MA IN CHILD AND ADOLESCENT DEVELOPMENT

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. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
7. Dean of Graduate (cnewsome@skymail.csus.edu)
8. Catalog Editor (catalog@csus.edu)
9. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
10. Registrar's Office (wlindsey@csus.edu)

Approval Path

1. Fri, 30 Sep 2022 22:57:07 GMT
   Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:13:29 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 14 Oct 2022 21:50:41 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. May 1, 2018 by clmig-jwehrheim
2. Oct 17, 2019 by Kristen Alexander (kalexand)
3. Feb 24, 2022 by Patrick Pieng (patrick.pieng)
4. Aug 4, 2022 by Ishita Dey (idey)
5. Aug 10, 2022 by Ishita Dey (idey)

Date Submitted: Fri, 30 Sep 2022 20:19:00 GMT

Viewing: MA in Child and Adolescent Development

Last approved: Wed, 10 Aug 2022 18:50:03 GMT

Last edit: Fri, 14 Oct 2022 20:50:08 GMT

Changes proposed by: Patrick Pieng (218658480)

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
Patrick Pieng	patrick.pieng@csus.edu	916-278-3466

Type of Program Proposal:

Major

Program Change Type:
Non-Substantive

Title of the Program:
MA in Child and Adolescent Development

Designation: (degree terminology)
Master of Arts

Briefly describe the program proposal (new or change) and provide a justification:
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 main revisions below are to update the new Program description and PLOs. Other edits include clarifying admissions requirements and procedures (including the removal of outdated information) and program requirements. Note: These revisions are proposed to take effect for the 2023-2024 Catalog. This upcoming catalog was not an option in the drop-down menu above.

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism
Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome
1. Disciplinary knowledge: Graduate students within the discipline are expected to critically analyze and evaluate theories, research methods, and applications of human development.
1.1 Demonstrate foundational knowledge within and across domains of human development. 1.2 Compare various developmental theories and their applications to specific domains. 1.3 Compare various developmental research approaches, including their methods and ethical considerations. 1.4 Explain interrelations among theory, research, and practice as applied to human development. 1.5 Use knowledge of human development to examine experiences of oppression, marginalization, privilege, and power.
2. Communication: Graduate students within the discipline will create coherent arguments and explanations based on information from multiple empirical and other relevant sources.
2.1 Assemble relevant, credible, and compelling evidence to construct an argument catered to a selected audience. 2.2 Use a range of writing conventions specific to the discipline, including organization, mechanics, presentation, APA format and style. 2.3 Deliver presentations about research and disciplinary knowledge to multiple audiences.
3. Critical thinking: Graduate students within the discipline will formulate, analyze, and synthesize ideas and evidence pertaining to various developmental domains.
3.1 Evaluate theoretical and methodological assumptions in research literature, including their implications, as well as strengths and limitations. 3.2 Use relevant research and theory to justify their own theoretical and methodological perspectives. 3.3 Analyze how their own sociocultural and historical positions and assumptions inform their research practice and views of development
4. Information literacy: Graduate students within the discipline will practice locating and evaluating the quality of information.
4.1 Distinguish between various sources of knowledge and evaluate their merits. 4.2 Employ a variety of technological resources (e.g., library databases: PsycInfo) to locate and organize sources of information. 4.3 Identify knowledge, methodological, and service gaps in human development research literature to justify research and project purposes. 4.4 Utilize appropriate technological tools for data analysis (e.g., SPSS, NVivo, or other). 4.5 Analyze how the creation and dissemination of disciplinary knowledge are linked to various power structures and ideologies.

5. Intercultural/Global Perspectives: Graduate students within the discipline will examine and analyze diversity (such as in gender, sexuality, race and ethnicity, culture and immigration, socioeconomic conditions, neighborhoods, etc.) and lived experiences in human development locally and globally.

5.1 Describe how human experiences and development are culturally organized and take diverse forms due to varied physical, social, historical, cultural, and political environments.

5.2 Evaluate how the positionality of researchers (including one's own) shapes how human development and diversity are conceptualized, studied, and evaluated.

5.3 Explain the ways in which social identities develop and shape individual life experiences and/or perspectives.

5.4 Analyze the ways in which social structures and systems shape experiences of oppression, marginalization, privilege, and power.

6. Professionalism: Graduate students within the discipline will explain, evaluate, and apply human development theory and research in multiple contexts.

6.1 Examine how research and concepts of human development are utilized in various real-world contexts.

6.2 Formulate research questions and apply human development knowledge within various contexts.

6.3 Use varied communication strategies to ensure ethical and responsible dissemination of research for the purposes of social change.

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

Catalog Description:

Total units required for MA: 30.0

Program Description

The Master of Arts in Child and Adolescent Development Program offers an opportunity for advanced study of developmental theories and their application in research and practice. Our Program emphasizes scholarly reflection on developmental issues and excellence in disciplinary forms of communication. The Program prepares students to consider the diversity of human development and to critically reflect on how to use that knowledge to work towards antiracism, equity, and inclusion in the field. Graduates of the Program will be able to apply their advanced understanding of theory and empirical research to work as agents of positive social change in a variety of settings including education, advocacy, research, policy, and/or other settings.

For further information please see the Academic Program Services Office, Eureka Hall 401, or check the College of Education's website (http://www.csus.edu/coe/academics/graduate/).

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Admission as a classified graduate student in the Master of Arts in Child and Adolescent Development Program requires:

- a BA in Child and Adolescent/Human Development or a closely-related field
- minimum 3.0 GPA in the last 60 units completed;
- completion of an upper-division coursework in research methods (e.g., CHAD 123, CHAD 128, and/or CHAD 133, or equivalent);
- completion of an upper-division course in human development theories (e.g., CHAD 137 and/or CHAD 138, or equivalent)

Opportunity exists for conditional classification of applicants with an undergraduate major and experiences different from those listed above. This requires that students demonstrate convincingly that they are competent to pursue the degree.

Admission Procedures

All prospective graduate students, including Sacramento State graduates, must submit a University application. The application must be submitted by the deadlines stated on the College of Education and Office of Graduate Studies websites. Required application materials include:

- online application for admission;
- official transcripts from all colleges and universities attended, *other than Sacramento State*;
- statement describing the applicant's educational and professional background and how graduate study will advance the applicant's professional goals; and
- two academic and/or professional letters of recommendation.

For more admissions information and application deadlines, please visit the Office of Graduate Studies website *(*http://www.csus.edu/gradstudies/*)*. Details about the application can be found on the application packet posted to the College of Education website.

Approximately six weeks after the posted application deadline, a decision regarding admission will be emailed to each applicant.

Minimum Units and Grade Requirement for the Degree

Units required for the MA: 30.0

Minimum Cumulative GPA: 3.0; no units with a grade lower than "B-" may apply toward the degree.

Advancement to Candidacy Procedures

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units of courses in the graduate program (see Requirements) with a minimum 3.0 GPA; and
- met the Graduate writing requirement through completion of the Graduate Writing Intensive (GWI) course, CHAD 242, with a B grade or better.

Advancement to Candidacy forms are available on the Office of Graduate Studies website. The student should complete the Advancement to Candidacy form after planning a degree program in consultation with a Program faculty advisor. The form must be submitted to the Graduate Coordinator and the Office of Graduate Studies for approval.

Project/Thesis or Examination Registration

Enrollment in CHAD 504 Project/Thesis course requires that the student file an Intent to Register form **at least one full semester in advance of registration.** For students intending to complete a project or thesis, a proposal must be approved prior to beginning the project or thesis. The proposal requires approval from the thesis/project sponsor, a second reader, and the Graduate Coordinator or Department Chair. Please see your list of deadlines and consult with a Program advisor. Additional information about CHAD theses and projects may be found in the Thesis/Project handbook on the Department web page.

Check in the Department office for the policies regarding Report in Progress ("RP") grades and continuous enrollment.

Graduation

Prior to graduation, an application for graduation must be filed with the Office of Graduate Studies. In addition, all coursework leading to the Master's degree must be completed within a seven-year period.

As defined by policy http://www.csus.edu/umanual/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
Pre or Corequisites (6 Units)		
Select one of the following:		3
CHAD 123	Qualitative Methods in Human Development	
CHAD 128	Combined Research Methods in Human Development	
CHAD 133	Quantitative Methods in Human Development	
Select one of the following:		3
CHAD 137	Cognitive Development	
CHAD 138	Social and Emotional Development	
Total Units		**6**

Code	Title	Units
Required Foundation Courses (12 Units)		
CHAD 200	Proseminar in Child and Adolescent Development	3
CHAD 242	Theoretical Approaches to Development ✎	3
CHAD 247	Theoretical and Applied Perspectives on Cross-cultural Development	3
Select one of the Methods courses:		3
CHAD 250	Quantitative Research Methods	
CHAD 258	Qualitative Research Methods	
Core Course Requirements (9 Units)		
Select three of the following:		9
CHAD 210	Seminar in Social Development	
CHAD 211	Seminar in Cognitive Development	
CHAD 245	Selected Topics in Developmental Theory	
CHAD 246	Motivation and Learning in Children	
CHAD 248	Curriculum and Instruction	
CHAD 249	Language Processes in Development	
CHAD 250	Quantitative Research Methods	
CHAD 253	Apprenticeship in Advanced Child Development	
CHAD 258	Qualitative Research Methods	
CHAD 295	Practicum in Child Development	

EDS 290	Issues in Early Childhood Education for Children with Disabilities	
Elective (3 Units)		
Select 3 units in consultation with an advisor		3
Culminating Experience (6 Units)		
Thesis or Project		
CHAD 290	Writing a Proposal	3
CHAD 504	Culminating Experience in Child Development: Thesis or Project	3
Total Units		**30**

[1]   Course may not count as both a Foundation and Core.

Note: Credit for CHAD 504 is given upon completion of a thesis, project, or other approved culminating experience. Open only to graduate students who have been advanced to candidacy for the Master's degree and have secured the permission of their faculty advisor and the Department Chair one full semester prior to registration. All forms may be obtained on the College website.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

In the 2021-2022 academic year, 382 CHDV/CHAD BA degrees, 44 CHDV/CHAD minors, and 77 Counseling minors were awarded. As of Fall 2022, we have nearly 1600 students across the CHDV/CHAD major and minors.

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:

This program will not affect other academic units.

Provide a fiscal analysis of the proposed changes:

There are no anticipated fiscal impacts. The changes in this form are non-substantive and do not impact the Program structure, course offerings, or staffing. The modifications are only to the Program Description and Program Learning Outcomes.

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

N/A

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?

No

Key: 94