

Child, Family, and Consumer Sciences

Child, Family, and Consumer Sciences

The Department of Child, Family, and Consumer Sciences is dedicated to improving the environment and quality of life through education, research, and public service in the areas of family and consumer sciences. The department is housed in the Family and Food Sciences Building on the west side of the campus. Two well-equipped laboratory rooms as well as several show-cases facilitate learning for students in the clothing and textiles, fashion merchandising area.

Child care laboratory facilities serving infants, toddlers, and preschool children are maintained for instruction purposes. Students study child behavior and development under the supervision of faculty and laboratory teaching staff.

Career Opportunities

Career opportunities for family and consumer sciences professionals are available in the emphases of child and family sciences, clothing and textiles, consumer science, fashion merchandising, general family and consumer sciences, and home economics teacher education. Students may qualify for these career opportunities by selecting appropriate electives in their special areas of interest. Students must consult with a departmental academic adviser in selecting appropriate courses for their special areas of interest. Appropriate selection of courses offered in the concentrations listed in the copy that follows provide the necessary background to prepare students for careers in family and consumer sciences.

Child and Family Sciences. Courses focus on individual and family development through the life cycle with analysis of the forces affecting personal and family development and relationships. Career possibilities include: elementary teacher (this requires a credential), child care consultant, child advocate, administrator of family services, counseling, and child care program administrator.

Clothing and Textiles. Courses prepare students for careers such as textiles technician, product and research evaluator, product promoter, industry or trade association representative, museum costume curator, textile conservator, textile sales representative, and cooperative extension agent.

Consumer Science. Courses focus on the family as a social and economic unit and prepare students for careers as consumer



affairs professionals with banks and finance companies, home service advisers, consumer representatives in business and consumer relations specialists. Other opportunities include work in product testing and research, debt counseling, government agencies, cooperative extension service agents or specialists, 4-H youth agents, communications, and equipment consultant services.

Fashion Merchandising. Courses focus on the many facets of the apparel industry, display techniques, social and psychological aspects of clothing, clothing construction, and fashion analysis, as well as practical application through working in the industry. Computer-aided design is utilized in teaching merchandising and design principles. Career opportunities are found in retail, wholesale, and private apparel industries.

General Family and Consumer Sciences. Courses prepare students for such careers as cooperative extension service agents or specialists, and 4-H youth agents.

Home Economics Teacher Education. Courses under the credential program focus on the preparation of teachers, who will teach in public schools and professionals who will serve as consultants in business and government.

Faculty

The faculty members are highly qualified professionals with advanced degrees from universities across the nation. They bring practical insights and experience to the classroom through local and national professional activities: owning and directing child development centers, operating counseling centers, consulting, serving on advi-

College of Agricultural Sciences
and Technology

Department of Child, Family, and Consumer Sciences

Nina J. Dilbeck, *Chair*

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<http://cast.csufresno.edu/cfcs/>

B.A. in Family and Consumer Sciences

Emphases:

- Child and Family Sciences
- Clothing and Textiles
- Consumer Science
- Fashion Merchandising
- General Family and Consumer Sciences
- Home Economics Teacher Education

B.S. in Child Development

Option: Child Development Practitioner

M.S. in Family and Consumer Sciences

Minor in Family and Consumer Sciences

Minor in Fashion Merchandising

Certificate of Special Study in Fashion Merchandising

sory boards, and conducting research. Students find departmental faculty vitally helpful in guiding them through their academic experience as well as helping them pursue career goals.

Nina J. Dilbeck, *Chair*

Richard D. Berrett

William R. Fasse

Carolyn W. Graham

Carolyn B. Jackson

Marianne Jones

Michele M. Kilner

Uma D. Krishnan

Gary A. Malone

Marilyn B. Mikow

Kathie Reid

Child, Family, and Consumer Sciences

Bachelor of Arts

Degree Requirements

Family and Consumer Sciences Major

Units

Major requirements 48

Department Core (18)

CSH 113, 116; CFS 131;
FM 120; FCS 1; NUTR 53

Emphasis (30)

Select one:

Child and Family Sciences

CFS 32, 37, 39, 133S, 134,
135; CSH 115; plus 9 up-
per-division units in con-
sultation with adviser

Clothing and Textiles

FM 20, 22, 24, 26, 121, 123,
124, 126; ID 70; plus 5 up-
per-division units in consultation
with adviser

Consumer Science

CSH 114, 115, 117, 118,
171; plus 15 upper-division
units in consultation
with adviser

Fashion Merchandising

FM 20, 22, 24 or 26, 124,
126, 127, 128, 129; ART
13; plus 2 upper-division
units in consultation with
adviser

General Family and Consumer Sciences

Minimum 6 units from
each discipline: CFS, CSH,
FM, FSC or FSM or
NUTR, ID (selection of
courses in consultation
with adviser)

Home Economics

Teacher Education

(See *Single Subject Creden-
tial Waiver Program*)

Additional requirements 0-17

Child and Family Sciences

BIOL 10 (3)

Clothing and Textiles

CHEM 3A, 3B (7)

Consumer Science

ECON 40 or AGECE 1,
and ECON 50 or
AGECE 2 (6)

Fashion Merchandising

ACCT 3 or 4A; AGECE 1
or ECON 40; MGT 104
or 106 or HRM 150;
MKTG 100 or 100S and
130 (17)

General Family and Consumer Sciences

No additional
requirements (0)

Home Economics

Teacher Education

CHEM 3A, 3B; BIOL 10;
PSYCH 10; AGECE 1 or
ECON 40 (17)

General Education requirements 51

Electives and remaining

degree requirements 7-21*

(See *Degree Requirements*); may be
used toward a dual major or minor

- Upper-division writing skills
(by examination or course)
- Courses supplementary to the
major are strongly recom-
mended.

Total units 120

*This total indicates that up to 9 units of courses in
Additional Requirements also may be applied to
fulfill General Education Breadth requirements.
These include 3 units of CHEM 3A in B1; BIOL
10 in B2; AGECE 1 or ECON 40 or ECON 50 or
3 units of PSYCH 10 in D3. Consult your faculty
adviser for additional details.

Subject Matter Program in Home Economics Education

Students who successfully complete the Sub-
ject Matter Program in Home Economics
Education are not required to take the Praxis
Series Multiple Subject Assessment for
Teachers (see *Education — Curriculum,
Teaching, and Educational Technology, General
Requirements for Initial Admission and
Requirements for Admission to Student
Teaching*). The Subject Matter Program in
Home Economics Education consists of
Core: ART 13, CFS 37, 39, 131; CSH 113
or 114, 116; FM 20, 24 or 26; FSC 1; FSC
50; ID 70; NUTR 54; **Breadth:** CFS 135;
CSH 114; FM 120; FSC 152; HEC 148.
Students who are interested in teaching
occupational programs at the secondary level
may select one of the following concentra-
tions.

Child Development and Education Occu-
pations: CFS 36, 139; Consumer Services
Occupations: CSH 115, 117; Fashion De-
sign, Manufacturing and Merchandising
Occupations: FM 126, 127, 130; Food Sci-
ence, Dietetics, and Nutrition Occupations:
FSC 150, NUTR 149, 153.

Additional requirements by the Commis-
sion on Teacher Credentialing include CI
101, 159, 161; EHD 50, 155A, 155B; ERF
151, 152; HEC 148; HS 121; LEE 156; and
SPED 120.

Undergraduate Advising Notes

1. New students should request a program
of study check sheet from the depart-
ment.
2. All students should make an appoint-
ment with an assigned academic adviser
prior to registration each semester. Check
with department for academic adviser
assignment.
3. *CR/NC* grading is not permitted in courses
used to fulfill major requirements.
4. The upper-division writing skills require-
ment can be met by passing the university
examination or by taking an approved
upper-division writing skills course, to be
taken no sooner than the term in which
60 units are completed. One unit of credit
(i.e., English 100W) may be earned upon
request for passing the examination; by
obtaining a letter grade of *C* in an ap-
proved course the student meets the
university writing skills requirement.
5. One semester prior to graduation make
an appointment with an assigned ac-
ademic adviser to prepare and file an official
certification of major requirements.

Bachelor of Science in Child Development

The Bachelor of Science degree in Child
Development is ideally suited to students
interested in career opportunities based on
work with children. This degree provides an
excellent foundation for those who wish to
enter teaching at the infant-toddler, pre-
school, or elementary levels, for those who
are interested in working with high-risk,
special needs, or adult education popula-
tions, or interested in entering human ser-
vices professions.

The major consists of a core of 11 courses,
plus 15 units of approved electives.

Note: CFS 39, PSYCH 101, and CFS 140
are prerequisites to some of these courses.
See course descriptions in this catalog. CFS
37 and 139 may not be taken concurrently.

Units

Major requirements 48

Required courses (33)

CFS 37, 39, 131, 133S, 134, 135,
139, 140

COUN 150

PSYCH 153

either CFS 36 or 137 or 142

Cluster courses (15)

See adviser for approved cluster courses.

*Infant Toddler/Preschool/School age
Counseling
College Teaching*

Elementary Education Victim Services

Note: Completion of the victim services cluster may lead to the Certificate in Victim Services. See Criminology Department adviser for approval.

General Education requirements 51
Electives and remaining degree requirements 21
 (see *Degree Requirements*); may be used toward a minor

Total units 120

Child Development Advising Notes

1. Students seeking teaching credentials should see a child development adviser for program planning before enrolling in any classes in the major.
2. Under the restrictions of the major, students may make approved adaptations in their programs to fulfill specific needs and career objectives in consultation with their faculty adviser.
3. *CR/NC* grading is not permitted in the major.
4. No General Education Integration course offered by the Department of Child, Family, and Consumer Sciences may be used to satisfy the General Education requirements for majors in the department.

Child Development Practitioner Option

The Bachelor of Science degree in Child Development, Child Development Practitioner Option, is a degree completion program tailored to the unique needs of working professionals in the child development field. This option is designed to address the career objectives of individuals who choose to work in infant, toddler, preschool, after-school, or child development support programs in teaching, administration, advocacy, leadership, or development. Under the California Child Development Permit structure, the bachelor's degree qualifies practitioners for the master teacher, site supervisor, and program director levels.

Note: The Child Development Practitioner Option is not a credential preparation program and is not an appropriate option for those who wish to teach in the elementary school classroom.

Units

Major requirements 43
 Child Development Practitioner Option required courses: CFS 110, 112, 113, 114, 115, 117, 119, 120, 121, 122

General Education requirements 51

Electives and remaining degree requirements 26

Must include 12 units of lower-division child development coursework specified in Title 22 of the California Administrative Code (i.e., child development; child, family, and community; creative experiences for young children; child development practicum; or equivalents.)

Total units 120

Admission requirements

1. Admission to California State University, Fresno.
2. Completion of lower-division General Education requirements; G.E. certified or approval of coordinator. Students must develop a plan with the CDP option coordinator for completion of other degree requirements.
3. Junior standing.
4. Minimum of three years full-time experience in child development programs.
5. Current employment in a child development program.
6. Statement from employer granting permission for student to use work site for program activities.
7. Twelve units of specified early childhood education or child development coursework - see *Electives and Remaining Degree Requirements* above.)
8. A passing score on the Upper-Division Writing Skills Exam or a C or higher in a UDWS course. **Note:** Students who do not earn a passing grade on the UDWS exam, but who are admitted into the Child Development Practitioner Option, must successfully complete the university writing requirement by exam or course by the beginning of the third competency.
9. Admission to the Child Development Practitioner Option.

Family and Consumer Sciences Minor

A Minor in Family and Consumer Sciences consists of 21 units of which 9 must be upper division. At least 12 units must be taken in a particular department and/or discipline. The minor program must be certified by the department chair and school dean. The certified minor program is filed with the university's Office of Evaluations.

Fashion Merchandising Minor

FM 20 Beginning Textiles 3
 FM 22 Fashion Analysis 1
 FM 120 Soc/Psy Aspects of Clothing 3
 FM 127 Fashion Merchandising 3
 FM 128 Fashion Display Techniques 3

Electives 8
 (8-units in fashion merchandising in consultation with an adviser)

Minimum total 21

Note: The minors also require a 2.0 GPA and 6 upper-division units in residence.

Fashion Merchandising Certificate of Special Study

Requirements:

FM 127 Fashion Merchandising 3
 FM 130 Fashion Study Tours 3

Electives:

(Select 6-8 units from the following)

FM 126 History of Costume 3
 FM 128 Fashion Display Tech 3
 FM 129 Fashion Merchandising Practicum 3
 FM 131 Fashion Entrepreneurship 2
 FM 132 Textile Care 3
 FM 133 Textile/Apparel Economics 3

Master of Science Degree Program

The Master of Science in Family and Consumer Sciences is a 30-unit program designed to increase the competencies of family and consumer science professionals and to provide the foundation that will qualify some to pursue the doctoral degree. It is a flexible program. With adviser assistance, through appropriate choice of courses, students may focus a major part of their program in the following areas: child development, family science, fashion merchandising, clothing and textiles, consumer science, or home economics education. Graduate courses are offered in the late afternoon or evening to accommodate part-time students. Full-time graduate students may earn their degree within two years when working closely with an adviser.

Admission Requirements. The Master of Science in Family and Consumer Sciences assumes preparation equivalent to a bachelor's degree in family and consumer sciences; 3.0 GPA (last 60 semester units); 480V/580Q GRE score; completion of all prerequisite coursework; separate school application; three letters of reference, and a statement of 500 words or less indicating reasons for pursuing a master's degree. Students lacking in any area with compensating strengths in other areas are encouraged to apply.

Students who have a bachelor's degree in family and consumer science or a related field (e.g., child development, nutrition, etc.) may need to take appropriate prerequisite courses in preparation for their individual career goal. These prerequisites will

Child, Family, and Consumer Sciences

be determined by the department Graduate Admissions Committee. Please see the department graduate coordinator.

Students who have not completed a bachelor's degree in family and consumer sciences or a related field (e.g., child development, nutrition, etc.) are required to select appropriate prerequisite courses in consultation with the department graduate coordinator.

Admission by the university does not imply acceptance in the Master of Science in Family and Consumer Sciences program.

All students who are accepted in the Master of Sciences Program in Child and Family Sciences must see an adviser prior to enrolling in any graduate courses.

Applicants whose preparatory education was principally in a language other than English must earn a minimum TOEFL score of 550.

Classified standing will be granted to students who meet all of the admission criteria. Conditional classified standing may be granted to petitioning applicants with a 2.5 to 3.0 GPA (last 60 units); GRE scores on file with the university; separate school application; three letters of reference; a statement of 500 words or less indicating reasons for pursuing a master's degree; and a minimum of 18 units of prerequisites completed (consult with your graduate coordinator for specific prerequisite foundation courses). Prerequisite coursework is not included in the 30-unit master's program. Students must request classified standing in the program by the semester in which a maximum of 10 units to be used toward the degree are completed.

Prerequisite Requirements. An introductory statistics course, such as MATH 11, SOC 25, or PSYCH 42.

Program Requirements for Family and Consumer Sciences

The student, under the direction of a graduate adviser, prepares and submits a program individually designed within the following framework:

	<i>Units</i>
Core	9
FCS 203, 205 and 207	
Electives	15
(in consultation with an adviser)	
FCS 200-series courses in a specialized area (3 units), 100-200 level (12 units) courses in family and consumer sciences or related areas, with a maximum of 9 units at 100 level	

Culminating Experience 6

Project or Thesis: FCS 298 or 299

Total minimum requirements 30

Graduate Advising Notes

- Several of the 200-level and approved elective courses have prerequisites other than courses listed as admission requirements.
- Students must request specific information concerning the Master of Science degree or program advising sheet from the department office.
- Upon admission, students should see the department graduate coordinator for aid in program planning, selection of graduate adviser, and selection of a thesis committee.
- To progress through the graduate program, students must:
 - Maintain a minimum of 3.0 GPA
 - Complete all prerequisite coursework
 - Attain classified standing
 - Meet university graduate writing requirement
 - File for advancement to candidacy
 - Complete the program requirements
 - File a master thesis or project committee assignment form
 - Formally present and defend the thesis/project research results
- Advancement to candidacy requires the completion of 9 program units in residence, minimum 3.0 GPA, meeting the university writing skills requirement and filing a Petition for Advancement to Candidacy a minimum of one semester prior to enrollment in thesis/project and within the deadline.
- The student shall meet the university's graduate writing proficiency requirement. Consult with the graduate adviser for current requirements.
- See *Division of Graduate Studies* in this catalog for university requirements.

COURSES

Family and Consumer Sciences (FCS)

1. Contemporary Family and Consumer Sciences (3)

Family and Consumer Sciences in America; past and present professional needs, successes and weaknesses; future of the field. Academic preparation for a variety of occupations; participation in the worlds of work, marriage, family, and community.

190. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *RP* grading.

192. Readings and Conference (1-3; max total 6)

Prerequisite: permission of instructor. Individually directed readings; reports and evaluation. (Hours arranged) Approved for *RP* grading.

193. Cooperative Education (1-6; max total 6)

Prerequisites: completion of at least 45 units, good academic standing and permission of the department. Combines study with paid work experience in a supervised career-related position. Reports and conferences required. *CR/NC* grading only.

Consumer Science and Housing (CSH)

112T. Topics in Consumer Science and Management (1-4; max total 12 if no topic repeated)

Current topics relating to consumers and home management; consumers in action (lobbying), financial counseling, product standards and safety, home ownership. Some topics may have labs.

113. Economics for Consumers (3)

Prerequisite: ECON 50 recommended. Consumer spending related to social and psychological factors influencing consumers. Legislation that protects and relates to the consumer on local, state, and federal levels.

114. Child, Family, and Consumer Sciences Practicum (3)

Prerequisites: senior standing or permission of instructor; 12 upper-division units in the major. Integrated field experience in various phases of child, family, and consumer sciences; seminar. (6 lab hours)

115. Family Finance (3)

Financial activities of the individual and family; planned spending, bank services, consumer credit, insurance savings, investments, taxes; financial aspects of home ownership and estate planning.

116. Consumer Aspects of Home Ownership (3)

Emphasis on benefits and obligations of home ownership. Analysis of the consumer processes of selecting, buying, and maintaining a home.

117. Resource Management of Aging (3)

(Same as GERON 117.) The individual during the later stages of the life cycle with emphasis on the special problems of the elderly in management of personal and community resources.

118. Consumer and Family Law (3)

A "law-for-the-layman" course. Broad coverage of individual and family rights in the

areas of domestic relations, marriage, divorce, parenting, abortion, consumer protection, property rights, liability, and court proceedings.

171. Housing and Society (3)

An analysis of housing alternatives for individuals, families, and special groups. Social, legal, and economic factors affecting the housing market. Special shelter considerations for the elderly, disabled, single parent, and shared households are explored in lecture and field trips. (2 lecture, 2 lab hours)

Fashion Merchandising (FM)

20. Beginning Textiles (3)

Fiber classification, yarn construction, fabric construction and production. Selection, use and care of fabrics in relation to consumer needs.

22. Fashion Analysis (1)

Analysis of the characteristics and nature of fashion; color, line, texture and principles of design applied to fashion. Selection guidelines for individual and family needs. Wardrobe needs for the professional as well as quality evaluation of apparel is included.

24. Clothing Construction I (3)

Pattern and fabric selection; basic construction techniques, use of commercial patterns; relationship between materials, construction methods, and apparel quality. (6 lab hours) (CAN HEC 10)

26. Clothing Construction II (3)

Prerequisite: FM 24 or experience in clothing construction. Individualization of basic and designer patterns: alteration principles; techniques of handling new fabrics. (6 lab hours)

120. Social and Psychological Aspects of Clothing (3)

The psychological, social, and economic aspects of clothing related to the individual, family, and society.

121. Tailoring (3)

Prerequisites: FM 22 and 26. Tailoring a suit or coat using various techniques. (6 lab hours)

122T. Topics in Clothing and Textiles (1-4; max total 12 if no topic repeated)

Topics relating to clothing, textiles, and fashion merchandising. Some topics may have labs.

123. Pattern Design (3)

Prerequisites: FM 22 and 24 or 26. Application of pattern making methods to apparel design. Computer-aided design (CAD) skills as applied to pattern making. (6 lab hours)

124. Textile Finishing (3)

Prerequisite: FM 20. Finishing, dyeing and printing techniques, material and equipment. Evaluation through standard laboratory tests. (2 lecture, 2 lab hours)

126. History of Costume (3)

Important periods of costume; their relationship to political, social, and economic conditions of the times and their importance in evolution and inspiration of modern dress.

127. Fashion Merchandising (3)

Aspects of fashion marketing and fashion related careers. Computer application as applied to store layout and merchandising. Resource personnel and field trips. (2 lecture, 2 lab hours)

128. Fashion Display Techniques (3)

Prerequisite: FM 127 (may be taken concurrently). Design fundamentals applied to the aesthetic arrangement of promotional and institutional displays in the retail store. Resource personnel and local field trips. (2 lecture, 2 lab hours)

129. Fashion Merchandising Practicum (3; max total 6)

Prerequisites: senior standing or permission of instructor; 12 upper-division units in the major including FM 127. Integrated field experience in various areas of fashion merchandising; seminar.

130. Fashion Study Tours (3)

An in-depth study of industrial, retail, and wholesale sites in California. Field experiences are included to ensure optimum learning opportunities. (1 lecture, 4 lab hours) (Course fee, \$130)

131. Fashion Entrepreneurship (2)

Prerequisite: FM 127. Investigation of start-up procedures, location, financing, supplies, legal implications, target customers, record keeping, promotion, and customer relations are covered.

132. Textile Care (3)

Prerequisite: FM 124. The technology of home laundry, laundry aids and equipment, dry cleaning, and commercial laundry. Care methods for apparel, furs, upholstery, and carpet are investigated. Industry resource personnel and field trips.

133. Textile/Apparel Economics (3)

Prerequisites: FM 20 (may be taken concurrently); ECON 40 (recommended). Organization and development of the textile and apparel industries. Aspects of production, consumption, and international trade. Analysis of current problems facing the industry and industry's response.

Child and Family Sciences (CFS)

31. The Family in America (3)

Prerequisite: G.E. Foundation A2. Interdisciplinary introduction to American families, their place within society, and their influence on human behavior. Topics include historical development, social functions, methods for studying, cultural and subcultural influence and meaning, family types, parenting, family violence, and the impact of race, class, and gender. G.E. Breadth D3.

32. Intimacy (3)

An exploration of personal, relationship, and social aspects which contribute to loving relationships. Barriers to loving will also be discussed. Topics include the nature of love, awareness, emotional needs, fears, communication, conflict, values, beliefs, expectations, freedom, and responsibility.

36. Program Plans for Children (3)

Study of contemporary management theory and practices in administration of child development programs. Topics include regulations, guidelines and quality standards, aspects of planning, implementation and evaluation, professionalism, advocacy, and career opportunities. Meets California's 3-unit requirement for administration and supervision. (Formerly CFS 138)

37. Introductory Child Development Practicum (3)

An interdisciplinary study in a laboratory setting of the physical, social, emotional, and intellectual development of toddler and preschool children. Children's relationships to family, peers, community, and culture will be a primary focus. Antibias curriculum will be explored through principle and practice. (2 lecture, 3 lab hours)

38. Life Span Development (3)

A balanced study of basic theories, research, applications, and principles of physical, cognitive, and psychosocial development from conception to death, presented in an integrated manner in the context of the family in a diverse society. Includes behavior, sexuality, nutrition, health, stress, environmental relationships, and implications of death and dying. G.E. Breadth E1.

39. Introduction to Child and Adolescent Development (3)

The interdisciplinary study of physical, social, emotional, and intellectual development from conception through adolescence. The family and broader cultural environments provide the context for the study. Topics include historical views of children, developmental theories, research methodology, and patterns of growth. (CAN HEC 14)

110. Child Development, Play, and Learning (4)

Open only to students enrolled in the Child Development Practitioner Option. Examination of child development theories as they relate to play and learning in young children. Considers cultural and developmental perspectives, emphasizes theories in practice, and provides a theoretical framework for structuring, observing, analyzing, and evaluating play and play problems.

112. Developmentally Appropriate Curriculum and the Environment (4)

Open only to students enrolled in the Child Development Practitioner Option. Developmentally appropriate curriculum planning, implementation, and assessment in the child care setting. Addresses content area integration and literacy development in a context of social/emotional development and interaction. Considers the role of environment in the curriculum.

113. Working with Diverse Families (3)

Open only to students enrolled in the Child Development Practitioner Option. Examines communication patterns, barriers, and strategies that impact practitioner-parent and practitioner-child interactions. Emphasis on perspective-taking, cultural responsiveness, and anti-bias practices as well as on building partnerships.

114. Child Crisis

and Community Resources (3)

Open only to students enrolled in the Child Development Practitioner Option. Examination of common childhood crises such as divorce, loss through death, abuse and neglect, and societal violence. Emphasizes intervention strategies appropriate to child care settings. Familiarizes students with community resources.

115. Action Research in the Classroom (6)

Open only to students enrolled in the Child Development Practitioner Option. Introduction to action research methodology and practice for the child development practitioner. Includes orientation to print and electronic research sources, familiarization with the Henry Madden Library, research at students' work sites, and documentation and presentation of findings.

117. Advocacy and Policy Development (3)

Open only to students enrolled in the Child Development Practitioner Option. Examination of social trends and policies affecting young children and the child development field. Familiarization with child advocacy organizations. Strategies and tools for af-

fecting policy at the work site and within local and state government. Practical application at the community level. Not available for *CR/NC* grading.

119. Portfolio Development Workshop (1; max total 3)

Open only to students enrolled in the Child Development Practitioner Option. Summary seminar and portfolio development workshop required at the conclusion of each CDP Option competency. (Only open to students enrolled in CDP option.) *CR/NC* grading only.

120. Professional Development Seminar (4)

Open only to students enrolled in the Child Development Practitioner Option. Culminating experience in the CDP Option. Competency validation includes finalizing and presenting program portfolio, site review, and preparation for presentation of action research. *CR/NC* grading only.

121. Field Work (1-10; max total 10)

Open only to students enrolled in the Child Development Practitioner Option. Supervised practice in an early care and education program. Concurrent with CFS 110, 112, 113, 115, and 122. *CR/NC* grading only.

122. Developmentally Appropriate Curriculum: Foundation and Models (3)

Open only to students enrolled in the Child Development Practitioner Option. A study of the historical and contextual factors that have influenced curriculum development in early care and education. Examines the purpose and function of curriculum models. Compares and contrasts enduring models such as High Scope, Montessori, Direct Instruction, and Developmental-Interaction.

130. Supervising Adults Working in Child Care (3)

Principles and methods of engaging, managing, and evaluating adults who work or volunteer in child development programs. Includes the role of the supervisor, adult development, learning styles, respecting diversity, building relationships, effective communication, building reflective practice, evaluation, and self-review. Meets the California Child Development Permit requirement for coursework in Adult Supervision.

131. Family Relations (3)

A study of marriages and families, with a focus on strengths. Topics will include methods of studying marriages and families over time, diversity in families, adult gender roles, friendship, mate selection, love, communication, conflict resolution, sexuality, and transition to parenting.

132T. Topics in Child Development and Family Relationships (1-4; max total 12 if no topic repeated)

Prerequisites: CFS 39 and/or 131. Topics relating to child development and family relationships. Some topics may have labs.

133S. Child and Family Crisis (3)

Examines stress and crisis as experienced and perceived by children and their families. Topics to be covered include child abuse, divorce, remarriage, death, substance abuse, disability, immigration, poverty, and diverse populations. (Formerly CFS 133)

134. Multicultural Perspectives on Children and Families (3)

Prerequisites: CFS 38 or 39. Exploration of the challenges families face in living in a diverse society. Includes a survey of research on how children develop identity and attitudes about gender, ethnicity, and disability. An approach that facilitates healthy self-identity and positive attitudes toward diversity.

135. Parenting (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. Study of the significant impact of adult-child relationships upon the developing person. Topics include guidance and discipline theories, attachment, self-esteem, trust, encouragement, communication, consequences, rewards, punishment, abuse, and children with special needs.

136. Middle Childhood and Adolescence (3)

Prerequisite: CFS 38 or 39. Theories, research, and principles of physical, intellectual, social, and emotional development in middle childhood and adolescence. Emphasis on the child in the family and educational environments, peers, sexual development, search for identity, vocational choice, interpersonal relations, self-esteem, and youth at risk.

137. Infant and Toddler Development (3)

Prerequisite: CFS 38, 39, or PSYCH 101. Interdisciplinary study of physical, social, emotional, and intellectual development from birth to three years in a diverse society. Topics include attachment, significance of play, communication, importance of early relationships, principles of care giving, fostering language development, and impact of the environment.

139. Advanced Child Development Practicum (3)

Prerequisites: senior standing or permission of instructor; CFS 37. Comprehensive study of the young child and ways to foster physical, social, emotional, and intellectual development. Students will plan developmentally appropriate learning episodes, conduct

observations, and employ assessment techniques. (2 lecture, 3 lab hours)

140. Advanced Child Development Theories and Play (3)

Prerequisites: CFS 39 or PSYCH 101. In-depth study of major child development theories with implications for play for children from infancy through adolescence. Course considers ethological and cultural perspectives, gender differences, special populations, and common play problems.

141. Effective Relationships in the School Setting (3)

Prerequisites: CFS 131 and 133S. In-depth examination of the interrelationship of home and school experiences and their influences on a child's success, including concepts and strategies for building effective teacher-student and teacher-parent relationships in the school setting.

142. Adulthood (3)

Prerequisite: CFS 39 or PSYCH 101. In-depth study of theories, research, and principles of physical, intellectual, social, and emotional development in young adulthood (ages 20-40) middle age (ages 40-65) and late adulthood (ages 65 and over) in the context of the family, culture, gender and socioeconomic status. (Formerly CFS 40)

Home Economics Education (HEC)

148. Occupational Home Economics Program Planning (3)

Required for credential candidates. Individualized modules concerning the design, development, implementation, and evaluation of home economics related occupational programs.

149T. Topics in Home Economics Education (1-3; max total 12 if no topic repeated; max 3 in one area)

Topics include consumer science resources; organization and management of food and nutrition; clothing and textiles and fashion merchandising; housing and interior environment; child development and family relations. Some topics may have labs.

GRADUATE COURSES

The following graduate courses are open only to students who have been accepted into a graduate program. Students who are not in graduate standing, should contact the graduate coordinator prior to enrolling.

Family and Consumer Sciences (FCS)

203. Trends and Issues in Family and Consumer Sciences (3)

A study of the history and current status of family and consumer sciences. An examina-

tion of trends and issues pertaining to child and family sciences, clothing and textiles/fashion merchandising, consumer science and housing, food and nutrition, and interior design. (Formerly HEC 241)

205. Survey of Family and Consumer Sciences Research (3)

Prerequisite: FCS 203. Examination of current research in each area of family and consumer sciences. Abstract writing, formulation of annotated bibliographies and research presentations. (Fulfills university's graduate writing proficiency requirement) (Formerly HEC 201)

207. Research Methods in Family and Consumer Sciences (3)

Prerequisites: FCS 205 or equivalent; a statistics course, MATH 11 or SOC 25 or equivalent; completion of the university graduate writing skills requirement. Methods and techniques of research, such as research design, review of professional literature, preparation of research proposal, collection and interpretation of data, scientific writing and presentation of research results. (Formerly HEC 243)

210T. Seminar in Consumer Sciences and Family Management (3; max total 12 if no topic repeated)

Prerequisite: permission of instructor. Analytical study of problems pertaining to identifiable segments of the populace; intercultural, socioeconomic, age level and ethnic and community groups. Topics may include aspects of aging, cultural aspects of management, home and community relationships, and ergonomics — aspects of work simplification.

220T. Seminar in Clothing, Textiles, and Fashion Merchandising (3; max total 6 if no topic repeated)

Prerequisite: permission of instructor. Research and analysis of historical material and contemporary developments in clothing, textiles, and fashion merchandising. Topics may include aspects of historical costume and textiles, technological developments in textiles, and trends in purveying fashion. Some topics may have labs.

230T. Seminar in Child and Family Sciences (3; max total 12 if no topic repeated)

Prerequisite: permission of instructor. Research, methodology, and issues in family relationships and child development. Topics may include parenting, families in transition, relationship patterns, infancy, early childhood, and family diversity.

240T. Seminar in Family and Consumer Sciences Education (3; max total 6 if no topic repeated)

Prerequisite: permission of instructor. Applied research; current and future trends of the multilevel areas of family and consumer sciences education. Topics may include curriculum development, administration, evaluation, supervision, and incorporation of business and industry.

242. Community College Teaching in Family and Consumer Sciences (3)

Strategies for implementing family and consumer sciences curriculum in community colleges. Study of instruction techniques, procedures, resources, problems and responsibilities in the community college setting.

290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *RP* grading.

292. Readings in Family and Consumer Sciences (2-3; max total 6 if no topic repeated)

Prerequisite: permission of instructor. Individually directed readings in a field of special concern to students in the graduate program; appropriate reports and evaluations required; individual conferences, no formal class meetings. Approved for *RP* grading.

298. Project (2-6; max total 6)

Prerequisite: prior advancement to candidacy. See *Criteria for Thesis and Project*. The project is a significant undertaking of an approved pursuit appropriate to the applied arts, e.g., extensive curriculum design, development of new consumer products or similar professional endeavors with written documentation. Abstract required. Approved for *RP* grading.

299. Thesis (2-6; max total 6)

Prerequisite: prior advancement to candidacy; see *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis for the master's degree. Approved for *RP* grading.

IN-SERVICE COURSE

(See *Course Numbering System*.)

Home Economics Education (HEC)

380. Topics in Home Economics (1-3; max total 9 if no area repeated)

Special problems in home management, foods and nutrition, child care, housing and home furnishings, textiles and clothing, household equipment, family finances, marriage, and the family.