

PSYC 3: HUMAN DEVELOPMENT

In Workflow

1. PSYC Committee Chair (penrodb@csus.edu)
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Approval Path

1. Wed, 27 Mar 2019 17:16:44 GMT
Becky Penrod (penrodb): Rollback to Initiator
2. Wed, 17 Apr 2019 16:56:15 GMT
Becky Penrod (penrodb): Approved for PSYC Committee Chair
3. Mon, 14 Feb 2022 19:40:41 GMT
Rebecca Cameron (cameron): Rollback to Initiator
4. Mon, 14 Feb 2022 23:07:12 GMT
Becky Penrod (penrodb): Approved for PSYC Committee Chair
5. Mon, 21 Mar 2022 22:47:50 GMT
Rebecca Cameron (cameron): Approved for PSYC Chair
6. Tue, 12 Apr 2022 02:29:33 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Fri, 15 Apr 2022 16:45:19 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
8. Tue, 13 Sep 2022 22:02:39 GMT
Katie Hawke (katiedickson): Approved for Academic Services
9. Wed, 11 Sep 2024 03:18:02 GMT
Katherine Chalmers (chalmers): Rollback to PSYC Chair for Senate Curriculum Subcommittee Chair
10. Mon, 14 Oct 2024 15:39:23 GMT
Sharon Furtak (furtak): Approved for PSYC Chair
11. Wed, 06 Nov 2024 03:43:53 GMT
Emily Wickelgren (wickelgr): Rollback to PSYC Chair for SSIS College Committee Chair
12. Wed, 06 Nov 2024 04:14:52 GMT
Sharon Furtak (furtak): Rollback to Initiator
13. Wed, 06 Nov 2024 18:32:43 GMT
Becky Penrod (penrodb): Approved for PSYC Committee Chair
14. Thu, 07 Nov 2024 03:33:15 GMT
Sharon Furtak (furtak): Approved for PSYC Chair
15. Thu, 07 Nov 2024 17:05:01 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
16. Mon, 18 Nov 2024 21:16:35 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Wed, 06 Nov 2024 17:01:07 GMT

Viewing: PSYC 3 : Human Development

Last edit: Wed, 06 Nov 2024 17:01:05 GMT

Changes proposed by: Casey Knifsend (217369231)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Becky Penrod	penrodb@csus.edu	916-889-3191

Catalog Title:

Human Development

Class Schedule Title:

Human Development

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Psychology

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

PSYC - Psychology

Catalog Number: (course number)

3

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

After consultation and collaboration with the Undergraduate Studies in Education - Child and Adolescent Development Chair for the last two years, the Department of Psychology is re-proposing this course as a course to be cross-listed with CHAD 30. CHAD 30 has been an existing lower-division PSYC requirement and PSYC 3 is a new course to be cross-listed with CHAD 30. This proposal mirrors a Course Change Proposal for CHAD 30 that was just submitted. We are proposing this course within the PSYC department due to having several faculty trained in Developmental Psychology who are interested in teaching an undergraduate lifespan development course for our students. Offering this course in PSYC will benefit PSYC students as they will be able to connect with Developmental Psychology faculty at the lower-division level for high-impact opportunities (e.g., research, internships) and career/graduate school advising.

Justification for course change proposal to CHAD 30:

CHAD 30 has long been both a GE (area E) course and a major requirement. Recently, CHAD program faculty have made significant changes to the major. We are now making changes to this foundation course to be consistent with those program changes. At the same time, the Psychology program has expressed interest in collaborating in this content matter and cross-listing the course. We are proposing the following changes:

- 1) New and revised course outcomes (please note: previous outcomes were not carried over in the transition to courseleaf).
- 2) References to practical application activities are omitted as these kinds of experiences are covered in a co-requisite fieldwork class (CHAD 30C).
- 3) Cross-listing with Psychology (PSYC 3)
- 4) Changing the GE area from E to area D, reflecting changes in course content

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course examines theory and research related to the growth and development of humans from conception through death. The course explores interactions between biological and environmental factors including culture, family, society, race, gender, and socioeconomic status, with appreciation for diversity in developmental trajectories.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

Yes

Do they meet together and fulfill the same requirement?

No

Please identify the crosslisted course:

CHAD 30

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe the domains of development (physical, cognitive, social, emotional, linguistic) and how they interact with one another from birth to death.	Exams, Observation Assignment
2	Describe developmental trajectories from conception to death, including consistencies, variations, and individual differences within development.	Exams, Observation Assignment
3	Apply current and prominent theoretical perspectives and concepts to human development in various contexts.	Exams, Homework
4	Explain the role and interrelations among biology/genetics, culture, family, society, and environment and how they shape development from conception through death.	Class discussion, Homework, Interview Assignment
5	Analyze the influence that culture, ethnicity, race, economic status, language, and family structure, as well as historical and political contexts exert on human development.	Class discussion, Homework, Interview Assignment
6	Describe research methods and research designs commonly used in developmental science.	Exams, Homework
7	Describe current issues in development related to the needs of diverse populations of humans and apply to personal and professional settings.	Class discussion, Homework, Interview Assignment

Attach a list of the required/recommended course readings and activities:

PSYC 3 Course Outline.pdf
 Adult Interview_Sample Assignment PSYC 3.pdf
 Child Observation_ Sample Assignment PSYC 3.pdf

For whom is this course being developed?

Majors in the Dept
 Majors of other Depts
 General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

BS in Psychology

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Child Development

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Personal and social responsibility

Graduate (Masters) Learning Goals:

Disciplinary knowledge
 Intercultural/Global perspectives

Is this course 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)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

We do not anticipate any changes given this cross-listed course is currently offered in CHAD.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society/4. Social and Behavioral Sciences

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
 Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Final_Syllabus_SAMPLE_PSYC3_06Nov24.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

A similar text is assigned in all sections that covers required course content and course objectives. Sections will share common course description and course outcomes. Sections will share at least one signature assignment for assessment purposes. Faculty

may differ in their pedagogical approach, may add additional learning objectives, and/or may assign different supplementary readings, so long as they meet the shared description and learning objectives.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Syllabi for all sections of the course will be submitted and reviewed each semester to ensure that they conform to Area D requirements. Students' completion of a common signature assignment for all sections (Child Observation or Adult Interview) will be reviewed periodically by the Chair Psychology to assess Area D objectives and writing objectives as part of regular program assessment.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

Course instructors submit their syllabi to the department at the start of each semester. Course syllabi and assignments are reviewed by the Psychology Department Chair for adherence to Area D Course Objectives and Content.

General Education - Area 4: Social and Behavioral Sciences

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area 4, the cultural diversity requirements, and writing requirements are met for all course sections.

Syllabi for all sections of the course will be submitted and reviewed each semester to ensure that they conform to Area D requirements. Students' completion of a common signature assignment for all sections (Child Observation or Adult Interview) will be reviewed periodically by the Psychology Chair to assess Area D objectives and writing objectives as part of regular program assessment. Similar to other PSYC courses, course instructors and program faculty will review the objectives and curriculum of the course to collaborate and update this course accordingly.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

Course instructors share their course materials each semester in a Canvas shell and submit their syllabi to the department at the start of each semester. Course syllabi and assignments are reviewed by the Psychology Department Chair for adherence to Area D Course Objectives and Content.

Section 2.

Indicate in written statements how the course meets the following criteria for Area 4. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course examines a range of ethical and social issues around human development, including socio-cultural factors that may shape human development, ethical issues in research with children, and historical changes in child-rearing, parenting, education, and societal views of children. Students will examine the cultural context in which children, adolescents, and adults develop.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course approaches the study of human development from an interdisciplinary viewpoint, borrowing from sociology, education, anthropology, history, philosophy, and psychology. Students may read and analyze a variety of texts from these disciplines. Particular attention is paid to social scientific methods, both qualitative and quantitative. Students will learn and apply the scientific method, read and critique scientific research, and apply the results of studies to personal and professional settings

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

The study of human development necessarily addresses issues of human diversity. This course explores age, ability/disability, race/ethnicity, social class, and gender to explain developmental trajectories.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

The course examines how social dynamics in family, school, and community settings, within the larger historical and cultural context, impact human development. Students complete assignments that encourage a critical examination of processes that occur in these contexts.

Includes a writing component described on course syllabus

l) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

In the PSYC 3 course students engage in a variety of writing assignments wherein they may reflect upon and demonstrate knowledge of course concepts. The two major writing assignments are the written report on a child observation and a similar written report on an adult interview, which are explained in detail above. Students have other opportunities for shorter writing assignments through informal writing activities in class or online, worksheets and discussion or essay questions on exams. All of these writing assignments, and in particular the child observation and adult interview papers, clearly meet the lower division requirement that students be encouraged to think through concepts of the course. In addition, the PSYC 3 course syllabus explains to students the GE Lower Division writing requirements that will be incorporated into the course writing assignments.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Please attach any additional files not requested above:

email exchange PSYC 3.pdf

Reviewer Comments:

Becky Penrod (penrodb) (Wed, 27 Mar 2019 17:16:44 GMT): Rollback: Make changes to move into GE :)

Rebecca Cameron (cameron) (Mon, 14 Feb 2022 19:40:41 GMT): Rollback: Please make any needed updates so that we can bring this to the department soon.

302822325 (Wed, 15 Jun 2022 17:01:44 GMT): Edited to integrate new ELO and Assessment Strategies fields.

Katherine Chalmers (chalmers) (Wed, 11 Sep 2024 03:18:02 GMT): Rollback: Per Psych Dept Chair's request on 9/10/24, rolling it back to the Psych Chair for resubmission after working with CHAD

Emily Wickelgren (wickelgr) (Wed, 06 Nov 2024 03:43:53 GMT): Rollback: See email on 11/4/24

Sharon Furtak (furtak) (Wed, 06 Nov 2024 04:14:52 GMT): Rollback: To incorporate changes from College Curriculum.

Key: 13886