

Child, Family, and Consumer Sciences

Child, Family, and Consumer Sciences

The Department of Child, Family, and Consumer Sciences is dedicated to improving the quality of life through education, research, and service in the areas of child, family, and consumer sciences. The department offers two degree programs: (1) a Bachelor of Arts in Family and Consumer Sciences (FCS) encompassing six areas of emphasis: fashion merchandising, clothing and textiles, child and family sciences, consumer science, general family and consumer sciences, and home economics teacher education, and (2) a Bachelor of Science in Child Development that includes child development, the child development practitioner option, and the pre-credential option.

All FCS majors must consult with a departmental academic adviser in selecting appropriate courses for their emphasis areas. Child development majors must consult with an academic adviser in selecting their major electives.

The department is housed in the Family and Food Sciences Building. Two well-equipped laboratory rooms, as well as several showcases, facilitate learning for students in the fashion merchandising and clothing and textiles areas. Child care laboratory facilities serving infants, toddlers, and preschool children are maintained for instructional purposes. Students study child behavior and development under the supervision of faculty and laboratory teaching staff.

Career Opportunities in Family and Consumer Science Emphasis Areas

Child and Family Sciences. Courses focus on individual and family development through the life cycle within diverse social and cultural contexts. Careers with this emphasis or with a BS in Child Development include teaching, counseling, health and human service, child and family advocacy, family law, and child care.

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

CFCS faculty members are highly qualified professionals with advanced degrees from universities across the nation. They bring practical insights and experience to the classroom, resulting from a wide variety of professional activities, research, publications, community service, and consulting.

College of Agricultural Sciences and Technology

Department of Child, Family, and Consumer Sciences

William R. Fasse, *Chair*

Belinda Rossette, *Administrative Support Coordinator*

Family and Food Sciences Building,
Room 204, M/S FF12
559.278.2283

<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

Options:

- Child Development Pre-Credential
- 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

William R. Fasse, *Chair*

Richard D. Berrett

Nina J. Dilbeck

Carolyn B. Jackson

Marianne Jones

Alma Major

Gary A. Malone

Kathleen Ramos

Kathie Reid

Sean Seepersad

* Admissions to the M.S. in Family and Consumer Sciences are currently suspended while the program is being restructured.

Child, Family, and Consumer Sciences

Bachelor of Arts

Degree Requirements

Family and Consumer Sciences Major

Units **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 upper-
division units in consultation
with adviser

Clothing and Textiles

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

Consumer Science

CSH 114, 115, 117, 118;
plus 18 upper-division units
in consultation
with adviser

Fashion Merchandising

FM 20, 22, 24 or 26, 124,
126, 127, 128, 129 (repeat-
able for 6 units); 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 con-
sultation with adviser)

Home Economics

Teacher Education

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

Additional requirements **0-18**

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, MKTG 103, and
MKTG 130 (18)

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 **3-11***

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

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

Total **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 Teach-
ers (see *Education — Curriculum, Teaching,
and Educational Technology*, General Require-
ments for Initial Admission and Require-
ments for Admission to Student Teaching).
The Subject Matter Program in Home Eco-
nomics 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 inter-
ested in teaching occupational programs at
the secondary level may select one of the
following concentrations.

Child Development and Education Occupa-
tions: CFS 139; Consumer Services Occupa-
tions: CSH 115, 117; Fashion Design, Manu-
facturing and Merchandising Occupations:
FM 126, 127, 130; Food Science, Dietetics,
and Nutrition Occupations: NUTR 149, 153.

Additional requirements by the Commission
on Teacher Credentialing include CI 101,
159, 161; EHD 50, 155A, 155B; ERA 151,
152; HEC 148; and SPED 120.

Undergraduate Advising Notes

1. New students should request a program of
study check sheet from the department.
2. All students should make an appointment
with an assigned academic adviser prior to
registration each semester. Check with de-
partment 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 up-
per-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 re-
quest for passing the examination; by
obtaining a letter grade of *C* in an approved
course the student meets the university
writing skills requirement.
5. One semester prior to graduation make an
appointment with an assigned academic
adviser to prepare and file an official certi-
fication of major requirements.

Bachelor of Science in Child Development

The Bachelor of Science in Child Develop-
ment provides an excellent foundation for
individuals who wish to pursue careers or
graduate studies in social services, education,
child and family health, family law, counsel-
ing, or college teaching. The degree also pro-
vides individuals with knowledge and experi-
ences that can significantly impact personal
growth and development.

The major consists of a core of 33 units, plus
15 units of approved electives.

Note: CFS 38, CFS 39, or PSYCH 101 are
prerequisites for most upper-division CFS
courses. See course descriptions in this catalog
for prerequisites. CFS 37 and CFS 139 may
not be taken concurrently.

Units

Major requirements **48**

Core courses (33)

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

COUN 150

PSYCH 153

either CFS 136 or 137 or 142

Elective courses (15)

See an adviser for approved elective courses.

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

General Education requirements **51**

Electives and remaining

degree requirements **21**

(see *Degree Requirements*); may be used
toward a minor

Total **120**

Child Development Advising Notes

1. Students seeking teaching credentials should
see a child development adviser for pro-
gram 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
Pre-Credential Option**

This option is designed for students who want comprehensive preparation in child development and family sciences at the bachelor's degree level as a foundation for the Multiple Subjects Teaching Credential. It prepares students to understand children and learning within developmental, systems, and ecological contexts. Students selecting this option are strongly encouraged to seek advising from child development faculty prior to planning their programs.

Units

Major requirements	51
CFS 39 or PSYCH 101; CFS 131, 133S, 134, 140, 141, 143, 145A, 145B, 146; PSYCH 153; AAIS 104W; LING 132, 146, 165; COMM 114 or 164; LEE 120CL	
General Education requirements	51
(See adviser for recommended courses.)	
Other electives	18
(See adviser for recommended courses.)	
Total	120

**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, 118, 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	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 133 Textile/Apparel Economics	3

Master of Science 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.

The M.S. in Family and Consumer Sciences is currently not accepting applications. Please contact the department office at 559.278.2283 for more information.

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.

Child, Family, and Consumer Sciences

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 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; FN 200 or ERA 220	
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

1. Several of the 200-level and approved elective courses have prerequisites other than courses listed as admission requirements.
2. Students must request specific information concerning the Master of Science degree or program advising sheet from the department office.
3. Upon admission, students should see the department graduate coordinator for aid in program planning, selection of graduate adviser, and selection of a thesis committee.
4. To progress through the graduate program, students must:
 - a. Maintain a minimum of 3.0 GPA
 - b. Complete all prerequisite coursework
 - c. Attain classified standing
 - d. Meet university graduate writing requirement
 - e. File for advancement to candidacy
 - f. Complete the program requirements
 - g. File a master thesis or project committee assignment form
 - h. Formally present and defend the thesis/project research results
5. 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.
6. The Graduate Writing Skills requirements for the graduate program in Family and Consumer Sciences may be met by passing the writing component of AGRI 220. Please see the program's graduate adviser for more information.
7. See *Division of Graduate Studies* in this catalog for university requirements.

COURSES

Family and Consumer Sciences (FCS)

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.

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

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

FCS 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.

FCS 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)

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.

CSH 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.

CSH 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)

CSH 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.

CSH 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.

CSH 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.

CSH 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.

Fashion Merchandising (FM)

FM 20. Beginning Textiles (3)

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

FM 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.

FM 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)

FM 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)

FM 120. Social and Psychological Aspects of Clothing (3)

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

FM 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.

FM 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)

FM 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)

FM 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.

FM 127. Fashion Merchandising (3)

Aspects of fashion marketing and fashion related careers. Computer application as applied to store layout and merchandising. Re-

source personnel and field trips. (2 lecture, 2 lab hours)

FM 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)

FM 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.

FM 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, \$170)

FM 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)

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.

CFS 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.

CFS 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)

CFS 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.

CFS 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)

CFS 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.

CFS 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.

CFS 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.

CFS 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.

CFS 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.

CFS 117. Advocacy and Policy Development (2)

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

CFS 118. Program Evaluation: Models and Tools (3)

Open only to students enrolled in the Child Development Practitioner Option. Introduction to and application of current accreditation, quality standards and evaluation instruments in use in child development programs at the national and California state levels.

CFS 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.

CFS 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.

CFS 121. Field Work (2; max total 8)

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.

CFS 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.

CFS 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.

CFS 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.

CFS 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.

CFS 133S. Child and Family Crisis (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. 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.

CFS 134. Multicultural Perspectives on Children and Families (3)

Prerequisites: CFS 38 or 39 or PSYCH 101. 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.

CFS 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.

CFS 136. Adolescent Development (3)

Prerequisite: CFS 38 or 39 or PSYCH 101. Theories, research, and principles of physical,

intellectual, social, and emotional development within the contexts of the self, the family, educational environments, and peer groups.

CFS 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.

CFS 139. Advanced Child Development Practicum (3)

Prerequisites: CFS 37; CFS 38, 39, or PSYCH 101; junior or senior standing. 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)

CFS 140. Advanced Child Development Theories and Play (3)

Prerequisites: CFS 38 or 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.

CFS 141. Effective Relationships in the School Setting (3)

Prerequisites: CFS 131 and 133S or 143. 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.

CFS 142. Adulthood (3)

Prerequisite: CFS 38 or 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 socio-economic status. (Formerly CFS 40)

CFS 143. Children at Risk (3)

Examines from an ecological perspective the environmental, societal, family, and developmental factors that contribute to risk. Explores categories and characteristics of high- and low-risk children with emphasis on early and middle childhood periods.

CFS 145A. Observing the Development of Children (3)

Techniques in observing and recording development and behavior of school-age children. Interpretation and reporting of observational data. Emphasis on children six to 13 years of age in diverse settings from developmental, ecological, and systems perspectives.

CFS 145B. Advanced Observing of the Development of Children (3)

Prerequisite: CFS 145A. Advanced application of techniques in observing and recording child development and behavior. Observation of children six to 13 years of age in diverse elementary school settings in affective, physical, and cognitive domains. Interpretation and reporting of observational data.

CFS 146. Middle Childhood (3)

Covers theories, research, and principles of development in middle childhood. Includes physical, cognitive, language, social, and emotional development. Examines issues in the middle childhood years in the contexts of the family and diverse educational and social environments.

Home Economics Education (HEC)**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.

HEC 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)**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 examination 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)

FCS 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)

FCS 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.

FCS 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.

FCS 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.

FCS 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.

FCS 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.

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

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

FCS 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.

FCS 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.

FCS 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 *Catalog Numbering System*.)

Home Economics Education (HEC)**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.