

# BA IN CHILD AND ADOLESCENT DEVELOPMENT (SOCIAL AND COMMUNITY CONTEXTS)

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**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)
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## Approval Path

1. Wed, 29 Sep 2021 02:46:26 GMT  
Sheri Hembree (hembrees): Approved for UGSE Chair
2. Thu, 14 Oct 2021 20:44:26 GMT  
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
3. Wed, 20 Oct 2021 21:35:15 GMT  
Karen O'Hara (kdohara): Approved for ED Dean
4. Thu, 11 Nov 2021 22:58:50 GMT  
Janett Torset (torsetj): Approved for Academic Services
5. Tue, 23 Aug 2022 22:33:53 GMT  
Katie Hawke (katiedickson): Rollback to Initiator
6. Thu, 06 Oct 2022 03:17:34 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
7. Thu, 13 Oct 2022 22:21:49 GMT  
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
8. Thu, 13 Oct 2022 22:44:18 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. Sep 17, 2018 by Kaitlyn Ehrmantrout (k.ehrmantrout)
4. Sep 17, 2018 by Kaitlyn Ehrmantrout (k.ehrmantrout)
5. Sep 17, 2018 by Kaitlyn Ehrmantrout (k.ehrmantrout)
6. Apr 23, 2020 by Sue Hobbs (sue.hobbs)
7. Apr 28, 2020 by 220267334
8. Apr 1, 2021 by Kristen Alexander (kalexand)
9. Apr 20, 2021 by 220267334

Date Submitted: Wed, 28 Sep 2022 20:47:52 GMT

**Viewing: BA in Child and Adolescent Development (Social and Community Contexts)**

**Last approved: Tue, 20 Apr 2021 20:25:15 GMT**

**Last edit: Wed, 28 Sep 2022 20:47:51 GMT**

Changes proposed by: Kristen Alexander (101054963)

**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
Kristen Alexander	kalexander@csus.edu	916-278-7829

**Type of Program Proposal:**

Concentration

**Program Change Type:**

Substantive

**Title of the Program:**

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

**Designation: (degree terminology)**

Bachelor of Arts

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

This proposal does not substantially change the curriculum and PLOs remain unchanged (although they are marked green, we did not change any words in the PLOs); however, because of the addition of a unit, this is considered a substantive change. We recognize this change is proposed for 23-24; however, we are not allowed to choose that option.

We are implementing major revisions in our program and have run into some minor issues that need to be cleaned up. In this concentration, we need to increase options for: 1) Lower division fieldwork: although we will encourage students to take the fieldwork appropriate for their concentration (CHAD 30C here), allowing students the choice amongst all 3 options will facilitate transfer student credit as well as students changing their mind about concentration after this early exploration. Options are now listed as Lower division fieldwork within the Core, allowing students to choose CHAD 30C, 35E, or 35F.

Also, we are aligning the 2) concentration descriptions and 3) format of required coursework to match across concentrations.

4) Further, we began requiring a new course in career and major exploration for 1 unit for all CHAD majors, including the concentration in Social and Community Contexts. Per the Form A for this course change, we are increasing it to 2 units. This necessitates an increase in the units required for the major by 1 unit. We do not expect this to change students' progress toward degree, and we expect this increase to further enhance students' educational experience and preparation for their futures.

**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

(UNCHANGED)

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 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 Understand and apply the processes or interactions between community settings and other ecological contexts to support the developmental trajectories of diverse children, adolescents, and emerging adults
- 1.5 Identify and interrogate systemic disparities in opportunities for development of diverse individuals

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.

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 Assess and design actions (eg., programs or policy) in collaboration with community stakeholders and youth to promote wellbeing
- 5.6 Identify and assess strengths of children, adolescents, and emerging adults as well as community resources related to development

**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\_BACHDV SocCom 090720.doc

**Please attach a Curriculum Map Matrix (required)**

Curriculum Matrix\_CHDV program SocCom 090720.docx

**Please attach a five-year budget projection (required)**

5 year budget projection.pdf

**Do these changes impact the Smart Planner roadmap?**

No

**Catalog Description:****Units required for Major: 49****Total units required for BA: 120****Program Description**

Child and Adolescent Development is the study of the biological, physical, socio-emotional, and cognitive growth and development of the child from conception through emerging adulthood. Using theory, empirical research, and practice, this rigorous academic program prepares students to work as agents of social change with diverse populations of children, adolescents, emerging adults, and families in a variety of areas, including education, advocacy, research, policy, counseling, and/or other settings.

The concentration in Social and Community Contexts is appropriate for students interested in working with diverse groups of children, adolescents, emerging adults, and families in community, social, government or counseling settings and/or for advanced degree and professional programs.

The concentration in Social and Community Contexts seeks to prepare students to support developmental trajectories of children, adolescents, and emerging adults through application of theory and research into practice with diverse community settings. This concentration fosters students' abilities to apply ecological perspectives and engage in ethical and reflective practices within the local and professional community. Graduates will be able to communicate developmental research to various audiences and collaborate with community stakeholders that provide resources to support the strengths of diverse individuals.

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**

<b>Code</b>	<b>Title</b>	<b>Units</b>
<b>Required Foundation Courses (10 Units)</b>		
CHAD 101	Career and Major Exploration in Child and Adolescent Development	2
CHAD 123	Qualitative Methods in Human Development <sup>2</sup>	4
CHAD 133	Quantitative Methods in Human Development <sup>2</sup>	4
<b>Required Core Courses (18 Units)</b>		
CHAD 131	Language Development	3
CHAD 135	Culture and Human Development	3
CHAD 156	Child and Adolescent Development in Context	3
CHAD 137	Cognitive Development	3
CHAD 138	Social and Emotional Development	3
CHAD 190	Capstone in Child and Adolescent Development	3
<b>Required Concentration Courses (12 Units)</b>		
CHAD 30 or CHAD 35	Human Development <sup>1</sup> Child and Adolescent Development	3
CHAD 30C or CHAD 35E OR CHAD 35F	Human Development and Fieldwork in Community and Social Contexts (CHAD 30C recommended for social/community; CHAD 35E or 35F recommended for Education) Course CHAD 35E OR CHAD 35F Not Found	3
CHAD 146	Fostering Healthy Youth Development	3
CHAD 147	Influences of Public Policy on Children & Adolescents	3
<b>Developmental Depth Electives (6 Units)</b>		
Select 6 units from the approved Developmental Depth Elective List <sup>3</sup>		6
<b>General Electives (3 Units)</b>		
Select 3 units of approved General Electives List <sup>4</sup>		3
<b>Total Units</b>		<b>49</b>

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

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

<sup>3</sup> Students are required to select an additional 6 units of approved electives to gain expertise in specific areas of developmental theory and/or application by choosing from the approved "Developmental Depth Electives" list.

<sup>4</sup> Students are required to select an additional 3 units of approved electives to gain a greater understanding of development in social and community settings from courses across the university. Students may select courses from an approved list of "General Elective List".

### Developmental Depth Elective List

Code	Title	Units
CHAD 139	Educational Play: Theory and Practice	3
CHAD 143	Mind and Brain in Developmental Context <sup>1</sup>	3
CHAD 157	Infant and Toddler: Development and Care	3
CHAD 142	Development of Learning and Memory	3
CHAD 172	Identity Development	3
CHAD 130	Parent Education	3

<sup>1</sup> If a student chooses to take this course, it will also meet Area B5.

### General Elective List

Code	Title	Units
ANTH 101	Cultural Diversity  <sup>5</sup>	
ART 133	Art Education for Children	
CHAD 136	Developmental Experiences, Methods and Curriculum	
CHAD 141	History of Childhood: International and Interdisciplinary Perspectives <sup>5</sup>	
CHAD 145	Controversial Issues in Childhood Development, Education, and Social Policy   (Pending Approval, CHDV 145 will meet WI requirement) <sup>5</sup>	
CHAD 153	Apprenticeship in Advanced Child Development	
CHAD 157	Infant and Toddler: Development and Care	
CHAD 195	Internship in Child & Adolescent Development	
CHAD 199	Special Problems	
COMS 108	Family Communication	
EDUC 120	Literature For Children	
EDUC 121	Multicultural Children's Literature   <sup>5</sup>	
EDUC 130A & EDUC 130B	Typical & Atypical Developmental Characteristics and Outcomes for Young Children with Disabilities Typical & Atypical Development Characteristics and Outcomes for Young Children with Disabilities Lab (Must take 130A and 130B together)	
EDUC 155	Introduction to Counseling <sup>6</sup>	
EDUC 156	Power, Privilege and Self Identity in Counseling <sup>6</sup>	
EDUC 157	Child and Family Psychopathology <sup>6</sup>	
EDUC 160	Urban Education   <sup>5</sup>	
EDUC 165	Sex Role Stereotyping in American Education   <sup>5</sup>	
EDSP 119	Legal and Social Foundations of Inclusive Education	
ETHN 100	Ethnic America   <sup>5</sup>	
FACS 156	Child Life and Family-Centered Care	
FSHD 108	Family Communication	
FSHD 154	Issues in Parenting	
HRS 161	Multicultural America 	
KINS 172	Movement Education	
PHIL 102	Professional and Public Service Ethics	
PSYC 151	Psychological Aspects of Death and Dying	
RPTA 137	Community Organization	
RPTA 164	Leadership and Fundraising for Non-profit Organizations	
STAT 1	Introduction to Statistics <sup>5</sup>	
SWRK 102	Crosscultural Theory and Practice: Issues of Race, Gender and Class  <sup>5</sup>	
SWRK 137	The Child and the Law	
SWRK 153	Child Welfare Services	
THEA 118	Children's Theatre	

<sup>5</sup> Course also satisfies General Education (GE)/Graduation Requirement.

<sup>6</sup> Cannot be used for both major electives and for the Minor in Counseling.

### General Education Requirements <sup>1</sup>

Code	Title	Units
<b>Area A: Basic Subjects (9 Units)</b>		
A1 - Oral Communication		3

A2 - Written Communication	3
A3 - Critical Thinking	3
<b>Area B: Physical Universe and Its Life Forms (7-13 Units)</b>	
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 <sup>3</sup>	0 - 3
B5 - Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. <sup>3</sup>	0 - 3
<b>Area C: Arts and Humanities (9-12 Units)</b>	
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. <sup>3</sup>	0 - 3
<b>Area D: The Individual and Society (3-6 Units)</b>	
Area D Course	3
Area D Course	0
Area D Course - Take upper-division course to complete Area & upper division requirements. <sup>3</sup>	0 - 3
<b>Area E: Understanding Personal Development</b>	
Area E Course <sup>2</sup>	0
<b>Area F: Ethnic Studies (3 Units)</b>	
Area F Course	3
<b>Total Units</b>	<b>31-43</b>

<sup>1</sup> 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](mailto:advising@csus.edu)).

<sup>2</sup> Required in Major; also satisfies GE.

<sup>3</sup> Department offers students a "select from the following" option:

- If student chooses to take CHAD 143 for their developmental depth elective, they will meet Area B5.
- If student chooses to take CHAD 141, EDUC 121, HRS 161, or PHIL 102 for their general elective, they will meet upper division Area C.
- If student chooses to take ANTH 101, CHAD 145, EDUC 160, EDUC 165, ETHN 100, or SWRK 102 for their general elective, they will meet upper division Area D.
- If a student chooses STAT 1 for their general elective, they will meet an Area B4.

## Graduation Requirements<sup>1</sup>

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

<sup>1</sup> 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](mailto:advising@csus.edu)).

<sup>2</sup> Department offers students a "select from the following" option:

- If student chooses to take ANTH 101 for their general elective, they will meet the U.S. History graduation requirement.

<sup>3</sup> Department offers students a "select from the following" option:

- If student chooses to take CHAD 145 EDUC 121, EDUC 160, EDUC 165, or ETHN 100, they will meet the Writing Intensive (WI) graduation requirement

<sup>4</sup> 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>)

## **Fiscal Impact to Change an Existing Program**

**Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:**

na--changes only positively impact our students in CHAD

**Provide a fiscal analysis of the proposed changes:**

na

**How will the above changes be accommodated within the department/College existing fiscal resources?**

na

**Will the proposed changes require additional resources?**

No

**What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?**

na

**Reviewer Comments:**

**Katie Hawke (katiedickson) (Tue, 23 Aug 2022 22:33:53 GMT):** Rollback: Rollback requested by the department to make additional changes and address the Curriculum Subcommittee's feedback.

Key: 123