The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course are accessible.

1. DEPARTMENT (Name of department which offers the New Course): HDEV & WOST

2. COURSE PREFIX: HDEV COURSE NUMBER: 419

   See 14-15 CIC 10 revised for course numbering policy. As outlined in that policy, activity and laboratory courses will be indicated with the postscript “A” or “L” and will require a separate New Course Request. Be sure to complete two New Course Request forms for any course with an activity or laboratory component.

   FULL TITLE (In Catalog): Contemporary Research Topics in Early Childhood

   SHORTENED TITLE FOR CLASS SCHEDULE (if full title is over 30 characters): Contemp Topics Early Child

   UNIT VALUE of course: 4

   (Number of units each student will earn for passing this course.)

3. CATALOG DESCRIPTION (Course content; 40 words maximum):

   Readings, discussion, and research on selected topics in early childhood from a developmental perspective. Prerequisite: Upper division standing.

   a) Prerequisite(s): Upper Division Standing

      (e.g., COMM 100; Consent of instructor; at least a 2.0 GPA.) See 13-14 CIC 19 for prerequisite enforcement policy and 14-15 CIC 28 for additional prerequisite information.

   b) Co-requisite(s): None

      (e.g., Concurrent enrollment in BIOL 103)

   c) Credit Restrictions: ☐ Yes Click here to enter text. ☒ No

      (If yes, please explain, e.g., Not for biology major or minor credit)

   d) Credit Equivalency: Is this course replacing another course in your department where both can be considered equivalent for major requirement, articulation, and academic renewal purposes?

      ☐ Yes Click here to enter text. ☒ No

      (If yes, please indicate which course(s))

   e) Repeatability: ☐ Yes Click here to enter text. ☒ No

      (If yes, please enter total units student can earn, e.g.: Repeatable for a maximum of 9 units; or, May be repeated for credit for a maximum of 6 units when content varies.)

      i. If the answer to e) is yes, can students register for multiple sections of this same course in the same semester?

         ☐ Yes ☒ No

   f) Cross-listing: ☐ Yes ☒ No

      If yes, list primary and secondary departments.

      Primary: Click here to enter text. Secondary: Click here to enter text.

      (A New Course Request must be submitted for each of the two departments. Cross-listed courses are those that are identical, except for the course prefix.)
g) Dual-listing: □ Yes ☒ No

(If yes, a New Course Request form must be submitted for each of the two courses. Dual-listed courses are those that are identical in content with undergraduate and graduate students taught in the same classroom, with the same instructor, and at the same time.)

Dual-listed with Course # Click here to enter text. Title Click here to enter text.

h) Miscellaneous Course Fee: □ Yes Fee amount: Click here to enter text. ☒ No

(If yes, approval must be obtained from the Campus Fee Advisory Committee, which is handled by the Office of the Vice President, Administration and Finance. Note: all miscellaneous course fees under $50 are covered by the A2E2 fee paid by students.)

i) Grading Pattern: □ ABC/NC ☐ CR/NC only ☒ A-F or CR/NC (student choice) ☐ A-F only

j) Hours per Week of Lecture, Lab, or Activity: 4

k) This course is an activity or laboratory component associated with: Click here to enter text.

(To comply with 14-15 CIC 10 revised all activity and laboratory components will require a New Course Request form. Please indicate which course this activity or laboratory is associate with.)

l) Taught entirely on-line, on-ground, ☒ On-line ☒ On-ground ☒ Hybrid (both online and on-ground)

If the answer is on-line or hybrid, also respond to the additional three questions below:

i. Describe the strategies for teaching this course either in an on-line or hybrid format. (Discuss the instructional methods for offering the course(s) content in an online or hybrid format)

HDEV is a WASC approved online degree program, and all courses are approved for online and hybrid delivery format.

Course documents and materials (verbal, graphic, and animation) will be made available to students via CSUEB Blackboard. BB also allows presentation of video lectures and short instructional video episodes available 24/7 to the students. Tests (multiple choice, short answer, short essay, matching, etc.) are done on BB as well. Interactive tools available on BB, such as Wiki, Blog, Discussion Board, PeerMark, Groups, etc., will be used to engage student participation, collaboration, and peer learning. TurnItIn on BB is used to raise consciousness of academic honesty and avoid plagiarism. GradeMark on BB is used for electronic grading with rubrics, which enhances grading specification, and efficiency and enhance learning.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course. (Discuss how you will ensure that faculty will know how to teach online or in a hybrid format.)

HDEV/WOST regular or lecturer faculty members have constant in-service training with the help of the university’s Online Campus Office. Some faculty meeting time is dedicated to discuss instructional technology and online teaching pedagogy. New faculty members are referred to the Online Campus Office for initial training, and receive peer support and consultation from department faculty colleagues. Currently, 3 regular faculty members in HDEV have completed 2 official QM workshop courses for online instruction sponsored by CSUEB Online Campus. Some faculty members are seeking official QM certification for some online courses, as supported and funded by the CSUEB Online Campus Office.

iii. Assessment of online and hybrid courses. (Discuss how your department will assess the quality of the online and/or hybrid instruction to ensure it is equal or superior to your on-ground instruction.) Note: Assessment of learning is NOT addressed through student evaluations.

Online and hybrid courses are subject to the same evaluation processes as on-ground courses as part of the department’s annual student learning outcomes assessment process. Online courses will be assessed by students in the courses by using the CSUEB’s standard student course evaluations implemented online, according to the university’s policy on student course evaluations. In addition, HDEV has annual assessment activities, assessing one program SLO each year, and complete assessing all HDEV SLOs.
within every 5-year cycle. When student artifacts are collected for the program SLOs assessment, they include student work from both on-ground and online courses. Each Spring, regular faculty hold retreat-type meetings for program SLO assessment, to assess the student artifacts, discuss and diagnose student learning issues, and find solutions to address the issues in closing the loop process. In addition, currently, 3 HDEV online courses are engaged in the national QM online course quality review process, sponsored by CSUEB Online Campus.

m) Offered on state-support or self-support: ☑️State-support ☐Self-support

4. COURSE INVENTORY DATA
(All information needed to complete #4 can be found in Appendix B, Course Classification System and Faculty Workload Formula. Once you decide on the Instructional Format, the remaining information is based on the corresponding Course Classification Number and falls neatly into place. If the course contains an activity or lab component, be sure to complete an additional New Course Request for that component.)

<table>
<thead>
<tr>
<th>CSU Course Classification System and Faculty Workload Formula</th>
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</thead>
<tbody>
<tr>
<td>a. Instructional Format</td>
</tr>
<tr>
<td>b. Course Classification Number</td>
</tr>
<tr>
<td>c. Class Hours/Week (Instructor Contact Hours)</td>
</tr>
<tr>
<td>d. Student Credit Units (Component units/Units earned)</td>
</tr>
<tr>
<td>e. Workload K-factor (based on CS#)</td>
</tr>
<tr>
<td>f. Weighted Teaching Units = component units times K-factor (d X e = f)</td>
</tr>
<tr>
<td>g. Normal Limit/Capacity (based on CS#; Note: Courses approved by the GE Subcommittee of CIC to satisfy GE Area C4 or D4 must have an enrollment capacity of 35.)</td>
</tr>
</tbody>
</table>

5. SERVICE COURSE: This course is listed as a major or minor course in another program: ☐Yes ☑️No
   If yes, list program(s): Click here to enter text.

   GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT to be satisfied. ☐Yes ☑️No
   (If yes, list the intended area to be satisfied. NOTE that any course that satisfies both GE and/or Code and/or Writing II/WID must be certified as GE and/or Code and/or Writing II/WID through the usual curricular approval processes. Please see 14-15 CIC 38 for more information.)

6. JUSTIFICATION FOR/PURPOSE OF the proposed new course: (Why does this course need to be added? How will this course be used in one or more of your revised majors, options, minors, or certificates? Which one(s) and how?) ☐This course is a direct conversion from (list prefix/number): Click here to enter text.

- This course is one of the Early Childhood Development Option courses for Human Development majors.
- It is also a course for the Certificate in Early Childhood Development.
- The course allows the department to offer early childhood curriculum covering a greater variety of topics.
- The topics covered can be offered on an experimental or irregular basis.
7. List of all **STUDENT LEARNING OUTCOMES** (SLOs) for this new course.

<table>
<thead>
<tr>
<th>After completing this course, students should be able to:</th>
</tr>
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<tbody>
<tr>
<td>1) Demonstrate core knowledge in biological, psychological, and socio-cultural aspects of human development; (SLO1; ILO2,6)</td>
</tr>
<tr>
<td>2) Demonstrate critical thinking ability by summarizing, comparing, synthesizing, and critiquing interdisciplinary human development perspectives; (SLO2; ILO1)</td>
</tr>
<tr>
<td>3) Demonstrate the ability to access information, design, and conduct individual and/or group research projects, and present them clearly, logically, and persuasively; (SLO3; ILO1,2,4,6)</td>
</tr>
<tr>
<td>4) Demonstrate the ability to identify and address problems by applying human development knowledge in diverse contexts; (SLO4; ILO1,3,4,5)</td>
</tr>
</tbody>
</table>

8. **RESOURCE IMPLICATIONS:** If this course is not replacing an existing quarter-system course, with the addition of this course, is there a need for additional student fees or other resources such as faculty, facilities, equipment, and/or library resources that will not be covered by the department budget. If course is a replacement, enter N/A.)

N/A.
This course is similar to other Early Childhood Development Option courses in terms of drawing on the same type of faculty and library resources.

9. **CONSULTATION** with other affected departments and program committee:
   a) The following department(s) has (have) been consulted and raised **no objections** (if there were no objections to this curriculum request, type in the following: “All affected academic departments and programs at CSUEB were consulted and there were no objections”):

   All affected academic departments and programs at CSUEB were consulted and there were no objections.

   b) The following department(s) has (have) been consulted and **raised concerns** (if there were unresolved objections to this curriculum request, indicate the objecting department or program below, along with the specific concern. If there were no unresolved objections, type in “None”):

   None.

10. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

    Chair: Keri O’Neal  
    Date: 11/30/2015

11. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

    Dean/Associate Dean: Dennis Chester  
    Date: 12/9/2015