

CHAD 200: PROSEMINAR IN HUMAN DEVELOPMENT

In Workflow

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Approval Path

1. Fri, 30 Sep 2022 22:48:34 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:30:02 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:18:28 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. May 1, 2019 by Sue Hobbs (sue.hobbs)
2. Mar 25, 2021 by Katie Hawke (katiedickson)
3. Jun 9, 2022 by 302822325

Date Submitted: Thu, 29 Sep 2022 23:59:28 GMT

Viewing: CHAD 200 : Proseminar in Human Development

Formerly known as: CHDV 200 / CHDV 200A

Last approved: Thu, 09 Jun 2022 14:02:57 GMT

Last edit: Thu, 13 Oct 2022 23:29:59 GMT

Changes proposed by: Sue Hobbs (219705630)

Contact(s):

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Catalog Title:

Proseminar in Human Development

Class Schedule Title:

Proseminar In CHAD

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

CHAD - Child and Adolescent Development

Catalog Number: (course number)

200

Course ID: (For administrative use only.)

202966

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

In March 2022, the CHAD Faculty approved a new Program description and new Program Learning Outcomes for the MA CHAD Program. Specifically, the description and PLOs address antiracism and inclusion. This course is being edited to revise learning outcomes, so they align with the new PLOs. The course description is edited to align with the changes.

We added LOs 7 and 8 and cleaned up other LOs. We also updated the course name to better align with the program and course learning outcomes. In addition, we are changing the academic organization from Graduate and Professional Studies in Education to Undergraduate Studies in Education, because the CHAD Masters Degree was moved out of GPSE and into UGSE a while ago on the Form B. The Form As for each course were not updated at that time, however. Consultation email is included.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Introduction to graduate education in the Child and Adolescent Development Program. Orientation to advanced scholarship in human development with a focus on understanding and evaluating current directions in developmental research. Students will explore interrelations among theory, research, and practice as applied to human development. Students will critically evaluate developmental research as it applies to diverse populations, including issues of antiracism, equity, individual differences, contexts, and historical time. Students will employ writing conventions specific to the discipline.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admission to MA Child Development program or instructor permission.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe the roles and responsibilities of master's students in the program.	In-class participation Weekly reflections
2	Articulate responsibilities of program faculty in the culminating experience and their areas of research expertise to identify 1-2 faculty members available for sponsorship.	In-class participation Student paper
3	Identify strategies to maintain well-being during graduate school.	In-class participation Weekly reflections
4	Describe current directions in developmental research.	In-class participation Annotating journal articles Student papers Weekly reflections
5	Analyze scientific research papers and how the research questions and arguments are developed within the articles.	In-class participation Annotating journal articles Student papers
6	Evaluate past and current research in order to articulate researchable problems related to possible topics of study for the culminating experience.	In-class participation Student papers
7	Critically evaluate developmental research and generate potential solutions to promote antiracism, equity, and inclusion in the field of human development.	In-class participation Annotating journal articles Student papers Weekly reflections
8	Evaluate how the positionality of researchers (including one's own) shapes how human development is studied, evaluated, and disseminated.	In-class participation Annotating journal articles Student papers Weekly reflections

9	Recognize key differences and similarities between qualitative and quantitative research.	In-class participation Student papers
10	Access a variety of sources on a given topic through the Sacramento State library resources (e.g., computer-assisted databases) and the Internet.	In-class participation Annotating journal articles
11	Use basic developmental data analysis techniques and explain how data can be interpreted to formulate conclusions and directions for future research.	In-class participation Annotating journal articles
12	Apply writing conventions specific to the discipline to write a 1- to 2-page argument supporting their potential research/project topic).	Student papers

Attach a list of the required/recommended course readings and activities:

CHAD 200 Sample Syllabus.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

MA in Child and Adolescent Development

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Graduate Professional Studies in Education

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

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

Is this course 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

Is this a Graduate Writing Intensive (GWI) course?

No

Please attach any additional files not requested above:

Consultation with GPSE All Chad MA move to UGSE.pdf

Key: 5568