# CHAD 210: SEMINAR IN SOCIAL DEVELOPMENT

## In Workflow

1. UGSE Chair (sue.hobbs@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
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6. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
7. Dean of Graduate (cnewsome@skymail.csus.edu)
8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (wlindsey@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Fri, 30 Sep 2022 22:48:49 GMT
   Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 22:53:35 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:18:32 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

## History

1. Mar 25, 2021 by Katie Hawke (katiedickson)

Date Submitted: Fri, 30 Sep 2022 00:00:42 GMT

**Viewing: CHAD 210 : Seminar in Social Development**

**Formerly known as: CHDV 210**

**Last approved: Thu, 25 Mar 2021 14:03:55 GMT**

**Last edit: Tue, 11 Oct 2022 17:55:38 GMT**

Changes proposed by: Sue Hobbs (219705630)

**Contact(s):**

| Name (First Last) | Email | Phone 999-999-9999 |
| --- | --- | --- |
| Sue Hobbs | sue.hobbs@csus.edu | 916-278-7368 |
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**Catalog Title:**
Seminar in Social Development

**Class Schedule Title:**
Seminar In Social Development

**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)**
210

**Course ID: (For administrative use only.)**
108486

**Units:**
3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**
No

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

We edited the course description and the learning objectives with specific attention to LOs 4, 5, and 8.

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.)**
Advanced developmental seminar focusing on theoretical and empirical research covering topics in socio-emotional development. Specific topics will be related to socio-emotional development of children from conception through emerging adulthood with consideration of biological, environmental, and sociocultural influences. Students will critically evaluate socio-emotional developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on how to use that knowledge to work towards antiracism, equity, and inclusion in the study of socio-emotional development.

**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?**
No

**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 | Understand and explain major topics, perspectives, questions, and ideas, in the study of social and emotional development | In-class participation<br>Annotating journal articles<br>Student papers<br>Weekly reflections |
| 2 | Apply theory and research to their current understanding of social and emotional development. | In-class participation<br>Annotating journal articles<br>Student papers<br>Weekly reflections |
| 3 | Critically analyze and deliberate about research and theory related to social and emotional development. | In-class participation<br>Annotating journal articles<br>Student papers<br>Weekly reflections |
| 4 | Articulate how social and emotional development shapes and is shaped by diverse historical, biological, and sociocultural factors. | In-class participation<br>Annotating journal articles<br>Student papers<br>Weekly reflections |
| 5 | Critically evaluate social and emotional research as it applies to diverse populations, including issues of equity, individual differences, context, and historical time. | In-class participation<br>Annotating journal articles<br>Student papers<br>Weekly reflections |
| 6 | Summarize and make connections among perspectives, theories, and research on social and emotional development. | In-class participation<br>Annotating journal articles<br>Student papers<br>Weekly reflections |
| 7 | Explain the significance of cultural and historical context for social emotional development. | In-class participation<br>Annotating journal articles<br>Student papers<br>Weekly reflections |
| 8 | Correctly use discipline-specific writing standards and APA style | In-class participation<br>Student papers |

**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
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives

**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: 632