CHILD DEVELOPMENT
MAJOR HANDBOOK
(2020-2021)
UNDERGRADUATE STUDY IN CHILD DEVELOPMENT

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.

Although the primary goal of the program is to ensure mastery of academic content, the Child Development major also 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).

Child and Adolescent Development students primarily pursue careers or graduate studies in educational settings or social and community contexts, including elementary school teaching, preschool teaching and administration, childcare and after-school employment, parent education, or work in social service, non-profit and community agencies. Students who wish to earn the California Child Development permit (for preschool/day care teaching or administration) while obtaining their BA should talk with an advisor for current information about this permit. Students who intend to pursue teaching credentials must take two state-required exams prior to admission to a California credential program. Child Development students planning a career in elementary education should work with an advisor to select general education courses recommended to prepare for or waive these exams.

Related areas of graduate study after obtaining the BA in Child Development include (but are not limited to): Child/Human Development* or Developmental Psychology, Counseling* (Marriage and Family, Career, School, Vocational Rehabilitation), Education* (e.g., Behavioral Sciences, Curriculum and Instruction, Language and Literacy, Educational Leadership), Teaching and Teaching Credentials,* Law School, Public Policy and Administration, Psychology, Nursing or Health Sciences, Recreation, Parks and Tourism or Social Work.

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

- For those with an educational focus:
  - Early Development, Care, and Education
  - Elementary Pre-credential (with or without CSET waiver coursework)

- For those with a community/agency focus:
  - Social and Community Settings
  - Individualized Concentration

All concentrations provide a rigorous academic program in child and adolescent development from infancy through emerging adulthood. The concentrations mainly differ in their elective courses, designed to help students specialize in an area of development related to their area of interest. Please look through concentration requirements and speak with a faculty advisor to determine which concentration is right for you.

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*MA or MS degrees offered in the College of Education at Sacramento State

** A fifth concentration exists for students wishing to waive the CSET. For students with catalog rights to 2019-2020 or earlier, you may choose the concentration in Integrated PreCredential. For those entering as freshmen in fall 2020 or later, you must see an advisor to follow this waiver pathway.
UNDERGRADUATE PROGRAM REQUIREMENTS IN CHILD DEVELOPMENT - Major and Concentrations

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 an advisor. Please see an advisor to have your transcripts evaluated.
- Many of the courses approved for Child Development electives are also approved for the 9-unit upper division General Education graduation requirement for Sacramento State.
- A grade of "C-" or higher is required for all courses in the Child Development major, including electives.

REQUIREMENTS - BACHELOR OF ARTS DEGREE IN CHILD DEVELOPMENT

Concentration in Early Development, Care, and Education

The Child and Adolescent Development Concentration in EDCE prepares students to work in child care settings with children from infancy through pre-kindergarten. The program consists of the core child and adolescent academic program and 11–12 units of electives with a focus of study on developmental theory, systematic observation and assessment, and pre-school curriculum development. Students have opportunities for first-hand experience working with infants and children, and can complete most of the ECE requirements for a child development permit. Students planning to obtain the California Child Development permit for preschool/day care teaching or administration should consult a faculty advisor for information about specific course and field-work requirements and application process.

A. Required Foundation Courses (15 units)

(3) CHDV 030 Human Development OR CHDV 035 Child and Adolescent Development
(3) FACS 050 The Family and Social Issues
(3) CHDV 23 Methods of Observation and Assessment in Child Development (CHDV 030 or CHDV 035)
(3) CHDV 123 Qualitative Methods in Human Development (CHDV 030 or CHDV 035; completion of 45 total units)
(3) CHDV 133 Quantitative Methods in Human Development (CHDV 030 or CHDV 035; completion of 45 total units)

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 123)
(3) CHDV 135 Cross-cultural Child Development (CHDV 133; may be taken concurrently)
(3) CHDV 136 Developmental Experiences, Methods and Curriculum (CHDV 123, may be taken concurrently; completion of 60 units or instructor permission)
(3) CHDV 137* Cognitive Development (CHDV 133)
(1) CHDV 137L* Cognitive Development Research Laboratory (CHDV 133)
(3) CHDV 138* Social and Emotional Development (CHDV 133)
(1) CHDV 138L* Social and Emotional Development Research Laboratory (CHDV 133)
(3) CHDV 131 Language Development (CHDV 133; may be taken concurrently)
(3) CHDV 196U/156 Child and Adolescent Development in Context (CHDV 30 or instructor permission) OR FACS 154 Issues in Parenting (CHDV 030 or FACS 052; or instructor permission)

C. Electives (11-12 units)

Students are required to select an additional 11-12 units of course work from the appropriate list of approved electives. It is suggested that students work with a faculty advisor to select these courses, and it is strongly urged that students select courses that will assist them in preparation for their intended career choice. See pp. 8-9 of this Handbook or web page for approved electives.
REQUIREMENTS - BACHELOR OF ARTS DEGREE/ CHILD DEVELOPMENT

Concentration in Elementary Pre-credential

The Child and Adolescent Development Concentration in Elementary Pre-credential is an academic child and adolescent development program with an emphasis on preparing the student to enter an elementary school (multiple-subjects) teaching credential program. It consists of the core academic child and adolescent development courses, 11 units of credential prerequisite courses, and 3 units of electives, chosen from the approved list. Students who intend to pursue an elementary school (multiple subjects) teaching credential must take the CBEST exam and the CSET subject matter exam as a part of the admission requirements for the credential program. Child and Adolescent Development students planning to pursue the credential should work with a faculty advisor to select general education courses recommended as preparation for the CSET exam.

A. Required Foundation Courses (14 units)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CHDV 035</td>
<td>Child and Adolescent Development</td>
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<tr>
<td>CHDV 035F</td>
<td>Human Development and Elementary Field Experience</td>
</tr>
<tr>
<td>FACS 050</td>
<td>The Family and Social Issues</td>
</tr>
<tr>
<td>CHDV 123</td>
<td>Qualitative Methods in Human Development</td>
</tr>
<tr>
<td>CHDV 133</td>
<td>Quantitative Methods in Human Development</td>
</tr>
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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.

<table>
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<th>Course Title</th>
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<tr>
<td>CHDV 131</td>
<td>Language Development (CHDV 133; may be taken concurrently)</td>
</tr>
<tr>
<td>CHDV 132</td>
<td>Fieldwork in Child Development (CHDV 123; For Liberal Studies and CHDV Pre-credential students, CHDV 035F)</td>
</tr>
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<td>CHDV 135</td>
<td>Crosscultural Child Development (CHDV 133; may be taken concurrently)</td>
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<tr>
<td>CHDV 136</td>
<td>Developmental Experiences, Methods and Curriculum (CHDV 123, may be taken concurrently; completion of 60 units or instructor permission)</td>
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<td>CHDV 137*</td>
<td>Cognitive Development (CHDV 133)</td>
</tr>
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<td>CHDV 137L*</td>
<td>Cognitive Development Research Laboratory (CHDV 133)</td>
</tr>
<tr>
<td>CHDV 138*</td>
<td>Social and Emotional Development (CHDV 133)</td>
</tr>
<tr>
<td>CHDV 138L*</td>
<td>Social and Emotional Development Research Laboratory (CHDV 133)</td>
</tr>
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C. Credential Requirements/Pre-requisites (11 units)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUC 170</td>
<td>Bilingual Education: Introduction to Educating English Learners</td>
</tr>
<tr>
<td>EDUC 100A/B</td>
<td>Educating Students with Disabilities in Inclusive Settings + Lab</td>
</tr>
<tr>
<td>PUBH 136</td>
<td>(aka HLSC 136) School Health Education (CPR training; may be taken concurrently)</td>
</tr>
<tr>
<td>KINS 172</td>
<td>Movement Education</td>
</tr>
</tbody>
</table>

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 students 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. Please see pp. 8-9 of this Handbook or web page for approved electives.
REQUIREMENTS - BACHELOR OF ARTS DEGREE IN CHILD DEVELOPMENT

• Concentration in Social and Community Settings
• Individualized Concentration

Child and Adolescent Development Concentration in Social and Community Settings is appropriate for students interested in working with children and families in community, government, and social or therapeutic settings. Students complete the child and adolescent development core academic courses and choose 14–15 units of electives. These electives should be chosen in coordination with a major advisor to select courses and field-work in specific settings, or courses to prepare for application to a program for graduate study.

The Child and Adolescent Development Individualized concentration is an interdisciplinary program made up of the core academic child and adolescent courses and 14–15 units of electives, from a wide variety of fields, such as education, art, public policy, nursing, or criminal justice. This major is flexible to allow students to design their program to closely align with personal and career objectives; however, the students should select their electives in consultation with a major advisor.

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 Qualitative Methods in Human Development
(3) CHDV 133 Quantitative Methods in Human Development

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 123; For Liberal Studies and CHDV Pre-credential
     students, CHDV 035F)
(3) CHDV 135 Cross-cultural Child Development (CHDV 133; may be taken concurrently)
(3) CHDV 136 Developmental Experiences, Methods and Curriculum
     (CHDV 123, may be taken concurrently; completion of 60 units or instructor permission)
(3) CHDV 137* Cognitive Development (CHDV 133)
(1) CHDV 137L* Cognitive Development Research Laboratory
(3) CHDV 138* Social and Emotional Development (CHDV 133)
(1) CHDV 138L* Social and Emotional Development Research Laboratory
(3) CHDV 131 Language Development (CHDV 133; may be taken concurrently)
(3) CHDV 196U/156 Child and Adolescent Development in Context (CHDV 30 or instructor permission)
     OR
     FACS 154 Issues in Parenting (CHDV 030 or FACS 052; or instructor permission)

C. Electives (14-15 units)
Students are required to select an additional 14-15 units of course work from the appropriate list of approved electives. It is suggested that students work with a faculty advisor to select these courses, and it is strongly urged that students select courses that will assist them in preparation for their intended career choice. See pp. 8-9 of this Handbook or web page for approved electives.
REQUIREMENTS - BACHELOR OF ARTS DEGREE IN CHILD DEVELOPMENT

Integrated Pre-credential Subject Matter (note: Only available for catalog rights through 2019 academic year; 2020 and beyond should see an advisor to follow the CSET waiver pathway)

Units required for Major: 111-114
Minimum total units required for BA: 120
Courses in parentheses are prerequisites.

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 Qualitative Methods in Child Development (CHDV 030 or CHDV 035; completion of 45 total units credit)
(3) CHDV 133 Quantitative Methods in Child Development (CHDV 030 or CHDV 035; completion of 45 total units credit)
(3) CHDV 132 Fieldwork in Child Development (CHDV 123)
(3) CHDV 131 Language Development (CHDV 133; may be taken concurrently)
(3) CHDV 135 Cross-cultural Child Development (CHDV 133; may be taken concurrently)
(3) CHDV 136 Developmental Experiences, Methods and Curriculum (CHDV 123, may be taken concurrently; completion of 60 units or instructor permission)
(3) CHDV 137* Cognitive Development (CHDV 133)
(1) CHDV 137L* Cognitive Development Research Laboratory (CHDV 133)
(3) CHDV 138* Social and Emotional Development (CHDV 133)
(1) CHDV 138L* Social and Emotional Development Research Laboratory (CHDV 133)

(3) Select one of the following:
FACS 050 The Family and Social Issues
ETHN 166A 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 (11 units)

(3) EDUC 170 Bilingual Education: Introduction to Educating English Learners
(3) EDUC 100A/B Educating Students with Disabilities in Inclusive Settings + Lab
(2) HLSC 136 School Health Education (CPR training; may be taken concurrently)
(3) KINS 172 Movement Education

B. Language and Literature (12-15 units)

(3) COMS 005 The Communication Experience
(3) ENGL 5 Accelerated Academic Literacies
(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
(0-3) Select one of the following:
COMS 002 Argumentation OR
EDUC 10 Critical Thinking and the Educated Person OR
ENGL 001C* Critical Thinking and Writing (Grade of C- or better in ENGL 001A) OR
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 100* 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
(3) ECON 1A Introduction to Macroeconomic Analysis
(3) LIBS 110 California Studies

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
## REQUIREMENTS - MINOR IN CHILD DEVELOPMENT

Total units required for Minor: **20**

Specific course requirements (Courses in parentheses are prerequisites):

- (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 128 Combined Methods in Human Development (CHDV 030 or CHDV 035; completion of 45 total units credit); NOTE: May take CHDV 123 and 133 instead.
- (3) CHDV 137* Cognitive Development (CHDV 133)
- (1) CHDV 137L* Cognitive Development Research Laboratory (CHDV 133)
- (3) CHDV 138* Social and Emotional Development (CHDV 133)
- (1) CHDV 138L* Social and Emotional Development Research Laboratory (CHDV 133)

(3) Elective. Please see pp. 8-9 of this Handbook or web page for approved electives. May take an elective in any concentration. It is strongly urged that students select courses that will assist them in preparation for their intended career choice.

## REQUIREMENTS - MINOR IN COUNSELING

Total units required for Minor: **19**

Specific course requirements (Courses in parentheses are prerequisites):

- (3) CHDV 133 Research in Human Development (CHDV 30 or CHDV 35; completion of 45 total units)
- (3) CHDV 135 Crosscultural Child Development (CHDV 133; CHDV 133 may be taken concurrently)
- (3) CHDV 138 Social and Emotional Development (CHDV 133; Corequisite: CHDV 138L)
- (1) CHDV 138L Social and Emotional Development Lab (CHDV 133; Corequisite: CHDV 138)
- (3) EDUC 155 Introduction to Counseling
- (3) EDUC 156 Power, Privilege and Self Identity in Counseling
- (3) EDUC 157 Child and Family Psychopathology (CHDV 30, CHDV 35, or PSYC 2)

**Note:** Students majoring in Childhood Development **and** in the Counseling minor may overlap a maximum of 10 units (including CHDV 133, 135, 138 and 138L) between the minor and major. Consult with a Child Development advisor for more information.
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<th>Course Code</th>
<th>GE Categories</th>
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<th>EDCE</th>
<th>Pre-Cred</th>
<th>Soc/Comm</th>
<th>Indiv./minor</th>
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<td>ART 133</td>
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<td>Understanding and Creating Art</td>
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<td>CHDV 032*</td>
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<td>Administration and Supervision of ECE Programs</td>
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<td>CHDV 134</td>
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<td>Development of Young Children as Math &amp; Science thinkers</td>
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<td>Educational Play: Theory and Practice</td>
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<td>CHDV 140*</td>
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<td>Coordination of Early Childhood Programs</td>
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<td>History of Childhood: International Perspectives</td>
<td>3</td>
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<td>CHDV 143</td>
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<td>Mind and Brain in Developmental Context</td>
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<td>CHDV 145</td>
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<td>Controversial Issues in Human Dev’t and Education</td>
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<td>Early Literacy in 1st and 2nd Language</td>
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<td>Apprenticeship in Advanced Child Development</td>
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<td>Infant and Toddler: Development and Care</td>
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<td>CHDV 199</td>
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<td>Special Problems/Independent Study</td>
<td>3</td>
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<td>COMS/FACS 108</td>
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<td>Family Communication</td>
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<td>EDUC 100A/B</td>
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<td>Educating Students with Disabilities in Inclusive Settings</td>
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<td>Literature for Children</td>
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<td>EDUC 121</td>
<td>C2, WI, RE</td>
<td>Multicultural Literature for Children</td>
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<td>EDUC 125A/B</td>
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<td>Tutoring Children in Reading</td>
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<td>EDUC 127 A/B</td>
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<td>After school STEM practicum</td>
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<td>EDUC 156***</td>
<td></td>
<td>Power, Privilege, and Self-Identity in Counseling</td>
<td>3</td>
<td>X</td>
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<td>EDUC 157***</td>
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<td>Child and Family Psychopathology</td>
<td>3</td>
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<td>EDUC 160</td>
<td>D, RE,</td>
<td>Urban Education</td>
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<td>EDUC 165</td>
<td>E, RE,</td>
<td>Sex Role Stereotyping in American Education</td>
<td>3</td>
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<td>EDUC 170</td>
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<td>Bilingual Education: Introduction to the Education of English Language Learners</td>
<td>3</td>
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<td>Bilingualism in the Classroom</td>
<td>3</td>
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<td></td>
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<td>D, WI, RE</td>
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<td>C2, RE</td>
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<td>Movement Education</td>
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<td>X</td>
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<td>STAT 1</td>
<td>B4</td>
<td>Introduction to Statistics</td>
<td>3</td>
<td>X</td>
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<td>SWRK 102</td>
<td>D, RE</td>
<td>Crosscultural Theory and Practice: Race, Gender, Class</td>
<td>3</td>
<td>X</td>
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**NOTE:** RE = Race/Ethnicity, WI = Writing Intensive.

**CHDV ELECTIVES POLICY:**
- Students must complete electives required in their concentration:
  - Social and Community; Individualized = 15 units of electives
  - EDCE = 11-12 units of electives
  - Elementary Precredential = 3 units of electives
  - Minor CHDV = 3 units of electives (in any concentration)
- Depending on the concentration, some lower division units may be used as elective units (never exceeding 9 total units, consult with advisor for your concentration maximum). These may be taken at CSUS or transferred in per approval of an advisor or according to this list. The remaining units must be upper division (courses numbered 100 or higher).
- The list above includes a variety of possible elective courses judged as suitable for each concentration. Since many of these are required courses in other programs, there is no guarantee you will be able to enroll in a particular elective course.
- Students in the Counseling Minor may not use the three Counseling courses as CHDV major electives.
MAKING ACADEMIC PROGRESS IN THE MAJOR

Advising

It is important that each student visit the Student Success Center in Eureka 437 during the first semester of enrollment in child development courses, or when selecting child development as a major. The SSC provides appointments through https://www.csus.edu/college/education/student-support/. Be sure to choose the College of Education, Child Development advising to receive appropriate assistance. If you are referred to a faculty advisor, please check their office hours. Office hours for individual faculty can be found online, in EUR 401, or on each faculty advisor’s door.

Accessing important information and documents

The Child Development program 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 (www.csus.edu/coe/academics/undergraduate). Also, you will frequently find postings of job opportunities, scholarships, and research opportunities there. We highly recommend that students check our website often.

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

- Major Handbooks for each concentration
- Advising forms for each concentration
- Lists of Approved electives for the CHDV major – including one list for Sacramento State elective courses and one for approved electives from Los Rios Community Colleges
- Advising hours and locations
- Add/Drop petitions
- Petitions for adding special classes (fieldwork courses, special projects, etc.)
- Course substitution forms

CHANGE OF MAJOR forms to declare Child Development as your major are provided on the internet at www.csus.edu. Change of Major forms must be submitted to Eureka 401 office for signature by the Undergraduate Studies Chair after visiting the SSC for advising.

GRADUATION APPLICATIONS are completed online through your My Sac State module. You should complete this application after you have completed 85 units. It impacts your registration priority, so be sure to apply on time.

If you take any courses you wish to use as substitutions for required courses or approved electives, you will need to complete a COURSE SUBSTITUTION FORM. An advisor can complete this online during your appointment.

Registering for classes

Many of the child development courses you will want to add have pre- or co-requisites. Furthermore, there are a couple of other things you should know before you venture into the world of CMS registration:

- You must take CHDV 30 or 35 or the equivalent prior to enrolling in CHDV 123 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 278-6639 or at coe@csus.edu and our staff will be happy to help you over-ride these restrictions (Please be prepared to include or provide your student id number, the course, 5-digit course code, and Pre-reqs taken at other school towards requirement).

- 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 (or 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*. 
Possible Sequence for a 4-Year Graduation Plan (120 units) – use your Smart Planner!!
(Entering First-Year Students)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>CHDV 30 or CHDV 35</td>
<td>FACS 50</td>
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<tr>
<td>CHDV 35F (pre-cred) or 23 (if EDCE)</td>
<td>GE Course</td>
</tr>
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<td>GE Course</td>
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<tr>
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<tr>
<td>GE Course</td>
<td>GE Course</td>
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<td>GE Course or Major Elective</td>
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<table>
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<th>Third Semester</th>
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<tbody>
<tr>
<td>GE Course</td>
<td>CHDV 196U (Soc/Com; Ind)</td>
</tr>
<tr>
<td>GE Course</td>
<td>CHDV 123</td>
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<td>GE Course</td>
<td>GE Course</td>
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<tr>
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<td>GE Course or Major Elective</td>
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*Take WPE

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<td>CHDV 133</td>
<td>CHDV 135</td>
</tr>
<tr>
<td>CHDV 132</td>
<td>CHDV 138/L</td>
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<td>Major elective</td>
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<tr>
<td>GE Course (Upper Division)</td>
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<td>GE Course (Upper Division)</td>
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*Apply for graduation

Seventh Semester

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<td>CHDV 131</td>
</tr>
<tr>
<td>CHDV 137/L</td>
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<tr>
<td>Major Elective or GE course</td>
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<tr>
<td>Major Elective</td>
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<tr>
<td>Free elective</td>
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Possible Sequence for a 2-Year Graduation Plan (50-61 units)
(Junior Transfer Students)

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<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30 or 35 (if needed)</td>
<td>CHDV 133</td>
</tr>
<tr>
<td>FACS 50 (if needed)</td>
<td>CHDV 196 (if Soc/Com; Ind)</td>
</tr>
<tr>
<td>CHDV 123</td>
<td>CHDV 132</td>
</tr>
<tr>
<td>GE Course/Major Elective</td>
<td>GE Course/Major Elective</td>
</tr>
<tr>
<td>CHDV 35F (if needed)</td>
<td>GE Course (Upper Division)</td>
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*Take WPJ

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<tr>
<th>Fourth Semester</th>
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<tbody>
<tr>
<td>CHDV 131</td>
</tr>
<tr>
<td>CHDV 137/L</td>
</tr>
<tr>
<td>Major Elective</td>
</tr>
<tr>
<td>Major Elective</td>
</tr>
<tr>
<td>GE course (Upper Division)</td>
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</table>
ACADEMIC POLICIES AND PROCEDURES

Incomplete Policies
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.

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/drop, or an incomplete (see below). In either case, you do have the one-time opportunity to have stricken the first WU from your academic record. Please see the Sacramento State catalog for further information.

Policies for Academic Action

Good standing. Continuing Sacramento State students with no overall, Sacramento State, or semester grade point deficiency (below 2.0) and new Sacramento State 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 program 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 Sacramento State and overall GPA are above a 2.0, or
  • earn a 2.0 in the current semester, but have a Sacramento State 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 Sacramento State GPA or overall GPA below 2.0, or
  • earn a 2.0 in the current semester, but have a Sacramento State or overall grade point deficiency in excess of class level limits.*

*CLASS LEVEL LIMIT
Freshman/Sophomores Maximum of 14.9 grade points below 2.0.
Juniors Maximum of 8.9 grade points below 2.0.
Seniors 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 program for continuation in the first choice major, may be considered for University reinstatement into a different major upon approval of 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 Undergraduate Studies in Education Chair or designee of that major.

Students whose petitions are approved are subject to review each semester until the Sacramento State GPA and overall GPA reach the minimum standard of 2.01.
**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 Sacramento State.

**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 of 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.

**Administrative Actions**
- Students will be notified of their academic status (probation, continued probation, disqualification or dismissal) on My Sac State 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 Program.
- The Child Development Program 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 Sacramento State 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 Undergraduate Studies in Education 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 Sacramento State. If it cannot be determined, Sacramento State policy will apply.
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 Child Development Program 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 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 Undergraduate Studies in Education 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.
<table>
<thead>
<tr>
<th>Child Development Faculty</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kristen Alexander (CHDV BA Coordinator)</td>
<td>278-7829</td>
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<tr>
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<td>Dr. Sue Hobbs</td>
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<tr>
<td>Dr. Lynda Stone (on leave Fall)</td>
<td>278-4326</td>
<td><a href="mailto:lstone@csus.edu">lstone@csus.edu</a></td>
</tr>
<tr>
<td>Dr. Li-Ling Sun (on leave Fall)</td>
<td>278-4283</td>
<td><a href="mailto:lsun@csus.edu">lsun@csus.edu</a></td>
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</tbody>
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