

# BA IN CHILD AND ADOLESCENT DEVELOPMENT (ELEMENTARY PRE-CREDENTIAL)

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## In Workflow

1. UGSE Chair (hembrees@csus.edu)
2. ED College Committee Chair (sarah.ives@csus.edu;%20eliles@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Faculty Senate Executive Committee Chair (kathy.garcia@csus.edu)
8. Faculty Senate Chair (kathy.garcia@csus.edu)
9. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
10. Dean of Graduate (cnewsome@skymail.csus.edu)
11. President (cely.smart@csus.edu)
12. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
13. Registrar's Office (wwd22@csus.edu;%20w lindsey@csus.edu;%20sac19595@csus.edu;%20danielle.ambrose@csus.edu;%20h.skocilich@csus.edu;%20j.espera@csus.edu)

## Approval Path

1. Mon, 04 Mar 2019 21:09:13 GMT  
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Fri, 08 Mar 2019 01:14:46 GMT  
Elisabeth Liles-Lourick (eliles): Rollback to UGSE Chair for ED Committee Chair
3. Fri, 08 Mar 2019 01:24:46 GMT  
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 25 Apr 2019 22:50:32 GMT  
Elisabeth Liles-Lourick (eliles): Approved for ED Committee Chair
5. Fri, 26 Apr 2019 23:56:27 GMT  
Karen O'Hara (kdohara): Approved for ED Dean
6. Wed, 08 May 2019 15:06:16 GMT  
212408496: Approved for Academic Services
7. Wed, 15 May 2019 18:20:01 GMT  
Katherine Chalmers (chalmers): Rollback to Initiator
8. Thu, 12 Sep 2019 22:52:00 GMT  
Sheri Hembree (hembrees): Approved for UGSE Chair
9. Thu, 12 Sep 2019 23:09:00 GMT  
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
10. Fri, 20 Sep 2019 21:26:28 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

1. May 2, 2018 by clmig-jwehrheim
2. Sep 17, 2018 by 212408496
3. Sep 17, 2018 by 212408496

Date Submitted: Fri, 06 Sep 2019 18:58:50 GMT

**Viewing: BA in Child and Adolescent Development (Elementary Pre-Credential)**

**Last approved: Mon, 17 Sep 2018 22:36:33 GMT**

**Last edit: Fri, 06 Sep 2019 18:58:47 GMT**

Changes proposed by: Sue Hobbs (219705630)

**Academic Group: (College)**

Education

**Academic Organization: (Department)**

Undergraduate Studies in Education

**Catalog Year Effective:**

2020-2021 Catalog

**Individual(s) primarily responsible for drafting the proposed degree major program:**

Name (First Last)	Email	Phone 999-999-9999
Amber Gonzalez	amber.gonzalez@csus.edu	916-278-6117
Sue Hobbs	sue.hobbs@csus.edu	916-278-7368

**Type of Program Proposal:**

Major

**Program Change Type:**

Substantive

**Title of the Program:**

BA in Child and Adolescent Development (Elementary Pre-Credential)

**Designation: (degree terminology)**

Bachelor of Arts

**Briefly describe the program proposal (new or change) and provide a justification:**

This program change is to the name of the program. The name change proposed is from "Child Development" to "Child and Adolescent Development". This new proposed name better fits the programs mission statement, program description, course requirements and course descriptions, and scholarly research. Upon reviewing program names within the CSU system and nationally our faculty strongly believe that Child and Adolescent Development best aligns with our programs' mission.

In addition, pending GE subcommittee approval, two elective courses will change GE designation. CHDV 143 (B-5) will no longer be a WI course, and CHDV 145 (D2, R&E) will be a WI course.

**Objectives of the degree program:**

## Goal 1: Knowledge in the Discipline

- 1.1 Identify and explain major theoretical and methodological perspectives used in developmental practices and research in a variety of contexts.
- 1.2 Identify and explain processes of physical, cognitive, language, social and emotional development in context from infancy to adulthood.
- 1.3 Apply theory and research to enhance understanding of individual variations in human development (e.g., cross cultural, biological and social influences).

## Goal 2: Modes of Inquiry

- 2.1 Differentiate between qualitative and quantitative research frameworks in human development.
- 2.2 Identify valid information to augment discipline-based inquiry in human development.
- 2.3 Use technological tools and critical thinking in the location, analysis, application and evaluation of research, theory and issues in human development.
- 2.4 Explain principles of ethics used in research methodology in human development.
- 2.5 Apply principles of ethics in writing and communication processes.

## Goal 3: Communication in the Discipline

- 3.1 Write and communicate using current American Psychological Association format and style.
- 3.2 Use appropriate, relevant and compelling evidence of human development to articulate ideas and present knowledge.

## Goal 4: Civic and Cultural Knowledge and Competence

- 4.1 Explain culturally informed approaches to a variety of critical, cultural, and socio-political academic and applied contexts within the field of human development.
- 4.2 Collaborate with peers, faculty and/or community partners to engage in civil discourse, creative thinking and problem solving in academic and community settings.
- 4.3 Recognize culturally relevant civic and community issues to inform engagement, leadership, and responsible advocacy in developmental community-based learning experiences.
- 4.4 Use a theoretical framework of human development to apply and analyze responsibility and advocacy in professional and career contexts.

## Goal 5: Professional and Career Knowledge and Behaviors

- 5.1 Identify professional, career and educational opportunities in the field of human development.
- 5.2 Apply knowledge of developmental concepts, theories, and research, through engagement in mediated field experiences.
- 5.3 Explain and critique personal positionality and how that influences individual, professional, and academic attitudes and behaviors.
- 5.4 Practice discipline-specific professional ethics and responsibility in academic and/or field experiences.

## University Learning Goals

### Undergraduate Learning Goals:

Competence in the disciplines  
 Knowledge of human cultures and the physical and natural world  
 Integrative learning  
 Personal and social responsibility  
 Intellectual and practical skills

**Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

Yes

## For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

**Does this program change impact your department's currently written Program Standards Document?**

No

**Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.**

The proposal is for a program name change only. No courses included in the waiver are affected by the change.

**Is this change in response to program or unit assessment activities?**

No

**Will this program introduce any new or changes to program assessments?**

No

**Do these changes impact the Smart Planner roadmap?**

No

### Catalog Description:

**Units required for Major: 49**

**Total units required for BA: 120**

## Program Description

Child and Adolescent Development is the study of the biological, physical, socio-emotional, and cognitive growth and development of the child from conception through emerging adulthood. Using theory, empirical research, and practice, this rigorous academic program prepares students to work as agents of social change with diverse populations of children, adolescents, emerging adults, and families in a variety of areas, including education, advocacy, research, policy, counseling, and/or other settings.

The Child and Adolescent Development Concentration in Elementary Pre-credential is an academic child and adolescent development program with an emphasis on preparing the student to enter an elementary school (multiple-subjects) teaching credential program. It consists of the core academic child and adolescent development courses, 11 units of credential prerequisite courses, and 3 units of electives, chosen from the approved list. Students who intend to pursue an elementary school (multiple subjects) teaching credential must take the CBEST exam and the CSET subject matter exam as a part of the admission requirements for the credential program. Child and Adolescent Development students planning to pursue the credential should work with a faculty advisor to select general education courses recommended as preparation for the CSET exam.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

**Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)**

## Program Requirements

Code	Title	Units
<b>Required Foundation Courses (14 Units)</b>		
CHDV 35	Child and Adolescent Development <sup>1</sup>	3
CHDV 35F	Human Development and Elementary Field Experience	2
CHDV 123	Qualitative Methods in Human Development	3
CHDV 133	Quantitative Methods in Human Development	3
FACS 50	The Family and Social Issues <sup>1</sup>	3

**Required Upper Division Core Courses (21 Units)<sup>2</sup>**

CHDV 131	Language Development	3
CHDV 132	Fieldwork in Child Development	3
CHDV 135	Crosscultural Child Development	3
CHDV 136	Developmental Experiences, Methods and Curriculum <sup>3</sup>	3
CHDV 137 & 137L	Cognitive Development Cognitive Development Research Laboratory <sup>3</sup>	5
CHDV 138 & 138L	Social and Emotional Development Social and Emotional Development Laboratory <sup>3</sup>	4

**Credential Requirements (11 Units)**

EDUC 100A & EDUC 100B	Educating Students with Disabilities in Inclusive Settings Educating Students with Disabilities in Inclusive Settings Lab	3
EDUC 170	Bilingual Education: Introduction to Educating English Learners	3
HLSC 136	Course HLSC 136 Not Found	2
KINS 172	Movement Education	3

**Elective (3 Units)**

Select one elective <sup>4</sup>		3
<b>Total Units</b>		<b>49</b>

<sup>1</sup> Course also satisfies General Education (GE)/Graduation Requirement.

<sup>2</sup> Completion of, or concurrent enrollment in CHDV 123 or CHDV 133 is required for registration in required upper division core courses.

<sup>3</sup> CHDV 137/CHDV 137L or CHDV 138/CHDV 138L are not recommended to be taken in the same semester.

<sup>4</sup> Students in the elementary pre-credential emphasis are required to select one course from the approved list of pre-credential electives. It is suggested that students work with a faculty advisor to select this course and are strongly urged to select courses that will assist in preparation for the CSET examination. Students may select courses from an approved list of electives below.

**Elective List**

Code	Title	Units
ANTH 101	Cultural Diversity <sup>5</sup>	
ART 133	Art Education for Children	
CHDV 134	Development of Young Children as Mathematical and Scientific Thinkers	
CHDV 139	Educational Play: Theory and Practice	
CHDV 143	Mind and Brain in Developmental Context (CHDV 143 will no longer be WI, pending approval) <sup>5</sup>	
CHDV 144	Community Service Learning in Developmental and Educational Settings	
CHDV 145	Controversial Issues in Childhood Development, Education, and Social Policy <sup>5</sup> (CHDV 145 will be WI, pending approval) <sup>5</sup>	
CHDV 150A & CHDV 150B	Early Literacy Development in First and Second Language Early Literacy Development in First and Second Language Practicum	
CHDV 153	Apprenticeship in Advanced Child Development	
CHDV 194	Cooperative Education Experience	
CHDV 199	Special Problems	
EDUC 120	Literature For Children	
EDUC 121	Multicultural Children's Literature <sup>5</sup>	
EDUC 124A & EDUC 124B	Tutoring Children in Mathematics Tutoring Children in Mathematics: Practicum	
EDUC 125A & EDUC 125B	Tutoring Children in Reading Tutoring Children in Reading Practicum	
EDUC 127A & EDUC 127B	Field Experience in After School STEM Programs Field Experience in After School STEM Programs: Practicum	
EDUC 160	Urban Education <sup>5</sup>	
EDUC 165	Sex Role Stereotyping in American Education <sup>5</sup>	
EDUC 171	Bilingualism in the Classroom	
EDUC 172	Introduction to Hmong Literacy	
ETHN 100	Ethnic America <sup>5</sup>	
FACS/COMS 108	Family Communication	
HRS 161	Multicultural America <sup>5</sup>	

STAT 1	Introduction to Statistics <sup>5</sup>	
SWRK 102	Crosscultural Theory and Practice: Issues of Race, Gender and Class <sup>5</sup>	
<sup>5</sup>	Course also satisfies General Education (GE)/Graduation Requirement.	

## General Education Requirements<sup>1</sup>

Code	Title	Units
<b>Area A: Basic Subjects (9 Units)</b>		
A1 - Oral Communication		3
A2 - Written Communication		3
A3 - Critical Thinking		3
<b>Area B: Physical Universe and Its Life Forms (7-13 Units)</b>		
B1 - Physical Science		3
B2 - Life Forms		3
B3 - Lab (Note: Lab experience to be taken with one of the following: B1, B2 or B5)		1
B4 - Math Concepts <sup>3</sup>		0 - 3
B5 - Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. <sup>4</sup>		0 - 3
<b>Area C: Arts and Humanities (9-12 Units)</b>		
C1 - Arts		3
C2 - Humanities		3
C1/C2 - Area C Course		3
C1/C2 - Area C Course - Take upper-division course to complete Area & upper division requirements. <sup>4</sup>		0 - 3
<b>Area D: The Individual and Society (6-9 Units)</b>		
Area D Course		3
Area D Course		3
Area D Course <sup>2</sup>		0
Area D Course - Take upper-division course to complete Area & upper division requirements. <sup>4</sup>		0 - 3
<b>Area E: Understanding Personal Development</b>		
Area E Course <sup>2</sup>		0
Total Units		31-43

<sup>1</sup> To help you complete your degree in a timely manner and not take more units than absolutely necessary, there are ways to use single courses to meet more than one requirement (overlap). For further information, please visit the General Education page (<http://catalog.csus.edu/colleges/academic-affairs/general-education/>).

**Note:** There is no way to list all possible overlaps so please consult with a professional advisor. The Academic Advising Center can be visited online (<http://www.csus.edu/acad/>), by phone (916) 278-1000, or email ([advising@csus.edu](mailto:advising@csus.edu)).

<sup>2</sup> Required in Major; also satisfies GE.

<sup>3</sup> Department offers students a "select from the following" option:

- If student chooses to take STAT 1, they will meet Area B4.

<sup>4</sup> Department offers students a "select from the following" option:

- If student chooses to take CHDV 143, they will meet Area B5.
- If student chooses to take EDUC 121, they will meet upper division Area C.
- If student chooses to take ANTH 101, CHDV 145, EDUC 160, EDUC 165, ETHN 100, or SWRK 102, they will meet upper division Area D.

## Graduation Requirements<sup>1</sup>

Code	Title	Units
<b>Graduation Requirements (required by CSU) (3-9 Units)</b>		
American Institutions: U.S. History <sup>2</sup>		0 - 3
American Institutions: U.S. Constitution & CA Government		3
Writing Intensive (WI) <sup>3</sup>		0 - 3
<b>Graduation Requirements (required by Sacramento State) (9 Units)</b>		
English Composition II		3
Race and Ethnicity in American Society (RE) <sup>4</sup>		0
Foreign Language Proficiency Requirement <sup>5</sup>		6

<sup>1</sup> To help you complete your degree in a timely manner and not take more units than absolutely necessary, there are ways to use single courses to meet more than one requirement (overlap). For further information, please visit the General Education page (<http://catalog.csus.edu/colleges/academic-affairs/general-education/>).

**Note:** There is no way to list all possible overlaps so please consult with a professional advisor. The Academic Advising Center can be visited online (<http://www.csus.edu/acad/>), by phone (916) 278-1000, or email ([advising@csus.edu](mailto:advising@csus.edu)).

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2 Department offers students a "select from the following" option:  
• If student chooses to take ANTH 101, they will meet the U.S. History graduation requirement.

3 Department offers students a "select from the following" option:  
• If student chooses to take CHDV 143, EDUC 121, EDUC 160, EDUC 165, or ETHN 100, they will meet the Writing Intensive (WI) graduation requirement.

4 Required in Major; also satisfies Graduation Requirement.

5 If not satisfied before entering Sacramento State, it may be satisfied in General Education Area C2 (Humanities). "C- or better required." The alternative methods for satisfying the Foreign Language Proficiency Requirement are described here: <https://www.csus.edu/wll/flgr/>

## Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

none

Provide a fiscal analysis of the proposed changes:

none

How will the above changes be accommodated within the department/College existing fiscal resources?

none

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

none

Please attach any additional files not requested above:

FACS Consultation.pdf

PSYC Consultation.pdf

Reviewer Comments:

**Elisabeth Liles-Lourick (eliles) (Fri, 08 Mar 2019 01:14:46 GMT):**Rollback: Per UGSE Chair request

**212408496 (Mon, 29 Apr 2019 15:13:23 GMT):**Program Change Type changed to Substantive. Changing a degree's title is considered a substantive change to the degree.

**212408496 (Mon, 29 Apr 2019 15:14:42 GMT):**Program Change Type changed to Substantive. Changing a degree's title is considered a substantive change to the degree.

**212408496 (Mon, 29 Apr 2019 21:25:28 GMT):**As a Pre-Credential program, this program proposal should be reviewed by the Council on the Preparation of School Personnel.

**Katherine Chalmers (chalmers) (Wed, 15 May 2019 18:20:01 GMT):**Rollback: Program Objectives listed on the proposal are unmeasurable. For example, how do you measure "demonstrate understanding"? In addition, the subcommittee felt that the objectives listed in sections 2 and 3 are very vaguely written.

**Sheri Hembree (hembrees) (Thu, 12 Sep 2019 22:51:56 GMT):**Revised program objectives have been added.

Key: 120