

# CHDV 147: INFLUENCES OF PUBLIC POLICY ON CHILDREN & ADOLESCENTS

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## In Workflow

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## Approval Path

1. Fri, 02 Oct 2020 00:52:30 GMT  
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Fri, 09 Oct 2020 15:35:03 GMT  
Dale Allender (dale.allender): Approved for ED College Committee Chair
3. Wed, 14 Oct 2020 21:18:10 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## New Course Proposal

Date Submitted: Fri, 11 Sep 2020 00:13:53 GMT

**Viewing: CHDV 147 : Influences of Public Policy on Children & Adolescents**

**Last edit: Tue, 06 Oct 2020 01:37:44 GMT**

Changes proposed by: Kevin Ferreira van Leer (220287549)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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### Catalog Title:

Influences of Public Policy on Children & Adolescents

### Class Schedule Title:

Pub Policy + Child + Ad Dev

### 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)

147

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

TBD

**Units:**

3

**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:**

In response to the recent Child Development program review, the Child Development faculty have reviewed the concentrations within the major with the aim of identifying areas for change and re-developing the concentrations. One finding of the program review was the need for more support for degree to career trajectory and an assessment of student interest and community needs regarding child development careers. The Child Development program has long served students interested in working with children and adolescents outside the classroom context, particularly in social and community settings and in preparation for graduate studies. Increasingly developmental science research has examined pervasive systemic disparities in opportunities for development, specifically identifying the origins, structures and consequences of these inequities (Lerner, Agans, DeSouza, Hershberg, 2014). An in depth understanding of the role of policy and programs as a macrosystem influence on development, as well as its influence on underlying ecological levels is essential for an understanding of supporting positive development. This course aims to provide students with an understanding of how social policies and programs shape the lives of children, adolescents and families.

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

This course will provide students with an overview of US social policy and programs as they relate to children and adolescents. The policy process will be explored with attention paid to the role of empirical research, advocacy, and engagement of individuals and groups. Topics will include policies and programs that address poverty, education, families, ability, immigration, and criminal justice, among others. Students will analyze how policy integrates empirical research, meets their stated goals, and supports the development of diverse children.

**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

**Does this course have prerequisites?**

Yes

**Prerequisite:**

CHDV 133 or CHDV 123. CHDV 133 or CHDV 123 may be taken concurrently.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

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

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**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.'**

1. Articulate the policy process in the United States
2. Describe how individuals or organizations may influence the policy process
3. Discuss and evaluate the role of empirical research and other issues in the development of policy
4. Explain how key social, educational, and economic policies affect the positive development of children and adolescents
5. Analyze the effectiveness of such policies in meeting their stated goals and how they may perpetuate social injustices
6. Design policy recommendations grounded in empirical research that may promote individual wellbeing

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

CHDV 147 Sample Syllabus 091020.docx

**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.**

Class discussion and collaborative activities - LO 1, 2, 3 4

Reading Summary &amp; Class Facilitator - LO 1, 2, 3, 4

Policy paper &amp; presentations - LO 4, 5, 6

Letter to a Legislator - LO 4, 5

**For whom is this course being developed?**

Majors in the Dept

**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 (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  
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

Key: 14302