Program Descriptions
Child and Adolescent Development is the study of the biological, physical, socio-emotional, and cognitive growth and development of the child from conception through emerging adulthood. Using theory, empirical research, and practice, this rigorous academic 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. BA degree, Minor, and MA degree programs are available in Child and Adolescent Development.

The Bachelor of Arts in Child and Adolescent Development offers two concentrations: Educational Contexts or Social and Community Contexts. Students choosing the Concentration in Educational Contexts are equipped to understand and apply developmental perspectives and engage in ethical and reflective practices within the educational context. Graduates will be prepared for careers in early care, preschool, elementary school, and special education, and/or for advanced degree and professional programs. Students choosing the Concentration in Social and Community Contexts are equipped to support developmental trajectories through application of theory and research into practice with diverse community settings. Graduates will be prepared for careers in community, social, government or counseling settings and/or for advanced degree and professional programs.

The Master of Arts in Child and Adolescent Development program offers opportunity for the 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, and work in counseling, social service, non-profit and community agencies. The MA also prepares students for additional study toward a doctoral degree in child development, developmental psychology, or 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 (http://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.

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.

With an ASL and Deaf Studies Minor, students may obtain entry-level jobs in settings working with Deaf individuals such as residential supervisor, classroom aide, vocational trainer, and much more. Students may also combine 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 anywhere, with a minor in ASL and Deaf Studies compared to those without similar 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 that may not be offered in the Sacramento region.

Career and Technical Studies (https://www.cce.csus.edu/bstcs/)
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) 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) (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/ba-child-adolescent-development-educational-contexts/)
- BA in Deaf Studies (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/ba-in-deaf-studies/)
• BS in Career and Technical Studies (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/bs-in-career-and-technical-studies/)
• Minor in American Sign Language/Deaf Studies (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-american-sign-language-deaf-studies/)
• Minor in Child and Adolescent Development (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-child-development/)
• Minor in Counseling (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-counseling/)
• Minor in Teacher Education (Teaching, Equity, and Engagement) (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-teacher-education-teaching-equity-and-engagement/)

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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Program coordinators
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• Sherrie Carinci (carincis@csus.edu), BS in Career and Technical Studies Coordinator
• Leah Zarchy (leah.geer@csus.edu), Deaf Studies coordinator

Faculty
ALEXANDER, KRISTEN
BECKER, VALERIE
BENTO, DIANE
BERSOLA-NGUYEN, IRENE
BROWN-WOOD, JANAY
CANTRELL, LISA
CARINCI, SHERRIE
ELLIS, BASIA
FERREIRA VAN LEER, KEVIN
FLORES, ALMA
GARCIA-NEVAREZ, ANA
GONZALEZ, AMBER
GRUSHKIN, DONALD
HECSH, JANET
HEMBREE, SHERI
HIBBARD, EVAN
HOBBS, SUE
LAMBATING, JULITA G.
LESLIE, ANGELA
MARTINEZ, JESSICA
MCCURRY, LESLIE
NATZEL, MARGARET
NOEL, JANA
O’HARA, KAREN
PARRISH, ROSALIE
PELLA, RIANA
PIENG, PATRICK
SCREECHFIELD, ROSALIE
STONE, LYNDA D.
SUN, LI-LING
TATH, SEDAH
TOLEDO BUSTAMANTE, NADXIELI
VA, KA
VICARS, BELINDA
WILBER, PAMELA
ZARCHY, LEAH
CHAD 23. Assessment and Observation in Child Development. 3 Units
Prerequisite(s): CHDV 30, or CHDV 35, or equivalent
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 both 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. APA style will be introduced to support the development of practical and scholarly communication and writing.

CHAD 30. Human Development. 3 Units
General Education Area/Graduation Requirement: Understanding
Personal Development (E)  
Term Typically Offered: Fall, Spring
Interdisciplinary study of human development with practical observations. Addresses physical, socio-cultural, intellectual and emotional aspects of growth and development from conception to death. A variety of field experiences will be required.

CHAD 30C. Human Development and Fieldwork in Community and Social Contexts. 3 Units
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: Service Learning Course
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.

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): CHDV 30 or CHDV 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 35. Child and Adolescent Development. 3 Units
General Education Area/Graduation Requirement: Understanding
Personal Development (E)  
Term Typically Offered: Fall, Spring
Examination of theory and research on cognitive, social and physical human development from conception through adolescence. Content will include data-collection techniques such as observation. Some course material will be applied to an analysis of elementary schooling.

CHAD 35E. Human Development and 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 course.

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.

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. 1 Unit
Prerequisite(s): (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.
Term Typically Offered: Fall, Spring
This course builds on initial coursework and fieldwork to promote balanced scholarship and professionalism in the field of Child and Adolescent Development. Students will investigate the breadth of professional opportunities, refine professional interests, and begin developing their professional portfolio. They will complete personal exploration to aid in developing an individualized academic and career plan to guide their trajectory within the major in preparation for their future academic and/or professional goals.
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): CHDV 30 or CHDV 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
Prerequisite(s): CHAD 30 or CHAD 35 or equivalent.
Term Typically Offered: Summer only
Theory, research, and practice in development of the child's thinking about mathematical and scientific concepts. Topics will include: (a) early emergence of conceptual reasoning connected with mathematics and science, (b) symbolic development and language of mathematics and science, (c) developmental sequences in mathematical and scientific thinking, (d) California Preschool Learning Foundations; (e) age-appropriate and culturally-relevant experiences to promote mathematic and scientific reasoning. Activities include lecture, discussions, presentations, cooperative learning assignments, and integration of course content with early childhood classroom practice.

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. CHAD 123 may be taken concurrently.
Term Typically Offered: Fall, Spring
Examination of theory, research, and exemplary practices and programs for children through elementary school. Activities include discussions, presentations, demonstrations and cooperative learning assignments.
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
Prerequisite(s): CHAD 30 or CHAD 35 or equivalent
Term Typically Offered: Summer only

Use of play as an educational vehicle in early childhood. Discovering how play helps children develop physically, socially, emotionally, cognitively and creatively through a variety of playful modes. Constructing appropriate developmental play materials and activities with emphasis on the active role of the adult in child’s play. 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: International and Interdisciplinary Perspectives. 3 Units
General Education Area/Graduation Requirement: Humanities (Area C2)
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 the broad historical periods and in contrasting parts of the world. Exploration of cultural beliefs, values and practices of childhood in different historical, social, and economic contexts. Comparative approach provides a critical framework from which to analyze scholarly inquiry about how children develop in families, schools, and broader society. Course content will interest students from a broad array of majors.

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: Further Studies in Area B (B5)
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. Controversial Issues in Childhood Development, Education, and Social Policy. 3 Units
Prerequisite(s): GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.
General Education Area/Graduation Requirement: Race & Ethnicity Graduation Requirement (RE), GE AREA D, Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring

Discussion-based examination of controversial issues linking development, education, and cultural practice in which scholarly inquiry has substantial implications for social policy. Specific topics vary by semester and include topics of both historical relevance and contemporary debates. Content relevant to multiple disciplines including issues such as adolescent risk behavior, bilingual education, brain-based pedagogy, child care, children and the law, cultural diversity, developmental theory and educational practice, gender, literacy practices, motivation, parenting styles, school violence, special education, standardized testing, and technological 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. Early Literacy Development in First and Second Language. 3 Units
Prerequisite(s): CHAD 123 or CHAD 133. CHAD 123 or CHAD 133 may be taken concurrently.
Term Typically Offered: Fall, Spring, Summer

This course will present theories and research regarding literacy development in monolingual and bilingual children. Students will investigate emergent literacy and literacy development of 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 155. 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.
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 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 CAHD 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): CHDV 30 or CHDV 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. 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 and Department Chair.
Credit/No Credit

CHAD 200. Proseminar in Child and Adolescent Development. 3 Units
Prerequisite(s): Admission to MA Child Development program or instructor permission.
Term Typically Offered: Fall only
Orientation to advanced scholarship in human development with a focus on understanding and evaluating current directions in developmental research. Developmental research methods and analytical strategies will be explored.

CHAD 210. Seminar in Social Development. 3 Units
Term Typically Offered: Fall, Spring
Advanced seminar focusing on theoretical and empirical readings covering topics in social/emotional development. Potential topics may include social and emotional development of children from conception through adolescence with consideration of biological and environmental influences.
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 readings covering topics in cognitive development. Specific topics will be related to cognitive development of children from conception through adolescence with consideration of biological and environmental influences.

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. Content includes current and historical developmental theory and application of theory to developmental research. Critical thinking skills and scholarly 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 - 6 Units
Prerequisite(s): Admission to MA program or instructor permission.
Term Typically Offered: Fall, Spring

In-depth study of selected topics in human development. Topics vary with each offering. Content includes theory and research on psychological dimensions of human development in various educational and community settings. May be repeated once for credit with different instructor.
Note: May be repeated 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. Theoretical and Applied Perspectives on Cross-cultural Development. 3 Units
Prerequisite(s): CHDV 200 or instructor permission. CHDV 200 may be taken concurrently.
Term Typically Offered: Fall, Spring

The cultural basis of human development through an in-depth examination of the socio-emotional, cognitive, language and gender development of children from infancy through adolescence within and across different cultures and communities. Theory, methods, and research of cross-cultural investigations will be considered and applications of course material to educational and community settings will be explored and analyzed.

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. Quantitative Research Methods. 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 development. Core issues in studying development will be discussed as they relate to families and societal issues. Major topics include the philosophical underpinnings of research design, various research methods of inquiry, ethical issues, and the development of research questions and data collection. Critical thinking and 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. Qualitative Research Methods. 3 Units
Term Typically Offered: Fall, Spring

Introduction to qualitative research methods for the study of learning and development. Includes: a) discussions of theoretical perspectives underlying this methodological approach; b) techniques for and issues in gathering, analyzing, and recording qualitative data; and c) strategies for using and reporting qualitative data. Students will write initial thesis/project design and human subjects proposal for formal approval.
CHAD 290. Writing a Proposal. 3 Units
Prerequisite(s): CHAD 200 and CHAD 242 or instructor permission.
Corequisite(s): CHAD 250 or CHAD 25B
Term Typically Offered: Fall, Spring
Seminar to focus on developing the intended thesis/project. Seminar will allow for students to explore their topic of interest to formulate a researchable problem related to development. Students will be required to review primary and secondary source materials related to their research topic as they develop their research proposal. Course includes the completion of the research proposal.

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): Admission to MA, Child Development program or instructor permission.
Term Typically Offered: Fall, Spring
Guidance toward completion of thesis or project option for the MA, Child Development program. Credit is given upon successful completion of a thesis, project, or other approved culminating experience. Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her 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.

DEAF 52. American Sign Language 2. 4 Units
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): DEAF 52 or equivalent.
General Education Area/Graduation Requirement: Foreign Language Graduation Requirement, Humanities (Area C2)
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, Spring

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, among others.

DEAF 57. ASL Classifiers. 2 Units
Prerequisite(s): DEAF 53; may be taken concurrently
Term Typically Offered: Fall, Spring

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: GE AREA D
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: Fall, Spring

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, Spring, Summer

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 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.

EDUC 10. Critical Thinking and the Educated Person. 3 Units
General Education Area/Graduation Requirement: Critical Thinking (A3)
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 (A3)
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: Math Concepts & Quantitative Reasoning (B4)
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
General Education Area/Graduation Requirement: Understanding Personal Development (E)
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 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 108. 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 109. 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 110. Education for Career Technical Students with Special Needs. 3 Units  
Prerequisite(s): Students must be admitted to the BSCTS program.  
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): GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

General Education Area/Graduation Requirement: Humanities (Area C2), Race & Ethnicity Graduation Requirement (RE), Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring, Summer

Survey of historical and modern multicultural children's literature examining standards of selection and acquaintance with the leading authors, illustrators and book awards; procedures and practice in methodology. Focus on children's literature which represents the diversity in America and fosters an understanding of the cultural values, identity, and heritage of those populations.

EDUC 124A. Tutoring Children in Mathematics. 2 Units
Corequisite(s): EDUC 124B.
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

Orientation to concept and practice of tutoring basic reading skills including sight word recognition, word analysis skills, oral fluency, and comprehension. After completing on-campus training, students are placed in nearby school districts.

Note: Strongly recommended for students considering careers in education, criminal justice, psychology and social work. May be repeated once for credit. May also be used as an elective in the Blended Teacher Education Program.
Credit/No Credit

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

Field-based course provides a synthesis and application of course content learned in EDUC 125B. Students are placed in a primary level setting for at-risk students who read approximately two grade levels below their peers. The twice-weekly practicum focuses on comprehension questioning strategies, learning styles and differences, multicultural and ESL strategies, Reader’s theater and poetry, and motivating students to achieve greater academic success.

Note: May be taken by all undergraduate students and must be taken concurrently with EDUC 125A.
Credit/No Credit

EDUC 126. Assisting the Elementary Classroom Teacher. 3 Units
Prerequisite(s): EDUC 125A.
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 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 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 in Education. 3 Units
General Education Area/Graduation Requirement: GE AREA D, 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): GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI), GE AREA D, Race & Ethnicity Graduation Requirement (RE)
Term Typically Offered: Fall, Spring

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

EDUC 165. Power, Privilege and Self Identity in Counseling. 3 Units
Prerequisite(s): GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.
General Education Area/Graduation Requirement: GE AREA D, Writing Intensive Graduation Requirement (WI), 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.  
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.  
General Education Area/Graduation Requirement: Humanities (Area C2)
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.

Term Typically Offered: Fall, Spring

Introductory study of important themes regarding the education of English Learners. Covers the history of bilingual education; relevant legal mandates and court rulings; first and second language acquisition; linguistic development; theory and practice of effective programs; and beginning methods, materials and strategies responsive to the students' primary language and assessed levels of English proficiency. A fieldwork component involving the tutoring of an English Learner is required.

EDUC 171.  Bilingualism in the Classroom.  
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.  Introduction to Hmong Literacy.  
Prerequisite(s): Fluent in Hmong
Term Typically Offered: Fall, Spring

This course covers fundamental literacy components of the Hmong language. It examines the historical development and maintenance of the Hmong oral and written language and related issues based on lectures, class discussions, group work, writing assignments, and a research paper. It fulfills one of the requirements for teaching credential students pursuing the Bilingual Cross Cultural Authorization (BCLAD).

EDUC 173.  Hmong History and Culture.  
Term Typically Offered: Fall, Spring

This course covers history of the Hmong dated 5,000 years ago to the present. It examines Hmong history and culture as it evolves through living in various Asian countries and in the United States through lectures, class discussions, group work, writing assignments, and a research paper.

EDUC 175A.  Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Multiple Subjects).  
Prerequisite(s): Spanish fluency/literacy required.
Term Typically Offered: Fall only

This course is designed to provide opportunities to practice Spanish language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, language varieties use in Spanish, issues of power and language in U.S. society, academic language use, advocacy for bilingual students, and engagement with bilingual families. In addition, students also will examine theoretical and pedagogical issues in bilingual education, learn how to apply bilingual teaching and assessment methods, analyze preK-6th grade bilingual language use, and evaluate Spanish language curriculum.

EDUC 175B.  Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Single Subject).  
Prerequisite(s): Spanish fluency/literacy required.
Term Typically Offered: Fall only

This course is designed to provide opportunities to practice Spanish language for academic and instructional purposes. Students will explore topics in bilingual/biliteracy development, language varieties in Spanish, issues of power and language in U.S. society, academic language use, advocacy for bilingual students, and engagement with bilingual families. In addition, students also will examine theoretical and pedagogical issues in bilingual education, learn how to apply bilingual teaching and assessment methods, analyze 7th-12th grade bilingual language use, and evaluate Spanish language curriculum.

EDUC 190A.  Becoming an Educator I.  
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. Examine 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.

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 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