

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD 220														
5. Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Statistics in Human Development														
6. Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Statistics in Human Dev														
7. Number of Units: 3														
8. Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i> Focus on statistical analysis and application in health and human services, including quantitative research methods, frequency distributions and graphs, relative measures and normative distribution, correlation and regression, sampling and hypothesis testing, one- and two-sample t-tests, analysis of variance, two-way analysis of variance, repeated measures analysis of variance, and chi-square. Format includes lectures, weekly readings and assignments, and quizzes, plus hands-on experience with research scenarios, statistical software, electronic databases, and report writing. Prerequisite: MATH 115														
9. Why is this course being proposed? Introduction to Statistics is a lower-division requirement for Human Development (HD) majors and has been taught by the Psychology Department over the years. The Psychology Department leadership now wants the Human Development Department to offer this course for HD majors so they will no longer be required to do so. Offering the course from within the HD Department will also allow us to specifically orient the course for HD majors, focusing on research topics that are linked to health and human services.														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculum/scheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab		
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Lecture	3	C2												
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No MATH 115

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* once a year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 The course will be required for all HD majors.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		
Sociology Discipline	<i>see email</i>	<i>2/11/16</i>	<input checked="" type="checkbox"/> Support	_____ Oppose
	Signature	Date		
<i>Math</i>				

Rodney Beaulieu Sept. 13, 2016

1. Originator (please print or type name) _____ Date _____
Alicia M. J. Sanchez *2/22/16*

2. Program Director/Chair _____ Date _____
[Signature] *2/19/16*

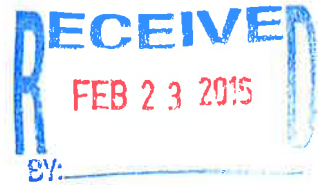
3. College Curriculum Committee _____ Date _____
Denise Garcia *2/22/16*

4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Heidi Jones

SOC approval

From: Sharon Elise
Sent: Thursday, February 11, 2016 7:08 AM
To: Rodney Beaulieu
Cc: Miriam Schustack; Denise Garcia; Alice Quioco; Fernando Soriano; Heidi Jones
Subject: Re: Proposed Courses for Human Development

HD 220, 230, 231

Sociology has no objection to these courses.

Best,

Sharon Elise

Sent from my iPhone

On Feb 10, 2016, at 4:18 PM, Rodney Beaulieu <rbeaulieu@csusm.edu> wrote:

Dear Dr. Schustack and Dr. Elise,

The Human Development Department is proposing several new courses on research methods that will affect your Departments:

- HD 220 Statistics in Human Development
- HD 230 Research Methods in Human Development
- HD 231 Action Research in Human Development

As you will see from the attached C-Forms and syllabi, the courses emphasize human services, a central focus for the Human Development Department. We would like to start running these courses in Fall 2017 and need your feedback to move forward. Please let me know your thoughts at your earliest convenience.

I'm aware that signatures will be required from me (the originator), the Human Development Department Chair (Dr. Alice Quioco), the CEHHS College Curriculum Committee, and the CEHHS Dean (Dr. Janet Powell) or Associate Dean (Dr. Denise Garcia), and these are expected to be secured soon. For now, I want to bring these proposed courses to your attention for feedback. I hope we can have your support to move forward. Please let me know if you have questions or concerns.

Thanks for you attention.

Rodney Beaulieu

<C Form HD 220- Statistics Feb 10 2016.docx>

<C Form HD 230- Research Methods in HD Feb 9 2016.docx>

<C Form HD 231- Action Research Feb 10 2016.docx>

Virginia Mann

email to Math re HD 220

From: Alice Quioco
Sent: Thursday, February 25, 2016 7:10 PM
To: Wayne Aitken
Cc: Virginia Mann
Subject: HD 220 new course proposal review
Attachments: HD 220 Syllabus 2- 11-16.docx; HD 220 2- 11-16.docx

Dear Wayne.

Please find attached a C form and syllabus to create HD 220, a new statistics course for HD majors. There is a Math 115 prerequisite. We are not attempting to propose this as B4 option. Our students historically took Psyc 220 and we would like to focus their studies on human services.

This proposal is at UCC and awaits your review. Thank you for your consideration.

Alice

*Alice M.L. Quioco, Ed.D., Chair
Human Development
Professor Emerita, Language and Literacy
College of Education, Health and Human Services
California State University San Marcos
Office: Uk 301
Email: aquicocho@csusm.edu
Phone: 760-750-4035*

***Okamae uahala, uahala ia (Ancient Hawaiian).
Leave the past where it is. Be in the present and be at peace.***

Virginia Mann

SOC
re HD 220, 230, 231

Subject: FW: Proposed Courses for Human Development

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Rodney Beaulieu

Rodney Beaulieu, Ph.D.

Human Development Department | California State University San Marcos
333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001
Office: University Hall 302 | 760.750.8251 | http://www.csusm.edu/human_development/

CALIFORNIA STATE UNIVERSITY SAN MARCOS
HD 220: Statistics in Human Development

COURSE SYLLABUS

TERM: FALL 2016 CRN: XXXXX

MEETING DAY/TIME:

MEETING LOCATION: (MUST BE CLASSROOM WITH SPSS ACCESS)

PROFESSOR: TBD

OFFICE HOURS: TBD

CONTACT INFORMATION: (EMAIL AND PHONE)

COURSE DESCRIPTION

Focus on statistical analysis and application in health and human services, including quantitative research methods, frequency distributions and graphs, relative measures and normative distribution, correlation and regression, sampling and hypothesis testing, one- and two-sample t-tests, analysis of variance, two-way analysis of variance, repeated measures analysis of variance, and chi-square. Format includes lectures, weekly readings and assignments, and quizzes, plus hands-on experience with research scenarios, statistical software, electronic databases, and report writing.

PREREQUISITE: MATH 115

MODE OF INSTRUCTION, ATTENDANCE AND CREDIT UNITS:

This course is conducted face-to-face and attendance is required. Weekly lectures are designed to familiarize students with statistical concepts, following the topics from the textbook and are indicated below and on Cougar Courses. The lectures will lead students through each successive chapter so concepts will be presented in explicit detail, using examples to illustrate the core concepts. Our class will meet in a classroom where students will use SPSS to conduct statistical procedures. Please watch for updated instructions on Cougar Courses for topics, assignments and due dates. Students are expected to spend a minimum of 6 hours outside the classroom to read the textbook chapters and complete portfolio assignments.

STUDENT LEARNING OUTCOMES (SLOs)

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs), identified at: https://www.csusm.edu/human_development/learning/index.html. This course contributes to PSLO #4: Demonstrate understanding of research methods commonly used in human development scholarship and how to design, conduct, and present an original research project.

There are several Course Student Learning Outcomes (CSLOs) for this course. Upon successful completion of the course, students will be able to:

- CSLO1: Demonstrate understanding how quantitative studies are designed and conducted.
- CSLO2: Analyze case illustrations to determine which statistical procedure is appropriate for each.
- CSLO3: Run SPSS software program to analyze various kinds of quantitative data (from the case illustrations and sample databases) and calculate the results.
- CSLO4: Present brief summaries of statistical procedures and SPSS printouts, applying APA formatting guidelines.

READINGS & CLASS MATERIALS:

1. *Compassionate Statistics Applied Quantitative Analysis for Social Services* by Vincent E. Faherty, University of Southern Maine. Sage Publications. ISBN: 9781412939829
2. Scantrons – Bring a scantron sheet to every class for quizzes.
3. Calculator - A simple calculator that adds, subtracts, divides, multiplies, and square roots is useful but not required.
4. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author. (optional)
5. Electronic data sets for research scenarios will be provided on Cougar Courses for your convenience.

COURSE REQUIREMENTS AND GRADING SYSTEM (3 CASE ILLUSTRATION PORTFOLIOS AND A FINAL EXAM):

THREE CASE ILLUSTRATION PORTFOLIOS (60% of Final Grade for the Course)

Students will be directed to do weekly readings that correspond to the textbook chapters, and 3 case illustrations will accommodate each chapter (except for Chapters 1 and 8). Students will be expected to complete the end-of-chapter assignments that involve these case illustrations, run appropriate statistical procedures with SPSS, and summarize the results in narrative format. A description of the portfolio contents follow.

Case Illustration Portfolio #1 (20 points)

This portfolio will contain assignments associated with Chapters 2-5, including 9 SPSS printouts of statistical procedures. The portfolio must also include a written summary, describing what the printouts represent, plus narrative responses to the end-of-chapter questions. This writing portion of the portfolio must be a minimum of 2 pages of written text.

Case Illustration Portfolio #2 (20 points)

This portfolio will contain assignments associated with Chapters 6, 7, 9-11, including 15 SPSS printouts of statistical procedures. The portfolio must also include a written summary, describing what the printouts represent, plus narrative responses to the end-of-chapter questions. This writing portion of the portfolio must be a minimum of 5 pages of written text.

Case Illustration Portfolio #3 (20 points)

This portfolio will contain assignments associated with Chapters 12-15, including 9 SPSS printouts of statistical procedures. The portfolio must also include a written summary, describing what the printouts represent, plus narrative responses to the end-of-chapter questions. This writing portion of the portfolio must be a minimum of 3 pages of written text.

FINAL EXAM (40% of the Final Grade for the Course)

During the last week of this course, an in-class final exam will be required. The exam will consist of 50 multiple-choice questions relating to all the chapters from the textbook.

CREDIT HOUR POLICY

According to the “Study Time Required Outside of Class Per University” policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a 3 unit course, so you are expected to devote a

minimum of 6 hours of study time per week outside the classroom. This class will meet the University Credit Hour Policy.

WRITING REQUIREMENT

In accordance with the University's "All-University Writing Requirement" students will be required to have a writing component for the class, which is to meet or surpass the minimum of 10 pages or 2,500 word requirement. Two of the pages will be met by written summaries associated with Case Illustration Portfolio #1, 5 pages will be met by written summaries associated with Case Illustration Portfolio #2, and 3 pages will be met by written summaries associated with Case Illustration Portfolio #3.

GRADING SYSTEM (BASED ON THE ACCUMULATED OF POINTS):

A	93-100%	A-	90-92%	B+	88-89%	B	83-87%
B-	80-82%	C+	78-79%	C	73-77%	C-	70-72%
D+	68-69%	D	63-67%	D-	60-62%	F	59% or Less

BEING SUCCESSFUL IN THIS COURSE

Please read the assigned chapters prior to meeting for the lectures, and after each chapter, please complete the end-of-chapter assignments (Case Illustration printouts and summaries) and compile them in a Case Illustration Portfolio. Attending each class is recommended because complex statistical concepts will be presented in lecture format along with case illustrations, and support will be provided for hands-on SPSS demonstrations. Please allow 6 hours of weekly time for reading the chapters, completing end-of-chapter assignments, processing electronic data sets, and writing summaries. Please note the due dates for each academic component on the schedule below. Late or missing assignments will result in no points ("0") for each.

EXPECTED BEHAVIOR

Please feel free to use your own educational technology. Do not take photos or recordings without written informed consent. Respect others, promote a safe environment, and support your colleagues.

GETTING HELP

For technical assistance with technology, please direct questions to helpdesk@csusm.edu. Or, drop by the convenient Help Desk in the Library.

COLLABORATION POLICY

Students are expected to work together in teams to discuss each of the case illustrations and help each other in running appropriate statistical procedures and printing materials. However, collaboration is limited to only these activities. Students are expected to work independently to write summaries for each of the case illustrations and complete the final exam.

ACADEMIC HONESTY AND INTEGRITY

Please adhere to standards of academic honesty and integrity as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the

general rules and regulations of the university, including lowering grades and/or assigning a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations must be approved for services by the Office of Disabled Student Services (DSS). DSS is located in Craven Hall 4300, phone (760) 750-4905, TTY (760) 750-4909. For additional information, see the CSUSM DSS Student Handbook at <http://www.csusm.edu/dss/handbooks/>. Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

COURSE SCHEDULE, TOPICS, ACTIVITIES, AND ASSIGNMENT DUE DATES

TOPICS AND DUE DATES ARE SUBJECT TO CHANGE. PLEASE SEE COUGAR COURSES FOR UPDATES

Week	Topic: Read the Chapter(s) before class
1	Chapter 1: Introduction, Overview, and Nondefinitions
2	Chapter 2: Levels of Data End-of-Chapter Assignment: Case Illustrations 2.1, 2.2, and 2.3 SPSS Activities Involved: Data Set #1: Nominal, Ordinal-, and Scale-Level Data
3	Chapter 3: Presenting Data in Tables End-of-Chapter Assignment: Case Illustrations 3.1, 3.2, and 3.3 SPSS Activities Involved: Tables and Data
4	Chapter 4: Presenting Data in Figures End-of-Chapter Assignment: Case Illustrations 4.1, 4.2, and 4.3 SPSS Activities involved: Data and Figures
5	Chapter 5: The 3Ms: Mean, Median, and Mode End-of-Chapter Assignment: Case Illustrations 5.1, 5.2, and 5.3 SPSS Activities involved: Mean, Median, and Mode
6	Chapter 6: Standard Deviation, Ranges, and Quartiles End-of-Chapter Assignment: Case Illustrations 6.1, 6.2, and 6.3 SPSS Activities involved: Measures of Variability Case Illustration Portfolio #1 is Due (Chapters 2 - 5)
7	Chapter 7: Other Descriptive Statistics End-of-Chapter Assignment: Case Illustrations 7.1, 7.2, and 7.3 SPSS Activities involved: Other Descriptive Statistics
8	Chapter 8: Probability and Statistical Significance End-of-Chapter Assignment: none this week (SPSS activities only) SPSS Activities involved: Probability, Statistical Significance, and Hypothesis Testing
9	Chapter 9: Chi-Square Test of Independence

	End-of-Chapter Assignment: Case Illustrations 9.1, 9.2, and 9.3 SPSS Activities involved: Data Set #2: The Chi-Square Test
10	Chapter 10: Correlation, Scattergrams End-of-Chapter Assignment: Case Illustrations 10.1, 10.2, and 10.3 SPSS Activities involved: Data Set #3: Scattergrams
11	Chapter 11: Correlation: Spearman's rho and Pearson's r End-of-Chapter Assignment: Case Illustrations 11.1, 11.2, and 11.3 SPSS Activities involved: Correlations for Inferential Purposes
12	Chapter 12: t-test for Paired Samples End-of-Chapter Assignment: Case Illustrations 12.1, 12.2, and 12.3 SPSS Activities involved: Data Set #4: Paired Samples t-Test Case Illustration Portfolio #2 is Due (Chapters 6, 7, 9 - 11)
13	Chapter 13: t-test for Independent Samples End-of-Chapter Assignment: Case Illustrations 13.1, 13.2, and 13.3 SPSS Activities involved: Data Set #5: Independent Samples t-Test
14	Chapter 14: One-Way Analysis of Variance (ANOVA) and a Post Hoc Test End-of-Chapter Assignment: Case Illustrations 14.1, 14.2, and 14.3 SPSS Activities involved: Data Set #6: One-Way ANOVA and Post Hoc Tests
15	Chapter 15: Nonparametric Alternatives to Common Parametric Tests End-of-Chapter Assignment: Case Illustrations 15.1, 15.2, and 15.3 SPSS Activities involved: Alternative Nonparametric Tests
16	Final Exam (Chapters 1 - 15) Case Illustration Portfolio #3 is Due (Chapters 12-15)

UPDATES AND SYLLABUS CHANGES

Please note that the syllabus is subject to change. Please refer to Cougar Courses for actual weekly topics, assignments and due dates.

RUBRIC FOR ASSESSING EACH CASE ILLUSTRATION PORTFOLIO

1. Analyzing the Case Illustration (PSLO 1; CSLO 1):

- Excellent
- Satisfactory
- Unsatisfactory

2. Conducting the Appropriate Statistical Procedure for the Case Illustration (PSLO 1, CSLOs 1, 2, 3):

- Excellent
- Satisfactory
- Unsatisfactory

3. Presenting the Appropriate Tables or Printouts for the Case Illustration (PSLO 1, CSLOs 1, 2, 3):

- Excellent
- Satisfactory
- Unsatisfactory

4. Summarizing the Case Illustration (PSLO 1, CSLO 4)

- Excellent
- Satisfactory
- Unsatisfactory