

Child Development

College of Education



Bachelor of Arts
Minor • Master of Arts

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.

Career Possibilities

Please note that many of the career possibilities listed below require additional education beyond the baccalaureate degree.

Adoption Counselor • Before and After School Teacher/Director • Child Life Specialist • Community College Instructor • Counselor with a choice of specializations - Career, Community, Marriage, Family and Child, or School – with the addition of MS in Counseling • Early Childhood Special Education Specialist – with addition of ECSE Credential • Elementary School Teacher – with addition of Multiple Subjects Credential • Employer-Sponsored Child Care Teacher/Director • Infant Day Care Teacher / Director • Parent Education Instructor • Pediatric Psychologist • Preschool Teacher or Administrator – with Child Development Permit • Resource and Referral Coordinator • Social Worker

Faculty

Kristen Weede Alexander, Michael Ballard-Rosa, Melina Bersamin, Christine Cervantes, Karen Davis-O'Hara, Ana Garcia-Nevarez, Susan Gomez, Kimberly Gordon-Biddle, Sheri Hembree, Karen Horobin, Juliana Raskauskas, Theresa Roberts, Carmen Saco-Pollitt, Lynda Stone, Li-Ling Sun

Contact Information

Karen Davis O'Hara, Department Chair
Dawn Futrell-Schilling, Administrative Support Coordinator
Brighton Hall 135
(916) 278-3788; FAX: (916) 278-3348
edweb.csus.edu/chdv/

Teacher Preparation
Eureka Hall 216
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Child Development students pursue careers in elementary school teaching; preschool teaching and administration; child-care and after-school employment; parent education; community college teaching; or work with a variety of counseling, social service and community agencies. The undergraduate major also prepares students for graduate studies in child development, elementary or special education, human development, social work or counseling.

Specializations

Bachelor of Arts in Child Development

Students working toward the Bachelor of Arts degree may select one of five concentrations:

- **Early Development, Care, and Education (EDCE)**
The Child Development Concentration in EDCE prepares students to work in child care settings with children from infancy through pre-kindergarten. The program consists of the core child development academic program and 14–15 units of electives with a focus of study on developmental theory, systematic observation and assessment, and preschool curriculum development. Students have opportunities for first-hand experience working with infants and children, and can complete most of the ECE requirements for a child development permit. Students planning to obtain the California Child Development permit for preschool/day care teaching or administration should consult a faculty advisor for information about specific course and field-work requirements and application process.
- **Individualized Concentration**
Child Development Individualized concentration is an interdisciplinary program made up of the core academic child development courses and 14–15 units of electives, from a wide variety of fields, such as education, art, public policy, nursing, or criminal justice, just to name a few. This major is flexible to allow students to design their program to closely align with personal and career objectives. The program handbook and website include a current list of approved electives. However, the students should select their electives in consultation with a major advisor.
- **Elementary Pre-Credential Subject Matter Program**
The Child Development Concentration in Elementary Pre-credential is an academic child development program with an emphasis on preparing the student to enter an elementary school (multiple-subjects) teaching credential program. It consists of the core academic child development courses, 11 units of credential prerequisite courses, and 3 units of electives, chosen in coordination with a major advisor. Students who intend to pursue an elementary school

(multiple subjects) teaching credential must take the CBEST exam and the CSET subject matter exam as a part of the admission requirements for the credential program. Child Development students planning to pursue the credential should work with a faculty advisor to select general education courses recommended as preparation for the CSET exam.

Social and Community Settings

Child Development Concentration in Social and Community settings is appropriate for students interested in working with children and families in community, government, and social or therapeutic settings. Students complete the child development core academic courses, and choose 14-15 units of electives. These electives should be chosen in coordination with a major advisor to select courses and field-work in specific settings, or courses to prepare for application to a program for graduate study.

Integrated Pre-Credential Subject Matter Program

Child Development Integrated Pre-credential Subject Matter Program combines state-approved courses in the subject matter areas with the course work of the Child Development academic major. This concentration is most appropriate for students who intend to pursue an elementary school (multiple subjects) teaching credential. Students who follow this option obtain an academic major in child development and also take subject matter course work in six categories: Language and Literature; Mathematics; Natural and Physical Sciences; Social Sciences and Humanities; the Arts; and Physical Education. The course work is aligned with the subject matter frameworks on which the CSET subject matter examinations are based. It is essential that students considering this concentration seek early and frequent advising within the major because the general university requirements are built into the required course work. Students do not follow the general education pattern outlined in the catalog.

Minor in Child Development

A 21-unit minor in Child Development is available to students majoring in another area who wish to supplement their knowledge with a developmental background.

Masters of Arts in Education – Child Development

The Child Development master’s program has two concentrations—one that focuses on developmental theory and research, and one that focuses on applied and educational settings. Both programs require 33 units of academic work, and a culminating thesis, project, or examination.

Note: Child Development students should check the department website (edweb.csus.edu/chdv/) for updates to degree requirements and current issues related to child development. To plan for a timely graduation, students should meet with an advisor each semester. Students who wish to pursue an elementary school (multiple subjects) teaching credential should make an appointment with a child development faculty advisor in the Center for Teaching Majors (currently in Lassen Hall 2008). For information about teaching credential programs, go to Eureka Hall 216 or call (916) 278-6403. Students can also access information through the websites of the College of Education (edweb.csus.edu/) and Child Development Department (edweb.csus.edu/chdv/).

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.

Requirements • Bachelor of Arts Degree - Child Development: Concentration - Early Development, Care, and Education (EDCE)

Units Required For Major: 49-50

Minimum Total Units Required for BA: 120

Courses in parentheses are prerequisites.

A. Required Foundation Courses (12 units)

- (3) CHDV 30 Human Development **OR**
CHDV 35 Child and Adolescent Development
- (3) CHDV 123 Methods of Observation and Assessment in Child Development (CHDV 30 or CHDV 35; or equivalent; completion of 45 total units credit)
- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35; completion of 45 total units credit)
- (3) FACS 50 The Family and Social Issues

B. Required Upper Division Core Courses (23 units)

Note: Completion of or concurrent enrollment in CHDV 123 or CHDV 133 is required for registration in required upper division core courses.

- (3) CHDV 131 Language Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 132 Fieldwork in Child Development (CHDV 30 or CHDV 35; for CHDV-Integrated, CHDV-Pre-credential, or Liberal Studies majors CHDV 35F, CHDV 123, or CHDV 133, either of which may be taken concurrently)
- (3) CHDV 135 Crosscultural Child Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 136 Developmental Experiences, Methods and Curriculum (Completion of 60 units or instructor permission) **OR**
COMS 108/ FACS 108 Family Communication (COMS 8, FACS 50, SOC 166, or instructor permission)

- (3) CHDV 137* Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L* Cognitive Development Research Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 137)
- (3) CHDV 138* Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)
- (1) CHDV 138L* Social and Emotional Development Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 138)
- (3) FACS 154 Issues in Parenting (CHDV 30, FACS 52; or instructor permission)

*CHDV 137/L or CHDV 138/L should not be taken in the same semester.

C. Electives (14-15 units)

Students are required to select an additional 14-15 units of course work from the appropriate list (List A) of approved electives. It is suggested that students work with a faculty advisor to select these courses.

Requirements • Bachelor of Arts Degree - Child Development: Concentration - Individualized

Units required for Major: 49-50

Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

A. Required Foundation Courses (12 units)

- (3) CHDV 30 Human Development **OR**
CHDV 35 Child and Adolescent Development
- (3) CHDV 123 Methods of Observation and Assessment in Child Development (CHDV 30 or CHDV 35; or equivalent; completion of 45 total units credit)
- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35; completion of 45 total units credit)
- (3) FACS 50 The Family and Social Issues

B. Required Upper Division Core Courses (23 units)

Note: Completion of or concurrent enrollment in CHDV 123 and CHDV 133 is required for registration in required upper division core courses.

- (3) CHDV 131 Language Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 132 Fieldwork in Child Development (CHDV 30 or CHDV 35; for CHDV-Integrated, CHDV-Pre-credential, or Liberal Studies majors CHDV 35F and CHDV 123, or CHDV 133, either of which may be taken concurrently)
- (3) CHDV 135 Crosscultural Child Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)

- (3) CHDV 136 Developmental Experiences, Methods and Curriculum (Completion of 60 units or instructor permission) **OR**
COMS 108/ Family Communication (COMS 8, FACS 50, SOC 166, or instructor permission)
- (3) CHDV 137* Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L* Cognitive Development Research Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 137)
- (3) CHDV 138* Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)
- (1) CHDV 138L* Social and Emotional Development Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 138)
- (3) FACS 154 Issues in Parenting (CHDV 30, FACS 52 or instructor permission)

*CHDV 137/L or CHDV 138/L should not be taken in the same semester.

C. Electives (14-15 units)

Electives must be chosen from all Electives Lists A, B, and C. It is suggested that students work with a faculty advisor to select these courses.

Requirements • Bachelor of Arts Degree - Child Development: Concentration - Elementary Pre-Credential Subject Matter Program

Units required for Major: 48

Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

A. Required Foundation Courses (14 units)

- (3) CHDV 35 Child and Adolescent Development
- (2) CHDV 35F Human Development and Elementary Field Experience (Completion of or concurrent enrollment in CHDV 35)
- (3) CHDV 123 Methods of Observation and Assessment in Child Development (CHDV 30 or CHDV 35; or equivalent; completion of 45 total units credit)
- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35; completion of 45 total units credit)
- (3) FACS 50 The Family and Social Issues

B. Required Upper Division Core Courses (20 units)

Note: Completion of, or concurrent enrollment in CHDV 123 or CHDV 133 is required for registration in required upper division core courses.

- (3) CHDV 131 Language Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 132 Fieldwork in Child Development (CHDV 30 or CHDV 35; for CHDV-Integrated, CHDV-Pre-credential, or Liberal Studies majors CHDV 35F, CHDV 123, or

- (3) CHDV 133 either of which may be taken concurrently)
- (3) CHDV 135 Crosscultural Child Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 136 Developmental Experiences, Methods and Curriculum (Completion of 60 units or instructor permission)
- (3) CHDV 137* Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L* Cognitive Development (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 137)
- (3) CHDV 138* Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)
- (1) CHDV 138L* Social and Emotional Development (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 138)

*CHDV 137/L or CHDV 138/L should not be taken in the same semester.

C. Credential Requirements (11 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/ Education of Exceptional Children/
EDS 100B Youth and Lab
- (2) HLSC 136 School Health Education (CPR training; may be taken concurrently)
- (3) KINS 172 Movement Education

D. Elective (3 units)

Students in the elementary pre-credential emphasis are required to select one course from the approved list of pre-credential electives (List B). It is suggested that students work with a faculty advisor to select this course and are strongly urged to select courses that will assist in preparation for the CSET examination.

Requirements • Bachelor of Arts Degree - Child Development: Concentration - Social and Community Settings

Units required for Major: 49-50

Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

A. Required Foundation Courses (12 units)

- (3) CHDV 30 Human Development **OR**
CHDV 35 Child and Adolescent Development
- (3) CHDV 123 Methods of Observation and Assessment in Child Development (CHDV 30 or CHDV 35; or equivalent; completion of 45 total units credit)
- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35; completion of 45 total units credit)
- (3) FACS 50 The Family and Social Issues

B. Required Upper Division Core Courses (23 units)

Note: Completion of or concurrent enrollment in CHDV 123 or CHDV 133 is required for registration in required upper division core courses.

- (3) CHDV 131 Language Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 132 Fieldwork in Child Development (CHDV 30 or CHDV 35; for CHDV-Integrated, CHDV-Pre-credential, or Liberal Studies majors CHDV 35F, CHDV 123, or CHDV 133, either of which may be taken concurrently)
- (3) CHDV 135 Crosscultural Child Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 136 Developmental Experiences, Methods and Curriculum (Completion of 60 units or instructor permission) **OR**
COMS 108/
FACS 108 Family Communication (COMS 8, FACS 50, SOC 166, or instructor permission)
- (3) CHDV 137* Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L* Cognitive Development Research Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 137)
- (3) CHDV 138* Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)
- (1) CHDV 138L* Social and Emotional Development Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 138)
- (3) FACS 154 Issues in Parenting (CHDV 30, FACS 52; or instructor permission)

*CHDV 137/L or CHDV 138/L should not be taken in the same semester.

C. Electives (14-15 units)

Students are required to select an additional 14-15 units of course work from the appropriate list of approved electives (List C). It is suggested that students work with a faculty advisor to select these courses.

Requirements • Bachelor of Arts Degree - Child Development: Concentration - Integrated Pre-Credential Subject Matter Program

Units required for Major: 111-114

Minimum total units required for BA: 120

Courses in parentheses are prerequisites.

Students transferring credit from other 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.

A. Core Requirements (111-114 units)

Child Development (34 units)

- (3) CHDV 35 Child and Adolescent Development
- (2) CHDV 35F Human Development and Elementary Field Experience (Completion of or concurrent enrollment in CHDV 35)
- (3) CHDV 123 Methods of Observation and Assessment in Child Development (CHDV 30 or CHDV 35; or equivalent; completion of 45 total units credit)
- (3) CHDV 131 Language Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 132 Fieldwork in Child Development (CHDV 30 or CHDV 35; for CHDV-Integrated, CHDV-Pre-credential, or Liberal Studies majors CHDV 35F, CHDV 123, or CHDV 133, either of which may be taken concurrently)
- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35; completion of 45 total units credit)
- (3) CHDV 135 Crosscultural Child Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 136 Developmental Experiences, Methods and Curriculum (Completion of 60 units total credit, or instructor permission)
- (3) CHDV 137* Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L* Cognitive Development Research Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 137)
- (3) CHDV 138* Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)
- (1) CHDV 138L* Social and Emotional Development Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 138)

- (3) Select one of the following:
 - 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.
 - FACS 50 The Family and Social Issues

*CHDV 137/L or CHDV 138/L should not be taken in the same semester.

B. Credential Requirements/Prerequisites (11 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/ Education of Exceptional Children/
EDS 100B Youth and Lab
- (2) HLSC 136 School Health Education (CPR training; may be taken concurrently)
- (3) KINS 172 Movement Education

C. Language and Literature (12-15 units)

- (3) COMS 5 The Communication Experience
- (3) ENGL 1A College Composition (EPT score of 148+ or above, or completion of ENGL 1)
- (3) ENGL 20* College Composition II (ENGL 1A with a grade of "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 2 Argumentation
 - ENGL 1C* Critical Thinking and Writing (Grade of "C-" or better in ENGL 1A)
 - ENVS 11 Environmental Issues and Critical Thinking
 - JOUR 50 Mass Media and Critical Thinking
 - PHIL 4 Critical Thinking
 - PSYC 49 Scientific Thinking in Psychology
 - SOC 8 Sense and Nonsense in Social Issues and Research

*ENGL 20 may be satisfied with an ENGL 1C course, or its equivalent, if transferred from an approved community college.

D. Mathematics (9 units)

- (3) MATH 17 An Introduction to Exploration, Conjecture and Proof in Mathematics (MATH 9 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 17 and passing score on the Intermediate Algebra Diagnostic Test)
- (3) MATH 107B Fundamental Mathematical Concepts (MATH 107A)

E. Natural and Physical Sciences (15 units)

- (4) BIO 7 Introduction to the Science of Biology
- (3) CHEM 106 Chemical Concepts (GEOL 8 or BIO 7, ENGL 20 or an equivalent second semester composition course)
- (3) GEOL 8 Earth Science
- (1) GEOL 8T Earth Science Lab (GEOL 8; may be taken concurrently)
- (4) PHYS 107 Conceptual Physics and Scientific Inquiry (BIO 7, CHEM 106, GEOL 8, MATH 17)

F. Social Sciences and Humanities (21 units)

- (3) ETHN 100* Ethnic America (Passing score on WPE)
- (3) GEOG 100 Themes in World Geography
- (3) GOVT 1 Essentials of Government
- (3) HIST 17A United States History, 1607-1877
- (3) HIST 50 World Civilizations, Beginnings -1600
- (3) HIST 132 Topics in World History (HIST 50)
- (3) HIST 187 Topics in United States History 1600-1900 (HIST 17A) **OR**
- ECON 104 Introduction to the United States Economy

*Satisfies the Writing Intensive course requirement for graduation.

G. Visual/Performing Arts (9 units)

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

Notes:

- A grade of "C-" or higher is required for all course work in Child Development courses.
- Students are strongly recommended to see an advisor early in the program and continuously throughout the program.
- **Biology Requirement** - as a program requisite, all Child Development majors are required to complete a general biology course as part of their General Education Area B2 prior to completion of the degree.

Requirements • Minor - Child Development

Total units required for Minor: 20

Courses in parentheses are prerequisites.

Specific course requirements are:

- (3) CHDV 30 Human Development **OR**
CHDV 35 Child and Adolescent Development
- (3) CHDV 123 Methods of Observation and Assessment in Child Development (CHDV 30 or CHDV 35 or equivalent and completion of 45 total units of credit) **OR**
CHDV 133 Research in Human Development (CHDV 30 or CHDV 35; completion of 45 total units credit)
- (3) CHDV 131 Language Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (3) CHDV 137 Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L Cognitive Development Research Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently)
- (3) CHDV 138 Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)

- (1) CHDV 138L Social and Emotional Development Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently)
- (3) Elective - Selected from list of approved electives in the Child Development Handbook available from Child Development advisors.

*CHDV 137/L and CHDV 138/L may not be taken in the same semester.

GRADUATE PROGRAMS

The Master of Arts in Education Child Development option offers an opportunity for the advanced study of developmental theory and research in preparation for a wide range of professional objectives. The MA in Education, Child Development option 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.

Two different concentrations are offered in the MA in Education Child Development option program: Theory and Research or Applied Settings. The concentration in Theory and Research is designed to provide an in-depth study of theories of child development, how they inform our research, and how new research informs our theories. This concentration is intended for students interested in pursuing careers in research or teaching or a higher degree in child development or a related discipline. The concentration in Applied Settings is designed to provide background in theory and research regarding child development, with a focus on how this information applies to real-world settings (e.g., education, social work, policy development). This concentration is intended for students interested in pursuing careers working with children or programs that serve children and families.

For further information please see the Graduate Handbook available in the Child Development Office, Brighton Hall 135. or check the Child Development website (edweb.csus.edu/departments/chdv/index.html).

Admission Requirements

Admission as a classified graduate student in the Master of Arts in Education Child Development option requires:

- 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 foundation courses be completed before beginning the requirements for the ECE program;
- minimum 3.0 GPA in the last 60 units completed;
- experience in programs serving children from infancy through primary grades;
- passing score on the Sacramento State 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, River Front Center 206); and
- 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 March 1 for the following fall enrollment or October 1 for the following spring enrollment. These are firm deadlines. Applications received after March 1 for fall enrollment or October 1 for spring enrollment will be returned to applicant.

All prospective graduate students, including Sacramento State graduates, must file a University application and a separate supplemental application. Both applications must be submitted to their respective locations and completed by the deadlines stated above. Specifically, the University application, available from the Child Development Department, must be filed with the Sacramento State Office of Graduate Studies, River Front Center 206, (916) 278-6470, and includes:

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

The supplemental application, available from the Child Development Department and website, must be submitted to the Graduate Coordinator, Brighton Hall 135, (916) 278-7192, and includes:

- a supplemental application for admission;
- two letters of reference;
- copies of transcripts; and
- a personal statement.

Details about each of the components of the supplemental application can be found on the application.

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 Procedures

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 or Examination Registration

The approved Master’s Thesis/Project format guide is the American Psychological Association (APA) - latest edition. Enrollment in CHDV 504 (Project/Thesis course) or CHDV 505 (Examination Preparation) require that the student file an Intent to Register form **at least one full semester in advance of registration in these courses**. The Intent to Register form must be signed by the student’s faculty sponsor, and is due by March 15 for fall semester enrollment and by October 15 for spring semester enrollment. For students intending to complete a project or thesis, a petition must be approved prior to beginning the project or thesis. The petition requires approval from the thesis/project sponsor and from the Child Development Department Chair. Please see your list of deadlines or consult with a program advisor.

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. 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: Child Development - Concentration - Applied Settings

Units required for the MA: 33

Minimum required GPA: 3.0

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

Courses in parentheses are prerequisites.

Prerequisites or Corequisites (7 units)

- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35, and completion of 45 total units of credit)

- (3) CHDV 137* Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L* Cognitive Development Research Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 137) **OR**
- CHDV 138* Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)
- CHDV 138L* Social and Emotional Development Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 138)

*CHDV 137/L and CHDV 138/L should not be taken in the same semester.

A. Required Foundation Courses (12 units)

- (2) CHDV 200A Proseminar in Child Development (Admission to Child Development MA program or instructor permission; Corequisite: CHDV 200B)
- (1) CHDV 200B Analytical Strategies (Admission to Child Development MA program or instructor permission; Corequisite: CHDV 200A)
- (3) CHDV 242 Theoretical Approaches to Child Development (Graduate standing or instructor permission)
- (3) CHDV 247 Theoretical and Applied Perspectives on Cross Cultural Development (Graduate standing or instructor permission)
- (3) CHDV 250* Research Methods (Admission to MA program or instructor permission)

B. Core Course Requirements (9 units)

- (9) Select three of the following:
 - CHDV 210 Seminar in Social Development (Admission to MA program or instructor permission)
 - CHDV 211 Seminar in Cognitive Development (Admission to MA program or instructor permission)
 - CHDV 246 Motivation and Learning in Children (Graduate standing or instructor permission)
 - CHDV 248 Curriculum and Instruction (Graduate standing or instructor permission)
 - CHDV 295 Practicum in Child Development (Graduate standing or instructor permission)
 - EDS 290 Issues in Early Childhood Education for Children with Disabilities

C. Elective (6 units)

- (6) Choose 6 units in consultation with an advisor.

D. Culminating Requirement (6 units)

Thesis or Project (6 units): 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); **AND** CHDV 504: Culminating Experience: CHDV Thesis or Project (Admission to MA, Child Development program or instructor permission).

Exam (6 units): Choose 1 additional elective in consultation with an advisor (3 units); **AND** CHDV 505 Culminating Experience: CHDV Exam (Admission to and completion of all course requirements for the MA, Child Development program or instructor permission).

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.

**Requirements • Master of Arts in Education:
Child Development - Concentration - Theory
and Research**

Units required for the MA: 33

Minimum required GPA: 3.0

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

Courses in parentheses are prerequisites.

Prerequisites or Corequisites (7 units)

- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35, and completion of 45 total units of credit)
- (3) CHDV 137* Cognitive Development (CHDV 30 or CHDV 35 and CHDV 123 or CHDV 133; either of which may be taken concurrently)
- (1) CHDV 137L* Cognitive Development Research Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 137) **OR**
- CHDV 138* Social and Emotional Development (CHDV 30 or CHDV 35 and CHDV 123 and CHDV 133; either of which may be taken concurrently)
- CHDV 138L* Social and Emotional Development Lab (CHDV 30 or CHDV 35; CHDV 133; can be taken concurrently; Corequisite: CHDV 138)

*CHDV 137/L and CHDV 138/L should not be taken in the same semester.

A. Required Foundation Courses (12 units)

- (2) CHDV 200A Proseminar in Child Development (Admission to Child Development MA program or instructor permission; Corequisite: CHDV 200B)
- (1) CHDV 200B Analytical Strategies (Admission to Child Development MA program or instructor permission; Corequisite: CHDV 200A)
- (3) CHDV 242 Theoretical Approaches to Child Development (Graduate standing or instructor permission)

- (3) CHDV 247 Theoretical and Applied Perspectives on Cross Cultural Development (Graduate standing or instructor permission)
- (3) CHDV 250* Research Methods (Admission to MA program or instructor permission)

B. Core Course Requirements (9 units)

- (9) Select three of the following:
- CHDV 210 Seminar in Social Development (Admission to MA program or instructor permission)
- CHDV 211 Seminar in Cognitive Development (Admission to MA program or instructor permission)
- CHDV 245 Selected Topics in Developmental Theory (Admission to MA program or instructor permission)
- CHDV 246 Motivation and Learning in Children (Graduate standing or instructor permission)
- CHDV 249 Language Processes In Development (Admission to MA program or instructor permission)
- CHDV 299 Special Problems (Open only to upper division and graduate students with consent of faculty advisor and Department Chair)

C. Elective (6 units)

- (6) Choose 6 units in consultation with an advisor.

D. Culminating Requirement (6 units)

Thesis or Project (6 units): 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); **AND** CHDV 504: Culminating Experience: CHDV Thesis or Project (Admission to MA, Child Development program or instructor permission).

Exam (6 units): Choose one additional elective in consultation with an advisor (3 units); **AND** CHDV 505 Culminating Experience: CHDV Exam (Admission to and completion of all course requirements for the MA, Child Development program or instructor permission).

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 30. 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. **Units:** 3.0.

CHDV 31. 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 30, and FACS 50 or equivalent. **Units:** 2.0.

CHDV 32. 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. **Units:** 3.0.

CHDV 35. 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. **Units:** 3.0.

CHDV 35E. 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 35. **Graded:** Credit / No Credit. **Units:** 2.0.

CHDV 44. 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. **Note:** May be taken up to four times for credit (maximum 12 units of credit). **Graded:** Credit / No Credit. **Units:** 1.0-3.0.

Upper Division Courses

CHDV 123. Methods of Observation and Assessment in Child Development. Purposes of and methodological issues involved in assessing and observing child development in educational and social settings. Topics include selection of appropriate methods, survey of standardized measures, ethics, and interpretation and implications of data. Focus will be on becoming objective and unbiased observers, use of both informal and formal assessment tools, and principles of observational and descriptive research. APA-style writing will be taught to support scholarly writing and reading. **Note:** May not be taken concurrently with CHDV 133. For CHDV majors, must be taken prior to completion of 90 units. **Prerequisite:** CHDV 30 or CHDV 35; or equivalent; completion of 45 total units credit. **Units:** 3.0.

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 children of different ages, diverse language and cultural backgrounds, and children with special needs. The rights and responsibilities of children, parents and teachers will be discussed. Discussion and participation in such classroom activities as panels, presentations, demonstrations and cooperative learning assignments. **Units:** 3.0.

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 30 or CHDV 35, and CHDV 133 or CHDV 123, either of which may be taken concurrently. **Units:** 3.0.

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. Discussion will also focus on attention to professional development and ethics in community and educational settings working with children and families. May be taken as a core requirement and repeated as an elective. **Prerequisite:** CHDV 30 or CHDV 35, and for CHDV-Integrated, CHDV-Precredential, or Liberal Studies majors only, CHDV 35F, CHDV 133 or CHDV 123, either of which may be taken concurrently. **Units:** 3.0.

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 quantitative 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. **Note:** May not be taken concurrently with CHDV 123. For CHDV majors, must enroll prior to completion of 90 units. **Prerequisite:** CHDV 30 or CHDV 35, completion of 45 total units of credit. **Units:** 3.0.

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 30 or CHDV 35, and CHDV 133 or CHDV 123, either of which may be taken concurrently. **Units:** 3.0.

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:** Completion of 60 units total credit, or instructor permission. **Units:** 3.0.

CHDV 137. Cognitive Development. Cognitive development of children from conception through adolescence with consideration of biological and environmental influences. 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 30 or CHDV 35, and CHDV 133 or CHDV 123, either of which may be taken concurrently. **Units:** 3.0.

CHDV 137L. Cognitive Development Research Laboratory. Laboratory course to complement CHDV 137. Emphasis placed on the observation, interaction, documentation, and using a scientific approach to learn about cognitive development. Classroom, field, and research experiences supporting the study of cognitive development. **Prerequisite:** CHDV 30 or CHDV 35; CHDV 133 (or can be taken concurrently). **Corequisite:** CHDV 137. **Units:** 1.0.

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. 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 30 or CHDV 35, and CHDV 133 or CHDV 123, either of which may be taken concurrently. **Units:** 3.0.

CHDV 138L. Social and Emotional Development Laboratory. Laboratory course to complement CHDV 138. Emphasis placed on the nature of observation, interaction, and using a scientific approach to learn about social and emotional development. Classroom and field experiences related to the study of social and emotional development. **Note:** Must be taken with CHDV 138. **Prerequisite:** CHDV 30 or CHDV 35; CHDV 133 (may be taken concurrently). **Corequisite:** CHDV 138. **Units:** 1.0.

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. **Units:** 3.0.

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 32 or equivalent. **Units:** 3.0.

CHDV 143. Mind and Brain in Developmental Context. Investigation of the biological processes underlying child development, from conception through adolescence. Emphasis will be on the genetic, neurological, and endocrine processes related to cognition, social, and emotional development. Students will explore the bidirectional nature of psychobiological processes, with specific emphasis on the psychobiological mechanisms underlying the transaction between cultural, educational, and social-emotional related to educational, and mental and physical health functioning. **Prerequisite:** CHDV 30/CHDV 35, Introductory Biology. **Units:** 3.0.

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. **Note:** May be taken up to four times for credit (maximum 12 units of credit). **Prerequisite:** Instructor permission. **Graded:** Credit / No Credit. **Units:** 1.0-3.0.

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:** Completion of 60 units total credit or instructor permission. **Units:** 3.0.

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 30 or CHDV 35, and CHDV 133, CHDV 131 preferred, or instructor permission. **Graded:** Credit / No Credit. **Units:** 3.0.

CHDV 153. Apprenticeship in Advanced Child Development. Faculty mentors will meet with graduate and undergraduate apprentices individually or in small groups for guided discussions of assigned readings and/or research data analysis/collection endeavors. **Note:** Readings will depend on the specific mentor's research or scholarly interest. **Prerequisite:** Instructor permission. **Units:** 1.0-3.0.

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:** One of the following: CHDV 30 or CHDV 35, FACS 50, PSYC 148, or SWRK 125A. **Cross-listed:** FACS 157; only one may be counted for credit. **Units:** 3.0.

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 regular meetings with faculty supervisor, completion of field study assignment, evaluation by field-based supervisor, and a written final report. **Prerequisite:** Completion of 60 units total credit and instructor permission. May be taken four times for a maximum of 12 units credit. **Graded:** Credit / No Credit. **Units:** 3.0.

CHDV 196. Experimental Offerings in Child Development. To be offered in response to students' needs. **Units:** 1.0-3.0.

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. **Units:** 1.0-3.0.

Graduate Courses

CHDV 200A. Proseminar in Child Development. Orientation to advanced study in child development designed to introduce students to research in the field. Consists of regular research presentations by program faculty or guest speakers. Students will be assigned related reading by presenters and participate in discussion of the research presented. Professional skills and APA style will be discussed. **Note:** Together with CHDV 200B, the course serves as a foundation for further study. **Prerequisite:** Admission to MA Child Development program or instructor permission. **Corequisite:** CHDV 200B. **Units:** 2.0.

CHDV 200B. Analytical Strategies. Overview of qualitative and quantitative data analytic techniques. Students will be introduced to qualitative methodology, basic statistical concepts, and computer-assisted data analysis using SPSS. **Prerequisite:** Admission to MA Child Development program or instructor permission. **Units:** 1.0.

CHDV 210. Seminar in Social Development. Advanced seminar focusing on theoretical and empirical readings covering topics in social/emotional development. Potential topics may include social and emotional development of children from conception through adolescence with consideration of biological and environmental influences. **Units:** 3.0.

CHDV 211. Seminar in Cognitive Development. Advanced developmental seminar focusing on theoretical and empirical readings covering topics in cognitive development. Specific topics will be related to cognitive development of children from conception through adolescence with consideration of biological and environmental influences. **Prerequisite:** Admission to MA program or instructor permission. **Units:** 3.0.

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 standing or instructor permission. **Units:** 3.0.

CHDV 215. Selected Topics in Applied and Community Settings. In depth study of selected topics related to practice in applied settings such as preschool and elementary schools, social service programs and parent education programs which serve children from infancy through adolescence and their families. **Note:** May be repeated once with a different topic. Three units may be used toward the elective requirements in the Master of Arts. **Prerequisite:** Admission to MA program or instructor permission. **Units:** 3.0.

CHDV 242. Theoretical Approaches to 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. **Units:** 3.0.

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. **Note:** May be taken up to four times for credit (maximum 12 units of credit). **Graded:** Credit / No Credit. **Units:** 1.0-3.0.

CHDV 245. Selected Topics in Developmental Theory. 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 in Child Development. **Prerequisite:** Admission to MA program or instructor permission. **Units:** 3.0.

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. **Prerequisite:** Graduate standing, or instructor permission. **Units:** 3.0.

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 or instructor permission. **Units:** 3.0.

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. **Prerequisite:** Graduate standing or instructor permission. **Units:** 3.0.

CHDV 249. Language Processes in Development. 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. **Prerequisite:** Admission to MA program or instructor permission. **Units:** 3.0.

CHDV 250. Research Methods. 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:** Admission to MA program or instructor permission. **Units:** 3.0.

CHDV 253. Apprenticeship in Advanced Child Development. Faculty mentors will meet with graduate and undergraduate apprentices individually or in small groups for guided discussions of assigned readings and/or research data analysis/collection endeavors. **Note:** Readings will depend on the specific mentor's research or scholarly interest. **Prerequisite:** Instructor permission. **Units:** 1.0-3.0.

CHDV 258. Qualitative Research Methods. Introduction to qualitative research methods for the study of learning and development in naturalistic settings. Includes: a) discussions of theoretical perspectives which underlie this methodological approach; b) techniques for and issues in gathering, analyzing, and recording qualitative data; and c) strategies for using and reporting qualitative data. **Prerequisite:** CHDV 133, graduate standing, or instructor permission. **Units:** 3.0.

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; database literature searches; APA format requirements; time management, range and breadth of evidence for a comprehensive review; connecting the review and project/thesis; writing style and quality; revisions and critical feedback; social/psychological dimensions of thesis/project process; data analysis and statistics help on campus for thesis. **Prerequisite:** Advancement to candidacy; completion of at least 20 units of course work towards the MA, instructor permission. **Graded:** Credit / No Credit. **Units:** 3.0.

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, completion of filed study assignment, evaluation by field-based supervisor, 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. **Units:** 3.0.

CHDV 295. Practicum in Child Development. Directed field based experience in preschool, elementary or other community based settings serving children from infancy through adolescence and their families. Designed to provide students the opportunity to develop professional skills and understandings in applied settings or explore career development opportunities with particular emphasis on leadership or administrative skills and knowledge. **Note:** Students are required to work at an instructor-approved field site consistent with their career goals and interests and attend an on campus seminar. **Prerequisite:** Graduate standing, or instructor permission. **Units:** 1.0-3.0.

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. **Prerequisite:** Open only to upper division and graduate students with consent of faculty advisor and Department Chair. **Graded:** Credit / No Credit. **Units:** 1.0-3.0.

CHDV 504. Culminating Experience in Child Development: Thesis or Project. Guidance toward completion of thesis or project option for the MA, Child Development program. Credit is given upon successful completion of a thesis, project, or other approved culminating experience. Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her faculty advisor and the Department Chair one full semester prior to registration. **Prerequisite:** Admission to MA, Child Development program or instructor permission. **Graded:** Thesis in Progress. **Units:** 3.0.

CHDV 505. Culminating Experience in Child Development: Exam Option. Guidance in ongoing preparation for the examination option for the MA, Child Development program. Credit is given upon successful completion of the examination option for the culminating experience. Open only to the graduate student who has completed all other course requirements, has been advanced to candidacy for the Master's degree, and has secured the permission of the Department Chair one full semester prior to registration. **Prerequisite:** Admission to and completion of all course requirements for the MA, Child Development program or instructor permission. **Graded:** Credit / No Credit. **Units:** 3.0.