



**CHILD DEVELOPMENT
MAJOR B:**

**ACADEMIC PROGRAM WITH
PRE-CREDENTIAL
PREPARATION**

2004-2006 HANDBOOK

WELCOME

This handbook is designed to help you understand Child Development Major B: Academic Program with Pre-Credential Preparation.

Faculty advising is a very important and integral part of the Major B option. Because students often find this major more complex than other BA programs, we strongly urge you to see an advisor once each semester until the Teaching Advising office Major B section by calling 916-278-4492 or by going to Lassen Hall 2008. Advising hours and phone numbers will be available each semester.

We are happy to welcome you to CSUS and to the Child Development Major B program. We strive to support you as you proceed through your program.

TABLE OF CONTENTS

	Page
INTRODUCTION.....	4
CORE REQUIREMENTS.....	5
AREA 1: Human Development.....	5
AREA 2: Language and Literature.....	6
AREA 3: Mathematics.....	6
AREA 4: Kinesiology.....	7
AREA 5: Visual/Performing Arts.....	7
AREA 6: Natural Sciences.....	7
AREA 7: Social Science.....	8
AREA 8: Health.....	8
AREA 9: Credential Requirements/Prereqs.....	8
REQUIRED EXAMS.....	9
UNIVERSITY AND STATE REQUIREMENTS.....	9
GUIDELINES FOR AN ENHANCED LEARNING.....	10
Possible Advising Sequence.....	13
ADVISORS.....	14
NOTES.....	15

CHILD DEVELOPMENT MAJOR

Although this Handbook was specifically prepared for Major B, the following information regarding Major A is included for your information.

Child Development is the study of the physical, socio-emotional and cognitive growth and development of the child from conception through adolescence. The purposes of this major include: 1) providing a sound academic program in Child Development 2) preparing students to work with children and parents in a variety of community settings, and 3) the development of written communications skills. While the primary goal of the program is to ensure mastery of academic content, the Child Development major also requires the development of written communication skills and includes expectations that students will:

1. master written proficiency on observations, essay exams, topical term papers and reflective papers.
2. attend to the quality of the written components of assignments as well as to the content component of assignments.
3. present logical arrangements derived from a clearly stated thesis where the arguments should be based on thoughtful examination of concepts and research with accurate reference to sources.
4. complete written assignments according to the format and content specified by instructors' instructions.
5. follow the stylistic guidelines identified in Elements of Style by Strunk and White and the American Psychological Association (APA) Style Manual for Technical Writing.

Students working toward the Bachelor of Arts degree in this major may select one of two options: **Child Development Major A: Academic Program** or **Child Development Major B: Academic Program with Pre-Credential Preparation**.

Child Development Major A: Academic Program is most appropriate for those who have career interests other than elementary school teaching or are interested in pursuing graduate studies. Child Development Major A is an interdisciplinary major made up of courses in the College of Education (Special Education, Counseling, Teacher Education and Bilingual/Multicultural Education); Health and Human Services (Health and Safety Studies, Nursing, Physical Education, Social Work and Speech Pathology and Audiology); Business Administration; and the following departments: Anthropology, Art, Biological Sciences, Communication Studies, Drama, Economics, Human and Environmental Sciences, Psychology, Sociology, and Music. The major is flexible to allow students to design their programs as closely aligned with personal objectives as possible. Students interested in elementary school teaching who follow this option must pass the California Subject Examinations for Teachers (CSET) to demonstrate subject matter competency to the Commission on Teacher Credentialing, and take the California Basic Education Test (CBEST) prior to the beginning of the Teacher Preparation Program. Students must pass CBEST and CSET before the credential can be granted.

Child Development Major B: Academic Program with Pre-Credential Preparation is most appropriate for those who are interested in teaching public elementary school. Students who follow this option receive a strong foundation in child development and subject matter courses in the nine categories identified by the Commission on Teacher Credentialing: 1) Human Development (31 units), 2) Language and Literature (12 units) 3) Mathematics (9 units) 4) Kinesiology (3 units), 5) Visual and Performing Arts (9 units), 6) Natural Sciences (15 units), 7) Social Sciences (21 units), 8) Health (2 units), and 9) Credential Requirements/Prerequisites (6 units). Successful completion of this option helps students prepare for the California Subject Examinations for Teachers (CSET). Major B students must also take the California Basic Education Skills Test (CBEST) prior to beginning the Teacher Preparation Program. Students in this program must adhere to the general University requirements, such as Intensive Writing and Foreign Language Proficiency.

Note: A grade of C- or higher is required for all courses in the Child Development B Major. Currently, the minimum GPA for entering into the Credential Program is 2.67.

Child Development Major B: Academic Program with Pre-Credential Preparation

Total minimum units required for BA: 120

A. CORE REQUIREMENTS

1. HUMAN DEVELOPMENT REQUIRED FOUNDATION AND UPPER DIVISION COURSES 31 units

a. REQUIRED FOUNDATION COURSES (11 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	CHDV 35	Child and Adolescent Development	3			
	CHDV 35F	Human Development and Early Fieldwork Experience	2			
	Choose one: FACS 50+ ETHN 166+ EHTN 167+ ETHN 173+	The Family and Social Issues American Indigenous Families Asian American Families Black Families in the United States	3			
	CHDV 133	Research in Human Development (CHDV 35) (Second Semester sophomore standing required, 45 units complete)	3			
CHDV 133 must be taken PRIOR to or CONCURRENT WITH required CHDV upper division courses listed in b below.						

+ = Meets Race and Ethnicity requirement

b. REQUIRED UPPER DIVISION CORE COURSES (19 units)

Completion of or concurrent enrollment in, CHDV 133 is required for admission into the following core courses:

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	CHDV 131	Language and Learning (CHDV 133)	3			
	CHDV 132	Fieldwork in Child Development (Completion of 45 units and at least sophomore standing)	2			
	CHDV 135	Cross-Cultural Child Development (CHDV 133)	3			
	CHDV 136	Developmental Experiences/ Curriculum (CHDV 133, senior standing or instructor permission)	3			
	CHDV 137*	Cognitive Development (CHDV 133)	4			
	CHDV 138*	Social and Emotional Development (CHDV 133)	4			

* = May not be taken in the same semester.

B. SUBJECT MATTER REQUIREMENTS

2. LANGUAGE AND LITERATURE (15 UNITS)

a. Writing (9units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	ENGL 1A	College Composition (passing score on EPT or ENGL 1)	3			
	ENGL 20*	Expository Writing (ENGL 1A)	3			
	ENGL 116B** or EDTE 120	Children's Literary Classics Literature for Children	3			

* May be taken at a community college, see an advisor

**Must pass WPE prior to enrollment but not for EDTE 120.

b. Oral Communication (3 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	COMS 5	The Communication Experience	3			

c. Critical Thinking (3 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	Choose one:					
	COMS 2	Argumentation	3			
	ENGL 1C*	Critical Thinking and Writing (ENGL 1A)	3			
	ENVS 11	Environmental Issues and Critical Thinking	3			
	JOUR 50	Mass Media & Critical Thinking	3			
	PHIL 4	Critical Thinking	3			
	PHYS 30	Science and Pseudo Science	3			
	PSYC 49	Scientific Thinking in Psychology	3			
	SOC 8	Sense and Nonsense in Social Issues and Research	3			

* May be taken at a community college, see an advisor

3. MATHEMATICS (9 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	MATH 17	An Introduction to Exploration, Conjecture and Proof in Math (ELM and IAD or MATH 9 required)	3			
	MATH 107A	Fundamental Mathematical Concepts (MATH 17)	3			
	MATH 107B	Fundamental Mathematical Concepts (MATH 107A)	3			

4. KINESIOLOGY (3 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	KINS 172	Movement Education (CPR Certification)	3			

5. VISUAL AND PERFORMING ARTS (9 units)**a. Visual Arts (3 units)**

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	ART 133	Understanding and Creating Art (At least junior status)	3			

b. Performing Arts (6 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	MUSC 101	Experiences in Music	3			
	THEA 118	Children's Theater	3			

6. NATRUAL AND PHYSICAL SCIENCES (15 units)**a. Geology (4 units)**

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	GEOL 8 & 8T	Earth Science for Teachers + Lab (must be enrolled concurrently)(meets lab requirement)	4			

b. Biological Sciences (4 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	BIO 7	Introduction to Biology	4			

c. Physics/Chemistry (7 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	CHEM 106	Chemical Concepts (ENGL 20)	3			
	PHYS 107	Conceptual Physics	4			

7. SOCIAL SCIENCES AND HUMANITIES**a. History and Government (15 units)**

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	HIST 17A	United States History, 1607 – 1865	3			
	GOVT 1	Essentials of Government	3			
	HIST 50	World Civilization, Beginning to 1600	3			
	HIST 132*	Topics in World History	3			
	Choose one: ECON 104 HIST 187	Introduction to U.S. Economy Topics in U.S. History 1600-1900	3			

* Not offered every semester, see an advisor.

b. Humanities/Economics/Anthropology (6 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	ETHN 100*	Ethnic America	3			
	GEOG 100	Themes in World Geography	3			

* Intensive Writing course.

8. HEALTH (2 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	HLSC 136	School Health Education (CPR training may be taken concurrently)	2			

9. CREDENTIAL REQUIREMENTS/PREREQUISITES (6 units)

Semester/ Yr	Course No.	Course Title	Units	Course	Institution	Grade
	EDBM 170	Introduction to Bilingual Education	3			
	EDS 100A/B	Education of Exceptional Children/ Youth + Lab (Co-requisites)	3			

REQUIRED EXAMS

A series of entry-level placement exams must be taken upon entering CSUS and throughout your program. These are as follows:

English Placement Test (EPT)

Entry Level Math (ELM)

Intermediate Algebra Diagnostic Test (IAD): Prior to taking Math courses for major (e.g. Math 17)

UNIVERSITY GRADUATION REQUIREMENTS

- **Intensive Writing (Must Pass WPE prior to taking Intensive Writing classes) LIBS 110 and GEOG 100 taken the same semester will meet this requirement.**
- **Foreign Language Proficiency (See advisor for information on how to meet this requirement.)**
- **Writing Proficiency Exam (WPE): Take first semester of junior year or a hold will be placed on student records.**
- **Graduation contracts must be completed two semesters before a student plans to graduate. Refer to schedule of classes for deadlines.**

STATE OF CALIFORNIA REQUIREMENTS

Students must pass CBEST and CSET. Please see an advisor to discuss optimal times to take both exams.

GUIDELINES FOR ENHANCED LEARNING IN CHILD DEVELOPMENT CLASSES

Students and faculty share the goal of educating highly competent professionals who are committed to working on behalf of children, families, schools and communities. These goals can be reached when classrooms are characterized by shared understandings related to classroom civility, academic freedom and classroom activity. Discussion of both student and faculty professionalism related to these topics is included in this document. The Department of Child Development believes these classroom guidelines will help students use positive strategies to achieve a high quality education based on positive classroom experiences at CSUS.

A. Classroom Civility

- While academic freedom is embraced in the child development program and students are free to take exception to materials presented in the classroom, such dissent should not be so extensive, repetitive or emotionally negative to disrupt the normal activities of the course. The professor may suggest that you meet outside of class or you may elect to meet outside of class if your concerns are not addressed fully during class time.
- Please be aware that there are also some types of discourse that are not protected under academic freedom. Negative or hostile comments directed toward groups of individuals based on gender, physical or mental disability, ethnicity, sexual orientation, national origin and religious belief violate university standards for respect, tolerance and civility toward others.
- Please be aware that right before and right after class professors are often involved in course business. Please address your individual needs with the professor at other times (office hours, appointment) when the professor is more likely to be able to thoughtfully and fully respond.
- Please refrain from distracting behaviors such as having side conversations, using cellular phones, arriving late to class, leaving early or anything else that causes undue distraction to students or the instructor.
- Please avoid inattentive behavior, including sleeping during class, working on other activities, arriving unprepared, packing books before class is over and using cell phones.
- Please be aware that expressing more interest in grading procedures than in learning and attempting to influence professors grading practices are likely to undermine learning and to meet with limited success. Of course, any concerns that you have related to evaluation of your work, including professor error, can be taken up privately with the professor.

B. Classroom activity

- Many types of experiences will help you in Child Development courses. Expect a variety of course experiences, including different grading criteria, testing and teaching styles from one instructor to another.
- Learning involves student decision-making, tolerance of ambiguity and of differing perspectives, reflection and taking responsibility for planning how to meet course requirements.
- Engagement in classroom activity is a part of the course that your professor has designed to foster your learning. Non participation in these activities may impact your success in the course. If you have personal needs or concerns related to these activities you are encouraged to speak privately to the professor about them.

C. Student Responsibility

- **Plagiarism:** Remember that plagiarism is not limited to direct copying from known work but includes summarizing and turning in other students' papers. Please refer to the document "University Policy and Procedures Regarding Plagiarism" for more detail.
- **Attendance:** Many meaningful activities occur in class. In most cases it is not possible for students to master all important course content by completing assignments and passing exams. Students are expected to attend classes regularly except for valid reasons. When absent from classes, it is the student's responsibility to arrange making up missed assignments and class work and professors will not generally give individual tutorials for missed classes. Students should be cautioned that even though absences may be for valid reasons, such absences can influence learning in a negative manner.
- **Grades:** Students earn their grade through attendance, readings, completing assignments and other examples of high effort and content mastery. Students should acknowledge that employment, family or other interests that impact effort and engagement in the classroom are likely to negatively affect learning and performance. Please understand that each professor makes their own decisions on whether or not they are willing to alter due dates, course content, or standards of performance because of students' out of class responsibilities and that professors only make such changes for compelling reasons.
- The university standard is that for each unit of instruction a minimum of two hours of out of class work is expected each week. For a three unit course this would be a minimum of six out of class hours.
- **Experiencing problems:** Faculty member can often help students with course-related problems. When you cannot meet the requirements for a course, you are urged to discuss the situation with the professor as a soon as possible to determine what your best alternatives may be.
- **Special needs:** Students with special needs are encouraged to contact faculty to implement course accommodations. All Child Development faculty will make reasonable accommodations based on federal and local (campus) guidelines.
- **Serious concerns regarding course practices:** There are procedures to be followed for addressing these concerns. You are expected to first attempt to address your issues directly with the professor. If this is an unsatisfactory option, you may talk to the department chair. Child development professors and staff view engaging in such specific course-related issues with students to be unprofessional.

D. Faculty responsibility

- Professors understand that students have complex lives and are committed to supporting students to be successful in school within this complexity.
- Professors will be respectful of your ideas and thoughts related to course content even when they differ substantially from those advanced in the course. However, please understand that professors have an obligation to ensure that all students in their classes are receiving information and points of view that are reasoned and defensible. A professor may disagree with or ask for justification or clarification of your ideas, particularly if they are widely divergent from those presented in class, but should do so in a manner that is not demeaning or disrespectful of you as a person.
- Professors will challenge you to pursue academic excellence.

- Professors will model the professional qualities of civility, respect and diligence that are expected of you.
- Professors will plan course content, activity and assignments with thoughtfulness and will communicate this planning through syllabi and written and oral discussion of assignments.
- Professors will come prepared to their classes, provide students with significant knowledge related to the course content and engage students in reflection and analysis of this material. Classroom activity will contribute to advancing student's learning.
- Professors will impartially evaluate your work regardless of your religion, race, physical or mental disability, gender, sexual orientation, nationality or other criteria not germane to academic work.
- Professors will maintain confidentiality on personal matters you discuss with them unless they indicate otherwise. Confidentiality extends to how grading and papers are managed. Papers will be distributed in class in a manner that does not allow other students to see your grades. Grades will not be posted by name or social security numbers in any public place. Graded papers will not be made available where other students have any access to them (boxes, open envelopes etc).
- Professors will be available to confer with you outside of class via set office hours. Full time teaching faculty are expected to hold a minimum of three office hours each week.

Freshman Major B Advising
One Possible Sequence

First Semester

CHDV 35	3 units
CHDV 35F	2 units
ENGL 1A	3 units
COMS 5	3 units
GOVT 1	<u>3 units</u>
	14 units

Second Semester

BIO 7	4 units
ENGL 20	3 units
MATH 17	3 units
HIST 50	3 units
HIST 17A	<u>3 units</u>
	16 units

Third Semester

GEOL 8 + 8T	4 units
COMS 2 or ENGL 1C or EVENS 11 or PHYS 30 or JOUR 50 or PHIL 4 or PSYC 49 or SOC 8	3 units
MATH 107A	3 units
KINS 172	3 units
HLSC 136	<u>2 units</u>
	15 units

Fourth Semester

CHDV 132	2 units
CHDV 133	3 units
FACS 50 or ETHN 166 or ETHN 167 or ETHN 173	3 units
MATH 107B	3 units
MUSC 101	<u>3 units</u>
	14 units

Fifth Semester

CHDV 131	3 units
CHEM 106	3 units
HIST 132	3 units
GEOG 100	3 units
ART 133	<u>3 units</u>
	15 units

Sixth Semester

CHDV 135	3 units
CHDV 138	4 units
PHYS 107	3 units
ETHN 100	3 units
HIST 187 or ECON 104	<u>3 units</u>
	16 units

Seventh Semester

CHDV 136	3 units
CHDV 137	4 units
THEA 118	3 units
EDBM 170	3 units
EDS 100 A/B	<u>3 units</u>
	16 units

Eighth Semester

ENGL 116B	3 units
Pre-Credential Course	3 units
Pre-Credential Course	3 units
Pre-Credential Course	3 units
Pre-Credential Course	<u>2 units</u>
	14 units

ADVISORS

Major B advising is available only in Lassen Hall room 2008. Appointments are required. The phone number for that office is 278-4492. Students are strongly encouraged to meet with a Major B advisor at the beginning of enrollment on this campus and once during each subsequent semester. Different Child Developments Advisors are available dependant upon schedule rotation.

NOTES

Please retain this Handbook and take it to all meetings with your advisor. The Handbook will be helpful to plan your program and to keep a record of completed coursework. Remember to see a Child Development advisor once a semester.

