The Child, Adolescent, and Family Studies Program (CAFS) at California State University, Bakersfield offers a major leading to a Bachelor of Arts Degree. The CAFS program provides students with an undergraduate level of knowledge within Child, Adolescent, and Family Studies. This program highlights diverse theories, milestones across developmental domains, family systems, ethics, and developmental research methods.

The CAFS major focuses on the biological, cognitive, psychological, and sociological foundations of child behavior and development. Students will acquire knowledge and gain understanding through exposure to relevant literature, current research topics, selected service, fieldwork, and development of student research. Through a variety of courses, students obtain knowledge and refine skills in observing, assessing, interpreting, and implementing programs for children and families; working with and supervising child-centered programs; participating in supportive structures for children and adolescents; and understanding families from diverse backgrounds.

Students completing their BA with a CAFS major can expect to work as elementary school teachers, preschool teachers, directors, social workers, and many other jobs. This is also a good pathway for several different graduate programs, including counseling.

Within the CAFS major there are 3 tracks from which students may choose to complete their requirements for graduation. Each student is strongly encouraged to meet with an advisor to more thoroughly discuss each track. Students majoring in our program must also complete all CAFS coursework with a grade of "C-" or higher. The Child, Adolescent, and Family Studies Program has a strong online component. Most of our major courses are taught online at least once every year.

The first track in the CAFS program is our **Future Academic Studies for Teachers (FAST Track)**, for future elementary school teachers. Students following this track may complete their BA and all of the coursework for the multiple subjects credential in 4 years (rather than the usual 5 years). This track is designed for students who want to be elementary school teachers, are interested in completing our general track, and can maintain a GPA of 2.67 or higher for their first 3 years and a GPA of 3.0 in their final year. The reason that future elementary school teachers may choose this track is because there is not currently a waiver to enter teaching credential programs. Students must be advised by the CAFS Program Coordinator every year to register for this track and to stay in it.

The second track in the CAFS program is our **general track**. The students who choose this track typically want to work with children and families in a variety of ways, including the following: preschool teachers, administrators, social workers, counselors, advocates, readiness coordinators, etc.

The third CAFS track is our **Elementary Education teacher preparation** track. This track is rarely utilized, as most students prefer the FAST track. In the CAFS major the students take a significant amount of coursework preparing them specifically to work with children in developmentally appropriate ways. This degree track has been approved by the California Commission on Teacher Credentialing (CCTC) as a program that prepares students for passage of the subject matter examination that candidates must pass to receive the multiple subjects credential required for multiple subjects instruction in the public schools. This
track does change as state requirements are changed. However, students do not have to choose this track. Students may choose the general track or FAST track, and enter the multiple subjects teaching credential program. Students are must meet with the Program Coordinator when choosing this track. With both this track and the FAST track students must meet all the prerequisites for the Teacher Credentialing program, including passing the CSET and CBEST.

Requirements for the Bachelor of Arts Degree with a Major in Child, Adolescent, and Family Studies

Each of the tracks leading to the Bachelor of Arts Degree with a major in Child, Adolescent, and Family Studies requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 57-60). All CAFS majors must have current certification in First Aide and Adult, Child, and Infant CPR upon graduation.

Requirements for the Bachelor of Art Degree in Child, Adolescent and Family Studies: General Track

<table>
<thead>
<tr>
<th>Total Units Required to Graduate</th>
<th>180 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
<td>58-60 units</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>12 units</td>
</tr>
<tr>
<td>Core Courses</td>
<td>28 units</td>
</tr>
<tr>
<td>Major Courses</td>
<td>18-20 units</td>
</tr>
<tr>
<td>(9 Lower Division and 9 Upper Division)</td>
<td></td>
</tr>
<tr>
<td>Minor Requirements</td>
<td>20 units</td>
</tr>
<tr>
<td>Other University Requirements</td>
<td>82-92 units</td>
</tr>
<tr>
<td>CSUB 101</td>
<td>2 units</td>
</tr>
<tr>
<td>American Institutions</td>
<td>5 units</td>
</tr>
<tr>
<td>Area A</td>
<td>15 units</td>
</tr>
<tr>
<td>Area B</td>
<td>15 units</td>
</tr>
<tr>
<td>Area C</td>
<td>15 units</td>
</tr>
<tr>
<td>Area D</td>
<td>15 units</td>
</tr>
<tr>
<td>Theme 1</td>
<td>5 units</td>
</tr>
<tr>
<td>Theme 2</td>
<td>5 units</td>
</tr>
<tr>
<td>Theme 3</td>
<td>5 units</td>
</tr>
<tr>
<td>GRE</td>
<td>0-5*</td>
</tr>
<tr>
<td>GWAR (Exam) or Class</td>
<td>0-5*</td>
</tr>
<tr>
<td>*satisfied in major, minor or other university requirement</td>
<td></td>
</tr>
<tr>
<td>Additional Units</td>
<td>8-20 units</td>
</tr>
</tbody>
</table>

Requirements for the Bachelor of Art Degree in Child, Adolescent and Family Studies: Fast Track

<table>
<thead>
<tr>
<th>Total Units Required to Graduate</th>
<th>180 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
<td>58-60 units</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>12 units</td>
</tr>
<tr>
<td>Core Courses</td>
<td>25-28 units</td>
</tr>
<tr>
<td>Major Courses</td>
<td>18-20 units</td>
</tr>
</tbody>
</table>

Minor Requirements 10-20 units
(may be able to double count Area and Theme class)

Other University Requirements 87-92 units
CSUB 101 2
American Institutions 5
Area A 15
Area B 15
Area C 15
Area D 15
Theme 1 5
Theme 2 5
Theme 3 5
GRE 0-5*
GWAR (Exam) or Class 0-5*

*satisfied in major, minor or other university requirement; may double count CAFS 320

Additional Units 8-25 units

Future Academic Studies for Teachers - CAFS Fast Track
Students following this track must inform their advisor and must meet with an advisor every quarter. This track is designed to prepare students to be elementary education teachers. Upon completing the following courses students will have their BA in Child, Adolescent, and Family Studies and will have completed all of the coursework for their Multiple Subjects Credential. Students working toward a concentration in Elementary Education may be required to fulfill specific requirements for entrance to a credential program and may need different courses based on state or university standards for the credential program.

CAFS Fast Track: Child, Adolescent, and Family Studies Future Academic Studies for Teachers

Elementary Education Teacher Track

Year 1 (54 units)
Fall (17 units)
CSUB 101, A2 (C or higher), Area C, D4
Winter (17 units)
A1, B1-BIOL 100, D3-PLSI 101, CAFS 110
Spring (20 units)
A3, B4-stats (C or higher), CAFS 200, 230 or 280 or 430

Year 2 (52 units)
Fall (17 units)
EDTE 300, B2, Minor, CAFS 208 or 350 or 360
Winter (15 units)
HIST 231, D1 or D2 or D5, C4, Foreign Language
Spring (20 units)
CAFS 320 (GRE- if not 320 then another upper division CAFS course must also be taken), Minor, CAFS 312, C3-HIST 210, CBEST
Year 3 (53 units)
Fall (18 units)
Theme 1, CAFS 400, Minor, EDSP 301, CSET
Winter (19 units)
Theme 2, CAFS 410, 313 or 313, EDTE 410, GWAR (exam or course)
Spring (16 units)
Theme 3, Minor, CAFS 490, EDTE 416

Year 4 (42 units)
Fall (16 units)
EDTE 401, 415, EDEL 460, 461, 462
Winter (13 units)
EDEL 463, 464, 465, EDTE 402, RICA test
Spring (13 units)
EDEL 499, EDTE 403, 404

Recommended pattern of courses 201

Child, Adolescent, and Family Studies-General Track
This general track may also be used by students who desire to become elementary education teachers, preschool teachers, social workers, counselors, advocacy personnel, etc. All general education coursework for the university must be completed in addition to the courses specific to this major. It is critical that students following this track who wish to enter a teacher credential program (either multiple subject or preschool) notify their faculty advisor of their intentions so that they can be advised correctly.

Prerequisite (12 units)
CAFS 110 or 310, 200, MATH 140 or PSYC 200

Major Requirements (28 units)
CAFS 311, 312, 313, 400, 410, 490

Foundation Courses (complete at least 9 units in lower division coursework (100 and 200 level classes), and at least 9 units upper division coursework (300 and 400 classes)

Lower division coursework
CAFS 208, 210, 220, 230, 240, 250, 280

Upper Division Coursework
CAFS 320, 350, 360, 414, 420, 430, 440

Elementary Education/Subject Matter Preparation Track
A specialty concentration in Child, Adolescent, and Family Studies-Elementary Education provides an academic experience best suited to those who wish to teach in the elementary K-6 setting. The CAFS Elementary Education student will take classes that have been approved by the California Commission on Teacher Credentialing (CCTC) as a program meeting the requirements for the Elementary Education Multiple Subjects preparation. Upon successful completion of the courses described below, the student will have completed all the California State Department of Education and California State University course requirements for the Elementary Education Multiple Subject preparation for entrance into an Elementary Education Multiple Subject Credential program. This specialty track is for students who plan to become elementary teachers. Please see an advisor for a current listing of the required courses.

Child, Adolescent, and Family Studies Minor
A student wishing to minor in Child, Adolescent and Family Studies should complete at least 20 quarter units in CAFS, of which at least 15 units must be upper division. A faculty member in the CAFS program must approve the specific course of study. This minor may be completed online.

Minor courses:
CAFS 200 required; three (3) of the following courses: CAFS 311, 312, 320, 350, 360 or 430.

Please note: CAFS 320 cannot count for your minor and your GRE requirement. It needs to be two (2) separate courses.

Liberal Studies Majors: This minor may be completed entirely online.
Those students majoring in Liberal Studies and seeking a Child Development Concentration are recommended to take the following courses (a wider selection is available in the Liberal Studies office):
CAFS 200, 312; one (1) of the following: CAFS 311, 313, 350, 280; and one (1) of the following: CAFS 320, 360, 430

COURSE DESCRIPTIONS
Note: Among the courses comprising the Child, Adolescent, and Family Studies major and specialty areas (see above), those not found elsewhere in this catalog are listed below.

Lower Division

CAFS 101 Introduction to Teaching in the Elementary School (2)
This course is open to high school students only. This course enables high school students to work in elementary classrooms while receiving high school and university credit. In order to participate, students must apply to the program, maintain a 3.0 GPA or better, and have two recommendations from their high school. Those who participate will receive units toward high school graduation and have the opportunity to earn up to 6 college quarter units per year.
CAFS 110 Introduction to Child, Adolescent and Family Studies (2)
This course will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

CAFS 200 Fundamentals in Developmental Theory (5)
Introduction to child, adolescent, and family development as a unique field of study. Introduces developmental theory highlights, common milestones across developmental domains, family systems, ethics, introduction to research methods and observation techniques. Explores Human Development as a profession, examines professional responsibilities, reviews publications, student becomes cognizant of child-related organizations, and connects child and family development to other related fields of study. Advances the student’s ability to make observations and accurate recordings of children and families. This class also includes an introduction to technology within the field (meets core requirement for CCTC Child Development Associate teacher Permit), CAFS senior portfolio, and requirements for graduation.

CAFS 208 Child, Family and Community (4)
Introduction to various roles of and interactions among and between children, families, and community systems. This approach to understanding the interaction of child, family, and community will emphasize an appreciation for diverse cultural, socioeconomic, and lifestyle experiences. Students will become aware of individual and family requirements, social issues, and available support programs in the local area. Students will engage in program analysis and assessment of program effectiveness and quality in light of family needs and community priorities. (Meets core requirement for CCTC Child Development Associate Teacher Permit).

CAFS 210 Observation of Children (2)
Advances the ability to make sensitive observations and accurate recordings of children and families of diverse lifestyles and abilities. Includes a Service Learning/Fieldwork component requiring students to work and interact with children in order to link theory and practice. This requirement includes 36 hours of field-based observation.

CAFS 220 Curriculum, Procedures, and Laboratory Experience for the Child (5)
Acquaints students with curriculum, procedures and materials important for effective child development programs. Emphasis on learning theory and development as related to learning environments, curriculum areas for the young child, materials, methodology, and evaluation. This course also emphasizes planning developmentally appropriate activities that are respectful and sensitive to individual abilities as well as cultural and family backgrounds. Emphasis is on learning and teaching practices; the role of play in the child’s development, age and ability appropriate classroom organization and management, child health, nutrition, and child self-care and studies various approaches like exploring several different curriculums and activities and projects that students could utilize to promote and support those curriculums (such as Reggio, Emergent, Creative, Weekly, Themes, Projects, etc.). (Meets core requirement for CCTC Child Development Associate Teacher Permit.)

CAFS 230 Curriculum, Procedures, and Laboratory Experience in the Elementary School (5)
Acquaints students with curriculum, procedures, and materials important for effective elementary classroom planning. Emphasizes curriculum requirements, learning theory, research and assessment, development, methodology, and planning developmentally appropriate activities. Learning and effective teaching practice is central to the content of this course: the role of play in the child’s development, age-level appropriate classroom organization, and classroom management.

CAFS 240 Introduction to Administration of Child and Family Programs (5)
An overview of administration in child and family programs for site supervisors and directors. Topics include program organization, staffing, proactive program management, historical background, and philosophical underpinnings of relevant programs.
CAFS 250 Child Health, Safety, and Nutrition (5)
Examines principles, practices and issues related to meeting the health, safety and nutritional needs of children and emphasizes physiological and biological aspects of development. Students will learn techniques and skills of the support and implementation of health and safety practices and their impact on an individual child’s development and how these practices might be adapted to support the goals and values of family and community systems. Students will be required to gain the knowledge and skills consistent with certification in American Red Cross CPR and First Aid. (Meets requirement for CCTC Child Development Master Teacher Permit.)

CAFS 280 Multicultural Children’s Literature (5)
This course explores the interrelatedness of social, aesthetic, and cultural, elements of children's literature. It covers criteria for effective evaluation of literature and how to select books that are developmentally appropriate. It examines the elements of literature and how it supports language, creative, and intellectual development. It also covers specific teaching strategies that reflect current literacy theory to enhance transactions with literature.

CAFS 296 Human Corps (1)
One unit of credit for 20 or more hours of volunteer community service experience working directly with young children in a variety of socioeconomic settings. Open to students who are interested in pursuing a career in Early Childhood Education (Pre-K through grade 3). Students may request an assignment through the Human Corps office. A journal, a brief reflective paper and meetings with a faculty sponsor as required. This course may be repeated up to twelve times (12 units); however, students may earn only one unit per quarter. Offered on a credit, no-credit basis only. Prerequisite: CAFS 200.

CAFS 299 Individual Study (1-5)
To be arranged with the instructor.

Upper Division

CAFS 310 Introduction to the Field of Child Development (2)
This course is for transfer students and will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

CAFS 311 Infant/Toddler Development (5)
Focuses on growth and development from conception into the preschool years. This course examines the historical context for the modern conception of child development. Emphasis is given to contemporary research in physiological and motor development, socioemotional development, cognitive development, language and communication development, health and nutrition, child rearing practices and infant stimulation. The class will highlight a social-historical-contextual approach to the development of young children and families. (Meets requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

CAFS 312 Child Development in the School Years (5)
Advanced study in growth and development from early childhood to adolescence. Theoretical and research orientations focus on the dynamic interaction of domains of development and their practical applications. Classroom discussion is based partially on required field experiences with children in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age, including family, school, community, and cultural contexts. Prerequisite: CAFS 200.
CAFS 313 Adolescent Development (5)
This class in adolescent development will examine theoretical and conceptual frameworks for the study of the social, emotional/psychological, biological/physical, cognitive, language/communicative and aesthetic aspects of human development during adolescence. Development within the various contexts of contemporary adolescents’ cultural, familial, educational, socioeconomic, and ability contexts provides the core of class content. Classroom discussion is based partially on field experiences and observations with adolescents in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age. Prerequisite: CAFS 200.

CAFS 320 Individual and Family Development in Diverse Cultures (5)
An exploration of the values, attitudes, child rearing practices, family, and social relationships in a variety of diverse settings. The impact of these factors on personal, social, economic, and political systems will be discussed. Comparisons with western family systems including cultural universals and differences will be emphasized. The course will also discuss immigrant experiences in the United States. GRE

CAFS 350 Child Guidance, Supervision and Support (5)
Examines children’s interpersonal, emotional, and personality development, emphasizing theoretical issues and research on discipline and empathy development. Study of models of guidance and their implications for academic, home, and clinical settings is emphasized. Prerequisite: CAFS 200.

CAFS 360 Parenting and Family Relations (5)
Examines the family as the child’s first educator. Studies models of family systems, parenting strategies, community programs and experiences in child service programs, schools, and communities that support and recognize the family as an integral part of the child’s educational experience. Emphasis is on parent education, interpersonal communication, and family systems awareness. (Meets the requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

CAFS 400 Introduction to Research Methods (5)
Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children and families of diverse cultural, socioeconomic and life-style backgrounds as data collection strategies, reliability, validity, ethics, and values to increase students’ ability to locate, understand, critique, report and use child development research. Prerequisites: Senior Standing, CAFS 200 (C- or higher); MATH 140 or PSYC 200; CAFS 311, 312 or 313 (C- or higher).

CAFS 410 Research, Assessment and Evaluation of Children and Families (5)
Introduction to the interpretation and analysis of Child Development theory and research. Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children, adolescents, and families of diverse cultural, socioeconomic and lifestyle backgrounds as representing the current study of Child Development. Includes examination of research design, data collection strategies, reliability, validity, ethics and values to increase students’ ability to locate, understand, critique, report and use child development research. Prerequisites: Senior standing; Statistics, and CAFS 400 (C- or higher).

CAFS 414 Advanced Practicum (2)
An application of theory in various educational, clinical, and community settings. Placement is made according to student’s goals and interests. Prerequisite: CAFS 200.

CAFS 420 Advanced Techniques for Working in Child and Family Programs (4)
A course for those who wish to supervise and direct programs for children, adolescents and families. Topics will include financing, budget requirements, legal codes, planning, operating, evaluating and staff training of child centered programs. Prerequisite: CAFS 200.

CAFS 430 School, Community, and Family Collaborations (5)
Developing knowledge and skills for effective communication with adults in childhood settings including schools, and extracurricular programs for a diverse population. Topics include human relations management, processes for supervision of adults, and parent relations within programs. Prerequisite: CAFS 200.
CAFS 440 Advanced Practicum in Adult Education and Supervision (2)
Supervision experience with adults in child, adolescent, and family programs. Prerequisite: CAFS 200.

CAFS 481 Directed Research in Child Development (1-5)
Students conduct research, assessments, and investigations in the area of child development under faculty supervision. Strongly suggested for majors who are considering graduate study in Child Development. Prerequisite: consent of instructor who will serve as sponsor, approved by the Child, Adolescent, and Family Studies Program Coordinator.

CAFS 489 Experiential Prior Learning (1-5)
Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post baccalaureate students. Interested students should contact the program office.

CAFS 490 Senior Seminar (3)
This course is a senior capstone class that will assist students to the next level of their professional development. The course will help students prepare to strengthen competencies needed to achieve personal and professional goals. As part of the course work, students will be required to produce a Senior paper and develop a professional electronic portfolio. Prerequisite: Senior Standing; CAFS 410 (C- or higher).

CAFS 497 Cooperative Education (1-5)
This course provides sponsored learning in a work setting, integrated with academic learning. The Cooperative Education office assists the student in finding a placement on an individual basis.

CAFS 499 Individual Study (1-5)
Students are encouraged to explore a specific topic on an individual basis. Students learn through directed readings, reflective papers, discussions with their faculty advisor, and research on the agreed upon topic. Prerequisite: consent of the instructor who will serve as mentor.