

BA IN CHILD AND ADOLESCENT DEVELOPMENT (EDUCATIONAL CONTEXTS)



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. UGSE Chair (hembrees@csus.edu)
2. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
3. ED Dean (kdohara@csus.edu)
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Approval Path

1. Wed, 29 Sep 2021 02:45:02 GMT
Sheri Hembree (hembrees): Rollback to Initiator
2. Mon, 04 Oct 2021 23:06:45 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
3. Thu, 14 Oct 2021 20:46:13 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
4. Wed, 20 Oct 2021 21:41:30 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)
6. Mar 26, 2021 by Kristen Alexander (kalexand)
7. Apr 20, 2021 by Celena Showers (celena.showers)

Date Submitted: Mon, 04 Oct 2021 22:55:49 GMT

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

Last approved: Tue, 20 Apr 2021 20:24:21 GMT

Last edit: Wed, 20 Oct 2021 21:41:17 GMT

Changes proposed by: Kristen Alexander (101054963)

Academic Group: (College)

Education

Academic Organization: (Department)

Undergraduate Studies in Education

Catalog Year Effective:

2022-2023 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Kristen Alexander	kalexander@csus.edu	916-278-7829

Type of Program Proposal:

Concentration

Program Change Type:

Non-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:

We are implementing major revisions in our program and have run into some minor issues that need to be cleaned up. In this concentration, we propose to increase options for the "elective" for the ECE Specialization. The courses used to satisfy this elective requirement are broader than currently listed and allowing "or approved equivalent" will allow for advisors to approve relevant courses from community colleges or alternative or new courses related to ECE. In addition, CHAD 150A was listed as a requirement; however, this course was changed to CHAD 150 and thus the system did not recognize it. This update was made on this form.

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.

na

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: 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/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)		
CHAD 35	Child and Adolescent Development ¹	3
CHAD 101	Career and Major Exploration in Child and Adolescent Development	1
CHAD 123	Qualitative Methods in Human Development ²	4
CHAD 133	Quantitative Methods in Human Development ²	4
Required Upper Division Core Courses (18 Units)		
CHAD 131	Language Development	3
CHAD 135	Culture and Human Development	3
CHAD 137	Cognitive Development	3
CHAD 138	Social and Emotional Development	3
CHAD 156	Child and Adolescent Development in Context	3
CHAD 190	Capstone in Child and Adolescent Development	3
Required concentration courses (17-18 Units)		
CHAD 35E or CHAD 35F	Human Development and Early Childhood Field Experience Human Development and Elementary Field Experience	3
CHAD 136	Developmental Experiences, Methods and Curriculum	3
<i>Concentration specialization requirements (choose one of the specialization sets of 8-9 units)</i>		8 - 9
CHAD 150	Early Literacy Development in First and Second Language	3
Total Units		47-48

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

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

Specialization options

Code	Title	Units
<i>Choose only one specialization to complete your major</i>		8 - 9
<i>Elementary school or special education settings</i>		
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 or KINS 172	School Health Education ¹ Movement Education	2 - 3
<i>Early education settings</i>		
CHAD 23	Assessment and Observation in Child Development	3
CHAD 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 CHAD 157 in consultation with an advisor.

² Options for early childhood education specialization electives: CHAD 31, CHAD 32, CHAD 139, CHAD 140, EDUC 100AB, EDUC 170, or approved alternative in ECE

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 ⁷	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 (3-6 Units)	
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
Area F: Ethnic Studies (3 Units)	
Area F Course	3
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 waiver program).
 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 waiver program
- ³ Students enrolled in the Subject Matter waiver program are exempt from the 9 unit lower division requirement in Area C
- ⁴ Area C1 fulfilled by ART 133 if enrolled in Subject Matter waiver program
- ⁵ MUSC 101 and HIST 132 together satisfy Area C unit requirements if enrolled in the Subject Matter waiver program
- ⁶ Satisfied by the major, counts for GE
- ⁷ If take STAT 1 or MATH 17, counts as a major elective

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:

na--these changes will make administration of the program easier.

Provide a fiscal analysis of the proposed changes:

na

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

na

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?

na

Reviewer Comments:

Sheri Hembree (hembrees) (Wed, 29 Sep 2021 02:45:02 GMT): Rollback: per request

Key: 120