



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> Education	<b>Academic Organization (Department):</b> Child Development	<b>Date:</b> 3/3/09
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> Karen O'Hara	<b>Submitted by:</b> Sheri Hembree
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>For Catalog Copy:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <b>CCE:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Semester Effective:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2009

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> CHDV 292	<b>Title:</b> Culminating Seminar for Exam Option	<b>Units:</b> 3
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**JUSTIFICATION:**

The Child Development Department has approved a Comprehensive Exam Option for its MA program. The proposed course is designed to assist students as they prepare for the exam. The course is analogous to CHDV 290 (Seminar for Culminating Experience) taken by students opting for Thesis/Project for the Culminating Experience Requirement. We believe the course will provide necessary academic and social support and improve student performance on the exam.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Seminar to focus on topics/elements/expectations for the exam option culminating experience: test preparation and tips, exam writing, practice exam questions, time management, and community building with other students. Students will complete reading and writing assignments related to each exam area and prepare for an exam question related to an approved elective topic of their choice. Students will submit an exam petition to be reviewed and approved by the departmental exam committee.

<b>Note:</b>	
<b>Prerequisite:</b> Completion of all foundation course requirements for MA program (CHDV 200A/B, CHDV 242, CHDV 247, CHDV 250) and advancement to candidacy, or instructor permission.	
<b>Corequisite:</b>	
<b>CAN (California Articulation Number):</b>	
<b>Graded:</b> Letter <input type="checkbox"/> Credit/No Credit <input checked="" type="checkbox"/>	<b>Instructor Approval Required?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Course Classification (e.g., lecture, lab, seminar, discussion):</b> 06 seminar	<b>Title for SIS+/CMS (not more than 30 characters):</b> Culminating Sem CHDV Exam
<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>
<b>How Many Times Can This Course be Taken for Credit?</b> <u>1</u>	
<b>Can the course be taken for Credit more than once during the same term?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

*Students will be able to:*

- Understand departmental expectations related to the culminating exam option
- Identify and write about key ideas and controversies in child development
- Demonstrate academic reading and writing skills and skills for editing and revising written work
- Write complete, polished essays in response to practice exam questions
- Think critically about academic writing in the discipline
- Read theory and empirical research in the discipline and used it to develop a feasible exam question
- Conduct a comprehensive literature search related to their focal topic and use it to develop potential exam questions
- Show effective study and exam preparation skills for the culminating exam

\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Students will be evaluated on several written assignments, including (a) summaries/evaluation of seminal readings in child development from exam reading list, (b) written responses to sample essay questions (c) annotated bibliography and literature review for an approved focal topic, and (d) exam petition submitted to departmental exam committee. Students will also receive credit for participating in in-class practice exams and discussions of time management and study skills.

For whom is this course being developed?

Majors in the Dept  Majors of other Depts  Minors in the Dept  General Education  Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No

If yes, identify program(s): MA Child Development; Required only if choose the exam option

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  No

If yes, attach a description of resources needed and verify that resources are available.

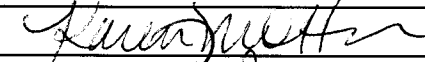
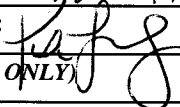
Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

**Date**

Department Chair: 	3/27/09
College Dean or Associate Dean: 	3/30/09
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

## Course readings

The exam option for the MA Child Development program will consist of 4 essay questions based on readings selected by the faculty each year. The questions will be based on (but not limited to) testing knowledge in each of the following core areas: (a) *Theories and Social or Cognitive development*, (b) *Research Methods in Child Development across a range of ages*, (c) *Cross-Cultural Issues in Cognitive or Social development*, and (d) faculty approved *Individual Focal Area* chosen from existing core or elective coursework.

Thus, course readings for CHDV 292 will primarily include readings from each of these four exam areas representing the foundation coursework, and will be selected by the exam committee and voted on by faculty prior to the beginning of the course. Students will also develop a list of readings for their approved focal topic.

Readings may include:

- Birney, D., Citron-Pousty, J., Lutz, D., & Sternberg, R. (2005). The development of cognitive and intellectual abilities. *Developmental science: An advanced textbook (5th ed.)* (pp. 327-358). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Bornstein, M., Arterberry, M., & Mash, C. (2005). Perceptual development. *Developmental science: An advanced textbook (5th ed.)* (pp. 283-325). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Cole, M. (2005). Culture in Development. *Developmental science: An advanced textbook (5th ed.)* (pp. 45-101). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Eccles, J., & Roeser, R. (2005). School and community influences on human development. *Developmental science: An advanced textbook (5th ed.)* (pp. 513-555). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Harkness, S., & Super, C. (2002). Culture and parenting. *Handbook of parenting: Vol. 2: Biology and ecology of parenting (2nd ed.)* (pp. 253-280). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Johnson, M. (2005). Developmental neuroscience, psychophysiology and genetics. *Developmental science: An advanced textbook (5th ed.)* (pp. 187-222). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Kupersmidt, J., Griesler, P., DeRosier, M., & Patterson, C. (1995). Childhood aggression and peer relations in the context of family and neighborhood factors. *Child Development, 66*(2), 360-375.
- MacWhinney, B. (2005). Language Development. *Developmental science: An advanced textbook (5th ed.)* (pp. 359-387). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.
- Miller, P. (2001). *Theories of Developmental Psychology*. Worth Publishers.
- Morelli, G., & Rothbaum, F. (2007). Situating the child in context: Attachment relationships and self-regulation in different cultures. *Handbook of cultural psychology* (pp. 500-527). New York, NY US: Guilford Press.
- Overton, W. (2003). Development across the life span. *Handbook of psychology: Developmental psychology, Vol. 6* (pp. 13-42). Hoboken, NJ US: John Wiley & Sons Inc.
- Overton, W. (2006). Developmental Psychology: Philosophy, Concepts, Methodology. *Handbook of child psychology (6th ed.): Vol 1, Theoretical models of human development* (pp. 18-88). Hoboken, NJ US: John Wiley & Sons Inc.
- Stevenson-Hinde, J., & Verschueren, K. (2002). Attachment in childhood. *Blackwell handbook of childhood social development* (pp. 182-204). Malden, MA US: Blackwell Publishing.
- Thompson, R., & Goodvin, R. (2005). The individual child: temperament, emotion, self, and personality. *Developmental science: An advanced textbook (5th ed.)* (pp. 391-428). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.

Wertlieb, D. (2003). Applied developmental science. *Handbook of psychology: Developmental psychology, Vol. 6* (pp. 43-61). Hoboken, NJ US: John Wiley & Sons Inc.

Students will also be assigned readings related to developing writing skills and exam preparation, including the following:

Wallace, M. & Wray, A. (2006). *Critical reading and writing for postgraduates*. Sage Publications Ltd.

Rosnow, R. L. & Rosnow, M. (2008). *Writing papers in psychology*. Wadsworth Publishing.

Warburton, N. (2007). *The basics of essay writing*. Routledge.

Selected chapters of *SAT II Writing, 4th ed (Academic Test Preparation Series) - Part I – Guide to Good Writing*