

CHILD DEVELOPMENT (CHDV)

CHDV 23. Assessment and Observation in Child Development. 3 Units

Prerequisite(s): CHDV 30, or CHDV 35, or equivalent

Purposes of and methodological issues involved in assessing and observing early child development and learning in educational and developmental settings. Topics include selection of appropriate observation methods, survey of standardized measures, ethics, and interpretation and implications of assessment data for teaching and learning. Focus will be on becoming objective and unbiased observers, use of both informal and formal assessment tools, and principles of observational assessment research. Students will be required to complete up to 10 hours of observation outside of class. APA style will be introduced to support the development of practical and scholarly communication and writing.

CHDV 30. Human Development. 3 Units

General Education Area/Graduation Requirement: Understanding Personal Development (E)

Term Typically Offered: Fall, Spring

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.

CHDV 31. Adult Supervision and Mentoring In Early Childhood Programs. 2 Units

Prerequisite(s): CHDV 30 or CHDV 35 or equivalent.

Term Typically Offered: Spring only

Study of research and exemplary practices in the supervision of early childhood teachers, other program staff, parents and volunteers. Content emphasizes adult learning.

CHDV 32. Administration and Supervision of Early Childhood Programs. 3 Units

Prerequisite(s): CHDV 30 or CHDV 35 or equivalent.

Term Typically Offered: Fall only

Basic issues, procedures and practices in the administration and supervision of public and private schools. Requires administrative supervisory fieldwork in an early childhood program.

CHDV 35. Child and Adolescent Development. 3 Units

General Education Area/Graduation Requirement: Understanding Personal Development (E)

Term Typically Offered: Fall, Spring

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.

CHDV 35F. Human Development and Elementary Field Experience. 2 Units

Corequisite(s): Completion of or enrollment in CHDV 35.

Term Typically Offered: Fall, Spring

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.
Credit/No Credit

CHDV 44. Community Service Learning in Developmental and Educational Settings. 1 - 3 Units

Term Typically Offered: Fall, Spring

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).

Credit/No Credit

CHDV 123. Qualitative Methods in Human Development. 3 Units

Prerequisite(s): CHDV 30, or CHDV 35, or equivalent

Term Typically Offered: Fall, Spring

Introduction to qualitative research methods and their philosophical underpinnings. The focus will be on theoretical, methodological, and ethical issues in studying human learning and developmental processes from interpretive and social constructivist perspectives. Attention given to methodological strategies used to document and analyze learning and development in context. Strategies include participant-observation field notes, interviews, audio/video recordings, documents, and artifacts, with implications for theory, policy, and practice. APA style will be introduced to support the development of scholarly communication and writing.

Note: For CHDV majors, must be taken prior to completion of 90 units; completion of 45 total units credit.

CHDV 130. Parent Education. 3 Units

Term Typically Offered: Fall, Spring

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.

CHDV 131. Language Development. 3 Units

Prerequisite(s): CHDV 133. CHDV 133 may be taken concurrently.

Term Typically Offered: Fall, Spring

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.

Note: Topic areas will vary by semester, and the course may be repeated.

CHDV 132. Fieldwork in Child Development.**3 Units****Prerequisite(s):** CHDV 123**Term Typically Offered:** Fall, Spring

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.

Note: May be taken as a core requirement and repeated as an elective.**CHDV 133. Quantitative Methods in Human Development.****3 Units****Prerequisite(s):** CHDV 30, or CHDV 35, or equivalent**Term Typically Offered:** Fall, Spring

Introduction to quantitative research methods in human development and their philosophical underpinnings. Major topics include the structures, design and conduct of research inquiry, and the generation of research questions and hypotheses, and collection of data. Emphasis will also be on engaging in quantitative research as well as increasing students' ability to locate, understand, critique, and report research findings. Students will be challenged to think critically about methodological issues in quantitative research. AP A style will be introduced to support the development of scholarly communication and writing.

Note: For CHDV majors, must be taken prior to completion of 90 units; completion of 45 total units credit.**CHDV 134. Development of Young Children as Mathematical and Scientific Thinkers.****3 Units****Prerequisite(s):** CHDV 30 or CHDV 35 or equivalent.**Term Typically Offered:** Summer only

Theory, research, and practice in development of the child's thinking about mathematical and scientific concepts. Topics will include: (a) early emergence of conceptual reasoning connected with mathematics and science, (b) symbolic development and language of mathematics and science, (c) developmental sequences in mathematical and scientific thinking, (d) California Preschool Learning Foundations; (e) age-appropriate and culturally-relevant experiences to promote mathematic and scientific reasoning. Activities include lecture, discussions, presentations, cooperative learning assignments, and integration of course content with early childhood classroom practice.

CHDV 135. Crosscultural Child Development.**3 Units****Prerequisite(s):** CHDV 133. CHDV 133 may be taken concurrently.**Term Typically Offered:** Fall, Spring

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.

CHDV 136. Developmental Experiences, Methods and Curriculum.**3 Units****Prerequisite(s):** CHDV 123. CHDV 123 may be taken concurrently.**Term Typically Offered:** Fall, Spring

Examination of theory, research, and exemplary practices and programs for children through elementary school. Activities include discussions, presentations, demonstrations and cooperative learning assignments.

CHDV 137. Cognitive Development.**3 Units****Prerequisite(s):** CHDV 133.**Corequisite(s):** CHDV 137L.**Term Typically Offered:** Fall, Spring

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: Student must co-enroll in the corresponding section of CHDV 137L.**CHDV 137L. Cognitive Development Research Laboratory.****1 Unit****Prerequisite(s):** CHDV 133.**Corequisite(s):** CHDV 137.**Term Typically Offered:** Fall, Spring

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.

Note: Student must co-enroll in the corresponding section of CHDV 137.**CHDV 138. Social and Emotional Development.****3 Units****Prerequisite(s):** CHDV 133.**Corequisite(s):** CHDV 138L.**Term Typically Offered:** Fall, Spring

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: Student must co-enroll in the corresponding section of CHDV 138L.**CHDV 138L. Social and Emotional Development Laboratory.****1 Unit****Prerequisite(s):** CHDV 133.**Corequisite(s):** CHDV 138.**Term Typically Offered:** Fall, Spring

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: Student must co-enroll in the corresponding section of CHDV 138.**CHDV 139. Educational Play: Theory and Practice.****3 Units****Prerequisite(s):** CHDV 30 or CHDV 35 or equivalent**Term Typically Offered:** Summer only

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.

CHDV 140. Coordination of Early Childhood Programs.**3 Units****Prerequisite(s):** CHDV 30 or CHDV 35 or equivalent**Term Typically Offered:** Fall, Spring

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.

CHDV 141. History of Childhood: International and Interdisciplinary Perspectives. 3 Units
General Education Area/Graduation Requirement: Humanities (Area C2)
Term Typically Offered: Fall, Spring

Examination of what it means to be a child in today's world by comparing social constructions of childhood across the broad historical periods and in contrasting parts of the world. Exploration of cultural beliefs, values and practices of childhood in different historical, social, and economic contexts. Comparative approach provides a critical framework from which to analyze scholarly inquiry about how children develop in families, schools, and broader society. Course content will interest students from a broad array of majors.

CHDV 143. Mind and Brain in Developmental Context. 3 Units
Prerequisite(s): CHDV 30/CHDV 35, Introductory Biology, and GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.
General Education Area/Graduation Requirement: Further Studies in Area B (B5), Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring, Summer

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.

CHDV 144. Community Service Learning in Developmental and Educational Settings. 1 - 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring

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).

Credit/No Credit

CHDV 145. Controversial Issues in Childhood Development, Education, and Social Policy. 3 Units
General Education Area/Graduation Requirement: GE AREA D, Race & Ethnicity Graduation Requirement (RE)
Term Typically Offered: Fall, Spring

Discussion-based examination of controversial issues linking development, education, and cultural practice in which scholarly inquiry has substantial implications for social policy. Specific topics vary by semester and include topics of both historical relevance and contemporary debates. Content relevant to multiple disciplines including issues such as adolescent risk behavior, bilingual education, brain-base pedagogy, child care, children and the law, cultural diversity, developmental theory and educational practice, gender, literacy practices, motivation, parenting styles, school violence, special education, standardized testing, and technological change.

CHDV 150A. Early Literacy Development in First and Second Language. 2 Units

Prerequisite(s): CHDV 123 or CHDV 133. CHDV 123 or CHDV 133 may be taken concurrently.

Corequisite(s): CHDV 150B.

Term Typically Offered: Summer only

Students will become familiar with language and emergent literacy of young children from birth to eight. An overview of research-based developmental progression will be emphasized as it relates to the learning foundations for language and literacy. Other focal points will be home-school connections and cultural influences on literary development. Assessment topics, including observation and other developmental strategies will be intergrated. An emphasis on increasing students' ability to connect theoretical understanding to the practice offered in CHDV 150B.

CHDV 150B. Early Literacy Development in First and Second Language Practicum. 1 Unit

Prerequisite(s): CHDV 123 or CHDV 133. CHDV 123 or CHDV 133 may be taken concurrently.

Corequisite(s): CHDV 150B.

Term Typically Offered: Summer only

The practicum experience (20 hours) will provide students with the application of course content material learned in CHDV 150A. Students will observe and validate multiple experiences in which first and second language learners learn language and literacy successfully. Factors affecting language and literacy development will be addressed.
 Credit/No Credit

CHDV 153. Apprenticeship in Advanced Child Development. 3 Units

Prerequisite(s): Instructor permission

Term Typically Offered: Fall, Spring

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.
 Prerequisite: Instructor permission.

Note: Readings will depend on the specific mentor's research or scholarly interest; May be repeated up to four times for 12 units of credit, with a limit of 6 units applied towards the CHDV major requirements.

CHDV 154. Issues in Parenting.**3 Units****Prerequisite(s):** CHDV 30 or CHDV 35 or FACS 52.**Term Typically Offered:** Fall, Spring, Summer

Survey of historical and contemporary attitudes toward parenting. Review of research on child-rearing and parent-child relationships. Use of case studies to explore the influence of personality, developmental stage, family structure, ethnic and cultural factors on parenting. Lecture, Case Study.

Cross-listed: FACS 154; only one may be counted for credit.

CHDV 157. Infant and Toddler: Development and Care.**3 Units****Prerequisite(s):** One of the following: CHDV 30 or CHDV 35, FACS 50, PSYC 148, or SWRK 125A.**Term Typically Offered:** Fall, Spring

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.

Cross Listed: FACS 157; only one may be counted for credit.

CHDV 194. Cooperative Education Experience.**3 Units****Prerequisite(s):** Completion of 60 units total credit and instructor permission. May be taken four times for a maximum of 12 units credit.**Term Typically Offered:** Fall, Spring

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.

Credit/No Credit

CHDV 196A. Approaches to Research Methods in Child Development A.**3 Units****Prerequisite(s):** CHDV 30 or CHDV 35 or equivalent; completion of 45 total units; Must be taken prior to completion of 90 units.**Term Typically Offered:** Fall, Spring

This course examines methodological issues involved in assessment, observation, analysis, and design in the field of child development. Topics include the research process. APA style writing, ethics, design and methods, use assessment tools, qualitative and quantitative data analysis and interpretation. The focus will be on becoming critical consumers of research and developing the skills of scientific inquiry.

Note: First course in a series. 196B must be taken in the semester immediately following completion of CHDV 196A.

CHDV 196B. Approaches to Research Methods in Child Development B.**3 Units****Prerequisite(s):** CHDV 196A.**Term Typically Offered:** Fall, Spring

Two semester sequence of instruction that examines methodological issues involved in assessment, observation, research design, and analytical concepts involved in the field of child and adolescent development. Topics include the research process, APA style writing, ethics, design and methods, use assessment tools, qualitative and quantitative data analysis and interpretation. The focus will be on becoming critical consumers of research and developing the skills for scientific inquiry.

Note: Must be taken prior to 90 units.

CHDV 199. Special Problems.**1 - 3 Units****Term Typically Offered:** Fall, Spring

Individual projects designed especially for students capable of independent study. Admission by written approval of the instructor and Department Chair.

Credit/No Credit

CHDV 210. Seminar in Social Development.**3 Units****Term Typically Offered:** Fall, Spring

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.

CHDV 211. Seminar in Cognitive Development.**3 Units****Prerequisite(s):** Admission to MA program or instructor permission.**Term Typically Offered:** Fall, Spring

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.

CHDV 242. Theoretical Approaches to Child Development. ✍️**3 Units****Prerequisite(s):** Graduate standing or instructor permission.**Term Typically Offered:** Fall, Spring

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.

Note: Graduate Writing Intensive course

CHDV 244. Community Service Learning in Developmental and Educational Settings. 1 - 3 Units
Term Typically Offered: Fall, Spring

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).

Credit/No Credit

CHDV 245. Selected Topics in Developmental Theory. 3 - 6 Units
Prerequisite(s): Admission to MA program or instructor permission.
Term Typically Offered: Fall, Spring

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 twice as long as topic differs. Three units may be used toward the elective requirements in the Master of Arts in Child Development.

CHDV 246. Motivation and Learning in Children. 3 Units
Prerequisite(s): Graduate standing, or instructor permission.
Term Typically Offered: Fall, Spring

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.

CHDV 247. Theoretical and Applied Perspectives on Cross-cultural Development. 3 Units
Prerequisite(s): CHDV 242; graduate standing or instructor permission.
Term Typically Offered: Fall, Spring

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.

CHDV 248. Curriculum and Instruction. 3 Units
Prerequisite(s): Graduate standing or instructor permission.
Term Typically Offered: Fall, Spring

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.

CHDV 249. Language Processes in Development. 3 Units
Prerequisite(s): Admission to MA program or instructor permission.
Term Typically Offered: Fall, Spring

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.

CHDV 250. Research Methods. 3 Units
Prerequisite(s): CHDV 133; admission to the MA program or instructor permission.
Term Typically Offered: Fall, Spring

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.

CHDV 253. Apprenticeship in Advanced Child Development. 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring

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; May be repeated up to 4 times for credit.

CHDV 290. Seminar for Culminating Experience. 3 Units
Prerequisite(s): Advancement to candidacy; completion of at least 20 units of course work towards the MA, instructor permission.
Term Typically Offered: Fall, Spring

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.

Credit/No Credit

CHDV 292. Culminating Seminar for Exam Option. 3 Units
Prerequisite(s): Completion of all foundation course requirements for MA program (CHDV 200A, CHDV 200B, CHDV 242, CHDV 247, CHDV 250) advancement to candidacy, or instructor permission.
Term Typically Offered: Fall, Spring

Seminar to focus on topics/elements/expectations for the exam option culminating experience: test preparation and tips, exam writing, practice exam questions, time management, and community building with other students. Students will complete reading and writing assignments related to each exam area and prepare for an exam question related to an approved elective topic of their choice. Students will submit an exam petition to be reviewed and approved by the departmental exam committee.

Credit/No Credit

CHDV 295. Practicum in Child Development. 1 - 3 Units

Prerequisite(s): Graduate standing, or instructor permission.

Term Typically Offered: Fall, Spring

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.

CHDV 299. Special Problems. 1 - 3 Units

Prerequisite(s): Open only to upper division and graduate students with consent of faculty advisor and Department Chair.

Term Typically Offered: Fall, Spring

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.

Credit/No Credit

CHDV 504. Culminating Experience in Child Development: Thesis or Project. 3 Units

Prerequisite(s): Admission to MA, Child Development program or instructor permission.

Term Typically Offered: Fall, Spring

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.

CHDV 505. Culminating Experience in Child Development: Exam Option. 3 Units

Prerequisite(s): Admission to and completion of all course requirements for the MA, Child Development program, CHDV 292 or instructor permission.

Term Typically Offered: Fall, Spring

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.

Credit/No Credit