



# SACRAMENTO STATE

**Master of Arts in Child Development**  
*Emphasis in Theory and Research*  
*Emphasis in Applied Settings*

**Graduate Student Handbook**

**2007-2008**

**Department of Child Development**  
**California State University, Sacramento**  
**Brighton Hall 135**  
**(916) 278-7192**  
<http://edweb.csus.edu/departments/chdv/index.html>

This handbook contains information about the Master of Arts in Child Development housed within the Department of Child Development. It is intended to benefit both current and prospective Child Development graduate students. Students are encouraged to use the handbook as a reference during their time in the program. It contains information about program requirements, policies, faculty research interests, and important deadlines. Some of the manual sections reiterate in part general University and College of Education policy. Students should consult the Office of Graduate Studies and the current University catalog for additional information. As with all such documents, the Handbook is a work in progress. As new policy is created or changes made to the program, the Handbook will be updated. The most current handbook can be accessed at the CHDV department website.

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## **Mission of the Child Development Graduate Program**

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

### **Program Goals**

*As they work with faculty and peers, students in the MA, CHDV program will:*

- develop an understanding of current developmental theory and research
- understand the necessary linkages among theory, evidence, and practice
- understand both qualitative and quantitative research methods and data analysis
- understand the multiple contextual influences on development
- develop the ability to communicate effectively, including discipline-based writing and reading skills and skills related to the use of technology for communication and data analysis
- develop critical and creative thinking skills to effectively analyze and synthesize research and theory in child development, using evidence as a basis for professional decision-making
- value diversity (culture, gender, social, ability, linguistic) in development
- receive opportunities to engage in research and participate in a learning community that facilitates collaboration with peers and faculty
- demonstrate practices and understandings of professional responsibility in both academic and applied child development contexts
- apply skills and knowledge to engage in advocacy and community leadership
- demonstrate depth of understanding in a focused area of the discipline and effective use of written communication

### **Mission of the College of Education**

- As we strive to meet the educational challenges of the 90's and beyond, we work with the community, our practitioner colleagues, and students to develop responsive systems of educational leadership and challenging learning environments.
- We seek to maximize the opportunities for all to achieve their full potential.
- We embrace the diversity of the community we serve; building on its strengths, while addressing its needs.
- We draw upon interdisciplinary traditions to seek new solutions in an environment of constant educational renewal.
- Our students learn in a community-based environment developed through partnerships with the public colleges and other agencies. They apply their skills and knowledge using a variety of academic disciplines and community resources. They are prepared to provide for the needs of people in a diverse society.
- Our faculty and students collaborate to develop a genuine community of scholars dedicated to ensuring access to the full range of opportunity afforded by this society. Programs use a multidisciplinary approach to reflect more completely the broad diversity within our society.
- Program faculty teach each student cohort the appropriate counseling, administrative, developmental, and instructional skills necessary to respond to the professional challenges now and in the future.
- Our college is dedicated to providing the intellectual leadership and energy necessary to analyze and adapt, where appropriate, college and community services in a time of increasingly rapid societal changes.
- Our collaborative efforts aim at a process for this restructuring that is responsive to the dynamic society in which our students move.
- Diversity, community, and collaboration are the values that mark the vision behind all of our educator preparation programs.

## Program Overview

The Master of Arts in Child Development offers an opportunity for the advanced study of developmental theory and research in preparation for a wide range of professional objectives. Although our two emphases focus students in slightly different directions (i.e., Theory and Research vs. Applied Settings), both programs emphasize scholarly reflection on developmental issues and academic excellence in oral and written communication. The program faculty values academic scholarship and research, and regards their application in professional settings as central to the mission of the MA program. Graduates of the program are expected to be well educated, lifelong learners, with excellent preparation in research, theory, and practice in diverse, multicultural settings.

The MA program prepares graduates for professional employment in a variety of settings, including working directly with infants, children, and their families and related programs, teaching at the community college level, and preparing for additional study toward a doctoral degree in child development or a related field. The program incorporates the following potential areas of study: developmental research and theory; cognitive, linguistic, social and emotional development of children; social, cultural, and familial influences on development; children with behavioral, social, cognitive and academic special needs; programming and curricula development; principles and practices involved in organizing, administering, and evaluating programs for children.

## Program Requirements

The Master of Arts in Child Development, *Emphasis in Theory and Research* and Master of Arts in Child Development, *Emphasis in Applied Settings* requires completion of 33 units of coursework with a minimum 3.0 GPA. Required Foundation courses, number of elective units required, and culminating experience options are identical in both emphases. *Core courses differ*, as indicated. No units with a grade lower than "C" may be applied toward the degree.

### I. Required Foundation Courses (12 units)

The following courses provide an important foundation for future courses. They are designed to be taken during your first semesters in the program. For example, students taking 6 or more units per semester are expected to take 200A, 200B, and 242 their first Fall semester, and 247 and 250 during their first spring semester. Enrollment in these courses is done only by permission from the department.

**CHDV 200A (2)** – Proseminar in Child Development

**CHDV 200B (1)** – Analytical Strategies

**CHDV 242 (3)** – Theoretical Approaches to Child Development

**CHDV 247 (3)** – Theoretical and Applied Perspectives on Cross Cultural Development

**CHDV 250 (3) –Research Methods**

**II. Core Courses:** See IIA. *or* IIB., depending on your emphasis choice

**A. Theory and Research (9 units) – Three** courses selected from the following:

**CHDV 210 (3) – Seminar in Social Development**

**CHDV 211 (3) – Seminar in Cognitive Development**

**CHDV 245 (3) - Selected Topics in Developmental Theory (may be taken twice for credit, with different instructors)**

**CHDV 246 (3) - Motivation and Learning in Children**

**CHDV 248 (3) - Curriculum and Instruction in Preschool and Primary Grade Settings**

**CHDV 249 (3) - Language Processes in Development**

**CHDV 299 (3) – Special Problems**

**B. Applied Settings (9 units) – Three** courses selected from the following:

**CHDV 210 (3) – Seminar in Social Development**

**CHDV 211 (3) – Seminar in Cognitive Development**

**CHDV 215 (3) – Selected topics in applied and community settings (may be taken twice for credit, with different instructors)**

**CHDV 246 (3) - Motivation and Learning in Children**

**CHDV 248 (3) - Curriculum and Instruction in Preschool and Primary Grade Settings**

**CHDV 295 (3) - Practicum in Child Development**

**EDS 290 (3) – Issues in Early Childhood Education for Children with Disabilities**

**III. Elective (6 units)**

6 upper division or graduate units selected with approval of a Child Development faculty advisor.

**IV. Culminating Requirement (6 units)**

There are two primary options: Thesis/Project and Exam. They are discussed separately below.

**Thesis/Project.** The following courses will help you complete your culminating requirement. You must pass CHDV 290 prior to enrolling in CHDV 504.

**CHDV 290 (3)** - Seminar for Culminating Experience (Prerequisite: Advancement to Candidacy; completion of at least 20 units of coursework toward the Master of Arts; instructor permission). If CHDV 290 is not offered in a given semester, the student may substitute EDTE 290.

**CHDV 504 (3)** – Culminating Experience: Child Development (Thesis or Project, CHDV 290 prerequisite)

- Department permission to enroll in CHDV 504 is required
- Credit for CHDV 504 is given upon completion of a thesis, project, or other approved culminating experience. Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her faculty advisor and the Department Chair **one full semester** prior to registration.

**Exam.** To complete your 6-unit culminating experience requirement, you must complete two classes and pass the culminating examination.

**Additional elective (3)** – In consultation with your advisor, choose an additional elective.

**CHDV 505 (3)** – Culminating Experience: Child Development Exam

- Credit for CHDV 505 is given upon successfully passing the examination. It is open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her faculty advisor and the Department Chair **one full semester** prior to registration.

## Program Policies

### Admission Requirements

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

- BA/BS in Child/Human Development or closely related field, Liberal Studies BA, or teaching credential. Some applicants may be admitted with the condition that certain foundation courses be completed before beginning the requirements for the CHDV program; and
- a minimum 3.0 GPA in the last 60 semester units completed; and
- experience working with children (infancy through adolescence); and
- a passing score on the CSUS Writing Proficiency Exam, **or** an upper division advanced English composition class with a grade "B" or better
- a well-written, clearly articulated statement of the applicant's educational and professional background and an explanation of how graduate study will advance the applicant's professional goals. The essay will be evaluated on both form and content.
- completion of prerequisites: 1) an upper-division, advanced child development course such as CHDV 137 or 138; and 2) an upper division research methods course such as CHDV 133

Admissions decisions will be based on the above, in addition to other required supplementary materials and applicants' fit with the program.

Students not meeting the above criteria may, with departmental approval, be **conditionally classified**, i.e., they are admitted with the condition that they meet additional requirements before full classification to the program. Undergraduate upper division coursework in Child Development and/or maintenance of a specified GPA in graduate coursework may be conditions of admission. Once these conditions are met, students must apply for fully classified status.

Applicants must complete both University and Supplemental Department applications (available in the department office). Application deadlines are March **1<sup>st</sup>** for fall admission and **October 1<sup>st</sup>** for spring admission. These dates are "file complete" dates; that is, all materials must be submitted on or before the due date. If the date falls on a weekend, materials will be due on or before the following work day. Admissions decisions are made by the Child Development graduate committee by the end of the semester in which they are submitted.

### Advancement to Candidacy

Each student must file an application for Advancement to Candidacy as soon as the classified graduate student has:

- removed any deficiencies in Admission Requirements (e.g., conditions of full classification), and

- completed at least 12, but not more than 18, units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA, and
- successfully met the University Writing Proficiency requirement.

Advancement to Candidacy forms are available on the Graduate Studies website: [www.csus.edu/gradstudies](http://www.csus.edu/gradstudies). The student completes the form after planning a degree program in consultation with a faculty advisor. The form, signed by the advisor, is submitted to the Child Development Department office and then to Graduate Studies for approval.

### **Transfer Credits**

Up to six units of studies completed (with B+ or better) in another similar academic program may be transferred with approval of a faculty advisor. Students wishing to transfer units must discuss the matter with a Faculty Advisor and provide the necessary documentation (course description, syllabus, reading list, and grade record) for decision. If questions arise concerning the acceptability of units, it may be necessary to secure the assistance of the Graduate Studies Office and the Evaluations Office as well as that of the department chair. If up to six units are successfully completed in the MA, CHDV program as an unclassified student, they will be accepted automatically.

### **Academic Standing**

Graduate courses are graded on a 4-point scale. Graduate students must earn and maintain at least a 3.0 GPA and no grade lower than a 'C' may be counted toward the degree program. Students are placed on **academic probation** when the cumulative GPA falls below 3.0. If the student fails to correct the deficiency in the next semester, **academic disqualification** occurs and the student must file for re-instatement through the department and the University. A student on this status is allowed to continue on a semester-by-semester basis with achievement reviewed at the end of each semester to determine if continued enrollment is appropriate. Per University policy, a student may repeat any course once without departmental approval.

### **Incomplete Grades**

"Incomplete" grades are allowed for unforeseen but fully justified reasons that preclude the completion of a portion of the course requirements. It is the student's responsibility to provide pertinent information to the instructor and to reach an agreement on the means of completing the course requirements. A final grade is assigned when the work agreed upon is completed and evaluated. Excessive absences alone do not constitute reason for the assignment of a grade of Incomplete. At the maximum, students have up to one calendar year after the end of the term in which contracted to complete a course. This limitation applies whether or not the student maintains continuous enrollment. Failure to complete the work will automatically result in changing the "I" to "F". Removal of "I" grade requires the approval of the instructor who awarded it. When an "I" has changed to "F", removal requires the approval of the instructor and Department Chair. All incompletes require an Incomplete Petition be filled out signed and approved prior to the incomplete grade being assigned.

**Grade Change Policy**

A change in letter grade can be made only in the case of a declared clerical error by the instructor. Except when the grade "I" is assigned, a grade change may **not** be made as a result of work completed or presented following the close of the grade period. Students have a 90-day period following the posting of an erroneous grade in which attention is to be brought to the error and the correction is made.

**Student Conduct**

Inappropriate conduct by students or by applicants for admission is subject to discipline (expulsion, suspension, probation or a lesser sanction) as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. This includes, but is not limited to, the following:

- Cheating or plagiarism in connection with an academic program at a campus.
- Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.
- Misrepresentation of oneself or of an organization to be an agent of a campus.
- Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

**Continuous Enrollment and Open University**

Students must maintain continuous enrollment to preserve their place in the MA program and maintain catalog rights. Continuous enrollment for classified students is maintained by enrolling in at least one course per semester. Students who have completed all required program coursework and have advanced to candidacy can maintain active degree status by enrolling in "continuous enrollment" units through Open University in the College of Continuing Education (CCE). In this program no units are earned toward the degree. Fees equivalent to 1 unit are paid to participate in CCE.

Students completing a thesis or project are allowed a maximum of two semesters past the first semester enrollment in CHDV 504 to complete the thesis or project. If not otherwise registered in at least one course during this period, students may enroll in CCE units to meet continuous enrollment requirements. Students who do not finish the thesis or project within the three semesters allotted must re-enroll in CHDV 504 and pay regular fees before continuing in the MA program.

As noted below, while actively taking courses, a student may take a leave of absence of one semester without losing enrollment status or catalog rights. Aside from this one semester exception, any student not maintaining continuous enrollment must re-apply to the program. Furthermore, once 504 is complete, any lapses in enrollment will require reapplication to the program and loss of catalog rights.

Students completing the exam option, but not passing during 505 need to consult with an advisor to determine the appropriate enrollment option.

## Catalog Rights/Leaves of Absence

Requirements for graduation from the program are based on the catalog that is current at the time the student is admitted to classified graduate status in the program. Should program requirements change, students have the option of adopting a more current program. They may not, however, mix program requirements from year to year. The student maintains catalog rights provided she or he maintains continuous enrollment in the program. Otherwise, graduation requirements are based on the catalog current at the time of re-admission to the program.

Per University policy, a student actively taking courses may take a leave of absence for any reason for a semester period without losing status in the program. There is no need to complete forms or obtain approval for a one-semester leave. A leave of greater than one semester requires that the student re-apply to the University and the MA program. Furthermore, once 504 is complete, any lapse in enrollment (even for one semester) requires re-application and loss of catalog rights. The Child Development Department is not required to re-admit such students. Planned leaves of two or more semesters for educational, medical or military purposes are permitted when submitted and approved in advance. An approved planned leave preserves catalog rights for the student, but the student must still re-apply to the University and to the program after the leave is completed.

## Advising

Students are not assigned advisors. All full time tenure-track faculty in the Child Development department serve as academic advisors for the MA graduate program. Students in the MA program are encouraged to meet with an academic advisor each semester. Consult the CHDV web page at <http://edweb.csus.edu/chdv> or the department office for current faculty contact information and current office hours. New students should also attend the annual graduate program orientation scheduled in the fall. Note that an academic **advisor** (someone who advises students concerning their progress in the program) is different from a **thesis/project sponsor** (someone who assists the student in the completion of the thesis, project).

***Students are responsible for tracking their own progress, meeting all deadlines, and for meeting with instructors and advisors as needed.***

## Project/Thesis

Students must complete as their Culminating Requirement either a Thesis or a Project. A project or thesis includes a product which “contributes to the physical sciences, natural sciences, social sciences, humanities, or the professions, by adding to technical/professional knowledge in the field” (The Graduate Center Manual). See information on CHDV website or from your advisor for further details on the culminating experience.

A **project** is a significant undertaking of a pursuit appropriate to application of skills and knowledge. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. It must be described and summarized in a written abstract that includes the project’s significance, objectives, methodology, and a conclusion or recommendation. a planned activity designed to meet an immediate problem or identified need. Students completing a project conduct a literature review addressing an applied problem in the field and develop a method of disseminating that information to others in the field. Example projects include creating a workshop or designing a new curriculum. Also included are projects which disseminate research findings, by means of documentary reports or professional articles of publishable quality, to professionals in the field.

A **thesis** is a written report reflecting on the systematic study of a problem of significance in child development or education. Students who complete a thesis explore their topic in a scholarly manner, evidencing originality, critical thinking, and scientific rigor. This typically includes empirical study and the “creation” of new knowledge (e.g., data collection and analysis) concerning children’s development. Theses may be conducted using quantitative and/or qualitative methods.

### Thesis/Project Sponsor

Each student chooses a primary faculty sponsor to supervise the student’s thesis or project (please see faculty list in this handbook). The sponsor must be a tenure track or long-term lecturer in the Child Development Department. The sponsor is primarily responsible for providing guidance, approving the student’s overall approach, and reviewing drafts. The student is also required to choose a second reader for the thesis or project. The second reader may be a core faculty member, but alternative faculty members will be considered for approval by the graduate committee (e.g., faculty members in other departments). Note that the **thesis/project sponsor** (someone who supervises and guides the thesis or project) is different from an **advisor** (someone who advises on the academic program). Students are encouraged to secure a sponsor prior to enrollment in CHDV 290 (Culminating seminar), if possible. A document regarding the role of the sponsor is available.

### Intent to Register

The culminating requirement requires the completion of 6 units. For **thesis/project** students, the requirements include CHDV 290 (Culminating seminar) and CHDV 504 (Thesis/Project). Students must complete CHDV 290 (culminating seminar) **before** (ideally in the semester before) enrolling in CHDV 504 (thesis/project). Students must file an Intent to Register (in CHDV 504) form one semester prior to registering in CHDV 504. For **exam**

students, an Intent to Register (in CHDV 505) form must be similarly submitted one semester prior to registering in CHDV 505.

The reservation form is due in the department office by **March 15th** for Fall semester enrollment in CHDV 504/505 and by **October 15th** for Spring semester enrollment in CHDV 504/505. The registration form requires signatures from the thesis/project sponsor and the Department Chair.

### **Thesis/Project Petitions**

Enrollment in CHDV 504 requires procurement of a thesis sponsor and a working draft of a literature review and petition. The petition should be finalized prior to or during enrollment in CHDV 504. Deadlines for petition submission occur only twice per semester, once toward the beginning and once toward the end of the semester. Note that petitions proposing studies involving human subjects must be accompanied by the CSUS and CHDV **Human Subjects** forms. Note that all student research must be submitted and approved by the department committee *before* (if necessary) going forward to the university committee. If the project is deemed anything other than “no risk” or “exempt”, the student is informed of department approval and then the student is responsible for following university submission guidelines for the University Committee for the Protection of Human Subjects (CPHS).

Deadlines for petitions will be posted each semester. The petition, which will be detailed in CHDV 290, includes a written proposal addressing specific questions about the thesis/project, signed/approved by sponsor. Petitions are reviewed and approved by the Graduate Committee within two weeks of the submission deadlines. In some cases, students may be required to revise the petition and project/thesis to obtain approval. Note that the committee does not meet frequently and may not be able to make decisions outside of the specified deadlines.

### **Thesis/Project Review**

Theses/Projects are due in the department office no later than **November 1<sup>th</sup>** for Fall Graduation, **April 1<sup>th</sup>** for spring graduation, and **July 1<sup>th</sup>** for Summer graduation. The thesis or project is reviewed by the Graduate Coordinator or Department Chair on behalf of the department *before* submission to the Office of Graduate Studies. **IMPT:** Be sure to communicate with your sponsor, second reader, and department regarding planned submission dates. Leave sufficient time for feedback and editing between each step. You are responsible for providing adequate time for review and editing.

### **Forms and Deadlines**

Successful completion of the program requires that students complete several different forms and meet a number of deadlines. Information about these forms and deadlines is available through the websites for the department and for the Office of Graduate Studies. It is the student's responsibility to be aware of and comply with these requirements.

**Graduate Faculty Contact Information/Research Interests**

<b>Name</b>	<b>Contact Information</b>	<b>Research Interests</b>
<p><b>Dr. Kristen Alexander</b> Assistant Professor, Graduate Coordinator</p>	<p>(916) 278-7829 BRH 213 kalexander@csus.edu <b>website:</b> <a href="http://www.csus.edu/indiv/a/alexanderk/">http://www.csus.edu/indiv/a/alexanderk/</a></p>	<p>Dr. Alexander studies children's cognitive and memory development generally and individual differences in children's eyewitness memory and suggestibility specifically. She is currently collaborating on a project involving children's and adults' emotional memory and associations with psychobiological, cognitive, and social variables.</p>
<p><b>Dr. Michael Ballard-Rosa</b> Professor  (On leave Fall 2007)</p>	<p>(916) 278-7031 BRH 215 ballard-rosa_michael@csus.edu</p>	
<p><b>Dr. Melina Bersamin</b></p>	<p>(916) 278-7368 BRH 213 bersamin@saclink.csus.edu</p>	<p>Adolescent risk behaviors and prevention research</p>
<p><b>Dr. Christi Cervantes</b> Assistant Professor</p>	<p>(916) 278-3983 BRH 223 ccervant@csus.edu</p>	<p>Language development and socialization; culture, interpersonal relationships, and development; cultural and gender variations in family emotion talk and understanding; parents' beliefs about young children's development</p>
<p><b>Dr. Karen Davis O'Hara</b> Department Chair, Associate Professor</p>	<p>(916) 278-4702 BRH 213 kdohara@csus.edu</p>	<p>Dr. Davis-O'Hara's background and training are in psychobiological development, temperament theory, and attachment theory. Her research interests center around children's emotional development, particularly from a biological perspective. She is interested in how children develop the ability to regulate their emotions, and how this impacts cognitive, social, and physical outcomes, especially physical and mental health outcomes.</p>

<b>Name</b>	<b>Contact Information</b>	<b>Research Interests</b>
<p><b>Dr. Ana Garcia-Nevarez</b> Associate Professor Undergraduate Coordinator</p>	<p>(916) 278-3526 BRH 215 garciaa@csus.edu</p>	<p>Dr. Garcia-Nevarez' recent studies examine the attitudes of pre-service teachers toward their career development, working with economically and culturally diverse settings, and civic engagement. Previous projects have focused on the attitudes and perceptions that foreign-trained teachers and bilingual education teachers have towards their education training and the prospects these teachers have in the United States.</p>
<p><b>Dr. Susan Gomez</b> Professor</p>	<p>(916) 278-5543 BRH 133 gomezs@csus.edu</p>	<p>Dr. Gomez has many years teaching experience in preschool and kindergarten settings. Her research interests include literacy development in young children, preschool programs, and curriculum development</p>
<p><b>Dr. Kimberly Gordon Biddle</b> Associate Professor (on leave Fall, 2007)</p>	<p>(916) 278-4831 BRH 131 kagordon@.csus.edu</p>	<p>Dr. Gordon's main research question is "What is it that motivates resilient children?" She has investigated this question with middle school and high school children, and is currently trying to validate a measure of motivation for preschool children. She is interested in children who come from impoverished and stressful homes, yet do well in school and academic pursuits. She also has a general interest in questions about motivation. Other side interests are policies concerning children and families, and education and socialization of ethnic minorities.</p>

<b>Name</b>	<b>Contact Information</b>	<b>Research Interests</b>
<b>Dr. Sheri Hembree</b> Associate Professor	(916) 278-4365 BRH 232 hembrees@csus.edu  <b>website:</b> <a href="http://www.csus.edu/indiv/h/hembrees/">http://www.csus.edu/indiv/h/hembrees/</a>	Children's relationships with family and peers and their social and social-cognitive adjustment, specifically: peer relationships and peer rejection; sibling relationships/sibling conflict; father-child interactions and children's social-cognitive development; parental socialization of emotion. I am also interested in day care, preschool, and afterschool program quality and children's development.
<b>Dr. Karen Horobin</b> Professor	(916) 278-5528 BRH 131 kdhorobin@csus.edu	Preschool policy and education; service learning
<b>Dr. Juliana Raskauskas</b>	(916) 278-7029 BRH 230 jraskau@saclink.csus.edu	Peer bullying; socio-emotional development; middle childhood and adolescence
<b>Dr. Theresa Roberts</b> Professor (on leave Spring 2008)	(916) 278-6117 BRH 230 robertst@csus.edu	Literacy development, English language learners and mental health.

Name	Contact Information	Research Interests
<p><b>Dr. Carmen Saco-Pollitt</b> Professor (on leave Spring, 2008)</p>	<p>(916) 278-7031 BRH 215 carmensp@csus.edu</p>	
<p><b>Dr. Lynda Stone</b> Associate Professor</p>	<p>(916) 278-4326 BRH 228 lstone@csus.edu</p> <p><b>Webpage:</b> <a href="http://www.csus.edu/individuals/stonel/">http://www.csus.edu/individuals/stonel/</a></p>	<p>Problem Solving (Literacy/Mathematics); Collaborative Group Processes; Motivation and Learning; Private Speech and Metacognitive Knowledge; Narratives and Intellectual Development; Narratives and Parenting; Play and Cognitive Development; Literacy (reading/writing) development; (young children and adults); Socialization of Identity; Discourse analysis and documenting development</p>
<p><b>Dr. Li-ling Sun</b> Associate Professor (on leave 2007-2008)</p>	<p>(916) 278-4283 BRH 223 lsun@csus.edu</p>	<p><u>Cognitive development</u>--(1) development of metacognition in problem solving situations(2) cross-cultural differences in children's logical reasoning (3) knowledge transfer in children's scientific learning (4) self-regulated learning in childhood. <u>Psycholinguistics</u>--(1) complex sentence structure and its relation to cognition (2) language structure influences on thinking processes (3)analysis of language use during logical reasoning.</p>

## Student Resources

### ASI Children's Center

(916) 278-6216 <http://www.csus.edu/asi/children/>

The Associated Students Children's Center supports the academic and personal endeavors of the CSUS community through its commitment to serve the needs of families and promote educational experiences in the area of early childhood education. The Children's Center serves children (infancy through school age) in eight different programs.

### Career Development and Placement Center

Lassen Hall 2000 (916) 278-6231 <http://www.csus.edu/careercenter/index.htm>

The Career Development and Placement Center assists students in identifying and attaining their educational and career goals through career development, cooperative education, internships, student employment, and candidate preparation and placement. Current job listings are posted daily in the Center, and students should register with the Center for counselor referral and assistance.

### Computer Center

Sequoia Hall 322 <http://www.csus.edu/uccs>

Located on the third floor of Sequoia Hall, University Computing, Communications Services (UCCS) is responsible for all University-wide computing services. In addition, there are over 2000 user workstations located throughout the campus for students and faculty.

### CSUS Library

(916) 278-5679 <http://library.csus.edu/>

The six-story University Library is a primary educational facility with books, magazines, technical and scholarly journals, and newspapers. On the Main Floor, an Informational Desk provides general directional assistance and referral to students. CSUS students may consult the Library homepage for additional information and database access. The CSUS Library provides access to hundreds of relevant journals, books, and online resources. Instructors may put textbooks or other course materials on reserve at the reserve desk. You will also find databases of journal articles, chapters, and books that can be accessed through computers in the library, any lab on campus, or remotely from your home computer (you use your SacLink account to access databases remotely). Many resources are available online; however, several are housed in the library itself and are available for viewing or checkout. At the library's website, you will also find links to writing resources.

### Financial Aid

Lassen Hall 1006 (916)278-6554 <http://www.csus.edu/faid/>

The Office of Financial Aid assists students who have difficulty meeting the cost of attending the University. Those students who think they may need assistance in meeting their educational costs are encouraged to apply for financial aid. The completion of the Student Aid Application for California (SAAC) is required of all students requesting assistance. This one application is utilized to determine eligibility for all available financial aid programs. Students should try to meet the priority deadline for applications on March 2<sup>nd</sup>.

### **Hornet Bookstore/Copy Center**

<http://www.foundation.csus.edu/bookstore/>

Hornet Bookstore carries all textbooks required on campus during the semester.

Textbooks are available two weeks before the beginning of classes, and the Bookstore is open for extended hours during the first week of classes. The Bookstore offers a variety of general interest books, best sellers, study-aids, children's books, and magazines. A special order service is also available.

A copy center is located near the bookstore and provides a variety of services including copying on white or colored stock, binding, folding, and lamination. Typewriters can be rented for use on the premises or on a take-out basis by day, week, or month.

### **Housing**

Sierra Hall (916) 278-6655 <http://www.csus.edu/housing/index.htm>

The Housing Office provides information for both on-campus and off-campus living.

Applications for fall occupancy of on-campus housing are available on November 1<sup>st</sup> of the preceding year and are available in August for spring occupancy. Off-campus living is available through rentals, most of which are in close proximity to campus. There are two on-campus dormitories and off-campus apartments, condos, duplexes, homes, rooms in private homes, and students wishing to share their apartments with other students. The Housing Office also provides such supportive services as copies of rental agreements, bus schedules, tenant's rights, furniture rental information, and referrals for legal assistance.

### **Learning Skills Center**

Lassen Hall 2200 (916) 278-6725 <http://www.csus.edu/learningskills/>

The Learning Skills Center assists students in the development of basic and higher level skills essential to successful learning through a variety of programs – including self-instructional laboratories (audio cassette decks, reading pacers and filmstrip viewers, mediated instructional materials), tutorials (including computer assisted stations), workshops, courses in reading, and English language development for speakers of other languages. The Center also has a Disabilities Specialist available for individual diagnostic testing, advising, and development of educational plans for overcoming learning disabilities.

### **Office of Graduate Studies**

River Front Center, Room 206 (916) 278-6470 <http://www.csus.edu/gradstudies/>

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

### **Student Health Center**

<http://www.csus.edu/hlth/index.html>

Located on the north side of campus near the main entrance to the university, the Student Health Center is responsible for providing on-campus outpatient health services, promoting physical and mental wellness, and preventing illness and injury. General medical care for acute illnesses and injuries is provided through a staff of physicians, nurses, nurse

practitioners, allied health professionals, and medical consultants. Dermatology, allergy, desensitization, birth control, health education, immunization, minor surgery, nutrition, optometry, physical therapy, pregnancy counseling, psychiatry, wellness/health promotion, and AIDS information, counseling and referral are available to registered students. Basic medical care, some laboratory work, and X-rays are available at no charge. Psychological services are provided by psychologist, social workers, marriage and family counselors, and a psychiatrist.

### **Services to Students with Disabilities**

Lassen Hall 1008 (916) 278-6955 (916) 278-7239 (TDD) <http://www.csus.edu/sswd/>

This Office provides services to assure the equal participation of students with disabilities in higher education. The services include assistance in admissions, advising, registration, disability management, reading, note-taking, interpreting, tutoring, transportation, equipment, testing, parking, advocacy, referral, diagnosis of learning disabilities, skills tutoring, and visual training. In-classroom support for the hearing impaired is also provided through this Office.

### **Testing Center**

Lassen Hall 2302 916-278-6296 916-278-6299 (TDD) <http://www.csus.edu/testing/>

The Testing Center administers such national examinations as the GRE, GMAT, CBEST, NTE, and Miller Analogies. The Center also administers the Writing Proficiency Examination (WPE) as well as diagnostic and placement examinations required for specific classes and for those students seeking personal or vocational help through a variety of tests and counseling. Special arrangements for disabled students are also made here.

### Degree Completion Deadlines/Checklist

#### *In the first year:*

- 1) **Initial advising session** – Once you are admitted into the program, make an appointment to see a Child Development faculty member to discuss the program and your initial coursework. We suggest meeting with a faculty advisor each semester.
- 2) **Attend graduate student orientation** (typically early in the Fall semester)
- 3) If you are conditionally classified, **meet any conditions** (typically coursework) required for **full classification status**

#### *Next:*

- 4) Complete required **foundation coursework**
- 5) **File Advancement to candidacy** (after completing 12, but not more than 18, units)
- 6) **Complete core course and elective requirements**; remember that not all courses are offered every semester.
- 7) **Secure sponsor** for project/thesis or talk to advisor about exam option.

#### *In the semester prior to beginning your thesis/project/exam:*

- 8) **Enroll in CHDV 290** (thesis/project) or your additional elective (exam)
- 9) **File Intent to Register** in CHDV 504 (thesis/project) or CHDV 505 (exam) (**October 15<sup>th</sup>**, **March 15<sup>th</sup>**)
- 10) **Meet with thesis/project sponsor** to work on petition and go over guidelines OR meet with advisors in preparation for examination, practice questions, and study.
- 11) (if applicable) **Secure second reader** for project/thesis (optional, depending on progress).

#### *In your culminating semester:*

##### **Thesis/Project--**

- 12) **Submit thesis/project petition** (and Human Subjects forms, if applicable) (**check department for deadlines**).
- 13) **Enroll in CHDV 504 and work with sponsor toward completion of thesis/project.**

##### **Or Exam—**

- 12) **Enroll in CHDV 505 and work toward successful completion of exam.**

#### *Thesis deadlines:*

- For Fall graduation: **November 1<sup>th</sup>**
- For Spring graduation: **April 1<sup>th</sup>**
- For Summer graduation: **July 1<sup>th</sup>**

Theses/projects must be completed within two semesters of completion of CHDV 504 to avoid re-enrolling in CHDV 504.

#### **Graduation**

Prior to graduation, an application for graduation is filed in the Graduate Center by the deadline date published in the Class Schedule. All coursework leading to the Master's degree must be completed within a seven-year period.