

PSYC re HD

Virginia Mann

Subject: FW: Human Development package

From: Miriam Schustack

Sent: Friday, March 11, 2016 2:50 PM

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

Cc: Regina Eisenbach <regina@csusm.edu>

Subject: RE: Human Development package

I do not have any of those numbers, unfortunately. And there did not seem to be an easy way for my department staff to get them. Maybe either the Registrar's office or the Advising staff might be able to run the appropriate reports.

-Miriam

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Miriam W. Schustack, Ph.D.

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**From:** Suzanne Moineau

**Sent:** Friday, March 11, 2016 2:25 PM

**To:** Miriam Schustack; Virginia Mann; Alice Quioco; Bonnie Bade; Sharon Elise

**Cc:** Regina Eisenbach

**Subject:** Re: Human Development package

Hello Miriam,

As I opened the document, I wonder if UCC may get some statistics on the number of students impacted in the categories you noted: double majors/major-minor/switched major. Would you have these figures or would we need to look to the registrar's office if we wanted to understand the impact?

Thanks,  
Sue

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**From:** Miriam Schustack <[mschusta@csusm.edu](mailto:mschusta@csusm.edu)>

**Date:** Friday, March 11, 2016 2:19 PM

**To:** Virginia Mann <[vmann@csusm.edu](mailto:vmann@csusm.edu)>, Alice Quioco <[aquiocho@csusm.edu](mailto:aquiocho@csusm.edu)>, Bonnie Bade <[bbade@csusm.edu](mailto:bbade@csusm.edu)>, Sharon Elise <[selise@csusm.edu](mailto:selise@csusm.edu)>

**Cc:** IITS Administrator <[smoineau@csusm.edu](mailto:smoineau@csusm.edu)>, Regina Eisenbach <[regina@csusm.edu](mailto:regina@csusm.edu)>

**Subject:** RE: Human Development package

Dear Suzanne and Regina (et al.):

Attached is the Psychology department response to the HD curriculum proposal package that I got early last week. Let me know if there are any questions I can answer.

--Miriam

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Miriam W. Schustack, Ph.D.

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.