Program

BA in Child Development
BA in Child Development/Liberal Studies
Minor in Child Development

Who Majors in Child Development?

Students who major in Child Development want to work directly with children and families or they want to work indirectly for children in administrative, advocacy, or researcher roles. All majors acquire a comprehensive understanding of how children grow and develop from conception through adolescence. Our six emphases include: foundations of child development, child assessment and study, programs for children and families, professional qualities, critical thinking skills, and developmental context. Students know from the beginning what learning areas will be addressed and what skills they can expect to have upon graduation.

What is Unique About the CD Program?

- Interdisciplinary course work ranging from the fine arts to the natural and physical sciences
- Integration of supervised field experiences and internships with academic work.
- Opportunities to apply principles and best practices in on-campus childcare facilities.

What Can I Do with a Child Development Degree?

Emphasis is placed on thinking, writing, computer literacy, and speaking skills, allowing majors to find jobs in many different areas.

CD graduates meet California State requirements for the Child Development Site Supervisor Permit, which allows the holder to direct an early childhood education center. Our students have careers as counselors, social workers, family resource and referral specialists, elementary school teachers, parent educators, family service coordinators, early education and intervention specialists, and social service professionals. Advanced study may be needed for some career options.

What About a Child Development Minor?

The minor complements course work in many majors such as liberal studies, psychology, social work, recreation, health and community services, human resource management, foreign languages and others.

What If I Am Interested in being an Elementary School Teacher?

In order to obtain a multiple subjects teaching credential (i.e., elementary school), students must pass the California Basic Educational Skills Test (CBEST) and the California Subject Exam for Teachers (CSET) before applying to the Professional Preparation Teacher Education Program. A double major in child development and liberal studies prepares students for both competency exams and can be completed in four years.

Do You Have an Honors Program?

Yes, and your work will be acknowledged at graduation and on your transcripts as graduating “With Honors”.

Do you have internships?

Yes. We have three levels of sponsored internship experiences totaling over 200 hours. The first level is observing and working with children at a “beginner” level in a local child development agency. The second level is supervised student teaching. The final level is as a member of a professional team in one of over 40 social service agencies with whom we have arrangements. Students receive academic credit for internships. Students may explore different types of internships or customize their own program based on career goals.

Faculty and Facilities

CD faculty are recognized as superior instructors. Student evaluations of CD faculty are consistently above University norms. All CD faculty work with students on their academic programs, independent study, internships, and research projects. Our faculty have a wide variety of research interests, serve on community agency advisory and governance boards, present research at state, national and international conferences, and serve as trainers and consultants for regional, state, and federal agencies.

The program supports an on-campus child development laboratory in collaboration with the A.S. Children’s Center, which has programs for infants through preschoolers. The facilities are nationally accredited and provide opportunities for observation, on-floor teaching experience, and research.

University Awards

In 2002, the Center for Excellence in Learning and Teaching (CELT) presented the High Quality of Learning Environment Award to the Child Development Program.
THE BACHELOR OF ARTS IN CHILD DEVELOPMENT

Strategic Learning Priorities

Students in the child development program will become knowledgeable in six areas:

1. Foundations of Child Development
   Students will understand the theoretical, empirical, and philosophical foundations of the discipline. In addition, students will apply their knowledge while working with children, families, and professionals.

2. Child Assessment and Study
   Students will understand, perform, and appreciate multiple forms of child assessment. Students will be able to use qualitative and quantitative methods of assessing children. They will be able to use the information to help identify a child's strengths and develop, implement, and evaluate plans of intervention to resolve areas of need.

3. Programs for Children and Families
   Students will understand model programs for both children and families and implement developmentally appropriate curriculum activities. Students will evaluate the impact and efficacy of these programs for children, families, and communities.

4. Professional Qualities
   Students will demonstrate professionalism by demonstrating knowledge, attitudes, and skills of those individuals who are committed to understanding and working with children and families. They will demonstrate mastery of communication (reading, writing, listening, computer, and interpersonal) skills, including leadership, research, assessment, and evaluation, and collaboration skills.

5. Critical Thinking Skills
   Students will understand and demonstrate various methods of learning about the discipline including scientific inquiry and field-tested practices. Students will focus on understanding the relationships among their own personal theories, scientific theories, empirical research, and best practices regarding children's development.

6. Developmental Context
   Students will understand the multiple environmental contexts in which children grow and develop. Students will appreciate and interpret how so-

Total Course Requirements for the Bachelor’s Degree: 120 units

See “Requirements for the Bachelor’s Degree” in The University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

A suggested Major Academic Plan (MAP) has been prepared to help students meet all graduation requirements within four years. Please request a plan from your major adviser or view it and other current advising information on the CSU, Chico Web.

General Education Requirements: 48 units

See “General Education Requirements” in The University Catalog and The Class Schedule for the most current information on General Education Requirements and course offerings. The course requirements marked below with an asterisk (*) may also be applied toward General Education.

Cultural Diversity Course Requirements: 6 units

See “Cultural Diversity” in The University Catalog. Most courses taken to satisfy these requirements may also apply to General Education.

American Institutions Requirement: 6 units

See the “American Institutions Requirement” under “Bachelor’s Degree Requirements.” This requirement is normally fulfilled by completing HIST 130 and POLS 135. Courses used to satisfy this requirement do not apply to General Education.

Literacy Requirement:

See “Mathematics and Writing Requirements” in The University Catalog. Writing proficiency in the major is a graduation requirement and may be demonstrated through satisfactory completion of a course in your major which has been designated as the Writing Proficiency (WP) course for the semester in which you take the course. Students who earn below a C- are required to repeat the course and earn a C- or better to receive WP credit. See The Class Schedule for the designated WP courses for each semester. You must pass ENGL 130 (or its equivalent) with a C- or better before you may register for a WP course.

Course Requirements for the Major: 54 units

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. Additional required courses, depending upon the selected option or advising pattern, are outlined following the degree core program requirements.

DEGREE CORE PROGRAM: 39 units

Foundation Core: 5 units

2 courses required:

CHLD 250 Child Development 3.0 FS
Prerequisites: Registration in CHLD 251 for Child Development majors and minors.

CHLD 251 Observational Techniques 2.0 FS
Prerequisites: concurrent registration or prior completion of CHLD 250 or CHLD 252.

Core I: 9 units

Must be completed prior to taking CHLD 392.

2 courses required:

CHLD 352 Dev/Appro Prop Curr for Children 3.0 FS
Prerequisites: CHLD 250, CHLD 251.

CHLD 353 Meth of Inquiry in Child Dev 3.0 FS WP
Prerequisites: ENGL 130 (or its equivalent) with a grade of C- or higher; General Education math course; CHLD 250; CHLD 251.

1 course selected from:

HCSV 363 Child Health 3.0 FS *
HCSV 450 Hlth Ed for Elem School Tchrs 3.0 FS
NFSC 100 Basic Nutrition 3.0 FS *

CORE II: 13 units

Must be completed prior to taking CHLD 492 or CHLD 495.

1 course selected from:

BIOL 303 Human Genetics 3.0 FS *
Prerequisites: One biological sciences course.

BIOL 318 Biology of Childhood 3.0 FS *
Prerequisites: One biological sciences course.

3 courses required:

CHLD 392 Child Development Practicum 4.0 FS
Prerequisites: CHLD 250, CHLD 251, CHLD 352, CHLD 353; NFSC 100 or HCSV 450; junior standing; faculty permission.

CHLD 440 Issues in Assess Child/Fam 3.0 FS
Prerequisites: CHLD 250, CHLD 251, and GE math.

PSYC 355 Child/Adolescent Psychology 3.0 FS

CORE III: 12 units

The Child: 6 units

2 courses selected from:

CHLD 350 Prenatal-Infant Development 3.0 SP
Prerequisites: CHLD 250 or CHLD 252 or PSYC 355.

CHLD 354 School-Aged Child 3.0 FS
Prerequisites: CHLD 250 or CHLD 252 or PSYC 355.

CHLD 357 Adolescent Development 3.0 FA
Prerequisites: CHLD 250 or CHLD 252 or PSYC 355.

PSYC 353 Learning in the Young Child 3.0 FS

PSYC 456 Advanced Child Psychology 3.0 FS
Prerequisites: PSYC 355 or equivalent.

The Family: 3 units

1 course selected from:

CHLD 255 Marriage/Family Relationships 3.0 FS *

CHLD 355 Children, Families, Soc Policy 3.0 FS
Prerequisites: CHLD 250 or CHLD 252 or CHLD 255 or PSYC 355.

CHLD 455 Seminar in Family Relations 3.0 FS
Prerequisites: CHLD 250 or CHLD 252 or CHLD 255.

PHIL 323 Moral Issues in Parenting 3.0 FS *

SOCI 235 Contemporary Families 3.0 FS *

SOCI 435 Family: Past/Present/Future 3.0 FS

The Society and Culture: 3 units

1 course selected from:

PSYC 151 Socio-Cultural Psy Development 3.0 FS *

PSYC 341 Cross-Cultural Psychology 3.0 FS * NW
This course is also offered as MCGS 341.

PSYC 351 Socio-Cultural Psy Development 3.0 FS *

SOCI 360 Self and Society 3.0 FS
PROFESSIONAL CORE: 6 units

Before you enroll in the professional core, you must complete Core I and Core II as described above. You also must complete the Professional Core Advising Questionnaire (available from the program office or from a child development adviser) during the semester prior to beginning the professional core. The questionnaire insures that the prerequisites have been completed and that a minimum overall grade point average of 2.0 has been maintained.

1 course required:

- CHLD 492 Child Dev Pract Child/Family 3.0 FS
Prerequisites: BIOL 303 or BIOL 318; CHLD 392, PSYC 355, senior standing, faculty permission.

1 course selected from:

- CHLD 495 Senior Sem in Child Dev 3.0 FS
Prerequisites: BIOL 303 or BIOL 318; CHLD 392, PSYC 355, senior standing, faculty permission.

- CHLD 495H Senior Seminar in Child Dev 3.0 FS
Prerequisites: BIOL 303 or BIOL 318; CHLD 392, PSYC 355, senior standing, acceptance in undergraduate honors program; faculty permission.

Depth Core: 9 units

See academic adviser for recommended courses focused on student interests and professional preparation.

3 courses selected from:

- ARTS 493 Art Ed in Elementary & Mid Sch 3.0 FS
Prerequisites: Junior or senior standing or faculty permission.

OR (the following course may be substituted for the above)

- ARTS 494 Art Ed in Secondary Schools
Prerequisites: ARTS 493 or faculty permission.

- CHLD 456 Admin of Child Dev Programs 3.0 FA
Prerequisites: CHLD 230, CHLD 251.

- CHLD 462 Adult Sup in Child Dev Programs
Prerequisites: CHLD 230, CHLD 251.

- CHLD 499H Honors Research in Child Dev 3.0 FS
Prerequisites: CHLD 230, CHLD 251, CHLD 352, CHLD 353, NSCV 100 or HCSV 450, faculty permission.

- CHLD 551 Staff and Family Relations
Prerequisites: CHLD 230, CHLD 251.

- EDTE 302 Access & Equity in Education 3.0 FS
Prerequisites: ENGL 110.

OR (the following course may be substituted for the above)

- ENGL 230 Report Writing 3.0 FS
Prerequisites: ENGL 110.

- HCSV 321 Community Health 3.0 FS

- HCSV 368 Women’s Health 3.0 FS
Prerequisites: BIOL 101A, BIOL 101B, BIOL 301, or BIOL 302.

- MGMT 303 Managing People/Bus Proc/Chg 3.0 FS
Prerequisites: MGMT 101 and 102.

- MGMT 305 Human Resource Management 3.0 FS

- MUSC 326 Music for Children 3.0 FS

OR (the following course may be substituted for the above)

- MUSC 327 Music for Early Childhood
Prerequisites: MUSC 326, faculty permission.

OR (the following course may be substituted for the above)

- MUSC 328 Music in Recreation 3.0 FS
Prerequisites: MUSC 326, faculty permission.

- KINE 302 Found Childhood Phys Educ 3.0 FS

OR (the following course may be substituted for the above)

- KINE 303 Develop Motor Behav Children 3.0 FS

- KINE 315 Intro to Adapted Phys Act 3.0 FS
Prerequisites: MUSC 326, faculty permission.

- POLS 454 Legal Research 3.0 FS

- POLS 489K Internship in Legal Studies 1.0-3.0 FS
Prerequisites: Faculty permission.

- PSYC 573 Counseling Psychology 3.0 FS
Prerequisites: PSYC 381 or PSYC 382, senior or graduate standing, faculty permission.

- RDGL 354 Literature for Young Children 3.0 Inq

OR (the following course may be substituted for the above)

- RDGL 554 Literature for Children 3.0 FS

OR (the following course may be substituted for the above)

- THEA 311 Children’s Lit in Performance 3.0 FS

- SOCI 230 Women in Contemp Societies 3.0 FS *
This course is also offered as WAST 230.
Honors in the Major

Honors in the Major is a program of independent work in your major. It involves 6 units of honors course work completed over two semesters. Your Honors work will be recognized at your graduation, on your permanent transcripts, and on your diploma. It is often accompanied by letters of commendation from your mentor in the department or the department chair. Most importantly, however, the Honors in the Major program allows you to work closely with a faculty mentor in your area of interest on an original performance or research project. This year-long collaboration allows you to work in your field at a professional level and culminates in a public presentation of your work. Students sometimes take their projects beyond the university for submission in professional journals, presentation at conferences, or competition in shows; such experience is valuable for graduate school and later professional life.

Some common features of Honors in the Major program are:

1. You must take 6 units of Honors in the Major course work. At least 3 of these 6 units are independent study (499H) as specified by your department. You must complete each class with a minimum grade of B.
2. You must have completed 9 units of upper-division course work or 21 overall units in your major before you can be admitted to Honors in the Major. Check the requirements carefully, as there may be specific courses that must be included in these units.
3. Your cumulative GPA should be at least 3.5 or within the top 5 percent of majors in your department.
4. Your GPA in your major should be at least 3.5 or within the top 5 percent of majors in your department.
5. Most students apply for or are invited to participate in Honors in the Major during the second semester of their junior year. Then they complete the 6 units of course work over the two semesters of their senior year.
6. Your honors work culminates with a public presentation of your Honors project.

While Honors in the Major is part of the Honors Program, each department administers its own program. Please contact your major department or major adviser for further information.

**Honors in Child Development**

In addition to the requirements for all Honors in the Major programs listed above, specific requirements for Honors in Child Development include:

1. Successful completion of CHLD 353.
2. Faculty recommendation.
3. Students admitted to the Honors in the Major program in child development will enroll in CHLD 499H the first semester of their senior year and CHLD 495H the second semester. It is recommended that CHLD 499H be taken concurrently with CHLD 392. A public presentation of the completed project will take place during the second semester. Students must earn at least a B grade in both CHLD 499H and CHLD 495H.

**THE BACHELOR OF ARTS IN LIBERAL STUDIES AND CHILD DEVELOPMENT (Double Major)**

Please see Liberal Studies for information on earning both the Liberal Studies and the Child Development degrees.

**THE MINOR IN CHILD DEVELOPMENT**

The Child Development Minor is intended to provide interested students a meaningful supplement and expansion of their major, liberal arts education, or professional preparation in specific areas. The CD minor uses an interdisciplinary approach to the study of child development.

**Course Requirements for the Minor: 22-23 units**

The following courses, or their approved transfer equivalents, are required of all candidates for this minor.

**Core Program: 11 units**

2 courses required:

- CHLD 251 Observational Techniques 2.0 FS
- PSYC 355 Child/Adolescent Psychology 3.0 FS

1 course selected from:

- CHLD 250 Child Development 3.0 FS
- CHLD 252 Child Development 3.0 FS

**Electives: 11-12 units**

**Advanced Developmental Studies:**

1 course selected from:

- BIOL 303 Human Genetics 3.0 FS
- BIOL 318 Biology of Childhood 3.0 FS
- CHLD 350 Prenatal-Infant Development 3.0 SP
- CHLD 354 School-Aged Child 3.0 FS
- CHLD 357 Adolescent Development 3.0 FA

**Curriculum Activities:**

1 course selected from:

- CHLD 352 Develop Approp Curr for Children 3.0 FS
- CHLD 356 Admin of Child Dev Programs 3.0 FA
- CHLD 357 Adolescent Development 3.0 FA

**Psychological Processes:**

1 course selected from:

- PSYC 151 Socio-Cultural Psy Development 3.0 FS
- PSYC 351 Socio-Cultural Psy Development 3.0 FS
- PSYC 353 Learning in the Young Child 3.0 FS
- PSYC 456 Advanced Child Psychology 3.0 FS
- PSYC 457 Psy of Exceptional Child 3.0 FS
- PSYC 355 or equivalent.

**Children's Programs**

1 course selected from:

- CHLD 440 Issues in Assess Chld/Fam 3.0 FS
- CHLD 455 Seminar in Family Relations 3.0 FS
- SOCI 235 Contemporary Families 3.0 FS
- SOCI 435 Family: Past/Present/Future 3.0 FS

- PSYC 353 Learning in the Young Child 3.0 FS
- CHLD 456 Admin of Child Dev Programs 3.0 FA
- CHLD 462 Adult Sup in Chld Dev Programs 3.0 FS
- CHLD 551 Staff and Family Relations 3.0 SP
- SOCI 360 Sell and Society 3.0 FS
- SOCI 369 Sell and Society 3.0 FS
- SOCI 369 Sell and Society 3.0 FS
- SWRK 320 Child Welfare 3.0 FS
- SPED 563 Collab in Ed & Hlplng Professns 2.0 FS
- SPED 343 Overview of Special Education 3.0 FS
- SWRK 320 Child Welfare 3.0 FS

Students must select courses from at least three different departments for the elective requirement.

**The Faculty**

Judith A. Bordin, 1990, Coordinator, Professor, PhD, Fielding Graduate Institute.

Ailene Weber Dean, 1972, Assoc Prof Emerita, MS, Oregon State U.


Bradley B. Glanville, 1977, Professor, PhD, Mich St U.

Melissa Groves, 2000, Assoc Professor, PhD, VA Tech.

Barbara C. Mahler, 1972, Professor Emerita, MA, UC Berkeley.

Cynthia S. Ratekin, 1991, Professor, PhD, UCLA.

Child Development Course Offerings

Please see the section on “Course Description Symbols and Terms” in the University Catalog for an explanation of course description terminology and symbols, the course numbering system, and course credit units. All courses are lecture and discussion and employ letter grading unless otherwise stated. Some prerequisites may be waived with faculty permission. Many syllabi are available on the Chico Web.

CHLD 190 Introduction to Supervised Experience 2.0 Fa/Spr
— Children’s Center

Prerequisites: Registration limited to parents of children in AS Children’s Center; faculty permission. This is a directed-on-floor experience with children. 4.0 hours activity. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. Formerly C D 089A.

CHLD 191 Supervised Experience — Children’s Center 2.0 Fa/Spr
Prerequisites: Registration limited to parents of children in AS Children’s Center; CHLD 190, faculty permission. This is an directed-on-floor experience with children. 4.0 hours activity. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. Formerly C D 089B.

CHLD 250 Child Development 3.0 Fa/Spr
Prerequisites: Registration in CHLD 251 for Child Development majors and minors. A study of the physical, cognitive, social, and emotional development of children from conception through adolescence. The course examines genetic, biological, and environmental influences including cross-cultural issues. Scheduled observation in the Associated Students Children’s Center/Child Development Laboratory is met through enrollment in CHLD 251. Formerly C D 050. CAN FCS 14.

CHLD 251 Observational Techniques 2.0 Fa/Spr
Prerequisites: concurrent registration or prior completion of CHLD 250 or CHLD 252. This course includes acquisition and application of basic observation skills regarding children’s physical, cognitive, social, and emotional development. Required for students enrolled in CHLD 250. 1.0 hour discussion, 3.0 hours laboratory. Formerly C D 051.

CHLD 252 Child Development 3.0 Fa/Spr
Designed for Nursing, Liberal Studies, Communication Sciences & Disorders, and other non-Child Development majors, this course studies the physical, cognitive, social and emotional development of children from conception through adolescence. The course explains genetic, biological, and environmental influences including cross-cultural issues; Scheduled observations are included. This is an approved General Education course. Formerly C D 052.

CHLD 255 Marriage and Family Relationships 3.0 Fa/Spr
This is an introductory course to marriage and family, including psychological, physiological, and social aspects of close personal relationships. The topics include dating, courtship, marriage, family life, dual career marriages, single parenting, and other contemporary issues. This is an approved General Education course. Formerly C D 055. CAN FCS 12.

CHLD 350 Prenatal-Infant Development 3.0 Spring
Prerequisites: CHLD 250 or CHLD 252 or PSYC 155. This course studies characteristic developmental changes in and environmental influences on human infants from conception to approximately two years of age. Special emphasis is on sensory-perceptual abilities, social-emotional interactions, and cognitive developmental processes. Guided observations of infants required. Formerly C D 150.

CHLD 352 Developmentally Appropriate Curriculum for Children: Theory to Practice 3.0 Fa/Spr
Prerequisites: CHLD 250, CHLD 251. This course examines the role of curriculum in effective learning programs in children’s development. Students gain skills in applying knowledge of children’s growth and development to appropriate experiences in the creative arts, play, math, science, literacy, and language. Planning, implementing, and evaluating curriculum activities are key components of the course. Students in the class work directly with children in an approved community program approximately 3 hours a week. Special fee required; see The Class Schedule. Formerly C D 152.

CHLD 353 Methods of Inquiry in Child Development 3.0 Fa/Spr
Prerequisites: ENGL 110 (or its equivalent) and a grade of C- or higher; General Education math course: CHLD 250, CHLD 251. Students learn the fundamentals of scientific methodology, increase their knowledge of qualitative research methods, and acquire quantitative skills in measurement and statistical evaluation. These skills are applied through reviewing, evaluating, and communicating research. Students also identify the major dimensions of research strategies used in child development and related fields. 2.0 hours seminar, 2.0 hours activity. This is a writing proficiency, WP, course; a grade of C- or better certifies writing proficiency for majors. Formerly C D 153.

CHLD 354 The School-Aged Child 3.0 Fa/Spr
Prerequisites: CHLD 250 or CHLD 252 or PSYC 155. This class examines the physical, cognitive, emotional, and psychosocial aspects of growth during the school-aged years (ages 5 through 12), as well as contextual influences (e.g., family, school, peer group) on children’s development. Particular attention is paid to the implications of developmental patterns for those who work with school-aged children. Formerly C D 154.

CHLD 355 Children, Families, and Social Policy 3.0 Fa/Spr
Prerequisites: CHLD 250 or CHLD 252 or CHLD 255 or PSYC 155. This course examines the characteristics of child development, families, and public policies. Discussions focus on the role of policy in addressing social problems that pertains to children and families and the consequences policies may have for families and for children’s social, physical, cognitive, and emotional development. Particular attention is given to such issues as poverty, education, childcare, and welfare reform. Formerly C D 155.

CHLD 357 Adolescent Development 3.0 Fall
Prerequisites: CHLD 250 or CHLD 252 or PSYC 155. This course examines the physical, cognitive, emotional, and psychosocial aspects of adolescent development, as well as the influence of contextual factors (e.g., family, schools, peer group, work, media). Topics include parent-adolescent relationships, peer group, schools, employment, and media. Formerly C D 254.

CHLD 362 Issues in Child Development 3.0 Fa/Spr
This course is designed for upper-division students who wish to develop a broader and deeper understanding of contemporary controversial issues in child development. Students learn fundamentals of social, emotional, and cognitive development from infancy through puerility, and study clashing theoretical explanations of these developments. Students apply their knowledge by preparing position papers and participating in debates on a number of urgent issues children present to society. The course takes a topical rather than “ages and stages” approach to development. This is an approved General Education course. Formerly C D 162.

CHLD 392 Child Development Practicum 4.0 Fa/Spr
Prerequisites: CHLD 250, CHLD 252, CHLD 352, CHLD 353, NCSC 100 or HCSV 450; junior standing, faculty permission. This course emphasizes early childhood curriculum design and practice in a supervised student teaching experience in the Associated Students Children’s Center/Child Development Laboratory. Students plan and implement a developmentally effective program for young children, practice the role of teachers, assess children’s developmental progress, and evaluate their own teaching/learning effectiveness and professional development. Enrollment is limited. 2.0 hours activity, 9.0 hours laboratory. Special fee required; see The Class Schedule. Formerly C D 192.

CHLD 394 Guided Observation: Early Childhood Education 1.0 Fa/Spr
Prerequisites: Faculty permission. Credit/no credit grading only. Formerly C D 194B.

CHLD 399 Special Problems 1.0-3.0 Fa/Spr
Prerequisites: Faculty permission. This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. Formerly C D 199.

CHLD 440 Issues in Assessment for Children and Families 3.0 Fa/Spr
Prerequisites: CHLD 250, CHLD 251, and GE math. This course provides an overview of child and family assessment. The course offers the student both research-based theory and practical applications in these areas. Students apply the knowledge gained during class sessions and readings to relevant assigned projects and papers. Formerly C D 240.

CHLD 455 Seminar in Family Relations 3.0 Fa/Spr
Prerequisites: CHLD 250 or CHLD 252 or CHLD 255. This course is an advanced study of the interpersonal relationships among family members. Topics of reading and discussion include theories and research on dating, mate selection, interpersonal commitment, family structure and function, family crises, child raising patterns, family finances, and other related topics as per instructor choice. Formerly C D 255.

CHLD 456 Administration of Child Development Programs 3.0 Fall
Prerequisites: CHLD 250, CHLD 251. This course focuses on the role of the program administrator in various types of licensed child development facilities. Topics include programming, fiscal oversight, licensing regulations, personnel decisions, legal issues, and management aspects of children’s programs. Formerly C D 256.
CHLD 462 Adult Supervision in Child Development Programs
Prerequisites: CHLD 250, CHLD 251.
This course offers opportunities to gain skills and knowledge about supervising adults in the workplace. Topics include interpersonal communication techniques, adult learning theory, leadership skills, professional collaboration, and personnel assessment in the early childhood education field. Formerly C D 262.

CHLD 489 Internship in Child Development 1.0-6.0 Fa/Spr
Prerequisites: Faculty permission.
This course is an internship offered for 1.0-6.0 units. You must register directly with a supervising faculty member. Provides direct experience in agencies, institutions, or work settings appropriate to the application of Child Development background and training. You may take this course more than once for a maximum of 15.0 units. Formerly C D 289.

CHLD 492 Child Development Practice: Children and Families 3.0 Fa/Spr
Prerequisites: BIOL 303 or BIOL 318; CHLD 392, PSYC 355, senior standing, faculty permission.
This class is a guided internship for majors in Child Development. Based on individually determined internship learning objectives, students select a community-based agency placement that matches their career interest in children from birth through 18 years of age and/or their families. Students spend a minimum of 6 hours a week in their internship placement for 12 weeks. Enhanced Internet course; WebCT access is required for this course. 1.0 hour lecture, 4.0 hours activity. Formerly C D 292.

CHLD 495 Senior Seminar in Child Development 3.0 Fa/Spr
Prerequisites: BIOL 303 or BIOL 318; CHLD 392, PSYC 355, senior standing, faculty permission.
This capstone seminar integrates the perspectives of various disciplines concerned with the developing child. Its emphasis is on physical, cognitive, personality, and social development of the child in relationship to the family, community, and society. From a research framework, the topics include program practices, government policies, program evaluation techniques, professional ethics, collaboration, case management, effective communication, leadership styles, self evaluation, and professional responsibilities (e.g., reporting child abuse, advocacy). Students also complete comprehensive portfolios as part of the course requirements and a senior honors project, which culminate in a paper appropriate for publication and a public presentation. Formerly C D 295H.

CHLD 499H Honors Independent Study 3.0 Fa/Spr
Prerequisites: CHLD 250, CHLD 251, CHLD 352, CHLD 353; NFSC 100 or HCSV 450; faculty permission.
Independent study resulting in a piece of scholarly or creative work involving substantial research to be completed and publicly presented. This will be the first course taken in the year-long honors program in the major and is open only to undergraduate honors students. Formerly C D 299H.

CHLD 551 Staff and Family Relations 3.0 Spring
Prerequisites: CHLD 250, CHLD 251.
This course is the study of inter-relationships among staff, parents, and children in child development programs. It includes knowledge of parent education, communication techniques, staff management and relationships, observation of parent meetings, and other aspects of program functioning. Formerly C D 251.