

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



SACRAMENTO STATE

In Workflow

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Approval Path

1. Wed, 09 Oct 2024 23:18:23 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 17 Oct 2024 22:36:14 GMT
Bitia Rivas (b.rivas): Approved for ED College Committee Chair
3. Fri, 18 Oct 2024 15:48:19 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim
2. Sep 17, 2018 by 212408496
3. Apr 23, 2020 by Sue Hobbs (sue.hobbs)
4. Apr 28, 2020 by 220267334
5. Mar 22, 2021 by Kristen Alexander (kalexand)
6. Mar 7, 2023 by Sue Hobbs (sue.hobbs)
7. Apr 13, 2023 by Katie Hawke (katiedickson)
8. Mar 27, 2024 by Sue Hobbs (sue.hobbs)

Date Submitted: Fri, 27 Sep 2024 04:14:24 GMT

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

Last approved: Wed, 27 Mar 2024 22:30:12 GMT

Last edit: Mon, 28 Oct 2024 21:43:13 GMT

Changes proposed by: Sue Hobbs (219705630)

Academic Group: (College)

Education

Academic Organization: (Department)

Undergraduate Studies in Education

Catalog Year Effective:

2025-2026 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Sue Hobbs	sue.hobbs@csus.edu	916-278-7368

Type of Program:

Concentration

Program Change Type:

Substantive

Delivery Format:

Hybrid

Fully Online

What is the instructional modality of all courses in this program?

Both

Title of the Program:

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

Designation: (degree terminology)

Bachelor of Arts

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

Changing delivery format to include hybrid. This is to make the program description and Cal State Apply consistent with our current WASC accreditation and with how we are running the program. Changed the delivery format of this program to both hybrid and fully online. The program is offered by the College of Continuing Education in fully online format, and it is offered stateside in hybrid format. The change reflects how the courses are delivered.

University Learning Goals**Undergraduate Learning Goals:**

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

Program Learning Outcomes**Program Learning Outcomes**

Learning Outcome
Core Program Learning Outcomes: 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).
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.

Additional Concentration-Specific Program Learning Outcomes:

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.

4.6 Explain and analyze historical and current early childhood education perspectives and philosophies

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.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CHAD 101						
CHAD 123						
CHAD 133						
CHAD 131						
CHAD 135						
CHAD 137						
CHAD 138						
CHAD 156						
CHAD 190						
CHAD 23						
CHAD 35						
CHAD 35E						
CHAD 134						
CHAD 136						
CHAD 139						
CHAD 150						
CHAD 191						

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

Assessmentplan_BACHAD EDCE with major 9 12 2022.doc

Please attach a Curriculum Map Matrix

Curriculum Matrix_CHDV program EDCE concentration with major.docx

Please attach a five-year budget projection

Budget Justication EDCE concentration 9 11 2022.docx

Do these changes impact the degree 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.

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

A grade of "C-" or higher is required for all coursework in the Child and Adolescent Development major.

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 (10 Units)		
CHAD 101	Career and Major Exploration in Child and Adolescent Development	2
CHAD 123	Qualitative Methods in Human Development ¹	4
CHAD 133	Quantitative Methods in Human Development ¹	4
Required Core Courses (18 Units)		
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	Observation and Assessment in Child Development	3
CHAD 35	Child and Adolescent Development ²	3
CHAD 35E	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	Literacy Development for Monolingual and Multilingual Children	3
CHAD 191	Early Childhood Education Practicum	3
Total Units		52

¹ CHAD 123 and CHAD 133 are not recommended to be taken in the same semester.

² Course also satisfies General Education (GE)/Graduation Requirement.

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 (<https://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 (<https://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>)

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:

None

Provide a fiscal analysis of the proposed changes:

NA

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

The change will not affect resources

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?

None

Estimate the cost and indicate how these resource needs will be accommodated:

NA

Key: 119