

Child, Adolescent, and Family Studies (CAFS)

Courses

CAFS 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. Formerly known as CD 2200. Graded credit/no credit.

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

Semester Prerequisite: CAFS 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. Formerly known as CD 2201.

CAFS 2205. Diversity in Child Development. Units: 3

Semester Prerequisite: CAFS 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. Satisfies DI designation. Formerly known as CD 2205.

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

Semester Prerequisite: CAFS 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. Formerly known as CD 2209.

CAFS 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.

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

Semester Prerequisite: CAFS 2240

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 known as HD 215, CD 2215.

CAFS 2220. Introduction to Data Analysis in Child Development. Units: 3

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. Formerly known as CD 2220.

CAFS 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. Satisfies GE D3/4.

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

Semester Prerequisite: CAFS 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. Formerly known as CD 2244.

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

Semester Prerequisite: CAFS 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 known as HD 245, CD 2245.

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

Semester Prerequisite: CAFS 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 known as HD 246, CD 2246.

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

Semester Prerequisite: CAFS 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 known as HD 247, CD 2247.

CAFS 2250. Infant and Toddler Development. Units: 3

Semester Prerequisite: CAFS 2240

An examination of prenatal, neonatal, and the physical, perceptual, social, emotional, language, and cognitive development of infants and toddlers through age two. Formerly known as HD 270, CD 2250.

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

Semester Prerequisite: CAFS 2250

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 known as HD 271, CD 2251.

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

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 known as HD 272, CD 2252.

CAFS 2260. Early Childhood Development. Units: 3

Semester Prerequisite: CAFS 2240

An examination of the physical, social, emotional, and cognitive development of preschool and early school age children from age two to six. Formerly known as HD 280, CD 2260.

CAFS 2261. Effective Interactions with Preschoolers and Early School Aged. Units: 3

Semester Prerequisite: CAFS 2260

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 known as HD 281, CD 2261.

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

Semester Prerequisite: CAFS 2261

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 known as HD 282, CD 2262.

CAFS 2270. Middle Childhood Development. Units: 3

An examination of the physical, social, emotional, and cognitive development of children in middle childhood (age 6 to 12). Formerly known as CD 2270.

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

Semester Prerequisite: CAFS 2240

An examination of physical, cognitive, social, and emotional development during adolescence and emerging adulthood (age 12-25). Formerly known as CD 2275.

CAFS 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. Formerly known as CD 2281. Materials fee required.

CAFS 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. Formerly known as CD 2282. Materials fee required.

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

Semester Prerequisite: CAFS 2270 or CAFS 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 2285, CD 4405.

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

Semester Corequisite: CAFS 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 2286, CD 4406.

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

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 known as CD 2287, CD 4407. Materials fee required.

CAFS 2291. Effective Interactions with Preschool and Early School Aged: 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: CAFS 2261

Supervised experience focusing on developmentally appropriate practices in communicating and interacting with preschoolers and early school age children and guiding child behavior. Formerly known as HD 291, CD 2291. Materials fee required.

CAFS 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: CAFS 2262

Supervised experience focusing on planning, implementing, and evaluating curriculum activities with preschoolers and early school age school children. Formerly offered as HD 292, CD 2292. Materials fee required.

CAFS 3302. History of Childhood. Units: 3

Semester Prerequisite: CAFS 2240

Historical survey of childhood within the contexts of family and society. Formerly offered as HD 302, CD 3302.

CAFS 3303. Parenting and Family Relations. Units: 3

Semester Prerequisite: CAFS 2240

Examination of parenting and intra-family relations on child development and the linkage between family processes and the broader social environment. Formerly known as CD 3303.

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

Semester Prerequisite: CAFS 2240

Examination of theory and research focused on the utility of play based approaches to development and learning. Formerly offered as HD 304, CD 3304.

CAFS 3305. Language Development. Units: 3

Semester Prerequisite: CAFS 2240

Language development from childhood through adolescence and early adulthood. Equivalent to ENG 3310, credit may not be awarded for both. Formerly known as CD 3305.

CAFS 3306. Early Childhood Special Education. Units: 3

Semester Prerequisite: CAFS 2240, CAFS 2250 or CAFS 2260, and CAFS 2244 or CAFS 2245 or CAFS 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. Formerly known as CD 3306.

CAFS 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.

CAFS 3315. Applied Research Methods. Units: 4

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. Three hours lecture; two hours laboratory. Formerly known as PSYC/HD 310, CD 3315, PSYC 3310.

CAFS 3324. Developmental Psychobiology in Childhood. Units: 3

Semester Prerequisite: CAFS 2240

Psychobiological bases of human behavioral development throughout childhood. Formerly known as PSYC/HD 324, CD 3324, PSYC 3324.

CAFS 3350. Development of Exceptional Children. Units: 3

Semester Prerequisite: CAFS 2240

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

CAFS 3358. Cognitive Development. Units: 3

Semester Prerequisite: CAFS 2240

Cognitive development from childhood through adolescence and early adulthood. Formerly known as CD 3358.

CAFS 3384. Social and Emotional Development. Units: 3

Social and emotional development from childhood through adolescence and early adulthood. Formerly known as CD 3384.

CAFS 4450. Child Assessment. Units: 3

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. Formerly known as CD 4450. Equivalent to CD 4400, cannot receive credit for both courses. Materials fee required.

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

Semester Prerequisite: CAFS 2210 and CAFS 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, CD 3398, CD 4498.

CAFS 5005. Early Math Development and Education: From Theory to Practice. Units: 3

Semester Prerequisite: CAFS 2240

This course provides an in-depth exploration of young children's math development from birth to age 8. Students will examine key theories and research on early mathematical thinking and the developmental milestones in children's understanding of number, shape, space, measurement, and patterns. Using pedagogical content knowledge (PCK), the course bridges theory with practice, focusing on effective strategies for supporting math learning in early childhood education settings. Special emphasis will be placed on how math education intersects with diversity, equity, and inclusion (DEI), exploring ways to integrate social justice concepts into early math learning. Through hands-on activities, case studies, and reflective practice, students will develop the skills to design, implement, and evaluate age-appropriate math learning experiences that are culturally responsive and promote equity in math readiness.

CAFS 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. Department consent required. Formerly known as CD 5110.

CAFS 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. Department consent required. Formerly known as CD 5115.

CAFS 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. Department consent required. Formerly known as CD 5120.

CAFS 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. Department consent required. Formerly known as CD 5125.

CAFS 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.

CAFS 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. Department consent required. Formerly known as CD 5135.

CAFS 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. Department consent required. Formerly known as CD 5140.

CAFS 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. Department consent required. Formerly known as CD 5145.

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

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 known as CD 531, CD 532, CD 5531.

CAFS 5575. Advanced Practicum Experience. Units: 3

Semester Prerequisite: CAFS 2282, CAFS 2292, or CAFS 2287
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). Formerly known as CD 5575.

CAFS 5674. Honors Seminar 1. Units: 2

Semester Prerequisite: CAFS 3310, CAFS 4498, and consent of Department
Students meet as a class with the Honors Program Instructor 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. Formerly known as CD 5674.

CAFS 5675. Honors Seminar 2. Unit: 1

Semester Prerequisite: CAFS 5674 and department
Students meet as a class with the Honors Program Instructor 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. Formerly known as CD 5675.

CAFS 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. Formerly known as CD 5710.

CAFS 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. Formerly known as CD 5715.

CAFS 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. Formerly known as CD 5720.

CAFS 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. Formerly known as CD 5725.

CAFS 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. Formerly known as CD 5730.

CAFS 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. Formerly known as CD 5735.

CAFS 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. Formerly known as CD 5740.

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

An intensive study of selected topics related to child development. May be taken three times for three units. Formerly known as CD 5821.

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

An intensive study of selected topics related to human development. May be taken three times for six units. Formerly known as CD 5822.

CAFS 5823. 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. Formerly known as CD 5823.

CAFS 5951. Independent Study. Unit: 1

Special topics involving literature or field study. May be taken eight times for eight units. A total of eight units of CD 5951 may be applied toward graduation, of which a maximum of four units can be applied toward upper-division elective requirements in the major. Formerly known as CD 5951.

CAFS 5952. Independent Study. Units: 2

Special topics involving literature or field study. May be taken four times for eight units. A total of eight units of CAFS 5952 may be applied toward graduation, of which a maximum of four units can be applied toward upper-division elective requirements in the major. Department consent required. Formerly known as CD 5952.

CAFS 5953. Independent Study. Units: 3

Special topics involving literature or field study. May be taken two times for six units. A total of six units of CAFS 5953 may be applied toward graduation, of which a maximum of three units can be applied toward upper-division elective requirements in the major. Department consent required. Formerly known as CD 5953.

CAFS 6124. Advanced Academic Writing. Units: 4

Semester Prerequisite: Graduate standing in the Child Development MA Program and consent of the 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. Formerly known as CD 6124.

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

Semester Prerequisite: Graduate standing and consent of the department
Overview of major child development theories. Formerly known as CD 614, CD 6614.

CAFS 6624. Advanced Developmental Neuroscience. Units: 3

Semester Prerequisite: Graduate standing and consent of the department
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 known as CD 624, CD 6624.

CAFS 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. Formerly known as CD 6630.

CAFS 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. Formerly known as CD 6640.

CAFS 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. Formerly known as CD 6641.

CAFS 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. Formerly known as CD 6642.

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

Semester Prerequisite: Graduate standing and consent of the department
Research and theories of social and emotional development from birth to adolescence. Emphasis on major facets of social-emotional development. Formerly known as CD 648, CD 6648.

CAFS 6651. Advanced Cognitive Development. Units: 3

Semester Prerequisite: Graduate standing and consent of the department
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. Formerly known as CD 651, CD 6651.

CAFS 6659. Advanced Childhood Assessment. Units: 3

Semester Prerequisite: Graduate standing and consent of the department
Overview of major approaches to developmentally appropriate childhood assessment practices. Formerly known as HD 659, CD 6659.

CAFS 6690. Advanced Families and Parenting. Units: 3

Semester Prerequisite: Graduate standing and consent of the department
A review of research on selected topics related to family and parenting issues, and the relation of such to child development. Formerly offered as CD 690, CD 6690.

CAFS 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. Department consent required. Formerly known as CD 6823.

CAFS 6892. Externship in Child Development. Units: 2

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. Department consent required. Formerly CD/HD 689B, CD 6892.

CAFS 6894. Externship in Child Development. Units: 4

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. Department consent required. Formerly known as CD/HD 689D, CD 6894.

CAFS 6954. Advanced Independent Study. Units: 4

Semester Prerequisite: Graduate standing in the Child Development MA Program and consent of the department are required
Advanced research on a specific topic selected by the student with the approval of the student's advisor. With the approval of the student's advisor and the department chair, may be taken two times for eight units. Formerly CD/HD 611D, CD 6954.

CAFS 6964. Graduate Project. Units: 4

Semester Prerequisite: Classified graduate standing, advancement to candidacy, and consent of the department
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 CD/HD 695, CD 6964.

CAFS 6974. Thesis. Units: 4

Independent graduate research conducted under the guidance of the major advisor and resulting in a written thesis. Department consent required. Formerly offered as CD 699, CD 6974.

CAFS 6980. Comprehensive Examination. Units: 0

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. May be taken three times for zero units. Graded credit/no credit. Formerly known as HD/CD 699 and CD 6980. Department consent required.

CAFS 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.