

---

---

# Child and Family Development

**OFFICE: Professional Studies and Fine Arts 413**  
**TELEPHONE: (619) 594-5380**  
**FAX: (619) 594-5921**  
**EMAIL: troberts@mail.sdsu.edu**

In the College of Professional Studies and Fine Arts

## Faculty

- \*Thomas W. Roberts, Ph.D., Professor of Child and Family Development, Chair of Department (Graduate Adviser)
- \*Carolyn K. Balkwell, Ph.D., Professor of Child and Family Development
- \*Audrey Hokoda, Ph.D., Assistant Professor of Child and Family Development
- \*Shulamit N. Ritblatt, Ph.D., Assistant Professor of Child and Family Development

## Faculty Committee for Child and Family Development

Stuart C. Aitken, Ph.D., Professor of Geography  
James R. Beatty, Ph.D., Professor of Information and Decision Systems  
Thereasa A. Cronan, Ph.D., Professor of Psychology  
Shoshana A. Grossbard-Shechtman, Ph.D., Professor of Economics  
\*Charles F. Hohm, Ph.D., Professor of Sociology  
Melbourne F. Hovell, Ph.D., Professor of Public Health  
Margie K. Kitano, Ph.D., Professor of Special Education  
John A. Landsverk, Ph.D., Professor of Social Work  
Eleanor W. Lynch, Ph.D., Professor of Special Education  
Margaret McKerrow, Ph.D., Professor of Theatre  
Alberto M. Ochoa, Ed.D., Professor and Department Chair of Policy Studies in Language and Cross-Cultural Education  
Judy S. Reilly, Ph.D., Professor of Psychology  
Brian H. Spitzberg, Ph.D., Professor of Communication  
Carolyn L. Walker, Ph.D., Professor of Nursing  
Adelaida R. del Castillo, Ph.D., Associate Professor of Chicana and Chicano Studies  
Gerald Monk, Ph.D., Associate Professor of Counseling and School Psychology  
Joseph M. Price, Ph.D., Associate Professor of Psychology  
Linda L. Terry-Guyer, Ed.D., Associate Professor of Counseling and School Psychology  
Charlotte Webb, Ph.D., Associate Professor of Linguistics  
André J. Branch, Ph.D., Assistant Professor of Teacher Education  
Margaret Field, Ph.D., Assistant Professor of American Indian Studies

\* Serves on the Faculty Governing Board which makes recommendations on admissions, curriculum, and thesis committee membership.

For information regarding graduate teaching associateships, coursework, and research experience leading to a Master of Science degree in child development, contact the adviser, Dr. Thomas W. Roberts.

## General Information

The Department of Child and Family Development offers interdisciplinary graduate study leading to the Master of Science degree in child development. Graduate teaching associateships and graduate assistantships in child development may be available to a limited number of qualified students.

## Master of Science Degree in Child Development

The Master of Science degree in child development is one of only two child development programs available in the CSU. With 106 community college child development programs, following the mandate of the Ryan Act, in California and 13 undergraduate programs within the CSU system, the M.S. program in child development plays a major role in training professionals for the State and region.<sup>1</sup> The Department of Child and Family Development plays a leadership role in integration of curricula for community colleges and the CSU.<sup>2</sup>

Child development is an interdisciplinary area of study. The Master of Science degree, administered by the Department of Child and Family Development, draws on the expertise of a multidisciplinary faculty who are committed to the study of children within the context of diverse families and communities and who are from the following areas: Chicana and Chicano Studies, Economics, Geography, Gerontology, Psychology, Public Administration and Urban Studies, Public Health, Special Education, Social Work, Sociology, and Women's Studies. Emphasis in the program is placed on the central issue of "Child and Family Development Interventions" and offered through 13 courses from eight different departments.

Research interests and areas of expertise of the faculty include: abuse prevention, child and family advocacy, AIDS, attachment/bonding, children's literature, cross-cultural studies, curriculum development and evaluation, demography, economic development, families of divorce, full-inclusion programs for early interventions, intergenerational relationships, marital adjustment, multiethnic families, parent-child relationships, parent training programs, peer relationships, political interventions, public policy, cross-cultural studies, stress management and coping strategies, and train the trainers models for service delivery to children and families.

Opportunities exist to participate in an ongoing multicultural project studying images of grandparents and the elderly in children's books from different cultures. To date languages include Arabic, French, Hebrew, English, Russian, and Spanish. If you are interested in this project please contact Dr. Shulamit Ritblatt.

In addition, the Interdisciplinary Training Program on Early Intervention offers students field practice with transdisciplinary teams in hospitals, schools, and agency settings. Other field experience programs offer students supervised work in community agencies and children's programs. The Child Study Center focuses on undergraduate and graduate training and research by operating a Campus Children's Center in collaboration with SDSU's Associated Students and San Diego City Schools. All children's programs are mainstreamed and a wide range of special needs and at-risk populations are served by a full inclusion program.

Graduates qualify for administrator, coordinator, or service provider positions in preschools, day care centers, schools, hospitals, hospice centers, clinics, residential institutions, counseling centers, mental health centers, public welfare agencies, family service agencies, family planning clinics, community programs, business and industry, and government agencies. Graduates also qualify as community college instructors and can continue their education for the doctoral degree in human development or a related field.

<sup>1</sup> Legislative linkages include Social Security Title IVA (Title XX) Title 5 and Title 22.

<sup>2</sup> In collaboration with the Grossmont-Cuyamaca District strategies for competency-based curricula across all levels of child development programs throughout the State are being designed.

### Admission to Graduate Study

Students will be admitted to the graduate program in child development only after careful consideration of their qualification by the Child Development Faculty Governing Board. All students must satisfy the general requirements for admission to the University with classified graduate standing as described in Part Two of this bulletin. In addition, a student applying for admission to the graduate program in child development must meet the following requirements:

1. A bachelor's degree in child development or related fields or consent of the Child Development Faculty Governing Board.
2. Satisfy the prerequisites of courses in the program of study. If students' undergraduate preparation is deemed insufficient, students will be required to complete specified courses in addition to the minimum of 30 units required for the master's degree in child development.
3. A grade point average of 3.0 in the last 60 semester units attempted.
4. Completion of the GRE General Test with no less than a score of 500 on the verbal section and no less than a score of 500 on the quantitative section.

To be considered for admission to the graduate program in child development, an applicant must submit the following for review by the Child Development Faculty Governing Board which is in addition to the common admissions form:

1. Applicant's letter of intent which includes reason for seeking the degree and career goals.
2. Three letters of recommendation, one of which must be from an academic reference and another from an occupational reference.
3. A written personal statement by the applicant discussing background, interests, experiences, abilities, and career goals as they apply to the applicant's desire for a graduate degree in child development.
4. Completion of a telephone or in person interview conducted by one or more members of the Child Development Faculty Governing Board.
5. Two sets of official transcripts.

### Advancement to Candidacy

All students must satisfy the general requirements for advancement to candidacy, as described in Part Two of this bulletin, have identified a thesis research adviser, taken CFD 790 with a grade of B or better, and have had their research topic approved by their thesis advisers.

### Specific Requirements for the Master of Science Degree in Child Development

(Major Code: 08231)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Two of this bulletin, students must complete a graduate program of at least 30 units including at least 18 units of 600- and 700-numbered courses.

All students must complete:

1. A core sequence of four courses to include Child and Family Development 634, 670, 790, and Psychology 670A or Public Health 602.
2. A 15-unit specialization, chosen in conjunction with the program adviser, six units of which must be from a department other than Child and Family Development.
3. Child and Family Development 799A, Thesis.

### Courses Acceptable on Master's Degree Program in Child Development (CFD)

#### UPPER DIVISION COURSES

#### 536. Divorce and Remarriage (3) II

Prerequisites: Child and Family Development 335 and Sociology 101. **Proof of completion of prerequisites required:** Copy of transcript.

Integration of family theories and research findings. Emphasis on adjustment to divorce and remarriage throughout life cycles, across cultures, social classes, and ethnicities.

#### 537. Child Abuse and Family Violence (3) I, II

Prerequisites: Child and Family Development 270 and 371; consent of instructor for graduate students. **Proof of completion of prerequisites required:** Copy of transcript.

Multidisciplinary approach to child abuse and family violence including maltreatment, mistreatment, neglect, sexual abuse.

#### 570. Infant/Toddler Development (3) I

Prerequisite: Child and Family Development 275 or Psychology 230 with grade of C (2.0) or better. **Proof of completion of prerequisite required:** Copy of transcript.

Physiological, psychological, cognitive, social, and cultural development of the human organism from conception through three years of age.

#### 575. Public Policy and Professional Ethics in Child and Family Development (3)

Prerequisites: Child and Family Development 375; 376A, 376B, or 376C; and 536 or 537 or 590. **Proof of completion of prerequisites required:** Copy of transcript.

Public policy and professional ethics as applied to child and family development, programs, and research.

#### 577. Advanced Administration of Child Development Programs (3) II

Prerequisite: Child and Family Development 477. **Proof of completion of prerequisite required:** Copy of transcript.

Problem analysis and development of successful organizational strategies for child development program delivery. Leadership, effective communication, social and ethical issues from a multicultural perspective.

#### 578. Parent-Child Relationships Across the Life Span (3) I

Prerequisites: Child and Family Development 335 and 370. **Proof of completion of prerequisites required:** Copy of transcript.

Multidisciplinary approach to the parent-child relationship as it continues and changes throughout the life of the dyad, including study of normative and nonnormative life events.

#### 590. Developmental Dysfunctions (4) I, II

Three lectures and three hours of laboratory.

Prerequisite: Child and Family Development 270 or Psychology 230, and completion of 12 upper division units in child and family development with a grade of C (2.0) or better for majors; consent of instructor for graduate students. **Proof of completion of prerequisites required:** Copy of transcript.

Adaptive and maladaptive processes throughout life span with emphasis on emotional, psychological, and physical disorders. Etiology, development, and adjustment. Directed experience with special needs individuals and their families.

#### 596. Advanced Studies in Child and Family Development (1-6)

Prerequisite: Nine upper division units in child and family development.

Advanced study of selected topics. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of nine units of 596. No more than six units of 596 may be applied to either the bachelor's or master's degree. Maximum combined credit of six units of 596 and 696 applicable to a 30-unit master's degree.

**597. Child and Family Development Field Experiences (1) I, II**

Prerequisites: Fifteen upper division units in child and family development with a grade of B (3.0) or better in courses selected from Child and Family Development 335, 370, 371, 375; 376A, 376B, or 376C; 377, 537, 575, or 590. Concurrent registration in Child and Family Development 597L. **Proof of completion of prerequisites required:** Copy of transcript.

Developmental theories and techniques in child development.

**597L. Child and Family Development Field Experiences Laboratory (2) Cr/NC I, II**

Prerequisites: Fifteen upper division units in child and family development with a grade of B (3.0) or better in courses selected from Child and Family Development 335, 370, 371, 375; 377, 537, 575, or 590. Concurrent registration in Child and Family Development 597. **Proof of completion of prerequisites required:** Copy of transcript.

Directed experiences in practical application of developmental theories and techniques in various community agencies.

**GRADUATE COURSES**

**634. Seminar in Family Processes (3)**

Prerequisite: Child and Family Development 335.

Analysis of selected research in family structure, development, and crisis.

**670. Seminar: Child Development and Guidance (3)**

Prerequisite: Six upper division units in child and family development.

Emphasis on personality theories and on research and clinical findings relevant to systematic study of human development and the guidance of children.

**671. Seminar in Human Development (3)**

Prerequisite: Six upper division units in child and family development.

Analysis of selected research in human development. May be repeated with new content for maximum credit six units.

**697. Advanced Field Experiences (3) Cr/NC**

Prerequisite: Child and Family Development 670 or 671.

Advanced application of human developmental theories and techniques in various community settings.

**790. Research Methods (3)**

Prerequisite: Approval of graduate program adviser.

Analysis of research in the area of child and family development; criteria and procedures for conducting research.

**798. Special Study (1-3) Cr/NC/RP**

Prerequisite: Consent of staff; to be arranged with the chair and instructor and approval of graduate program adviser.

Individual study. Maximum credit six units applicable to a master's degree.

**799A. Thesis (3) Cr/NC/RP**

Prerequisites: An officially appointed thesis committee and advancement to candidacy.

Preparation of a thesis for the master's degree.

**799B. Thesis Extension (0) Cr/NC**

Prerequisite: Prior registration in Thesis 799A with an assigned grade symbol of RP.

Registration required in any semester or term following assignment of RP in Course 799A in which the student expects to use the facilities and resources of the University, also student must be registered in the course when the completed thesis is granted final approval.

---

---

**City Planning**

Refer to the section on Public Administration and Urban Studies.

---

---