

BA IN CHILD AND ADOLESCENT DEVELOPMENT (SOCIAL AND COMMUNITY CONTEXTS)



SACRAMENTO STATE

In Workflow

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Approval Path

1. 2026-02-04T22:19:30Z
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. 2026-03-13T19:21:11Z
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3. 2026-03-13T23:42:36Z
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History

1. May 2, 2018 by clmig-jwehrheim
2. Sep 17, 2018 by 212408496
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4. Sep 17, 2018 by 212408496
5. Sep 17, 2018 by 212408496
6. Apr 23, 2020 by Sue Hobbs (sue.hobbs)
7. Apr 28, 2020 by 220267334
8. Apr 1, 2021 by Kristen Alexander (kalexand)
9. Apr 20, 2021 by 220267334
10. Mar 7, 2023 by Kristen Alexander (kalexand)
11. Sep 16, 2025 by Sue Hobbs (sue.hobbs)

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Viewing: BA in Child and Adolescent Development (Social and Community Contexts)

Last approved: 2025-09-16T22:12:29Z

Last edit: 2026-01-29T21:21:29Z

Changes proposed by: Kristen Alexander (101054963)

Academic Group: (College)

Education

Academic Organization: (Department)

Undergraduate Studies in Education

Catalog Year Effective:

2026-2027 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
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Type of Program:

Concentration

Program Change Type:

Non-Substantive

Delivery Format:

Hybrid

Title of the Program:

BA in Child and Adolescent Development (Social and Community Contexts)

Designation: (degree terminology)

Bachelor of Arts

Briefly describe the program proposal (new or change) and provide a justification:

When we created three concentrations, we created three different lower division fieldwork classes. However, because many of our students are transfers and come in with this requirement met, we are not able to fill these differentiated lower division courses. We are requiring all students to take CHAD 35F (removing CHAD 30C and 35E options) to ensure students gain field experience without compromising program quality.

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Intellectual and practical skills
 Personal and social responsibility
 Integrative learning

Program Learning Outcomes**Program Learning Outcomes****Learning Outcome**

Core Program Learning Outcomes:

Goal 1: Knowledge in the Discipline

1.1 Identify and explain major theoretical and methodological perspectives used in developmental practices and research in a variety of contexts.

1.2 Identify and explain processes of physical, cognitive, language, social and emotional development in context from infancy to adulthood.

1.3 Apply theory and research to enhance understanding of individual variations in human development (e.g., cross cultural, biological and social influences).

Goal 2: Modes of Inquiry

2.1 Differentiate between qualitative and quantitative research frameworks in human development.

2.2 Identify valid information to augment discipline-based inquiry in human development.

2.3 Use technological tools and critical thinking in the location, analysis, application and evaluation of research, theory and issues in human development.

2.4 Explain principles of ethics used in research methodology in human development.

2.5 Apply principles of ethics in writing and communication processes.

Goal 3: Communication in the Discipline

3.1 Write and communicate using current American Psychological Association format and style.

3.2 Use appropriate, relevant and compelling evidence of human development to articulate ideas and present knowledge.

Goal 4: Civic and Cultural Knowledge and Competence

- 4.1 Explain culturally informed approaches to a variety of critical, cultural, and socio-political academic and applied contexts within the field of human development.
- 4.2 Collaborate with peers, faculty and/or community partners to engage in civil discourse, creative thinking and problem solving in academic and community settings.
- 4.3 Recognize culturally relevant civic and community issues to inform engagement, leadership, and responsible advocacy in developmental community-based learning experiences.
- 4.4 Use a theoretical framework of human development to apply and analyze responsibility and advocacy in professional and career contexts.
- 4.5 Distinguish how human behavior and development are culturally constructed and how this influences daily activities and choices with the developing person.

Goal 5: Professional and Career Knowledge and Behaviors

- 5.1 Identify professional, career and educational opportunities in the field of human development.
- 5.2 Apply knowledge of developmental concepts, theories, and research, through engagement in mediated field experiences.
- 5.3 Explain and critique personal positionality and how that influences individual, professional, and academic attitudes and behaviors.
- 5.4 Practice discipline-specific professional ethics and responsibility in academic and/or field experiences.

Additional Concentration-Specific Program Learning Outcomes:

- 1.4 Understand and apply the processes or interactions between community settings and other ecological contexts to support the developmental trajectories of diverse children, adolescents, and emerging adults
- 1.5 Identify and interrogate systemic disparities in opportunities for development of diverse individuals
- 5.5 Assess and design actions (e.g., programs or policy) in collaboration with community stakeholders and youth to promote wellbeing
- 5.6 Identify and assess strengths of children, adolescents, and emerging adults as well as community resources related to development

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CHAD 101						
CHAD 123						
CHAD 133						
CHAD 131						
CHAD 135						
CHAD 156						
CHAD 137						
CHAD 138						
CHAD 190						
CHAD 30						
CHAD 35						
CHAD 35F						
CHAD 146						
CHAD 147						
CHAD 139						
CHAD 143						
CHAD 157						
CHAD 142						
CHAD 172						

CHAD 130						
ANTH 101						
ART 133						
CHAD 136						
CHAD 141						
CHAD 145						
CHAD 153						
CHAD 157						
CHAD 195						
CHAD 199						
COMS 108						
EDUC 120						
EDUC 121						
EDUC 130A						
EDUC 130B						
EDUC 155						
EDUC 156						
EDUC 157						
EDUC 160						
EDUC 165						
EDSP 119						
ETHN 100						
FSHD 108						
FSHD 154						
FSHD 156						
HRS 161						
KINS 172						
PHIL 102						
PSYC 151						
RPTA 137						
RPTA 164						
STAT 1						
SWRK 102						
SWRK 137						
SWRK 153						
THEA 118						

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Do these changes impact the degree roadmap?

No

Catalog Description:

Units required for Major: 49

Total units required for BA: 120

Program Description

Child and Adolescent Development is the study of the biological, physical, socio-emotional, and cognitive growth and development of the child from conception through emerging adulthood. Using theory, empirical research, and practice, this rigorous academic program prepares students to work as agents of social change with diverse populations of children, adolescents, emerging adults, and families in a variety of areas, including education, advocacy, research, policy, counseling, and/or other settings.

The concentration in Social and Community Contexts is appropriate for students interested in working with diverse groups of children, adolescents, emerging adults, and families in community, social, government or counseling settings and/or for advanced degree and professional programs.

The concentration in Social and Community Contexts seeks to prepare students to support developmental trajectories of children, adolescents, and emerging adults through application of theory and research into practice with diverse community settings. This concentration fosters students' abilities to apply ecological perspectives and engage in ethical and reflective practices within the local and professional community. Graduates will be able to communicate developmental research to various audiences and collaborate with community stakeholders that provide resources to support the strengths of diverse individuals.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

C-" or higher is required for all coursework in the Child and Adolescent Development major

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Foundation Courses (10 Units)		
CHAD 101	Career and Major Exploration in Child and Adolescent Development	2
CHAD 123	Qualitative Methods in Human Development ¹	4
CHAD 133	Quantitative Methods in Human Development ¹	4
Required Core Courses (18 Units)		
CHAD 131	Language Development	3
CHAD 135	Culture and Human Development	3
CHAD 156	Child and Adolescent Development in Context	3
CHAD 137	Cognitive Development	3
CHAD 138	Social and Emotional Development	3
CHAD 190	Capstone in Child and Adolescent Development	3
Required Concentration Courses (12 Units)		
CHAD 30 or CHAD 35	Human Development ² Child and Adolescent Development	3
CHAD 35F	Human Development and Elementary Field Experience	3
CHAD 146	Fostering Healthy Youth Development	3
CHAD 147	Influences of Public Policy on Children & Adolescents	3
Developmental Depth Electives (6 Units)		
Select 6 units from the approved Developmental Depth Elective List ³		6
General Electives (3 Units)		
Select 3 units of approved General Electives List ⁴		3
Total Units		49

¹ CHAD 133 and CHAD 123 are not recommended to be taken in the same semester.

² Course also satisfies General Education (GE)/Graduation Requirement.

³ Students are required to select an additional 6 units of approved electives to gain expertise in specific areas of developmental theory and/or application by choosing from the approved "Developmental Depth Electives" list.

⁴ Students are required to select an additional 3 units of approved electives to gain a greater understanding of development in social and community settings from courses across the university. Students may select courses from an approved list of "General Elective List".

Developmental Depth Elective List

Code	Title	Units
CHAD 139	Educational Play: Theory and Practice	3
CHAD 143	Mind and Brain in Developmental Context ¹	3
CHAD 157	Infant and Toddler: Development and Care	3
CHAD 142	Development of Learning and Memory	3
CHAD 172	Identity Development	3
CHAD 130	Parent Education	3

¹ If a student chooses to take this course, it will also meet Area B5.

General Elective List

Code	Title	Units
ANTH 101	Cultural Diversity 🌐 ¹	
ART 133	Art Education for Children	
CHAD 136	Developmental Experiences, Methods and Curriculum	
CHAD 141	History of Childhood: Interdisciplinary Perspectives ¹	
CHAD 145	Contemporary Issues in Human Development ✍️ 🌐 (Pending Approval, CHDV 145 will meet WI requirement) ¹	
CHAD 153	Apprenticeship in Advanced Child Development	
CHAD 157	Infant and Toddler: Development and Care	
CHAD 195	Internship in Child & Adolescent Development	
CHAD 199	Special Problems	
COMS 108	Family Communication	
EDUC 120	Literature For Children	
EDUC 121	Multicultural Children's Literature ✍️ 🌐 ¹	
EDUC 130A & EDUC 130B	Typical & Atypical Developmental Characteristics and Outcomes for Young Children with Disabilities Typical & Atypical Development Characteristics and Outcomes for Young Children with Disabilities Lab (Must take 130A and 130B together)	
EDUC 155	Introduction to Counseling ²	
EDUC 156	Power, Privilege and Self Identity in Counseling ²	
EDUC 157	Child and Family Psychopathology ²	
EDUC 160	Urban Education ✍️ 🌐 ¹	
EDUC 165	Sex Role Stereotyping in American Education ✍️ 🌐 ¹	
EDSP 119	Legal and Social Foundations of Inclusive Education	
ETHN 100	Ethnic America ✍️ 🌐 ¹	
FSHD 108	Family Communication	
FSHD 154	Issues in Parenting	
FSHD 156	Child Life and Family-Centered Care	
HRS 161	Multicultural America 🌐	
KINS 172	Movement Education	
PHIL 102	Professional and Public Service Ethics	
PSYC 151	Psychological Aspects of Death and Dying	
RPTA 137	Course RPTA 137 Not Found	
RPTA 164	Course RPTA 164 Not Found	
STAT 1	Introduction to Statistics ¹	
SWRK 102	Crosscultural Theory and Practice: Issues of Race, Gender and Class 🌐 ¹	
SWRK 137	The Child and the Law	
SWRK 153	Child Welfare Services	
THEA 118	Children's Theatre	

- ¹ Course also satisfies General Education (GE)/Graduation Requirement.
² Cannot be used for both major electives and for the Minor in Counseling.

General Education Requirements ¹

Code	Title	Units
Area A: Basic Subjects (9 Units)		
A1	Oral Communication	3
A2	Written Communication	3
A3	Critical Thinking	3
Area B: Physical Universe and Its Life Forms (7-13 Units)		
B1	Physical Science	3
B2	Life Forms	3
B3	Lab (Note: Lab experience to be taken with one of the following: B1, B2 or B5)	1
B4	Math Concepts ³	0 - 3
B5	Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. ³	0 - 3
Area C: Arts and Humanities (9-12 Units)		
C1	Arts	3
C2	Humanities	3
C1/C2	Area C Course	3
C1/C2	Area C Course - Take upper-division course to complete Area & upper division requirements. ³	0 - 3
Area D: The Individual and Society (3-6 Units)		
	Area D Course	3
	Area D Course	0
	Area D Course - Take upper-division course to complete Area & upper division requirements. ³	0 - 3
Area E: Understanding Personal Development		
	Area E Course ²	0
Area F: Ethnic Studies (3 Units)		
	Area F Course	3
Total Units		31-43

¹ To help you complete your degree in a timely manner and not take more units than absolutely necessary, there are ways to use single courses to meet more than one requirement (overlap). For further information, please visit the General Education page (<https://catalog.csus.edu/colleges/academic-affairs/general-education/>).

Note: There is no way to list all possible overlaps so please consult with a professional advisor. The Academic Advising Center can be visited online (<http://www.csus.edu/acad>), by phone (916) 278-1000, or email (advising@csus.edu).

² Required in Major; also satisfies GE.

³ Department offers students a "select from the following" option:

- If student chooses to take CHAD 143 for their developmental depth elective, they will meet Area B5.
- If student chooses to take CHAD 141, EDUC 121, HRS 161, or PHIL 102 for their general elective, they will meet upper division Area C.
- If student chooses to take ANTH 101, CHAD 145, EDUC 160, EDUC 165, ETHN 100, or SWRK 102 for their general elective, they will meet upper division Area D.
- If a student chooses STAT 1 for their general elective, they will meet an Area B4.

Graduation Requirements ¹

Code	Title	Units
Graduation Requirements (required by CSU) (3-9 Units)		
	American Institutions: U.S. History ²	0 - 3
	American Institutions: U.S. Constitution & CA Government	3
	Writing Intensive (WI) ³	0 - 3
Graduation Requirements (required by Sacramento State) (9 Units)		
	English Composition II	3
	Race and Ethnicity in American Society (RE)	0
	Foreign Language Proficiency Requirement ⁴	6

¹ To help you complete your degree in a timely manner and not take more units than absolutely necessary, there are ways to use single courses to meet more than one requirement (overlap). For further information, please visit the General Education page (<https://catalog.csus.edu/colleges/academic-affairs/general-education/>).

Note: There is no way to list all possible overlaps so please consult with a professional advisor. The Academic Advising Center can be visited online (<http://www.csus.edu/acad>), by phone (916) 278-1000, or email (advising@csus.edu).

² Department offers students a "select from the following" option:

- If student chooses to take ANTH 101 for their general elective, they will meet the U.S. History graduation requirement.

³ Department offers students a "select from the following" option:

- If student chooses to take CHAD 145 EDUC 121, EDUC 160, EDUC 165, or ETHN 100, they will meet the Writing Intensive (WI) graduation requirement

⁴ If not satisfied before entering Sacramento State, it may be satisfied in General Education Area C2 (Humanities). "C- or better required." The alternative methods for satisfying the Foreign Language Proficiency Requirement are described here: <https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html> (<https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html>)

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

na

Provide a fiscal analysis of the proposed changes:

na

How will the above changes be accommodated within the department/College existing fiscal resources?

na

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

na

Estimate the cost and indicate how these resource needs will be accommodated:

na

Key: 123