

BA IN CHILD AND ADOLESCENT DEVELOPMENT (EDUCATIONAL CONTEXTS: ELEMENTARY PRE-CREDENTIAL)



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. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Faculty Senate Executive Committee Chair (kathy.garcia@csus.edu)
7. Faculty Senate Chair (kathy.garcia@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. President (sarah.billingsley@csus.edu)
11. Catalog Editor (catalog@csus.edu)
12. Registrar's Office (wlindsey@csus.edu)

Approval Path

1. Wed, 29 Sep 2021 02:45:02 GMT
Sheri Hembree (hembrees): Rollback to Initiator
2. Mon, 04 Oct 2021 23:06:45 GMT
Sheri Hembree (hembrees): Approved for UGSE Chair
3. Thu, 14 Oct 2021 20:46:13 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Wed, 20 Oct 2021 21:41:30 GMT
Karen O'Hara (kdohara): Approved for ED Dean
5. Thu, 11 Nov 2021 22:58:44 GMT
Janett Torset (torsetj): Approved for Academic Services
6. Tue, 23 Aug 2022 22:33:27 GMT
Katie Hawke (katiedickson): Rollback to Initiator
7. Thu, 06 Oct 2022 03:17:27 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
8. Thu, 13 Oct 2022 22:22:01 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
9. Thu, 13 Oct 2022 22:44:10 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. Apr 23, 2020 by Sue Hobbs (sue.hobbs)
5. Apr 28, 2020 by 220267334
6. Mar 26, 2021 by Kristen Alexander (kalexand)
7. Apr 20, 2021 by 220267334

Date Submitted: Thu, 29 Sep 2022 20:13:07 GMT

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

Last approved: Tue, 20 Apr 2021 20:24:21 GMT

Last edit: Wed, 05 Oct 2022 18:02:45 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 (Educational Contexts: Elementary Pre-Credential)

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 a change in the concentration title and 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 have been implementing major program revisions this past year and have run into some minor issues that need to be cleaned up. We are aligning the 1) concentration descriptions and 2) format of required coursework to match across concentrations.

Further, due to new requirements being developed by the state, it is necessary to separate early childhood education from this concentration, and so we propose a 3) change in the concentration name to more clearly differentiate it from the newly reactivated Early Childhood concentration on a different Form B. 4) This also necessitates elimination of the "early childhood emphasis."

5) Also, as a result of changes and the creation of a subject matter waiver, some GE courses were approved to be substituted by the GE Committee. The catalog language has been changed to better reflect the approved waiver pathway title.

6) Further, we began requiring a new course in career and major exploration for 1 unit for all CHAD majors, including the concentrations in Educational 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.

(p.s. I can't figure out how to move the Educational Electives list to follow the program requirements, but in catalog it should be listed after required courses)

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 Describe how to apply developmental principles in diverse educational settings

1.5 Discuss theoretical perspectives of pedagogy

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 Recognize and scrutinize the processes or interactions between educational settings and other social settings and other ecological levels.

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 Analyze and translate developmental principles into teaching practice

5.6 Identify how developmental knowledge of a specific age group (i.e., infant/toddler, childhood/adolescent) and understanding of developmental research methods are relevant to specific educational settings

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 edconcentration9_20.doc

Please attach a Curriculum Map Matrix (required)

Curriculum Matrix_CHDV program edconcentration.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: 48-49****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.

Students earning the BA in Child and Adolescent Development with a concentration in Educational Contexts (Elementary Pre-Credential) will be able to utilize developmental research and theory in their teaching practices to support student learning in various educational contexts. This concentration is appropriate for students interested in working with individuals from birth to emerging adulthood, including elementary school and special education and/or preparation for advanced degree and professional programs.

This concentration in Educational Contexts (Elementary Pre-Credential) seeks to prepare students to understand and apply developmental perspectives and engage in ethical and reflective practices within the educational context. Recognizing that a developmental perspective is essential to effective teaching, the concentration prepares students to consider the diverse physical, cognitive, cultural, linguistic, behavioral, social, and emotional needs of children and their families in the teaching and learning process. Depending on the career trajectory chosen, additional professional training and/or exams may be required (e.g., Teaching Credential, Subject Matter Requirements).

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
<i>Education Elective: Choose one of the following</i>		
ART 133	Art Education for Children	3
CHAD 141	History of Childhood: International and Interdisciplinary Perspectives	3
CHAD 142	Development of Learning and Memory	3
CHAD 143	Mind and Brain in Developmental Context	3
CHAD 145	Controversial Issues in Childhood Development, Education, and Social Policy  	3
CHAD 147	Influences of Public Policy on Children & Adolescents	3
CHAD 157	Infant and Toddler: Development and Care	3
CHAD 172	Identity Development	3
EDUC 120	Literature For Children	3
EDUC 121	Multicultural Children's Literature  	3
EDUC 124A	Tutoring Children in Mathematics (Must take EDUC 124B concurrently)	2
EDUC 125A	Tutoring Children in Reading (Must take EDUC 125B concurrently)	2
EDUC 127A	Field Experience in After School STEM Programs (Must take EDUC 127B concurrently)	2
EDUC 158	Latinas/os/x in Education 	3
EDUC 160	Urban Education  	3
EDUC 165	Sex Role Stereotyping in American Education  	3
EDUC 169	Cross-Cultural Bridges: A Humanist Approach to Education	3
EDUC 172	Introduction to Hmong Literacy	3
EDUC 173	Hmong History and Culture	3
EDUC 175A	Pedagogy and Academic Language Skills in Spanish for Bilingual Educators (Multiple Subjects)	3
EDSP 101	Course EDSP 101 Not Found	
EDSP 119	Legal and Social Foundations of Inclusive Education	3
KINS 172	Movement Education	3
PUBH 136	School Health Education	2
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 ²	4
CHAD 133	Quantitative Methods in Human Development ²	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 (20-21 Units)		
CHAD 35	Child and Adolescent Development ¹	3
CHAD 35F	Human Development and Elementary Field Experience	3
or CHAD 35E	Human Development and Early Childhood Field Experience	
CHAD 136	Developmental Experiences, Methods and Curriculum	3
CHAD 150	Early Literacy Development in First and Second Language	3
EDUC 100A	Educating Students with Disabilities in Inclusive Settings	2
EDUC 100B	Educating Students with Disabilities in Inclusive Settings Lab	1
EDUC 170	Introduction to Bilingual Education: Policies, Principles, Programs, and Practices	3
<i>Education Elective: Choose from list</i>		2 - 3
Total Units		48-49

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.

Specialization options

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 ⁷	0 - 3
B5	Additional Course (Any B to reach 12 units) - Take upper-division course to complete Area & upper division requirements. ²	0 - 3
Area C: Arts and Humanities (9-12 Units) ³		
C1	Arts ⁴	3
C2	Humanities	3
C1/C2	Area C Course ⁵	3
C1/C2	Area C Course - Take upper-division course to complete Area & upper division requirements. ⁵	0 - 3
Area D: The Individual and Society (3-6 Units)		
	Area D Course	3
	Area D Course	0
	Area D Course - Take upper-division course to complete Area & upper division requirements.	0 - 3
Area E: Understanding Personal Development		
	Area E Course ⁶	0
Area F: Ethnic Studies (3 Units)		
	Area F Course	3
Total Units		31-43

- 1 Students interested in elementary teaching are strongly urged to select courses that will assist in preparation for the CSET examination (see Subject Matter waiver program).
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/>).
- 2 **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).
- 3 Area B5 fulfilled by Math 107A if enrolled in Subject Matter waiver program
- 4 Students enrolled in the Subject Matter waiver program are exempt from the 9 unit lower division requirement in Area C
- 5 Area C1 fulfilled by ART 133 if enrolled in Subject Matter waiver program
- 6 MUSC 101 and HIST 132 together satisfy Area C unit requirements if enrolled in the Subject Matter waiver program
- 7 Satisfied by the major, counts for GE
- 8 If take STAT 1 or MATH 17, counts as a major elective

Graduation Requirements ¹

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

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:

Pubh 136 and Kins 172 were already a part of this major, so consultation with these programs is not included. However, Public Health and Kinesiology have copies of this Form B.

Attached are consults with Art Education and Teaching Credentials.

Attach a copy of correspondence with these units:

Art 133 Re_ consult for Child and Adolescent_ Ed option.pdf
TCRED consult for CHAD.pdf

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:

Sheri Hembree (hembrees) (Wed, 29 Sep 2021 02:45:02 GMT): Rollback: per request

Katie Hawke (katedickson) (Tue, 23 Aug 2022 22:33:27 GMT): Rollback: Rollback requested by the department to make additional changes and address the Curriculum Subcommittee's feedback.