

## Child and Adolescent Development

### LOWER-DIVISION TRANSFER PATTERN

### California State University (CSU) Statewide Pattern

The Lower-Division Transfer Pattern (LDTP) consists of the CSU statewide pattern of coursework outlined below, plus campus-specific coursework, bringing the total pattern to at least 60 but no more than 70 transferable semester units for students to complete at a California Community College (CCC).

The CSU statewide pattern of coursework for CCC students who plan to major in Child and Adolescent Development at any CSU campus offering the major includes:

- Completion of lower-division general education requirements, following either the CSU General Education Breadth (GE-Breadth) or the Intersegmental General Education Transfer curriculum (IGETC) pattern
- Completion of the CSU graduation requirements in United States History, Constitution, and American Ideals
- Completion of additional coursework and semester units as specified below in (3) and (4)

Please note that the information here is an academic and curricular advising tool: a roadmap that enables transfer students to efficiently and effectively progress towards the CSU baccalaureate degree in a specified discipline. California Community College students should work closely with their advisers when planning their academic program in preparation for transfer to the CSU.

This information does not represent any guarantee with regard to admission nor does it include or replace CSU campus admissions impaction criteria (see <http://www.calstate.edu/AR/impactioninfo.shtml>). These curricular guidelines are subject to change.

CSU Statewide Pattern	Semester Unit Requirement
<p><b>(1) Complete lower-division general education requirements.</b></p> <p>Obtain a certification of completion of CSU GE Breadth or IGETC by the California Community College before transferring to a CSU campus. While completing general education, follow the course pattern stated below.</p> <p><i>A minimum grade of C is required in courses used to meet CSU GE Breadth AREAS A and B4.</i></p> <p><i>A minimum grade of C is required in each course used for IGETC.</i></p>	<p><b>39 units for CSU GE Breadth</b> <i>or</i> <b>37 units for IGETC</b></p>
<p><b>(2) Complete the graduation requirements in United States History, Constitution, and American Ideals.</b></p> <p>These are typically completed with one course each in American government and American history, or a sequence of courses that integrate the history and government topics.</p>	<p><b>0-6 units</b></p>
<p><b>(3) Complete Child and Adolescent Development, [CAN FCS 14].</b></p>	<p><b>0-3 units</b></p>
<p><b>(4) Complete Child, Family, and Society, [CAN FCS 24].</b></p>	<p><b>0-3 units</b></p>
<p><b>Total Semester Units Required for Statewide LDTP Pattern</b></p>	<p><b>37-54</b></p>

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Bakersfield Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Bakersfield campus-specific pattern for the B.A. in Child, Adolescent, and Family Studies:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUB CAFS 110], Introduction to the Field of Child Development</b> - This course will give students and introduction the field of child development. <u>And</u></li> <li>• <b>A course that articulates with [CSUB CAFS 200], Introduction to Child Development</b> - An introduction to child, adolescent, and family development as a unique field of study. <u>And</u></li> <li>• <b>A course that articulates with [CSUB CAFS 208], Child, Family and Community</b> - Introduction to various roles of and interactions among and between children, families, and community systems.</li> </ul>	<p><b>0-1 units</b></p> <p><b>0-4 units</b></p> <p><b>0-3 units</b></p>
<b>(2) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Channel Islands Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Channel Islands campus-specific pattern for the B.A. in Early Childhood Studies:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Coursework that articulates with [CSUCI ART 102], Multicultural Children's Art - Hands-on</b> creation of artistic projects emphasize the importance of art in the child's development and the understanding of multicultural art traditions in subject matter, materials and processes. Historical contexts and indigenous aesthetics are investigated as they relate to the development of primary skills and appreciation for art and the creative process. <u>And</u></li> <li>• <b>Coursework that articulates with [CSUCI ENGL 102], Stretch Composition I</b> - Focuses not on finished products but rather on helping students develop strategies for using writing to construct meaning, which in turn assists in generating thought-provoking discourse for the intended reader. Upon completing this course, students will have learned that all writing involves a recursive process of thinking and writing strategies often referred to as peer review, invention, prewriting, drafting, revising, and editing. <u>And</u></li> <li>• <b>Coursework that articulates with [CSUCI ENGL 212], Introduction to Children's Literature</b> - An inquiry into children's literature. Students analyze works representative of several cultures and genres, including fiction, poetry, picture books, non-fiction, and traditional literature. Focus will be on critical reading of materials appropriate for grades K-6 as well as analysis of literary elements and structural features. The course will foster appreciation for and understanding of the author's craft through analytical papers, investigatory projects, and creative responses to children's literature.</li> </ul>	<p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p>
<p><b>(2) If not taken as part of the statewide pattern complete at least <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Coursework that articulates with [CSUCI ENGL 103], Stretch Composition II</b> - Focuses not on finished products but rather on helping students to develop strategies</li> </ul>	<b>0-3 units</b>

<p>for using writing to construct meaning, which in turn assists in generating thought-provoking discourse for the intended reader. Students/Writers will become well versed in a variety of approaches to constructing the types of genres required in their college courses and in the workplace. <u>Or</u></p> <ul style="list-style-type: none"> <li>• <b>Coursework that articulates with [CSUCI ENGL 105], Composition and Rhetoric I</b> - Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is the development of proficiency in conceptualizing, analyzing, and writing academic papers. Substantial writing is required.</li> </ul>	
<b>(3) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Chico Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Chico campus-specific pattern for the B.A. in Child Development:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUC CHLD 251], Observational Techniques</b> - A course that covers acquisition and application of basic observation skills regarding children's physical, cognitive, social, and emotional development. <u>And</u></li> <li>• <b>A course that articulates with [CSUC CHLD 282], Developmental Curriculum for Child Development</b> - A course that examines the role of curriculum in effective learning programs for children's development in creative arts, play, math, science, literacy and language. Planning, implementing, and evaluating curriculum activities are key components of the course. <u>And</u></li> <li>• <b>A course that articulates with [CSUC PSYC 151], Socio-Cultural Context of Psychological Development</b> - A course that examines the social and cultural influences on emotional, social, and intellectual development, with emphasis on children raised in lower socio-economic environments as well as children of American Indian, Mexican-American, and black cultures. <u>And</u></li> <li>• <b>A course that articulates with [CSUC NFSC 100], Basic Nutrition</b> - Physiological, social, and psychological factors affecting food intake are examined. Relationships of nutrients to health throughout life.</li> </ul>	<p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p>
<p><b>(2) If not taken as part of the statewide pattern complete at least <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUC SWRK 170], Social Welfare Institutions</b> - This course identifies groups within American society which have a high risk of disenfranchisement. Societal responses established to reduce the impact of inequitable distribution of goods, services, and opportunities based on economic, medical, educational, generational, gender, and legal scarcity are studied. Issues are examined from historical and contemporary perspectives. <u>Or</u></li> <li>• <b>A course that articulates with [CSUC SWRK 200], Multicultural Awareness for Human Services</b> - This course presents a framework for understanding and openly interacting with people from diverse backgrounds that compose the rich mosaic of the United States. The class is designed to promote ethnic-sensitive interpersonal relationships. Diverse people studied are distinguished by issues of race, ethnicity, class, gender, sexual orientation, disability, religion/spirituality, generation, and national origin. Historical and cultural experiences shaping their lives and current reality are examined. The overall goal is for students to develop high regard for the worth and dignity of all people.</li> </ul>	<b>0-3 units</b>
<b>(3) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Dominguez Hills Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Dominguez Hills campus-specific pattern for the B.S. in Child Development:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUDH MAT 131], Elementary Statistics and Probability</b> - A practical course in probability and statistics including such topics as the binomial and normal distributions, confidence intervals, t, F, and chi-square tests, linear regression and correlation, and conditional probability. <u>And</u></li> <li>• <b>A course that articulates with [CSUDH CDV 150], Introduction to Child Development</b> - A course that provides an overview of physical, cognitive, social and emotional development from conception through the end of adolescence. <u>And</u></li> <li>• <b>A course that articulates with [CSUDH CDV 180], Methods of Studying Children</b> - A course that provides an overview and introduction to methods of studying children; the basic research paradigm; ethical issues in the study of children; generation and interpretation of data. <u>And</u></li> <li>• <b>A course that articulates with [CSUDH CDV 225], Infant Development</b> - A course that covers developmental changes from conception through 2 years; changes through prenatal period; birth; infant care issues. <u>And</u></li> <li>• <b>A course that articulates with [CSUDH CDV 240], The Preschool Years</b> - A course that covers physical, cognitive, social and emotional development from 2 to 6 years; issues and philosophical models related to care and education during preschool years.</li> </ul>	<p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-4 units</b></p> <p><b>0-4 units</b></p> <p><b>0-4 units</b></p>
<b>(2) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU East Bay Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU East Bay campus-specific pattern for the B.A. in Human Development:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern, complete <u>three</u> courses from the following categories, with no more than one course from any one category.</b></p> <ul style="list-style-type: none"> <li>• A course in Anthropology (social or cultural).</li> <li>• A course in Psychology.</li> <li>• A course in Sociology.</li> <li>• A course in Human Biology or Physical Anthropology.</li> <li>• A course in Ethnic or Area Studies.</li> <li>• Additional categories (e.g., statistics, gerontology, developmental disabilities) may be approved by the department.</li> </ul>	<p><b>0-9 units</b></p>
<b>(2) If necessary, complete additional coursework to bring total to 60 transferable semester units</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Fresno Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Fresno campus-specific pattern for the B.S. in Child Development:

Campus-Specific Pattern
<b>(1) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Fullerton Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Fullerton campus-specific pattern for the B.S. in Child and Adolescent Development:

Campus-Specific Pattern	Semester Unit Requirement
<b>(1) If not taken as part of the statewide pattern complete the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUF SPED 371 or SPED 400], Exceptional Individual</b> - Provides overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. A special feature is the opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. Course includes an opportunity to work in the field with persons with disabilities. Thirty hours of fieldwork is required.</li> </ul>	<b>0-3 units</b>
<b>(2) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>  <u>Recommended Coursework:</u> <ul style="list-style-type: none"> <li>• A course that articulates with Second semester English Composition. <u>Or</u></li> <li>• A course that articulates with [CSUF MATH 120], Introduction to Statistics. <u>Or</u></li> <li>• A course that articulates with [CSUF ENGL 206], Language Acquisition. <u>Or</u></li> <li>• A course that articulates with Cultural Diversity. <u>Or</u></li> <li>• A course that articulates with Introduction to Computers.</li> </ul>	

*Please consult the lower division transfer pattern in Liberal Studies (Teacher Preparation Track) for information regarding the Teacher Preparation Track with a major in Child and Adolescent Development.*

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
Humboldt State University Campus-Specific Pattern**

In addition to the statewide pattern, the following is the Humboldt State University campus-specific pattern for the B.A. in Liberal Studies - Child Development Option:

Campus-Specific Pattern	Semester Unit Requirement
<b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [HSU CD 211], Perspectives: Professional Development</b> - A course that investigates employment alternatives, professional organizations and resources, and strategies for professional development and employment. <u>And</u></li> </ul>	<b>0-3 units</b>

<ul style="list-style-type: none"> <li>• <b>A course that articulates with [HSU CD 257], Supervised Work with Children I -</b> A course that builds relationships and communication skills as a foundation for guidance, creating safe and healthy learning environments in a group setting.</li> </ul>	<b>0-4 units</b>
<b>(2) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Long Beach Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Long Beach campus-specific pattern for the B.A. in Family and Consumer Sciences with Option in Child Development and Family Studies:

<b>Campus-Specific Pattern</b>	<b>Semester Unit Requirement</b>
<b>(1) If not taken as part of the statewide pattern, complete <u>all</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSULB PSY 100], General Psychology. <u>And</u></b></li> <li>• <b>A course that articulates with [CSULB CDFS 211], Guiding Young Children. <u>And</u></b></li> <li>• <b>A course that articulates with [CSULB NUTR 132], Introductory Nutrition. <u>And</u></b></li> <li>• <b>A course that articulates with [CSULB BIOL 205], Human Biology. <i>Students are recommended to complete this requirement as part of GE-Breadth.</i></b></li> </ul>	<b>0-3 units</b> <b>0-3 units</b> <b>0-3 units</b> <b>0-4 units</b>
<b>(2) If not taken as part of the statewide pattern, complete at least <u>one</u> the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSULB SOC 100], Principles of Sociology. <u>Or</u></b></li> <li>• <b>A course that articulates with [CSULB ANTH 120]. Introduction to Cultural Anthropology.</b></li> </ul>	<b>0-3 units</b>
<b>(3) If not taken as part of the statewide pattern, complete <u>one</u> the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSULB CDFS 214], Environments for Preschool Children. <u>Or</u></b></li> <li>• <b>A course that articulates with [CSULB CDFS 215], Environments for Infants and Toddlers.</b></li> </ul>	<b>0-3 units</b>
<b>(4) If necessary, complete additional coursework to bring total to 60 transferable semester units</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Los Angeles Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Los Angeles campus-specific pattern for the B.A. in Child and Family Studies:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSULA CHDV 200], Techniques for the Study of Children</b> - An overview of the methods used to study children, with an emphasis on the use of observational techniques in early childhood settings. The course should include participation with preschool age children in a supervised setting for a minimum of 32 hours. <u>And</u></li> <li>• <b>A course that articulates with [CSULA CHDV 210], Infant Development</b> - A course that covers the theory and dynamics of physical (including brain), perceptual, cognitive, language, personality and social emotional development from conception to 2 1/2 years. <u>And</u></li> <li>• <b>A course that articulates with [CSULA CHDV 220], The Young Child</b> - A course that covers the theoretical and empirical bases for understanding the child from 2 1/2 to 5 years. <u>And</u></li> <li>• <b>A course that articulates with [CSULA PSY 150], Introduction to Psychology</b> - A course that covers psychological perspectives on human behavior; principles and methods of psychology as a science; an introduction to major topic areas of psychology; relationship of psychological principles to sociocultural experiences. <u>And</u></li> <li>• <b>A course that articulates with a second semester of expository writing that emphasizes exposition, research, and critical thinking, typically called "Writing and Critical Thinking" (as opposed to "Literature and Composition").</b></li> </ul>	<p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p>
<b>(2) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
California Maritime Academy Campus-Specific Pattern**

This campus does not have a major, concentration, or option in Child and Adolescent Development.

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Monterey Bay Campus-Specific Pattern**

This campus does not have a major, concentration, or option in Child and Adolescent Development.

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Northridge Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Northridge campus-specific pattern for the B.A. in Child and Adolescent Development:

Campus-Specific Pattern	Semester Unit Requirement
<b>(1) If not taken as part of the statewide pattern complete the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUN PSY 150], Principles of Human Behavior -</b> Designed to give students an understanding and appreciation of the scientific approach to human behavior, thought and action, and to provide the basic conceptual framework for studying the cognitive, emotional, and social aspects of human activity. Students are required to spend approximately 2.5 hours during the term in research-related activities.</li> </ul>	<b>0-3 units</b>
<b>(2) If not taken as part of the statewide pattern complete at least <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUN MATH 140], Introduction to Statistics. <u>Or</u></b></li> <li>• <b>A course that articulates with Introduction to Statistics and Probability.</b></li> </ul>	<b>0-4 units</b>
<b>(3) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
Cal Poly Pomona Campus-Specific Pattern**

This campus does not have a major, concentration, or option in Child and Adolescent Development.

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Sacramento Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Sacramento campus-specific pattern for the B.A. in Child Development:

Campus-Specific Pattern	Semester Unit Requirement
<b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with an Introductory Biology Course. <u>And</u></b></li> <li>• <b>A course that articulates with [CSUS ENGL 20], Second Semester English Composition.</b></li> </ul>	<b>0-4 units 0-3 units</b>
<b>(2) If not taken as part of the statewide pattern complete at least <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUS STAT 1], Introduction to Statistics. <u>Or</u></b></li> <li>• <b>A course that articulates with [CSUS MATH 17], Math for Elementary School Teaching.</b></li> </ul>	<b>0-3 units</b>
<b>(3) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU San Bernardino Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU San Bernardino campus-specific pattern for the B.A. in Human Development -Child Development Track:

Campus-Specific Pattern	Semester Unit Requirement
<p>(1) <b>If not taken as part of the statewide pattern, complete courses from the following to bring total up to 60, and not more than 70, transferable semester units:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUSB BIOL 100], Topics in Biology with Laboratory</b> - A course that provides a broad understanding of biology, our molecular-organismic-ecological heritage and humankind's place within the biosphere. <u>Or</u></li> <li>• <b>A course that articulates with [CSUSB HD 270], Infant and Toddler Development</b>, A course that studies prenatal, neonatal, infant, and toddler development through age two. <u>Or</u></li> <li>• <b>A course that articulates with [CSUSB HD 280], Early Childhood Development</b>, A course that studies physical, social, emotional, and intellectual development of the young child from ages two to eight. <u>Or</u></li> <li>• <b>A course that articulates with [CSUSB HD 291], Interactions with Young Children: Laboratory</b>, A course requiring supervised experience focusing on developmentally appropriate practices in communicating and interacting with young children and guiding child behavior. <u>Or</u></li> <li>• <b>A course that articulates with [CSUSB HD 292], Curriculum and Program: Laboratory</b>, A course requiring supervised experience focusing on planning, implementing, and evaluating curriculum activities with young children. <u>Or</u></li> <li>• <b>A course that articulates with [CSUSB PSYC 100], Introduction to Psychology</b>, A survey of the field of modern psychology. <u>Or</u></li> <li>• <b>A course that articulates with [CSUSB PSYC 210], Psychological Statistics</b>, An introduction to statistical reasoning and application of basic statistical procedures in psychology; includes both descriptive and inferential statistics with emphasis on parametric techniques. <u>Or</u></li> <li>• <b>Complete <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>○ <b>A course that articulates with [CSUSB HD 245], Observation and Methods in Child Development: Early Childhood</b>, An introduction to observational methodologies and techniques used in the study of early childhood behavior; students observe, record, analyze and interpret early childhood behavior as they relate to developmental principles, theories and current research. <u>Or</u></li> <li>○ <b>A course that articulates with [CSUSB HD 246], Observation and Methods in Child Development: Middle Childhood</b>, An introduction to observational methodologies and techniques used in the study of middle childhood behavior; students observe, record, analyze and interpret middle childhood behavior as they relate to developmental principles, theories and current research. <u>Or</u></li> <li>○ <b>A course that articulates with [CSUSB HD 247], Observation and Methods in Child Development: Adolescence</b>, An introduction to observational methodologies and techniques used in the study of adolescent behavior; students observe, record, analyze and interpret adolescent behavior as they relate to developmental principles, theories and current research. <u>Or</u></li> </ul> </li> <li>• <b>Complete <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>○ <b>A course that articulates with [CSUSB HD 271], Group Education and Care of Infants and Toddlers</b>, A study of issues related to group care of infants and toddlers, with an emphasis on relationships and appropriate interactions between infants/toddlers and their caregivers; health, safety, nutrition, family-caregiver relationships, and components of physical space are also addressed. <u>Or</u></li> <li>○ <b>A course that articulates with [CSUSB HD 272], Curriculum and Programs for Infants and Toddlers</b>, A study of methods, materials, and activities in group care</li> </ul> </li> </ul>	<p style="text-align: center;"><b>0-4 units</b></p> <p style="text-align: center;"><b>0-3 units</b></p> <p style="text-align: center;"><b>0-3 units</b></p> <p style="text-align: center;"><b>0-2 units</b></p> <p style="text-align: center;"><b>0-2 units</b></p> <p style="text-align: center;"><b>0-3 units</b></p> <p style="text-align: center;"><b>0-4 units</b></p> <p style="text-align: center;"><b>0-2 units</b></p> <p style="text-align: center;"><b>0-3 units</b></p>

settings for infants and toddlers. <u>Or</u> [0-3 units] <ul style="list-style-type: none"> <li>• <b>Complete <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>○ <b>A course that articulates with [CSUSB HD 281], Guidance of Young Children,</b> A study of child guidance theories and their implications for communicating and interacting with young children, for guiding child behavior, and for designing early childhood settings. <u>Or</u></li> <li>○ <b>A course that articulates with [CSUSB HD 282], Early Childhood Curriculum and Programs,</b> A study of methods, materials, and activities in early childhood education.</li> </ul> </li> </ul>	<b>0-3 units</b>
<b>(2) If necessary, complete additional coursework to bring total to 60, and not more than 70, transferable semester units.</b>	

## Child and Adolescent Development LOWER-DIVISION TRANSFER PATTERN San Diego State University Campus-Specific Pattern

In addition to the statewide pattern, the following is the San Diego State University campus-specific pattern for the B.S. in Child and Family Development. The B.S. in Child Development is an impacted major. The below information does not represent any guarantee with regard to admission nor does it include or replace SDSU's campus admissions impaction criteria. Please refer to <http://www.calstate.edu/AR/impactioninfo.shtml> for SDSU's impaction criteria.

Campus-Specific Pattern	Semester Unit Requirement
<b>(1) If not taken as part of the statewide pattern, complete <u>all</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [SDSU CFD 270L], Principles of Child Development Laboratory</b> - Multiple methods of observing and recording individual and group behavior of children. Observations required. <u>And</u></li> <li>• <b>A course that articulates with [SDSU CFD 275], Developmentally Appropriate Practices</b> - Design, implementation, and evaluation of developmentally appropriate practices for children and families. <u>And</u></li> <li>• <b>A course that articulates with [SDSU CFD 135], Principles of Family Development</b> - Intimacy, compatibility, conflict, and communication in relationship formation and adjustment. <u>And</u></li> <li>• <b>A course that articulates with [SDSU PSY 101], Introductory Psychology</b> - Facts, principles, and concepts which are basic to understanding human behavior. <u>And</u></li> <li>• <b>A course that articulates with [SDSU SOC 101], Introductory Sociology: The Study of Society</b> - Major ideas, concepts, and methods in the study of society to include socialization, culture, social structure, social stratification, deviance, social control, and social change. <u>And</u></li> <li>• <b>A course that articulates with [SDSU BIOL 100], General Biology.</b></li> </ul>	<b>0-1 units</b>  <b>0-3 units</b>  <b>0-3 units</b>  <b>0-3 units</b>  <b>0-3 units</b>  <b>0-3 units</b>
<b>(2) If not taken as part of the statewide pattern, complete <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [SDSU PSY 270], Statistical Methods in Psychology.</b> <u>Or</u></li> <li>• <b>A course that articulates with [SDSU SOC 201], Elementary Social Statistics.</b></li> </ul>	<b>0-3 units</b>
<b>(3) If necessary, complete additional coursework to bring total to 60 (but not more than 70) transferable semester units. Coursework not taken at the community college must be completed at SDSU.</b>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
San Francisco State University Campus-Specific Pattern**

In addition to the statewide pattern, the following is the San Francisco State University campus-specific pattern for the B.A. in Child and Adolescent Development:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [SFSU ENG 114], <u>College Composition, 1st Semester</u></b> - Training in expository-argumentative composition, emphasizing work on clear and effective sentences and the organization and development of paragraph and essay. <u>And</u></li> <li>• <b>A course that articulates with [SFSU ENG 214], <u>College Composition and Literature, 2nd Semester</u></b> - A course in expository-argumentative composition and critical reading skills through the study of literature with special attention to logic, style, and rhetoric. <u>And</u></li> <li>• <b>A course that articulates with [SFSU PSY 200], <u>General Psychology</u></b> - A course that covers basic methods and concepts of psychology which have broad academic relevance and which can be applied to the study of psychology as well as other academic disciplines. <u>And</u></li> <li>• <b>A course that articulates with [SFSU SOC 105], <u>Introduction to Sociology</u></b> - A course that covers the major ideas, concepts, and methods in the study of society: social structure, social interaction, culture, social policy, and social change.</li> </ul> <p><i>A minimum grade of C is necessary in courses used to meet this requirement.</i></p>	<p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p> <p><b>0-3 units</b></p>
<p><b>(2) If not taken as part of the statewide pattern, complete courses for the following concentrations to bring total up to 60 transferable semester units:</b></p> <ul style="list-style-type: none"> <li>• <b>For the Concentration in <u>Young Child and Family</u> complete:</b> <ul style="list-style-type: none"> <li>○ <b>A course that covers <u>preschool Curriculum and Methods</u>.</b> <i>A minimum grade of C is necessary in courses used to meet this requirement.</i></li> </ul> </li> <li>• <b>For the Concentration in <u>School Age Child and Family</u> complete:</b> <ul style="list-style-type: none"> <li>○ <b>A course that articulates with [SFSU MATH 165], <u>Concepts of the Number System</u></b> - Designed for prospective multiple subjects credential candidates. Understanding operations with whole numbers, fractions, and decimals. Problem solving strategies, numeration systems, and elementary number theory. <i>A minimum grade of C is necessary in courses used to meet this requirement.</i></li> </ul> </li> <li>• <b>For the Concentration in <u>Youth and Family Services</u> or <u>Research and Policy</u> complete:</b> <ul style="list-style-type: none"> <li>○ <b>Courses to be determined with advisement.</b></li> </ul> </li> </ul>	<p><b>0-23 units</b></p>
<p><b>(3) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b></p>	

**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
San José State University Campus-Specific Pattern**

In addition to the statewide pattern, the following is the San José State University campus-specific pattern for the B.A. in Child and Adolescent Development - Plan B:

Campus-Specific Pattern	Semester Unit Requirement
<b>(1) If not taken as part of the statewide pattern, complete courses from the following to bring total up to 60, and not more than 70 transferable semester units:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [SJSU ENGL 001B], Composition 2.</b> <i>A minimum grade of C or higher is required in courses used to meet this requirement.</i> <u>And</u></li> <li>• <b>Physical Activity.</b> <i>Two units taken in at least two different activities.</i> <u>And</u></li> <li>• <b>A course that articulates with [SJSU PSYC 001], General Psychology.</b> <u>And</u></li> <li>• <b>A course that articulates with [SJSU CHAD 067], Development of Human Potential.</b></li> </ul>	<b>0-3 units</b>  <b>0-2 units</b> <b>0-3 units</b> <b>0-3 units</b>
<b>(2) If not already taken in the statewide pattern also complete <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [SJSU STAT 095], Elementary Statistics.</b> <u>Or</u></li> <li>• <b>A course that articulates with [SJSU SOCI/SOCS 015], Statistical Applications in the Social Sciences.</b></li> </ul>	<b>0-3 units</b>
<b>(3) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	

**Child Development  
LOWER-DIVISION TRANSFER PATTERN  
Cal Poly San Luis Obispo Campus-Specific Pattern**

In addition to the statewide pattern, the following is the Cal Poly San Luis Obispo campus-specific pattern for the B.S. in Child Development:

Campus-Specific Pattern	Semester Unit Requirement
<b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [SLO STAT 217], Introduction to Statistical Concepts and Methods.</b> <u>And</u></li> <li>• <b>A course that articulates with [SLO FSN 210], Nutrition.</b> <u>And</u></li> <li>• <b>A course that articulates with [SLO CD/PSY 254], Family Psychology.</b></li> </ul>	<b>0-3 units</b>  <b>0-3 units</b> <b>0-3 units</b>
<b>(2) If not taken as part of the statewide pattern complete <u>one</u> of the following:</b> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [SLO PSY 201], General Psychology.</b> <u>Or</u></li> <li>• <b>A course that articulates with [SLO PSY 202], General Psychology.</b></li> </ul>	<b>0-3 units</b> <b>0-3 units</b>
<b>(3) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b>	



**Child and Adolescent Development  
LOWER-DIVISION TRANSFER PATTERN  
CSU Stanislaus Campus-Specific Pattern**

In addition to the statewide pattern, the following is the CSU Stanislaus campus-specific pattern for the B.A. in Human Development:

Campus-Specific Pattern	Semester Unit Requirement
<p><b>(1) If not taken as part of the statewide pattern complete <u>all</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>A course that articulates with [CSUST PSYC 2010, CAN PSY 2], Introduction to Psychology</b> - Scientific study of human behavior. This course or its equivalent is a prerequisite to all upper-division courses in Psychology. <u>And</u></li> <li>• <b>A course that articulates with [CSUST PSYC 2020 or CAN PSY 8], Introduction to Psychological Methods</b> - Basic techniques and procedures for making systematic observations in a wide variety of psychological situations, both laboratory and field. Psychological methods demonstrated through topics of current research and application, and through demonstration lab projects.</li> </ul>	<p><b>0-3 units</b></p> <p><b>0-3 units</b></p>
<p><b>(2) If necessary, complete additional coursework to bring total to 60 transferable semester units.</b></p>	