

# Department of Child Development

## Mission

The mission of the Child Development Department is to provide students with current and representative perspectives in theory and research in the field, bringing to the forefront of its curriculum evidence-based practices that are culturally and linguistically relevant to diverse children and families. The Department embraces the scholar-practitioner model, which inspires students to:

- Engage in leadership and advocacy practices on behalf of culturally and linguistically diverse children and their families
- Become lifelong learners knowledgeable of research, theory, developmental methodologies and practices, fieldwork experience, and relevant professional and ethical standards
- Provide appropriate and effective responses to changing professional demands. Students may choose to have a concentration in *Early Biliteracy Development*, *Early Intervention*, or *School-Age*

Both Associate of Arts and Bachelor Degrees have been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC). The degree program is also structured to meet the State of California Child Development Permit Matrix requirements for employment in preschools, child development, centers, and after-school sites, while also providing a strong basis for graduate school.

## Vision

The vision of the Child Development Program is to provide a culturally and linguistically relevant model of education that increases the number of multicultural professionals who are able to acquire, analyze, and disseminate knowledge as they sustain a lifelong pursuit of developmental inquiry.

The Child Development degree paths prepare students to work in early care and education settings, to enter Multiple Subject credential programs needed for teaching in elementary schools, and to pursue careers serving child and families in community agencies. Career options for Child Development graduates include, but are not limited to:

- Early Childhood Teacher/Assistant
- Director of Child Development Programs
- Family Day Care provider
- Infant-Toddler Child Care provider/teacher
- School Age Child Care Provider
- Elementary School Pre-Teacher Training
- Preschool and Child Development Center Administrator
- Parent Educator
- Human Services Agency Representative
- Mental Health consultant
- Elementary and Secondary School Staff Member
- Child/Youth advocate in Social and Legal Arenas
- Child and Family Counselor
- Public Health and Health Care Professional

In addition to entering careers in the child development field, students may also use this program as a bridge to graduate school, such as doctoral work in psychology, special education, social welfare, family health, college teaching, among other careers.

## **Goals**

The Child Development Department strives to create an optimal learning community which values and fosters inquiry and dialogue between and among students and faculty from diverse backgrounds. The goals are to cultivate professionals who:

- Demonstrate knowledge on major contemporary research-based approaches and core concepts in child development
- Develop and implement best practices that respond to the specific developmental and individual needs of children and are, at the same time, culturally and linguistically relevant to children and their families
- Critically analyze and evaluate current leadership, advocacy and policy issues in child development, and their impact on the lives of children and families
- Engage in and promote reflective interdisciplinary practice through collaboration with other professionals and strive for lifelong learning
- Interpret and implement authentic assessment strategies in order to improve learning, modify practices, and make curricular decisions

## **Associate of Arts in Child Development**

The curriculum in the Associate of Arts Degree in Child Development is designed with a two-fold purpose:

- To prepare the student to enter a four-year university to obtain a Bachelor Degree for professional careers in child development or in related fields
- To provide students with knowledge to critically analyze and evaluate theoretical and practical issues in the field, and with the skills to apply their learning to diverse communities outside the university

### ***Completion Requirements***

To meet the academic requirements for graduation with an Associate of Arts Degree in Child Development, the student must:

- Complete a minimum of 69 units of college credits, including:
  - A minimum of 28 units of General Education
  - All required Child Development courses (or their equivalent) with a “C” or better, 41 units
- Attain an overall GPA of “C” (2.0) or higher
- Submit Portfolio of Critical Assignments to Child Development Chair by the end of the program

Each Child Development course includes a critical assignment in one or more of the NAEYC competencies for Early Childhood Professional Preparation, Preschool Learning Foundations, or National After School Association that will be included in the Professional Portfolio required for the completion of the degree program.

## ***Degree Requirements***




- General Education Courses ..... 28 units
- Child Development Courses ..... 41 units
  - Lower Division Courses (28)
  - Electives (13)

**Total = 69 units**



### **General Education Courses (28 units)**

- See the General Education section of this catalog.

### **Child Development Courses (28 units)**

- CD 252 Practicum in Child Development (3)
- ECE 101 Introduction to Early Childhood Education (3)
- ECE 103 Child Growth and Development (3) 
- ECE 105 Observation and Assessment Techniques (3) 
- ECE 106 Child, Family and Community (3)
- ECE 107 Child Health, Safety and Nutrition (3)
- ECE 110 Early Childhood Curriculum (3)
- ECE 214 Behavior Management and Guidance in Early Childhood Education (3) 
- EDU 100 Technology Essentials for Educators (3)
- INF 100 Information Competency (1)

### **Child Development – Electives (13 units)**

- CD 219 Inclusive Practices for Young Children (3) 
- CD 254 Adult Supervision: Program and Professional Assessment (2)
- ECE 102 Principles of School-Age Child Care (3)
- ECE 104 The School-Age Child (3)
- ECE 109 Child Development in Multicultural Contexts (1)
- ECE 212 Creative Experiences for Children (1)
- ECE 213 Emergent Literacy in Early Childhood (1)
- ECE 215 Management of Child Care Centers (3)
- ECE 216 Infant-Toddler Care and Education (3) 
- ECE 217 Administering a Family Child Care (1)
- ECE 218 Early Childhood Environments (1)

## ***Program Data***

NHU is committed to providing the information students need to make an informed decision about where they pursue their education. Please follow the link below for detailed information relating to

program costs, types of occupations this program may lead to, completion rate, and median loan debt of students who have graduated from this program.

**Occupations** - This program generally prepares students to enter the types of occupations listed below, depending upon the concentration chosen. For more information on these specific occupations, visit [www.onetonline.org](http://www.onetonline.org). In addition to this list, there are other career options that graduates of this program may choose to pursue.

Occupation Name*	Occupation Code*
Childcare Workers	39-9011

*\*The "occupation name" is a general job title. "Occupation code" refers to the US Bureau of Labor Statistics' Standard Occupation Classification.*

**Program Completion** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students' privacy per U.S. Department of Education guidelines.

**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees..... \$22,873
- Books and Supplies..... \$3,400
- Room and Board..... Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students' privacy per US Department of Education guidelines.

## Bachelor of Arts Degree in Child Development

### Completion Requirements

To meet the academic requirements for graduation with a Bachelor of Arts Degree in Child Development, students must:

- Complete a minimum of 125 semester units of college credit
- Satisfy NHU General Education Breadth requirements as described in the University Catalog
- Meet requirements for the major as described in the University Catalog
- Satisfactorily complete the last 30 units of residency at NHU
- Satisfactorily complete a minimum of 15 upper division units in their major at NHU over and above those units satisfactorily completed in the equivalent major at another institution (these 15 units may be part of the last 30 residency units)
- Attain an overall GPA of "C" (2.0) or higher with a "C" (2.0) or higher in all units
- Each student is required to submit a portfolio of Critical Assignments to Child Development Chair by the end of the program. Each Child Development course includes a critical assignment in one or more of the NAEYC competencies for Early Childhood Professional Preparation, Preschool Learning Foundations, or National After School Association that will be included in the Professional Portfolio required for the completion of the degree program.

- Satisfy NHU’s writing skills requirement (pass the NHU Junior Writing Proficiency Exam)
- Satisfy the US History and Constitution requirement

In addition, students must:

- File a formal application for a graduation with the Department Chair
- Ensure that all financial obligations to the University have been met, including payment of outstanding fees

### ***Degree Requirements***

- General Education Courses ..... 49 units
  - Lower Division (40)
  - Upper Division (9)
- Child Development Courses ..... 76 units
  - Lower Division (28)
  - Upper Division (27)
  - Concentration (21)




**Total = 125 units**

#### **General Education Courses**



- See the General Education section of this catalog.






### **Child Development**

#### **Lower Division (28 units)**

- CD 252 Practicum in Child Development (3)
- EDU 100 Technology Essentials for Educators (3)
- ECE 101 Introduction to Early Childhood Education (3)
- ECE 103 Child Growth and Development (3) 
- ECE 105 Observation and Assessment Techniques (3) 
- ECE 106 Child, Family, and Community (3)
- ECE 107 Child Health, Safety and Nutrition (3)
- ECE 110 Early Childhood Curriculum (3)
- ECE 214 Behavior Management and Guidance in Early Childhood Education (3) 
- INF 100 Information Competency (1)

#### **Upper Division (27 units)**

- CD 314 Administering Child Development Programs: Center Management (3)
- CD 352 Cognitive and Language Development (3) 
- CD 353 Play, Development, and Learning (3) 
- CD 450 Socio-Emotional Development of Children (3)

- CD 452 Leadership and Advocacy for Children (3) 
- CD 453 Research in Child Development (3) 
- CD 455 Culture and Cognition (3) 
- CD 456 Violence and its Impact on Children and Families (3) 
- PSY 325 The Exceptional Child (3) 

### **Concentration Requirements (21 units)**

- Students must select one Emphasis

### ***Early Biliteracy Development- Concentration I***

The objectives of the Early Biliteracy Development emphasis are twofold:





- To provide the student with knowledge on research-based strategies that support dual language learners in developing a strong literacy base in both English and their home languages
- To analyze the impact of racial and cultural discrimination on children’s linguistic and intellectual development, as students explore issues that affect the socialization and enculturation of bilingual children in a multicultural society

Students will develop a solid background on:

- First and second language acquisition and development
- Myths associated with second-language development
- Assessment of cognitive and linguistic developmental stages of bi-literate and bicultural children
- How a child's sense of identity and self-esteem impacts the quality of that child’s learning experiences and future academic success

Some of the areas where this knowledge can be applied are education, public policy, social work, the non-profit sector, and community-based organizations. Students must complete four required courses and select 9 units of elective courses:

### **Required Courses**

- CD 434 Literacy Development in Second Language Learners (*Capstone Course*) (3) 
- CD 436 Socio-Cultural Issues in Biliteracy Education (3) 
- CD 442 Methods for Second Language Learners (3) 
- CD 454 Practicum in Early Childhood Education II (3) 






### ***Early Intervention- Concentration II***

The Early Intervention concentration is anchored on the principle that serious developmental problems can be screened early in life and that infants develop within the dynamic interacting contexts of the family, society, and culture in which they live. Specifically, the field of infant mental health is grounded on the principle that early relationship-based intervention in the context of family, community, and culture can support socio-emotional and behavioral development and help children at risk and their families prevent future developmental problems.

This is an increasingly interdisciplinary field that includes areas such as special education, pediatrics, social work, public policy, and physical and occupational therapy. The early intervention specialist acts

as the consultant for parents, caretakers, physicians, and teachers in the development of the brain, emotions, and behavior of young children. This emerging role provides leadership, education, and methods for prevention, assessment, and treatment of socio-emotional problems, and developmental delays in infants and young children in the contexts of their primary relationships. Students must complete four required courses and select 9 units of elective courses:

### Required Courses

- CD 435 Autism Spectrum Disorders (Capstone Course) (3) 
- CD 454 Practicum in Early Childhood Education II (3) 
- CD 457 Observation and Assessment of Differently-Able Young Children (3) 
- ECE 216 Infant-Toddler Care and Education (3)  *or* CD 219 Inclusive Practices for Young Children (3) 





### *School-Age- Concentration III*

The School-Age concentration prepares students to work with culturally and linguistically diverse children ages five to 12 years old. Students who select this concentration will be able to:


- Understand and implement pedagogy that integrates language, reading, math, visual, and performing arts
- Understand how these conceptual systems interrelate as students effectively apply them to the developmental milestones within each discipline
- Interpret information needed to define the task of language learning and justify a set of goals and appropriate learning opportunities for children
- Relate specific instances of curriculum design to historical and current perspectives on language learning and teaching
- Analyze and implement authentic and systematic observations, documentation strategies, and other effective assessment strategies in the context of family partnerships in order to positively influence children's development and learning. This concentration will enable students to pursue careers in education and education support programs, after-school programs, child advocacy, counseling, social work, community-based and public agencies, and in a variety of other fields


Students must complete four required courses and select 9 units of elective courses:

### Required Courses

- CD 436 Socio-Cultural Issues in Biliteracy Education (3)  *or* EDU 300 Liberal Studies Gateway Experience (3)
- CD 440 Appropriate Practices across Curriculum through Pedagogy (*Capstone Course*) (3) 
- CD 442 Methods for Second Language Learners (3) 
- CD 454 Practicum in Early Childhood Education II (3) 

### Electives

- CD 219 Inclusive Practices for Young Children (3) 
- CD 254 Adult Supervision: Program and Professional Assessment (2)
- CD 351 Cultural Dimensions Related to Child Development (3)
- ECE 102 Principles of School-Age Child Care (3)

- ECE 104 The School-Age Child (3)
- ECE 109 Child Development in Multicultural Contexts (1)
- ECE 111 School-Age Curriculum (3)
- ECE 212 Creative Experiences for Children (1)
- ECE 213 Emergent Literacy in Early Childhood (1)
- ECE 215 Management of Child Care Settings (3)
- ECE 216 Infant-Toddler Care and Education (3) 
- ECE 217 Administering a Family Child Care (1)
- ECE 218 Early Childhood Environments (1)
- ENG 401 Multi-ethnic Children’s Literature (3)

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Occupation Name*	Occupation Code*
Childcare Workers	39-9011
Preschool Teachers, Except Special Education	25-2011
Education Administrators, Preschool and Childcare Center/Program	11-9031
Teacher Assistants	25-9041
Community and Social Service Specialists, All Other	21-1099

*\*The “occupation name” is a general job title. “Occupation code” refers to the US Bureau of Labor Statistics’ Standard Occupation Classification.*

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**Program Costs** - The total program costs are the estimated average costs over the duration of the program, excluding any scholarship or tuition reductions, for students completing the program on time. These costs can vary based on the number of units. Typically, tuition and fees are subject to change annually.

- Tuition and Fees.....\$41,375
- Books and Supplies.....\$6,800
- Room and Board.....Not applicable

**Median Loan Debt** - This program had fewer than 10 graduates during July 1, 2009, to June 30, 2010. As a result, NHU does not disclose this information in order to protect students’ privacy per US Department of Education guidelines.