



SACRAMENTO
STATE

Program Proposal Form B



Academic Group (College): Education	Date of Submission to College Dean: 5/3/07
Academic Organization (Department): Child Development	Requested Effective: Fall <input checked="" type="checkbox"/> Spring __, 2008 __.
Department Chair: Karen Horobin	Contact if not Department Chair: Karen O'Hara
Title of the Program: Child Development – Concentration in Elementary Pre-credential	
Type of Program Proposal: <input type="checkbox"/> Modification in Existing Program: <input type="checkbox"/> Substantive Change <input type="checkbox"/> Non-Substantive Change <input type="checkbox"/> Deletion of Existing Program <input checked="" type="checkbox"/> New Programs <input type="checkbox"/> Initiation (Projection) of New Program on to Master Plan <input type="checkbox"/> New Degree Programs <input type="checkbox"/> Regular Process <input type="checkbox"/> Fast Track Process <input type="checkbox"/> Pilot Process <input checked="" type="checkbox"/> New Minor, Concentration, Option, Specialization, Emphasis <input type="checkbox"/> New Certificate Program	
PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at http://www.csus.edu/acaf/univmanual/index.htm	
Briefly describe the program proposal (new or change) and provide a justification. The proposed program modification is within the context of a major overall program revision in which we propose a move from a broad and unbounded choice of electives to a more formal set of concentrations within the major. <u>First</u> , we propose the addition of a new research-based course in observation and assessment to be included in the program requirements (new course is proposed and in the process of approval). This new course fulfills a programmatic need for many students going into child-related work settings. <u>Second</u> , we propose modifying the current biology foundation requirement from a program requirement to program prerequisite. While we feel strongly that Child Development majors must have a course in biology, most students already fulfill the Biology requirement as part of General Education. <u>Third</u> , we propose to change our fieldwork course (CHDV 132) from 2 units to 3 units. <u>Fourth</u> , we propose the creation of a new concentration – “Child Development – Concentration in Elementary Pre-credential.” Currently, Child Development offers two majors: Major B, which is a subject matter “pre-credential” major, and Major A, which is the general Child Development major. Major B has been considered to be the major for students who intend to pursue a multiple subjects teaching credential, as it provides opportunity for mastery of subject matter areas in education, as well as for preparation for the CSET. Major A has been a more general major from which students go into a number of fields, including education, either K- 12 or Pre-school, graduate school in counseling and education, or into areas of public policy, law and medicine,	

just to name a few. There is a common misconception that to be a teacher, the student must major in "Major B" or in Liberal Studies. However, for students not following the course pattern from the beginning of their academic career, this often requires the student to take far more course units than is necessary to graduate. However, because the major is so proscriptive with few opportunities for course substitutions, a large proportion of major transfers from community colleges are required to exceed the 120 units to graduation, sometimes by as much as 15 to 20 units. In this case, they sometimes either a) switch to Major A without formalized guidelines for preparation for entry to a credential program, or b) they enter Major B or Liberal studies, and take far more units than needed for graduation. The proposed Concentration in Elementary Pre-credential combines some of the pre-credential coursework of the subject matter program with the flexibility of Major A. It will further help to dispel the common misconception that to be a teacher, one must declare Major B.

The creation of concentrations is needed because CHDV currently has a very long list (~ 70 classes) of electives. While they are organized in "emphases," students still report being confused by the many options.

Creation of formal concentrations would:

- 1) Reduce the confusion for students as to the purposes of our programs, and
- 2) Decrease the advising burden on faculty advisors, as the programs would be much more clearly delineated for students and faculty.
- 3) Make a better program of study, more effectively guiding students to career or further educational goals, rather than just choosing an assortment of classes that will count whether or not it has anything to do with these goals.

Approvals:

Department Chair: KA Rodwin Date: 5/22/07
College Dean: Pia Jy Date: 8/22/07
University Committee: _____ Date: _____
Associate Vice President and Dean
for Academic Affairs: _____ Date: _____

Proposed Child Development – Concentration in Elementary Pre-credential

Old	New
None	Program Prerequisite or Requirement: (0) General Education Biology (Program prerequisite)
Foundation: (3) CHDV 30 or 35 (3-4) BIO 5, 7, 10 or 20 (3) FACS 50 (3) CHDV 133	Foundation: (3) CHDV 35 (2) CHDV 35F (3) FACS 50 (3) CHDV 123 (3) CHDV 133
Core: (3) CHDV 131 (3) CHDV 135 (4) CHDV 137 (4) CHDV 138 (2) CHDV 132 (3) FACS 154 (3) CHDV 136 <u>or</u> FACS 108	Core: (3) CHDV 131 (3) CHDV 135 (4) CHDV 137 (4) CHDV 138 (3) CHDV 132 (3) CHDV 136
Electives: 14 - 15 units of electives	Electives: (3) EDBM 170 (3) EDS 100A/B (2) HLSC 136 (3) KINS 172 (3) elective from List B
Total units: 48 – 50	Total units: 48