



**SACRAMENTO  
STATE**

**CHILD DEVELOPMENT  
MAJOR B  
HANDBOOK**

**ACADEMIC PROGRAM WITH  
PRE-CREDENTIAL PREPARATION  
(2006-2008)**

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# WELCOME

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**We are happy to welcome you to Sacramento State and to the Child Development Major B program. We strive to support you as you proceed toward your BA degree.**

- This handbook is designed to help you understand the Child Development Major B: Academic Program with Pre-Credential Preparation.
- Use this handbook to keep track of the courses you have completed and to plan for a timely graduation date.
- Please note that graduation petitions must be filed one year in advance of the semester in which you plan to graduate (May 1 for a spring graduation and November 1 for a fall graduation).
- Faculty advising is an important component of student success in any major but particularly for the Major B pre-credential program which differs in some important ways from other BA degrees.
- We strongly recommend that you by make an appointment once each semester with child development faculty advisors in the Center for Teaching Majors, currently housed in Lassen Hall 2008. Go to the advising center to schedule a 20-minute appointment.
- Advising hours and phone numbers will be available each semester on our webpage at <http://edweb.csus.edu/departments/chdv/index.html>.
- Note that the Child Development department office is in Brighton Hall 137.  
Tel: (916) 278-7192. Fax: (916) 278-3348. Webpage: <http://edweb.csus.edu>

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## 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: (a) providing a sound academic program in Child Development; (b) preparing students to work with children and parents in a variety of community settings; and (c) the development of written communication skills. In addition to mastery of academic content, students who major in Child Development are also required to develop their written communication skills and it is expected 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 of assignments.
3. Communicate ideas in a logical sequence, beginning with a clearly stated thesis and presenting arguments based on thoughtful examination of concepts and research evidence, with accurate reference to sources.
4. Complete written assignments according to the format and content specified by course instructors.
5. Follow the stylistic guidelines identified in *Elements of Style* by Strunk and White and the American Psychological Association (APA) *Publication Manual*

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 students whose career interests may include, but not be limited to, elementary school teaching or those who are interested in pursuing graduate studies. Child Development Major A is an interdisciplinary major with elective concentrations focused on elementary education (multiple subjects credential), preschool administration or teaching, children with special needs, work in multilingual/multicultural settings, family dynamics/parent education, adolescence, visual and performing arts, counselor education, child health and well-being, and research emphasis for advanced degrees. The major is flexible and enables students to design programs aligned with their personal academic or career objectives. Students interested in elementary school teaching who follow this option must pass the California Basic Education Test (CBEST) and the California Subject Examinations for Teachers (CSET) for admission to a teacher preparation program to obtain a Multiple Subjects credential.

**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 categories identified by the California Commission on Teacher Credentialing: (A) Human Development (30 units), (B) Language and Literature (15 units) (C) Mathematics (9 units) (D) Kinesiology (3 units), (E) Visual and Performing Arts (9 units), (F) Natural Sciences (15 units), (G) Social Sciences and Humanities (21 units), (H) Health and Credential Requirements/Prerequisites (8 units). Successful completion of this option helps students prepare for the California Subject Examinations for Teachers (CSET) to demonstrate subject matter competence. Major B students must also take the California Basic Education Skills Test (CBEST) prior to beginning the Teacher Preparation Program.

**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 units required for the Major B program is 107-110 units. Total units required for a BA is 120 units.

### A. HUMAN DEVELOPMENT - REQUIRED COURSES (30 units)

Prerequisites are shown in parentheses ( ) following course title.

Semester/ Yr	Course No.	Course Title	Units (11)	Substitute Course	College	Grade
	CHDV 35	Child and Adolescent Development	3			
	CHDV 35F	Human Development and Early Fieldwork Experience	2			
	<b>Choose one:</b> 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 and completion of 45 units)	3			
CHDV 133 must be taken <b>PRIOR</b> to or <b>CONCURRENT</b> with required CHDV upper division courses listed below						

Semester/ Yr	Course No.	Course Title	Units (19)	Substitute Course	College	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)	3			
	CHDV 137	Cognitive Development (CHDV 133) <i>Not in same semester as CHDV 138</i>	4			
	CHDV 138	Social and Emotional Development (CHDV 133) <i>Not in same semester as CHDV 137</i>	4			

**B. LANGUAGE and LITERATURE (15 units)**

Semester/ Yr	Course No.	Course Title	Units (15)	Substitute Course	College	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			
	COMS 5	The Communication Experience	3			
	<b>Choose one:</b> COMS 2 ENGL 1C# JOUR 50 PHIL 4 PSYC 49 SOC 8	Argumentation Critical Thinking and Writing Mass Media & Critical Thinking Critical Thinking Scientific Thinking in Psychology Sense and Nonsense in Social Issues and Research	3			

# ENGL 20 may be satisfied by taking an approved course to meet ENGL 1C or its equivalent at a community college. See an advisor for more information.

\* Must pass WPE prior to taking ENGL 116B (but not EDTE 120)

**C. MATHEMATICS (9 units)**

Semester/ Yr	Course No.	Course Title	Units	Substitute Course	College	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			

**D. KINESIOLOGY (3 units)**

Semester/ Yr	Course No.	Course Title	Units (3)	Substitute Course	College	Grade
	KINS 172	Movement Education (CPR Certification – may be taken concurrently)	3			

**E. VISUAL and PERFORMING ARTS (9 units)**

Semester/ Yr	Course No.	Course Title	Units (9)	Substitute Course	College	Grade
	ART 133	Understanding and Creating Art (Junior standing)	3			
	MUSC 101	Experiences in Music	3			
	THEA 118	Children's Theater	3			

**F. NATURAL and PHYSICAL SCIENCES (15 units)**

Semester/ Yr	Course No.	Course Title	Units (15)	Substitute Course	College	Grade
	GEOL 8	Earth Science for Teachers	3			
	GEOL 8T	Lab - Earth Science for Teachers ( <u>GEOL 008</u> ; best taken concurrently)	1			
	BIO 7	Introduction to Biology	4			
	CHEM 106	Chemical Concepts ( <u>GEOL 008</u> or <u>BIO 007</u> , and <u>ENGL 020</u> or an equivalent second semester composition course)	3			
	PHYS 107	Conceptual Physics and Scientific Inquiry ( <u>BIO 007</u> , <u>CHEM 106</u> , <u>GEOL 008</u> , and <u>MATH 017</u> )	4			

**G. SOCIAL SCIENCES and HUMANITIES (21 units)**

Semester/ Yr	Course No.	Course Title	Units (21)	Substitute Course	College	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 ( <u>HIST 050</u> )	3			
	ETHN 100 *	Ethnic America	3			
	GEOG 100	Themes in World Geography	3			
	<b>Choose one:</b> ECON 104 HIST 187	Introduction to U.S. Economy Topics in U.S. History 1600-1900	3			

\* Writing Intensive - must obtain passing score on WPE prior to taking this course.

**H. HEALTH and CREDENTIAL REQUIREMENTS / PREREQUISITES (8 units)**

Semester/ Yr	Course No.	Course Title	Units (8)	Course	Institution	Grade
	HLSC 136	School Health Education (CPR training - may be taken concurrently)	2			
	EDBM 170	Introduction to Bilingual Education	3			
	EDS 100A	Education of Exceptional Children/ Youth (Co-requisite EDS 100B)	2			
	EDS 100B	Field Lab for Education of Exceptional Children/ Youth (Co-requisite EDS 100A)	1			

**LONG-TERM PLANNING**

\_\_\_\_\_

**Anticipated Graduation Date**

\_\_\_\_\_

**First Semester of Teacher Preparation Program**

\_\_\_\_\_

**Planned Date to take the CBEST**

**Planned Dates to take the CSET Subtests**

\_\_\_\_\_

**I - Reading, Language, and Literature: History and Social Science**

\_\_\_\_\_

**II - Science and Mathematics**

\_\_\_\_\_

**III - Physical Ed.; Human Development; Visual & Performing Arts**

## REQUIRED PLACEMENT EXAMS

A series of entry-level placement exams must be taken when you are admitted to Sacramento State and throughout your program. The requirements are as follows:

### *First-year students*

- English Placement Test (EPT)
- Entry Level Math (ELM)
- Intermediate Algebra Diagnostic Test (IAD): Must be taken prior to taking Math courses for major. Applies even if Math 17 or its equivalent has been completed prior to admission to CSUS.

### *Junior transfer students*

- Intermediate Algebra Diagnostic Test (IAD): Must be taken prior to taking Math courses for major. Applies even if Math 17 or its equivalent has been completed prior to admission to CSUS.

## UNIVERSITY GRADUATION REQUIREMENTS

- Writing Proficiency Exam (WPE): Take first semester of junior year or a hold will be placed on student records.
- Writing Intensive Requirement: Must Pass WPE prior to taking the Writing Intensive (WI) course. ETHN 100 satisfies the WI requirement in Major B
- Race and Ethnicity Requirement: Also satisfied by ETHN 100 in Major B.
- Foreign Language Proficiency: 3 years of High School courses in one foreign language, or 2 semesters of college courses in one foreign language. Consult academic advisors for other combinations to satisfy this requirement.
- Graduation contracts must be completed two semesters before a student plans to graduate. Deadline for spring graduation is May 1 and deadline for fall graduation is Nov 1 (if these dates fall on a weekend, the nearest weekday is used).

## STATE OF CALIFORNIA REQUIREMENTS FOR TEACHERS

- Students must pass the California Basic Educational Skills Test (CBEST) and the three subtests of the California Subject Examination for Teachers (CSET) in order to be awarded a Multiple Subjects teaching credential in California.
- Teacher Preparation Programs in the CSU system require applicants to have passing scores on the CBEST and the CSET subtests prior to admission to a program of study for the Multiple Subjects credential. See a child development advisor to develop a planned sequence for when to take these tests before the credential program's application deadline (CSUS applications are due in early October for spring admission and early March for fall admission).
- Taking the tests sequenced over the last three semesters of your BA program is strongly recommended. A passing score on the CBEST is valid for life. Passing scores on the CSET subtests are valid for 5 years.

## **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 Sacramento State.

### ***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.

### ***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.

### ***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.
- *Out-of-class work:* 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 faculties 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. Discussing such specific course-related issues with other professors or department staff is considered unprofessional and you will be redirected to the course instructor or chair.

### ***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 instructors are expected to hold a minimum of 3 office hours each week.

## PLANNING FOR GRADUATION

### One possible 4-year sequence

Discuss with a child development advisor how to adapt this possible sequence to suit your own needs and also to take into consideration when you plan to complete the three subtests of the California Subject Examination for Teachers (CSET)

<u>First Semester</u>		<u>Second Semester</u>	
CHDV 35	3 units	BIO 7	4 units
CHDV 35F	2 units	ENGL 1C or equivalent #	3 units
ENGL 1A	3 units	MATH 17	3 units
COMS 5	3 units	FACS 50 or equivalent	3 units
GOVT 1	<u>3 units</u>	HIST 17A	<u>3 units</u>
	14 units		16 units

<u>Third Semester</u>		<u>Fourth Semester</u>	
GEOL 8 + 8T	4 units	CHDV 132	2 units
MATH 107A	3 units	CHDV 133	3 units
HIST 50	3 units	KINS 172	3 units
HLSC 136	2 units	MATH 107B	3 units
ENGL 20#	<u>3 units</u>	MUSC 101	<u>3 units</u>
	15 units		14 units

**Begin taking CBEST and CSET tests, to be completed by 7<sup>th</sup> semester when application to Teacher Preparation Program is due.**

<u>Fifth Semester</u>		<u>Sixth Semester</u>	
CHDV 135	3 units	CHDV 131	3 units
CHEM 106	3 units	HIST 132	3 units
CHDV 138	4 units	PHYS 107	3 units
GEOG 100	3 units	ETHN 100*	3 units
ART 133	<u>3 units</u>	HIST 187 or ECON 104	<u>3 units</u>
	16 units		15 units

**Submit Graduation Petition two semesters before planned graduation.**

<u>Seventh Semester</u>		<u>Eighth Semester</u>	
CHDV 136	3 units	EDS 100 A/B	3 units
CHDV 137	4 units	<i>Elective+</i>	<i>3 units</i>
ENGL 116B or EDTE 120	3 units	<i>Elective+</i>	<i>3 units</i>
THEA 118	3 units	<i>Elective+</i>	<u>4 units</u>
EDBM 170	<u>3 units</u>		13 units
	16 units		

**Apply to Teacher Preparation Program one semester before planned graduation.**

# Both may be satisfied by taking an approved substitute for ENGL 1C at community college

\* Passing score on WPE required for admission to Writing Intensive class

+ Required only if total units will not be equal to or greater than 120 by graduation semester

## ADVISING

**IT IS IMPORTANT THAT EACH STUDENT CONTACT AN ADVISOR IN THE FIRST SEMESTER OF ENROLLMENT IN CHILD DEVELOPMENT COURSES, OR WHEN SELECTING CHILD DEVELOPMENT AS A MAJOR. A LIST OF CHILD DEVELOPMENT ADVISORS IS AVAILABLE IN THE DEPARTMENT OFFICE, (BRIGHTON HALL 137) OR ON THE DEPARTMENT WEBPAGE AT <http://edweb.csus.edu/department/chdv/index.html>.**

**OFFICE HOURS ARE POSTED ON EACH FACULTY ADVISOR'S OFFICE DOOR. PLEASE NOTE THAT FACULTY SCHEDULES CHANGE EACH SEMESTER.**

CHANGE OF MAJOR forms to declare Child Development as your major are provided on the internet at either [www.csus.edu](http://www.csus.edu) OR <http://edweb.csus.edu/departments/chdv/index.html> Change of Major forms must be submitted to the department office for signature by the department chair.

GRADUATION PETITIONS must be completed by November 1 for fall semester and May 1 for spring and summer semesters. Applications are due one year in advance. Refer to Schedule of Classes for all deadlines.

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