Master of Arts in Child and Adolescent Development

Graduate Student Handbook

2024-2025

Child and Adolescent Development Program
California State University, Sacramento
College of Education
Main Office: Eureka 401

https://www.csus.edu/college/education/masters-programs/specialties-concentrations/child-development/

This Handbook contains information about the Master of Arts in Child and Adolescent Development (CHAD) Program housed in the College of Education. It is intended to benefit both current and prospective Child and Adolescent Development graduate students. Students are encouraged to use the Handbook as a reference during their time in the program. The Handbook contains information about program requirements, policies, faculty research interests, and important deadlines. Some of the Handbook 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 on the Child and Adolescent Development Program website.

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Mission of the Child and Adolescent Development Graduate Program

A strong graduate program is central to the mission of Child and Adolescent Development Program. Specifically, our mission is to improve the quality of life for children, adolescents, emerging adults, and families by advancing knowledge in human 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, adolescents, emerging adults, and families 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.

Institutional Learning Goals						
	Disciplinary Knowledge	Communication	Critical Thinking/ Analysis	Information Literacy	Professionalism	Intercultural/ Global Perspectives
Foundation Courses – Required for all CHAD MA students						
CHAD 200		X	X	X		
CHAD 242	X	X	X	X		
CHAD 247	X		X			X
Research Methods – One course is required for all CHAD MA students; may also take the other to count as a Core or Elective						
CHAD 250	X	X	X	X		
CHAD 258	X	X	X	X		
Core Courses – Select 3 Courses from the list (offered on rotation)						
CHAD 210	X					
CHAD 211	X					
CHAD 245	X					
CHAD 246	X		X			
CHAD 248	X			X		
CHAD 249	X	X				
CHAD 253	X					
CHAD 295	X					X
Culminating Requirement – Both courses are required for all CHAD MA students						
CHAD 290	X	X	X	X		
CHAD 504	X	X	X	X	X	
CHAD Elective – Choose one course from below OR another Core Course (see above)						
CHAD 244					X	X
CHAD 299	X		X	X		

Program Learning Outcome	Learning Sub-Outcome
Disciplinary Knowledge: Disciplinary knowledge: Graduate students within the discipline are expected to critically analyze and evaluate theories, research	1.1 Demonstrate foundational knowledge within and across domains of human development.
	1.2 Compare various developmental theories and their applications to specific domains.
	1.3 Compare various developmental research approaches, including their methods and ethical considerations.
	1.4 Explain interrelations among theory, research, and practice as applied to human development.
	1.5 Use knowledge of human development to examine experiences of oppression, marginalization, privilege, and power.
Communication: Graduate students within the discipline will create coherent arguments and explanations based on information from multiple empirical and other relevant sources.	2.1 Assemble relevant, credible, and compelling evidence to construct an argument catered to a selected audience.
	2.2 Use a range of writing conventions specific to the discipline, including organization, mechanics, presentation, APA format and style.
	2.3 Deliver presentations about research and disciplinary knowledge to multiple audiences.
Critical Thinking: Graduate students within the discipline will formulate, analyze, and synthesize ideas and evidence pertaining to various developmental domains.	3.1 Evaluate theoretical and methodological assumptions in research literature, including their implications, as well as strengths and limitations.
	3.2 Use relevant research and theory to justify their own theoretical and methodological perspectives.
	3.3 Analyze how their own sociocultural and historical positions and assumptions inform their research practice and views of development.
Information Literacy: Graduate students within the discipline will practice locating and evaluating the quality of information.	4.1 Distinguish between various sources of knowledge and evaluate their merits.
	4.2 Employ a variety of technological resources (e.g., library databases: PsycInfo) to locate and organize sources of information.
	4.3 Identify knowledge, methodological, and service gaps in human development research literature to justify research and project purposes.
	4.4 Utilize appropriate technological tools for data analysis (e.g., SPSS, NVivo, or other).
	4.5 Analyze how the creation and dissemination of disciplinary knowledge are linked to various power structures and ideologies.

Intercultural/Global Perspectives: Graduate students within the discipline will examine and analyze diversity (such as in gender, sexuality, race and ethnicity, culture and immigration, socioeconomic conditions, neighborhoods, etc.) and lived experiences in human development locally and globally.	5.1 Describe how human experiences and development are culturally organized and take diverse forms due to varied physical, social, historical, cultural, and political environments.
	5.2 Evaluate how the positionality of researchers (including one's own) shapes how human development and diversity are conceptualized, studied, and evaluated.
	5.3 Explain the ways in which social identities develop and shape individual life experiences and/or perspectives.
	5.4 Analyze the ways in which social structures and systems shape experiences of oppression, marginalization, privilege, and power.
Professionalism: Graduate students within the discipline will explain, evaluate, and apply human development theory and research in multiple contexts.	6.1 Examine how research and concepts of human development are utilized in various real-world contexts.
	6.2 Formulate research questions and apply human development knowledge within various contexts.
	6.3 Use varied communication strategies to ensure ethical and responsible dissemination of research for the purposes of social change.

Program Overview

The Master of Arts in Child and Adolescent Development Program offers an opportunity for advanced study of developmental theories and their application in research and practice. Our Program emphasizes scholarly reflection on developmental issues and excellence in disciplinary forms of communication. The Program prepares students to consider the diversity of human development and to critically reflect on how to use that knowledge to work towards antiracism, equity, and inclusion in the field. Graduates of the Program will be able to apply their advanced understanding of theory and empirical research to work as agents of positive social change in a variety of settings including education, advocacy, research, policy, and/or other settings.

Program Requirements

The Master of Arts in Child and Adolescent Development requires completion of 30.0 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "B-" may be applied toward the degree.

Prerequisites (6.0 units)
In order to be fully classified into the program, students must complete the following upper-division CHAD courses (or the equivalent). In some cases, students may be admitted on the condition that they complete these courses in the first semester (or year) of study.

       ONE of the following Research Methods Courses:
       CHAD 133 (4.0)   *Quantitative Methods in Human Development*
       CHAD 123 (4.0)   *Qualitative Methods in Human Development*
       CHAD 128 (3.0)   *Combined Research Methods in Human Development*

       AND

       ONE of the following human development theories courses:
       CHAD 137 (3.0)   *Cognitive Development*
       CHAD 138 (3.0)   *Social & Emotional Development*

I. Required Foundation Courses (12.0 units)
The following courses provide an important foundation for future courses. They are designed to be taken during your first year in the program.

       CHAD 200 (3.0)   *Proseminar in Human Development. Only offered in the Fall semester.*
       CHAD 242 (3.0)   *Theoretical Approaches to Development. Only offered in the Fall semester.*
       CHAD 247 (3.0)   *Seminar in Culture and Human Development. Only offered in the Fall semester.*

ONE of the following Research Methods Courses:
CHAD 250 (3.0)   *Advanced Quantitative Research Methods in Human Development.*
                          Only offered in the Spring semester.
CHAD 258 (3.0)   *Advanced Qualitative Research Methods in Human Development.*
                          Only offered in the Spring semester.

II. Core Courses (9.0 Units):

You are required to complete <u>three</u> of the following courses. <u>These classes are offered on a rotating basis and are not all offered every semester/year.</u> You may want to consult an advisor when selecting your core courses.

CHAD 210 (3.0) – *Seminar in Social Development*
CHAD 211 (3.0) – *Seminar in Cognitive Development*
CHAD 245 (3.0) – *Selected Topics in Developmental Theory**
CHAD 246 (3.0) – *Motivation and Learning in Children*
CHAD 248 (3.0) – *Curriculum and Instruction*
CHAD 249 (3.0) – *Language Processes in Development*
CHAD 253 (3.0) – *Apprenticeship in Advanced Child Development*
CHAD 295 (3.0) – *Practicum in Child Development*

NOTE: Courses with (*) may be taken twice for credit with <u>different</u> instructors.

III. Elective (3.0 units)

3.0 upper division or graduate units selected in consultation with a Child and Adolescent Development faculty advisor. The course needs to be consistent with students' research or professional interests. Options include:

An additional Child and Adolescent Development core course (see above)

A graduate-level course offered in another department (requires faculty advisor and Graduate Coordinator approval <u>prior</u> to enrolling)

CHAD 299 (variable units) – Independent study (must be sponsored by faculty, contract submitted <u>before</u> enrollment).

CHAD 244 (variable units) – Community service (must be sponsored by faculty, contract submitted <u>before</u> enrollment)

Any other course that students would like to take requires faculty advisor and Graduate Coordinator approval <u>prior</u> to enrolling.

IV. Culminating Requirement (6.0 units)

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

Candidacy for additional information).

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

CHAD 290 (3.0)   *Writing a Proposal* (Prerequisite: 200 and 242; instructor permission). Only offered in the Spring semester.

CHAD 504 (3.0)   *Culminating Experience in Child Development* (Prerequisite: CHAD 290)

- Permission to enroll in CHAD 504 is required

- All coursework requirements must be completed by the end of the 504 semester so all you have left to complete is the thesis/project (see Continuous Enrollment section).

- Credit for CHAD 504 is given upon completion of a thesis, project, or other approved culminating experience. Open only to graduate students who have advanced to candidacy for the master's degree and have secured the permission of a faculty advisor and the Graduate Coordinator **one full semester** prior to registration.

University and Program Policies

Admission to Classified Status

Admission as a *classified* graduate student in the MA CHAD Program requires:

- a BA in Child and Adolescent/Human Development or a closely related field. Some applicants may be admitted with the condition that certain prerequisite courses be completed before beginning the requirements for the MA CHAD Program;
- minimum 3.0 GPA in the last 60.0 semester/90.0 quarter units completed;
- completion of an upper-division course in research methods (e.g., CHAD 123, CHAD 128, and/or CHAD 133, or equivalent);
- completion of an upper-division course in human development theories (e.g., CHAD 137 and/or CHAD 138, or equivalent)

All prospective graduate students, including Sacramento State graduates, must submit a University application. The application must be submitted by the deadlines stated on the College of Education and Office of Graduate Studies websites. These dates are "file complete" dates; that is, all materials must be submitted on or before the due date. Admissions decisions are made by the Child and Adolescent Development graduate committee by the end of the semester in which they are submitted.

Admissions decisions are based on the above criteria, as well as the applicant's fit with the program. Students not meeting the above criteria may be *conditionally classified* (i.e., they are admitted with the condition that they meet additional requirements before full classification to the program). Undergraduate upper division coursework in Child and Adolescent Development Program and/or maintenance of a specified GPA in graduate coursework may be conditions of admission. Once these conditions are met, students must apply for fully classified status.

Advising

New students should attend the **annual graduate program orientation scheduled in the Fall,** and all students in the MA program are encouraged to meet with an academic advisor each semester. For academic advising, please contact the Graduate Coordinator or any full-time tenure-track faculty in Child and Adolescent Development. 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 or project). See Appendix for a course planning worksheet.

Transfer Credits

Up to 6.0 units of graduate studies completed (with B+ or better) in another similar academic program may be transferred with approval of a faculty advisor. Students wishing to transfer units must discuss the matter with a Faculty Advisor and provide the necessary documentation (course description, syllabus, reading list, and grade record) for decision. If questions arise concerning the acceptability of units, it may be necessary to secure the assistance of the Office of Graduate Studies and the Degree Evaluations Office as well as that of the Graduate Coordinator. If up to 6.0 units are successfully completed in the MA CHAD Program as an unclassified student, they will be accepted automatically.

Graduate Writing Assessment Requirement

All graduate students are required to complete a Graduate Writing Assessment Requirement (GWAR) **before** **advancement to candidacy**. One option to meet the requirement is to complete a Graduate Writing Intensive (GWI) Course, which for CHAD MA is completed by taking CHAD 242 with a grade of "B" or better.

Advancement to Candidacy

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

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

- completed at least 12.0, but not more than 18.0, units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA, and

- successfully met the GWAR.

The Advancement to Candidacy application is usually completed in the third semester of enrollment. The most up-to-date forms are available on the Graduate Studies website: https://www.csus.edu/graduate-studies/. The student completes the form after planning a degree program in consultation with a faculty advisor. The form, signed by the advisor, is submitted to the graduate coordinator and then to Graduate Studies for approval. Students must have advanced to candidacy in order to enroll in CHAD 504. Once the Advancement to Candidacy is submitted, changes to the student's program of study are made by submitting a Petition for Exception Form available on the Graduate Studies Website.

Academic Standing

Graduate courses are graded on a 4-point scale. No grade lower than a 'B-' may be counted toward the degree program. Graduate students whose Sacramento State and cumulative grade point average (GPA) is 3.0 or above are considered in good academic standing. Students are placed on *academic probation* when the cumulative GPA falls below 3.0 or for the following reasons: (1) Withdrawal from all or a substantial portion of their courses in two successive terms or in any three term; (2) Repeated failure to progress toward a degree or other program objective, when such failure is due to circumstances within the control of the student; (3) Failure to comply, after due notice, with an academic requirement or regulation. Students who do not meet the conditions for removal of academic probation may be subject to further administrative actions, including Administrative Disqualification. If the student fails to correct the deficiency in the next semester, *academic disqualification* occurs and the student must file for re-instatement through both the Child and Adolescent Development Program and the University. A student on this status is allowed to continue on a semester-by-semester basis with achievement reviewed at the end of each semester to determine if continued enrollment is appropriate.

Incomplete Grades

"Incomplete" grades are allowed for unforeseen but fully justified reasons that preclude the completion of a portion of the course requirements. It is the student's responsibility to provide pertinent information to the instructor at the time that coursework is impaired and to reach an agreement on the means of completing the course requirements. A final grade is assigned when the work agreed upon is completed and evaluated. Excessive absences alone do not constitute reason for a grade of Incomplete. At the maximum, students have up to one calendar year to complete a course. Failure to complete the work will automatically result in changing the "I" to "F". Removal of "I" grade requires the approval of the instructor who awarded it. When an "I" has changed to "F", removal requires the approval of the instructor and Department Chair. An Incomplete Petition must be filled out and approved prior to the incomplete grade being assigned.

Grade Change Policy

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

Continuous Enrollment and Open University

Students must maintain continuous enrollment to preserve their place in the MA Program and maintain catalog rights. Continuous enrollment for classified students is maintained by enrolling in at least one course per semester. Students who have completed all required program

coursework and have advanced to candidacy can maintain active degree status by enrolling in "continuous enrollment" (599) units through Open University in the College of Continuing Education (CCE). No units toward the program are earned through CCE courses, but continuous enrollment is maintained. Fees equivalent to 1.0 unit are paid to participate in CCE. You cannot be enrolled in any other courses during continuous enrollment semesters. Information about enrolling in CCE credits may be obtained at https://www.csus.edu/graduate-studies/current-students/forms.html.

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

A student may take a leave of absence of one semester without losing enrollment status or catalog rights. This leave exempts students from the reapplication and fee and maintains classified status for graduate students. **(Exception: graduate students who have completed all their course work and have received an "RP" in CHAD 504 are required to enroll in Continuous Enrollment).** Once 504 is completed, any lapses in enrollment will require reapplication to the program and loss of catalog rights. Aside from this one semester exception, any student not maintaining continuous enrollment must re-apply to the program.

Catalog Rights/Leaves of Absence

Requirements for graduation from the program are based on the catalog that is current at the time the student is admitted to classified graduate status in the program. Should program requirements change, students have the option of adopting a more current program. They may not, however, mix program requirements from year to year. Students maintains catalog rights provided they maintain 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 and Adolescent Development Program is not required to re-admit such students. Planned leaves of two or more semesters for educational, medical, or military purposes are permitted when submitted and approved in advance. An approved planned leave preserves catalog rights for the student, but the student must still re-apply to the University and to the program after the leave is completed.

Seven-Year Deadline

Graduate students have seven years, inclusive of the semester in which they took the earliest courses counted toward their degrees, to complete all requirements for a Master's degree. The end of this seven year period is determined by adding 14 semesters onto the term of the oldest course listed on the Advancement to Candidacy form. If a student exceeds the seven-year limit, those courses that are older than seven years are out of currency, and thus expire. At this point, the graduate student may repeat the expired course(s) or request an exception to the seven-year deadline using the Currency Petition form. The form must be signed by the Graduate Coordinator declaring that the student has been tested and is current in the course content. Currency is extended on out-of-date courses for one semester only. In requesting currency, programs must sign the petition for currency and attach a copy of the documentation used to establish currency in course content. The Dean of Graduate Studies must approve the petition. If approved, the Office of Graduate Studies would then regard the students as still current in the material for the expired course(s), and effectively retain degree credit for these courses. The Graduate Council has recommended that the Dean of Graduate Studies approve only one semester currency for up to a maximum of six units. Programs may refuse to reestablish currency for such courses and instead require that the student take replacement courses, or the Program may opt to declassify the student for lack of sufficient progress toward the degree.

Student Conduct

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

- Cheating or plagiarism in connection with an academic program at a campus.

- Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.

- Misrepresentation of oneself or of an organization to be an agent of a campus.

- Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

Forms and Deadlines

Successful completion of the program requires that students complete several different forms and meet a number of deadlines. Information about these forms and deadlines is available through the websites for Child and Adolescent Development and the Office of Graduate Studies.

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

Culminating Experience Policies and Procedures

Master of Arts programs at Sacramento State require completion of a "Culminating Experience". In the CHAD MA Program, students can complete their Culminating Experience Requirement by completing either a Thesis or Project. Additional detailed information about the culminating experience can be found in the CHAD Thesis/Project Handbook.

A **thesis** is a written report reflecting on the systematic study of a problem of significance in human 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 child and/or adolescent development. Theses may be conducted using quantitative and/or qualitative methods. (See Thesis/Project Handbook for additional information).

A **project** is a significant undertaking of a pursuit appropriate to application of skills and knowledge. Students completing a project conduct a literature review addressing an applied problem in the field and develop a method of disseminating that information to others in the field. Example projects include creating and evaluating a workshop or designing and evaluating a new curriculum. Also included are projects which disseminate research findings, by means of documentary reports or professional articles of publishable quality, to professionals in the field. (See Thesis/Project Handbook for additional information).

Thesis/Project Sponsor
Each student chooses a Child and Adolescent Development Program faculty (full-time tenure-track) to sponsor the student's thesis or project (please see faculty list in this handbook). The sponsor is primarily responsible for providing guidance, approving the student's overall approach, and supervising the written product. The student is also required to choose a second reader for the thesis or project. The second reader may be a core faculty member or may be a faculty outside of Child and Adolescent Development. If wishing to use a faculty outside of Child and Adolescent Development, this decision must be made in consultation with your sponsor and approved by the graduate coordinator prior to submission of your proposal. 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).

Culminating Experience Registration Form
Students must submit a *Culminating Experience Registration Form* in the semester prior to registering in CHAD 504. To process the registration form, students must submit written approval from their thesis/project sponsor.

Proposals
Enrollment in CHAD 504 requires completion of a proposal. Thesis/project students must have a sponsor and a working draft of a literature review and approved proposal (and Human Subjects approval, if applicable) before beginning their research/project. Proposal requirements and guidelines are provided in the Thesis/project Handbook on the website. Proposals can be submitted at any time during the school year to the Graduate Coordinator but must be approved by both your sponsor and second reader prior. In some cases, students may be required to revise

the proposal before obtaining approval.

Projects/Theses Involving Human Subjects
Students conducting research that involves human subjects must submit a Human Subjects Application to the College of Education Research Review Committee for review. Due dates will be posted on the College of Education website. Studies that are "exempt" do not need to go further. Those with "minimal risk" or "more than minimal risk" designations must subsequently also obtain University approval for Human Subjects procedures. The student is then responsible for following university submission guidelines to submit Human Subjects forms to the University Institutional Review Board.
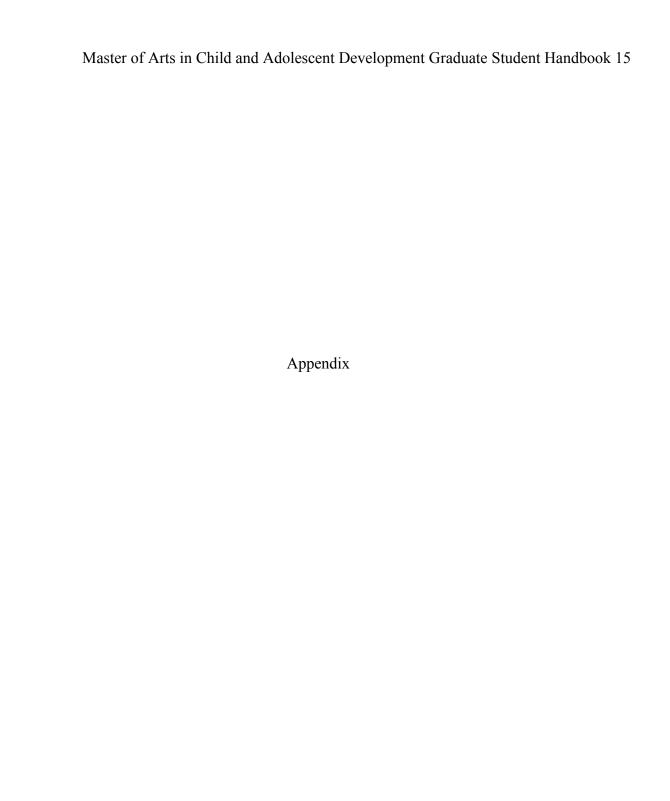
Final Thesis/Project Review
During the academic year (Fall and Spring semesters), theses/projects are due to the Graduate Coordinator for Departmental Review at least **one month before** the Office of Graduate Studies filing deadline. The thesis or project is reviewed by the Graduate Coordinator or Department Chair on behalf of the department *before* submission to the Office of Graduate Studies. Be sure to communicate with your sponsor, second reader, and department regarding planned submission dates. Leave sufficient time for feedback and editing between each step. You are responsible for providing adequate time for review and editing. Many faculty do not work over our summer off-time months so be sure to know whether your committee is available in summer if planning a summer submission. If your committee is available to review your work over summer, theses/projects are due to the Graduate Coordinator for Departmental Review on June 1.

Faculty Contact Information and Description of Scholarly Interests

Faculty	Contact Information	Areas of Interest
Dr. Kristen Alexander	Office: BRH213 Email: kalexander@csus.edu	Children's memory and cognition in the context of emotion and attachment
Dr. Lisa Cantrell	Office: BRH 232 Email: lisa.cantrell@csus.edu	My expertise is in the development of attention, memory, and language. I study children 0-5 years of age using behavioral methods (including eye tracking and tasks such as pointing and looking) and I analyze data using quantitative methods. I also have expertise in public understanding of science and storytelling. I have a background in multi-media journalism.
Dr. Addison Duane	Office: BRH 213 Email: a.duane@csus.edu	I partner with youth to study trauma in schools using critical qualitative methods. I am particularly interested in youth-generated solutions to trauma produced from structural racism and the systemic change processes (e.g., trauma-informed practice, social and emotional learning) that can redress trauma and racial inequity in schools.
Dr. Basia Ellis	Office: BRH 221 Email: basia.ellis@csus.edu	I am a sociocultural psychologist who relies on qualitative research methods to explore how social, cultural, and political contexts shape human experience-- and how humans transform those contexts in turn. Over the last decade, my research has explored the lives of undocumented immigrants in Canada and the US. In this work, I have focused on understanding agency, hope, and well-being in challenging conditions.
Dr. Amber Gonzalez	Office: BRH 230 Email: amber.gonzalez@csus.edu	My research explores the influence of social support networks and institutional structures on college student identity development and educational and career aspirations and motivations. I have recently become very invested in exploring Hispanic Serving Institutions specifically, and how Latine students perceive their institutions as serving them in supporting their holistic student success. I also explore the ways in which students use their aspirations and motivations to ensure their success, manage failure, and persist. My service activities center on advocating for equity and social justice within educational systems for students and faculty of color.

Faculty Contact Information and Description of Scholarly Interests

Dr. Sheri Hembree	Office: BRH 131 Email: hembrees@csus.edu	Family and peer relationships as contributors to social-emotional development; child care and after-school program quality; teacher-child and caregiver-child relationships.
Dr. Alicia Herrera	Office: BRH 131 Email: herrera@csus.edu	Critical theory; qualitative methods; PK-12 educational contexts as developmental setting for cultural participation (teacher education, teacher-mediated classroom interactions, curriculum & pedagogy, policy, systemic racism); antiracist ideological commitment development; critical consciousness development; identity development
Dr. Sue Hobbs	Office: EUR 401 Email: sue.hobbs@csus.edu	My research focus is on decreasing secondary trauma for child victims and witnesses who are participating in the legal system. I study interview protocols and methods along with factors relating to testifying in court. Additionally, I conduct research on how to improve the outcomes of youth in foster care.
Dr. Patrick Pieng	Office: BRH 223 Email: patrick.pieng@csus.edu	My primary interest is in preschool children's social cognitive development (theory of mind understanding and emotion knowledge). I also have background in the following areas: young children's folk knowledge about biology/nutrition, geometric shape knowledge, conflict resolution, and extracurricular involvement. I have advised students who are interested in disability studies (specifically regarding Autism Spectrum Disorder).
Dr. Nadxieli Toledo Bustamante	Office: BRH 219 Email: toledobustamante@csus.edu	My research focuses broadly on the relationship between language, culture, and the intergenerational co-construction, reproduction, and transformation of knowledge. More specifically, it seeks to understand how much of children's development as speakers and participants is affected by everyday interactions, and how these processes relate to broader cultural and linguistic changes.

Appendix

CHAD MA PROGRAM ADVISING SUMMARY

Student_____ ID_____ Semester Entered _____

I. Conditions for Classification? YES   NO

Course	Units	Semester	Grade	Other
				conditions:_____
				Date Classified_____

II. Foundation Courses (12.0 units)

Course	Units	Semester	Grade	Substitution	
CHAD 200 – Proseminar	3.0				**Date Advancement to Candidacy**
CHAD 242 – Theories	3.0				
CHAD 247 – Culture	3.0				_____
CHAD 250/258 – Methods	3.0				

III. Core Courses (9.0 units)

Course	Units	Semester	Grade	Substitution

IV. Elective (3.0 units)

Course	Units	Semester	Grade	Substitution

V. Culminating Experience   *circle one:*   THESIS   PROJECT

Course	Units	Semester	Grade
CHAD 290 (thesis/project seminar)	3.0		
CHAD 504 (thesis/project)	3.0		

CHAD MA PROGRAM ADVISING SUMMARY

Fall 20_____	Spring 20_____
1) _____ 2) _____ 3) _____	1) _____ 2) _____ 3) _____
Fall 20_____	**Spring 20_____**
1) _____ 2) _____ 3) _____	1) _____ 2) _____ 3) _____
Fall 20_____	**Spring 20_____**
1) _____ 2) _____ 3) _____	1) _____ 2) _____ 3) _____