

CHILD AND ADOLESCENT DEVELOPMENT (CHAD)

CHAD 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.

CHAD 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.

CHAD 30C. Human Development and Fieldwork in Community and Social Contexts. 3 Units

Term Typically Offered: Fall, Spring

This course aims to prepare students to become familiar with the operations of organizations serving children and adolescents in the community and identify professional opportunities in the field of child and adolescent development through class activities and 40 hours of fieldwork. Students will engage in directed field experiences in community and social settings and attend an on campus seminar. Students will translate theory into practice and reflect on experiences. Issues on equity and diversity within human development will be discussed. Note: Service Learning Course

Note: Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement.

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

Prerequisite(s): CHAD 30 or CHAD 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.

CHAD 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.

CHAD 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.

CHAD 35E. Human Development and Early Childhood Field Experience. 3 Units

Prerequisite(s): CHAD 35 or CHAD 30 or the equivalent. CHAD 35 may be taken concurrently.
Term Typically Offered: Fall, Spring

This course examines theory and research in human development as it applies to early childhood education settings (0-5 years). Concepts related to cognitive, social-emotional, linguistic, and physical development, establishing and maintaining high quality programming (e.g. optimal learning environments, observation, etc.), and influences on development (e.g., family, race, cultural perspectives) within these settings will be discussed. Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement. **Note:** Fieldwork requirements includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement. Service learning course.

CHAD 35F. Human Development and Elementary Field Experience. 3 Units

Prerequisite(s): CHAD 35 or the equivalent; CHAD 35 may be taken concurrently.
Term Typically Offered: Fall, Spring

The purpose of this course is to examine theory and research in human development as it applies to the elementary classroom. Discussion topics include cognitive, social-emotional, physical and language development, multiple intelligence, special needs, characteristics of play and the impact on social and cognitive development. Influences integral to development (e.g., family, race, cultural perspectives) are also included. This class requires 40 hours of field experience at a designated elementary school site. Students must complete fingerprinting and TB prior to placement.

CHAD 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

CHAD 101. Career and Major Exploration in Child and Adolescent Development. 1 Unit

Prerequisite(s): (CHAD 30 or CHAD 35) and (CHAD 35F or CHAD 35E or CHAD 30C). CHAD 35F, CHAD 35E, or CHAD 30C may be taken concurrently. Must have 45 units completed.

Term Typically Offered: Fall, Spring

This course builds on initial coursework and fieldwork to promote balanced scholarship and professionalism in the field of Child and Adolescent Development. Students will investigate the breadth of professional opportunities, refine professional interests, and begin developing their professional portfolio. They will complete personal exploration to aid in developing an individualized academic and career plan to guide their trajectory within the major in preparation for their future academic and/or professional goals.

Credit/No Credit

CHAD 123. Qualitative Methods in Human Development. 4 Units

Prerequisite(s): CHAD 30 or CHAD 35, or equivalent; CHAD 101. CHAD 101 may be taken concurrently.

Term Typically Offered: Fall, Spring

Introduction to qualitative research methods, their philosophical underpinnings, and their implications for understanding human development. The focus will be on identifying, interpreting, and designing qualitative research to study developmental processes. Attention will be given to methodological strategies used to document and analyze development in context, including participant observation field notes, interviews, documents, and artifacts, with implications for theory and practice. Activities include interpreting qualitative research, qualitative data collection and analysis, and communicating findings utilizing APA style.

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

CHAD 128. Combined Research Methods in Human Development. 3 Units

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

Term Typically Offered: Fall, Spring, Summer

Introduction to qualitative and quantitative research methods and their philosophical underpinnings. Consider theoretical, methodological, and ethical issues in studying learning and developmental processes from interpretive and social constructivist perspectives. Think critically about the generation of research questions and hypotheses and design and conduct of research inquiry, with implications for theory, policy, and practice. Students learn to locate, understand, critique, conduct, and report research findings from multiple approaches and be introduced to APA style writing as a tool for scholarly communication.

CHAD 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.

CHAD 131. Language Development. 3 Units

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

Term Typically Offered: Fall, Spring

This course examines current views on language development and the interrelations between the cognitive, socio-cultural, and linguistic components of this process. Emphasis will be on early language development (0-6 years) with some attention paid to the school years and adolescence.

CHAD 132. Fieldwork in Child Development. 3 Units

Prerequisite(s): CHAD 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: Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement; may be taken as a core requirement and repeated as an elective.

CHAD 133. Quantitative Methods in Human Development. 4 Units

Prerequisite(s): CHAD 30, or CHAD 35, or equivalent; CHAD 101; CHAD 101 may be taken concurrently.

Term Typically Offered: Fall, Spring

Introduction to quantitative research methods in human development and their philosophical underpinnings. Major topics include structures, design, and conduct of research inquiry; the generation of research questions and hypotheses; and collection and analysis of data. Students will be challenged to think critically about methodological issues, engage in quantitative research and conduct analyses, and increase their ability to locate, understand, critique, apply, and report research findings. APA style will be introduced to support the development of scholarly communication and writing.

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

CHAD 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 mathematical and scientific reasoning. Activities include lecture, discussions, presentations, cooperative learning assignments, and integration of course content with early childhood classroom practice.

CHAD 135. Culture and Human Development. 3 Units
Prerequisite(s): CHAD 123. CHDV 123 may be taken concurrently.
Term Typically Offered: Fall, Spring

This course examines the relationship between culture and human development. Comparisons will be made between the epistemological principles of cross-cultural and cultural approaches to human development in order to explore their implications for developmental theory and research. Research studies will serve as a foundation for learning and reflecting about diversity in human experience, and the ways that diverse cultural contexts shape how individuals think, act, and engage with others in local and global settings.

CHAD 136. Developmental Experiences, Methods and Curriculum. 3 Units
Prerequisite(s): CHAD 123. CHAD 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.

CHAD 137. Cognitive Development. 3 Units
Prerequisite(s): CHAD 133.
Term Typically Offered: Fall, Spring

This course overviews cognitive development from conception through adolescence with consideration of biological and sociocultural influences. Emphasis will be placed on evaluating the major theories of cognitive growth. The course will include lectures, discussions, and participation in classroom activities such as research presentations, demonstrations, and cooperative learning assignments.

CHAD 138. Social and Emotional Development. 3 Units
Prerequisite(s): CHAD 133.
Term Typically Offered: Fall, Spring

This course overviews social and emotional development from conception through adolescence with consideration of biological and sociocultural influences. Emphasis will be placed on evaluating the major theories of social and emotional growth. The course will include lectures, discussions, and participation in such classroom activities such as research presentations, demonstrations, and cooperative learning assignments.

CHAD 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.

CHAD 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.

CHAD 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.

CHAD 142. Development of Learning and Memory. 3 Units
Prerequisite(s): CHAD 30 or CHAD 35 or the equivalent
Term Typically Offered: Fall, Spring

This course provides an empirical and theoretical examination of the processes of learning and memory across developmental phases. Topics include the neuroscience of learning and memory, the origin and history of concepts and theories in learning and memory (e.g., behaviorist approaches), and applications of research on memory development to a variety of contexts (e.g., law, education, counseling).

CHAD 143. Mind and Brain in Developmental Context. 3 Units
Prerequisite(s): CHDV 30 or 35; Introductory Biology.
General Education Area/Graduation Requirement: Further Studies in Area B (B5)
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.

CHAD 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

CHAD 145. Controversial Issues in Childhood Development, Education, and Social Policy. 3 Units

Prerequisite(s): GWA 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: Race & Ethnicity Graduation Requirement (RE), GE AREA D, Writing Intensive Graduation Requirement (WI)

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.

CHAD 146. Fostering Healthy Youth Development. 3 Units

Prerequisite(s): CHAD 30 or CHAD 35 equivalent

Term Typically Offered: Fall, Spring

This course will examine theory, research, and practice related to youth development, including developmental assets, well-being, civic engagement, resilience, empowerment, and positive youth development from middle childhood to emerging adulthood. Students will gain an understanding of how communities can support youth in developing towards their full potential. Identification of strategies and tools that promote youth development in a variety of contexts and cultures will be discussed. Activities include lecture, discussions, presentations, and cooperative learning assignments.

CHAD 147. Influences of Public Policy on Children & Adolescents. 3 Units

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

Term Typically Offered: Fall, Spring

This course will provide students with an overview of US social policy and programs as they relate to children and adolescents. The policy process will be explored with attention paid to the role of empirical research, advocacy, and engagement of individuals and groups. Topics will include policies and programs that address poverty, education, families, ability, immigration, and criminal justice, among others. Students will analyze how policy integrates empirical research, meets their stated goals, and supports the development of diverse children.

CHAD 150. Early Literacy Development in First and Second Language. 3 Units

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

Term Typically Offered: Fall, Spring, Summer

This course will present theories and research regarding literacy development in monolingual and bilingual children. Students will investigate emergent literacy and literacy development of young children from birth to eight, including developmental progressions and the science-based evidence related to foundational language and literacy knowledge. Other focal points will include associations with literacy and home-school connections, cultural influences (socioeconomic status, linguistic, etc.), social and linguistic justice, observation and assessment, theory to practice, and developmental strategies for supporting and understanding literacy development.

CHAD 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 CHAD major requirements.

CHAD 156. Child and Adolescent Development in Context. 3 Units

Prerequisite(s): CHAD 35 or CHAD 30 (or equivalent)

Term Typically Offered: Fall, Spring

Investigation of the dynamic nature of child and adolescent development in the context of families, schools, and community. Students will gain an understanding of how issues in these contexts influence development and explore the dynamic relationships between contexts in promoting development. Attention will be paid to socioeconomic status as a context as well as the role of gender, race and ethnicity within contexts as they relate to development. Students will examine practices that strengthen collaboration between families, schools, and communities.

CHAD 157. Infant and Toddler: Development and Care. 3 Units

Prerequisite(s): One of the following: CHAD 30 or CHAD 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.

CHAD 172. Identity Development. 3 Units

Prerequisite(s): CHAD 30 or CHAD 35; CHAD 123 or CHAD 133; CHAD 123 or CHAD 133 may be taken concurrently

Term Typically Offered: Fall, Summer

This course will examine theory and research related to identity development among children, adolescents, and emerging adults. Students will gain an understanding of how identity varies as a function of gender, sexual orientation, income, education, race and ethnicity, abilities, and other factors and how these identities intersect and shape social interactions. In addition, focus will be on how identity shapes experiences of oppression, marginalization, privilege, and power. Methodologies used to understand identity development will also be explored.

CHAD 190. Capstone in Child and Adolescent Development. 3 Units

Prerequisite(s): CHAD 123, CHAD 133; CHAD 137 OR CHAD 138.

Term Typically Offered: Fall, Spring

As a culminating experience for the major, students blend professional and academic knowledge and experience. Students prepare for next professional steps, synthesize scientific knowledge of human development on a relevant topic of their choosing, and complete a related project with application in a community setting. Students complete 40 hours of fieldwork. Projects will be original, evidence-based, and address identified needs in the fieldwork setting. Course culminates in a community-invited senior presentation forum. Recommended to be taken in the final semester.

Note: Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement.

CHAD 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

CHAD 195. Internship in Child & Adolescent Development. 3 Units

Prerequisite(s): CHAD 30E, 35F, or 30C or equivalent. Completion of 60 units total credit and instructor permission.

Term Typically Offered: Fall, Spring

Designed to provide a range internship experiences where students apply academic knowledge to educational or community settings. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. The field experiences will be combined with class activities designed to develop students' understanding of topics related to their service. Requires regular meetings with faculty supervisor, completion of field study assignment, evaluation by field-based supervisor, and a written final report. The internships can be paid or unpaid.

Credit/No Credit

CHAD 196B. Approaches to Research Methods in Child Development B. 3 Units

Prerequisite(s): CHAD 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.

CHAD 196U. Child and Adolescent Development in Context. 3 Units

Prerequisite(s): CHAD 30 or CAHD 35 (or equivalent).

Term Typically Offered: Fall, Spring

Investigation of the dynamic nature of child and adolescent development in the context of families, schools, and community. Students will gain an understanding of how issues in these contexts influence development and explore the dynamic relationships between contexts in promoting development. Attention will be paid to socioeconomic status as a context as well as the role of gender, race and ethnicity within contexts as they relate to development. Students will examine practices that strengthen collaboration between families, schools and community.

CHAD 196X. Guided Human Development Experience Around the World. 3 Units

Prerequisite(s): CHDV 30 or CHDV 35, and 2.75 GPA, or instructor permission. Field trip.

Term Typically Offered: Summer only

Course provides a range of guided learning experiences outside the United States, allowing students to experience human development more broadly to promote a global perspective. Experiences include, but are not limited to, observation, fieldwork, data gathering, or other modes of interaction with the people and culture in the country. Students will reflect on experiences in writing and in discussion in light of readings on developmental theory and research.

Note: Course is credit/no credit. It may be taken twice with different instructors.

Credit/No Credit

CHAD 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

CHAD 200. Proseminar in Child and Adolescent Development. 3 Units

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

Term Typically Offered: Fall only

Orientation to advanced scholarship in human development with a focus on understanding and evaluating current directions in developmental research. Developmental research methods and analytical strategies will be explored.

CHAD 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.

CHAD 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.

CHAD 242. Theoretical Approaches to Development.**3 Units****Prerequisite(s):** CHAD 137 or CHAD 138. Graduate standing or instructor permission.**Term Typically Offered:** Fall only

An in-depth examination of theoretical approaches to various domains of human development. Content includes current and historical developmental theory and application of theory to developmental research. Critical thinking skills and scholarly writing will be emphasized.

Note: Graduate Writing Intensive course**CHAD 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

CHAD 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 human development. Topics vary with each offering. Content includes theory and research on psychological dimensions of human development in various educational and community settings. May be repeated once for credit with different instructor.

Note: May be repeated twice as long as topics and instructors differ.**CHAD 247. Theoretical and Applied Perspectives on Cross-cultural Development.****3 Units****Prerequisite(s):** CHDV 200 or instructor permission. CHDV 200 may be taken concurrently.**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.

CHAD 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.

CHAD 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.

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

Critical analysis of quantitative research methods used in the study of development. Core issues in studying development will be discussed as they relate to families and societal issues. Major topics include the philosophical underpinnings of research design, various research methods of inquiry, ethical issues, and the development of research questions and data collection. Critical thinking and writing skills will be emphasized.

CHAD 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.**CHAD 258. Qualitative Research Methods.****3 Units****Term Typically Offered:** Fall, Spring

Introduction to qualitative research methods for the study of learning and development. Includes: a) discussions of theoretical perspectives underlying this methodological approach; b) techniques for and issues in gathering, analyzing, and recording qualitative data; and c) strategies for using and reporting qualitative data. Students will write initial thesis/project design and human subjects proposal for formal approval.

CHAD 292. Culminating Seminar for Exam Option. 3 Units

Prerequisite(s): Completion of all foundation course requirements for MA program (CHAD 200A, CHAD 200B, CHAD 242, CHAD 247, CHAD 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

CHAD 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.

CHAD 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

CHAD 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.

CHAD 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, CHAD 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