

BA IN CHILD AND ADOLESCENT DEVELOPMENT (EARLY DEVELOPMENT, CARE, AND EDUCATION)



SACRAMENTO STATE
Redefine the Possible

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)
4. Academic Services (catalog@csus.edu)
5. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
6. Dean of Graduate (cnewsome@skymail.csus.edu)
7. Catalog Editor (catalog@csus.edu)
8. Registrar's Office (wlindsey@csus.edu)

Approval Path

1. Fri, 30 Sep 2022 00:28:56 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:36:46 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Wed, 19 Oct 2022 14:55:16 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim
2. Sep 17, 2018 by Kaitlyn Ehrmantrout (k.ehrmantrout)
3. Apr 23, 2020 by Sue Hobbs (sue.hobbs)
4. Apr 28, 2020 by 220267334
5. Mar 22, 2021 by Kristen Alexander (kalexand)

Date Submitted: Fri, 30 Sep 2022 00:04:44 GMT

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

Last approved: Mon, 22 Mar 2021 15:49:41 GMT

Last edit: Fri, 14 Oct 2022 19:02:39 GMT

Changes proposed by: Sue Hobbs (219705630)

Academic Group: (College)

Education

Academic Organization: (Department)

Undergraduate Studies in Education

Catalog Year Effective:

2022-2023 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

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

Type of Program Proposal:

Concentration

Program Change Type:

Program Reactivation

Title of the Program:

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

Designation: (degree terminology)

Bachelor of Arts

Program Reactivation

Provide reasons for the program reactivation.

The Child and Adolescent Development (CHAD) Program faculty have recently made significant changes to its CHAD B.A. program, effective Fall 2021. As part of the revision process, the program went from four concentrations to two concentrations: Social and Community Settings and Educational Contexts, deactivating the concentration in Early Development, Care, and Education while the career field underwent major structural changes. We are requesting to reactivate this concentration in Early Development, Care, and Education with modifications. The modifications to this concentration include proposed changes to courses that focus on early child education to better align them with new program outcomes and antiracist principles. Additionally, we have aligned these course descriptions, learning objectives (LOs), and signature assignments with 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. Reinstating this modified concentration in the B.A. program will provide students with the option to meet these requirements within their major and ensure better holistic advising and career preparation for our undergraduate students pursuing a career in early childhood education.

Indicate any programmatic or fiscal impact reactivation of the program will have on other academic units' programs.

The reactivation of this program will not have any programmatic or fiscal impact on other academic units' programs.

Describe the consultation that has occurred with affected units.

The faculty in the Child and Adolescent Development program.

Indicate what resources will be needed from other programs to reactivate this program.

Outside of the Child and Adolescent program, no resources will be needed from other programs to reactivate this program.

Briefly describe the program proposal (new or change) and provide a justification:

The modifications to the Early Development, Care, and Education (EDCE) concentration include proposed changes to courses that focus on early child education to better align them with new program outcomes and antiracist principles. Additionally, we have aligned these course descriptions, learning objectives (LOs), and signature assignments with 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. Reinstating this modified concentration in the B.A. program will provide students with the option to meet these requirements within their major and ensure better holistic advising and career preparation for our undergraduate students pursuing a career in early childhood education.

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

- Goal 1: Knowledge in the Discipline
 - 1.1 Identify and explain major theoretical and methodological perspectives used in developmental practices and research in a variety of contexts.
 - 1.2 Identify and explain processes of physical, cognitive, language, social and emotional development in context from infancy birth to adulthood.
 - 1.3 Apply theory and research to enhance understanding of individual variations in human development (e.g., cross cultural, biological and social influences).
 - 1.4 Describe how to apply developmental principles in diverse educational learning environments for young children.
 - 1.5 Discuss theoretical perspectives of observing, documenting, and assessing to support young children and their families.
 - 1.6 Describe dual language development and literacy.
- Goal 2: Modes of Inquiry
 - 2.1 Differentiate between qualitative and quantitative research frameworks in human development.
 - 2.2 Identify valid information to augment discipline-based inquiry in human development.
 - 2.3 Use technological tools and critical thinking in the location, analysis, application and evaluation of research, theory and issues in human development.
 - 2.4 Explain principles of ethics used in research methodology in human development.
 - 2.5 Apply principles of ethics in writing and communication processes.
- Goal 3: Communication in the Discipline
 - 3.1 Write and communicate using current American Psychological Association format and style.
 - 3.2 Use appropriate, relevant and compelling evidence of human development to articulate ideas and present knowledge.
- Goal 4: Civic and Cultural Knowledge and Competence
 - 4.1 Explain culturally informed approaches to a variety of critical, cultural, and socio-political academic and applied contexts within the field of human development.
 - 4.2 Collaborate with peers, faculty and/or community partners to engage in civil discourse, creative thinking and problem solving in academic and community settings.
 - 4.3 Recognize culturally relevant civic and community issues to inform engagement, leadership, and responsible advocacy in developmental community-based learning experiences.
 - 4.4 Use a theoretical framework of human development to apply and analyze responsibility and advocacy in professional and career contexts.
 - 4.5 Distinguish how human behavior and development are culturally constructed and how this influences daily activities and choices with the developing person.
 - 4.6 Explain and analyze historical and current early childhood education perspectives and philosophies
- Goal 5: Professional and Career Knowledge and Behaviors
 - 5.1 Identify professional, career and educational opportunities in the field of human development.
 - 5.2 Apply knowledge of developmental concepts, theories, and research, through engagement in mediated field experiences.
 - 5.3 Explain and critique personal positionality and how that influences individual, professional, and academic attitudes and behaviors.
 - 5.4 Practice discipline-specific professional ethics and responsibility in academic and/or field experiences.
 - 5.5 Use developmentally appropriate teaching and learning approaches to support young children and their families.
 - 5.6 Identify culturally sustaining and strengths-based approaches that foster and support dual language learners and a home/school literacy partnership.

Will this program be 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

Please attach a Comprehensive Program Assessment Plan (required)

Assessmentplan_BACHAD EDCE with major 9 12 2022.doc

Please attach a Curriculum Map Matrix (required)

Curriculum Matrix_CHDV program EDCE concentration with major.docx

Please attach a five-year budget projection (required)

Budget Justification EDCE concentration 9 11 2022.docx

Do these changes impact the Smart Planner roadmap?

No

Catalog Description:

Units required for Major: 52

Total units required for BA: 120

Program Description

The Child and Adolescent Development concentration in Early Development, Care and Education seeks to prepare students to understand and apply developmental perspectives and engage in ethical and reflective practices working with young children from birth through 8 years of age and their families.

This concentration is appropriate for students interested in working with diverse groups of young children and families in early childhood settings including early care and preschool settings and/or as preparation for advanced degree and professional programs. Upon completion of the BA in Early Development, Care, and Education, graduates are eligible for the Child Development Teacher Permit.

This concentration offers core curricula and fieldwork in early childhood development and pedagogy while highlighting family engagement in the context of family, culture, language, and society. Substantive training in language acquisition and literacy for early childhood Dual Language Learners and their families is embedded within the concentration. Students will be able to utilize developmental research, theory, and fieldwork in early childhood development settings to engage, support and improve their pedagogical practice working in early childhood settings.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Foundation Courses (28 Units)		
CHAD 101	Career and Major Exploration in Child and Adolescent Development	2
CHAD 123	Qualitative Methods in Human Development ²	4
CHAD 133	Quantitative Methods in Human Development ²	4
CHAD 131	Language Development	3
CHAD 135	Culture and Human Development	3
CHAD 137	Cognitive Development	3
CHAD 138	Social and Emotional Development	3
CHAD 156	Child and Adolescent Development in Context	3
CHAD 190	Capstone in Child and Adolescent Development	3
Required concentration courses (24 Units)		
CHAD 23	Assessment and Observation in Child Development	3
CHAD 35	Child and Adolescent Development ¹	3
CHAD 35E	Human Development and Early Childhood Field Experience	3
CHAD 134	Development of Young Children as Mathematical and Scientific Thinkers	3
CHAD 136	Developmental Experiences, Methods and Curriculum	3
CHAD 139	Educational Play: Theory and Practice	3
CHAD 150	Early Literacy Development in First and Second Language	3
CHAD 191	Course CHAD 191 Not Found (Form A)	3
Total Units		52

¹ Course also satisfies General Education (GE)/Graduation Requirement.

² CHAD 123 and CHAD 133 are not recommended to be taken in the same semester.

General Education Requirements ¹

Code	Title	Units
Area A: Basic Subjects (9 Units)		
A1	Oral Communication	3
A2	Written Communication	3
A3	Critical Thinking	3
Area B: Physical Universe and Its Life Forms (7-13 Units)		
B1	Physical Science	3
B2	Life Forms	3
B3	Lab (Note: Lab experience to be taken with one of the following: B1, B2 or B5)	1
B4	Math Concepts ³	0 - 3
B5	Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. ⁴	0 - 3

Area C: Arts and Humanities (9-12 Units)

C1 - Arts	3
C2 - Humanities	3
C1/C2 - Area C Course	3
C1/C2 - Area C Course - Take upper-division course to complete Area & upper division requirements. ⁴	0 - 3

Area D: The Individual and Society (6-9 Units)

Area D Course	3
Area D Course	3
Area D Course ²	0
Area D Course - Take upper-division course to complete Area & upper division requirements. ⁴	0 - 3

Area E: Understanding Personal Development

Area E Course ²	0
----------------------------	---

Total Units **31-43**

- ¹ To help you complete your degree in a timely manner and not take more units than absolutely necessary, there are ways to use single courses to meet more than one requirement (overlap). For further information, please visit the General Education page (<http://catalog.csus.edu/colleges/academic-affairs/general-education/>).
Note: There is no way to list all possible overlaps so please consult with a professional advisor. The Academic Advising Center can be visited online (<http://www.csus.edu/acad/>), by phone (916) 278-1000, or email (advising@csus.edu).
- ² Required in Major; also satisfies GE.
- ³ Department offers students a "select from the following" option:
 • If student chooses to take STAT 1, they will meet Area B4.
- ⁴ Department offers students a "select from the following" option:
 • If student chooses to take CHAD 143, they will meet Area B5.
 • If student chooses to take CHAD 141 or EDUC 121, they will meet upper division Area C.
 • If student chooses to take ANTH 101, CHAD 145, EDUC 165, ETHN 100, or SWRK 102, they will meet upper division Area D.

Graduation Requirements ¹

Code	Title	Units
Graduation Requirements (required by CSU) (3-9 Units)		
American Institutions: U.S. History ²		0 - 3
American Institutions: U.S. Constitution & CA Government		3
Writing Intensive (WI) ³		0 - 3
Graduation Requirements (required by Sacramento State) (9 Units)		
English Composition II		3
Race and Ethnicity in American Society (RE) ⁴		0
Foreign Language Proficiency Requirement ⁵		6

- ¹ To help you complete your degree in a timely manner and not take more units than absolutely necessary, there are ways to use single courses to meet more than one requirement (overlap). For further information, please visit the General Education page (<http://catalog.csus.edu/colleges/academic-affairs/general-education/>).
Note: There is no way to list all possible overlaps so please consult with a professional advisor. The Academic Advising Center can be visited online (<http://www.csus.edu/acad/>), by phone (916) 278-1000, or email (advising@csus.edu).
- ² Department offers students a "select from the following" option:
 • If student chooses to take ANTH 101, they will meet the U.S. History graduation requirement.
- ³ Department offers students a "select from the following" option:
 • If student chooses to take CHAD 145, EDUC 121, EDUC 165, or ETHN 100, they will meet the Writing Intensive (WI) graduation requirement.
- ⁴ Required in Major; also satisfies Graduation Requirement.
- ⁵ If not satisfied before entering Sacramento State, it may be satisfied in General Education Area C2 (Humanities). "C- or better required." The alternative methods for satisfying the Foreign Language Proficiency Requirement are described here: <https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html> (<https://www.csus.edu/college/arts-letters/world-languages-literatures/foreign-language-requirement.html>)