

received 4/4/16

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary (drawing from multiple disciplines), interdisciplinary (a single subject of investigation of human development, integrating the knowledge from a variety of disciplines guided by the frameworks of human development) 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 alignment of Program Student Learning Objectives (PSLO) and Course Learning Objectives (CSLO) to better serve students. Program and course learning objectives were critically reviewed in 2013. The next academic years (2014-2016) involved an in depth self-study of the program's areas of strength and weakness based on past program reviews since 2005 as well as students' perceptions of the program. By October 2015, the PSLOs were revised (see the outcome below) and all syllabi were critically reviewed to ensure that the PSLOs and the CSLOs in all courses were aligned in the work of each course, student assignments, and assessment methods. Faculty collaboratively developed the vision (core values and beliefs) and mission of the department. We also developed new courses and we customized syllabi rubrics to assess students on the PSLOs and CSLOs. We believe these enhancements will fortify the program's academic standards

The Human Development Program is designed as a multidisciplinary program in the freshman and sophomore years; during these first two years, students mostly choose courses associated with other departments (e.g., Psychology, Sociology, Biology, Anthropology). The only 100-level course we offer is HD 101, Introduction to Human Development Across the Lifespan, which was approved as a General Elective course. HD majors also take Upper-Division HD courses to include research, program management, field work and courses focused on their specializations: youth and adolescence, gerontology, counseling and health. The HD

Department now wants to add more courses to the curricular repertoire, taught by HD faculty, and make more refinements.

Historically, HD had four academic concentrations: Health, Counseling, Children’s Services and Adult/Gerontology. Yet, as Table 1 shows, the Adult/Gerontology Concentration attracted only a few students during the 2013-14 academic year. And, while the Children’s Concentration has many students, their interests differed widely in career interests. Thus, after much deliberation and consultation with College administration there was consensus by the faculty to maintain the Health and Counseling as curricular options, and consolidate the Children’s Services and Adult/Gerontology concentrations, making them into a General option. Establishing a General option will allow students in the former concentrations (Children’s Services and Adult/Gerontology) to choose courses based on their careers and retaining Health and Counseling will offer students curricular options for the related career paths.

Table 1
Distribution of 744 HD students by Concentration and Year Level (2013-14)

	Freshmen	Sophomores	Juniors	Seniors	Total Row
Adult/Gerontology	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 most recent data of active students in the spring of 2016 (RaDAR Reports run 3/15/16) indicate that there are now 989 students enrolled in Human Development courses. In Addition the data shows contact information by major and minor as well as general degree report. See the following data report compiled the Students Services in COEHHS:
Active Students by Major/Minor Spring 2016¹

Human Development: **989**

CHAD: **92**

Psychology Major: **1052**

Psychology Minor: **213**

Note: Students may be counted more than once in the above figures if they have a double major or are pursuing a minor in Psychology. The above figures do not represent unique students.

Double Majors and Major/Minor Scenarios¹

1. Students double-major in PSYC and HD
 - a. Number of currently active students: **7**
 - b. Number of HD/PSYC double majors granted since 2010: **7**
2. Students double-major in CHAD and HD
 - a. Number of currently active students: **2**
 - b. Number of HD/CHAD double majors granted since 2010: **0**
3. Students major in HD and minor in PSYC
 - a. Number of currently active students: **83**

Switched Majors Scenarios²

1. Of the First Time Freshmen and Transfer students admitted in the past 20 years, about **2.0%** were Human Development majors at one time and as of their most recent enrolled semester were listed as Psychology majors.
2. Of the First Time Freshmen and Transfer students admitted in the past 20 years, about **8.0%** were Psychology majors at one time and as of their most recent enrolled semester were listed as Human Development majors.

HD faculty defined the major content which all Human Development majors must learn and master for the general option, and proposed adding more courses for the Health and Counseling options. Students who choose the Health or Counseling options will be required to choose four HD courses (12 units) as specified on the attached worksheet. Students who prefer neither of these options will complete the General option course requirements, specified on the attached worksheet. Students in the General option can also choose courses from either the Health or Counseling options. The Counseling option will require HD360 (Effective Counseling Interventions across the Lifespan) and HD361 (Introduction to Interpersonal, Interviewing, and Interaction Skills), supported by HD 382 (Multiculturalism and Social Justice), and HD 383 (Children Youth and Families) for a total of 12 units. The Health option introduces one new course on health disparities (HD351) and will continue to require HD350 (Health and Human Development) as well as the new course HD 384 (Social and Public Policy in Human Development) and one Biology course selected from: BIOL 321 (Human Physiology), BIOL 323 (The Physiology of Nutrition and Disease), and BIOL 325 (The Physiology of Exercise and Health). Students in the General option will select three units from the Counseling option, three units from the Health option and six units from the list of elective courses: HD 380 (Application of

Child and Youth Development), HD 381 (Youth Violence), and HD 385 (Ecological Perspectives of Human Development).

With the new curriculum, HD majors will have completed 101 units of required courses, which will leave 19 units of upper division electives that can be taken from within or outside the major with faculty approval. This will allow students to tailor their curricular choices with their career interests, and potentially prepare them for graduate school or licensure prerequisites.

A curriculum worksheet is attached to this narrative to show the new curriculum for HD majors. A total of 15 units will comprise the lower-division prerequisites for the major, which include new HD courses in statistics (HD220) and methodology (HD230 and HD231). A new preparatory course for the major (HD102) was developed based on data from the 2013-14 program assessment derived from common student projects in HD 497. Areas that were targeted for fortifying students' skills included APA style of writing, developing research questions, analyzing data, and improving professional practice. HD 102 was developed to ensure that our students learn APA style of writing, explore career opportunities in HD and human services fields, build skills for success in the HD major and after graduation, and apply competencies to address long-term professional development needs.

Twenty-five units will comprise the core of the upper division HD curriculum. This core will include current upper division courses, including HD 300, HD 301, HD 495 and HD 497 and HD 490. New upper division core courses will include HD 302, HD 303, and HD 304 which will cover the developmental stages from conception to death. All students will take the core courses.

Program Student Learning Outcomes The HD PSLOs revised Oct 6, 2015 are included for reference.

- 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.