

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA D7: Interdisciplinary Social Science
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number: HD101	Course Title: Introduction to Human Development Across the Lifespan (This is a recertification request.)	
Number of Units: 3 _____		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Elizabeth Bigham	Email: ebigham@csusm.edu	Submission Date: April 18, 2014

1. Course Catalog Description: Introduction to Human Development Across the Lifespan Survey the concepts, theories, and research that make up lifespan development. Students will be introduced to concepts and applications in the four emphasis areas of the Human Development Program which include Counseling, Health, Children's Services, and Adult/Gerontology. *May not be taken for credit by students who have received credit for ID 170-1.*

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES


4/18/14
Date

4/18/14
Date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

Library Faculty	Date	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>	Impacted Discipline Chair	Date	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>
Impacted Discipline Chair	Date	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>	GEC Chair	Date	Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Elizabeth Bigham Phone: 760 750 7356 Email: ebigham@csusm.edu

From: Elizabeth Bigham
Sent: Wednesday, April 23, 2014 7:36 AM
To: Marshall Whittlesey
Cc: Yvonne Meulemans
Subject: FW: GE recertification for HD101

Good morning Marshall,

Here is the library support (below) for the HD101 recertification application.

Take care,

Eliza

Elizabeth Bigham, Ph.D.
Program Director
Department of Human Development
California State University San Marcos?
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096-0001?
760-750-7356 | www.csusm.edu/human_development

From: Yvonne Meulemans
Sent: Wednesday, April 23, 2014 6:06 AM
To: Elizabeth Bigham
Subject: Re: GE recertification for HD101

Hi Eliza:

I have reviewed HD 101. Please consider this email my signature of support. If you prefer a signature for the forms, please let me know what times would work for you.

GEC is okay with emails as signatures on forms, but I know some folks prefer the actual signature on the form.

Best,
Yvonne

Yvonne Nalani Meulemans
Director, Information Literacy Program
Associate Librarian
California State University at San Marcos
Kellogg Library 3422/760-750-4375

From: Elizabeth Bigham <ebigham@csusm.edu>
Date: Monday, April 21, 2014 at 5:20 PM
To: Yvonne Meulemans <ymeulema@csusm.edu>
Subject: GE recertification for HD101

Hi Yvonne,

I have submitted HD101 for recertification (GE D/D7). I have attached the forms here that require library review and signatures. Who would I meet with to go over these?

I hope all is well with you.

Take care,
Eliza

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Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Explain the concept of human development, including how culture, economics, and geography can influence human development.	In class writings at the beginning of each class in response to a writing prompt from that chapter's reading and two exams.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Recognize applications of the concepts of human development in counseling, healthcare, education, and lifespan contexts.	Weekly assignments in which the student applies that concepts from the chapter and two exams.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Identify the milestone events, theories, research and major contributors to the field of human development.	Short research paper in which students locate and review relevant articles and apply the concepts to a contemporary situation.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Recognize applications of the concepts of human development in counseling, healthcare, education, and lifespan contexts.	Short research paper in which students locate and review relevant articles and apply the concepts to a contemporary situation and two exams.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	In addition to weekly assignments and a short research paper, students complete in class writings to increase their writing practice.	In class writings at the beginning of each class in response to a writing prompt from that chapter's reading.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students complete weekly assignments integrating and applying the chapter concepts plus they complete a short research paper in which they apply the concepts from the course.	Weekly assignments in which the student applies that concepts from the chapter and two exams.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students examine the contributions of biology, sociology, psychology, and anthropology to the understanding of human development.	Short research paper in which students locate and review relevant articles and apply the concepts to a contemporary situation.

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Introduction to Human Development Across the Lifespan surveys the concepts, theories, and research that make up lifespan development, including culture, ethnicity, race, class, ability, and more.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	In addition to the in class writing prompts and weekly assignments, this course has a 5 page short research paper.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	The short research paper is graded for both content and writing proficiency.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	This course is a survey of the core information, resources and literature of the discipline of human development.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students locate, evaluate, and integrate relevant information for their short research paper in which they apply the concepts from the course.

Human Development Across the Lifespan

Professor Karen L. Eso

Office Hourse T 10-1 / Th 10:45-11:45 SBSB 3225

FALL 2013 M/W 11:30-12:45 SBSB 2107CRN# (HD 101 (01) - 46302)

Instructor Contact Information

Best: Speak to me before or after class or during my posted office hours. If you cannot make my office hours, feel free to call my office during the scheduled times (see the course page for my office number)

Email: use the email function on the right hand side of the cougar courses page. Give your full name and the course that you are emailing about. I reply to emails during regular business hours; I may reply during the evening but please don't expect it

Messages / Work: Drop off messages to me during my office hours, or to the staff in the psychology department office.

Textbook

Refer to the course page for textbook recommendation and ordering information.

Summary

Introduction to Human Development Across the Lifespan surveys the concepts, theories, and research that make up lifespan development. Students will be introduced to concepts and applications in the four emphasis areas of the Human Development Program which include Counseling, Health, Children's Services, and Adult/Gerontology. *May not be taken for credit by students who have received credit for ID 170-1.*

Student Learning Objectives (SLOs)

- ✓ Explain the concept of human development, including how culture, economics, and geography can influence human development.
- ✓ Identify the milestone events, theories, research and major contributors to the field of human development.
- ✓ Recognize applications of the concepts of human development in counseling, healthcare, education, and lifespan contexts.
- ✓ Communicate effectively in writing to various audiences.
- ✓ Think critically and analytically about an issue, idea or problem
- ✓ Find, evaluate and use information appropriate to the course and discipline.

Course Overview

- ✓ *Students should expect to complete 3 hours of work out of class for every hour spent in class.*
- ✓ *The All-University Writing Requirement mandates that every undergraduate course must have a writing component of a minimum of 2,500 words. You will fulfill this requirement in this course through your in class writings and short research paper.*

Service Learning

- ✓ Service learning is "a teaching and learning strategy that integrates meaningful community...."
- ✓ Students will participate in service learning as a way to experience, first-hand the types of jobs/careers that are related to the field of human development.
- ✓ Each student will complete 15 hours at an approved service learning placement by the posted deadline (see cougar courses) and will be expected to write a 4+ page summary of their experience (see cougar courses for summary completion guidelines and due date).
- ✓ Students who do not complete the service learning requirement by the deadline will be penalized by a ½ grade drop in their final course grade (e.g., if you receive an A in the class you will be dropped to an A-)
- ✓ Students who believe that participating in service learning would be an undue hardship must make an appeal, in writing (no emails please), to the instructor before the 2nd week of class detailing the hardship. If the appeal is approved, an alternative assignment will be given.

- ✓ Students will be familiarized with service learning during the first week of class
- ✓ Any additional questions about service learning can be answered by reviewing the service learning webpage. The link to the page can be found at the top of the cougar courses page.

In Class Writings

SLO - Explain the concept of human development, including how culture, economics, and geography can influence human development.

GE - Communicate effectively in writing to various audiences.

- ✓ Beginning of each class period
- ✓ Missed writings cannot be made so plan on attending every class meeting
- ✓ 10 points each / approx. 2 per week = **300 points** (approx.)

Assignments

SLO - Identify the milestone events, theories, research and major contributors to the field of human development.

GE - Find, evaluate and use information appropriate to the course and discipline.

- ✓ One or more assignments will be posted at the beginning of the week and will be due the following week (e.g., posted on Monday due the following Monday)
- ✓ Application of material presented in lecture
- ✓ Detailed instructions and submission dates posted on cougar courses
- ✓ 50+ points each depending on the size = **400 points** (approx.)

Exams

- ✓ Two exams; one midterm and one final (last week of lecture)
- ✓ Tests are conceptual (no multiple choice, short answers or fill in the blanks) and cumulative
- ✓ Material will be based on in class writings, lecture material, assigned readings and assignments
- ✓ You will be given at least one practice exam prior to each formal exam
- ✓ **100 points each = 200 points**

Short Research Paper

SLO - Recognize applications of the concepts of human development in counseling, healthcare, education, and lifespan contexts.

GE - Think critically and analytically about an issue, idea or problem

- ✓ Students will prepare and submit a short paper (5 pages) on a topic in human development
- ✓ Topics will be provided by the instructor and completed papers must be in APA format
- ✓ Paper drafts will be submitted for critique and revision
 - See cougar courses for paper topics, guidelines, and submission dates for draft and final papers
- ✓ **100 points**

Classroom Policies

- ✓ Students are expected to attend every class meeting, to arrive on time and to be ready to work
- ✓ All work will be submitted through the turnitin function on cougar courses unless otherwise stated by the instructor

- ✓ If a student is unable to submit their work through turnitin, a hard copy must be presented to the instructor at the beginning of the class period when the work is due or the work will be considered late. DO NOT email assignments unless you are unable to submit through turnitin and will not be attending class on the day it is due. Please note that I will use this email only to judge the day and time of submission; the instructor must be given a hard copy of the emailed work for grading purposes.
- ✓ All phones must be POWERED OFF and PUT AWAY at the beginning of the period.
- ✓ Work can be submitted up to one week after the posted due date but a 5% deduction per day late will be incurred. No work will be accepted after the one week grace period

Students with Disabilities

- ✓ Accommodations must be approved by the office of Disabled Student Services (DSS)
 - Craven Hall 5205 / Phone: 760-750-4905 /TTY: 760-750-4909
- ✓ Students with approved accommodations are asked to meet with me as soon as possible

Academic Honesty

Students will be expected to adhere to the standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy (for review, see the link on cougar courses to the specific section in the course calendar). All assignments must be original work created by you (in your own words), clear and error free. All ideas/materials that are borrowed from other sources must have appropriate references to the original authors/sources. Any quoted material must give credit to the source and be punctuated accordingly. Ideas/material/quotes not cited appropriately both within the document as well as in the reference page will be considered plagiarism.

I reserve the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and or the assignment of a failing grade for an assignment, exam, or for the class as a whole.

	Tentative Lecture / Lab Schedule by Week <i>Consult Cougar Courses for Specific Lecture Topics and Detailed Instructions of Assignments and Due Dates</i>
<i>Week 1</i>	Enrollment Management / Course Overview / Service Learning / Textbook Assignment 1 History and Theories
<i>Week 2</i>	Monday = Holiday (No Classes) Wednesday = Lecture 1 / Assignment 2 Genetics and Heredity
<i>Week 3</i>	Lecture 2 / Assignment 3 Prenatal Development
<i>Week 4</i>	Lecture 3 / Assignment 4 Birth and the Newborn
<i>Week 5</i>	Lecture 4 / Assignment 5 Infancy
<i>Week 6</i>	Lecture 5 / Assignment 6 Childhood I
<i>Week 7</i>	Lecture 6 / Assignment 7 Childhood II

Grade Cut Offs

A	95 - 100%
A-	90 - 94%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%

	Wednesday = LAST DAY to submit short paper draft for FULL credit
Week 8	Monday = Lecture Catch up Wednesday = MID-TERM EXAM / LAST DAY to submit short paper draft for PARTIAL credit
Week 9	Lecture 7 / Assignment 8 Adolescence I
Week 10	Lecture 8 / Assignment 9 Adolescence II
Week 11	Lecture 9 / Assignment 10 Adulthood I
Week 12	Monday = Holiday (No Classes) Wednesday = Lecture 10 / Assignment 11 Adulthood I
Week 13	Lecture 11/Assignment 12 Adulthood II Wednesday = LAST DAY to submit short papers for FULL credit
Week 14	Thanksgiving Thursday-Friday (No Classes) LAST WEEK to complete service learning hours Monday = Lecture 12 Adulthood II – Death and Dying Wednesday – Open Period (service learning journals work period) Wednesday = LAST DAY to submit short papers for PARTIAL
Week 15	Lecture 13 Death and Dying Wednesday = LAST DAY to submit service learning journals for FULL credit
Week 16	FINAL EXAM <i>Date & Time Posted on Cougar Courses</i> LAST DAY to submit service learning journals for PARTIAL credit

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HD101 Course Assignments

The course moves from birth to death through the course of a semester, providing an opportunity for interdisciplinary examination of each stage of development. Childhood, for example, is examined early in the semester. Students complete assignments, such as brief essays, that provoke deeper integration of lecture topics, including understanding different methods of inquiry.

Examples:

In class writings at the beginning of each class in response to a writing prompt from that chapter's reading.

For Assignment #1, students are asked to describe the predominant research methodologies that Psychology, Sociology, Anthropology and Biology use to study human development across the lifespan. Note any similarities that you find between the disciplines. (what are the different methods of inquiry?)

After class discussion regarding how the juvenile period has significantly lengthened since the 1950s, students complete Assignment #2 in which they address the following questions: Is this extension unique to our culture? How is this period conceived of in other cultures around the world? Taking the perspective of a psychologist, a sociologist and an anthropologist discuss why this lengthening may be taking place. Which perspective do you think best explains this trend? Why? (what is the resultant perspective from using these different methods of inquiry?)

After lecture and class discussion, students complete Assignment #3 by addressing the topic of creativity and critical thinking as qualities / abilities we value in our society. Why do we value these abilities in our society? Can you think of a real society or an imagined one in which these abilities would not be valued? Imagine you are an elementary school teacher what could you do to encourage / develop creativity and critical thinking. (how is inquiry valued? how might a teacher increase inquiry? which method of inquiry do they increase?)

Weekly assignments in which the student applies that concepts from the chapter.

The following example describes how students conduct a preliminary examination of the values that are being emphasized in children's literature. For this Exercise, students go to a

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public library and ask the librarian for assistance in locating children's literature that has been excellently reviewed (e.g., has received awards or good critical reviews), and deals with situations requiring a moral decision. Students then choose five books making sure at least two are from another culture and write up a summary of their impressions, including whether the books emphasize, minimize, or even ignore the following issues: Achievement, Nurturance, Cooperation, Competition, Honesty, Endurance, Taking chances, Doing one's best, Kindness, Caring

Does the book emphasize doing right in order to:

- Have a good life? Be liked or appreciated? Avoid punishment? Do the right thing? Follow the law?

For each of 5 books, they respond to the following:

- Values that are emphasized, Reasoning for acting moral, Consequences for acting badly, Other.

Then the students address the following questions:

- What values were most evident in the five books you read? What values were largely missing? Did you notice any differences between the US books and those from other countries?
- What reasons are given in the books for acting moral? Which of Kohlberg's stages are emphasized? Is it influenced by children's typical reasoning stages? Is a caring orientation or a justice orientation provided more often?
- What consequences are given to those who choose to act improperly?

Short research paper in which students locate and review relevant articles and apply the concepts to a contemporary situation.

Students complete an short research paper reflecting the contributions of biology, sociology, psychology, and anthropology to the understanding of human development. It is a minimum of 5 typed, double-spaced, APA format, and 10-12 font full pages. On the due date, there is a peer review and class discussion. Both the essay and participation in the group activity are graded. The topics require instructor approval and an interdisciplinary examination. Potential topics include, but are not limited to, a) cross cultural experiences of birth and birthing practices, b) biological, psychological and culture aspects of infertility, c) social / cultural and psychological factors influencing the impact of divorce on children.