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DISCLAIMER: Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Education CAFS advisor for current information.

Shaping the Future

Vision Statement

The vision within the Child, Adolescent, and Family Studies Program (CAFS) is to promote partnerships that foster healthy children, supportive family relationships, and an interactive community of diverse learners.

This program will also offer learning activities that provide superior educational preparation for teachers, parents, and community professionals that will aid in the development of well prepared persons to interact with and support a culturally, socially, and biologically diverse population within the local, regional, national, and global community.

Philosophy

The philosophy of the Child, Adolescent, and Family Studies Program (CAFS) has as its core a constructivist educational approach that perceives learning as the merging of cognitive, affective, social, and motor domains as experienced by the individual, family, and community, and as experienced within the cultural contexts of global, national, and regional communities. This belief reinforces the premise that the study of Human Development is not a parochial study, but rather a process of examining the totality of the human experience in ever-changing environments.

Program Description

The Child, Adolescent, and Family Studies Program (CAFS) at California State University, Bakersfield offers a major leading to a Bachelor of Arts Degree. The CAFS program provides students with an undergraduate level of knowledge within Child, Adolescent, and Family Studies. This program highlights diverse theories, milestones across developmental domains, family systems, ethics, and developmental research methods.

The CAFS major focuses on the biological, cognitive, psychological, and sociological foundations of child behavior and development. Students will acquire knowledge and gain understanding through exposure to relevant literature, current research topics, selected service, fieldwork, and development of their own research. Students will gain an intensive and global understanding of the developmental needs, behavioral patterns, and problems of children and their families. Through a variety of courses, students obtain knowledge and refine skills in observing, assessing, interpreting, and implementing programs for children and families; working with and supervising child-centered programs; participating in supportive structures for children and adolescents; and understanding families from diverse backgrounds.

Within the CAFS major, there are 3 tracks from which students may choose to complete their requirements for graduation. Each student is strongly encouraged to meet with an advisor to more thoroughly discuss each track. Students majoring in our program must also complete all CAFS coursework with a grade of "C-" or higher. The Child, Adolescent, and Family Studies program has a strong online component. Students will leave this major competent on the computer. Most of our major

courses are also taught online at least once every other year. All the CAFS tracks are available for students interested in teaching in the elementary schools.

The first track in the CAFS program is our FAST Track, **Future Academic Studies for Teachers**, for future elementary school teachers. Students following this track will complete their BA and all of the coursework for the multiple subjects credential in 4 years (rather than the usual 5 years). This track is designed for students who want to be elementary school teachers, are interested in completing our general track, and can maintain a GPA of 2.67 or higher for their first 3 years and a GPA of 3.0 in their final year. Please speak to an advisor in order to follow this track.

The second track in the CAFS program is our **general track**. The students who choose this track typically want to work with children and families in a variety of ways, including the following: preschool teachers, administrators, social workers, counselors, advocates, readiness coordinators, etc. There is also a growing number of students who want to work as elementary school teachers who are choosing this track. The reason that future elementary school teachers may choose this track is because there is not currently a waiver to enter teaching credential programs. The third CAFS track offers a set of courses specifically designed to assist students in preparing to pass the CSET. However, students do not have to choose that track. Students may choose this general track, study on their own, and take (and pass) the CSET so that they may enter the multiple subjects teaching credential program. Students are strongly advised to meet with an advisor when choosing this track.

The third CAFS track is our **Elementary Education teacher preparation** track. In the CAFS major the students take a significant amount of coursework preparing them specifically to work with children in developmentally appropriate ways. This degree track has been approved by the California Commission on Teacher Credentialing (CCTC) as a program that prepares students for passage of the subject matter examination that candidates must pass to receive the multiple subjects credential required for multiple subjects instruction in the public schools. This track does change as state requirements are changed; students are strongly encouraged to meet each quarter with their advisor so that they may be notified of modifications to the program.

Requirements for the Bachelor of Arts Degree with a Major in Child, Adolescent, and Family Studies

Each of the tracks leading to the Bachelor of Arts Degree with a major in Child, Adolescent, and Family Studies requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

Future Academic Studies for Teachers - CAFS FAST Track

Students following this track must inform their advisor and must meet with an advisor every quarter. This track is designed to prepare students to be elementary education teachers. Upon completing the following courses students will have their BA in Child, Adolescent, and Family Studies and will have completed all of the coursework for their Multiple Subjects Credential.

CAFS FAST Track: Child, Adolescent, and Family Studies Future Academic Studies for Teachers Elementary Education Teacher Track

Year 1	Fall	units	
	CSUB 101	2	
	Area A2 (C or higher)	5	
	Area C	5	
	Area D4	5	17
	Winter	units	
	Area A1	5	
	Area B1-Biol 100	5	

	Area D3-Plsi 101	5	
	CAFS 110	2	17
	Spring	units	
	Area A3	5	
	Area B4-stats (C or higher)	5	
	CAFS 200	5	
	EDEL 240	2	<u>17</u>
			51
Year 2	Fall	units	
	CAFS 230 or 280	5	
	Area B2	5	
	Minor	5	
	CAFS 208	4	19
	Winter	units	
	Hist 231	5	
	Area D1, D2, or D5	5	
	Area C4	5	
	Foreign Language		15
	Spring	units	
	EDBI 475 (GRE)	3	
	Minor (PEAK 345)	5	
	CAFS 312	5	
	Area C3-Hist 210	5	
	CBEST		<u>18</u>
			52
Year 3	Fall	units	
	Theme 1	5	
	CAFS 400	5	
	Minor		5
	EDCI 579-credit	1	
	CSET		16
	Winter	units	
	Theme 2	5	
	CAFS 410	5	
	CAFS 313	5	
	GWAR test or course		15
	Spring	units	
	Theme 3	5	
	Minor	5	
	CAFS 490	3	
	CAFS 320/350/360/430	5	<u>18</u>
			49
Year 4	Fall	units	
	EDEL 420	4	
	EDEL 421	2	
	EDEL 429	3	
	EDEL 437	3	
	EDBI 476	3	15
	Winter	units	
	EDBI 428/477	3	
	EDEL 430	4	
	EDEL 436	3	
	EDEL 439	6	
	RICA test		16
	Spring	units	
	EDSP 301	3	

EDEL 449	9	<u>12</u>
		43
Recommended pattern of courses		195

Child, Adolescent, and Family Studies-General Track

This general track may also be used by students who desire to become elementary education teachers. All general education coursework for the university must be completed in addition to the courses specific to this major. It is critical that students following this track who wish to enter a teacher credential program (either multiple subject or preschool) notify their faculty advisor of their intentions so that they can be advised correctly.

Students working toward a concentration in Elementary Education may be required to fulfill specific requirements for entrance to a credential program and may need different courses based on state or university standards for the credential program.

Prerequisite (7 units)

1. CAFS 110 (2) or CAFS 310 (2)
2. CAFS 200 (5)

Core (17 units)

1. CAFS 400 (5)
2. CAFS 410 (5)
3. CAFS 490 (3)

Four Program Domains (complete at least 9 units in each of 3 of the 4 program areas, and at least one course in each area must be upper division)

Domain A: Developmental Theory

1. CAFS 311 (5)
2. CAFS 312 (5)
3. CAFS 313 (5)

Domain B: Practicum/Fieldwork

1. CAFS 210 (2)
2. CAFS 220 (5)
3. CAFS 230 (5)
4. CAFS 350 (5)
5. CAFS 414 (2)
6. CAFS 440 (2)

Domain C: Sociocultural Influences on Development

1. CAFS 208 (4)
2. CAFS 280 (5)
3. CAFS 320 (5)
4. CAFS 360 (5)
5. CAFS 430 (5)

Domain D: Programs and Program Development for Children and Families

1. CAFS 240 (5)
2. CAFS 250 (5)
3. CAFS 420 (4)

Elementary Education/Subject Matter Preparation Track

A specialty concentration in Child, Adolescent, and Family Studies-Elementary Education provides an academic experience best suited to those who wish to teach in the elementary K-6 setting. The CAFS

Elementary Education student will take classes that have been approved by the California Commission on Teacher Credentialing (CCTC) as a program meeting the requirements for the Elementary Education Multiple Subjects preparation. Upon successful completion of the courses described below, the student will have completed all the California State Department of Education and California State University course requirements for the Elementary Education Multiple Subject preparation for entrance into an Elementary Education Multiple Subject Credential program.

This specialty track is for students who plan to become elementary teachers. Please see an advisor for a current listing of the required courses. The following is the most recent course outline.

Elementary Education Concentration Program of Classes

This track is exactly the same as the Liberal Studies Major except for the area of concentration.

Requirements for the Elementary Education Track

1. Traditional Credential Track (174 units with CSUB 101, but 180 to graduate)

Area One: Language

1. Composition

Completion of the following two courses:

- a. ENGL 110
- b. One of three approved GVAR courses, ENGL 310 or COMM 304 or ENGL 305 with a grade of "C" or better, or eight (8) on the Graduation Writing Assessment Requirement.

2. Literature

Completion of a course from each of the following:

- a. ENGL 101, 207, 208, 235, 290, 294, 295.
- b. ENGL 364, 365, 366, 370, 373, 395 470, 471, 473, FREN 380, THTR 307, 385. **Or BCLAD:** SPAN 301, 302, 303, 416, 419, 422.

3. Oral Communication

Completion of one of the following courses:

- a. COMM 108 or THTR 232

4. Linguistics

Completion of the following courses or upper division equivalents:

- a. ENGL 319
- b. Completion of one of the following courses or upper division equivalent:
ENGL 414, 415, 418, 420. **Or BCLAD:** SPAN 311, 409, 412, 415, 420.

Area Two: Mathematics

1. Mathematical concepts

Completion of the following three courses or upper division equivalent:

- a. MATH 221
- b. MATH 320
- c. MATH 321

Area Three: Sciences

1. Life Science

Completion of the following five unit course or its five unit equivalent

- a. BIOL 100

2. Physical Science

Completion of the following four unit courses or equivalents:

- a. SCI 111
- b. SCI 112 Note: students may also take CHEM 100, a five unit class, to fulfill this requirement.

3. Earth Science

Completion of the following four unit course or equivalent:

- a. SCI 214

4. Integrated Science Principles

Completion of one of the following four unit courses or an upper division equivalent:

- a. SCI 325A or SCI 325B

Area Four: Humanities and Social Sciences

1. U.S. History and Government

Completion of the following three courses:

- a. HIST 231
- b. PLSI 101
- c. HIST 270

2. World Civilization

Completion of the following course:

- a. HIST 210

3. Cultural Geography

Completion of one of the following courses:

- a. GEOG 302, ECON 395, HIST 330, PLSI 332 or ANTH 340

4. Critical Thinking

Completion of one of the following courses:

- a. PHIL 102 or SOC 120 or ANTH 121

Area Five: Visual and Performing Arts

1. Appreciation and understanding of the visual and performing arts

Completion of one of the following courses or an equivalent:

- a. ART 101 or MUS 101 or THTR 101

2. Visual or Performing Arts for the Elementary Classroom

Completion of two of the following courses which study disciplines different from the discipline of the course used to satisfy requirement 5.1.

- a. ART 302, MUS 310, or THTR 305

Area Six: Health and Physical Education

1. Health Issues Affecting Elementary School Age Children

Completion of the following course or equivalent:

- a. CAFS 250

2. Principles of Physical Education Affecting Elementary School Age Children

Completion of the following course:

- a. PEAK 345

Area Seven: Human Development (See Major Courses)

Area Eight: Ethnic, Gender, Cultural and Handicapped Perspectives

1. Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and non majority cultures

- a. EDBI 475 *Or BCLAD*: Completion of both EDBI 475 and one of the following courses: SOC 335 or SPAN 427 or 428
- b. Completion of one of the following courses: ANTH 330, LBST 385, SOC 339

Area Nine: Introductory Field Experience, Technology, and the California Curricular Framework

1. Experience in an Elementary School Setting

Completion of the following course or equivalent:

- a. LBST 200

2. Computer Competency

Completion of one of the following courses or equivalent:

- a. CMPS 120 + LBST 390 or EDCI 579 or LBST 290

Note: students can test out of this course if they have the required competencies. See an advisor.

3. Teaching and the California Curricular Framework, K-8

- a. LBST 302
- b. LBST 303
- c. LBST 304

Area Ten: Depth Concentration (See Major Courses)

Area Eleven: Foreign Language

CSUB requires that all graduates should have experience in a language other than English. You may satisfy this by taking two years of (the same) foreign language in High School Alternatively, you may demonstrate by test that you are fluent in a language other than English. If you cannot demonstrate that

you have done either of these, you must take one term of a foreign language at a Community College or a four year institution of higher learning in order to graduate.

Area Twelve: Subject Matter Competency

All students must take the following course to demonstrate Subject Matter Competency:

- a. CAFS 490 (3) In this class the student completes a portfolio of materials that demonstrate competency in the major's subject matter.

In order to receive the Preliminary Credential to instruct Multiple Subjects (grades K-6) in California, all candidates must also pass the CSET examination, multiple subjects (see <http://www.cset.nesinc.com>).

Students who elect this degree route, and who wish to attempt a preparation program offered by the Cal State system, must successfully complete all three portions of the CSET before entering the credential program. They must also pass the CBEST examination.

Area Thirteen: Major Courses (C- or higher required in each course)

CAFS 110
CAFS 200
CAFS 208
CAFS 312
CAFS 350 or 430
CAFS 400
CAFS 410
CAFS 490

Students who are interested in the BCLAD (for Bilingual, Cross-Cultural, Language and Academic Development) option should contact an advisor for course requirements.

Child, Adolescent, and Family Studies Minor

A student wishing to minor in Child, Adolescent and Family Studies should complete at least 20 quarter units in CAFS, of which at least 15 units must be upper division. A faculty member in the CAFS program must approve the specific course of study. **Please note:** this minor may be completed entirely online.

Those students majoring in Liberal Studies and seeking a Child Development Concentration are recommended to take the following courses (a wider selection is available in the Liberal Studies office):

- a. CAFS 200
- b. CAFS 312
- c. One of the following: CAFS 311, 313, 350, 280 Multicultural Children's Literature.
- d. One course selected from the following: CAFS 320, 360, 430

COURSE DESCRIPTIONS

Note: Among the courses comprising the Child, Adolescent, and Family Studies major and specialty areas (see above), those not found elsewhere in this catalog are listed below.

Lower Division

CAFS 101 Introduction to Teaching in the Elementary School (2)

This course is open to high school students only. This course enables high school students to work in elementary classrooms while receiving high school and university credit. In order to participate, students must apply to the program, maintain a 3.0 GPA or better, and have two recommendations from their high school. Those who participate will receive units toward high school graduation and have the opportunity to earn up to 6 college quarter units per year.

CAFS 110 Introduction to the Field of Child Development (2)

This course will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be

exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

CAFS 200 Introduction to Child Development (5)

Introduction to child, adolescent, and family development as a unique field of study. Introduces developmental theory highlights, common milestones across developmental domains, family systems, ethics, introduction to research methods and observation techniques. Explores Human Development as a profession, examines professional responsibilities, reviews publications, student becomes cognizant of child-related organizations, and connects child and family development to other related fields of study. Advances 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 (meets core requirement for CCTC Child Development Associate teacher Permit), CAFS senior portfolio, and requirements for graduation.

CAFS 208 Child, Family and Community (4)

Introduction to 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 and assessment of program effectiveness and quality in light of family needs and community priorities. (Meets core requirement for CCTC Child Development Associate Teacher Permit).

CAFS 210 Observation of Children (2)

Advances the ability to make sensitive observations and accurate recordings of children and families of diverse lifestyles and abilities. Includes a Service Learning/Fieldwork component requiring students to work and interact with children in order to link theory and practice. This requirement includes 36 hours of field-based observation.

CAFS 220 Creative Activities Curriculum, Procedures, Materials, and Laboratory Experience for the Young Child (5)

Acquaints students with curriculum, procedures and materials important for effective child development programs. Emphasis on learning theory and development as related to learning environments, curriculum areas for the young child, materials, methodology, and evaluation. This course also emphasizes planning developmentally appropriate activities that are respectful and sensitive to individual abilities as well as cultural and family backgrounds. 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 and studies various approaches like exploring several different curriculums and activities and projects that students could utilize to promote and support those curriculums (such as Reggio, Emergent, Creative, Weekly, Themes, Projects, etc.). (Meets core requirement for CCTC Child Development Associate Teacher Permit.)

CAFS 230 Creative Activities Curriculum, Procedures, Materials, and Laboratory Experience in the Elementary School Setting (5)

Acquaints students with curriculum, procedures, and materials important for effective elementary classroom planning. 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.

CAFS 240 Introduction to Administration of Early Childhood and Family Programs (5) F

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 250 Child Health, Safety, and Nutrition (5)

Examines principles, practices and issues related to meeting the health, safety and nutritional needs of children and emphasizes 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 and 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. (Meets requirement for CCTC Child Development Master Teacher Permit.)

CAFS 280 Multicultural Children's Literature (5)

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.

CAFS 296 Human Corps (1)

One unit of credit for 20 or more hours of volunteer community service experience working directly with young children in a variety of socioeconomic settings. Open to students who are interested in pursuing a career in Early Childhood Education (Pre-K through grade 3). Students may request an assignment through the Human Corps office. A journal, a brief reflective paper and meetings with a faculty sponsor as required. This course may be repeated up to twelve times (12 units), however, students may earn only one unit per quarter. Offered on a credit, no-credit basis only. Prerequisite: CAFS 200.

CAFS 299 Individual Study (1-5)

To be arranged with the instructor.

Upper Division**CAFS 310 Introduction to the Field of Child Development (2)**

This course is for transfer students and will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

CAFS 311 Infant/Toddler Development (5)

Focuses on growth and development from conception into the preschool years. This course examines the historical context for the modern conception of child development. Emphasis is given to contemporary research in physiological and motor development, socioemotional 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. (Meets requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

CAFS 312 Child Development in the School Years (5)

Advanced study in growth and development from early childhood to adolescence. Theoretical and research orientations focus on the dynamic interaction of domains of development and their practical applications. Classroom discussion is based partially on required field experiences with children in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age, including family, school, community, and cultural contexts. Prerequisite: CAFS 200.

CAFS 313 Adolescent Development (5)

This class in adolescent 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 adolescence. Development within the various contexts of contemporary adolescents' cultural, familial, educational, socioeconomic, and ability contexts provides the core of class content. Classroom discussion is based partially on field experiences and observations with adolescents in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age. Prerequisite: CAFS 200.

CAFS 320 Individual and Family Development in Diverse Cultures (5)

An exploration of the values, attitudes, child rearing practices, family, and social relationships 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 discuss immigrant experiences in the United States. **GRE**

CAFS 350 Child Guidance, Supervision and Support (5)

Examines children's interpersonal, emotional, and personality development, emphasizing theoretical issues and research on discipline and empathy development. Study of models of guidance and their implications for academic, home, and clinical settings is emphasized. Prerequisite: CAFS 200.

CAFS 360 Parenting and Family Relations (5)

Examines the family as the child's first educator. Studies 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. Emphasis is on parent education, interpersonal communication, and family systems awareness. (Meets the requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

CAFS 400 Introduction to Research Methods (5)

Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children and families of diverse cultural, socioeconomic and life-style backgrounds as data collection strategies, reliability, validity, ethics, and values to increase students' ability to locate, understand, critique, report and use child development research. Prerequisites: Senior Standing, CAFS 200 (C- or higher); MATH 140 or PSYC 200; CAFS 311, 312 or 313 (C- or higher).

CAFS 410 Research, Assessment and Evaluation of Children and Families (5)

Introduction to the interpretation and analysis of Child Development theory and research. Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children, adolescents, and families of diverse cultural, socioeconomic and lifestyle backgrounds as representing the current study of Child Development. Includes examination of research design, data collection strategies, reliability, validity, ethics and values to increase students' ability to locate, understand, critique, report and use child development research. Prerequisites: Senior standing; Statistics, and CAFS 400 (C- or higher).

CAFS 414 Advanced Practicum (2)

An application of theory in various educational, clinical, and community settings. Placement is made according to student's goals and interests. Prerequisite: CAFS 200.

CAFS 420 Advanced Techniques for Working in Child and Family Programs (4)

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. Prerequisite: CAFS 200.

CAFS 430 School, Community, and Family Collaborations (5)

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. Prerequisite: CAFS 200.

CAFS 440 Advanced Practicum in Adult Education and Supervision (2)

Supervision experience with adults in child, adolescent, and family programs. Prerequisite: CAFS 200.

CAFS 481 Directed Research in Child Development (1-5)

Students conduct research, assessments, and investigations in the area of child development under faculty supervision. Strongly suggested for majors who are considering graduate study in Child Development. Prerequisite: consent of instructor who will serve as sponsor, approved by the Child, Adolescent, and Family Studies Program Coordinator.

CAFS 489 Experiential Prior Learning (1-5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post baccalaureate students. Interested students should contact the program office.

CAFS 490 Senior Seminar (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: Senior Standing; CAFS 410 (C- or higher).

CAFS 497 Cooperative Education (1-5)

This course provides sponsored learning in a work setting, integrated with academic learning. The Cooperative Education office assists the student in finding a placement on an individual basis.

CAFS 499 Individual Study (1-5)

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. Prerequisite: consent of the instructor who will serve as mentor.