Child and Adolescent Development Student Handbook (2025-2026)

CHAD BA Program
Undergraduate Studies in Education
College of Education
California State University, Sacramento
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https://www.csus.edu/college/education/undergraduate/child-adolescent-development

Revised 05/2025

This handbook is intended to serve as a tool and reference for students as they consider their academic and career options. The purpose of this student handbook is to orient students and keep them acquainted with the specific requirements for their Bachelor's degree in Child and Adolescent Development. This handbook is not a replacement for personal responsibility or frequent advising, which should be sought out regularly through the College of Education Student Success Center.

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Section 1 –Child and Adolescent Development Program

1.1 Mission Statement for CHAD

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.

1.2 Concentrations in the CHAD BA Degree

Students pursuing a Bachelor's degree in CHAD must choose one of three concentrations: a) Social and Community Contexts, b) Educational Contexts (designed for future elementary or special education credential students), or c) Early Development, Care, and Education. Although many Core requirements overlap and thus students in any concentration are well-prepared to work with children, adolescents, young adults, and families, the concentration provides additional application and expertise in the specific context chosen. Please look through concentration requirements and speak with an advisor to determine which concentration is right for you.

1.3 Careers in Child and Adolescent Development

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, child-care, after-school, and extended learning programs, parent education, social service, or 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.

1.4 Related Graduate or Professional programs building on the CHAD BA

1.4.1 Post-Baccalaureate degrees (e.g., MA/MS/Ph.D./Ed.D.): 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 Special Education Teaching,* Law School, Public Policy and Administration, Psychology, Nursing or Health Sciences, Recreation, Parks and Tourism or Social Work. (note: Degrees with a * are programs offered in the College of Education at Sac State)

1.4.2 Teaching credentials: Students who intend to pursue teaching credentials must fulfill content knowledge requirements. For both *Multiple Subjects* (elementary school) and *Special Education*, mild/moderate or extensive support needs, two sets of requirements must be fulfilled: 1) California Basic Skills (take CBEST exam or fulfill using GE coursework), and 2) Subject Matter Competency (take 3-sections of CSET test or fulfill any/all three by using specific coursework). Note that Special Education (Early childhood) does not require the latter subject matter competency. To add *Bilingual Authorization* to your credential, you may take some courses as an undergraduate and/or complete during the credential program. Child and Adolescent Development students planning a career in elementary or special education should work with an advisor to select general education courses recommended to fulfill these requirements.

Section 2 – Core Program Requirements

2.1   Grade and Coursework Policies

- Units required for the major: 47-51 (depending on concentration and course choices)
- A grade of "C-" or higher is required for all courses used to satisfy requirements in the Child and Adolescent Development major, including electives and courses outside this program.
- Transfer students from community colleges and four-year universities may apply transferable units to requirements for the CHAD BA degree, if included in assist.org or as approved by an advisor. Please see an advisor to have your transcripts evaluated.
- Units required to graduate (with all GE/GRs): 120. This is a University graduation requirement.
- Depending on the courses and concentration, some lower division units may be used to satisfy major requirements (never exceeding 9 total units, consult with advisor for your concentration maximum). These may be taken at CSUS or transferred from community college per approval of an advisor.

2.2   Core courses required (note this does not include required *concentration* courses)

CHAD BA Programs in Catalog here: https://catalog.csus.edu/colleges/education/undergraduate-studies-education/

Core CHAD Requirements (28 units) for all Concentrations
101 (2) – Career and Major Exploration in Child and Adolescent Development
123 (4) - Qualitative Methods in Human Development with lab
133 (4) - Quantitative Methods in Human Development with lab
131 (3) - Language Development
135 (3) – Culture and Human Development
137 (3) - Cognitive Development
138 (3) - Social and Emotional Development
156 (3) - Child and Adolescent Development in Context
190 (3) - Capstone in Child and Adolescent Development

2.3   CHAD Core Program Learning Outcomes

When they graduate with a CHAD BA, students will be able to:

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.

Section 3 – CHAD BA, Concentration in Social and Community Contexts (SC)

3.1 **Description**

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.

3.2 **Social and Community Contexts Concentration Learning Outcomes**

In addition to the overall CHAD program learning outcomes, students in the SC concentration will be able to:

- 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
- Distinguish how concepts about children's behavior and development are culturally constructed and how culture influences interactions involving children, adolescents and emerging adults
- Identify and assess strengths of children, adolescents, and emerging adults as well as community resources related to development
- Assess and design actions (e.g., programs or policy) in collaboration with community stakeholders and youth to promote wellbeing
- Identify and interrogate systemic disparities in opportunities for development of diverse individuals

3.3 **Careers**

The concentration 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.

3.4 **CHAD-SC Course Requirements and Roadmap**

Note: See CHAD Program Webpage for program resources and/or current CSUS Catalog.

Complete all 28 units of Core a for CHAD + 21 units for SC Concentration

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Required Courses within the concentration (12 units)

- CHAD 30 (3) Human Development (can be replaced by CHAD 35 or equivalent if transfer or changing concentration)
- CHAD 30C (3) Human Development & Fieldwork in Social & Community Contexts (can substitute CHAD 35E or 35F of equivalent)
- CHAD 146 (3) Youth Development

CHAD 147 (3) Influences of Public Policy on Children & Adolescents

Developmental Depth (choose 6 units/2 classes from the following)

- CHAD 139 (3) Educational Play: Theory & Practice
- CHAD 142 (3) Learning & Memory
- CHAD 143 (3) Mind and Brain in Developmental Context (also fulfills Area B upper div GE)
- CHAD 157 (3) Infant and Toddler Development
- CHAD 172 (3) Identity Development

SC General Electives (choose 1 course from the following – 3 units)

Note: This list includes a variety of possible elective courses. Because many of these are required courses in other programs, we cannot guarantee your enrollment in a particular elective course.

ANTH 101 (Cultural Diversity)	EDUC 165 (Sex Role Stereotyping in American Education)
ART 133 (Art Education for Children)	EDUC 172 (Introduction to Hmong Literacy)
CHAD 35F (Human Development and Elementary Field Experience)	EDSP 119 (Legal and Social Foundations of Special Education)
CHAD 136 (Developmental Experiences, Methods and Curriculum)	ETHN 100 (Ethnic America)
CHAD 141 (History of Childhood: International and Interdisciplinary Perspectives)	FSHD/COMS 108 (Family Communication)
CHAD 143 (Mind and Brain in Developmental Context)	FACS 156 (Child Life and Family-Centered Care)
CHAD 145 (Controversial Issues in Childhood Development, Education, and Social Policy)	FSHD 154 (Issues in Parenting)
CHAD 153 (Apprenticeship in Advanced Child Development)	HRS 161 (Multicultural America)
CHAD 157 (Infant and Toddler: Development and Care)	KINS 172 (Movement Education)
CHAD 194 (Cooperative Education Experience)	PHIL 102 (Professional and Public Service Ethics)
CHAD 199 (Special Problems, 3 units)	PUBH 136 (School Health Education)
CHAD 195 (Internship in Child and Adolescent Development)	PSYC 151 (Psychological Aspects of Death and Dying)
EDUC 120 (Literature for Children)	RPTA 137 (Community Organization)
EDUC 121 (Multicultural Children's Literature)	RPTA 164 (Leadership and Fundraising for Non-profit Organizations)
EDUC 130A/B (Typical & Atypical Development with lab)	STAT 1 (Introduction to Statistics)
EDUC 155 (Introduction to Counseling)	SWRK102 (Crosscultural Theory and Practice: Issues of Race, Gender and Class)
EDUC 156 (Power, Privilege and Self Identity in Counseling)	SWRK137 (The Child and the Law)
EDUC 157 (Child and Family Psychopathology)	SWRK153 (Child Welfare Services)
EDUC 160 (Urban Education)	THEA 118 (Children's Theatre)

CHILD & ADOLESCENT DVT- Social & Community Contexts · FOUR ◆ YEAR PLAN

Minimum total units required for BA Degree: 120 ▪ (28 units required from Major department, 21 units of concentration required)
▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4
This form is designed to be used in partnership with your GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1

| Sem. 1 | E: CHAD 30 | CHAD 30C | B4 | D3a: US HIST | A1 | 15 UNITS |
| Sem. 2 | A2 | B1 + B3 | C2 | Elective (1 unit +) | D3b/c: GOVT | 14 UNITS |

YEAR 2

| Sem. 3 | Elective or FL | A3 | B2 | College Comp. 2 | C3 | 15 UNITS |
| Sem. 4 | D1a | C1: UD GE | D1b | D3a: U.S. HIST | Elective or FL | 15 UNITS |

YEAR 3

| Sem. 5 | CHAD 101 | CHAD 123 | CHAD 135 | Dev Depth Elective | CHAD 156 | 15 UNITS |
| Sem. 6 | CHAD 147: Policy | CHAD 131 | B5: UDGE--CHAD 143 | CHAD 133 | D/WI: CHAD 145 | 16 UNITS |

YEAR 4

| Sem. 7 | CHAD 146: Youth Dev | CHAD 137 | C4: UD GE | General Elective | Elective | 15 UNITS |
| Sem. 8 | Dev Depth Elective | CHAD 138 | CHAD 190: Capstone | Elective | Elective | 15 UNITS |

KEY:
- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD — Upper Division
+ — Race & Ethnicity
* — Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective.
FL — If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

NOTES:
See CHAD webpage for approved CHAD Developmental Depth Electives & General Electives.

CHAD 141, CHAD 145 and CHAD 143 can overlap between Major & GE requirements

TOTAL = 120 UNITS

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Section 4 – CHAD BA, Concentration in Educational Contexts (ED)

4.1 Description

The concentration in Educational Contexts seeks to prepare students to understand and apply developmental perspectives and engage in ethical and reflective practices within the educational context. Recognizing that a developmental perspective is essential to effective teaching, the concentration prepares students to consider the diverse physical, cognitive, cultural, linguistic, behavioral, social, and emotional needs of children and their families in the teaching and learning process.

4.2 Educational Contexts Concentration Learning Outcomes

In addition to the overall CHAD program learning outcomes, students in the ED concentration will be able to:
- Describe how to apply developmental principles in diverse educational settings
- Discuss theoretical perspectives of pedagogy
- Recognize and scrutinize the processes or interactions between educational settings and other social settings and other ecological levels.
- Analyze and translate developmental principles into teaching practice
- Identify how developmental knowledge of a specific age group (i.e., infant/toddler, childhood/adolescent) and understanding of developmental research methods are relevant to specific educational settings

4.3 Careers

This concentration is appropriate for students interested in working in educational settings with individuals from birth to emerging adulthood, including early care, preschool, elementary school, and special education, and/or for advanced degree and professional programs. Depending on the career trajectory chosen, additional professional training and/or exams may be required (e.g., Child Development Permit, Teaching Credential, CBEST, CSET).

4.4 CHAD-ED Course Requirements and Roadmap

Note: See CHAD Program Webpage for program resources and/or current CSUS Catalog.

Complete all 28 units of Core Requirements for CHAD + 20-21 units for ED Concentration

Required Courses for the concentration (18 units)
- CHAD 35 (3) Child and Adolescent Development (can be replaced by CHAD 30 or equivalent if transfer or changing concentration)   - CHAD 35E or CHAD 35F (3) Field Experience in Human Development and Early Childhood or Elementary (CHAD 30C will be accepted if changing concentrations)   - CHAD 136 (3) Developmental Experiences, Methods & Curriculum   - CHAD 150 (3) Language and Literacy in the Classroom   - EDUC 100A (2) Educating Students with Disabilities in Inclusive Settings **AND** EDUC 100B (1) Lab   - EDUC 170 (3) Introduction to Bilingual Education   - Educational contexts elective (see next)

Educational Contexts Elective (2-3 units) Choose one course from the following

Note: This list includes a variety of possible elective courses. Because many of these are required courses in other programs, we cannot guarantee your enrollment in a particular elective course.

ART 133	Art Education for Children	EDUC 127A	Field Experience in After School STEM Programs
CHAD 141	History of Childhood:		
CHAD 142	Development of Learning and Memory	EDUC 158	Latinas/os/x in Education
		EDUC 160	Urban Education
CHAD 143	Mind and Brain in Developmental Context	EDUC 165	Sex Role Stereotyping in American Education
CHAD 145	Contemporary Issues in Human Development	EDUC 169	Cross-Cultural Bridges: A Humanist Approach to Education
CHAD 147	Influences of Public Policy on Children & Adolescents	EDUC 172	Introduction to Hmong Literacy
CHAD 157	Infant and Toddler: Development and Care	EDUC 173	Hmong History and Culture
CHAD 172	Identity Development	EDUC 175A	Pedagogy and Academic Language Skills in Spanish
EDUC 120	Literature For Children	EDSP 101	Becoming an Education Specialist
EDUC 121	Multicultural Children's Literature	EDSP 119	Legal and Social Foundations of Inclusive Education
EDUC 124A	Tutoring Children in Mathematics	KINS 172	Movement Education
EDUC 125A	Tutoring Children in Reading	PUBH 136	School Health Education

CHILD & ADOLESCENT DVT- Educational Contexts FOUR ♦ YEAR PLAN

Minimum total units required for BA Degree: 120 ▪ (28 core units required from Major department, 20-21 units of concentration required)
▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4
This form is designed to be used in partnership with your GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1

| Sem. 1 | E: CHAD 35 | CHAD 35E or 35F | B4 | D3a: US HIST | A1 | 15 UNITS |
| Sem. 2 | A2 | B1 + B3 | C2 | Elective | D3b/c: GOVT | 15 UNITS |

YEAR 2

| Sem. 3 | Elective or FL | A3 | B2 | College Comp. 2 | C3 | 15 UNITS |
| Sem. 4 | D1a | Elective | D1b | D3a: U.S. HIST | Elective or FL | 15 UNITS |

YEAR 3

| Sem. 5 | CHAD 101 | CHAD 123 | CHAD 135 | EDUC 100A/B | CHAD 156 | 14 UNITS |
| Sem. 6 | CHAD 150: Literacy | CHAD 131 | B5: UD GE CHAD 143 | CHAD 133 | D/WI: CHAD 145 | 16 UNITS |

YEAR 4

| Sem. 7 | CHAD 136: Curr. | CHAD 137 | C4: UD GE | Elective | Educational Elective* | 15 UNITS |
| Sem. 8 | EDUC 170 | CHAD 138 | CHAD 190: Capstone | C1: UD GE | Elective | 15 UNITS |

KEY:
- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD — Upper Division
+ — Race & Ethnicity
FL — If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

NOTES:
See CHAD catalog for approved educational elective courses.

*If a 2-unit major elective course is taken, an additional unit of elective will be necessary to meet the 120-unit graduation requirement.

TOTAL = 120 UNITS

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Section 5 – Early Development, Care, and Education (EDCE)

5.1 Description

The EDCE concentration seeks to prepare students to understand and apply developmental perspectives and engage in ethical and reflective practices working with young children from birth through 8 years of age and their families. This concentration offers core curricula and fieldwork in early childhood development and pedagogy while highlighting family engagement in the context of family, culture, language, and society. Substantive training in language acquisition and literacy for early childhood Dual Language Learners and their families is embedded within the concentration. Students will be able to utilize developmental research, theory, and fieldwork in early childhood development settings to engage, support and improve their pedagogical practice working in early childhood settings.

5.2 Early Development, Care, and Education Concentration Learning Outcomes

In addition to the overall CHAD program learning outcomes, students in the EDCE concentration will be able to:
- Describe how to apply developmental principles in diverse educational learning environments for young children
- Discuss theoretical perspectives of observing, documenting, and assessing to support young children and their families
- Describe dual language development and literacy
- Explain and analyze historical and current early childhood education perspectives and philosophies
- Use developmentally appropriate teaching and learning approaches to support young children and their families
- Identify culturally sustaining and strengths-based approaches that foster and support dual language learners and a home/school literacy partnership

5.3 Careers

This concentration is appropriate for students interested in working with diverse groups of young children and their families in early childhood settings, including early care and preschool settings and/or as preparation for advanced degree and professional programs. Upon completion of the BA in Early Development, Care, and Education, graduates are eligible for the Child Development Teacher Permit.

5.4 CHAD-EDCE Course Requirements and Road Map

Note: See CHAD Program Webpage for program resources and/or current CSUS Catalog.

Complete all 28 units of Core Requirements for CHAD + 24 units for EDCE Concentration:

Required EDCE Concentration Courses (24 units)
• CHAD 23 (3) Observation and Assessment in Child Development
• CHAD 35 (3) Child and Adolescent Development (can be replaced by CHAD 30 or equivalent if transfer or changing concentration)
• CHAD 35E (3) Early Childhood Field Experience
• CHAD 134 (3) Development of Young Children as Mathematical and Scientific Thinkers
• CHAD 136 (3) Developmental Experiences, Methods & Curriculum
• CHAD 139 (3) Educational Play: Theory and Practice
• CHAD 150 (3) Language and Literacy in the Classroom
• CHAD 191 (3) Early Childhood Education Practicum (not currently offered; substituted in advising for an alternative course)

CHILD & ADOLESCENT DVT- Early Dvpt., Care, & Education FOUR ♦ YEAR PLAN

Minimum total units required for BA Degree: 120 ▪ (28 core units required from Major department, 24 units of concentration required)
▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4
This form is designed to be used in partnership with your GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

YEAR 1

| Sem. 1 | E: CHAD 35 | CHAD 35E | B4 | D3a: US HIST | A1 | 15 UNITS |
| Sem. 2 | A2 | B1 + B3 | C2 | Elective | D3b/c: GOVT | 15 UNITS |

YEAR 2

| Sem. 3 | Elective or FL | A3 | B2 | College Comp. 2 | C3 | 15 UNITS |
| Sem. 4 | D1a | CHAD 23 | D1b | D3a: U.S. HIST | Elective or FL | 15 UNITS |

YEAR 3

| Sem. 5 | CHAD 101 | CHAD 123 | CHAD 135 | CHAD 134: Mth/Science | CHAD 156 | 15 UNITS |
| Sem. 6 | CHAD 150: Literacy | CHAD 131 | B5: UD GE CHAD 143 | CHAD 133 | D/WI: CHAD 145 | 16 UNITS |

YEAR 4

| Sem. 7 | CHAD 136: Curr. | CHAD 137 | C4: UD GE | Elective | CHAD 139: Play | 15 UNITS |
| Sem. 8 | CHAD 191: Practicum | CHAD 138 | CHAD 190: Capstone | C1: UD GE | 2-unit elective | 14 UNITS |

KEY:
- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+   Race & Ethnicity
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

TOTAL = 120 UNITS

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Section 6 – Minors in the CHAD Program

6.1 Declaring a minor

- Students in any major may enroll the Counseling minor; only non-CHAD majors can enroll in the CHAD minor. To declare the minor, make an appointment at the College of Education Student Success Center to complete the "Add Minor" form.

6.2 Minor in Child and Adolescent Development (CHAD)

- **Description**

The purpose of this minor is to prepare students to work as agents of social change with diverse populations of children, adolescents, emerging adults, and families in a variety of settings.

- **CHAD Minor Learning Outcomes**

Students in the CHAD minor will be able to:

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

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

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

  - Apply principles of ethics in writing and communication processes.

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

  - Explain culturally informed approaches to a variety of critical, cultural, and socio-political academic and applied contexts within the field of human development.

  - Explain and critique personal positionality and how that influences individual, professional, and academic attitudes and behaviors.

- **CHAD Minor Course Requirements**
  - 18-19 units required to complete the minor
  - A minimum grade of C- or higher is required for all courses in the minor

(3) CHAD 30 or CHAD 35	Human Development **OR** Child and Adolescent Development
(3) CHAD 131	Language Development (prereq: CHAD 133, may be taken concurrently)
(3-4) CHAD 128 or CHAD 133	Quantitative Methods in Human Development (prereq: CHAD 030 or CHAD 035; completion of 45 total units credit)
(3) CHAD 137	Cognitive Development (prereq: CHAD 133)
(3) CHAD 138	Social and Emotional Development (prereq: CHAD 133)
(3) CHAD elective	

6.3 Minor in Counseling

- **Eligibility requirements**
  Students in any major may enroll in this minor by making an appointment at the College of Education Student Success Center to complete the "Add Minor" form. Students also completing the CHAD major may only overlap up to 10 units and may not use EDUC courses toward the major.

- **Description**
  Students will critically examine the theory and research on social and emotional development, and specifically explore the role of the family context in developmental processes, with specific attention to dynamic family processes within the larger society. Students will explore the career of counseling, and the cultural, social, and emotional factors that contribute to unhealthy psychological adjustment and abnormal behavior within developmental and social contexts.

- **Counseling Minor Learning Outcomes**

  Students will be able to:
    - describe and critically examine the theory and research on social and emotional development
    - identify the role of the family context in developmental processes, with specific attention to dynamic family processes within the larger society.
    - apply knowledge of child and adolescent development to the career of counseling and the cultural, social, and emotional factors that contribute to unhealthy psychological adjustment and abnormal behavior within developmental and social contexts.

- **Counseling Minor Course requirements**

    - 19 units required to complete the minor (up to 10 units may overlap with the major)

    - A minimum grade of C- or higher is required for all courses in the minor

(4)   CHAD 133   Research in Human Development (CHAD 30 or CHAD 35; completion of 45 total units)

(3)   CHAD 156   Child and Adolescent Development in Context

(3)   CHAD 138   Social and Emotional Development (CHAD 133)

(3)   EDUC 155   Introduction to Counseling

(3)   EDUC 156   Power, Privilege and Self Identity in Counseling

(3)   EDUC 157   Child and Family Psychopathology (CHAD 30, CHAD 35, or PSYC 2)

Section 7 – CHAD Program Policies and Procedures

7.1. Advising

It is important that each student visit the Student Success Center in Eureka 437 during the first semester of enrollment in child and adolescent development courses, or when selecting child and adolescent development as a major. The SSC provides online and in-person 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. Program/Advising Faculty listed on page ii of this handbook may also provide academic advising. If you wish to see 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 (contact information in on page ii of this document).

7.2 Registration

Continuing Sacramento State students and new students who have received notice of admission are eligible to register for classes. Registration is conducted online through the Student Center on My Sac State. Eligible students are assigned a registration appointment by class level priority.

Here is some program-specific information about enrolling in CHAD courses:

SCHEDULE GROUPS: CHAD students are eligible to enroll in Schedule groups once they complete 45 units. Students in schedule groups receive priority enrollment into 2-3 major courses during the enrollment period. Talk to an advisor (or see the CHAD web page) about signing up for scheduling groups to streamline your progress to graduation. To participate, you'll need to enroll every semester by completing a survey prior to the posted deadlines.

WAITLISTS are used to track students' enrollment interests and may be used to add additional sections of courses if needed. Your number on the waitlist is meaningful, even after the registrar purges waitlists at the start of the semester; however, the program and instructor have final say over adds, consistent with program priorities (e.g., prioritizing graduating seniors).

ENROLLMENT ISSUES: If you have trouble enrolling in a course that appears to have space, but the system is not recognizing your valid prerequisite or status, use this form to alert staff so you can be enrolled. Note this form should only be completed only when you are eligible to register and the form is not available when registration is closed.

7.3 Forms

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).

CHANGE OF MAJOR or DECLARE MAJOR forms are completed in consultation with an advisor. Please make an appointment at the Student Success Center for advising and completion of the OnBase form.

GRADUATION APPLICATIONS are completed online through your Student Center. **You should complete the application to graduate after you have completed 85 units.** A submitted application generally improves your registration priority, so be sure to apply on time.

COURSE SUBSTITUTION FORMS can be completed in consultation with an advisor. An advisor can complete this online during your appointment. If you take any courses you wish to use as substitutions for required courses or approved electives and they are not articulated in assist.org, you must work with an advisor to submit an OnBase form.

ADD FORMS are completed to add courses **after open registration and once courses have started.** These OnBase add forms must be used to enroll in CHAD courses. Once the instructor has agreed to add you to the course, complete the online form to be added.

DROP/WITHDRAW/INCOMPLETE are different processes used when a class needs to be removed from your schedule.

You may readily *drop* a course on your own during the first two weeks of the semester in your Student Center. These dropped courses will not appear anywhere on your transcript. After the first two weeks, contact your instructor and complete the OnBase online form to be dropped from the course. Courses dropped during Weeks 3-4 will also not appear on your transcript.

After Week 5 of the semester, drops are called *withdrawals* and will still be listed on your transcript with the "grade" of W. Those viewing your transcripts will see these grades and some graduate institutions consider them as Fs. You can petition to have them removed for the first semester in which you earned W grades--be mindful of deadlines to make this happen.

Some instructors will assign "WU" *(withdrawal unauthorized)* if you don't drop a course but clearly stopped attending early in the semester. WU is viewed similarly on your transcripts.

An *Incomplete* (I) grade may be awarded if you fit within university and program policy and your instructor agrees to give you an incomplete. Incompletes are given when you have completed a majority of the work of the semester, have earned passing grades on work submitted thus far, and you have appropriate reasons for not completing your work. In this case, you request this grade from your instructor and work out a plan for completion with a deadline. If you do not fulfill the requirements,

your grade will revert to "F" at the end of one calendar year from the start date of the semester in which the course was taken.

Section 8 – Sacramento State University Policies and Procedures

8.1 Academic Policies

For a complete explanation of academic policies such as academic integrity and the Hornet Honor Code, grading practices and policies, and course and transcript information, see https://catalog.csus.edu/academic-policies/ .

Several online university forms can be found here https://www.csus.edu/student-affairs/centers-programs/student-services-center/forms.html. Some of the more common forms may include:

LEAVE OF ABSENCE: If you miss more than one semester, you must file for a leave of absence to avoid being dismissed from the university.

EXCESS UNITS PETITION: If you wish to take more units than permitted for your class standing, complete the form on this page before attempting to enroll.

8.2 Student Resources and Supports

There are many resources available at CSUS to support students. Below is information and links for some of these programs and supports

PROGRAM QUESTIONS AND ADVISING
- ➢ CHAD Program support staff and the department chair may be found in our **College of Education Academic Program Services (APS)** office in EUR 401:

- ➢ The **College of Education Student Success Center** is located in EUR 437. Appointments and information may be found here: https://www.csus.edu/college/education/student-support/

- ➢ See p. *i* in this handbook for a list of **Program Faculty** who also serve as Academic advisors. The program coordinators listed there can also help with program-related issues.

BASIC NEEDS AND COUNSELING
- ➢ Sacramento State wants to ensure you have basic needs met. The **CARES office** helps students with housing, food, and financial needs: https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html .

- ➢ Individual and group counseling is available to students: https://www.csus.edu/student-life/health-counseling/counseling/

ACADEMIC AND SOCIAL SUPPORTS

➢ **The Student Services Center** provides information and transactions related to enrollment, registration, financial aid, and general advising: https://www.csus.edu/student-affairs/centers-programs/student-services-center/

➢ Additional **Student Services**, such as disability services, can be accessed here: https://www.csus.edu/experience/student-success/student-support-services/ .

➢ Links to **Academic Supports** (e.g., tutoring) may be found at https://www.csus.edu/experience/student-success/academic-support/

➢ The **Educational Equity** Program https://www.csus.edu/experience/student-success/educational-equity-programs/

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