



SACRAMENTO  
STATE

CHILD DEVELOPMENT  
MAJOR HANDBOOK

(2008-2010)

Child Development Department  
College of Education  
California State University, Sacramento  
6000 J Street, Sacramento CA 95819-6139  
Phone: (916) 278-7192, Fax: (916) 278-3348  
Webpage: <http://edweb.csus.edu/chdv>  
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## Undergraduate study in Child Development

Child Development is the study of the physical, socio-emotional, cultural, and cognitive growth and development of the child from conception through adolescence. The purpose of this major is to provide a sound academic program in Child Development and prepare students to work with children and families in both school and community settings.

Although the primary goal of the program is to ensure mastery of academic content, the Child Development major also emphasizes the development of written communication skills and includes expectations that students will:

1. Master written proficiency on all work assigned for child development courses.
2. Attend to the quality of the written components of assignments as well as to their content components.
3. Present logical arguments derived from a clearly stated thesis where the arguments should be based on thoughtful examination of concepts and research, with accurate reference to sources.
4. Complete written assignments according to the format and content specified by instructors' instructions.
5. Follow the stylistic guidelines identified in *Elements of Style* by Strunk and White and the *Publication Manual of the American Psychological Association* (APA).

In the Child Development major, students can choose from one of five concentrations:

- EDCE (for preschool teaching and administration); \*
- Social and Community Settings (for working in non-profit, legal, social work, or counseling settings, to name a few);
- Elementary Pre-credential (to prepare for admission to a credential program) \*\*;
- Integrated Pre-credential Subject Matter (CHSM) which prepares students for credential and for taking the CSET exam \*\*; and
- Individualized Concentration, which is for students who want to create their own focus of study.

All concentrations provide a broad liberal education with an emphasis on child development from infancy through adolescence, and with a sound academic program in Child Development. The concentrations differ in their The program is designed to prepare students interested in a broad range of careers that serve children and their families. Speak with a faculty advisor to determine which concentration is right for you.

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\*Students who wish to earn the California Child Development permit for preschool/day care teaching or administration should visit the department office for referrals to advisors with current information on the California Child Development Permit.

\*\*Students in Child Development who intend to pursue an elementary school (multiple subjects) teaching credential must also take two state-required exams: CBEST (California Basic Educational Skills Test) and CSET (California Subject Examinations for Teachers). Child Development students planning to pursue a career in elementary education should work with a faculty advisor to select general education courses recommended as preparation for the CSET exams.

## **GRADUATE STUDY**

The Bachelor of Arts degree in Child Development qualifies students for application to many post-baccalaureate and graduate programs offered in the College of Education, including:

- Master of Arts in Child Development. Two options are available in the MA program: (1) Theory and Research, or (2) Applied and Community Settings. Students are strongly encouraged to speak with a Child Development faculty advisor for further information about graduate study.
- Master of Science in Counseling: Career Counseling, Community Counseling, Marriage, Family and Child Counseling (MFCC), and Vocational Rehabilitation.
- Master of Arts in Education: Behavioral Sciences (Gender Equity), Curriculum and Instruction, Educational Technology, Language and Literacy, Multicultural Educators in Nontraditional Settings, Teacher Leadership in Multicultural Education, School Psychology, and Special Education.
- Teaching Credentials: Multiple Subjects (Elementary); Bilingual/Cross-cultural Language (BCLAD); English Language Authorization (ELA) Enhanced; Specialist credentials (Mild/Moderate; Moderate/Severe (Disabilities); either of these can be combined with a Multiple subjects credential); and Reading/Language Arts).

For more information on the programs offered in the College of Education, visit one of the many departments on the College of Education Website (<http://www.edweb.csus.edu>)

Other areas of graduate study after Child Development include (but are not limited to): Law School, Public Policy and Administration, Psychology, Nursing or Health Sciences, Recreation, Parks and Tourism or Social Work.

## **Accessing important information and documents**

The Child Development department has developed many tools to help guide you on your way toward your B.A. While they should not substitute for visiting your academic advisor, many of these documents and informational items, as well as important forms and outlines of departmental and university policies are available to you on our website (<http://edweb.csus.edu/chdv>). Also, you will frequently find postings of job opportunities, scholarships, and research opportunities there, so check our website often.

Some of the information and forms you may want to access frequently include:

- Major Handbooks for each concentration (and general)
- Advising forms for each concentration
- Lists of Approved electives
- Advising hours and locations
- Graduation application and instructions
- Petitions for Incompletes
- Add/Drop petitions
- Petitions for adding special classes (fieldwork courses, special projects, etc)
- Course substitution forms

## Advising policies and procedures

It is important that each student contact an advisor in the first semester of enrollment in child development courses, or when selecting child development as a major. Child development faculty engage in advising on a “drop-in” basis, and you do not need an appointment. A list of advisors and their available hours is posted outside the department office, and at <http://edweb.csus.edu/chdv>

Office hours are also posted on each faculty advisor’s door. Please note that these hours change each semester.

**CHANGE OF MAJOR** forms to declare Child Development as your major are provided on the internet at either [www.csus.edu](http://www.csus.edu) OR <http://edweb.csus.edu/chdv> Change of Major forms must be submitted to the department office for signature by the department chair.

**GRADUATION PETITIONS** must be completed by November 1 for fall graduation and May 1 for spring and summer graduation. Please plan ahead, as applications are due one year in advance.

When you complete your graduation petition, you may state electives that you (later) decide you don’t want to take. If this happens, you will need to complete a **COURSE SUBSTITUTION FORM**. Please take it to your advisor to request permission.

<b>Child Development Faculty Advisors</b>	<b>Telephone</b>	<b>Email</b>
Dr. Kristen Alexander	278-7829	kalaxander@csus.edu
Dr. Melina Bersamin	278-7368	bersamin@csus.edu
Dr. Christi Cervantes	278-3983	ccervant@csus.edu
Dr. Karen Davis O’Hara	278-4702	kdohara@csus.edu
Dr. Ana Garcia-Nevarez	278-3526	garciaa@csus.edu
Dr. Susan Gomez	278-5543	gomezs@csus.edu
Dr. Kimberly Gordon Biddle	278-4831	kagordon@csus.edu
Dr. Sheri Hembree	278-4365	hembrees@csus.edu
Dr. Karen Horobin	278-7192	kdhorobin@csus.edu
Dr. Juliana Raskauskas	278-7029	jraskau@csus.edu
Dr. Theresa Roberts	278-6117	robertst@csus.edu
Dr. Lynda Stone	278-4326	lstone@csus.edu
Dr. Li-Ling Sun	278-4283	lsun@csus.edu

## Academic Policies and Procedures

### **Registering for classes**

Many of the child development courses you will want to add have pre- or co-requisites, or have requirements that you may not enroll in classes at the same time. Furthermore, there are a couple of caveats that you should be aware of before you venture into the world of CMS registration:

- ❖ You must take CHDV 30 or 35 or the equivalent prior to enrolling in CHDV 133 or CHDV 133. However, if you took an equivalent course at a community college, CMS sometimes does not recognize that you have met this pre-requisite. If this happens, please contact our office at 278-7192 or at [chdv@csus.edu](mailto:chdv@csus.edu) and our staff will be happy to help you over-ride these restrictions.

- ❖ You may enroll simultaneously in CHDV 123 and 133, even though both are pre- or co-requisites for other upper-division core CHDV classes. However, please be advised that you will need to complete both research methods class prior to completion of 90-units, or you will have a hold placed on your registration.
- ❖ You may enroll simultaneously in CHDV 137 and CHDV 138. However, you must complete CHDV 133 prior to enrolling in either of these classes.
- ❖ You must enroll in CHDV 137 and 138 ***with the corresponding lab section***. If you do not do this, you will get a general error message stating that you did not complete the pre-requisites. Be sure you are 1) enrolling in corresponding sections, and 2) you are enrolling in them *simultaneously*.

## **Incomplete Policies**

**If you stop coming to class, you will receive a grade of WU (Withdrawal Unauthorized)**, which is the GPA equivalent to an F. You will not automatically receive an Incomplete. If you find that you are falling behind in your class, please speak with your instructor and/or a faculty advisor as soon as possible. If you find you cannot complete the course, make arrangements with your instructor for a withdrawal, or an incomplete (see below). In either case, you do have the one-time opportunity to have stricken the first WU on your academic record. Please see the CSUS catalog for further information.

A grade of Incomplete is granted only for unforeseen, serious and compelling reasons. Furthermore, a grade of Incomplete is only to be granted if the student a) arranges this with the professor in advance; and b) has only a small percentage of course assignments remaining.

## **Policies for Academic Action**

Good standing. Continuing CSUS students with no overall, CSUS, or semester grade point deficiency (below 2.0) and new CSUS students with no transfer grade point deficiency are in good academic standing. Students who are in good standing at the end of a semester will be eligible to enroll in the subsequent semester.

Academic Probation. Students whose semester grade point average or overall grade point average falls below 2.0 will be placed on academic probation. Students on probation are eligible to enroll in the subsequent semester; however, the child development department will notify the student and require them to see a faculty advisor prior to registration in the subsequent semester.

Continued Probation. Students on probation will be placed on Continued Probation if they:

- earn a semester GPA below 2.0, but both CSUS and overall GPA are above a 2.0, or
- earn a 2.0 in the current semester, but have a CSUS GPA or overall GPA below 2.0.

Academic Disqualification. Students on probation, will be disqualified if they:

- earn a semester GPA below 2.0 and have a CSUS GPA or overall GPA below 2.0, or
- earn a 2.0 in the current semester, but have a CSUS or overall grade point deficiency in excess of class level limits.\*

*CLASS LEVEL	LIMIT
<u>Freshman/Sophomores</u>	Maximum of 14.9 grade points below 2.0.
<u>Juniors</u>	Maximum of 8.9 grade points below 2.0.
<u>Seniors</u>	Maximum of 5.9 grade points below 2.0.

**Petition for Reinstatement.** Students who have been academically disqualified will be ineligible to enroll in classes until they successfully petition for reinstatement. The Petition for Reinstatement is obtained from the Office of Admissions and Records. If reinstated, students will be placed on an academic contract that may stipulate maximum units, specific courses and achievement levels. Failure to meet the conditions of the reinstatement contract and/or failure to achieve a subsequent semester GPA of 2.0 or higher will result in academic dismissal.

Students not recommended by the Child Development Department for continuation in the first choice major may be considered for University reinstatement into a different major when approved by the department offering the major. Students reinstated as undeclared will not be allowed to enroll in upper division major courses during the period of the contract without the permission of the Child Development Department Chair or designee of that major.

Students whose petitions are approved are subject to review each semester until the CSUS GPA and overall GPA reach the minimum standard of 2.0.

**Academic Dismissal** A student reinstated after disqualification who earns a semester GPA below 2.0 or fails to meet other requirements specified in the reinstatement contract will be dismissed. Academic Dismissal means that enrollment privileges have been withdrawn. Dismissed students are not eligible to use the immediate reinstatement procedure. Academically dismissed students are not eligible for readmission without at least one semester of absence from CSUS.

**Administrative Probation and Administrative Dismissal.** Undergraduate students are subject to Administrative Probation for the following reasons.

1. Withdrawal from all or a substantial portion of their courses in two successive terms or in any three terms.
2. Repeated failure to progress toward a degree or other program objective, when such failure is due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation.

Students who do not meet the conditions for removal of administrative probation may be subject to further administrative actions, including Administrative Dismissal.

### **Actions**

- ❖ Students will be notified of their academic status (probation, continued probation, disqualification or dismissal) on MySacState and by letter or e-mail at the end of each semester.
- ❖ Students on Probation or Continued Probation are required to meet with an advisor in the Child Development Department.
- ❖ The Child Development Department may block registration of students who fail to meet advising appointments.

- ❖ Students receiving veterans' educational benefits may be ruled ineligible for continued benefits if, after one semester of unsatisfactory achievement (probation or disqualification), they do not return to academic Good Standing at the completion of the next semester.

**Repeating Courses.** In the case of a first repeat, only the grade earned in the second attempt (even if it is lower) will be used in the CSUS calculation of grade point average. However, it should be noted that the grade earned in the first attempt remains on the student's transcript, and may be used in grade point calculations by other institutions (e.g., medical schools and law schools).

After the second attempt (first repeat), grades of the second and all subsequent attempts will be averaged in grade point calculations, even if the departmental permission was granted to enroll in the course a third or subsequent time. Students should file a Repeat Grade Replacement Petition with the Admissions and Records Office in order to initiate a unit and grade point adjustment.

The Repeat Grade Replacement Petition, approved by the Child Development Department Chair offering the course, is required to authorize unit and grade replacement if:

1. The repeat or original course is taken at another accredited institution, or
2. The repeat course differs in number or title from the original course.

Under these conditions, students must obtain petition approval prior to enrollment in the repeat course since it is possible that the courses may not be considered equivalent. Approved petitions are submitted to the Admissions and Records Office, located at Lassen Hall.

The repeat grade replacement policy of transfer institution, if it can be determined, will be applied to a student's record at the time of transfer to CSUS. If it cannot be determined, CSUS policy will apply.

## UNDERGRADUATE PROGRAM – Major and Concentrations

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Units required: 49 - 50

Minimum total units required for BA: 120

- ❖ Prerequisite or co-requisite courses are shown in parentheses.
- ❖ Transfer students from community colleges and four-year universities may apply transferable units to requirements for the Child Development degree, if approved by a faculty advisor. Please see an advisor to have your transcripts evaluated.
- ❖ A grade of "C-" or higher is required for all courses in the Child Development major, including electives.

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### REQUIREMENTS - BACHELOR OF ARTS DEGREE/ CHILD DEVELOPMENT

#### *Concentration in Elementary Pre-credential*

#### A. Required Foundation Courses (14 units)

- (3) [CHDV 030](#) Human Development **OR**  
[CHDV 035](#) Child and Adolescent Development
- (2) [CHDV 035F](#) Human Development and Elementary Field Experience (completion of or concurrent enrollment in [CHDV 035](#))
- (3) [FACS 050](#) The Family and Social Issues
- (3) [CHDV 123](#) Methods of Observation and Assessment in Child Development ([CHDV 030](#) or [CHDV 035](#); completion of 45 total units credit)
- (3) [CHDV 133](#) Research in Human Development ([CHDV 030](#) or [CHDV 035](#); completion of 45 total units credit)

#### B. Required Upper Division Core Courses (20 units)

**Note:** Completion of or concurrent enrollment in [CHDV 123](#) or [CHDV 133](#) is required for registration in many of the required upper division core courses.

- (3) CHDV 131 Language Development (CHDV 123 or CHDV 133; may be taken concurrently)
- (3) [CHDV 132](#) Fieldwork in Child Development ([CHDV 030](#) or [CHDV 035](#), and [CHDV 035F](#) for Liberal Studies and Major B only)
- (3) [CHDV 135](#) Crosscultural Child Development (CHDV 123 or [CHDV 133](#); may be taken concurrently)
- (3) [CHDV 136](#) Developmental Experiences, Methods and Curriculum (Completion of 60 units or instructor permission)
- (3) [CHDV 137\\*](#) Cognitive Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (1) [CHDV 137L\\*](#) Cognitive Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (3) [CHDV 138\\*](#) Social and Emotional Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (1) [CHDV 138L\\*](#) Social and Emotional Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))

#### C. Credential Requirements/Pre-requisites (11 units)

- (3) [EDBM 170](#) Bilingual Education: Introduction to Educating English Learners
- (3) [EDS 100A/B](#) Education of Exceptional Children/Youth +Lab
- (2) [HLSC 136](#) School Health Education (CPR training; may be taken concurrently)

- (3) [KINS 172](#) Movement Education

#### **D. Elective (3 units)**

Students in the elementary pre-credential emphasis are required to select one course from the approved list of pre-credential electives. It is suggested that they work with a faculty advisor to select this course, and are strongly urged to select courses that will assist in preparation for the CSET examination.

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### **REQUIREMENTS - BACHELOR OF ARTS DEGREE IN CHILD DEVELOPMENT**

*Concentration in Early Development, Care, and Education*

*Concentration in Social and Community Settings*

*Individualized Concentration*

#### **A. Required Foundation Courses (12 units)**

- (3) [CHDV 030](#) Human Development **OR**  
[CHDV 035](#) Child and Adolescent Development
- (3) [FACS 050](#) The Family and Social Issues
- (3) [CHDV 123](#) Methods of Observation and Assessment in Child Development ([CHDV 030](#) or [CHDV 035](#); completion of 45 total units credit)
- (3) [CHDV 133](#) Research in Human Development ([CHDV 030](#) or [CHDV 035](#); completion of 45 total units credit)

#### **B. Required Upper Division Core Courses (23 units)**

**Note:** Completion of or concurrent enrollment in CHDV 123 or [CHDV 133](#) is required for registration in required upper division core courses.

- (3) [CHDV 131](#) Language Development ([CHDV 133](#), may be taken concurrently)
- (3) [CHDV 132](#) Fieldwork in Child Development ([CHDV 030](#) or [CHDV 035](#), and [CHDV 035F](#) for Liberal Studies and Major B only)
- (3) [CHDV 135](#) Crosscultural Child Development ([CHDV 133](#), may be taken concurrently)
- (3) [CHDV 136](#) Developmental Experiences, Methods and Curriculum (Completion of 60 units or instructor permission) **OR**  
[FACS 108/](#)  
[COMS 108](#) Family Communication ([COMS 008](#), [FACS 050](#), [SOC 166](#), or instructor permission.)
- (3) [CHDV 137](#) Cognitive Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (1) [CHDV 137L](#) Cognitive Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (3) [CHDV 138](#) Social and Emotional Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (1) [CHDV 138L](#) Social and Emotional Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (3) CHDV/[FACS 154](#) Issues in Parenting ([CHDV 030](#), [FACS 052](#); or instructor permission)

#### **C. Electives (14-15 units)**

In each concentration, students are required to select an additional 14-15 units of course work from the appropriate list of approved electives. It is suggested that they work with a faculty advisor to select these courses.

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## REQUIREMENTS - BACHELOR OF ARTS DEGREE IN CHILD DEVELOPMENT

### *Integrated Pre-credential Subject Matter (Formerly Child Development Major B)*

Units required for Major: 111-114

Minimum total units required for BA: 120

**Courses in parentheses are prerequisites.**

Students transferring credit from other institutions must submit unofficial copies of all transcripts to the Child Development office in Brighton Hall 135, or mail to: Child Development Department, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6139. Please see a Child Development Advisor for a review of transcripts and transfer credit evaluation.

#### **A. Core Requirements (111-114)**

##### **Child Development (34 units)**

- (3) [CHDV 035](#) Child and Adolescent Development
- (2) [CHDV 035F](#) Human Development and Elementary Field Experience (completion of or concurrent enrollment in [CHDV 035](#))
- (3) [CHDV 123](#) Methods of Observation and Assessment in Child Development ([CHDV 030](#) or [CHDV 035](#); completion of 45 total units credit)
- (3) [CHDV 131](#) Language Development (CHDV 133, may be taken concurrently)
- (3) [CHDV 132](#) Fieldwork in Child Development ([CHDV 035](#) and [CHDV 035F](#))
- (3) [CHDV 133](#) Research in Human Development ([CHDV 035](#) and [CHDV 035F](#); completion of 45 total units credit)
- (3) [CHDV 135](#) Crosscultural Child Development ([CHDV 133](#), may be taken concurrently)
- (3) [CHDV 136](#) Developmental Experiences, Methods and Curriculum (Senior standing or instructor permission)
- (3) [CHDV 137](#) Cognitive Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (1) [CHDV 137L](#) Cognitive Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (3) [CHDV 138](#) Social and Emotional Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (1) [CHDV 138L](#) Social and Emotional Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (3) Select one of the following:
  - [FACS 050](#) The Family and Social Issues
  - [ETHN 166](#) American Indigenous Families: Issues and Perspectives
  - [ETHN 167](#) Asian American Families: Issues and Perspectives
  - [ETHN 173](#) The Black Family in the U.S.

##### **Credential Requirements/Prerequisites (6 units)**

- (3) [EDBM 170](#) Bilingual Education: Introduction to Educating English Learners
- (3) [EDS 100A/B](#) Education of Exceptional Children/Youth +Lab

##### **Health (2 units)**

- (2) [HLSC 136](#) School Health Education (CPR training; may be taken concurrently)

### **Kinesiology (3 units)**

- (3) [KINS 172](#) Movement Education

### **Language and Literature (12-15 units)**

- (3) [COMS 005](#) The Communication Experience
- (3) [ENGL 001A](#) College Composition (EPT score of 149 or above, or completion of [ENGL 001](#))
- (3) [ENGL 020\\*](#) College Composition II ([ENGL 001A](#) with a grade C- or better, or equivalent)
- (3) [ENGL 116B](#) Children's Literary Classics (Passing score on WPE) **OR**
- [EDTE 120](#) Literature for Children
- (3) Select one of the following:
- [COMS 002](#) Argumentation
- [ENGL 001C\\*](#) Critical Thinking and Writing (Grade of C- or better in [ENGL 001A](#))
- [ENVS 011](#) Environmental Issues and Critical Thinking
- [JOUR 050](#) Mass Media and Critical Thinking
- [PHIL 004](#) Critical Thinking
- [PSYC 049](#) Scientific Thinking in Psychology
- [SOC 008](#) Sense and Nonsense in Social Issues and Research

\*ENGL 020 may be satisfied with an ENGL 001C course, or its equivalent, if transferred from an approved community college.

### **Mathematics (9 units)**

- (3) [MATH 017](#) An Introduction to Exploration, Conjecture and Proof in Mathematics ([MATH 009](#) or three years high school math including two years algebra and one year geometry; completion of ELM requirement and Intermediate Algebra diagnostic test)
- (3) [MATH 107A](#) Fundamental Mathematical Concepts ([MATH 017](#) and passing score on the Intermediate Algebra Diagnostic Test)
- (3) [MATH 107B](#) Fundamental Mathematical Concepts ([MATH 107A](#))

### **Natural and Physical Sciences (15 units)**

- (4) [BIO 007](#) Introduction to the Science of Biology
- (3) [CHEM 106](#) Chemical Concepts ([GEOL 008](#) or [BIO 007](#), [ENGL 020](#) or an equivalent second semester composition course)
- (3) [GEOL 008](#) Earth Science
- (1) [GEOL 008T](#) Earth Science Lab ([GEOL 008](#); may be taken concurrently)
- (4) [PHYS 107](#) Conceptual Physics and Scientific Inquiry ([BIO 007](#), [CHEM 106](#), [GEOL 008](#), [MATH 017](#))

### **Social Sciences and Humanities (21 units)**

- (3) [ETHN 110\\*](#) Ethnic America (passing score on WPE)
- (3) [GEOG 100](#) Themes in World Geography
- (3) [GOVT 001](#) Essentials of Government
- (3) [HIST 017A](#) United States History, 1607-1877
- (3) [HIST 050](#) World Civilizations, Beginnings -1600

- (3) [HIST 132](#) Topics in World History ([HIST 050](#))
- (3) [HIST 187](#) Topics in United States History 1600-1900 **OR**  
[ECON 104](#) Introduction to the United States Economy

\*Satisfies the Writing Intensive course requirement for graduation.

**Visual/Performing Arts (9 units)**

- (3) [ART 133](#) Understanding and Creating Art (upper division status; declared major in Child Development, Liberal Studies, or Blended Liberal Studies)
  - (3) [MUSC 101](#) Experiences in Music
  - (3) [THEA 118](#) Children's Theatre
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## REQUIREMENTS - MINOR IN CHILD DEVELOPMENT

Total units required for Minor: 20

- (3) [CHDV 030](#) Human Development **OR**  
[CHDV 035](#) Child and Adolescent Development
  - (3) [CHDV 131](#) Language Development ([CHDV 133](#), may be taken concurrently)
  - (3) [CHDV 133](#) Research in Human Development ([CHDV 030](#) or [CHDV 035](#); completion of 45 total units credit)
  - (3) [CHDV 137](#) Cognitive Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
  - (1) [CHDV 137L](#) Cognitive Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
  - (3) [CHDV 138](#) Social and Emotional Development ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
  - (1) [CHDV 138L](#) Social and Emotional Development Research Laboratory ([CHDV 030](#) or [CHDV 035](#) and [CHDV 133](#))
- (3) Elective. Selected from list of approved electives in the Child Development Handbook available from Child Development advisors.
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## REQUIREMENTS - MINOR IN COUNSELING

The minor in counseling is designed for students interested in pursuing a career in counseling or other related fields working with children and families. Courses are offered from both Child Development and Counselor Education. The three EDC courses fulfill the pre-requisite requirements for the M.S. in Counselor Education. If you are a Child Development major, you may complete the minor; however, if you choose to do so, you may not use the three counseling classes in your 14- 15 units of electives.

Total units required for Minor: 20

- (3) CHDV 133 Research in Human Development (CHDV 030 or CHDV 035; completion of 45 total units credit)
- (3) CHDV 135 Cross-cultural Child Development (CHDV 133, may be taken concurrently)
- (3) CHDV 138 Social and Emotional Development (CHDV 030 or CHDV 035 and CHDV 133)
- (1) CHDV 138L Social and Emotional Development Research Laboratory (CHDV 030 or CHDV 035 and CHDV 133)
- (3) EDC 170\* Introduction to Counseling
- (4) EDC 171\* Power, Privilege, and Self Identity in Counseling
- (3) EDC 172 Child and Family Psychopathology (CHDV 030, CHDV 035, PSYC 1 or PSYC 5, or equivalent)

\* Registration preference is given to students who have declared the Counseling Minor or the Concentration in Social and Community Settings. If you have trouble enrolling in either of these classes, please see the Child Development Department.

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## ELECTIVES FOR CHILD DEVELOPMENT MAJOR (LISTS A, B, AND C)

Course	GE Area	Course Title	Units	EDCE	Pre-Credential	Social & Community
ANTH 106	E	Culture and Personality of the Chicano Child	3	X	X	X
ANTH 162		Language and Culture	3	X	X	X
ANTH 186	D2	Cultural Poverty	3	X	X	X
ART 133*		Understanding and Creating Art	3	X	X	X
ART 137		Art for Exceptional Children	3	X	X	X
ART 134		Interdisciplinary Art	3	X	X	X
CHDV 031**		Adult Supervision + Mentoring in ECE Programs	3	X		
CHDV 032**		Administration and Supervision of ECE Programs	3	X		
CHDV 130		Parent Education	3	X		X
CHDV 136		Developmental Experiences, Methods, and Curriculum	3	X	X	
CHDV 139		Educational Play: Theory and Practice	3	X		X
CHDV 140**		Coordination of Early Childhood Programs	3	X		
CHDV 143	B5	Mind and Brain in Developmental Context	3	X	X	X
CHDV 144		Community Service Learning in Dev't and Edu Settings	3	X		X
CHDV 148		Culture, Communication, & the Dev't of Thinking	3	X	X	X
CHDV 150A/B		Early literacy development in first and second language	3	X		X
CHDV 157**		Infant and Toddler: Development and Care	3	X		X
CHDV 194		Cooperative Education	3	X		X
CHDV 35F		Human Development and Early Field Experience	2		X	
COMS 108		Family Communication	3	X	X	
COMS 119		Conflict Resolution through Communication	3	X	X	X
DNCE 131	C4	Dance Cultures of America	3	X	X	X
DNCE 160		Creative Dance for Children	2	X	X	X
EDBM 170*		Introduction to Bilingual Education	3	X	X	
EDBM 171		Bilingualism in the Classroom	3		X	
EDC 170***		Introduction to Counseling	3			X
EDC 171***		Power, Privilege, and Self-Identity in Counseling	4			X

Course	GE Area	Course Title	Units	EDCE	Pre-Credential	Social & Community
EDS 100A/B*		Education of Exceptional Children/Youth	3		X	
EDS 119*		Introduction to Inclusive Teaching	3	X	X	X
EDS 130A/B*		Typical + Atypical Dev. Characteristics + Outcomes for Young Child with Disabilities	3	X	X	X
EDS 131A/B		Intro to Family Centered Service Delivery in ECSE	3	X		
EDTE 120		Literature for Children	3	X	X	X
EDTE 165	E	Sex Role Stereotyping in American Education	3	X	X	
ENGL 110A		Linguistics and English Language	3		X	
ENGL 116B		Children's Literary Classics	3	X	X	
ETHN 100	D2	Ethnic America	3	X	X	X
ETHN 110	D2	The Asian American Experience	3	X	X	X
ETHN 115	E	Biracial and Multicultural Identity in the US	3	X	X	X
ETHN 131	D2	LA Raza Studies	3	X	X	X
ETHN 140	D2	Native American Experience	3	X	X	X
ETHN 173		The Black Family in the United States	3	X	X	X
FACS 108		Family Communication	3	X	X	
FACS 141	E	Family Finance	3			X
FACS 150	E	Family Stress and Coping: Multicultural Focus	3			X
FACS 152		Adolescent Development	3		X	X
FACS 162		Family Support Services	3	X	X	X
GEOG 100		Themes in World Geography	3		X	
HIST 168	C3	Images of America	3		X	
HLSC 122		Health Psychology	3			X
HLSC 136*		School Health Education	2		X	
KINS 160		Sport and Exercise Psychology	3	X	X	X
KINS 171		Adapted PE: Basic Skills/Fitness Activities + Assessment	3	X	X	X
KINS 172*		Movement Education	3	X	X	X
MATH 17	B4	Exploration, Conjecture and Proof	3	X	X	
MUSC 101		Experiences in Music	3	X	X	X
PSYC 149		Psychology of Adolescence	3		X	X
PSYC 151	E	Psychological Aspects of Death and Dying	3	X	X	X

Course	GE Area	Course Title	Units	EDCE	Pre-Credential	Social & Community
PSYC 160		Homosexuality	3	X	X	X
PSYC 168***		Abnormal Psychology	3	X	X	X
PSYC 185		Psychology of Exceptional Children	3	X	X	X
RLS 153		Environmental Interpretation and Outdoor Education	3			X
SOC 156	D2	Delinquency	3	X		
SOC 166		The Family	3			X
SOC 169		The Changing American Family	3	X	X	X
SWRK 118		Chemical Dependency and Social Work Practice	3			X
SWRK 129		Human Sexuality in Social Work Perspectives	3			X
SWRK 137		The Child and the Law	3	X	X	X
SWRK 153		Child Welfare Service	3	X	X	X
THEA 115		Puppetry	3	X	X	X
THEA 115A	C4	Multicultural Puppetry	3	X	X	X
THEA 118		Children's Theater	3	X	X	X

Please note: For catalog years prior to 2006- 2008, upper-division GE *cannot* overlap with major electives.

\*Pre-requisites for the multiple-subjects credential

\*\* Courses required for the Child Development Permit (Director level)

\*\*\* Prerequisites for the M.A. in Counseling through Department of Counselor Education, College of Education

**Possible Sequence for a 4-Year Graduation Plan (120 units)**  
**(Entering First-Year Students)**

<u>First Semester</u>		<u>Second Semester</u>	
CHDV 30 or CHDV 35	3 units	FACS 50	3 units
CHDV 35F (if pre-credential)	3 units	GE Course	3 units
GE Course	3 units	GE Course	3 units
GE Course	3 units	GE Course	3 units
GE Course	3 units	GE Course	3 units
<u>Third Semester</u>		<u>Fourth Semester</u>	
GE Course	3 units	CHDV 132	3 units
GE Course	3 units	CHDV 123	3 units
GE Course	3 units	GE Course	3 units
GE Course	3 units	GE Course	3 units
GE Course or Major Elective	2-3 units	GE Course	3 units
<u>Fifth Semester</u>		<u>Sixth Semester</u>	
CHDV 133	3 units	CHDV 135	3 units
CHDV 154 (if not pre-credential)	3 units	CHDV 138/L	4 units
Major Elective	3 units	Major Elective	3 units
GE Course (Upper Division)	3 units	GE Course	3 units
GE Course (Upper Division)	3 units	GE Course (Upper Division)	3 units
<i>*Take WPE</i>		<i>*Apply for graduation</i>	
<u>Seventh Semester</u>		<u>Eighth Semester</u>	
CHDV 131	3 units	CHDV 136 or FACS 108	3 units
CHDV 137/L	4 units	Major Elective	3 units
Major Elective or GE course	3 units	Free Elective	3 units
Major Elective	3 units	Free Elective	3 units
Free elective	2 units	Free Elective	3 units

**Possible Sequence for a 2-Year Graduation Plan (50-61 units)**  
**(Junior Transfer Students)**

<u>First Semester</u>		<u>Second Semester</u>	
CHDV 30 or 35 (if needed)	3 units	CHDV 133	3 units
FACS 50 (if needed)	3 units	CHDV 154 (if not pre-cred)	3 units
CHDV 123	3 units	CHDV 132	3 units
GE Course/Major Elective	3 units	GE Course/Major Elective	3 units
CHDV 35F (if needed)	2 units	GE Course (Upper Division)	3 units
<i>*Take WPE</i>		<i>*Apply for graduation</i>	
<u>Third Semester</u>		<u>Fourth Semester</u>	
CHDV 131	3 units	CHDV 136 or FACS 108	3 units
CHDV 137/L	4 units	CHDV 138/L	4 units
Major Elective	3 units	CHDV 135	3 units
Major Elective	3 units	Major Elective	3 units
GE course (Upper Division)	3 units	Major Elective	3 units

## ENHANCED LEARNING IN CHILD DEVELOPMENT CLASSES

Students and faculty share the goal of educating highly competent professionals who are committed to working on behalf of children, families, schools and communities. These goals can be reached when classrooms are characterized by shared understandings related to classroom civility, academic freedom and classroom activity. Discussion of both student and faculty professionalism related to these topics is included in this document. The Department of Child Development believes these classroom guidelines will help students use positive strategies to achieve a high quality education based on positive classroom experiences at Sacramento State.

### *Classroom Civility*

- While academic freedom is embraced in the child development program and students are free to take exception to materials presented in the classroom, such dissent should not be so extensive, repetitive or emotionally negative to disrupt the normal activities of the course. The professor may suggest that you meet outside of class or you may elect to meet outside of class if your concerns are not addressed fully during class time.
- Please be aware that there are also some types of discourse that are not protected under academic freedom. Negative or hostile comments directed toward groups of individuals based on gender, physical or mental disability, ethnicity, sexual orientation, national origin and religious belief violate university standards for respect, tolerance and civility toward others.
- Please be aware that right before and right after class professors are often involved in course business. Please address your individual needs with the professor at other times (office hours, appointment) when the professor is more likely to be able to thoughtfully and fully respond.
- Please refrain from distracting behaviors such as having side conversations, using cellular phones, arriving late to class, leaving early or anything else that causes undue distraction to students or the instructor.
- Please avoid inattentive behavior, including sleeping during class, working on other activities, arriving unprepared, packing books before class is over and using cell phones.
- Please be aware that expressing more interest in grading procedures than in learning and attempting to influence professors grading practices are likely to undermine learning and to meet with limited success. Of course, any concerns that you have related to evaluation of your work, including professor error, can be taken up privately with the professor.

### *Classroom Activity*

- Many types of experiences will help you in Child Development courses. Expect a variety of course experiences, including different grading criteria, testing and teaching styles across instructors.
- Learning involves student decision-making, tolerance of ambiguity and of differing perspectives, reflection and taking responsibility for planning how to meet course requirements.
- Engagement in classroom activity is a part of the course that your professor has designed to foster your learning. Non participation in these activities may impact your success in the course. If you have personal needs or concerns related to these activities you are encouraged to speak privately to the professor about them.

### *Student Responsibility*

- *Plagiarism:* Remember that plagiarism is not limited to direct copying from known work but includes summarizing and turning in other students' papers. Please refer to the document "University Policy and Procedures Regarding Plagiarism" for more detail.
- *Attendance:* Many meaningful activities occur in class. In most cases it is not possible for students to master all important course content by completing assignments and passing exams. Students are expected to attend classes regularly except for valid reasons. When absent from classes, it is the student's responsibility to arrange making up missed assignments and class work and professors will not

generally give individual tutorials for missed classes. Students should be cautioned that even though absences may be for valid reasons, such absences can influence learning in a negative manner.

- *Grades:* Students earn their grade through attendance, readings, completing assignments and other examples of high effort and content mastery. Students should acknowledge that employment, family or other interests that impact effort and engagement in the classroom are likely to negatively affect learning and performance. Please understand that each professor makes their own decisions on whether or not they are willing to alter due dates, course content, or standards of performance because of students' out of class responsibilities and that professors only make such changes for compelling reasons.
- *Out-of-class work:* The university standard is that for each unit of instruction a minimum of two hours of out of class work is expected each week. For a three unit course this would be a minimum of six out of class hours.
- *Experiencing problems:* Faculty member can often help students with course-related problems. When you cannot meet the requirements for a course, you are urged to discuss the situation with the professor as a soon as possible to determine what your best alternatives may be.
- *Special needs:* Students with special needs are encouraged to contact faculty to implement course accommodations. All Child Development faculties will make reasonable accommodations based on federal and local (campus) guidelines.
- *Serious concerns regarding course practices:* There are procedures to be followed for addressing these concerns. You are expected to first attempt to address your issues directly with the professor. If this is an unsatisfactory option, you may talk to the department chair. Discussing such specific course-related issues with other professors or department staff is considered unprofessional and you will be redirected to the course instructor or chair.

### ***Faculty Responsibility***

- Professors understand that students have complex lives and are committed to supporting students to be successful in school within this complexity.
- Professors will be respectful of your ideas and thoughts related to course content even when they differ substantially from those advanced in the course. However, please understand that professors have an obligation to ensure that all students in their classes are receiving information and points of view that are reasoned and defensible. A professor may disagree with or ask for justification or clarification of your ideas, particularly if they are widely divergent from those presented in class, but should do so in a manner that is not demeaning or disrespectful of you as a person.
- Professors will challenge you to pursue academic excellence.
- Professors will model the professional qualities of civility, respect and diligence expected of students
- Professors will plan course content, activity and assignments with thoughtfulness and will communicate this planning through syllabi and written and oral discussion of assignments.
- Professors will come prepared to their classes, provide students with significant knowledge related to the course content and engage students in reflection and analysis of this material. Classroom activity will contribute to advancing student's learning.
- Professors will impartially evaluate your work regardless of your religion, race, physical or mental disability, gender, sexual orientation, nationality or other criteria not germane to academic work.
- Professors will maintain confidentiality on personal matters you discuss with them unless they indicate otherwise. Confidentiality extends to how grading and papers are managed. Papers will be distributed in class in a manner that does not allow other students to see your grades. Grades will not be posted by name or social security numbers in any public place. Graded papers will not be made available where other students have any access to them (boxes, open envelopes, etc).
- Professors will be available to confer with you outside of class via set office hours. Full time instructors are expected to hold a minimum of 3 office hours each week.