PSYC 3: LIFESPAN DEVELOPMENT

In Workflow

1. PSYC Committee Chair (penrodb@csus.edu)
2. PSYC Chair (furtak@csus.edu)
3. SSIS College Committee Chair (tristan.josephson@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcomittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (wlindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

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
   101014494: 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
   101014494: 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

New Course Proposal

Date Submitted: Mon, 14 Feb 2022 22:11:10 GMT

Viewing: PSYC 3 : Lifespan Development

Last edit: Wed, 15 Jun 2022 17:01:44 GMT

Changes proposed by: Casey Knifsend (217369231)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Casey Knifsend	casey.knifsend@csus.edu	916-278-6191
Becky Penrod	penrodb@csus.edu	916-889-3191

Catalog Title:
Lifespan Development

Class Schedule Title:
Lifespan 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 2023 (2023/2024 Catalog)

Subject Area: (prefix)
PSYC - Psychology

Catalog Number: (course number)
3

Course ID: (For administrative use only.)
TBD

Units:
3

Is the primary purpose of this change to update the term typically offered or the enforcement of 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

This course complies with the credit hour policy:
Yes

Justification for course proposal:
Consistent with our department's intention to supplement our lower-division offerings, we propose this course focusing on lifespan development. Lifespan development, in particular, is an optimal course for the lower-division level in Psychology because it spans multiple areas of Psychology, including biological, cognitive, emotional and social processes. Thus, it will prepare students for a range of courses at our upper-division level. Moreover, many of our students intend to pursue careers in human services where a foundation in developmental processes in psychology, and empirically-based applications to service delivery, will increase their readiness for these types of career paths. Adding this course at the lower-division level will also allow for articulation agreements with community colleges offering a comparable Psychology course. This course does not add additional required units to the Psychology major, as part of a larger curricular overhaul approved by the Department.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Introduction to the psychological processes underlying development across the lifespan. Topics include biological, cognitive, emotional, and social domains of development, spanning conception to the end of life. Contexts of development, such as the family or school settings, will be emphasized. Video observation of children will be required.

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#01 - Large Lecture (K-factor=1 WTU 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?
Yes

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	Identify, discuss, and evaluate key developmental theories, concepts, and research methodologies.	-In-class activities. -Exams
2	Describe how biological, cognitive, and social processes, among others, influence development from conception to the end of life.	-In-class activities. -Reflection paper. -Exams
3	Analyze the influences of gender, race, ethnicity, socio-economic status, and culture on development.	-In-class activities. -Reflection paper. -Exams -Video observation.
4	Apply developmental concepts to situations occurring in everyday life.	-In-class activities. -Reflection paper. -Exams -Video observation.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted.

Student achievement of learning outcomes will be achieved as outlined below. Specific descriptions of these assignments are provided in the attached syllabus (pp. 3-4).

1. In-class activities. (Objectives 1-4)
2. Reflection paper. (Objectives 2-4)
3. Exams (Objectives 1-4)

4. Video observation. (Objectives 3-4)

Attach a list of the required/recommended course readings and activities:
PSYC 3 Lifespan Development Syllabus Fall 2023.doc

For whom is this course being developed?
Majors in the Dept
General Education
Majors of other Depts

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:
BA 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

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)?
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?
E. Understanding Personal Development

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.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Attach Course Syllabus with Detailed Outline of Weekly Topics:
PSYC 3 Lifespan Development Syllabus Fall 2023.doc

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?
No

General Education Details - Area E: Understanding Personal Development

Section 1.

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

General criteria:

Demonstrates an understanding of academic content knowledge regarding self-development as a physiological, psychological, and social being.

Students will learn about foundational theories and research in lifespan human development. In so doing, they will be challenged to connect theories and research to their own lives and/or to lives of an adult (Reflection Paper assignment). Students will also be asked to connect theory and research to online observations of children, providing an opportunity to reflect on their own experience as a child.

Critically examines prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts.

In addition to the option to complete the reflection paper on their own experience, evaluating how their experience compares to content learned in the course, in-class activities will provide the opportunity to reflect on one's own experience in light of the course content being presented.

Applies skills and knowledge regarding development of the self to differing situations, such as real world challenges, an/or to make connections across perspectives

Students will learn about lifespan development by considering the influences of gender, race, ethnicity, socio-economic status, and culture, providing the opportunity to learn about development in different situations and contexts.

Specific criteria:

Students will be able to identify their own perspective and make connections/comparisons across perspectives

Throughout the course, students will be presented with theories that span different perspectives in Psychology (e.g., a biological perspective compared to a socio-cultural perspective to understanding adolescent experiences of storm and stress - that is, effects of puberty, for example, vs. one's socio-cultural environment). Through their in-class activities, reflection papers, observations, and exams, students will be asked to evaluate various perspectives and to provide rationale for the one they ascribe to most closely.

Students will be able to plan, monitor, and assess their own learning.

The course is structured so that students will have the opportunity to submit their final paper in stages, with the first part of their reflection paper due before the second part. This will provide the opportunity to refine and revise ideas and to consider feedback before turning in the final paper.

Students will be able to set personal and/or professional goals

Given this is a lower-division course, we will discuss course deadlines and how students may approach setting small goals for themselves to reach their longer-term goals (of submitting a final paper). As mentioned above, the reflection paper will also be broken down into two parts, providing a model of how students may break down their paper submissions in the future.

Includes a writing component described on course syllabus

1) 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.]

Students will submit several writing assignments throughout the semester, including a reflection paper and a response to their online child observation.

Section 2.

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.

This course provides a good opportunity to reflect on self-development through understanding developmental processes based on the theory or research.

Please attach any additional files not requested above:

PSYC 3_consultation request CHAD.pdf
CHAD consultation PSY 3.pdf

Reviewer Comments:

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

101014494 (Mon, 14 Feb 2022 19:40:41 GMT): Rollback: Please make any needed updates so that we can bring this to the department soon.

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

Key: 13886