



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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**Principal Faculty Member(s) Proposing Course**

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Name	User ID	College	Department
SCOTT GEST	sdg10	Health and Human Development (HH)	Not Available

**Academic Home:** Health and Human Development (HH)

**Type of Proposal:**  Add  Change  Drop

**Current Bulletin Listing**

Abbreviation: **HDFS**

Number: **249**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

**Course Designation**

**(HDFS 249N) Adult Development and Aging**

**Course Information**

**Cross-Listed Courses:**

**Prerequisites:**

**Corequisites:**

**Concurrents:**

**Recommended Preparations:**

**Abbreviated Title:** Adult Dev Aging

**Discipline:** General Education

**Course Listing:** Inter-Domain

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

Writing/Speaking (GWS)

Quantification (GQ)

**Knowledge Domains**

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

**Additional Designations**

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

#### First-Year Engagement Program

- First-Year Seminar

#### Miscellaneous

- Common Course

#### GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

#### Bulletin Listing

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<b>Minimum Credits:</b>	3
<b>Maximum Credits:</b>	3
<b>Repeatable:</b>	NO
<b>Department with Curricular Responsibility:</b>	Human Development And Family Studies (UPHH_HDFS)
<b>Effective Semester:</b>	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
<b>Travel Component:</b>	NO

#### Course Outline

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##### A brief outline or overview of the course content:

This course provides an introduction to concepts, theoretical perspectives, and empirical studies on adult development and aging. The course addresses changes in physical health, cognition, and psychosocial functioning (including mental health, social roles and relationships, and transitions in work and retirement); and the implications of these changes for issues such as risk of disability, dementia, caregiving, and end-of-life decisions. The course attends to how biological, cognitive and social changes combine to influence overall adaptation and throughout the aging process; the ways in which adult development and aging occurs in the context of families, social relationships, neighborhoods and communities, and the larger cultural context; and how research can be applied to promote healthy adult development and aging.

##### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Introduction: Basic Concepts and Approach to Research (1 week)  
Physical Changes across adulthood (1 weeks)  
Health & Health Disorders (2 weeks)  
Cognitive Abilities (1 week)  
Social Roles (1 week)  
Social Relationships (1 week)  
Work (1 week)  
Retirement (1 week)  
Personality (1 week)  
Stress & Coping (1 week)  
Death and bereavement (2 weeks)  
Integrative Perspectives on "Healthy Aging" (2 weeks)

##### Course Description:

This course provides a basic introduction to concepts, theoretical perspectives, and key empirical studies on adult development and aging. Students will become familiar with key developmental trends and challenges that must be addressed to achieve healthy growth and development throughout adulthood and late life. The course addresses changes in physical health, cognition, and psychosocial functioning (including mental health, social roles and relationships, and transitions in work and retirement); and the implications of these changes for issues such as risk of disability, dementia, caregiving, and end-of-life decisions. For each topic, students will become familiar with major theoretical frameworks, approaches to empirical research, and findings from empirical studies. Key features of this course are its attention to: how biological, cognitive and social changes combine to influence overall adaptation and throughout the aging process; the ways in which adult development and aging occurs in the context of families, social relationships, neighborhoods and communities, and the larger cultural context; and how theories and empirical findings can

be applied to promote healthy adult development and aging. Students pursuing the HDFS major option must complete HDFS 129N plus two of the three 200-level developmental courses (HDFS 229N, HDFS 239N, HDFS 249N). This course may count toward the minor in HDFS. Students who are not pursuing a major in Human Development and Family Studies can apply credits from this course towards the General Education Integrative Studies requirement: as an Inter-domain Course, the course puts approximately equal emphasis on learning objectives for Social and Behavioral Sciences (GS) and for Health & Wellness (GHW) knowledge domains.

**The name(s) of the faculty member(s) responsible for the development of the course:**

Name: SCOTT GEST (sdg10)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

## Course Justification

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**Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

1. Recognize and provide examples of basic concepts, theories and methods applied in the scientific study of adult development and aging.
2. Summarize major developmental trends and typical challenges that arise in middle adulthood and late life.
3. Provide examples of factors that theories and research indicate are associated with variations in healthy adult development and aging, including both internal factors (biological, cognitive, emotional) and contextual factors (social, familial, cultural, historical).
4. Analyze and evaluate your ideas or those found in your community or in the popular media in relation to implications of major developmental theories and research findings.

**Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

Students will be evaluated on the basis of their performance on tests, writing assignments, and class participation. Mastery of the material covered in the assigned readings, lectures, and class discussions will be evaluated with tests consisting of multiple-choice, short answer, and integrative essay questions. Writing assignments will be designed to encourage reflection on how key developmental theories, concepts and research findings can be applied to understand the internal and external factors associated with healthy adult development and aging. Students will participate in class through attendance and active engagement in class discussions, which may occur during class sessions or through designated online forums.

Tests (65-75%)

Writing Assignments (15-25%)

Class Attendance/Participation (5-15%)

**Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course serves as a pre-requisite for upper-level courses that require basic knowledge of adulthood development (HDFS 413, 445, 446, 447).

**Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

Students pursuing the HDFS major are required to take 2 of the 3 200-level developmental courses, of which this is one (229N, 239N, 249N). This course may count toward the minor in HDFS.

**A description of any special facilities:**

**Frequency of Offering and Enrollment:**

This course will be offered at least annually on every campus that offers the HDFS major, with more frequent offerings at some campuses. Enrollment will vary across campuses.

**Justification for Changing The Proposal:**

**Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.**

This course is currently designated as GS. We are requesting recertification as an inter-domain (GS/GHW) course because the course has historically placed approximately equal emphasis on methods of inquiry based on the social/behavioral sciences and on the interrelated factors that contribute to multiple dimensions of health and wellbeing across adulthood.

## Alignment with General Education Objectives

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- EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
- CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
- CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
- GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.
- SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

Key Literacies: At the beginning of the course, students are introduced to general methods and theoretical frameworks used by social/behavioral scientists in the study of adult development and aging. Specific methods and theoretical frameworks relevant to understanding particular topics in adulthood/aging will be introduced throughout the course. This material will be presented in required readings and will be reinforced through presentations and discussion in class sessions.

Critical & Analytical Thinking: Students are encouraged to apply a bioecological conceptual framework to consider the multiple factors that may influence variations in health and wellbeing throughout adulthood. This will require students to weigh alternative explanations for major trends and for understanding the many factors (e.g., genetics, physical activity, personality, social relationships, coping strategies) that may contribute to variations in adult health/wellbeing. This material will be presented in required readings and will be reinforced through presentations and discussion in class sessions.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

Key Literacies: Required tests/quizzes will include questions focused on students' factual knowledge of key methods and theoretical frameworks used in the study of adult development and aging.

Critical & Analytical Thinking: Tests/quizzes will include questions that require students to recognize or provide examples of factors that theories and research indicate are related to variations in healthy adult development and aging.

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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GHA Criteria

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- Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
- Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)
- Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
- Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
- Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

**What components of the course will help students achieve the domain criteria selected above?**

Multiple perceptions and dimensions of health and wellness: The topics within each period of the lifespan are organized to highlight multiple dimensions of health and wellness as perceived by the individual and by society, such as cognitive health (e.g., language development in early childhood; cognitive speed of processing in older adults), behavioral health (e.g., self-regulation in early

childhood; management of work-related stress in adulthood) and relationship health (e.g., secure parent-child attachment in infancy/childhood; marital relationships in adulthood).

Identify and explain ways individuals and/or communities can achieve and maintain health and wellness: Within each period of the lifespan, the course includes attention to how theories and empirical findings can be applied by individuals or communities to achieve or enhance health/wellness. This typically includes examples of how knowledge can be applied by individuals in "helping professions" (e.g., educators, counselors, social workers) but also how specific community settings (schools, businesses, communities) can impact health/wellbeing through health-supporting programs and policies (e.g., parental leave, child protection, support for seniors).

Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness. Within each period of the lifespan, theories and empirical evidence are evaluated regarding multiple health-related risk and protective factors that undermine and promote healthy individual and family development. In many instances, this will include discussion of results of experimental studies that examine the impact of attempts to enhance health/wellness by promoting changes in the knowledge, behaviors or skills of individuals or family members.

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## GS Criteria

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- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas**
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences**
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings**
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

### **What components of the course will help students achieve the domain criteria selected above?**

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas. The first two weeks of the course introduce basic concepts and methods of inquiry in the social/behavioral sciences as they are applied to the study of individual/family development: topics include the role of quantitative and qualitative methods, approaches to measurement, sampling, and research design. Throughout the remainder of the course, specific methods of inquiry (e.g., research designs, approaches to measurement) relevant to each period of the lifespan are introduced.

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences. The first two weeks of the course introduce basic conceptual distinctions and broad theoretical frameworks that orient students to the role of theory in the study of individual and family development across the lifespan: for example, students learn about periods of the lifespan and different types of influences on development; and they learn about foundational theoretical approaches such as learning theory, cognitive theory and contextual theories. Throughout the remainder of the course, specific theories relevant to each period of the lifespan are introduced (e.g., attachment theory; constructivist, co-constructivist and information-processing theories of cognitive development).

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings. The entire course is organized around a broad bioecological perspective on individual/family development. This perspective recognizes the distinct and interacting contributions of multiple levels of influence both within the individual (biological, emotional, cognitive) and in the social context (family, peers, culture, historical period). Throughout the course, for each topic under consideration, students are prompted to consider how multiple factors combine to contribute to variations in individual and family health/wellness.

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## Integrative Studies

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### **Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

The intellectual frameworks and methodologies of the GS and GHW knowledge domains are tightly integrated in the organization of the course and in the approach to studying theme or topic in adult development. Within each topical area (e.g., physical changes; work; social roles and relationships), methods of inquiry from the social/behavioral sciences provide perspective on the major developmental trends and challenges, and also provide a framework for thinking about the nature of healthy development, examining the multiple factors that contribute to it, and identifying strategies for promoting it. For example, a critical challenge in midlife is to manage multiple social roles, such as maintaining a career while being a parent to dependent children and a child to aging parents. Methods from the social/behavioral sciences can help us to examine how work and family relationships are interdependent and to identify factors that contribute to success in both roles (e.g., sleep, stress management, relationship skills). This approach tightly integrates the study of social/behavioral science methods with the study of health/wellness across the lifespan.

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### **Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

The GS and GHW knowledge domains are integrated and given approximately equal attention through the organizational structure of the course. The course is organized around a series of critical domains of development or themes across adult development, broadly encompassing physical, cognitive and social aspects of development. Each domain or topical theme includes a consideration of the multiple factors that contribute to variations in adult health/wellness. Consistent with this approach, all tests/quizzes will include some questions that focus on GS issues (basic theories, methods and empirical findings), some questions that focus on GHW issues (the nature of HW, factors associated with variability in HW, approaches to enhancing HW), and some questions that integrate the two domains (e.g., questions requiring students to understand how theory & empirical findings support particular approaches to enhancing HW).

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

All instructional faculty in HDFFS have appropriate professional training and expertise in both domains. Instructors typically earned graduate degree in Human Development, Psychology or Sociology. These disciplines are anchored in the social sciences but historically they place a central focus on understanding factors that contribute to variations in healthy individual development, and the development and evaluation of approaches to enhancing individual functioning.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Integrative thinking will be assessed with test questions and with brief writing assignments. A primary approach to framing test/quiz questions and writing assignments will be to require students to reflect upon and evaluate their own beliefs regarding healthy adult development, or beliefs that are common in their communities or in the popular media, in relation to theories and empirical findings from social science research. Test/quiz questions may be either multiple choice or essay: for example, students could be provided with a brief description of a media report on a program for adults and asked to identify the most appropriate response option describing a relevant theory or empirical finding, or they may be asked to explain whether they think the program is likely to be effective based on relevant theory/findings. In a brief writing assignment, students may be asked to evaluate one of their own beliefs about the determinants of healthy adult development in the context of relevant theory/findings from social science research.

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## General Education Designation Requirements

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**Bachelor Of Arts Requirements:**

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

1. Consultation has been sought from all colleges in which this course will be taught.
2. This course meets the criteria for GS and GHW designations, as described in other parts of the proposal.
3. The long course description includes these sentences: Students pursuing the HDFFS major option must complete HDFFS 129 plus two of the three 200-level developmental courses, of which 229 is one (229, 239, 249). "This course may count toward the minor in HDFFS. Students who are not pursuing a major in Human Development and Family Studies can apply credits from this course towards the General Education Integrative Studies requirement: as an Inter-domain Course, the course puts approximately equal emphasis on learning objectives for Social and Behavioral Sciences (GS) and for Health & Wellness (GHW) knowledge domains."

## Campuses That Have Offered (HDFS 249) Over The Past 4 Years

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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## Review History

**UPLOADED DOCUMENTS FOLLOW:**

## **HDFS 249: Adult Development and Aging**

<b>Course Abbreviation and Number:</b>	HDFS 249
<b>Credits:</b>	3
<b>Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation:</b>	NONE
<b>Course Attributes/Designations:</b>	GenEd (GS / GHW)
<b>General Education Learning Objectives:</b>	Key Literacies Critical & Analytical Thinking

### **Course Description:**

This course provides a basic introduction to concepts, theoretical perspectives, and key empirical studies on adult development and aging. Students will become familiar with key developmental trends and challenges that must be addressed to achieve healthy growth and development throughout adulthood and late life. The course addresses changes in physical health, cognition, and psychosocial functioning (including mental health, social roles and relationships, and transitions in work and retirement); and the implications of these changes for issues such as risk of disability, dementia, caregiving, and end-of-life decisions. For each topic, students will become familiar with major theoretical frameworks, approaches to empirical research, and findings from empirical studies. Key features of this course are its attention to: how biological, cognitive and social changes combine to influence overall adaptation and throughout the aging process; the ways in which adult development and aging occurs in the context of families, social relationships, neighborhoods and communities, and the larger cultural context; and how theories and empirical findings can be applied to promote healthy adult development and aging.

### **Course Learning Objectives:**

1. Recognize and provide examples of basic concepts, theories and methods applied in the scientific study of adult development and aging.
2. Summarize major developmental trends and typical challenges that arise in middle adulthood and late life.
3. Provide examples of factors that theories and research indicate are associated with variations in healthy adult development and aging, including both internal factors (biological, cognitive, emotional) and contextual factors (social, familial, cultural, historical).
4. Analyze and evaluate your ideas or those found in your community or in the popular media in relation to implications of major developmental theories and research findings.