

Program

BA in Child Development

BA in Child Development/Liberal Studies

Minor 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.

The Program is unique because there are:

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

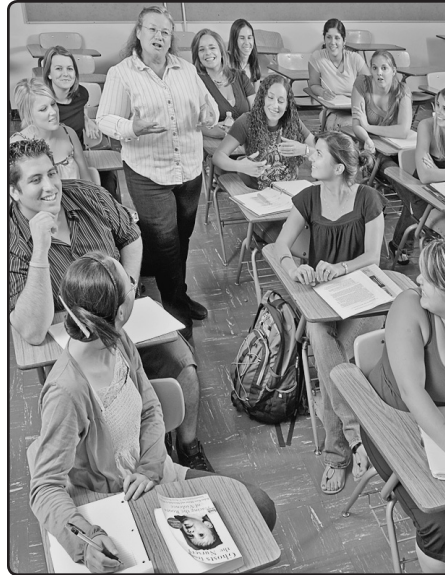
Required Internships

There are 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 custom-design their own program based on career goals.

Career Outlook

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

Child Development graduates meet California State requirements for the Child Development Site Supervisor Permit, which allows the holder to direct an early childhood education center. Career opportunities include counseling, social work, family resource and referral specialization, elementary school teaching, parent education, family service coordination, early education and intervention specialization, and professional social service. Advanced study may be needed for some career options.



Child Development Majors and Elementary School Teaching

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.

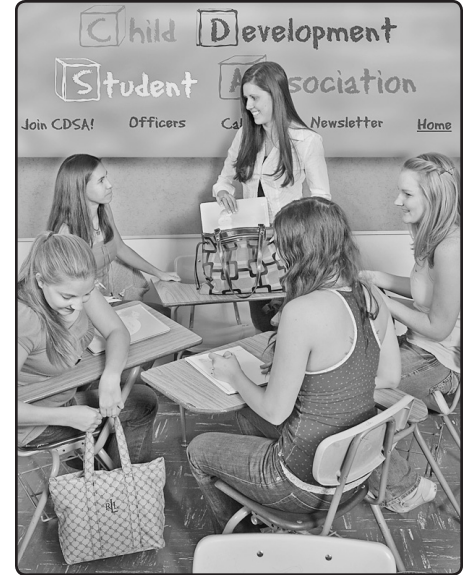
Faculty and Facilities

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. 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 partners with the on-campus child development laboratory in collaboration with the Associated Students, which has programs for infants through preschoolers. The facilities are nationally accredited and provide opportunities for observation, on-floor teaching experience, and research.

The 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.



Child Development

College of Behavioral and Social Sciences
Dean: Gayle E. Hutchinson

Child Development Program

Modoc Hall 216

530-898-5250

e-mail: chld@csuchico.edu

<http://www.csuchico.edu/chld/>

Coordinator: Judy Bordin

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 understand 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 speaking skills), leadership, research, assessment and evaluation, and collaboration skills.

5. Critical Thinking Skills

Students will demonstrate an understanding of and ability to apply scientific methods of thinking (including logic and empirical reasoning) about children, families, and their well being. Students will differentiate between their personal and subjective theories about children's development and scientific theories of development rooted in empirical research and based on best practices. In addition, students will demonstrate both currency in information technology appropriate to the discipline and an understanding of the ethical use of such technology.

6. Developmental Context

Students will understand the multiple environmental contexts in which children grow and develop. Students will appreciate and interpret how social class, parents, families, peers, types of children's programs, culture, societal changes, and communities influence the course of development.

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 advisor or view it and other current advising information at <http://em.csuchico.edu/aap/ProgramSearch>.

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.

Diversity Course Requirements: 6 units

See "Diversity Requirement" in the *University Catalog*. Most courses taken to satisfy these requirements may also apply to General Education.

U.S. History, Constitution, and American Ideals: 6 units

See "U.S. History, Constitution, and American Ideals" under "Bachelor's Degree Requirements". This requirement is normally fulfilled by completing HIST 130 and POLS 155 or approved equivalents. 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: 55 units

Completion of 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 major core program requirements.

Major Core Program: 40 units

Foundation Core: 6 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	3.0	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	282	Devel Approp 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	382	Prof Sem Child Dev: Cur Issues	3.0	FS
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353, junior standing.				
CHLD	392	Child Development Practicum	4.0	FS
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353; NFSC 100 or HCSV 450; junior standing; faculty permission.				
CHLD	440	Issues in Assess Chld/Fam	3.0	FS
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353, and GE math.				

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	355	Child/Adolescent Psychology	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	Inq
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, faculty permission.				
PHIL	323	Moral Issues in Parenting	3.0	FS *
SOCI	235	Contemporary Families	3.0	FA *

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 * GC
This course is also offered as MCGS 341.				
SOCI	360	Self and Society	3.0	Inq

Professional Core: 6 units

Before you enroll in the professional core, you must complete Core I and Core II as described above.

1 course required:

CHLD	492	Child Dev Pract Child/Family	3.0	FS
Prerequisites: BIOL 303 or BIOL 318; CHLD 382, CHLD 392, CHLD 440, 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 382, CHLD 392, CHLD 440, senior standing; faculty permission.			
CHLD 495H	Senior Seminar in CHLD-Honors	3.0	FS
Prerequisites: BIOL 303 or BIOL 318; CHLD 382, CHLD 392, CHLD 440, senior standing; acceptance in undergraduate honors program; faculty permission.			

Depth Core: 9 units

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

9 units selected from:

ARTS 493	Dev of Children's Art (P-8)	3.0	FS
Prerequisites: Junior or senior standing or faculty permission.			
OR (the following course may be substituted for the above)			
ARTS 494	Dev of Adolescent's Art (9-12)	3.0	FS
Prerequisites: ARTS 493 or faculty permission.			
CHLD 456	Admin of Child Dev Programs	3.0	FA
Prerequisites: CHLD 250, CHLD 251.			
CHLD 462	Adult Sup in Chld Dev Programs	3.0	SP
Prerequisites: CHLD 250, CHLD 251.			
CHLD 499H	CHLD Honors Independent Study	3.0	FS
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353; NFSC 100 or HCSV 450; faculty permission.			
CHLD 551	Staff and Family Relations	3.0	SP
Prerequisites: CHLD 250, CHLD 251, senior standing.			
EDTE 302	Access & Equity in Education	3.0	FS
ENGL 230	Intro to Technical Writing	3.0	FS
Prerequisites: ENGL 130.			
OR (the following course may be substituted for the above)			
HCSV 579	Grant Wrng/Other Fundraising	3.0	FS
HCSV 321	Community Health	3.0	FS
HCSV 368	Women's Health	3.0	FS *
This course is also offered as NURS 368, and WMST 368.			
MGMT 303	Survey of Management	3.0	FS
MGMT 304	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	3.0	FS
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
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	FA *
This course is also offered as WMST 230.			
SOCI 335	Women, Work, and Family	3.0	SP *
SOCI 484	Youth, Crime, and Delinquency	3.0	SP
Prerequisites: SOCI 384 recommended.			
SPED 343	Overview of Special Education	3.0	FS
OR (the following course may be substituted for the above)			
PSYC 457	Psy of Exceptional Child	3.0	FS
Prerequisites: Recommended: PSYC 355 or equivalent (may be taken concurrently).			
SPED 561	Curr & Instruc: Emph Incl Sett	3.0	FS
Prerequisites: SPED 343. Recommended: senior standing.			
SPED 563	Collab in Ed & Hlpng Professns	2.0	FS
Prerequisites: SPED 343, SPED 569. Senior standing is recommended.			
SPED 564	Management of Learning Environ	2.0	SP
Prerequisites: SPED 343, SPED 569. Recommended: senior standing.			
SPED 569	Field Exp: Gen & Spec Educ	3.0	FS
Prerequisites: Concurrent enrollment in or prior completion of SPED 343.			
SWRK 170	Social Welfare Institutions	3.0	FS *
SWRK 200	Multicult Awareness-Hum Svcs	3.0	FS USD
Prerequisites: No prerequisites or corequisites for non-majors; concurrent enrollment in SWRK 302 for majors.			

SWRK 302	Hum Behavr Across the Lifespan	3.0	FS *
Prerequisites: No prerequisites or corequisites for non-majors; concurrent enrollment in SWRK 200 for majors.			
SWRK 320	Child Welfare	3.0	FS

Professional Standards and Disqualification:

The child development degree signifies a readiness to begin professional work in areas requiring trust and high ethical standards. You are expected to meet ethical and professional standards set by the profession and the agencies with which you may serve as an intern. Should it be determined that you do not meet such standards, you may be disqualified from fulfilling the advanced internship of the major and thus be prevented from completing the child development major.

The professional standards include the following:

1. Honoring the National Association for Education of Young Children (NAEYC) Code of Ethics and the Society for Research in Child Development (SRCD) Code of Ethics.
2. Meeting the expectations of field agencies and programs which provide internships.
3. Avoiding behavior that suggests potential harm to clients, colleagues, or themselves.

Please consult with the program office for more complete information regarding these standards.

Obtaining a Child Development Permit

If you are interested in teaching or directing in a child development center with young children (0-8 years of age), you may want to obtain a Child Development (CD) Permit. Having a CD Permit may be required or highly recommended for certain types of centers (e.g., Title 5 Programs, child development programs funded by the State Department of Education, Head Start). For more information about obtaining a CD Permit, contact your academic advisor or the Child Development Program office.

Electives Requirement:

To complete the total units required for the bachelor's degree, select additional elective courses from the total University offerings. You should consult with an advisor regarding the selection of courses which will provide breadth to your University experience and possibly apply to a supportive second major or minor.

Grading Requirement:

All courses taken to fulfill major course requirements must be taken for a letter grade except those courses specified by the department as Credit/No Credit grading only.

Advising Requirement:

Advising is mandatory for all majors in this degree program. Consult your undergraduate advisor for specific information.

Visit the Child Development Program Office for assignment to an undergraduate advisor.

Honors in the Major

Honors in the Major is a program of independent work in your major. It requires 6 units of honors course work completed over two semesters.

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 academic competition. Such experience is valuable for graduate school and professional life. 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.

Some common features of Honors in the Major program are

1. You must take 6 units of Honors in the Major course work. All 6 units are honors classes (marked by a suffix of H), and at least 3 of these units are independent study (399H, 499H, 599H) 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 for your major 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% of majors in your department.
4. Your GPA in *your major* should be at least 3.5 or within the top 5% 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.

Child Development

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 advisor to apply.

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: 20-21 units

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

Minor Core Program: 9 units

1 course required:

CHLD 251	Observational Techniques	3.0	FS
Prerequisites: concurrent registration or prior completion of CHLD 250 or CHLD 252.			

1 course selected from:

CHLD 250	Child Development	3.0	FS
Prerequisites: Registration in CHLD 251 for Child Development majors and minors.			
CHLD 252	Child Development	3.0	FS *

1 course selected from:

CHLD 355	Children, Families, Soc Policy	3.0	Inq
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, faculty permission.			

Electives: 11-12 units

Advanced Developmental Studies: 3 units

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.			
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.			

Curriculum Activities: 3 units

1 course selected from:

ARTS 493	Dev of Children's Art (P-8)	3.0	FS
Prerequisites: Junior or senior standing or faculty permission.			
CHLD 282	Devel Approp Curr for Children	3.0	FS
Prerequisites: CHLD 250, CHLD 251.			
KINE 302	Found Childhood Phys Educ	3.0	FS
KINE 303	Develop Motor Behav Children	3.0	FS
MUSC 326	Music for Children	3.0	FS
MUSC 327	Music for Early Childhood	3.0	FS
Prerequisites: MUSC 326, faculty permission.			
MUSC 328	Music in Recreation	3.0	FS
Prerequisites: MUSC 326, faculty permission.			

RDGL 554	Literature for Children	3.0	FS
THEA 311	Children's Lit in Performance	3.0	FS

Psychological Processes: 3 units

1 course selected from:

PSYC 151	Socio-Cultural Psy Development	3.0	FS *
PSYC 353	Learning in the Young Child	3.0	FS
PSYC 355	Child/Adolescent Psychology	3.0	FS
PSYC 456	Advanced Child Psychology	3.0	FS
Prerequisites: PSYC 355 or equivalent.			
PSYC 457	Psy of Exceptional Child	3.0	FS
Prerequisites: Recommended: PSYC 355 or equivalent (may be taken concurrently).			
SPED 343	Overview of Special Education	3.0	FS

Children's Programs: 2-3 units

1 course selected from:

CHLD 440	Issues in Assess Chld/Fam	3.0	FS
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353, and GE math.			
CHLD 456	Admin of Child Dev Programs	3.0	FA
Prerequisites: CHLD 250, CHLD 251.			
CHLD 462	Adult Sup in Chld Dev Programs	3.0	SP
Prerequisites: CHLD 250, CHLD 251.			
CHLD 551	Staff and Family Relations	3.0	SP
Prerequisites: CHLD 250, CHLD 251, senior standing.			
SOCI 360	Self and Society	3.0	Inq
SPED 563	Collab in Ed & Hlpng Professns	2.0	FS
Prerequisites: SPED 343, SPED 569. Senior standing is recommended.			
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 University.

Chris Coughlin, 2007, Assist Professor, PhD, Oregon State U.

Diana Coyl, 2006, Assist Professor, PhD, Utah State U.

Bradley B. Glanville, 1977, Professor, PhD, Michigan State U.

Melissa M. Groves, 2000, Assoc Professor, PhD, Virginia Tech.

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

Gail Walton, 2008, Assist Professor, PhD, U of Texas at Dallas.

Emeritus Faculty

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

Sydney S. Dickson, 1970, Professor Emerita, EdD, U Illinois.

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

Arthur J. Roberts, 1970, Professor Emeritus, EdD, Oregon State U.

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 - Child Development Laboratory	2.0 Fa/Spr
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Prerequisites: 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. (015908)

CHLD 191	Supervised Experience - Child Development Laboratory	2.0 Fa/Spr
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Prerequisites: CHLD 190, faculty permission.

This is an advanced 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. (015909)

CHLD 250	Child Development	3.0 Fa/Spr
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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. (001440)

CHLD 251	Observational Techniques	3.0 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.) 2.0 hours activity, 2.0 hours discussion. (001441)		
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. (001442)		
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. (001443)		
CHLD 282	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 for 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. (001447)		
CHLD 350	Prenatal-Infant Development	3.0 Spring
Prerequisites: CHLD 250 or CHLD 252 or PSYC 355. 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. (001446)		
CHLD 353	Methods of Inquiry in Child Development	3.0 Fa/Spr
Prerequisites: ENGL 130 (or its equivalent) with 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 activity, 2.0 hours seminar. This is a writing proficiency, WP, course; a grade of C- or better certifies writing proficiency for majors. (001448)		
CHLD 354	The School-Aged Child	3.0 Fa/Spr
Prerequisites: CHLD 250 or CHLD 252 or PSYC 355. 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. (001449)		
CHLD 355	Children, Families, and Social Policy	3.0 Inquire
Prerequisites: CHLD 250 or CHLD 252 or CHLD 255 or PSYC 355. The course examines the connections among child development, families, and public policies. Discussions focus on the role of policy in addressing social problems that pertain 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. (001450)		
CHLD 357	Adolescent Development	3.0 Fall
Prerequisites: CHLD 250 or CHLD 252 or PSYC 355. This course provides a broad research and theory-based overview of physical, cognitive, emotional, social, moral, and identity development during adolescence. An ecological framework is used to examine the influence of sociocultural contexts, ethnicity, gender, family, peers, and school settings on adolescent experience and development. (001461)		
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 puberty, 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. (001453)		
CHLD 380	Leadership Opportunities in Child Development	1.0 Fa/Spr
Prerequisites: Faculty permission. This course provides leadership experience in child development. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. (020238)		
CHLD 382	Professional Seminar in Child Development: Current Issues	3.0 Fa/Spr
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353, junior standing. This course examines and appraises current and professional issues affecting the field of child development. Cultural and political influences on the practices of professionals in the field are explored and analyzed. (020216)		
CHLD 392	Child Development Practicum	4.0 Fa/Spr
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353; NFSC 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. (001455)		
CHLD 394	Guided Observation: Early Childhood Education	1.0 Fa/Spr
Prerequisites: Faculty permission. This course includes the acquisition and application of basic observation skills in an early childhood education program. Credit/no credit grading only. (001456)		
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. (001458)		
CHLD 440	Issues in Assessment for Children and Families	3.0 Fa/Spr
Prerequisites: CHLD 250, CHLD 251, CHLD 282, CHLD 353, 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. (001459)		
CHLD 455	Seminar in Family Relations	3.0 Fa/Spr
Prerequisites: CHLD 250 or CHLD 252 or CHLD 255, faculty permission. This course is an advanced study of the interpersonal relationships among family members. Topics of reading and discussion include theories and research on family structure and function, family crises, child raising patterns, family finances, and other related topics as per instructor choice. (001462)		
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 programing, fiscal oversight, licensing regulations, personnel decisions, legal issues, and management aspects of children's programs. (001463)		
CHLD 462	Adult Supervision in Child Development Programs	3.0 Spring
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. (001465)		

Child Development

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. (001466)

CHLD 492 Child Development Practice: Children and Families 3.0 Fa/Spr

Prerequisites: BIOL 303 or BIOL 318; CHLD 382, CHLD 392, CHLD 440, 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 hours lecture, 4.0 hours activity. (001467)

CHLD 495 Senior Seminar in Child Development 3.0 Fa/Spr

Prerequisites: BIOL 303 or BIOL 318; CHLD 382, CHLD 392, CHLD 440, 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, professional ethics, collaboration, case management, effective communication, leadership styles, self evaluation, and professional responsibilities. Students also complete comprehensive portfolios as part of the course requirements. (001468)

CHLD 495H Senior Seminar in Child Development - Honors 3.0 Fa/Spr

Prerequisites: BIOL 303 or BIOL 318; CHLD 382, CHLD 392, CHLD 440, senior standing; acceptance in undergraduate honors program; 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, professional ethics, collaboration, case management, effective communication, leadership styles, self evaluation, and professional responsibilities. Students also complete comprehensive portfolios as part of the course requirements. (001469)

CHLD 499H Honors Independent Study 3.0 Fa/Spr

Prerequisites: CHLD 250, CHLD 251, CHLD 282, 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. (001472)

CHLD 551 Staff and Family Relations 3.0 Spring

Prerequisites: CHLD 250, CHLD 251, senior standing.

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. (001460)

