

# CHAD 35: CHILD AND ADOLESCENT DEVELOPMENT

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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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5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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7. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
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9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Thu, 06 Oct 2022 21:50:32 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:04:25 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 18:45:51 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean

## History

1. Mar 11, 2021 by Katie Hawke (katiedickson)

Date Submitted: Thu, 06 Oct 2022 21:50:01 GMT

**Viewing: CHAD 35 : Child and Adolescent Development**

**Formerly known as: CHDV 35**

**Last approved: Thu, 11 Mar 2021 15:03:19 GMT**

**Last edit: Thu, 13 Oct 2022 22:34:42 GMT**

Changes proposed by: Sue Hobbs (219705630)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Amber Gonzalez	amber.gonzalez@csus.edu	916-278-6117

**Catalog Title:**

Child and Adolescent Development

**Class Schedule Title:**

Child+Adolescent Developmt

**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)**

35

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

108131

**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:**

The Child and Adolescent Development Program faculty have recently made significant changes to its CHAD BA program, effective Fall 2021. As part of the revision process, program outcomes and some lower and upper division courses were reviewed and revised. We are continuing the process of reviewing the remaining courses that focus on early child education and propose these changes to better align them with new program outcomes and antiracist principles. Additionally, we have aligned our course descriptions, LOs, and signature assignments with the Professional Standards and Competencies for Early Childhood Educators set for by the National Association for the Education of Young Children (NAEYC) and Teaching Performance Expectations (TPEs) competencies that are being updated within the field of Early Childhood Education through the state of California.

This course will help meet TPE 1

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

This course examines development from conception through adolescence. Content will include development in physical, cognitive, social, linguistic, and emotional domains. Through activities such as observation and reflection, students will explore interactions among developmental pathways, individual differences, and contextual factors such as culture, family, race, gender, ability, and socioeconomic status.

**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):**

Lecture

**Lecture Classification**

CS#03 - Lecture Composition/Counseling/Case Study (K-factor=1 WTU per unit)

**Lecture 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 describe the domains of development (physical, cognitive, social, emotional), their progression, and how they interact with one another from birth to adolescence.	Class Discussions Observation (Child Observation) Interview Assignment Exams Homework and Activities
2	Discuss consistencies and variations in developmental trajectories and domains, including culturally-shaped group and individual differences.	Class Discussions Observation (Child Observation) Exams Homework and Activities
3	Compare and describe current and prominent theories and concepts of child and adolescent development and apply to teaching, child-rearing, caring for, supporting, and understanding development in various contexts and learning environments including in-home, school, and within the community.	Class Discussions Observation (Child Observation) Exams Homework and Activities
4	Describe and differentiate the role and interrelations among biology/genetics, culture, family, society, schooling, and environment and how they shape development from conception through adolescence including gender roles and home culture.	Class Discussions Observation (Child Observation) Exams Homework and Activities
5	Compare and contrast childbirth and childrearing approaches, cultural nuances, learning environments, and parenting styles and the influence they have on a child's development and behavior.	Class Discussions Exams Homework and Activities
6	Explain the influence that culture (e.g. ethnicity, race, ability, caste, economic status, language, and family structure) as well as historical and political contexts exert on human development and apply to personal experience.	Class Discussions Interview Assignment Homework and Activities
7	Discuss current issues in education related to the developmental needs of diverse children and apply to personal and professional goal setting.	Class Discussions Interview Assignment Homework and Activities
8	Describe research methods and research designs commonly used in developmental science.	Class Discussions Homework and Activities

9	Evaluate, collaborate, and communicate as a part of our study child development.	Class Discussions Observation (Child Observation) Interview Assignment Homework and Activities
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**Attach a list of the required/recommended course readings and activities:**

CHAD 35 Syllabus.docx

**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:**

BA in Child and Adolescent Development (Early Development, Care, and Education)

BA in Child and Adolescent Development (Educational Contexts: Elementary Pre-Credential)

BA in Child and Adolescent Development (Social and Community Contexts)

BA in Liberal Studies

**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?**

No

**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

**Undergraduate Learning Goals:**

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Personal and social responsibility

**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

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

E. Understanding Personal Development

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

CHAD 35 Syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

Common to all sections will be the content and writing assignments. Although content may change at times, instructors will agree upon core readings to assign. Minor assignments to enhance student engagement may vary by instructor.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

The writing assignments for this course (including discussion forum posts, homework assignments, and observation assignments) are designed to have students think critically about human development by thoughtfully integrating research and logical argumentation to support their respective positions. All course content will be viewed within the social/cultural context and the diverse communities and individuals affected. Potential instructors would be made explicitly aware of the status of the course as a GE Area E and would be required to comply with all requirements therein.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

To comply with GE Area E, syllabus will include topics on cognitive, social and emotional, and physical development from birth through adolescence. Through course assignments, students will have the opportunity to critically examine prior or current experiences or behaviors from their own lives in response to real world contexts. If more than one section is being taught, instructors will be asked to meet to coordinate topics and readings prior to the start of the semester. Additionally, each semester the course is taught and one week before the first class meets, the department chair will examine the syllabus to ensure that assignments are structured in the standardized format for the course. Instructors must propose any changes to the format or structure of the syllabus or relevant assignments to the department chair and undergraduate coordinator for approval.

**General Education Details - Area E: Understanding Personal Development**

Section 1.

**Indicate in written statements how the course meets the following criteria. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**General criteria:**

**Demonstrates an understanding of academic content knowledge regarding self-development as a physiological, psychological, and social being.**

Child Observation and Adolescent Interview Assignment: For these assignments students will a) observe, record and analyze data collected in the observation, b) compare and contrast their data analysis to concepts, theories, theorists from the text, and c) describe new insight about child development gained from writing the paper.

**Critically examines prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts.**

Child Observation and Adolescent Interview Assignment: For these assignments students will a) observe, record and analyze data collected in the observation, b) compare and contrast their data analysis to concepts, theories, theorists from the text, and c) describe new insight about child development gained from writing the paper.

**Applies skills and knowledge regarding development of the self to differing situations, such as real world challenges, an/or to make connections across perspectives**

Child Observation and Adolescent Interview Assignment: For these assignments students will a) observe, record and analyze data collected in the observation, b) compare and contrast their data analysis to concepts, theories, theorists from the text, and c) describe new insight about child development gained from writing the paper.

**Specific criteria:**

**Students will be able to identify their own perspective and make connections/comparisons across perspectives**

Child Observation and Adolescent Interview Assignment: For these assignments students will a) observe, record and analyze data collected in the observation, b) compare and contrast their data analysis to concepts, theories, theorists from the text, and c) describe new insight about child development gained from writing the paper.

**Students will be able to plan, monitor, and assess their own learning.**

Assignments related to the final observation and interview assignment are distributed throughout the semester so that the instructor has time to deliver thorough feedback on students' critical thinking and writing assignments. Students are expected to account

for feedback to improve upon their writing in subsequent writing assignments. Writing assignments are designed to have student sharpen their critical thinking and analytical skills by having them evaluate, integrate, and apply information from scholarly sources to discussing and writing about human development.

**Students will be able to set personal and/or professional goals**

In their final assignment, students will be able to describe new insight about child development gained from writing the course assignments and how this knowledge applies to the personal and professional aspirations.

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Child Observation and Adolescent Interview Assignment: For these assignments students will a) observe, record and analyze data collected in the observation, b) compare and contrast their data analysis to concepts, theories, theorists from the text, and c) describe new insight about child development gained from writing the paper.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This is a long-standing GE and area E course, and these revisions clarify its role in understanding personal development.

**Please attach any additional files not requested above:**

Chad 35 Consult with Liberal Studies.pdf

Chad 35 Consult with FACS.pdf

Key: 651