. Provides students with the opportunity to interact with fellow students and seminar faculty to build a community of academic and personal support.

EDUC 77. Career Vision Seminar. 1 Unit
Term Typically Offered: Fall, Spring

Through meetings with 10-15 peers, in this 1 unit seminar students will do the following: clarify core values, interests and strengths; identify and apply for a volunteer, internship or part-time entry-level position related to careers of interest to students; and create a publicly viewable online skills portfolio showcasing what students are learning in college and how that learning relates to the world of work.

EDUC 99. Special Problems. 1 - 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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.

EDUC 100B. Educating Students with Disabilities in Inclusive Settings Lab. 1 Unit
Corequisite(s): EDUC 100A.
Term Typically Offered: Fall, Spring

Field-based 30-hour experience. Lab is a synthesis and application of EDUC 100A course content in educational settings for students birth to age 22 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.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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. Foundations in Career and Technical Studies. 3 Units
Prerequisite(s): Students need to be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

This course will introduce students to Career & Technical Studies with a focus on college and career readiness by developing a foundation for careers as teachers, trainers, and facilitators in the public and private sector. Students will also explore brain based learning, historical and legislative developments in CTE and Adult Education, lesson plan development, as well as different teaching and learning strategies for participation in a 21st century workforce.

EDUC 103. Assessment and Instruction in Adult and Organizational Training. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Demonstrates how to develop performance criteria, continuously assess learner performance levels and evaluate student achievement. Students develop a standard-based course outline and prepare training modules and units of instruction of use for individual, small group and whole class delivery systems.

EDUC 104. Teaching Issues of Diversity in Schools and Workplace. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Demonstrates how to encourage excellence among and design instruction from different gender, ethnic, sexual orientation, language, and ability groups. This course aims to include research and discussion on education and employment law in regards to sensitivity towards cultural heritages, principles of language acquisition, bias free instructional/workplace materials and inclusive practices.

EDUC 105. Advanced Instructional Design, Program Evaluation and Leadership in Career Technical Studies. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Explores aspects of CTS program design and management. Investigates aspects of organizing a program following guidelines detailed in the California Career Technical framework. Considers methods of program evaluation following the model set forth by the Western Association of Schools and Colleges (WASC). Examines leadership qualities and values, analyzing potential benefits and liabilities of various leadership styles.

EDUC 106. Individual Growth Through the Examination of Personal Assets, Philosophies and Life Experiences. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

This course is designed as a primer for EDUC 107 by introducing concepts, exercises, and research that focus on the personal elements associated with leadership and self-growth. Participants will develop greater self-awareness and understanding of key personal assets/issues that impact leadership development and enhance organizational communication and growth. The impact of life experiences and personal philosophies will be discussed as they relate to effective leadership development. An inter-interdisciplinary approach to personal growth and development will be emphasized.

EDUC 107. Designing Solutions. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Offers student participation in innovative solutions to organization, team, and individual needs. Using design thinking¿s iterative process, students will be able to identify needs and develop potential solutions to meet those needs to improve performance.

EDUC 109. Career Guidance in Career Technical Studies. 1 Unit
Prerequisite(s): Application for Review of Work Experience. Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Examines the professional history of students and assists them in gathering documentation to support their Experimental Learning Portfolio for submission to the CSU Reviewing Committee. Assists students in identifying goals for professional accomplishment.
Credit/No Credit

EDUC 110. Current Issues in Workforce Development. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Course provides an in-depth investigation of various challenges and issues facing workforce development professionals in the public and private sectors. Students will utilize Design Thinking tools in order to identify and study critical workforce development issues, and develop solutions that benefit the individual and organization.

EDUC 111. Education for Career Technical Students with Special Needs. 3 Units
Term Typically Offered: Fall, Spring

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. Organizational Policies, Finance and Legislation. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

This course aims to provide students with information which will enhance their understanding of organizational finance, legislation and policies. Critical to this course is the understanding that Career and Technical Education (CTE) organizations rely on local, state and national policy, finance and legislation to function.

EDUC 113. Implement Digital Technologies with Ethical Knowledge. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Develop professional competencies in digital and emerging technologies, defined by the National Association of Colleges and Employers (NACE) taskforce. Cultivate a keen awareness about digital technologies when blending fundamental ethical principles and foresight to make quality decisions. Identify and implement effective pathways to learn and ethically adapt emerging technologies strategically. Solve problems effectively to attain sustainable goals.

EDUC 114. Theories and Practices of Multiculturalism in Schools and Organizations. 3 Units
Prerequisite(s): Students must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

An introduction to the study of multiculturalism and its impact on schools and the workplace. The primary objective is to provide a learning environment which is conducive to the development of knowledge, understanding, and skills consistent with multicultural training and pluralistic philosophies. Students will examine the work of adult education theorists and business scholars that impact schools and the workforce. The course examines social institutions, beliefs, customs, and social trends affecting adult education, organizations, and the workforce.

EDUC 115. Improvement Science for Organizational Effectiveness. 3 Units
Prerequisite(s): Student must be admitted to the BSCTS program.
Term Typically Offered: Fall, Spring, Summer

Course explores improvement science methods for disciplined inquiry to solve specific problems of practice. Using assessment tools, strategic planning, systems thinking and organizational development, this course focuses on creating innovative solutions to business and marketplace challenges.

EDUC 116. Methods of Inquiry in Career Technical Studies. 3 Units
Prerequisite(s): Student must be admitted to the BSCTS program
Term Typically Offered: Fall, Spring, Summer

This course provides students with a broad overview of methods and models of academic research. Students will evaluate sources and prioritize those with the highest quality according to key identifying factors. Students will gain understanding of how individual research models are matched to specific issues and problems within the domain of Career Technical Studies, and relate these to their own individual growth and career development based upon their particular interests, goals and strengths.

EDUC 117. Field Experience in Career Technical Education. 1 - 6 Units
Prerequisite(s): Student must be admitted to the BSCTS program
Term Typically Offered: Fall, Spring

Individualized field experience designed collaboratively by the student and instructor.
Note: Department consent required

Credit/No Credit

EDUC 118. Integrative Perspectives in Leadership. 3 Units
Prerequisite(s): Students must be admitted to BSCTS program.
Term Typically Offered: Fall, Spring, Summer

This course explores methods of integrative thinking, holistic leadership practices, cultural perspectives, and mindful communication techniques for current and future leaders. This course defines leadership styles and gives students the opportunity to apply integrative thinking models across multiple disciplines.

EDUC 120. Literature For Children. 3 Units
Prerequisite(s): Must have Junior or higher standing to enroll in this course
Term Typically Offered: Fall, Spring

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): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Humanities (3-B), Writing Intensive Graduation Requirement (WI), Race & Ethnicity Graduation Requirement (RE)
Term Typically Offered: Fall, Spring, Summer

This course provides an overview of children¿s literature focused on the diversity in the United States and fosters an understating of the cultural values, and identity of those populations. Students will analyze how historical, contemporary, social, and political forces have shaped diversity within children¿s literature. This course will examine portrayals of race, ethnicity, sexuality, gender, ability, and intersecting social-cultural identities within children¿s literature. The course will evaluate how social justice themes within children¿s literature advocate for anti-racism, diversity, and inclusion.

EDUC 124A. Tutoring Children in Mathematics. 2 Units
Corequisite(s): EDUC 124B.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

The purpose of this course is to examine methods of tutoring in literacy and to provide the tools to motivate and teach children. Additionally, influences integral to the development of children (cognitive, social-emotional, and physical development) will be explored through the intersections of students' identities (e.g., family, race, sex, gender, and cultural perspectives). Students are required to concurrently enroll in EDUC 125B Field Experience where 40 hours of direct service will be completed at a designated elementary school site.
Note: Course may be repeated twice for credit. Service Learning may be required.

EDUC 125B. Tutoring Children in Reading Practicum. 1 Unit
Corequisite(s): EDUC 125A Service Learning may be required.
Term Typically Offered: Fall, Spring

Field-based course provides a synthesis and application of course content learned in EDUC 125A. Students are placed in a elementary school setting for at-risk students The twice-weekly practicum focuses on comprehension questioning strategies, learning styles and differences, ELD strategies, theater and poetry reading, and motivating students to achieve greater academic success. EDUC 125A is the lecture portion of this course (2 units) and EDUC 125B (1 unit) is where students will complete field experience hours at a school.
Note: May be taken by any undergraduate student and must be taken concurrently with EDUC 125A; course may be repeated twice for credit.

EDUC 126. Assisting the Elementary Classroom Teacher. 3 Units
Prerequisite(s): EDUC 125A.
Term Typically Offered: Fall, Spring

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
Term Typically Offered: Fall, Spring

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
Term Typically Offered: Fall, Spring

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
Term Typically Offered: Fall, Spring

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 129. Teaching Science in Outdoor Settings. 3 Units
Term Typically Offered: Fall, Spring

This course provides students with experiential learning in an outdoor setting with the aim of developing and implementing outdoor education activities for children grades 4-7. By engaging in the practices of mindfulness and ecotherapy, students will gain awareness and appreciation for the outdoors. Students will also gain knowledge on how to implement science-focused activities that incorporate the Next Generation Science Standards and California's Environmental Principles and Concepts while incorporating Social Emotional Learning Principles and Standards.
Note: Students will be required to attend the field site during scheduled class meeting times and must complete fieldwork clearance paperwork. Course can be repeated.

Credit/No Credit

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.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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.
Term Typically Offered: Fall, Spring

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 152. Hmong in Education. 3 Units
General Education Area/Graduation Requirement: Social and Behavioral Sciences (4-A)
Term Typically Offered: Spring only

This course provides an overview of Hmong educational and lived experiences within the United States. Students will analyze how historical, contemporary, social, and political forces have shaped Hmong educational access and attainment. The course will examine how intersections of identities such as race, ethnicity, language, immigration status, gender, and sexuality that inform Hmong American PK-16 educational pipeline experiences.

EDUC 153. Black/African American Education. 3 Units
General Education Area/Graduation Requirement: Social and Behavioral Sciences (4-A), Race & Ethnicity Graduation Requirement (RE)
Term Typically Offered: Fall, Spring

The course explores the role of education as a tool for self-determination and liberation among Black/African Americans in the U.S. It examines how historical, legal, political, economic, and cultural factors shaped educational access and attainment in PK-16 schools. Students will study the agency and activism of Black communities in advancing equity and racial justice and draw parallels to the experiences of other racial and ethnic communities. Centering Black Intellectual Thought, the course highlights the contributions of African Americans to the broader field of American education.

EDUC 155. Introduction to Counseling. 3 Units
Term Typically Offered: Fall, Spring

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. Requirement for the Counseling minor, not included in 200-series 60 unit program for master's degree.

EDUC 156. Power, Privilege and Self Identity in Counseling. 3 Units
Term Typically Offered: Fall, Spring

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. Required for the Counseling Minor, not included in 200-series 60 unit master's degree.

EDUC 157. Child and Family Psychopathology. 3 Units
Prerequisite(s): Students minoring in counseling must take CHDV 30 or CHDV 35 or PSYC 2.
Term Typically Offered: Fall, Spring

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 158. Latinas/os/x in Education. 3 Units
General Education Area/Graduation Requirement: Social and Behavioral Sciences (4-A), Race & Ethnicity Graduation Requirement (RE)
Term Typically Offered: Fall, Spring, Summer

This course provides an overview of Latinas/os/x educational experiences within the United States. Students will analyze how historical, contemporary, social, political, and economic forces have shaped Latinas/os/x educational access and attainment. The course will examine how identity markers such as race, ethnicity, language, immigration status, gender, and sexuality inform Latinas/os/x educational pathways. While the course centers on Latinas/os/x, students will compare and contrast Latinas/os/x educational experiences with other Students of Color.

EDUC 160. Urban Education. 3 Units
Prerequisite(s): Junior standing; a WPJ Portfolio score or ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI), Race & Ethnicity Graduation Requirement (RE), Social and Behavioral Sciences (4-A)
Term Typically Offered: Fall, Spring, Summer

This course explores urban education through critical readings, fieldwork, and writing. Drawing on multiple frames that account for race, class, gender, and (im)migration, urban schools are explored as sites that produce inequalities and modes of resistance. Historical, socioeconomic, and political analyses are used to understand access to quality education and how to achieve it. Understanding how systems, structures, policies, and practices sustain and reproduce inequality reveals the pressing need for transformative and abolitionist approaches in urban education.

EDUC 165. Sex Role Stereotyping in American Education. 3 Units
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI), Social and Behavioral Sciences (4-A), Race & Ethnicity Graduation Requirement (RE)
Term Typically Offered: Fall, Spring

This course is designed to introduce students to the educational programs and practices resulting from societal sex role and racial stereotyping. It analyzes the specific effects of sex and race inequalities 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.
Term Typically Offered: Fall, Spring

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 169. Cross-Cultural Bridges: A Humanist Approach to Education. 3 Units
General Education Area/Graduation Requirement: Race & Ethnicity Graduation Requirement (RE), Humanities (3-B)
Term Typically Offered: Fall, Spring, Summer

This course is designed to expand students' knowledge of how history informs present day dynamics of race, culture, and socioeconomic status in education. Students will examine how humanists in history navigated cultural differences. A critical discourse that centers on humanist pedagogy will be used to show how future educators, leaders, and students can evolve in their own identities to understand cultural differences and how they can create change.

EDUC 170. Introduction to Bilingual Education: Policies, Principles, Programs, and Practices. 3 Units
Term Typically Offered: Fall, Spring

Introductory study and exploration of important themes regarding the education of emergent bi/multilingual students in the context of race, language and power. 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 mentorship of an emergent bilingual student is required.

EDUC 171. Bilingualism in the Classroom. 3 Units
Term Typically Offered: Fall, Spring

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. Pedagogy and Academic Language Skills in Hmong for Bilingual Educators. 3 Units
Prerequisite(s): Fluent in Hmong Course
Term Typically Offered: Fall only

This course provides opportunities to improve Hmong language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, research, and program models, language varieties in Hmong, issues of power and language, advocacy for bilingual students, and engagement with bilingual families, specifically for TK-12th grade dual language contexts. Students also will examine theoretical and pedagogical issues in bilingual education, learn to apply bilingual teaching and assessment methods, analyze TK-12th grade language use, and evaluate Hmong curricular materials.
Note: Meets requirements for K-12 bilingual teaching authorization in Hmong.

EDUC 175A. Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Multiple Subjects). 3 Units
Prerequisite(s): Spanish fluency/literacy required. Must have taken at least 60 units. Must take EDUC 170 as a prerequisite or co-requisite.
Corequisite(s): Must take EDUC 170 as a prerequisite or co-requisite. Course
Term Typically Offered: Fall, Spring, Summer

This course provides opportunities to improve Spanish language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, research, and program models, language varieties in Spanish, issues of power and language, advocacy for bilingual students, and engagement with bilingual families, specifically for TK-8th grade dual language contexts. Students also will examine theoretical and pedagogical issues in bilingual education, learn to apply bilingual teaching and assessment methods, analyze TK-8th grade language use, and evaluate Spanish curricular materials.
Note: This course meets a requirement for the bilingual teaching authorization in Spanish

EDUC 175B. Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Single Subject). 3 Units
Prerequisite(s): Spanish fluency/literacy required. Must have taken at least 60 units. Must take EDUC 170 as a prerequisite or co-requisite. Corequisite; Must take EDUC 170 as a prerequisite or co-requisite. Course
Term Typically Offered: Fall, Spring, Summer

This course provides opportunities to improve Spanish language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, research, and program models, language varieties in Spanish, issues of power and language, advocacy for bilingual students, and engagement with bilingual families, specifically for secondary bilingual contexts. Students also will examine theoretical and pedagogical issues in bilingual education, learn to apply bilingual teaching and assessment methods, analyze 7th-12th grade language use, and evaluate Spanish curricular materials. Includes field component.
Note: This course meets a requirement of the bilingual teaching authorization in Spanish.

EDUC 190A. Becoming an Educator I. 2 Units
Prerequisite(s): All of the following: CHDV 30 or CHDV 35; and CHDV 35F, or equivalents.
Term Typically Offered: Fall, Spring

This is the first in a 2-course series on education as an academic area and profession, designed for students enrolled in teaching credential courses prior to bachelor¿s completion. Examines personal and academic attributes and achievements necessary for becoming an educator in the general or special education context. This course focuses on fostering personal attributes and fulfilling requirements for entering the profession. Students will complete academic and biographical readings and 30 hours of elementary (TK-8th) classroom observation.
Credit/No Credit

EDUC 190B. Becoming an Educator II. 1 Unit
Prerequisite(s): EDUC 190A.
Term Typically Offered: Spring only

This is the second in a 2-course series on education as an academic area and profession, designed for students enrolled in teaching credential courses prior to bachelor¿s completion. Examines personal and academic attributes and achievements necessary for becoming an educator in the general or special education context. This course focuses on gaining experience in the diverse classroom setting and engaging in reflective teaching practices. Students will complete biographical readings and at least 20 hours of elementary (TK-8th) classroom observation.
Credit/No Credit

EDUC 194. Cooperative Education Experience. 3 Units
Prerequisite(s): Approval of Department Chair.
Term Typically Offered: Fall, Spring

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 196A. Bridging the Divide: Integrating Mental Health & Education. 1 Unit
Term Typically Offered: Fall, Spring, Summer

Student mental health directly impacts educational outcomes. This course provides practical models and skills for educators to integrate mental health supports across educational systems. Through a Multi-Tiered System of Support framework, educators will learn how to provide universal mental health education, targeted small group interventions, and individualized supports based on student needs. Applying principles of Mental Health First Aid, participants will gain strategies for crisis response, prevention, assessment, referral, and advocacy.
Credit/No Credit

EDUC 196B. Comprehensive School Suicide Prevention. 1 Unit
Prerequisite(s): EDUC 196A
Term Typically Offered: Fall, Spring, Summer

This course provides an overview of comprehensive suicide prevention in today¿s schools. Using a multi-tiered system of support (MTSS) structure, this course provides school personnel with guidance on their role in preventing student suicide. The course begins by reviewing relevant suicide demographics. This will be done not only to document the magnitude of the problem of youth suicide but also to help identify factors pertinent to suicide prevention and intervention.
Credit/No Credit

EDUC 196C. Comprehensive School Safety Planning: Prevention Through Recovery. 1 Unit
Term Typically Offered: Fall, Spring, Summer

This course emphasizes the unique needs and functions of school safety and crisis response teams. The curriculum asserts that these teams should be consistent with traditional school protocols, laws, and the National Incident Management System and its Incident Command System. The course also reviews the critical steps to develop cohesive and sustainable teams that integrate school personnel and community service provider roles. From the PREPaRE Model of School Crisis Preparedness, the course also aligns with an MTSS delivery system.
Credit/No Credit

EDUC 196D. Burnout and Trauma-Related Employment Stress: Acceptance and Commitment Strategies for School Person. 1 Unit
Term Typically Offered: Fall, Spring, Summer

This course begins with an introduction to professional burnout and how exposure to our students' traumatic stressors can lead school staff members to experience some combination of compassion fatigue, vicarious trauma, and secondary traumatic stress. Next, it addresses how, at the organizational level, schools can better address employee burnout. Finally, the course offers several sessions examining how Acceptance and Commitment Therapy strategies can combat burnout.
Credit/No Credit

EDUC 196E. Healing the Whole Child: Integrating Trauma Supports in Schools. 1 Unit
Term Typically Offered: Fall, Spring, Summer

This course provides educators with the framework and skills to create a trauma-sensitive environment that supports all students, especially those impacted by trauma. Utilizing an MTSS approach, participants will learn how to implement universal, targeted, and intensive trauma supports in their classrooms and schools.
Credit/No Credit

EDUC 196F. From Surviving to Thriving: Leading Trauma-Informed Change. 1 Unit
Term Typically Offered: Fall, Spring, Summer

Trauma deeply impacts learning, behavior, and relationships in the school environment. Moving from traditional punitive responses to proven trauma-informed approaches requires transformational leadership. In this interactive course, educators will gain the framework, skills and leadership capacities to create trauma-sensitive schools that help students feel safe, build resilience, and reach their full potential.
Credit/No Credit

EDUC 196J. Teaching Science in Outdoor Settings. 3 Units
Term Typically Offered: Spring only

This course provides students with experiential learning in an outdoor setting with the aim of developing and implementing outdoor education activities for children grades 4-7. By engaging in the practices of mindfulness and ecotherapy, students will gain awareness and appreciation for the outdoors. Students will also gain knowledge on how to implement science-focused activities that incorporate the Next Generation Science Standards and California¿s Environmental Principles and Concepts while incorporating Social Emotional Learning Principles and Standards.
Note: Students will be required to attend the field site during scheduled class meeting times and complete fieldwork clearance paperwork.

Credit/No Credit

EDUC 199. Special Problems. 1 - 3 Units
Term Typically Offered: Fall, Spring

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