UNDERGRADUATE STUDIES IN EDUCATION

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 (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/BA-in-child-development-educational-pre-credential/) 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 (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/BA-in-child-development-social-and-community-settings/) 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/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) 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-in-child-development-educational-pre-credential/)


MA in Child Development (http://catalog.csus.edu/colleges/education/undergraduate-studies-education/MA-in-child-development/)
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)(iv)(C).

Contact Information
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Faculty

CHDV 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.

CHDV 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.

CHDV 290. Seminar for Culminating Experience. 3 Units
Prerequisite(s): Advancement to candidacy; completion of at least 20 units of course work towards the MA, instructor permission.
Term Typically Offered: Fall, Spring

Seminar to focus on topics/elements/expectations to be included in the culminating experience: defining and narrowing a topic for study; abstract writing; differentiation of primary/secondary source of evidence; development of organizational schemes for a literature review; database literature searches; APA format requirements; time management, range and breadth of evidence for a comprehensive review; connecting the review and project/thesis; writing style and quality; revisions and critical feedback; social/psychological dimensions of thesis/project process; data analysis and statistics help on campus for thesis.
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  
**Prerequisite(s):** DEAF 51 or equivalent.  
**General Education Area/Graduation Requirement:** Foreign Language Graduation Requirement, Humanities (Area C2)  
**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, 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, amount 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.

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

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

Corequisite(s): EDUC 100A.
Term Typically Offered: Fall, Spring

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

Credit/No Credit

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

Corequisite(s): EDUC 101B.
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(a): 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 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.
Credit/No Credit

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: Writing Intensive Graduation Requirement (WI), Race & Ethnicity Graduation Requirement (RE), Humanities (Area C2)
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 development 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 Developmental 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 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: Race & Ethnicity Graduation Requirement (RE), GE AREA D, Writing Intensive Graduation Requirement (WI)
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.  Sex Role Stereotyping in American 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.
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.  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: 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 identifiers to understand cultural
differences and how they can create change.

EDUC 170.  Bilingual Education: Introduction to Educating English Learners.  3 Units
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 theory and practice of effective programs; and
beginning methods, materials and strategies responsive to the students'
primary language and assessed levels of English proficiency. A fieldwork
component involving the tutoring of an English Learner is required.
Note: EDUC 170 is a prerequisite for EDMS 272, EDBM 279.

EDUC 171.  Bilingualism in the Classroom.  3 Units
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.  3 Units
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.  3 Units
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 175.  Pedagogy and Academic Language Skills in Spanish for
Bilingual Educators.  3 Units
Prerequisite(s): Spanish fluency/literacy required.
Term Typically Offered: Fall only

This course is designed to provide participants background and
foundational knowledge in Standard Spanish language use, language
varieties in Spanish, issues of power and language in our society,
already academic use, and bilingual methods. Participants will examine
theoretical and practical issues in bilingual language use in society and
in the classroom. Participants will learn and apply bilingual teaching
methods, will analyze children's bilingual language use, and also will
evaluate Spanish medium texts and trade books.

EDUC 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 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 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