BACHELOR OF ARTS IN CHILD AND ADOLESCENT DEVELOPMENT: CONCENTRATION IN COMMUNITY, HEALTH, AND SOCIAL SERVICES

Concentration in Community, Health, and Social Services

The Community, Health, and Social Services concentration prepares students to work with children and families from birth through early adulthood in community, health, and social service settings.

Courses in the major must be completed with a grade of C or higher. CR/NC grading is not accepted.

Program Learning Outcomes

a. To promote and advocate for social justice and be culturally aware, sensitive, and responsive in the context of CAD.

b. To understand the professional roles and responsibilities in the field of CAD in a variety of work settings.

c. To apply developmental, learning, and cultural theories used in the context of the field.

d. To communicate clearly, respectfully, persuasively, coherently, and powerfully in the context of CAD, including but not limited to working with children, families, and colleagues.

e. To write clearly, cohesively, and persuasively in the CAD genre in a variety of formats, including but not limited to reports, policy analyses, assessments, and proposals.

f. To understand research methods, assessment, evaluation, and data collection, analysis, and reporting; to conduct action research in the context of CAD.

g. To be able to locate and utilize a variety of appropriate and relevant resources and technologies in the context of CAD.

Child and Adolescent Development Major (B.A.): Concentration in Community, Health, and Social Services- 45 Units

All courses for the major must be completed with a grade of C or better. CR/NC grading is not accepted.

Core Requirements – 24 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD 210</td>
<td>Introduction to Applied Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>CAD 260</td>
<td>Children, Families, and Community: An Ecological Perspective</td>
<td>3</td>
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</tbody>
</table>

Families & Context (6 units)
Select Two:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRS 515</td>
<td>Black Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>CAD 223</td>
<td>Infants, Toddlers, and Families</td>
<td>3</td>
</tr>
<tr>
<td>CAD 450</td>
<td>Understanding and Working with Diverse Families</td>
<td>3</td>
</tr>
<tr>
<td>CAD 550</td>
<td>Child Life: Theory and Application</td>
<td>3</td>
</tr>
<tr>
<td>CAD 560</td>
<td>Loss and Grief: Children, Youth, Families and Community</td>
<td>3</td>
</tr>
<tr>
<td>CAD 685</td>
<td>Projects in the Teaching of CAD</td>
<td>1-4</td>
</tr>
<tr>
<td>FCS 426</td>
<td>Family Stress, Coping, and Resilience</td>
<td>3</td>
</tr>
<tr>
<td>HIST 484</td>
<td>Disability and Culture in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>RRS 480</td>
<td>Youth Culture, Race and Resistance</td>
<td>3</td>
</tr>
<tr>
<td>SPED 620</td>
<td>The Science of Early Intervention</td>
<td>3</td>
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</tbody>
</table>

Community Youth Development (3 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD 400</td>
<td>Community Youth Development</td>
<td>3</td>
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</tbody>
</table>

Concentration Electives (12 units)
Select 12 units from the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA S 584</td>
<td>Asian American Sexualities</td>
<td>3</td>
</tr>
<tr>
<td>AA S 591</td>
<td>Asian American Community Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>AIS 470</td>
<td>American Indian Ethnicity: Problems in Identity</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 525</td>
<td>Black Child Development</td>
<td>3</td>
</tr>
<tr>
<td>AFRS 678</td>
<td>Urban Issues of Black Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>COUN 691</td>
<td>Multicultural Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>C J 470/SOC 452</td>
<td>Juvenile Justice</td>
<td>4</td>
</tr>
<tr>
<td>C J 471</td>
<td>Contemporary Issues in Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>C J 475</td>
<td>Intervention Policies in Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>C J/LTNS 485</td>
<td>Latina/o Youth, Crime, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>I R 259</td>
<td>Children and Youth in International Relations</td>
<td>4</td>
</tr>
<tr>
<td>I R/GPS/PHIL 315</td>
<td>Introduction to Global Peace Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS 402</td>
<td>Introduction to Human Rights Education for Teachers and Local Communities</td>
<td>3</td>
</tr>
<tr>
<td>LTNS 500</td>
<td>Latina/o Community Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>LTNS/WGS 505</td>
<td>Gender, Sexuality, and Latino Communities</td>
<td>3</td>
</tr>
</tbody>
</table>
LTNS/RRS/SOC 580 Educational Equity 3
PH 315 Drugs and Society 3
PH 320 Contemporary Sexuality 3
PH 455 Community Organizing and Community Building for Health 3
PSY 430 Adolescent Psychology 3
PSY 433 Social, Emotional, and Personality Development 3
PSY 435 Developmental Psychopathology 3
PSY/SXS 456 Psychology of Human Sexual Behavior 3
RPT 280 Developmental Play Processes 3
RPT 300 Leadership in Recreation, Parks, and Tourism 3
RPT 340 Conference, Event Planning, and Management 3
RPT/SOC 410 Therapeutic and Inclusive Recreation 3
RPT 440 Urban Recreation and Parks 3
RRS 303 Health and Wellness among Pacific Islanders 3
RRS/SXS 380 Queer and Trans Ethnic Studies 3
RRS 410 Grassroots Organizing for Change in Communities of Color 3
RRS 420 Arab American Identity, Memory, and Resistance 3
RRS 571 Women, Race, and Class 3
SOC/RSS 330 Comparative Race and Ethnicity in the U.S.: Class, Gender, and Nation 3
SOC 469 Gender and Society 4
SPED 330 Introduction to Disability 3
SPED 691 Autism in the Contemporary World 3
S W 350 Services to Children, Youth, and Their Families 3
SX/SOC 400/PSY 450 Variations in Human Sexuality 3
SX/SOC 567/ANTH 569 Cross-Cultural Aspects of Sex and Gender 3
USP 515/GEOG 667 Environmental Justice: Race, Poverty, and the Environment 4

Mathematics/Quantitative Reasoning
- Arts LD 3 C1
- Humanities LD 3 C2
- Social Sciences: US History LD 3 D2
- Lifelong Learning and Self-Development (LLD) LD 3 E
- Ethnic Studies LD 3 F
- Physical and/or Life Science UD 3 UD-B
- Arts and/or Humanities UD 3 UD-C
- Social Sciences UD 3 UD-D

SF State Studies
Courses certified as meeting the SF State Studies requirements may be upper or lower division in General Education (GE), a major or minor, or an elective.
- American Ethnic and Racial Minorities LD or UD 3 AERM
- Environmental Sustainability LD or UD 3 ES
- Global Perspectives LD or UD 3 GP
- Social Justice LD or UD 3 SJ

Note: LD = Lower-Division; UD = Upper-Division.

First-Time Student Roadmap (4 Year)

a. The roadmaps presented in this Bulletin are intended as suggested plans of study and do not replace meeting with an advisor. For a more personalized roadmap, please use the Degree Planner (https://registrar.sfsu.edu/degreeplanner/) tool found in your Student Center.

b. In order to choose your English Composition A2 course and your QR/Math B4 course, please complete the online advising activities at writingadvising.sfsu.edu (https://writingadvising.sfsu.edu) and mathadvising.sfsu.edu. Questions? Contact Gator Smart Start (https://gatorsmartstart.sfsu.edu).


Transfer Student Roadmaps (2 Year)

For students with an AS-T in Early Childhood Education.  

For students with an AA-T in Elementary Teacher Education.  

**This degree program is an approved pathway (“similar” major) for students earning the ADT in Child and Adolescent Development or Early Childhood Education**

California legislation SB 1440 (2009) mandated the creation of the Associate Degree for Transfer (ADT) to be awarded by the California Community Colleges. Two types of ADTs are awarded: Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T).

Note: no specific degree is required for admission as an upper-division student. However, the ADT includes specific guarantees related to admission and graduation and is designed to clarify the transfer process and strengthen lower-division preparation for the major.

An ADT totals 60 units and in most cases includes completion of all lower-division General Education requirements and at least 18 units in a specific major. (The Biology, Chemistry, and Environmental Science AS-T degrees defer 3 units in lower-division GE area C and 3 units in lower-division GE area D until after transfer.) Students pursuing an ADT are guaranteed admission to the CSU if minimum eligibility requirements are met, though not necessarily to the CSU campus of primary choice.

Upon verification that the ADT has been awarded prior to matriculation at SF State, students are guaranteed B.A. or B.S. completion in 60 units if pursuing a “similar” major after transfer. Determinations about “similar” majors at SF State are made by faculty in the discipline.

Degree completion in 60 units cannot be guaranteed when a student simultaneously pursues an additional major, a minor, certificate, or credential.

A sample advising roadmap for students who have earned an ADT and continue in a “similar” major at SF State is available on the Roadmaps tab on the degree requirements page for the major. The roadmap displays:

- How many lower-division units required for the major have been completed upon entry based on the award of a specific ADT;
- Which lower-division requirements are considered complete upon entry based on the award of a specific ADT;
- How to complete the remaining 60 units for the degree in four semesters.

Students who have earned an ADT should seek advising in the major department during the first semester of attendance.

**General Advising Information for Transfer Students**

a. Before transfer, complete as many lower-division requirements or electives for this major as possible.

b. The following courses are not required for admission but are required for graduation. Students are strongly encouraged to complete these units before transfer; doing so will provide more flexibility in course selection after transfer.  
   - a course in U.S. History  
   - a course in U.S. & California Government

For information about satisfying the requirements described in (1) and (2) above at a California Community College (CCC), please visit http://www.assist.org (http://assist.org). Check any geographically accessible CCCs; sometimes options include more than one college. Use ASSIST to determine:

- Which courses at a CCC satisfy any lower-division major requirements for this major;  

Remedial courses are not transferable and do not apply to the minimum 60 semester units/90 quarter units required for admission.

Additional units for courses that are repeated do not apply to the minimum 60 units required for upper-division transfer (for example, if a course was not passed on the first attempt or was taken to earn a better grade).

Before leaving the last California Community College of attendance, obtain a summary of completion of lower-division General Education units (IGETC or CSU GE Breadth). This is often referred to as a GE certification worksheet. SF State does not require delivery of this certification to Admissions, but students should retain this document for verifying degree progress after transfer.

Credit for Advanced Placement, International Baccalaureate, or College-Level Examination Program courses: AP/IB/CLEP credit is not automatically transferred from the previous institution. Units are transferred only when an official score report is delivered to SF State. Credit is based on the academic year during which exams were taken. Refer to the University Bulletin in effect during the year of AP/IB/CLEP examination(s) for details regarding the award of credit for AP/IB/CLEP.

Students pursuing majors in science, technology, engineering, and mathematics (STEM) disciplines often defer 6-9 units of lower-division General Education in Areas C and D until after transfer to focus on preparation courses for the major. This advice does not apply to students pursuing associate degree completion before transfer.

**Transferring From Institutions Other Than CCCs or CSUs**

Review SF State’s lower-division General Education requirements. Note that, as described below, the four basic skills courses required for admission meet A1, A2, A3, and B4 in the SF State GE pattern. Courses that fulfill the remaining areas of SF State’s lower-division GE pattern are available at most two-year and four-year colleges and universities.

Of the four required basic skills courses, a course in critical thinking (A3) may not be widely offered outside the CCC and CSU systems. Students
should attempt to identify and take an appropriate course no later than the term of application to the CSU. To review more information about the A3 requirement, please visit bulletin.sfsu.edu/undergraduate-education/general-education/lower-division/#AAEL.

Waiting until after transfer to take a single course at SF State that meets both US and CA/local government requirements may be an appropriate option, particularly if transferring from outside of California.