Department of Child Development

Social and Behavioral Sciences Building, Room 458
(909) 537-4239 Department of Child Development website **(**https://www.csusb.edu/child-development/**)**

The Child Development major serves undergraduate students who have professional and personal interests in children's growth and change and who are interested in how that foundational knowledge may be applied in a variety of professional settings (e.g., preschools and K-12 education, child service agencies). The twin tracks of the Child Development major provide cutting-edge coursework and experiences that will fully prepare our students to pursue these types of professional interests. Additionally, because of the scientific basis of the Child Development major, those students wishing to pursue graduate work (i.e., Master's level and beyond) will be highly qualified to apply to a variety of advanced degree programs (e.g., school psychology, special education, child development, developmental psychology, and child clinical psychology).

The following two concentrations are available for students working toward a Bachelor of Arts in Child Development. Each concentration provides students with a solid background in neurological, biological, social, emotional, and cognitive development:

The Child and Adolescent Development Concentration address development during the late elementary and secondary school years. This concentration prepares students for a wide range of occupations and careers serving children in this age range and their families. Examples include skills coach, child/family/school social worker, child welfare worker, child advocate, adoption counselor, child life specialist, Head Start family specialist, and teen parent educator. This concentration will also prepare students for graduate-level training necessary to become elementary or secondary school teachers, school psychologists, special education teachers, child clinical psychologists, and other professions.

The **Early Childhood Development Concentration** addresses development in infancy, toddlerhood, preschool, and the early school age years. This concentration prepares students for a variety of careers serving young children and their families, including infant/toddler specialists, preschool teachers, Head Start teachers, and early childhood curriculum coordinators. This concentration will also prepare students for graduate-level training necessary to become an early childhood program director, child agency administrators, special education teachers, and other professionals. The Infant/Toddler Lab School and Children's Center are an integral component of this track and are used as observation and practicum sites for students. Students selecting this concentration earn a Child Development Site Supervisor Permit (i.e., an early childhood teaching and administrative credential).

Departmental Honors

Students majoring in child development are eligible to receive honors in child development at graduation if the following conditions are met:

1. At least a 3.5-grade point average in the major;
2. An overall grade point average of 3.5 or better*;
3. Completion of one WI designated course (typically fulfilled through GE) with a "B" or better prior to enrollment in the Honors Program;
4. Completion of the Application for Honors Program in Child Development, which includes a statement of purpose and approval of a faculty sponsor;
5. Completion of the two-semester Honors Program with a grade of "B" (3.0) or better

Students interested in this recognition must file a formal application for enrollment in the Child Development Honors Program in their junior year.

Note that the qualifications above are ideal rather than absolute; students who fall short on one of the requirements may be considered on a case-by-case basis.

Emerita

N. Laura Kamptner, Professor
B.S. 1976, San Diego State University
M.S. 1979, University of California, Davis
Ph.D. 1984, Michigan State University

Current Faculty

Manpreet Dhillon Brar, Assistant Professor

Danelle Hodge, Lecturer
B.A. 1994, California State University - San Bernardino
M.A. 1998
Ph.D. 2009, Claremont Graduate School

Danelle Hodge , Lecturer Professor
B.A. 1994, Cal State San Bernardino
M.A. 1998, Claremont Graduate University
Ph.D. 2009, Claremont Graduate University

Stacey Morris, Assistant Professor

Amy Van Schagen, Associate Professor
B.S. 2007, M.S. 2013, Ph.D. 2016, University of North Carolina at Greensboro

Amanda S. Wilcox-Herzog, Professor, Chair
B.A. 1988, University of California, Irvine
M.Ed. 1992, Chapman University
M.A. 1995, Ph.D. 1999, Purdue University

Eugene H. Wong, Professor
B.A. 1986, University of California, Los Angeles
M.A. 1989, Ph.D. 1991, University of California, Riverside

Emeriti

Yuchin Chien, Professor
B.S. 1975, Chengchi University (Taiwan Intl.)
M.S. 1979, Ph.D. 1983, Cornell University

Robert B. Ricco, Professor
B.A. 1980, New York University
Ph.D. 1987, Temple University

Undergraduate Degrees

Bachelor of Arts

- Child Development (https://catalog.csusb.edu/colleges-schools-departments/social-behavioral-sciences/child-development/child-development-ba/) with concentrations in:

- Early Childhood Development
- Child and Adolescent Development

Graduate Degrees

Master of Arts

Child Development (https://catalog.csusb.edu/colleges-schools-departments/social-behavioral-sciences/child-development/child-development-ma/)

Minors

- Child Development (https://catalog.csusb.edu/colleges-schools-departments/social-behavioral-sciences/child-development/child-development-minor/)

Courses

CD 2200. Child Development as a Major. Unit: 1

An introduction to the Child Development major at CSUSB including different areas of specialization and professional activities of those who obtain a degree in Child Development. This is an online course. Graded credit/no credit.

CD 2201. Foundational Skills for Child Development Majors. Unit: 1

Semester Prerequisite: CD 2200
This course is designed to provide students with essential foundational skills necessary for achieving excellence as a Child Development major. To equip them with the tools and knowledge needed to succeed in the completion of their degree, students will engage in a broad exploration of such topics as effective writing, plagiarism prevention, academic integrity, APA style, critical analysis of information, and professional communication in an academic setting. By the end of the course, students will have enhanced skills that are critical for producing high-quality academic work and for establishing meaningful connections with faculty, students, and staff.

CD 2205. Diversity in Child Development. Units: 3

Semester Prerequisite: CD 2240
Theories of cultural and ethnic diversity and their applications to child development. Emphasis will be given to the impact of diversity (culture, race, gender, age, ability, etc.) in professional settings involving children, the development of anti-bias activities, and advocacy. Formerly offered as HD 205.

CD 2209. Health, Safety, and Nutrition. Units: 3

Semester Prerequisite: CD 2240
Training in basic health, safety, nutrition, and disaster preparedness issues when caring for children (with and without special needs). Students will additionally be introduced to child abuse identification and prevention and caring for the mildly ill child.

CD 2210. Introduction to Data Analysis in Child Development. Units: 4

Semester Prerequisite: GE B4 Math/Quantitative Reasoning, CD 2240
Techniques for the elementary analysis of quantitative and qualitative social data. Includes descriptive and inferential measures and tools to code and analyze qualitative data, as well as various ways to present results. Three hours lecture and two hours of laboratory. Materials fee required.

CD 2215. Child, Family, and Community. Units: 3

Semester Prerequisite: CD 2240. Quarter Prerequisite: HD 240, PSYC 201 or 240
An examination of children in a societal context focusing on the inter-relationship between school, family, and community. Emphasis will be given to historical and cultural factors which influence the family and children's subsequent socialization. Formerly offered as HD 215.

CD 2240. Introduction to Child Development. Units: 3

Comprehensive introduction to child development from conception through adolescence. Emphasis is on physical, cognitive social, emotional and language development. Previously offered as HD 240 and PSYC 240 and PSYC 2240. This course satisfies GE D3.

CD 2244. Observation and Methods: Infant and Toddler Development. Units: 3

Semester Prerequisite: CD 2240
Introduction to observational methodologies and techniques used in the study of infant and toddler behavior. Students will observe, record, analyze and interpret infant and toddler behavior as they relate to developmental principles, theories and current research. A minimum of 15 hours of child observation will be required.

CD 2245. Observation and Methods: Preschool and Early School Age Development. Units: 3

Semester Prerequisite: CD 2240
Introduction to observational methodologies and techniques used in the study of preschool and early school age behavior. Students will observe, record, analyze and interpret preschool and early school age behavior as they relate to developmental principles, theories and current research. A minimum of 15 hours of child observation will be required. Formerly offered as HD 245.

CD 2246. Observation and Methods: School Age Development. Units: 3

Semester Prerequisite: CD 2240
Introduction to observational methodologies and techniques used in the study of school age behavior. Students will observe, record, analyze and interpret school age behavior as they relate to developmental principles, theories and current research. A minimum of 15 hours of child observation will be required. Formerly offered as HD 246.

CD 2247. Observation and Methods: Adolescent Development. Units: 3

Semester Prerequisite: CD 2240

Introduction to observational methodologies and techniques used in the study of adolescent behavior. Students will observe, record, analyze and interpret adolescent behavior as they relate to developmental principles, theories and current research. A minimum of 15 hours of child observation will be required. Formerly offered as HD 247.

CD 2250. Infant and Toddler Development. Units: 3

Semester Prerequisite: CD 2240. Quarter Prerequisite: PSYC 100 and current TB test

An examination of prenatal, neonatal, and the physical, perceptual, social, emotional, language, and cognitive development of infants and toddlers through age two. Formerly offered as HD 270.

CD 2251. Effective Interactions with Infants and Toddlers. Units: 3

Semester Prerequisite: CD 2250. Quarter Prerequisite: HD 270

An examination of the importance of developmentally appropriate practice emphasizing the role of relationships, constructive adult-child interactions, designing group care settings, and positive child guidance with infants and toddlers. Professional practice with regard to advocacy, ethics, and professional identity will be explored as well. Formerly offered as HD 271.

CD 2252. Infant and Toddler Activities and Programs. Units: 3

Semester Prerequisite: CD 2251. Quarter Prerequisite: HD 270, 271 and 291

Methods, materials and activities appropriate in group care settings for infants and toddlers. Teaching strategies that support physical, social, emotional, language, creative, and cognitive development of infants and toddlers. Formerly offered as HD 272.

CD 2260. Early Childhood Development. Units: 3

Semester Prerequisite: CD 2240. Quarter Prerequisite: PSYC 100

An examination of the physical, social, emotional, and cognitive development of preschool and early school age children from age two to six. Formerly offered as HD 280.

CD 2261. Effective Interactions with Preschoolers and Early School Agers. Units: 3

Semester Prerequisite: CD 2260. Quarter Prerequisite: HD 280

An examination of the importance of developmentally appropriate practice emphasizing the role of relationships, constructive adult-child interactions, designing group care settings, and positive child guidance with preschool and early school age children. Professional practice with regard to advocacy, ethics, and professional identity will be explored as well. Formerly offered as HD 281.

CD 2262. Preschool and Early School Age Activities and Programs. Units: 3

Semester Prerequisite: CD 2261. Quarter Prerequisite: HD 281 and HD 291

Methods, materials, and activities appropriate in group care settings for preschoolers and early school age children. Teaching strategies that support physical, social, emotional, language, creative, and cognitive development preschooler and early school age children. Formerly offered as HD 282.

CD 2270. Middle Childhood Development. Units: 3

Semester Prerequisite: CD 2240

An examination of the physical, social, emotional, and cognitive development of children in middle childhood (age 6 to 12).

CD 2275. Adolescent and Emerging Adulthood Development. Units: 3

Semester Prerequisite: CD 2240

An examination of physical, cognitive, social, and emotional development during adolescence and emerging adulthood (age 12-25).

CD 2281. Effective Interactions with Infants and Toddlers: Laboratory. Units: 2

Semester Prerequisite: Current immunizations (TB test, flu, pertussis, measles), proof of government issued ID, and training (mandated reporter and germ management)

Supervised experience focusing on developmentally appropriate practices in communicating and interacting with infants and toddlers and guiding child behavior. Materials fee required.

CD 2282. Infant and Toddler Activities and Programs: Laboratory. Units: 2

Semester Prerequisite: Current immunizations (TB test, flu, pertussis, measles), proof of government issued ID, and training (mandated reporter and germ management)

Supervised experience focusing on planning, implementing, and evaluating curriculum activities with infants and toddlers. Materials fee required.

CD 2285. Effective Interactions, Activities, and Programs with School Age and Adolescent Children. Units: 3

Semester Prerequisite: CD 2270 or CD 2275

An examination of the importance of developmentally appropriate practice with school-age and adolescent children. This will include the role of relationships, constructive adult-child interaction, and positive child guidance in addition to appropriate methods, materials, and activities. Emphasis will be given to strategies that support physical, social, emotional, language, creative, and cognitive development. Formerly known as CD 4405.

CD 2286. Interactions Lab: School Age and Adolescence. Units: 2

Semester Corequisite: CD 2285

Supervised experience focusing on developmentally appropriate practices in communicating and interacting with school-age and adolescents and guiding behavior. This course requires 15 hours of seminar and 45 hours of clinical per term. Materials fee required. Formerly known as CD 4406.

CD 2287. Activities Lab: School Age and Adolescence. Units: 2

Semester Prerequisite: CD 4405 and CD 4406 or CD 2285 and CD 2286
Supervised experience planning, implementing, and evaluating curriculum activities with school-age and adolescent children. This course requires 15 hours of seminar and 45 hours of clinical per term. Formerly offered as CD 4407. Materials fee required.

CD 2291. Effective Interactions with Preschool and Early School Agers: Laboratory. Units: 2

Semester Prerequisite: Current immunizations (TB test, flu, pertussis, measles), proof of government issued ID, and training (mandated reporter and germ management)
Semester Corequisite: CD 2261
Supervised experience focusing on developmentally appropriate practices in communicating and interacting with preschoolers and early school age children and guiding child behavior. Formerly offered as HD 291. Materials fee required.

CD 2292. Preschool and Early School Age Activities and Programs: Laboratory. Units: 2

Semester Prerequisite: Current immunizations (TB test, flu, pertussis, measles), proof of government issued ID, and training (mandated reporter and germ management)
Semester Corequisite: CD 2262
Supervised experience focusing on planning, implementing, and evaluating curriculum activities with preschoolers and early school age school children. Formerly offered as HD 292. Materials fee required.

CD 3302. History of Childhood. Units: 3

Historical survey of childhood within the contexts of family and society. Formerly offered as HD 302.

CD 3303. Parenting and Family Relations. Units: 3

Semester Prerequisite: CD 2240
Examination of parenting and intra-family relations on child development and the linkage between family processes and the broader social environment.

CD 3304. Play and Effective Practice with Children. Units: 3

Semester Prerequisite: CD 2240. Quarter Prerequisite: PSYC 201 (or equivalent) or HD 280 or PSYC 280
Examination of theory and research focused on the utility of play based approaches to development and learning. Formerly offered as HD 304.

CD 3305. Language Development. Units: 3

Semester Prerequisite: CD 2240
Language development from childhood through adolescence and early adulthood.

CD 3306. Early Childhood Special Education. Units: 3

Semester Prerequisite: CD 2240, CD 2250 or CD 2260, and CD 2244 or 2245 or 2246
Examines early childhood special education including issues related to policy/legislation, identification, characteristics, inclusion, and the role of family will be addressed. Professional practice, ethics, IFSPs, and making adaptations to planning activities and the physical environment to the needs of every child will be explored.

CD 3310. Applied Research Methods. Units: 3

Semester Prerequisite: CD 2210
Overview of applied research methods in child development. Emphasis on the use of applied methods, their analyses, and scientific writing. Topics may include quasi-experimental design, correlational design, behavioral observation, archival analysis, single-case methodology, survey methodology, research ethics, library research strategies, and writing research reports. Formerly offered as PSYC/HD 310 and PSYC 3310.

CD 3324. Developmental Psychobiology in Childhood. Units: 3

Semester Prerequisite: CD 2240
Psychobiological bases of human behavioral development throughout childhood. Formerly offered as PSYC/HD 324 and PSYC 3324.

CD 3350. Development of Exceptional Children. Units: 3

Review of theory, assessment, management, and rehabilitation of exceptional children. Includes developmental implications of specific educational disabilities, intellectual disabilities, and learning disabilities. Formerly offered as PSYC 350 and PSYC 3350.

CD 3358. Cognitive Development. Units: 3

Semester Prerequisite: CD 2240
Cognitive development from childhood through adolescence and early adulthood.

CD 3384. Social and Emotional Development. Units: 3

Social and emotional development from childhood through adolescence and early adulthood.

CD 4450. Child Assessment. Units: 3

Semester Prerequisite: CD 2210 and CD 2240
This course provides a comprehensive introduction to the theory and practice of psychoeducational and neuropsychological assessment. Students will learn how to administer, score, and interpret a variety of standardized assessment tools commonly used in educational and clinical settings. They will develop essential skills in analyzing assessment data to identify strengths, weaknesses, and areas for intervention in individuals with diverse learning needs. This course also examines the ethical and cultural considerations in assessment practices, ensuring that students are equipped to conduct evaluations in a fair and unbiased manner and make informed decisions for students that are based on assessment findings. Material fee required. Equivalent to CD 4400, cannot receive credit for both courses.

CD 4498. Advanced Child and Family Development. Units: 3

Semester Prerequisite: CD 2210 and CD 3310
Theories and empirical research of child and family development. Design and execution of a research project. Satisfies WI designation. Formerly offered as HD 480 and CD 3398.

CD 5110. The Development of Young Children. Units: 3

This course covers the development of children from birth to age 8. This is accomplished by reviewing prominent theories of early childhood development, outlining developmental milestones of typically developing children aged 0 to 8, talking about individual and contextual factors that influence these milestones, and reviewing methods for studying the development of young children. Consent required.

CD 5115. Educational Psychology, Social Justice, and Diversity. Units: 3

This course is designed to explore the intersection of educational psychology principles with issues of social justice and diversity in educational settings. This course delves into the psychological aspects of learning and development, understanding the influence of individual differences, and critically examining the impact of socio-cultural factors on educational outcomes. Students will explore theoretical frameworks, empirical research, and practical applications to promote inclusive and equitable learning environments. Consent required.

CD 5120. Cognition and Brain Development. Units: 3

This course explores the field of cognition and brain development in young children. Through a multidisciplinary approach that integrates education, neuroscience, and psychology, students will gain a comprehensive understanding of how cognitive processes emerge and evolve during the critical early years of childhood. This course emphasizes theories and research related to cognition and brain development, the practical implications of work in this field, and how information on cognition and the brain can inform caregiving practices in early childhood settings. Consent required.

CD 5125. Language and Literacy Development. Units: 3

This course provides a comprehensive exploration of language and literacy development in young children (ages 0 to 8). Key language development milestones in infancy, toddlerhood, preschool, kindergarten, and the early elementary grades will be studied. Students will gain an understanding of the processes involved in language acquisition, literacy development (reading and writing), and the reciprocal relationship between language, reading, and writing. Further, contextual factors that promote or hinder development will also be explored, and students will learn to create effective literacy-rich environments and develop strategies to support diverse learners in their language and literacy growth. Consent required.

CD 5130. Effective Interactions with Young Children. Units: 3

This course presents a developmental, relationship-based, child-centered approach to the guidance and discipline of young children, including children with disabilities. Specifically, we will discuss influential theories, effective guidance methods for early education teachers and other professionals working with children, and communication with parents. The influence of ACES, trauma, and stress in the lives of children and trauma informed care strategies will also be addressed. Emphasis on facilitating children's social and emotional development will be woven throughout. Consent required.

CD 5135. Early Childhood Curriculum and Programs. Units: 3

This course is designed to help you gain a better understanding of designing and implementing an integrated curriculum in early education. Early childhood education refers to the education and care of children aged birth through eight. In this course we will be discussing how to plan appropriate educational programs for children ages 3-8. Specifically, in this course we will focus on ways to plan and implement developmentally appropriate activities, understand and practice the teacher's role in facilitating learning through play, and coordinate, sequence, and evaluate curricula. Emphasis will be placed on active exploration and learning. Consent required.

CD 5140. Authentic Assessment & Special Education of Young Children. Units: 3

The purpose of this course is to understand the special education system in the State of California for children aged 3-8 in addition to how to assess both typically and atypically developing children in early education classrooms (PK through grade 3). For special education, this course will focus on issues related to policy/legislation, identification, characteristics, inclusion, the role of family, IEPs, and creating classroom adaptations for children. For assessment, students will develop essential skills in analyzing assessment data to identify strengths, areas of improvement, and intervention for individuals with diverse learning needs. These topics will be considered through an ethical and cultural lens, ensuring that students are equipped to analyze and utilize data in a fair and unbiased manner. Finally, this course will address working in collaboration with other professionals to best serve children in educational settings. Consent required.

CD 5145. Methods of Research. Units: 3

This course is designed to provide educators with the knowledge and skills to engage in action research within their teaching environments. Action research allows educators to actively investigate, reflect upon, and improve their teaching practices. Students will learn how to identify educational challenges, design research questions, collect and analyze data, and implement meaningful changes in their classrooms. Consent required.

CD 5531. Effective, Inclusive, and Equitable Practices with Children. Units: 3

Semester Prerequisite: Graduate standing in the Child Development MA Program or consent of the instructor

This course provides students with an in-depth understanding of effective developmentally appropriate guidance and educational strategies with children from infancy through adolescence. This course will examine effective practices including theoretical and practical implications of societal, historical and interpersonal oppressions as they impact children, families, programs, classrooms, and teaching. Using evidence-based strategies, the course will involve critical self-examination and reflection on issues of social and educational equity as well as advocacy towards inclusion. Formerly offered as CD 531 and CD 532.

CD 5575. Advanced Practicum Experience. Units: 3

Semester Prerequisite: CD 2282, CD 2292, or CD 2877

Supervised work and study in private and public organizations serving children and families. Arrangements for the internship must be made during the semester preceding the semester in which the student plans on enrolling in this course (see Department Website).

CD 5697. Honors Seminar. Units: 3

Semester Prerequisite: CD 3310, CD 3398, and consent of department
Students develop an independent research project under the direction of a faculty mentor. Students meet as a class with the Program Director to discuss their projects and professional development topics including research ethics, oral and written presentation of their thesis projects, graduate school applications, and career directions. Enrollment is limited to students whose formal application for departmental honors is approved.

CD 5698. Honor's Project. Units: 3

Semester Prerequisite: CD 5697 and department consent
Students complete an independent research project under the direction of a faculty mentor. Enrollment is limited to students whose formal application for departmental honors is approved. May not be used to satisfy the requirements of the child development major.

CD 5710. Leadership in Early Childhood Education. Units: 3

Learn about leadership skills that can be applied to the early childhood education setting. Specifically, you'll have the opportunity to assess your own leadership style and how to use your strengths to serve others. Discuss common challenges within leading in an early childhood program and strategies to problem solve. Understand how to set goals with specific steps to reaching the goals.

CD 5715. Entrepreneurship & Small Business Management. Units: 3

Learn what is entrepreneurship and how it connects to early childhood care and education. Begin to identify your own entrepreneurial mindset. Examine typical challenges of business ownership. Learn vital small business skills such as legal considerations, how to make data-driven decisions, and strategies to be fiscally sustainable early childhood programs.

CD 5720. Early Childhood Administration & Community Engagement. Units: 3

Identify methods of employee performance appraisals. Examine considerations for hiring and job descriptions. Consider key components of creating mission statements and program philosophies. Examine the importance of high quality work environments and compensation for employees. Learn strategies and benefits to community engagement.

CD 5725. Mentoring and Adult Supervision. Units: 3

Learn different methods of mentoring. Use your leadership style, identified in previous courses, to connect with mentoring adults. Discuss common challenges of adult supervision. Learn how to provide effective feedback and ways to track mentee progress. Learn strategies to support adults in developing and achieving goals.

CD 5730. Impact of Trauma on Child Development. Units: 3

This course will provide an opportunity for students to gain an in-depth understanding of trauma and Adverse Childhood Experiences (ACE) and their impact on child development. Specifically, young children's responses to trauma, and implications for mental health and stress response. In addition to the impact of trauma on child development, this course will provide an understanding of how trauma impacts the systems in which children develop. Students will have an opportunity to self-reflect on their own potential trauma and ACEs.

CD 5735. Trauma Informed Care Using a Safety Based Approach. Units: 3

This course will use a safety-based and resiliency perspective. Students will learn what is Trauma Informed Care. Students will have an opportunity to examine how to create safe environments so children feel comfortable to learn and explore. The course will provide clear strategies for building trusting relationships with children as well as considerations for room design and materials.

CD 5740. Trauma Informed Care in Practice. Units: 3

This course is the final in the certificate program and focuses on examining Trauma Informed Care in action. Students will learn evidence-based strategies for working with young children who may have experienced trauma. There will be opportunities to practice TIC using scenarios and interactive assignments. Students will identify key resources in their community that can support trauma informed care. This course will discuss and provide coping skills for compassion fatigue.

CD 5821. Special Topics in Child Development. Unit: 1

Quarter Prerequisite: upper division or graduate standing
An intensive study of selected topics related to child development. May be taken three times for three units.

CD 5822. Special Topics in Child Development. Units: 2

Quarter Prerequisite: upper-division or graduate standing
An intensive study of selected topics related to human development. May be taken three times for six units.

CD 5823. Special Topics in Child Development. Units: 3

Quarter Prerequisite: upper-division or graduate standing
An intensive study of selected topics related to child development. May be taken two times for six units.

CD 5952. Independent Study. Units: 2

Quarter Prerequisite: A minimum overall grade point average of 3
Special topics involving literature or field study. May be taken four times for eight units. A total of eight units of CD 5952 may be applied toward graduation, of which a maximum of four units can be applied toward upper-division elective requirements in the major.

CD 5953. Independent Study. Units: 3

Quarter Prerequisite: A minimum overall grade point average of 3
Special topics involving literature or field study. May be taken two times for six units. A total of six units of CD 5953 may be applied toward graduation, of which a maximum of three units can be applied toward upper-division elective requirements in the major.

CD 6124. Advanced Academic Writing. Units: 4

Semester Prerequisite: Graduate standing in the Child Development MA Program and consent of the department. Quarter Prerequisite: graduate standing and consent of psychology department

Designed for students who will be completing the comprehensive exam as their chosen culminating experience in the MACD program, this course will help students further develop their writing skills by focusing on organization, word choice, editing, APA style, and summarizing and synthesizing research findings. The ability to use writing to articulate evidence-based reviews, positions, ideas, and summaries is fundamental to effective leadership across child development and education fields. Using the metaphors of conversation and storytelling, this course will frame academic writing, not as a product, but rather as a process and a practice that go beyond successful completion of a comprehensive exam. This process and practice will be discussed as critical to the interpretation and development of research and academic commentary for the purposes of (a) advocacy for children and families and (b) translation of evidence-based information for practitioner use.

CD 6614. Advanced Theories of Child Development. Units: 3

Semester Prerequisite: Graduate standing and consent of the department. Quarter Prerequisite: classified standing in the M

Overview of major child development theories. Graduate standing and consent of the department are required. Formerly offered as CD 614.

CD 6624. Advanced Developmental Neuroscience. Units: 3

Semester Prerequisite: Graduate standing and consent of the department. Quarter Prerequisite: Graduate standing

Survey of the psychobiological foundations of human behavioral development throughout the lifespan. Special emphasis on the neurobiological bases of developmental disorders and the integration of relationships between behavior and biological processes including genes, physiology, and the environment. Graduate standing and consent of the department are required. Formerly offered as CD 624.

CD 6630. Teaching of Child Development. Units: 3

Semester Prerequisite: Classified graduate standing in Child Development and consent of department

Instructional methods for teaching of child development at the college level.

CD 6640. Advanced Research Methods. Units: 3

Semester Prerequisite: Classified graduate standing and department consent required

Advanced child development research methods; research design and underlying methodological issues in analyzing interpersonal interaction and developmental processes.

CD 6641. Advanced Data Analysis in Quantitative Methods. Units: 3

Semester Prerequisite: Classified graduate standing and consent of the department

An overview and applications of data analysis methods in quantitative inquiry (e.g. survey research, assessments) with an emphasis on both descriptive and inferential statistics, including correlation, regression, t-test, and ANOVA.

CD 6642. Advanced Data Analysis in Qualitative Methods. Units: 3

Semester Prerequisite: Classified graduate standing and consent of department

An overview and application of data analysis methods in qualitative inquiry (e.g. open-ended interviews, focus groups) with an emphasis on documentation of methods, analytic frameworks and tools for analysis, and representation of findings.

CD 6648. Advanced Social-Emotional Development. Units: 3

Semester Prerequisite: Graduate standing and consent of the department. Quarter Prerequisite: Graduate standing

Research and theories of social and emotional development from birth to adolescence. Emphasis on major facets of social-emotional development. Graduate standing and consent of the department are required. Formerly offered as CD 648.

CD 6651. Advanced Cognitive Development. Units: 3

Semester Prerequisite: Graduate standing and consent of the department. Quarter Prerequisite: Graduate standing

Research theory in the development of perception, language, memory, problem solving, reasoning, and other cognitive processes from birth through adolescence. Includes allied disciplines such as the brain sciences and applications to the field of education. Graduate standing and consent of the department are required. Formerly offered as CD 651.

CD 6659. Advanced Childhood Assessment. Units: 3

Semester Prerequisite: Graduate standing and consent of the department. Quarter Prerequisite: Graduate standing

Overview of major approaches to developmentally appropriate childhood assessment practices. Graduate standing and consent of the department are required. Formerly offered as HD 659.

CD 6690. Advanced Families and Parenting. Units: 3

Semester Prerequisite: Graduate standing and consent of the department. Quarter Prerequisite: classified graduate standing

A review of research on selected topics related to family and parenting issues, and the relation of such to child development. Graduate standing and consent of the department are required. Formerly offered as CD 690.

CD 6823. Advanced Special Topics in Child Development. Units: 3

An intensive study of selected topics related to child development. May be taken two times for six units.

CD 6892. Externship in Child Development. Units: 2

Quarter Prerequisite: PSYC 640 and consent of psychology department

Supervised fieldwork, relating to child development, in a public or private setting for additional training and extension of skills developed in the graduate program. With the approval of the student's advisor and the department chair, may be taken two times for four units. Graded credit/no credit. Formerly HD/CD 689B.

CD 6893. Externship in Child Development. Units: 3

Quarter Prerequisite: PSYC 640 and consent of psychology department
Supervised fieldwork, relating to child development, in a public or private setting for additional training and extension of skills developed in the graduate program. With the approval of the student's advisor and the department chair, may be taken two times for six units. Graded credit/no credit. Formerly HD/CD 689C.

CD 6894. Externship in Child Development. Units: 4

Quarter Prerequisite: Classified graduate standing and consent of the department
Supervised fieldwork, relating to child development, in a public or private setting for additional training and extension of skills developed in the graduate program. With the approval of the student's advisor and the department chair, may be taken two times for eight units. Graded credit/no credit. Formerly offered as HD/CD 689D.

CD 6895. Externship in Child Development. Units: 5

Semester Prerequisite: Graduate standing in the Child Development MA Program, approval by a faculty supervisor, and consent of the department. Quarter Prerequisite: PSYC 640 and consent of psychology department
Supervised field work, relating to child development, in a public or private setting for additional training and extension of skills developed in the graduate program. Graded credit/no credit. Formerly offered as HD/CD 689E.

CD 6952. Advanced Independent Study. Units: 2

Quarter Prerequisite: PSYC 640 and consent of psychology department
Advanced research on a specific topic selected by the student with the approval of the student's advisor. Graduate standing in the Child Development MA Program and consent of the department are required. With the approval of the student's advisor and the department chair, may be taken two times for four units. Formerly HD 611B, CD 611B.

CD 6953. Advanced Independent Study. Units: 3

Quarter Prerequisite: PSYC 640 and consent of psychology department
Advanced research on a specific topic selected by the student with the approval of the student's advisor. Graduate standing in the Child Development MA Program and consent of the department are required. With approval of the student's advisor and the department chair, may be taken two times for six units. Formerly HD/CD 611C.

CD 6954. Advanced Independent Study. Units: 4

Quarter Prerequisite: PSYC 640 and consent of psychology department
Advanced research on a specific topic selected by the student with the approval of the student's advisor. Graduate standing in the Child Development MA Program and consent of the department are required. With the approval of the student's advisor and the department chair, may be taken two times for eight units. Formerly HD/CD 611D.

CD 6955. Advanced Independent Study. Units: 5

Quarter Prerequisite: PSYC 640 and consent of psychology department
Advanced research on a specific topic selected by the student with the approval of the student's advisor. Graduate standing in the Child Development MA Program and consent of the department are required. With the approval of the student's advisor and the department chair, may be taken two times for 10 units. Formerly HD/CD 611E.

CD 6964. Graduate Project. Units: 4

Semester Prerequisite: Classified graduate standing, advancement to candidacy, and consent of the department. Quarter Prerequisite: PSYC 611, PSYC 640, advancement to candidacy and consent of instructor
Preparation and implementation of a project based on a thorough review of theory and empirical research under the guidance of an advisor in the Department of Child Development. Includes completion of a written document containing the elements described above and a formal defense. Formerly offered as HD/CD 695.

CD 6974. Thesis. Units: 4

Quarter Prerequisite: HD 640 or PSYC 641, advancement to candidacy, and consent of psychology department
Independent graduate research conducted under the guidance of the major advisor and resulting in a written thesis. Formerly offered as CD 699.

CD 6980. Comprehensive Examination. Units: 0

Semester Prerequisite: Classified standing in the MA Child Development Program, advancement to candidacy, and consent of the department. Quarter Prerequisite: advancement to candidacy and consent of psychology department, completion of coursework in the MA
An assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter. Course may be repeated for credit two times for a total of zero units. Graded credit/no credit. Formerly offered as HD/CD 699.

CD 6990. Continuous Enrollment for Graduate Candidacy Standing. Units: 0

Quarter Prerequisite: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. Continuous Enrollment for Graduate Candidacy Standing is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.