

Master of Arts in Early Childhood Education

Graduate Student Handbook

Fall, 2004

**Department of Child Development
California State University, Sacramento
Brighton Hall 135
(916) 278-7192**

<http://edweb.csus.edu/departments/chdv/index.html>

This handbook contains information about the Master of Arts in Early Childhood Education housed within the Department of Child Development. It is intended to benefit both current and prospective ECE students. Students are encouraged to use the handbook as a reference during their time in the program. It contains information about program requirements, policies, faculty research interests, and important deadlines. Some of the manual sections reiterate in part general University and College of Education policy. Students should consult the Office of Graduate Studies and the current University catalog for additional information. As with all such documents, the Handbook is a work in progress. As new policy is created or changes made to the program, the Handbook will be updated.

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Mission of the College of Education

- As we strive to meet the educational challenges of the 90's and beyond, we work with the community, our practitioner colleagues, and students to develop responsive systems of educational leadership and challenging learning environments.
- We seek to maximize the opportunities for all to achieve their full potential.
- We embrace the diversity of the community we serve; building on its strengths, while addressing its needs.
- We draw upon interdisciplinary traditions to seek new solutions in an environment of constant educational renewal.
- Our students learn in a community-based environment developed through partnerships with the public colleges and other agencies. They apply their skills and knowledge using a variety of academic disciplines and community resources. They are prepared to provide for the needs of people in a diverse society.
- Our faculty and students collaborate to develop a genuine community of scholars dedicated to ensuring access to the full range of opportunity afforded by this society. Programs use a multidisciplinary approach to reflect more completely the broad diversity within our society.
- Program faculty teach each student cohort the appropriate counseling, administrative, developmental, and instructional skills necessary to respond to the professional challenges now and in the future.
- Our college is dedicated to providing the intellectual leadership and energy necessary to analyze and adapt, where appropriate, college and community services in a time of increasingly rapid societal changes.
- Our collaborative efforts aim at a process for this restructuring that is responsive to the dynamic society in which our students move.
- Diversity, community, and collaboration are the values that mark the vision behind all of our educator preparation programs.

Mission Statement for ECE Masters program

Mission

The department of Child Development believes that a strong graduate program is central to its overall mission of improving the quality of life for children and families by a) advancing knowledge in child development, b) preparing students for professional and academic careers through high-quality instruction, and c) developing community advocates. Through the MA-ECE program, the faculty seek to offer a diverse group of students the opportunity to develop competencies related to their professional and academic lives. Further, the faculty hope to develop community leaders who advocate for children in their respective community settings. The faculty believes that a student-based program that develops a community of scholars, offers flexibility, offers access, and offers support is an important means of accomplishing this mission.

Program Goals:

To accomplish this mission, the faculty has developed the following program goals.

Students in the ECE-MA program will:

- develop an understanding of current developmental theory and research
- understand the necessary linkages among theory, evidence and practice
- understand both qualitative and quantitative research methods and data analysis
- understand the multiple contextual influences on development
- develop the ability to communicate effectively, including discipline-based writing and reading skills and skills related to the use of technology for communication and data analysis
- develop critical thinking skills that use evidence as a basis for professional decision-making
- value diversity (cultural, ethnic, gender, social, disability, linguistic) in human development
- receive opportunities to engage in research and participate in a learning community that facilitates collaboration with peers and faculty
- demonstrate practices and understandings of professional responsibility in both academic and applied child development contexts
- engage in advocacy and community leadership
- complete an effective culminating experience with faculty and peer support

Program Overview

The Master of Arts in Early Childhood Education offers an opportunity for the advanced study of developmental theory and research in preparation for a wide range of professional objectives. The program emphasizes scholarly reflection on developmental issues and academic excellence in oral and written communication. The program faculty values academic scholarship and research, and regards their application in professional settings as central to the mission of the MA program. Graduates of the program are expected to be well educated, lifelong learners, with excellent preparation in research, theory, and practice in diverse, multicultural settings.

The MA program prepares graduates for professional employment in a variety of settings, including working directly with infants, children, and their families, teaching at the community college level, and preparing for additional study toward a doctoral degree in child development or a related field. The program incorporates the following areas of study: educational and developmental research and theory; cognitive, linguistic, social and emotional development of children; social, cultural, and familial influences on development; children with behavioral, social, cognitive and academic special needs; programming and curricula development; principles and practices involved in organizing, administering, and evaluating programs for children.

Program Requirements

The following program requirements are in effect beginning Fall, 2003.

The Master of Arts in Early Childhood Education requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may be applied toward the degree.

I. Required Foundation Courses (9 units)

The following courses provide an important foundation for future courses. They are designed to be taken early in the program.

CHDV 250 (3) – Education Research (EDTE 250 may be substituted, when CHDV 250 is not offered)

CHDV 251 (3) - Child Development and Education for a Democratic and Pluralistic Society
OR **EDTE 251 (3)** Education for a Democratic, Pluralistic Society if CHDV 251 is not offered.

CHDV 242 (3) – Advanced Child Development

II. Core Courses (12 units) – Four courses are selected from the following:

CHDV 245 (3) - Selected Topics in Childhood Development (may be taken more than once for credit, with different instructors)

CHDV 246 (3) - Motivation and Learning in Children: Interaction of Cognition, Affect and Context

CHDV 247 (3) - Theoretical and Applied Perspectives on Cross-Cultural Child Development

CHDV 248 (3) - Curriculum and Instruction in Preschool and Primary Grade Settings

CHDV 249 (3) - Language and Cognitive Development

EDS 290 (3) - Issues in Early Childhood Education for Children with Disabilities

CHDV 214 or EDTE 214 - Assessment of Text, Context, and Learners

III. Elective (3 units)

3 upper division or graduate units in Education selected with approval of an Early Childhood Education advisor.

IV. Culminating Requirement (6 units)

CHDV 290 (3) - Seminar for Culminating Experience (Pre-requisite: Advancement to Candidacy; completion of at least 20 units of coursework toward the Master of Arts; instructor permission). If CHDV 290 is not offered in a given semester, the student may substitute EDTE 290.

CHDV 504 (3) – Thesis or Project

- Department permission to enroll in CHDV 504 is required
- Credit for CHDV 504 is given upon completion of a thesis, project, or other approved culminating experience. Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her faculty advisor and the Department Chair **one full semester** prior to registration.

Program Policies

Admission Requirements

Admission as a **classified** graduate student in the MA-ECE program requires:

- Child/Human Development BA or a closely related field, Liberal Studies BA, or teaching credential. Some applicants may be admitted with the condition that certain specified foundation courses be completed before beginning the requirements for the ECE program; and
- a minimum 3.0 GPA in the last 60 semester units completed; and
- experience working with children (infancy through adolescence); and
- a passing score on the CSUS Writing Proficiency Exam, **or** an upper division advanced English composition class with a grade "B" or better
- a well-written, clearly articulated statement of the applicant's educational and professional background and an explanation of how graduate study will advance the applicant's professional goals. The essay will be evaluated on both form and content.

Students not meeting the above criteria may be **conditionally classified**, i.e., they are classified with the condition that they meet additional requirements before full admission to the program. Undergraduate upper division coursework in Child Development and/or maintenance of a specified GPA in graduate coursework may be conditions of admission.

Applicants complete both University and Supplemental Department applications (available in the department office). Application deadlines are **April 1st** for Fall admission and **November 1st** for Spring admission. These dates are "file complete" dates, that is, all materials must be submitted on or before the due date. If the date falls on a weekend, materials will be due on or before the following work day. Admissions decisions are made by the Child Development graduate committee by the end of the semester in which they are submitted.

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy as soon as the classified graduate student has:

- removed any deficiencies in Admission Requirements (e.g., conditions of full classification), and
- completed at least 12, but not more than 18, units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA, and
- successfully met the University Writing Proficiency requirement.

Advancement to Candidacy forms are available in the Child Development Department office. The student completes the form after planning a degree program in consultation with a faculty advisor. The form, signed by the advisor, is submitted to the Child Development Department office for approval.

Transfer Credits

Up to six units of studies completed (with B+ or better) in another similar academic program may be transferred with approval of a faculty advisor. Students wishing to transfer units must discuss the matter with a Faculty Advisor and provide the necessary documentation (course description, syllabus, reading list, and grade record) for decision. If questions arise concerning the acceptability of units, it may be necessary to secure the assistance of the Graduate Studies Office and the Evaluations Office as well as that of the department chair. If up to six units are successfully completed in the MA-ECE program as an unclassified student, they will be accepted automatically.

Academic Standing

Graduate courses are graded on a 4-point scale. Graduate students must earn and maintain at least a 3.0 GPA and no grade lower than a 'C' may be counted toward the degree program. Students are placed on **academic probation** when the cumulative GPA falls below 3.0. If the student fails to correct the deficiency in the next semester, **academic disqualification** occurs and the student must file for re-instatement through the department and the University. A student on this status is allowed to continue on a semester-by-semester basis with achievement reviewed at the end of each semester to determine if continued enrollment is appropriate. Per University policy, a student may repeat any course once without departmental approval.

Incomplete Grades

"Incomplete" grades are allowed for unforeseen but fully justified reasons that preclude the completion of a portion of the course requirements. It is the student's responsibility to provide pertinent information to the instructor and to reach an agreement on the means of completing the course requirements. A final grade is assigned when the work agreed upon is completed and evaluated. Excessive absences alone do not constitute reason for the assignment of a grade of Incomplete. At the maximum, students have up to one calendar year after the end of the term in which contracted to complete a course. This limitation applies whether or not the student maintains continuous enrollment. Failure to complete the work will automatically result in changing the "I" to "F". Removal of "I" grade requires the approval of the instructor who awarded it. When an "I" has changed to "F", removal requires the approval of the instructor and the Department Chair.

Grade Change Policy

A change in letter grade can be made only in the case of a declared clerical error by the instructor. Except when the grade "I" is assigned, a grade change may **not** be made as a result of work completed or presented following the close of the grade period. Students have a 90-day period following the posting of an erroneous grade in which attention is to be brought to the error and the correction is made.

Student Conduct

Inappropriate conduct by students or by applicants for admission is subject to discipline (expulsion, suspension, probation or a lesser sanction) as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. This includes, but is not limited to, the following:

- Cheating or plagiarism in connection with an academic program at a campus.
- Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.
- Misrepresentation of oneself or of an organization to be an agent of a campus.
- Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

Continuous Enrollment and Open University

Students must maintain continuous enrollment to preserve their place in the ECE program and maintain catalog rights. Continuous enrollment for classified students is maintained by enrolling in at least one course per semester. Students who have completed all required program coursework and have advanced to candidacy can maintain active degree status by enrolling in "continuous enrollment" units through Open University in the College of Continuing Education (CCE). In this program no units are earned toward the degree. Fees equivalent to 1 unit are paid to participate in CCE.

Students completing a thesis or project are allowed a maximum of three semesters past the first semester enrollment in CHDV 504 to complete the thesis or project. If not otherwise registered in at least one course during this period, students may enroll in CCE units to meet continuous enrollment requirements. Students who do not finish the thesis or project within the four semesters allotted must re-enroll in CHDV 504 and pay regular fees before continuing in the ECE program.

As noted below, a student may take a leave of absence of one semester without losing enrollment status or catalog rights. Aside from this one semester exception, any student not maintaining continuous enrollment must re-apply to the program.

Catalog Rights/Leaves of Absence

Requirements for graduation from the program are based on the catalog that is current at the time the student is admitted to classified graduate status in the program. Should program requirements change, students have the option of adopting a more current program. They may not, however, mix program requirements from year to year. The student maintains catalog rights provided she or he maintains continuous enrollment in the program. Otherwise, graduation requirements are based on the catalog current at the time of re-admission to the program.

Per University policy, a student may take a leave of absence for any reason for a semester period without losing status in the program. There is no need to complete forms or obtain approval for a one-semester leave. A leave of greater than one semester requires that the student re-apply to the University and the ECE program. The Child Development Department is not required to re-admit such students. Planned leaves of two or more semesters for educational, medical or military purposes are permitted. An approved planned leave preserves catalog rights for the student, but the student must still re-apply to the University and to the program after the leave is completed.

Advising

Students are not assigned advisors. All full time tenure-track faculty in the Child Development department serve as academic advisors for the ECE graduate. Students in the ECE program are encouraged to meet with an academic advisor each semester. Consult the CHDV web page or the department office for current faculty contact information and current office hours. New students should also attend the annual graduate program orientation scheduled in the Fall. Note that an academic **advisor** (someone who advises students concerning their progress in the program) is different from a **thesis/project sponsor** (someone who assists the student in the completion of the thesis or project).

Students are responsible for tracking their own progress, meeting all deadlines, and for meeting with instructors and advisors as needed.

Project/Thesis

Students must complete as their Culminating Requirement either a Thesis or a Project. A project or thesis includes a product which “contributes to the physical sciences, natural sciences, social sciences, humanities, or the professions, by adding to technical/professional knowledge in the field” (The Graduate Center Manual).

A **project** is a planned activity designed to meet an immediate problem or identified need. Students completing a project conduct a literature review addressing an applied problem in the field and develop a method of disseminating that information to others in the field. Example projects include creating a workshop or designing a new curriculum. Also included are projects which disseminate research findings, by means of documentary reports or professional articles of publishable quality, to professionals in the field.

A **thesis** is a written report reflecting on the systematic study of a problem of significance in child development or education. Students who complete a thesis explore their topic in a scholarly manner, evidencing originality, critical thinking, and scientific rigor. This typically includes empirical study and the “creation” of new knowledge (e.g., data collection and analysis) concerning children’s development. Theses may be conducted using quantitative and/or qualitative methods.

Thesis/Project Sponsor

Each student chooses a primary faculty sponsor to supervise the student's thesis or project (please see faculty list in this handbook). The sponsor must be a tenure track or long-term lecturer in the Child Development Department. The sponsor is primarily responsible for providing guidance, approving the student's overall approach, and reviewing drafts. The student may also be required to choose a second reader for the thesis or project. The second reader may be a core faculty member, but may also be a part-time faculty member or an appropriate faculty member from another department, approved by the graduate committee. Note that the **thesis/project sponsor** (someone who supervises and guides the thesis or project) is different from an **advisor** (someone who advises on the academic program). Students are encouraged to secure a sponsor prior to enrollment in CHDV 290 (Culminating seminar), if possible.

Intent to Register

The culminating requirement requires the completion of CHDV 290 (Culminating seminar) and CHDV 504 (Thesis/Project). Students must complete CHDV 290 (culminating seminar) **before** (ideally in the semester before) enrolling in CHDV 504 (thesis/project). Students must file an Intent to Register (in CHDV 504) form one semester prior to registering in CHDV 504. The reservation form is due in the department office by **March 15th** for Fall semester enrollment in CHDV 504 and by **October 15th** for Spring semester enrollment in CHDV 504. The registration form requires signatures from the thesis/project sponsor and the Department Chair.

Thesis/Project Petitions

Enrollment in CHDV 504 requires submission and approval of a **thesis/project petition**. The petition, approved by the Culminating seminar instructor and the sponsor, is submitted to the department office no later than **December 1st** for Spring semester enrollment in CHDV 504 and **May 1st** for Fall semester enrollment. The petition, which is typically completed during the course of completing CHDV 290, includes:

- a written proposal addressing specific questions about the thesis/project, signed/approved by sponsor
- completed human subjects forms, if applicable

Petitions are reviewed and approved by the graduate committee. In some cases, students may be required to revise the petition and project/thesis to obtain approval.

When applicable, thesis proposals are reviewed for compliance with human subjects guidelines by the graduate committee. If the project is deemed anything other than "no risk" or "exempt", it is sent on to the University Committee for the Protection of Human Subjects (CPHS).

Thesis/Project Review

Theses/Projects are due in the department office no later than **November 15th** for Fall Graduation, **April 15th** for Spring graduation, and **July 15th** for Summer graduation. The thesis or project is reviewed and approved by at least two Child Development faculty before submission to the Office of Graduate Studies.

Graduate Faculty Contact Information/Research Interests

Name	Contact Information	Research Interests
Dr. Kristen Alexander Assistant Professor	(916) 278-7829 BRH 213 kalexander@csus.edu	Children's cognitive and memory development generally and individual differences in children's eyewitness memory and suggestibility specifically
Dr. Michael Ballard-Rosa Professor (On leave for Fall 2003)	(916) 278-7031 BRH 215 ballard-rosa_michael@csus.edu	
Dr. Mark Biernbaum Assistant Professor	278-4587 BNC 1026 mbiern@saclink.csus.edu	Dr. Biernbaum's primary research interests lie in the area of Developmental Psychopathology, with an emphasis on the social and emotional contributors to externalizing and internalizing dysfunction, conceptualized within an Attachment theory and Object Relations framework. He also maintains an active interest in educational program evaluation and the analysis of governmental policies impacting children and families. Additionally, he studies risk and resiliency in the development of sexual minority youth, and youth populations in general. His current research focuses on the role that the perception of important others (family, friends, teachers) plays in the development of self-perception and psychopathology.
Dr. James Chambers Lecturer	(916)-278-4341 BNC 1001 chambersj@csus.edu	Assistant Director at Child and Family Institute, a non-profit agency providing mental health services to child abuse victims and their families
Dr. Karen Davis O'Hara Assistant Professor (on leave Fall 2003 and Spring, 2004)	(916) 278-4702 BRH 213 kdohara@csus.edu	

Name	Contact Information	Research Interests
<p>Dr. Ana Garcia-Nevarez Assistant Professor</p>	<p>(916) 278-3526 BRH 215 garciaa@csus.edu</p>	<p>Dr. Garcia-Nevarez' recent studies examine the attitudes of pre-service teachers toward their career development, working with economically and culturally diverse settings, and civic engagement. Previous research projects have focused on the attitudes and perceptions that foreign-trained teachers and bilingual education teachers have towards their education training and the promising prospects these teachers have in the United States. Her observations and research as a teacher confirm that English language learners see a teacher as a role model. While at the same time, Latino parents tend to see the teacher as a leader within their community.</p>
<p>Dr. Susan Gomez Associate Professor, Department Chair</p>	<p>(916) 278-5543 BRH 133 gomezs@csus.edu</p>	<p>Dr. Gomez has many years teaching experience in preschool and kindergarten settings. Her research interests include literacy development in young children, preschool programs, and curriculum development</p>
<p>Dr. Kimberly Gordon-Rouse Assistant Professor, Graduate Committee Co-Chair</p>	<p>(916) 278-4831 BRH 131 kagrouse@skymail.csus.edu</p>	<p>My main research question is "What is it that motivates resilient children?" I have investigated this question with middle school children and high school children. I am currently trying to validate a measure of motivation for preschool children. I am interested in children who come from impoverished and stressful homes, yet they do well in school and academic pursuits. I also have a general interest in questions about motivation. Other side interests are policies concerning children and families, and the education and socialization of ethnic minorities.</p>

Name	Contact Information	Research Interests
<p>Dr. Sheri Hembree Assistant Professor, Graduate Committee Co-Chair</p>	<p>(916) 278-4365 BRH 232 hembrees@csus.edu</p> <p>website: http://www.csus.edu/indiv/h/hembrees/</p>	<p>Children's relationships with family and peers and their social and social-cognitive adjustment, specifically: peer relationships and peer rejection; sibling relationships/sibling conflict; father-child interactions and children's social-cognitive development; parental socialization of emotion. I am also interested in day care, preschool, and afterschool program quality and children's development.</p>
<p>Dr. Karen Horobin Professor</p>	<p>(916) 278-5528 BRH 131 kdhorobin@csus.edu</p>	
<p>Dr. Judy Judd Lecturer</p>	<p>(916) 278-7021 BNC 1032 juddj@csus.edu</p>	<p>Service Learning; Multicultural and Intercultural Children's Literature; Constructivist Learning Design; Intercultural Communication</p>
<p>Dr. Harriet Neal Professor (on leave Spring, 2004)</p>	<p>(916) 278-6653 BRH 226 hachael@sacklink.csus.edu</p>	

Name	Contact Information	Research Interests
Natalie Pierce Lecturer	(916) 278-3768 BRH 219 piercen@csus.edu	
Dr. Theresa Roberts Professor (on leave Fall, 2003)	(916) 278-6117 BRH 230 robertst@csus.edu	Literacy development, English language learners and mental health.
Dr. Carmen Saco-Pollitt Professor (on leave Spring, 2004)	(916) 278-7031 BRH 215 carmensp@csus.edu	
Dr. Lynda Stone Assistant Professor	(916) 278-4326 BRH 228 lstone@csus.edu Webpage: http://www.csus.edu/indiv/s/stonel/	Problem Solving (Literacy/Mathematics); Collaborative Group Processes; Motivation and Learning; Private Speech and Metacognitive Knowledge; Narratives and Intellectual Development; Narratives and Parenting; Play and Cognitive Development; Literacy (reading/writing) development; (young children and adults); Socialization of Identity; Discourse analysis and documenting development
Dr. Li-ling Sun Associate Professor	(916) 278-4283 BRH 223 lsun@csus.edu	Cognitive and language development: Cognitive development--(1) development of metacognition in problem solving situations(2) cross-cultural differences in children's logical reasoning (3) knowledge transfer in children's scientific learning (4) self-regulated learning in childhood. Psycholinguistics--(1) complex sentence structure and its relation to cognition (2) language structure influences on thinking processes (3)analysis of language use during logical reasoning.

Student Resources

Financial Aid

Lassen Hall 1006 (916)278-6554 <http://www.csus.edu/faid/>

The Office of Financial Aid assists students who have difficulty meeting the cost of attending the University. Those students who think they may need assistance in meeting their educational costs are encouraged to apply for financial aid. The completion of the Student Aid Application for California (SAAC) is required of all students requesting assistance. This one application is utilized to determine eligibility for all available financial aid programs. Students should try to meet the priority deadline for applications on March 2nd.

Housing

Sierra Hall (916) 278-6655 <http://www.csus.edu/housing/index.htm>

The Housing Office provides information for both on-campus and off-campus living. Applications for fall occupancy of on-campus housing are available on November 1st of the preceding year and are available in August for spring occupancy. Off-campus living is available through rentals, most of which are in close proximity to campus. There are two on-campus dormitories and off-campus apartments, condos, duplexes, homes, rooms in private homes, and students wishing to share their apartments with other students. The Housing Office also provides such supportive services as copies of rental agreements, bus schedules, tenant's rights, furniture rental information, and referrals for legal assistance.

Career Development and Placement Center

Lassen Hall 2000 (916) 278-6231 <http://www.csus.edu/careercenter/index.htm>

The Career Development and Placement Center assists students in identifying and attaining their educational and career goals through career development, cooperative education, internships, student employment, and candidate preparation and placement. Current job listings are posted daily in the Center, and students should register with the Center for counselor referral and assistance.

Testing Center

Lassen Hall 2302 916-278-6296 916-278-6299 (TDD) <http://www.csus.edu/testing/>

The Testing Center administers such national examinations as the GRE, GMAT, CBEST, NTE, and Miller Analogies. The Center also administers the Writing Proficiency Examination (WPE) as well as diagnostic and placement examinations required for specific classes and for those students seeking personal or vocational help through a variety of tests and counseling. Special arrangements for disabled students are also made here.

Learning Skills Center

Lassen Hall 2200 (916) 278-6725 <http://www.csus.edu/learningskills/>

The Learning Skills Center assists students in the development of basic and higher level skills essential to successful learning through a variety of programs – including self-instructional laboratories (audio cassette decks, reading pacers and filmstrip viewers, mediated instructional materials), tutorials (including computer assisted stations), workshops, courses in reading, and English language development for speakers of other languages. The Center also has a Disabilities Specialist available for individual diagnostic testing, advising, and development of educational plans for overcoming learning disabilities.

The Student Health Center

<http://www.csus.edu/hlth/index.html>

Located on the north side of campus near the main entrance to the university, the Student Health Center is responsible for providing on-campus outpatient health services, promoting physical and mental wellness, and preventing illness and injury. General medical care for acute illnesses and injuries is provided through a staff of physicians, nurses, nurse practitioners, allied health professionals, and medical consultants. Dermatology, allergy, desensitization, birth control, health education, immunization, minor surgery, nutrition, optometry, physical therapy, pregnancy counseling, psychiatry, wellness/health promotion, and AIDS information, counseling and referral are available to registered students. Basic medical care, some laboratory work, and X-rays are available at no charge. Psychological services are provided by psychologist, social workers, marriage and family counselors, and a psychiatrist.

Services to Students with Disabilities

Lassen Hall 1008 (916) 278-6955 (916) 278-7239 (TDD) <http://www.csus.edu/sswd/>

This Office provides services to assure the equal participation of students with disabilities in higher education. The services include assistance in admissions, advising, registration, disability management, reading, note-taking, interpreting, tutoring, transportation, equipment, testing, parking, advocacy, referral, diagnosis of learning disabilities, skills tutoring, and visual training. In-classroom support for the hearing impaired is also provided through this Office.

The ASI Children's Center

(916) 278-6216 <http://www.csus.edu/asi/children/>

The Associated Students Children's Center supports the academic and personal endeavors of the CSUS community through its commitment to serve the needs of families and promote educational experiences in the area of early childhood education. The Children's Center serves children (infancy through school age) in eight different programs.

Computer Center

Sequoia Hall 322 <http://www.csus.edu/uccs>

Located on the third floor of Sequoia Hall, University Computing, Communications Services (UCCS) is responsible for all University-wide computing services. In addition, there are over 2000 user workstations located throughout the campus for students and faculty.

University Library

<http://library.csus.edu/>

The six-story University Library is a primary educational facility with books, magazines, technical and scholarly journals, and newspapers. On the Main Floor, an Informational Desk provides general directional assistance and referral to students. CSUS students may consult the Library homepage for additional information and database access.

Hornet Bookstore/Copy Center

<http://www.foundation.csus.edu/bookstore/>

Hornet Bookstore carries all textbooks required on campus during the semester. Textbooks are available two weeks before the beginning of classes, and the Bookstore is open for extended hours during the first week of classes. The Bookstore offers a variety of general interest books, best sellers, study-aids, children's books, and magazines. A special order service is also available. A copy center is located near the bookstore and provides a variety of services including copying on white or colored stock, binding, folding, and lamination. Typewriters can be rented for use on the premises or on a take-out basis by day, week, or month.

Degree Completion Deadlines/Checklist

In the first year:

- 1) Initial advising session** – Once you are admitted into the program, make an appointment to see a Child Development faculty member to discuss the program and your initial coursework. We suggest meeting with a faculty advisor each semester.
- 2) Attend graduate student orientation** (typically early in the Fall semester)
- 3) If you are conditionally classified, meet any conditions** (typically coursework) required for full classification status

Next:

- 4) Complete required foundation coursework**
- 5) File Advancement to candidacy** (after completing 12, but not more than 18, units)
- 6) Complete core course and elective requirements;** remember that not all courses are offered every semester.
- 7) Secure sponsor** for project/thesis

In the semester prior to beginning your thesis:

- 8) Enroll in CHDV 290** (Culminating seminar)
- 9) File Intent to Register** in CHDV 504 (thesis) (**October 15th, March 15th**)
- 10) Meet with thesis/project sponsor** to work on petition and go over thesis guidelines.
- 11) Submit thesis/project petition** (and Human Subjects forms, if applicable) (**November 15th or April 15th**)

Thesis deadlines:

- For Fall graduation: **November 15th**
- For Spring graduation: **April 15th**
- For Summer graduation: **July 15th**

Theses/projects must be completed within three semesters of completion of CHDV 504 to avoid re-enrolling in CHDV 504.

Graduation

Prior to graduation, an application for graduation is filed in the Graduate Center by the deadline date published in the Class Schedule. All coursework leading to the Master's degree must be completed within a seven-year period.