CHILD ADOLESCENT & FAMILY STUDIES (CAFS)

CAFS 1050 Practicum in Early Childhood Education (3)
In this course students will practice and demonstrate developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement, and evaluate experiences that promote positive development and learning for all young children.
Typically Offered: To Be Determined

CAFS 1100 Introduction to Child, Adolescent & Family Studies (3)
This course will offer students an introduction to the field of Child, Adolescent, and Family Studies. The underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all young children, will be examined. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.
Typically Offered: Fall, Spring

CAFS 1250 Teaching in a Diverse Society (3)
This course will examine the development of social identities in diverse societies including theoretical and practical implications affecting young children, families, programs, teaching, education, and schooling. Culturally relevant and linguistically appropriate anti-bias approaches will be discussed for supporting all children in becoming competent members of a diverse society. This course involves self-reflection of one's own understanding of educational principles in integrating anti-bias goals to better inform teaching practices and/or program development.
Typically Offered: To Be Determined

CAFS 2000 Fundamentals in Developmental Theory (3)
This course serves as an introduction to child, adolescent, and family development as a unique field of study. Students will be introduced to developmental theory highlights, common milestones across developmental domains, family systems, ethics, introduction to research methods and observation techniques. In this course, students will explore Human Development as a profession, examine professional responsibilities, review publications, and become cognizant of child-related organizations, that connect child and family development to other related fields of study. This course will advance the student's ability to make observations and accurate recordings of children and families. This class also includes an introduction to technology within the field, (meeting core requirements for the CCTC Child Development Associate Teacher Permit, the CAFS senior portfolio, and stipulated requirements for graduation.
Typically Offered: Fall, Spring

CAFS 2080 Child, Family, and Community (3)
This course introduces students to the various roles of and interactions among and between children, families, and community systems. This approach to understanding the interaction of child, family, and community will emphasize an appreciation for diverse cultural, socioeconomic, and lifestyle experiences. Students will become aware of individual and family requirements, social issues, and available support programs in the local area. Students will engage in program analysis, assessment of program effectiveness, and quality in relation to the needs of families, community priorities. (This course meets core requirement for CCTC Child Development Associate Teacher Permit).
Typically Offered: Fall, Spring

CAFS 2100 Observation of Children (3)
This course advances the ability of students to make sensitive observations and accurate recordings of children and families of diverse lifestyles and abilities. A Service Learning/Fieldwork component that requires students to work and interact with children in order to link theory and practice is a component of this course. This requirement includes 36 hours of field-based observation
Typically Offered: To Be Determined

CAFS 2200 Curriculum, Procedures, and Laboratory Experience for the Child (3)
This course acquaints students with curriculum, classroom procedures, and materials important for effective child development programs. An emphasis on learning theory and development as related to learning environments, curriculum areas for the young child, materials, methodology, and evaluation are provided. This course also encompasses planning developmentally appropriate activities that are respectful and sensitive to individual learner abilities, as well as appropriate to different cultural and family backgrounds. Specific emphasis is on learning and teaching practices; the role of play in the child's development, age and ability appropriate classroom organization and management, child health, nutrition, and child self-care. Students will focus on studies of various approaches by exploring several different curriculums, activities, and projects that could be utilized to promote and support diverse curriculum development and use (such as Reggio, Emergent, Creative, Weekly, Themes, Projects, etc.). (This course meets core requirement for CCTC Child Development Associate Teacher Permit).

CAFS 2300 Curriculum, Procedures, and Laboratory Experience in the Elementary School (3)
This course acquaints students with curriculum, procedures, and materials important for effective elementary classroom planning. This course emphasizes curriculum requirements, learning theory, research and assessment, development, methodology, and planning developmentally appropriate activities. Learning and effective teaching practice is central to the content of this course: the role of play in the child's development, age-level appropriate classroom organization, and classroom management are examined.

CAFS 2400 Introduction to Administration of Child and Family Programs (3)
This course an overview of administration in child and family programs for site supervisors and directors. Topics include program organization, staffing, proactive program management, historical background, and philosophical underpinnings of relevant programs

CAFS 2500 Child Health, Safety, and Nutrition (3)
This course examines principles, practices, and issues related to meeting the health, safety, and nutritional needs of children and families. The emphasis of this course is on the physiological and biological aspects of development. Students will learn techniques and skills for the support and implementation of health and safety practices and their impact on an individual child's development. Students will further explore how these practices might be adapted to support the goals and values of family and community systems. Students will be required to gain the knowledge and skills consistent with certification in American Red Cross CPR, and First Aid. (This course meets the requirements for CCTC Child Development Master Teacher Permit).
Typically Offered: Fall, Spring

CAFS 2620 Philosophy for Children (3)
This course introduces students to doing philosophy with children. Students will learn about the diverse methodologies and existing practices of philosophy for children and young adults. Meanwhile, students will themselves be introduced to philosophical topics and questions of philosophy such as the nature of identity, value of work, or meaning of friendship through children's literature, thought experiments, interactive games, and use of artistic media. Students will devise lesson plans, lead and reflect on practice sessions, and engage in limited field work. This course prepares students for the practical training and service-learning course, PHIL 3620. Cross listed with PHIL 2620.

CAFS 2800 Multicultural Children's Literature (3)
This course explores the interrelatedness of social, aesthetic, and cultural, elements of children's literature. It covers criteria for effective evaluation of literature and how to select books that are developmentally appropriate. It examines the elements of literature and how it supports language, creative, and intellectual development. It also covers specific teaching strategies that reflect current literacy theory to enhance transactions with literature.
Typically Offered: Spring

CAFS 3110 Infant and Toddler Development (3)
This course focuses on growth and development from conception into the preschool years. This course examines the historical context for the modern conception of child development. Course emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, language and communication development, health and nutrition, child-rearing practices, and infant stimulation. The class will highlight a social-historical-contextual approach to the development of young children and families. (This course meets the requirement for CCTC Child Development Master Teacher Permit). Prerequisites: GE A2 and CAFS 2000.
Requisite(s): Prerequisites: GE A2 and CAFS 2000.
Typically Offered: Fall, Spring

CAFS 3140 School Aged and Adolescent (3)
This class in human development will examine theoretical and conceptual frameworks for the study of the social, emotional/psychological, biological/physical, cognitive, language/communicative, and aesthetic aspects of human development during middle childhood and adolescence. Development within the various contexts of contemporary adolescent's and school aged children's cultural, familial, educational, and socioeconomic backgrounds will be examined.
Requisite(s): Prerequisites: GE A2 and CAFS 2000.
Typically Offered: Fall, Spring

CAFS 3200 Individual and Family Development in Diverse Cultures (3)
This course offers an exploration of the values, attitudes, child rearing practices, family, and social relationships of individuals and families in a variety of diverse settings. The impact of these factors on personal, social, economic, and political systems will be discussed. Comparisons with western family systems including cultural universals and differences will be emphasized. The course will also examine immigrant experiences in the United States. Prerequisite: GE A2 and CAFS 2000.
Requisite(s): Prerequisite: GE A2 and CAFS 2000.
Typically Offered: Fall, Spring

CAFS 3300 Supporting Multilingual Learners: Context and Approaches (3)
This course provides an overview of theoretical frameworks on multilingual acquisition and focuses on the development of children who are multilingual learners (MLs), characteristics of MLs, evidence-based teaching practices for supporting MLs, and assessment/observation strategies when working with MLs.
Requisite(s): Prerequisite: CAFS 2000 or CAFS 2500
Typically Offered: Fall, Spring

CAFS 3500 Child Guidance, Supervision and Support (3)
This course examines children's interpersonal, emotional, and personality development, emphasizing theoretical issues and research on discipline and empathy development. The study of models of guidance and their implications for academic, home, and clinical settings is emphasized.
Requisite(s): Prerequisite: CAFS 2000 or CAFS 2500
Typically Offered: Fall, Spring

CAFS 3550 Adulthood and Aging (3)
This class in human development will examine theoretical and conceptual frameworks for the study of the social, emotional/psychological, biological/physical, cognitive, genetic, religious, cultural, gender, and socio-economics of adulthood and the aging process. The course will examine aging through different theoretical lenses, as well as the major physical changes seen in aging. The course will also focus on the mind and brain, and how development can proceed in these areas. To round out the developmental process of aging, the course will address social and behavioral facets of the study of adulthood such as personality, relationships, and the end of life. The emphasis will be on how choice affects the developmental trajectories or long-term outcomes in all of these areas.
Requisite(s): Prerequisite: GE A2 and CAFS 2000.
Typically Offered: Fall, Spring

CAFS 3560 Aging and the Family (3)
This is an introduction to the processes of aging in the context of family relationships. Although primarily anchored in a field of study known as family gerontology (a branch of social gerontology), this course blends two realms of study: individual development, and family studies. This blending is represented by the key terms in the course title: "Aging and the Family". Topics that comprise the organization of the course are not intended to be exhaustive or comprehensive; only representative of the primary arenas of scholarly inquiry found in refereed journals and handbooks/source books in the field of family gerontology.
Requisite(s): Prerequisite: GE A2 and CAFS 2000.
Typically Offered: Fall, Spring

CAFS 3600 Parenting and Family Relations (3)
This course examines the family as the child's first educator. Student will study models of family systems, parenting strategies, community programs and experiences in child service programs, schools, and communities that support and recognize the family as an integral part of the child's educational experience. A specific emphasis will be on parent education, interpersonal communication, and family systems awareness.
Requisite(s): Prerequisite: GE A2 and CAFS 2000.
Typically Offered: Fall, Spring

CAFS 3620 P4C: Practicum (3)
"Philosophy for Children (P4C): Practicum" is a practical training and service learning course that gives students an opportunity to develop and lead Philosophy for Children sessions at local libraries and elementary school classrooms. Participant in this practicum will research and review P4C methodologies, develop lessons plans, and facilitate P4C sessions, putting into practice the methodologies and insights of this emerging field of inquiry and area of practice. Carries credit in either PHIL 3620 or CAFS 3620.
Requisite(s): Prerequisite: CAFS 2620 or PHIL 2620
Typically Offered: Spring

CAFS 3650 Risk and Resilience in Children (3)
A major issue in working with children, and families in particular, is social location, which is an issue many contemporary theories of human development overlook. People may have in common particular categories of social location, such as age, gender, social class, ethnicity, race, ability, marital status, and sexual orientation, but each individual also is unique. In applying theories, students will be guided to assess for common and unique qualities of individuals within the various groups in which they hold membership. Human diversity is a major theme of this course. The course provides students with information and experiences on the assessment of children and families who have experienced multiple adversities.
Requisite(s): Prerequisites: Junior standing and CAFS 2000 OR CAFS 2500
Typically Offered: Fall, Spring

CAFS 3800 Multiple Perspectives on the Importance of Play (3)
This class will examine multiple perspectives in play and development. This course will cover many different cultural, familial, educational, and socioeconomic contexts.
Requisite(s): Prerequisites: Junior standing and CAFS 2000 OR CAFS 2500
Typically Offered: Fall, Spring

CAFS 4000 Introduction to Research Methods (3)
This course develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. An emphasis is placed on research as applied to children and families of diverse cultural, socio-economic, and life-style backgrounds, as well as data collection strategies, reliability, validity, ethics, and values. The course is intended to increase student's ability to locate, understand, critique, report and use child development research.
Requisite(s): Prerequisites: Junior standing, CAFS 2000 (C- or higher); CAFS 3110 or CAFS 3140 (C- or higher).
Typically Offered: Fall, Spring

CAFS 4100 Research, Assessment and Evaluation of Children and Families (3)
This course serves as an introduction to the interpretation and analysis of Child Development theory and research. Students will develop an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Specific emphasis will be placed on research as applied to children, adolescents, and families of diverse cultural, socioeconomic and lifestyle backgrounds as represented in the current study of Child Development. This course includes an examination of research design, data collection strategies, reliability, validity, ethics and values to increase student's ability to locate, understand, critique, report and use child development research.
Requisite(s): Prerequisites: Senior standing; Statistics, General Education Area B4, and CAFS 4000 (C- or higher).
Typically Offered: Fall, Spring

CAFS 4140 Advanced Practicum (3)
This course offers an application of theory in various educational, clinical, and community settings. Placement is assigned according to the student's goals and interests.
Requisite(s): Prerequisites: Junior standing and CAFS 2000.
Typically Offered: To Be Determined

CAFS 4200 Advanced Techniques for Working in Child and Family Programs (3)
A course for those who wish to supervise and direct programs for children, adolescents and families. Topics will include financing, budget requirements, legal codes, planning, operating, evaluating and staff training of child centered programs.
Requisite(s): Prerequisites: Junior standing and CAFS 2000.
Typically Offered: To Be Determined

CAFS 4300 School, Community, and Family Collaborations (3)
This course focuses on developing knowledge and skills for effective communication with adults in childhood settings including schools, and extracurricular programs for a diverse population. Topics include human relations management, processes for supervision of adults, and parent relations within programs.
Requisite(s): Prerequisites: Junior standing and CAFS 2000.

CAFS 4400 Advanced Practicum for Adult Education and Supervision (3)
This course examines supervision experience, with adults in child, adolescent, and family programs. This course meets the CCTC standards for the Child Development Permit.
Requisite(s): Prerequisites: Junior standing and CAFS 2000.
Typically Offered: To Be Determined

CAFS 4850 Individual Study (1-3)
Students are encouraged to explore a specific topic on an individual basis. Students learn through directed readings, reflective papers, discussions with their faculty advisor, and research on the agreed upon topic.
Repeatable for Credit: Yes, up to 3 units
Typically Offered: To Be Determined

CAFS 4870 Cooperative Education (1-3)
This course provides sponsored learning in a work setting, integrated with academic learning. Cooperative Education is a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Center for Career Education and Community Engagement (CECE) on an individual basis, subject to approval by the Department Chair. The field experience, including the seminar and reading assignments, is coordinated through handshake in CECE and supervised by the faculty liaison (or course instructor), working with the field supervisor. The determination of course credits, evaluation, and grading are the responsibility of the program faculty. The chair will determine the number of credits that will apply.
Repeatable for Credit: Yes, up to 3 units
Typically Offered: To Be Determined

CAFS 4890 Experiential Prior Learning (1-3)
This course is intended for the evaluation and assessment of learning which has occurred from prior off-campus experiences relevant to the curriculum of the department. This course requires complementary academic study and/or documentation from students who are permitted to register for this class. This course is only available by petition on a credit, no-credit basis. This course is not open to post baccalaureate students. Interested students should directly contact the Department Chair.
Repeatable for Credit: Yes, up to 3 units
Typically Offered: To Be Determined

CAFS 4908 Senior Seminar and Capstone (3)
This course is a senior capstone class that will assist students to the next level of their professional development. The course will help students prepare to strengthen competencies needed to achieve personal and professional goals. As part of the course work, students will be required to produce a Senior paper and develop a professional electronic portfolio. Prerequisite: At least 90 units and completion of JYDR; and CAFS 4100 with a C- or higher.
Requisite(s): Prerequisite: At least 90 units and completion of JYDR; and CAFS 4100 with a C- or higher.
General Education Attribute(s): Capstone
Typically Offered: Fall, Spring