

# CHILD AND ADOLESCENT DEVELOPMENT (CHAD)

**CHAD 23. Observation and Assessment in Child Development. 3 Units**  
**Term Typically Offered:** Fall, Spring

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 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.

**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**  
**Prerequisite(s):** CHAD 30 or CHAD 35, or the equivalent; CHAD 30 may be taken concurrently.  
**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:** 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; Service Learning may be required.

**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 33. Quantitative Reasoning in Human Development. 3 Units**  
**General Education Area/Graduation Requirement:** Math Concepts & Quantitative Reasoning (B4)  
**Term Typically Offered:** Fall, Spring

This course focuses on thinking and reasoning about phenomena in human development using introductory ideas from science, statistics, and mathematics. With data collected by researchers and classmates, students will develop a better understanding of how a scientific approach and basic mathematical concepts can be used to organize and reason about current topics in human development.

**CHAD 35. Child and Adolescent Development. 3 Units**  
**General Education Area/Graduation Requirement:** Understanding Personal Development (E)  
**Term Typically Offered:** Fall, Spring

This course examines development from conception through adolescence. Content will include development in physical, cognitive, social, linguistic, and emotional domains. Through activities such as observation and reflection, students will explore interactions among developmental pathways, individual differences, and contextual factors such as culture, family, race, gender, ability, and socioeconomic status.

**CHAD 35E. 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 may be required.

**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. **Note:** Service Learning may be required.

**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.** 2 Units  
**Term Typically Offered:** Fall, Spring

This course builds on lower-division major coursework and fieldwork to promote balanced scholarship and professionalism in the field of Child and Adolescent Development. Students will: 1) investigate their major and explore reading and writing in the discipline; 2) survey the breadth of professional opportunities, refine professional interests, and begin developing their professional portfolio; 3) engage in personal reflection to develop an individualized plan to guide their trajectory within the major in preparation for their future academic and/or professional goals. Pre-requisite: (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.

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 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  
**Term Typically Offered:** Fall, Spring

This course offers an introduction to theory, research and practice related to the development of mathematical and scientific reasoning in young children. The course will focus on effective assessment, teaching and learning strategies for young children. This course introduces concepts aligned with the California Preschool Learning Foundations in Mathematics and Scientific Reasoning.

- CHAD 135. Culture and Human Development. 3 Units**  
**Prerequisite(s):** CHAD 123. CHAD 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 (may be taken concurrently).  
**Term Typically Offered:** Fall, Spring
- This course examines theory, research, and exemplary curriculum and practices for children in preschool through the elementary grades, including content-specific connections between and among a variety of disciplines, (i.e., literacy, social studies, the arts, science and mathematics). A developmental perspective will frame discussions about fundamental curricular concepts, values, and principles of the subject matter disciplines. This course introduces concepts aligned with the California Preschool Learning Foundations or Common Core.
- 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**  
**Term Typically Offered:** Fall, Spring
- This course examines the role of play in children's development and learning with an emphasis on early childhood. It discusses theories, research, and applied perspectives to play, as well as principles for designing inclusive and developmentally appropriate play environments and activities that are also culturally and linguistically sustaining for all children. Students will explore how play helps children develop physically, socially, emotionally, cognitively and creatively through a variety of playful modes. Activities include discussions, presentations, demonstrations and cooperative learning assignments.
- CHAD 140. Coordination of Early Childhood Programs. 3 Units**  
**Prerequisite(s):** CHAD 30 or CHAD 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: 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 broad historical periods. Explores beliefs, values, and practices of childhood in different historical, social, and economic contexts, and how class, culture, education, and science have influenced social meanings assigned to childhood and children's development. A critical and interdisciplinary approach provides a framework from which to analyze scholarly inquiry about how children develop in families, schools, and broader society.
- 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):** CHAD 30 or 35; Introductory Biology.  
**General Education Area/Graduation Requirement:** Further Studies in Area B (B5), Upper Division Further Studies in Area 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).

**CHAD 145. Contemporary Issues in Human Development. 3 Units**

**Prerequisite(s):** Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

**General Education Area/Graduation Requirement:** Writing Intensive Graduation Requirement (WI), Race & Ethnicity Graduation Requirement (RE), GE AREA D

**Term Typically Offered:** Fall, Spring

Discussion-based examination of issues linking development, education, and cultural practice in which scholarly inquiry has substantial implications for social policy. Applying developmental and ecological frameworks to contemporary issues with particular attention to the complexities and multidimensionality of race, ethnicity, intersectional privilege, and oppression. Specific historical and contemporary content vary by semester with broad-ranging topics relevant to multiple disciplines such as educational practice, intersection of the law with youth and families, and societal 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. Literacy Development for Monolingual and Multilingual Children. 3 Units**

**Prerequisite(s):** CHAD 123

**Term Typically Offered:** Fall, Spring

Students will investigate emergent literacy and literacy development of monolingual and multilingual 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; Service Learning may be required.

**CHAD 191. Early Childhood Education Practicum. 3 Units**  
**Prerequisite(s):** CHAD 123 and CHAD 133.  
**Term Typically Offered:** Fall, Spring

Students will utilize classroom experiences to make connections between theory and practice and develop professional behaviors. Students will plan, organize, implement and evaluate classroom activities under the supervision of a CHAD faculty and a qualified early education professional. Reflective practice will be emphasized as students design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Completion of 120 hours of supervised practicum is required.

**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 196A. Approaches to Research Methods in Child Development A. 3 Units**  
**Prerequisite(s):** CHAD 30 or CHAD 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 CHAD 196A.

**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 CHAD 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.**  
**Term Typically Offered:** Fall, Spring

1 - 3 Units

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 Human Development.** 3 Units  
**Prerequisite(s):** Admission to MA Child Development program or instructor permission.  
**Term Typically Offered:** Fall only

Introduction to graduate education in the Child and Adolescent Development Program. Orientation to advanced scholarship in human development with a focus on understanding and evaluating current directions in developmental research. Students will explore interrelations among theory, research, and practice as applied to human development. Students will critically evaluate developmental research as it applies to diverse populations, including issues of antiracism, equity, individual differences, contexts, and historical time. Students will employ writing conventions specific to the discipline.

**CHAD 210. Seminar in Social Development.** 3 Units  
**Term Typically Offered:** Spring only

Advanced developmental seminar focusing on theoretical and empirical research covering topics in socio-emotional development. Specific topics will be related to socio-emotional development of children from conception through emerging adulthood with consideration of biological, environmental, and sociocultural influences. Students will critically evaluate socio-emotional developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on how to use that knowledge to work towards antiracism, equity, and inclusion in the study of socio-emotional development.

**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 research covering topics in cognitive development. Specific topics will be related to cognitive development of children from conception through emerging adulthood with consideration of biological, environmental, and sociocultural influences. Students will critically evaluate cognitive developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on how to use that knowledge to work towards antiracism, equity, and inclusion in the study of cognitive development.

**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. Students will critically evaluate developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on their own positionality and on how to use their knowledge towards antiracism, equity, and inclusion in the field of human development. Content includes current and historical developmental theory and application of theory to developmental research and practice. Critical thinking and discipline-specific 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 Units  
**Prerequisite(s):** Admission to MA program or instructor permission.  
**Term Typically Offered:** Fall, Spring

In-depth study of a selected topic in human development. Topic varies with each offering by rotating instructors. This course explores contemporary advancements in theory and research in the selected sub-discipline or topical area within human development.

**Note:** May be taken twice as long as topics and instructors differ.**CHAD 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.

**CHAD 247. Seminar in Culture and Human Development.** 3 Units  
**Prerequisite(s):** CHDV 200 or instructor permission. CHDV 200 may be taken concurrently.  
**Term Typically Offered:** Fall, Spring

In-depth examination of the relationship between culture and human development. Opportunities will be provided to evaluate how different theoretical and methodological approaches are used in the study of human development across cultures, including their epistemological principles, scope, and limitations. Developmental research will be used as the foundation to evaluate how diversity in human experiences shape how individuals think, act, and engage with others in local and global settings.

- 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. Advanced Quantitative Research Methods in Human Development. 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 human development and their philosophical underpinnings. Major topics include design; ethical conduct of research inquiry; the generation of research questions and hypotheses; and data collection, analysis, and interpretation. Critical thinking and disciplinary style 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. Advanced Qualitative Research Methods in Human Development. 3 Units**  
**Term Typically Offered:** Fall, Spring
- Critical analysis of qualitative research methods used in for the study of human development and their philosophical underpinnings. Major topics include design; ethical conduct of research inquiry; the generation of research questions; and data collection, analysis, and interpretation. Critical thinking and disciplinary style writing skills will be emphasized.
- CHAD 290. Writing a Proposal. 3 Units**  
**Prerequisite(s):** CHAD 200 and CHAD 242 or instructor permission.  
**Corequisite(s):** CHAD 250 or CHAD 258  
**Term Typically Offered:** Fall, Spring
- Seminar to focus on creating a proposal for the culminating experience (thesis/project). Students will be required to review various source materials related to their topic in human development, and synthesize the extant knowledge to justify their study or project. Course culminates with the completion of the research proposal.  
 Credit/No Credit
- 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):** Advancement to candidacy within the MA Child and Adolescent Development Program.  
**Term Typically Offered:** Fall, Spring
- Guidance toward completion of the culminating experience for the MA Child and Adolescent Development program. Credit is given upon successful completion of an approved culminating experience. Open only to graduate students who have 1) advanced to candidacy for the Master's degree, and 2) secured the permission of their 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