

# UNDERGRADUATE STUDIES IN EDUCATION

## Program Descriptions

### Child and Adolescent Development (<https://www.csus.edu/college/education/undergraduate/child-adolescent-development.html>)

Child and Adolescent Development is the study of the biological, physical, socio-emotional, and cognitive development of the child from conception through emerging adulthood. Using theory, empirical research, and practice, this program prepares students to work as agents of social change with diverse populations of children, adolescents, emerging adults, and families in a variety of areas, including education, advocacy, research, policy, counseling, and/or other settings.

The Bachelor of Arts in Child and Adolescent Development offers three concentrations.

- The Concentration in Educational Contexts equips students to understand and apply developmental perspectives and ethical practices within the educational context. Graduates will be prepared for careers in elementary school and special education and to apply for a Sacramento State Teaching Credential Program.
- Graduates of the **Concentration in Early Development, Care, and Education** will be equipped to apply developmental perspectives when working with young children (aged birth through 8 years) and their families.
- The **Concentration in Social and Community Contexts** prepares students to apply developmental theory and research to support individual and community growth across diverse community settings. Graduates will be prepared for careers in community, social, government, or counseling settings. All three concentrations prepare students to work with children and adolescents and their families in a variety of settings and can prepare students for advanced degree and professional programs.

The **Multiple Subject Matter Waiver** is a series of courses that allow students to meet the California Commission on Teacher Credentialing (CTC) subject matter competency requirement for admission to a multiple subject or special education teaching credential program in California. The subject matter waiver is an alternative to the state-approved content exam, the California Subject Exam for Teachers (CSET), Multiple Subjects. The Subject Matter Waiver can be integrated with the Child and Adolescent Development (Educational Contexts) concentration to meet GE/GR and major requirements, with advising.

The **Master of Arts in Child and Adolescent Development** program offers advanced study of developmental theory and research in pursuit of a wide range of professional objectives. The program emphasizes scholarly reflection on developmental issues and academic excellence in oral and written communication, and prepares graduates for work with infants, children, adolescents, and their families in a variety of settings. Child and Adolescent Development MA students pursue careers in program administration, parent education, research, community college instruction, counseling, social service, non-profit, and community agencies. The MA also prepares students for additional study toward a doctoral degree in a related field.

The **Minor in Child and Adolescent Development** is designed to combine with a different major to prepare students to work as agents of social change with diverse populations of children, adolescents, emerging adults, and families in a variety of settings.

The **Minor in Counseling** (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-counseling/>) can be paired with any major (including CHAD). Students will critically examine the theory and research on social and emotional development, and specifically explore the role of the family context in developmental processes, with specific attention to dynamic family processes within the larger society. Students will explore the career of counseling, and related cultural, social, and emotional factors.

### Deaf Studies (<https://www.csus.edu/college/education/undergraduate/deaf-studies.html>)

Deaf Studies takes an interdisciplinary, deaf-centric approach to the study of deaf and hard-of-hearing people in American and global societies. The major and minor programs promote understanding of deaf individuals as members of diverse sociolinguistic groups with distinct cultures, traditions, literatures, and languages. Students will develop skills in analyzing stereotypes and policies around deaf people, which may allow them to work within this population and in their communities to affect and support deaf equity. Deaf Studies offers a major and a minor.

- With a **Deaf Studies Major**, students will be prepared to undertake further training in order to enter the fields of interpreting, education, or other specialized fields working with deaf consumers. This degree is not meant to be a substitute for these types of programs, but a bridge toward them. Students may also obtain entry-level jobs in settings working with Deaf individuals such as residential supervisor, classroom aide, tutor, vocational trainer, and much more.
- Students may combine either a Deaf Studies Major or an **ASL and Deaf Studies Minor** with a related major field of study such as education, counseling, audiology and speech therapy for a more well-rounded grounding in Deaf and hard-of-hearing issues in their field. Students in fields which are not specifically Deaf related such as nursing, law, computer engineering, and many more may also experience an edge in gaining employment compared to those without ASL coursework or experience.

Further, students having completed the Deaf Studies Major and Minor may be able to waive similar coursework at other universities with specialized fields of study centered on Deaf and hard-of-hearing people.

## Education

The EDUC program offers a **Minor in Social Justice in Education** (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-teacher-education-teaching-equity-and-engagement/>), which focuses on the theoretical, historical, and cultural constructs of power and oppression and the ways they intersect within education. The EDUC courses address current issues regarding race, ethnicity, culture, language, socioeconomic status, abilities, and gender diversity. The courses also underscore how education can be transformative and used as a tool to eradicate oppression and foster perspectives that promote social justice in education. The goal of the Minor is to empower students to teach or work towards building an antiracist, equitable, and inclusive place in education. The program also offers a variety of courses that meet General Education and Graduation Requirements, as well as courses taught in the Bachelor of Science in Career and Technical Studies program.

## Career and Technical Studies (<https://www.cce.csus.edu/bscts/>)

Offered through a partnership between the College of Continuing Education and the College of Education, the **Bachelor of Science in Career and Technical Studies (BSCTS)** (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/bs-in-career-and-technical-studies/>) is an online degree completion program designed to prepare working adults with practical, marketable skills to successfully enter new careers or advance in their current fields. The program uses instructional techniques suited to adult learners, including real-world instruction and personalized academic advising, and offers networking opportunities and accelerated programming. The program is versatile and can be applied to a variety of disciplines. The degree can serve as a springboard to a master's degree or as a career ladder into many professions.

## Degree Programs

- BA in Child and Adolescent Development (Educational Contexts) (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/ba-child-adolescent-development-educational-contexts/>)
- BA in Child and Adolescent Development (Social and Community Contexts) (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/ba-child-adolescent-development-social-community-contexts/>)
- BA in Child and Adolescent Development (Early Development, Care, and Education) (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/ba-in-child-adolescent-development-early-development-care-education/>)
- MA in Child and Adolescent Development (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/ma-in-child-and-adolescent-development/>)
- BA in Deaf Studies (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/ba-in-deaf-studies/>)
- BS in Career and Technical Studies (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/bs-in-career-and-technical-studies/>)
- Minor in American Sign Language/Deaf Studies (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-american-sign-language-deaf-studies/>)
- Minor in Child and Adolescent Development (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-child-and-adolescent-development/>)
- Minor in Counseling (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-counseling/>)
- Minor in Social Justice in Education (<https://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-social-justice-in-education/>)

### Notice to Students RE: Professional Licensure and Certification

California State University programs for professions that require licensure or certification are intended to prepare the student for California licensure and certification requirements. Admission into programs for professions that require licensure and certification does not guarantee that students will obtain a license or certificate. Licensure and certification requirements are set by agencies that are not controlled by or affiliated with the California State University and licensure and certification requirements can change at any time.

The California State University has not determined whether its programs meet other states' educational or professional requirements for licensure and certification. Students planning to pursue licensure or certification in other states are responsible for determining whether, if they complete a California State University program, they will meet their state's requirements for licensure or certification. This disclosure is made pursuant to 34 CFR §668.43(a)(5)(v)(C).

## Contact Information

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Undergraduate Studies in Education Website (<https://www.csus.edu/college/education/undergraduate/>)

### Program coordinators

- Kristen Alexander ([kalexand@skymail.csus.edu](mailto:kalexand@skymail.csus.edu)), BA in Child Development coordinator
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- Angela Leslie ([angela.leslie@csus.edu](mailto:angela.leslie@csus.edu)), Education Program Coordinator
- Sherrie Carinci ([carincis@csus.edu](mailto:carincis@csus.edu)), BS in Career and Technical Studies Coordinator
- Leah Zarchy ([leah.geer@csus.edu](mailto:leah.geer@csus.edu)), Deaf Studies coordinator

## Faculty

ALEXANDER, KRISTEN

AUGUST, RACHEL

BECKER, VALERIE

BELLON, CHRISTINA M.

BENNETT, MELA

BENTO (LYONS), DIANE

BERSOLA-NGUYEN, IRENE

BOHON, LISA

BRADY, DEBRA

BRODD, JEFFREY

BROWN-WOOD, JANAY

CALTON, JEFFREY

CAMARGO GONZALEZ, LORENA

CANTRELL, LISA

CARINCI, SHERRIE

CLARK, JOHN T.

COHEN, AARON J.

DENMAN, DAVID	NOEL, JANA
DINIS, MARIA	O'KEEFE, SUZANNE
DIXON, ROY W.	PARK, MYUNG
DOBSON, MONA	PARK, JENNIFER K.
DUANE, ADDISON	PARKER, DARYL L.
DUTRA, NATE	PARRISH, ROSALIE
ELLIS, BASIA	PELLA, RIANA
ESCAMILLA, RALPH	PIENG, PATRICK
ETTINGER, PATRICK W.	RAINES, KATHERINE
FERRY-PERATA, ELIZABETH	RECHS, ADAM J.
FLORES, ALMA	RIOLLI, LAURA
GARCIA-NEVAREZ, ANA	SCHARF, ANITA V.
GOLDSTONE, JAMES	SCREECHFIELD, ROSALIE
GONZALEZ, AMBER	SESSOMS, DEIDRE
GRUSKIN, DONALD	SESSOMS, DEIDRE B.
HAUSBACK, BRIAN P.	SIEGLER, MARK
HEMBREE, SHERI	STONE, LYNDIA D.
HERRERA, ALICIA	SUN, LI-LING
HOBBS, SUE	TASHIRO, LYNN
HUANG, HUI-JU	TATH, SEDA H
HURTZ, GREGORY	TAYLOR, LISA
JACOBSEN, KELLY	THOMA, JUDY
KELLEN-YUEN, CYNTHIA	TOLEDO BUSTAMANTE, NADXIELI
LAPORTE, CARRIE	UWAZIE, ERNEST
LESLIE, ANGELA	VA, KA
LIM, BRIAN S.	WALKER, JUDY
MADRIGAL-GARCIA, YANIRA	WICKELGREN, EMILY
MARKOVIC, MILICA	WIE, SEUNGHEE
MARTINEZ, JESSICA	WILBER, PAMELA
MASUYAMA, KAZUE	XIONG, YAN
MCCORMICK, MATTHEW S.	ZARCHY, LEAH
MCCURRY, LESLIE	
MICKEL, AMY E.	
MITCHELL, REBECCA	
NALDER, KIMBERLY L.	
NATZEL, MARGARET	

**CHAD 23. Observation and Assessment in Child Development. 3 Units**  
**Term Typically Offered:** Fall, Spring

Purposes of and methodological issues involved in assessing and observing early child development and learning in educational and developmental settings. Topics include selection of appropriate observation methods, survey of standardized measures, ethics, and interpretation and implications of assessment data for teaching and learning. Focus will be on becoming objective and unbiased observers, use of informal and formal assessment tools, and principles of observational assessment research. Students will be required to complete up to 10 hours of observation outside of class.

**CHAD 30. Human Development. 3 Units**

**General Education Area/Graduation Requirement:** Social and Behavioral Sciences (4-A)

**Term Typically Offered:** Fall, Spring

This course examines theory and research related to the growth and development of humans from conception through death. The course explores interactions between biological and environmental factors including culture, family, society, race, gender, and SES, with appreciation for diversity in developmental trajectories.

Cross Listed: CHAD 30/PSYC 3; only one may be counted for credit.

**CHAD 30C. Human Development and Fieldwork in Community and Social Contexts. 3 Units**

**Prerequisite(s):** CHAD 30 or CHAD 35, or the equivalent; CHAD 30 may be taken concurrently.

**Term Typically Offered:** Fall, Spring

This course aims to prepare students to become familiar with the operations of organizations serving children and adolescents in the community and identify professional opportunities in the field of child and adolescent development through class activities and 40 hours of fieldwork. Students will engage in directed field experiences in community and social settings and attend an on campus seminar. Students will translate theory into practice and reflect on experiences. Issues on equity and diversity within human development will be discussed.

**Note:** Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement; Service Learning may be required.

**CHAD 31. Adult Supervision and Mentoring In Early Childhood Programs. 2 Units**

**Prerequisite(s):** CHAD 30 or CHAD 35 or equivalent.

**Term Typically Offered:** Spring only

Study of research and exemplary practices in the supervision of early childhood teachers, other program staff, parents and volunteers. Content emphasizes adult learning.

**CHAD 32. Administration and Supervision of Early Childhood Programs. 3 Units**

**Prerequisite(s):** CHAD 30 or CHAD 35 or equivalent.

**Term Typically Offered:** Fall only

Basic issues, procedures and practices in the administration and supervision of public and private schools. Requires administrative supervisory fieldwork in an early childhood program.

**CHAD 33. Quantitative Reasoning in Human Development. 3 Units**  
**General Education Area/Graduation Requirement:** Mathematical Concepts & Quantitative Reasoning (2-A)

**Term Typically Offered:** Fall, Spring

This course focuses on thinking and reasoning about phenomena in human development using introductory ideas from science, statistics, and mathematics. With data collected by researchers and classmates, students will develop a better understanding of how a scientific approach and basic mathematical concepts can be used to organize and reason about current topics in human development.

**CHAD 35. Child and Adolescent Development. 3 Units**  
**Term Typically Offered:** Fall, Spring

This course examines development from conception through adolescence. Content will include development in physical, cognitive, social, linguistic, and emotional domains. Through activities such as observation and reflection, students will explore interactions among developmental pathways, individual differences, and contextual factors such as culture, family, race, gender, ability, and socioeconomic status.

**CHAD 35E. Early Childhood Field Experience. 3 Units**

**Prerequisite(s):** CHAD 35 or CHAD 30 or the equivalent. CHAD 35 may be taken concurrently.

**Term Typically Offered:** Fall, Spring

This course examines theory and research in human development as it applies to early childhood education settings (0-5 years). Concepts related to cognitive, social-emotional, linguistic, and physical development, establishing and maintaining high quality programming (e.g. optimal learning environments, observation, etc.), and influences on development (e.g., family, race, cultural perspectives) within these settings will be discussed. Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement. **Note:** Fieldwork requirements includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement; Service Learning may be required.

**CHAD 35F. Human Development and Elementary Field Experience. 3 Units**

**Prerequisite(s):** CHAD 35 or the equivalent; CHAD 35 may be taken concurrently.

**Term Typically Offered:** Fall, Spring

The purpose of this course is to examine theory and research in human development as it applies to the elementary classroom. Discussion topics include cognitive, social-emotional, physical and language development, multiple intelligence, special needs, characteristics of play and the impact on social and cognitive development. Influences integral to development (e.g., family, race, cultural perspectives) are also included. This class requires 40 hours of field experience at a designated elementary school site. Students must complete fingerprinting and TB prior to placement.

**Note:** Service Learning may be required.

**CHAD 44. Community Service Learning in Developmental and Educational Settings.** 1 - 3 Units  
**Term Typically Offered:** Fall, Spring

Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children.

**Note:** May be taken up to four times for credit (maximum 12 units of credit).

Credit/No Credit

**CHAD 101. Career and Major Exploration in Child and Adolescent Development.** 2 Units  
**Term Typically Offered:** Fall, Spring

This course builds on lower-division major coursework and fieldwork to promote balanced scholarship and professionalism in the field of Child and Adolescent Development. Students will: 1) investigate their major and explore reading and writing in the discipline; 2) survey the breadth of professional opportunities, refine professional interests, and begin developing their professional portfolio; 3) engage in personal reflection to develop an individualized plan to guide their trajectory within the major in preparation for their future academic and/or professional goals. Pre-requisite: (CHAD 30 or CHAD 35) and (CHAD 35F or CHAD 35E or CHAD 30C). CHAD 35F, CHAD 35E, or CHAD 30C may be taken concurrently. Must have 45 units completed.

Credit/No Credit

**CHAD 123. Qualitative Methods in Human Development.** 4 Units  
**Prerequisite(s):** CHAD 30 or CHAD 35, or equivalent; CHAD 101.  
 CHAD 101 may be taken concurrently.  
**Term Typically Offered:** Fall, Spring

Introduction to qualitative research methods, their philosophical underpinnings, and their implications for understanding human development. The focus will be on identifying, interpreting, and designing qualitative research to study developmental processes. Attention will be given to methodological strategies used to document and analyze development in context, including participant observation field notes, interviews, documents, and artifacts, with implications for theory and practice. Activities include interpreting qualitative research, qualitative data collection and analysis, and communicating findings utilizing APA style.

**Note:** For CHAD majors, must be taken prior to completion of 90 units; completion of 45 total units credit

**CHAD 128. Combined Research Methods in Human Development.** 3 Units  
**Prerequisite(s):** CHAD 30 or CHAD 35 or equivalent.  
**Term Typically Offered:** Fall, Spring, Summer

Introduction to qualitative and quantitative research methods and their philosophical underpinnings. Consider theoretical, methodological, and ethical issues in studying learning and developmental processes from interpretive and social constructivist perspectives. Think critically about the generation of research questions and hypotheses and design and conduct of research inquiry, with implications for theory, policy, and practice. Students learn to locate, understand, critique, conduct, and report research findings from multiple approaches and be introduced to APA style writing as a tool for scholarly communication.

**CHAD 130. Parent Education.** 3 Units  
**Term Typically Offered:** Fall, Spring

Ways parent education may be conducted in Child Development programs to meet legislated requirements as well as parent needs. Attention will be given to parent education programs which serve children of different ages, diverse language and cultural backgrounds, and children with special needs. The rights and responsibilities of children, parents and teachers will be discussed. Discussion and participation in such classroom activities as panels, presentations, demonstrations and cooperative learning assignments.

**CHAD 131. Language Development.** 3 Units  
**Prerequisite(s):** CHAD 133. CHAD 133 may be taken concurrently.  
**Term Typically Offered:** Fall, Spring

This course examines current views on language development and the interrelations between the cognitive, socio-cultural, and linguistic components of this process. Emphasis will be on early language development (0-6 years) with some attention paid to the school years and adolescence.

**CHAD 133. Quantitative Methods in Human Development.** 4 Units  
**Prerequisite(s):** CHAD 30, or CHAD 35, or equivalent; CHAD 101;  
 CHAD 101 may be taken concurrently.  
**Term Typically Offered:** Fall, Spring

Introduction to quantitative research methods in human development and their philosophical underpinnings. Major topics include structures, design, and conduct of research inquiry; the generation of research questions and hypotheses; and collection and analysis of data. Students will be challenged to think critically about methodological issues, engage in quantitative research and conduct analyses, and increase their ability to locate, understand, critique, apply, and report research findings. APA style will be introduced to support the development of scholarly communication and writing.

**Note:** For CHAD majors, must be taken prior to completion of 90 units; completion of 45 total units credit

**CHAD 134. Development of Young Children as Mathematical and Scientific Thinkers.** 3 Units  
**Term Typically Offered:** Fall, Spring

This course offers an introduction to theory, research and practice related to the development of mathematical and scientific reasoning in young children. The course will focus on effective assessment, teaching and learning strategies for young children. This course introduces concepts aligned with the California Preschool Learning Foundations in Mathematics and Scientific Reasoning.



**CHAD 135. Culture and Human Development.****3 Units****Prerequisite(s):** CHAD 123. CHAD 123 may be taken concurrently.**Term Typically Offered:** Fall, Spring

This course examines the relationship between culture and human development. Comparisons will be made between the epistemological principles of cross-cultural and cultural approaches to human development in order to explore their implications for developmental theory and research. Research studies will serve as a foundation for learning and reflecting about diversity in human experience, and the ways that diverse cultural contexts shape how individuals think, act, and engage with others in local and global settings.

**CHAD 136. Developmental Experiences, Methods and Curriculum.****3 Units****Prerequisite(s):** CHAD 123 (may be taken concurrently).**Term Typically Offered:** Fall, Spring

This course examines theory, research, and exemplary curriculum and practices for children in preschool through the elementary grades, including content-specific connections between and among a variety of disciplines, (i.e., literacy, social studies, the arts, science and mathematics). A developmental perspective will frame discussions about fundamental curricular concepts, values, and principles of the subject matter disciplines. This course introduces concepts aligned with the California Preschool Learning Foundations or Common Core.

**CHAD 137. Cognitive Development.****3 Units****Prerequisite(s):** CHAD 133.**Term Typically Offered:** Fall, Spring

This course overviews cognitive development from conception through adolescence with consideration of biological and sociocultural influences. Emphasis will be placed on evaluating the major theories of cognitive growth. The course will include lectures, discussions, and participation in classroom activities such as research presentations, demonstrations, and cooperative learning assignments.

**CHAD 138. Social and Emotional Development.****3 Units****Prerequisite(s):** CHAD 133.**Term Typically Offered:** Fall, Spring

This course overviews social and emotional development from conception through adolescence with consideration of biological and sociocultural influences. Emphasis will be placed on evaluating the major theories of social and emotional growth. The course will include lectures, discussions, and participation in such classroom activities such as research presentations, demonstrations, and cooperative learning assignments.

**CHAD 139. Educational Play: Theory and Practice.****3 Units****Term Typically Offered:** Fall, Spring

This course examines the role of play in children's development and learning with an emphasis on early childhood. It discusses theories, research, and applied perspectives to play, as well as principles for designing inclusive and developmentally appropriate play environments and activities that are also culturally and linguistically sustaining for all children. Students will explore how play helps children develop physically, socially, emotionally, cognitively and creatively through a variety of playful modes. Activities include discussions, presentations, demonstrations and cooperative learning assignments.

**CHAD 140. Coordination of Early Childhood Programs.****3 Units****Prerequisite(s):** CHAD 30 or CHAD 35 or equivalent**Term Typically Offered:** Fall, Spring

Advanced methodology of coordinating early childhood programs, to include organization, staff development and community relations. Includes the functions of parents, aides, volunteers and varied early childhood organizational patterns.

**CHAD 141. History of Childhood: Interdisciplinary Perspectives.****3 Units****General Education Area/Graduation Requirement:** Humanities (3-B)**Term Typically Offered:** Fall, Spring

Examination of what it means to be a child in today's world by comparing social constructions of childhood across broad historical periods. Explores beliefs, values, and practices of childhood in different historical, social, and economic contexts, and how class, culture, education, and science have influenced social meanings assigned to childhood and children's development. A critical and interdisciplinary approach provides a framework from which to analyze scholarly inquiry about how children develop in families, schools, and broader society.

**CHAD 142. Development of Learning and Memory.****3 Units****Prerequisite(s):** CHAD 30 or CHAD 35 or the equivalent**Term Typically Offered:** Fall, Spring

This course provides an empirical and theoretical examination of the processes of learning and memory across developmental phases. Topics include the neuroscience of learning and memory, the origin and history of concepts and theories in learning and memory (e.g., behaviorist approaches), and applications of research on memory development to a variety of contexts (e.g., law, education, counseling).

**CHAD 143. Mind and Brain in Developmental Context.****3 Units****Prerequisite(s):** CHAD 30 or 35; Introductory Biology.**General Education Area/Graduation Requirement:** Biological Science (5-B)**Term Typically Offered:** Fall, Spring, Summer

Investigation of the biological processes underlying child development, from conception through adolescence. Emphasis will be on the genetic, neurological, and endocrine processes related to cognition, social, and emotional development. Students will explore the bidirectional nature of psychobiological processes, with specific emphasis on the psychobiological mechanisms underlying the transaction between cultural, educational, and social-emotional related to educational, and mental and physical health functioning.

**CHAD 144. Community Service Learning in Developmental and Educational Settings.****1 - 3 Units****Prerequisite(s):** Instructor permission.**Term Typically Offered:** Fall, Spring

Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children.

**Note:** May be taken up to four times for credit (maximum 12 units of credit).

Credit/No Credit

**CHAD 145. Contemporary Issues in Human Development.** 3 Units  
**Prerequisite(s):** Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

**General Education Area/Graduation Requirement:** Social and Behavioral Sciences (4-A), Writing Intensive Graduation Requirement (WI), Race & Ethnicity Graduation Requirement (RE)

**Term Typically Offered:** Fall, Spring

Discussion-based examination of issues linking development, education, and cultural practice in which scholarly inquiry has substantial implications for social policy. Applying developmental and ecological frameworks to contemporary issues with particular attention to the complexities and multidimensionality of race, ethnicity, intersectional privilege, and oppression. Specific historical and contemporary content vary by semester with broad-ranging topics relevant to multiple disciplines such as educational practice, intersection of the law with youth and families, and societal change.

**CHAD 146. Fostering Healthy Youth Development.** 3 Units

**Prerequisite(s):** CHAD 30 or CHAD 35 equivalent

**Term Typically Offered:** Fall, Spring

This course will examine theory, research, and practice related to youth development, including developmental assets, well-being, civic engagement, resilience, empowerment, and positive youth development from middle childhood to emerging adulthood. Students will gain an understanding of how communities can support youth in developing towards their full potential. Identification of strategies and tools that promote youth development in a variety of contexts and cultures will be discussed. Activities include lecture, discussions, presentations, and cooperative learning assignments.

**CHAD 147. Influences of Public Policy on Children & Adolescents.** 3 Units

**Prerequisite(s):** CHAD 133 or CHAD 123. CHAD 133 or CHAD 123 may be taken concurrently.

**Term Typically Offered:** Fall, Spring

This course will provide students with an overview of US social policy and programs as they relate to children and adolescents. The policy process will be explored with attention paid to the role of empirical research, advocacy, and engagement of individuals and groups. Topics will include policies and programs that address poverty, education, families, ability, immigration, and criminal justice, among others. Students will analyze how policy integrates empirical research, meets their stated goals, and supports the development of diverse children.

**CHAD 150. Literacy Development for Monolingual and Multilingual Children.** 3 Units

**Prerequisite(s):** CHAD 123

**Term Typically Offered:** Fall, Spring

Students will investigate emergent literacy and literacy development of monolingual and multilingual young children from birth to eight, including developmental progressions and the science-based evidence related to foundational language and literacy knowledge. Other focal points will include associations with literacy and home-school connections, cultural influences (socioeconomic status, linguistic, etc.), social and linguistic justice, observation and assessment, theory to practice, and developmental strategies for supporting and understanding literacy development.

**CHAD 153. Apprenticeship in Advanced Child Development.** 3 Units

**Prerequisite(s):** Instructor permission

**Term Typically Offered:** Fall, Spring

Faculty mentors will meet with graduate and undergraduate apprentices individually or in small groups for guided discussions of assigned readings and/or research data analysis/collection endeavors.

**Prerequisite:** Instructor permission.

**Note:** Readings will depend on the specific mentor's research or scholarly interest; May be repeated up to four times for 12 units of credit, with a limit of 6 units applied towards the CHAD major requirements.

**CHAD 156. Child and Adolescent Development in Context.** 3 Units

**Prerequisite(s):** CHAD 35 or CHAD 30 (or equivalent)

**Term Typically Offered:** Fall, Spring

Investigation of the dynamic nature of child and adolescent development in the context of families, schools, and community. Students will gain an understanding of how issues in these contexts influence development and explore the dynamic relationships between contexts in promoting development. Attention will be paid to socioeconomic status as a context as well as the role of gender, race and ethnicity within contexts as they relate to development. Students will examine practices that strengthen collaboration between families, schools, and communities.

**CHAD 157. Infant and Toddler: Development and Care.** 3 Units

**Prerequisite(s):** One of the following: CHAD 30 or CHAD 35, FACS 50, PSYC 148, or SWRK 125A.

**Term Typically Offered:** Fall, Spring

Research theory and practice are examined in relation to each area of infant and toddler development (conception through 24 months): Physical, social, emotional, cognitive, and perceptual. Individual differences and needs are stressed. Issues pertinent to individual and group care will be covered. Activities include lecture, discussion, and observations.

Cross Listed: FACS 157; only one may be counted for credit.

**CHAD 172. Identity Development.** 3 Units

**Prerequisite(s):** CHAD 30 or CHAD 35; CHAD 123 or CHAD 133; CHAD 123 or CHAD 133 may be taken concurrently

**Term Typically Offered:** Fall, Summer

This course will examine theory and research related to identity development among children, adolescents, and emerging adults. Students will gain an understanding of how identity varies as a function of gender, sexual orientation, income, education, race and ethnicity, abilities, and other factors and how these identities intersect and shape social interactions. In addition, focus will be on how identity shapes experiences of oppression, marginalization, privilege, and power. Methodologies used to understand identity development will also be explored.

**CHAD 190. Capstone in Child and Adolescent Development. 3 Units**  
**Prerequisite(s):** CHAD 123, CHAD 133; CHAD 137 OR CHAD 138.  
**Term Typically Offered:** Fall, Spring

As a culminating experience for the major, students blend professional and academic knowledge and experience. Students prepare for next professional steps, synthesize scientific knowledge of human development on a relevant topic of their choosing, and complete a related project with application in a community setting. Students complete 40 hours of fieldwork. Projects will be original, evidence-based, and address identified needs in the fieldwork setting. Course culminates in a community-invited senior presentation forum. Recommended to be taken in the final semester.

**Note:** Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement; Service Learning may be required.

**CHAD 191. Early Childhood Education Practicum. 3 Units**  
**Prerequisite(s):** CHAD 123 and CHAD 133.  
**Term Typically Offered:** Fall, Spring

Students will utilize classroom experiences to make connections between theory and practice and develop professional behaviors. Students will plan, organize, implement and evaluate classroom activities under the supervision of a CHAD faculty and a qualified early education professional. Reflective practice will be emphasized as students design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Completion of 120 hours of supervised practicum is required.

**CHAD 194. Cooperative Education Experience. 3 Units**  
**Prerequisite(s):** Completion of 60 units total credit and instructor permission. May be taken four times for a maximum of 12 units credit.  
**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 supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires regular meetings with faculty supervisor, completion of field study assignment, evaluation by field-based supervisor, and a written final report.  
 Credit/No Credit

**CHAD 195. Internship in Child & Adolescent Development. 3 Units**  
**Prerequisite(s):** CHAD 30E, 35F, or 30C or equivalent. Completion of 60 units total credit and instructor permission.  
**Term Typically Offered:** Fall, Spring

Designed to provide a range of internship experiences where students apply academic knowledge to educational or community settings. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. The field experiences will be combined with class activities designed to develop students' understanding of topics related to their service. Requires regular meetings with faculty supervisor, completion of field study assignment, evaluation by field-based supervisor, and a written final report. The internships can be paid or unpaid.  
 Credit/No Credit

**CHAD 196A. Approaches to Research Methods in Child Development A. 3 Units**  
**Prerequisite(s):** CHAD 30 or CHAD 35 or equivalent; completion of 45 total units; Must be taken prior to completion of 90 units.  
**Term Typically Offered:** Fall, Spring

This course examines methodological issues involved in assessment, observation, analysis, and design in the field of child development. Topics include the research process, APA style writing, ethics, design and methods, use assessment tools, qualitative and quantitative data analysis and interpretation. The focus will be on becoming critical consumers of research and developing the skills of scientific inquiry.  
**Note:** First course in a series. 196B must be taken in the semester immediately following completion of CHAD 196A.

**CHAD 196B. Approaches to Research Methods in Child Development B. 3 Units**  
**Prerequisite(s):** CHAD 196A.  
**Term Typically Offered:** Fall, Spring

Two semester sequence of instruction that examines methodological issues involved in assessment, observation, research design, and analytical concepts involved in the field of child and adolescent development. Topics include the research process, APA style writing, ethics, design and methods, use assessment tools, qualitative and quantitative data analysis and interpretation. The focus will be on becoming critical consumers of research and developing the skills for scientific inquiry.  
**Note:** Must be taken prior to 90 units.

**CHAD 196U. Child and Adolescent Development in Context. 3 Units**  
**Prerequisite(s):** CHAD 30 or CHAD 35 (or equivalent).  
**Term Typically Offered:** Fall, Spring

Investigation of the dynamic nature of child and adolescent development in the context of families, schools, and community. Students will gain an understanding of how issues in these contexts influence development and explore the dynamic relationships between contexts in promoting development. Attention will be paid to socioeconomic status as a context as well as the role of gender, race and ethnicity within contexts as they relate to development. Students will examine practices that strengthen collaboration between families, schools and community.

**CHAD 196X. Guided Human Development Experience Around the World. 3 Units**  
**Prerequisite(s):** CHAD 30 or CHAD 35, and 2.75 GPA, or instructor permission. Field trip.  
**Term Typically Offered:** Summer only

Course provides a range of guided learning experiences outside the United States, allowing students to experience human development more broadly to promote a global perspective. Experiences include, but are not limited to, observation, fieldwork, data gathering, or other modes of interaction with the people and culture in the country. Students will reflect on experiences in writing and in discussion in light of readings on developmental theory and research.  
**Note:** Course is credit/no credit. It may be taken twice with different instructors.

Credit/No Credit



**CHAD 199. Special Problems.**  
**Term Typically Offered:** Fall, Spring

**1 - 3 Units**

Individual projects designed especially for students capable of independent study. Admission by written approval of the instructor and Department Chair.  
 Credit/No Credit

**CHAD 200. Proseminar in Human Development.**

**3 Units**

**Prerequisite(s):** Admission to MA Child Development program or instructor permission.  
**Term Typically Offered:** Fall only

Introduction to graduate education in the Child and Adolescent Development Program. Orientation to advanced scholarship in human development with a focus on understanding and evaluating current directions in developmental research. Students will explore interrelations among theory, research, and practice as applied to human development. Students will critically evaluate developmental research as it applies to diverse populations, including issues of antiracism, equity, individual differences, contexts, and historical time. Students will employ writing conventions specific to the discipline.

**CHAD 210. Seminar in Social Development.**

**3 Units**

**Term Typically Offered:** Spring only

Advanced developmental seminar focusing on theoretical and empirical research covering topics in socio-emotional development. Specific topics will be related to socio-emotional development of children from conception through emerging adulthood with consideration of biological, environmental, and sociocultural influences. Students will critically evaluate socio-emotional developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on how to use that knowledge to work towards antiracism, equity, and inclusion in the study of socio-emotional development.

**CHAD 211. Seminar in Cognitive Development.**

**3 Units**

**Prerequisite(s):** Admission to MA program or instructor permission.  
**Term Typically Offered:** Fall, Spring

Advanced developmental seminar focusing on theoretical and empirical research covering topics in cognitive development. Specific topics will be related to cognitive development of children from conception through emerging adulthood with consideration of biological, environmental, and sociocultural influences. Students will critically evaluate cognitive developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on how to use that knowledge to work towards antiracism, equity, and inclusion in the study of cognitive development.

**CHAD 242. Theoretical Approaches to Development.**

**3 Units**

**Prerequisite(s):** CHAD 137 or CHAD 138. Graduate standing or instructor permission.

**Term Typically Offered:** Fall only

An in-depth examination of theoretical approaches to various domains of human development. Students will critically evaluate developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on their own positionality and on how to use their knowledge towards antiracism, equity, and inclusion in the field of human development. Content includes current and historical developmental theory and application of theory to developmental research and practice. Critical thinking and discipline-specific writing will be emphasized.

**Note:** Graduate Writing Intensive course

**CHAD 244. Community Service Learning in Developmental and Educational Settings.**

**1 - 3 Units**

**Term Typically Offered:** Fall, Spring

Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children.

**Note:** May be taken up to four times for credit (maximum 12 units of credit).

Credit/No Credit

**CHAD 245. Selected Topics in Developmental Theory.**

**3 Units**

**Prerequisite(s):** Admission to MA program or instructor permission.

**Term Typically Offered:** Fall, Spring

In-depth study of a selected topic in human development. Topic varies with each offering by rotating instructors. This course explores contemporary advancements in theory and research in the selected sub-discipline or topical area within human development.

**Note:** May be taken twice as long as topics and instructors differ.

**CHAD 246. Motivation and Learning in Children.**

**3 Units**

**Prerequisite(s):** Graduate standing, or instructor permission.

**Term Typically Offered:** Fall, Spring

Sources of and developmental changes in motivation, including biological predispositions, critical life events, individual differences, and social, cultural and educational experiences will be examined. Students will participate in a group research effort on motivation and educational practice.

**CHAD 247. Seminar in Culture and Human Development.**

**3 Units**

**Prerequisite(s):** CHAD 200 or instructor permission. CHAD 200 may be taken concurrently.

**Term Typically Offered:** Fall, Spring

In-depth examination of the relationship between culture and human development. Opportunities will be provided to evaluate how different theoretical and methodological approaches are used in the study of human development across cultures, including their epistemological principles, scope, and limitations. Developmental research will be used as the foundation to evaluate how diversity in human experiences shape how individuals think, act, and engage with others in local and global settings.

**CHAD 248. Curriculum and Instruction.****3 Units****Prerequisite(s):** Graduate standing or instructor permission.**Term Typically Offered:** Fall, Spring

Advanced study of the sociocultural influences on curriculum development. Research, theory, and curricular practices will be analyzed, evaluated and applied to a variety of preschool and primary grade settings.

**CHAD 249. Language Processes in Development.****3 Units****Prerequisite(s):** Admission to MA program or instructor permission.**Term Typically Offered:** Fall, Spring

Language is an important cognitive and communicative tool that promotes learning. Through an integrative approach to language and cognitive development, students will examine how children learn through language. Students will have practical experience in collecting and analyzing children's language learning in educational settings.

**CHAD 250. Advanced Quantitative Research Methods in Human Development.****3 Units****Prerequisite(s):** CHAD 133; admission to the MA program or instructor permission.**Term Typically Offered:** Fall, Spring

Critical analysis of quantitative research methods used in the study of human development and their philosophical underpinnings. Major topics include design; ethical conduct of research inquiry; the generation of research questions and hypotheses; and data collection, analysis, and interpretation. Critical thinking and disciplinary style writing skills will be emphasized.

**CHAD 253. Apprenticeship in Advanced Child Development.****3 Units****Prerequisite(s):** Instructor permission.**Term Typically Offered:** Fall, Spring

Faculty mentors will meet with graduate and undergraduate apprentices individually or in small groups for guided discussions of assigned readings and/or research data analysis/collection endeavors.

**Note:** Readings will depend on the specific mentor's research or scholarly interest; May be repeated up to 4 times for credit.

**CHAD 258. Advanced Qualitative Research Methods in Human Development.****3 Units****Term Typically Offered:** Fall, Spring

Critical analysis of qualitative research methods used in for the study of human development and their philosophical underpinnings. Major topics include design; ethical conduct of research inquiry; the generation of research questions; and data collection, analysis, and interpretation. Critical thinking and disciplinary style writing skills will be emphasized.

**CHAD 290. Writing a Proposal.****3 Units****Prerequisite(s):** CHAD 200 and CHAD 242 or instructor permission.**Corequisite(s):** CHAD 250 or CHAD 258**Term Typically Offered:** Fall, Spring

Seminar to focus on creating a proposal for the culminating experience (thesis/project). Students will be required to review various source materials related to their topic in human development, and synthesize the extant knowledge to justify their study or project. Course culminates with the completion of the research proposal.

Credit/No Credit

**CHAD 292. Culminating Seminar for Exam Option.****3 Units**

**Prerequisite(s):** Completion of all foundation course requirements for MA program (CHAD 200A, CHAD 200B, CHAD 242, CHAD 247, CHAD 250) advancement to candidacy, or instructor permission.

**Term Typically Offered:** Fall, Spring

Seminar to focus on topics/elements/expectations for the exam option culminating experience: test preparation and tips, exam writing, practice exam questions, time management, and community building with other students. Students will complete reading and writing assignments related to each exam area and prepare for an exam question related to an approved elective topic of their choice. Students will submit an exam petition to be reviewed and approved by the departmental exam committee.

Credit/No Credit

**CHAD 295. Practicum in Child Development.****1 - 3 Units****Prerequisite(s):** Graduate standing, or instructor permission.**Term Typically Offered:** Fall, Spring

Directed field based experience in preschool, elementary or other community based settings serving children from infancy through adolescence and their families. Designed to provide students the opportunity to develop professional skills and understandings in applied settings or explore career development opportunities with particular emphasis on leadership or administrative skills and knowledge.

**Note:** Students are required to work at an instructor-approved field site consistent with their career goals and interests and attend an on campus seminar.

**CHAD 299. Special Problems.****1 - 3 Units**

**Prerequisite(s):** Open only to upper division and graduate students with consent of faculty advisor and Department Chair.

**Term Typically Offered:** Fall, Spring

Individual projects at graduate level designed especially for students capable of independent study. Departmental petition, signed by instructor with whom student will be working and department chair, required.

Credit/No Credit

**CHAD 504. Culminating Experience in Child Development: Thesis or Project.****3 Units**

**Prerequisite(s):** Advancement to candidacy within the MA Child and Adolescent Development Program.

**Term Typically Offered:** Fall, Spring

Guidance toward completion of the culminating experience for the MA Child and Adolescent Development program. Credit is given upon successful completion of an approved culminating experience. Open only to graduate students who have 1) advanced to candidacy for the Master's degree, and 2) secured the permission of their faculty advisor and the Department Chair one full semester prior to registration.

**CHAD 505. Culminating Experience in Child Development: Exam Option. 3 Units**

**Prerequisite(s):** Admission to and completion of all course requirements for the MA, Child Development program, CHAD 292 or instructor permission.

**Term Typically Offered:** Fall, Spring

Guidance in ongoing preparation for the examination option for the MA, Child Development program. Credit is given upon successful completion of the examination option for the culminating experience. Open only to the graduate student who has completed all other course requirements, has been advanced to candidacy for the Master's degree, and has secured the permission of the Department Chair one full semester prior to registration.

Credit/No Credit

**DEAF 51. American Sign Language 1. 4 Units**

**Term Typically Offered:** Fall, Spring

Students will learn basic vocabulary and grammar of American Sign Language. Upon completion of this course, students will be able to exchange basic information about themselves and their families such as their names, where they live, and their interests. Through out-of-class readings, in-class discussions and demonstrations, and experiences within the deaf community, students are exposed to elements of the deaf culture and community.

**Note:** Taught in ASL without voice.

**DEAF 52. American Sign Language 2. 4 Units**

**Prerequisite(s):** DEAF 51 or equivalent.

**General Education Area/Graduation Requirement:** Foreign Language Graduation Requirement, Humanities (3-B)

**Term Typically Offered:** Fall, Spring

Students will continue to expand vocabulary and concepts acquired in DEAF 51. Expansion of conversational range includes talking about other people and activities, giving directions, and making requests. Students develop discourse skills appropriate for establishing connections with deaf acquaintances and handling a variety of interruptions. Through in-class discussions/demonstrations, course readings, and out-of-class field experience, students are exposed to elements of the deaf culture and community.

**Note:** Taught in ASL without voice.

**DEAF 53. American Sign Language 3. 4 Units**

**Prerequisite(s):** EDS 52 or equivalent.

**General Education Area/Graduation Requirement:** Foreign Language Graduation Requirement

**Term Typically Offered:** Fall, Spring

Students will expand communicative repertoire developed in DEAF 52 to talk about people and places in a contextually-reduced framework. Students learn to describe places, objects, and events. Students develop basic narrative skills to tell about past events. Through in-class discussions/demonstrations, course readings, and out-of-class field experience, students are exposed to elements of the deaf community and culture.

**Note:** Taught in ASL without voice.

**DEAF 56. ASL Fingerspelling and Numbers. 1 Unit**

**Prerequisite(s):** DEAF 52

**Term Typically Offered:** Fall only

Students will develop increased fluency in their expressive and receptive abilities in fingerspelling through in-class practice and viewing of videotaped narratives. Students will also reinforce their abilities to utilize ASL numbering systems for time, money, measurements, and game scores, amount others.

**DEAF 57. ASL Classifiers. 2 Units**

**Prerequisite(s):** DEAF 53; may be taken concurrently

**Term Typically Offered:** Spring only

Students will develop increased understanding of the types and uses of classifiers in ASL and develop further abilities to utilize this component of ASL in their expressive and receptive signing abilities through in-class practice, viewing of videotaped narratives, and individual practice outside of class.

**DEAF 60. Introduction to Deaf Studies. 3 Units**

**General Education Area/Graduation Requirement:** Social and Behavioral Sciences (4-A)

**Term Typically Offered:** Fall, Spring

Course introduces students to topics central to the deaf and deaf community, including audiology, education, culture, and history. Utilizing readings, lectures and group discussion, students will learn about the anatomy and causes of deafness, early intervention and education of deaf children, communication strategies and their effectiveness, the deaf as a cultural group and deaf/hearing relationships. Upon course completion, students will understand deaf individuals and their community in a holistic perspective and apply this knowledge toward further studies into the deaf culture and community.

**DEAF 154. American Sign Language 4. 4 Units**

**Prerequisite(s):** DEAF 53

**Term Typically Offered:** Fall, Spring

Principles, methods and techniques of manual communication with deaf people using American Sign Language. Emphasis on the continuation of developing advanced manual communication skills with a focus on techniques for informing others of factual information and instruction about rules and methods for students who will work or interact with adult deaf persons. Continuation of the analysis of the culture of deafness with emphasis on participation in the community.

**Note:** Taught in ASL without voice.

**DEAF 155. American Sign Language 5. 4 Units**

**Prerequisite(s):** DEAF 154 or instructor permission.

**Term Typically Offered:** Fall, Spring, Summer

Students will build upon communicative skills developed in EDS 154 to develop and expand on their abilities to discuss parts of the body and health conditions, tell a personal narrative about themselves and moments in theirs and others' lives, as well as to retell and translate simple stories into ASL.

**DEAF 161. Deaf History.****3 Units****Prerequisite(s):** DEAF 60, DEAF 154**Term Typically Offered:** Fall, Spring

An overview of the education of the deaf from prehistoric times to the present will be provided. Roots of current trends and events in deaf education will be explored, with projections for the future. Current issues such as mainstreaming, cochlear implants, communication modalities for instruction and others are discussed in both a historical context and from a deaf perspective.

**DEAF 162. Deaf Culture and Community.****3 Units****Prerequisite(s):** DEAF 60, DEAF 154**Term Typically Offered:** Fall, Spring

Course introduces students to deaf people as a cultural and linguistic minority in America through coverage of sociolinguistic, anthropological, and historic issues in the development of deaf culture and community in America and worldwide. Utilizing readings, lectures and group discussion, topics will include: theories of culture; language use; cross-cultural interaction and intercultural processes, and deaf literature and art. Upon course completion, students will understand current and past educational, legal and medical policies and their impact on deaf and hard-of-hearing people.

**DEAF 163. ASL Literature.****3 Units****Prerequisite(s):** DEAF 154**Term Typically Offered:** Spring only

Students will learn several different forms of ASL literature. Aspects of both form and content will be analyzed as well as their role in the preservation and circulation of Deaf cultural forms. Students will also learn to perform narratives and/or poems in ASL. They will understand the effects of genre, style, perspective, and other artistic techniques on ASL signed art performances, and utilize similar techniques in their developed performances. Students may perform their stories for a general audience.

**Note:** Course taught in ASL with No Voice.**DEAF 164. Sign Language Structure and Usage.****3 Units****Prerequisite(s):** DEAF 154 or instructor permission.**Term Typically Offered:** Fall only

Examines origins and linguistic structure of American Sign Language (ASL). Cross-linguistic comparisons with spoken and signed languages of other countries will be made. Students will learn aspects of ASL phonology, morphology and syntax. Sociolinguistic aspects of ASL usage in regard to gender, ethnicity, geographical region and educational status will be discussed. Conducted entirely in American Sign Language.

**DEAF 165. Seminar: Current Issues in the Deaf -World.****3 Units****Prerequisite(s):** DEAF 154 or instructor approval.**Term Typically Offered:** Fall, Spring

This course will explore a specific theme of interest to faculty and students within the program, with course content changed each semester. Selected topics will touch upon issues of special concern and interest to the Deaf community such as genetics, multicultural issues, media representations of deafness, theatre and performance art, visual arts, and other subjects which may arise in the future. Course will consist of readings, discussion, independent research, and viewing of various media as appropriate.

**Note:** 1) May be repeated when different topic is offered with a different instructor of record 2) Course taught in ASL with No Voice.**DEAF 165A. Special Topic: English/ASL Translation.****3 Units****Prerequisite(s):** DEAF 154**Term Typically Offered:** Fall only – even years

This course will focus on translation from written English to ASL. Texts will be examined at the lexical, phrasal, sentential, and extended text levels. Idiomatic and metaphorical language will also be explored. The aim of this course is to develop an understanding of the lexical and syntactical relationships between ASL and English, with the end goal being the students' ability to produce grammatically and conceptually correct signed translations of printed English texts.

**DEAF 165B. Special Topic: Deaf Education - Power & Politics.****3 Units****Prerequisite(s):** DEAF 60, DEAF 154, DEAF 161, DEAF 162**Term Typically Offered:** Spring only – even years

This course will explore issues of special concern and interest to the Deaf community; More specifically, this course will explore power dynamics and politics of Deaf education through four different dimensions: Language deprivation, audism, educational leadership, and parents of d/Deaf children. The course will consist of readings, discussion, independent research, and viewing of various media as appropriate.

**DEAF 165C. Special Topic: Technology and The Deaf Community.****3 Units****Prerequisite(s):** DEAF 154 or instructor permission.**Term Typically Offered:** Fall only – odd years

This course will focus on technology for communication and sound access and its use within the Deaf Community. The history of this technology and its development will be examined for what makes it useful and acceptable to Deaf/HOH individuals. This overview will include analysis of the processes of development and marketing of these devices. The hidden burden of device development and usage will be examined using need and usability analysis.

**Note:** Conducted entirely in American Sign Language.**DEAF 165D. Special Topic: Global Deaf Languages & Cultures.****3 Units****Prerequisite(s):** DEAF 60, DEAF 154, DEAF 162**Term Typically Offered:** Spring only – odd years

This course explores the phenomenon of International Sign, centering around three themes: (1) Sociolinguistics - How languages emerge and change; (2) International Sign - What it is, what it isn't, and how meaning is constructed; and (3) Deaf Communities around the globe.

**DEAF 165E. Special Topic: Deaf Representation in Media.****3 Units****Prerequisite(s):** DEAF 60, DEAF 154, DEAF 162**Term Typically Offered:** Spring only – odd years

This course will explore issues of special concern and interest to the Deaf community, specifically relating to Deafness and mass media representation. Examples from journalism, TV, film, advertising, photography, documentaries, comic art, and the Internet will be provided and analyzed. The course will consist of readings, discussion, independent research, and viewing of various media as appropriate.



**DEAF 166. Experiences in the Deaf Community - Dynamics of Oppression and Building Allyship. 3 Units****Prerequisite(s):** DEAF 155, DEAF 161, DEAF 162.**Term Typically Offered:** Fall, Spring, Summer

This course links active participation in the Deaf community to the content of previous Deaf Studies courses. In particular this course examines how to be a good ally within the Deaf community in the midst of a context of power, privilege and difference. Following a Service Learning model, students will collaborate on various service projects contributing to the Deaf community. Field trip.

**Note:** Course taught in ASL with No Voice.

Field trip(s) may be required.

**DEAF 199. Independent Study in Deaf Studies. 1 - 3 Units****Prerequisite(s):** DEAF 154**Term Typically Offered:** Fall, Spring

Individual projects designed especially for students capable of independent study.

**Note:** Departmental petition required.

Credit/No Credit

**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:** Mathematical Concepts & Quantitative Reasoning (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 understanding 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