BA IN CHILD AND ADOLESCENT DEVELOPMENT (EDUCATIONAL CONTEXTS)

In Workflow

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Approval Path

1. Fri, 11 Sep 2020 21:37:31 GMT
   Sheri Hembree (hembrees): Rollback to Initiator
2. Fri, 18 Sep 2020 21:34:19 GMT
   Sheri Hembree (hembrees): Rollback to Initiator
3. Fri, 02 Oct 2020 00:42:46 GMT
   Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 08 Oct 2020 20:54:10 GMT
   Dale Allender (dale.allender): Approved for ED College Committee Chair
5. Wed, 14 Oct 2020 20:30:27 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim
2. Sep 17, 2018 by 212408496
3. Sep 17, 2018 by 212408496
4. Apr 23, 2020 by Sue Hobbs (sue.hobbs)
5. Apr 28, 2020 by Celena Showers (celena.showers)

Date Submitted: Fri, 18 Sep 2020 21:38:35 GMT

Viewing: BA in Child and Adolescent Development (Educational Contexts)

Last approved: Tue, 28 Apr 2020 17:23:15 GMT

Last edit: Thu, 01 Oct 2020 21:45:00 GMT

Changes proposed by: Kristen Alexander (101054963)

Academic Group: (College)

Education

Academic Organization: (Department)

Undergraduate Studies in Education

Catalog Year Effective:

2021-2022 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
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Type of Program Proposal:

Concentration

Program Change Type:

Substantive

Title of the Program:

BA in Child and Adolescent Development (Educational Contexts)

Designation: (degree terminology)

Bachelor of Arts

Briefly describe the program proposal (new or change) and provide a justification:

The proposal is for a revised concentration in the Child and Adolescent Development B.A. program within the Undergraduate Studies of Education department in the College of Education. The context of these the the changes is provided in the attached memo.

In brief, due to program review, data, and current research in the field, our program has decided to streamline the current five concentrations into two concentrations serving two distinct populations of students in our major: those applying their knowledge to education and those applying their knowledge in social/community settings. This proposal is to change the current 'Elementary Pre-credential' to essentially broaden it and capture all students interested in the educational setting, regardless of age to be served. This will include early, elementary, and special education. The current proposal is also the product of updating the core in the major to better prepare students for their specific academic and career goals. Note this is considered a substantive change because of a change in units--the major with concentration is dropping by 1-2 units total because the new course plan and new courses more efficiently deliver material, skills, and application. Students unsure of a concentration or wishing to switch will be advised to focus first on core courses (required for both concentrations) and take CHDV 101 before entering concentration courses. This plan also simplifies advising and transfer for community college students. This revised concentration will clarify requirements for entering different educational settings and better prepare students with targeted fieldwork, content, and application.

To detail the proposed changes:
1) Change the concentration name to capture the broad age range of study;
2) Remove FSHD 50 from the major requirements. This change is being proposed because of the addition of courses and restructuring would increase the number of units in the major, so we revised requirements to focus more directly on child and adolescent development.
3) Students currently take CHDV 35F to engage in fieldwork in elementary settings. This will add the option to take CHDV 35E (a new class in early education fieldwork);
4) Require a series of courses for all students: CHDV 101 (Career and major development), CHDV 156 (Contexts for development; currently CHDV 196U), and CHDV 190 (Capstone)--these are all new courses and contextualize their work within the educational and broader settings;
5) Remove CHDV 132 from requirements as this is better met with new proposed courses (content is distributed in CHDV 101 and CHDV 190);
6) CHDV 136 is already required, and this adds a revised CHDV 150 (this course has served as an elective in the past);
7) Organize two specialization options, similar to what students in Elementary Precredential do now (EDUC 100AB, EDUC 170, PUBH 136, KINS 172) or Early Development students do now (CHDV 23, CHDV 157, and an elective such as CHDV 31).
8) The description has been updated accordingly and objectives defined (objectives were previously the same for all concentrations). The current proposal differentiates the concentrations by adding 5 additional objectives specific to this concentration.
9) In this reflective process, we also identified a new PLO (4.5) for all CHDV BA students.

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).

1.4 Describe how to apply developmental principles in diverse educational settings

1.5 Discuss theoretical perspectives of pedagogy

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.

4.5 Distinguish how human behavior and development are culturally constructed and how this influences daily activities and choices with the developing person.

4.6 Recognize and scrutinize the processes or interactions between educational settings and other social settings and other ecological levels.

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.

5.5 Analyze and translate developmental principles into teaching practice

5.6 Identify how developmental knowledge of a specific age group (i.e., infant/toddler, childhood/adolescent) and understanding of developmental research methods are relevant to specific educational settings

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)?
Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?
No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.
It does not. It continues to fulfill the waiver if the GE exceptions continue to be granted.

Is this change in response to program or unit assessment activities?
No

Will this program introduce any new or changes to program assessments?
No

Please attach any additional supporting materials:

Consultation_LIBS.pdf

Please attach a Comprehensive Program Assessment Plan (required)

Assessmentplan_BACHDV edconcentration9_20.doc

Please attach a Curriculum Map Matrix (required)

Curriculum Matrix_CHDV program edconcentration.docx

Please attach a five-year budget projection (required)

5 year budget projection.pdf

Do these changes impact the Smart Planner roadmap?

Yes

Please attach the Smart Planner roadmap:

4 year plan CHDV applieded 090920.doc

Briefly describe the change:

The change is to add the option to take CHDV 35E instead of requiring 35F. Remove required FACS 50. Also, add required CHDV 101, 156, and 190. Remove required KINS 172. Remove required CHDV 132. Remove free elective. Add required CHDV 150. Add choose one of the following: OPTION 1: CHDV 157 AND CHDV 23 AND 3 units from (EDUC 100A/B (2+1), CHDV 23, CHDV 31*, CHDV 32*, CHDV 139, CHDV 140*, EDUC 170, or PUBH 136). OPTION 2: EDUC 170 and EDUC 100A and B and one course from (PUBH 136 or KINS 172).

Catalog Description:

Units required for Major: 47-48
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 Educational Contexts seeks to prepare students to understand and apply developmental perspectives and engage in ethical and reflective practices within the educational context. Recognizing that a developmental perspective is essential to effective teaching, the concentration prepares students to consider the diverse physical, cognitive, cultural, linguistic, behavioral, social, and emotional needs of children and their families in the teaching and learning process.

Students will be able to utilize developmental research and theory in their teaching practices to support student learning in various educational contexts. This concentration is appropriate for students interested in working with individuals from birth to emerging adulthood, including early care, preschool, elementary school, and special education, and/or for advanced degree and professional programs. Depending on the career trajectory chosen, additional professional training and/or exams may be required (e.g., Child Development Permit, Teaching Credential, CBEST, CSET).

As defined by policy http://www.csus.edu/umanual/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 35	Child and Adolescent Development (CHDV 30 or equivalent will be accepted) [1]	3
CHDV 101	Course CHDV 101 Not Found	1
CHDV 123	Qualitative Methods in Human Development [2]	4
CHDV 133	Quantitative Methods in Human Development [2]	4
Required Upper Division Core Courses (18 Units)		
CHDV 131	Language Development	3
CHDV 135	Crosscultural Child Development	3
CHDV 137	Cognitive Development	3
CHDV 138	Social and Emotional Development	3

CHDV 156	Course CHDV 156 Not Found	3
CHDV 190	Course CHDV 190 Not Found	3
Required concentration courses (17-18 Units)		
CHDV 35F	Human Development and Elementary Field Experience	3
or CHDV 35E	Course CHDV 35E Not Found	
CHDV 136	Developmental Experiences, Methods and Curriculum	3
CHDV 150A	Early Literacy Development in First and Second Language	3
Concentration specialization requirements (choose one of the specialization sets of 8-9 units)		*8 - 9*
Total Units		47-48

[1]   Course also satisfies General Education (GE)/Graduation Requirement.

[2]   CHDV 123 and CHDV 133 are not recommended to be taken in the same semester.

Specialization options

Code	Title	Units
Choose only one specialization to complete your major		*8 - 9*
Elementary school or special education settings		
EDUC 100A & EDUC 100B	Educating Students with Disabilities in Inclusive Settings Educating Students with Disabilities in Inclusive Settings Lab	3
EDUC 170	Bilingual Education: Introduction to Educating English Learners	3
PUBH 136	School Health Education [1]	2 - 3
or KINS 172	Movement Education	
Early education settings		
CHDV 23	Assessment and Observation in Child Development	3
CHDV 157	Infant and Toddler: Development and Care	3
Choose one early childhood education elective [2]		3

[1]   For the early childhood special education credential, replace this with CHDV 157 in consultation with an advisor.

[2]   Options for early childhood education specialization electives: CHDV 31, CHDV 32, CHDV 139, CHDV 140, EDUC 100AB, EDUC 170

General Education Requirements [1]

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		0 - 3
B5 - Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. [2]		0 - 3
Area C: Arts and Humanities (9-12 Units) [3]		
C1 - Arts [4]		3
C2 - Humanities		3
C1/C2 - Area C Course [5]		3
C1/C2 - Area C Course - Take upper-division course to complete Area & upper division requirements. [5]		0 - 3
Area D: The Individual and Society (6-9 Units)		
Area D Course		3
Area D Course		3
Area D Course		0
Area D Course - Take upper-division course to complete Area & upper division requirements.		0 - 3
Area E: Understanding Personal Development		
Area E Course [6]		0
Total Units		31-43

1   Students interested in elementary teaching are strongly urged to select courses that will assist in preparation for the CSET examination (see Subject Matter Certificate).
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   Area B5 fulfilled by Math 107A if enrolled in Subject Matter Certificate

3   Students enrolled in the Subject Matter Certificate are exempt from the 9 unit lower division requirement in Area C

4   Area C1 fulfilled by ART 133 if enrolled in Subject Matter Certificate

5   MUSC 101 and HIST 132 together satisfy Area C unit requirements if enrolled in the Subject Matter Certificate

6   Satisfied by the major

Graduation Requirements [1]

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

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:

We do not anticipate programmatic and fiscal impact on other programs. Because some of the changes are related to other departments, however, we have consulted with FACS and LIBS (EDUC in in our department). Attached please find evidence of this correspondence.

Provide a fiscal analysis of the proposed changes:

Because these are changes to an existing program, we do not anticipate fiscal impact. New courses are proposed largely to replace courses that will be discontinued. In fact, the program will be streamlined to include fewer concentrations and thus may require less staff, advisor, and administrative time.

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

The College of Education Student Success Center will be trained on new requirements and will provide advising in the same manner as is currently being done. They will also continue to do outreach with our community college partners. Courses will be staffed by tenure-track and lecturer faculty, as is currently being done. All stateside CHDV undergraduate programs will be coordinated by a single coordinator as is currently being done.

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?

The number of students served is anticipated to be similar to the current student population. Rather than being spread across 4 concentrations, students will have two clear pathways and guidance as to which best suits their needs.

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

These changes are expected to be budget neutral.

Please attach any additional files not requested above:

MemoCHDVProgramchanges_9_9.docx
Child and Adolescent Program Proposalfall20.docx

ConsultCORE_FSHD.pdf
ConsultCORE_LIBS.pdf

Reviewer Comments:

Kristen Alexander (kalexand) (Thu, 10 Sep 2020 23:59:25 GMT): The next-to-last question needs to be corrected from indicating 5 concentrations to 4 concentrations.
Sheri Hembree (hembrees) (Fri, 11 Sep 2020 21:37:31 GMT): Rollback: roll back per submitter request
Sheri Hembree (hembrees) (Fri, 18 Sep 2020 21:34:19 GMT): Rollback: rollback requested by submitter

Key: 120