

**ORIGINATOR'S SECTION:**

<b>1. College:</b>		<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b>													
<input type="checkbox"/> CHABSS	<input type="checkbox"/> CoBA	Fall 2016													
<input checked="" type="checkbox"/> CoEHHS	<input type="checkbox"/> CSM														
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No															
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (“generic” is a placeholder for topics)															
<b>4. Course abbreviation and Number:*</b> HD 102															
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> Preparatory Skills for Human Development Majors															
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Prep Skills for HD Majors															
<b>7. Number of Units:</b> 3															
<b>8. Catalog Description: (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.)</b>  Develops competencies that support long-term professional success and provides an early start on the process of career planning and development. Places particular emphasis on exploring career opportunities in health, human services and allied fields; building skills for success in the HD major and after graduation; and applying competencies to address long-term professional development needs. Includes values clarification, goal setting, problem solving, critical thinking, and decision making. <i>Enrollment restricted to Human Development majors.</i>															
<b>9. Why is this course being proposed?</b>  This course is being proposed to support the academic, personal, and career success of students majoring in Human Development. This course will directly contribute to the third Program Student Learning Outcome (PSLO) for the B.A. in Human Development by increasing the students' ability to “Apply skills, knowledge and goal setting toward employment in health and human services.” By providing a course that explicitly focuses on building skills and practices that contribute to professional development and wellness, the Human Development Department expects to increase retention, engagement, and competencies for student success in the major and after graduation.															
<b>10. Mode of Instruction*</b> <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>		<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>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													
Activity															
Lab															
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)															
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>															
<b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair															
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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

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:  
 Lower division prerequisite for Human Development major

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.

Discipline _____	Signature _____	Date _____	_____ Support	_____ Oppose
Discipline _____	Signature _____	Date _____	_____ Support	_____ Oppose

**SIGNATURES : (COLLEGE LEVEL) :**

Rafael Hernandez

1. Originator (please print or type name) \_\_\_\_\_ Date 2/22/16  
*Alice M. L. Burosho*

2. Program Director/Chair \_\_\_\_\_ Date 2/19/16  
*J. Hernandez*

3. College Curriculum Committee \_\_\_\_\_ Date 2/22/16  
*Denise Grant*

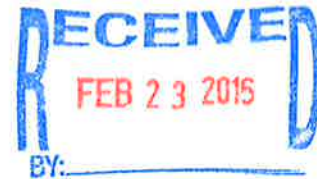
4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

**(UNIVERSITY LEVEL)**

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.

## Virginia Mann

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**Subject:** FW: UCC's review of HD 382 and 385  
**Attachments:** C Form HD 385- Ecological Perspectives 3-31-16.docx; CForm HD 102 HD Prep Skills 3-30-16.docx; CForm HD 382 multiculturalism social justice 3-30-16.docx; HD 102 Prep Skills Syllabus 3-30-16.docx; HD 382 Multiculturalism Social Justice Syllabus 3-30-16.docx; HD 385 Ecological Perspectives Syllabus 3-31-16.docx

**From:** Rafael Hernandez

**Sent:** Thursday, March 31, 2016 11:06 PM

**To:** Suzanne Moineau <smoineau@csusm.edu>

**Cc:** Virginia Mann <vmann@csusm.edu>; Regina Eisenbach <regina@csusm.edu>; Alice Quiocho <aquiocho@csusm.edu>; Rodney Beaulieu <rbeaulieu@csusm.edu>; Noriko Toyokawa <ntoyokawa@csusm.edu>; Fernando Soriano <fsoriano@csusm.edu>

**Subject:** RE: UCC's review of HD 382 and 385

Hi Sue,

Thanks again for the UCC's feedback on my proposed courses. I apologize for the delay in getting my responses back to you. Please find my responses in green below and updated C forms and syllabi attached.

HD 102:

1. The following revised catalog description is being suggested to conform with university-catalog language. This solely requires your approval: **Develops competencies that support long-term professional success and provides an early start on the process of career planning and development. Places particular emphasis on exploring career opportunities in health, human services and allied fields; building skills for success in the HD major and after graduation; and applying competencies to address long-term professional development needs. Includes values clarification, goal setting, problem solving, critical thinking, and decision making.**

**I approve this revised catalog description and have replaced it on the attached C form and revised syllabus.**

2. There was a suggestion to remove the restriction to HD majors as it is not likely that many students will have declared the major at the time of wanting to take this course. Should you agree with this recommended change, UCC recommends considering a new title as it specified HD majors.

**I appreciate the recommended change to remove the restriction to HD majors. In the future, we may want to make adjustments and open the course to non-HD majors, but after consulting with the HD Curriculum Revision committee we decided we would like to start out by restricting this course to HD majors for the following reasons. This course is designed to meet the needs of HD students, specifically, based on our data. The restriction to HD majors helps to target the content of this course specifically to HD majors rather than a broader population of undeclared students. This course is not intended to be an introduction to the major; students who would like to sample HD coursework before declaring the HD major are encouraged to enroll in HD 101 which is not restricted.**

3. The content in the syllabus does not appear to reflect 3 units of coursework. A 3-unit course requires an additional 6 hours of outside work. UCC suggests that the course be 1 or 2 units, or it needs to provide additional rigor.

**I have made several changes to the course based on your recommendation to increase the rigor of HD 102 in order to better reflect 3 units of coursework. These changes include the addition of a "Career Presentation" assignment, an "Informational Interview" assignment, as well as various activities and exercises ("Professional Development Assignments") to be completed outside of class intended to reinforce course content and apply knowledge/strategies acquired in the**

assigned readings. The Course Schedule has been significantly restructured to improve organization of course content and to be more explicit about expectations for readings and assignments.

HD 382:

1. UCC still awaits sign-off from Anthropology and Sociology on this course. As well, Education was contacted given the social justice/equity content. (This is informational).

**Thank you for this information.**

2. UCC will be removing HD 220 from the prerequisites as it is already embedded via HD 230. (This is informational alone).

**Thank you for this information. I have removed HD 220 from the attached syllabus and C form.**

3. Your syllabus does not have a culminating project or assignment which is a required element of these C-lecture courses. If you do not have a final exam, you must make an assignment that is due during final's week that reflects a summative assessment of the course.

**I added an exam during final's week.**

4. There is a question over the rigor of the course. The assignments reflect a great proportion of subjective assignments that are not easily tied back as measures of the course learning outcomes.

**I added a final exam to complement the subjective assignments in measuring the course learning outcomes. I also revised and increased the rigor of the signature assignment (and rubric) which is now called the "Action Project". In addition, I added the assignments to the Course Schedule to show how they are distributed throughout the semester.**

HD 385:

1. The first sentence of the course description is unclear to the committee- can you please revisit and clarify.

**I have revised the first sentence to say, "Explores the dynamic nature of human development with special attention to the mutual interactions between the evolving human organism and the multiple systems that make up the individual's environment." Slight adjustments to improve the wording were made elsewhere in the course description as well. See the attached syllabus and C form.**

2. HD will be removed again as above. (This is informational).

**Thank you for this information. I have removed HD 220 from the attached syllabus and C form.**

3. There needs to be a specified summative experience for the course that is due during finals week. Again, the assignments seem to lack the rigor and assessment measures to ensure acquisition of the course learning outcomes.

**I added a mid-term and a final exam to complement the subjective assignments in measuring the course learning outcomes. I revised the Case Study assignment to make it more rigorous. In addition, I added rigor to the Writing Assignments by increasing the expected length (word count). These assignments are now displayed in the Course Schedule.**

4. Please include a grade breakdown in the syllabus so that students understand how their grades will be determined.

**I readjusted the value of each assignment and you can find an "Assignments & Grading" table breaking down the relative weight of each assignment as indicated by the percent of the overall grade that each assignment is worth. I have also added a "Grading Standards" table to all my syllabi for further clarification.**

Best,  
Rafael



## HD 102: Preparatory Skills for Human Development Majors

**Course Number:** --

**Units:** 3

**Term:** Fall 2016

**Professor:** Rafael Hernández, Ph.D.

**Phone:** (760) 750-8252

**E-Mail:** [rhernandez@csusm.edu](mailto:rhernandez@csusm.edu)

**Office:** University Hall 300

**Office Hours:** Tuesday & Thursday 2:30pm-4:00pm and by appointment

### Course Description

Develops competencies that support long-term professional success and gives students an early start on the process of career planning and development. Particular emphasis is put on exploring career opportunities in health, human services and allied fields, building skills for success in the HD major and after graduation, and applying competencies to address long-term professional development needs: values clarification, goal setting, problem solving, critical thinking, and decision making. *Enrollment restricted to Human Development majors.*

### Human Development Department Mission Statement

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Emphasize the integration of complementary and interdependent disciplines
- Employ the use of multiple perspectives and theoretical frameworks
- Advance evidence-based practices
- Promote social responsibility, civic engagement, and service to the greater community

### Course Learning Outcomes

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs). These are the broad skills that a Human Development graduate will have (see the HD website for more information). This course contributes to PSLO #3 by increasing the students' ability to "Apply skills, knowledge and goal setting toward employment in health and human services."

Each HD course has 3 or more Course Student Learning Outcomes (CSLOs) which are the specific skills that the course will address. Each CSLO contributes an important step toward reaching the goals of the PSLOs. The CSLOs for this course are the following.

Upon successful completion of this course, students will:

1. Demonstrate proficiency in written and oral professional communications, including APA style of written formatting.
2. Identify professional development goals considering personal values and priorities.
3. Explore potential career options and perform research on careers of interest.
4. Create, format and tailor a professional résumé and cover letter.
5. Apply strategies for decision making, goal setting, problem solving, time management, self-care and self-directed learning.

**Required Texts**

- *Unlimited Options: Career Strategies to Last a Lifetime* by Lily Maestas, M.S.W.
- *A Writer’s Reference* (6<sup>th</sup> Ed.) by Diana Hacker and Barbara Fister
- *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.)

**Course Requirements: Assignments & Grading**

Assignment	Corresponding CSLOs	Percent of overall grade
Professional Development Journal	5	<b>25</b>
Career Development Roadmap*	1,2,3	<b>35</b>
Résumé	4	<b>20</b>
Cover Letter	4	<b>20</b>
<b>TOTAL</b>		<b>100</b>

\*Signature Assignment

**Professional Development Journal**

Reflect on how you are employing strategies and developing skills related to decision making, goal setting, problem solving, time management, self-care and self-directed learning throughout the semester. You will also reflect on your own career development process and evolution of personal and professional goals and interests. A minimum of 15 journal entries is required for full credit. You are expected to write at least one entry per week. Each entry should be about 100-300 words in length.

**Career Development Roadmap**

Construct a career development plan (roadmap) that outlines a path to a potential career of choice by delineating the skills required for the type of job, recognizing individual skills, personal strengths and gaps, and identifying activities that can be used to acquire the skills associated with the gaps (CSLO 2 & 3). This roadmap will also describe your plans and purpose in the HD major as well as knowledge about the field of Human Development. As part of your information gathering for this assignment, you are asked to review your curricular worksheet with an academic advisor. This assignment must adhere to APA style in citations, references, and formatting (CSLO 1). The Career Development Roadmap should be about 1000 words in length.

**Résumé**

Create a résumé targeted to a specific job or career field of your choice and revise it based on feedback from at least two classmates and the CSUSM Career Center. Examples will be provided. Three documents will be submitted for credit: the original draft, one revised draft, and the final résumé.

**Cover Letter**

Create a cover letter targeted to a specific job of your choice in response to an actual job posting. You are not required to actually apply for the job and your cover letter could include skills, experience and accomplishments you anticipate having upon graduation. The cover letter will be graded on quality, presentation, and effective communication.

### **All University Writing Assignment**

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students in a 3-unit course is 2,500 words (approximately 10 double-spaced pages). This requirement will be met in this course with the Professional Development Journal (1,500 words minimum) and the Career Development Roadmap (1,000 words).

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Because this course has a lecture mode of instruction, each unit of credit corresponds to an hour of class-time and two hours of student learning outside of class.

### **Students with Disabilities**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### **Academic Honesty Statement**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

**Academic Honesty and Integrity:** Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves 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 exam, assignment, or the class as a whole.

It is recommended that students be referred to the full Academic Honesty Policy at [http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html).

### Tentative Course Schedule

Week	Topics	Readings due	Assignments due
1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Community building activities</li> <li>• Identifying personal goals for the course</li> </ul>	•	•
2	<ul style="list-style-type: none"> <li>• Understanding the field of human development and human development major</li> </ul>	•	•
3	<ul style="list-style-type: none"> <li>• Exploring campus resources for well-being, personal and cultural enrichment, academic success, and career readiness</li> </ul>	• Maestas Chapter 1	•
4	<ul style="list-style-type: none"> <li>• Career and life planning</li> <li>• Self-care</li> </ul>	• Maestas Chapter 2	•
5	<ul style="list-style-type: none"> <li>• Professional writing and APA style formatting</li> <li>• Self-assessment of writing</li> </ul>	• Maestas Chapter 3	•
6	<ul style="list-style-type: none"> <li>• Understanding the role of values, skills, interests, cultural factors and personality in career choice</li> </ul>	• Maestas Chapter 4	•
7	<ul style="list-style-type: none"> <li>• Developing your professional self: Networking</li> </ul>	• Maestas Chapter 5	•
8	<ul style="list-style-type: none"> <li>• Developing your professional self: Informational interview</li> </ul>	• Maestas Chapter 7	•
9	<ul style="list-style-type: none"> <li>• Developing your professional self: Résumé</li> </ul>	• Maestas Chapter 8	• Résumé
10	<ul style="list-style-type: none"> <li>• Developing your professional self: Cover letter</li> </ul>		• Cover Letter
11	<ul style="list-style-type: none"> <li>• Developing your professional self: Job interview practice</li> </ul>	• Maestas Chapter 9	•
12	<ul style="list-style-type: none"> <li>• Exploring career options in human development</li> </ul>	•	•
13	<ul style="list-style-type: none"> <li>• Exploring opportunities for graduate studies</li> </ul>	•	• Career Development Roadmap
14	<ul style="list-style-type: none"> <li>• Understanding service learning and civic engagement</li> </ul>	•	•
15	<ul style="list-style-type: none"> <li>• Concluding activities</li> </ul>	•	• Professional Development Journal
Finals	<ul style="list-style-type: none"> <li>• No final exam</li> </ul>	•	•



### Career Development Roadmap Rubric

<i>Component</i>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
Identifies professional development goals considering personal values and priorities	4	3	2	1
Explores potential career options	4	3	2	1
Synthesizes research on careers of interest	4	3	2	1
Outlines a path to a potential career of choice	4	3	2	1
Delineates skills required for chosen career path	4	3	2	1
Identifies and describes personal skills, strengths, and areas for growth related to professional goals	4	3	2	1
Identifies activities that can be used to acquire the skills associated with the gaps in skillset	4	3	2	1
Describes plans and purpose in the HD major	4	3	2	1
Demonstrates relevant knowledge about the field of Human Development	4	3	2	1
Demonstrates professional writing, including APA style	4	3	2	1
Adheres to expected length (1,000 words)	4	3	2	1