



child development

bachelor of arts ■ major a: academic program ■ major b: pre-credential subject matter program ■ minor ■ master of arts in early childhood education

Program Description

Child Development is the study of the physical, socio-emotional and cognitive growth and development of the child from conception through adolescence. The purposes of this major are to provide a sound academic program in Child Development and prepare students to work with children and families in a variety of school and community settings.

Child Development students pursue careers in day care and preschool teaching and administration; parent education; elementary school teaching; community college teaching; or work with a variety of counseling, social service and community agencies. Both undergraduate options also prepare students for graduate studies in early childhood, elementary or special education, human development, social work or counseling.

Specializations

Students working toward the Bachelor of Arts degree may select one of two options:

- Child Development Major A: Academic Program**
 Child Development Major A is an academic degree which incorporates general education requirements along with the courses in the Child Development Major. Major A is an interdisciplinary program made up of courses in the College of Education (Bilingual/Multicultural Education, Special Education, Counseling, and Teacher Education); Health and Human Services (Health and Safety Studies,

Kinesiology, Nursing, Social Work, and Speech Pathology and Audiology), Business Administration; Arts and Letters (Art, Communication Studies, Drama, and Music); Social Sciences and Interdisciplinary Studies (Anthropology, Economics, Family and Consumer Sciences, and Sociology); and Natural Sciences and Mathematics (Biological Sciences and Psychology). This major is appropriate for students pursuing any of the careers listed above, and is flexible to allow students to design their programs as closely aligned with personal objectives as possible. The program handbook and web site include a current list of approved career-related emphases which students follow to complete the 15 units of required electives. These emphases allow students to tailor the program to their individual career interests. Students in Major A who intend to pursue an elementary school (multiple subjects) teaching credential must take the CSET subject matter exam as a part of the requirements for the credential program. Major A students planning to pursue the credential should work with a faculty advisor to select general education courses recommended as preparation for the CSET exam. Students who wish to earn the California Child Development permit for preschool/day care teaching or administration should visit the Department office for information about course requirements and application.

Faculty

Kristen Alexander, Michael Ballard-Rosa, Mark Biernbaum, Christine Cervantes, Karen Davis-O'Hara, Susan Gomez, Kimberly Gordon-Rouse, Sheri Hembree, Karen Horobin, Harriet Neal, Theresa Roberts, Carmen Saco-Pollitt, Lynda Stone, Li-Ling Sun

Contact Information

Michael Ballard-Rosa, *Department Chair* ■ Andrea Cool, *Administrative Support Coordinator* ■ Brighton Hall 135 ■ (916) 278-7192; FAX: (916) 278-3348 ■ edweb.csus.edu/departments/chdv/index.html

Teacher Preparation ■ Eureka Hall 216 ■ (916) 278-6403 ■ edweb.csus.edu/essc

Career Possibilities

Some of these possibilities require additional education beyond the bachelor's degree: Infant Day Care Teacher/Director/Owner ■ Preschool Teacher/Director/Owner ■ Before and After School Teacher/Director ■ Employer-Sponsored Child Care Teacher/Director ■ Parent Education Instructor ■ Public Elementary School Teacher (with addition of Multiple Subjects Credential)* ■ Marriage, Child and Family Counselor* ■ Pediatric Psychologist* ■ Child Life Specialist ■ Work with Special Needs Children and Families* ■ Social Worker* ■ Adoption Counselor* ■ Resource and Referral Coordinator ■ Community College Instructor*

*These options require additional preparation.

- **Child Development Major B: Pre-Credential Subject Matter Program**
 Child Development Major B combines state-approved courses in the subject matter areas with the academic course work of the Child Development Academic Major. Major B is most appropriate for students who intend to pursue an elementary school (multiple subjects) teaching credential. Students who follow this option receive a strong foundation in child development and also take subject matter course work in six categories: 1) Language and Literature; 2) Mathematics; 3) Natural and Physical Sciences; 4) Social Sciences and Humanities; 5) The Arts; and 6) Physical Education. This course work is designed specifically to prepare students for the CSET subject matter examination. Please note that in this program general University requirements are built into the subject matter requirements, so that students do not follow the general education pattern outlined in the catalog. Major B students are therefore encouraged to see a Major B faculty advisor every semester.
- A minor in Child Development is available to students majoring in another area who wish to supplement their knowledge with a developmental background.

Note: Child Development students should see an advisor each semester. Students in Major A may see any Child Development faculty member during office hours for advising (a current list is available in the Department office, Brighton Hall 135). Students in Major B should make an appointment with a Major B faculty advisor in Lassen Hall 2008 (916) 278-4492. For information about teaching credential programs, go to Eureka Hall 206 or call (916) 278-6403. Students can also access information through the College of Education and Child Development Department Web sites at: edweb.csus.edu.

Special Features

- The University's location in the State's capital city provides a variety of unique fieldwork, internship, cooperative learning, and part-time employment opportunities.
- The quality of instruction and the varying educational and professional backgrounds of the faculty provide a program which meets the diverse demands of the many career options available in this field.
- Students are given opportunities to observe and participate with children in a variety of settings in the community and on campus. Please contact the Department office for information about the service-learning, cooperative education and other field-based experiences available.
- In addition, the program has at its disposal an excellent selection of books and journals in the Library and many films, video and audio tapes, and other media to implement and support instruction.

Undergraduate Programs

Requirements ■ Bachelor of Arts Degree/ Child Development Major A – Academic Program

Units required for Major: 49-50

Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

Note: A grade of "C-" or higher is required for all courses in the Child Development major.

A. Required Foundation Courses (12-13 units)

- (3) CHDV 030 Human Development **OR**
CHDV 035 Child and Adolescent Development
- (3) CHDV 133 Research in Human Development (CHDV 030 and CHDV 035F; completion of 45 total units credit)
- (3) FACS 050 The Family and Social Issues
- (3-4) Select one of the following:
 BIO 005 General Biology
 BIO 010 Basic Biological Concepts
 BIO 020 Biology: A Human Perspective

B. Required Upper Division Core Courses (22 units)

Note: Completion of, or concurrent enrollment in, CHDV 133 is required for registration in required upper division core courses.

- (3) CHDV 131 Language Development (CHDV 133; may be taken concurrently)
- (2) CHDV 132 Fieldwork in Child Development (CHDV 030 or CHDV 035, and CHDV 035F for Liberal Studies and Major B only)
- (3) CHDV 135 Crosscultural Child Development (CHDV 133; may be taken concurrently)
- (3) CHDV 136 Developmental Experiences, Methods and Curriculum (Senior standing or instructor permission) **OR**
FACS 108 / COMS 108 Family Communication (COMS 008, FACS 050, SOC 166, or instructor permission)
- (4) CHDV 137 Cognitive Development (CHDV 030 or CHDV 035, CHDV 133)
- (4) CHDV 138 Social and Emotional Development (CHDV 030 or CHDV 035, CHDV 133)
- (3) FACS 154 Issues in Parenting (CHDV 030, FACS 052; or instructor permission)

C. Electives (15 units)

An additional 15 units of course work focused on an academic or career-related emphasis must be selected from the list available in the Child Development Handbook. It is highly recommended that students confer with faculty advisors when choosing an emphasis.

Requirements ■ Bachelor of Arts Degree/ Child Development Major B – Pre-Credential Subject Matter Program

Units required for Major: 107-110

Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

Students transferring credit from either two- or four-year institutions must submit unofficial copies of all transcripts to the Child Development office in Brighton Hall 135, or mail to: Child Development Department, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6139. Please see a Child Development Advisor for a review of transcripts and transfer credit evaluation.

Notes:

- A grade of “C-” or higher is required for all course work in the Child Development Major.
- Students are strongly recommended to see an advisor early in the program and continuously throughout the program.

A. Core Requirements (107-110)

Child Development (30 units)

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| (3) | CHDV 035 | Child and Adolescent Development |
| (2) | CHDV 035F | Human Development and Elementary Field Experience (completion of or concurrent enrollment in CHDV 035) |
| (3) | CHDV 131 | Language Development (CHDV 133; may be taken concurrently) |
| (2) | CHDV 132 | Fieldwork in Child Development (CHDV 035 and CHDV 035F) |
| (3) | CHDV 133 | Research in Human Development (CHDV 035 and CHDV 035F; completion of 45 total units credit) |
| (3) | CHDV 135 | Crosscultural Child Development (CHDV 133; may be taken concurrently) |
| (3) | CHDV 136 | Developmental Experiences, Methods and Curriculum (Senior standing or instructor permission) |
| (4) | CHDV 137 | Cognitive Development (CHDV 030 or CHDV 035, CHDV 133) |
| (4) | CHDV 138 | Social and Emotional Development (CHDV 030, or CHDV 035, CHDV 133) |
| (3) | Select one of the following: | |
| | FACS 050 | The Family and Social Issues |
| | ETHN 166 | American Indigenous Families: Issues and Perspectives |
| | ETHN 167 | Asian American Families: Issues and Perspectives |
| | ETHN 173 | The Black Family in the U.S. |

Credential Requirements/Prerequisites (6 units)

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| (3) | EDBM 170 | Bilingual Education: Introduction to Educating English Learners |
| (3) | EDS 100A/B | Education of Exceptional Children/Youth +Lab |

Health (2 units)

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| (2) | HLSC 136 | School Health Education (CPR training; may be taken concurrently) |
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Kinesiology (3 units)

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| (3) | KINS 172 | Movement Education |
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Language and Literature (12-15 units)

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| (3) | COMS 005 | The Communication Experience |
| (3) | ENGL 001A | College Composition (EPT score of 151 or above, or completion of ENGL 001) |
| (3) | ENGL 020 | College Composition II (ENGL 001A with a grade C- or better, or equivalent) |
| (3) | ENGL 116B | Children’s Literary Classics (Passing score on WPE) OR |
| | EDTE 120 | Literature for Children |
| (3) | Select one of the following: | |
| | COMS 002 | Argumentation |
| | ENGL 001C | Critical Thinking and Writing (Grade of C- or better in ENGL 001A) |
| | JOUR 050 | Mass Media and Critical Thinking |
| | PHIL 004 | Critical Thinking |
| | PSYC 049 | Scientific Thinking in Psychology |
| | SOC 008 | Sense and Nonsense in Social Issues and Research |

Mathematics (9 units)

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| (3) | MATH 017 | An Introduction to Exploration, Conjecture and Proof in Mathematics (MATH 009 or three years high school math including two years algebra and one year geometry; completion of ELM requirement and Intermediate Algebra diagnostic test) |
| (3) | MATH 107A | Fundamental Mathematical Concepts (MATH 017 and passing score on the Intermediate Algebra Diagnostic Test) |
| (3) | MATH 107B | Fundamental Mathematical Concepts (MATH 107A) |

Natural and Physical Sciences (15 units)

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| (4) | BIO 007 | Introduction to the Science of Biology |
| (3) | CHEM 106 | Chemical Concepts (PHYS 107, ENGL 020 or an equivalent second semester composition course) |
| (3) | GEOL 008 | Earth Science |
| (1) | GEOL 008T | Earth Science Lab (GEOL 008; may be taken concurrently) |
| (4) | PHYS 107 | Conceptual Physics and Scientific Inquiry (BIO 007, CHEM 106, GEOL 008, MATH 017) |

Social Sciences and Humanities (21 units)

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| (3) | GEOG 100* | Themes in World Geography |
| (3) | GOVT 001 | Essentials of Government |
| (3) | HIST 017A | United States History, 1607-1877 |
| (3) | HIST 050 | World Civilizations, Beginnings -1600 |
| (3) | HIST 132 | Topics in World History (HIST 050) |
| (3) | HIST 187 | Topics in United States History 1600-1900 OR |
| | ECON 104 | Introduction to the United States Economy |
| (3) | LBST 110* | California Studies (GOVT 001 or equivalent.) |

*These two courses together fulfill writing intensive requirement.

Visual/Performing Arts (9 units)

- (3) ART 133 Understanding and Creating Art (Upper division status; declared major in Art, Child Development or Liberal Studies, or a minor in Art Education)
- (3) MUSC 101 Experiences in Music
- (3) THEA 118 Children's Theatre

Requirements ■ Minor

Total units required for Minor: 20

Specific course requirements are:

- (3) CHDV 030 Human Development
- (3) CHDV 131 Language Development (CHDV 133; may be taken concurrently)
- (3) CHDV 133 Research in Human Development (CHDV 030 or CHDV 035)
- (4) CHDV 137 Cognitive Development (CHDV 030 or CHDV 035, CHDV 133 may be taken concurrently)
- (4) CHDV 138 Social and Emotional Development (CHDV 030 or CHDV 035, CHDV 133 may be taken concurrently)
- (3) Elective. Selected from list of approved electives in the Child Development Handbook available from Child Development advisors.

Graduate Program

The Master of Arts in Early Childhood Education offers an opportunity for the advanced study of developmental theory and research in preparation of a wide range of professional objectives. The MA program in Early Childhood Education emphasizes scholarly reflection on developmental issues, and academic excellence in oral and written communication.

The program faculty values academic scholarship and research, and regards their application in professional settings as central to the mission of the MA program. Graduates of the program are expected to be well educated, lifelong learners, with excellent preparation in research, theory and practice in diverse, multicultural settings.

The MA program prepares graduates for professional employment in a variety of settings, including working directly with infants, children and their families, teaching at the community college level, and preparing for additional study toward a doctoral degree in child development or a related field. The program incorporates the following areas of study: educational developmental research and theory; cognitive, linguistic and social, and emotional development of children; social, and cultural and familial influences on development; children with behavioral, emotional, cognitive, and academic special needs and their families; programming and curricula development; principles and practices involved in organizing, administering, and evaluating child development programs.

For further information please see the Graduate Handbook available in the Child Development office, Brighton Hall 135.

Admission Requirements

Admission as a classified graduate student in the Master of Arts in Early Childhood Education (ECE) requires:

- a Child/Human Development BA or a closely related field, Liberal Studies BA, or teaching credential. Some applicants may be admitted with the condition that certain specified foundations courses be completed before beginning the requirements for the ECE program;
- a minimum 3.0 GPA in the last 60 units completed;
- experience working in programs for children from infancy through primary grades;
- a passing score on the CSUS Writing Proficiency Exam, or an upper division advanced English composition class with a grade of "B" or better (a WPE Waiver Request is required--available from the Office of Graduate Studies, RFC 206); and
- a well-written, clearly articulated, statement of the applicant's educational and professional background and an explanation of how graduate study will advance the applicant's professional goals.

Opportunity exists for conditional classification of applicants with an undergraduate major and experiences different from those listed above. Students who do not meet the minimum GPA of 3.0 in the last 60 semester units completed may request special consideration by the faculty program committee. This requires that students demonstrate convincingly that they are competent to pursue the degree. Course work in Child Development may be a condition of admission.

Admission Procedures

Applications are accepted as long as room for new students exists. However, students are required to apply by April 1 for the following fall enrollment or October 1 for the following spring enrollment. These are firm deadlines. Applications received after April 1 for fall enrollment or October 1 for spring enrollment will be returned to applicant.

These deadlines are established to allow time for admission before Computer Access to Student Personal and Enrollment Records (CASPER). All prospective graduate students, including CSUS graduates, must file the following with the CSUS Office of Graduate Studies, River Front Center 206, (916) 278-6470, by the above application deadline:

- an online application for admission; and
- two sets of official transcripts from all college and universities attended, *other than CSUS*.

Approximately six weeks after receipt of all items listed above, a decision regarding admission will be mailed to the applicant. Application forms and information can be obtained in the Child Development Department office.

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units of courses in the graduate program (see Requirements) with a minimum 3.0 GPA; and
- passed the Writing Proficiency Examination (WPE) or secured approval for a WPE waiver.

Advancement to Candidacy forms are available in the Office of Graduate Studies or the department office. The student fills out the form after planning a degree program in consultation with a program faculty advisor. The form must be submitted to the Child Development Department office and the Office of Graduate Studies for approval.

Project/Thesis Registration

The approved Master's Thesis/Project format guide is the American Psychological Association (APA) - latest edition. Enrollment in CHDV 504 (Project/Thesis course) requires that the student file an Intent to Register form at least one full semester in advance of registration in CHDV 504. The Intent to Register form must be signed by the student's thesis/project faculty sponsor, and is due by March 15 for fall semester enrollment and by October 15 for spring semester enrollment. In addition, the student must also file and have approved a thesis/project petition before enrolling in CHDV 504. The petition, which requires approval from the thesis/project sponsor and the Department Chair, is due by April 15 for fall enrollment and November 15 for spring enrollment.

Check in the Department office for the policies regarding Report in Progress ("RP") grades and continuous enrollment.

Graduation

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date published in the class schedule. In addition, all course work leading to the Master's degree must be completed within a seven-year period.

Requirements ■ Master of Arts in Education – Early Childhood Education Option

Units required for the MA: 30

Minimum required GPA: 3.0

No units with a grade lower than "C" may apply toward the degree.

A. Required Courses (9 units)

- (3) CHDV 242 Advanced Child Development
- (3) CHDV 250* Education Research (Graduate Standing)
- (3) CHDV 251* Development and Education for a Democratic and Pluralistic Society (Graduate Standing)

B. Other Course Requirements (12 units)

- (12) Select four of the following:
 - CHDV 214* Assessment of Text, Context and Learners
 - CHDV 245 Selected Topics in Childhood Development
 - CHDV 246 Motivation and Learning in Children
 - CHDV 247 Theoretical and Applied Perspectives on Cross Cultural Development
 - CHDV 248 Curriculum and Instruction
 - CHDV 249 Language and Cognitive Development: Implications for Learning and Instruction
 - EDS 290 Issues in Early Childhood Education for Children with Disabilities

C. Elective (3 units)

- (3) Upper division or graduate units in Education selected with approval of an Early Childhood Education advisor.

D. Culminating Requirement (6 units)

Part 1: To be taken in semester prior to CHDV 504.

- (3) CHDV 290* Seminar for Culminating Experience (advancement to candidacy, completion of at least 20 units of course work toward the Master of Arts; instructor permission.)

Part 2: To be taken after successfully completing CHDV 290.

- (3) CHDV 504 Culminating Experience: Early Childhood Education (CHDV 250, CHDV 290)

Note: Credit for CHDV 504 is given upon completion of a thesis, project, or other approved culminating experience. Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her faculty advisor and the Department Chair one full semester prior to registration. All forms may be obtained in the Department office.

*May be fulfilled by enrollment in the equivalent course offered through another department in the College of Education. However, students are advised to enroll in the Child Development sections if possible.

Lower Division Courses

CHDV 030. Human Development. Interdisciplinary study of human development with practical observations. Addresses physical, socio-cultural, intellectual and emotional aspects of growth and development from conception to death. A variety of field experiences will be required. 3 units.

CHDV 031. Adult Supervision and Mentoring In Early Childhood Programs. Study of research and exemplary practices in the supervision of early childhood teachers, other program staff, parents and volunteers. Content emphasizes adult learning. **Prerequisite:** CHDV 030, and FACS 50 or equivalent. 2 units.

CHDV 032. Administration and Supervision of Early Childhood Programs. Basic issues, procedures and practices in the administration and supervision of public and private schools. Requires administrative supervisory fieldwork in an early childhood program. 3 units.

CHDV 035. Child and Adolescent Development. Examination of theory and research on cognitive, social and physical human development from conception through adolescence. Content will include data-collection techniques such as observation. Some course material will be applied to an analysis of elementary schooling. 3 units.

CHDV 035F. Human Development and Elementary Field Experience. Directed field experiences in elementary school settings. Students are required to work at an elementary school and attend an on campus seminar. Includes the integration of student field experiences with theory and research in Human Development. Issues in learning, social development, adult career selection and schooling will be explored. Corequisite: Completion of or enrollment in CHDV 035. Graded Credit/No Credit. 2 units.

CHDV 044. Community Service Learning in Developmental and Educational Settings. Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children. Additionally, students will participate in reflection activities that encourage them to critically analyze and evaluate their service experiences from both subjective and objective perspectives. Students perform 30-90 hours of community service per semester depending on number of course units in addition to their weekly classroom attendance. May be offered as a 3-unit or a 1-2-unit adjunct course offered in conjunction with other courses. Note: May be taken up to four times for credit (maximum 12 units of credit). Graded Credit/No Credit. 1-3 units.

Upper Division Courses

CHDV 130. Parent Education. Ways parent education may be conducted in Child Development programs to meet legislated requirements as well as parent needs. Attention will be given to parent education programs which serve various-aged children, various cultures, and/or special needs children. The rights and responsibilities of children, parents and teachers will be discussed. Discussion and participation in such classroom activities as panels, presentations, demonstrations and cooperative learning assignments. 3 units.

CHDV 131. Language Development. Investigation of the development of language and its relationship to school learning, cognitive development and social development. Both linguistic and communication competence are included. Specific attention to second language acquisition and principles underlying effective instruction in linguistically diverse children. **Prerequisite:** CHDV 133; may be taken concurrently. 3 units.

CHDV 132. Fieldwork in Child Development. Directed field experiences in settings selected to meet students' experience and needs. Students are required to work at the selected setting and attend an on-campus seminar to explore developmental content and issues. May be taken as a core requirement and repeated as an elective. **Prerequisite:** CHDV 030 or CHDV 035, and CHDV 035F for LBST and Major B students only. 2 units.

CHDV 133. Research in Human Development. Understanding readings of selected topics in human development research. Content will include the consideration of the framework and methodology of research. Emphasis will be on increasing students' ability to locate, understand, critique and report research findings. Discussion and participation in such classroom activities as small group presentations and cooperative learning assignments. **Prerequisite:** CHDV 030 or CHDV 035, and CHDV 035F for LBST and Major B students only; completion of 45 total units of credit. 3 units.

CHDV 135. Crosscultural Child Development. Examination of the physical, socio-emotional and cognitive development in children from a crosscultural orientation. Will investigate cultural variables that influence child development from both inter- and intranational perspectives. Discussion of culturally universal and culturally specific behaviors, cognitions and experiences will be covered. **Prerequisite:** CHDV 133; may be taken concurrently. 3 units.

CHDV 136. Developmental Experiences, Methods and Curriculum. Examination of theory, research, and exemplary practices and programs for children through elementary school. Activities include discussions, presentations, demonstrations and cooperative learning assignments. **Prerequisite:** Senior status or instructor permission. 3 units.

CHDV 137. Cognitive Development. Cognitive development of children from conception through adolescence with consideration of biological and environmental influences. Includes classroom instruction and field experience. Lectures, discussions and participation in such classroom activities as presentations, demonstrations and cooperative learning assignments. Note: Not to be taken the same semester as CHDV 138. **Prerequisite:** CHDV 030 or CHDV 035, CHDV 133, may be taken concurrently. 4 units.

CHDV 138. Social and Emotional Development. Study of the social and emotional development of children from conception through adolescence with consideration of biological and environmental influences. Includes classroom instruction and field experience. Lectures, discussions and participation in such classroom activities as presentations, demonstrations and cooperative learning assignments. Note: Not to be taken the same semester as CHDV 137. **Prerequisite:** CHDV 030 or CHDV 035, CHDV 133, may be taken concurrently. 4 units.

CHDV 139. Educational Play: Theory and Practice. Use of play as an educational vehicle in early childhood. Discovering how play helps children develop physically, socially, emotionally, cognitively and creatively through a variety of playful modes. Constructing appropriate developmental play materials and activities with emphasis on the active role of the adult in child's play. Activities include discussions, presentations, demonstrations and cooperative learning assignments. 3 units.

CHDV 140. Coordination of Early Childhood Programs. Advanced methodology of coordinating early childhood programs, to include organization, staff development and community relations. Includes the functions of parents, aides, volunteers and varied early childhood organizational patterns. **Prerequisite:** CHDV 032 or equivalent. 3 units.

CHDV 144. Community Service Learning in Developmental and Educational Settings. Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children. Additionally, students will participate in reflection activities that encourage them to critically analyze and evaluate their service experiences from both subjective and objective perspectives. Students perform 30-90 hours of community service per semester depending on number of course units in addition to their weekly classroom attendance. May be offered as a 3-unit or a 1-2-unit adjunct course offered in conjunction with other courses. Note: May be taken up to four times for credit (maximum 12 units of credit). Graded Credit/No Credit. 1-3 units.

CHDV 148. Culture, Communication, and the Development of Thinking. Selected topics in culture and communication are combined with social, intellectual, physiological theories of learning and development. These topics are examined through service learning experiences in formal and informal educational settings where undergraduates tutor children 5-11 years old through guided-assistance, play, and computer mediated activities. Content includes qualitative research methods to examine the relationship between cultural practices, communication and development. Includes classroom instruction in the form of lectures, discussions, presentations, and collaborative group activities. **Prerequisite:** Upper division status. 3 units.

CHDV 150. Fieldwork in Early Childhood Literacy Development. Directed field experiences in early childhood settings (preschool through grade 2) in early literacy development. Students are required to work at a selected field setting and attend on-campus class meetings to explore developmental content and

issues. **Prerequisite:** CHDV 030, CHDV 133, and CHDV 131 preferred, or instructor permission. Corequisite: CHDV 133 and CHDV 131. Graded Credit/No Credit. 3 units.

CHDV 151. Capstone Seminar. Students in the Child Development Major B: Pre-Credential Preparation will develop and organize required elements of a summative assessment which addressed Standard 6: Assessment of Subject Matter Competence as mandated by the California Commission on Teacher Credentialing. **Prerequisite:** CHDV 133, CHDV 137 or CHDV 138, Senior status. Graded Credit/No Credit. 1 unit.

CHDV 157. Infant and Toddler: Development and Care. Research theory and practice are examined in relation to each area of infant and toddler development (conception through 24 months): Physical, social, emotional, cognitive, and perceptual. Individual differences and needs are stressed. Issues pertinent to individual and group care will be covered. Activities include lecture, discussion, and observations. **Prerequisite:** FACS 050 or CHDV 030, PSYC 148, SWRK 125A. Cross-listed as FACS 157; only one may be counted for credit. 3 units.

CHDV 194. Cooperative Education Experience. Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires weekly meetings, preparation of application packet, completion of field study assignment and a written final report. **Prerequisite:** Upper division status. May be taken four times for a maximum of 12 units credit. Graded Credit/No Credit. 3 units.

CHDV 196. Experimental Offerings in Child Development. To be offered in response to student needs. 1-3 units.

CHDV 199. Special Problems. Individual projects designed especially for students capable of independent study. Admission by written approval of the instructor and Department Chair. Graded Credit/No Credit. 1-3 units.

Graduate Courses

CHDV 214. Assessment of Text, Context and Learners. Focuses on assessment, grounded in sound conceptual and scientific bases, of learners between the ages of 3 and adult. Assessment is considered in the context of historical, social, political, legal, educational, and ethical trends and concerns, including issues of socio-cultural diversity and individual differences as they relate to accurate appraisal or what learners know how to do. **Prerequisite:** Graduate status. 3 units.

CHDV 242. Advanced Child Development. An in depth examination of physical, cognitive, and social development from infancy through adolescence. Content includes current developmental theory and research and the application of this research to educational and community settings, with special emphasis on the cultural context of development. The development of critical thinking skills and scholarly writing will be emphasized. **Prerequisite:** Graduate standing or instructor permission. 3 units.

CHDV 244. Community Service Learning in Developmental and Educational Settings. Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children. Additionally, students will participate in reflection activities that encourage them to critically analyze and evaluate their service experiences from both subjective and objective perspectives. Students perform 30-90 hours of community service per semester depending on number of course units in addition to their weekly classroom attendance. May be offered as a 3-unit or a 1-2-unit adjunct course offered in conjunction with other courses. Note: May be taken up to four times for credit (maximum 12 units of credit). Graded Credit/No Credit. 1-3 units.

CHDV 245. Selected Topics in Childhood Development. In-depth study of selected topics in cognitive and socio-emotional development of preschool and primary grade children as related to educational practice. Content includes theory and research on psychological dimensions of children as they participate in various contextual settings. Note: May be repeated once with a different instructor. Three units may be used toward the elective requirements in the Master of Arts (Early Childhood Education). 3 units.

CHDV 246. Motivation and Learning in Children. Sources of and developmental changes in motivation, including biological predispositions, critical life events, individual differences, and social, cultural and educational experiences will be examined. Students will participate in a group research effort on motivation and educational practice. 3 units.

CHDV 247. Theoretical and Applied Perspectives on Cross Cultural Development. The cultural basis of human development through an in-depth examination of the socio-emotional, cognitive, language and gender development of children from infancy through adolescence within and across different cultures and communities. Theory, methods, and research of cross-cultural investigations will be considered and applications of course material to educational and community settings will be explored and analyzed. **Prerequisite:** Graduate standing. 3 units.

CHDV 248. Curriculum and Instruction. Advanced study of the sociocultural influences on curriculum development. Research, theory, and curricular practices will be analyzed, evaluated and applied to a variety of preschool and primary grade settings. 3 units.

CHDV 249. Language and Cognitive Development: Implications for Learning and Instruction. Language is an important cognitive and communicative tool that promotes learning. Through an integrative approach to language and cognitive development, students will examine how children learn through language. Students will have practical experience in collecting and analyzing children's language learning in educational settings. 3 units.

CHDV 250. Education Research. Survey of both qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Critical thinking and writing skills will be emphasized. Prerequisite: Graduate status. 3 units.

CHDV 251. Development and Education for a Democratic and Pluralistic Society. Advanced study of cultural, social-political, and psychological influences on development and how they relate to educational and community settings serving children (prenatal to 18 years). Focus will be placed on demographic markers and categorical memberships related to equity. Prerequisite: Graduate standing. 3 units.

CHDV 290. Seminar for Culminating Experience. Seminar to focus on topics/elements/expectations to be included in the culminating experience: defining and narrowing a topic for study; abstract writing; differentiation of primary/secondary source of evidence; development of organizational schemes for a literature review; computer searching; format requirements; time management, range and breadth of evidence for a comprehensive review; connecting the review and project/thesis; writing style and quality; revisions and critical feedback; social/psychological dimensions of thesis/project process; data analysis and statistics help on campus for thesis. Prerequisite: Advanced to candidacy; completion of at least 20 units of course work towards the Master of Arts; instructor permission. Graded Credit/No Credit. 3 units.

CHDV 294. Cooperative Education. Cooperative Education relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires regular meetings with faculty supervisor, preparation of application packet, completion of field study assignment, and a written final report. Note: Units may not be used to meet course work requirements in the MA program. May be repeated three times for a maximum of 12 units. Prerequisite: Open only to upper division and graduate students, with consent of faculty advisor and Department Chair. Graded Credit/No Credit. 3 units.

CHDV 299. Special Problems. Individual projects at graduate level designed especially for students capable of independent study. Departmental petition, signed by instructor with whom student will be working and department chair, required. Note: Units may not be used to meet course work requirements in the MA program. Prerequisite: Open only to upper division and graduate students with consent of faculty advisor and Department Chair. Graded Credit/No Credit. 1-3 units.

CHDV 504. Culminating Experience: Early Childhood Education. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree in Education (Early Childhood Education). Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her faculty advisor and the Department Chair one full semester prior to registration. Graded Credit/No Credit. 3 units.