Child and Family Development
In the College of Education

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*Serves on the Faculty Governing Board which makes recommendations on admissions, curriculums, 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. Shulamit N. Ritblatt.

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 four child development programs available in the CSU. With 101 community college child development programs in California and 17 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. The Department of Child and Family Development plays a leadership role in integration of curricula for community colleges and the CSU.*

Child development is an interdisciplinary area of study. The Master of Science degree, administered by the faculty from 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. The focus of the department is on the study of social emotional development as the underlying foundation for all other areas of development including physical, cognitive, motor and language. The program represents an interdisciplinary field of study with a basic assumption that development takes place across the lifespan in the context of the family, community, and public policy. The department's emphasis on primary prevention prepares students with hands-on experiences through community-based learning.

The focus of the program is on the early years and prevention with an emphasis on parent-child intergenerational relationships to enhance school readiness and preparation of teachers to work with families with a focus on socio-emotional and behavior support in educational settings and homes. Faculty areas of study include attachment, socio-emotional development and school readiness, continuity of care, child abuse and relationship violence, intergenerational relationships, and parent education and involvement in education. Faculty work in collaboration with community agencies and programs to include but are not limited to: SDSU Children's School and Head Start, First 5, San Diego Unified School District, San Diego County Office of Education, San Diego County Health and Human Services—Office of Violence Prevention, San Diego County Health and Human Services Child and Adolescent Services, Children Mental Health Services, YMCA, Exceptional Family Resource Center, Home Start, among others. Students can choose a research project or thesis. In addition to the thesis, there are projects on agencies and programs in the community. Students will have the opportunity to develop projects in the community and implement best practices of continuity of care, intergenerational programs, etc.

Graduates with the Master of Science (but without the certificate), and graduates with the certificate qualify for administrator, coordinator, or service provider positions in preschools, day care centers, schools, hospitals, hospice centers, public welfare agencies, family service agencies, family planning clinics, community programs, business and industry, and government agencies. Graduates with the EC-SEBRIS certificate also qualify for positions related to early childhood mental health and behavioral health. Graduates from the Master of Science program also qualify as community college instructors and can continue their education for the doctoral degree in human development or a related field.

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. All students must satisfy the general requirements for admission to the university with graduate standing as described in Part Two of this bulletin. Students who do not fully meet the requirements for admission with classified graduate standing may be considered for conditionally classified graduate standing upon recommendation of the admissions committee and the graduate adviser. In addition, a student applying for admission to the graduate program in child development, including those who hold the EC-SEBRIS certificate, must meet the following graduate admission requirements.

To qualify for admission to the master's program in child development, the student must have:
1. A bachelor's degree in child development or related fields or consent of the Child Development Faculty Governing Board.
2. Completion of prerequisites for the program of study. If students' undergraduate preparation is deemed insufficient, students will be required to complete specified courses (Child and Family Development 375A, 375B, 375C, and two units from Child and Family Development 378A, 378B, 378C, 378D) in addition to the minimum 31-32 units required for the Master of Science degree in child development.
3. A grade point average of 3.0 in the last 60 semester units attempted.
Advancement to Candidacy
All students must satisfy the general requirements for advancement to candidacy, as described in Part Four of this bulletin, have identified a thesis adviser if they are in Plan A or if they have been approved to follow Plan B, and taken Child and Family Development 790 with a grade of B or better (the last requirement does not apply to students who have completed the Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) certificate).

Specific Requirements for the Master of Science Degree in Child Development
(Major Code: 08231) (SIMS Code: 330909)
In addition to meeting the requirements for classified graduate standing and the basic requirements for the master’s degree as described in Part Four of this bulletin, students must complete a graduate program of 31-32 units, to include at least 19 units of 600- and 700-numbered courses.

Students pursuing only the Master of Science degree in child development only and select Plan A (Thesis/Project) must complete:
1. A core sequence of five courses to include Child and Family Development 634, 660 (four units required), 670, 790, and Education 690 (16 units).
2. Up to 12 units of 500, 600, and 700-level child and family development courses. (Graduate students who received the Bachelor of Science degree in child development from San Diego State University will complete child and family development 500-level courses not taken as part of their undergraduate program and will select remaining courses from other programs with approval of the graduate adviser.

NOTE: Students who have completed or are concurrently pursuing the EC-SEBRIS certificate will have earned 18 units towards the Master of Science in child development and select Plan A need to complete 14 additional units: Child and Family Development 634, 660 (1 unit per semester for total of 2 units), Education 690, Child and Family Development 790, and 799A (Plan A).

Students pursuing the Master of Science degree in child development only and select Plan B (Examination) must complete:
1. A core sequence of five courses to include Child and Family Development 634, 660 (four units required), 670, 697B, and Education 690 (16 units).
2. Up to 12 units of 500, 600, and 700-level child and family development courses. (Graduate students who received the Bachelor of Science degree in child development from San Diego State University will complete child and family development 500-level courses not taken as part of their undergraduate program, and will select remaining courses from other programs with approval of the graduate adviser.
3. A three unit graduate course selected with approval of the graduate adviser.

NOTE: Students who have completed or are concurrently pursuing the EC-SEBRIS certificate will have earned 18 units towards the Master of Science in child development and select Plan B need to complete 14 additional units: Child and Family Development 634, 660 (1 unit per semester for total of 2 units), Education 690, Child and Family Development 697B, and an additional three unit graduate course.

Concentration in Early Childhood Mental Health
(Major Code: 08231) (SIMS Code: 330809)
The Master of Science degree in child development with a concentration in early childhood mental health is designed to prepare students who have completed the Early Childhood Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) certificate, continue to the master’s program in child development, and wish to pursue clinical licensure under the California Board of Behavioral Sciences – Licensed Professional Clinical Counselors (LPCC) for practice in the field of early childhood mental health. Students may complete the academic and clinical practicum requirements leading to California LPCC licensure. The student must complete, in consultation with an adviser, an official program of study that includes 63-65 units of 500-, 600-, and 700-numbered required and elective courses.
(up to 15 units can be taken from 500-level courses with the approval of the adviser) that meet the 14 core content areas as outlined by the licensure requirements. To comply with LPCC requirements, students must take a minimum of six semester units of supervised clinical fieldwork (Child and Family Development 697A, 697B, 792. Supervision includes group, one-on-one, on-site coaching, and videotaping supervision methods).

To fulfill the educational requirements to qualify for state licensure in LPCC as published by the California Board of Behavioral Sciences laws and regulations related to the practice of marriage and family therapy, licensed social work, licensed educational psychologists, and licensed professional clinical counselors (Senate Bill 788), students need to complete the following courses as aligned with the core content areas as delineated in the requirements:

1. Counseling and Psychotherapeutic Theories and Techniques (6 units)
   - CFD 671 Seminar in Supporting Early Childhood Mental Health (3)
   - SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment: Perspectives in the Assessment of DSM (3)

2. Human Growth and Development Across the Lifespan (3 units)
   - CFD 670 Seminar in Human Development Theories – Intervention and Prevention (3)

3. Career Development Theories and Techniques (5-6 units)
   - CFD 660 Seminar in Early Childhood Mental Health Career Development (2) Cr/NC
   - CFD 697A Advanced Field Experiences A (3-4) Cr/NC

4. Group Counseling Theories and Techniques (3 units)
   - CFD 792 Advanced Clinical Experiences – Group Counseling (3) Cr/NC
   - ARP 648 Group Dynamics in Rehabilitation (3)

5. Assessment, Appraisal, and Testing (8-9 units)
   - CFD 580 Observation and Assessment of Young Children's Environments and Relationships (3)
   - CSP 623 Ecobehavioral Assessment – Intervention* (3)
   - ARP 645A Assessment in Rehabilitation (3)

6. Multicultural Counseling Theories and Techniques (3 units)
   - CFD 697B Advanced Field Experiences B* (3) Cr/NC

7. Principles of Diagnosis, Treatment Planning, Prevention of Mental and Emotional Disorders, and Dysfunctional Behavior (3 units)
   - CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective (3)

8. Research and Evaluation (6 units)
   - ED 690 Methods of Inquiry (3)
   - CFD 790 Research Methods and Program Development (3)

9. Professional Orientation, Ethics and Law in Counseling, California Law and Professional Ethics (2 units)
   - CFD 660 Seminar in Early Childhood Mental Health Career Development (2) Cr/NC

10. Psychopharmacology (includes biological bases of behavior) (3 units)
    - CSP 694 Psychopharmacology for Marriage and Family Therapists (1-3)

11. Addictions Counseling (substance abuse, co-occurring disorders) (1-3 units)
    - CSP 687 Family and Systemic Treatment of Substance Abuse (1-3)
    - SWORK 758 Seminar in Social Work and Selected Fields of Practice* (1-3)

12. Crisis/Trauma Counseling (multidisciplinary responses to crises, emergencies or disasters) (6 units)
    - CFD 595 Early Childhood Mental Health: Theory and Practice (3)
    - CSP 650 Trauma and Crisis Counseling in Multicultural Community Context (1-3)

13. Advanced Counseling and Psychotherapeutic Theories and Techniques (10 units)
    - Human Sexuality:
      - CSP 635 Sexuality and Intimacy in Couple and Family Therapy and Counseling (1-2)
      - SWORK 780 Seminar in Social Work and Selected Populations-at-Risk (3)
    - Child Abuse and Spousal or Partner Abuse:
      - CFD 537 Child Abuse and Family Violence (3)
      - CSP 688 Family Systems Assessment of Child Abuse (1)
      - CSP 691 Violence in Couples' Relationships (1)
    - Aging and Human Development:
      - CFD 670 Seminar in Human Development Theories- Intervention and Prevention (3)
      - GERO 601 Theory and Application in Gerontology and Aging (3)
    - Additional selected courses:
      - CFD 578 Conflict Resolution Across the Life Span (4)
      - CFD 585 Family Involvement and Engagement with Young Children: Working with Families at Risk (3)
      - CFD 634 Seminar in Family Processes (3)
      - CSP 662A Counseling Interventions with Children and Adolescents: Marriage and Family Therapy (3)
      - SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment (3)

14. Culminating Experience (3 units)
    - Students required to comply with LPCC requirements must complete six semesters of practicum with supervision (18-20 units):
      - CFD 697A (6-8 units)
      - CFD 697B (6 units)
      - CFD 792 (6 units)

Students must purchase professional liability insurance in order to participate in the clinical experience component of the program and have a background check clearance.

Post-Graduation Supervised Experience: Upon completion of the degree, students need post-degree supervised experience of 3,000 hours over a period of no more than two years, including not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting, and 150 hours in a hospital or community mental health setting.

Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE), recently adopted as the licensure examination for California LPCCs, and the Jurisprudence and Ethics Examination. Both examinations will be administered by the California Board of Behavioral Sciences.
Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) Certificate

(Certificate Code: 90304) (SIMS Code: 330300)

The certificate program in Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) is an interdisciplinary program focusing on professional preparation and skills enhancement of early childhood educators who work with young children who demonstrate socio-emotional and behavioral problems and their parents.

Twenty program units are required to earn the certificate in Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS). Twelve units of seminar courses addressing core knowledge foundations and eight units of practicum/field experience. Courses in the certificate program may be applied to the master’s degree in child development if applicable.

Prerequisites for admission:

1. Successful completion of a bachelor’s degree in a field related to child development, psychology, social work, human development, school counseling, or social services from an accredited institution, and relevant work experience in the early childhood education field.

2. Successful completion of the application and interview process.

3. Coursework relating to: early years of development, parenting, family functioning and parent-child relationships, children with special needs, and theories in socio emotional development. If students’ undergraduate preparation is deemed insufficient, students will be required to complete specified courses as determined by the certificate program’s adviser.

4. Recommendation of employer and/or director of certificate program.

Course requirements (20 units). The EC-SEBRIS certificate is modeled following the Delivery of Infant-Family and Early Mental Health Services Revised Training Guidelines and Personnel Competencies proposed by the California’s Infant, Preschool and Family Mental Health Initiative (Workforce 2010). It includes two main areas: knowledge and experience. The knowledge base is comprised of four foundation classes. Two practicum courses that include clinical experience/supervision in early childhood setting and programs accompanied by Reflective Practice Facilitation (total of 500 hours of supervised practicum).

Students must complete the course requirements with a minimum 3.0 (B) grade point average.

Knowledge Area (12 units):

- CFD 670 Seminar in Human Development Theories- Intervention and Prevention (3)
- CFD 671 Seminar in Supporting Early Childhood Mental Health (3)
- CSP 623 Ecobehavioral Assessment – Intervention (3)
- SPED 676 Advanced Applied Behavior Analysis (3)

Experience Area – Field Experience/Practicum (8 units):

- CFD 697A Advanced Field Experiences A Cr/NC (Four units each semester; 500 hours of supervised practicum to include 50 hours of group supervision, 30 hours of one-on-one, and six to ten hours of on-site coaching).

For further information, contact the program adviser, Dr. Shulamit N. Ritblatt.

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

Refer to Courses and Curricula and Regulations of the Division of Graduate Affairs sections of this bulletin for explanation of the course numbering system, unit or credit hour, prerequisites, and related information.

UPPER DIVISION COURSES

CFD 536. Divorce and Remarriage (3)
Prerequisites: Child and Family Development 335, 370 and Sociology 101. Proof of completion of prerequisites required: Copy of transcript.

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

CFD 537. Child Abuse and Family Violence (3)

CFD 560. Theories in Socio-Emotional Development (3)

CFD 565. Best Practices of Care for Infants/Toddlers (3)
Prerequisites: Consent of instructor, Child and Family Development 370, and completion of all lower division preparation for the major courses with a grade of C (2.0) or better. Proof of completion of prerequisites required: Copy of transcript.

Best practices of care for infants and toddlers to include respectful, attentive physical care, its basic principles and the practical components of best practices of care for young children. Design environments of care that ensure safety and optimum growth and development in collaboration with families via meaningful connections between child care and child’s home and culture.

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

Ethical guidelines and other standards related to child and family development. Informed advocates for equitable educational practices and policies.

CFD 577. Professionalism and Advanced Administration of Child Development Programs (3)
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.

CFD 578. Conflict Resolution Across the Life Span (4)
Three lectures and three hours of laboratory.
Prerequisites: Child and Family Development 335, 370, 375A, 375B, 375C, 475, two units from Child and Family Development 378A, 378B, 378C, 378D, and Child and Family Development 537 and 560 with an overall grade of C (2.0) or better. Proof of completion of prerequisites required: Copy of transcript.

Theories of conflict development and resolution across lifespan. Parenting styles, discipline, behavior and class management, and conflict resolution techniques used in relationships. Directed experiences using conflict resolution techniques in various settings.
CFD 580. Observation and Assessment of Young Children’s Environments and Relationships (3)
Prerequisite: Senior standing. Ecobehavioral and developmental techniques and procedures to measure development, relationships, and environments. Administration of measures in class and in field.

CFD 585. Family Involvement and Engagement with Young Children: Work with Families at Risk (3)
Prerequisites: Senior standing. Concurrent registration in Child and Family Development 597. Role of parents and caregivers in supporting and enhancing developmental outcomes. Home visitation programs, practices, and techniques. Field experience working with families at risk.

CFD 590. Children with Special Needs (4)
Three lectures and three hours of laboratory. Prerequisites: Child and Family Development 270 or Psychology 230, Child and Family Development 353A, 353B, 353C, 370, 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 etiology, development, and adjustment of emotional, psychological, and physical disorders. Directed experience with special needs individuals and their families with focus on inclusion.

CFD 595. Early Childhood Mental Health: Theory and Practice (3)
Prerequisite: Senior standing. Neurorelational framework to understand brain development and mental health. Emotional and behavioral regulation support at home and in educational settings.

CFD 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. May be repeated with new content. 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 may be applied to a bachelor's degree. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

CFD 597. Field Experience in Child and Family Development Programs (3) Cr/NC
Prerequisites: Completion of five child and family development 500-level courses with a grade of C (2.0) or better in each course. Proof of completion of prerequisites required: Copy of transcript. Work experience in child and family development. Application of theoretical and evidence-based information with reflective supervision from faculty and field supervisor. Development of professional identity, cultural self-awareness, and career goals. Maximum credit six units.

CFD 598. Reflective Learning Portfolio (1) Cr/NC
Two hours of activity. Prerequisite: Senior standing. Limited to child development majors. Major code: 08231. Capstone course to mentor child development majors to integrate knowledge acquired throughout child and family development program. Create portfolio and reflective essay.

GRADUATE COURSES

CFD 634. Seminar in Family Processes (3)
Prerequisite: Child and Family Development 335. Analysis of selected research in family structure, development, and crisis.

CFD 660. Seminar in Early Childhood Mental Health Career Development (2) Cr/NC
Prerequisite: Consent of graduate adviser. Career development theories and models. Current trends and policy making in early childhood mental health field. Ethics and law to include California law and professional ethics for licensed professional clinical counselors. May be repeated with new content. Maximum credit four units.

CFD 670. Seminar in Human Development Theories-Intervention and Prevention (3)
Prerequisite: Six upper division units in child and family development. Advanced child and human growth and development theories. Intervention and prevention models, theories, research, and applications. Developmental crises, disability, and psychopathology. May be repeated with new content. Maximum credit six units.

CFD 671. Seminar in Supporting Early Childhood Mental Health (3)
Prerequisite: Six upper division units in child and family development. Psychotherapeutic theories and techniques for early childhood mental health specialists and practitioners to include positive behavior support models. Multidisciplinary models of response to crises and trauma using multicultural approach. May be repeated with new content. Maximum credit six units.

CFD 697A. Advanced Field Experiences A (3-4) Cr/NC
Prerequisite: Child and Family Development 670 or 671. Application of human development theories and techniques in various community settings with reflective supervision faculty and on-site coaching. Development of professional identity, self-awareness, and understanding the reciprocal nature of relationships. Maximum credit eight units. (Formerly numbered Child and Family Development 697.)

CFD 697B. Advanced Field Experiences B (3) Cr/NC
Prerequisite: Child and Family Development 670 or 671. Advanced application of human developmental theories and techniques in various community settings with clinical supervision faculty and field supervisor. Rational approach towards infant, family, and early childhood mental health with focus on cultural diversity. Maximum credit six units.

CFD 790. Research Methods and Program Development (3)
Prerequisite: Approval of graduate program adviser. Research in child and family development: criteria and procedures for conducting research. Development of programs pertaining to children and families; literature review, proposal development, planning steps for implementation.

CFD 792. Advanced Clinical Experience and Group Supervision (3) Cr/NC
Prerequisite: Classified graduate standing in child development degree program. Clinical field experience with individuals and groups. Advanced clinical supervision of group processes and working with young children and families experiencing trauma. Maximum credit three units applicable to master's degree in child development. Maximum credit six units applicable to master's degree in child development with concentration in early childhood mental health.

CFD 798. Special Study (1-3) Cr/NC/RP
Prerequisites: 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.

CFD 799A. Thesis (3) Cr/NC/RP
Prerequisites: An officially appointed thesis committee and advancement to candidacy. Preparation of a thesis or project for the master's degree.

CFD 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.

CFD 799C. Comprehensive Examination Extension (0) Cr/NC
Prerequisite: Completion or concurrent enrollment in degree program courses. Registration required of students whose only requirement is completion of the comprehensive examination for the master's degree. Registration in 799C limited to two semesters.