



# Academic Departments and Programs



# Science Education

College of Natural Sciences and Mathematics

## INTRODUCTION

Programs in Science Education are offered at the undergraduate, post-baccalaureate and graduate levels. The philosophy of the Science Education Programs at California State University, Fullerton is based upon the belief that teachers play a preeminent role in the science educational process. We prepare teachers to have confidence in their own abilities to access resources and gain the understanding that they need to help individual students become more scientifically literate. Furthermore, we also believe that effective science content preparation is critical in preparing teachers who are able to transform the science content knowledge that they learn in their courses into pedagogical content knowledge that can be taught to others. This process of transformation encompasses all aspects of instruction and evaluation nexus. The science education faculty agree that teachers must be open and interested in new ideas. They engage in their own inquiry as co-investigators with students who learn science through multiple methods, including inquiry. We support teachers who as active, alert members of their school community, and help the next generation become effective and positive contributors to a diverse society. The Science Subject Matter Preparation Program plays a vital role in preparing future teachers who are steeped in these philosophies and beliefs.

The mission of the Science Education Programs is to prepare students who are competent in subject matter content to teach science at the elementary and secondary levels. Furthermore, we provide guidance and support for both beginning and experienced teachers in the study and use of educational practices developed for the teaching of science, as well as helping these teachers develop original ideas as they relate to their areas of specialization. The program's primary goal is to address the special needs of both pre-service and in-service science teachers.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and learning outcomes have been established for students pursuing a program in Teaching Science:

### Knowledge and Competent Specialists

- Demonstrate a strong foundation in one or more of the scientific disciplines and in science education
- Demonstrate strong understanding and implementation of science teaching pedagogical skill
- Demonstrate ability to use technology to improve teaching and learning science

### Reflective and Responsive Practitioners

- Promote diversity in the science classroom and among science learners
- Make informed decisions regarding support, curricula, instruction, assessment, and classroom management

## PROGRAM DIRECTOR

Victoria Costa

## PROGRAM OFFICE/WEBSITE

McCarthy Hall 527

657-278-2307

<http://nsm.fullerton.edu/scied>

## PROGRAMS OFFERED

Master of Arts in Teaching Science  
(MAT-S)

Single Subject (7-12) Credential in  
Biological Sciences, Biological  
Sciences Specialized, Chemistry,  
Chemistry Specialized, Geosciences,  
Geosciences Specialized, Physics,  
Physics Specialized, Foundational  
Level General Science

Minor in Natural Sciences

## FACULTY

Victoria Costa (Science Education),  
Barbara Gonzalez (Chemistry and  
Biochemistry), Galen Carlson  
(Geological Sciences), Phil Janowicz  
(Chemistry and Biochemistry), Jeff  
Knott (Geological Sciences) Michael  
Loverude (Physics)

- Engage in collaborative endeavors with colleagues, administrators, and industry/business/informal science agency/community partners
- Think critically

### **Committed and Caring Professionals**

- Become change agents for the improvement of science teaching and learning
- Maintain professional and ethical standards
- Become life-long learners

### **MINOR IN NATURAL SCIENCES (21 UNITS)**

The Minor in Natural Sciences enables students to gain an understanding in several scientific areas and have a more comprehensive appreciation of the natural sciences by taking courses in at least three different science disciplines. It offers prospective elementary and middle school teachers, as well as majors in other fields such as communications, business, and computer science, a program that will familiarize them with the most important ideas and problems in the sciences. The minor also meets the requirements for a supplemental credential for prospective elementary teachers and prepares candidates for the CSET subtests for the Foundational Level General Science Credential.

#### **Lower-Division Courses (9-11 units)**

Students choose at least three units from each category listed below. The selection must include an asterisk (\*) course from Life Science and a second asterisk (\*) course from either Physical Sciences or Earth/Astronomical Sciences. (Note that with the exception of GEOL 102, BIOL 102 and PHYS 102, all asterisk courses have either a required prerequisite or corequisite.)

##### *Earth/Astronomical Sciences*

GEOL 101, 101L\*, 102\*

PHYS 120

##### *Life Science*

BIOL 101, 101L\*, 102\*

##### *Physical Sciences*

CHEM 100, 100L\*, 105, 111, 115, 120A\*, 120B

CHEM/PHYS 102\*

PHYS 101, 101L\*, 211, 211L\*, 212

#### **Upper-Division Courses (12 units)**

Students take at least two units from each of three different course groups. The Natural Sciences Minor adviser must approve course selection.

##### *Biological Science*

BIOL 305, 306, 310, 311, 318, 319, 330, 352, 360, 409, 453

##### *Chemistry and Biochemistry*

CHEM 303A,B,C (1 unit each), 311, 313A,B,C (1 unit each)

##### *Geological Science*

GEOL 310T, 410, 420

##### *Physics*

PHYS 301

##### *Teacher Education Core Courses*

BIOL 453

GEOL 410

SCED 495A

Upper-division courses in the natural sciences not listed above may be included in this minor with the approval of the Minor in Natural Sciences adviser.

### **SCIENCE COURSEWORK FOR ELEMENTARY TEACHERS**

Science coursework for elementary teachers is designed to deepen the skills and knowledge of future K-8 teachers in the areas of scientific content, scientific processes, and investigation and experimentation in the physical sciences (GEOL 410 Physical Science/Earth Systems and GEOL 420 Earth Science for Science Teachers) and the biological sciences (BIOL 453 Life Science Concepts).

### **SINGLE SUBJECT TEACHING CREDENTIAL**

Single Subject Teaching Credential in Biological Sciences, Chemistry, Geosciences, Physics and Foundational Level General Science (7-12) is an interdisciplinary program that connects the three main elements of teacher training (subject matter preparation, pedagogical training and field experience) between the Science Education Program, Department of Secondary Education and local school districts. The Credential Program is organized around the California Teaching Performance Expectations and includes subject matter preparation, prerequisite education coursework and credential coursework.

To earn a secondary science teaching credential, candidates must:

- Demonstrate subject matter competency
- Complete a program of professional preparation

The California Commission on Teacher Credentialing authorizes nine different science credentials that authorize service in pre-school, grades 12 and under and in classes organized for adults. Each credential requires demonstration of subject matter competence through completion of specific undergraduate or graduate degrees OR successful passage of several subtests of the California Science Examination for Teachers (CSET) in Science. Candidates with a regular credential in a science area are authorized to teach in their specific discipline, as well as general and integrated science, including middle school science. Candidates with a Specialized credential in a science area are authorized to teach only in their specific discipline.

The Single Subject Science Credential Program is administered jointly with the Department of Secondary Education. See additional program information, including the Internship Program, under that Department.

### **Prerequisite Courses**

EDSC 304 Educational Technology for Secondary Teachers (3)

EDSC 310 The Teaching Experience: Participation (3)

EDSC 320 Adolescence and Education (3)

EDSC 330 Developing Literacy in Secondary Schools (3)

EDSC 340 Student Diversity in Secondary Schools (3)

### **Preservice Course Required of all Intern Candidates**

EDSC 400 Methods for Internship Credential Candidates (3)

### **Extern Semester (First Semester)**

EDSC 410 Teaching English Learners in Secondary Schools (3)

EDSC 440F Supervised Fieldwork in Secondary Schools (2)

EDSC 440S General Pedagogy of Secondary School Teaching (4)

SCED 442 Teaching Science in Secondary Schools (3)

SCED 449E Externship in Secondary Teaching – Science (3)

*Note:* EDSC 440F, EDSC 440S, SCED 442 and SCED 449E must be taken concurrently. Enrollment in these courses is based on admission to the Single Subject Credential Program. Fieldwork associated with these courses requires daily observations and co-teaching in public school classrooms for an 18-week period. See additional information on admission requirements and coursework descriptions under the Department of Secondary Education.

### **Student Teacher Semester (Second Semester)**

EDSC 460 Teaching Assessment Seminar (3)

SCED 449I Internship in Secondary Teaching-Science (10)

SCED 449S Seminar in Secondary Teaching—Science (3)

*Note:* EDSC 460, SCED 449I and SCED 449S must be taken concurrently. Enrollment in these courses is based on successful completion of first semester coursework. Fieldwork associated with these courses requires daily co-teaching in public school classrooms for an 18-week period. See additional information on coursework descriptions under the Department of Secondary Education.

### **MASTER OF ARTS IN TEACHING SCIENCE (30 UNITS)**

The primary objectives of the Master of Arts in Teaching Science are to: provide advanced coursework in science curriculum designs appropriate to the professional responsibilities of science educators; provide research and seminar opportunities in contemporary issues in science education; and enable teachers to become more proficient in science disciplines appropriate to their academic teaching assignments. A secondary track and elementary track are available.

Remaining coursework is selected from the departments of Biological Science, Chemistry and Biochemistry, Computer Science, Geological Sciences, Physics or Science Education and other departments as appropriate. Fifteen units of work are required from the Science Education Program. The graduate work culminates with the student completing a project or thesis in an area of science education that is applicable to the student's teaching. Faculty from the program and other departments form the committee that guides and evaluates each graduate student.

### **Admission Requirements**

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admission for complete statement and procedures). In addition to the university requirements for admission, acceptance in the MAT-S program is contingent upon candidates meeting the following criteria.

1. Candidates must apply to the university through [csu.mentor.org](http://csu.mentor.org), as well as submit the "Application for Admission to the MAT-S Degree Program" to the Science Education Programs Office. The application is available from the Science Education Programs Office at 657-278-2307, MH-527, [sciedreceptionist@exchange.fullerton.edu](mailto:sciedreceptionist@exchange.fullerton.edu). The Science Education Program application for the MAT-S must include:
  - a. two signed letters of recommendation;
  - b. a personal resume;
  - c. documentation of a teaching credential; and
  - d. a Statement of Purpose – one to two pages with information about the candidate's science area of interest.
2. A teaching credential is normally required for classified standing. In special circumstances, a MAT-S faculty adviser may agree to work with a student who has not completed a teaching credential program. For example, an applicant who teaches in a private school or works in a museum may complete the MAT-S without a teaching credential. In these cases, a MAT-S faculty adviser will write a letter waiving the credential requirement for classified standing.
3. Candidates must complete coursework equivalent to a baccalaureate degree in one of the sciences. (For the elementary track, the baccalaureate degree is not normally in the sciences, but the application must provide evidence of in-depth work within the sciences beyond the minimum requirements for a multiple subject teaching credential.)
4. Candidates must receive acceptance by a faculty project/thesis adviser.
5. The admission decision will be made only after the application file is complete.

## Application Deadlines

The deadline for completing online applications is March 1 for the fall semester. (see <http://www.csumentor.edu>) .Mailed applications need to be postmarked by the same deadline. However, deadlines may be changed based upon enrollment projections.

## Advancement to Candidacy

Advancement to candidacy is attained by requesting a graduation check and receiving subsequent approval of the MAT-S faculty adviser and the MAT-S graduate program adviser on the Grad Check Review Form. This form is mailed to students by the University Graduate Studies Office.

## Classified Standing

Students should achieve classified standing as soon as they are eligible. A student who meets the admission standards needs to develop a study plan in consultation with the MAT-S faculty adviser and MAT-S graduate program adviser before nine units of degree coursework has been completed. Classified standing will be granted once the study plan has been reviewed and approved by the MAT-S faculty and the Associate Vice President, Graduate Programs and Research.

Students will be notified by the Graduate Studies Office when the study plan is approved and classified standing is granted. Once the study plan is approved, changes can be made only with the approval of the MAT-S faculty adviser and the MAT-S graduate program adviser.

## Study plan

The degree program consists of upper-division or graduate coursework, of which at least half must be 500-level, and be completed with a grade point average of 3.0 or better. Students will choose one of the following tracks:

1. Secondary Track – 15 units will be in the sciences and other departments, in upper-division and graduate courses. At least nine units will be taken in one of the following: biology, chemistry, computer science, geological sciences or physics; or
2. Elementary Track – 15 units in upper-division and graduate courses. Electives will be chosen from biology, chemistry, computer science, geological sciences, physics or science education.

Students must also complete the following fifteen units:

### Core Courses

SCED 550 Theoretical Designs in Science Education (3)

SCED 552 Review of Research in Science Education (3)\*

SCED 554 Issues in Science Education (3)

### Culminating Experience

SCED 598 Thesis (6)

OR SCED 597 Project (3) and SCED 599

## Independent Graduate Research (3)

For further information and advisement, consult the graduate program adviser or Director of Science Education Programs.

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\*Meets the Graduate Level Writing Requirement.

## SCIENCE EDUCATION COURSES

Courses are designated as SCED in the class schedule.

### 110 The Teaching Experience: Exploration (2-3)

(Same as EDSC/SPED 110)

### 412 Processes of Science (3)

Prerequisite: junior or senior standing in a science major or admission to the MAT-Science graduate program. Methodologies (action research), logical procedures and explanatory systems that characterize the various natural sciences. Role of science and technology in society. (2 hours lecture, 1 hour activity, 1 hour to be arranged)

### 442 Teaching Science in the Secondary School (3)

Prerequisite: appropriate education and science education coursework for credential. Curricular objectives, methods and materials, including audiovisual instruction for teaching science. Required before student teaching for candidates for the single subject teaching credential in either the life sciences or the physical sciences. (2 hours lecture, 2 hours activity).

### 449E Externship in Secondary Teaching (3)

Prerequisite: SCED 412 (may be taken concurrently)  
(See description under Secondary Education)

### 449I Internship in Secondary Teaching (10)

(See description under Secondary Education)

### 449S Seminar in Secondary Teaching (3)

(See description under Secondary Education)

### 495A Internship (3)

Prerequisite: consent of instructor. Supervised field experience permitting application of science education in research, industry and educational settings. For current and prospective science teachers. Periodic class meetings and field experience log and summary are required. One or more sections offered online.

### 495B Internship (3)

Prerequisite: consent of instructor. Supervised field experience permitting application of science education in research, industry and educational settings. For current and prospective science teachers. Periodic class meetings and field experience log and summary are required.

### 499 Independent Study (1-3)

Special topics in science education, selected by consultation and completed under the supervision of the instructor. May be repeated for credit.

**501 Introduction to Graduate Studies in Science Education (1)**

Graduate studies in science education. Prepare a program plan. Overview of library and Web-based resources. Must have capacity for electronic communication, including e-mail, attachments and web courseware. Credit/no credit only.

**550 Theoretical Designs in Science Education (3)**

Review of major directions, designs and assumptions of science education reform such as the nature of science and scientific inquiry, scientific literacy, the National Science Education Standards, state curricular frameworks, standards and international and national science assessment. How reform affects curriculum, major curricular projects and curricular evaluation. One or more sections offered online.

**552 Review of Research in Science Education (3)**

Prerequisite: graduate standing. Review of relevant literature that provides the foundation for modern reform in science education. Analyses of research design and execution of appropriate experimental or observational procedures to test hypotheses concerning problems in science education.

**554 Issues in Science Education (3)**

Prerequisite: graduate standing. Major contemporary issues in science education. One or more sections offered online.

**597 Project (1-3)**

Prerequisites: advancement to candidacy and an appointed thesis committee. Corequisite: SCED 599 (3 units). Selection, investigation and written presentation of a project in science education.

**598 Thesis (1-6)**

Prerequisites: advancement to candidacy and an appointed thesis committee. Selection, investigation and written presentation of an experimental problem in science education.

**599 Independent Graduate Research (1-3)**

Graduate student research in a specific area of science education. May be repeated for credit.

# Secondary Education

College of Education

## DEPARTMENT CHAIR

Mark Ellis

## DEPARTMENT OFFICE/WEBSITE

College Park 600

657-278-7769

<http://ed.fullerton.edu/SecEd>

## PROGRAMS OFFERED

Master of Science in Education  
Concentration in Secondary Education  
Emphasis in Teacher Induction  
Emphasis in Teaching Foundational Mathematics  
Single Subject Credential  
Art  
English (English, Theater)  
Foundational Level General Science  
Foundational Level Mathematics  
Mathematics  
Music  
Physical Education  
Science (biology, chemistry, geosciences, physics)  
Social Science  
World Languages (including Chinese Mandarin, French, German, Japanese, Korean, Russian, Spanish, Vietnamese)

## FACULTY

Debra Ambrosetti, Sandra Alaux, Tara Barnhart, Minerva Chávez, Grace Cho, Victoria Brookhart Costa, Marcela de Souza, Mark Ellis, Maria Grant, Nick Henning, Ellen Kottler, Marilyn Leuer, Ron Pahl, Lynda Randall, Kristen Shand, Chris Street, Natalie Tran, Miguel Zavala

## INTRODUCTION

The mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom, and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in secondary education:

### Knowledgeable and competent specialists

- Demonstrate a strong foundation in subject matter knowledge or field of study
- Demonstrate a strong understanding and implementation of pedagogical skills or skills in chosen field
- Use technology as a resource

### Reflective and responsive practitioners

- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

### Committed and caring professionals

- Be agents for change
- Maintain professional and ethical standards
- Become lifelong learners

## SINGLE SUBJECT CREDENTIAL PROGRAM

The Single Subject Credential program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation, participation in classroom activities and student teaching. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment and program evaluation. The program is articulated with the California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, the California Standards for the Teach-

ing Profession, the California Teaching Performance Expectations (TPEs) and the Teaching Performance Assessment (TPA).

The program is a three-semester process, where students move between theoretical knowledge provided in coursework and the practical experience gained in secondary classroom; developing philosophical and methodological perspectives that are tested in practical experience.

### Technology

(3 units required for preliminary credential, recommended as early as possible)

EDSC 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)

OR EDSC 307 Personal Proficiency in Educational Technologies for Social Science Teachers (3)

### Prerequisites (12 units, 40 hours fieldwork)

EDSC 310 The Teaching Experience (3)

EDSC 320 Adolescence and Education (3)

EDSC 330 Developing Literacy in Secondary Schools (3)

EDSC 340 Diversity in Secondary Schools (3)

### Requirements for First Semester Internship Candidates

(Completed prior to first semester internship)

EDSC 400 Instructional Methods for Secondary Internship Candidates (3)

EDSC 410 Teaching English Language Learners in Secondary Schools (3)

### First Semester (15 units, 240 hours fieldwork)

EDSC 410 Teaching English Language Learners in Secondary Schools (3)

EDSC 440S General Pedagogy of Secondary School Teaching (4)

EDSC 440F Supervised Fieldwork in Secondary Schools (2)

EDSC 442 Teaching in the Secondary School (3)\*

EDSC 449E Externship in Secondary Teaching (3)\*

### Second Semester (16 units, 270 hours fieldwork)

EDSC 449S Seminar in Secondary Teaching (3)\*

EDSC 449I Internship in Secondary Teaching (10)\*

EDSC 460 Teaching Assessment Seminar (3)

With the exception of Social Studies, Foreign Languages and Foundational Level Mathematics, courses marked with an asterisk (\*) are taken in the academic departments.

### Admission Requirements

Applicants to the Single Subject Credential Program are required to apply to the university, as well as Admission to Teacher Education. Filing deadlines are Feb. 28 (for the following fall) and Sept. 30 (for the following spring). An additional fee is required with the application.

Applications for admission into the Single Subject Credential Program are evaluated according to the following criteria: subject matter competence, professional aptitude and disposition; fundamental skills, and personality and character. Evidence in relation to criteria is submitted at the time of application and includes the following:

- Overall grade-point average appropriate to the individual academic department
- Verification of basic educational skills
- Successful completion of EDSC 310, 320, 330 and 340
- 100% completion of Subject Matter Preparation Program (SMPP) in your content area or the CSET exam results in your content area (See your adviser)
- Proficiency in oral and written English
- Recommendations from academic faculty
- TB Test
- CPR Training – Candidates must complete CPR Training offered by the American Heart Association (Heart Saver) or the American Red Cross. Training must cover infant, child and adult. Evidence of CPR training must be current (within 2 years) and a copy of the CPR certificate must be submitted with the credential application
- The Certificate of Clearance form must be sought by the time of application. There is a fingerprint background check form to be completed as specified by the California Commission on Teacher Credentialing
- Positive disposition toward teaching adolescents from diverse backgrounds

### INTERNSHIP PROGRAM

Students who meet requirements set by the California Commission on Teacher Credentialing and Single Subject Internship Credential Program may enter the Professional Development Track. These students receive an internship credential, which entitles them to teach in a public school while taking their coursework at CSUF in the late afternoon, evenings or on the weekends. The curriculum of the Internship Program is a multi-semester experience, including prerequisites, pre-service coursework and fieldwork teaching. Students in the Internship Program progress through EDSC 400 and their first full-time teaching semester of the program as a cohort group. In the second full-time teaching semester as an Intern in the program, they are in cohort groups by subject area.

Internship candidates must complete EDSC 400 and EDSC 410 prior to enrollment as an Internship candidate in the first semester of the program.

Candidates who become interns in their second semester are required to have completed all of the entrance requirements and four prerequisites above, plus 15-18 units of secondary coursework.

## **MASTER OF SCIENCE IN EDUCATION (31 UNITS) SECONDARY EDUCATION CONCENTRATION**

This program is designed to help career secondary classroom teachers upgrade their skills, become informed about new ideas in secondary teaching and prepare for curriculum leadership roles in public and private schools.

The graduate program builds upon teacher preparation in the Single Subject Credential Program. Whereas coursework in the credential program focuses on knowledge and skills necessary for a beginning secondary teacher, the graduate program will allow students to extend their knowledge and deepen their skills in curriculum design, instructional and assessment strategies, integration of technology and reflection skills.

### **Online Graduate Program Features**

The graduate programs in Secondary Education are delivered in two formats: 1) an online hybrid format, with 49 percent of courses delivered entirely via web-based instruction, and the other courses delivered partially via web-based instruction; 2) a 100 percent online format. The programs begin with a required one-unit prerequisite course.

### **Options for Culminating Experience**

The options for candidates' culminating experiences are the comprehensive examination, action research project, thesis, submission for National Board Certification, development of a comprehensive curriculum project or development of an article for publication.

### **Application Deadlines**

Deadlines for completing the online application, if spring admissions is available, is June 1 for the fall semester and Nov. 15 for the spring semester (<http://www.csumentor.edu>). Mailed applications must be postmarked by the same deadline. However, deadlines may be changed based upon enrollment projections.

### **Admission to Graduate Standing – Conditionally Classified**

University requirements include: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see "Graduate Regulations" section for complete statement and procedures).

### **Graduate Standing – Classified**

Classified standing is granted after a study plan is developed in consultation with a faculty adviser and approved by the Associate Vice President, Academic Programs (or designee). Students must also meet the following admission requirements:

1. an approved major;
2. grade-point average of 3.0 on previous academic and related work;
3. proof of a current teaching credential;
4. current professional resume;

5. 500-word statement of purpose outlining your interest in the Secondary Education Master's Program (e.g., any areas of special interest or emphasis you plan to pursue as a graduate student, a brief description of your current teaching position or anything else that would facilitate an informed decision on your application); and
6. two or more letters of recommendation that address your aptitude for graduate study including your teaching skills as well as your academic preparation. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

### **Study Plan**

#### *Prerequisite Course (1 unit)*

EDSC 501 Introduction to Graduate Studies (1)

#### *Core Courses (15 units)*

EDSC 504 Advanced Proficiency in Educational Technologies (3)

EDSC 506 Graduate Studies in Secondary Writing (3)

EDSC 535 Survey of Educational Research (3)

EDSC 536 Curriculum Theory and Development (3)

EDSC 591 Professional Seminar in Secondary Teaching (3)

#### *Concentration Courses (6 units)*

EDSC 522 Family, Community and Professional Partnerships (3)

EDSC 524 Assessing Student Learning (3)

#### *Electives (6 units)*

Chosen in consultation with the Graduate Program Adviser

#### *Culminating Experience (3 units)*

EDSC 594 Research Seminar (3)

OR EDSC 595 Advanced Studies Capstone in Secondary Education (3)

OR EDSC 597 Project (3)

OR EDSC 598 Thesis (3)

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\*Please contact the Secondary Education Department office for current registration information.

## **EMPHASIS IN TEACHER INDUCTION (30 UNITS)**

The concentration in Secondary Education with an Emphasis in Teacher Induction is designed for 7-12 grade teachers to earn their Professional Clear Credential and to prepare them for continued instructional and leadership roles in secondary schools. This graduate program builds upon teacher preparation in the Single Subject Credential Program and allows students to extend their knowledge and deepen their teaching skills while working toward the Clear Credential. Students should contact their BTSA support provider for additional information regarding their eligibility for this area of emphasis.

**Prerequisite Course (1 unit)**

EDSC 501 Introduction to Graduate Studies (1)

**Core Courses (15 units)**

EDSC 504 Advanced Proficiency in Educational Technologies (3)

EDSC 506 Graduate Studies in Secondary School Writing (3)

EDSC 535 Survey of Educational Research (3)

EDSC 536 Curriculum Theory and Development (3)

EDSC 591 Professional Seminar in Secondary Teaching (3)

**Emphasis Courses (6 units)**

EDSC 502A New Teacher Induction, Assessment and Support, Year 1 (1)

EDSC 502B New Teacher Induction, Assessment and Support, Year 1 (2)

EDSC 502C New Teacher Induction, Assessment and Support, Year 2 (1)

EDSC 502D New Teacher Induction, Assessment and Support, Year 2 (2)

**Electives (6 units)**

Chosen in consultation with the Graduate Program Adviser.

**Culminating Experience (3 units)**

EDSC 594 Project Seminar (3)

OR EDSC 595 Advanced Studies Capstone in Secondary Education (3)

OR EDSC 597 Project (3)

OR EDSC 598 Thesis (3)

**EMPHASIS IN TEACHING FOUNDATIONAL MATHEMATICS (30 UNITS)**

The concentration in Secondary Education with an Emphasis in Teaching Foundational Mathematics is a collaborative effort with the Department of Mathematics and is designed to help experienced teachers of mathematics upgrade their skills, become informed about new ideas in secondary teaching and prepare for curriculum leadership roles in public and private schools. The emphasis will provide teachers of math from grade 4 to geometry with a deeper knowledge base in mathematics and mathematics education. Mathematics 303A,B Fundamental Concepts of Elementary Mathematics (6 units) or equivalent are required as prerequisites to the program.

**Prerequisite Coursework (1 unit)**

EDSC 501 Introduction to Graduate Studies (1)

**Core Coursework (15 units)**

EDSC 504 Advanced Proficiency in Educational Technologies (3)

EDSC 506 Graduate Studies in Secondary School Writing (3)

EDSC 535 Survey of Educational Research (3)

EDSC 536 Curriculum Theory and Development (3)

EDSC 591 Professional Seminar in Secondary Teaching (3)

**Emphasis Courses (12 units)**

EDSC 530 Graduate Studies in Mathematics Education (3)

MATH 403A,B Concepts of Middle School Mathematics (3,3)

MAED 532 Teaching Problem Solving in Middle School Mathematics (3)

**Culminating Experience (3 units)**

EDSC 594 Research Seminar (3)

OR EDSC 595 Advanced Studies Capstone in Secondary Education (3)

OR EDSC 597 Project (3)

OR EDSC 598 Thesis (3)

**SECONDARY EDUCATION COURSES**

Courses are designated as EDSC in the class schedule.

**110 The Teaching Experience: Exploration (2-3)**

Exploration of one's self in relation to other people in the schools and an encounter with the teaching experience through fieldwork. Accompanying seminar helps students extend their observations and explore relevant issues. (2 hours fieldwork, 2 hours seminar) Credit/No credit only. (Same as SPED/SCED/EDEL 110)

**304 Personal Proficiency in Educational Technology for Secondary Teachers (3)**

Develop personal proficiency in educational technologies to facilitate teaching process. Develop digital literacy through use of presentation, spreadsheet, word processing and publication software, and interactive online tools; internet search and retrieval; information literacy; electronic communication and collaboration; awareness of legal and ethical issues in the digital world. Meets state requirement for Single Subject Preliminary Credential, except Social Studies. One or more sections offered online. (Same as SPED 304)

**307 Personal Proficiency in Educational Technologies for Social Science Teachers (3)**

Prerequisite: EDSC 310. Develop proficiency in educational technologies to facilitate teaching social studies. Develop digital literacy through use of presentation, spreadsheet, word processing and publication software, and interactive online tools; historical inquiry; primary source retrieval; information literacy; electronic communication and collaboration; awareness of legal and ethical issues in the digital world. Meets state computer requirements for the Social Studies Single Subject preliminary credential. One or more sections offered online.

### **310 The Teaching Experience: Participation (3)**

History, philosophy and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners and struggling readers; content standards; and major curriculum reform documents. Includes 40-hour practicum on specific course requirements. May be repeated with consent of instructor.

### **320 Adolescence and Education (3)**

Prerequisite: completion of General Education (G.E.) Category D.1. Biological, cognitive and socio-cultural development of adolescents. Contexts of adolescent development, including family, peers, school, work and leisure. Health and safety issues of adolescents. One or more sections offered online.

### **330 Developing Literacy in Secondary Schools (3)**

Strategies for developing content-based reading/writing abilities, comprehension skills and vocabulary of secondary students. Methods of teaching reading, writing and language skills for English learners and speakers. Diagnostic assessment strategies. Development of materials to be utilized during EDSC 440F fieldwork. Letter grade. One or more sections offered online.

### **340 Diversity in Secondary Schools (3)**

Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. How teaching is shaped by diversity in California society. Analysis of personal and institutional bias. One or more sections offered online.

### **400 Instruction Methods for Secondary Internship Candidates (3)**

Methodology course for departmental teaching required for first semester internship candidates before beginning first semester of credential program. Meets methodology requirement for holders of Multiple Subject Credential seeking a Single Subject Credential. (2 hours lecture, 30-hour fieldwork experience)

### **410 Teaching English Learners in Secondary Schools (3)**

Prerequisite: EDSC 340. Materials, methods and strategies for teaching English learners in secondary schools. Principles of second language acquisition. State and federal laws pertaining to the educating English learners. One or more sections offered online.

### **440F Supervised Fieldwork in Secondary Schools (2)**

Prerequisite: admission to the Single Subject Credential Program. Concurrent enrollment in EDSC 440S. Ten-week practicum (120 hours, Monday - Thursday) in observation and participation in secondary schools. Must be taken Credit/No Credit; "B" (3.0) or better is required for credit.

### **440S General Pedagogy of Secondary School Teaching (4)**

Prerequisites: admission to Single Subject Credential Program and EDSC 340. Concurrent enrollment in EDSC 440F. Interrelationship of pedagogical theory and practice, presented in collaboration with local districts. Classroom management, instructional planning, assessment of student learning, engaging all students and teacher professionalism. Must be taken Credit/ No Credit. A "B" (3.0) or better is required for credit. One or sections offered online.

### **442 Teaching in the Secondary School (3)**

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in EDSC 449E. Strategies and techniques for teaching a specified subject in the secondary school. Credit/no credit only; "B" (3.0) or better required for credit. May be repeated once for credit. Departmental offerings are: ARTE 442 Teaching Art in the Secondary School; EDSC 442 Teaching Business in the Secondary School; EDSC 442M Teaching Foundation Level Mathematics in the Secondary School (Offered online only); EDSC 442S Teaching Social Science in the Secondary School; ENED 442 Teaching English in the Secondary School; KNES 442 Teaching Physical Education in the Secondary School; MAED 442 Teaching Mathematics in the Secondary School; MUSE 442 Principles and Methods of Teaching Music in the Public Schools; SCED 442 Teaching Science in the Secondary School; THED 442 Teaching Theatre in the Secondary School.

### **442F Teaching Foreign Language in the Secondary School (3)**

Principles, methods and materials of language learning and teaching. Includes lectures, activities and fieldwork. Required before admitted to student teaching. Credit/no credit only; "B" (3.0) or better required for credit.

### **449E Externship in Secondary Teaching (3)**

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in EDSC 442. Eight-week practicum (120 hours, Monday - Friday) in co-teaching in secondary schools. Credit/no credit only; "B" (3.0) or better required for credit. Students sign up for the appropriate departmental offering from the following: ARTE 449E, EDSC 449E, ENED 449E, KNES 449E, MAED 449E, MUSE 449E, SCED 449E or THED 449E.

### **449I Internship in Secondary Teaching (10)**

Prerequisites: successful completion of EDSC 440S, 440F, 442, 449E. Concurrent enrollment in EDSC 449S. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Credit/no credit only; "B" (3.0) or better required for credit. Departmental course offerings are: ARTE 449I, EDSC 449I, ENED 449I, KNES 449I, MAED 449I, MUSE 449I, SCED 449I or THED 449I

**449S Seminar in Secondary Teaching (3)**

Prerequisites: successful completion of EDSC 440S, 440F, 442, 449E. Concurrent enrollment in 449I. Student teaching in a single subject in secondary schools. Credit/no credit only; "B" (3.0) or better required for credit. One or sections offered online.

**460 Teaching Assessment Seminar (3)**

Prerequisites: EDSC 442 and concurrent enrollment in 449I and 449S. Capstone course includes finalization of Teaching Assessment Documentation (TAD) and documentation of proficiency in California Teaching Performance Expectations required for recommendation of Level I Single Subject Teaching Credential. Credit/no credit only; "B" (3.0) or better required for credit.

**499 Independent Study (1-3)**

Prerequisites: senior or graduate standing, approval of instructor and department. Conduct an individual investigation under supervision of a faculty member; investigation might be an experiment, a library study or a creative project; only students of demonstrated capacity and maturity will be approved; adequate prerequisite study necessary.

**501 Introduction to Graduate Studies (1)**

A prerequisite to the MSE in Secondary Education designed to prepare entering graduate students to develop their study plan and identify pressing issues in secondary education. Students must have capacity for electronic communication, including e-mail, attachments and web courseware. May be taken before or during the first semester.

**502A New Teacher Induction, Assessment and Support, Year 1 (1)**

Prerequisite: concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 1-2. (Same as EDEL 502A)

**502B New Teacher Induction, Assessment and Support, Year 1 (2)**

Prerequisites: EDSC 502A and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 3-6. (Same as EDEL 502B)

**502C New Teacher Induction, Assessment and Support, Year 2 (1)**

Prerequisites: EDSC 502B and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 7-8. (Same as EDEL 502C)

**502D New Teacher Induction, Assessment and Support, Year 2 (2)**

Prerequisites: EDSC 502C and concurrent participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 9-12. (Same as EDEL 502D)

**504 Advanced Proficiency in Educational Technologies (3)**

Prerequisites: EDSC 304 or equivalent; candidate must have been issued a preliminary single subject credential. Theoretical basis and strategies for improving teaching and learning in secondary school classrooms through multimedia technologies. Utilization of technology for curricular, instructional and assessment purposes to support all students in learning. Meets the Professional Teacher Induction Program Technology standard. One or more sections offered online. (Same as SPED 504)

**506 Graduate Studies in Secondary School Writing (3)**

Prerequisite: graduate standing. Current issues, theory and practice regarding the teaching of writing in secondary schools (grades 6-12). Candidates actively and continuously write as they learn about ways to foster the writing development of secondary school students. Online only.

**522 Family, Community and Professional Partnerships (3)**

Effective teaching practices in working with diverse student populations so as to promote equal learning opportunities. Overview of successful community collaboration with service providers, business leaders, policy makers and parents. Complex diversity of families and teaching situations. Importance of partnerships with professional agencies concerned with adolescents. One or more sections offered online.

**524 Assessing Student Learning (3)**

Pre- or corequisite: EDSC 535. Methods of assessing and evaluating student academic achievement in the secondary schools. Improving student performance and aligning assessment with goals and learner characteristics. Designing instruments and focusing on assessment strategies that promote equal learning opportunities. One or more sections offered online.

**530 Graduate Studies in Mathematics Education (3)**

Explore research that focuses on teaching and learning mathematics in the middle grades, criteria for improving mathematics programs and critique of current mathematics curricula. Students will analyze research in light of their developing knowledge and teaching experiences.

**535 Survey of Educational Research (3)**

Introduces major forms of quantitative and qualitative research used in education. How to select an appropriate research method and the characteristics of sound research. Making reasoned judgments as consumers of research, as well as selecting appropriate information collection strategies. One or more sections offered online.

**536 Curriculum Theory and Development (3)**

Secondary school curriculum, including forces operating on the curriculum and the participants involved in middle and high school curriculum building. Process of curriculum building.

**540 Graduate Studies in Teaching English Learners (3)**

Prerequisites: EDSC 410; candidate must have been issued a preliminary single subject credential. Students must be in their second semester of student teaching or have completed preliminary credential requirements. Final course required for CLAD Certificate. Methodology of English language development and content instruction for English learners, strategies for specially-designed academic instruction in English. Research and policy implications. One or more sections offered online.

**541 Culture and Education of Latino Students (3)**

(Same as EDEL 541)

**542M Advanced Methods for Teaching Foundational Level Mathematics (3)**

Prerequisites: open only to students who hold a California teaching credential. Expanded methods in mathematics pedagogy focusing on curriculum for grades 6-10. Meets California state requirement for single subject methods coursework to add authorization.

**542S Advanced Methods for Teaching Science (3)**

Prerequisites: California teaching credential; and either: a) passing score on one CSET science exam; or b) completion of at least three college-level science courses. Expand knowledge of science pedagogy, focusing particularly on curriculum for grades 6-10. Meets California state requirements for single subject methods coursework to add authorization.

**550 Instructional Strategies (3)**

Prerequisite: baccalaureate degree or consent of instructor. General course in pedagogy designed for students whose professional work involves instructional responsibilities. General teaching strategies courses design, instruction planning and student evaluation are emphasized. Offered online.

**580 Essential Elements of Online Course Development (3)**

Prerequisite: EDSC 504. Graduate seminar in creating online courses using several learning management systems, including Moodle, Angel Learning, NiceNet and Blackboard. Best practices in course design are analyzed and incorporated in the online courses.

**591 Professional Seminar in Secondary Teaching (3)**

Prerequisites: graduate standing and consent of graduate adviser. Introduction to requirements for National Board certification; focus on development of portfolio entries and analysis of candidate's teaching (self, peer and instructor) with respect to models of teaching and teachers' work; review of research related to professional teaching standards. One or more sections offered online.

**594 Project Seminar (3)**

Prerequisite: EDSC 535. Preparation, evaluation, development and presentation of curriculum research projects, culminating in a graduate project. Individuals and groups participate in critiquing proposals, curriculum projects and research results. Offered online only.

**595 Advanced Studies Capstone in Secondary Education (3)**

Further develop competencies in secondary education content area curriculum, instruction, assessment, educational technology, program development, leadership, National Board of Certification and interpersonal relations related to secondary school teaching. One or more sections offered online.

**597 Project (1-3)**

Prerequisites: EDSC 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

**598 Thesis (1-3)**

Prerequisites: EDSC 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a thesis.

**599 Independent Graduate Research in Secondary Education (1-3)**

Prerequisites: consent of instructor or graduate adviser. Individual research with conferences with the instructor. One or more sections offered online.



# Social Work

College of Health and Human Development

## INTRODUCTION

The mission of the Department of Social Work is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups, with special sensitivity to the multicultural populations of Orange County and nearby Southern California regions.

The M.S.W. program emphasizes ecological and open systems perspectives that focus on the fit and interactions of a person or family within a variety of dynamic social and economic systems. Effective social work practice is seen as a change-oriented process that seeks to improve the quality of life of clients, ensures equitable access to opportunities and resources, supports social participation and advocates for fairness within a multicultural context.

The M.S.W. program is designed to address the growing need for social workers to work with individuals, families, groups and organizations in public and nonprofit social service agencies.

The Department of Social Work has received initial accreditation by the Council on Social Work Education (Council on Social Work Education, Commission on Accreditation, 1725 Duke Street, Alexandria, VA 22314, phone number: 703-683-8080).

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and learning outcomes have been established for students pursuing a degree in Social Work:

### Knowledge

- Enhance the social functioning and interactions of individuals, families, groups, organizations, and communities
- Critically analyze and apply knowledge of human behavior in the context of social environments from a bio-psycho-social-spiritual strengths-based perspective using ecological and other applicable theories and research
- Develop and practice communication skills for effective social work practice with systems of all sizes
- Develop and practice strategies of intervention that are empowering and advance social and economic justice
- Learn theoretical frameworks that explain individual and family development across the life span, as well as developmental theories that apply to groups, organizations, and communities

### Skills

- Become change agents and to work effectively in increasingly complex, culturally and racially diverse communities

### DEPARTMENT CHAIR

David Cherin

### DEPARTMENT OFFICE/WEBSITE

Education Classroom 207

657-278-8452

<http://hhd.fullerton.edu/MSW>

### PROGRAM OFFERED

Master of Social Work

### FACULTY

Caroline Bailey, David Chenot, David Cherin, Christine Ford, Sean Hogan, Hansung Kim, Mikyong Kim-Goh, John Preble, Debra Saxton

- Understand, value, and respect the multicultural perspectives as well as recognize and apply skills of change to conditions of racism, sexism, homophobia, and other forms of oppression, discrimination, and social and economic injustice at the individual, family, organizational, and governmental levels
- Apply knowledge and skills of a generalist social work that is contextually and culturally competent
- Leadership roles in public social service organizations

### Experience

- Analyze social welfare policy and formulate advocacy and practice techniques
- Use supervision and consultation appropriately
- Apply knowledge and skills of advanced social work practice in the specialized areas of Child Welfare and Community Mental Health
- Function effectively within the structure of organizations and service delivery systems, and when appropriate, facilitate organizational change necessary to promote social work values and ethics

### CONCENTRATIONS

The Master of Social Work degree offers opportunity for study in two substantive areas: Child Welfare and Community Mental Health.

#### Child Welfare Concentration (CW)

The Child Welfare (CW) concentration prepares students for practice in a variety of settings, including child welfare/protective services, health care, mental health, public social services, schools, community-based outpatient agencies, corrections/juvenile justice, residential treatment, programs for persons with developmental disabilities, domestic violence shelters and other specialized programs.

#### Community Mental Health Concentration (CMH)

The Community Mental Health (CMH) concentration prepares students for practice in a variety of mental health settings, including psychiatric hospitals, residential treatment, county mental health clinics, correctional institutions, substance abuse treatment and other specialized programs.

### CALSWEC M.S.W. PROGRAM

The M.S.W. Program at CSUF has established eligibility for the CalSWEC Title IV - E training funds.

California Social Work Education Center (CalSWEC) is a unique partnership between social work education and the publicly supported child welfare structure. The mission and goals of the CalSWEC program is to re-professionalize public child welfare. CalSWEC provides financial support to M.S.W. students in exchange for a commitment to work in a public child welfare agency for a minimum of one year for every year of support received.

The intent of the program is to strengthen and enhance the quality of practice by professionally trained and educated public child welfare social workers.

The Title IV-E stipends provide for either two (2) or three (3) years of support for students enrolled in the M.S.W. program, full-time or part-time, respectively. The student signs a contract to secure full-time employment in a public child welfare agency for two (2) years (one year of employment for each year of support) but is expected to remain in public child welfare employment for longer than this minimum period. Once accepted into the program, students must undergo pre-screening for county employment, including fingerprinting and participation in the criminal clearance process.

With the passage of the Mental Health Services Act, a parallel training stipend program was established in California for M.S.W. students who specialize in mental health. Similar to the child welfare training, the Mental Health Initiative, also managed by CalSWEC, offers training stipends for one year of support for students enrolled in the M.S.W. program in exchange for a commitment to work in a public mental health agency for a minimum of one year for every year of support received.

### MASTER OF SOCIAL WORK (60 UNITS)

#### Admission Requirements

Minimum requirements for admission to conditionally classified standing in the program include the following:

- Commitment to a two-year, full-time cohort course of study for completion of the M.S.W., or a three-year, part-time, course of study
- Hold a baccalaureate degree in good standing from an accredited institution of higher education
- Have earned a minimum grade-point average of 3.0 in the last 90 quarter units or last 60 semester units as documented by official transcript(s) from all higher education institutions attended
- A strong liberal arts undergraduate foundation that is similar to the undergraduate graduation requirements from the California State University or University of California systems
- Evidence of language skills and/or cultural experiences appropriate to the diverse communities to be served
- One year of paid or volunteer experience in a human service context or related area
- Submission of a personal statement self-assessment essay. Students must submit a written essay explaining why they would be good candidates for the program, including describing their experience and/or commitment to social work, evidence of personal qualifications, motivation and potential that shows promise of becoming a successful social worker
- Submission of three letters of reference from individuals who are familiar with the student's academic work potential, level of maturity and relevant experiences
- Completion of an interview

- Submission of two applications – a CSUmentor ([www.csumentor.edu](http://www.csumentor.edu)) application and the Department of Social Work application submitted online to the department
- For international students from countries where English is not the official language, a score of 575 on the paper exam is required. A student scoring between 555-574 on the paper exam or 83-88 on the Internet-based TOEFL may be admitted conditionally depending upon an evaluation of the entire application file
- Accessibility Issues – Special accommodations for disabled students will be made on an individual student, as-needed basis in compliance with the CSUF Catalog (online catalog at <http://www.fullerton.edu/disabledservices/handbook/SupportiveServices.htm>). Please contact the instructor and Program Coordinator
- Completion of Graduate Record Exam, General Test
- Submission of an academic or professional piece of writing

### Classification and Advancement to Candidacy

Advancement to classified standing and candidacy requires the student to maintain continued good academic standing in all coursework and field experiences. In the case of unsatisfactory academic performance, the Chair of the Social Work Department, with the approval of the Office of Graduate Studies, shall recommend remediation or dismissal of a student.

Under special circumstances, a graduate student may be approved for a one-semester leave of absence or, with approval of the Social Work Department, for a two-semester leave in extraordinary circumstances. For such consideration, the student must be in good academic standing. (See the “Graduate Regulations” section of this catalog for additional details concerning advancement to classified standing or candidacy.)

### Advisement

Upon admission to the program, each student is assigned to a faculty adviser. Advisers provide academic assistance, help students develop official study plans, and monitor their progress throughout the duration of enrollment. Students must consult their adviser on a regular basis.

### M.S.W. CURRICULUM

The MSW requires completion over two years of full-time study, or a three-year part-time program that slightly modifies this course of study and spreads the 60 units over three years. This part-time program is offered at CSUF’s Irvine Campus only and is a cohort model. Foundation coursework is based on a generalist social work practice curriculum that prepares students for advanced academic work in one of two concentrations, Child Welfare or Community Mental Health. Students are exposed to lifespan perspectives that address life cycle issues and concepts from birth to old age. While the concentrations are designed to allow students to focus on

a particular population, it is expected that the student’s education will involve sufficient foundational content to allow him or her to transfer this knowledge to any population or service setting.

The program will emphasize a Direct Practice method. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and nonprofit social services agencies and in voluntary agencies serving children, youth and families and in those providing community mental health services to the chronically and seriously mentally ill.

### FIRST YEAR FOUNDATION CURRICULUM

- MSW 501 Social Work Perspectives on Human Behavior I (3)
- MSW 502 Social Work Perspectives on Human Behavior II (3)
- MSW 510 Social Work Practice I (3)
- MSW 511 Social Work Practice II (3)
- MSW 520 Social Welfare Policy and Services I (3)
- MSW 521 Social Welfare Policy and Services II (3)
- MSW 530 Applied Social Work Research Methods I (3)
- MSW 540 Social Work Field Instruction I (3)
- MSW 541 Social Work Field Instruction II (3)
- MSW 550 Social Work Practice with Diverse Populations (3)

### SECOND YEAR ADVANCED CURRICULUM

#### Child Welfare Concentration

- MSW 503 Social Work Perspectives on Human Behavior III (3)
- MSW 512 Child Welfare: Advanced Practice I (3)
- MSW 513 Child Welfare: Advanced Practice II (3)
- MSW 522 Child Welfare Policy and Social Work (3)
- MSW 542 Advanced Social Work Field Instruction I (3)
- MSW 543 Advanced Social Work Field Instruction II (3)
- MSW 564 professional Issues in Social Work: Supervision, Ethics and Finance (3)

And three additional units of adviser-approved coursework.

*Electives (3 units)*

- MSW 531, 561, 570
- COUN 522, 525, 535
- HESC 520
- PSYC 545
- SOCI 503/GERO 503

*Culminating Experience (6 units)*

- MSW 596 Master’s Project Development (3)
- MSW 597 Master’s Project (3)

#### Community Mental Health Concentration

- MSW 503 Social Work Perspectives on Human Behavior III (3)
- MSW 514 Community Mental Health: Advanced Practice I (3)

MSW 515 Community Mental Health: Advanced Practice II (3)  
MSW 523 Mental Health Policy and Social Work (3)  
MSW 542 Advanced Social Work Field Instruction I (3)  
MSW 543 Advanced Social Work Field Instruction II (3)  
MSW 564 Professional Issues in Social Work: Supervision, Ethics  
and Finance (3)

And three additional units of adviser-approved coursework.

*Electives (3 units) May choose one of the following:*

MSW 531, 561, 570, 580

COUN 522, 525, 535

HESC 520

PSYC 545

SOCI 503/GERO 503

*Culminating Experience (6 units)*

MSW 596 Master's Project Development (3)

MSW 597 Master's Project (3)

## **SOCIAL WORK COURSES**

Courses are designated as MSW in the class schedule.

### **501 Social Work Perspectives on Human Behavior I (3)**

Prerequisite: admission to MSW program. Ecological systems theory used in social work profession for clinical and policy-oriented assessments of human functioning and needs during infancy, childhood and adolescence. Reciprocal relationships between human behavior and the social environment.

### **502 Social Work Perspectives on Human Behavior II (3)**

Prerequisite: MSW 501. Ecological model used in social work profession for clinical and policy oriented assessments of human functioning and needs from young adulthood through old age. Reciprocal relationships between human behavior and the social environment.

### **503 Social Work Perspectives on Human Behavior III (3)**

Prerequisite: MSW 502. Advanced social work theory and application regarding development of human psychopathology across the life span, including understanding and diagnosing dysfunctional behaviors with the DSM-IV TR.

### **510 Social Work Practice I (3)**

Prerequisite: admission to MSW program. Critical analysis and examination of social work roles and integration of those roles within a person-environment perspective. Focuses on an integrative framework combining direct practice with individuals, families, groups and communities with a commitment to organizational and social change.

### **511 Social Work Practice II (3)**

Prerequisite: MSW 510. Further deepens knowledge and skills essential for social work practice, including individual, family, group, community and organizational interventions. Cultural responsiveness, commitment to professional competence and ethics, interprofessional development, social and economic justice, and client empowerment.

### **512 Child Welfare: Advanced Practice I (3)**

Prerequisites: MSW 510, 511. First of two advanced practice courses for students preparing for careers in public child welfare. Assessment and intervention model, and the practice of social work within the legal context of the dependency court.

### **513 Child Welfare: Advanced Practice II (3)**

Prerequisites: MSW 510, 511, 512 and advancement to second year. Integration of theory and practice pertaining to social workers' roles in child welfare settings. Application of direct intervention models and development of advanced specialized skills for addressing the behavioral, emotional and situational problems of children and families.

### **514 Community Mental Health: Advanced Practice I (3)**

Prerequisite: MSW 511. Application of theory and practice with diverse populations utilizing a multicultural framework and case materials to analyze treatment issues and empowerment strategies in community mental health. Individual, family and group strategies.

### **515 Community Mental Health: Advanced Practice II (3)**

Prerequisite: MSW 514. Psychosocial rehabilitation and recovery as the dominant treatment model in contemporary community mental health programs. Use of psychoeducation to address chronic mental illness, substance abuse, depression, anxiety and family violence.

### **520 Social Welfare Policy and Services I (3)**

Prerequisite: admission to MSW program. History of social welfare and the social work profession, the evolution of social work values and ethics and a broad array of U.S. social welfare services including income maintenance, health care, mental health and child welfare.

### **521 Social Welfare Policy and Services II (3)**

Prerequisite: MSW 520. Policy practice knowledge, skills, advocacy strategies, values and ethics regarding the political processes underlying social welfare policy development and practice. Diverse methods of policy analysis and policy issues that are important to multicultural populations. Fulfills Graduate Writing Requirement.

### **522 Child Welfare Policy and Social Work (3)**

Prerequisite: MSW 521. Conceptual and pragmatic underpinnings of federal, state and local policies, as well as specific laws and regulations influencing social work practice with children, youth and their caregivers.

**523 Mental Health Policy and Social Work (3)**

Prerequisite: MSW 521. Social welfare policy issues in the understanding and treatment of mental disorders at the national, state and local levels. Major factors influencing the provision of mental health services such as managed care.

**530 Applied Social Work Research Methods I (3)**

Prerequisite: admission to MSW program. Evaluation, appraisal and application of the concepts, design and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics and professional practice.

**531 Applied Social Work Research Methods II: Practice and Program Evaluation (3)**

Statistical methods utilized to evaluate delivery of social services.

**540 Social Work Field Instruction I (3)**

Prerequisite: admission to MSW program. Fieldwork experience in a social services agency under the supervision of professional social workers. Introduces the range of professional roles, social services infrastructure and policies, professional ethical standards, case management principles and social work intervention modalities.

**541 Social Work Field Instruction II (3)**

Prerequisite: MSW 540. Continued and advanced supervised social work practice experience in a community agency utilizing direct social service practice skills. Greater in-depth focus on collaborative client case management to prepare students for professional employment with emphasis on effective practice with diverse populations.

**542 Advanced Social Work Field Instruction I (3)**

Prerequisite: MSW 541. Advanced supervised social work practice in a community agency with focus on the range of professional social work roles in child welfare or community mental health settings. Requires 2 hrs/wk seminar and 20 hrs/wk agency placement.

**543 Advanced Social Work Field Instruction II (3)**

Prerequisite: MSW 542. Continuation and intensification of supervised social work practice in a community agency with focus on advanced practice skills in community mental health or child welfare settings. Requires 2 hrs/wk. seminar and 20 hrs/wk agency placement.

**550 Social Work Practice with Diverse Populations (3)**

Prerequisites: admission to MSW program. Prepares future social workers to examine social work case management issues related to disadvantaged client groups based on race, ethnicity, gender, sexual orientation, age and disability status. Ecological diversity-sensitive practice, advocacy and empowerment of vulnerable clients.

**561 Social Work Practice and the Law (3)**

Major legal issues, policies and resources relevant to social workers. Issues such as abortion, adoption, child custody, right to treatment, mental health commitment procedures, children's rights, rights of the elderly, marriage and divorce.

**564 Professional Issues in Social Work, Supervision, Ethics and Finance (3)**

Prerequisite: MSW student in good standing. Develop working knowledge and skill set that will enable students to provide supervision and financial leadership in the modern human services organization.

**570 Social Work Practice in Substance Abuse Treatment (3)**

Theories and methods in the diagnosis and treatment of substance abuse disorders, focusing on the role of social workers in the prevention/intervention of substance abusers and their families. Dual diagnoses, prenatal drug/alcohol exposure and challenges for special group.

**580 Social Work Practice with the Poor and the Homeless (3)**

Homelessness in the context of social responsibility for the poor. Legal, social and economic context of homelessness; diversity of the homeless, their special needs and behaviors and assesses systems of care and treatment.

**596 Master's Project Development (3)**

Prerequisite: MSW 530. Under direction and approval of a faculty advisor, a student develops and prepares the beginning chapters of their MSW project and submits human subjects' approval to conduct research. Prepares students to complete their project.

**597 Master's Project (3)**

Prerequisites: MSW 530, 596. Under direction and approval of a faculty advisor, student completes a research project on a question development in MSW 596. This is a final written project that culminates the MSW degree program.

**599 Independent Graduate Research (1-3)**

Prerequisite: consent of graduate program adviser and instructor. Individual research on a library or empirical project in a selected area of social work with collaboration of a member of the faculty, culminating in one or more papers. May be repeated for credit up to a maximum of four units.



# Sociology

College of Humanities and Social Sciences

## DEPARTMENT CHAIR

Joseph Weber

## DEPARTMENT OFFICE/WEBSITE

College Park 900

657-278-3531

<http://hss.fullerton.edu/sociology>

## PROGRAMS OFFERED

Bachelor of Arts in Sociology

Concentrations:

Aging and the Life Course

Deviance and Social Control

Education

Family

Race, Class and Gender

Social Work

Minor in Sociology

Master of Arts in Sociology

## FACULTY

John Bedell, Dennis Berg, Alison Cliath, Dana Collins, Randoll Contreras, Alan Emery, Roberta Espinoza, Jorge Fontdevila, Angelique Harris, Ronald Hughes, Hilla Israely, Sharon Kim, Edythe Krampe, Patricia Literte, Rae Newton, Michael Perez, Carter Rakovski, Berna Torr, Eileen Walsh, Joseph Weber

## INTRODUCTION

Sociology is the systematic and scientific study of society and social behavior. The sociologist looks beyond individual and unique events to the predictable broad patterns and regular occurrences of social life that influence individuals. Studies range from the profound impact of post-industrial societies on family life, crime, mass communications, gender, race, ethnicity and intergenerational relations to the study of emotions and the values that govern daily social encounters.

The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, criminal justice, counseling and other social service professions. The Bachelor of Arts in Sociology will also prepare a student for advanced studies in several areas, including sociology, social work, environmental studies, education, public health and urban planning.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Sociology:

### Sociological perspective

- Define and apply the basic concepts of sociology including culture, status, roles, norms, institutions, social class, race, gender, and inequality

### Research Methods

- Understand the design of research, including sampling, measurement and data collection, construct a sampling design illustrating the principles of random selection and stratification, identify possible measures of concepts, distinguish between reliability and validity, identify strengths and weaknesses of alternative methods of data collection

### Data Analysis and Computer Competency

- Understand both quantitative and qualitative analysis of data, present statistical information about one or more variables, compute and interpret various statistics about variables in samples, conduct inferential testing in order to generalize about population parameters using sample statistics, use qualitative data in generating and testing a theory, write a research report using both quantitative and qualitative data

### Skills

- Think critically, identify the structure of an argument presented in oral or written form, identify any weaknesses in the structure of an argument, its background, assumptions and its evidence, identify basic fallacies in reasoning

### **Sociological Internship**

SOCI 495 offers opportunities to participate in supervised field activities. Students must make arrangements with the Internship Coordinator during the semester prior to enrollment in the course.

### **Independent Study**

SOCI 499 allows students to expand upon their special interests in the field of sociology. Independent studies are usually in areas not covered by the normal course offerings of the department and consists of individual research projects. Enrollment in the course requires that students meet regularly with their faculty supervisors.

### **BACHELOR OF ARTS IN SOCIOLOGY (120 UNITS)**

The Bachelor of Arts in Sociology requires 36 units in the major, including 15 units of core courses and 21 units of adviser-approved electives tailored to each student's career objectives. SOCI 101 is a required prerequisite for most sociology courses. It is recommended that SOCI 302 be one of the first upper-division Sociology courses, and SOCI 410 be taken after 15 units of sociology.

All courses counting towards the major must be taken for a letter grade. Students must pass core courses and the writing requirement with a grade of "C" (2.0) or better.

#### **Core Courses (12 units)**

- SOCI 101 Introduction to Sociology (3)
- SOCI 302 Social Research Methods (3)
- SOCI 303 Statistics for the Social Sciences (3)
- SOCI 410 Theories of Social Behavior (3)

#### **Upper-Division Writing Requirement (3 units)**

- SOCI 308 Writing for Sociology Students (3)

#### **Electives (24 units)**

Select coursework in sociology consistent with career objectives.

#### **Concentration Options**

As part of the electives, sociology majors have the option of selecting one of the following concentrations in consultation with a faculty member. A concentration consists of 12 units selected from the courses listed within each concentration below.

#### **AGING AND THE LIFE COURSE**

##### **Required (3 units)**

- SOCI 353 Sociology of Childhood (3)
- OR SOCI 443 Sociology of Aging (3)

##### **Electives (9 units)**

- SOCI 360, 433, 455; 495 OR 499

#### **DEVIANCE AND SOCIAL CONTROL**

##### **Required (3 units)**

- SOCI 411 Criminology (3)
- OR SOCI 413 Juvenile Delinquency (3)

##### **Electives (9 units)**

- SOCI 348, 365, 385, 408, 415, 416, 466; 495 OR 499

#### **EDUCATION**

##### **Required (3 units)**

- SOCI 352 Sociology of Education (3)

##### **Electives (9 units)**

- SOCI 341, 350, 351, 353, 356, 413, 473; 495 OR 499

#### **FAMILY**

##### **Required (3 units)**

- SOCI 351 Sociology of Families (3)

##### **Electives (9 units)**

- SOCI 304, 341, 350, 353, 354, 381, 385, 443, 459; 495 OR 499

#### **RACE, CLASS AND GENDER**

##### **Required (3 units)**

- SOCI 356 Social Inequality (3)

##### **Electives (9 units)**

- SOCI 304, 354, 355, 357, 381, 443; 495 OR 499

#### **SOCIAL WORK**

##### **Required (3 units)**

- SOCI 300 Social Work (3)

##### **Electives (9 units)**

- SOCI 305, 353, 356, 357, 385, 408, 413, 416, 433, 443, 455, 459; 495 OR 306 OR 499

#### **MINOR IN SOCIOLOGY (23 UNITS)**

To earn a minor in sociology, a student must have a "C" (2.0) average or better in their sociology curriculum. Up to 12 units of sociology coursework may be transferred from another college or university.

##### **Required (9 units)**

- SOCI 101 Introduction to Sociology (3)
- SOCI 302 Social Research Methods (3)
- SOCI 410 Theories of Social Behavior (3)

##### **Electives (12 units)**

Select 12 units of upper-division coursework in sociology.

## MASTER OF ARTS IN SOCIOLOGY (30 UNITS)

The Master of Arts in Sociology provides advanced study in general sociology. It offers an opportunity to broaden one's knowledge of society, strengthen skills of sociological analysis and conduct research in depth in an area of particular interest. It may be used as preparation for study toward the doctorate in sociology, for community college teaching, participation in research or for a variety of positions in business and industry, corrections, the community or government.

Depending on options chosen by the student, the core course sequence is augmented with requirements for the special emphasis and electives.

### Prerequisites

Students must meet the university requirements for admission to graduate standing. Please see the "Graduate Regulations" section of this catalog for policies and procedures on admission of graduate students.

In order to be accepted as a sociology graduate student, the applicant must have a grade-point average of 3.0 or better in the last 60 units of college work and a grade-point average of 3.25 or better for all work in sociology. A minimum of 18 upper-division units in sociology is required, including the following courses or their equivalents:

SOCI 302 Social Research Methods (3)

SOCI 303 Statistics for the Social Sciences (3)

SOCI 410 Theories of Social Behavior (3)

Courses in methods, statistics and theory must have been completed within the last five years prior to application. Two letters of reference attesting to the applicant's academic potential and a writing sample must be sent to the graduate coordinator. In some cases, an interview may be required.

Students may be accepted as conditionally classified sociology majors with either course or GPA deficiencies. Deficiencies must be corrected within one year of admission to the program.

Students will be classified upon the fulfillment of the above prerequisites and after an approved study plan has been developed, in consultation with the Graduate Coordinator.

### Study Plan

The study plan for the degree must be completed with a minimum grade-point average of 3.0 with no course grades below "C" (2.0). The study plan requires a minimum of 24 units at the 500 level approved by the student's adviser, and includes the following:

*Required Core Courses (12 units)*

SOCI 501T Seminar: Topics in Societal Structure and Process (3)

SOCI 502A The Research Process (3)

SOCI 502B The Research Process (3)

SOCI 581 Advanced Theories of Social Behavior (3)

*Note:* SOCI 502A and 581 are designed to be taken during the first semester of graduate studies. SOCI 502A meets the University Graduate Writing Requirement

*Electives (15 units)*

Maximum six units of approved 400-level Sociology courses.

*Thesis/Project/Comprehensive Exam (3 units), at least one of the following:*

SOCI 597 Project (3)

SOCI 598 Thesis (3)

SOCI 599 Independent Graduate Research plus Comprehensive exam (3)

It is highly recommended that students planning on doctoral studies complete the thesis option.

For further information, consult the graduate coordinator.

## SOCIOLOGY COURSES

Courses are designated as SOCI in the class schedule.

### 101 Introduction to Sociology (3)

Basic concepts of sociology: includes social interaction, culture, personality, social processes, population, social class, the community, social institutions and socio-cultural change.

### 133 Introduction to Gerontology (3)

Prerequisite: completion of General Education (G.E.) Category D.1. Multidisciplinary overview of characteristics, strengths and problems of older persons; diversity in aging process involving gender, race, ethnicity, subculture; services to older adults; gerontology as an academic discipline and a field of practice. (Same as GERO 133)

### 300 Social Work (3)

Prerequisite: SOCI 101. History, philosophy, values of social work profession, fields of practice (casework, group work, macro practice); theories of human behavior in social environments. Social work as career objective and qualifications necessary. Recommended for students considering careers in human services, social work, social policy development. One or more sections offered online.

### 302 Social Research Methods (3)

Prerequisite: SOCI 101. Qualitative and quantitative perspectives on social research. Purpose and components of qualitative and quantitative research design, including the role of theory in research, sampling, reflexivity, the practice of mixed methods of data collection, analysis and writing results.

### 303 Statistics for the Social Sciences (3)

Prerequisites: completion of G.E. Categories B.4 and D.1. Techniques for the elementary statistical analysis of social data. Description and inferential measures include tests, chi-square, analysis of variance, contingency table analysis and linear regression.

### 304 The Black Family (3)

(Same as AFRO 304)

### **305 Social Work Practice (3)**

Prerequisites: SOCI 101 or equivalent. Theories, methods, principles, ethics, fields of social work practice. Generalist model; micro (individual), mezzo (group), macro (organization, community, advocacy, case management) levels of intervention. Recommended for students considering careers in human services, counseling, social work or social policy development. Methods and theories underlying social work practice.

### **306 Applying Sociology in the Community (3)**

Prerequisite: SOCI 101. Combines service to the community with discussion and analysis of selected social problems and community issues. A service-learning class that requires approximately 40 hours per semester of community service, in addition to weekly class meetings. One or more sections offered online.

### **308 Writing for Sociology Students (3)**

Prerequisite: SOCI 101. Composition, sources of information and sociological writing for different audiences. Satisfies the classroom portion of the upper-division writing requirement for sociology majors. Instructional fee.

### **309 Computer Applications in Sociology (3)**

Prerequisite: SOCI 101. Introduction to using computers in Sociology. Training in using Microsoft applications and micro-computers as it relates to research, data analysis, publications and presentations. Topics include survey analysis with SPSS; constructing and editing data files and word processing. One or more sections offered online.

### **325 The American Drug Scene (3)**

Prerequisite: SOCI 101. Uses sociological theory and research to understand drug use in the U.S. Topics include drug subcultures, moral panics, drug policies and their social consequences, and trends in drug use.

### **341 Social Interaction (3)**

Prerequisite: SOCI 101. Social and socio-psychological dimensions of group behavior and the socialization of the individual. Social interaction and its impact on the individual and personality formation.

### **345 Sociology of Communication (3)**

Prerequisite: SOCI 101. Social processes involved in communicating with symbols-verbal, visual and "body-language" – in interpersonal settings and the mass media.

### **348 Collective Behavior (3)**

Prerequisite: SOCI 101. Characteristics of crowds, mobs, publics. Social movements and revolutions, their relation to social unrest and their role in developing and changing social organization.

### **350 Social Relationships and Emotions (3)**

Prerequisite: SOCI 101. Social relationships, emphasizing emotional bonds as the primary integrating force, including interactions between emotions and relationships.

### **351 Sociology of Families (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Family as a social institution. Historical and cross-cultural perspectives; social change affecting marriage and the family; analysis of American courtship and marriage patterns; the psycho-dynamics of family life.

### **352 The Sociology of Education (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Education as a social institution and agent of socialization. Dynamic interplay with economic, political, religious, family institutions and community. Gender, race and class inequality in education. Cross-national perspectives on education and related social problems and social policy. One or more sections offered online.

### **353 Sociology of Children and Youth (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Historical, cross-national and contemporary views of children, adolescents and youth up to age 25; life course perspectives; inequalities of, childhood, adolescence and early adulthood; childhood socialization; social problems of children and youth; recommendations for social policy.

### **354 Gender, Sex and Society (3)**

Prerequisite: SOCI 101. Gender as a social and institutional construct, including analyses of identity, sexuality, media, family, work, economy, the state and global relations.

### **355 Women in Contemporary Societies (3)**

Prerequisite: SOCI 101. Micro and macro analyses of women's roles and experiences in contemporary societies. Topics may include gender socialization, institutional inequalities, women's work, violence against women, resistance to inequality, women's health and sexuality.

### **356 Social Inequality (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Development, patterns, structures and consequences of social inequality, with emphasis on social class, race, ethnicity, gender and sexuality in the U.S. Dynamics of resistance and social change.

### **357 Race and Ethnic Relations (3)**

Prerequisite: SOCI 101. Development and current conditions of minority/majority relations through study of social, political and economic causes and consequences of prejudice and discrimination. Evolutionary and revolutionary movements for change. One or more sections offered online.

### **360 Sociology of Death and Dying (3)**

Prerequisite: SOCI 101. Dying as a social process; functions of bereavement behavior; the grief process; fear of death and dying; death-related rituals, demographic aspects of mortality; American death acceptance-denial controversy.

### **361 Population and the Environment (3)**

Prerequisite: SOCI 101. Population composition, growth and movement. Social factors affecting birth rates, death rates and migration. Environmental and resource base implications of population growth, urbanization and migration. Role of the economy, poverty, gender and development on population dynamics.

### **365 Law and Society (3)**

Prerequisite: SOCI 101. Relationship between a society and its laws using sociological theory and major concepts. Analysis of court process, legal professions and related social institutions.

### **371 Sociology of City Life (3)**

Prerequisite: SOCI 101. Ecology, patterns of growth, institutional inequalities, social problems, cultures and organized resistances of urban communities in global contexts. One or more sections offered online.

### **381 Sociology of Sexualities (3)**

Prerequisite: SOCI 101. Sociological aspects of sexualities, socio-historical and comparative perspectives; relationships of sexual constructs to life cycle, gender, race, class, nation and power. One or more sections offered online.

### **385 Family Violence (3)**

Prerequisite: SOCI 101. Contemporary issues of family violence: victims, perpetrators and societal responses. Causes, intervention and prevention of all types of abuse – child, sibling, spouse, parent and elder – through the examination of theories, research findings and practical field application.

### **408 Sexual Abuse in American Society (3)**

Prerequisites: SOCI 101, 466. Sociological examination of sexual abuse in contemporary society, specifically patterns of forcible rape and child sexual victimization. Theories and research findings regarding causes, consequences and other dynamics of sexual victimization, including responses of social groups to such victimization.

### **410 Theories of Social Behavior (3)**

Prerequisite: SOCI 101 or junior or senior standing. Main schools of sociological thought, both European and American. Systems of theory, methodology of theorists, cultural change and social institutions. One or more sections offered online.

### **411 Criminology (3)**

Prerequisite: SOCI 101. Extent, causes and control of criminal behavior. Criminal law, causal factors and theories, correctional institutions, probation and parole and preventive efforts.

### **413 Juvenile Delinquency (3)**

Prerequisite: SOCI 101. Juvenile delinquency as a social problem. Sociological study of the causes of delinquent behavior and programs of control, treatment and prevention.

### **415 Sociology of Corrections (3)**

Prerequisites: SOCI 101, 411 or 413. Current problems and programs in probation, parole and correctional institutions. For students planning careers in corrections.

### **416 Sociology of Alcoholism (4)**

Prerequisite: SOCI 101. Sociological analysis of alcoholism. Socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)

### **429 Sociology of the Welfare State: Politics, Policy and Inequalities (3)**

Prerequisites: SOCI 101 and one of the following: SOCI 354, 355, 356, 357, 463. State interventions in social inequalities based on class, race and gender, focusing on the welfare state and social policy as the major vehicles for redressing inequality in advanced industrial societies.

### **433 Aging and Social Services (3)**

Prerequisite: SOCI 101 or junior or senior standing. Sociological analysis of social problems of aging with special emphasis on strategies of intervention and barriers to service utilization. Critical examination of community service delivery systems. Review career opportunities and qualifications required. (Same as GERO 433)

### **443 Sociology of Aging (3)**

Prerequisite: SOCI 101. Population age structure; theories of aging; aging in family, economic, political, religious, educational, leisure/aesthetic institutions, aging and ethnicity, social policy and the future of aging. One or more sections offered online. (Same as GERO 443)

### **445 Gender and Work in Global Perspective (3)**

Prerequisites: SOCI 101 and WMST 205. Gendered work in global contexts, analyzing the intersections of race/class/gender/sexuality/nation in shaping men's and women's relationships to work, home and the global economy.

### **455 Sociology of Health and Illness(3)**

Prerequisite: SOCI 101. Comprehensive sociological perspective for interpreting medicine and medical behavior. Multifaceted approach to disease processes as they affect the individual and others in his environment, health practice and petitioners, health institutions, and the cost and service of health services.

### **458 Sociology of Religious Behavior (3)**

Prerequisite: SOCI 101. Religious behavior examined by social science theories. Religious rituals/beliefs to cope with anxiety and powerlessness before natural forces and social structures and processes. Religion's contributions to individual identity, societal order and change. One or sections offered online. (Same as CPRL 458)

### **459 The Sociology of Marital Dissolution (3)**

Prerequisite: SOCI 101. Social-psychological causes and consequences of voluntary marital dissolution (separation, divorce). Topics include: erosion of attachment, personal identity changes, changing and new relationships with others, starting over, dating again, sexuality changes, loneliness, anxieties.

**463 Political Sociology (3)**

Prerequisite: SOCI 101. Theoretical perspectives; nature of power and authority; social structure and political institutions; elites and decision making; social influences on political behavior; political movements.

**466 Deviant Behavior (3)**

Prerequisite: SOCI 101. Social construction, nature and patterns of deviance. Topics include theories of deviance, research on deviance, types of deviance, constructing deviance, deviant identity, relations among deviants, deviant acts and deviant careers.

**467 Sociology of Sport (3)**

Prerequisite: SOCI 101. Nature, position, functions and growing importance of sports in contemporary industrial society. Particular emphasis given to relationships between structure, variety and extent of sports activity and other institutional sectors in society.

**473 Formal Organizations (3)**

Prerequisite: SOCI 101 or equivalent. Sociological analysis of formal organizations (industrial, governmental, welfare, military, medical, educational, correctional, etc.) as systems of social interaction. Topics include blueprinted vs. informal organization, structure, authority, decision-making, role conflicts, communication and morals.

**476 Sociology of Charity and Nonprofits (3)**

Prerequisite: completion of G.E. Category D.1. Sociological perspectives on giving and volunteering; roles of charitable organizations in the U.S.; forms of generosity; purpose and characteristics of U.S. nonprofits; how local nonprofits address social problems; theories of social capital and civic engagement. Service-learning option at local nonprofit.

**495 Sociological Internship (3)**

Prerequisites: completion of 12 upper-division units of Sociology and minimum 3.0 GPA in the major. Supervised field experience permitting application of relevant sociological material in practical settings. Requires 120 hours in the field.

**499 Independent Study (1-3)**

Prerequisites: completion of 12 units of Sociology and minimum 3.0 GPA. Individual research project, either library or field. Student must enroll with an instructor whose recognized interests are in the area of the planned independent study. Conferences with the instructor as necessary and the work culminated in one or more papers. May be repeated for credit.

**500 Process of Adult Development and Aging (3)**

(Same as GERO 500)

**501T Seminar: Topics in Societal Structure and Process (3)**

Prerequisite: consent of instructor. Analysis of a specialization within the study of society such as: socialization and personality; deviance; social change; institutional structure and process. May be repeated for credit.

**502A The Research Process (3)**

Requires the completion of a research project, including such elements as theory construction, hypotheses formation, sampling, survey construction, data collection and data analysis. Meets the University Graduate Writing Requirement. Instructional fee.

**502B The Research Process (3)**

Prerequisite: SOCI 502A. Problems of social research. Causal inferences, value bias and measurement, construction of scales. Instructional fee.

**503 Aging and Public Policy (3)**

(Same as GERO 503)

**504T Selected Topics in Gerontology (3)**

(Same as GERO 504T)

**508 Social and Ethical Issues in Aging (3)**

(Same as GERO 508)

**581 Advanced Theories of Social Behavior (3)**

Prerequisite: SOCI 301 or equivalent. Basic elements and key problems in constructing and evaluating sociological theories.

**585 The Practice of Sociology (3)**

Prerequisite: Graduate standing in sociology. Nexus between theory and methods in current sociological research. Uses applied skills to critically analyze specified studies in sociology.

**596 Community College Symposium (3)**

Prerequisite: consent of adviser. Introductory sociology, social problems and marriage and family; teaching preparation. Includes oral exam.

**597 Project (3)**

Prerequisites: classified standing in the M.A. in Sociology program and proposal approved by supervising faculty member and the Sociology Department Graduate Studies committee. Under the direction of a faculty member, a topic that integrates learning in the program with an applied area of student's interest will be selected, and a major project on the topic will be developed and submitted.

**598 Thesis (3)**

Prerequisites: acceptance as a candidate for the Master of Arts in Sociology, and approval of topic. Individual research under supervision, reported in a thesis and defended successfully in an oral examination conducted by a faculty committee.

**599 Independent Graduate Research (3)**

Prerequisite: consent of graduate adviser and instructor. Individual research on a library or empirical project, with conferences with instructor as necessary, culminating in one or more papers. May be repeated for credit.