

CHILD DEVELOPMENT

College of Health, Human Services, and Nursing
Department of Child Development

Program Description

The field of Child Development is dedicated to understanding how individuals change over time from conception through adolescence. Knowledge of developmental processes and the factors that influence development is essential for effectively working with children and for making sound decisions regarding their welfare and promoting individual success. The program in Child Development prepares students to become knowledgeable and effective child and family professionals. Foundational coursework prepares students to master the basics of development across different developmental periods. As students advance through the program, they take specialized courses to develop a deeper understanding of the factors related to development, its study, and its application.

Features

The Child Development major is a single-field major. A minor is not required. The program offers students the opportunity to work in the field as well as receive rigorous scientific training. The curriculum spans the period of infancy through adolescence, thus preparing students for working with any age group. Specialized courses such as one on immigrant children or child and family policy provide concrete linkages to the challenges of growing up in diverse settings and of the powerful social and political contexts that shape children's development

Academic Advisement

New students are recommended to see an academic advisor before enrolling in the classes. Students may call the CHHSN Student Success Center at (310) 243-2120, WH 220. **Students are encouraged to use the Smart Planner to plan and enroll in their courses and need to bring their completed Smart Planner report to any advising appointment.** Please use this link for information and tutorials: <https://www.csudh.edu/registrar/registration/>.

Preparation

High school students are encouraged to develop strong competencies in English, mathematics, and the social, behavioral, and life sciences. Both lower and upper-division courses in the major require substantive writing, analytical and critical thinking skills, and a comprehensive understanding of research methods. Thus, adequate academic preparation is strongly advised.

Transfer students should take equivalents of CDV 150 Intro Child Development and MAT 131 Elementary Statistics & Probability, MAT 132 Elementary Statistics & Probability with Algebra Review, MAT 134 Elementary Statistics & Probability – Supported, or PSY 230 Elementary Statistical Analysis in Psychology.

Graduation With Honors

An undergraduate student may graduate with Honors in Child Development provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper-division requirements in Child Development.

3. Demonstrates a record of behavior consistent with the Student Code of Conduct.

Career Possibilities

The Bachelor of Science degree in Child Development provides a basis for diverse professional careers including – but not limited to – early childhood and PK-12 education, special education, parent education, youth counseling, program development and administration for at-risk or special needs youth, case management in governmental agencies, occupational/ behavioral/speech therapy, social work, or child advocacy. Child development majors work in settings such as schools, family courts, hospitals, governmental agencies, and non-profit agencies that deliver services to children and families, recreation programs, and for companies that manufacture products for children such as toys, books, and software, as well as in research settings. The degree also prepares students for credentialing programs and graduate studies.

Undergraduate Programs

Bachelor

- Child Development, Bachelor of Science (<https://catalog.csudh.edu/academics/child-development/child-development-bs/>)

Faculty

Megumi Kuwabara, Department Chair

Kaitlyn Breiner, Cornelia Brentano, Oona Fontanella-Nothom, Anupama Joshi, Kara Kogachi, Megumi Kuwabara, Angelica Lopez Fraire, Kimberley Radmacher, Christina Toolan

Program Office: WH A320, (310) 243-2029

Courses

CDV 150. Intro Child Development. (3 Units)

Overview of physical, cognitive, social and emotional development from conception through the end of adolescence; theoretical advances in child development; individual and contextual contribution to developmental processes.

Offered Fall, Spring

CDV 220. Principles and Practices of Teaching Young Children. (3 Units)

Prerequisite(s): CDV 150 or CDV 325. Examines the historical approaches and theoretical principles of developmentally appropriate practice in early childhood learning environments, curriculum development, and teaching. Emphasis is placed on how play, adult-child interactions, and family-school relationships support children's physical, cognitive, social, emotional, and language development. Introduces the roles and responsibilities of an early childhood educator, including the reflective curriculum cycle.

Offered Fall, Spring

CDV 225. Infant Development - FROZEN. (4 Units)

Prerequisites: Live Scan and current negative TB documentation. CDV 180. Development from conception through 2 years; changes through prenatal period; birth; development of attachment; infant care issues. 3 hours of lecture, 1 unit of observation in infant-care settings.

Offered Infrequent

CDV 240. Early Childhood Development and Curriculum. (3 Units)

Prerequisite(s): CDV 220. Students will learn and begin to create developmentally appropriate curriculum and teaching practices for children ages 2 to 6 years across developmental domains and content areas. Connections between curriculum, curriculum design, and children's physical, cognitive, social, emotional, and language development are examined.

Offered Spring

CDV 260. Introduction to Observation and Assessment in ECE. (3 Units)

Prerequisite(s): CDV 240. This course introduces the observation and assessment strategies and tools used to document development and learning in early childhood. Ethical issues, strengths, weakness and appropriate use of these methods will be discussed.

Offered Fall, Spring

CDV 295. Special Topics in Child Development. (1-5 Units)

Prerequisite: CDV 150 is required. Contemporary topics of interest in Child Development.

Offered Fall, Spring

CDV 320. Mthd & Analysis in Child Study. (4 Units)

Prerequisites: CDV 150 and MAT 131 or MAT 132 or PSY 230 are required. Junior Standing is recommended. Various methods used to study children; quantitative and qualitative data; measurement issues; basic data analytic techniques. 3 hours lecture, 1 hour lab. A grade of C or better in this course fulfills the GVAR requirement for Child Development majors.

Offered Fall, Spring

CDV 325. Infancy and Early Childhood. (3 Units)

Prerequisite: CDV 150 is required. Provides an overview of physical, cognitive, social and emotional development from conception through 6 years.

Offered Fall, Spring

CDV 330. Schoolage Years. (3 Units)

Prerequisite: CDV 150 is required. Physical, cognitive, social and emotional development from 6 to 12 years. Emphasis on home, school, and community contexts and their interconnections; developmental analysis related to contemporary issues in areas of health and education.

Offered Fall, Spring

CDV 342. Advanced Observation and Assessment in Early Childhood. (3 Units)

Prerequisite: CDV 240 and CDV 260 are required. Observation and assessment methods in early childhood and their significance in guiding development and designing programs for children birth through 8 years.

Offered Spring

CDV 344. Supervision in Early Childhood Settings. (3 Units)

Prerequisites: CDV 240, CDV 260 and CDV 325 are required. Provides students with the methods and principles of supervising teachers, volunteers, student teachers, staff and other adults in early childhood education settings. An emphasis is placed on the development and role of early childhood professionals as mentors and leaders.

Offered Fall

CDV 360. Adolescence. (3 Units)

Prerequisite: CDV 150 is required. Physical, cognitive, social and emotional development from 12 to 20 years, focusing on developmentally unique changes at individual, interpersonal and social levels.

Offered Fall, Spring

CDV 363. Development in Diverse Contexts. (3 Units)

Prerequisite(s): CDV 150. The development of the individual identity along multiple dimensions of age, gender and abilities in the contexts of class, culture, and ethnicity. Issues of hierarchies, the development of prejudice and discrimination at individual and institutional levels.

Offered Fall, Spring

CDV 366. Parenting and Child Guidance. (3 Units)

Prerequisites: CDV 320, CDV 325, and CDV 360. Co-Requisite: CDV 330.

The development and key tasks of the parenting role are examined, focusing on the influences of family systems and diverse contexts. Evidence-based parent education approaches and child guidance strategies that promote healthy child outcomes across diverse caregiving roles and settings are discussed.

Offered Fall, Spring

CDV 370. Enhancing Early Language and Literacy I. (3 Units)

Prerequisite: Jumpstart Corp member and department consent. Examines early language, literacy, and multi-lingual development with an emphasis on environmental factors. Provides techniques for engaging children in language and literacy activities and opportunities for students to evaluate and reflect on their civic engagement. Course open to Jumpstart Corps members only. Department consent required.

Offered Spring

CDV 372. Social Development and Interpersonal Relationships. (3 Units)

Prerequisites: CDV 320, CDV 325, CDV 330 and CDV 360. Study of social and emotional development from birth through adolescence; development of the self; temperament and emotion; attachment, peer, parent-child, and early romantic relationships; interpersonal skills and moral development.

Offered Fall, Spring

CDV 380. Stress, Risk, & Resilience. (3 Units)

Prerequisites: CDV 320, CDV 325, and CDV 360. Co-Requisite: CDV 330. Childhood stress is examined within a risk and resilience framework. Concepts and theories explaining developmental risk and the protective factors and intervention strategies that promote adaptive coping and adjustment in various contexts will be discussed.

Offered Fall, Spring

CDV 423. Chld Devpt Scl Policy. (3 Units)

Prerequisite: CDV 320, CDV 325, CDV 330, CDV 360, CDV 380 are required. Enduring issues related to children's development that have led to policy decisions; process of policy making; current issues that require policy decisions; evaluating the impact of policy on children and families.

Offered Fall, Spring

CDV 440. Immigrant Children and Families. (3 Units)

Prerequisites: CDV 320, CDV 325, CDV 330 and CDV 360 are required. The process of immigration as an influential factor in development; changing ecologies and adaptation demands on individuals and families; informal and formal support structures.

Offered Fall, Spring

CDV 442. Marriage, Family, and Community. (3 Units)

Prerequisite: CDV 320, CDV 325 and CDV 330 and CDV 360 are required. Examines family structure, love, mate selection, marital communication, divorce, remarriage, gender roles, and domestic violence across diverse contexts with a special focus on the factors that enhance healthy family relationships and children's development.

Offered Fall, Spring

CDV 444. Language, Cognition, and Schooling. (3 Units)

Prerequisite: CDV 320, CDV 325, CDV 330, and CDV 360 Theoretical and empirical overview of cognitive and language development from birth through the end of adolescence; second language acquisition; interconnections between cognitive development, language development and schooling.

Offered Fall, Spring

CDV 450. Devpt in Poverty. (3 Units)

Prerequisites: CDV 320, CDV 325, CDV 330, and CDV 360 Poverty as a unique context of development; developmental processes and child outcomes in poverty; family interactions and generation of coping mechanisms in the context of poverty; special needs of poor children

Offered Fall, Spring

CDV 462. Atypical Development. (3 Units)

Prerequisite(s): CDV 320, CDV 325, CDV 330, CDV 360. Introduction to key concepts, developmental theories, empirical research, and evidence-based practices related to children and adolescents with developmental disorders and disabilities. Utilizes a developmental science approach to understanding the child and family within community and cultural contexts.

Offered Fall, Spring

CDV 480. Practicum in Early Childhood Education. (3 Units)

Required Prerequisites: CDV 220, CDV 240, CDV 260, CDV 325.

Recommended Prerequisites: CDV 462. Plan and implement curriculum activities with developmentally appropriate goals and methods based on observations of children. Practice and demonstrate skills expected of a beginning preschool teacher in California.

Offered Fall, Spring

CDV 490. Senior Seminar. (3 Units)

Prerequisites: CDV 363, CDV 366 and CDV 380 are required. Integration of knowledge about theories, empirical findings and practice in Child Development; emphasis on writing and presentation skills.

Offered Fall, Spring

CDV 492. Seminar in Child Development Research. (4 Units)

Prerequisite(s): CDV 320, CDV 363, CDV 366, CDV 380. Provides students an opportunity to integrate knowledge about theories, empirical findings and research practices in child development. Students learn and apply research methods. An emphasis is placed on writing and presenting research reports for academic or non-academic audiences.

Offered Fall, Spring

CDV 494. Independent Study. (1-6 Units)

Prerequisites: Consent of instructor. Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. Repeatable course.

Offered Fall, Spring

CDV 495. Special Topics. (1-5 Units)

Prerequisites: Upper division standing. Contemporary topics of interest in Child Development. Repeatable course.

Offered As needed

CDV 496. Internship in Child Development. (3 Units)

Pre-requisite: CDV 363, CDV 366 and CDV 380 are required. Provides students with internship experience in a community organization that is not an early childhood education setting. Survey of professional and ethical issues in the helping professions.

Offered Fall, Spring

CDV 498. Directed Research. (1-6 Units)

Prerequisites: CDV 320 and consent of instructor are required. Project selected in consultation with a faculty supervisor and a plan made to implement the project; meetings held regularly. May be repeated to a maximum of 6 units.

Offered Fall, Spring