



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

**Child Development Department
Form B Description and Rationale
Major B Elementary Subject Matter Program Revision
Submitted to College of Education Academic Affairs Committee
Spring 2003**

I. Background

Senate Bill 2042, enacted in 1998, signaled a major change in the preparation of teachers in California. In response to the legislation, the California Commission on Teacher Credentialing (CCTC) followed up with the creation of new standards for programs involved in teacher preparation, including elementary subject matter programs at the B.A. level. On the CSUS campus, there are two elementary subject matter programs for undergraduate students – Liberal Studies Blended Elementary Teacher Education Program (BETEP) and Child Development Major B. These programs prepare undergraduates to enter credential programs after graduation by providing them with required coursework in the subject matter areas taught in elementary school. Students who complete an elementary subject matter program are not required to take the CSET (previously MSAT) examination for application to a credential program. This document describes the proposed revisions to the Major B program (see attached spreadsheet) pursuant to the new CCTC elementary subject matter (ESM) standards. (The Child Development Major A program, the basic academic major without the subject matter preparation, is not included in this revision.)

There are 13 elementary subject matter standards in three categories. Category I addresses program philosophy, curriculum, teaching and assessment practices (standards 1-6). Category II addresses program qualities related to field experiences, diversity and technology (standards 7, 8 and 9). Standards 10-13, which comprise Category III, describe the requirements for implementation of the program, including leadership, resources, recruiting and advising, and program review. In addition, there is an extensive amount of material in Appendix, A which outlines the content specifications for each of the seven required subject matter areas. Programs that include both the elementary subject matter and the credential coursework are limited to a maximum of 140 total units. Current time lines require submission of documents for revised elementary subject matter programs to CCTC by the beginning of August of 2003 (blended programs do not have to be submitted until November of 2003).

Work on the revision of the Major B undergraduate program began in the spring of 2002 and culminated in the attached proposal, which was approved by the CHDV faculty by formal vote in February of 2003. The departmental process for development of the program has included extensive work by a subcommittee of faculty, meetings and retreats with the entire faculty, and consultation and input from subject matter departments and credential programs across the CSUS campus, the Liberal Studies subject matter program, and representatives from one of the local community colleges. Members of the department accreditation committee have also been regular participants in both the university and college accreditation task forces, as well as the

Liberal Studies Council. In addition, committee members have consulted with other subject matter programs in the CSU system.

Development of this revised program was guided by a number of factors:

- The revision should aim to preserve and, hopefully, enhance the quality of the Child Development undergraduate major program.
- The design should take into account the needs and interests of students.
- The program revision should be designed with consideration for the needs of and impact upon department faculty.
- Design and operation of the program should also take into account the needs of transfer students and our community college partner programs.
- As called for in the standards, the design should reflect a spirit of partnership and collaboration with departments whose courses make up the subject matter portion of the program.
- The design should reflect the same sense of partnership and collaboration with credential programs into which this major leads.
- Consistent with the CSUS commitment to teacher preparation programs, the design should be responsive to directions and concerns of the university and College of Education accreditation task forces, to include specifically consideration of overall unit limits and the development of blended and/or articulated programs.
- All of the above needs should be addressed within the frame of the general and specific requirements set forth in the standards.

The CHDV accreditation committee members have discussed this revision with faculty in all of the credential programs in the College of Education. We have met with or communicated with all of the subject matter departments whose courses are included in either the old or new program, and have discussed with those subject matter departments possible impacts of the proposed changes. To date there has been support and cooperation from our subject matter and credential partners. This is perhaps not surprising since nearly all of the subject matter courses are the same as those which are being used in the current LI BS BETEP program.

II. Overview of the program revision – Articulation versus Blending

This proposal presents a revision of the basic Major B undergraduate program. This revision does not include at present either a blended or an articulated pathway for students to combine the B.A. and multiple subjects credential. However, it is the intention of the department to pursue construction of articulations with each of the credential programs in the College of Education, and discussions to that end have already begun.

After careful consideration, the department faculty made a decision not to pursue a blended structure for Major B at this time. Blended programs present unique challenges and requirements, and for many students do not suit their needs well. In order to complete the 135-140 total units in most blended programs within the 4-½ year suggested target, students typically need to attend school full time and take additional courses in the summer. For many of our students, especially those who must also work, these requirements can be impossible. Blending also often requires that classes be taken in cohorts and sequentially, which raises problems for

students and for administration of the program (registration, scheduling, etc.). Other elementary subject matter programs in the CSU system have similarly decided not to pursue a blended option, or to limit the blended program enrollment to a small group of students who are able to meet the full time, cohort structure requirements.

Another problematic aspect of a blended structure is that it feeds students into only one credential pathway, rather than allowing them to choose among the three pathways in the college. Attempting to provide a blended pathway for three credential programs at once would probably be impossibly complex to achieve, given the experience of our Liberal Studies colleagues who are trying to create a single pathway blended program. As an alternative to creating a forced choice blended structure, we therefore believe our CHDV students would be better served by a program that allows them to choose from among articulated pathways with the credential programs available to them in the College.

Nevertheless, we strongly believe that students will benefit from a program that articulates the B.A. and credential programs. Therefore, it is our intention to continue curriculum development to articulate this basic Major B subject matter program with each credential pathway offered in the College. Based upon discussions thus far with the credential programs in the College, we are very optimistic that a basic subject matter program articulated efficiently with a credential pathway may be accomplished in the same total number of units as a blended program. Work will continue in the spring of 2003 to finalize the articulations into each of the multiple subject credential pathways.

III. Features of the Program Curriculum

The Major B subject matter program curriculum (see attached spreadsheet) includes two basic components: the Child Development academic major and the required courses in each of the subject matter areas: Language and Literature, Mathematics; Kinesiology; Natural/Physical Sciences; Social Sciences; Health; Visual/Performing Arts; and in the Child Development courses. In contrast to the Liberal Studies program, this major provides both the subject matter coursework and the full academic major in Child Development.

A. Key features of the curriculum revisions: In comparing the old and new programs the following features should be noted:

- There are fewer course choices in some of the content areas, and there are some content areas that are no longer included. Because of the specificity and breadth of the new standards and content specifications, most subject matter departments have elected to revise one key course rather than revise four or five choices. In addition, the limit for overall units and the amount of content that are now mandated have precluded inclusion of previous content that is no longer required in the new standards.
- Some courses have been added to meet new requirements not present in the old standards (e.g., health).
- Many of the courses which have remained in the new program have been or are being revised to meet new standards requirements.
- As with the previous program, the revision incorporates university requirements such as critical thinking, oral communication, composition, etc.

- In keeping with state and university goals, the overall number of units has been reduced to allow room for credential coursework in the articulations proposed and with the aim of keeping those articulated elementary subject matter/credential programs within the 140 total unit target.
- Because of the nature of the revision task, the subject matter courses in the CHDV Major B revised program are almost exactly those in the Liberal Studies BETEP (Blended Elementary Teacher Education Program) curriculum. This is also easier for students, many of whom do change from one of these majors to the other for a variety of reasons.

B. Changes in subject matter coursework: Overall units in the subject matter portions of the program have been lowered from 81-87 units to 71-74 units.

- Language and Literature - from 18 to 12-15 units with the elimination of the creative writing requirement. Students can take the sophomore composition course at the community college where they can also use that course to fulfill the critical thinking requirement, saving 3 additional overall units.
- Mathematics – same units and courses but revisions to meet the standards.
- Kinesiology – from 6 to 3 units with revision of the movement education course (KINS 172) to meet new standards, including content related to dance.
- Natural Sciences – units lowered from a maximum of 18 to 15, with courses in each area undergoing revision.
- Social Sciences – some content categories and choices are no longer included, primarily because of the breadth of content now required in history. Along with course revisions, there are new courses being created for this subject matter area (e.g., LIBS 110 – the new California Studies course).
- Health – a new requirement.
- Visual/Performing Arts - music requirements dropped from 6 to 3 units, while both Art and Theater Arts remain at 3 units each, so the total units in this category are lowered from 12 to 9.

C. Changes in the Child Development academic major courses:

- CHDV 35 – the previous life span development course (CHDV 30) will be replaced in Major B and LIBS by a new course to cover birth through adolescence. This change will make the course consistent with the standards, which require that developmental content cover birth through adolescence, and is in response to requests from the LIBS program, which has stated its preference for a birth through adolescence course in keeping with the standards. This new course will allow CHDV and LIBS students more in-depth study of content most relevant to elementary school teachers. In addition, the new course will better articulate with community college programs, many of which include a similar birth to adolescence course but not a life span class. (CHDV 30 will continue to serve as a GE

course and as a requirement in other programs on the CSUS campus which do require the life span content, as well as an option in Major A).

- FACS 50 – this class fulfills the university race/ethnicity requirement and is a course that students can transfer in from the community college (since transfer opportunities have dropped with the elimination of many lower division choices).
- CHDV 35F - a lower division, 2-unit, initial field experience, is now a requirement in the new program. Previously numbered CHDV 30F, students in LIBS and Major B will co-enroll in this course and the new CHDV 35 birth through adolescence course.
- CHDV 133 – remains as a requirement with revisions as necessary to meet the standards. Major B and LIBS students will be allowed to enroll in this course as sophomores with the following prerequisites: completion of 45 total units of credit, to include CHDV 35 and 35F. (Students in other majors and in CHDV Major A may still use CHDV 30 as a prerequisite and are not required to take 35F).
- CHDV 135 and 131- will remain in the program with revisions as necessary to meet the standards. Consistent with other courses, students will be allowed to enroll in these classes as sophomores provided they meet prerequisites.
- CHDV 137 and 138 – changed from 5 to 4 units each in an effort to reduce the program's overall units. These two courses address the areas of cognitive and social/emotional development, including a 3-unit lecture and a 1-unit lab. The original intent of the 5-unit design was to add applied field assignments to two of the required classes in the major. The assignments incorporated observation, data collection and analysis in order to enhance students' understanding of course material. Over time, these kinds of assignments have been added to nearly every required upper division course in the major. Therefore these courses were lowered to 4 units each.
- FACS 154 – this course is eliminated in favor of preserving other required content deemed of a higher priority and in keeping with efforts to lower overall units (remains a requirement in Major A).
- CHDV 136 – this curriculum course remains in the current program in a revised form that incorporates the integrated study requirements of Standard 4.
- CHDV 132 – revised to become a 2-unit field experience class. Students will be allowed to take this course as early as the first semester of the sophomore year. For LIBS and CHDV Major B students, prerequisites will be CHDV 35 and CHDV 35F. For Major A students, prerequisites will be CHDV 30 only.
- CHDV 151 – revised from an option to a requirement in the new program, and serves as a Senior Seminar incorporating the summative subject matter assessment required in the standards.

In the CHDV major component of the coursework, these revisions eliminate 6 units (three from FACS by eliminating the 154 course and one each from three CHDV courses) and add 3 units (CHDV 35F and 151), for a net of 3 units lower than the current program (from 34/35 units to 31 units). Except as specified, current prerequisites will remain the same (e.g., CHDV 133 a pre- or co-requisite for upper division requirements; CHDV 30 or 35 a prerequisite for CHDV 133 as specified). Elimination of one course and lowering three courses one unit each is a practical approach to lowering overall units while preserving the quality and depth of the CHDV major portion of the program.

D. Addition of credential prerequisite/required courses:

Two upper division undergraduate level courses are also included in the revised major to meet the subject matter standards related to diversity and to facilitate the construction of articulated pathways with the credential programs:

- EDS 100 A/B – is a requirement or a prerequisite for all credential pathways in the College, and addresses the subject matter standard related to diversity (standard 8).
- EDBM 170 – is also a requirement or prerequisite for all credential pathways in the College and addresses the diversity standard.

IV. Addressing other areas of the standards:

The curricular and course changes described above are designed to address standards 2, 3, 4 and 5 and the content specifications in Appendix A that deal with curriculum and instruction. Work is ongoing to insure that the remaining standards are addressed in the program revision:

- Program philosophy (standard 1) – the department has already developed a philosophy and purpose statement in conjunction with the CHDV program review conducted in spring of 2002.
- Assessment of subject matter competence (standard 6) – the summative assessment component (currently a portfolio requirement) is incorporated into the CHDV 151 course.
- Field experiences in K-8 classrooms – a protocol for field experiences was developed over the summer of 2002 in partnership with the Liberal Studies BETEP program and local community colleges. The program includes two early field experiences, the CHDV 35F and the CHDV 132 course.
- Diverse perspectives (standard 8) – An emphasis on diversity is one of the most salient characteristics of this proposal. Several courses in both the subject matter and Child Development sections demonstrate the long-standing commitment of the Child Development faculty to influence favorably student knowledge of and attitudes about diversity. Both FACS 50 (The Family and Social Issues) and History 17 (United States History) meet campus race and ethnicity requirements. History 132 teaches students about global history to include extensive material on Islam. Liberal Studies 110 deals with California Studies with a major focus on diversity as both an historical and current factor in the state. The Child Development major section of the program extends the focus on diversity in the following courses: CVHDV 35, 35F, and 131. CHDV 135 is an extensive study of child development as a reflection of diversity within the United States and internationally. Two additional required courses contribute to enhanced student understanding of diversity. EDBM 170 focuses on the critical issue of bilingual programs in schools and EDS 100 orients students to the concept and practice of mainstreaming in public schools.

- Technology (standard 9) – is already being addressed in the content and teaching methods of CHDV courses in the major, specifically CHDV 35F, 132, 133, 136, 137 and 138.
- Standards 10-13 Implementation – Most of the requirements of these standards related to advising policies and practices, collaborative planning, resources and program review, were a part of the old program. These structures are being revisited in conversation with on-campus and community college partners to insure that they meet the specifics of the new standards.

V. Articulation with Multiple Subject Credential Pathways:

Work will continue this spring in developing articulations with credential pathways in the Teacher Education, Special Education and Bilingual/Multicultural Education Departments. It should be noted that completion of these articulations is a separate matter from the design work required to meet the new CCTC standards and thus does not have to be completed in the time line projected for submission of design and documentation to CCTC in July of 2003.

V. Incorporation with other changes in undergraduate major:

Some of the changes specific to the Child Development portion of Major B have implications for the Major A option, since most of the CHDV courses in the two options are the same. Work on revision of the Major A option is ongoing at this time, and the department will need to submit an appropriate program change proposal for Major A later on this spring semester. Given accreditation time constraints we have focused first on Major B. It should be noted that departmental discussions of revising Major A include consideration of the creation of an early CSET option for Major A students intending to pursue the multiple subjects credential.