

California State University, Stanislaus

[Archived Catalog]

Department of Psychology and Child Development

This department has two independent academic programs. The main contact person is listed below for each academic program.

Psychology	William Potter, Ph.D., <i>Department Chair</i>
Psychology B.A.	Harold Stanislaw, Ph.D., <i>Undergraduate Committee Chair</i>
Psychology, M.S., M.A.	Bruce Hesse, Ph.D., <i>Academic Chair</i>
	Kurt Baker, Ph.D., <i>Clinical Chair</i>
Child Development B.A.	Rosanne Roy, Ph.D., <i>Program Coordinator</i>
Child Development M.A.	Rita Asher, Ph.D., <i>Co-Program Director</i>
	Victoria Cortez, Ph.D., <i>Co-Program Director</i>

Psychology

William Potter, Ph.D., *Department Chair*

Professors: Asher, Baker, Cortez, Hesse, Myers-Jovanovic, Luevano, Nelson, Potter, Roy, Stanislaw, Strongin, Guichard

Associate Professors: Cook, Cotter, Lambert

Assistant Professors: Harven, Paradis, Pedersen, Subramaniam, Williams, Wiskow

Lecturers: Bianchi, Forester, Garcia, Hallmark, Smith, Timmons

Office: Bizzini Hall 231

Phone: (209) 667-3386

Programs

[Bachelor of Arts in Psychology](#) with optional concentrations in [Developmental Psychology](#) or [Experimental Psychology](#).

[Master of Arts in Psychology](#) General or with a concentration in Behavior Analysis

[Master of Science in Psychology](#) with a concentration in Marriage and Family Therapy

The University offers a Bachelor of Arts in Social Sciences with an interdepartmental major in Psychology and any other two disciplines within the Social Sciences. (See the [Social Sciences](#) section of this catalog.)

Teaching Credentials

Psychology students interested in obtaining a single subject teaching credential are directed to the [Social Sciences Subject Matter Preparation Program](#) in the Social Sciences section of this catalog. Also refer to the [Teacher Education](#) section of this catalog for other requirements to be completed in obtaining a single subject credential.

Special Education Credentials

Mild/Moderate Disabilities

Extensive Support Needs

Students planning careers in the field of teaching exceptional children should consult with the credential adviser in the [Department of Teacher Education](#) regarding program requirements.

Master of Arts in Psychology

The 30-unit [Master of Arts program in Psychology](#) (General) is designed 1) for students seeking preparation for advanced graduate work, or 2) for those students seeking a research-oriented program. The 40-unit [Psychology M.A.: Behavior Analysis](#) is designed to prepare students for work in settings as Behavior Analysts. Admission to each program is competitive. The Behavior Analysis Concentration is also accredited by the Association for Behavior Analysis and meets the course requirements for the Behavior Analysis Certification Board.

Master of Science in Psychology

The primary purpose of the [Master of Science program in Psychology](#) is to develop mastery of a substantial body of knowledge and skills for students planning careers in counseling or behavior analysis. Students completing the Concentration in Marriage and Family Therapy, Counseling Track or the Concentration in Marriage and Family Therapy, Behavior Analysis Track meet the educational requirements for the Marriage & Family Therapist (MFT) License. The Concentration in Marriage and Family Therapy, Behavior Analysis Track meets the course requirements for the Behavior Analysis Certification Board. The Concentration in Marriage and Family Therapy, Behavior Analysis Track emphasizes applied behavior analysis and trains students for positions in a wide range of applied and counseling settings. The Concentration in Marriage and Family Therapy, Counseling Track emphasizes a variety of counseling theories and skills in training students for positions in counseling settings. Admission to the program is competitive.

Child Development

Rosanne Roy, Ph.D., *Program Coordinator*

Professors: Asher, Cortez, Roy

Associate Professor: Cook

Assistant Professor: Paradis

Lecturer: Smith

Office: Bizzini Hall 231

Phone: (209) 667-3386

Child Development Center Director: Stephani Smith

Phone: (209) 667-3036

Programs

[Bachelor of Arts in Child Development](#)

[Minor in Child Development](#)

[Child Development Graduate Certificate](#)

[Liberal Studies degree concentration in Child Development](#)

[Child Development M.A.](#)

Bachelor of Arts in Child Development

The program leading to a Bachelor of Arts, Child Development provides students with a background of knowledge and skills in child growth and development. The degree is delivered by the Department of Psychology and Child Development. Courses are selected from child development and related fields, and include laboratory and field experiences at the Stanislaus State Child Development Center as well as other applied settings. The Child Development major is designed to prepare students for professional occupations with children and families as well as to prepare students to pursue advanced studies or research careers.

The Child Development Major is organized around six broad competencies-child development knowledge/foundations; the research process; legal, ethical, and pragmatic issues; professionalism; personal and interpersonal skills; developmentally-appropriate practices; and integration of a personal/professional worldview. Students are introduced to these competencies in [CDEV 3000 - Professional Issues in Child Development](#), at the beginning of their program, and compile a professional portfolio to document their progress throughout the academic program. These portfolios are presented at the end of the program in [CDEV 4965 - Child Development Senior Seminar](#).

Master of Arts in Child Development

The Master of Arts in Child Development is a 34-unit program that integrates developmental theory and research with practice. Students begin with a foundation of theory and research courses in preparation for topical graduate seminars in social-emotional, cognitive-language and physical-motor development. Thematic topics of the advanced graduate seminars change each term, a unique feature to this program that enables faculty and students to explore new research and technologies. The program includes integration of content knowledge into applied areas, such as: literacy, intervention, curriculum, and social cognition, as well as field experience. Finally, students complete a thesis, project or comprehensive exam. These culminating experiences provide opportunities to give back to the community and discipline. This program is designed for students who are professionals in the community as administrators, educators, child and family service workers, etc., as well as those individuals committed to pursuing doctoral study.

State of California Children's Center Permits

California requires that individuals who serve as teachers and administrators of funded child development programs hold permits issued by the California Commission on Teacher Credentialing. See your academic adviser for coursework that is likely to meet these requirements. Applications for the Child Center Permit may be picked up at the University Credential Processing Center at Demergasso-Bava Hall 303.

Transitional Kindergarten, Elementary, Secondary, and Special Education

Students pursuing teaching in public elementary or secondary schools or special education should consult the College of Education or the University Catalog for the most current information regarding credential requirements and prerequisites to be completed concurrent with or upon completion of the baccalaureate.

Program Learning Outcomes

B.A. in Psychology

Psychology majors will:

1. Demonstrate psychological literacy.
2. Be able to identify strengths and weaknesses in psychological studies.
3. Apply psychology concepts to address real-world problems.
4. Communicate effectively in formal and informal written and oral modes.
5. Be able to identify the commonalities and differences among different theoretical frameworks.
6. Describe and act in accordance with the scientist-practitioner model.
7. Act according to ethical principles adopted by the profession.

M.A. in Psychology

1. Provide students with research methodology and statistical skills, enabling them to conduct and evaluate research.
2. Successfully mentor students in the advanced study of a specific area in Psychology (For the concentration in Behavior Analysis, this area is Behavior Analysis and includes coursework relevant to seeking certification as a Behavior Analyst).
3. Provide students with problem-solving skills related to the ethical issues of research and professional conduct.

M.S. in Psychology

1. Provide students with exposure to multiple approaches to therapy.
2. Provide students with counseling skills, and problem-solving skills related to working with clients.
3. Provide students with exposure to working with a variety of populations (e.g., children, families, couples, indigent individuals, various diagnoses, etc.).
4. Provide students with research methodology and statistical skills, enabling them to conduct, evaluate, and apply research.
5. Prepare students to meet the majority of the Board of Behavioral Sciences (BBS) academic requirements to obtain the MFT license in California and for the Behavior Analysis concentration, cover the academic content required by the Behavior Analysis Certification Board (BACB).
6. Provide students with legal and ethical competence consistent with being a professional psychologist.

B.A. in Child Development

1. Child Development Knowledge/Foundations: Graduating students will demonstrate a strong understanding of the child development theories, developmental knowledge, contemporary issues and the relationship between theory and research.
2. The Research Process: Students will demonstrate information competency, the ability to critically evaluate research, and an understanding of research and developmental methods as well as ethical issues related to doing research with children.
3. Leadership: Students will have refined management and personal skills as well as the ability to work successfully in a team setting.
4. Child Guidance: Students will demonstrate strong child guidance skills and an understanding of developmentally appropriate behavior.
5. Integration: Students should be able to integrate what they have learned into a cohesive framework so that they can successfully argue a position on an issue and be able to speak of their personal worldview regarding child development.
6. Legal, Ethical, and Pragmatic Issues: Students will be aware of children's rights, engage in advocacy for children, and demonstrate good moral character.

M.A. in Child Development

Graduate students will:

1. Demonstrate child development knowledge to include theoretical perspectives, developmental domains, lifespan and contextual influences;
 2. Demonstrate research processes to include ethics, methods, designs, critical analysis, and APA presentation;
 3. Demonstrate professional practice to include legal and organizational infrastructure, developmentally appropriate practices and intervention strategies, and anti-bias strategies; and,
 4. Demonstrate integration of theory, research and application in culminating experience.
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