

# Child Development


Prerequisite courses must be passed with a minimum grade of C-.

## LOWER DIVISION

**CD 109Y. American Sign Language: Level I** (3). Basic receptive and expressive communication skills using hands, upper body, and facial expressions. Orientation to deaf and hard-of-hearing communities. [Only meets lower division GE requirements if CD 109Z is taken also.]

**CD 109Z. American Sign Language: Level II** (3). Expand basic ASL skills, both receptive and expressive. Emphasis on "functions" or communicative purposes of people's interactions. Study deaf culture comparing hearing and deaf communities. [Prereq: CD 109Y or IA. C-LD.]


**CD 180. Topics in Child Development** (1-9). Introductory level content. [CR/NC. Rep up to 9 units.]


 **CD 209. Middle Childhood Development** (3). Development of family/social context. Focus on children 7-12 years old. Biological and environmental influences determining normative and individual development. Interpret theories and research. [E-LD.]

**CD 211. Perspectives: Professional Development** (3). Investigation of employment alternatives, professional organizations and resources, and strategies for professional development and employment. 3 hrs per week field observation and participation may be required.

**CD 211S. Perspectives: Professional Development** (3). Investigation of employment alternatives, professional organizations and resources, and strategies for professional development and employment. 30 hours of service learning required over the course of the semester.

**CD 251. Children, Families & Their Communities** (3). Examination of the evolution of family roles and functions in the United States focusing on the relationship between family and the community. Application of selected families theories and discussion of family of diversity impacts.

 **CD 253. Prenatal & Infant Development** (3). Development through toddlerhood in a family context. Biological and environmental influences that determine normative and individual development. Interpret theories and research.


 **CD 255. Early Childhood Development** (3). Development from toddlerhood through age 7 in a family and school context. Impact of diverse family experiences. Biological and environmental influences that determine normative and individual development. Interpret theories and research. Observations required.

**CD 257. Supervised Work with Children I** (4). Build relationships and communication skills as a foundation for guidance. Create safe and healthy learning environments in a group setting. [Prereq: CD 209 or CD 255 (C). Weekly: 3 hrs lect, 3 hrs lab.]

**CD 280. Topics in Child Development** (.5-9). Topics requiring background in the field. Oral and/or written communication. [Rep up to 9 units. CR/NC.]

## UPPER DIVISION

**CD 310. Perspectives: History & Theory** (3). History and theory with respect to US families and the institutions that serve them. Intellectual paradigms examined and related to sociocultural context and child development practices. [Prereq: CD 251 and CD 209 or CD 253, CD 255. DCG-d]

 **CD 350. Perspectives: Life-Span Development** (3). The study of biological and environmental influences on normative and individual development across the life-span. Impact of diverse experiences on child development. Interpretation of theories and research.

**CD 352. Parent/Child Relationships** (3). Dynamics, reciprocal nature of interactions. Historic and contemporary issues. Ethnic and social class variations. [Prereq: CD 253 or CD 255 or SW 350. DCG-d.]


**CD 354. Methods of Observation** (3). Observational strategies and their advantages/disadvantages. Historical background. Standard observational devices. Ethical issues. Summarize and interpret observational records. [Prereq: general course in child growth/development (such as CD 209, CD 253, PSYC 311, or SW 350). Weekly: 2 hrs lect, 1 hr lab.]

**CD 355. Language Development** (3). Milestones in speech and language development from birth through adolescence. Theory; factors influencing acquisition and competency; language delays/disorders and their assessment and intervention. [Prereq: CD 209 or CD 253 or CD 255.]

**CD 356. Curriculum Development for Early Childhood** (3). Plan developmentally appropriate curriculum for early childhood programs (preschool through 3rd grade). Apply cognitive developmental theory to classroom. Plan activities; select equipment and materials; prepare goals and objectives. [Prereq: CD 209 or CD 255.]

**CD 357. Early Literacy** (3). Review principles. Analyze theoretical approaches to facilitating literacy. Examine literary resources. [Prereq: CD 209 or CD 255.]

**CD 358. Supervised Work with Children II** (4). Analyze and implement a constructionist approach with children. Developmental theory; role of adult in facilitating learning; interactive environments; group dynamics. [Prereq: CD 257 or IA. Weekly: 3 hrs lect, 3 hrs lab.]

 **CD 362. Children & Stress** (3). Impact of major childhood stressors (divorce, blended families, death, illness, natural disasters) on development. Coping mechanisms and stress disorders. Stress prevention strategies, treatment. Implications for service professionals. [Prereq: CD 352 (C), and CD 209 or CD 253 or CD 255.]

**CD 366. Exceptional Children & Their Families** (3). Historical aspects, terminology, factors having an impact on family dynamics, legislation, and

intervention models. [Prereq: CD 352, and CD 209 or CD 253 or CD 255.]

**CD 380. Topics in Child Development** (.5-9). In-depth discussion of mid-level topics introduced in the Child Development Curriculum, such as new CD matrix requirements. [Prereq: (C) CD 209 or CD 253 or CD 255 or CD 350; upper division status recommended. Rep up to 9 units. CR/NC.]

**CD 446. Structure & Content of Children's Thinking** (3). Current models for understanding intellectual processes in children. Apply models to thinking/learning processes in liberal arts content areas. Focus on children 5-12. [Prereq: CD 354 (C), and CD 209 or CD 255. Weekly: 2 hrs seminar; 2 hrs lab.]

**CD 464. Atypical Child Development** (3). Develop cognitive, social, motor, and communication skills in handicapped and at-risk children (0-6 years). Risk factors, family concerns, public policy, intervention. [Prereq: CD 354 (C).]

**CD 467. Working with Culturally Diverse Families** (3). Family attitudes, goals, and practices impacted by gender, social class, ethnicity, racial membership. Sensitize self to personal perspectives on diversity. Seminar format. [Rec: CD 352 or PSYC 303 or SOC 306. Must have junior standing or greater. DCG-d.]

**CD 467S. Working with Culturally Diverse Families** (3). Family attitudes, goals, and practices impacted by gender, social class, ethnicity, racial membership. Sensitize self to personal perspectives on diversity. Seminar format. 20 hours of service learning required over the course of the semester. [Rec: CD 352 or PSYC 303 or SOC 306. Must have junior standing or greater. DCG-d.]

**CD 469. Contemporary Issues in Child Development** (3). Define issues, trace historical antecedents, recognize underlying assumptions, organize relevant facts, draw warranted conclusions. Seminar format. [Prereq: CD 310; junior standing or greater.]

**CD 479. Policy Analysis & Advocacy** (3). Analyze public/private policies affecting families. Methods of influencing family policy development. [Prereq: junior standing or greater; completed core in child development or family studies minor.]

**CD 480. Selected Topics** (.5-3). Focus on current issues. [Prereq: IA; upper division status recommended. Rep.]

**CD 482. Directed Field Experience/Internship** (1-4). Supervised community field work integrating theory into practice. [CR/NC. Arrange prior to semester enrolled. Rep once.]

**CD 499. Directed Study** (1-4). Directed readings and assignments approved by instructor. [Rep.]

## GRADUATE

**CD 580. Special Topics in Child Development** (1-3). [Prereq: grad standing, IA. Rep up to 9 units.]