

BA IN CHILD AND ADOLESCENT DEVELOPMENT (SOCIAL AND COMMUNITY CONTEXTS)



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Fri, 11 Sep 2020 21:38:29 GMT
Sheri Hembree (hembrees): Rollback to Initiator
2. Fri, 18 Sep 2020 21:39:24 GMT
Sheri Hembree (hembrees): Rollback to Initiator
3. Fri, 02 Oct 2020 00:47:13 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
4. Fri, 09 Oct 2020 15:29:46 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
5. Wed, 14 Oct 2020 20:31:21 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. Sep 17, 2018 by 212408496
5. Sep 17, 2018 by 212408496
6. Apr 23, 2020 by Sue Hobbs (sue.hobbs)
7. Apr 28, 2020 by Celena Showers (celena.showers)

Date Submitted: Fri, 18 Sep 2020 21:42:31 GMT

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

Last approved: Tue, 28 Apr 2020 17:33:04 GMT

Last edit: Fri, 02 Oct 2020 00:46:59 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:

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Type of Program Proposal:

Concentration

Program Change Type:

Substantive

Title of the Program:

BA in Child and Adolescent Development (Social and Community 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. This concentration, "Social and Community Contexts" replaces the existing "Social and Community Settings" and "Individualized" concentrations. This concentration seeks to support students interested in working with diverse groups of children, adolescents, emerging adults, and families in community, social, government or counseling settings and/or for advanced degree and professional programs.

The Child and Adolescent Development program serves approximately 1,400 students - awarding the 4th highest number of BA degrees in the university in the 2018-2019 academic year. In the 2017-2018 academic year, the Child and Adolescent Development program underwent a program review. As a result of the review, the program initiated a program redesign process. A specific concern outlined in the review was regarding clarity regarding advising and program options. Specifically, the review states, "Students are fuzzy about the different concentrations and there seems to be an assumption that students are interested solely in the teaching options and they therefore are steered in that direction" (p.17). The redesign consolidates the 4 concentrations within the Child and Adolescent Development BA program to 2 concentrations – "Educational Contexts" and "Social and Community Contexts", the latter being the subject of this proposal. Currently, just under half of students in the Child and Adolescent Development major are enrolled in the 2 concentrations being replaced by the proposed concentration. Overall, the changes reduce the number of units within the program from 50-51 units to 48 units.

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. To detail some of the proposed changes:

- 1) add the option to take CHDV 30C (a new lower division class for fieldwork in social and community settings),
- 2) 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),
- 3) Provide specific concentration coursework for students entering social and community settings, including CHDV 146 (Fostering Youth Development) and CHDV 147 (Influences of Public Policy on Children & Adolescents), and specialization options for increased knowledge of the age and setting being pursued.

In addition, objectives were previously the same for all concentrations. The current proposal differentiates the concentrations by adding 4 additional objectives specific to this concentration. Students unsure of a concentration or wishing to switch will be advised to focus first on core courses (required for both concentrations) and taking CHDV 101 before entering concentration courses. 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 Understand and apply the processes or interactions between community settings and other ecological contexts to support the developmental trajectories of diverse children, adolescents, and emerging adults
- 1.5 Identify and interrogate systemic disparities in opportunities for development of diverse individuals

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.

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 Assess and design actions (eg., programs or policy) in collaboration with community stakeholders and youth to promote wellbeing

5.6 Identify and assess strengths of children, adolescents, and emerging adults as well as community resources related to development

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)?

No

Please attach a Comprehensive Program Assessment Plan (required)

Assessmentplan_BACHDV SocCom 090720.doc

Please attach a Curriculum Map Matrix (required)

Curriculum Matrix_CHDV program SocCom 090720.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 soccomm 090720.doc

Briefly describe the change:

1) add the option to take CHDV 30C (a new lower division class for fieldwork in social and community contexts), 2) 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), 3) Provide specific concentration coursework for students entering social and community settings, including CHDV 146 (Fostering Youth Development) and CHDV 147 (Influences of Public Policy on Children & Adolescents), and elective options ("Developmental Depth" electives) for increased knowledge of the age and setting being pursued.

Catalog Description:

Units required for Major: 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 concentration in Social and Community Contexts seeks to prepare students to support developmental trajectories of children, adolescents, and emerging adults through application of theory and research into practice with diverse community settings. This concentration fosters students' abilities to apply ecological perspectives and engage in ethical and reflective practices within the local and professional community. Graduates will be able to communicate developmental research to various audiences and collaborate with community stakeholders that provide resources to support the strengths of diverse individuals.

The concentration is appropriate for students interested in working with diverse groups of children, adolescents, emerging adults, and families in community, social, government or counseling settings and/or for advanced degree and professional programs.

As defined by policy <http://www.csus.edu/umannual/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 30 or CHDV 35	Human Development ¹ Child and Adolescent Development	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 156	Course CHDV 156 Not Found	3
CHDV 137	Cognitive Development	3
CHDV 138	Social and Emotional Development	3
CHDV 190	Course CHDV 190 Not Found	3
Required Concentration Courses (9 Units)		
CHDV 30C	Course CHDV 30C Not Found	3
CHDV 146	Course CHDV 146 Not Found	3
CHDV 147	Course CHDV 147 Not Found	3
Developmental Depth Electives (6 Units)		
Select 6 units from the approved Developmental Depth Elective List ³		6
General Electives (3 Units)		
Select 3 units of approved General Electives List ⁴		3

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

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

³ Students are required to select an additional 6 units of approved electives to gain expertise in specific areas of developmental theory and/or application by choosing from the approved 'Developmental Depth Electives' list.

⁴ Students are required to select an additional 3 units of approved electives to gain a greater understanding of development in social and community settings from courses across the university. Students may select courses from an approved list of 'General Elective List'.

Developmental Depth Elective List

Code	Title	Units
CHDV 130	Parent Education	3
CHDV 139	Educational Play: Theory and Practice	3
CHDV 143	Mind and Brain in Developmental Context ¹	3
CHDV 157	Infant and Toddler: Development and Care	3
CHDV 142	Course CHDV 142 Not Found	3
CHDV 172	Course CHDV 172 Not Found	3

¹ If a student chooses to take this course, it will also meet Area B5.

General Elective List

Code	Title	Units
ANTH 101	Cultural Diversity ⁵	
ART 133	Art Education for Children	
CHDV 136	Developmental Experiences, Methods and Curriculum	
CHDV 141	History of Childhood: International and Interdisciplinary Perspectives ⁵	
CHDV 145	Controversial Issues in Childhood Development, Education, and Social Policy ⁵ (Pending Approval, CHDV 145 will meet WI requirement)	
CHDV 153	Apprenticeship in Advanced Child Development	
CHDV 157	Infant and Toddler: Development and Care	
CHDV 195	Course CHDV 195 Not Found	
CHDV 199	Special Problems	
COMS 108	Family Communication	3
EDUC 120	Literature For Children	
EDUC 121	Multicultural Children's Literature ⁵	
EDUC 130A & EDUC 130B	Typical & Atypical Developmental Characteristics and Outcomes for Young Children with Disabilities Typical & Atypical Development Characteristics and Outcomes for Young Children with Disabilities Lab (Must take 130A and 130B together)	3
EDUC 155	Introduction to Counseling ⁶	
EDUC 156	Power, Privilege and Self Identity in Counseling ⁶	
EDUC 157	Child and Family Psychopathology ⁶	
EDUC 160	Urban Education ⁵	
EDUC 165	Sex Role Stereotyping in American Education ⁵	
EDSP 119	Legal and Social Foundations of Special Education	3
ETHN 100	Ethnic America ⁵	
FACS 156	Child Life and Family-Centered Care	
FSHD 108	Family Communication	3
FSHD 154	Issues in Parenting	3
HRS 161	Multicultural America	3
KINS 172	Movement Education	
PHIL 102	Professional and Public Service Ethics	3
PSYC 151	Psychological Aspects of Death and Dying	3
RPTA 137	Community Organization	3
RPTA 164	Leadership and Fundraising for Non-profit Organizations	3
STAT 1	Introduction to Statistics ⁵	
SWRK 102	Crosscultural Theory and Practice: Issues of Race, Gender and Class ⁵	
SWRK 137	The Child and the Law	3
SWRK 153	Child Welfare Services	3
THEA 118	Children's Theatre	3

⁵ Course also satisfies General Education (GE)/Graduation Requirement.

⁶ Cannot be used for both major electives and for the Minor in Counseling.

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 ³	0-3
B5	Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. ³	0-3

Area C: Arts and Humanities (9-12 Units)

C1 - Arts	3
C2 - Humanities	3
C1/C2 - Area C Course	3
C1/C2 - Area C Course - Take upper-division course to complete Area & upper division requirements. ³	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. ³	0 - 3

Area E: Understanding Personal Development

Area E Course ²	0
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Total Units	31-43
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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).

² Required in Major; also satisfies GE.

³ Department offers students a 'select from the following' option:

- If student chooses to take CHDV 143 for their developmental depth elective, they will meet Area B5.
- If student chooses to take CHDV 141, EDUC 121, HRS 161, or PHIL 102 for their general elective, they will meet upper division Area C.
- If student chooses to take ANTH 101, CHDV 145, EDUC 160, EDUC 165, ETHN 100, or SWRK 102 for their general elective, they will meet upper division Area D.
- If a student chooses STAT 1 for their general elective, they will meet an Area B4.

Graduation Requirements¹

Code	Title	Units
Graduation Requirements (required by CSU) (3-9 Units)		
American Institutions: U.S. History ²		0 - 3
American Institutions: U.S. Constitution & CA Government		3
Writing Intensive (WI) ³		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 ⁴		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).

² Department offers students a 'select from the following' option:

- If student chooses to take ANTH 101 for their general elective, they will meet the U.S. History graduation requirement.

³ Department offers students a 'select from the following' option:

- If student chooses to take CHDV 145 EDUC 121, EDUC 160, EDUC 165, or ETHN 100, they will meet the Writing Intensive (WI) graduation requirement

⁴ If not satisfied before entering Sacramento State, it may be satisfied in General Education Area C2 (Humanities). 'C- or better required.' The alternative methods for satisfying the Foreign Language Proficiency Requirement are described here: <https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html> (<https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html>)

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 changes to the general electives list are related to other departments, however, we have consulted with ANTH, ART, COMS, EDSP, ETHN, FACS/FSHD, HRS, KINS, and Math & Stat (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. 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
ConsultSCElectives_FSHD.pdf
ConsultSCElectives_ANTH.pdf
ConsultSCElectives_KINS.pdf
ConsultSCElectives_THEA.pdf
ConsultSCElectives_HRS.pdf
ConsultSCElectives_TCRED.pdf
ConsultSCElectives_COMS.pdf
ConsultSCElectives_PHIL.pdf
ConsultSCElectives_STAT.pdf
ConsultSCElectives_SWRK.pdf
ConsultSCElectives_RPTA.pdf
ConsultSCElectives_ETHN.pdf

Reviewer Comments:

Sheri Hembree (hembrees) (Fri, 11 Sep 2020 21:38:29 GMT): Rollback: roll back per submitter request

Sheri Hembree (hembrees) (Fri, 18 Sep 2020 21:39:25 GMT): Rollback: requested by submitter

Key: 123