This handbook contains information about the Master of Arts in Child Development housed in the College of Education. It is intended to benefit both current and prospective Child Development graduate students. Students are encouraged to use the handbook as a reference during their time in the program. The handbook 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. The most current handbook can be accessed at the Child Development website.

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Mission of the Child Development Graduate Program

A strong graduate program is central to the mission of Child Development. Specifically, our mission is to improve the quality of life for children and families by advancing knowledge in child development, preparing a diverse group of students for professional and academic careers through high-quality instructional experiences, and developing community leaders who advocate for children in their respective community settings. The faculty believes that an important means of accomplishing this mission is through a rigorous student-based program offering flexibility, access, and support within a community of scholars.

Program Goals
As they work with faculty and peers, students in the MA, CHDV 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 and creative thinking skills to effectively analyze and synthesize research and theory in child development, using evidence as a basis for professional decision-making
- value diversity (culture, gender, social, ability, linguistic) in 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
- apply skills and knowledge to engage in advocacy and community leadership
- demonstrate depth of understanding in a focused area of the discipline and effective use of written communication
Program Overview

The Master of Arts in Child Development offers an opportunity for advanced study of developmental theory and research in preparation for a wide range of professional objectives. Our programs emphasize 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 and related programs, 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 potential areas of study: 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 Master of Arts in Child Development 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.

Prerequisites (6 units)

In order to be fully classified into the program, students must complete the following upper-division CHDV courses (or the equivalent). In some cases, students may be admitted on the condition that they complete these courses in the first semester (or year) of study.

- **CHDV 133 (3)** – *Research in Human Development* (Prerequisite: CHDV 30 or CHDV 35, or equivalent)
- **CHDV 137 (3)** – *Cognitive Development* OR **CHDV 138 (3)** - *Social & Emotional Development* (Note that these courses are co-enrolled with a lab section (CHDV 137L or 138L) but graduate students are not required to enroll in the lab section due to unit restrictions.)

I. Required Foundation Courses (9 units)

The following courses provide an important foundation for future courses. They are designed to be taken during your first year in the program. For example, students taking 6 or more units per semester are expected to take CHDV 242 and any prerequisites their first fall semester, and 247 and 250 during their first spring semester.

- **CHDV 242 (3)** – *Theoretical Approaches to Child Development*
- **CHDV 247 (3)** – *Perspectives on Cross Cultural Development* (prerequisite: CHDV 242)
- **CHDV 250 (3)** – *Research Methods* (prerequisite: CHDV 133 or equivalent)

II. Core Courses (12 Units):
You are required to select four core courses to complete your core coursework. These classes are offered on a rotating basis and are not all offered every semester/year. You may want to consult an advisor when selecting your core courses.

Select core courses from:

- CHDV 210 (3) – Seminar in Social Development
- CHDV 211 (3) – Seminar in Cognitive Development
- CHDV 215 (3) – Selected Topics in Applied and Community Settings*
- CHDV 245 (3) - Selected Topics in Developmental Theory*
- CHDV 246 (3) - Motivation and Learning in Children
- CHDV 248 (3) - Curriculum and Instruction in Preschool and Primary Grade Settings
- CHDV 249 (3) - Language Processes in Development
- CHDV 295 (3) - Practicum in Child Development

NOTE: Courses with (*) may be taken twice for credit with different instructors

III. Electives (3 units)

3 upper division or graduate units selected with approval of a Child Development faculty advisor. These can be additional core or elective courses offered in Child Development or graduate courses offered in other departments relevant to the student’s emphasis or interest area. Some examples of electives other than additional Core courses commonly chosen by CHDV students include (but are not limited to):

- CHDV 253 (3) – Apprenticeship in CHDV can be taken as an elective. It is a graded course and requires a faculty to sponsor it and complete the contract (including syllabus) for students to enroll.
- CHDV 299 (variable units) – Independent study (must be sponsored by faculty, contract submitted for enrollment).
- CHDV 244 (variable units) – Community service (contact relevant faculty to enroll)
- EDS 290 (3) – Issues in Early Childhood Education for Children with Disabilities
- EDS 248 (3) – Human Development and Learning
- EDT 268 (3) – Gender Perspective and School
- EDBM 205 (3)/ EDTE 251 (3) – Education for Democratic, Pluralistic Society
- EDBM 245 (3) – Advocacy, Change, and Community
IV. Culminating Requirement (6 units)

There are two options for meeting the Culminating Experience Requirement: Thesis or Project. They are discussed separately below. Advancement to candidacy is required before enrolling in the culminating requirement courses (see the section on advancement to candidacy for additional information).

**Thesis or Project.** The following courses will help you complete your culminating requirement. As such these should be done after foundation and a majority of core coursework has been completed.

**CHDV 290 (3) - Seminar for Culminating Experience (Prerequisite: Advancement to Candidacy; instructor permission).**
- CHDV 290 is offered once in the Fall semester. Students planning to take 504 the following Spring OR Fall should take this course.

**CHDV 504 (3) – Culminating Experience: Child Development (Thesis or Project, CHDV 290 pre or co-requisite)**
- Permission to enroll in CHDV 504 is required
- All coursework requirements must be completed by the end of the 504 semester so all you have left to complete is the thesis/project.
- 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 Graduate Coordinator **one full semester** prior to registration (See continuous enrollment section).

These are the traditional means for completing culminating experiences within Child Development. There are other culminating experiences used in the university. If you should consider an alternative, your sponsor and graduate program coordinator will work with you to ensure it satisfies university requirements.
University and Program Policies

Admission to Classified Status

Admission as a classified graduate student in the MA, CHDV program requires:

- BA/BS in Child/Human Development or closely related field, Liberal Studies BA, or teaching credential. Some applicants may be admitted with the condition that prerequisite courses be completed before beginning the requirements for the CHDV program.

- a minimum 3.0 GPA in the last 60 semester units completed

- experience working with children (infancy through adolescence)

- 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.

- completion of prerequisites: (a) an upper-division, advanced child development course such as CHDV 137 or 138; and (b) an upper division research methods course such as CHDV 133

Applicants must complete both University (www.csus.edu/gradstudies) and Child Development supplemental application (available on our website or in the office EUR 401). Application deadlines are listed on the Child Development and University websites. 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. Both University and Child Development applications are available online. Admissions decisions are made by the Child Development graduate committee by the end of the semester in which they are submitted.

Admissions decisions are based on the above criteria, as well as the applicant’s fit with the program. Students not meeting the above criteria may be conditionally classified (i.e., they are admitted with the condition that they meet additional requirements before full classification 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. Once these conditions are met, students must apply for fully classified status.

Advising

New students should attend the annual graduate program orientation scheduled in the fall, and all students in the MA program are encouraged to meet with an academic advisor each semester. Students are not assigned academic advisors. All full time tenure-track faculty in Child Development serve as academic advisors for the MA graduate program. Consult the list in this handbook for faculty, and check the website for office hours. 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, project).

Transfer Credits

Up to six units of graduate 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 Graduate Coordinator. If up to six units are successfully completed in the MA, CHDV program as an unclassified student, they will be accepted automatically.

**Graduate Writing Assessment Requirement**
Beginning in 2010-2011 all graduate students will be required to complete a new Graduate Graduation Writing Assessment Requirement (GWAR) **before advancement to candidacy**. The first step is completed by a Graduate Writing Intensive Course (GWI), which for CHDV MA is completed by taking CHDV 242, and the second step is met through completion of the culminating requirement in the student’s program. Other programs require testing or other options (see CSUS catalog).

**Advancement to Candidacy**
An application for Advancement to Candidacy must be filed as soon as the classified graduate student has:

- removed any conditions for 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 first step of the Graduate GWAR.

The Advancement to Candidacy application is usually completed in the second or third semester of enrollment, depending on whether the student is full or part-time. The most up to date forms are available on the Graduate Studies website: [www.csus.edu/gradstudies](http://www.csus.edu/gradstudies). 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 graduate coordinator and then to Graduate Studies for approval. Students must have advanced to candidacy in order to enroll in CHDV 504. Once the Advancement to Candidacy is submitted, changes to the student’s program of study are made by submitting a Petition for Exception Form available on the Graduate Studies Website.

**Academic Standing**
Graduate courses are graded on a 4-point scale. No grade lower than a ‘C’ may be counted toward the degree program. Graduate students whose Sacramento State and cumulative grade point average (GPA) is 3.0 or above are considered in good academic standing.

Students are placed on academic probation when the cumulative GPA falls below 3.0 or for the following reasons: (1.) Withdrawal from all or a substantial portion of their courses in two successive terms or in any three term; (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 Disqualification. If the student fails to correct the deficiency in the next semester, academic disqualification occurs and the student must file for reinstatement through both Child Development 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.
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 at the time that coursework is impaired 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 a grade of Incomplete. At the maximum, students have up to one calendar year to complete a course. 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 Department Chair. An Incomplete Petition must be filled out and approved prior to the incomplete grade being assigned.

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.

Continuous Enrollment and Open University

Students must maintain continuous enrollment to preserve their place in the MA 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” (599) units through Open University in the College of Continuing Education (CCE). No units toward the program are earned through CCE courses, but continuous enrollment is maintained. Fees equivalent to 1 unit are paid to participate in CCE. You cannot be enrolled in any other courses during continuous enrollment semesters. Information about enrolling in CCE credits may be obtained at: http://www.csus.edu/gradstudies/Contenrl.htm.

Students completing a thesis or project are allowed a maximum of three semesters past CHDV 504 enrollment 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 three semesters allotted, must re-enroll in CHDV 504 and pay regular fees before continuing in the MA program.

A student may take a leave of absence of one semester without losing enrollment status or catalog rights. This leave exempts students from the reapplication and fee and maintains classified status for graduate students. (Exception: graduate students who have completed all their course work and have received an "RP" in CHDV 504 are required to enroll in Continuous Enrollment). Once 504 is completed, any lapses in enrollment will require reapplication to the program and loss of 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 actively taking courses 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 MA program. Furthermore, once 504 is complete, any lapse in enrollment (even for one semester) requires re-application and loss of catalog rights. The Child Development program is not required to re-admit such students. Planned leaves of two or more semesters for educational, medical or military purposes are permitted when submitted and approved in advance. 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.

**Seven-Year Deadline**

Graduate students have seven years, inclusive of the semester in which they took the earliest courses counted toward their degrees, to complete all requirements for a Master's degree. The end of this seven year period is determined by adding 14 semesters onto the term of the oldest course listed on the Advancement to Candidacy form. For example, if a student began his/her coursework in Fall 2006, his/her seven-year deadline would be Spring 2013. If a student exceeds his/her seven-year limit, those courses that are older than seven years are out of currency, and thus expire.

At this point, the graduate student may repeat the expired course(s) or request an exception to the seven-year deadline using the Currency Petition form. The form must be signed by the Graduate Coordinator declaring that the student has been tested and is current in the course content. Currency is extended on out-of-date courses for one semester only. In requesting currency, programs must sign the petition for currency and attach a copy of the documentation used to establish currency in course content. The Dean of Graduate Studies must approve the petition. If approved, the Office of Graduate Studies would then regard the students as still current in the material for the expired course(s), and effectively retain degree credit for these courses. The Graduate Council has recommended that the Dean of Graduate Studies approve only one semester currency for up to a maximum of six units. Programs may refuse to reestablish currency for such courses and instead require that the student take replacement courses, or the Program may opt to declassify the student for lack of sufficient progress toward the degree.

**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.

**Forms and Deadlines**

Successful completion of the program requires that students complete several different forms and meet a number of deadlines. Information about these forms and deadlines is available through the
websites for Child Development [http://www.csus.edu/coe/academics/graduate/programs/overview-chdv.html] and the Office of Graduate Studies([http://www.csus.edu/gradstudies/Forms.htm]).

_Students are responsible for tracking their own progress, meeting all deadlines, and for meeting with instructors and advisors as needed._
Culminating Experience Policies and Procedures

Master of Arts programs at CSUS require completion of a “Culminating Experience”. In the CHDV, MA program, students can complete their Culminating Experience Requirement by completing either a Thesis or Project. Additional detailed information about the culminating experience (Thesis/Project Handbook) may be obtained on the Child Development webpage.

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. (See Thesis/Project Handbook for additional information).

A project is a significant undertaking of a pursuit appropriate to application of skills and knowledge. 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 and evaluating a workshop or designing and evaluating 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. (See Thesis/Project Handbook for additional information).

Thesis/Project Sponsor

Each student chooses a child development faculty (full-time tenured or tenure-track) to sponsor the student's thesis or project (please see faculty list in this handbook). The sponsor is primarily responsible for providing guidance, approving the student's overall approach, and supervising the written product. The student is also required to choose a second reader for the thesis or project. The second reader may be a core faculty member or may be a faculty outside of Child Development. If wishing to use a faculty outside of Child Development this decision must be made in consultation with your sponsor and approved by the graduate coordinator prior to submission of your petition. 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).
**Intent to Register**
Students must file an *Intent to Register* 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 Graduate Coordinator.

**Petitions**
Enrollment in CHDV 504 requires completion of a petition. Thesis/project students must have a sponsor and a working draft of a literature review and approved petition (and Human Subjects approval, if applicable) before beginning their research project. Petition requirements and guidelines are provided in the Thesis/project Handbook on the website. Petitions are due the first Tuesday of each month during the school year to the Graduate Coordinator and must be approved by both your sponsor and second reader prior to being submitted. In some cases, students may be required to revise the petition and proposed project/thesis before obtaining approval.

**Projects/Theses Involving Human Subjects**
Students conducting research that involves human subjects must complete **CSUS Human Subjects forms** and submit them to the GPSE Student Research Committee for review. Due dates will be posted on the Child Development website. Studies that are “exempt” do not need to go further. Those with “minimal risk” or “more than minimal risk” designation must subsequently also obtain University approval for Human Subjects procedures. The student is then responsible for following university submission guidelines to submit Human Subjects forms to University Committee for the Protection of Human Subjects (CPHS). Forms are obtained at [http://www.csus.edu/research/HumanSubjects/index.htm](http://www.csus.edu/research/HumanSubjects/index.htm). You must include your human subjects approval letter as an appendix in your completed thesis or project to graduate studies.

**Final Thesis/Project Review**
Theses/Projects are due in the department office no later than **November 1st** for Fall Graduation, **April 1st** for spring graduation, and **July 1st** for Summer graduation. The thesis or project is reviewed by the Graduate Coordinator or Department Chair on behalf of the department before submission to the Office of Graduate Studies. Be sure to communicate with your sponsor, second reader, and department regarding planned submission dates. Leave sufficient time for feedback and editing between each step. You are responsible for providing adequate time for review and editing. Many faculty do not work over our summer off-time months so be sure to know whether your committee is available in summer if planning a summer submission.
Graduate Faculty/Potential Sponsor Contact Information & Research Interests

Department of Graduate and Professional Studies (Chair): **Dr. Sue Heredia**

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
<th>Brief Research Interests</th>
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<tbody>
<tr>
<td><strong>Dr. Kristen Alexander</strong></td>
<td>(916) 278-7829</td>
<td>Children's cognitive and memory development; Individual differences in children's narrative memory and information processing.</td>
</tr>
<tr>
<td>Professor</td>
<td>BRH 213</td>
<td></td>
</tr>
<tr>
<td>Graduate Program Coordinator</td>
<td><a href="mailto:kalexander@csus.edu">kalexander@csus.edu</a></td>
<td></td>
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<tr>
<td><strong>Dr. Karen Davis O'Hara</strong></td>
<td>(916) 278-4702</td>
<td>Psychobiological development, temperament theory, and attachment theory, children's emotional development, particularly from a biological perspective.</td>
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<tr>
<td><strong>Dr. Amber Gonzalez</strong></td>
<td>(916) 278-6117</td>
<td>Underrepresented and underserved populations; P20 educational pipeline; College access, Persistence and success; Student perceptions and outcomes; Campus climate; Intersectionalities of race, ethnicity, and gender in education.</td>
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<td>Assistant Professor</td>
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<td><strong>Dr. Susan Gomez</strong></td>
<td>(916) 278-5543</td>
<td>Literacy development in young children, preschool programs, and curriculum development.</td>
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<td>BRH 133</td>
<td></td>
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<tr>
<td></td>
<td><a href="mailto:gomezs@csus.edu">gomezs@csus.edu</a></td>
<td></td>
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<td>*only on campus in fall</td>
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<tr>
<td><strong>Dr. Kimberly Gordon Biddle</strong></td>
<td>(916) 278-4831</td>
<td>&quot;What is it that motivates resilient children?&quot; with middle school and high school children. Motivation, policies concerning children and families, and education and socialization of ethnic minorities.</td>
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<tr>
<td>Professor</td>
<td>BRH 131</td>
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<td></td>
<td><a href="mailto:kagordon@.csus.edu">kagordon@.csus.edu</a></td>
<td></td>
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<tr>
<td><strong>Dr. Sheri Hembree</strong></td>
<td>(916) 278-4365</td>
<td>Children’s relationships with family and peers; social and social-cognitive adjustment; peer relationships, peer rejection; sibling relationships/sibling conflict; father-child interactions and social-cognitive development; parental socialization of emotion, day care, preschool, and afterschool program quality.</td>
</tr>
<tr>
<td>Professor</td>
<td>BRH 232</td>
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<td><a href="mailto:hembrees@csus.edu">hembrees@csus.edu</a></td>
<td></td>
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<tr>
<td>* listed as Reynolds on course schedule</td>
<td>website: <a href="http://www.csus.edu/indiv/h/hembrees/">http://www.csus.edu/indiv/h/hembrees/</a></td>
<td></td>
</tr>
</tbody>
</table>
| **Dr. Karen Horobin**  
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| **Dr. Diane Lee**  
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BRH 230  
jraskauskas@csus.edu | Peer bullying, social-cognitive development in middle childhood and adolescence, prevention and intervention programs, and self-efficacy. |
| **Dr. Lynda Stone**  
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 development; Identity; Discourse analysis and documenting development |
| **Dr. Li-ling Sun**  
Professor | (916) 278-4283  
BRH 223  
lsun@csus.edu | Cognitive development—(1) development of metacognition in problem solving (2) cross-cultural differences in logical reasoning (3) knowledge transfer in scientific learning (4) self-regulated learning. Psycholinguistics—(1) complex sentence structure and cognition (2) language structure influences on thinking (3) language use during reasoning. |
Student Resources

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.

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.

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.

CSUS Library
(916) 278-5679 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. The CSUS Library provides access to hundreds of relevant journals, books, and online resources. Instructors may put textbooks or other course materials on reserve at the reserve desk. You will also find databases of journal articles, chapters, and books that can be accessed through computers in the library, any lab on campus, or remotely from your home computer (you use your SacLink account to access databases remotely). Many resources are available online; however, several are housed in the library itself and are available for viewing or checkout. At the library’s website, you will also find links to writing 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.
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.

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. The Housing Office also provides services such as copies of rental agreements, bus schedules, tenant’s rights, furniture rental information, and referrals for legal assistance.

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.

Office of Graduate Studies  
River Front Center, Room 206 (916) 278-6470  http://www.csus.edu/gradstudies/  

The Office of Graduate Studies processes graduate applications, reviews and approves Advancements to Candidacy, serves as a resource for questions about the format of the culminating requirement, processes MA graduation petitions, and participates in graduate recruitment efforts and graduate orientation programs.

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. 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.

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. Special arrangements for disabled students are also made here.

University Writing Center
Calaveras Hall 128  916-278-6356  http://www.csus.edu/writingcenter/

The University Writing Center (UWC) provides one-to-one tutorials in reading and writing for undergraduate and graduate students at CSUS. In a collaborative and supportive environment, our peer tutors offer help with reading and writing at all points in the process, from initial planning and organizing through developing and revising a paper or understanding difficult texts.
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 Child Development graduate student orientation session early in the Fall semester
3) If you are conditionally classified, meet any conditions (typically coursework) required for full classification status
4) Complete first step of graduate GWAR requirement.

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

In the semester prior to beginning your thesis/project:
9) Enroll in CHDV 290 to prepare for culminating experience
10) File Intent to Register in CHDV 504 (October 15th, March 15th)
11) Meet with thesis/project sponsor to work on petition and go over guidelines OR meet with advisors in preparation for examination, practice questions, and study.
12) Secure second reader for project/thesis.
13) Submit thesis/project petition (and Human Subjects forms, if applicable; can be completed while enrolled in 504)

In your culminating semester:
14) Enroll in CHDV 504 and work with sponsor toward completion of thesis/project. Enroll in 599 (continuing ed) credits for up to two semesters thereafter. Submit project or thesis to department and University by published deadlines.

After 504:
15) Enroll in continuous enrollment, 599, for up to three semesters. Maintain continuous enrollment each semester to avoid re-application. After three semesters of 599, consult with your sponsor to ensure s/he is still willing to work with you or secure a new sponsor. Enroll in 504 in that fourth semester.

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.
**SUGGESTED PROGRAM PLAN**

Students might undertake the following course plan:

<table>
<thead>
<tr>
<th>FULL-TIME (9 units per semester):</th>
<th>PART-TIME (6 Units per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong> Semester - Fall</td>
<td><strong>1st</strong> semester - Fall</td>
</tr>
<tr>
<td>CHDV 242</td>
<td>CHDV 242</td>
</tr>
<tr>
<td>Elective or Core course</td>
<td>Elective or Core course</td>
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<tr>
<td>Elective or Core course</td>
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<tr>
<td><strong>2nd</strong> semester - Spring</td>
<td><strong>2nd</strong> semester - Spring</td>
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<tr>
<td>CHDV 250</td>
<td>CHDV 250</td>
</tr>
<tr>
<td>CHDV 247</td>
<td>CHDV 247</td>
</tr>
<tr>
<td>Elective or Core Course</td>
<td>Elective or Core Course</td>
</tr>
<tr>
<td><strong>3rd</strong> Semester - Fall</td>
<td><strong>3rd</strong> Semester - Fall</td>
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<tr>
<td>Elective or Core Course</td>
<td>Elective or Core Course</td>
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<tr>
<td>Elective or Core Course</td>
<td>Elective or Core Course</td>
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<tr>
<td>CHDV 290</td>
<td>CHDV 290</td>
</tr>
<tr>
<td><strong>4th</strong> semester - Spring (1/2 time)</td>
<td><strong>4th</strong> semester - Spring</td>
</tr>
<tr>
<td>Elective or Core course</td>
<td>Elective or Core course</td>
</tr>
<tr>
<td>CHDV 504 (thesis/project)</td>
<td>Elective or Core Course</td>
</tr>
<tr>
<td><strong>5th</strong> Semester Fall</td>
<td><strong>5th</strong> Semester Fall</td>
</tr>
<tr>
<td>CHDV 504 (Thesis/Project)</td>
<td>CHDV 504 (Thesis/Project)</td>
</tr>
</tbody>
</table>

Thereafter – CCE units to complete thesis/project

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**Notes:**
- Foundation courses and CHDV 290 are offered once a year. Other courses listed in the catalog are rotated so that they are offered once every two years.
- CHDV 290 offered in Fall semester only;
- Part-time thesis/project students may wish to take an elective in the summer session and change course plan to 5 semesters, taking CHDV 290 in 3rd semester.
- Students needing to complete additional coursework (e.g., CHDV 133 or CHDV 137/8), or entering program in Spring should consult with an advisor about courses to take in the first semester.