

# CHDV 123: QUALITATIVE METHODS IN HUMAN DEVELOPMENT

## In Workflow

1. UGSE Chair (hembrees@csus.edu)
2. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
3. ED Dean (kdohara@csus.edu)
4. Academic Services (torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
7. Dean of Graduate (cnewsome@skymail.csus.edu)
8. Catalog Editor (torsetj@csus.edu)
9. Registrar's Office (wlindsey@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Fri, 02 Oct 2020 00:48:39 GMT  
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Fri, 09 Oct 2020 15:32:24 GMT  
Dale Allender (dale.allender): Approved for ED College Committee Chair
3. Wed, 14 Oct 2020 21:10:51 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 10 Sep 2020 06:06:01 GMT

**Viewing: CHDV 123 : Qualitative Methods in Human Development**

**Last edit: Fri, 18 Sep 2020 19:48:15 GMT**

Changes proposed by: Basia Ellis (219702653)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Basia Ellis	basia.ellis@csus.edu	916-278-3462

### Catalog Title:

Qualitative Methods in Human Development

### Class Schedule Title:

Qualitative Methods

### Academic Group: (College)

ED - Education

### Academic Organization: (Department)

Undergraduate Studies in Education

### Will this course be offered through the College of Continuing Education (CCE)?

No

### Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

### Subject Area: (prefix)

CHDV - Child Development

### Catalog Number: (course number)

123

### Course ID: (For administrative use only.)

201066

### Units:

4

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Based on program review, the CHDV major is restructuring. Part of this re-structure includes evaluation of each required course and how it can best meet program objectives. Our research methods courses (Qualitative, 123, and Quantitative 133) are currently both 3 units; however, we have discovered a laboratory is necessary to have enough supervised time to cover the material and hands-on experiences we seek to provide for students. This course covers complex methodological concepts and application is necessary to sufficient understanding. We are thus proposing 1) a unit increase for 3 to 4 units, 2) re-working of the course description accordingly, and 3) reworking of the learning outcomes and assessments accordingly. Specifically, the previous version of the course did not require students to conduct a study from start to finish based on their review of the research literature. Instead, due to limited class time, students learned in class about the various components of a qualitative study and conducted selected research activities and analyses without the requirement of seeing a study through from start to finish. The goal of adding a lab is to allow more supervised time for students to develop and execute their study during class hours. Specifically, students will now be required to conduct a small-scale study (i.e., develop a qualitative research question, collect, enter, and analyze data) and write a research report, in addition to traditional classroom work. Although the unit increase will require an instructor for this unit, we are removing the lab unit from another required course (CHDV 137 and CHDV 138), essentially canceling out any increase in resource requirements.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Introduction to qualitative research methods, their philosophical underpinnings, and their implications for understanding human development. The focus will be on identifying, interpreting, and designing qualitative research to study developmental processes. Attention will be given to methodological strategies used to document and analyze development in context, including participant observation field notes, interviews, documents, and artifacts, with implications for theory and practice. Activities include interpreting qualitative research, qualitative data collection and analysis, and communicating findings utilizing APA style.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)**

For CHDV majors, must be taken prior to completion of 90 units; completion of 45 total units credit

**Does this course have prerequisites?**

Yes

**Prerequisite:**

CHDV 30 or CHDV 35, or equivalent; CHDV 101. CHDV 101 may be taken concurrently.

**Prerequisites Enforced at Registration?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Discussion

**Discussion Classification**

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

**Discussion Units**

4

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'**

During the lecture section of the class, students will be able to:

1. Describe the epistemological, ontological and methodological underpinnings of qualitative research, including their implications for studying human development
2. Identify, locate, and critically evaluate qualitative scholarly articles within research on human development
3. Demonstrate steps necessary to develop qualitative research questions and research design, collection, and analysis (including different types of methods)
4. Evaluate differences between different types of qualitative methods (e.g., interview, observation, focus group) and research design (including ethical consideration)
5. Identify how research findings are situated within broader scholarly conversations in developmental research
6. Identify and critically evaluate research methods as they apply to diverse populations, including issues of equity, individual differences, context, and historical time.
7. Use reflexivity practices to identify how your own positionality, including personal beliefs, values, and social position factors impact how you engage in research, including how your own questions, interpretations, analyses, and descriptions of others carry implications for their lives.

During the lab section of the class, students will be able to

8. Utilize qualitative data collection strategies (e.g., interview, observation) to address qualitative research questions relevant to developmental contexts and research
9. Organize and analyze data using relevant qualitative analytical strategies
10. Use APA style, including using APA principles, elements and format, writing and grammar, and bias free language, to present research findings and interpretations.

**Attach a list of the required/recommended course readings and activities:**

CHDV 123 - Sample syllabus - final.pdf

**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.**

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.

# Take-Home Article Analysis (LO 1)

- # Article Worksheets (LO 2)
- # Research Assignment - Research Proposal (LOs 3, 4)
- # Research Assignment - Data Collection Submission (LO 5)
- # Research Assignment - Data Analysis Summary (LO 6)
- # Research Report (LO 7, 8)
- # In-Class Activities and Reading Responses (LO 1, 2, 3, 4, 8)

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:**

**Programs:**

BA in Child and Adolescent Development (Educational Contexts)

BA in Child and Adolescent Development (Social and Community Contexts)

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Competence in the disciplines  
Personal and social responsibility  
Intellectual and practical skills

**Is this course 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

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

No

Key: 605