# Bachelor of Arts in Child and Adolescent Development: Concentration in Early Childhood - Quantitative Reasoning Category I/II and Stretch English

120 Total Units Required  
Minimum Number of Units in the Major: 45

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
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<tr>
<td>ENG 104</td>
<td>Writing the First Year: Finding Your Voice Stretch I</td>
<td>3</td>
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GE Area A  
GE Area B: Quantitative Reasoning (B4)  
GE Area C  
GE Area D  
| Units | 15 |

| **Second Semester** | | |
| CAD 210 | Introduction to Applied Child and Adolescent Development (Major Concentration) | 3 |

ENG 105 | Writing the First Year: Finding Your Voice Stretch II (A2) | 3 |

GE Area A  
GE Area C  
GE Area D  
| Units | 15 |

| **Third Semester** | | |
| CAD 215 or CAD 230 | Foundations in Early Childhood (Major Concentration) or Principles and Practices in Early Childhood Programs | 3 |

GE Area B: Physical Science (B1) and Laboratory Science (B3)  
GE Area C  
GE Area E  
SF State Studies or University Elective  
| Units | 15-16 |

| **Fourth Semester** | | |
| CAD 260 | Children, Families, and Community: An Ecological Perspective (Major Core, D1, AERM, GP, SJ) | 3 |

GE Area B: Life Science (B2) and Laboratory Science (B3)  
SF State Studies or University Elective - Take Three  
| Units | 15-16 |

| **Fifth Semester** | | |
| CAD 300 | Professional Roles and Careers in Child and Adolescent Development (Major Core) | 3 |

CAD 410 | Applied Child and Youth Development (Major Core) | 3 |

CAD 450 | Understanding and Working with Diverse Families (Major Core) | 3 |

Special Needs - Children and Families - Select One (Major Concentration):  
SPED 330 | Introduction to Disability (UD-D, SJ) | 3 |

SPED 370 | Young Children Disabled or At Risk and Their Families (UD-D) | 3 |

SPED 675 | Working with Families of Young Children with Disabilities (UD-D, SJ) | 3 |

SF State Studies or University Elective  
| Units | 15 |

| **Sixth Semester** | | |
| CAD 625 | Children, Youth, and Public Policy (Major Core) | 3 |

Supporting Development and Learning Course - Select One (Major Concentration)  
GE Area UD-B: Upper-Division Physical and/or Life Sciences (Consider SF State Studies Course)  
GE Area UD-C: Upper-Division Arts and/or Humanities (Consider SF State Studies Course)  
SF State Studies or University Elective  
| Units | 15 |

| **Seventh Semester** | | |
| CAD 500GW | Action Research Methods in Child and Adolescent Development - GWAR | 3 |

Curriculum and Methods - Select One (Major Concentration)  
| Units | 3 |
Bachelor of Arts in Child and Adolescent Development: Concentration in Early Childhood - Quantitative Reasoning Category I/II and Stretch English

**Eighth Semester**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CAD 600</td>
<td>Child and Adolescent Development Internship Seminar and Child and Adolescent</td>
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<tr>
<td>&amp; CAD 601</td>
<td>Development Internship (Major Concentration)</td>
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</tbody>
</table>

**Curriculum Specialties Course - Select One (Major Concentration):**

- SPED 330: Introduction to Disability (3 units)
- SPED 370: Young Children Disabled or At Risk and Their Families (3 units)
- SPED 620: The Science of Early Intervention (3 units)
- SPED 671: Positive Behavior Support for Young Children (3 units)
- SPED 672: Inclusive Learning Environments for Young Children (3 units)
- SPED 675: Working with Families of Young Children with Disabilities (3 units)

**Complementary Studies**

To fulfill the Complementary Studies requirement, all students completing a B.A. degree must take 12 units from courses outside of the primary prefix of their major and not cross-listed with the primary prefix for the major. This requirement is automatically fulfilled when completing a Child and Adolescent Development major. Students may need to take additional units, however, to reach the 120 minimum units required for graduation.

- Two upper-division SPED courses recommended: one at 300 level and one at 600 level. Select from the EC concentration:
  - SPED 330: Introduction to Disability (3 units)
  - SPED 370: Young Children Disabled or At Risk and Their Families (3 units)
  - SPED 620: The Science of Early Intervention (3 units)
  - SPED 671: Positive Behavior Support for Young Children (3 units)
  - SPED 672: Inclusive Learning Environments for Young Children (3 units)
  - SPED 675: Working with Families of Young Children with Disabilities (3 units)

**Supporting Development and Learning Courses**

- E ED 611: Advanced Issues in Infant-Toddler Education and Care (3 units)
- E ED 603: Promoting Young Children’s Social and Emotional Development (3 units)
- E ED 619: Children’s Play: Theory and Practice (3 units)
- E ED 668: Multicultural Education and Social Justice for Young Children (3 units)
- FCS 223: Infants, Toddlers, and Families (3 units)
- SPED 620: The Science of Early Intervention (3 units)
- SPED 671: Positive Behavior Support for Young Children (3 units)
- SPED 672: Inclusive Learning Environments for Young Children (3 units)

**Elementary Education Course Policy:** 30 hours observation/participation outside the classroom are required for Elementary Education courses (E ED). If a student takes more than one Elementary Education course per semester, 30 hours are the maximum total required and will cover all Elementary Education courses taken in that specific semester.

**Administration/Leadership & Working with Families Courses**

- CAD 510: Adult Supervision and Leadership in Early Childhood Programs (3 units)
- E ED 604: Advanced Issues in Collaboration with Families and Communities in ECE (3 units)
- E ED 607: Leadership and Administration in ECE (3 units)
- FCS 423: Administration of Programs for Young Children (3 units)

Additional 150 hours required prior to start of internship in a licensed center/program with children aged birth to 5 years. Hours must be documented and on file in the CAD office prior to start of internship. See CAD website for deadline dates.

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1. ENG 114 can only be taken if you complete Directed Self-Placement (DSP) and select ENG 114; if you choose ENG 104/ENG 105 through DSP you will satisfy A2 upon successful completion of ENG 105 in the second semester; multilingual students may be advised into alternative English courses.
2. To avoid taking additional units, it is recommended that you meet [SF State Studies](http://developmentalstudies.sfsu.edu) requirements (AERM, GP, ES, SJ) within your GE or major.
3. Depending on courses completed through Early Start, students in Pathway/Category III or IV may be required to enroll in a support course to complement their Quantitative Reasoning/B4 requirement. There are multiple course options for this pathway. Before enrolling in a B4 course, students should verify their MATH Pathway/Category in their Student Center ([http://cms.sfsu.edu/content/student-center](http://cms.sfsu.edu/content/student-center)). Information regarding the courses that correspond with your MATH Pathway/Category can be found on the Developmental Studies Office Website ([http://developmentalstudies.sfsu.edu](http://developmentalstudies.sfsu.edu)).
4. CAD 230 is a prerequisite of CAD 330.
5. Consider taking a class combined with a laboratory or a separate lab to fulfill B3 if not already satisfied.
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Curriculum Specialties Courses
CAD 326 Jumpstart: Developing Literacy Skills in Young Children (3 units)
E ED 613 Integrated Arts Curricula in ECE (3 units) (UD-C, SJ)
E ED 614 Science, Math, and Technology Curricula in ECE (3 units) (ES, SJ)
E ED 615 Environmental Education in ECE (3 units) (UD-D, ES)
E ED 616 Language and Literacy in Multilingual ECE Settings (3 units) (UD-C, AERM, GP, SJ)
MUS 601 Music for Children (3 units)