

CHAD 242: THEORETICAL APPROACHES TO DEVELOPMENT

In Workflow

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Approval Path

1. Fri, 30 Sep 2022 22:51:18 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 22:22:32 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:18:48 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Sep 23, 2019 by Sue Hobbs (sue.hobbs)
2. Mar 26, 2021 by Katie Hawke (katiedickson)
3. Jun 9, 2022 by 302822325

Date Submitted: Fri, 30 Sep 2022 00:01:29 GMT

Viewing: CHAD 242 : Theoretical Approaches to Development

Formerly known as: CHDV 242

Last approved: Thu, 09 Jun 2022 14:01:03 GMT

Last edit: Mon, 03 Oct 2022 00:19:53 GMT

Changes proposed by: Sue Hobbs (219705630)

Contact(s):

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Catalog Title:

Theoretical Approaches to Development

Class Schedule Title:

Theoretical Apprch To Dev

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)

242

Course ID: (For administrative use only.)

108501

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.

We updated the course description. We also combined some redundant LOs and added to LOs 4, 6, and 7 to align with our new PLOs. We updated our department to Undergraduate Studies in Education. A form B was already approved for this change. 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.)

An in-depth examination of theoretical approaches to various domains of human development. Students will critically evaluate developmental theories as they apply to diverse populations, individual differences, contexts, and historical time. Students will also reflect on their own positionality and on how to use their knowledge towards antiracism, equity, and inclusion in the field of human development. Content includes current and historical developmental theory and application of theory to developmental research and practice. Critical thinking and discipline-specific writing will be emphasized.

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

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

Graduate Writing Intensive course

Does this course have prerequisites?

Yes

Prerequisite:

CHAD 137 or CHAD 138. Graduate standing 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	Identify and apply the major research and/or professional conventions, practices, and methods of inquiry in human development.	Student papers Written discussion Peer editing In-class participation
2	Effectively summarize, evaluate, and present current research in developmental studies using discipline-specific writing standards and APA style.	Student papers Written discussion Peer editing
3	Practice writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.	Student papers Written discussion Peer editing
4	Critically evaluate and write about various developmental theories, both historic and current, and identify and describe ways in which these theories have changed over time.	Student papers Written discussion Peer editing In-class participation
5	Analyze scientific review papers and empirical studies about development and identify relevant theories, either inferred or directly stated within the papers, including how these theories pertain to research being conducted.	Student papers Written discussion In-class participation

6	Compare and contrast developmental theories as they apply to diverse populations, including issues of equity, individual differences, context, and historical time.	Student papers Written discussion Peer editing In-class participation
7	Use reflexive practices to evaluate their own positionality and how experiences and personal biases play a role in their understanding of developmental theories.	Student papers Written discussion Peer editing In-class participation

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

242SYLLABUS2018.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
- 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?

Yes

Please attach the GWI Course Approval Request form:

GWIFORM.doc

Please attach any additional files not requested above:

Consultation with GPSE All Chad MA move to UGSE.pdf

Key: 635