

CHAD 250: ADVANCED QUANTITATIVE RESEARCH METHODS IN HUMAN DEVELOPMENT

In Workflow

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Approval Path

1. Fri, 30 Sep 2022 22:54:29 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Fri, 14 Oct 2022 15:26:40 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 22:19:24 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Mar 7, 2019 by Amber Gonzalez (amber.gonzalez)
2. Mar 26, 2021 by Katie Hawke (katiedickson)
3. Jun 24, 2022 by 302822325

Date Submitted: Fri, 30 Sep 2022 00:02:35 GMT

Viewing: CHAD 250 : Advanced Quantitative Research Methods in Human Development

Formerly known as: CHDV 250

Last approved: Fri, 24 Jun 2022 14:01:01 GMT

Last edit: Fri, 14 Oct 2022 15:26:00 GMT

Changes proposed by: Sue Hobbs (219705630)

Contact(s):

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Catalog Title:

Advanced Quantitative Research Methods in Human Development

Class Schedule Title:

Quantitative Research Methods

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)

250

Course ID: (For administrative use only.)

108536

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, 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. This course is being edited to revise learning outcomes, so they align with the new PLOs.

We updated the course description and edited LOs, with specific attention to #2. We also added LOs 8 and 9. The course name is also being updated to more clearly distinguish it from our undergraduate methods course. 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.)

Critical analysis of quantitative research methods used in the study of human development and their philosophical underpinnings. Major topics include design; ethical conduct of research inquiry; the generation of research questions and hypotheses; and data collection, analysis, and interpretation. Critical thinking and disciplinary style writing skills 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

Does this course have prerequisites?

Yes

Prerequisite:

CHAD 133; admission to the 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?

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	Examine the epistemological and ontological underpinnings of quantitative research designs.	Discussion responses, critical reflections
2	Critically evaluate the appropriateness and effectiveness of quantitative research methods as they apply to diverse populations, including issues of equity, individual differences, context, and historical time.	Discussion responses, critical reflections
3	Distinguish between various concepts and methodological approaches related to quantitative research designs.	Discussion responses, critical reflections
4	Examine ethical issues of developmental research design and execution.	Discussion responses, critical reflections, homework assignments
5	Identify human subject requirements and review requirements at Sacramento State specifically.	Human Subjects application
6	Evaluate and choose effective quantitative research method strategies to engage in the process of data collection, organization, analysis, and interpretation.	Homework assignments
7	Identify, locate, and critically evaluate quantitative scholarly articles about human development.	Homework assignments using statistical software if applicable (e.g., SPSS) Presentation of proposed methods
8	Effectively summarize, evaluate, and present current research in developmental studies using discipline-specific writing standards and APA style.	Homework assignments, critical reflections

- 9 Using reflexive practices, analyze how their own sociocultural and historical positions and assumptions inform their methodological perspective (e.g., how asking research questions and engaging in interpretations, analyses, and descriptions of others carry implications for the lives of those others). Draft of thesis/project methods section using quantitative lens
Draft of reflexivity statement

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
Professionalism
Research (optional)

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
CHAD 250 Sample syllabus 9 2022 Revised.docx

Key: 642