

BA IN CHILD AND ADOLESCENT DEVELOPMENT (EARLY DEVELOPMENT, CARE, AND EDUCATION)

In Workflow

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Approval Path

1. Mon, 04 Mar 2019 20:59:16 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Fri, 08 Mar 2019 01:17:13 GMT
Elisabeth Liles-Lourick (eliles): Rollback to UGSE Chair for ED Committee Chair
3. Fri, 08 Mar 2019 01:29:54 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 25 Apr 2019 22:50:23 GMT
Elisabeth Liles-Lourick (eliles): Approved for ED Committee Chair
5. Fri, 26 Apr 2019 23:56:23 GMT
Karen O'Hara (kdohara): Approved for ED Dean
6. Wed, 08 May 2019 15:06:08 GMT
212408496: Approved for Academic Services
7. Wed, 15 May 2019 18:13:47 GMT
Katherine Chalmers (chalmers): Rollback to Initiator
8. Thu, 12 Sep 2019 22:51:40 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
9. Thu, 12 Sep 2019 23:05:56 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
10. Fri, 20 Sep 2019 21:26:21 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

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

Date Submitted: Fri, 06 Sep 2019 18:53:52 GMT

Viewing: BA in Child and Adolescent Development (Early Development, Care, and Education)

Last approved: Mon, 17 Sep 2018 22:35:02 GMT

Last edit: Fri, 06 Sep 2019 18:53:49 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 |
|-------------------|-------------------------|--------------------|
| Sue Hobbs | sue.hobbs@csus.edu | 916-278-7368 |
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Type of Program Proposal:

Major

Program Change Type:

Substantive

Title of the Program:

BA in Child and Adolescent Development (Early Development, Care, and Education)

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)?

No

Do these changes impact the Smart Planner roadmap?

No

Catalog Description:

Units required for Major: 50-51

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 EDCE prepares students to work in child care settings with children from infancy through pre-kindergarten. The program consists of the core child and adolescent academic program and 14–15 units of electives with a focus of study on developmental theory, systematic observation and assessment, and pre-school curriculum development. Students have opportunities for first-hand experience working with infants and children, and can complete most of the ECE requirements for a child development permit. Students planning to obtain the California Child Development permit for preschool/day care teaching or administration should consult a faculty advisor for information about specific course and field-work requirements and application process.

In collaboration with the College of Continuing Education, a mixed-media hybrid distance education version is currently offered. The coursework consists of 41-51 course units to meet EDCE requirements and 9 units of upper division coursework to meet the CSU general education and writing requirements. For more information visit the College of Continuing Education's Website (<http://www.cce.csus.edu/edce/>).

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 |
|--|--|-------|
| Required Foundation Courses (12 Units) | | |
| CHDV 30 or CHDV 35 | Human Development ¹ Child and Adolescent Development | 3 |
| CHDV 123 | Qualitative Methods in Human Development | 3 |
| CHDV 133 | Quantitative Methods in Human Development | 3 |
| FACS 50 | The Family and Social Issues ¹ | 3 |
| Required Upper Division Core Courses (24 Units)² | | |
| CHDV 131 | Language Development | 3 |
| CHDV 132 | Fieldwork in Child Development | 3 |
| CHDV 135 | Crosscultural Child Development | 3 |
| CHDV 136 or COMS/FACS 108 | Developmental Experiences, Methods and Curriculum Family Communication | 3 |
| CHDV 137 & 137L | Cognitive Development Cognitive Development Research Laboratory ³ | 5 |
| CHDV 138 & 138L | Social and Emotional Development Social and Emotional Development Laboratory ³ | 4 |
| CHDV/FACS 154 | Issues in Parenting | 3 |

Electives (14-15 Units)Select 14-15 units of approved electives.⁴14 -
15

Total Units

50-51

- ¹ Course also satisfies General Education (GE)/Graduation Requirement.
- ² Completion of or concurrent enrollment in CHDV 123 or CHDV 133 is required for registration in required upper division core courses.
- ³ CHDV 137/CHDV 137L or CHDV 138/CHDV 138L are not recommended to be taken in the same semester.
- ⁴ Students are required to select an additional 14-15 units of approved electives to provide understanding of the physical, socio-emotional, and cognitive growth and development of the child from conception through adolescence. These electives should also apply to the area of concentration. Student may select courses from an approved list of electives below.

Elective List:

| Code | Title | Units |
|-----------------------|--|-------|
| ANTH 101 | Cultural Diversity ⁵ | |
| ART 133 | Art Education for Children | |
| CHDV 31 | Adult Supervision and Mentoring In Early Childhood Programs ⁶ | |
| CHDV 32 | Administration and Supervision of Early Childhood Programs ⁶ | |
| CHDV 35F | Human Development and Elementary Field Experience | |
| CHDV 134 | Development of Young Children as Mathematical and Scientific Thinkers | |
| CHDV 136 | Developmental Experiences, Methods and Curriculum | |
| CHDV 139 | Educational Play: Theory and Practice | |
| CHDV 140 | Coordination of Early Childhood Programs ⁶ | |
| CHDV 141 | History of Childhood: International and Interdisciplinary Perspectives ⁵ | |
| CHDV 143 | Mind and Brain in Developmental Context (Pending approval, CHDV 143 will no longer meet WI requirement.) ⁵ | |
| CHDV 145 | Controversial Issues in Childhood Development, Education, and Social Policy ⁵ (pending approval, CHDV 145 will meet WI requirement) | |
| 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 157 | Infant and Toddler: Development and Care ⁶ | |
| CHDV 194 | Cooperative Education Experience | |
| CHDV 199 | Special Problems | |
| EDUC 100A & EDUC 100B | Educating Students with Disabilities in Inclusive Settings Educating Students with Disabilities in Inclusive Settings Lab | |
| EDUC 120 | Literature For Children | |
| EDUC 121 | Multicultural Children's Literature ⁵ | |
| 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 165 | Sex Role Stereotyping in American Education ⁵ | |
| EDUC 170 | Bilingual Education: Introduction to Educating English Learners | |
| EDUC 172 | Introduction to Hmong Literacy | |
| ETHN 100 | Ethnic America ⁵ | |
| FACS/COMS 108 | Family Communication | |
| HRS 161 | Multicultural America ⁵ | |
| KINS 172 | Movement Education | |
| STAT 1 | Introduction to Statistics ⁵ | |
| SWRK 102 | Crosscultural Theory and Practice: Issues of Race, Gender and Class ⁵ | |

⁵ Course also satisfies General Education (GE)/Graduation Requirement.⁶ Recommended for the Child Development Permit.**General Education Requirements¹**

| Code | Title | Units |
|---|--------------------|-------|
| Area A: Basic Subjects (9 Units) | | |
| A1 | Oral Communication | 3 |

| | |
|--|--------------|
| A2 - Written Communication | 3 |
| A3 - Critical Thinking | 3 |
| Area B: Physical Universe and Its Life Forms (7-13 Units) | |
| 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 ³ | 0 - 3 |
| B5 - Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. ⁴ | 0 - 3 |
| Area C: Arts and Humanities (9-12 Units) | |
| 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. ⁴ | 0 - 3 |
| Area D: The Individual and Society (6-9 Units) | |
| Area D Course | 3 |
| Area D Course | 3 |
| Area D Course ² | 0 |
| Area D Course - Take upper-division course to complete Area & upper division requirements. ⁴ | 0 - 3 |
| Area E: Understanding Personal Development | |
| Area E Course ² | 0 |
| Total Units | 31-43 |

¹ 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).

² Required in Major; also satisfies GE.

³ Department offers students a "select from the following" option:

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

⁴ 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 CHDV 141 or EDUC 121, they will meet upper division Area C.
- If student chooses to take ANTH 101, CHDV 145, EDUC 165, ETHN 100, or SWRK 102, they will meet upper division Area D.

Graduation Requirements ¹

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

¹ 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).

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 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:

NA

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

NA

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?

NA

Estimate the cost and indicate how these resource needs will be accommodated:

NA

Please attach any additional files not requested above:

PSYC Consultation.pdf

FACS Consultation.pdf

Reviewer Comments:

Sue Hobbs (sue.hobbs) (Thu, 14 Feb 2019 21:57:03 GMT):In Program Description, it should say "Child and Adolescent Development" instead of "Child Development"

Elisabeth Liles-Lourick (eliles) (Fri, 08 Mar 2019 01:17:13 GMT):Rollback: Per UGSE Chair Request

212408496 (Mon, 29 Apr 2019 15:01:56 GMT):Program Change Type changed to Substantive. Changing a degree's title is considered a substantive change to the degree.

Katherine Chalmers (chalmers) (Wed, 15 May 2019 18:13:47 GMT):Rollback: The Program Objectives listed are unmeasurable (how do you measure "demonstrate understanding"?) and the objectives listed in sections 2 and 3 are very vaguely written.

Sheri Hembree (hembrees) (Thu, 12 Sep 2019 22:51:33 GMT):Revised program objectives have been added.

Key: 119