

CHDV 133: QUANTITATIVE METHODS IN HUMAN DEVELOPMENT

In Workflow

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Approval Path

1. Fri, 02 Oct 2020 00:49:01 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Fri, 09 Oct 2020 15:33:42 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
3. Wed, 14 Oct 2020 21:16:48 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 10 Sep 2020 05:07:58 GMT

Viewing: CHDV 133 : Quantitative Methods in Human Development

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Changes proposed by: Kristen Alexander (101054963)

Contact(s):

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Catalog Title:

Quantitative Methods in Human Development

Class Schedule Title:

Quantitative 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)

133

Course ID: (For administrative use only.)

108226

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?

Yes, final exam requires 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, students will now be required to conduct a small-scale study (i.e., 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 quantitative research methods in human development and their philosophical underpinnings. Major topics include structures, design, and conduct of research inquiry; the generation of research questions and hypotheses; and collection and analysis of data. Students will be challenged to think critically about methodological issues, engage in quantitative research and conduct analyses, and increase their ability to locate, understand, critique, apply, and report research findings. APA style will be introduced to support the development of scholarly communication and writing.

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 lecture portion of class, students will be able to:

1. Demonstrate understanding of the epistemological, ontological and methodological underpinnings of quantitative research
2. Identify, locate, and critically evaluate quantitative scholarly articles about human development.
3. Articulate how quantitative studies fit within existing developmental theories, previous studies on human development, and are situated within relevant scholarly conversations.
4. Identify ethical issues for developmental research design and execution
5. Critically evaluate the appropriateness and effectiveness of a study (i.e., reliability, validity) within the social, cultural, and developmental context
6. Identify the implications of various quantitative designs for cause and effect relationships in human development (e.g., experimental, quasi-experimental)
7. Use APA style, including principles, elements and format, writing and grammar, and bias-free language to present quantitative research findings and interpretations
8. Identify and critically evaluate research methods as they apply to diverse populations, including issues of equity, individual differences, context, and historical time

During laboratory portion of class, students will be able to:

9. Use a quantitative scientific approach to learn about human development by demonstrating the steps involved in using the scientific method (e.g., hypothesis generation, statistical analysis, interpretation of results)
10. Evaluate and choose effective strategies as they engage in the process of data collection, organization, and interpretation
11. Use reflexivity practices to identify how their own biases, including how personal beliefs, values, and social position factors impact how students engage in research (e.g., how asking research questions and engaging in interpretations, analyses, and descriptions of others carry implications for the lives of those others)

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

syllabus_chdv 133 sample9_20.doc

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.

*Write final APA Style research report, by submitting sections periodically for peer and/or instructor review. (LO 7, 8, 9)

Must include:

- theoretical grounding (LO 1, LO 3)
- multiple quantitative developmental sources (LO 2, 3, 5)
- data collection method (LO 4)
- analytical method and/or results (LO 8)
- discussion and/or implications (LO 6)

*Exams (LOs 1-7)

*In-class/online activities/worksheets/discussions (LOs 1-9)

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

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

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)

Minor in Child and Adolescent Development

BA in Liberal Studies (Human Development)

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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Social Sciences and Interdisciplinary Studies

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

Knowledge of human cultures and the physical and natural world

Integrative learning

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

Please attach any additional files not requested above:

Consultation_LIBS.pdf

Key: 609