California State University
SAN MARCOS

Bachelor of Arts in Child and Adolescent Development






Psychology Department

CHAD Student Handbook

2025-2026

http://www.csusm.edu/chad

California State University San Marcos
Psychology Department -- CHAD Student Handbook
2025-2026

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Welcome to the CSU San Marcos Psychology Department!

This student handbook was developed by the members of the Psychology faculty to inform you about requirements, offer advice, introduce you to the faculty, and to answer general questions about our Child and Adolescent Development (CHAD) major. The CHAD major is housed in the Psychology department, which offers two majors: Psychological Science and CHAD. Tenure-track Psychology faculty are able to advise you about courses in the CHAD major as CHAD is an academic sub-discipline of Psychology and is grounded in scientific inquiry, critical thinking, and in-depth analysis of issues in developmental psychology. More specific questions regarding career and education paths in CHAD can be directed to the CHAD Program Director Dr. Haylee DeLuca Bishop (hdelucab@csusm.edu) or to our Developmental Psychology faculty, Dr. Allison Jobin, Dr. Janice Phung, Dr. Kimmie Vanderbilt, and Dr. Yu Zhang (see https://www.csusm.edu/psychology/facstaff.html for contact information). Your understanding of our program aims and expectations will be helpful to you. Please review the handbook carefully and keep it readily accessible for future reference. Also, visit our CHAD website (www.csusm.edu/chad/) for updates, news, and activities. Finally, be sure to follow us on social media to receive updates as well: https://www.instagram.com/csusm_psyc/

The Psychology faculty members are active scholars from diverse areas of training and specialization. The faculty is a dedicated group of instructors who seek to make your undergraduate education in child and adolescent development rich and meaningful. We offer a challenging and high-quality undergraduate curriculum that provides an excellent background in psychological and developmental theory, research, and application. The rewards from succeeding in our program include a strong preparation toward your career or graduate goals, personal and professional insight, and a better appreciation of our diverse world.

We encourage you to become involved in as many aspects of your university education as possible. We look forward to knowing you.

Best regards,

CHAD/Psychology Faculty

Mission Statement

The Mission of the Child and Adolescent Development (CHAD) B.A. degree program is to prepare students for employment in various fields and/or advanced study in developmental science by educating them in the fundamental concepts, theories, and laboratory/field techniques used in the empirical study of development from the prenatal period through emerging adulthood.

Program Description

The Child and Adolescent Development (CHAD) major focuses on the developmental processes that occur from conception through the end of adolescence. Students gain a comprehensive overview of typical and atypical development through exploration of empirically identified milestones across biological, cognitive, and psychosocial developmental domains. Course topics focus on developmental trajectories, theories, developmental research methods, ethics, and contexts of development. Throughout the curriculum, special emphasis is placed on the interaction of the individual and environment in the unfolding of development. Students acquire knowledge through exposure to relevant scientific literature, research projects, observations, and fieldwork. The curriculum provides students with a variety of tools to acquire, communicate, and disseminate information so that they may develop a lifelong pursuit of developmental inquiry. Graduates receive an excellent foundation for subsequent careers working with children and adolescents in various fields including research, education, health care, public policy and advocacy, the law, and counseling.

Career Opportunities

The Child and Adolescent Development major provides an excellent preparation for careers in developmentally related public organizations, teaching institutions, service agencies, and mental and physical health facilities. Our undergraduate program provides appropriate background for graduate training in developmental psychology, including experimental, applied, and clinical programs. Coursework in CHAD is also relevant to graduate training in counseling, teaching, medicine, law, child advocacy, and public policy relating to children and adolescents.

Program Director: Dr. Haylee DeLuca Bishop

Support Staff: Erika Villalobos, Academic Coordinator
Liz Daynes, Administrative Support Assistant

CHAD PROGRAM STUDENT LEARNING OUTCOMES

1. Describe the continuum of typical to atypical development of children and adolescents and/or factors that impact development, such as biological factors, social contexts, and broader systems (e.g., hormones, family, peers, schools, communities, cultures).

2. Locate, interpret, and critically evaluate scholarly articles in developmental psychology and other relevant fields.

3. Apply the theories and methods used to assess the behavior of children, adolescents, and/or the adults in the environment, including research design, quantitative and/or qualitative analysis, and interpretation.

4. Clearly and effectively express ideas using oral communication skills with attention to audience and topic.

5. Demonstrate effective written communication skills in a variety of formats and for a variety of audiences, using APA format when appropriate.

6. Describe and explain the guidelines, and their importance, for the ethical treatment of children and adolescents as articulated by the American Psychological Association and the Society for Research in Child Development.

Major Requirements
(for students beginning before Fall 2024)

Lower Division (5 courses/15 units required)	Units
PSYC 100 Introduction to Psychology	3
PSYC 210 Child Growth and Development	3
PSYC 215 Child, Family, and Community	3
PSYC 220 Introductory Statistics in Psychology	3
PSYC 230 Research Methods in Psychology	3

Upper Division (11 courses/33 units required)

Core Courses required of all students

PSYC 331 Infancy & Childhood: Theories and Research	3
PSYC 349 Adolescence: Theories and Research	3
CHAD 370 Risk and Resilience in Childhood/Adolescence	3
CHAD 491 Children, Adolescents, and Social Policy	3
Two labs (both labs require 100, 220, 230, and a specific lecture course as a prerequisite):*	
PSYC 395 Lab in Developmental Psychology (*331 or 349)	3
CHAD 496 Observation and Assessment Lab (*331 and 349)	3

Cluster Courses (Choose one from each cluster; see Catalog for prerequisites)

Cluster A: Atypical Child Development 3

- CHAD 339 Exceptional Children and Adolescents
- PSYC 328 Developmental Psychopathology

Cluster B: Contexts of Child and Adolescent Development 3

- CHAD 345 Perspectives on Child Rearing
- CHAD 347 Peer Relationships in Childhood and Adolescence
- PSYC 343 Psychology of Work and Family
- PSYC 345 Psychology of Caregiving Across the Lifespan
- PSYC 346 Principles of Behavior Change

Cluster C: Understanding Others 3

- PSYC 332 Social Psychology
- PSYC 333 Psychology of Prejudice
- PSYC 336 Abnormal Psychology
- PSYC 341 Multicultural Perspectives on Psychology
- PSYC 342 Group Dynamics
- PSYC 344 Positive Psychology
- PSYC 351 Social Cognition
- PSYC 356 Developmental Psychology: Adulthood and Aging

Cluster D: Intrapersonal Development 3

- CHAD 365 Socioemotional Development
- PSYC 334 Psychology of Personality
- PSYC 360 Biopsychology
- PSYC 362 Cognitive Processes

Cluster E: Researching/Working with Children and Adolescents 3

- CHAD 495 Field Experience with Children, Adolescents, and Families
- CHAD 450 Practicum in Early Childhood Education
- EDUC 380 Applications in Child/Youth Development
- PSYC 340 Survey of Clinical Psychology
- PSYC 354 Educational Psychology

- PSYC 495 Field Experience in Psychological Settings
- PSYC 498 Independent Study
- PSYC 499 Independent Research

Total Units **48**

Major Requirements
(for students beginning Fall 2024 or later)

Lower Division (5 courses/15 units required)	Units
PSYC 100 Introduction to Psychology	3
PSYC 210 Child Growth and Development	3
PSYC 215 Child, Family, and Community	3
PSYC 220 Introductory Statistics in Psychology	3
PSYC 230 Research Methods in Psychology	3

Upper Division (11 courses/33 units required)
Core Courses required of all students

PSYC 331 Infancy & Childhood: Theories and Research	3
PSYC 349 Adolescence: Theories and Research	3
CHAD 370 Risk and Resilience in Childhood/Adolescence	3
CHAD 491 Children, Adolescents, and Social Policy	3

Laboratory Course (3 units) 3
CHAD 496 Observation and Assessment Lab (*331 and 349)
PSYC 395 Lab in Developmental Psychology (*331 or 349)

Cluster Courses (Choose one from each cluster; see Catalog for prerequisites)

Cluster A: Atypical Child Development 3
- CHAD 339 Exceptional Children and Adolescents
- PSYC 328 Developmental Psychopathology

Cluster B: Contexts of Child and Adolescent Development
- CHAD 344 Developing in the Digital Age
- CHAD 345 Perspectives on Child Rearing
- CHAD 347 Peer Relationships in Childhood and Adolescence
- PSYC 343 Psychology of Work and Family 3
- PSYC 345 Psychology of Caregiving Across the Lifespan
- PSYC 346 Principles of Behavior Change

Cluster C: Understanding Others 3
- PSYC 332 Social Psychology
- PSYC 333 Psychology of Prejudice
- PSYC 336 Abnormal Psychology
- PSYC 341 Multicultural Perspectives on Psychology
- PSYC 342 Group Dynamics
- PSYC 344 Positive Psychology
- PSYC 351 Social Cognition
- PSYC 356 Developmental Psychology: Adulthood and Aging

Cluster D: Intrapersonal Development 3
- CHAD 365 Socioemotional Development
- PSYC 334 Psychology of Personality

- PSYC 360 Biopsychology
- PSYC 362 Cognitive Psychology

Cluster E: Researching/Working with Children and Adolescents 3

- CHAD 450 Practicum in Early Childhood Education
- CHAD 495 Field Experience in Child and Adolescent Development
- EDUC 380 Applications in Child/Youth Development
- PSYC 340 Survey of Clinical Psychology
- PSYC 354 Educational Psychology
- PSYC 495 Field Experience in Psychological Settings
- PSYC 498 Independent Study
- PSYC 499 Independent Research

Elective (3 units) 3

Select CHAD 496, PSYC 395, or any course in Clusters A-E not already taken.

Total Units **48**

Special Requirements

Intermediate Language Proficiency (0-9 units): This requirement can be met in one of the following ways: a. Intermediate 200-level (3rd semester) language course with a grade of C or higher or CR. b. CSUSM Language Proficiency Exam demonstrating intermediate-level language proficiency. c. AP Language other than English Examination with a score of 3 or higher. d. IB Higher-Level Language A Literature Exam or Language A Language and Literature Exam with score of 4 or higher. e. CLEP with the following minimum score: French Level II: 59; German Level II: 60; Spanish Level II: 63. f. TOEFL or other CSUSM-approved English language exam as a condition for admission to CSUSM. g. Completion at least 3 full-time years at a high school or university where English was not the principal language of instruction. h. Intermediate-level ASL may fulfill this requirement, see the Catalog for conditions.

In addition to the CHAD Major Requirements there are a number of General Education Requirements. Please consult the university catalog or a GE advisor if you have questions about those requirements. *Note that you cannot fulfill your upper division GE requirements with courses from CHAD or from the Psychology major*. Thus, your upper division GE courses must be taken **outside** of CHAD and Psychology.

Breadth Requirement (3 UNITS): Select an upper-division Social Science (DD designated) course outside of the major and in a discipline other than Child & Adolescent Development or Psychological Science.

Each course counted toward the major must be completed with a grade of C (2.0) or higher. No more than a total of three (3) units taken from either Independent Study (PSYC 498) or Independent Laboratory Research (PSYC 499) may be applied toward the major. No more than three (3) units of Field Experience (CHAD 495, PSYC 495) may be applied toward the major (only one of these courses: 498, 499 or 495 will count toward your Cluster E requirement). A minimum of eighteen (18) units counted toward the CHAD major must have been completed at CSU San Marcos. You must acquire approval in writing from your major advisor *prior* to enrolling in courses at any other institution if they are to be counted toward the major here.

Consult the General Catalog for official course descriptions.

Description of the Major

Lower Division Courses

There are five (5) lower division courses required for the CHAD major: Introduction to Psychology (PSYC 100), Child Growth and Development (PSYC 210), Child, Family, and Community (PSYC 215), Introductory Statistics in Psychology (PSYC 220), and Research Methods (PSYC 230). All are offered at CSU San Marcos. Local community colleges, and most universities, offer some courses that satisfy our lower division requirements. For example:

CSUSM requirement	Accepted community college courses
PSYC 100: Introduction to Psychology	Any Introduction to Psychology or General Psychology course
PSYC 210: Child Growth and Development	Palomar: CHDV 100 Child Growth and Development
	Mira Costa: CHLD 113 Child and Adolescent Growth and Development
	Mt. San Jacinto: CDE 110 Child Development
	San Diego City: CHIL 101 Human Growth and Development
PSYC 215: Child, Family, and Community	Palomar: CHDV 115 Child Family and Community
	Mira Costa: CHLD 210 Child Family and Community
	Mt. San Jacinto: CDE 125 Child Family and Community
	San Diego City: CHIL 141 Child Family and Community

CSUSM requirement	Accepted community college courses
PSYC 220: Introductory Statistics in Psychology	Palomar: PSYC 205 or SOC 205
	Mira Costa: PSYC 104 or SOC 104 (not Math 103)
	Mt. San Jacinto: PSYC 121
	San Diego City: PSYC 258 **and** PSYC 259
PSYC 230: Research Methods in Psychology	Palomar: PSYC 230
	Mira Costa: PSYC 205
	Mt. San Jacinto: PSYC 124 *must have lab component (2017 and later)

These articulation agreements are renegotiated annually. If you plan to take a psychology or child development course at a community college other than introductory or general psychology, check the up-to-date list first: a full list of courses currently accepted from other colleges without requiring faculty approval is available online at www.assist.org. Further information on issues related to transfer can be found on the Department website: www.csusm.edu/psychology under Transfer Student Information.

As a general rule, we do not accept statistics courses taken in MATH departments, as they do not provide students with the background in behavioral statistics necessary for success in our upper division CHAD laboratory classes.

List of Lower Division Courses

Introduction to Psychology (PSYC 100)
Provides an introduction to the core areas of Psychology. It is the prerequisite for many upper division psychology and CHAD courses.

Child Growth and Development (PSYC 210)
Provides an introduction to development from birth through adolescence**.** It is a prerequisite for many of the upper division CHAD courses.

Child, Family, and Community (PSYC 215)
Provides an introduction to children's/adolescents' psychosocial worlds of family, school, and community. It is a prerequisite for many of the upper division CHAD courses.

Introductory Statistics in Psychology (PSYC 220)
All of the research methods courses (i.e., PSYC 230 and "lab" courses: PSYC 395 and CHAD 496) assume you have taken statistics as a prerequisite. *It is critically important that you have this preparation.* If you have not taken statistics prior to beginning your major at CSU San Marcos, you should make arrangements to do so right away. (MATH statistics does not fulfill this requirement.)

Research Methods in Psychology (PSYC 230)
Both of the upper division research methods ("lab") courses list PSYC 230 as a prerequisite. This requirement is strictly enforced.

Human Participant Pool
Three of the Lower Division psychology courses (PSYC 100, PSYC 220, PSYC 230) require participation in psychology research studies that are conducted by faculty and students here on campus. Involvement in psychological research is an active way of participating in the science of psychology. The HPP requirement will be explained in your course syllabus each semester and on the department website.

What other lower division psychology courses that I have taken elsewhere will count toward my major at CSU San Marcos?

No other Lower Division psychology or child development course, whether taken at a community college or a 4-year college/university, and regardless of its title or content, will count toward the CHAD major at CSU San Marcos. These courses probably do apply to your total units toward graduation (this is determined by Admissions), but NOT toward the major requirements. Other Psychology or Child Development courses you have taken at the lower division level are considered good preparation for coursework at the upper division level, but cannot substitute for upper division work. If you have taken upper division psychology and/or child development courses elsewhere, check with the CHAD Program Director, Dr. Haylee DeLuca Bishop (hdelucab@csusm.edu) to determine if those courses will satisfy a requirement here.

Upper Division Courses

Upper Division Laboratory Courses (Advanced Research Methods -- PSYC 395 and CHAD 496)

The psychology/CHAD laboratory courses acquaint students with characteristic research techniques in developmental psychology. The lab classes are activity-oriented; they are challenging and involve a significant commitment of time. Students conduct research projects both in and out of class. ***Plan your schedule so that you take no more than one (1) upper division laboratory course per semester.*** The psychology program offers enough sections of upper division laboratory classes each semester to meet general student enrollment needs. The program will offer these classes on a regular basis, **but we cannot guarantee that the *one* lab that you need to graduate will be available in the semester you need to take it.**

Each of the upper division laboratory courses has course prerequisites, including PSYC 100, PSYC 220 Statistics and PSYC 230 Research Methods and a companion lecture course prerequisite. You must take the prerequisite classes ***before*** (not concurrently with) taking an upper-division lab class. Statistics and Research Methods will give you the necessary background in these areas before you apply them at an advanced level in these lab courses. The lecture course covers topics, theories, hypotheses and research; the lab courses give you experience with primary methodologies and characteristic research designs in the field.

Specific prerequisite lecture courses for the two upper division laboratory courses (including the PSYC 100, PSYC 220 and PSYC 230 prerequisites) are as follows:

Lab	*Prerequisite Lecture Course*
PSYC 395	PSYC 331 ***or*** PSYC 349
CHAD 496	PSYC 331 ***or*** PSYC 349

Please note that the prerequisites for lab courses will be strictly enforced, and must be completed with a grade of C or better ***before*** enrolling in the lab (i.e., no concurrent enrollment). If you took the prerequisite courses anywhere other than CSU San Marcos, please bring a copy (electronic is acceptable) of your transcripts to the first day of class in the event that your prerequisites need to be verified.

Background Check and other Requirements for CHAD 496 and CHAD 450

For most CHAD majors, CHAD 496 is the best lab to take in they wish to work directly with youth, especially in an educational setting. Many CHAD students may also choose take CHAD 450 to meet their Cluster E requirement. Typically, these courses are taught at the Center for Children and Families (CCF) on campus (453 La Moree Rd). As part of their licensing requirement, the CCF will only allow students with clear background checks (or exemption approvals) and required medical documentation to take the course at the Center.

For students taking CHAD 496 and/or CHAD 450, the deadline for the background check and immunization records is will be announced each semester, prior to the course registration period. The paperwork submission window is determined by the CCF and will be announced via email and on our department website. In addition, students will receive an email after they enroll in either course with the deadline and information for completing the required paperwork. The CCF hours are Monday through Friday from 7:00 AM to 6:00 PM. Students who do not submit

all required paperwork by the deadline will dropped from CHAD 496 and/or CHAD 450. No exceptions will be made, so be sure to plan ahead.

These requirements are outlined below. Please complete the background check and TB test **no earlier than one year** before the start of the class (Livescan and TB tests are good for one year).

Be sure to print all materials and make photocopies of your completed forms for your records **before** you bring the documents to the CCF. They cannot print any forms or make copies for you. **ONLY COMPLETE SETS OF MATERIALS WILL BE ACCEPTED.**



1. Students will submit to a **background and fingerprint check** through Live Scan. This process requires that students provide a Social Security Number* and some form of ID (e.g., driver's license) at the time that the fingerprints are taken. The student is responsible for fees.
    - Students can provide finger prints to Live Scan through parking services or another Live Scan site, such as Postal Annex. Please consult the campus Live Scan website for complete information on the Live Scan process.
    - Students must print, complete, and bring the **Request for Live Scan Report** when they submit their fingerprints to Live Scan. Please download this report form as it contains the specific information necessary for the CCF.
        - In the section "Authorized Applicant Type" enter "Child care 6 or more".
    - Live Scan will sign/stamp a document once you submit your background and fingerprint check; bring a copy of this document to the CCF to show that you have completed this task.

- Results of the Live Scan background check will be sent directly to the CCF. CSUSM employees (faculty, administrators) DO NOT have access to the details or results of the background check.
- See below for more information about flagged background checks.
- *Students that do not have a Social Security Number can contact the CHAD Program Director.

2. Students must complete a Tuberculosis (TB) test and submit results to the CCF. The student is responsible for fees.
3. **Immunization requirements**:
    - **ALL** center/site students enrolled in CHAD 496 and/or conducting research at the Center for Children and Families need to have immunization documentation in their files indicating they have received the MMR and Tdap (tetanus, diphtheria, and pertussis/whooping cough), as well as documentation of a current flu vaccination or a signed declination of the flu vaccine.
        - For those students who cannot obtain these vaccines for medical reasons, a note to that effect from a licensed physician must be provided.
        - Alternatively, a licensed physician can provide a note that establishes evidence of immunity specifically to measles and Tdap, though the flu vaccination or declination will still be required.
    - For the flu vaccination specifically, students need to provide proof of flu immunization (or an exemption).
        - Students are given the option to decline the flu vaccine by filling out a declaration stating that he or she is declining the vaccination.
        - For students who do not decline the flu vaccine, flu vaccines must be obtained between August 1 and December 1 each year.
    - Students will need to receive vaccinations if they:
        - don't have a medical exemption or evidence of immunity from a physician;
        - can't provide their immunization records; and/or
        - never received the MMR vaccine.

Failure to complete all of the required screening in the stated timeframe will result in the student being disenrolled from the course. Students must make arrangements to have all required background check and immunization paperwork submitted to the CCF by the deadline for the semester in which they will be at the CCF.

CSUSM students are under CSUSM's COVID vaccine requirement. Because this is a university requirement and not a CCF/CHAD program requirement, CHAD majors taking these courses are not required to provide proof of COVID-19 immunization or declination to the CCF.

Only complete sets of materials will be accepted. If students fail to provide copies of these documents to the CCF by this time they will be dropped from CHAD 496/450

Be advised that if you have a prior misdemeanor or felony conviction, your background check may be flagged. California Community Care Licensing will determine whether the student will be allowed to work with children, and the university and the CCF have no authority to overrule this decision. If the CCF notifies the CHAD Program Director that a student is ineligible or if they are awaiting exemption approval, the student will be disenrolled from CHAD 496/450.

- For students who do not pass the background check, they must meet with the CHAD Program Director to discuss choice of major.
- For students waiting to receive exemption approval, they must wait to enroll in CHAD 496/450 until the background check exemption approval has been granted; this process can take up to 6 months.
- If a student knows that they may have difficulty clearing the background check:
    - Start this process **6-12 months in advance of taking CHAD 496/450** to ensure they can try to take the course in the desired semester.
    - Review the information provided to determine whether the issue may be cleared or an exemption may be approved.

Students who know they cannot pass the background check or receive exemption approval should consult with the CHAD Program Director (hdelucab@csusm.edu) to discuss the options for another major.

Screening for placements at other locations (e.g., via CHAD 450, CHAD 495 and PSYC 495 Field Study, PSYC 499 Independent Research, EDUC 380/HD 380):

- If students opt to conduct Field Studies or Research at facilities outside of the CCF as part of their satisfaction of major requirements in Cluster E, they may be required to submit to additional screening (e.g., drug testing). Students must complete and obtain a clear background check and any additional screening **no earlier than one year and no later than six weeks** prior to the start of the semester in which they will begin the course.
- These requirements are agency-specific, therefore no information about particular tests is provided here; students must consult with the agency.
- In addition, note that background checks completed for other courses in which you are placed in a facility other than a childcare center (e.g., EDUC 380) are not the same as the background checks required for CHAD 496/450. If you have a background check completed for another course with a different type of placement, you will need to do the background check again for CHAD 496/450.

ACKNOWLEDGEMENT OF BACKGROUND CHECK AND OTHER REQUIREMENTS: By clicking "Accept" in the appropriate window in my.csusm, you are acknowledging that you are aware that it is your responsibility to adhere to these requirements and the consequences; any fees that a student incurs will not be refunded. All CHAD majors must click "Accept" in the relevant window in my.csusm. If you click "Remind Me Later," you will continue to see the window until you click "Accept." Students who do not click that they accept will still be held responsible for the requirements.

Questions may be directed to the CHAD Program Director, Dr. DeLuca Bishop (hdelucab@csusm.edu).

More information can be found on the CHAD website: http://www.csusm.edu/chad/

Required Lecture Courses

The CHAD program requires that you take four (4) core lecture courses:

- PSYC 331: Infancy and Childhood: Theories and Research
- PSYC 349: Adolescence: Theories and Research
- CHAD 370: Risk and Resiliency in Childhood and Adolescence

- CHAD 491: Children, Adolescents and Social Policy

These are designed to provide a broad overview of developmental psychology from infancy through adolescence in addition to providing a strong foundation in environmental factors that impact development.

The first two (2) core lecture courses are prerequisites for advanced lab classes, so take them early in your program. The Psychology Department normally offers at least one section of PSYC 331 and 349 each semester. CHAD 370 and CHAD 491 will be offered at least once per year; they may be offered more often based on enrollment demand.

Cluster Courses
In addition to the required courses, CHAD majors must take five (5) upper division (300/400 level) psychology/CHAD classes (15 units). Consult the General Catalog for descriptions of courses that may be offered as cluster courses. The department makes an effort to offer most of the cluster courses on a regular basis, but you may not have the opportunity to take a particular course during your time with us because not all classes are offered every semester or year. If a cluster course that you particularly want is offered in a given semester, take it (if you have the required prerequisites). There is no guarantee that you will have a second chance.

The following cluster courses provide individually supervised learning experiences:

Field Experience (CHAD 495 & PSYC 495)

CHAD 495: Field Experience with Children, Adolescents, and Families and Psychology 495: Field Experience in Psychological Settings are Cluster E or elective courses designed to provide supervised field experience in on- and off-campus community and institutional settings. Students will spend approximately six (6) hours per week in the field and attend weekly class meetings to discuss relevant theory and research. The Psychology Department does not give college credit for volunteer work or other field experiences unless they are associated with PSYC 495 or independent study (498-499, see below).

CHAD 495: Field Experience in Child and Adolescent Development is a Cluster E or elective course and has similar requirements as PSYC 495. Unlike PSYC 495, all the internship sites pertain to CHAD and course content includes research-informed and developmentally appropriate theories and practice. Students who are interested in obtaining an ECE/child development permit will need to take a 3-unit, field experience class with a placement in a supervised ECE/CD setting.

PSYC 495 is designed for advanced students (nine (9) units of upper-division psychology. CHAD majors taking this course are required to work in settings that are relevant for children, adolescents, and/or their families or the course will not count toward this requirement.

Independent Study (PSYC 498)/Independent Research (PSYC 499)
PSYC 498 projects are intended to be primarily library projects, in which the student conducts extensive library research on a topic of interest in developmental psychology. The resulting manuscript will typically be either a detailed research proposal or a theoretical paper written in APA (or other appropriate scientific) style. Innovative projects of a special nature may also be proposed as 498 projects. In all cases, such projects will involve gaining familiarity with the

relevant professional literature and a written report in APA (or other appropriate scientific) style. In some cases, 498 projects may include some field experiences. However, 498 shall not serve as a substitute for 495. No more than one-half of the hours of PSYC 498 shall consist of field placement.

PSYC 499 projects are intended to be primarily laboratory or field research projects in which students receive a *variety* of "hands-on" research experiences (e.g., preparing stimulus materials, running participants, coding data, entering data into computer files, analyzing data). Students should read a minimum of 10-12 background articles or equivalent scientific literature related to the research project on which they are working. Students typically submit an APA (or other appropriate scientific) style research report or research proposal at the conclusion of the 499.

To be eligible for PSYC 498 or 499, a student must have completed at least 48 units of undergraduate study, and must have a cumulative GPA of 3.00 or better. In addition, for PSYC 499 you must have successfully completed (with a grade of C or better) at least one upper division laboratory course (PSYC 390-396 or CHAD 496). Final acceptance in PSYC 498 or PSYC 499 depends on the willingness of a faculty member to supervise you.

PSYC 498 or 499 are normally taken for three (3) units, although in some cases more or fewer are appropriate to the project. The course may be taken for one (1), two (2), three (3), or four (4) units, with varying expectations of workload. The number of units appropriate for each special studies project shall be determined by the faculty member.

If you want to take either PSYC 498 or 499, you should first check to be sure that you meet the eligibility requirements listed above. Then, contact a faculty member with whom you would like to work. If the faculty member is willing to sponsor you, obtain an "Independent Study/Research & Internship Contract" from the faculty member. Next, complete your part of the form and return it to the faculty member. You and the faculty member will then complete the "Contract Information" section of the form together. Finally, after the necessary signatures are obtained, return the completed form to Registration and Records in Cougar Central (Craven Hall 3rd Floor, Room 3700) to officially enroll in the class.

Please be aware that a student may enroll for no more than a total of four (4) units of PSYC 498 and/or 499 in one term without special permission from the Psychology Department Curriculum Committee. Also, although both 498 and 499 may be repeated, no more than three (3) units of PSYC 498 or 499 (combined) may be applied toward the major.

Other Graduation Requirements

The General Catalog provides information on CSU San Marcos graduation requirements. Depending on your year of initial enrollment at CSU San Marcos, these requirements may vary. We suggest you consult Undergraduate Advising Services, located in Administrative Building 1300, for advisement on issues outside the CHAD major.

Grades

Remember, each course counted toward the major must be completed with a grade of C (2.0) or higher (not C-). In addition, final grades in a course cannot be changed after they are submitted except in the case of a clerical error or where an error was made in the original evaluation (the grade was entered inaccurately, or the professor miscounted your points on the final exam, for

example). This rule is stipulated by the CSU San Marcos catalog (see "Grade Changes"). Information regarding Incompletes can be found in Appendix A.

Advising

Course Registration Planning
We normally offer all courses specifically required for the major very frequently, usually every single semester. Other courses that are menu choices to satisfy a major requirement are not always offered as frequently.

- The upper division laboratory course PSYC 395 is offered every semester.
- CHAD 496 is offered every semester.
- Certain cluster courses are offered only periodically (and some have not yet been offered).

We encourage you to take this information into account when you plan your course registration. For example, if a course that you want to take is offered less frequently, you may wish to enroll for it when the first opportunity arises. If you need a course to fulfill a menu requirement you may not want to wait until your favored course is offered. In order to be able to take a laboratory course when it is offered, you will need to have the prerequisite lecture course, so you may wish to ensure that you enroll in the appropriate lecture courses early in your undergraduate career.

Reference Information
There are many sources of information about the CHAD Program and Psychology Department at CSU San Marcos. Most of the information needed to develop your program of studies is contained in the CSU San Marcos General Catalog and the Schedule of Classes. This CHAD Student Handbook has been developed to provide additional information. We also have a web page, where you can find most of the information (and more) contained in this handbook. The web page address is http://www.csusm.edu/chad/ Stay connected by checking for Announcements and News on the Psychology Department website and follow us on Instagram @csusm_psyc.

Faculty Advising
We encourage you to select and visit a faculty advisor early in your academic career, and by the beginning of your junior year at the latest. You may choose a faculty member with whom you feel comfortable, a professor who has taught a course you enjoyed, or a faculty member who works in a research area that interests you. Your faculty advisor can give you advice on choosing courses, meeting requirements, planning for a career or graduate school, and succeeding in college. Questions about CHAD as well as questions about graduate study and/or careers in CHAD can be directed to any of our Developmental Psychology faculty: Dr. Allison Jobin, Dr. Janice Phung, Dr. Kimmie Vanderbilt, and Dr. Yu Zhang, or the CHAD Program Director, Dr. Haylee DeLuca Bishop.

Although you may see any faculty advisor for general advising, transfer courses from other institutions should be approved by the CHAD Program Director, Dr. Haylee DeLuca Bishop (hdelucab@csusm.edu). Major courses MUST be approved BEOFE taking a majors course. Even if a course has a similar/same name, it does not mean it includes the same content or meets our course requirements. You MUST send a course description and syllabus to the program director and receive approval before taking a CHAD-major course off campus.

Questions about non-psychology or non-CHAD aspects of your educational program (e.g., General Education) will require referral to university advisors. For information about academic advising, or to make an appointment with an advisor, go to www.csusm.edu/academicadvising.

Psychology Academic Resource Lab (PARL)
The Psychology Academic Resource Laboratory is a resource for *all* undergraduate psychology and CHAD students. The purpose of PARL is to provide academic support for enhancing quantitative, computing, writing, biological, and research methodology skills that are essential to psychology. PARL also offers a variety of specialized computer programs and tutorials on statistics, research methods, psychometrics, and the biological bases of behavior. Psychology graduate students staff the lab, which will be available during the semester on a drop-in basis. Graduate assistants also provide individual appointments for academic consultation. Finally, PARL schedules workshops, symposia, and videos presented by faculty, staff, and graduate students throughout the year. The presentations might include writing APA style papers, information about graduate/professional schools, career options in psychology/CHAD, the Internet, information competence and research topics in psychology. PARL is held in SBSB 1206. PARL hours will be posted early in the semester. You may also find PARL hours on the department website https://www.csusm.edu/psychology/currentstudents/parl.html

Peer Advising
PARL is also available for peer advising. The PARL advisors can offer advising on course selection, major/minor requirements, transfer courses and graduate school preparation. You can drop in for peer advising during PARL's regularly scheduled hours.

Graduation
Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative. Upon completion of 85 units, the student is eligible to file an application for graduation with Enrollment Services. The Class Schedule each semester specifies the filing date, which is well in advance of the expected graduation date (usually early in the semester before graduation). Deadlines for graduation application are also available on the web at https://www.csusm.edu/enroll/graduation/. Sometime after you apply for graduation you will receive a notice detailing your current status and courses remaining to be taken. If you have any questions about your graduation notice, see a campus academic advisor right away.

Career Counseling
The Career Center, located in Administrative Building 1400, offers a variety of services to assist students in choosing educational paths, assessing life direction and establishing career goals. Some of the services include:

- Personal career counseling
- SIGI Plus, a "user friendly" computer guidance program
- Workshops, seminars and professional panels
- Career library resources
- Graduate school information
- GRE Practice Tests
- Job and career position listings

Graduate school preparation
You should *plan early* if you think graduate school is a possibility for you. Look for workshops hosted by the Psychology and CHAD Organization (PACO) and Psi Chi (Psychology's honor society) on "How to get into graduate school." Please note that CHAD majors are eligible for membership in these student organizations (see the Psi Chi and PACO club webpages http://www.csusm.edu/psychology/psych_club/ for more information). Faculty members will present information on graduate admissions procedures, on the Graduate Record Exam (GRE), and tips for improving your chances at acceptance.

A few general suggestions for graduate school aspirants include the following:

- Graduate schools like to see breadth in the undergraduate preparation.
- Psychology 424 (Advanced Psychological Statistics) is highly recommended for the grad-school bound student. Most doctoral programs will require you to have had it. We typically offer it once per year, usually in the fall semester.
- Graduate schools usually favor applicants with research experience (if you are applying for a research-oriented graduate program, prior research experience is required). Good performance in lab classes, and collaborative research with faculty members, are highly desirable. It is a good idea to begin collaboration with faculty members early in your undergraduate program, so they are able to write strong letters of reference. You can find research assistant opportunities in our department and funded research training opportunities are available at CSUSM through CTREE.
- Contrary to what you may have heard, it is not necessary to achieve a 4.0 GPA in order to gain entrance to graduate school. A high GPA is important, but straight A's are not essential! A composite of good grades, good GRE scores, good letters of recommendation, and research experience is most likely to get you into graduate school. In order to prepare the most competitive application and ensure graduate school is the appropriate path, some students choose to take time (one or more years) between their undergraduate and graduate education to take GREs, obtain more relevant experience, identify appropriate programs, consult with graduate students, faculty, and others in the field, and prepare high-quality applications.

About the Faculty

Tenure-track faculty

Dustin P. Calvillo, Ph.D. (2006, University of California, Santa Barbara). Before joining CSU San Marcos in 2007, Dr. Calvillo was a Visiting Assistant Professor of Psychology at Ohio University. His area of specialization is cognitive psychology. Dr. Calvillo's research focuses on a variety of higher-order cognitive processes, including aspects of human reasoning, judgment, and decision making. Dr. Calvillo is on leave in the Fall 2025 semester.

Nancy Caine, Ph.D. (1980, University of California, Davis). Dr. Caine joined CSU San Marcos in 1992; her area of specialization is comparative psychology. She completed a postdoctoral traineeship in the Developmental Psychobiology Research Group at the University of Colorado

Health Sciences Center, and was on the psychology faculty at Bucknell University (Pennsylvania) from 1981-1991. Her research focuses on antipredator behavior and sensory adaptations related to vigilance and foraging in nonhuman primates.

Nate C. Carnes, Ph.D. (2017, University of Massachusetts, Amherst). Dr. Carnes is joining CSU San Marcos in the fall of 2017. His areas of specialization include both social and quantitative psychology. Dr. Carnes is interested in the group dynamic processes that underlie our moral psychology, and answers research questions surrounding why we care about equality, fight in wars, and pick political sides. Dr. Carnes is currently on leave.

Haylee K. DeLuca Bishop, Ph.D. (2018, Kent State University). Dr. DeLuca Bishop joined CSUSM in 2018. Her research investigates predictors and consequences of close relationships during adolescence and young adulthood, including peer, romantic, and sexual relationships, with a focus on individuals who have experienced a family transition or dissolution. Her recent projects have examined peer and romantic relationship outcomes of adoptees and foster youth (as compared to those reared by their biological parents) and how friends impact short- and long-term reactions to casual sexual relationships and experiences.

Francisco J. Flores Ramirez, Ph.D. (2020, The University of Texas at El Paso). Dr. Flores Ramirez joined CSUSM in 2024. Prior to joining CSUSM, Dr. Flores Ramirez was a postdoctoral research fellow at the Scripps Research Institute in La Jolla, CA. Dr. Flores Ramirez is a Behavioral Neuroscientist, and his research investigates the neurobehavioral mechanisms that underlie Substance Use Disorders, particularly those that drive the loss of control over drug intake and that ultimately make individuals vulnerable to relapse, even after long periods of self-imposed abstinence. Using rats as a model system, his recent research projects have examined the effect of pharmacotherapies that target the orexin/hypocretin and dynorphin systems to reduced exacerbated drinking and prevent stress-induced relapse.

Gerardo M. González, Ph.D. (1989, California School of Professional Psychology, Fresno). Dr. González joined CSU San Marcos in 1991; his area of specialization is clinical psychology. He completed his predoctoral and postdoctoral clinical training at the University of California, Berkeley and a clinical-research fellowship at the University of California, San Francisco. Among his research interests are multicultural mental health issues (particularly for the Spanish-speaking), computerized clinical assessment, and the cognitive treatment of depression. Dr González will be on campus in Spring 2026.

Elisa Grant-Vallone, Ph.D. (1998, Claremont Graduate University). Dr. Grant-Vallone joined the faculty in 1998 after graduating from Claremont Graduate University. Dr. Grant-Vallone studies organizational psychology, with an emphasis on work and family issues, work environments and employee health and well-being. She is particularly interested in how women make decisions about their work and family lives, benefit from multiple roles, and manage conflict and stress. Dr Grant-Vallone is currently Associate Dean for Budget and Operations for the College of Arts, Humanities, Behavioral and Social Sciences (CHABSS).

Lisa Graves, Ph.D. (2019, SDSU/UC San Diego Joint Doctoral Program). Dr. Graves joined the CSUSM faculty in Fall 2021. She received her PhD in 2019 from the SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology, with a major area of study in neuropsychology. She completed a predoctoral internship in clinical neuropsychology at the VA Palo Alto Health Care System in 2018-2019, and an advanced postdoctoral fellowship in neuropsychology with an

emphasis in aging and Alzheimer's disease at the VA San Diego Healthcare System and UC San Diego in 2019-2021. She is a licensed psychologist in the state of California, and has extensive experience in neuropsychological assessment of adults with known or suspected neurological dysfunction, including mild cognitive impairment (MCI) and dementia within the context of neurodegenerative disease, cerebrovascular disease, and traumatic brain injury. Her current research program is centered around (1) using sensitive neuropsychological and functional measures to improve diagnostic accuracy across the continuum of normal aging, MCI, and dementia due to Alzheimer's disease and related disorders, and (2) examining influences of risk and protective factors on cognitive, functional, and biomarker trajectories, particularly among culturally diverse and historically underrepresented populations. Lisa currently teaches neuropsychology at the undergraduate (PSYC 465) and master's (PSYC 556) levels at CSUSM.

Alex C. Huynh, Ph.D. (2018, University of Waterloo, Canada). Dr. Huynh joined CSUSM in 2020. His research centers around cultural and social psychology, targeting research questions on cultural change, intergroup relations, reasoning processes, and social class. His recent projects examine how cultural values shift in responses to rising ethnic diversity, as well as what contextual factors predict wiser reasoning (e.g., intellectual humility, perspective taking). Additionally, he is interested in investigating questions around the unique experience of first-generation college students and the social perceptions and experiences of those from differing social class backgrounds.

Allison Jobin, Ph.D., BCBA-D (2012, University of California, San Diego). Dr. Jobin joined CSUSM in 2020. Broadly, her research focuses on treatment for children with autism spectrum disorder (ASD) and their families and the effective delivery of evidence-based practices in community settings. Dr. Jobin is a licensed psychologist and board certified behavior analyst with research and clinical expertise in the treatment and evaluation of ASD and related childhood disorders, parent-mediated treatment models, and naturalistic developmental behavioral interventions. Her areas of interest are in the examination of evidence-based intervention delivery in usual care settings and strategies to support community providers in the implementation of these practices, as well as the testing of approaches for adapting interventions to improve fit within varied child and family contexts.

Sasha Y. Kimel, Ph.D. (2013, University of Michigan). Dr. Kimel is a social and cultural psychologist. Before joining the faculty at CSUSM in Fall 2018, Dr. Kimel was at Harvard University where she was a Harvard College Fellow, a postdoctoral fellow and a lecturer. She received her PhD from the University of Michigan. Dr. Kimel's research focuses both on the factors that impact conflict between diverse cultural groups and on how our cultures (e.g. nation, race/ethnicity, religion) shape the way we think, feel and behave. Dr. Kimel will be on leave for the 2025-2026 academic year.

Hyunjin Koo, Ph.D. (2023, University of California, Irvine). Dr. Koo joined CSUSM in 2025. Before that, she was a postdoctoral research associate at the University of British Columbia. Dr. Koo is a social psychologist with two main research programs. First, her work investigates how experiences and beliefs about socioeconomic mobility shape everyday thoughts and behaviors, including attitudes toward work and leisure, views on the rich and poor, inequality, morality, and social class. In an emerging line of research, she is interested in a novel psychological construct she calls leisure guilt. She explores its antecedents, consequences, and the cultural and social factors that influence why and how people feel guilty about taking leisure time instead of being productive.

Janice Phung, Ph.D. (2017, University of California, Irvine). Dr. Phung joined the faculty at CSU San Marcos in 2019 after one year as a Visiting Assistant Professor at Pitzer College (of the Claremont Colleges). A developmental psychologist by training, Dr. Phung's research investigates the challenges experienced by children and adolescents with Autism Spectrum Disorder (ASD) as they relate to individual and family outcomes. Her most recent project examined the effects of a community-based martial arts intervention on executive and social functioning in children with ASD. The goals of her program of research are 1) to better understand and promote optimal development in children and adolescents with ASD, and 2) to improve how stakeholders, namely caregivers and professionals who work with the autism community, interface with individuals with ASD to help them lead healthier and happier lives. Dr. Phung is on leave during Fall 2023. Dr. Phung will be on leave for the Spring 2026 semester.

Aleksandra Perez Grabow, PhD. (2019, University of Oregon). Dr. Perez Grabow joined CSU San Marcos in Fall 2019. Her areas of specialization are clinical/counseling psychology and trauma. She completed her undergraduate studies at CSU Long Beach and worked in the community as a rape crisis counselor prior to her graduate work. Dr. Perez Grabow completed her predoctoral clinical internship at UC Riverside's Counseling and Psychological Services (CAPS). Her research focuses on examining individual and environmental factors that influence long-term psychological, physiological, and behavioral outcomes of trauma through a nonpathologizing lens. Her work on trauma encompasses developmental trauma, collective trauma, and media violence exposure.

Kim Pulvers, Ph.D., M.P.H. (2006, University of Kansas). Dr. Pulvers joined the faculty at CSU San Marcos in 2008 following two years as a postdoctoral fellow at the University of California, San Diego. Dr. Pulvers is a clinical psychologist focusing on how psychological factors impact health behaviors. Her areas of research are tobacco and cannabis use and control policies, smoking cessation and harm reduction treatments, and health disparities. Dr. Pulvers is on leave during Spring 2024.

Carlos E. Rosas, Ph.D. (2022, University of Illinois Chicago). Dr. Rosas joined the CSUSM faculty in Fall 2025. He earned his PhD in Psychology, with a concentration in Community and Prevention Research, from the University of Illinois Chicago. Prior to joining CSUSM, Dr. Rosas completed epidemiology-focused postdoctoral fellowships at UC San Diego, SDSU, the Medical College of Wisconsin, and Rush University Medical Center. His research program integrates social and health psychology theories, epidemiological methods, and community-based participatory research (CBPR) approaches (1) to examine the social, cultural, and psychological drivers/determinants (e.g., SES, immigration status, and racial/ethnic discrimination) of mental and physical health — particularly in the context of chronic disease prevention and management; and (2) to develop, implement, and evaluate culturally informed and tailored, community-based interventions to promote healthy behaviors and mitigate risk factors. His research places special emphasis on communities of color and other historically understudied populations.

Yasmine Sherafat, Ph.D. (2021, University of California, Irvine). Dr. Sherafat joined CSUSM in 2022. She specializes in behavioral neuroscience, with an emphasis on addiction and learning and memory. Dr. Sherafat's recent projects have examined how neuromodulators regulate nicotine addiction and reinforcement, both at the global and site-specific level.

Kimmie Vanderbilt, Ph.D. (2013, University of California, San Diego). Dr. Vanderbilt joined CSU San Marcos in 2013. Her area of specialization is in social cognitive development. She completed her graduate and undergraduate degrees at the University of California, San Diego. Dr. Vanderbilt's research interests focus on how children (and people) learn to reason about the thoughts and behaviors of others. Particularly, she investigates how young children learn to judge the reliability of sources who provide information, as well as how and when children make inferences about the mental states of such sources.

Carrick C. Williams, Ph.D. (2003, Michigan State University). Prior to joining CSU San Marcos in 2014, Dr. Williams was at Mississippi State University (2005-2014) as an Assistant and then Associate Professor. His area of specialization is cognitive psychology with a specific interest in visual cognition. Dr. Williams' research focuses on the interaction of vision, attention, and memory when people view and process objects, faces, and scenes.

Yu Zhang, Ph.D. (2021, UC Santa Cruz). Prior to joining CSUSM in 2023, Dr. Zhang worked as a postdoctoral scholar at the University of Chicago. Her research draws upon sociocultural theory to understand the mechanisms of children's learning and education from infancy to middle childhood. She investigates how diverse contexts - such as everyday practices, family attitudes, cultural values, and beliefs - shape the ways of learning and interaction in families from diverse backgrounds.

Part-Time Faculty

Part-time instructors may teach CHAD courses as well. Additional faculty may be added as needs arise. You can read about these faculty here:
http://www.csusm.edu/psychology/facstaff.html

Student Responsibility Code

You are responsible for knowing University and Psychology Department policies and deadlines. You should obtain and read pertinent sections of the General Catalog, Class Schedule, the CHAD Student Handbook, and class syllabi.

You are responsible for attending all classes and laboratory meetings, and for being on time. If you must miss a class, you are responsible for notifying your instructor and consulting your syllabus to determine if you can make up any work you may have missed or how to obtain information you missed. *You may not be able to make up missed work.*

You are responsible for adjusting your outside responsibilities (work, family, social, etc.) in order to allow sufficient time for your education. As a general rule, you should allow *two to three hours* outside of class for study purposes for each hour spent in class. This means a commitment of 6 to 9 hours per week for each 3-unit course you take. Lab classes will require an even greater time commitment.

Plagiarism. Any course work, including your exams, homework, research reports, and term papers, must reflect your own work, unless you are explicitly directed otherwise by

your instructor. Proper methods of referencing outside sources of information should be used at all times. If you are unfamiliar with the concept of plagiarism or have questions on a specific assignment, you are responsible for asking your instructor for assistance. If your professor believes that you have plagiarized or cheated in your coursework, s/he is *required* to report you to the Dean of Student Affairs. Violation of academic honesty can result in several penalties (including expulsion from the University). See the General Catalog and Student Handbook sections on Academic Honesty.

Prerequisites. Prerequisites for all classes (e.g., research methods, labs) are strictly enforced, and must be completed with grades of C or better prior to enrollment in the course for which the prerequisite is required. If you took the prerequisites anywhere other than CSU San Marcos, please bring copies of your transcripts to the first class for verification.

Student Organizations

Psychology and CHAD Organization
The Psychology and CHAD Organization (PACO) holds regular meetings and sponsors speakers and other presentations of interest to students. Elections for PACO officers are held annually.

Among recent PACO activities were organizing guest speakers for career opportunities in psychology and sponsoring the CSU San Marcos Psychology Student Research Fair.

CHAD students can become affiliates of the national psychological associations. Application materials for American Psychological Society (APS) and the American Psychological Association (APA) student memberships are available from their websites: www.psychologicalscience.org or www.apa.org.

Psi Chi
Psi Chi (pronounced "sigh kigh") is the international honor society in psychology. In December 1993, CSU San Marcos was granted a charter for a Psi Chi chapter on campus. Members of Psi Chi meet regularly and sponsor psychology-related events on campus. Members of Psi Chi have also presented their research at regional, national, and international conferences.

Requirements for membership in Psi Chi are specific and fairly rigorous. Interested students should contact a Psi Chi member, faculty member, or visit the department's web site for more information.

For information about PACO and Psi Chi, visit
https://www.csusm.edu/psychology/psych_club/index.html

Annual CSU San Marcos Undergraduate Psychology Student Research Conference

The CSU San Marcos Psychology Student Research Conference is held annually in late April/early May. The primary goal of the Conference is to provide students with experience presenting their work to colleagues. This is your chance to share your work with your fellow

students and with faculty. Please check the department website (https://www.csusm.edu/psychology/researchfair/index.html) for specific details and updates.

The Student Research Conference is conducted much like a professional conference. There are paper and poster sessions in which students present projects that they have conducted as part of research methods courses, independent study courses, etc. There may also be other sessions of interest (e.g., "Careers in Psychology"). The "call for papers" may be obtained from the website, available in late fall. The "call for papers" includes an application form and instructions for submitting a paper for presentation at the Fair. Applications are typically due in February or March.

Three Reasons Why You Should Get Involved with the CSU San Marcos Research Conference:

1. **Did you know that graduate schools (even those specializing in clinical training) rate previous research experience as one of the most important factors that they consider when making admissions decisions?**

   Having presented a paper at a student conference is concrete evidence of your research experience! It demonstrates that you have experience in all phases of the research process, from developing an idea to presentation of the final report.

2. **Have you ever wondered what to list in the "additional related experiences" section of grad school applications (or job applications)?**

   Listing a presentation at a student research conference will help to make your grad school application (or your job application) stand out from all the others!

3. **Most important, participating in the CSU San Marcos Psychology Student Research Conference is FUN!**

Don't miss this opportunity! Submit a research report and/or research proposal for the Conference!
For more information see the website:
https://www.csusm.edu/psychology/researchfair/index.html

Commonly Asked Questions

How are instructors in the psychology department chosen?
Full-time, tenure track faculty (listed above) make up the core faculty of the department. They are chosen in a nationwide search process, in which they must meet rigorous standards in both teaching and research. They are judged on their scholarship and teaching records and evaluation letters from colleagues acquainted with their work.

Teaching is evaluated by having candidates give a lecture on their research. Students are encouraged to contribute to the selection process; watch for announcements about faculty candidate interviews.

Part-time instructors are recruited locally to teach selected courses in their scholarly specialties on a temporary basis. Student opinions of teaching are considered carefully in evaluating part-time instructors for future assignments. Part-time instructors' assignments depend on availability of courses in their areas of expertise and on budgetary considerations.

What courses will be offered in the future?
The Psychology Department offers a schedule of upper-division classes sufficient to enable students to complete the major in a two-year period of time. Class schedules are developed on a semester-by-semester basis. *Please note that it is not currently possible to satisfy all requirements for the major if you can only attend classes at night.*

What other upper-division coursework should I take?
The CHAD major requires 48 units, and general education requires 51 units at CSU San Marcos. In order to graduate, you need to take 120 units in all. What should you take once you have all the psychology, general education, and graduation requirements completed?

Technically, you can take anything you wish. You can take additional psychology classes (remember that some graduate programs look for breadth within psychology), or classes in related fields to round out your major. You could take a minor. Consult the General Catalog for a list of minors and specifics. Departments that offer courses that complement the Psychology major are offered in Biology, Communication, Sociology, Computer Science, Liberal Studies, Human Development, Linguistics, and Mathematics. A faculty advisor can help you choose non-psychology courses that will round out your academic program.

Is CHAD a good major to take if I want to teach elementary or high school?
CHAD is not a "teaching subject" in grades K-12 and subject area competency is required for teaching at the high school or junior high school level. However, a major in CHAD can be helpful for teaching in the lower grades. A Credentials Analyst in the College of Education is available as a resource to advise individual students or groups on issues of teaching credential requirements.

Can I take upper division classes at other universities that will count toward my major at CSU San Marcos?
Remembering that at least 18 units in the major must be taken at CSU San Marcos, you may seek permission to take a course in your major at another school. Email a copy of the *catalog description* and *syllabus* of the course you would like to take elsewhere to the CHAD Program Director, Dr. Haylee DeLuca Bishop, (hdelucab@csusm.edu). The Program Director will decide if the course is a suitable substitute for one of our own psychology courses. You should do this *before* you take the course. If you have already taken courses at another institution, see the faculty advising coordinators as soon as possible to determine whether those courses will transfer.

What do I need to do to complete the background check and immunizations requirement for CHAD? When do I need to do it?
Before taking CHAD 496 and/or CHAD 450, which are offered at the Center for Children and Families (CCF). Students must meet the requirements as established by the CCF in order to enroll. Students who fail to meet the requirements will not be allowed to take the required course and therefore, not be allowed to complete the CHAD major. For more information on background checks, see pages 9-10 of this handbook.

Other courses in which CHAD majors work in the field with minors (e.g., internship) may have additional/different requirements. It is the responsibility of the student to ensure that he/she has met all screening requirements for these courses.

I have been background checked through Livescan before. How long is it good for?
It is good as long as you are associated with a specific facility (e.g., an employee or a volunteer at a childcare center). Once you stop working at that facility and are no longer associated with that facility, your fingerprints will become inactive after a year and you will have to have your fingerprints checked again.

I have worked at a preschool or daycare and have completed a Livescan within the past year. Can I transfer my Livescan results from one child care center to another?
Yes! If you have already associated your fingerprints to a licensed child care center, the CCF can transfer your fingerprints to the CCF's program, or have them associated concurrently. Students will need to bring their **Clearance Transfer document,** their drivers' license, and their license number (if available) to the CCF Administrator if they want to transfer their Livescan results from one center to another. Faculty do not have any role in this process.

I have a Child Care Permit. Do I need to go through the background check through Livescan?
Yes, you will need to go through the Livescan process again. The CCF permit process involves a separate fingerprint process than the Child Care Permit. As a licensed facility, the CCF's fingerprints are processed through the Department of Social Services, Community Care Licensing. In contrast, Child Care Permits are processed by the California Department of Education, so they are not the same. You will have to submit your fingerprints to Livescan for a background check.

What career paths can I pursue with a CHAD degree?
The Child and Adolescent Development major provides an excellent preparation for careers in developmentally related public organizations, teaching institutions, service agencies, and mental and physical health facilities. Our undergraduate program provides appropriate background for graduate training in developmental psychology, as well as experimental, applied, and clinical programs. Coursework in CHAD is also relevant to graduate training in counseling, teaching, medicine, law, child advocacy, and public policy relating to children and adolescents.

At CSUSM you can meet with specialized faculty advisors that can guide you through the right path and help you pursue your career goals. We also recommend students meet with a Career Advisor in the Career Center to discuss employment opportunities, career options, resume writing, personal statements, etc. http://www.csusm.edu/careers/

Can I use my CHAD degree to pursue a career in teaching?
Yes. Students who wish to get an Early Education Credential may major in any discipline as an undergraduate. Other credentials have different requirements. Please consult with advisors in the School of Education for more information (http://www.csusm.edu/education/index.html). Students who want to teach older youth may prefer different path; CHAD is not a "teaching subject" in grades K-12 and subject area competency is required for teaching at the high school or junior high school level.

Can I get my Early Childhood Education Certificate (ECE) at CSUSM?
Although our preparation course for the major (lower division) satisfies some requirements of ECE certificates, CSUSM does not offer all of the courses required of these certificates. Community Colleges (e.g., Palomar and Mira Costa) offer the courses required for the certificates. Students should contact the local community colleges for more information.
The exception is a Child Development Assistant Permit, which needs only 6 units of ECE courses—this requirement would be satisfied with PSYC 210 and PSYC 215 (two of the required lower-division courses). Students who wish to obtain this permit should contact the State Commission on Teaching Credentialing (www.ctc.ca.gov).

Can I double major in CHAD and PSYC?
Multiple Majors: "It is possible for a student to complete more than one major within one degree (for example, a B.A.). Each major after the first major must consist of at least 24 semester units that are not counted toward any other major's requirements. To be recognized as graduating with multiple majors, a student must declare the additional major(s) with the appropriate discipline or program no later than the beginning of the student's final year of study. The completion of additional majors within one degree will be noted at the time of graduation by appropriate entries on the student's transcript and on the diploma. Majors appear on the diploma in the order in which the student has designated them to be the first major, second major, etc.

It is also possible for a student to complete a major (or majors) in one degree concurrently with additional majors from a different degree (for example, a major in a B.S. concurrently with another major from a B.A.). Each major after the first major must consist of at least 24 semester units that are not counted toward any other major's requirements. By declaring which major is the first major, second major, etc., the student also declares the order in which the degrees, and the majors leading to these degrees, appear on the diploma and transcript. Students must make this declaration no later than the beginning of the student's final year of study." (CSUSM Catalog, 2016-2018).

Does the Psychology Department offer a Master's Degree in CHAD?
No, but the Psychology Department **does** offer a Master of Arts degree in Psychological Science. This program might be appropriate for students graduating with a CHAD BA who wish to continue their studies. The Master's program at CSU San Marcos is intended to prepare students for one of three career objectives: for continued study at the doctoral level, for a variety of positions in business, industry, and the public sector, or for academic careers at the two-year college level. Training leading to counseling degrees (e.g., MFCC, MFT licensure) is not available in our Master's program at this time. Interested students should contact the Psychology Department administrative coordinator (SBSB 3222) for written information about our Master's program, or visit the website at https://www.csusm.edu/psychology/maprogram/index.html

How should I balance working and going to school?

How many units should you take if you are working and going to school? Depending on your other commitments, suggested course loads are given in this table:

Hours worked per week	Recommended number of units
40	3
30	6
20	9
10	12
0	15

Keep in mind that Upper Division coursework is more challenging and time-consuming than Lower Division classes. Remember that an increased course load means you need more time to read, write, and reflect, use the library and the computer facilities, meet with faculty, and involve yourself in your studies in a way that maximizes your experience. As a general rule, you should allow *two to three hours* outside of class for study purposes for each hour spent in class.

What should I do if I have a problem in one of my psychology or CHAD classes?
In spite of our efforts to provide an excellent educational experience, students do encounter problems of various sorts. The vast majority of problems can be resolved by discussing the issue with the person directly involved. Most of the time misunderstandings can be cleared up by good communication; it is often the case that the faculty member is unaware that there is a problem. The first step is always for you to express your concern to your instructor directly.

The second step should be taken if the first step does not resolve the problem. Make an appointment to see the Department Chair in Psychology, Dr. Carrick Williams, (cawilliams@csusm.edu), or the CHAD Program Director: Dr. Haylee DeLuca Bishop (hdelucab@csusm.edu). The Department Chair or Program Director will listen to your problem and, if appropriate, discuss it with the other party or parties involved. The Department Chair or Program Director can usually serve as a neutral third party to facilitate resolution of the issue. If they are unable to resolve the problem, the issue will be referred to the appropriate administrator either in the College of Humanities, Arts, Behavioral & Social Sciences or in Student Affairs.

How can I maximize my experience in the CHAD program at CSU San Marcos?

1. Give yourself ample time to be a student (see section on working and going to school, above).
2. Get involved in research, field experience, or volunteer work in the community.
3. Get involved in the life of the campus. Attend events. Become active in the Psychology and CHAD Organization (PACO) or Psi Chi.

Not only will these suggestions enhance your experience while you attend CSU San Marcos, but they will help you get to know faculty better as well as increase your employability and/or your chances for graduate school acceptance. Employers and graduate school admissions personnel look for both excellent achievement and special experience that adds particular interest to a job/grad school candidate.

Appendix A

Requesting an "I" (Incomplete) grade

Students have the right to request an "I" grade from the instructor if unforeseen circumstances prohibit them from completing their coursework. However, the decision to assign an "I" grade rests with the instructor.

If you decide to request an I grade in a course, it is important to take into consideration the following information:

- According to CSUSM Office of the Registrar policy, an incomplete may **not** be assigned if it will be necessary for the student to attend a major portion of the class when it is next offered.

- Also, according to CSUSM Office of the Registrar policy, students will **not** be allowed to re-enroll in a course for which they have received an incomplete until that "I" has been converted to another grade.

- According to Psychology Department policy, an "I" will not be assigned unless there is a "serious and compelling reason" for the student's inability to complete the coursework.

  The following constitute serious and compelling reasons:
  - An extended absence due to a ***documented*** accident, illness, or serious personal problem.
  -An extended absence due to a death in the immediate family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
  - A necessary change in employment status that interferes with the student's ability to attend class. The student's employer must verify this change in employment status in writing for the term in which the incomplete is being requested.
  - Other unusual or very special cases, considered on their own merit.

  *The following are **NOT** considered serious and compelling:*
  - Grade anticipated in class is not sufficiently high
  - Failure to attend class, complete assignments, or take a test
  - Class is harder than expected
  - Pressure of other classes, social activities, family responsibilities, or a simple lack of motivation
  - A change of major

- According to Psychology Department policy, an "I" will not be assigned unless the student has attended at least 70% of the class (i.e., relatively consistently through approximately the 11th week of the term).
- According to Psychology Department policy, an "I" will not be assigned unless the student has completed at least 70% of the regular (i.e., not counting extra credit) coursework or all but 1 or 2 assignments *
- According to Psychology Department policy, an "I" will not be assigned unless the student has earned a passing grade (i.e., "C" or better) on the completed regular coursework.
- According to Psychology Department policy, an "I" will not be assigned unless, in the instructor's opinion, it is possible for the student to successfully complete the remainder of the coursework without attending a major portion of the class when it is next offered.

*_Note_. If the student's reason for requesting an incomplete fits the definition of "serious and compelling" but they **have not** completed 70% of the coursework, then a "withdrawal" from the course may be more appropriate. See: https://www.csusm.edu/enroll/20_21_policy_adjust/facstaff/withdrawals.html