



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: Child Development		Department Chair: Dr. Michael Ballard-Rosa	
Type of Course Proposal: New <u>XX</u> Change <u> </u> Deletion <u> </u>		Date: April 21, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <u> </u> No <u> </u> <u> </u> <u>X</u>		For Catalog Copy: Yes <u>X</u> No <u> </u>	CCE: Yes <u> </u> No <u>X</u>
		Semester Effective: Fall <u>X</u> Spring <u> </u> 2006 <u> </u>	
Prefix &No. CHDV 153	Title: Apprenticeship in Advanced Child Development		Units: 1-3

Change to:

Prefix &No.	Title:	Units:
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JUSTIFICATION:

This course is designed to a) provide a mechanism that fosters faculty/student interrelationships; b) provide students with experiential preparation for graduate studies and/or professional settings; c) provide an opportunity for students to develop in-depth knowledge of an academic topic in child development

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)

Faculty mentors will meet with graduate and undergraduate apprentices individually or in small groups for guided discussions of assigned readings and/or research data analysis/collection endeavors.

Note: Readings will depend on the specific mentor's research or scholarly interest.

Prerequisite: Instructor's consent.

Corequisite: None

CAN (California Articulation Number):

Graded: Letter <u>XX</u> Credit/No Credit <u> </u>	Instructor Approval? Yes <u>X</u> No <u> </u>
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Course Classification: S36	Title for SIS+ (not more than 25 characters) Apprenticeship in CHDV
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Cross Listed? Yes <u> </u> No <u>X</u>	If yes, with what course:
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How Many Times Can This Course be Taken for Credit? Twice

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:

- a) engage in an apprentice/mentor relationship by participating in meetings
- b) develop skills and strategies for participating in collaborative knowledge production
- c) develop an in-depth understanding of one or more topics in child development

Note: Readings will depend on the specific mentor’s research interest.

**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:

Evaluation of participation in weekly meetings (students level of engagement)

Evaluation of one or more of the following:

- a) data analysis procedures; b) literature review; c) collective knowledge process; d) reflection papers;
- e) research proposals; f) level of engagement in research process

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):

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:	
College Dean or Associate Dean:	
CPSP (for school personnel courses ONLY)	
Associate Vice President & Dean for Academic Programs:	

Distribution: Academic Affairs (original and two copies) Department Chair and College Dean. A copy of this form should be e-mailed, along with the hard copies, as an attachment to mcateeji@csus.edu by the Dean's office after it is approved at that level.

CHDV 153

Requirements for undergraduate students	Assessment strategies
1. Attending and participating in regular meetings with mentor	-Regular attendance -Level of participation. Assessed through the following indicators: a. comes prepared; b. assignments are completed with a focus on detail; c. actively listens to mentor and/or other students; d. contributes to the discussion
2. Develop skills and strategies for participating in collaborative knowledge production	-Displays openness to generating, negotiating, and sharing new ideas -Uses assignments and tasks to promote a growing in-depth understanding of the assigned topic/task -Extend understanding of the topic over the semester
3. Develop an in-depth understanding of one or more topics in child development through engagement in research or participation in community settings	Assessed through one or more of the following: a. short written summaries/analyses of articles; b. presentation of written work to mentor and other students, c. develop skills for using data analysis programs to study learning and development, d. applying coding categories to data, e. develop skills for data collection in community settings; f. develop skills for gaining entry into potential research/community settings
Requirements for graduate students	Assessment strategies
1. Attending and participating regular meetings with mentor	-Attendance -Level of participation. Assessed through the following indicators: a. comes prepared; b. assignments are completed with a focus on detail; c. actively listens to mentor and/or other students; d. contributes to the discussion; e. uses assignments and tasks to develop an in-depth understanding topic; f. extend growing understanding of the topic
2. Develop skills and strategies for participating in collaborative knowledge production	-Open to generating/negotiating new ideas -Developing comfort with ambiguities or difficulties characteristic of analysis of data, or data collection, or work in community settings -Sharing responsibility with the mentor for pursuing an understanding of the topic and articulating implications for research and/or practice/policy
3. Develop an in-depth understanding of one or more topics in child development through engagement in research or participation in community settings	Assessed through one or more of the following and others that may develop over the semester: a. short written summaries/analyses of articles; b. research presentations; c. develop skills for using data analysis programs, d. develop skills for gathering data, e. develop coding categories for analysis by using data and assigned readings; e. applying coding categories to data gathered on development; f. develop skills for applying to conferences; g. develop knowledge of appropriate conference venues; h. develop skills for working in community settings