

CALIFORNIA STATE UNIVERSITY SAN MARCOS

For Academic Programs Office Use Only
 R. E. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE CHABSS CoBA CoEHHS CSM

TITLE OF PROGRAM Human Development

Discipline HD

Check one: Change to Program Program Deletion

TITLE OF DEGREE PROGRAM: Human Development

This form is the signature sheet for a change to, or deletion of, an existing program.
 Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes No If yes, obtain signature(s).
 Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Psychology Discipline/Unit	<u>see email</u> Signature	<input checked="" type="checkbox"/>	<u>3/11/16</u> Date	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose
Sociology Discipline/Unit	<u>see email</u> Signature	<input type="checkbox"/>	<u>3/16/16</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
ANTH Discipline/Unit	<u>see email</u> Signature	<input type="checkbox"/>	<u>3/25/16</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
BIOL Discipline/Unit	<u>see email</u> Signature	<input type="checkbox"/>	<u>3/30/16</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

1. Alice Quioko 10/8/15
 Originator (Please Print) Date

2. Alice M.L. Quioko Alice M.L. Quioko 10/8/15
 Program/Department - Director/Chair Date

APPROVAL PROCESS

3. [Signature] 2/19/2016
 College Curriculum Committee^ Date

4. Denise Garcia 2/22/16
 College Dean (or Designee)* Date

5a. _____ Date
 University Curriculum Committee^

5b. _____ Date
 Budget and Long-Range Planning Committee (if applicable)^

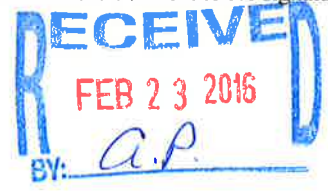
6. _____ Date
 Academic Senate

7. _____ Date
 Provost (or Designee)

8. _____ Date
 President

9. _____ Date
 Date to Chancellor's Office (if applicable)

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.
 ^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.






MEMORANDUM

DATE: January 29, 2016

TO: Deborah Kristan
Chair, Academic Senate

FROM: Karen S. Haynes 
President

SUBJECT: Discontinuation of Concentrations in the Human Development Major

I reviewed the Academic Senate's memo dated January 26, 2016, recommending the discontinuation of two current concentrations in the Human Development major; namely, 1) Children's Services, and 2) Gerontology Services. The Senate provided a copy of the Department of Human Development's request for discontinuation of these concentrations, which explains

"This proposal is a request for the discontinuance of the Children's Services and Adult & Gerontology Services concentrations and to instead create a single "Individualized" concentration. Students in the Individualized concentration will have the flexibility to more specifically design their concentrations to better prepare for individualized fields, which can include working with children and older adults in such fields as: teaching, educational leadership and school administration, pediatrics, palliative care, gerontological services, early childhood education, youth program development and program administration to name a few. Having an Individualized concentration allows students the flexibility to complete prerequisites for a variety of fields beyond those that work with children and adults, while it strengthens the HD major's two more focused concentrations of Counseling and Health."

The request has been supported and endorsed throughout the review process that was conducted in accordance with the University's *Academic Program Discontinuance Policy*.

I concur with the findings and recommendation of the Academic Senate, and approve the discontinuation of the Children's Services and the Gerontology Services concentrations in the Human Development major.

KSH/GO/mab

cc: Graham Oberem, Provost and Vice President for Academic Affairs
Janet Powell, Dean, College of Education, Health and Human Services
Regina Eisenbach, Dean, Academic Programs
Alice Quioco, Professor, Chair of Human Development
Michael McDuffie, Vice-Chair, Academic Senate
Laurie Stowell, Secretary, Academic Senate

Virginia Mann

Anth Support

Subject: FW: Human Development package

From: Bonnie Bade

Sent: Friday, March 25, 2016 9:24 AM

To: Suzanne Moineau <smoineau@csusm.edu>; Sharon Elise <selise@csusm.edu>; Virginia Mann <vmann@csusm.edu>; Alice Quiocho <aquiocho@csusm.edu>

Cc: Regina Eisenbach <regina@csusm.edu>; Miriam Schustack <mschusta@csusm.edu>

Subject: Re: Human Development package

Hi Suzanne, the Anth faculty have reviewed the HD package, as well as the responses from Psych, which are very relevant to that department. **The Anthropology Department approves of the proposal.** Thank you for including us in the review.

Respectfully,

Bonnie Bade, Ph.D.

Professor of Medical Anthropology

Chair, Anthropology Dept.

Faculty Director, National Latino Research Center

Cal State University San Marcos, San Marcos, CA 92096

www.csusm.edu/anthropology; www.csusm.edu/nlrc

If you smile at me I will understand 'cause that is something every body every where does in the same language—CSN

Virginia Mann

SOC support of HD

Subject: FW: Human Development package

From: Sharon Elise

Sent: Wednesday, March 16, 2016 9:22 AM

To: Virginia Mann <vmann@csusm.edu>; Alice Quioco <aquico@csusm.edu>; Bonnie Bade <bbade@csusm.edu>

Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>

Subject: Re: Human Development package

Sociology approves the package. I apologize for the delay while I consulted faculty who teach related courses.

Best,

Sharon Elise

From: Virginia Mann

Sent: Wednesday, March 02, 2016 7:52 AM

To: Alice Quioco <aquico@csusm.edu>; Miriam Schustack <mschusta@csusm.edu>; Bonnie Bade <bbade@csusm.edu>; Sharon Elise <selise@csusm.edu>

Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>

Subject: Human Development package

Good morning,

Human Development has submitted their program change proposal along with new courses and courses changes to our office, and they are now posted for UCC's review, which will begin next Monday. Below is a link to all of the materials. Since your departments are impacted, UCC looks forward to your response regarding these changes to the Human Development program. Thank you.

Virginia Peters Mann

Curriculum Specialist

Academic Programs

CRA 5201-B

(760) 750-8887

Virginia Mann

BIOL support

Subject: FW: BIOL Review

From: Tracey Brown
Sent: Wednesday, March 30, 2016 1:30 PM
To: Virginia Mann <vmann@csusm.edu>
Cc: Matthew Escobar <mescobar@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: RE: BIOL Review

Yes, BIOL supports the HD changes.

From: Virginia Mann
Sent: Tuesday, March 29, 2016 3:18 PM
To: Tracey Brown <traceyb@csusm.edu>
Cc: Matthew Escobar <mescobar@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: RE: BIOL Review

Hi Tracey – just confirming that BIOL supports the changes to the HD program? Thanks.

Virginia

Virginia Peters Mann
Curriculum Specialist

From: Tracey Brown
Sent: Monday, March 28, 2016 2:23 PM
To: Virginia Mann <vmann@csusm.edu>
Cc: Matthew Escobar <mescobar@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: RE: BIOL Review

Hi Virginia,

I have been in email discussions with Alice over the proposed changes and where to put which of our BB courses among their concentrations. As I understand the changes involving us would just be to instead of listing 6 UDGE BB courses for all options the plan is to put 3 under the health option and 3 under the general option. We should have it sorted in the next day or so.

Tracey

Psychology Department Response to February 2016 HD proposals (P-2, C, C-2)
March 11, 2016

General Issues:

The Psychology department is, in general, supportive of the efforts by HD to make changes that will allow the HD department to offer more of the coursework for its own major. We have some specific concerns, though, with a few of the proposed new courses. Below, these concerns will be detailed course-by-course, but the overall issue is that five of the proposed courses overlap too much with existing CSUSM courses that will continue to be used by the PSYC and CHAD majors. This will create problems for PSYC, for CHAD, and for HD when students have any involvement with the HD major and the CHAD major, or any involvement with the HD major and the PSYC major or minor. Conflicts may arise when:

- students double-major in PSYC and HD (a problem for both programs)
- students double-major in CHAD and HD (a problem for both programs)
- students major in HD and minor in PSYC (a common pattern; a problem for both programs)
- students switch majors from HD to PSYC (a problem for PSYC, not for HD)
- students switch majors from HD to CHAD (a problem for CHAD, not for HD)
- students switch majors from PSYC to HD (a problem for HD, not for PSYC)
- students switch majors from CHAD to HD (a problem for HD, not for CHAD)

Students in the first five categories above will be required by PSYC and CHAD to take PSYC 220 and PSYC 230, even if they have previously successfully completed HD 220 and HD 230--but the overlap in content is substantial. The same problem arises between PSYC 330/331 and HD 302, and between PSYC 348/349 and HD 303, and between PSYC 356 and HD 304. Students in these situations will have good grounds to claim that the course content of the required PSYC course was covered by an HD course they already completed (or vice versa). The overall problem is that several of the proposed courses are too psychology focused, and not enough reflective of the unique Human Development/Human Services perspective. Courses that have too much overlap with one another can create havoc for students.

Details by course, for the courses that are problematic:

HD 220 Statistics in Human Development (New Course):

The list of topics covered by the new course is virtually identical to that of PSYC 220. The examples used both by the textbook and in the Case Illustration Portfolios shown in the example syllabus for HD 220 may be ones that are particularly relevant to human services research, but the actual theories and procedures taught are identical to those covered in PSYC 220. Every weekly topic/chapter in the HD 220 syllabus is mirrored in the PSYC 220 syllabus. This will create problems when students have taken HD 220 and then are required (by a new major or a second major or a minor) to take PSYC 220 as well.

HD 230 Research Methods in Human Development (New Course):

This new course has significant overlap with PSYC 230, but does include substantial coverage of several topics that are not a focus in PSYC 230; for example, qualitative field research and

evaluation research are main topics in HD 230, and only briefly covered in PSYC 230. This course is somewhat less problematic than HD 220, in terms of overlapping content.

HD 301 Theories of Human Development (Course Change):

The revised prerequisites on this C-2 form still show PSYC 100 as a prerequisite, which would make PSYC 100 a hidden requirement of the HD major. The new list of prerequisites replaces the PSYC statistics and research methods courses (PSYC 220 and PSYC 230) with the proposed new HD versions (HD 220 and HD 230), which is consistent with the other changes on the P-2 form and revised catalog copy. Possibly the intention was to replace or delete PSYC 100 in the prerequisite list?

HD 302 Human Development in Childhood (New Course):

This course very substantially overlaps PSYC 330 and PSYC 331. There exist two psychology courses, PSYC 330 (not used for the PSYC or CHAD majors) and PSYC 331 (only for PSYC and CHAD majors) that cover psychological development in childhood. HD 302's inclusion of community needs assessment makes this course different from a typical course in developmental psychology, but that emphasis is mostly carried by the journal articles. Students read most of a typical developmental psychology textbook—the same one that is often used in the corresponding PSYC course!—and one chapter of a more human-services oriented book. One concern is that the current course plan has the non-psychology content almost all coming from the huge set of assigned journal articles. If the student workload turns out to be overwhelming, it will likely be the journal-article reading that will be pared down from the ambitious list of over 50 journal articles that are required reading on the model syllabus. Then, the course will become primarily a developmental psychology course, too heavily overlapping with PSYC 330 and PSYC 331.

HD 303 Human Development in Adolescence (New Course):

The issues for this course are similar to those for HD 302. There exist two psychology courses, PSYC 348 (not used for the PSYC or CHAD majors) and PSYC 349 (only for PSYC and CHAD majors) that cover psychological development in adolescence, and use similar textbooks. The HD course includes 40-plus journal articles that students read in addition to the textbook, which improves the course's focus on human-services issues. But there is still the core of the new course that is developmental psychology in adolescence, and it would be unfortunate to have the HD course devolve into a class very similar to existing PSYC courses, should the workload of journal articles assigned prove overwhelming to students.

HD 304 Human Development in Adulthood (New Course):

We have concerns about the overlap between this class and PSYC 356, similar to our concerns about the courses preceding it in the new HD sequence (HD 302 and HD 303). The topic list matches almost exactly the topics of PSYC 356.

For the proposed new courses HD 302, 303, and 304, it would be cleaner to focus the courses on Human Services to avoid overlap with the existing PSYC courses—that would allow HD to stake out appropriate “turf” and avoid duplicating the existing psychology courses. The documents state that the purpose of

the courses is to address Human Services at different parts of the lifespan, so the titles should reflect that (even if the courses are not limited to that area). We would recommend re-titling the courses as Human SERVICES in Childhood, Human SERVICES in Adolescence, and Human SERVICES in Adulthood.

For the other courses not listed above, and for which PSYC was identified as an affected discipline, we are in full support of those C and C-2 proposals.

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

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Integrate complementary and interdependent disciplines
- Use multiple perspectives and theoretical frameworks to equitably serve diverse communities
- Actively and critically utilize and generate research to promote evidence-based practices
- Promote social responsibility, ethical and professional standards, civic engagement, and service to the greater community

Rationale for New Human Development Curriculum

The HD program strives to achieve its academic goals through the identification of Program Student Learning Objectives (PSLO) and Course Learning Objectives (CSLO) that are aligned. Program and course learning objectives were addressed in 2013. The academic year (2014-2016) involved an in depth self-study of the program's areas of strengths and weaknesses based on past program reviews since 2005 as well as students' perceptions of the program. By October 2015, the PSLOs were revised (see below) and all syllabi were reviewed to ensure that the PSLOs and the CSLOs in all courses were addressed in the work of each course and student assignments. Faculty collaboratively developed the vision (core values and beliefs) of the department, revised the mission of the department, the PSLOs and CSLOs that are to be assessed in signature assignments by rubrics to demonstrate that program standards are met. A strong core curriculum that addressed the need for an in depth student understanding of human development across the lifespan was identified. Faculty met in departmental meetings where the alignment process and initial work of focusing on a strong HD core of courses began.

After much deliberation and consultation with College administration and analyses of external program reviews there was consensus by the faculty to maintain the Health and Counseling concentrations, but consolidate the Children's Services and Adult/Gerontology concentrations into an "Individualized" concentration. The number of students in each concentration for 2013-2014 are shown in Table 1. There were fewer students in the Adult/Gerontology concentration and while the number in the Children's Services concentration was large, students within this concentration differed widely in their career interests. Therefore, a combined concentration, called the "Individualized Concentration" is proposed that will allow students to individually choose their own specializations based on career interests and available upper division courses offered by the major as well as those from within the College.

Table 1

Distribution of 744 HD students by Concentration and Year Level (2013-14)

	Freshmen	Sophomores	Juniors	Seniors	Total Row
Adult	2	1	5	9	17
Children's	23	29	64	85	201
Counseling	11	25	62	113	211
Health	18	37	57	67	179
No Concentration	36	15	76	9	136
Total Column	90	107	264	283	744

The deletion of these concentrations went through the Discontinuance Process beginning December 1, 2015.

The following changes are being proposed:

1. Remove Psychology 100, 220 and 230 and replace them with HD 102, 220 and 230 or 231. Please see C forms for the development of these four new HD courses. These courses lay the foundation for preparatory skills and research methods specific to Human Development. There is no net change in the number of units associated with this curriculum revision.
2. The major requirements are being changed from 37 - 40 to a required 40 units. There will be 25 units of upper division core courses. This core includes 16 units of currently existing upper division courses: HD300, HD301, HD495, HD497 and HD490. An additional six (6) units of upper division core courses were written. Please see attached C forms for the following new courses: HD301, HD302, and HD303 which will cover the developmental stages from conception to death with a specific lens on human development. All core courses are required. There is a net change of an additional nine (9) units being added to the major requirements.
3. In order to focus our students' study on issues central to human development, we are proposing the removal of what was 3 to 4 units of interdisciplinary curriculum. This results in a net reduction of 3 to 4 units.
4. Students will choose one of three concentration emphases for a total of six (6) units. The counseling concentration has been significantly revised and reduced from the original 18 - 19 units down to 6 units. The required courses are HD 360 and HD 361. Please see attached C2 forms for minor editing of prerequisites. The health concentration has also been significantly revised from the original 18 -19 units down to six (6) units. The required courses are HD 350, a currently existing course and HD 350, a new course. Please see attached a C2 form for minor editing of prerequisites for HD 350

and a C form to create HD 351. There is a new individualized concentration being added to the major which arose from our self study. Students may choose six (6) from other concentrations and/or upper division HD elective courses. There is a net subtraction of 12 – 13 units associated with this change.

5. Nine units of Human Development upper division electives have been added to provide students with a broader perspective of the human services field. These nine units will be selected from a choice of five newly developed courses. Please see attached C forms for HD 381, 382, 383, 384, and 385. This proposed change represents an additional nine (9) units of curriculum.

A curriculum worksheet and the new catalog copy are attached to this narrative and show the new structure and curriculum for HD majors.

Program Student Learning Outcomes The HD PSLOs revised Oct 6, 2015

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, health care, and education.

PSLO 2: Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan.

PSLO 3: Apply skills, knowledge and goal setting toward employment in health and human services, including documenting field experiences in health and human services settings.

PSLO 4: Demonstrate understanding of research methods that are commonly used in human development scholarship and how to design, conduct and present an original research project.

PSLO 5: Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

Old copy

HUMAN DEVELOPMENT

Office:

University Hall, Room 324

Telephone:

(760) 750-4118

Program Director:

~~Elizabeth Bigham, Ph.D.~~ Alice Quiacho, Ed.D.

Faculty:

~~Sawssan R. Ahmed, Ph.D.~~ Rodney Beaulieu, Ph.D.

Fernando I. Soriano, Ph.D. Rafael Hernandez, Ph.D.

Programs Offered: Noriko Toyokawa, Ph.D.

- Bachelor of Arts in Human Development Areas of concentration:
 - ~~Adult and Gerontology Services~~
 - ~~Children's Services~~
 - Counseling Services
 - Health Services

The human development major is an multidisciplinary program that focuses on human growth and development throughout the life span, and on the familial, social, cultural, and political networks in which individuals develop. Course offerings are drawn primarily from psychology, sociology, and biology. The human development major is designed to prepare undergraduates to succeed in an increasingly diverse cultural, ethnic, economic, and political environment. Respect for those differences in the context of human service settings is an integral part of our program.

Human Development Mission Statement

The mission of the Human Development Program at California State University San Marcos is to promote a lifespan understanding of human development using multidisciplinary, interdisciplinary, and multicultural perspectives. Students in the Human Development Program explore the complex interplay of body, mind, culture, and social/environmental factors and its influence on developmental processes, outcomes, and service delivery by surveying the subject matter from the perspectives of psychology, sociology, biology, and anthropology, as well as integrative coursework. Students also acquire this knowledge through applied learning experiences using problem-based learning and field experience methods.

In support of this mission, the Human Development Program engages students in a challenging academic curriculum which combines traditional classroom learning with experiential problem-based and field experience opportunities in human development-related professions in diverse settings. In addition to completing required core coursework, each student completes a set of approximately six courses chosen from one of four concentrations: Health Services, Children's Services, Adult and Gerontological Services, and Counseling Services. Courses within each of these concentrations have been selected to provide a solid educational foundation for students wishing to pursue careers in each of these arenas. Experiential learning is gained from field experience where students participate in community service learning activities related to their career and intellectual interests in human development. Students also conduct an applied research study on a subject

New

matter in human development of particular interest to them. These field activities are combined with classroom-based reflection exercises facilitated by Human Development faculty.

Student Learning Outcomes

Students who graduate with a Bachelor of Arts in Human Development will be able to:

New

1. Explain human development over the lifespan in terms of interactions among cultural, biological, psychological, and social processes with sensitivity to the roles of disability, gender, sexual orientation, race, class, and nationality in shaping developmental processes and outcomes.
2. Demonstrates an awareness of their skills, knowledge, and goals related to employment in health and human service careers, including topics such as assessment, interventions, ethics, professional standards, and self-care.
3. Design, conduct, and present an original research project, demonstrating a basic understanding of research methods commonly used in human development.
4. Use theory as a framework to understand and explain delivery of services for problems or situations addressed in applied settings, such as counseling, healthcare, and education.
5. Summarize the structure and operation of social service organizations, including their funding, staffing, and successful delivery of services.

Special Conditions for the Bachelor of Arts in Human Development

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the human development major must have been completed at Cal State San Marcos.

Advising

Students may consult their faculty advisor to work on selecting an appropriate choice of elective courses to complement their area of emphasis and career goals.

Career Opportunities

Students with a Bachelor's degree in Human Development are qualified to work in a variety of settings related to providing services for others. These might include health care, child and adult care centers, community projects providing outreach to youth and adults, sales, service related government agencies such as housing, law enforcement, and criminal justice, and assisting with community development, both in the United States and around the world. A Bachelor's degree in Human Development may also prepare students for graduate studies in marriage, family, and child counseling, social work, teaching, public administration, psychology, business, or law. Students interested in these career opportunities should consult with advisors in appropriate areas before planning their programs. Finally, the Human Development major will prepare students for master's and doctoral level training in fields such as Sociology, Social Work, Marriage and Family Therapy, Anthropology, Ethnic Studies, Women's Studies, Psychology, and Human Development, among others.

BACHELOR OF ARTS IN HUMAN DEVELOPMENT

General Education* 51
 Preparation for the Major* 15
 Major Requirements 40
 Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

Preparation for the Major

Lower-division (15 units)

- ANTH 200* 3
- HD 101 3
- ~~PSYC 100~~ HD 102 3
- HD PSYC 220 3
- HD PSYC 230 or HD 231 3

UPPER DIVISION BB (see worksheet for options)
Major Requirements

Upper-division (97-100 units) 25
 Core Courses 19-20

Three (3) units of Theory 3
 HD 301

Three (3) units of Management and Administration 3
 HD 300

- HD 302 3
- HD 303 3
- HD 304 3
- HD 495 3
- HD 497 4
- HD 490 3

Units

Seven (7) units of Field Studies 7
 HD 495
 HD 497

Three to four (3-4) units chosen from the following courses: 3-4
 ANTH 301 PSYC 341
 ANTH 340 SOC 319
 ID 340 SOC 375
 PSYC 333

Three (3) units of Capstone 3
 HD 490

Eighteen to twenty (18 to 20) units in the Concentration areas (upper-division): 18-20

*Also satisfies a total of six units of Lower-division General Education requirements (Areas D and D7).

Adult and Gerontology Services Concentration Requirements

This concentration centers on development from age 18 to the last part of the human life span, and the related concerns of this period, and includes the study of death and dying.

Nineteen to twenty (19 to 20) units of upper-division requirements

- | | |
|----------|--------------|
| | Units |
| BIOL 321 | 3 |
| PSYC 356 | 3 |
| SOC 427 | 4 |

Choose one of the following courses: 3
 BIOL 316 BIOL 325
 BIOL 320 BIOL 326
 BIOL 323 BIOL 327

Choose one of the following courses: 3
 PSYC 328 PSYC 336
 PSYC 330 PSYC 343
 PSYC 332 PSYC 350
 PSYC 334 PSYC 360

Choose one of the following courses: 3-4
 HD 361 SOC 314
 SOC 303 SOC 331
 SOC 309 SOC 429

Total Units 18-20

Children's Services Concentration Requirements

This concentration focuses on developmental issues during the first 18 years of the human life span, and on the problems and issues relevant to this age.

Eighteen to nineteen (18-19) units of upper division requirements

BIOL 327	Units	3
PSYC 330		3
HD 380		3

Choose one of the following courses: 3

BIOL 320	BIOL 325
BIOL 321	BIOL 326
BIOL 323	

Choose one of the following courses: 3

PSYC 328	PSYC 348
PSYC 332	PSYC 350
PSYC 334	PSYC 352
PSYC 336	PSYC 354

Three to four (3-4) units chosen from the following courses: 3-4

HD 361	SOC 321
SOC 303	SOC 323
SOC 315	SOC 413
SOC 317	

Total Units 18-19

Counseling Services Concentration Requirements

This concentration focuses on psychological well-being and distress throughout the human life span.

Six (6)
Eighteen to nineteen (18-19) units of upper division requirements

HD 360	3
HD 361	3
PSYC 334 or PSYC 336 or PSYC 306	3

Choose one of the following courses: 3

BIOL 315	BIOL 325
BIOL 320	BIOL 326
BIOL 321	BIOL 327
BIOL 323	BIOL 328

Choose one of the following courses: 3

PSYC 330	PSYC 350
PSYC 332	PSYC 352
PSYC 334*	PSYC 354
PSYC 336*	PSYC 428
PSYC 340	PSYC 461
PSYC 343	

*Students are strongly recommended to take either PSYC 334 or PSYC 336 as their elective choice in this category, but it cannot be double-counted.

Choose one of the following courses: 3-4

SOC 307	SOC 327
SOC 307	SOC 331
SOC 316	SOC 415
SOC 321	SOC 417
SOC 325	SOC 429

Total Units 18-19

Health Services Concentration Requirements

This concentration focuses on physiological well-being and illness throughout the human life span.

Six (6)
Eighteen to nineteen (18-19) units of upper division requirements

HD 351	3
HD 350	3

Choose two of the following courses: 6

BIOL 316	BIOL 325
BIOL 320	BIOL 326
BIOL 321	BIOL 327
BIOL 323	BIOL 328

Choose two of the following courses: 6

PSYC 330	PSYC 360
PSYC 334	PSYC 362
PSYC 336	PSYC 363
PSYC 340	PSYC 432
PSYC 350	PSYC 461
PSYC 356	

Choose one of the following courses: 3-4

HD 361	SOC 324
SOC 309	SOC 331
SOC 314	SOC 419
SOC 316	SOC 427
SOC 321	SOC 429

Total Units 18-19

Individualized Concentration Requirements

This concentration focuses on an individualized program of study.

(See worksheet)

Six (6) units of UD requirements

Upper-Division HD Electives 9

(See worksheet)



CATALOG YEARS: 2016 – 2018

HUMAN DEVELOPMENT MAJOR

TOTAL UNITS REQUIRED = 120

Student Name: _____

- All non-articulated courses MUST be reviewed and approved by a faculty advisor.
- All courses on this worksheet must be completed with a grade of C (2.0) or higher.
- A minimum of eighteen (18) units counted toward the Human Development major must be completed at CSU San Marcos.
- This worksheet is intended for supplemental use only. The University will use your Academic Requirements Report (ARR) to track all of your graduation requirements, including those for your major. Please continue to check your ARR for accuracy. If your ARR requires a correction, please submit an ARR Correction Form.
- Courses used for the major may NOT double count towards upper-division general education requirements and may NOT be in the same discipline as your major.

LOWER-DIVISION PREREQUISITES (15 UNITS)

Course #	Course Name	Units	Grade	Sem	Notes	Need	IP	Met
ANTH 200	Cultural Anthropology	3						
HD 101	Introduction to Human Development	3						
HD 102	Prep Skills in Human Development	3						
HD 220	Introduction to Statistics	3						
HD 230 OR HD 231	Research Methods in Human Development* OR Action Research in Human Development* (* HD 220 is a pre-requisite to HD 230 or HD 231)	3						

UPPER-DIVISION MAJOR CORE (25 UNITS)

All Lower Division Prerequisites must be completed prior to enrolling in Upper-Division Major Core courses.

* HD 300-304 courses and HD concentration courses must be completed prior to enrolling in HD 400 level core courses.

Course #	Course Name	Units	Grade	Sem	Notes	Need	IP	Met
HD 300	Administration in Human Service Settings	3						
HD 301	Theories of Human Development	3						
HD 302	Human Development in Childhood	3						
HD 303	Human Development in Adolescence	3						
HD 304	Human Development in Adulthood	3						
HD 495*	Fieldwork in Human Development* * Orientation meeting required semester prior to enrollment.	3						
HD 497*	Applied Research in Human Development	4						
HD 490*	Capstone: Human Development in Perspective	3						

CHOOSE ONE (1) CONCENTRATION EMPHASIS (6 UNITS)

Counseling Concentration

Course #	Course Name	Units	Grade	Sem	Notes	Need	IP	Met
HD 360	Effective Counseling Interventions Across the Lifespan	3						
HD 361	Introduction to Interpersonal, Interviewing, and Interaction Skills	3						

Health Concentration

Course #	Course Name	Units	Grade	Sem	Notes	Need	IP	Met
HD 350	Health and Human Development	3						
HD 351	Health Disparities in Human Development	3						

Individualized Concentration

Choice of six (6) units from other concentrations and/or Upper-Division HD Elective courses (courses will NOT count twice to meet requirement).

Course #	Course Name	Units	Grade	Sem	Notes	Need	IP	Met
		3						
		3						

NINE (9) UNITS OF HUMAN DEVELOPMENT UPPER-DIVISION ELECTIVES SELECTED FROM:

- | | |
|--|--|
| HD 381 Youth Violence | HD 384 Social and Public Policy in Human Development |
| HD 382 Multiculturalism and Social Justice | HD 385 Ecological Perspectives of Human Development |
| HD 383 Children, Youth, and Families | |

Course #	Course Name	Units	Grade	Sem	Notes	Need	IP	Met
		3						
		3						
		3						

THREE (3) UNITS DESIGNATED UPPER-DIVISION 'BB' GENERAL EDUCATION COURSE SELECTED FROM:

****UDGE must be taken after you have completed 60 units***

- | | |
|--|--|
| BIOL 321 Human Physiology | BIOL 327 Biology of Human Reproduction |
| BIOL 323 The Physiology of Nutrition & Disease | BIOL 328 Human Heredity |
| BIOL 325 The Physiology of Exercise & Health | BIOL 329 Biology of Aging |

Course #	Course Name	Units	Grade	Sem	Notes	Need	IP	Met
		3						

Please Note: Elective units needed to meet 120 units for graduation may be utilized for minor requirements, graduate preparatory coursework, career exploration courses, etc... Please speak to a HD faculty member or visit the HD website @ www.csusm.edu/human-development for more information.

GRMN 312 (3)**German Composition and Advanced Oral Practice**

Advanced-level practice of German through oral and written exercises. Conducted in German. Enrollment Requirement: GRMN 202.

GRMN 314 (1-3)**Topics in German Culture**

Selected topics of study drawn from German culture and civilization. Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 201.

GRMN 315 (3)**Introduction to Literature in German**

Designed to help students read, understand, and enjoy a representative selection of masterpieces of German literature. It will survey the development of German literature from the age of Enlightenment to the present. Readings in fiction, poetry, and drama will introduce the students to a critical approach to literature. Conducted in German. Recommended Preparation: GRMN 311. Enrollment Requirement: GRMN 202.

GRMN 318 (3)**Business German**

German language and culture within the context of German business and economics. Extensive reading, listening comprehension, and speaking exercise about up-to-date issues related to business and political matters. Course conducted in German. Enrollment Requirement: GRMN 202.

GRMN 331 (3)**Introduction to German Linguistics**

Introduction to the linguistic analysis and scientific study of the German language. Examines a number of topics in German linguistics, including historical development and the relationship of German to other Germanic languages, German phonetics and phonology, morphology and word formation, and syntax. Looks at German sociolinguistics and dialectology, as well as varieties of German spoken in Eastern Europe and the Americas. Course is taught in German and English. Enrollment Requirement: GRMN 202.

GRMN 350 (3)**Civilization and Culture of German Speaking Countries**

Study of the culture and civilization of the German people and the Germanic world. Analysis of literature, art, history, geography, and contemporary social structures. Conducted in German. Enrollment Requirement: GRMN 202.

GRMN 380 (3)**German Culture Through Film**

Study of important aspects of German-speaking cultures and history as they are represented in film. Elements of film analysis. Compositions and analysis of selected grammar topics. Conducted in German. Enrollment Requirement: GRMN 202.

GRMN 395A (1) 395B (2) 395C (3)**Independent Study**

Students will study their own field of interest within German, Austrian, and Swiss literature and culture. Readings, written papers, and oral discussions will be guided by the instructor. A minimum of three analytical papers will be required. Students must meet weekly with the instructor. May be repeated for a total of nine (9) units. Conducted in German. Enrollment restricted to students who have obtained consent of instructor.

GRMN 410 (3)**Topics in German Literature**

Selected topics of study drawn from German Literature. Topics will vary according to the instructor, and the semester offered. Students should check the class schedule for listing of actual topics. May be repeated for credit as topics change for a total of six (6) units. Conducted in German. Prerequisite: GRMN 311 or 312.

HUMAN DEVELOPMENT (HD)**College of Education, Health and Human Services****HD 101 (3)****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.

Add HD 102
HD 170 (1-3)

Topics in Human Development

Selected topics in Human Development. May be repeated for a total of twelve (12) units as topics change. Credit may not be counted toward the Human Development major. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor.

HD 300 (3)**Administration in Human Service Settings**

Theory and research in the effective management and administration of human service organizations. Subject matter includes ethics, confidentiality, funding and grant-writing, licensure, decision making and leadership, personnel management, public relations, and program evaluation. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.

Change Pre Req
CZ

HD 301 (3)

Theories of Human Development

Survey of theories in human development (drawn primarily from psychology, sociology, biology and anthropology) with a focus on their application in understanding social problems and issues, and their use in the development and delivery of human services. *Enrollment restricted to Human Development majors (and Liberal Studies majors with a declared Special Field in Child Development or Human Development) with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

Change Pre Req C2

Add HD 302 303 304

HD 350 (3)

Health and Human Development

Focuses on the intersection between health issues and human development across the lifespan. Explores health issues as they relate to points of human development, health policy, health promotion, prevention, wellness and disease across the lifespan. Includes a discussion of developmental, family and lifespan influences on health including health issues and explores culture as it relates to these topics. Gives students interested in health care careers essential knowledge to provide effective health services. *May not be taken for credit by students who have received credit for HD 370-1. Enrollment restricted to Kinesiology majors in the Health Science Option, and Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

Change Pre-Req C2

Add HD 351

HD 360 (3)

Effective Counseling Interventions Across the Lifespan

Provides a foundation in the theory of counseling and effective components of evidence-based interventions. Students will become familiar with empirically supported relationship variables that are critical to counseling interactions, evidence-based approaches to counseling across the lifespan, and specific strategies integral to these interventions. The impact of development and socio-cultural forces will be discussed. A scientific, theory-based approach to counseling, emphasizing the integration of research and clinical work, using a developmental framework, will be used. *May not be taken for credit by students who have received credit for HD 370-2. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

Change Pre Req C2

HD 361 (3)

Introduction to Interpersonal, Interviewing, and Interaction Skills

Provides basic training in the interpersonal and communication skills integral to counseling-related careers. Includes a focus on ethics, confidentiality, intercultural and gender issues. *Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

Change Pre Req.

HD 370 (1-3)

Advanced Topics in Human Development

Selected topics in Human Development. *May be repeated for a total of twelve (12) units as topics change. Students should check the Class Schedule for the listing of actual topics. Enrollment restricted to students who have obtained consent of the instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

Change Pre Req C2

HD 380 (3)

Applications in Child and Youth Development

Considers the social, cultural, cognitive, emotional, linguistic, and behavioral development of children and adolescents from multidisciplinary, multicultural, and applied perspectives. Students will learn major theories of development in order to apply that knowledge to their work in evidence-based services and programs for children and youth. Includes a field experience component through which students will consider how their in-class learning is enacted in the lived experiences of children and youth. Special attention is given to identifying multicultural and socio-cultural influences on development. *May not be taken for credit by students who have received credit for HD 370-3. Also offered as EDUC 380. Students may not receive credit for both. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

Change Pre Req C2

Add 382 383 384 385

HD 490 (3)

Human Development in Perspective

A seminar intended for students in their final year of undergraduate study. Drawing from theories and knowledge gained from previous courses, this capstone course helps students to experience the application of such knowledge within allied health and human services fields. *Enrollment restricted to Human Development majors with Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.*

Change Pre Req C2

HD 495 (3)

Field Experience in Human Development

Supervised experience providing service in health and human services setting. Students will spend approximately eight (8) hours per week, for a minimum of 90 hours during the semester, in a child, adolescent and/or adult human services organization. Students will participate in service delivery, conduct observations, attend weekly class meetings, read related material and prepare written reports. *May be repeated for a total of six (6) units, but no more than three (3) units of credit may be applied toward the major. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230. Students must have completed a pre-course orientation offered the prior semester.*

-Change pre reqs C2

HD 497 (4)

Applied Research in Human Development

Reviews the importance of theory, research objectives and various quantitative and qualitative methods. Students will be expected to participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study.

Students will be involved in data collection, data coding, data analysis and manuscript preparation. **Three hours of lecture and two hours of laboratory. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.** *change pre Req C2*

HD 499A (1) 499B (2) 499C (3)

Supervised Independent Study

Independent study deals with a special interest not covered in a regular course or with exploration in greater depth of a subject introduced in a regular course. Discussion in individual conferences. **May be repeated for a total of six (6) units of credit. Enrollment restricted to students who have obtained consent of instructor. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.**

change pre Req C2

HISTORY (HIST)

College of Humanities, Arts, Behavioral and Social Sciences

HIST 101 (3)

World Civilizations to 1500

Surveys the history of the world from the early river-valley civilizations to the year 1500. Emphasis upon Afro-Eurasia and the Americas. Subject matter includes politics, society, religion, and global interactions. **May not be taken for credit by students who received credit for HIST 201.**

HIST 102 (3)

World Civilizations to Present

Surveys the history of the world from the 16th Century to the present. Examines transcultural interactions, colonialism, revolutions, industrialization, the world wars and the origins of the modern world.

HIST 130 (3)

U.S. History 1500-1877

Survey of the development and changing historical interpretation of American institutions and society from the colonial period through Reconstruction. Special attention to the interplay of European, American Indian, and African cultures in this development. Themes include immigration, colonial formation, Indian-white contact, constitutional development, economic change, religion, slavery, race relations, status of women, westward expansion, reform, and political parties. **May not be taken for credit by students who have received credit for HIST 230.**

HIST 131 (3)

U.S. History 1877-Present

A survey of the development and the changing historical interpretation of institutions and society in the United States from the end of Reconstruction to the present. Special attention to the interplay between races and cultural diversity and conflict. Themes include immigration, constitutional development politics, economics, religion, reform, the growth of the U.S. as a world power, status of women, westward expansion, and urbanization. **May not be taken for credit by students who have received credit for HIST 231.**

HIST 300 (3)

Thematic Topics in History

Thematic topics in History. Topics may come from any world area or be comparative. **May be repeated for credit as topics change for a total of six (6) units. Students should check the Class Schedule for listing of actual topics.**

HIST 301 (3)

Historical Methods and Writing

Offers an introduction to historical methodology and theory. Explores the various approaches historians take to their study and the variety of tools historians use, including digital history. Students will produce an original research project based on primary sources, in engagement with existing historical scholarship.

HIST 305 (3)

Early Industrial Britain, 1688-1850

Charts the early economic transformation of Britain and its role in shaping issues of politics and constitutional forms; surrounding the developing of class, gender, and social relationships; framing questions of empire and imperial policy; and cultural and intellectual expression. Uses Britain's industrialization as a case study to isolate structural components of that process within the particular situation found in Britain from 1688-1850.

HIST 306 (3)

History of Internationalism and Human Rights

A course in intellectual history that considers the history behind the idea of human rights in the modern world. Explores how historical ideas about universalism and human nature from the 18th century forward led to challenges to the nation-state system as the dominant model of international society. Subjects include abolitionist movements, anti-imperialism, self-determination, and humanitarian agencies, with special emphasis on the League of Nations, United Nations, and the challenges that human rights pose to questions of national sovereignty. **May not be taken for credit by students who have received credit for HIST 300G.**

HD 102: Prep Skills in Human Development (3)

Explores 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.

HD 220: Introduction to Statistics (3)

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

HD 230: Research Methods in Human Development (3)

Introduction to research methods and their application in social research. Topics include: research ethics; research design; conceptualization, operationalization and measurement; indexes, scales and typologies; sampling approaches; experimental designs; survey approaches; qualitative field research; unobtrusive research; evaluation research; qualitative data analysis; and reading and writing social research. Prerequisite: HD 220

HD 231: Action Research in Human Development (3)

Focuses on methods for conducting action research in social settings and guided by information gathering, planning, intervention, and evaluation. Emphasis on research methods for improving personal practice, human services delivery, educational practice, departmental operations, organizational effectiveness, and community wellbeing. Students will be expected to identify a topic of interest and write an action-oriented research proposal. Prerequisite: HD 220

HD 302: Human Development in Childhood (3)

Explores child development from lifespan, interdisciplinary, and multicultural perspectives useful for working with children. A special focus is on practicing the skills to conduct a community needs assessment for healthy child development based on the Precede-Proceed Model. Prerequisites: ANTH 200, HD 101, HD 102, HD 220. Also HD 230 or HD 231.

HD 303: Human Development in Adolescence (3)

Explores adolescent development from lifespan, interdisciplinary, and multicultural perspectives useful for working with adolescents. A special focus is on practicing the skills to implement and evaluate a community intervention program for healthy adolescent development based on the Proceed-Proceed Model. Prerequisites: ANTH 200, HD 101, HD 102, HD 220, HD 230 or HD 231, HD 302; coreq: In addition to other listed prerequisite courses, HD 302 may be taken prerequisite of HD 303 or concurrently as a corequisite of HD303.

HD 304: Human Development in Adulthood (3)

Explores healthy adult development from lifespan, interdisciplinary, multicultural and ecological perspectives useful in working with young, middle-aged, and older adults. Will learn to write a full proposal for a community intervention program that will address the needs of those in the adult stage of development using the Precede-Proceed Model. Prerequisites: ANTH 200, HD 101, HD 102, HD 220, HD 230 or HD 231, HD 302, HD 303; coreq: In

addition to other listed prerequisite courses, HD 303 may be taken prerequisite of HD 304 or concurrently as a corequisite of HD304.

HD 351: Health Disparities in Human Development (3)

Focus on the factors associated with health disparities across various ethnic populations and several underserved non-ethnic populations in the U.S. Includes health policy, healthcare modalities, access to resources, structural inequality, and the socio-cultural factors associated with etiology, treatment and wellbeing. Prerequisites: ANTH 200, HD 101, HD 102, HD 220. Also, HD 230 or HD 231

HD 381: Youth Violence (3)

Explores and develops the epidemiology, etiology, prevention and intervention of violence among multicultural youth. Examines the role of social, psychological and cultural factors in youth violence. Readings and lectures reflect knowledge coming from such disciplines as public health, sociology, psychology and anthropology. The class will visit, assess and contribute knowledge helpful to a local violence prevention program, which works with multicultural youth affected by violence. May not be taken for credit by students who have received credit for HD 370-6. Prerequisites: ANTH 200, HD 101, PSYC 100, PSYC 220, and PSYC 230.

HD 382: Multiculturalism and Social Justice (3)

Explores theories, models, and strategies to promote the dignity, health and life chances of all people with special attention to underrepresented minority and oppressed populations. Fosters awareness, knowledge, and skills for cultural competence when working with diverse populations in counseling, health, and human services settings. Examines how dynamics of power and privilege manage and sustain oppression at the individual and institutional levels. Explores strategies for interrupting systems of oppression and other ways to work for social justice in diverse contexts. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, HD 102, and HD 220. Also, HD 230 or HD 231.

HD 383: Children Youth and Families (3)

Examines the psychosocial, cultural dynamics and importance of the family from multidisciplinary and multicultural perspectives useful in working with children, youth and families. Engenders understanding of effective program development for addressing needs of children, youth and families. Gives special consideration to assets- and resilience-based perspectives. Prerequisites: Anth 200, HD 101, HD 102. HD 230 or HD 231

HD 384: Social and Public Policy in Human Development (3)

Examines the social and public policy and its relevance to the development of effective and impacting health and human services and programs across social, cultural, and economic groups across the life-span. Reviews the historical development of social and public policy in the U.S. as it pertains to health and human services. Prerequisites: Anth 200, HD 101, HD 102. HD 230 or HD 231

HD 385: Ecological Perspectives of Human Development (3)

Explores ecological and systems approaches focusing on the interactions of persons, processes, contexts and time to explain and optimize human development for diverse populations. Examines growth and development across the lifespan in the context of family, community, complex organizations, social-political institutions, culture and history. Identification of potential strategies to optimize well-being and development for diverse individuals, families, groups, or communities will be explored. Enrollment restricted to Human Development majors with Junior or Senior standing. Prerequisites: ANTH 200, HD 101, HD 102, HD 220, and HD 301. Also, HD 230 or HD 231.