

# CHAD 245: SELECTED TOPICS IN DEVELOPMENTAL THEORY

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## 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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8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (w lindsey@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Fri, 30 Sep 2022 22:52:43 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:32:34 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:19:07 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean

## History

1. Sep 9, 2020 by Patrick Pieng (patrick.pieng)
2. Mar 26, 2021 by Katie Hawke (katiedickson)
3. Jun 9, 2022 by 302822325

Date Submitted: Fri, 30 Sep 2022 00:01:56 GMT

**Viewing: CHAD 245 : Selected Topics in Developmental Theory**

**Formerly known as: CHDV 245**

**Last approved: Thu, 09 Jun 2022 14:01:04 GMT**

**Last edit: Wed, 12 Oct 2022 20:50:01 GMT**

Changes proposed by: Sue Hobbs (219705630)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Patrick Pieng	patrick.pieng@csus.edu	916-278-3466

**Catalog Title:**

Selected Topics in Developmental Theory

**Class Schedule Title:**

Select Topics Dev Theory

**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 2022 (2022/2023 Catalog)

**Subject Area: (prefix)**

CHAD - Child and Adolescent Development

**Catalog Number: (course number)**

245

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

108511

**Units:**

3

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

**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, Spring

**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 (similar work was undertaken to revise the undergraduate Program). The revisions below are to update the course learning outcomes to align with the new Program description and PLOs.

We edited the course description to indicate rotating instructors. We added LOs 5 and 6. 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.

We are correcting the units assigned to this course. It used to say 3-6 because the course can be taken twice. But the course itself is a 3 unit course, so that should have said 3 units.

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

In-depth study of a selected topic in human development. Topic varies with each offering by rotating instructors. This course explores contemporary advancements in theory and research in the selected sub-discipline or topical area within human 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

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

May be taken twice as long as topics and instructors differ.

**Does this course have prerequisites?**

Yes

**Prerequisite:**

Admission to MA program or instructor permission.

**Prerequisites Enforced at Registration?**

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?**

Yes

**How many times can the course be taken (including first time passed)?**

1

**Total credits allowed (including first time passed)**

6

**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	Analyze human development theories and research methods, and their applications in the selected topic area.	Student papers or projects Course presentations Reading responses/reflections
2	Articulate coherent arguments and provide research-informed explanations to audiences appropriate for the selected topic.	Student papers or projects Course presentations
3	Analyze underlying theoretical assumptions and synthesize ideas in the selected topic.	Student papers or projects Course presentations Reading responses/reflection
4	Analyze how one's own assumptions relate to the views of the selected topic.	Reading responses/reflections
5	Evaluate their own positionality and how experiences and personal biases play a role in their understanding of the selected topic.	Reading responses/reflections

6	Critically evaluate theories and research in the selected topic as they apply to diverse populations, including issues of equity, individual differences, context, and historical time.	Student papers or projects Course presentations Reading responses/reflections
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**Attach a list of the required/recommended course readings and activities:**

CHAD 245 Sample syllabus 9 2022.docx

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

No

**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  
Disciplinary knowledge

**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: 637