BA IN CHILD AND ADOLESCENT DEVELOPMENT (INTEGRATED PRE-CREDENTIAL SUBJECT MATTER PROGRAM)

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)
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8. Catalog Editor (torsetj@csus.edu)
9. Registrar's Office (wlindsey@csus.edu)

Approval Path

1. Mon, 04 Mar 2019 21:13:47 GMT
   Sheri Hembree (hembrees): Approved for UGSE Chair
2. Fri, 08 Mar 2019 01:15:03 GMT
   Elisabeth Liles-Lourick (eliles): Rollback to UGSE Chair for ED Committee Chair
3. Fri, 08 Mar 2019 01:23:26 GMT
   Sheri Hembree (hembrees): Approved for UGSE Chair
4. Thu, 25 Apr 2019 22:50:45 GMT
   Elisabeth Liles-Lourick (eliles): Approved for ED Committee Chair
5. Fri, 26 Apr 2019 23:56:34 GMT
   Karen O'Hara (kdohara): Approved for ED Dean
6. Wed, 08 May 2019 15:06:36 GMT
   212408496: Approved for Academic Services
7. Wed, 15 May 2019 18:23:29 GMT
   Katherine Chalmers (chalmers): Rollback to Initiator
8. Thu, 24 Oct 2019 00:18:34 GMT
   Sheri Hembree (hembrees): Approved for UGSE Chair
9. Thu, 24 Oct 2019 00:45:49 GMT
   Sarah Ives (sarah.ives): Rollback to UGSE Chair for ED College Committee Chair
10. Wed, 13 Nov 2019 22:11:17 GMT
    Sheri Hembree (hembrees): Rollback to Initiator
11. Fri, 02 Oct 2020 00:43:17 GMT
    Sheri Hembree (hembrees): Approved for UGSE Chair
12. Fri, 09 Oct 2020 15:29:28 GMT
    Dale Allender (dale.allender): Approved for ED College Committee Chair
13. Wed, 14 Oct 2020 20:31:08 GMT
    Karen O'Hara (kdohara): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim

Program Suspension Proposal

Date Submitted: Thu, 10 Sep 2020 04:39:22 GMT

Viewing: BA in Child and Adolescent Development (Integrated Pre-Credential Subject Matter Program)
Last approved: Wed, 02 May 2018 13:14:43 GMT
Last edit: Thu, 10 Sep 2020 04:39:21 GMT
Changes proposed by: Kristen Alexander (101054963)
2020-2021 Catalog

Certificate being proposed in its place--Subject Matter.

na

Affected programs have been consulted and consultations attached to new program forms.

All courses will be offered; none are canceled.

na

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
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Type of Program Proposal:
Major

Program Change Type:
Substantive

Title of the Program:
BA in Child and Adolescent Development (Integrated Pre-Credential Subject Matter Program)

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.

Additionally, GOVT 1 went through the curriculum approval process and is now POLS 1. This is updated in the program course list.

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)?
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.
The proposal is for a program name change only. No courses included in the waiver are affected by the change.

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

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

Do these changes impact the Smart Planner roadmap?
No

Catalog Description:
Units required for Major: 111-114

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.

Child and Adolescent Development Integrated Pre-credential Subject Matter Program combines state-approved courses in the subject matter areas with the coursework of the Child and Adolescent Development academic major. This concentration is most appropriate for students who intend to pursue an elementary school (multiple subjects) teaching credential. Students who follow this option obtain an academic major in child and adolescent and also take subject matter coursework in six categories: Language and Literature; Mathematics; Natural and Physical Sciences; Social Sciences and Humanities; the Arts; and Physical Education. The coursework is aligned with the subject matter frameworks on which the CSET subject matter examinations are based. It is essential that students considering this concentration seek early and frequent advising within the major because the general university requirements are built into the required coursework.

Note: Students do **not** follow the General Education pattern outlined in the catalog.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Minimum Grade Requirements

A grade of 'C-' or higher is required for all coursework in Child Development courses.

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
Core Requirements/Child Development (34 Units)		
CHDV 35	Child and Adolescent Development	3
CHDV 35F	Human Development and Elementary Field Experience	2
CHDV 123	Qualitative Methods in Human Development	3
CHDV 131	Language Development	3
CHDV 132	Fieldwork in Child Development	3
CHDV 133	Quantitative Methods in Human Development	3
CHDV 135	Crosscultural Child Development	3
CHDV 136	Developmental Experiences, Methods and Curriculum	3
CHDV 137 & 137L	Cognitive Development Cognitive Development Research Laboratory [1]	4
CHDV 138 & 138L	Social and Emotional Development Social and Emotional Development Laboratory [1]	4
Select one of the following:		3
ETHN 166/FACS 166A	American Indigenous Families: Issues and Perspectives	
ETHN 167	Asian American Families: Issues and Perspectives	
ETHN 173	The Black Family in the United States	
FACS 50	Course FACS 50 Not Found	
Credential Requirements/Prerequisites (11 Units)		
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
HLSC 136	Course HLSC 136 Not Found	2
KINS 172	Movement Education	3
Language and Literature (15 Units)		
COMS 5	The Communication Experience	3
ENGL 5	Accelerated Academic Literacies	3
ENGL 20	College Composition II [2]	3
ENGL 116B or EDUC 120	Children's Literary Classics Literature For Children	3
Select one of the following:		3
COMS 2	Argumentation	
ENGL 1C	Critical Thinking and Writing [2]	
ENVS 11	Environmental Issues and Critical Thinking	
JOUR 50	Media Literacy and Critical Thinking	
PHIL 4	Critical Thinking	

SOC 8	Sense and Nonsense in Social Issues and Research	
Mathematics (9 Units)		
MATH 17	An Introduction to Exploration, Conjecture, and Proof in Mathematics	3
MATH 107A	Fundamental Mathematical Concepts	3
MATH 107B	Fundamental Mathematical Concepts	3
Natural and Physical Sciences (15 Units)		
BIO 7	Introduction to the Science of Biology	4
CHEM 106	Chemical Concepts	3
GEOL 8	Earth Science	3
GEOL 8T	Earth Science Lab for Teachers	1
PHYS 107	Conceptual Physics and Scientific Inquiry	4
Social Sciences and Humanities (21 Units)		
ETHN 100	Ethnic America ✏ 🌐 [3]	3
GEOG 100	Themes In World Geography	3
POLS 1	Essentials Of Government	3
HIST 17A	United States History, 1607-1877 🌐	3
HIST 50	World Civilizations, Beginnings-1600	3
HIST 132	Topics In World History	3
HIST 187	Topics in United States History 1600-1900	3
or ECON 104	Introduction to the United States Economy	
Visual/Performing Arts (9 Units)		
ART 133	Art Education for Children	3
MUSC 101	Experiences In Music	3
THEA 118	Children's Theatre	3
Total Units		114

[1]　CHDV 137/CHDV 137L or CHDV 138/CHDV 138L are not recommended to be taken in the same semester.

[2]　ENGL 20 may be satisfied with an ENGL 1C course, or its equivalent, if transferred from an approved community college.

[3]　Satisfies the Writing Intensive course requirement for graduation.

Notes:

- Students are strongly recommended to see an advisor early in the program and continuously throughout the program.

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:

Provide a fiscal analysis of the proposed changes:

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

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?

Please attach any additional files not requested above:

FACS Consultation.pdf
PSYC Consultation.pdf

Reviewer Comments:

Elisabeth Liles-Lourick (eliles) (Fri, 08 Mar 2019 01:15:03 GMT): Rollback: Per UGSE Chair request
212408496 (Mon, 29 Apr 2019 15:15:26 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 18:23:29 GMT): Rollback: Program Objectives listed on the proposal are unmeasurable. For example, how do you measure 'demonstrate understanding'? In addition, the subcommittee felt that the objectives listed in sections 2 and 3 are very vaguely written
Sarah Ives (sarah.ives) (Thu, 24 Oct 2019 00:45:49 GMT): Rollback: By request of UGSE chair.
Sheri Hembree (hembrees) (Wed, 13 Nov 2019 22:11:17 GMT): Rollback: Rollback for consideration for possible deletion if Subject Matter certificate is approved.

Key: 122