

MA IN CHILD AND ADOLESCENT DEVELOPMENT



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Fri, 02 Oct 2020 01:00:30 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Thu, 15 Oct 2020 17:59:36 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
3. Fri, 23 Oct 2020 17:56:03 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. May 1, 2018 by clmig-jwehrheim
2. Oct 17, 2019 by Kristen Alexander (kalexand)

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Viewing: MA in Child and Adolescent Development

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Changes proposed by: Patrick Pieng (218658480)

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:

Major

Program Change Type:

Non-Substantive

Title of the Program:

MA in Child and Adolescent Development

Designation: (degree terminology)

Master of Arts

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

This Program change proposes the following:

1. Change the name of the Program from “Master of Arts in Child Development” to “Master of Arts in Child and Adolescent Development”.
2. Update our Program Learning Outcomes.
3. Edit information included within the University Catalog to reflect our current Program identity.

Following our Program Review in Spring 2018, we were recommended to review and clarify our Program identity (e.g., as reflected in our Program name). Upon reviewing program names within the CSU System and nationally, we strongly believe Master of Arts in Child and Adolescent Development better aligns with our Program's description, course requirements and descriptions, and faculty scholarship.

As we worked to clarify our Program identity, we revised our Program Learning Outcomes to be clearer and more measurable. Finally, the University Catalog needs to be updated to more accurately reflect our current Program identity.

Objectives of the degree program:

1. Disciplinary knowledge: Graduate students within the discipline are expected to demonstrate advanced understanding of human development theories, research methods, and applications.
 - 1.1 Demonstrate foundational knowledge within and across developmental domains of human development.
 - 1.2 Compare various developmental theories and their applications to specific developmental domains.
 - 1.3 Compare various developmental research approaches, including their methods and ethical considerations.
 - 1.4 Explain interrelations among theory, research, and practice as applied to human development.
2. Communication: Graduate students within the discipline will create coherent arguments and explanations based on information from multiple sources and multiple domains of development.
 - 2.1 Assemble relevant, credible, and compelling evidence to construct an argument catered to a selected audience.
 - 2.2 Employ a range of writing conventions specific to the discipline, including organization, mechanics, presentation, APA format and style.
 - 2.3 Deliver presentations about research and disciplinary knowledge to multiple audiences.
3. Critical thinking: Graduate students within the discipline will formulate, analyze, and synthesize ideas and evidence pertaining to various developmental domains.
 - 3.1 Evaluate theoretical and methodological assumptions in research literature, including their implications, as well as strengths and limitations.
 - 3.2 Draw on relevant research knowledge to justify their own theoretical and methodological perspectives.
 - 3.3 Analyze how their own sociocultural and historical positions and assumptions inform their research practice and views of development.
4. Information literacy: Graduate students within the discipline will demonstrate competence in locating and evaluating the quality of information
 - 4.1 Apply disciplinary strategies to identify quality sources of knowledge (e.g., peer-reviewed and grey literature).
 - 4.2 Employ a variety of technological resources (e.g., library databases: PsycInfo) to search for, locate, and manage quality sources of knowledge.
 - 4.3 Identify knowledge, methodological, and service gaps in human development research literature to develop research and project purposes.
 - 4.4 Utilize appropriate technological tools for data analysis (e.g., SPSS or NVivo).
5. Intercultural/Global Perspectives: Graduate students within the discipline will recognize the value of diversity (such as in gender, sexuality, race and ethnicity, culture and immigration, poverty and affluence, neighborhoods, etc.) in human development.
 - 5.1 Articulate how human experience and development shape and is shaped by physical, social, historical, cultural, and political environments.
 - 5.2 Evaluate how the positionality of researchers and their research approaches shape how human development and its diversity is understood, studied, and disseminated.
 - 5.3 Reflect on how their own positionality shapes how they understand, study, and present ideas about human development and its diversity.
 - 5.4 Demonstrate attitudes of understanding and appreciation for diversity in academic and applied settings.
6. Application [Professionalism]: Graduate students within the discipline will understand, articulate, and apply human development theory and research to multiple contexts.
 - 6.1 Articulate how research and concepts of human development are utilized in various real-world contexts.
 - 6.2 Formulate research questions and apply human development knowledge within various contexts.
 - 6.3 Use varied communication strategies to ensure ethical and responsible dissemination of research for the purposes of social change.

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism

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

Catalog Description:

Total units required for MA: 30.0

Program Description

The Master of Arts in Child and Adolescent Development Program offers an opportunity for advanced study of developmental theory and research in preparation for a wide range of professional objectives. Our Program emphasizes scholarly reflection on developmental issues and academic excellence in oral and written communication. The Program faculty values academic scholarship and research, and regards their application in professional settings as central to the mission of the MA Program. Graduates of the Program are expected to be well educated, lifelong learners, with excellent preparation in research, theory, and practice in diverse, multicultural settings.

The MA Program prepares graduates for professional employment in a variety of settings, including working directly with infants, children, adolescents, emerging adults, and their families and related programs; teaching at the community college; and preparing for additional study toward a doctoral degree in child and adolescent development or a related field. The Program incorporates the following potential areas of study: developmental research and theory; cognitive, linguistic, social and emotional development of children, adolescents, and emerging adults; social, cultural, and familial influences on development; children, adolescents, and emerging adults with behavioral, social, emotional, cognitive and academic special needs; programming and curricula development; principles and practices involved in organizing, administering, and evaluating programs for children, adolescents, and emerging adults.

For further information please see the Academic Program Services Office, Eureka Hall 401, or check the College of Education's website (<http://www.csus.edu/coe/academics/graduate/>).

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

Admission Requirements

Admission as a classified graduate student in the Master of Arts in Child and Adolescent Development Program requires:

- a BA in Child/Human Development or a closely-related field, Some applicants may be admitted with the condition that certain prerequisite courses be completed before beginning the requirements for the MA CHDV Program;
- minimum 3.0 GPA in the last 60 units completed;
- completion of coursework in research methods (CHDV 123, CHDV 128, and/or CHDV 133, or equivalent) and upper-division child/human development survey (CHDV 137 and/or CHDV 138) (may be admitted conditionally without these prerequisites);
- experience in programs serving children, adolescents, and/or emerging adults; and
- strong writing and communication skills.

Opportunity exists for conditional classification of applicants with an undergraduate major and experiences different from those listed above. This requires that students demonstrate convincingly that they are competent to pursue the degree.

Admission Procedures

All prospective graduate students, including Sacramento State graduates, must file a University application and a separate supplemental MA CHDV Program application. Both applications must be submitted by the deadlines stated on the College of Education and Office of Graduate Studies websites. Required application materials include:

- online applications for admission;
- official transcripts from all colleges and universities attended, *other than Sacramento State*;
- a well-written, clearly articulated statement of the applicant's educational and professional background and an explanation of how graduate study will advance the applicant's professional goals; and
- two letters of recommendation.

For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>). Details about each of the components of the supplemental application can be found on the application packet posted to the College of Education website.

Approximately six weeks after the posted application deadline, a decision regarding admission will be emailed to each applicant.

Minimum Units and Grade Requirement for the Degree

Units required for the MA: 30.0

Minimum Cumulative GPA: 3.0; no units with a grade lower than 'B-' may apply toward the degree.

Advancement to Candidacy Procedures

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units of courses in the graduate program (see Requirements) with a minimum 3.0 GPA; and
- met the Graduate writing requirement through completion of the Graduate Writing Intensive (GWI) course, CHDV 242, with a B grade or better.

Advancement to Candidacy forms are available on the Office of Graduate Studies website or in the department office. The student should complete the Advancement to Candidacy form after planning a degree program in consultation with a Program faculty advisor. The form must be submitted to the Graduate Coordinator and the Office of Graduate Studies for approval.

Project/Thesis or Examination Registration

The approved Master's Thesis/Project format guide is the American Psychological Association (APA) - latest edition. Enrollment in CHDV 504 Project/Thesis course requires that the student file an Intent to Register form **at least one full semester in advance of registration in these courses**. For students intending to complete a project or thesis, a proposal must be approved prior to beginning the project or thesis. The proposal requires approval from the thesis/project sponsor, a second reader, and the Graduate Coordinator or Department Chair. Please see your list of deadlines and consult with a Program advisor. Additional information about CHDV theses and projects may be found in the Thesis/Project handbook on the Department web page.

Check in the Department office for the policies regarding Report in Progress ('RP') grades and continuous enrollment.


Graduation

Prior to graduation, an application for graduation must be filed with the Office of Graduate Studies. In addition, all coursework leading to the Master's degree must be completed within a seven-year period.

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
Pre or Corequisites (6 Units)		
Select one of the following:		3
CHDV 123	Qualitative Methods in Human Development	
CHDV 128	Combined Research Methods in Human Development	
CHDV 133	Quantitative Methods in Human Development (Select one of the following)	
Select one of the following:		3
CHDV 138	Social and Emotional Development	
CHDV 137	Cognitive Development	
Total Units		6
Code	Title	Units
Required Foundation Courses (12 Units)		
CHDV 200	Proseminar in Child Development	3
CHDV 242	Theoretical Approaches to Development 	3
CHDV 247	Theoretical and Applied Perspectives on Cross-cultural Development	3
Select one of the Methods courses:		3
CHDV 250	Quantitative Research Methods	
CHDV 258	Qualitative Research Methods	
Core Course Requirements (9 Units)		
Select three of the following:		9
CHDV 210	Seminar in Social Development	
CHDV 211	Seminar in Cognitive Development	
CHDV 245	Selected Topics in Developmental Theory	
CHDV 246	Motivation and Learning in Children	
CHDV 248	Curriculum and Instruction	

CHDV 249	Language Processes in Development	
CHDV 250	Quantitative Research Methods ¹	
CHDV 253	Apprenticeship in Advanced Child Development	
CHDV 258	Qualitative Research Methods ¹	
CHDV 295	Practicum in Child Development	
EDS 290	Issues in Early Childhood Education for Children with Disabilities	
Elective (3 Units)		
Select 3 units in consultation with an advisor		3
Culminating Experience (6 Units)		
<i>Thesis or Project</i>		
CHDV 290	Seminar for Culminating Experience, Writing a Proposal	3
CHDV 504	Culminating Experience in Child Development: Thesis or Project	3
Total Units		30

¹ Course may not count as both a Foundation and Core.

Note: Credit for CHDV 504 is given upon completion of a thesis, project, or other approved culminating experience. Open only to graduate students who have been advanced to candidacy for the Master's degree and have secured the permission of their faculty advisor and the Department Chair one full semester prior to registration. All forms may be obtained in the Department office or on the College website.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

CHDV BA programs in Fall 2019 had 1351 enrolled majors in 5 concentrations, and XX minors in two minor programs. There were 517 CHDV BA degrees, and 139 CHDV minors conferred in CHDV in 2018-19.

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:

N/A

Provide a fiscal analysis of the proposed changes:

N/A

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

N/A

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?

N/A

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